Combining content-based and EAP approaches to academic writing: Towards an eclectic program

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Combining content-based and EAP approaches to academic writing: Towards an eclectic program

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ABSTRACT

Over the past decade, Australian universities have experienced an exponential increase in the enrolment of fee-paying overseas students whose preparation for tertiary studies may differ significantly from that of local students. Despite English language proficiency requirements, there is some concern that international entry tests do not adequately measure the complex features of university writing; an important concern given that student success is heavily dependent on their mastery of academic writing. As a result, many international students require additional support structures. Until the present, debate about the most effective way to meet the diverse needs of English as an Additional Language (EAL) writers entering universities has concerned a choice between two alternatives: on one hand a separate, short-term English for Academic Purposes (EAP) language program and on the other, direct entry into disciplines with lecturers taking responsibility for assisting students to learn the discipline-specific language skills required. While the Australian Universities Quality Agency (AUQA, 2009, 2013) supports the latter view, this research investigates a third alternative; that is, an English for Academic Purposes Pathway program (EAPP) that not only teaches general academic English skills, but also English required in discipline specific contexts, as well as important and necessary adjunct skills that support writing.

This three-phase, mixed-methods study used both qualitative and quantitative data to investigate the efficacy of such a program. The study, which was analytic, descriptive and comparative in approach, was conducted in a naturalistic setting and, where possible, qualitative data were used to support the findings from quantitative data. Theoretical propositions guided the data collection and provided important links to connect primary and secondary research. Phase 1 investigated the academic writing needs perceived by 60 students who were either studying in the 20-week or 10-week EAPP program at Swan University (a pseudonym). Perceptions of student needs by 13 EAPP teachers were also analysed and writing samples collected. In Phase 2, the cohort decreased to 31 students representing seven faculties. Perceptions of 17 faculty staff from across and within these seven faculties were sought regarding the tasks and genres required for EAL students to

meet the writing expectations within these disciplines. The marked ex-EAPP student's faculty writing assignments were collected and analysed at the end of first semester. At this stage, because the volume of student writing produced over the course of the study was so large, disproportional stratified random sampling was used to select and analyse the EAPP and faculty writing of a sample of seven students. Research by Kaldor, Herriman and Rochecouste (1998) provided direction for frame analysis which was used to analyse the student writing. In Phase 3, which was conducted one year after entering their chosen faculties, 22 students replied to a request to judge which, if any, writing skills from their EAPP program had transferred to assist them with their faculty writing.

Findings are discussed in relation to four major issues. Firstly, reflections provided by ex-EAPP students ascertained that, on entering the EAPP program, the majority of them had been academically, linguistically, culturally and socially unprepared for study at master's degree level in an Australian university. Secondly, analysis determined that in the students' first year of faculty study, writing tasks and genres were almost identical in type, complexity and word-count restrictions to those taught in the EAPP program and that students readily adapted to the highly specified frameworks of any tasks that were unfamiliar. A third major finding was the significance that students placed on the type of feedback necessary to support their writing. Finally, students identified major areas of improvement in their academic writing at the end of the program, but provided suggestions in key pedagogical areas about how the EAPP program could be improved to better address their needs. This study found that EAL writing development involves much more than content knowledge, mastery over discipline-specific genre requirements and a wide vocabulary. Academic writing comprises a complex combination of extratextual, circumtextual, intratextual and intertextual features and skills, some of which are completely new to international students. A model was proposed to illustrate elements that provide: circumtextual assistance for pre-writing support; intertextual assistance through reading and writing support; extratextual assistance through sociocultural support, and intratextual assistance through the scaffolding of academic writing skills. To conclude, recommended modifications to the program are presented.

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Richard, whose assistance made this research a journey without too many bumps in the road. Thank you my darling for your patience and understanding, your excellent counsel, your IT expertise and your constant cooperation.

TABLE OF CONTENTS

CHAPTER ONE: Introduction

CHAPTER TWO: Context of the study

LIST OF TABLES

Chapter 7   Analysis of Module One Writing Samples

Chapter 8   Analysis of Faculty Writing Samples

LIST OF FIGURES

LIST OF ACRONYMS AND CODES

AUQA	Australian Universities Quality Agency
BAWE	The British Academic Written English corpus
CELT	Centre for English Language Teaching
CELTA	Certificate in Teaching English to Speakers of other languages
CRICOS	Commonwealth Register of Institutions and Courses for Overseas Students
CTEFLA	Certificate in English Language Teaching to Adults
EAL	English as an Additional Language
EAP	English for Academic Purposes
EAPP	English for Academic Purposes Pathway program
ESL	English as a Second a language
ESP	English for Specific Purposes
IELTS	International English Language Testing System
IEAA	International Education Association of Australia
LAS	Language and Academic Skills adviser
LOTE	Languages Other Than English
L1	First language
L2	Second language
NNS	Non-native Speakers of English
NESB	Non-English Speaking background
NEAS	National English Language Teaching Accreditation Scheme
OECD	Organization for Economic Cooperation and Development
RSA	Royal Society of Arts (Cambridge)
TOEFL	Test of English as a Foreign Language

DEFINITION OF TERMS

General terms which can be applied to all language areas are considered only as they apply to academic writing instruction. Although they may not completely correspond with, or comprise the full range of meanings used by linguists, terms that have been used consistently to describe constructs associated with academic writing are defined to identify how they have been interpreted within this research thesis.

Academic literacy	The ability to master and control discipline specific information and forms of writing according to expectations and conventions of the discourse community in which the student plans to study.
Curriculum	A document that provides a broad, general outline of what is to be taught and articulates the educational philosophy and theories underpinning the outline.
Meta-curriculum	The freedom to manipulate the curriculum to meet the special needs of students
Syllabus	A document that develops the curriculum by prescribing the skills and content to be taught as well as the methods, materials and measurement procedures for teachers to use and follow.
Course	A plan of study that is credit-bearing and leads to graduation.
Adjunct course	Auxiliary lessons added to a university course as supplementary rather than an essential part of faculty work. Attendance is often voluntary.
Program	A plan of study that, when connected to English for academic purposes (EAP), prepares students for higher education.
Module	A unit of teaching that lasts for one academic term.
Unit of work	Lessons based on the same theme or topic and which form part of a module.
Cultures of learning	The socio-cultural aspects of the learning environment including the practices, beliefs, expectations, preferences, attitudes, behaviours, values, and perceptions of teachers, lecturers and international students from the various countries represented in the EAPP program intake for 2012.
Contrastive Rhetoric	The study of how students' first language and culture influences their writing in a second language.

C.A.R.S Model	A model that provides a framework for writing a research introduction. It guides the writer to create a research space (C.A.R.S) using three moves followed by a number of alternative steps from which to choose (Swales, 1990).
Disciplinary culture	The ways that pedagogic practices and expectations vary across disciplines and schools within a university.
Discourse community	A group of people who have texts and language practices in common. It can refer to the people a text is aimed at; it can be the people who read a text, or it can refer to the people who participate in a set of discourse practices both by reading and writing (Barton,1994).
Double culture shift	Recognises that international students may need to adjust both socially and academically to the implicit differences between the cultural expectations of their home culture and those of the new academic community they have entered.
Eclectic EAPP program	A diverse approach to teaching that blends content, teaching methods and strategies from different sources according to the needs of international students studying in various faculties.
English as an Additional Language (EAL)	The preferred term used to refer to students in this study, rather than other terms commonly used such as: second language learners (L2), English as a second language (ESL), non-native speaker of English (NNS) and non-English speaking background (NESB).
English for Specific Purposes (ESP)	The meaning of ESP has been controversial; however, in this study it refers to the teaching of English writing styles that may vary across faculties, or the teaching of English writing required for professional purposes.
Frame analysis	A research method that identifies implicit schema (frames) in order to make the structure of various genres and the communication of knowledge transparent. The resulting identification of these expected frames was used to assist students to understand, interpret and respond to English writing cultural expectations. Four types of frames were used in this study.
Circumtextual frames	Consist of three types: task requirements, assumed audience and content information collection procedures.

Extratextual frames	The support provided to link semantic knowledge that students already possess, to new knowledge that assists them to understand the requirements of tasks as well as assist them to comprehend when reading texts that form the basis of writing tasks.
Intertextual frames	Refer to how successfully students can make connections between the information from several texts to help to clarify their point of view or theoretical stance and includes how well they manage associated conventions such as paraphrasing, citing and referencing.
Intratextual frames	The internal framing devices that dictate conventional ways writers are expected to structure and connect the internal divisions within their writing using signalling devices. The term can also refer to information and how logically the student orders, distributes and links the content information into 'content-clusters'.
Formulaic Sequencing	A sequence of words, which commonly appears as a prefabricated whole in academic text within a field of study; that is, it is stored and retrieved whole from memory at the time of use.
Colligation	A lexical grouping based on the way words function in a syntactic structure; that is, a syntactic pattern.
Collocations	A lexical grouping of words that consistently appear together and in so doing convey meaning by association.
Lexical bundles	A combination of three or more words that are repeated with high frequency in texts that belong to a particular corpus.
Learning Transfer	Refers to how effectively the learning of processes, skills and information from past experiences affect learning and performance in a new situation.
Near transfer	Refers to transfer that occurs when the skills taught in one context are the same type of skills required in a new context when the task is similar.
Far transfer	Refers to transfer that occurs when the skills needed for a new learning situation appear dissimilar because the task is different.
Low road transfer	The transfer that occurs when skills have become automated through practice and feedback.

High road transfer	Transfer that occurs when learners are able to make connections across contexts that are quite different.
Lexico-grammatical features	This term is intended to comprehensively describe the features of a clause or phrase; that is, the combination of vocabulary (lexis) and grammar used to form it.
Meta-text	Linguistic material in texts that is intended to help readers organise, interpret, and evaluate the information given, but does not add further information to the propositional content; for example, 'this suggests that', 'it can be seen that', 'as a result' and so on.
Macrostructure	The major divisions expected in a specific text type and the sequencing and organisation of those divisions.
Writing genres	Broad rhetorical patterns such as recount, argument, process/procedure, problem/solution, cause/effect, and narrative. Genres are recognised because of the purpose they serve and the language used to express that purpose. They are sometimes called elemental genres.
Writing tasks	Sometimes called macro genres because they are more general and consist of a number of elemental genres; for example, essays, newspaper articles, laboratory reports, theses, dissertations, literature reviews, critical reviews and bibliographies.
Meta-linguistic awareness	The conscious awareness and understanding of the expected properties of a written text including its function, semantic properties and rhetorical features.
Meta-discourse	Words used by the writer to mark the direction and purpose of a text. Meta-discourse includes prepositional phrases and conjunctive adverbs that act as transitions and signalling words such as: however, therefore, so, after that, in other words, in conclusion.
Optimum Information Range	A semantically based measure of whether the information students include in their writing is appropriate to the task or whether the writing includes irrelevant information.
Pragmatic naturalness criteria	Refers to the need for tests of academic language proficiency to be discipline specific and based on authentic data.
Systemic Functional Linguistics	A theory of language that places the function and social context of language as central, but also accounts for and recognises that language use and syntax is constrained by social context.

Time-on-task	In this context, time-on-task refers to the amount of time allocated to practising a particular writing skill, or the amount of time the student has been engaged in mastering a writing task and receiving teacher feedback.
Zone of proximal development (ZDP)	The difference between what learners can do without help and what they are capable of achieving when they are provided with scaffolded assistance within a social setting (Vygotsky, 1978)

NOTES ON STYLE

Although a uniform style has been followed throughout this thesis, the layout varies slightly from a precise APA style. It is felt that the changes made will present the information and analyses of data more clearly.

The text that follows subheadings and minor headings, is not separated by double spacing. Rather, it is separated by single spacing. Minor headings are centralised and italicised.

To highlight and clearly demarcate specific errors made by students in their writing, italicised print has been used in tables that appear in Chapters 6, 7 and 8. Additionally, italics and single spacing, as well as block formatting, are used to denote direct comments made by teachers and faculty markers, as well as to define reflections written by students.

The meanings of technical words have been used consistently throughout this thesis and words that have been expressed variously in the literature have been defined to clarify how they have been interpreted within this study (p. xxi). The word 'faculty' has been capitalised when referring to a specific faculty, but appears as lower case when using it as a general term as in faculty teacher(s) and faculty marker(s). Likewise, the word cohort has been capitalised when referring to Cohort A and Cohort B, but lowercase has been used when referring to 'cohort' as a general term, or when referring to 'both cohorts'.

Numerals, rather than words, have been used to enumerate tasks, cohorts, weeks and modules. They are also used to refer generally to chapter numbers within the body of the text.

I trust that these variations to layout and style will assist the reader.

CHAPTER ONE

INTRODUCTION

Globalisation, a phenomenon resulting in the integration of world cultures and economies, also encompasses the globalisation of English as a dominant language in international affairs associated with academia, administration, business, politics and science, as well as globalised advertising and popular culture (Crystal, 2003; Held, McGrew, Goldblatt, & Perraton, 1999). The spread of English as a global language has been rapid, possibly because Internet technology, which originated in the United States of America during the early 1970s, allowed people to interconnect with multiple networks. These factors led to an exponential increase in the role English plays as a common denominator and dominant language in international affairs today. As a result, much of the digital information of the world is now stored in English which is recognised as the second most widely spoken tongue in the world; only Mandarin is spoken by more people (Paul, 2009).

In academic circles, the number of academic articles written in English and published via the internet has accelerated rapidly. During the eighties, English was clearly identified as the major medium of communication in international research literature (Swales, 1987). This acceleration, together with globalisation, made it advantageous for researchers for whom English is an additional language (EAL) to enrol in English medium universities.

Today, proficiency in English is seen by many, especially those who rely on a knowledge-based economy, as a necessary educational enterprise if their countries are to compete globally (Gopinathan, 2007). It is not surprising, therefore, that over the past decade globalisation has prompted a dramatic increase in the number of foreign students undertaking tertiary studies in English medium universities in countries such as Australia. Such an increase is most likely based on the expectation that an immersion program will more effectively improve their academic English skills and according to Dunworth (2010) increase their prospects of employment.

Statistics illustrate how rapidly the influx of international students has increased. For example, Humphreys and Gribble (2013) report a 99% increase in the number of foreign students studying in overseas institutions between the years 2000 and 2010 with an estimated four million international tertiary students enrolled in overseas institutions in 2010 (OECD, 2012). Statistics provided by the International Education Advisory Council (Commonwealth of Australia, 2013), show that international student enrolments in higher education have grown from 72,717 tertiary students in the year 2000 (Australian Education International, 2011), to 243,591 in 2010. Similarly, Australian universities have experienced a rise in academic staff for whom English is an additional language (Flowerdew, 2000; Hyland & Hamp-Lyons, 2002).

Despite the continuing fluctuations in world economies, international education continues to be Australia's largest services export industry, having contributed $16.3 billion to the Australian economy in 2010-11 (Australian Bureau of Statistics, 2011). Australian universities have also proved to be the preferred option for international students from many cultures. According to the Australian Department of Foreign Affairs, this is because Australia is considered to provide high quality educational services in a safe environment. It is not surprising then that it ranks third as the most popular study destination for non-native speakers of English.

In particular, because of the rapid economic development and social changes within contemporary China, there has been an influx of Chinese students into Australian universities. It is reported that because of the increased wealth of a rising middle class, China has fast become the largest market for English language teaching in the world (Shi, 2006). In fact in 2010, China represented the largest foreign purchaser of Australian education, with approximately 165,000 students enrolled in courses (Australian Bureau of Statistics, 2011).

While university authorities in Australia have welcomed this development, very little research has been carried out on the impact of the second language (L2) environment as it relates to the writing development of EAL students (Storch, 2009). It is assumed that EAL students will cope because, before admission into

Australian university courses, international students from non-English speaking countries are required to prove that they have a sufficiently high standard of English language proficiency to succeed in an Australian educational setting.

The most common test used for this assessment is the International English Language Testing System (IELTS) which measures proficiency in academic reading, writing, listening and speaking. Students who sit the IELTS test are scored in bands ranging from zero (which indicates that the student did not attempt the test), to nine (which indicates that the person uses English appropriately, accurately, fluently and with complete understanding). Currently, an IELTS score of between 6.0 and 7.0, in all four language areas of the test (reading, writing, listening and speaking), is accepted as the minimum score necessary to demonstrate adequate English language proficiency to cope with the linguistic demands of university-level studies in Australia.

However, despite these requirements, there exists a degree of concern among university academic staff about the English language abilities of some international students (Bayliss & Ingram, 2006; Bretag, 2007; Ferris & Tagg, 1996; Sawir, 2005) with many suggesting that English language entry scores may be too low (Baird, 2010) or that institutional acceptance of particular IELTS scores, as a measure of English language proficiency, are inadequate for tertiary study (Barrett-Lennard & Bulsara, 2007; Dunworth, 2010). Phakiti and Li (2011) stress the importance of viewing IELTS scores as useful for admission purposes only and advise that if Asian students, in particular, are to succeed in their studies, they will require supplementary academic preparation after university admission.

Regarding writing, this disquiet could originate from the IELTS test prompt which is quite general and requires students to compose a text that expresses a point of view using information from their own knowledge base. University writing, on the other hand, is far more complex in that students are required to compare, contrast and synthesise information from more than one text in order to argue a point of view; writing that James (2009) refers to as 'text-responsible' (p. 69). Despite these concerns, Oliver, Vanderford and Grote (2012) assert that

internationally established standardised tests, such as IELTS and TOEFL, provide the best evidence for gauging potential academic success for L2 students.

Concern about writing standards and the increasing diversity of Australia's tertiary student population was also expressed by Kaldor, Herriman, and Rochecouste (1998) who maintain that many university policies fail to recognise and address the potential sociolinguistic consequences of negative transfer from a student's first language. That is, many policies fail to consider that EAL students may inadvertently contravene the norms of English by using genre features and grammatical structures from their first language to express their ideas in English. This omission is important because an understanding of the cause of student errors provides a basis for discussing and correcting them. They further argue that universities frequently fail to provide the support necessary to ensure that EAL students can cope with English literacy practices and writing styles, which may differ significantly from those considered normative in their countries of origin. This insight is not restricted to academic staff. Baird (2010) and Barrett-Lennard and Bulsara (2007) report that EAL students, themselves, are concerned that their English proficiency is too low for academic studies and that insufficient assistance is provided within universities to assist them.

To a large extent, the success or failure of all university students will depend upon their ability to write. Consequently, students need to gain mastery over the genres they are expected to write and academics need to pay specific attention to demystifying the structural expectations and to clarifying the discourse features demanded by the genres within their specific fields.

Helping students to write effectively within specific discourse communities involves, among other things, distinguishing the special demands and expectations of those communities and investigating how successful students are at identifying and mastering these demands. While contrastive rhetoric studies provide important information regarding many surface feature errors made in writing, there still exists a major problem for EAL students. Brandt (1990) describes this problem as 'invisible discourse' that represents 'the body of knowledge,

assumptions and operating procedures left out of the surface of discourse, but necessary for understanding and producing it' (p. 119). Belcher and Braine (1995) agree that making this 'invisible-discourse' perceptible requires 'academic discoursal consciousness-raising' (p.xv) which will encourage students to develop an overt cognitive perception of text construction and the contexts in which to frame academic discourse.

Statement of the Problem

Educators have long recognised and discussed—at least anecdotally and with colleagues—the difficulties that persist within the writing of EAL students who transition from English for Academic Purposes (EAP) special courses to university study. These difficulties also permeate the writing of many EAL students who qualify for direct entry into faculties. Yet, surprisingly, there has been a scarcity of research available to assist them to understand why these difficulties persist. This situation prompted the International Education Association of Australia (IEAA) to host a National Symposium (2007), the aim of which was to investigate good practice principles to address EAL student language needs. The symposium resulted in the publication of *Good Practice Principles for English language proficiency for International Students* (the Australian Universities Quality Agency, 2009) and prompted much discussion regarding academic support for EAL students. Despite this action, Dunworth (2010) asserts that fundamental questions remain unanswered '…about the nature of tertiary level language proficiency, the measurement of language proficiency and the ways in which language proficiency should be developed' (p. 6). Indeed, determining the most conducive environment, as well as the character of academic writing and the basic abilities that students need to acquire in order to produce successful academic texts, has not proved an easy task for researchers or teachers.

Research by Zhu (2004) identified two models of academic writing instruction. The first advocates that, because a general set of skills form the basis of academic writing across scholarly fields, writing instruction is best conducted by specialist writing/language teachers. Leki and Carson (1994) however,

question whether skills taught in EAL adjunct programs will transfer positively to other learning contexts such as faculty writing. Zhu's second view is based on research that highlights variations in genre structure and language features across and within disciplines. This view supports the notion that academic writing should be taught by discipline specialists who understand the 'unique thought and communication processes' (p. 29) of the field. Not all academics agree with this second proposition (Clughen & Connell, 2012; Thies, 2012). In support of their opposition to the proposal, those who disagree cite reasons such as: time constraints; a curriculum that is already overcrowded; a lack of expertise in teaching EAL writing skills, and the belief that teaching language skills is not an integral part of an academic's role which is primarily to teach content. So, the question of which of the two models better serves the needs of international students remains controversial.

Purpose of the Study

The Australian Universities Quality Agency (AUQA, 2009, 2013) stresses that the assistance offered to EAL students is best managed within their chosen faculties because it ensures that the learning activities they experience are context-embedded and discipline-specific. Until recently, the debate has concerned a choice between two alternatives: on one hand a separate, specialist English language program and on the other, direct entry into the student's discipline with lecturers taking responsibility for assisting students to learn the discipline-specific language skills required. This study proposes a third alternative; that is, a specialist English language program, or English for Academic Purposes Pathway course (EAPP program), that not only contextualises the writing requirements required in discipline specific settings, but also develops generic academic skills and provides the socio-cultural support needed to ensure a stress-free transition for EAL students into their chosen faculties.

It is proposed that the EAPP program developed by Johnson (2007) at Swan University (a pseudonym), Centre for English Language Teaching (CELT), can inform the design of a course that addresses faculty writing needs as well as the

special needs of EAL students. To do so requires a comprehensive needs-analysis (Long, 2005) that describes the academic writing expectations across faculties at Swan University where the EAL research students plan to study when they exit the pathway program. Such a course needs to be founded on valid baseline data collected from the institution, so that international students entering various faculties at Swan University are better informed and will, therefore, have a better chance to succeed in their undergraduate and postgraduate studies.

Significance of the Study

Given the value of international education as a services export industry, the findings from this research will have importance Australia wide, particularly for universities responsible for delivering effective education programs for international students with an EAL background. The findings will have particular significance for designers of EAP courses, EAP teachers and teacher educators, as well as lecturers in the faculties where EAL students are enrolled. The study is significant for the following reasons. According to Murray and Arkoudis (2013) there is a dearth in studies that track the performance of international students entering institutions through EAP programs; therefore, it addresses a gap in the current research. Secondly, the findings will add to the current debate on alternative ways to cater for the needs of international students studying in Australia. A third reason is the meaningful framework it offers for furthering the understanding and identification of EAL student writing difficulties. In doing so, it adds a further dimension to methodology, proposed by Kaldor, Herriman and Rochecouste (1998), for assisting EAL students to master academic writing. Most importantly, it adds a greater awareness of reasons for the reported EAL student dissatisfaction with their university learning experiences, the academic advice they were given and the support they received during their studies (Barrett-Lennard and Bulsara, 2007).

Research Questions

This study investigated the viability of a writing program that combined both discipline-specific and skills-based features. Currently, there appears to be doubt that an EAPP program can address the different expectations of discipline-specific writing across and within faculties. This doubt indicated the need for further investigation and prompted the following major question: Can an EAPP program like the current CELT course at Swan University provide a viable alternative to embedding literacy into faculty courses? If so, what discipline-specific and skills-based writing features and activities should pathway program designers include in their courses to ensure that they are sufficiently comprehensive to prepare EAL students for the demands of postgraduate studies? Additionally, how can EAPP teachers maximise learning transfer?

The research was further guided by the following specific subsidiary questions:

1. What writing task-types are EAL students studying for a master's degree by course work expected to master within their chosen faculties at Swan University?

    a. What is the nature of interdisciplinary variation in lecturer expectations across faculties, in the amount of writing required in each discipline, the typical writing assignments set, the type of texts and the structure of the genres students need to master?

    b. Is there a common core of generic writing skills and text structures across these faculties? If not, what differences across and within the faculties need to be addressed?

    c. What do lecturers consider the most important aspects of academic writing? Do lecturers perceive any common difficulties in the writing of their EAL students?

2. Which academic writing tasks and genres do EAPP program teachers identify as difficult for EAL students to master and which writing skills do they identify as necessary for EAL students to practise in order to be prepared for faculty writing? Is there evidence of learning transfer in the faculty writing of ex-EAPP students?

3. Which academic writing tasks and genres do EAL students perceive as the most problematic to master in English academic writing and which writing skills do they find difficult?

   a. Are these perceived difficulties evident in the writing samples produced by EAL students?

   b. Which writing skills do students identify as having transferred from their EAPP program to their faculty writing? Does their faculty writing show evidence of transfer?

4. Are there any other essential areas of writing identified by students, EAPP staff and faculty teachers that need to be included in a comprehensive EAPP program?

Overview of the Study

Over the past decade, the enrolment of fee-paying overseas students in Australian universities has increased exponentially. While universities have welcomed this development, the preparation of these students for tertiary studies may differ significantly from that of local students. As a result, many international students will require support structures to help them become acculturated into writing practices that differ significantly from those with which they are familiar. Whether direct entry into their faculty is the best option for international students, or whether specialist EAP language teachers should first provide this assistance in an adjunct program has been a continuing debate.

In light of this debate, this study considered a third option; that is, an eclectic program that combines skills-based general academic English with a discipline-specific research component. In doing so, the first aim was to identify, describe and compare the academic writing expectations and requirements of academic staff across and within selected faculties. A further aim was to determine whether text types and/or formats vary across and within disciplines and if so, which features of academic writing should be included in an EAPP program to

adequately cover the genres that EAL students are expected to master when they transfer from an EAPP program into their chosen fields of study. A third aim was to identify how accurately EAL students perceived their needs and their progress in both their pathway program, and after they had entered their chosen faculties. A final and related aim was to examine student perceptions of whether the writing skills from their pathway program transferred to their faculty writing and if so, which skills transferred.

Organisation of the Thesis

This study comprises ten sections. The first, this introductory chapter, has provided a background for the research, its significance and contribution towards addressing the problems identified and the research questions that drive the research.

Chapter 2 provides a context for the study by discussing the two main options currently available to EAL students: that is, either qualifying for direct entry into a faculty, or entering an adjunct EAP course prior to faculty based studies. A third option, an eclectic EAPP program developed at Swan University, CELT (Johnson, 2004), is introduced in this chapter which describes the development of the EAPP program, its structure and the pedagogical approaches and theoretical perspectives that informed its design.

Chapter 3 comprises a review of relevant literature. It investigates the complexities associated with developing content and pedagogy to support EAL students and the crucial question of learning transfer. This is followed by examination of research findings concerning text types, task types and discourse features required in academic writing across faculties and the difficulties markers face evaluating the special features of academic writing. Finally, the chapter addresses the relevance of contrastive rhetoric analysis studies to the development of a comprehensive EAPP program.

Chapter 4 outlines the theoretical and conceptual framework that guided the research. This chapter explains the mixed methods approach and why it was adopted, the processes used in collecting the data across three phases and the instruments used to analyse the data.

Chapter 5 is divided into four sections that present findings from questionnaire responses analysed in Phase 1 of the study. Results from both quantitative and qualitative data are reported.

Chapter 6 presents the results of the framing reference analysis performed on the EAPP corpus of writing, for Module 1 of the program. To ensure comparability between the two corpuses, disproportional stratified random sampling was used. Samples included the writing assignments completed by three students during the module.

Chapter 7 provides the framing reference analysis results for Module 2 assignments and includes writing samples provided by the three Module 1 students and another four students who entered the program at the beginning of Module 2, increasing the writing corpus to seven.

Chapter 8 identifies the writing expectations for Phase 2 of the study and the results from the framing reference analysis that involved faculty markers.

Chapter 9 explores relationships between the results and possible theoretical links and includes a discussion of the main issues emerging from the findings as well as the limitations of the research.

Chapter 10 provides a brief summary, a critique and six recommendations based on the findings.

<center>**CHAPTER TWO**</center>

<center>**CONTEXT OF THE STUDY**</center>

Introduction

As stated in Chapter 1, the two main options for EAL students who plan to study at a Western university are either to gain direct entry into their chosen faculty, or to enter an EAP adjunct course. It was proposed that a third option—a specially designed EAPP program—might offer a viable alternative. In this chapter, arguments for and against the first two options are considered and elements of the Swan University, (CELT) EAPP program are described as a precursor and basis for informing the design of a third possible option.

Model One: Direct entry into the chosen faculty

According to the Australian Universities Quality Agency (AUQA, 2009, 2013) good practice principles dictate that the development of academic language should be discipline specific and embedded and contextualised within specific disciplines; a view that is also endorsed by a growing number of scholars and researchers. However, in most English medium universities this model is seldom used. For example, in American universities, direct entry into the chosen faculty is the exception rather than the norm. The role of passing on knowledge of text features to undergraduate and non-native speakers of English who experience difficulty with writing is seen as the province of the teacher of academic English, rather than teachers of the particular disciplines in which students are studying. In most Australian universities, however, assistance is provided by Language and Academic Skills (LAS) advisers through adjunct courses which are voluntary and/or one-on-one interviews requested by students.

As early as 1988, Spack reported this trend as problematic, particularly if the teacher of English has no background knowledge of the subject area in which the students are studying. Donnell, Petraglia-Bahtri, and Gable (1999) supported Spack's claim by stating that it is meaningless to try to separate content from how it

<center>13</center>

is expressed. Swales (1987) extended the argument by adding that university-employed teachers of English may be ill-equipped and lack the confidence to teach discipline specific writing. Firstly, he maintains that the content may prove too complex for a teacher of English to comprehend and, secondly, they may be unaware of variations in structure and language features that are inherent in discipline-specific genres. Findings from more current research based in Turkey (Kirkgöz, 2009) affirm that a skills-based EAP curriculum is inadequate and does not meet the academic writing needs of EAL university-bound students.

Bridgeman and Carlson (1983) and Hamp-Lyons (1991) expressed similar doubts by pointing out the differences between what faculty specialists value when rating written work and what English faculty see as important evaluation criteria. In contrast to English teachers who rated paper organisation, development of ideas, paragraph organisation and sentence structure highly, but gave little priority to content; other faculties judged the quality of content as the major criterion, followed by addressing the topic and the assignment requirements. Thus, accuracy of content was preeminent with subject faculty-raters and coherence was secondary; while rhetorical criteria and coherence were placed foremost by English faculty-raters. In fact, faculty members interviewed by Leki (2003) reported that L2 errors made by EAL writers were not overly concerning. Paxton (2011) agrees with this. Her interviews with supervisors and lecturers from the Faculty of Economics in the University of Cape Town revealed that academic staff view the collection of original data as far more important than the mastery of genre, indicating that writing is viewed as peripheral to the real work of research. According to Paxton, supervisors provided very little writing guidance for honours degree students; instead, the supervisors completed most of the rewriting for their students. In addressing this issue, Melles (2009) also acknowledged that writing in the field of engineering is evaluated largely on content; a view that downgrades language and academic writing skills by making them secondary to knowledge and customary practice in the discipline area. However, he also advocates that EAL engineering students studying in Australia need access to an EAP teacher who is familiar with English specific to the discipline of engineering. Melles states that, in this way, students would be better able to engage with engineering content while at the same

time developing language skills specific for postgraduate study in engineering. However, Melles concedes that programs such as this are comparatively rare. Obviously, providing ESL professionals to work alongside faculty members in order to integrate writing skills and disciplinary content may be pedagogically ideal, but not cost effective.

The approach taken by Donnell and associates (1999) introduces a further dichotomy; that of scribal skills and rhetorical skills. The implication being that scribal skills such as genre features, language features and grammar should remain the province of introductory writing courses. On the other hand, rhetorical features; that is, the persuasive devices or special organisational characteristics of a text, need to be taught and evaluated by an academic with knowledge of the discipline. Hamp-Lyons (1991) agrees based on the premise that English teachers acting as reader-judges of discipline-based writing will have difficulty providing valid student feedback if they are unfamiliar with the subject content. She maintains, however, that it is possible for content specialists to be made explicitly aware of the discourse features that make a text more coherent.

Harris and Ashton (2011) offer a number of reasons in support of embedding language learning into the faculty curricula. Firstly, they maintain that an embedded approach addresses the needs of the increasingly multi-cultural demographic nature of Australian universities. They consider that contextualised language assistance can ensure that support is provided for weaker EAL students who commonly fail to take advantage of voluntary workshops and adjunct programs. The authors state that students who attend contextualised workshops find these more relevant and, therefore, prefer them to general language workshops. Another advantage is that embedding language learning can force subject specialists to expand their skills to encompass the specialised language of their disciplines and, in so doing, makes better use of limited human resources.

In a discussion paper produced for the National Symposium, Dunworth (2013), identified a number of recent outcomes (Arkoudis, Baik & Richardson, 2012; Bamforth 2010; Mort & Drury, 2012; Stappenbelt & Barrett-Lennard, 2008; Thies,

2012) which she noted as originating from a similar symposium held in 2007. This paper established that research and teaching practices that focus on embedding language into faculty courses is accelerating. Dunworth (2013) believes that these initial attempts could prove a catalyst for wide-spread changes in the way that university faculties view responsibility for the language development of students.

Problems associated with model one.

However, the process of language embedding may not be quite as straightforward as advocates suggest. Writing is not simply a cognitive activity supported by discourse features to make ideas appear more coherent. It is a process shaped within a complex web of cultural attitudes to learning, cultural approaches to teaching and interpersonal classroom relationships that affect the way students learn, as well as their attitudes towards knowledge and learning. Socio-cultural attitudes towards knowledge have been shown to vary from conservative forms, in which the preservation of traditional knowledge is valued, to more extending forms in which the questioning of traditional knowledge and critical opinions take precedence. Some students, particularly those from Asian countries with a preference for knowledge preservation, may require sensitive guidance to become more critical, questioning and autonomous (Dang, 2010; Zhang, 2011); all of which are important skills needed to succeed in university studies in Australia.

Therefore, Australian academics need to become more aware of cultural variations in styles of thinking if they are to address the problems international students may face (Ballard & Clanchy, 1984; Cortazzi & Jin, 1997; Storch, 2009). Connor (2002) concurs and views texts written by students as the product of a dynamic process inculcated through educational experiences that suit the cultural context in which they were created. If students have been constrained in thinking autonomously and are unused to reading widely—or questioning accepted knowledge and forming critical opinions—they will have difficulty when confronted with the expectations of a Western university that values these processes.

Another complication and further constraints were raised by Dang (2010) in his investigation of learner autonomy in Vietnamese universities. From a socio-cultural perspective, Dang believes that the main reason Vietnamese students lack autonomy is the centralised nature of the national education system which has complete control over school operations, curriculum and classroom practices. Educational resources are limited. This forces Vietnamese educational institutions to rely on textbooks as their main medium of learning. Teachers are discouraged from innovating, diversifying or moving beyond the scope of the chosen textbooks, or the program objectives. Rote learning is encouraged and Vietnamese students are expected to be passive learners who absorb knowledge and memorise facts in order to reproduce them in examinations. While Dang acknowledges that, as more students gain access to computers and the Internet, this situation is showing some signs of change, he acknowledges that little progress can be made unless lecturers are prepared to adjust their teaching practices to facilitate learner autonomy and the transfer of learning strategies. It follows that Vietnamese students may also struggle to meet the demands of an Australian university.

A further difficulty identified by Leki (1995), is that first language writing styles that differ from English writing can transfer across languages. That is, learning from students' L1 context, can impact negatively on learning in an EAL context. So, international students may have been taught a style of writing that differs significantly from the target style in a number of features. They may also be unfamiliar with integrating and paraphrasing ideas from several sources, as well as the skills of quoting, citing and referencing. Apart from grammar, other points of difference between the student's first language (L1) and English (L2) could be overall textual structure; paragraph structure and thematic progression; language features; argument focus; reader orientation; reader/writer responsibility, and the use of cohesive ties and transition statements. Therefore, writing appropriate in an EAL student's culture may prove ineffective and inappropriate in an English context (Zhang, 2011).

Contrastive rhetoric research conducted by Silva (1993) indicated that many international students are also unprepared for the range of written genres they are

required to master in a Western university. However, he is sceptical that simply adopting pedagogy from English writing practices is sufficient to assist EAL students to adapt. According to Silva, EAL students need explicit information about how L1 and English writing requirements differ. He believes that to understand the errors EAL students make, and to deal effectively with EAL writers, teachers need an understanding of contrastive rhetoric. To illustrate this point, he examined 72 reports of empirical research; studies in which the participants produced written texts in their first language and in English. Findings from these studies revealed a number of significant differences between the composing processes used by EAL students when writing in L1 and L2, as well as in the features included in the written texts; differences which will be discussed in more depth in Chapter 3.

Many Western university faculties recognise and have tried to overcome the problems of specifying the salient features of written text by providing students with voluntary generic academic English workshops as well as seminars and individual consultations with specialist staff. However, feedback indicates that attendance numbers at voluntary courses tend to be low (Harris & Ashton, 2011; Hirsh, 2007; Stappenbelt & Barrett-Lennard 2008). Most Australian university faculties also issue a course manual containing specific information and guidelines designed to ensure that students are familiar with the criteria against which their writing will be judged. Further guidelines and web-based tasks, some of which are interactive, are posted on-line for students to access or download (Dunworth, 2013). Despite these attempts at intervention, the strategy of providing guidelines and information may not be an adequate pedagogical intervention for all students. The amount and type of information varies across faculties but is usually very general; therefore, this type of intervention can fail to meet the needs of EAL students.

The above complications and restraints suggest that if contrastive rhetoric studies provide convincing evidence that different cultures incorporate different rhetorical conventions, and if skills, strategies, practices and thinking styles negatively transfer from L1 to L2, it follows that teachers who understand these rhetorical differences are best placed to assist students to adjust to new writing practices and ways of thinking. Writers from different cultures need a supportive

environment and expert guidance in the processes involved in producing academic texts and other written products expected of them. They also need to develop an awareness of the rhetorical features of L1 that might cause interference.

Despite the reported success of an integrated language support program at Edith Cowan University, a number of pertinent issues that could negatively affect the success of partnerships between faculty specialists and language specialists were identified (Harris & Ashton, 2011). The study found that adjunct courses which are based on faculty content, but are organised outside timetabled faculty units, are resource intensive and exclude faculty staff from taking responsibility for their own further language development. Also, the intent to use integrated workshops/lectures to inform both students and faculty fails if faculty staff choose not to attend the sessions presented by language specialists. The innovative, embedded learning model that the authors initiated as a mandatory unit in 2010 proved more successful. However, the authors note that it relied heavily on the expertise, negotiating skills and personality of the Language Advisor (LA) to break down the barriers that Huijser, Kimmins and Galligan (2008) suggest marginalise language, making it less important than content. The unit, which was spread over 13 weeks, provided approximately ten and a half hours of language input, with five hours devoted to academic writing. It is debatable whether this limited amount of time offers adequate practice for writing skills to become sufficiently automated to support learning transfer. The authors report that meetings and preparation time for the LA were considerable.

Further complications, based on lecturer attitudes and resentment towards change, were raised by Clughen and Connell (2012) who, in a pilot program within the subject area of Social Theory at Nottingham Trent University, attempted to contextualise academic writing using an embedded approach. The project was met with strong staff resistance for a number of reasons. Firstly, lecturers viewed their curricula as already crowded and their workloads heavy; therefore, they resisted on the basis of having insufficient time to undertake an added initiative involving literacy. Secondly, academic staff deemed that adding literacy to an already 'saturated' curriculum would mean excluding some of the core content material of

their subjects. A third reason, unrelated to teaching, formed the core of the article. It concerned the psycho-social attitudes of lecturers who considered that literacy development was 'beneath' them and unconnected to their area of expertise. The researchers concluded that these attitudes reflect the complexity of the status accorded to lecturing as opposed to teaching. These studies suggest that without academic staff commitment, an embedded model is destined to fail.

Model Two: Initial entry into an adjunct EAP Program

Given the perceived problems associated with the direct entry model, it is possible that entry into an adjunct EAP course could prove a better option. The positive impact that EAP entry has had on preparing EAL students for faculty studies, particularly writing, has been reported in a number of research articles (Dooey, 2010; Evans & Green, 2007; Storch & Tapper, 2009; Terraschke & Wahid, 2011).

An adjunct EAP program could take the form of a special course offered to EAL students within a Centre for English Language Teaching; or it could be a special unit that provides student support services for faculties within a university. As mentioned previously, Melles (2009) suggests pairing content-specific academic staff with an EAL specialist in order to integrate writing skills and content knowledge. The possibility of this solution is debatable because of the obvious cost factor and the difficulty of finding a sufficient number of EAP experts to service each faculty. An adjunct model could address some of the major difficulties facing EAL students; for example, mastery over the many discourse features that contribute to structure in academic writing. This is not an easy task. Text structure, according to Colomb and Williams (1985) is complex and consists of many interlocking layers that contribute to cohesion and coherence. Without an understanding of essential discourse features, EAL students entering directly into a faculty may be on a certain path to failure. Hence, it is understandable that the task of making the features of effective writing explicit is often seen as the role of the discourse analyst or text linguist. The discourse analyst is, in the first instance, the obvious person to identify essential discoursal features needed to succeed in

academic writing. Leki (1995) concedes that EAP can certainly prepare international students for the demands of the writing they will face in various disciplines and advises EAP teachers to consult with students to discuss the strategies they can, or could, use to make this transition easier. However, Leki also questions whether a course such as EAP is sufficient to teach discipline specific discourse. Crasswell and Bartlett (2001) disagree with this premise. They state:

> *Knowledge is always 'knowledge of (something)' and LAS [Language and Academic Skills] advisers may have specialist knowledge of a type that, for example, allows them to identify precisely what is wrong with a text, why it has gone wrong, and how problems might be addressed so that the student acquires both improved understanding of discourses generally and greater textual control in context* (p. 13).

Crasswell and Bartlett concede that dislodging the 'remedial' tag associated with LAS advisory work has been a long process; however, the multi-disciplinary nature of LAS advisory assistance has been reconceptualised and is becoming more valued as a way of catering for the needs of international students.

As teachers of international students will attest, EAL writers have varied needs, particularly if they have had very little practice at sustained writing in English. For example, in the Japanese government-controlled English curriculum, writing practices are reduced to rule-patterned grammar tasks (Fujeida, 2006; Kubota, 1999) and speaking proficiency is emphasised. Thus, most Japanese international students are unfamiliar with the expected structural conventions of academic writing in English medium universities. Similarly, very few Japanese students who study to pass English language proficiency tests have had the opportunity to write extended academic texts in their preparatory courses. Understandably, many Japanese students have difficulty writing English essays, major papers, dissertations or theses when they study abroad.

Another complication that accompanies the increasing multicultural nature of Australia's university population, is the problem of a possible 'double culture shift' (Ballard & Clanchy, 1984). This means that EAL students entering Australian universities may have to learn both the rules of the academic community, as well as the values inherent in the Australian education system. These values and rules may

differ significantly from those of the educational system of the EAL student. For example, Jin and Cortazzi (2006) consider some of the practical, educational issues that Chinese learners studying in the United Kingdom must face, as a result of differences between British and Asian "cultures of learning" (p. 5). While the authors acknowledge that there have been recent moves within China towards a more Western system of education, they admit that more research is needed to take recent changes into account.

Cadman (1997) too, recognises that a significant cause of difficulty for EAL students studying overseas may lie in what they value as knowledge and how knowledge should be acquired. Cadman agrees with Ballard and Clanchy (1991) that the problem lies in differences "between the learning styles and attitudes to the demonstration of knowledge which many international students have inherited, and those which they meet in English language contexts" (p. 13). There are many variables that impact on how successfully EAL students develop the strategies and understandings necessary to control the requirements of academic writing. Research by Rochecouste, Oliver, Mulligan and Davies (2010) identified a number of extratextual variables that are best developed in a low-anxiety, secure environment which can support the development of "deep level understandings" (p. 2) of English language, as well as foster affective variables such as student self-belief and confidence. Within a supportive environment, EAL students are more able to adapt to new cultural expectations and differences. Rochecouste and her associates also identified the necessity to support the following extratextual skills which can impact on successful writing: reading skills; information literacy and library skills; opportunities to discuss and express opinions; meta-learning knowledge; time-management; planning, and vocabulary development. An adjunct program can provide a nurturing environment in which EAL students are better able to adjust to any cultural and academic differences they may encounter.

Other researchers (Allen, 1996; Bartels, 2003; Hu, 2007; Kaldor et al., 1998) have identified an even more significant factor that affects the support offered to EAL students. They maintain that while subject specialists possess expert content knowledge, and have experienced extensive academic preparation, many lack a

metalinguistic understanding of the discourse features required for academic writing competence. According to Kaldor and associates (1998):

> *While academics have an intuitive knowledge of what constitutes good academic prose, this knowledge is seldom articulated explicitly and much less often brought to the attention of students. Students are usually only instructed in general terms, if at all, as to the requirements of their written work (p. 1).*

This comment echoes a much earlier finding of Johns (1981) who, in a study involving 200 university academics, reports that most faculty members failed to recognise the importance of academic English and ranked general English as being more important than English for Specific Purposes (ESP). Johns interpreted the results as the failure of faculty members to understand the complexity and scope of ESP and their tendency to think of it as simply teaching academic word lists. She concluded that even though academics, through their own writing, display evidence of mastery over different genres, they may be metalinguistically unaware of the specific requirements of the different genres within their own disciplines. That is, although they have implicit knowledge of the requirements, they may find it difficult to make this knowledge explicit because they lack the metalinguistic or metadiscoursal knowledge necessary to guide their students.

A recent paper by Dunworth (2010) acknowledges the inextricable link between content and language and notes that "it cannot be assumed that academic staff are willing, able and prepared to take responsibility for the development and assessment of post-entry student English language proficiency" (p. 9). The observations by Dunworth and Johns are vital if Ferris (2003) is correct in stressing the importance feedback plays in the development of successful academic writing that is not only grammatically correct, but is also expressed logically, accurately and appropriately.

Problems associated with model two.

It follows that for EAP courses to be successful, EAP teachers need to have a broad knowledge of the writing conventions associated with various written genres and a familiarity with the text types each faculty deems essential. They also need to recognise disciplinary differences and how these variations influence the way

knowledge is communicated in writing. Advocates of direct entry into faculty consider that this would prove difficult for EAP teachers because they may not comprehend discipline knowledge and will, therefore, misunderstand the importance of how concepts are structured. Ramoroko (2012) for example, argues that writing taught in EAP classes is generic and fails to take into consideration the situated nature of academic writing, resulting in a disjunction between what is taught in an EAP course and what is required by each faculty.

Despite these socio-cultural and contrastive rhetoric based arguments in support of EAP adjunct courses, the movement towards faculty based literacy is increasing (Dunworth 2013; Harris & Ashton, 2011). This paradigm shift recognises that the duration of most EAP courses is short; therefore, the focus is mainly on generic skills and the time constraints do not allow for sufficient practice for successful learning transfer to occur. However, some students perceive learning transfer to be inhibited in faculty settings because the skills that they acquired in an EAP course are not recognised, practised or acknowledged. Furthermore, they claim that, in their degree studies, very little writing is required and lecturers tend to comment on the content of their writing rather than the quality (James, 2010; Knoch, Rouhshad, Oon & Storch, 2015). Clughen and Connell (2012) add that, although there appears to be general agreement that writing development needs to be supported and contextualised within faculties, lecturers prefer the support to come from literacy specialists. Therefore, visions of "internationalising" university staff (Briguglio, 2012) may prove more complex than many believe.

Model Three: An alternative EAP pathway approach

From the above discussion, it can be seen that initial entry into an EAP adjunct course could provide a nurturing environment; one which serves the important function of introducing EAL students to the generic requirements of academic writing and demonstrates how English writing styles can differ from those of other cultures. However, it is debatable whether an EAP program that focuses solely on making the features of academic language transparent would be sufficient to facilitate EAL students to master all of the skills required to support faculty writing.

Although many conventions of extended academic texts are generic and, therefore, can be applied across faculties, students also need exposure to the concepts, vocabulary and specific text types used in their chosen research discipline. Ideally, EAL students need a program that can act as a bridge, or pathway, between faculty-based demands and the requirements of academic writing. A program such as this should provide sufficient time and the opportunity for students to search for, select and read relevant articles in their chosen fields; acquire research skills; develop autonomy and time-management techniques; learn how to reference and avoid plagiarism, and be able to identify genre features and practise writing them.

The success of such a program requires teachers to understand learning transfer strategies and the theories that underpin the program. They also need the ability to translate these understandings into practice and to build them into their programs. Additionally, according to Leki (1995), it is important that teachers of EAL students recognise the skills and strategies that international students may already have mastered. In her investigation, Leki identified several well-developed coping strategies that EAL students already possessed before commencing study in Australia. According to Leki, these strategies are applied flexibly when international students are allocated unfamiliar writing tasks.

Perhaps the coping strategies Leki has identified are forms of learning transfer. If the main aim of a pathway approach is to assist EAL students to develop the skills necessary to write successfully in faculty courses, an awareness of effective learning transfer is essential. Learning transfer allows students to link skills acquired in a prior context to the requirements of similar faculty writing tasks. When faculty tasks are dissimilar, however, a much higher level of skill is involved. Transfer then depends on 'mindful abstraction' (Perkins, 1992, p. 3) and students need to deliberately search for connections between tasks they are familiar with and those that are different, but could benefit from the application of prior skills taught.

It would seem then, that to provide for contrastive rhetoric, cultural shift, paraphrasing and citation skills, intellectual debate and discipline specific writing

styles, a course designed to meet the needs of EAL research students will be extensive and must promote learning transfer.

One such EAPP program, which could provide a viable alternative, was designed for the Centre for English Language (CELT) at Swan University (a pseudonym). The program has been conducted at CELT since 2004. To establish how comprehensive the CELT EAPP program is, it is first necessary to identify which aspects of syllabus design it incorporates. It is also necessary to establish the pedagogical, epistemological and theoretical perspectives upon which it is based. For brevity, the course will be referred to as "the EAPP program" throughout this study.

Program design elements to consider.

There are many approaches EAL program designers need to consider. Alshumaimeri (2009) identifies structural, functional, notional, communicative, skills-based and task-based elements. He also refers to other research (Long & Crookes, 1993; White, 1988; Wilkins, 1976) which proposes that syllabus design can be categorised into main strands. White (1988), for example, classifies syllabuses into two main types which he labels Type A and Type B. The first, Type A, is product-based and is characterised by clearly outlined aims that focus on language forms, functions and skills. The second, Type B, is a methods-based, analytic syllabus that places emphasis on the learning process and consists of real-life tasks and texts that can be scaffolded, negotiated and modified according to how students are coping. This takes into account the academic purposes that prompted students to enter the course and includes the kinds of language performances that will help them reach their intended goals (Hadley, 1998).

Postgraduate students must negotiate complex academic territory, so a further design consideration is how specific to make the aims that guide a comprehensive EAPP program. Widdowson (1983) proposes that EAL courses can be categorised and placed on a continuum according to the degree of specificity of the aims under-pinning them. He advises that these should be shown as polarities rather than binary opposites. One end of this continuum is represented by courses that are considered

'narrow angle' courses and the other end is occupied by courses considered 'wide angle' courses. Narrow angle courses are those that are restricted to clearly defined tasks based on the aims of the course. Conversely, wide angle courses are those that are designed to provide international students with the general ability to manage future indeterminate contingencies and situations. To be considered comprehensive, an EAPP program, such as the one proposed, should comprise both wide-angle elements and narrow-angle elements. Employing an analytic hierarchy process used by Tang (2011), a hierarchy model was constructed (see Figure 2.1) to provide an insight into elements to consider when customising an eclectic EAPP program.
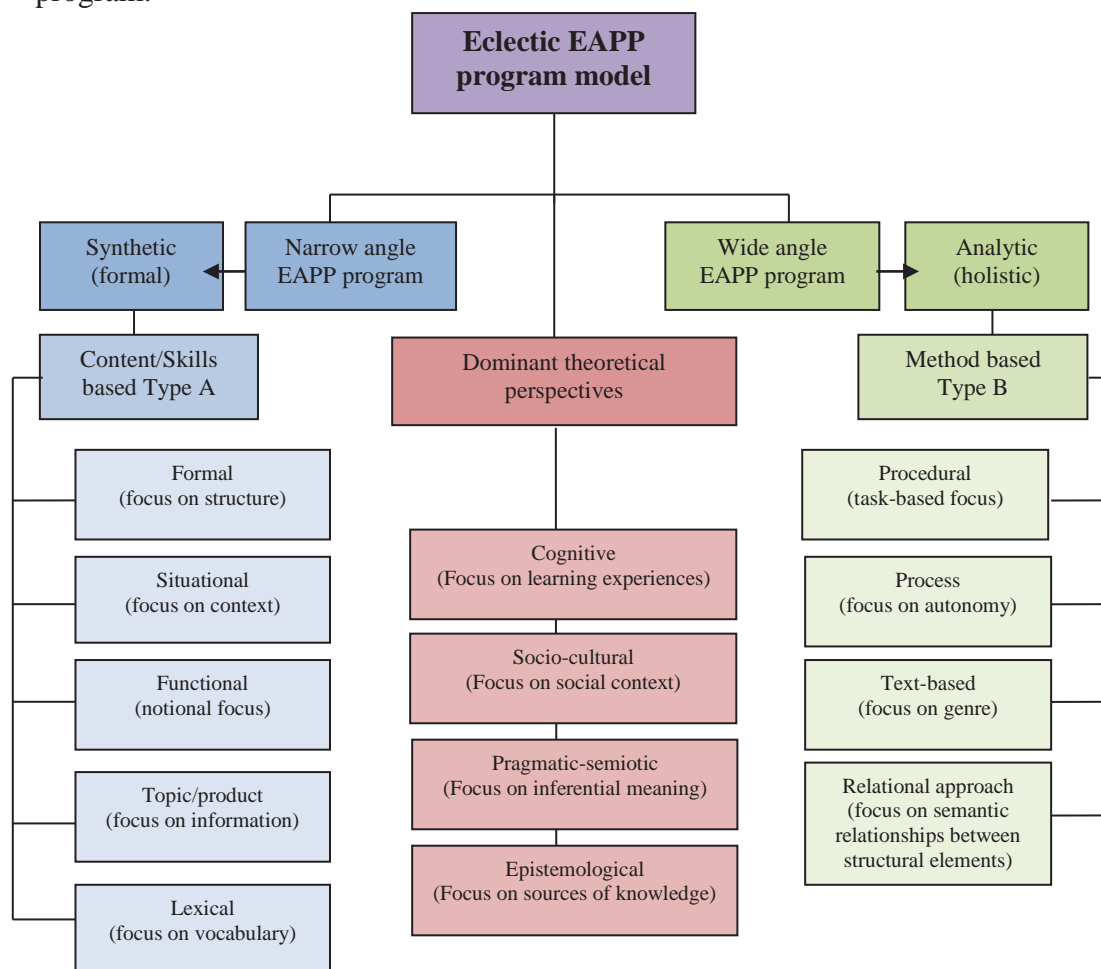
Figure 2.1 A Possible EAPP Comprehensive Model

   Note: A hierarchy model showing elements to consider when customising a comprehensive EAPP program. Adapted using a hierarchy process from "Optimising an immersion ESL curriculum using analytic hierarchy process," by H-W Tang, 2011, *Evaluation and Program Planning, 34* (4), pp. 343-362 with reference to "Returning full circle: A survey of EFL syllabus designs for the new millennium," by G. Hadley, 1998, *RELC Journal, 29* (2), pp. 50-71, as well as commonly used ESL practices.

This hierarchy model will be used to identify aspects of syllabus design inherent in the EAPP program as well as the dominant theoretical perspectives underpinning it. However, to establish the context fully, the development of an existing EAPP course will be described, after which it will be examined in relation to the above aspects of program design. Finally, the approaches and underlying theoretical perspectives that underpin all elements of the program will be identified and discussed.

Development of the CELT EAPP program.

Developed throughout the years 2002 and 2003, this EAPP program is the product of team co-operation and the extensive expertise of an EAP staff member. In 2003, the major contribution of the designer and writer of the EAPP program attracted high praise and the program was accredited by the National English Language Teaching Accreditation Scheme (NEAS). After receiving registration from the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS), the program was first offered in 2004 to prepare international students for English-medium university studies. From its inception until 2013, Panizza and Stubbs (2014, p.7) report that:

> *...927 pathway graduates have subsequently enrolled in award course studies at [Swan] University. Of the students who started award studies at [Swan] University, 461 have either successfully completed or are confirmed to be continuing their studies. Another 366 have either unconfirmed or inactive re-enrolments confirmed at the time of writing.*

Enrolments during this period were: Bachelor Degree (n = 160) including five honours students; Higher Degree Preliminary (n = 28); Master by course work or thesis and coursework (n = 508); Master by research (n = 8); PhD studies (n = 49); Graduate Diploma and Graduate Certificate (n = 47); Cross-institutional undergraduate and postgraduate studies (n = 26), and Study Abroad (n = 98).

Faculties represented included: Architecture, Landscape and the Visual Arts (n = 29); Arts (n = 18); Business (n = 262); Education (n = 13); Engineering (n = 240); Law (n = 9); Medicine, Dentistry and Health Services (n = 31); Science (n = 198), and Study Abroad and Exchange (n = 26).

Entry into the EAPP program at Swan University.

The majority of students who enter the EAPP program have received conditional offers to study at Swan University. Entry requirements are strict. They include: a minimum of 60% for Cambridge tests such as the First Certificate in English (FCE), English for Academic Purposes (EAP) and Business English (BE). A score of 5.5 – 6.0 is required for the Cambridge International English Language Testing System (IELTS). For those who have studied American English, a score of 61 on the American English Testing System (ETS), or the Internet-based Test of English as a Foreign Language (TOEFL), is necessary. Students may also qualify if they have achieved 70% (with no mark below 60%) in the CELT based Upper-intermediate General English Course. An additional requirement is a Pre-entry Test pass in Reading, Writing and Listening (Panizza & Stubbs, 2014).

To meet entry requirements to Swan University, most faculties stipulate that EAPP program students must achieve a pass of B+ (70%); however, 75% is required for Dentistry, Health Sciences and Nursing Science and 80% is required for studies in Law, Science Communication and Education.

The 2012 EAPP program.

The program requires EAPP students to study for either 500 or 250 hours over two sequential ten-week modules. The length of study depends on the students' level of language proficiency at entry; that is, students who are upper-intermediate level on entry, study for 20 weeks across Modules 1 and 2; whereas, those who are pre-advanced, study for ten weeks and enter Module 2.

The substance of the EAPP program is reflected in its structural components which serve to simulate faculty requirements by adding discipline-specific English and research skills to the usual generic-academic English and skills that comprise most EAP courses. Additionally, the program includes task-based strategies and scaffolding to assist students to attain independent learning skills, collaborative skills, time management skills, thinking skills and cross-cultural awareness. Skills are supported by learning tools such as tables, graphic organisers, and concept

maps. Another important component of the program requires students to reflect on what they have learned.

Collaboration also features strongly in the program. Teamwork and knowledge-sharing is stimulated through the following activities: seminars, in-class group discussions, group projects, debates, and research group participation. Within the program there are five categories of group work; the first of which comprises three student-led seminars conducted each week. During these seminars, which are based on current articles targeting the core-content theme for that week, group structures change regularly. Similarly, built into each lesson is an element of in-class group discussion during which students are encouraged to change group structures frequently and to mix with students from cultures that are different from their own.

For the final three categories of collaborative learning, group membership remains static. In Module 1, over a period of eight weeks, students work in groups of three or four to complete and present a primary research project in which they are required to construct a questionnaire on an aspect of globalisation, analyse the data, write a report and present a PowerPoint presentation of their results. In Module 2, group work assumes the form of weekly debate teams that address a range of topics focusing on global issues.

Both Module 1 and Module 2 students are categorised into Research Portfolio groups comprising students who have the same or similar research interests, or who will be studying in the same faculty. Research Group members discuss ideas and outcomes, solve problems, debate and reflect on performance at the end of each task included in the research component of the program.

The EAPP Program Structure.

There are three major components included in the EAPP program: a core content component; a study-skills portfolio component and a research portfolio component based on the student's selected field of study.

Referring to Figure 2.1, the first, or core content component, is representative of a Type A, narrow angle program. It consists of six units within each of the two modules. The number of lessons in each unit varies. Unit themes include contemporary global issues, cultural differences and issues related to evolution, all of which have relevance to humanities, social sciences, science and business. However, although the content is important to today's society, it is regarded more as a vehicle through which to teach the target skills for each unit of work. Using selected themes, the lessons in each unit focus on developing tertiary level competency in listening, speaking, reading and writing, as well as grammar and vocabulary. Each unit is introduced and accompanied by clearly defined key learning objectives and a list of tasks required for the unit. Focus questions, which are regarded as an active learning tool, feature in each lesson to stimulate thinking and to encourage differing points of view.

The second and third components of the program are representative of a Type B wide angle program. For the second component, EAPP students are required to assemble a Study Skills Portfolio based on their self-identified special needs. This task extends over the students' whole program and is designed to develop autonomous study skills. Components include: a completed study skills confidence indicator; a study skills action plan; a time-management planner; a personal timetable incorporating program assignment plans and submission dates; no less than 11 individual entries; a reflection form, and a completed checklist.

The third major component is a Research Portfolio, in which students compile a series of entries that contribute to a final, secondary research paper based on their chosen area of study and culminating in a 1500 word secondary research paper that represents a mini-literature review.

Components that Support Tertiary Writing

In the EAPP program implemented in 2012, listening, speaking and reading are integrated to provide strong support for the development of tertiary writing. Students are expected to investigate problems relevant to academic studies, pose

critical questions, explore solutions and take a stance before expressing their ideas in writing. Thus, critical thinking and problem-solving based learning are included to help provide the focus for writing assignments which begin as short paragraphs and progress to longer argumentative essays.

Core content writing activities and strategies.

Through lectures and reading analysis activities, students become familiar with the rhetorical patterns and functions of various genres and a range of useful transformations typical of each genre. They discover how to analyse a writing task prompt, how to write definitions, thesis statements, topic sentences and how to discriminate between writing that is academic and writing that is emotive and biased. Strategies that assist writers to present information clearly and effectively also form an important part of the program. In addition, teachers are available for one-on-one interviews with students to discuss any personal writing difficulties. This section of the program accords with Zhang's (2011) proposed 'nested' model in which she advises teachers to focus not only on the technical skills of academic writing, but also to provide guidance that will assist students to understand how genre conventions can be used to represent and construct personal meanings.

Another element of the core content component is computer-based learning which supports cognitive development and writing structure through the use of scaffolding tools such as tables, graphic organisers, and concept maps. This includes a range of e-learning technologies including the World Wide Web, One Search, electronic databases, Inspiration software, PowerPoint and Endnote which are introduced and used during computer sessions.

The Study Skills Portfolio support for writing.

Following a writing needs assessment in Week 1, the Module 1 assessment program requires students to submit seven writing assignments over ten weeks. Of these assignments, three are assessed, but not graded, while four are graded. Feedback on all seven writing assignments is provided in the form of error coding and comments. Students are encouraged to identify their errors according to an editing code and are expected to submit corrected texts as entries in their Study

Skills Portfolio. An independent learning workshop and teacher consultation sessions support the development of the study skills portfolio and progress is monitored regularly. In this way, teachers are able to identify errors that commonly occur. Students who study across both modules are expected to complete a Study skills portfolio for each. The Module 2 assessment program includes six writing assignments, two of which are marked, but not assessed, and four which are graded. Although writing examination papers are not returned to students, comprehensive overall feedback is provided regarding the spread of marks across the group and any misunderstandings of the task prompt, incorrect information included, common grammatical errors, misuse of vocabulary and text structure problems.

The primary research group project.

The primary research group project extends over eight weeks. It is intended to encourage students who enter Module 1 to work collaboratively when conducting primary research based on knowledge gained from their background reading in the core content section of the program. Following a lecture on questionnaire design, group members construct a questionnaire, or series of interview questions, based on opinions regarding a particular aspect of globalisation. Each group is then required to submit draft questionnaires to a specialist teacher assigned to monitor group progress and to offer critical appraisal and suggestions for improvement. After approval, the data collection instruments are then photocopied, administered, analysed, interpreted and the results are recorded and printed as a group report. Findings are also reported verbally through a group PowerPoint presentation. Although some class time is allocated for group meetings, students are also expected to meet in their own time. Minutes of every meeting are recorded by each group and emailed to a teacher-coordinator, to ensure that any group difficulties can be addressed expediently.

The Research Portfolio support for writing.

The research portfolio is designed to assist international students to navigate their way through the complex process involved in researching using academic sources. After an initial introduction to portfolios, students attend workshops that focus on the use of important research tools and necessary skills such as:

Inspiration diagrams; library and on-line data bases; referencing skills; paraphrasing skills and strategies; critical thinking; developing focus questions; note-taking and note-making; summary writing; writing critical reviews, and presenting research findings using PowerPoint.

Over a period of eight weeks, Module 1 students are required to use an Inspiration diagram to map out their discipline area as a means of clearly deciding where their research interest lies. The second step is to identify a problem in their chosen field. This is followed by the creation of a set of Inspiration diagrams based on focus questions associated with the problem. Subsequently, students submit a written explanation of the problem which in turn guides them to select an appropriate academic article related to it. After the article has been approved by the student's research teacher, the student summarises it and submits it to their research teacher for marking. In Week 9, after completing a reflection form, students submit their portfolios and conduct a preliminary PowerPoint research presentation, or progress report, that incorporates elements of their portfolio entries. These include a preliminary evaluation of their hypothesis, a future plan of action and a description of any research difficulties they may have experienced in compiling their portfolio. Module 1 students refine their portfolios to meet the requirements expected of students entering at Module 2.

Module 2 students also attend Inspiration and summary skills workshops as well as a library and on-line database workshop. Module 1 students can attend these sessions for revision. After surveying their discipline area, identifying focus questions and forming a hypothesis, the chosen problem is investigated by analysing and extracting supporting claims from at least three articles and synthesising information from the articles with the students' own ideas to provide a hierarchical plan of macro- and micro-propositions that support their stance regarding the problem. Students must also submit a critical review of a fourth article. After writing a series of drafts, the final research paper is included in the portfolio and submitted in Week 8. A PowerPoint presentation of the paper is delivered in Week 9.

The stages within this process and the supporting activities in the EAPP program core content, embody a deductive approach to writing in which arguments are raised early in the paper and the writer's point of view is debated by acknowledging, referencing, quoting and/or citing the ideas of other researchers in the field. The research portfolio process recognises that many international students come from countries which favour inductive methods; that is, research writing begins with background facts and details, some of which would be considered irrelevant to the student's eventual argument. It also recognises that for some EAL students, deciding which ideas and knowledge to acknowledge, reference and cite proves very difficult. This is because ideas and theories in their home countries may be perceived as fixed and widely accepted. In some Asian countries, for example, accepted facts and theories are not expected to be questioned by students; nor is it necessary to attribute ideas to the original author (Zhang, 2011). This makes English culture-specific epistemologies a challenge, particularly for these students (Bloch & Chi, 1995; Jia, 2008, Zhang, 2011).

Writing Tasks and Genres Covered in the EAPP program

To ensure that all tasks and genre requirements in the EAPP program had been reported accurately, the researcher analysed Modules 1 and 2 of the Course Book, the Study Skills and Research Handbook, and the Student Information Handbook. The analysis of Module 1 identified seven set writing tasks for which students received extensive feedback, both verbal and written; however, the first three tasks were treated as development exercises and the final four were graded assessment items. Reading tasks were also closely aligned to writing. They were used not only to develop comprehension strategies, but also to provide content and practice materials for sub-skills of writing such as: analysing task prompts; note-making; generating inspiration diagrams and planning; using suitable transitions; text structure identification; vocabulary development, and grammar items in context. Table 2.1 outlines the writing requirements for the first ten weeks of the twenty-week EAPP program.

Module 2 represents the second term for the 20-week intake and the complete program for the ten-week intake. The tasks and genres in this module are shown in Table 2.2. The analysis of Module 2 shows that the same extensive feedback is provided for six set writing tasks, with the first, third and fourth tasks treated as development exercises and the second, fifth and sixth tasks used as formal, graded assessment items. Error coding and comments continue to assist students to identify writing difficulties and the Study Skills Portfolio is used by teachers to monitor progress informally and to identify errors that commonly occur. A selection of marked papers is moderated to establish a shared understanding of criteria and to confirm or adjust marks across EAPP classes. Study Skills and Research Portfolio development continues throughout the first eight weeks. In week 10, attendance at the Dissertation and Thesis Writing sessions is voluntary, but attendance is always high.

Teaching Genre in the EAPP Program

Three distinct theoretical positions regarding genre can be identified in the literature (Hyon, 1996; Flowerdew, 2005; Johns, 2011). These include: English for Specific Purposes (ESP) attributed to Swales (1984, 1987, 1990); the Australian school of Systemic Functional Linguistics (SFL) (Halliday, 1976; Halliday & Hasan, 1989; Martin 1993a, 1993b; Martin & Rothery, 1986), and the North American New Rhetoric studies (Bazerman, 1994).

Although the EAPP program addresses socio-cultural differences in structuring texts—which is a characteristic of the New Rhetoric school of thought—the program draws mainly on features from the ESP and SFL genre schools. These two schools not only offer linguistic insights into texts, but also include a practical teaching sequence to identify and use features of text.

Table 2.1

Tasks, Genre Requirements and Writing Skills Development for Module 1 of the EAPP Program

Week	Genre focus and writing tasks	Assessment tasks and exercises in writing
1	Introduction to basic genres Writing a narrative (500 words) Begin study skills portfolio Analysing a task prompt	Needs assessment *Your experiences learning English* Complete a study skills confidence indicator
2	Comparison and contrast Description Writing questionnaires and interview questions Research report plan Paragraphing	Logical division of ideas (paragraph 1) *The difficulties of learning English* (140 words) Electronic feedback provided over a two-week period prior to administering the questionnaire
3	Description Cause and effect Problem and solution	*Describe your discipline area* Group work: *sustainable solutions to the energy crisis*
4	Explanation cause/effect (500 – 750 words) The stages of argumentation	*Causes and effects of global warming* Understanding bias: completing theoretical explanations Study skills portfolio teacher check and feedback on compulsory entries and corrected writing tasks
5	Explanation (process) Understanding multi-generic texts (evolution)	Cause and effect essay Minutes of group research meetings checked electronically Paraphrasing and avoiding plagiarism
6	Compare/Contrast Argument	Summary: argument from an article on *Intelligent design* The language of graphing
7	Cause and effect Preparing Power point slides Problem/solution	Logical division of ideas Paragraph 2: *Human behaviour* Research portfolio: *written explanation of the problem identified*
8 &9	Logical division of ideas (essay 750 words) Cause and effect (group report) Text analysis	Essay: *Environmental issues* Group report: *Solutions to the Energy Crisis* Research Summary: *article related to the problem* Research portfolio: *reflection form* Submission of research portfolio Submission of study skills portfolio
10	Personal interviews Various according to needs	Feedback on results

Table 2.2

Tasks, Genre Requirements and Writing Skills Development for Module 2 of the EAPP program

Week	Genre focus and writing tasks	Assessment tasks and exercises
1	Reviewing academic genres Argumentative essay: introduction to balanced, concessive and oppositional argument forms (750 words) Functional text analysis Begin/continue study skills portfolio	Topic: *Best path for developing countries to take...* Complete a new study skills confidence indicator Ideational, interpersonal and textual function analysis exercise
2	Summarising articles Developing focus questions for research Developing claims based on research focus questions	Logical division of ideas Electronic feedback provided over a two-week period after submission of articles
3	Summary Building a concept map	Identifying and summarizing a text related to focus questions and claims
4	Written summary 1 Writing definitions	Identifying and summarizing a text related to focus questions and claims Study skills portfolio teacher check and feedback on compulsory entries and corrected writing tasks
5	Globalisation essay: three aspects to consider; economic, cultural and environmental effects (500 – 750 words)	Argue for one side of the debate only Paraphrasing and avoiding plagiarism
6	Summary 2 Critical review Using secondary resources Understanding multi-generic texts (evolution in the modern world)	Summary of an academic article related to the student's research questions Critical review of one of the chosen articles Integrating direct and indirect quotations; writing long quotations
7	Critical review of an article due Research paper first draft	Individual feedback on draft material
8	Research paper final draft (1500 words) Prepare PowerPoint presentation Review of Study Skills portfolio	Research portfolio: *reflection form* Submission of study skills portfolio
9 & 10	Writing exam PowerPoint presentation Writing a dissertation or thesis Lectures only: no writing requirement other than note taking.	PowerPoint presentation on research findings Research Portfolio submission Extensive feedback provided; students view their papers but cannot keep them Providing an overview of dissertation and thesis writing. Deciding where to start: formulating research questions and hypotheses. Structuring a research introduction. Writing a literature review. Avoiding plagiarism. Describing materials and methods. Recording results. Planning and writing a discussion section. Planning and writing a conclusion. Writing an abstract.

Note: Adapted from *Academic English and Study Skills Program* [Swan University] CELT Module 1. Copyright 2007, [Swan University]. A pseudonym has been used to de-identify the Cohorts and the University..

The ESP school (Swales, 1990), for example, proposes a useful model which provides guidance for structuring introductions in academic texts using three moves and a number of alternative steps. The model, which is known as "Creating a Research Space" (C.A.R.S model) provides a framework to help students craft logical, coherent introductions. To support the SFL genre movement, Callaghan and Rothery (1988, p. 39) produced a flexible teaching learning cycle that consists of three phases that facilitate the development of genre knowledge and identification of the schematic stages of factual texts. The first phase is for teachers to model text construction. The second involves the teacher and students constructing texts through joint negotiation. In the third stage, students construct texts independently. The EAPP program focuses on scaffolding, as well as direct and discovery approaches to teaching genre and teacher modelling is used by a number of EAPP teachers.

Pedagogical Approaches and Theoretical Perspectives

In his own research, the principal EAPP program designer reviewed elements of the research portfolio (Johnson, 2010). In discussing the portfolio, he concludes that *"… the research paper portfolio has largely helped students to accomplish the task of constructing a research paper. However, the lack of a clearly articulated theoretical framework for the portfolio has led to some problems in the teaching and learning environment it supports."* (p. 45). The author's comment refers mainly to teacher-unfamiliarity with elements of the theoretical framework, or their interpretation of the methods and techniques it incorporates. In subsequent chapters, Johnson investigated cognitive-constructivist, sociocultural and pragmatic-semiotic theories to identify "*the potential for a pragmatic-semiotic perspective to provide a more suitable theoretical framework for the design of effective research programs*" (p. 1).

Despite Johnson's reservations regarding the theoretical framework of the research portfolio, an examination of all components of the EAPP program shows that it is supported by strong pedagogical approaches and is based on sound, interwoven theoretical perspectives and epistemological influences. Constructivist

theory—which takes into account both the students' cognitive development, as well as the socio-cultural context in which they are studying and have previously studied—is clearly represented in the program. In addition to these cognitive-constructivist and socio-cultural perspectives, a pragmatic-semiotic perspective combines with an inquiry-based approach. This not only encourages students to analyse and synthesise sourced material, but also to be original in their reasoning and approach to research which is based on a strong epistemological foundation. The influence of constructivist theory can also be detected in the diagramming software which assists students to explore, connect and structure ideas.

Constructivist Influences in the EAPP program.

Constructivist theory has been significantly influenced by the findings of a number of prominent researchers. Piaget's developmental theory (1977) gave birth to the cognitive-constructivist approach to learning; whereas, Vygotsky's (1978) and Bruner's (1990) views on social and cultural influences added a socio-cultural aspect to the constructivism. Kaplan's contrastive rhetoric studies in the 1960s and the rhetorical genre movement that occurred in the early 1980s added a further dimension to socio-cultural constructivist thinking. All of these theorists view learning as an active process in which learners constantly process, negotiate and reconstruct information and meaning when convincing evidence, contradictory to what they currently believe, is presented to them. That is, they believe that students construct and gain knowledge through their experiences, rather than by reproducing information provided to them. So, although the literature articulates constructivist influences in various ways, there is significant commonality between the characteristics of cognitive-constructivism, socio-cultural constructivism and pragmatic-semiotic constructivism.

Cognitive-constructivist influences in the EAPP program.

A cognitive-constructivist perspective on writing is concerned with the cyclical nature of how ideas originate and change and how students process information. It provides a window through which students can view knowledge. With this in mind, academic articles from the Course Book, combine with several additional readings, to provide multiple perspectives through which students can view current, real-life

global issues that affect all cultures. In addition, the Course Book includes questions designed to prompt students to examine and discuss unstated assumptions and to take a stance on issues, thus transforming their existing ideas. Other tasks, such as debating, provide issues that require students to argue from either a concessive, positive or negative point of view. Further tasks are based on discussing problems and solutions and comparing and contrasting advantages and disadvantages.

As an aid for information processing and to support long-term memory, the program uses educational technologies and diagrammatic tools, such as Inspiration diagrams, to show how ideas link. Additionally, graphic organisers are included in the Course Book to assist students to identify and use rhetorical patterns for both writing and text analysis and to illustrate the hierarchical nature of information. Students are encouraged to link information in diagrams using suitable academic verbs, transition signals, signposting, conjunctive adverbs and subordinating words.

Information processing is also encouraged through process writing, the recursive nature of which assists students to reach writing goals by analysing, planning, structuring and reviewing tasks, as new insights emerge and previously held notions change. Writing requirements progress from simple to complex. The program begins with a series of brief tasks, the first of which is based on recounting a personal experience. More extensive essays varying in complexity and in the degree of secondary research required are then included.

The Study Skills Portfolio compels students not only to plan, but also provides them with a view of their progress in thinking and writing skills. This occurs as they assume control of the writing process by reflecting on teacher-coded errors in their writing, correcting the errors and submitting their corrected copies as a component of their Study Skills Portfolios.

Socio-cultural constructivist influences in the EAPP program.
The role of social processes as a mechanism for learning how to write academically, relates strongly to the way that different cultures embody particular

writing styles and shape the genres that students internalise. In this sense, culture is considered not only as an entity that varies across countries, but also as a community of practice (Wenger, 1998); that is, it also embraces the differences in writing expectations that exist across faculties.

EAPP teachers are aware of contrastive rhetoric research and are, therefore, sensitive to proposed cultural differences in writing styles. Students, too, examine cultural variations in writing reported by Ballard and Clanchy (1984) and the seminal work of Kaplan (1966) to analyse and discuss the extent to which these theories can be considered valid and to decide if they associate any of the writing styles with their own culture.

The EAPP program also combines a systematic, functional approach to genre (Martin, 1987) with an ESP approach (Swales & Feak, 2004). The functional approach provides a learning sequence through which to highlight the purposes of the rhetorical features of various genres. The ESP approach highlights the moves and steps required to organise ideas writers wish to express academically. Inspiration-software, scaffolding and exemplar texts within the Course Books are particularly helpful for students whose cultural writing styles differ from the English linear model. It allows students to make connections between ideas and provides them with a visual overview of concepts that need to be hierarchically organised and transferred into their written texts.

As stated earlier, there is significant agreement between cognitive and socio-cultural constructivist philosophy. However, Vygotsky (1978) placed a greater emphasis on collaboration and the social context of learning. Rather than viewing learning as solely the transmission of knowledge, Vygotsky regarded it as an internal process of interpretation and mediation in which learners create new understandings based on their past experiences which can be modified by their interactions with peers, teachers and others. He proposed that students gain an advantage from working together because, not only are they able to draw on a larger collective memory but also, the resulting peer collaboration exposes them to the various processes by which knowledge can be gained and structured.

Furthermore, interactions between students and teachers, combined with teacher modelling, provide explanations and shared thinking (Englert, Mariage & Dunsmore, 2006). According to Palincsar (1998), these elements lead to deeper cognitive processing and the acquisition of new strategies and knowledge. This view accords with Driscoll (2000) who, in discussing some of the key tenets of constructivism, identifies the importance attributed to a socio-cultural learning environment as a means of facilitating higher order thinking, metacognitive development and reflection on learning experiences.

Vygotsky's theory also identifies two developmental levels of learning. The first, which he referred to as the actual level, includes knowledge and tasks that a student can currently demonstrate independently. The second, he identified as the student's potential level of development. To further explain the potential level of development, Vygotsky introduced the construct of a zone of proximal development (ZPD) and the concept of scaffolding. His premise was that teachers can more successfully assist students to reach their potential (ZPD) by structuring learning experiences that provide scaffolding and allow for interactions between peers and the teacher (Hyland, 2003, p. 21).

Socio-cultural constructivist influences are strongly represented in the EAPP program. Group work and discussion form an integral part of each Course Book lesson. For example, exemplar texts are provided and analysed, via group discussion, as a means of drawing attention to text structure, rhetorical features and specialist vocabulary. Several of these discussions, in conjunction with student-led seminars, are structured to assist with building background information to inform writing tasks, of which some are collective writing activities. Prior to the submission of writing assignments, the timetable allows for a number of combined peer and one-on-one teacher feedback periods.

Research activities are also conducted in collaboration with others. Collaborative groups meet regularly to help each other construct knowledge and to discuss ideas and progress. During these meetings, the teacher is regarded as part of the research group and intervenes only to share knowledge, or when requested. In

this way, teachers act as a channel to writing development, including electronic forms of information access. However, technology is not only used to connect students to useful knowledge, but also to create dialogue between group members and teachers. For example, students are required to submit their group research project questionnaires and minutes of group meetings to a teacher assigned to provide advice and constructive feedback.

The role of collaboration in developing critical thinking skills is also recognised in the program. Critical thinking skills are developed over four sessions using case studies. Students first examine and discuss a diagram featuring elements of thought and a checklist for reasoning which they relate to real life situations. This is followed by a discussion that focuses on published universal intellectual standards, which are then linked to a template for analysing the logic of an article. The fourth session introduces criteria for evaluating reasoning which students, working in small groups, use to critique a series of short, real-life texts to decide if the reasoning behind the claims made in the texts is logical and supported.

Pragmatic-semiotic constructivist influences in the EAPP program.
A pragmatic-semiotic constructivist perspective is one which encourages students to experiment with, explore and reinterpret the ideas of others as a way of creating their own meanings and developing their own theories and ideas. To conduct research, the ideas of others need to be challenged and questioned and students need to reflect on their beliefs and practices. Pragmatics encourages this by referring to the ways in which context contributes to new meanings that can be gained from reading the work of others, while semiotics refers to the way knowledge is constructed dynamically as researchers interact with the ideas of others (Queroz & Merrell, 2006). This view underpins the research section of the EAPP program. Student research groups meet regularly to discuss the articles they have read, to debate ideas and to refine their thinking. Additionally, at each step of the research process, they are required to conduct a formal, oral presentation of their research progress to their teacher and research group who question and offer ideas and suggestions.

According to Johnson (2010), practices such as these are vital because cognitive-constructivist and socio-cultural perspectives are mainly concerned with the construction of meaning and knowledge. Although he acknowledges that both views play an important role by assisting students with diagrammatic reasoning, scaffolding ideas and communication with peers and teachers, he questions whether either perspective provides sufficient understanding of the research process. For example, neither of these perspectives explains how researchers develop new ideas to add to the body of knowledge that already exists. He further states that, while the cognitive-constructivist influence focuses on problem-solving and provides students with a useful, recursive process in which to build internal schemas and organise previously unstructured knowledge, it *"fails to fully take into account the role of language, which is particularly problematic for international students…"* (p. 203). It also "*fails to give an adequate account of reflective thinking, inferencing, and the kind of creative, critical skills involved in research.*" (p. 204).

Likewise, he believes that the socio-cultural constructivist view adds a useful dimension to understanding research writing. It helps students to identify the role that discussion, comparison, debate, scaffolding and genre studies play in assisting writers to consider other points of view and to understand the cultural expectations of the academic community. However, Johnson believes that this perspective can encourage teachers to focus on product and to teach prescriptively, rather than view research as a method of enquiry that evolves from experimentation with language.

For these reasons, Johnson proposes that a pragmatic-semiotic constructivist perspective offers a more comprehensive and suitable framework for the design of an effective research writing program. A pragmatic-semiotic constructivist view recognises that, while knowledge from academic sources is mediated and interpreted by culturally coded signs, it is not meant to be static, nor should it be simply accepted, learned and reported.

Pragmatic-semiotic constructivists explain that students move from questioning an idea or concept, to constructing meaning from it by using three acts of inference: deductive inference, inductive inference and abductive inference. Deductive

inference is concerned with ensuring that arguments are logical and claims are supported by evidence. Inductive inference involves testing the ideas of others through secondary research and abductive inference refers to new ideas that result from deductive and inductive inferences.

Further evidence of pragmatic-semiotic constructivist influences can be identified in the EAPP program, particularly through the use of portfolios that trace phases of the students' development of ideas and the processes they have followed and also promotes reflective practices. Diagrammatic reasoning also features strongly through brainstorming, technological tools, scaffolding and thinking skill activities (Hoffman, 2004; Kankkunen, 2001).

Epistemological influences in the EAPP program.

The epistemological view of knowledge is that it is generated from four different sources; intuitive, authoritative, logical and empirical sources (Darlaston-Jones, 2007). For example, contrary to intuitive knowledge, which is based on intuition, feelings and beliefs, authoritative knowledge is based on sources provided by significant others who are expert in the field. Logical knowledge, on the other hand, is gained through logic and reasoning, while empirical knowledge is based on demonstrable, objective facts determined through observation, valid and reliable secondary sources and/or experimentation. Questions perform a significant role prior to, during and following Course Book lessons as a strategy for generating knowledge from each of the knowledge sources: intuitive, authoritative, logical and empirical.

This epistemological delineation of knowledge forms the basis of the EAPP program essay writing and research requirements. To complete their Research Portfolio tasks, students are required to use intuitive knowledge to choose a problem, write a research question and focus questions and form a hypothesis. They use authoritative knowledge when reviewing secondary sources and deciding on professional literature to analyse, summarise and synthesise. Empirical knowledge is gained through the research process and logical knowledge arises from the

reasoning that applies to the conclusions reached regarding whether their hypothesis is supported or rejected.

A similar approach is used to complete the primary research, group task in Module 1. Students gain authoritative knowledge by reviewing professional literature contained in the core Course Book. They use intuitive knowledge to construct questionnaires and interview questions and empirical knowledge from answers provided by the respondents. To write their reports and to present their findings, they must use logical knowledge to come to a conclusion and authoritative knowledge to support their claims.

Summary

Chapter 2 provided positive and negative aspects of the two widely debated placement options currently perceived as alternatives for EAL students entering Australian universities; that is, either entry into an EAP program or direct entry into faculties commonly. This chapter has also provided a context for considering a third option by examining the components and dominant theoretical perspectives underpinning an existing EAPP program. Such an examination can assist in deciding whether it is reasonable to consider, and possible to construct, a comprehensive pathway program that addresses multi-faceted, cross-faculty needs.

Chapter 3, a review of published research literature, investigates aspects of program design that will need to be considered in creating an eclectic EAPP program. Additionally, claims made in support of direct entry into faculty and claims made in support of initial entry into an EAP adjunct course are explored further.

CHAPTER THREE

LITERATURE REVIEW

Introduction

The previous chapter discussed the current debate on whether EAL students should enter directly into their chosen faculties, or whether they should first receive special EAP assistance. Two major claims from proponents of direct entry are that skills taught in EAP programs do not transfer to faculty tasks and that discourse styles and genres vary across faculties. The major claim from proponents of EAP placement is that specialist language teachers are trained in metalinguistic and metadiscoursal skills and that they understand the special socio-cultural needs of EAL students. A third alternative was proposed; that is, entry into an eclectic EAPP pathway program. The following literature review identifies the complexities involved in designing such a program.

This literature review will first explore the complexities involved in developing content and pedagogy to support EAL postgraduate research students. It will then investigate the crucial question of learning transfer, followed by an examination of research findings concerning text types, task types and discourse features required in academic writing across faculties. It will also investigate the difficulties markers face evaluating the special features of academic writing. Finally, contrastive rhetoric analysis studies and the relevance of these for the development of a comprehensive EAPP Program will be examined.

The Complexity of Nomenclature for Program Designers

For this research, the term EAPP *program* will be adopted rather than EAPP *curriculum, syllabus,* or *course*. The latter three labels are words that are widely used, but are often confused because the differences between them are not universally agreed upon or recognised. Hutchinson and Waters (1996), for example, define the word *course* in broad terms that are very similar to how a syllabus is

defined in Australia. In fact, some educators and researchers appear to use the three terms interchangeably. A further complication is that in Australia, a *course* can be variously referred to as a *unit* or *module.* In this research, *pathway program* is used because the term, when connected to EAP, suggests "study that prepares students for higher education".

The literature also shows that *curriculum* is defined differently by British, Australian and American educationalists (Hicks, 2007). Curriculum, according to Lovat and Smith (2003), can mean different things, which explains why their research was able to identify thirteen multiple and sometimes contradictory ways to define it. To make sense of this confusion, Hill (2010), the first Chief Executive Officer of the Australian Curriculum Assessment and Reporting Authority (ACARA) described the concept of *curriculum* based on Rogers' (1999) deliberations as consisting of four parts. The first of these, "the core curriculum", refers to knowledge and competencies regarded as essential for students to develop and utilise in their everyday lives. The second part, "the formal curriculum", refers to disciplinary conventions inherent in various disciplines and subjects and the methods prescribed to ensure that these conventions are addressed. The third, termed "the chosen curriculum", refers to the choices that teachers and students make from the guidelines the curriculum provides. The fourth, and more nebulous aspect, "the meta-curriculum", acknowledges how educational institutions promote their own traditions and how they plan to assist in the academic development of students.

An Australian *syllabus*, on the other hand, describes the goals and content to be covered in each subject area, but allows teachers more freedom to develop their own programs based on specified curriculum guidelines and syllabus information. Individual teachers create an overview of goals, objectives, methods and content which are graded and sequenced for their particular class or classes. A traditional syllabus also provides a timeline that lists assessments and exam dates. However, Nunan (1988) argues that this traditional definition is inadequate because it deals only with the "*what* of instruction". It is his view that the "*how* of instruction" should also form a necessary part of syllabus content. Consequently, he promotes

the concept of a *methodological syllabus* that allows students to access what is expected of them, so that they can develop independence and can manage their time and study skills more effectively. Robinson (1998) concurs. He concludes that an essential feature of syllabus design is that teachers can decide on the sequence and form of classroom activities from options that are provided in the units. Yalden (1987) would agree with this as she feels that a syllabus is simply another name for method. According to Yalden, teachers match the needs and aims of the learner with the approaches outlined by the designer of the syllabus. A comprehensive EAPP program for post-graduate international students would need to operationalize all the above components and elements such as: objectives; content; teaching methodology, and scope and sequence of skills and yet also allow for student independence.

The success of a learning program, however, relies upon the expertise, knowledge, philosophical and pedagogical beliefs of the program designer and of the academics teaching it. In Australia, many teachers of EAL support programs commence their teaching careers in mainstream schools and, therefore, the use of a curriculum is well-known to them. They recognise it as a document that provides a broad outline and articulates the educational philosophy and theories which underpin it; a document that is used to guide the development of a syllabus. The resulting syllabus then prescribes and provides an outline of the skills and content to be taught; suggested materials and methods to be used; possible constraints that could occur during implementation, and ways to measure whether students have learned the essential elements outlined in the curriculum (Boomer, Lester, Onore, & Cook, 1992). Although produced by a central agency, Hill (2010) believes that an Australian curriculum can be versatile. While it defines the 'core' and 'formal' curriculum parts; that is, the essential knowledge and competencies, it allows freedom for teachers to make critical decisions based on their students' special needs. It also allows for a more obscure aspect, the 'meta-curriculum'; that is, the freedom to manipulate the curriculum to encourage student independence.

It follows that teachers with mainstream teaching experience and additional ESL qualifications, are likely to have a broad understanding of curriculum scope

and sequence as well as experience in adapting methodology to support an EAL program and adapt pedagogy to suit the educational and social needs of EAL students. Teachers of EAL who have not had mainstream experience, but who have specialist qualifications in teaching English as a second or foreign language (ESL, EFL), will be also familiar with the design of specialist ESL syllabuses.

The situation in Australian universities, however, is quite different according to Hicks (2007) who maintains that 'curriculum' and 'syllabus' has been afforded little primacy, or structure, in Australian Universities. This agrees with Lovat and Smith's (2003) findings that, while curriculum seems to be a salient feature of schooling and Technical and Further Education (TAFE), it does not feature prominently in university settings. In fact, Candy, Crebert and O'Leary (1994) believe that many academics in Australian universities are unfamiliar with centralised curriculum guidelines because they have the freedom to develop and teach *university units* or *courses* according to their own particular interests. Comparative studies, such as the above, reveal that universities mostly adopt a content-focused use of the term, or use it simply as a means to discuss critical issues in higher education. As a result, curriculum courses in Australian universities are usually identified by a title, the name of the professor or lecturer co-ordinating and/or conducting the course and details of when it is on offer. If this is the case, faculty staff, as content specialists, may find it difficult to adapt to the special language needs of EAL students. Having defined aspects of what are variously referred to as curriculum, syllabus, courses and units, it is necessary to establish the characteristics of a comprehensive EAPP program.

The complexity of designing a comprehensive EAPP program.

Clearly, the aim of a comprehensive EAPP program for EAL post-graduate international students is to assist them to adjust to the linguistic and cultural demands of studying in Australia. As such, the objectives need to be planned to ensure that the teaching and learning content in the program matches the real needs they will face in their professional or academic lives. Essentially, a comprehensive EAPP program should identify and address generic aspects of academic writing as well as specific academic writing needs that can vary across faculties. The

difficulty lies in identifying who should decide these needs and whether the planning focus should be to produce a content/product driven program that emphasises what should be learned, or whether the program should be process driven and address questions of how learners learn, what their individual needs are and how learning transfer can be maximised. The literature identifies two main hierarchical approaches: one which is product-oriented and the other which is context-oriented.

Hierarchical approach one: Top-down, product-oriented.

Many EAL students studying in Australia originate from education systems that embrace a top-down model which is described as a product-oriented, synthetic approach to program planning. It involves a four-step linear process in which specialists such as policy makers, methodology specialists, materials writers and teacher trainers decide what is to be taught by teachers who are then provided with policy direction, curriculum resources and curriculum constraints in order to implement the resultant program (Brown, 1995). This approach is commonly used in highly centralised education systems and it could address structural and situational language use, or functional/notional (communicative) language elements in each of the planning stages. It could also include rhetorical models. However, as Goff (1998) points out, if specialists involved in the separate steps of the top-down program development differ in their beliefs and assumptions, there is a potential danger for mismatches to occur. In addition, links to the end-user are questionable. The implementing teacher has no avenue to assist specialists with re-evaluating the program, or modifying the materials to suit learners. These two features could be seen as weaknesses of the approach. At Swan University, this potential weakness in EAPP programming is addressed through regular focused reviews involving the CELT Director of Programs, the EAPP Coordinator and EAPP teachers. The reviews are held for four reasons: to ensure that the EAPP program meets the needs of the current intake of students; to update the academic texts used; to moderate marking standards, and to produce testing materials.

Hierarchical approach two: Bottom-up, process-oriented.

Conversely, Graves (2008) views language programs as unique in that language is not really a subject, but a tool to use as a means of gaining and expressing knowledge. The dilemma is that in order to conceptualise language, it must be packaged as though it were a subject. This belief led Graves to propose a contextually bound, analytic, bottom-up approach which she refers to as 'curriculum enactment'. According to the author, a contextual perspective is concerned with 'how curriculum is shaped by the multiple contexts in which it is situated' (p. 152); the main focus being on the classroom and the many contexts that influence what happens there. Graves uses the term 'socioeducational' context (p. 153) to refer to the interconnecting, forceful systems that influence EAL program development; namely culture, society, education and politics. Her view is that educational experiences should be jointly created by students and teachers. This view seems to fit with a process-oriented, or analytic, approach which shifts the focus from linguistic elements to learning, or learner's needs. It also allows learners to take responsibility in some learner-led tasks. The author also advocates a 'coherent approach' to EAL program development; one that is not only consistent and informed by theory, but also shows evidence of interdependence in planning, implementation and evaluation. That is, there needs to be a symbiotic relationship between abstract theories and practical classroom practice as well as between teachers and students.

Gillet and Wray (2006) include needs analysis as an essential component of the bottom-up curriculum development process. This component is recognised in most European and English-speaking countries (Richards, 2001) and although the term first appeared in the 1920s when grammar-based approaches were losing favour to communicative approaches, it is still seen as important to ESL program development today and is considered by many as an integral part of systematic language teaching. To proponents such as West (1994), Johns (1996), Lockyer (1998) and Grant and Stanton (2000), a needs-based approach provides the basis for identifying program aims and objectives which, in turn, inform teaching methodology and activities, materials development, evaluation and testing methods, diagnosis of individual problems and intervention, teacher accountability and

program monitoring. It follows that a task-based EAPP program is one that is cognizant of the real-world target tasks students will face on graduation (Ferris & Tagg, 1996). However, basing a program on needs raises the question of who should be responsible for deciding which needs to address and how they should be identified. In answer, Hoadley-Maidment (1983) identified three sources for consideration: educational, institution-perceived needs, teacher-perceived needs and student-perceived needs, all of which must necessarily be flexible because needs tend to change over time (Brown, 1995; Nunan, 1988; Richards, 2001; Richterich, 1983).

In the past, it was common for English language teachers to base their teaching on their informal intuition of student needs (Tarone & Yule, 1989) rather than treating needs analysis as a pragmatic activity based on the localised needs of the students, teachers and educational institutions (Shutz & Derwing, 1981). Today, educational institutions use a variety of means for collecting data for needs analysis (Brown, 1995) for example: international standardised tests of English proficiency such as the IELTS test; pre-course placement and diagnostic tests; entry placement tests; structured interviews; final evaluation tests from previous courses; formal and informal observations during class; surveys based on questionnaires; self-ratings, reflection forms and review meetings.

Additionally, for an EAPP program to comprehensively prepare students for writing tasks required in their chosen faculties, EAPP teachers need to be made aware of the nature of those tasks. Greater task specificity and clarity is required if EAL students are to develop a meta-linguistic understanding of expectations, assumptions and task requirements that are generally understood implicitly by subject specialists within faculties. The construction of an EAPP program is not a single process. It should be viewed as a set of processes because, after the program has been designed and implemented, it needs constant evaluation and revision to ensure that it remains relevant to the target student group. Within each process, decisions have to be made, one of the most problematic of which is deciding who should design the program and what form it should take. Should the program focus on product or process? Should it be teacher or learner led? Should the program

focus on needs assumed by language experts, or should it be based on student needs identified using systematic data collection tools? What tasks should be included and in what sequence should they occur?

The complexity of identifying EAL learning approaches.

An analysis of the literature should clarify these issues; however, in the past, EAL programs have experienced significant paradigm shifts. As a result, researchers and language specialists use many different classifications to describe approaches to ESL curriculum, syllabus or course design (Long & Crookes, 1993). As can be seen in Appendix A, these categories, each of which has its own strengths and weaknesses, intersect and overlap. According to Robinson (1998), there is more convergence between approaches than is implied by the labels applied to them. In fact, the approaches rarely occur independently of each other, which can be confusing when attempting to discuss program information. Similarly, it is possible for one approach to dominate in an EAPP program, while other types are utilised and integrated with it. Several of these approaches could assist in determining the target objectives of an EAPP program based on the linguistic, semantic, pragmatic and strategic sub-skills of academic reading, writing, listening and speaking. They could also provide information on how to evaluate the objectives. An analysis of this plethora of research and syllabus advice can provide program developers with valuable insights into what an EAPP program should include.

Qualified and experienced ESL teachers are aware of the strengths and weaknesses of the various types of approaches and usually opt for an informed eclectic approach (Martin, 1997) or proportional syllabus (Saeid & Hamidi, 2012). Ideally, a comprehensive EAPP program will be a hybrid that capitalises on the considered strengths attributed to the different approaches. It should move between synthetic and analytic forms, depending on the needs of students and embrace features of both a Type A and Type B syllabus, as shown in Figure 2.1 (p. 27). This would result in a skills-based program that provides scaffolding for students by breaking down larger tasks into manageable targets, then teaching the different parts separately, step-by-step, until the whole is achieved.

The Complexity of Learning Transfer

Transfer of learning is a key concept integral to the objectives of any educational program, particularly one that is preparing EAL students for entry into different specialist areas. It is an important issue to address, given that one of the key criticisms of such programs is that students do not necessarily transfer skills taught in one program into other contexts demanding different applications of the skills. This poses a significant challenge for program designers and teachers (Calais, 2006; Carroll, 2002; Haskell, 2001; James, 2010). Transfer relates to whether past learning can influence future learning and whether students can perceive and connect the skills and knowledge from past learning contexts to new situations. For example, EAP teachers would hope that, following a series of grammar lessons, the skills that students apply correctly in a subsequent test would also transfer to their writing. However, often this is not the case. To help educators to understand why, Perkins (1992) explains a number of aspects of learning transfer including: the definition of transfer through the forms it can take; learning situations that promote transfer; conditions under which transfer is fostered; mechanisms for transfer—that is, the psychological paths by which transfer occurs, and guidelines for establishing conditions of learning that encourage transfer.

Defining learning transfer.

Perkins defines transfer as *positive* versus *negative* transfer and *near* versus *far* transfer. If learning in one situation proves helpful, or improves a student's performance in a different context, positive transfer is seen to have occurred; however, if the learning impacts negatively on the new situation, it is identified as negative transfer. This helps to explain the errors EAL students make when the way they have been taught to structure writing in their home countries differs from the linear style required when writing in English. *Near* transfer occurs when the skills taught in one context are the same type of skills required in the new context; *far* transfer means that the skills needed in the new learning situation appear to be dissimilar. For example, if there is a mismatch between EAPP writing instruction

and what is expected within their faculties, *far* transfer is required and students may have difficulty adjusting to the new demands.

Transfer mechanisms.

According to Perkins and Salomon (1988, 1992) there are two contrasting mechanisms of transfer: low road transfer and high road transfer. Low road transfer refers to the reflexive action that occurs when writing skills have been automated through practice and feedback and there is a perceptual similarity between the new writing task and the original learning context. High road transfer, on the other hand, is not reflexive. It requires deliberate abstraction by learners who need to make the connections across contexts that can differ significantly.

Transfer climate: Error correction and learning transfer.

Rather than focusing on writing-related needs, James (2006) examined academic settings as a factor affecting the outcome of learning transfer. His research identified various constraints that impact significantly on whether skills taught in an EAPP program transfer successfully to writing that students are required to produce in their faculties. According to James (2008), transfer climate; that is, the perceived support, or lack of it, that students experience in a new situation, plays a significant role in learning transfer. Faculties can facilitate or inhibit the application of skills taught in EAPP programs if there are "limited requirements and affordances for learning transfer in faculty writing" (James, 2012, p. 133). For example, researchers such as Elder (1993) and Tardy (2006) point out that within faculties, content knowledge often takes precedence over genre form and that the assessment of writing is judged more in terms of communication of ideas than quality of expression. Findings from Leki and Carson's 1994 study also indicate that sentence-level grammar is ignored by faculty markers. It follows that if papers are marked for ideas and content only, EAL students may perceive that their effort to produce grammatically accurate writing is undervalued and does not impact upon the grade they receive. Students expect that they will have the opportunity and be encouraged to demonstrate the writing skills and concepts covered in EAPP programs when they enter their chosen faculties and that faculty teachers will assist them to make the necessary connections between EAPP and

faculty writing. This highlights the importance of EAPP and faculty teachers communicating to gain an understanding of each other's requirements and focus, in order to develop a favourable transfer climate.

Error correction is a complex issue that raises many questions about how it should be conducted, what kind of feedback should be given to students and how it affects learning transfer. Although it is widely acknowledged as important for guiding teacher programming and assisting students to improve their writing, findings in this area of EAL research are inconsistent. A number of studies have examined whether EAL students can accurately comprehend markers' written comments (Ferris, 1995; Goldstein, 2004; Hyland 2003; Hyland & Hyland, 2001). Others have compared the effectiveness of implicit and explicit feedback to identify which was more constructive for improving both content accuracy and form (Ferris & Roberts, 2001; Ellis, Loewen & Erlam, 2006). Truscott, (1996, 2004) disputes the efficacy of corrective feedback in assisting EAL students to master grammatical aspects of English, because he found that many markers lack the metalinguistic understanding to analyse and explain errors to students, leaving them unable to comprehend the feedback. However, results from research by Rochecouste and associates (2010) found a "positive correlation between academic success and linguistic feedback on assignments" (p. 1).

Feedback initiated via reflective journals and other electronic means have also proved successful (Basturkmen & Lewis, 2002; Kim, 2013). Using a case study approach to determine how students assessed their own academic writing, Basturkmen and Lewis directed open-ended questions to students over a 12-week period. They concluded that the feedback provided by teachers and students proved a valuable medium through which interpretations of what constitutes successful writing could be shared. Teacher responses to students widened their understanding of how their academic writing was assessed and what teachers valued.

Learning situations beneficial to transfer: Hugging and bridging.
Cognitive studies show that transfer is more likely to occur when students practise skills extensively and flexibly in a variety of different situations that mirror

the performance required. Automating skills allows them to be more readily applied to new contexts. Perkins and Salomon (1988) refer to this reflexive transfer as '*hugging*' the target performance (p. 9). However, transfer may also depend on whether students are encouraged to identify principles and form explicit abstractions which they can apply to comparable situations. In line with this, an emphasis on active self-monitoring through metacognitive reflection can also support learning transfer. To self-monitor, students are required to focus on personal thinking processes which can help them form cognitive links to assist in new situations. Another way that teachers can add to the learning transfer success is by using metaphor or analogy through which new concepts are explained to students in terms of something familiar. Teachers can also engage students in activities that alert them to, or that require them to discover, salient concepts. Perkins (1992) refers to this as 'arousing mindfulness' (p. 6) or '*bridging*' (Perkins and Salomon, 1988, p. 7).

Research findings for learning transfer.

Determining whether skills learned in one setting can be transferred to another is difficult and has generated mixed results. Gardiner's (2010) research involving 44 EAL students representing eleven different nationalities and studying across eleven different faculties, investigated the usefulness of eight skill areas taught in their EAP course at the University of Sydney. Of these, the skills considered by the students to be most useful included: paraphrasing and referencing ideas from sources; developing logical ideas and argument; using academic language, and combining (synthesising) evidence from sources. When asked about whether they were satisfied that the EAP course had prepared them for faculty writing, 50% of the cohort responded that the course had extensively prepared them and approximately 45% declared moderate usefulness. Positive results were revealed in the students' writing grades which revealed that 24% of the cohort were awarded a High Distinction, 20% received a Distinction and 36% received a Credit Pass. When asked which writing difficulties their professors had indicated still persisted, the cohort response was 'clear expression of ideas' and 'grammar problems'.

Another study that reported positive transfer outcomes was conducted by Perpignan, Rubin & Katznelson, (2007) and although their main focus was to identify 'by-products' of second language writing, such as affective outcomes and teamwork, the results provided evidence of both high road and low road transfer. Not only were students able to use meta-language to discuss their perceived improvement in writing, but the items they identified as by-products showed that writing skills had also been successful in assisting them to analyse scientific papers, compare language use across genres, achieve a critical perspective and organise ideas for oral presentations. Teachers' perceptions, recorded in journals, confirmed that transfer had indeed taken place.

Research by James (2009) was less positive, with interview data revealing that of the 30 students in his study, only eight reported that they had intentionally tried to use writing-related learning outcomes from their EAP writing course when completing a writing task which reflected the writing required in academic courses; that is, 'text-responsible' writing. James concluded that although some learning outcomes from the EAP course did transfer, they were restricted because the difference between the two writing tasks inhibited the transfer of learning. After examining the texts produced by students, he concluded that learning transfer occurred with grammar and sentence structure items, rather than with content and organisation. He also determined that the apparent successful learning transfer initially noted in content and organisation, was more likely a product of the task structure which required students to answer a question by defining the topic and answering two sub-questions that followed. Hence the task prompted students to include a definition and to develop their answer using a logical two-paragraph sequence. This observation stresses the importance of ensuring that writing task prompts are clearly stated and that explicit instruction on analysing tasks is included in an EAPP program.

James (2008) cites several major studies which indicate that task similarities and differences are crucial factors in learning transfer. He comments that, in his study, prompting students to consciously seek similarities between an EAP task and a faculty task had no impact on learning transfer. Students in his study failed to

make the connection that organisational writing skills learned in one context could be applied in another contextual setting. However, his strategy was a fairly simplistic one, so it is possible that more explicit and continuous guidance using scaffolding and authentic texts may stimulate transfer from a specialised EAPP program to a faculty setting. In an earlier study, James concluded that learning transfer is more likely to occur if students perceive similarities and differences independently, rather than have them determined externally by others.

Very little research has been conducted into the effect motivational factors have on learning transfer and, although a review of this limited research confirms that motivation can play a role, research findings have been inconsistent (Pugh & Bergin, 2006).

Why transfer fails.

Perkins and Salomon (1988) in their seminal article claim that well-designed instruction can increase the probability of learning transfer in all its forms. According to the authors, low road transfer failure occurs for three reasons: when the needed skills are not practised to near automaticity; when a task lacks sufficient surface characteristics to stimulate the needed skills, and if the skill patterns have not previously been contextualised in other situations. Teaching to achieve high road transfer is more difficult because it requires the learner to form conscious abstractions and apply these abstractions to solve new problems. The authors concluded that problem solving is seldom taught persistently and systematically as a high road skill and that there is an implicit assumption by educators that "transfer takes care of itself" (p. 23).

Genres and Task Requirements in Academic Settings

To more clearly discuss the concept of text types, this research will refer to *genres* and *tasks*. Genres are writing forms that are recognised because of the purpose they serve and the language used to express that purpose. They are sometimes called elemental genres. Tasks are sometimes referred to as macro-genres because they are more general and consist of a number of elemental genres; for example, essays,

newspaper articles, laboratory reports, theses, dissertations, literature reviews, critical reviews and bibliographies. So, to avoid confusion and to more accurately discuss issues related to text types, the terms *tasks* and *genres* is used rather than *macro-genres* and *elemental genres* employed by Hyland (2007).

Gardiner (2010) states that a pathway or 'university preparatory course' first needs to recognise the range of written genres, the writing skills and tasks that students need to master to succeed within their chosen faculties. In making this claim, he draws on the work of Tardy (2006) who identified several research studies highlighting the difficulties students experience when they attempt to apply skills they have learnt if the target genre is unfamiliar to them. The assumption behind an EAPP program is that the writing skills and genres taught in the program will relate to the writing requirements of faculties that EAL students are about to enter. However, there are conflicting reports about whether a consistent set of skills and rhetorical conventions across all disciplines exists (Gimenez, 2008; Leki & Carson, 1997; Nesi & Gardner, 2006; Ramoroka, 2012; Zhu, 2004). A common criticism of EAPP programs is that they cannot cater for the existence of disciplinary variations in text types (Zhu, 2004), so effective learning outcomes can be achieved only if they foster strategies that identify these differences and promote far transfer.

Faculty staff: Implicit understanding of text types and text features.

In an endeavour to construct a literacies approach to guide the writing of University students studying in the United Kingdom, Lea and Street (1998) examined the contrasting expectations of cross-faculty staff to identify whether their implicit understanding of what constitutes good writing in their individual fields was adequate to shape their students' understanding of academic writing needs. The research revealed that gaps existed between the implicit expectations of academic staff and how students interpreted writing requirements. This was further exacerbated if students chose to study in more than one faculty. An additional complexity identified by the authors was the tendency of some faculties to introduce the concept of "empathy writing"; a situation that requires students to adjust their academic style when writing for non-specialist readers who they may encounter in future, real-life situations. Writing assignments such as these require

far learning transfer. Findings from research indicate that although academics appear to be cognisant of features considered important in judging "good" writing, they seem to have difficulty when they attempt to make these features explicit because they are unable to describe the features that contribute to writing judged as "poor" writing (Allen, 1996; Bartels, 2003; Hu, 2007; Kaldor et al., 1998). According to Woodward-Kron (2007):

> *...supervisors may not have the skills to advise on language and discourse organisation issues, nor may they have the skills of making the valued writing requirements of the discipline explicit to the student...in a way that meets the students' level of understanding (p. 254).*

Anecdotal evidence reveals that comments by markers of EAL writing can also prove confusing for students. For example, markers of academic writing often resort to orthographic symbols such as question marks or exclamation marks to indicate conceptual leaps or meaning confusion; however, without further qualification these symbols can prove meaningless to EAL students. Similarly, single word comments, such as "unclear" or "explain", which the authors refer to as *categorical modality,* also lack clarity and can confuse them.

In almost all faculties writing support for students is provided through a set of guidelines and specific instructions; although this too seems to have questionable value according to Lea and Street (1998) who state that:

> *Evidence from interviews with tutors and students and from handouts prepared for students on aspects of 'good' writing, suggests that it is frequently very difficult for students to 'read off' from any such context what might be the specific academic writing requirements of that context. Nor...did the provision of general statements about the nature of academic writing help students with the specificity of the demands in each context (p. 161).*

A further issue is the pedagogy adopted to assist students struggling with academic writing; for example, Hiatt (2012), reports that many students have been identified as unable to write effectively in an Australian academic context, which suggests that they are unable to master the requirements of the text types required by their chosen faculties. Accordingly, intervention may be necessary to ensure academic writing success, especially for EAL students. However, not all academics agree on the nature of the intervention, nor are they meta-linguistically aware of

specific information that needs to be provided to their EAL "apprentices" (Allen, 1996).

Task types across disciplines.

The main question is whether writing tasks required across disciplines can be usefully categorised and whether specific differences can be identified, if qualitative differences do in fact exist. Opinions in this matter are mixed. According to Reid (2001), significant interdisciplinary variation exists in lecturer expectations, not only in the amount of writing required by each discipline and the typical writing assignments set, but also in the type of texts and the structure of the genres students need to master in their chosen fields. Early studies conducted by Freedman (1993) and Spack (1988) claim that because of the diversity between disciplines, it is possible for EAP teachers to inadvertently misinform students about discipline-specific needs. If true, this poses a considerable problem for EAPP program developers.

Furthermore, Leki and Carson (1997) claim that some EAP writing programs are almost devoid of the disciplinary genres required of EAL students. In structured interviews with 27 EAL students representing 12 different disciplines, Leki and Carson compared writing tasks that the cohort experienced in EAP classes, with writing tasks the same students experienced when they transferred to their disciplines. The authors concluded that very few EAP classes included writing tasks that required students to research ideas and use the information from source texts. According to the authors, source texts provide more than just ideas. They also provide scaffolding to assist teachers to discuss, analyse and make visible the appropriate rhetorical forms and grammatical structures specific to a variety of text types. Source texts also expose students to academic vocabulary, as well as appropriate transitions and cohesive devices. When students are required to produce 'text-responsible' (p. 41) writing, teachers can promote both intellectual thinking and linguistic understandings. While information such as this has important implications for EAPP program development, it does not answer the question of whether there are text types and tasks that are common across faculties.

Commonalities in task types across faculties.

Some studies investigating academic writing requirements have identified commonalities across authentic writing assignments collected for task analysis. In 2007, Cooper and Bikowski, prompted by an earlier article from Horowitz (1986), collected and analysed 200 course syllabuses representing 20 academic departments within a large American university in order to identify the text types and tasks included in the coursework of graduate students. A further aim was to discover whether academic writing requirements differed in type and frequency of use across disciplines commonly chosen by international graduate students. Subsequently, the analysis defined and identified 11 categories of tasks. In descending order of frequency these included: library research papers; reports on experiments/projects; article/book reviews; plans/proposals; summaries; case studies; unstructured writing; journal articles; essays; annotated bibliographies, and miscellaneous. The authors report that, apart from a lack of computer programs and short tasks, findings from their study concurred with the categories identified in a much larger scale study commissioned by the Educational Testing Service of Princeton which was conducted across eight North American universities (Hale, Taylor, Bridgeman, Carson, Kroll & Kantor, 1966). Similarly, the British Academic Written English project (BAWE) representing a collaboration between the Universities of Warwick, Reading and Oxford Brookes (Gardner & Nesi, 2008), identified and defined 13 genre 'families' across four the broad disciplines of Arts and Humanities, Social Sciences, Life Sciences, and Physical Sciences. Although the BAWE classification system used different terminology, the definitions provided by the writers show marked similarities to the genres identified by Cooper and Bikowski (2007). While the information provided by these studies adds a valuable dimension to EAPP program planning, the results are representative of American and British institutions. For the purpose of this investigation, it is important that detailed information about graduate writing tasks at Swan University be determined.

The Influence of Contrastive Analysis: Influences on EAL Writing

According to Clugham and Hardy (2012), "Understanding student writing cultures is essential to provide a bridge into specific disciplinary writing

cultures" (p. 76). Opinions such as this have prompted researchers to use contrastive rhetoric studies to analyse whether second language writing differs from an English style and if so, what type of adjustments EAL writers need to make if they are to succeed in writing academically in English.

Identifying the cause of student errors provides a basis for discussing and correcting them, so assistance in academic writing for EAL students must take into account issues of possible negative cross-cultural transfer and the potential bearing these style differences may have on student discourse structures and forms of argument. Findings from contrastive rhetoric studies can provide valuable information for an EAPP program as it is a branch of applied linguistics closely connected to specific teaching situations. However, the concept of cross-linguistic transfer is controversial and remains so, despite several decades of research into contrastive rhetoric (Yan, 2010).

Origins of Contrastive rhetoric.

Initially promoted by Kaplan (1966), contrastive rhetoric claims that there is a cultural interconnection between language, writing and thought. This notion was influenced by the Sapir-Whorf hypothesis (1956) which proposed that how a person views the world is a product of links between language and thought. As a consequence, each language—according to the hypothesis—is believed to have developed its own distinctive rhetorical conventions. To substantiate his claim, Kaplan examined the patterns of paragraph organisation of approximately 600 student essays. He concluded that writers from different linguistic backgrounds compose English paragraphs according to thought patterns characteristic of their home cultures and different from English patterns. Kaplan surmised that L1 conventions negatively transfer to writing when ESL students attempt to write in English. For that reason, the field of contrastive rhetoric examines writing across languages, cultures and contexts to identify how writing produced by non-native speakers of English differs from the preferred frameworks and patterns of English writing. This seems a logical step towards developing a curriculum for international students; however, using these findings is not without controversy.

Over subsequent decades, Kaplan's seminal research into contrastive rhetoric has drawn academic attention and attracted both proponents and opposition. Since its introduction, the proposal that text structure and language features might vary across cultures and that this variation needs addressing in EAP writing programs, has had a mixed reception. Kaplan's early research into the organisation of paragraphs identified five rhetorical patterns which he intuitively judged as typical of certain cultures (see figure 3.1). For example, English paragraphs were classified as having a linear construction with no digressions. The linearity, according to Kaplan, facilitates writers to guide readers through their essays using strategies that link ideas logically and structurally. Indeed, English essays typically begin with an introduction that progresses from general to specific information and concludes with a thesis statement. The information in subsequent paragraphs follows in a logical sequence with the theme of each paragraph clearly signalled using a topic sentence that contains the main idea. This is followed by supporting sentences which may include explanations and/or examples and the structure linked using cohesive devices such as transition statements. Finally, a concluding paragraph which moves from specific information to a general statement draws all the ideas together before a final statement about the topic is made. Thus, it is the writer's responsibility to assist the reader to comprehend the text.

In Kaplan's model, Semitic languages such as Hebrew and Arabic are symbolised using a zigzag pattern that represents the ways in which Arabic and Hebrew writers use parallel co-ordinate clauses and employ metaphor to restate ideas. According to Kaplan, these parallel sequences juxtapose a number of different ideas linked mainly by means of the co-ordinators 'and' and 'but'.

He depicted Asian writing, as circuitous and indirect and typifies it using a spiral structure that suggests that Asian texts develop a variety of viewpoints, or historical facts, that circle the target topic. In English writing, features such as these would be considered tangents or irrelevant background information. The circle spirals inwardly until it eventually comes to the central argument which readers must ascertain for themselves. Thus, it is the readers' responsibility to make sense of the text.

According to Kaplan, although the rhetorical tendencies of Romance languages (such as French, Italian and Spanish) and Russian languages differ from each other, they are both considered the closest in arrangement to English paragraph structures. However, Kaplan's model shows that Romance languages have a tendency to produce long, generalised introductions and both of these styles accept digressions that in English would be considered disruptive to the unity of the paragraph and the logical flow of ideas.

Kaplan hypothesized that these unique rhetorical conventions, depicted in Figure 3.1, transfer negatively to L2 writing (Kaplan, 1966, 1972, 1988; Grabe & Kaplan, 1989) and that rhetorically different texts will be produced by EAL writers independent of any other causal factors such as age difference, writing expertise, education level, writing topic, audience (reader), or task complexity.
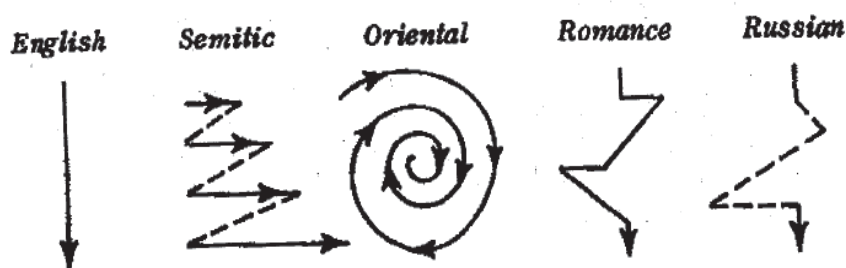
Figure 3.1 Organisation of Paragraphs according to Kaplan, 1966

Note: Schematic illustrations of Kaplan's culturally-based rhetorical styles showing how preferred writing styles vary from culture to culture. From "Cultural Thought Patterns in Intercultural Education," by R. B. Kaplan, 1966, *Language Learning, 16* (1/2), 1-20.

Kubota and Lehner (2004) are highly critical of this premise. They maintain that by comparing contemporary English writing styles with classical Asian styles, Kaplan has created a 'static binary' (p. 7) because he has failed to account for the evolving nature of language and the affect that globalization has had on homogenizing written styles. That is, as students gain more exposure to the expectations of the target language, traditional styles of thinking and writing change. In defence of Kaplan, Monroy-Casas (2008) argues that Kaplan's hypothesis does not suggest significant differences at a cognitive level. It simply

emphasises that different languages organise reality in their own way and because content and form are observable 'surface manifestations' they are more easily detectable (p. 175). Furthermore, Connor (1996) argues that Kubota and Lehner have, themselves, created a static binary because they fail to take into account the evolving nature and new directions that contrastive rhetoric has taken. Experienced EAP teachers acknowledge that the academic writing of EAL students varies from expected structures in more than just surface features such as grammar, spelling and punctuation. Many also agree that the differences in structure are often the result of negative transfer from the student's first language.

In seems that Kaplan's determinist hypothesis raises two major questions about the text structures produced by EAL students (Moreno, 2004). Can these differences be detected in the writing produced by EAL students and can the writing difficulties experienced by EAL students really be ascribed to negative transfer from their first language? These questions need to be acknowledged, addressed and investigated prior to the creation of a comprehensive EAPP program.

Controversy surrounding contrastive rhetoric.

Those highly critical of Kaplan's seminal work (Benesch, 2001; Hinds, 1987; Kubota, 2001; Pennycook, 2001; Scollon, 1997; Spack, 1997; Zamel, 1997) feel that using contrastive rhetoric to explain these differences promotes Western writing by representing it as a superior form to others. Kubota and Lehner (2004) agree. They believe that to support a cultural dichotomy in academic writing is to perpetuate post-colonialism and to ignore the dynamic nature of language which undergoes constant change over time. From a relatively different perspective, research by Golebiowski and Liddicoat (2002) reveals that there is an interaction between discipline and culture in academic writing. In their view, there are two divergent sets of influence functioning within any discourse community and these forces will influence how written texts are constructed. One of these is the "internationalising force" of the discipline and its conventions; that is, "texts of the discourse community" (p. 64) and the other is the "localising force" of cultural norms that dictate how texts are constructed within a particular society (p. 68). Whereas science subjects seemed to represent the first category and literature

appeared to represent the second category, the social sciences were located somewhere between these extremes.

Yakhontova (2006) confirms this view. She concludes that to label any identified differences as culturally specific ones, is simplistic because it ignores a number of influencing factors and fails to explain striking intercultural similarities that exist between writing in some disciplines such as science and mathematics. Yakontova's research concludes that the rhetorical conventions and the way knowledge is reported in the hard sciences are universal. She explains this as the result of exposure to Western writing styles through published works available freely in libraries, as well as cross-cultural exchanges of ideas and collaboration between mathematicians and scientists. Yet in her research, the same universality does not hold true for writing in the humanities where a greater variability and divergence in the structure of texts was demonstrated. Yakhontova suggests that this is because of the nature of the humanities which offer more scope for subjectivity and are therefore more sensitive to classical national patterns of writing. She concludes that the stability of writing conventions within national academic communities is influenced, or maintained, by a number of factors such as imitation of significant others, cross-cultural influences, exposure to both implicit and explicit learning, as well as culturally specific genre features. This view of contrastive rhetoric can further inform the development of a comprehensive EAPP program. For example, it may be possible to exclude some aspects of text construction necessary for social science and literature students, for those students studying mathematics and science subjects.

Kirkpatrick and Xu (2012) take a more moderate stance in the debate. They believe that contemporary Chinese writing is not only influenced by Chinese traditions, but also by the West resulting in a 'blended' style with features 'inherited from Chinese writing traditions and Western influence' (p. 189). Monroy-Casas (2008) defends contrastive rhetoric theory, by pointing out that the cultural differences between content and form in written languages may represent preferences rather than differences in styles of thinking. According to Monroy-Casas, preferences can be observed at three different levels. Firstly, preference can be seen at a

functional, discursive level. For example, some writers such as those from Arabic cultures favour a more expressive, embellished style to express their meaning, while others such as English writers favour a more direct style that is decisive and argues a position. A second level, which Monroy-Casas identifies as 'cognitive exigency' (p. 3), refers to the preferred way that cultures structure and organise information. This concept accords with Kaplan's early cross-cultural research into rhetorical preferences related to paragraph structures. The third conventional level explained by the author involves pragmatics, which refers to the cultural view of how context contributes to meaning and register. For example, the amount of background information deemed necessary within Chinese academic texts, but tangential in English texts.

To ignore these differences when providing a writing program for EAL students could result in misinterpretation of meaning and ultimate failure for the student. It also suggests that the explicit teaching of cultural differences could prove invaluable to ensure that EAL writers become successfully acculturated into the target discourse community. By illustrating the prominence of L1 as a factor that can determine the organisational structure of text, both Moreno (1997) and Monroy-Casas (2008) endorse contrastive rhetoric as a useful tool for analysing and teaching English academic text structure to EFL students. Matsuda (1997) adds support to the notion of contrastive rhetoric. He states that coherence is a culturally relative concept and notes its effect on macrostructure. He explains that the apparent lack of coherence of texts written in English by EAL writers is caused by linguistic, cultural and educational factors related to the cultural background of the writer. The question that needs addressing in the formation of a comprehensive EAPP program is whether contrastive rhetoric, as a tool, can be utilised without perpetuating stereotypes, or promoting English as a superior language.

A dynamic model of contrastive rhetoric.

To answer this question, Matsuda (1997) introduced the notion of a dynamic model of contrastive rhetoric. While he concedes that confirmation from contrastive rhetoric studies appears to justify opinions that culture influences the organisational structures of written texts produced by EAL students, he also warns that these are

not the only factors to consider. According to Matsuda, early approaches to contrastive rhetoric research have provided valuable information about L2 writing, but he states that these insights have not been effectively translated into teacher practices because they have produced a static model of learning based on three premises. The first premise is the controversial Sapir-Whorf hypothesis which advocates mother tongue determines how a person's 'reality' is constructed, a premise developed further by Halliday (1976) who theorised that logic, rather than being a universal, is a unique product of each single culture. A second premise is based on Kaplan's (1988) recognition that different cultures have developed their own ideal patterns, or organisational structures for academic texts and that these styles have evolved over time because they were appropriate to the needs of each particular society. The final premise, based on educational factors, suggests that schools and universities perpetuate these required culture-specific organisational schemata, but that developmental factors and student ability may account for student failure to produce desired results. According to Matsuda (1997), a static view of contrastive rhetoric results in mechanistic pedagogy. He likens this to a writer being viewed as a 'writing machine' that responds to a set linguistic code, rather than following a process in which meaning is negotiated and constructed.

Matsuda's dynamic model of L2, on the other hand, does not question the salience of the three premises underlying the static model, but suggests that teachers also need to consider the context, the audience and the purpose of different genres and tasks and to recognise that no two writers, even from the same cultural background, will have exactly the same confidence, experiences or attitudes towards writing. Students who have had more exposure to the target linguistic and rhetorical conventions will no doubt adjust more quickly to teacher expectations.

Atkinson (2004) would agree with Matsuda's call to avoid static models of teaching writing. He characterises culture as a dynamic process undergoing change through globalisation and its resultant hybridisation. According to this post-modern view of culture, many people defy neat categorisation and any notions of culture and contrastive rhetoric should accurately reflect this. According to Atkinson, if cultural differences in written texts are to be explained by contrastive rhetoric, then

the methodology must also take into account the complexity and influence of all the social institutions involved. To explain this, Atkinson points out that in any educational setting a complex web of cultures intersect and overlap. These include the nature of the national culture, the professional-academic culture, the student culture and the peer group culture. All of these factors can and should influence classroom pedagogy. Therefore, developing a comprehensive EAPP writing program and teaching methodology for EAL writers, is more complex than simply identifying and teaching genre structures.

According to Monroy-Casas (2008), it is not merely a matter of making EAL students aware of conventions from their L1 that might cause negative transfer, and then expecting them to shun these conventions in preference for conventions favoured by English. Many other factors such as those highlighted by Matsuda (1997) and Atkinson (2004) are involved. It is also important to consider that before EAL writers can master generic features, or become a recognised member of a shared discourse community, they need exposure to both subject-specific knowledge and knowledge of the discoursal features that can help them to express their ideas more clearly and succinctly.

Where the static model asserts that it is the responsibility of writers to make their texts transparent to readers, Matsuda suggests that this can be achieved more easily if the interrelationship between teachers and EAL students is a bi-directional one. By this it is assumed that teachers should not simply impose prescribed genre structures on students without any understanding of the students' rhetorical traditions. It also presupposes that if EAL students are to succeed, then scaffolding, conferencing and negotiation of meaning between teacher and student, or student to student, are essential components of the writing process. This view accords with Connor's (2002) premise that text-oriented research does not necessarily result in product-oriented teaching methods. Neither are process-oriented and genre-based teaching methods mutually exclusive, particularly if the process provides scaffolding to assist students to modify previously learned and culturally preferred discourse styles that differ from the target schemata.

This body of research provides a warning for planners that a comprehensive EAPP program needs to allow for genre and process approaches, as well as individual differences, rather than simply teaching the salient features of a product or target genre.

The Influence of Task Prompts on EAL Student Writing Success

According to Kroll and Reid (1994), markers of academic texts typically judge the success of student writing by how accurately students have interpreted and responded to the requirements of the task prompt. Prompts that signal task requirements (circumtextual frames) can occur in several formats (Kaldor et al., 1998; Kroll & Reid, 1994) which may vary in specificity and design. The wording of writing prompts is very important because a single word or phrase can reduce an otherwise transparent prompt to one that is opaque and this can significantly and negatively affect students' attempts to demonstrate their "true writing ability" (Kroll & Reid, 1994, p. 248). It follows that if writing prompts constitute guidelines to which students must adhere, then poorly developed prompts will result in inferior products. Therefore, if students respond inappropriately to a task, it is important to examine the prompt design because it can provide a window into why they interpreted the task incorrectly.

Indeed, there are many influences within a task that can affect the way students approach it. Students not only react to information signalled in the prompt, they also use cultural and social knowledge to respond to it. For example, some task prompts may have socio-cultural information embedded in them which leads to uncertainty about how to respond (Mickan & Slater, 2003). Therefore, it is critical to prepare EAL students with the contextual knowledge prior to writing, to ensure that the requirements of the task are not only academically accessible to them, but are also culturally accessible. However, this is not the only difficulty. From an analysis of the prompt, students also have to determine the aim or purpose of the writing, identify the genre structure signified by the prompt, decide on which subject-specific terminology to include and consider lexico-grammatical features

such as evaluative language, (Swales & Feak, 2004) or appraisal resources (Martin & White, 2005), in order to utilise research articles to support their ideas.

As discussed earlier, text type conventions can vary from culture to culture as well as from faculty to faculty. Most writing task prompts implicitly signify the genre required. This implies that EAL students need to have knowledge of a range of genres and their associated discourse features, as well as knowledge of how to render the task prompt transparent in order to respond confidently. To assist educators to prepare suitable prompts, Kroll and Reid (1994) devised design guidelines (Appendix B) outlining variables to be considered when composing prompts. These included: contextual variables, content variables, linguistic variables, task variables, rhetorical variables and evaluation variables.

Kaldor, and associates (1998) also provided direction making it possible to link prompt variations across three aspects of circumtextual framing: task requirements, assumed audience and field knowledge origin. As shown in figure 3.2, they proposed that task variations could be distinguished within four different formats or 'frames' represented in a continuum that ranged from highly specified to very little circumtextual framing.

Highly specified	Dictates very specific requirements of how information should be organized as a strict procedure; for example, a laboratory report.
Design solution	Reflects content rather than procedure in order to support a design or development; for example, an engineering report
Single verb prompts	Requires writers to use their organizational and rhetorical skills to write an essay that demonstrates field knowledge in order to 'discuss', 'compare', 'argue' and so on; for example accounting and anthropology essays.
No frame provided	Provides a task title but very few cues for the writer to respond to; for example, education essays.

Figure 3.2. Task Requirement Frames

   Note: A continuum that shows how academic writing tasks may range from those that are highly specified and explicit to those that offer very little guidance for the writer. Adapted from *Framing Student Literacy: Crosscultural aspects of communication skills in Australian universities* by S. Kaldor, M. Herriman and J. Rochecouste, (p. 5). Copyright (1998) held by UWA.

Summary of Chapter 3

One target of this research project was to identify if it were possible to provide a specialist English language program, or EAPP pathway course, that could contextualise the English language learning required in discipline specific contexts. Research shows that many approaches need to be considered when designing this type of comprehensive EAPP program. Each of the approaches discussed in this chapter, offers valuable insights into elements that could be integrated to provide an eclectic model that focuses on meaning, form and function. A hybrid program of this kind recognises that no *one* approach is appropriate for all students, or in all educational settings. Designing and constructing a practical program requires utilising suitable elements from different theories of teaching and learning. An eclectic approach allows educators to address the possible factors that influence student success within a particular faculty and to modify the pedagogy to suit each new EAPP intake.

Empirical research also highlights the complexity of learning transfer and the debate surrounding it and, although there is no clear division between ordinary learning and learning transfer, there is an expectation from educators that content and skills taught will transfer to new situations. This is not always the case. To understand why, it is essential to consider the conditions under which transfer is most likely to occur and the mechanisms by which it occurs. Near transfer involves transferring skills that have been practised and automated over time to a situation that is similar. This automatically triggers a low road response mechanism. Far transfer is complex and much more difficult to achieve. It mainly involves the transference of knowledge which requires a deliberate, attentive attempt to categorise and think abstractly in order to make connections between two contexts that are dissimilar. The high road mechanism is not reflexive; it requires problem-solving ability and creative thinking. Although some research is pessimistic, other research shows that under certain conditions, both near and far transfer can be facilitated by attention to the understandings, knowledge and skills noted in the research findings discussed above.

Findings from contrastive analysis studies also have an essential role to play in the development of a comprehensive EAPP program. Educators involved in teaching writing skills to EAL students must address not only text construction at a macro-level (overall structure) and micro-level (sentence structure, grammatical construction and vocabulary); they must also develop an understanding of, and sensitivity towards, how factors such as academic discipline and culture operate together and influence each other. This information is essential if students are to respond to writing task prompts with confidence and understanding.

CHAPTER FOUR

METHOD OF INVESTIGATION

Introduction

This study originated from the question of whether a specially tailored pathway course would better suit the writing needs of EAL master's by coursework students, than direct entry into faculty or entry into a general EAP course. To answer this question it was necessary to investigate the skills, language features, tasks and genres required for EAL students to meet the writing expectations of academic staff across and within selected faculties and to determine how widely text types and/or formats varied across and within disciplines. A further related aim was to identify students' perceptions of their writing needs and whether they felt these needs were met when studying in an EAPP program at Swan University.

Design of the study: Approaches.

A mixed-methods design in which quantitative and qualitative data were collected concurrently across three sequential phases was employed. Where possible, the qualitative data collected were used to confirm findings from the quantitative data (Terrell, 2011; Cresswell, 2005). The study, which was analytic, descriptive and comparative in approach was conducted in a natural setting and relied on theoretical propositions to guide the data collection and inform the analysis. By providing important links between theory and the multiple sources of data gathered, it served to connect primary and secondary research.

Such an approach accords with the research tradition of investigating language use within tasks set as part of a course; a tradition that for many years has been recognised as beneficial in studies that aim to explain communicative behaviour in terms of contextual variables (Gumperz & Hymes, 1972). This tradition, which developed alongside EAP cognitive approaches, stressed the need for integrative testing; that is, a form of testing that requires learners to process language elements that conform to particular contextual constraints. It also meets Oller's (1979)

"pragmatic naturalness criteria" which requires tests of language proficiency to be discipline specific and based upon authentic data. Others, too, (Jacoby, 1987; Romaine, 1984) have stressed context dependency, by stating that linguistic behaviour can only be judged in relation to the setting in which it occurs.

To take into consideration the various contexts of the study, much of the data collected was qualitative in nature. Cheah and Chiu (1997) propose that there is a need to "develop and nurture a research tradition that takes into consideration the varied socio-cultural contexts of the region from which students originate" (p. 61). Given the multicultural and multilingual contexts of contemporary education, Cheah and Chiu believe that the emphasis which qualitative research places on understanding social structures, combined with the views of participants, is particularly valuable for studying language elements. To combine descriptive, quantitative and qualitative research techniques, the study draws upon two approaches for studying academic writing skills; a contrastive-rhetoric approach, and a frame-analysis approach.

A contrastive-rhetoric approach.

Firstly, the study identifies universities as social institutions having their own distinct cultures, learning styles and sets of implicit and explicit rules of how language should be used (Hyland, 2000; Sheeran & Barnes, 1990; Zhu, 2004). It also recognises that to function successfully as writers within their chosen academic fields, students need to recognise these rules and educators need to be aware that international students may have a very different understanding of what constitutes academic writing.

Although this study draws upon findings from research that targets contrastive rhetoric and EAL pedagogy, it is not intended to be an investigation of second language acquisition per se. However, second language acquisition studies have been useful for providing information regarding how communicative competence is viewed and taught within various cultural pedagogical settings. An understanding of identified differences in learning styles, and attitudes towards learning, can assist

EAPP teachers to call attention to, and explain, intercultural variations to students who are faced with these intercultural difficulties (Pally, 200I).

A frame-analysis approach.

Context dependency became a popular theme of language inquiry in the 1990s when investigations centred on genre and framing approaches to analyse written discourse and to investigate the discipline-based writing experiences of L1 and EAL students (Allen, 1996; Cadman, 1997; Ferris, 1994; Hoadley-Maidment, 1997; Holmes, 1997; Kaldor et al., 1998; Jenkins, Jordan & Weiland, 1993; Mauranen, 1993; Moreno, 1997). With this in mind, framing analysis draws upon linguistic research and findings from applied linguistics and genre theory.

Interpreting and producing texts is more than merely applying linguistic knowledge for words, or simply constructing a series of sentences (MacLaughlan & Reid, 1994; Kaldor et al., 1998). Acts of extra-textual framing are always involved; that is, a competent reader or writer instinctively recognises particular text types. This knowledge of what a stereotypical text should be like is organised in the brain as a cognitive frame which is directly accessible to the reader or writer. Cognitive frames help readers and writers to know what to expect; that is, to know what is appropriate and what is not. In order to communicate successfully at an academic level, a writer must be able to distinguish the framing devices that express more than just word meaning; that is, meta-messages, or messages *about* the message. For this reason, it was important to distinguish the type of scaffolding and frames necessary to assist EAL students to master these important framing devices. The various frames used in this research are depicted in Figure 4.1 (p. 94) and Figure 4.2 (p. 95). The frames were used as tools for analysing EAL student writing (Kaldor, et al., 1998).

Phases of the study.

To achieve the aims of the study, the research was carried out in three phases. The first phase investigated the needs perceived by two cohorts of academic students studying in either the 20-week or 10-week EAPP program. EAPP teachers' perceptions of student needs were also examined. The second phase was conducted

following the cohorts' entry into their chosen university faculties. At this stage, faculty staff perceptions of EAL student writing needs were sought and all the faculty writing of a stratified random sample of seven students was comprehensively analysed at the end of first semester to identify whether the students' needs had changed. The opinions of EAPP teachers and faculty staff concerning EAL student initial placement were also sought and compared. In the third phase, conducted one year after entry into their faculties, students were asked to judge which skills, if any, they perceived had transferred from the EAPP program to assist them with their faculty academic writing.

The Student Cohorts

Students from both intakes had been awarded conditional offers to study for a master's degree by coursework at Swan University, so a final EAPP grade average nominated by each faculty determined whether the student would be accepted into the faculty. To maximise the number of respondents, the research was outlined and explained during a compulsory lecture and students were made aware that involvement in the study was voluntary and that they could withdraw at any stage. Questionnaires were distributed as the students were leaving and, subsequently, all of the target population agreed to be involved, so there was no need for random selection.

Student cohorts, Phase 1: Countries of origin and languages spoken.

Initially, the study was conducted with all 30 master's degree students (Cohort A) who enrolled in the July, 2012 intake of a 20-week EAPP program conducted at CELT, Swan University. Of these, 15 were males and 12 were females. During the course, two students from Cohort A withdrew their agreement to participate and another changed status and applied to enter an undergraduate course. This decreased the number of students in Cohort A to 27 students and lessened the amount of data collected in the second ten weeks of Phase 1. The age for Cohort A males ranged from 21 years to 28 years (mean = 24.5; SD = 2.13) while for females it was 23 years to 30 years (mean = 25.4; SD = 2.91). Of the 27 students, 17 were

from China, four from Saudi Arabia and one from each of the following: Hong Kong, Iraq, Iran, Kenya, Thailand and Colombia.

In October, a further 33 potential master's by coursework students (Cohort B), joined the EAPP program to study for ten weeks. Cohort B consisted of 14 males and 19 females which brought the total number of participants to 60 (n = 29 males; n = 31 females). The age for Cohort B males ranged from 22 years to 34 years (mean = 23.5; SD = 3.16) while for females it was 21 years to 33 years (mean = 25.0; SD = 3.4).

Table 4.1

Phase 1: Cohorts A and B, Countries of Origin and Languages Spoken

Home Country	Cohort A	Cohort B	Languages
China	(n = 17)	(n = 28)	Mandarin
Taiwan	(n = 0)	(n = 1)	Mandarin
Hong Kong	(n = 1)	(n = 0)	Cantonese
Saudi Arabia	(n = 4)	(n = 0)	Arabic
Iraq	(n = 1)	(n = 0)	Iraqi/Arabic
Iran	(n = 1)	(n = 0)	Farsi/Persian
Kenya	(n = 1)	(n = 0)	Swahili/English
Thailand	(n = 1)	(n = 0)	Thai
Colombia	(n = 1)	(n = 0)	Spanish
Chile	(n = 0)	(n = 1)	Spanish
Japan	(n = 0)	(n =1)	Japanese
Korea	(n = 0)	(n = 1)	Korean
India	(n = 0)	(n = 1)	Hindi

Note: The mother-tongue of almost 75% of the students was Mandarin. This made it difficult to enforce English use during group work.

Table 4.1 illustrates that the majority of students were from China (n = 45) and that their language of education was Mandarin.   The remaining students (n = 15) represented 12 other countries. Having a high number of students with a common

language made it difficult to ensure that English was consistently spoken during discussions and group work. Three students were tri-lingual.

Phase 1: Chosen faculties for combined Cohorts A and B.

Table 4.2 identifies the faculties for which the two cohorts had received conditional offers to enter. The faculties or schools they planned to enter were: Arts and Social Sciences (n = 2), Architecture, Landscape and Visual Arts (n = 2), Business (n = 23), Education (n = 4), Engineering (n = 12), Law (n = 1), Population Health (n = 4) and Science (n = 12).

Table 4.2

Phase 1: Cohorts A and B, Masters by Coursework Students Studying in the EAPP Program at Swan University, July 2012 Intake

Faculty or School	Courses	Cohort A	Cohort B
Architecture Landscape Visual arts	Architecture, Urban design	2	0
Arts	International relations International journalism	1	1
Business	Accounting, Commerce, Human Resources, Marketing Information, Management	8	15
Education	Early Childhood Education	3	1
Engineering Computing Mathematics	Civil, Resources, Computer, Science, Mechanical, Chemical	3	9
Law	International law	0	1
Medicine Dentistry Health Education	Population Health, Pathology, Social work	2	2
Science	Agriculture, Resource Economics, Animal Biology, Chemistry, Biochemistry, Earth Environment	8	4

Note: The majority of students had conditional offers to enter the Business School, the Engineering Faculty or the Science Faculty.

Phase 2 student cohort: Commencing faculty studies.

Although only three students failed to pass the EAPP program, a number of
others did not enrol at Swan University. Reasons included: returning home as a
result of financial difficulties caused by the global economic downturn; moving
interstate; failing to meet the strict terms laid out in their Swan University offer, or
enrolling in an alternative Australian university with a lower fee structure. As Table
4.3 shows, this attrition resulted in cohort numbers falling from 60 to 31.

Table 4.3

*Phase Two: Masters by Coursework Students Commencing Study at Swan
University in 2013 after Graduating from the EAPP Program*

Faculty or School	Courses	No. of students
Arts	Journalism, International relations	2
Business	Accounting, Commerce, Human Resources, Marketing, Information Management	14
Education	Early Childhood Education	2
Engineering Computing Mathematics	Civil Engineering, Resource Engineering, Mechanical and Chemical Engineering, Computer Science, Mathematics	3
Law		1
Medicine, Dentistry Health Education	Population Health, Social Work	1
Science	Agriculture and Resources Economics, Animal Biology, Chemistry and Biochemistry, Earth and Environment	8

Note: The Cohort size decreased from 60 students in the EAPP program to 31 students entering
seven faculties/schools within Swan University.

Of these, 12 were males and 19 were females. Their countries of origin were
China (n = 22), the Chinese Republic of Taiwan (n = 1), Hong Kong/Special
Administrative Region of China (n = 1), Korea (n = 1), Japan (n = 1), Chile (n = 1),
Colombia (n = 1), Iraq (n = 1), Kenya (n = 1) and Saudi Arabia (n = 1). The
Languages spoken by the students included Mandarin (n = 23), Cantonese (n = 1),

Spanish (n = 2), Japanese (n = 1), Iraqi/Arabic (n = 1), Swahili/English (n = 1), Korean (n = 1) and Arabic (n = 1).

Faculties chosen by the graduating students comprised: Arts (n = 2), Business (n = 14), Education (n = 2), Engineering (n = 3), Law (n = 1), Population Health (n = 1), and Science (n = 8).

Phase 3 student cohort: Subsequent to one year of faculty study.

The third phase was conducted after ex-EAPP students had studied for a year in their chosen faculties (Questionnaire 4, Appendix F). As Table 4.4 shows, 22 students replied to a request for opinions on which skills, if any, had transferred from their EAPP program to assist them with their faculty writing. The nationalities of respondents included: Chinese (n = 19); Saudi Arabian (n = 1); Iraqi (n = 1); Chilean (n = 1).

Table 4.4

Faculties and Courses of Students Who Responded to Questionnaire 4

Chosen Faculty or School	Courses	Number of students
Arts	Journalism, International relations	2
Business	Accounting, Commerce, Human Resources, Marketing, Information Management	10
Engineering Computing Mathematics	Civil Engineering, Resource Engineering, Mechanical and Chemical Engineering, Computer Science, Mathematics	2
Law		1
Science	Agriculture and Resources Economics, Animal Biology, Chemistry and Biochemistry, Earth and Environment	7

Note: The Cohort size decreased from 31 Phase 2 students to 22 students who had completed a year of study at Swan University.

On a four-point Likert rating scale, the cohort responded to 24 questionnaire items that represented writing skills included in the aims of the EAPP program.

Points on the scale included: *no transfer*; *minimal transfer*; *moderate transfer*, and *extensive transfer*.

The Teaching Cohorts

The teaching cohort included EAPP teachers from the Centre for English Language and Faculty staff from Swan University. Table 4.5 provides details of the EAPP Cohort and Table 4.5 outlines details pertaining to the Faculty Cohort.

Phase 1: EAPP teachers.

When approached personally, all EAPP program teachers (*N* = 13) at the target university agreed to take part in the study. As Table 4.5 shows, each held a degree in addition to specialist ESL qualifications.

Table 4.5.

EAPP teachers: Teaching Qualifications, ESL Qualifications and Teaching Experience

Degree	*N*	Teaching Qualifications	Qualifications in ESL	ESL Teaching Experience
BA	5	Translator	CELTA/TAA	16 years
		English (Hons)	LOTE/TESOL	12 years
		English (Hons)	CTEFLA	10 years
		Literature	CELTA Certificate	6 years
		English	CTEFLA	10 years
B Ed	2	English (major)	Course work	1 year
		English (major)	CELTA Certificate	14 years
Masters' degree	5	Law	CELTA Certificate	4 years
		Education	M Ed	30+ years
		Arts	TESOL	6 years
		Applied linguistics	CELTA Certificate	1 year
		Literature/linguistics	TEFL (Diploma) RSA (Cambridge)	34 years
PhD	1		Course work	20 years

Note: More than 60% of the 13 EAPP Teachers had teaching experience of more than ten years. One new graduate, a co-teacher, was being mentored by a highly experienced colleague.

Degrees held included Bachelor of Arts (n = 4), Master of Arts (n = 2), Bachelor of Education (n = 2), Master of Law (n = 1), Master of Education (n = 1), Master of

Applied Linguistics, (n =1), and PhD in Education (n = 1). Table 4D shows that ESL teaching experience ranged from one year to 34 years.

Phase 2: Faculty staff.

Faculty staff members were identified and approached based on the units in which ex-EAPP program students had chosen to study.

Table 4.6

Faculty Staff: Designation and Lecturing Experience

Designation	N	Lecturing Experience	Faculties/Schools/Courses Represented
Professor (Faculty Chair)	1	21 years	**Architecture, Landscape, Visual arts** Architecture, Urban design
Professor	5	18 years	**Arts** Journalism, International relations
		10 years	
		18 years	**Business** Accounting, Human Resources, Marketing, Commerce, Information Management
		14 years	
		30 years	
Associate professor	4	12 years	**Education** Early childhood education
		12 years	
		10 years	**Engineering, Computing, Maths** Civil and Resource, Computer Science, Mechanical and Chemical
		5 years	
Assistant professor	3	12 years	**Law** International relations
		18 years	
		12 years	**Medicine, Dentistry, Health Education** Population Health, Social Work
Lecturer	2	10 years	
		22 years	**Science** Agriculture, Resource Economics, Animal Biology, Chemistry and Biochemistry, Earth and Environment
Teacher/Learning Officer	1	16 years	
Unit Coordinator	1	5 years	

Note: Almost 90% of the 17 faculty staff had teaching experience of more than ten years. Fifteen listed PhD qualifications, while two failed to indicate their qualifications.

Initially, the target staff members were contacted by email; however, because it was the start of the university year and faculties were busy organising new classes, responses were very low, so it proved necessary to adopt a personal approach. Each academic was contacted by phone to arrange a meeting, the purpose of which was

to discuss the rationale for the research, to explain details of the study and to answer any questions that staff might raise. Questionnaires, letters explaining the research and consent forms were issued at each meeting. Of the 24 academics contacted, 17 agreed to participate and seven declined citing time constraints as the reason. This further eroded that amount of data that could be collected and the scope of information about cross-faculty genre expectations. As shown in Table 4.6, those who consented represented eight faculties or schools and 20 different courses. Fifteen of them held a PhD or equivalent qualification; while two failed to list their qualifications. Lecturing and tutoring or teaching experience ranged from five years to 30 years.

The Writing Corpuses: Phases One and Two

To collect marked samples of the students' writing, permission was sought from the CELT Director, teachers of the EAPP program, the target students, the Dean of each chosen faculty and the academic staff involved in teaching the target students. Involvement was voluntary, with volunteers being sought prior to the commencement of the study. To ensure the integrity of the study and to prevent a potential conflict of interest between the roles of researcher and teacher-assessor, the researcher who was teaching on the EAPP program, withdrew from marking texts written by students from both cohorts. This was to ensure that the cohorts' survey responses and work samples would not be influenced by their perceptions of the researcher's status.

To ascertain which genres and writing skills were seen as necessary, the initial database for this study included all expository writing assessed in the EAPP program and listed within the course outlines. This information formed the basis for later comparisons to identify if discipline specific writing skills and genres deemed important by faculties were addressed in the EAPP program.

In Phase 2, a second data base of writing was collected. The samples were a component of cumulative assessment set by academic markers within the university courses chosen by the Phase 2 combined cohorts. Information related to the typical

writing assignments set, the type of texts and the structure of the genres students were expected to have mastered was collected in order to identify the nature of writing demands in each discipline. This information was analysed to gauge which text structures were commonly used and which differed across and within faculties.

Since the volume of texts collected was immense, it was decided to use case studies based on disproportional, stratified random sampling. However, because it was necessary to ensure that EAPP writing samples could be compared to faculty samples, the selection pool included only students who had submitted faculty writing ($N = 31$).

The stratification variable which dictated the population division was the faculty/school in which these students were enrolled. Student de-identified numbers were then used to randomly select one student from each faculty or school. The results are shown in Table 4.7.

Table 4.7

Phase 2: Writing Corpus

Student	Weeks in EAPP	Year of Birth	Gender	Country of origin	Mother tongue(s)	Faculty or school
A	20	1982	F	Saudi Arabia	Arabic	Biochemistry
B	20	1982	F	Kenya	Swahili/ English	Medicine
C	20	1988	F	Asian	Mandarin	Education
D	10	1983	F	Colombia	Spanish	Agriculture
E	10	1987	M	China	Mandarin	Electrical Engineering
G	10	1990	M	China	Mandarin	Business School
F	10	1989	M	China	Mandarin	Media and communication

Instruments Used and Collection of Data

The research used primary data, such as responses to questionnaires and student-produced texts that formed part of the overall assessment of their EAPP

program and faculty courses. Primary data also included feedback sheets from markers, the annotations they made on student texts and the student reflection forms. The researcher also consulted secondary data sources such as student records, guidelines from EAPP program books and faculty course outlines, assignment prompts and adjunct writing guidelines provided for student reference.

Questionnaires.

The use of questionnaires as a technique to collect data is one of the most common methods deployed in second language research (Dörnyei, 2003). The design of the questionnaires was informed from previous research conducted by Ferris and Tagg (1996) and Meuter (1994) and modified to suit the needs of the current research project. Over the three phases of the study, Cohorts A and B completed four questionnaires. In Phase 1, three questionnaires were administered and analysed. Questionnaire items requested the following: nominal data for recording personal variables; quantitative data requiring ordinal responses in relation to student perceptions of difficulty and error frequency, and qualitative data requiring responses to open-ended questions. Some of the quantitative items were repeated on more than one questionnaire so that any changes in perception over time could be identified.

Descriptive statistics, rather than inferential statistics, were used to analyse ordinal data; therefore it was not deemed necessary to test for significant differences. Measures used included the mean, standard deviation and mode. Although it is not possible to claim that the intervals between each value listed on the ordinal scales are identical, mean and standard deviation measures were used to gauge comparability of 15 skill categories perceived as being the most and least difficult for this intake of students. The items were completed by the same students over three questionnaires, increasing the probability that they would perceive the scale in the same way each time, thus making the comparison more valid. For data listed on four-point Likert scales, the mode was used in preference to the mean because the number of variable responses was less. In this situation, the mode provided information that was more informative than the mean regarding changes over time.

Student questionnaires.

Upon entry to the EAPP program, a questionnaire (Appendix C) was administered to ascertain the English language background and other relevant details for members of both student cohorts. As Reid (1998) notes, the Australian university population is diverse and so is the English language background of the many overseas students who attend. Given that English language learning forms part of the curriculum in many countries, but varies in intensity and duration, students were required to provide information about their language backgrounds.

A second questionnaire (Appendix D) was administered to Cohort A after ten weeks of study, followed by a third questionnaire (Appendix E) at the end of the 20-week course. The third questionnaire was also administered to Cohort B at the end of their 10-week course. The purpose of the second and third questionnaires was to ascertain which genres and features of English academic writing ESL students perceived as the most problematic for them, so that any differences between what students perceived as their writing abilities and what their actual writing revealed could be assessed. The third questionnaire included an extra item that required students to rate the degree to which they felt the course aims had been met. A final questionnaire (Appendix F) was administered at the end of the first year of the students' degree study at Swan University to gauge their opinions regarding which skills, if any, they felt had transferred from their EAPP program to assist them with faculty writing.

EAPP teacher and faculty staff questionnaires.

A single questionnaire was administered to EAPP teachers at the start of the July, 2012 EAPP program (Appendix G) and to faculty staff (Appendix H) at the beginning of Semester 1, before ex-EAPP students entered their chosen faculties. Ordinal items and the measures used to gauge them were the same as those used for student data, so that comparisons could be made between the perceptions of EAPP teachers, faculty staff and students. Questionnaire items focused on identifying academic qualifications and teaching experience as well as ascertaining what they considered to be the most important aspects of academic writing. To gauge the opinions of academic staff from the target faculties and teachers from the EAPP

program, views were sought on who should teach academic writing to EAL students. Three statements were provided. The statements reflected the three options outlined in Chapter 2 and required them to decide whether direct entry into a faculty was preferable to entry into an EAPP program, or entry into a general EAP course. They were asked to choose the statement with which they most agreed and to provide reasons for their choices.

Identifying and Analysing the Writing Samples

A central goal of this study was to identify the academic writing tasks and genres that students needed to master to succeed within their chosen faculties at Swan University and to compare these tasks and genres with those taught within the EAPP program to see if the course addressed the students' essential writing needs. A list of nine writing tasks that were deemed to be the most common university writing assignments was compiled from previous research findings (Hale et al, 1996; Horowitz, 1986b; Cooper and Bikowski, 2007; and Gardner & Nesi, 2008). The list included: essay; article or book review; report on an experiment/project; plan/proposal; case study; journal article; electronic journal entry; summary of an article, and library research paper. These were included as a questionnaire item which asked EAPP teachers and faculty staff to indicate the tasks they included in their writing courses.

A related questionnaire item listed seven genres: description; narration/recount; explanation (cause and effect); explanation (process and procedure); exposition (argument); comparison, and report. EAPP teachers and faculty staff were asked to record any writing tasks and genres missing from the lists provided. Faculty staff responses were then compared with EAPP teacher responses to identify any items not covered in the EAPP writing course.

The influence that task type plays in helping to shape the way students responded when composing text in different disciplinary forums was also investigated (Greene, 1993) using frame analysis.

Frame analysis.

Research by Kaldor, and associates (1998) provided direction for forming the frames that were subsequently used to analyse the students' writing. The authors investigated two types of frames: circumtextual and genre-based intratextual frames. They identified three types of circumtextual frames that influence student writing: task requirements, assumed reader and content. As Figure 4.1 shows, this study includes two extra frames: extratextual and intertextual frames.

FRAMING REFERENCE

CIRCUMTEXTUAL

Task requirements
Assumed reader
Content origin

PROBLEMS

Response to requirements of the task

Structure of prompt cue

Content depth (assumed reader)

Content origin (primary research, created by the student, secondary research, a combination)

Verb in the prompt cue misunderstood

Reading skills

Cultural differences

Inadequate Library search skills and note-making

EXTRATEXTUAL

Scaffolding and other support provided to assist students to achieve the task

PROBLEMS

Insufficient direction
Lack of planning

Poor note-making skills

Cultural influences on writing style and expectations

Unfamiliar with group writing expectations

Lack of confidence

Time-management

Thinking skills

INTERTEXTUAL

Synthesis of ideas from multiple texts; citing and quoting from references

PROBLEMS

Cultural differences regarding plagiarism

Analysing and categorising

Synthesising ideas from a number of sources

Reconciling different points of view to present a concessive argument

Unsure of how to paraphrase

Unsure of how to summarise

Reference listing, in-text citation formattimg

Figure 4.1 Circumtextual, Extratextual, Intertextual Levels of Analysis

Note: Figure 4.1 is a schematic chart identifying possible problems associated with three of the framing-references used to guide the analysis of student texts. Circumtextual and intertextual frames are adapted from *Framing student literacy: crosscultural aspects of communication skills in Australian universities* by S. Kaldor, M. Herriman and J. Rochecouste, (p. 5). Copyright (1998) held by UWA. The extratextual framing reference was added to illustrate the adjunct support identified as necessary to assist EAL student writing.

INTRATEXTUAL ELEMENTS

Genre based

Content based

Rhetoric based

Recognising text internal divisions
Constructing multi-generic texts

Content depth
Clustering ideas
Semantic accuracy
Support for ideas.

Inter-sentential features
Appropriate signals between sentences

Use of formal vocabulary
Relationships between words

PROBLEMS

PROBLEMS

PROBLEMS

PROBLEMS

Unsure of internal divisions required within the genre.

Absence of headings expected in an explicit macrostructure

Imbalance of macrostructural requirements; especially conclusions

Ideas incorrectly clustered

Ideas do not progress from general to specific in the introduction and/or specific to general in the conclusion.

Topic sentence to guide the reader missing in body paragraphs.

Omission of relevant information

Inclusion of irrelevant or extraneous information

Stating the obvious

Links across paragraphs

Mismatch of rhetorical labels with semantic content

Incorrect rhetorical order

Zero components

Absence of signalling (conceptual ties)

Under/over signalling

No rhetorical function

Over-embedded sentences

Cohesion problems
- Conjunctions
- Lexical cohesion
- Ellipses
- Substitution
- anaphora

Formulaic structures

Lexical bundles

Lexico-grammatical features

Taxonomic errors

Under/over specification

Register and style

Incorrect word form

Ambiguous use

Incorrect word meaning

Figure 4.2 Intratextual Levels of Analysis: Genre, Content, Rhetorical Variables

Note: Figure 4.2 is a schematic chart identifying possible problems associated with three levels of intratextual framing used to guide the analysis of student texts. Intratextual frames are adapted from *Framing student literacy: crosscultural aspects of communication skills in Australian universities* by S. Kaldor, M. Herriman and J. Rochecouste, (p. 5). Copyright (1998) held by UWA.

Chapter Summary

Chapter 4 outlined the mixed methods approaches used for this research which was conducted across three sequential phases. Quantitative methods provided a baseline against which to compare the qualitative data collected from open-ended questionnaire items and reflection forms during phases one and three of the research. The cohorts and writing corpuses were described and the methods used in the research were explained including data collection, ethics considerations and the construction of the instruments used to measure and analyse the data. The findings from this investigation will be discussed in Chapters 5, 6, 7 and 8.

CHAPTER FIVE

RESULTS: QUESTIONNAIRES AND REFLECTIONS

Introduction

Chapter 4 explained the mixed methods approach used in this three-phase investigation which explores the viability of providing an eclectic EAPP program for post-graduate EAL students who choose to study in Australia. The results will provide evidence of whether such a course could offer a third, more effective option than direct entry into faculty study or entry into a general EAP course. Several subsidiary questions were raised by this proposal.

Chapter 5 is divided into four sections. It reports findings gleaned from Questionnaires 1, 2 and 3 which were designed to identify student perceived needs to establish whether the aspects of writing taught in the EAPP program address those needs and if EAPP teachers and faculty staff acknowledge them. Figure 5.1 illustrates the order in which Section 1 results are reported.
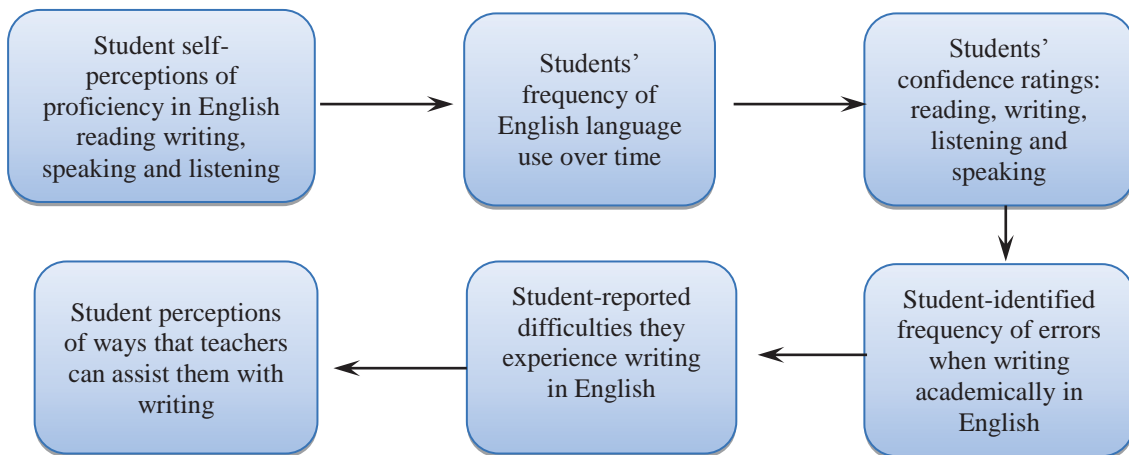
Figure 5.1 Organisation of Section One Results

Chapter 5 also addresses whether the academic tasks and genres featured in the proposed EAPP program differ from what is expected across and within the faculties represented in the research. Finally, the chapter examines student opinions regarding

whether the aims of the EAPP program were met, whether the writing skills taught in the EAPP program were adequate and whether the skills taught transferred to their faculty writing.

Section One

The first questionnaire provided demographic information for Cohorts A and B. The demographic data, which was reported in the method section of this research (pp. 84, 85), described the cohorts. The questionnaire also required students to indicate the following: the extent to which they rated their proficiency in reading, writing, listening and speaking; the percentage of time they spent speaking English during the past year, month, week and day; any difficulties they had experienced in English academic writing, and their opinions on ways teachers could assist them to master writing skills more easily. Finally, they were asked to indicate on a table of 16 writing skills how often they experienced a problem with each skill. Section One provides further baseline data and identifies which writing skills EAL students perceive as the most problematic to master in English academic writing and whether these perceptions changed throughout the program (research Question 3).

Cohort A perceived language proficiency at the start of the EAPP program.

Language proficiency was included to compare Cohort A's perceived proficiency in writing with the other modes of reading, listening and speaking. It provides baseline data related to their perceptions of the relative difficulty of writing.

Results in Table 5.1 show that, on a scale of 1–7, (in which 1 = poor proficiency and 7 = high proficiency), all students from Cohort A rated their L1 proficiency as above average in reading, writing, listening and speaking, with several listing their ability within the language areas as highly proficient. In writing, rankings were rated at 7 (n = 4), 6 (n = 12) and 5 (n = 11). Nobody indicated a ranking below the midpoint of the scale. Ratings for English as L2 showed that writing was the skill in which Cohort A students felt least confident with only six students ranking themselves above the midpoint of the scale, 10 ranking themselves at the midpoint of the scale and 11 students ranking their ability at either point three (n = 9) or point two (n = 2) on the scale.

Table 5.1

Cohort A: Perceptions of Language Proficiency at the Start of the EAPP program

N = 27	First language				English as a second language			
S#	Speak	Read	Listen	Write	Speak	Read	Listen	Write
01	7	7	7	6	6	5	5	6
02	6	7	7	7	5	5	5	5
03	7	7	7	6	4	4	4	3
04	6	7	6	6	4	4	3	3
05	7	5	7	7	5	4	6	5
06	7	7	6	5	5	6	4	3
07	6	5	5	5	3	4	4	3
08	6	6	6	5	3	4	4	2
09	6	6	6	5	2	4	4	3
10	7	7	7	7	4	5	5	5
11	7	7	6	6	5	5	5	5
12	6	6	6	5	4	3	4	3
14	6	7	6	6	4	5	4	4
15	6	7	7	6	5	6	6	5
16	5	6	6	6	4	6	5	4
17	6	6	6	5	3	5	5	4
18	5	5	5	5	3	3	3	3
20	5	6	5	5	3	4	4	3
21	7	5	7	6	6	3	5	4
22	5	7	6	6	5	5	5	2
23	7	7	7	5	4	5	5	4
25	5	5	5	5	4	5	5	4
26	7	7	7	7	6	6	6	6
27	7	6	7	5	5	4	4	4
28	7	7	7	6	4	5	4	4
29	7	7	7	6	4	4	4	3
30	7	7	7	6	4	5	5	4

Note. Responses were measured on a 7 point scale with 1 = poor proficiency and 7 = high proficiency. S# = the de-identified student number.

Cohort B perceived language proficiency at the start of the EAPP program.

Language proficiency was included to compare Cohort A's perceived proficiency in writing with the other modes of reading, listening and speaking.

Although Cohort B's initial tests for entry into the EAPP program indicated that they would be more proficient at writing than Cohort A, the self-rankings between the cohorts were very similar as shown in Table 5.2. The table shows that all but three students from Cohort B rated proficiency in their first language as above midpoint in reading, writing, listening and speaking. Several students (n = 13) listed their ability across all of the language areas as highly proficient. In writing, rankings were rated at seven (n = 13), six (n = 10) and five (n = 7). Three students rated their

writing at the midpoint of the scale. Eleven students ranked themselves as above the midpoint for proficiency in writing, while 17 rated themselves at midpoint and five ranked their ability at point three (n = 4) or point two (n = 1).

Table 5.2

Cohort B: Perceptions of Language Proficiency at the Start of the EAPP program

N = 33	First language				English as a second language			
S#	Speak	Read	Listen	Write	Speak	Read	Listen	Write
31	7	7	7	7	5	6	5	4
32	7	7	7	6	4	5	5	4
33	5	6	6	5	5	6	6	5
34	7	7	7	7	5	6	6	6
35	7	7	7	6	4	5	4	4
36	7	6	6	6	4	5	4	4
37	6	6	6	5	4	5	4	4
38	7	7	7	7	5	6	6	6
39	5	4	5	4	5	4	5	4
40	6	7	7	6	3	4	4	3
41	5	7	7	6	4	6	6	5
42	6	5	5	5	5	4	4	4
43	5	6	5	5	4	5	4	4
44	6	6	6	6	3	6	5	4
45	7	7	7	7	4	5	5	4
46	7	7	7	7	5	5	5	6
47	7	7	7	7	4	4	5	4
48	7	7	7	7	4	5	4	4
49	6	6	6	6	4	6	5	5
50	7	7	7	7	4	6	6	4
51	6	6	6	4	3	5	4	4
52	6	6	6	6	5	6	5	4
53	6	6	6	6	4	6	6	5
54	6	5	6	6	5	4	4	4
55	7	7	7	7	7	6	7	7
56	6	6	6	5	3	4	4	3
57	5	6	6	5	2	3	3	2
58	6	7	6	5	3	5	5	4
59	5	5	5	4	3	5	4	3
60	7	7	7	7	3	3	4	3
61	7	7	7	7	5	4	5	5
62	7	7	7	7	5	5	5	5
63	7	7	7	7	3	5	5	5

Note. Responses were measured on a 7 point scale with 1 = poor proficiency and 7 = highly proficient. S# = the de-identified student number.

Further examination of the rankings show that for both cohorts, receptive skills such as reading and listening engendered more confidence than the productive skills of speaking and writing. In Table 5.3, this is illustrated using three categories of confidence: that is, self-ratings above midpoint (points 5, 6 and 7), a self-rating at midpoint (point 4) and self-ratings below midpoint (points 3, 2 and 1).

Table 5.3

Confidence Ratings between Receptive and Productive Language Skills at the Start of the EAPP program

Language area	Cohort A			Cohort B		
	A	M	B	A	M	B
Reading	15	9	3	24	7	2
Listening	14	11	2	20	12	1
Speaking	10	11	6	12	12	9
Writing	6	10	11	11	17	5

Note. Both cohorts are represented: Cohort A (n = 27) Cohort B (n = 33). A = ratings above midpoint; M = ratings at midpoint; B = ratings below midpoint.

Increased frequency of English language use over time.

This item was included because of the disproportionate number of Chinese students entering the EAPP program. This made it difficult to organise mixed nationality groups for class discussions and other group work; a situation which could impact on the frequency of English use in class activities. Appendix P (p.375) shows the use of English reported by Cohort A and Cohort B over the period of a year until their first week of entering the EAPP program.

Although the columns are not comparable, they show that in the year prior to the month before commencing study in the EAPP program, 16 students from Cohort A and 20 students from Cohort B used English less than 10% of the time; with a total of six students using no English at all. This period represents time in their home countries. However, both cohorts included some students that used English 50% (n = 6), 70% (n = 1), 75% (n = 1) and 80% (n = 1) during that year. These students had either completed general EAP courses in Australia during that time, or had been studying for an IELTS test.

Throughout June 2012, prior to the commencement of the EAPP course and possibly in preparation for it, the use of English as a medium of communication for Cohort A increased considerably for all but six students, three of whom remained at 5%, 1% and 0%. Similarly, in the month before they commenced the EAPP

program, all but six students from Cohort B noticeably increased their use of English. However, three Cohort B students decreased their use of English from 30%, 40% and 80% to 0%, 30% and 50% consecutively.

Columns three and four represent the first week of the EAPP program with the 'Today' column signifying Friday of that week. As this period occurred when students were under classroom instruction, there was a significant increase in the use of English for communication with some Cohort A students (n = 21) and Cohort B students (n = 16) increasing their usage during the week to be 70% - 100%. This showed that English was being used during group work, despite the fact that the majority of students were Chinese. Only one student in Cohort A recorded a percentage lower than 50%. In Cohort B, five students recorded 40% and one recorded 35%.

Ranking writing skills: Perceived frequency of errors.

On entry to the EAPP program, students from both cohorts were required to indicate, on a Likert scale, their perceptions of how frequently they made errors in a list of 16 writing skills. To gauge any changes in perceptions of error frequency, this procedure was repeated in Questionnaire 2 after ten weeks of instruction.

To establish the skill categories perceived as most and least difficult for this intake of students, the mode was used in preference to the mean. The mode was chosen because it provided information that proved more informative regarding any changes over time. Modal results were calculated using the same nominal categories for faculty staff and EAPP teachers; that is, four response categories of *always*, *often*, *sometimes* and *never* were used. For Cohorts A and B, an additional category of *never studied before* was added to the first questionnaire.

Cohort A: Perceived frequency of errors on entry into the EAPP program.

The results in Table 5.4 show that most students in Cohort A appeared very confident of their control over English language writing skills upon entry into the EAPP program. The only areas that seemed to cause difficulty were grammatical

accuracy (mode = 12) and use of articles (mode = 10) in which the same number of students indicated that they often made errors or sometimes made errors.

Table 5.4

Cohort A: Perceptions of Error Frequency on Entry to the EAPP program

Skills Area	A	O	S/T	N	N/S
Content accuracy	2	10	**13**	2	
Grammatical accuracy	2	**12**	12	1	
Sequencing ideas	0	7	**20**	0	
Sentence structure	1	10	**15**	1	
Articles	2	**10**	10	5	
Academic vocabulary	2	5	**18**	1	1
Spelling	4	11	**12**	0	
Punctuation	0	7	**18**	2	
Planning before writing	6	9	**11**	1	
Supporting claims and opinions	3	9	**12**	3	
Paraphrasing and accurate citation	2	4	**13**	2	6
Vocabulary specific to the field	1	8	**14**	3	1
Paragraphing	1	11	**13**	2	
Synthesising article information	3	8	**14**	3	1
Thesis statements	2	10	**14**	1	
Transition signals	5	8	**12**	2	

Note. Modes are in bold face. A = always; O = often; ST = sometimes, and N = never, N/S = never studied this before.

Cohort A: Perceived frequency of errors after 10 weeks in the program.

The modes in Table 5.5 indicate that after ten weeks of feedback and instruction, students may have become more aware of the level of accuracy needed to write academically acceptable texts.

Although the perceived accuracy level of some items improved, others decreased or continued to cause difficulty. For example, sentence structure which was first recorded as *sometimes* causing difficulty (mode = 15) changed to *always* causing difficulty (mode = 10) with nine students indicating that they *often* made errors when structuring sentences. Likewise, vocabulary specific to the field which was first identified as *sometimes* causing difficulty (mode = 18) was later changed to *often* (mode = 10) with seven students indicating they *always* had difficulty selecting appropriate field vocabulary. Frequency perceptions regarding problems with paraphrasing and accurate citation also increased. At first this was listed as an error

that was *sometimes* made (mode = 13); however, this was later changed to an error that was *often* made (mode = 13) with four students indicating that they *always* made this type of error. Whereas, grammatical accuracy, initially perceived as often causing difficult (mode = 12) continued to cause difficulty (mode = 13). Given that six students reported in their entry questionnaire that paraphrasing and citation skills were new to them, it is not surprising that these were recorded as areas that caused difficulty for them.

Table 5.5

Cohort A: Perceptions of Error Frequency after Ten Weeks in the EAPP program

Skills Area	A	O	S/T	N
Content accuracy	0	4	**23**	0
Grammatical accuracy	11	**13**	3	0
Sequencing ideas	3	6	**18**	1
Sentence structure	**10**	9	8	0
Articles	2	5	**19**	1
Academic vocabulary	6	11	**19**	1
Spelling	4	7	**16**	0
Punctuation	0	4	**19**	4
Planning before writing	4	5	**14**	4
Supporting claims and opinions	0	4	**22**	1
Paraphrasing and accurate citation	4	**13**	8	1
Vocabulary specific to the field	7	**10**	9	1
Paragraphing	1	7	**15**	4
Synthesising article information	3	6	**16**	2
Thesis statements	1	5	**16**	5
Transition signals	6	5	**16**	0

Note. Modes are in bold face. A = always; O = often; ST = sometimes, and N = never, N/S = never studied this before.

Students also perceived that for some skills, errors proved less frequent. Of these, the greatest positive changes in perception were in content accuracy, followed by support for claims and opinions. For example, content accuracy was initially listed as *sometimes* (mode 13) with 10 students indicating that they *often* made errors; this changed to *sometimes* (mode = 23). Likewise, after ten weeks, supporting claims and opinions— initially listed as *sometimes* (mode = 12) or as an *often* made error (nine students)—changed to *sometimes* (mode = 22). Other skills that were perceived as less frequently made errors included: the ability to use definite and indefinite articles which changed from *sometimes* (mode = 10) to

sometimes (mode = 19). Others that improved in the *sometimes* category were: spelling, punctuation and choice of transition signals all of which changed from mode = 12 to become mode = 16. Slight changes were also noted in modes for synthesising article information and writing thesis statements which changed from mode = 14 to become mode = 16.

Cohort B: Perceived frequency of errors on entry into the EAPP program.

Given that Cohort B had tested earlier as more skilled in English academic skills than Cohort A, it could be assumed that their responses would indicate less frequency of errors than those of Cohort A. As can be seen in Table 5.6, this was not the case.

Table 5.6

Cohort B: Perceptions of Error Frequency on Entry to the EAPP program.

Skills Area	A	O	S/T	N	N/S
Content accuracy	2	**15**	14	2	
Grammatical accuracy	0	**18**	14	1	
Sequencing ideas	3	14	**15**	1	
Sentence structure	0	**22**	10	1	
Articles	4	13	**15**	1	
Academic vocabulary	2	13	**18**	0	
Spelling	6	**17**	9	1	
Punctuation	3	10	**20**	0	
Planning before writing	5	9	**16**	3	
Supporting claims and opinions	8	**15**	7	3	
Paraphrasing and accurate citation	3	10	**16**	2	2
Vocabulary specific to the field	3	12	**18**	0	
Paragraphing	9	10	**13**	1	
Synthesising article information	3	8	**20**	2	
Thesis statements	4	11	**17**	1	
Transition signals	4	14	**15**	0	

Note. Modes are in bold face. A = always; O = often; ST = sometimes, and N = never, N/S = never studied this before.

Skills which the majority of Cohort B students expressed as *often* causing errors included sentence structure (mode = 22); grammatical accuracy (mode = 18); spelling (mode =17); supporting claims and opinions (mode = 15), and content accuracy. Although the modes did not indicate it, a number of students recorded that they *always* or *often* made errors in: paragraphing (n = 19);

choosing transition statements (n = 18); use of articles (n = 17), and sequencing ideas (n = 17). The errors identified as least frequent included: punctuation; the ability to synthesise information from articles; paraphrasing and accurate citation, all of which were mode = 20. The use of general academic vocabulary (mode = 18) and field-specific vocabulary (mode = 18); writing thesis statements (mode = 17), and planning before writing (mode = 16) were also perceived as less difficult.

Cohort B: Perceived frequency of errors after 10 weeks in the program.

After ten weeks of instruction and feedback, the respondents appeared more confident in their ability to make less frequent errors. The modes in Table 5.7 illustrate that the modes shifted from *often* to *sometimes* for content accuracy (mode = 15 to mode = 20) and for supporting claims and opinions (mode = 15 to mode = 21).

Table 5.7

Cohort B: Perceptions of Error Frequency after Ten Weeks in the EAPP Program

Skills Area	A	O	S/T	N	N/S
Content accuracy	0	11	**20**	2	
Grammatical accuracy	0	**22**	11	0	
Sequencing ideas	2	13	**18**	0	
Sentence structure	1	**22**	10	0	
Articles	4	10	**19**	0	
Academic vocabulary	1	15	**17**	0	
Spelling	4	**16**	13	0	
Punctuation	3	10	**20**	0	
Planning before writing	2	7	**19**	5	
Supporting claims and opinions	0	10	**21**	2	
Paraphrasing and accurate citation	1	8	**22**	2	
Vocabulary specific to the field	2	10	**21**	0	
Paragraphing	3	12	**18**	0	
Synthesising article information	2	9	**21**	1	
Thesis statements	0	9	**23**	1	
Transition signals	3	**16**	14	0	

Note. Modes are in bold face. A = always; O = often; ST = sometimes, and N = never, N/S = never studied this before.

Less error frequency was also noted in the *sometimes* column in the following areas: paraphrasing and accurate citation (mode = 16 to mode = 22); writing thesis

statements (mode = 17 to mode = 23); using field-specific vocabulary (mode = 18 to mode = 21); planning before writing (mode = 16 to mode = 19); use of articles (mode = 15 to mode = 19), and sequencing ideas (mode = 15 to mode = 18). The main skill perceived as having *increased* in error frequency was grammar accuracy which remained in the *often* column (mode = 18 to mode = 22). This response was similar to that of Cohort A's response following ten weeks of instruction. Perception of error frequency in synthesising information from articles, sentence structure, spelling and punctuation remained relatively stable.

Difficulties with English academic writing reported by students.

The importance of allowing students to voice their opinions on which features of English academic writing they perceive as problematic and also to reflect on their own abilities in these aspects of writing was a consideration in framing this section of the questionnaire which addresses research Question 3. Firstly, students were asked to indicate any specific difficulties they currently experience in English academic writing. Initially, responses to this item were recorded and sorted according to features identified in the proposed framing models (pp. 94, 95). That is, the data were collated and sorted into six broad areas: circumtextual; Intratextual (genre-based); Intratextual (content-based); Intratextual, rhetoric-based (intersentential); Intratextual, rhetoric-based (vocabulary), and extratextual (Table 5.8).

Although it was not a focus in this study, grammar was reported as an area of difficulty for many students (n = 31). However, respondents were not specific about the type of problem that grammar posed. Non-specific, unedited responses were all very similar to the following statements:

It's difficult to make no mistakes in grammar.
I make many incorrects in my grammar.
Mistakes in spilling [spelling] and correct grammar
I'm not confident with my grammar as well.
Grammar is hard and verb tenses are harder.

Table 5.8

Student Reported Difficulties Experienced Writing in English (N = 60)

Area of difficulty	n	Examples of Unedited Responses
Circumtextual	10	*I'm not good at changing my style because I always use certain models.* *I don't know the instructor's wants. Examples about issues that I think of are not very useful.* *I am sorry to say that I don't know how to organise my words to write a proper essay.* *I write too much like speaking*
Intratextual Genre-based	6	*Know the structure and apply it to the writing. It is hard to write some ideas in a reasonable way.* *When I read the topic I don't know how to organise the whole essay.* *I think the most difficult in academic writing are the styles and topics.* *There are some logical problems if I argument. My logic is missing and my opinions are unclear and not in details.*
Intratextual Content-based	8	*Making topic sentences is very hard.* *Presenting ideas in a logical and well organised way - my paragraph structure is sometimes unstructed.* *I don't know how much examples to give in paragraphs.* *It is a little difficult for me to think of some relavant supporting ideas.* *Thinking of and adding supporting ideas. I don't have ideas to support my topic sentences and can't find them easily.*
Intratextual Rhetoric-based (Intersentential)	26	*Most difficult for me is to writing accurate sentences and I believe that to start writing properly you start with sentences to end up with essays.* *Some sentences I wrote before are Chinglish rather than academic writing. Sometimes I can't write complicated sentences.* *The most difficult part is making complex sentences and how to put in appropriate conjunctions and punctuation.* *My sentences are disordered.*
Intratextual Rhetoric-based (Vocabulary)	30	*Formal vocabulary is difficult to remember. I use the wrong words.* *Many synonyms are hard to remember and spell correctly.* *My academic vocabulary is pretty not enough.* *I don't know how to support opinion using academic vocabularies.* *Vocabulary problems – I get the idea in my language but can't express in English.*
Extratextual assistance indicated	22	*Sometimes I think in my own language so it's difficult to write in English.* *I don't know how to express my ideas the right way. My logical thinking is not good.* *More practise that focuses on using academic materials - give me more essay topic to do for exercise.* *Show some examples I can copy* *I would like if they can offer me some resources or tell me where to find resources I want.* *Give us some academic articles to read – from easy to hard gradually.* *Give me a different topic to read every day or every week to write about …* *How to look for the materials to find information about the topic.* *Finding resources to support my thinking* *To make more essays. More feedback on this. Show us more academic writing.* *I need more private consultations and for teacher to point out my mistakes. Help us to do more practices and point out our mistakes…and more important is to have READABLE FEEDBACK!* *More feedback would help. I hope the teacher will read and write in the margin what is wrong.* *If I have some questions to ask them and they respond to me as soon it's enough.*

Note: All students responded to this item (*N* = 60)

Student perceptions of ways teachers could assist them.

The second item in this section of the questionnaire required students to indicate the teacher assistance that would help them to master academic writing skills more effectively. Rather than suggesting specific assistance strategies, most students reported that they wanted teachers to help them with, or to teach/show them how to correctly manage the same items reported in Table 5.8 as difficulties. The number of responses for teacher assistance were categorised as follows: circumtextual (n = 13); genre-based (n = 21); content-based (n = 4); intersentential (n = 14); vocabulary (n = 12). The greatest numbers of requests were for extratextual assistance in developing concepts and ideas, as well as ways to develop more effective thinking skills and logic (n = 23). The following unedited comments are typical of the student responses:

> *Writing in English is quite different from writing in Chinese because of the way people think, so if the teachers can help us to think like English speakers, that will surely help.*
> *Teach me logical thinking patterns when preparing for writing.*
> *How to create more ideas is important.*
> *Help with the technique to spread of ideas naturally.*
> *How to think – arranging ideas in logical way.*
> *Maybe how to prove my opinion*

These student requirements are items that underpin writing, rather than ways to support actual writing skills. Others referred to classroom practice such as extra feedback (n = 21) as ways to improve their skills. This shows that extratextual assistance was judged by students to be equally important and as problematic and in need of support as intratextual difficulties. Again, despite many students (n = 31) reporting special difficulty in grammar, only six students, reported ways that teachers could assist them to master this area of writing, as illustrated in the following responses:

> *Show me how to improve my grammar– a method of self-study would help.*
> *Teach me the skills about writing; especially grammar correctly.*
> *How to correct the sentence and also the grammar*
> *Showing how to punctuate my writing correctly and help with grammar.*

Intertextual framing; that is, synthesising information from several texts, was not considered to be an area needing extra assistance. Later results, recorded in student reflection forms, show that many students had never previously been required to synthesise information from multiple texts. Two students responded by reporting that they were unsure of what form of assistance teachers could provide.

Summary of Section 1 Results

At the start of their programs, even though Cohort B's pre-entry scores were higher than those of Cohort A, their perceptions of English language proficiency and confidence ratings were very similar. The baseline data provided in this section showed that both cohorts demonstrated less confidence in their English writing ability than they did in reading, listening and speaking. However, despite the predominance of Chinese speaking students, the use of English as the medium of communication during classroom activities was prevalent. The section also provided baseline data against which any changes over time to students' perceptions of writing-skill difficulty (research Question 3) could be described.

Section Two

Section 2 explores changes over time to student rankings of these perceived skill difficulties as well as the perceived difficulty rankings of genre requirements. It also compares student responses to those of EAPP teacher-rankings to identify which writing tasks and skills the teachers identify as difficult. Items viewed as difficult by teachers and students could be considered as necessary for inclusion in the program (research Question 2). Changes over time may indicate that learning transfer has occurred (research Question 3b). Section 2 also addresses an implicit aim of the EAPP course which is to assist students to become more independent and self-directed.

Figure 5.2 outlines the sequence in which results are reported for the second section of Chapter 5.
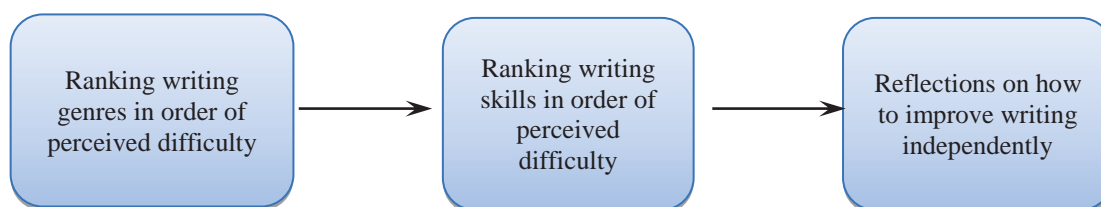
Figure 5.2. Sequence for Reporting Results in Section two of Chapter 5

Genre rankings in order of difficulty.

To identify whether students' perceptions of genre difficulty would change following exposure to ten weeks of scaffolding assistance and instruction, Cohort A were asked to rank eight genres in order of difficulty at the end of their first ten weeks of instruction (Table 5.9) and again after the 20-week period (Table 5.10).

Genre rankings listed by Cohort A.

As Table 5.9 shows, at the end of ten weeks, Cohort A ranked summary as the most difficult genre ($M = 2.33$, $SD = 1.73$) followed by research reports ($M = 2.96$, $SD = 2.13$) and exposition/argument ($M = 3.62$, $SD = 1.77$) respectively. Narration was considered the easiest genre to master ($M = 6.59$, $SD = 2.32$), followed by explanation/cause and effect ($M = 5.55$, $SD = 1.64$), compare/contrast ($M = 5.48$, $SD = 1.60$), description ($M = 5.11$, $SD = 1.84$) and explanation/process and procedure ($M = 4.33$, $SD = 1.86$). Narration ($SD = 2.32$) and research reports ($SD = 2.13$) demonstrated most variance, followed by explanation/process and procedure ($SD = 1.86$), description ($SD = 1.84$), exposition/argument ($SD = 1.77$) and summary ($SD = 1.73$). The least variance was noted in compare/contrast ($SD = 1.60$) and explanation/cause and effect ($SD = 1.64$).

Table 5.9

Cohort A (n = 27): *Ranking Genres after 10 Weeks*

Genre	M	SD
Summary	2.33	1.73
Research report	2.96	2.13
Exposition (argue)	3.62	1.77
Explanation (P&P)	4.33	1.86
Description	5.11	1.84
Compare/contrast	5.48	1.60
Explanation (C&E)	5.55	1.64
Narration	6.59	2.32

Note. Cohort A (n = 27). Genre difficulty rankings are rated as follows: 1= most difficult, 8 = easiest.

Table 5.10

Cohort A: *Ranking Genres after 20 Weeks*

Genre	M	SD
Explanation (C&E)	2.04	1.51
Compare/contrast	3.00	1.68
Narration	3.44	2.45
Exposition (argue)	4.80	1.55
Description	5.04	1.71
Research report	5.32	1.65
Explanation (P&P)	5.72	1.88
Summary	6.84	1.90

Note. Cohort B (n = 27). Genre difficulty rankings are rated as follows: 1= most difficult, 8 = easiest.

As Table 5.10 shows, by the end of twenty weeks, item rankings changed markedly. Summary, the genre initially ranked as the most difficult to master, was now ranked as the easiest ($M = 6.84$, $SD = 1.90$). Conversely, explanation/cause and effect, originally ranked as the second easiest genre, was now ranked as the

most difficult (M = 2.04, SD = 1.51). However, compare/contrast, which was ranked third easiest at the end of Term 1, was judged as second most difficult (M = 3.00, SD = 1.68) at the end of the course. Similarly, narration which was judged the easiest genre, changed rank order to become the third most difficult (M = 3.44, SD = 2.45). Research report writing, initially ranked as second most difficult, was judged as third easiest (M = 5.32, SD = 1.65) after 20 weeks. Description (M = 5.04, SD = 1.71), and exposition/argument (M = 4.80, SD = 1.55) remained mid-range in perceived difficulty level.

Narration maintained the highest variance (SD = 2.45), followed by summary (SD = 1.90), explanation process/procedure (SD = 1.88), and compare/contrast (SD = 1.68). The least variance was noted in explanation/cause and effect (SD = 1.51) and exposition/argument (SD = 1.55).

Comparing Cohorts A and B final rankings of genre.

The same comparative changes in opinions over time could not be made with Cohort B students because they were enrolled for only ten weeks and the concept of genre would have been unfamiliar to them on entry to the EAPP program. However, comparisons could be drawn between Cohort A and Cohort B responses at the end of their EAPP program as shown in Tables 5.10 and 5.11 in which one represented the most difficult genre and eight the easiest genre.

Table 5.10

Cohort A: Ranking Genres at the End of their 20-Week Program

Genre	*M*	*SD*
Explanation (C&E)	2.04	1.51
Compare/contrast	3.00	1.68
Narration	3.44	2.45
Exposition (argue)	4.80	1.55
Description	5.04	1.71
Research report	5.32	1.65
Explanation (P&P)	5.72	1.88
Summary	6.84	1.90

Note. Cohort A (n = 27). Genre difficulty rankings are rated as follows: 1= most difficult, 8 = easiest.

Table 5.11

Cohort B : Ranking Genres at the End of their 10-Week Program

Genre	*M*	*SD*
Explanation (C&E)	2.27	1.90
Compare/contrast	3.36	1.93
Narration	4.33	2.40
Exposition (argue)	4.75	1.95
Explanation (P&P)	5.00	1.96
Description	5.12	1.63
Research report	5.21	1.93
Summary	6.03	2.36

Note. Cohort B (n = 33). Genre difficulty rankings are rated as follows: 1= most difficult, 8 = easiest.

At the end of their program, the results of the 10-week student group rankings accorded highly with those of the 20-week group. For example, explanation genre ($M = 2.27$, $SD = 1.90$) was ranked as the most difficult, followed by compare/contrast ($M = 3.36$, $SD = 1.93$), narration ($M = 4.33$, $SD = 2.40$) and exposition/argument ($M = 4.75$, SD = 1.95) respectively. Both groups ranked summary ($M = 6.03$, $SD = 2.36$) as the easiest: the ranking order for explanation/process and procedure ($M = 5.00$, $SD = 1.96$), description ($M = 5.12$, $SD = 1.63$) and research report ($M = 5.21$, $SD = 1.93$) differed, but only slightly.

Standard deviation measures showed that the highest variance for both groups was in narrative writing: 10-week group ($SD = 2.40$); 20-week group ($SD = 2.45$). The greatest variance in standard deviation between the groups was in summary: 10-week group ($SD = 2.36$); 20-week group ($SD = 1.90$).

Comparing EAPP teacher and student genre rankings.

At the beginning of the 20-week program, EAPP teachers were asked to rank text types according to the difficulty they predicted students would experience (Table 5.12). To identify differences between the perceptions of EAL students and EAPP teachers, comparisons were then made between the rankings provided by Cohort A (Table 5.10) at the end of their 20-week program and Cohort B (Table 5.11) at the end of their 10-week program to identify any disparities between the rankings. Faculty staff were not required to rank genres because it was understood, from the literature, that not all genres would be required by all faculties.

In contrast to EAPP teacher judgements, the students ranked explanation (cause and effect) as the most difficult genre, while teachers ranked it as the second easiest. Disparity was also noted between the teachers' and students' judgements of the research report task and the genres of description and narration, which the students judged as easier than teachers had indicated. Surprisingly and contrary to anecdotal and research-based evidence, teachers and (to some degree) students concluded that exposition (argument) was relatively easy. Summary writing, however, showed the greatest disparity with teachers judging it the most difficult and both student groups agreeing it was the easiest genre to master. The

number of activities in the program that focussed on summary writing reflects this teacher judgement. Explanation (process/procedure) proved irrelevant because the writing task which had appeared in previous versions of the EAPP program had been changed to an oral presentation.

Table 5.10

Cohort A: Ranking Genres at the End of their 20-Week Program

Genre	M	SD
Explanation (C & E)	2.04	1.51
Compare/contrast	3.00	1.68
Narration	3.44	2.45
Exposition (argue)	4.80	1.55
Description	5.04	1.71
Research report	5.32	1.65
Explanation (P & P)	5.72	1.88
Summary	6.84	1.90

Note. Cohort A (n = 27). Genre difficulty rankings are rated as follows: 1= most difficult, 8 = easiest.

Table 5.11

Cohort B: Ranking Genres at the End of their 10-Week Program

Genre	M	SD
Explanation (C & E)	2.27	1.90
Compare/contrast	3.36	1.93
Narration	4.33	2.40
Exposition (argue)	4.75	1.95
Explanation (P & P)	5.00	1.96
Description	5.12	1.63
Research report	5.21	1.93
Summary	6.03	2.36

Note. Cohort B (n = 33). Genre difficulty rankings are rated as follows: 1= most difficult, 8 = easiest.

Table 5.12

EAPP Teacher Ranking of Genre Difficulty

Genre	M	SD
Summary	3.00	2.69
Description	3.00	2.00
Compare/contrast	3.91	1.24
Research report	4.00	2.17
Explanation (P & P)	4.50	0.79
Narration	5.00	0.95
Explanation (C & E)	6.16	3.12
Exposition (argue)	6.25	2.05

Note. EAPP teachers (*N* = 13). Genre difficulty rankings are rated as follows: 1= most difficult, 8 = easiest.

Ranking of writing skills according to perceived difficulty.

EAPP teachers, faculty staff and students from Cohorts A and B were asked to rank academic writing skills from a list of 15 items according to perceived difficulty with one representing the most difficult skill and 15 being the easiest. No further skills were added to the section labelled 'other', so it was assumed that the list provided in the questionnaires was comprehensive.

To identify if there had been a shift in their perceptions of difficulty over time, Cohort A's responses to this item were analysed following ten weeks of

instruction in the EAPP program and then again after 20 weeks instruction. As comparative tables 5.13 and 5.14 show, after 20 weeks instruction, although rankings changed for some items, others such as grammatical accuracy, sentence structure, general academic vocabulary and vocabulary specific to the field maintained their listing within the top five most difficult skills. Standard deviations for these four items indicated that the responses were less widely spread after twenty weeks, compared to the standard deviations after ten weeks.

Of the items placed within the five easiest skill areas, the following three maintained their original rankings: paragraphing; content accuracy, and writing thesis statements. While standard deviations for two of these skills (paragraphing and writing thesis statements) indicated a less widespread response after 20 weeks, the standard deviation for content accuracy increased.

Three skill areas were judged as less demanding after twenty weeks instruction. The first of these was the use of definite and indefinite articles, which previously ranked eighth, but was later ranked as the easiest skill. The second skill deemed less challenging was paraphrasing and accurate citation, which previously ranked as one of the most difficult skills, but then moved to become the sixth easiest. The final skills listed as less difficult were spelling and punctuation, which at ten weeks were ranked as mid-range skills, but were later perceived as easier.

Table 5.13

Cohort A: Ranking of Writing Skills after 10 Weeks

Skills	M	SD
Paraphrasing and accurate citation	5.63	3.33
Sentence structure	5.74	4.17
Grammatical accuracy	5.78	4.82
Vocabulary specific to the field	5.96	4.27
Academic vocabulary	6.33	3.82
Choice of transitions	6.85	3.50
Synthesising article information	8.67	4.21
Articles	8.81	3.79
Sequencing ideas	8.89	4.27
Spelling and punctuation	8.93	4.25
Supporting claims and opinions	9.22	3.29
Thesis statements	9.52	4.00
Content accuracy	9.81	3.56
Planning before writing	9.96	5.39
Paragraphing	10.1	3.94

Note. Cohort A (n = 27). Writing skills difficulty rankings are rated as follows: 1= most difficult, 15 = easiest.

Table 5.14

Cohort A: Ranking of Writing Skills after 20 Weeks

Skills	M	SD
Grammatical accuracy	5.04	4.60
Sentence structure	5.76	3.59
Academic vocabulary	5.96	3.69
Choice of transitions	6.24	4.34
Vocabulary specific to the field	6.92	3.90
Paraphrasing and accurate citation	7.12	4.12
Synthesising article information	7.24	3.94
Sequencing ideas	7.96	5.04
Supporting claims and opinions	8.92	3.80
Planning before writing	9.06	3.93
Paragraphing	9.16	3.48
Spelling and punctuation	9.60	4.32
Thesis statements	9.64	3.83
Content accuracy	10.2	4.07
Articles	10.5	3.78

Note. Cohort B (n = 33). Writing skills difficulty rankings are rated as follows: 1= most difficult, 15 = easiest.

Two skill areas were perceived as more demanding after 20 weeks. These were: planning before writing, which previously had been perceived as one of the easiest skills, but was later ranked within the mid-range level of difficulty. Choice of transitions moved from being judged as a mid-range level skill to being considered the fourth most difficult skill. There were very little, or no comparative changes in the rankings of the following skill areas: synthesising article information; sequencing ideas, and supporting claims and opinions.

Comparisons were then made between the perceptions of Cohort A and Cohort B. As reported earlier, Cohort B students were eligible to enter midway into the EAPP program because their entry test results were higher than those of Cohort A. The tables below represent the perceptions of both groups at the end of the EAPP program. As Tables 5.14 and 5.15 demonstrate, both cohorts classified grammatical accuracy, vocabulary specific to the field and general academic vocabulary within the top five most difficult skill areas. They also agreed that writing thesis statements, planning for writing, and paragraphing should be classified within the five easiest skills.

Table 5.14

Cohort A Ranking of Writing Skills after 20 Weeks

Skills	*M*	*SV*
Grammatical accuracy	5.04	4.60
Sentence structure	5.76	3.59
Academic vocabulary	5.96	3.69
Choice of transitions	6.24	4.34
Vocabulary specific to the field	6.92	3.90
Paraphrasing and accurate citation	7.12	4.12
Synthesising article information	7.24	3.94
Sequencing ideas	7.96	5.04
Supporting claims and opinions	8.92	3.80
Planning before writing	9.06	3.93
Paragraphing	9.16	3.48
Spelling and punctuation	9.60	4.32
Thesis statements	9.64	3.83
Content accuracy	10.2	4.07
Articles	10.5	3.78

Note. Cohort A (n = 27). Writing skills difficulty rankings are rated as follows: 1= most difficult, 15 = easiest.

Table 5.15

Cohort B Ranking of Writing Skills after 10 Weeks

Skills	*M*	*SV*
Academic vocabulary	6.12	4.19
Sequencing ideas	6.55	4.94
Synthesising article information	6.58	4.34
Grammatical accuracy	6.94	4.48
Vocabulary specific to the field	7.18	4.60
Content accuracy	7.21	3.54
Sentence structure	7.94	4.23
Paraphrasing and accurate citation	8.15	3.89
Articles	8.48	4.68
Choice of transitions	8.79	3.58
Supporting claims and opinions	8.88	4.69
Planning before writing	9.00	3.33
Paragraphing	9.03	4.50
Thesis statements	9.42	3.99
Spelling and punctuation	9.42	4.34

Note. Cohort B (n = 33). Writing skills difficulty rankings are rated as follows: 1= most difficult, 15 = easiest.

However, some skills were judged comparatively more difficult by Cohort A than by Cohort B. The first, paraphrasing and accurate citation, was judged by

Cohort A as a difficult skill, but was judged as a mid-range skill by Cohort B who ranked it in eighth position. Likewise, sentence structure, which was placed second by Cohort A, was also categorised as a mid-range skill and ranked at seventh by Cohort B. In addition, spelling and punctuation, which Cohort A ranked as a mid-range skill, was categorised by Cohort B as the easiest skill and while Cohort A ranked choice of transitions as the sixth most difficult skill, it was placed as the tenth most difficult skill by Cohort B.

Conversely, other skills were perceived as relatively easier by Cohort A than by Cohort B. For example, the skill of sequencing ideas was classified by Cohort A as a mid-range skill; whereas, Cohort B ranked it as the second most difficult skill. Likewise, synthesising article information ranked as a mid-range skill by Cohort A, but was placed as the third most difficult skill by Cohort B.

Student Reflections on how to Improve Writing Independently

An implicit aim of the EAPP program was to assist students to become more autonomous and to provide them with skills that would allow them to be more self-directed. After ten weeks in the program, Questionnaire 2 was administered to both Cohorts. The final question required students to indicate how they intended to independently improve their writing. The purpose of the question was to gauge students' understanding of the classroom strategies that were included in the program as a means to encourage and assist them to take a more active and responsible role in their own learning. An analysis of responses revealed that approximately 24% of the students had made these important links and were aware of ways they could become more self-directed. As shown by the unedited comments that follow, some students focused on using academic articles from their chosen field of study to provide content and to set their objectives, while others planned to use the Course Book or personal lecture notes as references and a few students focused on time management and planning. The remainder chose grammar as a target and planned to utilise the coding system used by teachers to independently correct their grammar and text structure errors.

Using academic articles as models.

Read articles and follow the words and sentences that they use as a model.
Read more articles to learn good sentence structures, ideas, written patterns and so on.
Find out the patterns in academic articles and use them in my own writing.
Pay more attention to grammar and sentence structure when I read an article.
I'm going to summarise articles in my area and I'm going to study more academic linking words and vocabulary.

Using the EAPP program books or personal lecture notes as references.

Consolt the Course Book for different expressions of comparation and read more articles to find out how to describe statistics.
I'll read the Course Book more and write down phrases that will help me write essays and reports.
Revise the notes on nominalisation and use it properly to make my writing more academic.
Keep reviewing the notes that I take. Follow suggestions and advice given in lectures and by the teacher. Consult the teacher if I don't quiet understand.

Improving time-management and planning.

Manage my time more efficiently when I'm writing - reading, taking notes, planning and writing drafts but not just before the deadline.
Organise all the information that I got into a logical sequence before writing.
Correct the grammer and sentence structure after I get feedback and then compare my corrections with my original one. Ask my teacher if I don't understand the coding.

Unable to set clear objectives.

Analysis of the unedited responses revealed that almost 53% of the respondents were unable to set clear objectives to indicate the actions they would take to meet their goals. The following are illustrative of unedited responses from this category:

Learn more academic vocabulary
Recite more words.
Use correct and different sentence structures
Practice more grammar
Get more knowledge about grammar.
Practise more writing
Read more researches
Practice harder.
Read more academic articles
Think more logically to develop a point
Clarifying about words in genres.

Although approximately 20% of students were prepared to complete extra work to improve their writing, the suggestions they provided indicated passivity and dependence on the teacher as shown by the selected responses that follow:

Do more writing and ask the teacher to correct my mistakes
Write an essay each week and ask the teacher to correct it.
Ask for individual consultation to reach an appropriate structure for complex sentences.

The remaining students either failed to write a response or indicated that they were unsure of how to manage their own learning. One student stated:

I think my skills are fine.

Summary of Section 2 Results

The main premise of this study was to inform the design of a program that addresses the writing needs of EAL students. To address this premise, Section 2 explored changes to student rankings of perceived difficulties as they relate to genre requirements and writing skills over a period of twenty weeks (Cohort A) and ten weeks (Cohort B). Changes over time could also indicate that learning transfer had occurred (Question 3b). Student responses were then compared to those of EAPP teacher-rankings to judge whether teachers identified the same difficulties as the students.

After ten weeks of instruction and feedback, the students appeared to have become more aware of the level of accuracy and the features required in EAPP writing. Although the perceived level of most skills improved for both cohorts, especially in content accuracy and support for claims and opinions, their ratings for frequency of grammar errors increased noticeably. Cohort A's rating for errors in sentence structure, paraphrasing and field vocabulary also increased, while Cohort B's perceptions of these items remained relatively stable.   An analysis of responses regarding independent ways students could assist themselves to overcome writing difficulties, revealed that more than half of the EAPP students were unable to set clear, self-regulating objectives. However, approximately 25% of the combined cohorts had made links to important strategies that had been encouraged by teachers. At the end of the program, genre rankings listed according to difficulty were remarkably similar for both cohorts who agreed on which genres were the five most difficult and which were the five easiest.

Results also revealed that the frequency at which tasks were repeated (time on task), as well as the verbal and written feedback provided by EAPP teachers, seemed to have had a positive effect on student perceptions and performance. For example, by the end of the program, summary writing, which had been listed as the most difficult genre at the start of the program, was recorded as the easiest after students had written and received feedback on three summaries and a critical review. A marked disparity between the genre rankings of EAPP students and EAPP teachers was identified; possibly because teachers completed their rankings at the start of the program and were predicting skills which, from experience, they knew would be difficult for EAL students. Results indicated that scaffolding, comprehensive feedback and practice were important elements needed for students to successfully master genres and tasks.

Section Three

Section 3 directly relates to the main question of whether a course such as the current EAPP program is comprehensive and meets the needs of EAL students. It also addresses student perceptions of learning transfer (research Question 3b) and whether students consider that essential skills are missing from the EAPP program (research question 4). The sequence illustrated in figure 5.3, reports student judgements of the EAPP program.
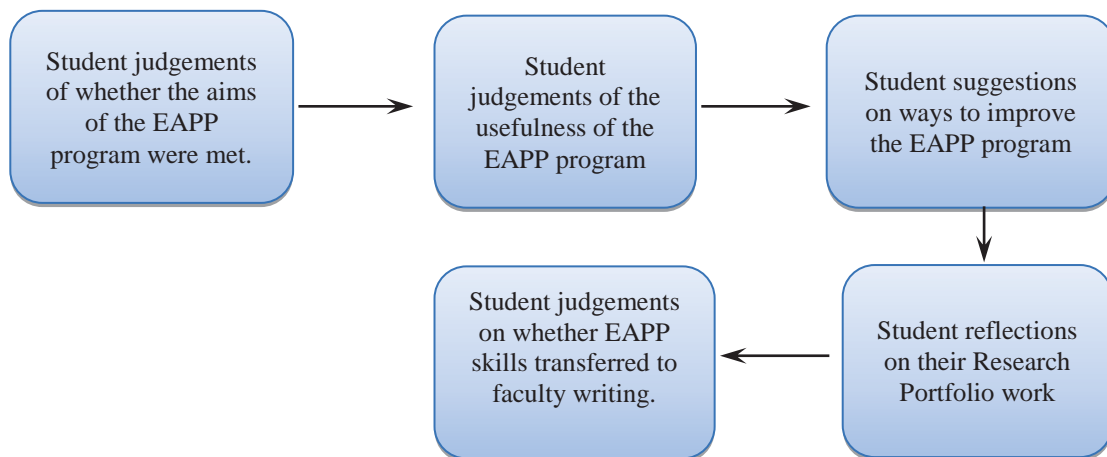
Figure 5.3 Sequence for Reporting Student Evaluations of the EAPP Program

Student Judgements on whether the EAPP Program Aims were met.

In the final questionnaire, Cohort A and Cohort B students were asked to evaluate, using a five-point Likert scale, the extent to which the EAPP program had met its published aims. The five responses were: *strongly disagree, disagree, unsure, agree and strongly agree*. Table 5.16 presents the combined responses of Cohort A and Cohort B. To report the results, the program aims were sorted into three categories: prewriting skills and knowledge; writing skills, and post-writing skills. Results indicate that the responses of the two cohorts did not always correspond across the three categories.

The table shows that means recorded by Cohort A for pre-writing skills, planning and knowledge ranged from 3.92 to 4.40, with standard deviations ranging from 0.58 to 1.32. Cohort A results indicated that eight of these skills were achieved and only three were in doubt. It should be noted, however, that the three in doubt were close to 'agreement' with means of 3.92, 3.96 and 3.92 respectively.

For Cohort B, judgements were slightly lower with averages ranging from 3.55 to 4.33 and standard deviations ranging from 0.72 to 1.18. Cohort B determined that six of the aims had been met and five were in doubt. Of these, three were deemed close to 'agreement' with means of 3.88, 3.91 and 3.88 respectively. In this category, both Cohorts agreed that in the prewriting category the following aims had been met: logically sequencing ideas; using graphic organizers, and summarising information from academic articles.

Aims that Cohort A judged positively, but which disagreed with Cohort B's opinion included: knowledge of basic genres; gathering facts to support an argument; identifying multi-generic texts; recognising points of view and bias, and identifying differences in cultural styles of writing. However, Cohort B differed from Cohort A by concluding that two aims—selecting articles for a research project and using a template to create an outline of a research paper—had been met.

Results for writing skills showed slightly lower levels of satisfaction with Cohort A recording means ranging from 3.56 to 4.44 and standard deviations from 0.65 to 1.50. Cohort B again, recorded slightly less positive opinions with means ranging from 3.37 to 4.36 and standard deviations ranging from 0.74 to 1.06.

Table 5.16

Student Judgements of whether EAPP Program Aims for Writing Were Met.

		Cohort A		Cohort B	
Category	**Element**	*M*	*SD*	*M*	*SD*
Prewriting skills and knowledge	Develop an understanding of the organisation patterns of basic genres	4.28	0.74	3.88	0.99
	Generate and organise a logical sequence of ideas for a writing task.	4.12	0.73	4.00	0.90
	Plan and represent ideas in a concept map or graphic organizer.	4.40	0.76	4.33	0.92
	Select suitable articles for a research project.	3.92	1.12	4.09	0.72
	Gather facts in order to develop a position on a controversial issue.	4.00	1.00	3.91	0.95
	Summarise the information in an academic article.	4.32	0.99	4.18	0.88
	Identify multi-generic texts.	4.08	0.81	3.55	1.18
	Recognise points of view and bias in academic texts.	4.20	0.58	3.88	0.99
	Identify ways in which writing styles may differ culturally.	4.00	1.32	3.79	1.17
	Use a template to create an outline for a research paper.	3.96	1.27	4.09	0.88
	Increase general academic vocabulary.	3.92	0.87	4.12	0.99
Writing Skills	Write structurally sound introductory, concluding and body paragraphs.	4.44	0.65	4.36	0.86
	Write a clear thesis statement.	3.96	0.89	4.12	0.96
	Devise and write a hypothesis.	3.76	1.20	4.21	0.82
	Synthesise ideas from two or more academic articles.	4.00	1.04	4.00	0.83
	Expand on ideas by adding appropriate examples.	4.08	0.91	3.64	0.90
	Provide support for claims and opinions.	4.16	0.69	4.09	0.95
	Use a variety of appropriate/correct connectors and transition signals.	4.08	0.70	3.88	0.74
	Improve grammatical accuracy.	3.80	0.82	3.37	0.94
	Form a variety of sentence types correctly.	3.64	1.04	3.70	0.85
	Provide correct referencing and in-text citations.	4.36	0.76	4.12	0.93
	Critique an article specific to the student's area of study	3.76	1.20	3.94	1.06
		4.40	0.76	4.33	0.92
		4.32	0.99	4.18	0.88
Post writing	Proof-read for grammar, spelling and punctuation accuracy.	3.80	.91	3.76	0.87
	Provide a written reflection of the EAPP program.	3.56	1.50	4.06	1.03

Note. Cohort A (n = 27); Cohort B (n = 33). Responses were ranked on a 5 point scale with 1 = strongly disagree; 2 = disagree; 3 = unsure; 4 = agree; 5 = strongly agree.

Although both cohorts judged that six of the writing skills aims had been achieved and five were in doubt, their opinions varied regarding which elements had been attained. They concurred on the following aims: writing structurally sound paragraphs; synthesising ideas from two or more academic articles; providing support for claims and opinions; providing correct referencing and in-text citations, and critiquing an article specific to their field of study. Cohort A also judged the program as successful in teaching students how to expand ideas with appropriate

examples and how to use a variety of appropriate connectors and transition signals; whereas, Cohort B doubted that these targets had been reached.

Cohort B, on the other hand, indicated that the program had been successful in teaching them how to write a clear thesis statement and how to devise and write a hypothesis. These were targets that Cohort A, although close to agreement, showed some uncertainty about. It should also be noted that elements judged by Cohort A as close to being met were; writing a clear thesis statement ($M = 3.96$; $SD = 0.89$), and improving grammatical accuracy ($M = 3.80$; $SD = 0.82$). Similarly, Cohort B judged the use of connectors and transition signals ($M = 3.88$; $SD = 0.74$) as well as critiquing an article ($M = 3.94$ $SD = 1.06$) as elements very close to being achieved.

Both Cohort A ($M = 3.80$; $SD = 0.9$) and Cohort B ($M = 3.76$; $SD = 0.87$) appeared in doubt as to whether they had improved in the post-writing skills of proof reading. Unlike Cohort A ($M = 3.56$; $SD = 1.50$), Cohort B ($M = 4.06$; $SD = 1.03$) students indicated that they felt prepared to write a written reflection of the EAPP program.

Features of the Program that EAPP students Judged as Useful

Students were then asked to respond to the following prompts: In relation to writing, what were the useful aspects of teaching that you experienced in the EAPP program? Please list any suggestions for improving the EAPP writing program.

Table 5.17 shows responses classified into eleven different categories and listed in order according to the number of positive comments each received. Categories in ordinal sequence were: genre structure (n = 25); pre-writing skills (n = 24); thinking/writing critically (n = 24); academic vocabulary development (n = 18); summarising skills (n = 17); paraphrasing and referencing skills (n = 16); sentence structure and grammar (n = 16); provision of feedback (n = 12); paragraph structure (n = 9); research skills (n = 8), and adjunct skills (n = 5).

Table 5.18 shows student suggestions for improving the writing program.

Table 5.17

Student Responses to which Aspects of the EAPP Program were useful (N = 60)

Useful aspects	n	Random samples of unedited student responses
Genre structure	25	The organisation of a proper article The first useful point is how to identify different genres of text. The structure of writing different genres and academic articles
Prewriting skills	24	I know how to read and analyse the task carefully before I write an answer to the question. Then I know how to gather information from many different sources. I can write a perfect plan for writing – this is very important to pressent clear idea. Discuss each topic comprehensively to gain more knowledge and information so to take a more appropriate position to write about that topic. Concept maps help generating ideas. It taught me how to: analyze a topic, plan it, choose an academic article, support my opinions and quote in-text.
Thinking and writing critically	24	Critical thinking taught me how to support my opinions and quote in-text I learnt a lot about: how to organise ideas in a logical way, how to make connections in the article through critical thinking, discussions in class opened my eyes a lot. The critical attitude and method toward the references when you prepare for a critical essay or a paper. How to write a thesis statement Ways to critique an article. Developing and supporting claims.
Academic vocabulary development	18	Connecting words and transation *[transition]* signals – these aspects help me to write more logically. I learnt more academic vocabulary in writing properly
Summarising skills	17	I improved my summary writing during the BC course because of more practice. I think the most useful aspect for me was how to write a summary. Summarising articles with appropriate paraphrasing and quotations.
Paraphrasing and referencing skills	16	Paraphrasing and summary writing skills - are very useful for academic writing Using appropriate paraphrasing and quotations In-text and end of text citations.
Sentence structure and grammar	16	How to write clear sentences to make supporting points clear. Better grammatical accuracy How to perfect my grammar. Writing clear sentences. Grammar practice, awareness of sentence structure and complex sentences.
Provision of feedback	12	I can ask for feedback and ask about problems in class. The feedback gave me more information about the weakness of my writing. I learned most when I had to correct the mistakes and give the corrections to the teachers. I learned more when I did that because I realised and correct my mistake. The feedback we receive is very useful for me because I know I need to improve my vocabulary and writing style.
Paragraph structure	9	How to write to different styles: block and point-by-point. Having a writing structure template to show paragraphs. Organisational skills e.g. logical paragraph
Research skills	8	Research skills useful I think the most useful aspect for me was the research paper. How to use suitable evidences
Other skills	5	The development of independent learning skills helped writing. Writing in stressful circumstances such as in-class writing is helpful for exam practice. Time management help. Discussion about writing topics of global issues

Table 5.18

Student suggestions for Improving the EAPP Writing Program (N = 60)

Category	N	Random samples of unedited student responses
Course topics related to writing	25	Teachers should provide some topics related to the individuals discipline area in order to test ability to use discipline related vocabulary. Take into consideration the challenges science students face in writing, this is because their arguments are usually based on facts and not personal opinions and ideas. Writing about topics in the course book are difficult; for example, GM food and Cloning. Please provide more recent reading articles that have different genres. Different topics are of different level of difficulty.
Amount of writing	22	More practice in writing and getting results earlier, so students don't waste time waiting for results and instead practice more if the result is not satisfactory. We need to write more. I think three articles are not enough to improve writing skills. Writing should be every week. We need more practice – write an essay every week. Do more writing and ask students to submit the articles they rewrite which have poor scores. I think more practices are needed. They do not have to be long articles, but students can practice writing paragraphs.
Time allotted to feedback and individual guidance	21	Sometimes I find out I need to individually consulate (*consult*?) with teachers to understand the comment that wrote in my piece of writing. Unfortunately we do not have time to meet the teacher in class. We need more practice and better communication between teachers and students for more and better feedback. Using more time to make us revise the essays by ourself so we get more practice. More opportunities to talk with students about this face-to-face. Not all the students are Chinese; Spanish speakers have other problems that we never see help for. Focus on students who have difficulties in specific area instead of guiding them to books only. The feedback from teachers should be clear and effective.
Grammar input	18	Some students struggle from accurate grammer. I think if we have seprated classes for students' weakness is better. More explanation on grammar, especially in clauses, will help students. Strengthen teaching of grammar and sentence structure, or increase entry requirements, because even though students may understand English writing better after doing the course, they may still cannot write in good grammar. More information about complex sentences will be helpful because sometimes we don't know how to organise a complex sentence to express our ideas. Teach more on how to enrich sentence structures and avoid very short and simple sentences. Show students how native speaker would arrange a sentence to express the same idea. Marking unclear not helpful – why unclear? We don't know.
Vocabulary development	9	Teach us more phrases that native people always use, so that students can communicate and understand better. I would like to experience more academic vocabulary workshops. Give suggested words on the feedback when 'WC' [word choice] occurs.
Assessments	5	If it is possible it will be better to have more assessments at the beginning of semester. Short writing tasks in class should be more. It may supply more practice to prepare for the final examination. Need more writing assessment follow by clear guidance about mistakes.
Miscellaneous: providing more specific guidance in nominated areas	12	More help with planning ahead and organising an individual timetable. Time management assistance so homework is not finished at the last time. Provide more excellent essays for students and analyse them. Teaching more about how to explain the ideas in detail. Make students have to plan the draft, edit it and submit it also. Teaching more methodologies for writing involving the developing of ideas and supporting them is really important because the mainstream of learning in our home countries vary than here. More work on fast reading would be good to help our writing.

Student suggestions for improving the program.

Students from Cohorts A and B were asked list any suggestions they felt could help improve teaching instruction and learning within the EAPP writing program. Responses are shown in Table 5.18. Suggestions were sorted, classified into seven categories and listed according to the number of comments related to each category. Categories that featured strongly were: changes to program topics; more writing assignments; more time allotted to feedback, and more grammar instruction.

Student reflections on research portfolio work.

Student reflections were prompted by questions related to four major areas, the first being the difficulties encountered and actions taken to counter them. The second area related to feedback received and how students responded to it. The third area examined whether the students' research questions, ideas and hypotheses had changed during their research and the final question required them to list what their research experience had taught them. Reflection forms were submitted by 53 students. Difficulties recorded were categorised and sequenced from the most to the least responses for each category, as were the student actions.

Difficulties encountered and actions taken.

Table 5.19 (pp. 127-128) reports on the questions: What difficulties did you encounter in your research journey and what did you do about them? Eleven difficulties were identified and categorised from student responses. These unedited student responses were listed according to the number of comments recorded for each category. A selection of unedited quotes representing the most common reasons provided for each of the categories follows.

Table 5.19

Student Reported Actions Taken to Address Research Difficulties (N = 60)

Category	n	Area of Difficulty	Student Action
Choosing suitable articles	34	Unrelated to hypothesis and questions Too difficult to read Out-of-date Too many to choose from Too long and complex	Revised the lesson on how to use OneSearch then changed key words and revised my search. Teacher and peer assistance to locate articles in the field.
New discipline area, or no previous research experience	31	Lack of background and practical knowledge No previous research experience in the field Difficulty in reading and interpreting data Vocabulary problems	Read many articles and text books to develop greater background knowledge. Consulted teacher and peers
Lack of reading strategies to cope with dense texts	24	Reading speed a problem Finding the main idea and key points in long articles Summarising the author's ideas Bad habits slowing reading speed Not knowing professional terminology Lack of contextual knowledge	Read abstracts Searched for an easier article first – for understanding Used the strategies taught in class Re-read difficult articles Made notes Went back over the speed-reading notes and activities in the Study Skills Portfolio and the reading workshops
Forming a focus question and sub-questions to create a hypothesis	21	Too broad/general Too narrow/specific Stance changed as more information was gained	Read a lot of articles to locate problems in the field Revising hypothesis if my view changed Consulted the teacher and peers Related it to previous study
Critical thinking	19	Unfamiliar and not encouraged in home country	The critical thinking lecture helped a lot The workshops were very useful Changing my attitude to be more flexible Discussion with others
Forming a focus question and sub-questions to create a hypothesis	21	Too broad/general Too narrow/specific Stance changed as more information was gained	Read a lot of articles to locate problems in the field Revising hypothesis if my view changed Consulted the teacher and peers Related it to previous study
Academic vocabulary	17	Unfamiliar Lack of background knowledge to help guess meanings Unfamiliar pronunciation for verbal research report	Wrote down and checked the meanings of unknown words. Learned new words every day Highlighted words used frequently Looked for easier explanations and definitions Consulted easy text books

Table 5.19

Student Reported Actions Taken to Address Research Difficulties (N = 60)

Category	N	Area of Difficulty	Student Action
Academic writing	15	Grammar problems in paraphrasing Logical structure Being persuasive	Used teacher feedback Peer assistance Followed templates Used articles as model texts and imitated the style Finished research assignments earlier to get teacher-feedback before submitting them
Developing ideas	6	Concept mapping and planning processes	Talked to peers, teachers Read lots of articles Visited the library for advice Sought on-line assistance
Cultural differences	5	Research methods differ from home country West vs East opinions about certain topics Legal systems different	Discussed with others from a different nationality Decided to be more flexible
Topic choice	5	Narrowing the choice down Connecting the points raised by authors to the topic Identifying important ideas	Read several articles to locate important problems in the field. Looked for questions raised by others and contrasting points of view
Referencing, quoting and citing	4	Avoiding plagiarism by paraphrasing	Tried to paraphrase the main idea of each article Used ordinary language and changed it later

Note. Difficulties and student actions were categorised and sequenced from the most to the least responses received for each category. The symbol *N* = the number of students with similar responses.

Unedited quotes regarding article choice.

S07: *The main difficulty during the development of my research was to find articles related with bacterial genes and oil biodegradation. The results only describe how some factors change during oil degradation in a laboratory, but in most of the cases the researchers do not relate these changes with the bacterial community structure. I had to seek for long time and read various abstracts to try and find articles that give me information useful to develop the hypothesis.*

S05: *The second problem was finding relevant articles to my sub-questions because in architecture, architects explain everything by their design, plan and pictures.*

S25: *The second difficulty is that it took me a long time to search for the articles helpful to my research, because the articles related to the problem I found are most published long time ago. To solve this problem, I changed and tried various key words. Finally I found the articles i want.*

Unedited quotes regarding lack of knowledge or research experience.

S03: *Early childhood education is a new discipline area for me, so I only have a plain idea about it. It is difficult to start a research without a large concept of it. I had to read some textbooks before I start the research.*

S04: *I encountered many challenges at the beginning of the research. I did not have many research experiences before and I did not have a clear understanding about research processes.*

S23: *Not enough background knowledge is a big problem. I carefully read different sources for background information and the meaning of academic terms.*

Unedited quotes regarding lack of reading strategies.

S15: *The last difficulty which I encountered is analysing articles and obtaining the key points. They had so much professional knowledge and vocabularies. However, with effort I read the articles until I fully understand the whole meaning. Furthermore, I highlighted important information and took notes on the edge. I found more answers from Internet or ask my friends.*

S16: *A quite long and difficult articles spend lots of time to read in order to understand. I divided the long content into several sections, read them many times until fully understood each part, then find the connection between them. I try to list all the idea and then classified them.*

S46: *Selecting the useful data and information became very difficult sometimes because of the amount of reading. Gradually I acquired a habit that I skimmed through an article quickly and then decided whether it was going to be useful for my research paper. Reading the abstract at the beginning of an article also helped me a lot.*

Unedited quotes regarding forming hypotheses, focus and sub-questions.

S05: *The first problem that I encounter was I chose a topic that was too general but three sub-questions was too specific (the gap between focus question and sub-questions was too wide) therefore it was hard to support the paper with adequate information. I had to narrow my topic.*

S07: *Formulating a testable hypothesis is difficult. I must review my hypothesis to make it suitable and testable.*

S59: *The first difficulty was to find a focus question. Since journalism and communication is a large discipline that contains both theoretical and practical content, I was not sure of what area I should focus on at first. But when I came to think about what I've learned in my university in China, I decided to choose media credibility as my topic.*

Unedited quotes regarding thinking critically.

S16: *The critique review is the most difficult part for me. I always feel the academic article is quite good and present logically. Using the critique thinking guide I re-read the article and try to identify points from it.*

S29: *The critique was hard as it was new for me. And even after studying of critical skills, I still struggled with the depth of my criticisms. I focused on the language first, not the*

critiques as I have not read that widely in my discipline. I found that after started writing, my thinking became clear.

S34: *When I did the critical review, the teacher required us to use critical thinking. I did not know what it is and how to use it until I had specific lecture about critical thinking which is very useful to me.*

Unedited quotes regarding academic vocabulary.

S36: *There are some specialized vocabularies which are difficult to understand. I read some other articles to help me understand better.*

S37: *When I read my first article it was hard to understand because the terminology was unfamiliar to me. However, when I read the second and third articles that was much easier, because I had known more specialized vocabulary than before.*

S63: *It was also difficult to read through articles full of professional terms since I had few opportunities to read or write legal documents in English before the course. So I made a list of terms I encountered in reading the articles and referred to the list whenever I reencountered the same word.*

Unedited quotes regarding academic writing.

S28: *There were many grammatical errors in my writing. In order to improve my language skills, I read some grammar books and did some extra grammar lessons.*

S56: *As for problems with writing summary and critical review, I took note about techniques and requirements. My teacher gave me helpful advice and guidance and I learnt from other students. Also I read the templates again and again to learn from them.*

S50: *Finally, when I write my critical review and my research paper, I am confused about the structure as it is different from that of non-academic essays I have written before. As a consequence, I have to read academic articles to grasp the structure and apply the knowledge to my academic writing.*

Unedited quotes regarding the development of ideas.

S09: *Some previous studies are controversial to my hypothesis, which make me feel confused about my research, so I have to search more evidences to support my opinion.*

S01: *To get ideas I checked the reference list for the first article I picked up and then I used it to find other ideas and suitable articles.*

Unedited quotes regarding cultural differences.

S35: *Because different authors have different background they might be influenced by their background when they wrote the articles. Thus, I compared viewpoints of Chinese authors and western authors and found out the difference through some professional background knowledge. Finally I got some useful points which are objective and not biased for my hypothesis.*

S63: *Different legal systems between Australia and Japan were also difficulties in my research since my legal knowledge is based on what I had learned in Japan whose legal system is based on civil law. It sometimes prevented me from understanding the articles based on countries like Australia who adopt common law.*

Unedited quotes regarding topic choice.

S33: *The first problem is the direction of my research. Since there are so many interesting but confusing ideas about my major – finance. At first, it was difficult to establish the relations among the isolated concepts and narrow the scope down. To solve this problem I looked up Wikipedia and some textbooks and their catalogue, then I was able to understand the structure of finance and set my aim in a more specific topic – financial performance evaluation.*

S06: *My discipline area has many controversial issues so it is difficult to pick one issue. I have solved this problem by choosing one area in the e-business scene.*

S41: *The most difficult thing which I want to mention is before I came here I just learned some pieces of knowledge and I did not know how to seek relevant useful articles to establish my concept, expand my ideas and support my statements. According to the teachers' help and tips, I learnt how to use 'one search' and 'wiki' which helped me a lot.*

Unedited quotes regarding referencing, quoting and citing.

S34: *There were so many times I couldn't paraphrase some sentence as I just didn't understand the paragraph at all. I need a good understanding about an article to paraphrase it effectively. I used a dictionary to help me understand specific words.*

S53: *When I was working on the summary, I didn't know how to paraphrase the author's text. The feedback of my summary pointed out a serious problem which is plagiarism. What I did was to change the structures of the original sentences and alter the types of original words and make sure to paraphrase the statements of authors instead of quoting them directly.*

Student responses regarding feedback provided by teachers.

Table 5.20 (pp. 132 – 133) lists student responses to the questions: What feedback did you get about your research and how did you respond to it? Eleven forms of feedback were identified and categorised from student responses. These were recorded according to the number of comments listed for each category. Seven categories appear on the next page. The remaining four categories are shown on the following page.

Although students initially tried responding to personal difficulties and feedback in various independent ways, several students (n = 24) in response to area one questions and in response to area two questions (n = 21) indicated that teacher feedback was the most useful form of advice when peers and other means failed to assist them.

Table 5.20

Student Responses to Feedback Provided by Teachers (N = 60)

Category	n	Areas in which Feedback was Provided	The Most Common Student Responses
Grammar	31	word forms sentence structure use of prepositions passive voice for objectivity verb tenses grammar follow L1 patterning	Used grammar books and manuals Read articles for language patterns Listening activities helped Teacher/peer help Better revising/editing before submitting the final copy
Verbal summary	15	pronunciation definition of major terms eye contact delivery and nervousness structure – methodology missing register too informal lack of preparation	I tried to speak up more in class Practised key words More attention on preparation for the next one Checked the list of useful phrases and clauses and practised using them for the next presentation.
Hypothesis	13	not suitable/testable too general key points do not support the hypothesis hypothesis does not reflect the focus questions hypothesis missing topic is not controversial – can be answered with 'yes' or 'no'	Teacher gave us several examples to help understand how to make questions and change them into hypotheses Read related articles and examined their hypotheses Linked
Plagiarism citing and referencing	11	paraphrasing quoting citation incorrect format spelling of the author's name	Re-read the section several times to make sure I understood it. Changed the sentence structure of the original ones Changed the form of words Used synonyms Used lecture notes from the paraphrasing lecture
Choice of academic article	11	non-academic outdated text book unsuitable for the field chosen	Checked for more suitable journals New search of only peer reviewed articles
Coherence	8	logical structure lack of transitions/conceptual links content depth: too little/too much sub-headings to guide the reader make sure each section supports your hypothesis	Added more transitions Re-read and realised links were missing Got an L1speaker to read it
Vocabulary	7	register incorrect use wrong choice failure to use specialist terminology	Advice from teacher and peers Specialist dictionary On-line references Text books Articles that were easier to read

Table 5.20

Student Responses to Feedback Provided by Teachers (N = 60)

Category	N	Areas in which Feedback was Provided	The Most Common Student Responses
Critical thinking	7	Incorrect criticism - the authors' argument is misjudged Claims are weak, unsupported or incorrect	Read critiques in other academic journals Talked to teacher/peers Checked notes from the lecture/course book
Summary	5	Content depth: too detailed/too brief/key points missing some key points omitted mention the author's name several times	Teacher added questions to show where information was missing Checked different ways to mention the authors
Structure	4	introduction is incomplete conclusion is too brief Each section should make reference to your hypothesis	Checked the areas marked by the teacher Read my lecture notes for more help
Outline	2	Concept map is inadequate as a guide. It should show discipline areas not discipline activities.	Teacher helped by asking questions and showing me a diagram of the field on the Internet.

Note. Difficulties and student actions were categorised and sequenced from the most to the least responses received for each category. The symbol n = the number of students with similar responses.

Students acknowledged the importance of feedback by writing:

S18: *Of course the feedback is very instructive. Each stage of the feedback has a very important meaning for the next stage of the research.*

S37: *In fact, not only did we get written feedback, but also we talk to teachers who marked our assignments and assessments to get more feedback, which was more useful.*

S06: *During my research, the feedback from the teacher was very useful for me to navigate my research direction.*

The following quotes indicate increasing independence:

S38: *I found the words 'arouse enthusiasm' were not suitable for my research. Therefore, my teachers suggested that 'motivate' could be more professional. As a result, I modified my second question by using 'motivate' and 'incentive'. Finally, in my focus question, hypothesis and section heading I referred to an idea of 'merit raise plans'. This does not appear to be the appropriate name for the concept; hence I checked the reference materials and found 'performance related pay plan'. This was more appropriate for the concept.*

S61: *In the next assignment I spent time more to criticize than to summarise. I tried to make my own point of view for the articles and tried to paraphrase rather than repeat the statement from the articles.*

Reading extensively to gain extra contextual information proved a useful adjunct strategy for students (n = 22) while other reading strategies included scanning abstracts for specific information (n = 8), rereading and note-making (n = 7).

Changes Made During the Research Process

Table 5.21 lists student responses to the question: How did your research questions, hypotheses and ideas change throughout the research module?

Unedited student responses are included to illustrate why changes were made.

S09: *At the beginning, my hypothesis focuses on the accounting standards convergence in the worldwide scale. However, I found the scale of research is too large and lose the emphasis. Therefore, I change research in to a smaller scale. Finally, my hypothesis just focuses on the implementation of IFRS in the USA.*

Table 5.21

Reasons for Changes Made During the Research Process (N = 60)

n	Reasons for Change
22	Changed ideas/stance after reading several articles
11	Too broad/general and needed to be narrowed
8	Expression not clear enough/ambiguous/vague/non-specific
7	Hypothesis/field too narrow/simple/specific
5	Hypothesis/claim was not testable/practical
4	Topic was non-controversial/mundane/thoroughly researched already
3	Couldn't find evidence to support the hypothesis
3	Focus questions could not be changed into a hypothesis
2	Hypothesis stayed the same but the questions changed to more interesting/controversial ones
2	Too many questions that could be joined by rephrasing
1	Questions did not directly relate to the hypothesis

S15: *In the second part, I would like to talk about my hypothesis. After i read some relevant articles, i obtained two facts. On the one hand, employees should have different kinds of abilities in the company, whereas i thought employees only have several specific abilities. On the other hand, i thought there has one kind of training*

in the enterprise. In the contrary, the fact is that company has divided training into two type – professional training and informal training. Therefore I changed my hypothesis into a narrower scope – professional training have a positive influence on employees.

S25: *At first I raised the focus question how to choose building materials durably. But I found the range of question is too wide. Because of this I changed the question and concentrate on a certain material – concrete. At the same time, I found that one part of this question was too narrow. Apart from 'durability' of the materials, there is another aspect should be investigated – 'environmental performance'. So I revised the hypothesis of how concrete can be used durably and ecologically when a building is under construction. After I had read the three articles, I added a factor, 'management of concrete production' into the hypothesis.*

S31: *I had a background about my research but the main reason for change some of my ideas was the lack of information about my topic.*

S42: *One of my questions was changed because there are already many studies about this question and it has no significance to study further.*

S47: *And then my teacher thought I needed to rewrite my hypothesis a little. I realized that my idea is not specific enough. There are many fields of oil and gas secondary migration but not every aspect is useful for the task of geology.*

S56: *I pointed out three possible questions on auditor' professional scepticism in entry one. However all of them were not eligible, because they were not research questions and could be answered without doing any research. After that I read some relevant articles and pointed new questions and my teacher helped me pick the most appropriate. Then my hypothesis was modified again with the help of my teacher.*

S59: *I planned to choose the gatekeeping process as one of the main parts I would discuss in my research, but as I read more articles I found this theory is too old and has been fully discussed, so I chose another aspect.*

S63: *At first my focus questions were based on my interests, but they were just simple questions and required only data of research or results of surveys without comparing or reflecting anything. Therefore I changed it to more debatable questions which are sometimes debated among legal scholars, on newspapers or in business environment.*

Seven students stated that they had made no changes for the following reasons:

S01: *There is no change because I planned my research before starting Module 2 and I learnt from my mistakes. However I changed the outline slightly in entry 7 and picked up two more articles to find more specific information.*

S07: *I did not need to change my questions and ideas during my research; however, at the moment I have specific questions on the topic that I would like to develop in the future.*

S53: *I would say the only change is a deeper and wider understanding on my discipline.*

S63: *Since my questions had been decided, my hypotheses have not changed; however, my attitudes toward my hypothesis has changed because there were important reasons to support my hypothesis other than what I thought.*

Student Reflections on What Had Been Learned from the Research Process

The area four question asked: What have you learned? In answering, more than 50% of the students (n = 31) referred to writing skills specifically related to critical reviews. These skills included: summarising; using research articles as models; structuring a research paper, and responding to writing feedback. This was closely followed by knowledge of research procedures (n = 26), critical thinking strategies (n = 22), increased field knowledge (n = 21) and improved reading skills (n = 20). Approximately 30% of the students (n = 17) identified growth in verbal confidence followed by: an increased ability to use library search techniques (n = 16); organising and synthesising information (n = 16); improved accuracy in paraphrasing, citing and quoting (n = 16), and an improved use of specialised vocabulary (n = 16). Students also acknowledged that the program had: provided preparation for faculty success (n = 14); taught them effective time management and study skills (n = 13); improved their grammar skills (n = 9), and given them general confidence in personal ability (n = 7), as well as a better understanding of cultural differences (n = 6) and a greater appreciation of working with others (n = 3). Some students (n = 8) indicated that everything they learned was valuable, while others (n = 23) thanked the teachers. Unedited responses recorded below reflect typical student answers to the question.

Writing skills.

S17: *From the feedback I got much useful information to improve my writing and to make writing tasks more academic and accurate.*

S25: *After finishing the whole task I learned the ways to write an academic research paper. It is necessary to divide the work into several parts. I can easily finish smaller tasks one by one. It is our responsibility to do the research independently. Moreover, through the process of the research of concrete, I have deepened my understanding of my discipline area.*

S50: *After reading the articles, I grasped some knowledge of writing relating to the structure and words of academic articles, which is extremely useful to my future study.*

S55: *The mentors responded a valid feedback which highlight my drawbacks in writing and helped me write a more academic way. I feel feedback is very important for every student to get a clear picture of one's strong points and also the difficulties of academic writing. From the feedback of the teacher I came to know about the importance of references in academic writing.*

S56: *Overall, the whole process of writing an essay, from pointing out an appropriate hypothesis to finding articles to support it and eventually writing an essay by myself, provides much useful knowledge and writing techniques, which can benefit me a lot in future post-graduate study. Also I master APA style to cite others' research correctly, including in-text citation and reference list, which are useful to avoid plagiarizing.*

S59: *By going through the whole module, I've learned many practical skills such as how to summarise an academic article, how to analyse the article critically, how to structure my research paper and how to write the final research paper. More importantly, during the process of making mistakes and correcting them constantly, I realised that "learning doesn't happen from failure itself but rather from analysing the failure, making a change and then trying again".*

Research procedures.

S47: *Secondly, I learned that it is important to rely on basic theories and principles and comprehensive analysis, because this pattern can make the research has a high authenticity.*

S14: *I learned how to match my focus questions and my hypothesis. I found that my expression was not clear enough to express my real thought, so I talked to my teacher and told her my thought. With her assistance, I correct my hypothesis.*

S63: *At first, my focus questions were based on my interests, but they were just simple questions and required only data of research or results of surveys without comparing or reflecting anything. Therefore I changed it to more debatable questions which are sometimes debated among legal scholars, on newspapers or in business environments.*

Critical thinking strategies.

S62: *In the first place, the most useful strategy I learned from my research paper is critical thinking which can not only be applied into reading other writers' research paper but also reviewing the shortcomings of my research paper. After making a critical review of others' research, the shortage of a previous study can be concluded and these shortages can be used as clues for my future research.*

S33: *First for critical thinking, on one hand, I learned to respect others by accept different ideas and to listen to other's opinion, which is a process challenging my own judgement. On the other hand, I understood that to justify my own viewpoint I need to provide evidence or examples to convince others.*

Field knowledge.

S46: *Most importantly, I have gained some knowledge about social work which will be very helpful in my future study. Because I knew almost nothing about social work in the beginning, I searched many reading materials and learnt useful information. In this process my reading skill has been improved.*

S47: *Firstly I learned some very accurate models of geology and superior method of analysing geological structures. I acquired a lot of information about the detail of reservoirs and facies. I also found the mathematics and physics operations should be used in research to support my ideas. The data should not only be valid but also meets applicable conditions.*

S12: *Last but not least, I have got more information about Jinman deposit which I used to think I know all information about.*

Reading skills.

S51: *Secondly I have learned to use less time to grasp the main meaning of the article whether it is suitable to my research or not. That means my skimming skill has been improved considerably.*

S23: *Fast reading skill is the part in which I have made biggest improvement. Reading phrases by phrases is much more efficient than reading words. I practiced this skill in reading academic articles.*

S37: *My reading speed has increased, especially, the speed of reading research paper and finding the main point. I think this is the most important skill, because when I am starting my master course, I have to do extensive readings that are related to my subject.*

Verbal confidence.

S53: *The verbal summary is very important to me not only in terms of helping me to grasp specialised knowledge but also encouraging me to speak in front of people like an expert in order to make them learn something from me.*
S15: *In the research we have two verbal summary tasks and each of tasks is essential for me. In the first task i know my own inadequacies, while in the second task i change these inadequacies. Consequently, my speaking is always improving.*

S33: *Third for speaking, I am more confident than before because I learned to use concept maps to lead my thinking, as well as signal techniques to make my speech more clear.*

Library search skills.

S52: *The second lesson I learned was how to deal with information for the research, which including searching, screening and organizing articles. It was important and useful in future study to master techniques like identifying keywords, scanning main ideas and, and framing the structure. In the start I found it very challenging to identify useful articles especially if there are thousands of articles related to the key words.*
S63: *Firstly I learned how to search for relevant information, especially when I cannot find the resources directly related to the subjects.*

S42: *Due to the limited time, it is important for me to identify an article whether or not it is useful for my research. Therefore, I read abstract and conclusion of every article firstly and if the information is related to my research, I will read the article carefully later. As a result, I can save much time and search more articles.*

S56: *When choosing articles to provide evidence for my research paper, I learn how to objectively assess the article according to its author or source.*

Field vocabulary.

S63: *Secondly, I found it is very beneficial to learn from books introducing basics for beginners and to make a list of professional terms due to the different legal systems between Australia and Japan. It is particularly important to learn the basic knowledge of legal system in Australia in advance to contemplating the particular issue.*

S04: *Another important thing is that my use of general vocabulary and technical vocabulary increased in a considerable amount. Due to I had to use different words and connectors in order to not be monotonous in my essays.*

S16: *I am more familiar with the academic words in my discipline and the research style in Australia which make me feel more confidence on the research study in future.*

Paraphrasing, referencing and citing.

S46: *The skills of quoting, paraphrasing and referencing I have learnt will be continually used in my future academic writing tasks.*

S56: *Also I master APA style to cite others' research correctly, including in-text citation and reference list, which are useful to avoid plagiarizing.*

S58: *Second, I realize the importance of using referencing in text and quoting to avoid plagiarism and plagiarism is the particular thing which should never happen.*

Organising and synthesising information.

S62: *Besides, drawing concept maps of articles is another practical method to understand the main points of the writers. After drawing the concept map, the skeleton of the article which I planned to write a summery is more clear.*

S42: *At the beginning of the research I was asked to search for the information about my major and made a diagram as a knowledge map. It provides some background about my major and is a good for my further study. I became familiar with many ways to find academic information after I finished the diagram.*

Preparation for faculty work.

S17: *To conclude, I learned so much and improved my study skills in the research module, this research is very useful and helpful to prepare for my further studies on the main campus.*

S29: *I have built up confidences of doing research in a second language in Australia. The critical skills have great value for my future study in a post graduate level.*

S16: *I am more familiar with the academic words in my discipline and the research style in Australia which make me feel more confidence on the future research study.*

S41: *The improvement in note taking and summarising skills make me feel more confident to continue the further study in the main campus.*

Independent study skills and time management.

S46: *Time management is another valuable skill. Because of the intensity of the course, there is not so much time for each assignment to be done. Therefore, I must use my time well and be well organised every day.*

S : *I think my independent study and research skills have been improved significantly and I learnt useful information about my research area which I knew almost nothing about.*

S43: *Firstly I improved my self-study ability. I can learn things which I am interested in by myself without depending upon my teachers.*

Grammar improvement.

S01: *Also at the final stage of my portfolio journey I have fewer grammar mistakes. Finally, in order to achieve a good standard, it is essential to understand the task and the requirement criteria.*

S55: *also as I used to write with the complex sentence structure which is difficult for others to understand my point of view, now I feel I can write simple sentences to clear out my point.*

Confidence in personal ability.

S01: *I became more confident about my ability to do research and to write theses. Furthermore, my writing and reading skills improved significantly.*

S26: *As change is a gradual process, I have now clear and confident understanding about my discipline area.*

S51: *Actually, all these helpful knowledge I have learned during this research, will definitely make me success in my masters study.*

Cultural differences in learning and writing.

S61: *Firstly I learned how the Australian academic process is different from the Korean curriculum. Compare to the Korean education, Australian Education is focused on process. When I studied in Korea, I only focused on the result. However, during the research process project I could find that the EAPP teachers use more interactive ways of communication with students from setting up the goal to achieving the goal. Moreover they gave the way to achieve the goal rather than to give the direct answer to the question.*

S18: *Being different from China, study here is more rigorous and more rewarding, which make me notice the problem of my study before. The primary task of the next stage is the correct attitude towards learning.*

S51: *Basically I have learned how to start a formal research in western academic field. It is quite different compared to that I have done before in my own country. At the beginning of the research it seemed like a big challenge to me.*

S07: *I have some experience in research, however, it is not the same writing in Spanish than in English*

Cooperating and working with others.

S35: *During my research I got help from my classmates and recognised the importance about cooperation working.*

Everything was valuable.

S52: *To sum up, all these lessons are valuable experience which will definitely benefit my future study.*

Transfer of the EAPP program Stated Objectives and Skills

Analysis of the final questionnaire (Appendix F) shows that students judged that many of the objectives and skills taught in the EAPP program had transferred and were useful for their faculty writing.

Table 5.22

Skills that Students Judged as having Transferred to Faculty Writing (*N* = 22)

Writing skills and understandings	*M*	*SD*
Providing correct referencing and in-text citations	2.72	0.45
Providing support for claims and opinions	2.68	0.47
Writing a clear thesis statement.	2.54	0.80
Selecting suitable articles for a research and essays	2.50	0.74
Summarising information in an academic article	2.50	0.59
Devising and writing a hypothesis	2.50	0.67
Writing structurally appropriate paragraphs	2.40	0.85
Using a variety of appropriate/correct connectors and transition signals	2.40	0.66
Understanding academic writing style across cultures can differ	2.33	0.71
Developing an argument, gathering facts, taking a position	2.31	0.71
Representing ideas in a concept map or graphic organiser	2.31	0.89
Generating and organising a logical sequence of ideas	2.29	0.45
Synthesising ideas from two or more academic articles	2.27	0.70
Expanding on ideas by adding appropriate examples	2.27	0.63
Identifying points of view and bias in academic texts	2.22	0.67
Proof-reading for spelling and punctuation accuracy	2.22	0.68
Developing general academic vocabulary	2.18	0.58
Grammatical accuracy	2.09	0.86
Reviewing an article and providing a critique	2.04	0.84
Understanding genre structures and their organisational patterns	1.95	1.09
Using a template or *Inspiration* diagram to create an outline for writing	1.90	0.68
Forming simple, compound, complex and compound-complex sentences	1.86	0.77
Providing a written reflection	1.86	0.77
Identifying multi-generic texts	1.63	0.72

Note: The writing skills and understandings represent the writing objectives listed in the EAPP Course Book and the Study Skills and research Handbook developed for the course. Responses were measured on a Likert scale of 0 – 3, with 3 = extensive transfer, 2 = moderate transfer, 1 = minimal transfer and 0 = no transfer.

The 22 respondents represented the following schools or faculties: the Business School (n = 10); the Science Faculty (n = 6); the Engineering Faculty (n = 3); the Arts Faculty (n = 2) and the Faculty of Law (n = 1).

Nineteen items were judged as having extensive to moderate transfer value, while the remaining five items were judged as having minimal to moderate transfer value. Therefore, all items were seen to have some transferability from the EAPP program to writing across the faculties. Table 5.22 shows how students responded to four measures of transfer: extensive transfer; moderate transfer; minimal transfer, no transfer.

Although it was not requested, 11 students appended written opinions and suggestions to their questionnaires. These students represented the following subject areas: Accounting; Agriculture and Resource Economics; Chemistry and Biochemistry; Commerce; Engineering, and International Journalism. All written opinions were positive. Examples of unedited responses are listed below.

Extra unedited comments with explicit reference to writing skills.

The course helped me to write clearly in correct paragraphs with topic sentences and in-text references.

The [EAPP] course was the right starting point for improving my writing skills. I worked on my writing skills and everyone noticed how much I improved.

Studying for one year in my Masters course, I realised how much the [EAPP] course is necessary for overseas students. Not only because it helped us improve our English and writing skills, but also it could help us to adapt to our new life in Australia.

While a journalistic style of writing is different from the essay form I practised in the [EAPP] program, the writing skills including paraphrasing, summarising information, using a variety of expressions are very conducive to producing high quality news pieces. *I think these are the most useful things I learned from the [EAPP] program.*

Extra unedited comments about related skills that assisted writing.

The techniques for speed reading helped me greatly in gathering information and points of view before writing.

The [EAPP] program was a happy time for me. It helped me a lot with my thinking skills and my writing. The encouragement and help I received was great. It made

things clearer for Chinese students to understand and I was always happy to attend lectures and classes. I wish I was back in the [EAPP] class.

The most valuable part of the [EAPP] program taught me critical thinking and how to use it in writing and speaking.

Everyone from Asia should do the [EAPP] program because it helps you to think differently and write differently.

Extra unedited comments about skills that are adjunct to writing.

The knowledge and skills I acquired [in the EAPP program] really helped me a lot, particularly the skills for giving presentations and group discussions. They were often used during my study.

I was very nervous and shy when I came to the [EAPP] program. It helped me to change myself and become more confident and to try things I didn't ever do before.

Expressing opinions was very hard when I first came to Australia. Now I know I must support my opinions with facts and proof and references because of the [EAPP] program.

Suggestions for additions to the EAPP program.

I think the [EAPP] students need to learn how to use Endnote as a useful program. Doing the reference list manually waste the student time.

Provide students with a small glossary which contains the popular vocabulary in their discipline area. For example, when I was studying Petrology, I cannot understand the words used in the class and when I got time to understand the words, I already missed very key points of that class.

I feel that more oral practice and communication skills in certain environments like answering telephones in the work place and interviews would help Chinese students who get good marks but who can't overcome the shyness to be confident to take part in various career affairs.

Summary of Section 3

Section three, which focused the main premise of this research—the viability of combining both discipline-specific and skills-based features in a pathway program—confirmed that the current EAPP program addresses many of the writing needs of students; in particular, an understanding of genre structure and prewriting skills, as well as skills connected with thinking and writing critically.

However, a request for more extratextual assistance in grammar, vocabulary and sentence structure also featured strongly in the student responses. Clearly, vocabulary and grammar was viewed by students as an important need that had not been addressed sufficiently in the EAPP program. Students also requested that feedback provided by teachers should be more comprehensible and also advocated that extra time should be allocated to reading teacher-provided, faculty-focused, academic articles.

Despite strongly indicating that the development of effective thinking skills proved a useful feature of the EAPP program, students requested that additional strategies to develop thinking skills are necessary. Similarly, students indicated that the inclusion of academic vocabulary proved useful; however, more assistance was needed in this area. It was revealed also that some students had never been required to synthesise information from multiple texts, or to paraphrase and reference.

Although some research claims that skills taught to EAL students in language classes fail to transfer to faculty work, following one year of faculty studies, ex-EAPP students identified 19 skills that they perceived to have had extensive to moderate transfer to faculty writing and five skills that had minimal to moderate transfer.

Unsolicited comments provided by the respondents were highly supportive of the EAPP program as helping them to master various aspects of writing—and also adjunct skills—during their faculty studies, as well as assisting them to adapt to Australian educational expectations. Almost all of the respondents commented that the EAPP program was a 'happy time' for them. They requested that thanks be passed on to their teachers.

A significant finding from student responses to questionnaire items and research portfolio reflection forms, confirm that on entry to the EAPP program, a large majority of the student cohorts perceived that they were academically, linguistically, culturally and socially unprepared for study at Master's level in an Australian university. This applied particularly to: English academic writing skills; research procedures; critical thinking strategies; field knowledge; reading skills; organising and synthesising information; verbal confidence; paraphrasing, quoting and citation.

Section Four

Figure 5.4 illustrates the order in which EAPP teachers and lecturers from the various faculties responded to questionnaire items. The main purpose of this section is to answer the question of which discipline-specific and skills-based writing features should be included in a pathway program to ensure that it is sufficiently comprehensive to prepare EAL students for the demands of postgraduate studies (Question 1).
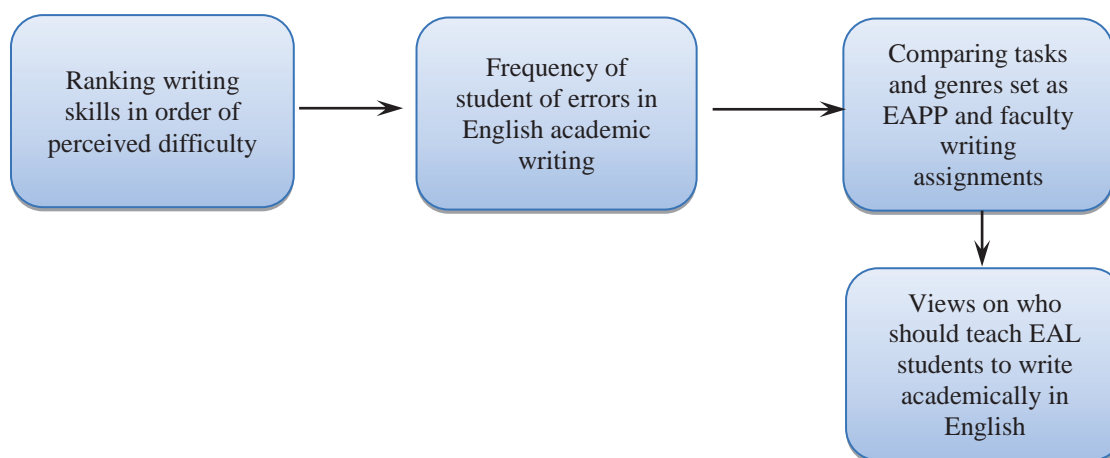
Figure 5.4 Sequence for Comparing Responses from EAPP and Faculty staff

A second phase of data collection was carried out after students from Cohort A and Cohort B had entered their chosen university faculties. This phase included comparing responses provided by faculty staff with responses provided by EAPP staff (during Phase 1) to identify any disparities between the two academic groups. It also involved analysing the writing students had completed in their chosen faculties and comparing this with the writing they produced in Phase 1 of the study.

Ranking of Writing Skills by EAPP Teachers and Faculty Staff.

Tables 5.23 and 5.24 represent the responses made by EAPP teachers and Faculty staff respectively.

Table 5.23 shows that EAPP teachers focused mainly on the structural features of academic writing by ranking grammatical accuracy as the most difficult skill ($M = 5.50$; $SD = 4.66$), while sentence structure and writing clear thesis statements were ranked as second ($M = 5.92$; SD = 4.46) and third ($M = 6.08$; $SD = 2.23$) respectively in order of difficulty. By comparison, Table 5.24 shows that Faculty teachers focused strongly on the accuracy of content and how ideas supporting the content are expressed.

Table 5.23

EAPP Staff (N =13) Ranking of Writing Skills

Skills	M	SD
Grammatical accuracy	5.50	4.66
Sentence structure	5.92	4.46
Thesis statements	6.08	2.23
Paraphrasing and accurate citation	6.25	4.99
Sequencing ideas	6.33	3.08
Paragraphing	6.42	2.64
Planning before writing	6.67	5.00
Synthesising article information	7.92	5.35
Choice of transitions	8.00	3.25
Articles (a, an, the)	8.50	5.09
Supporting claims and opinions	8.58	3.06
Academic vocabulary	8.75	4.81
Content accuracy	11.3	4.61
Vocabulary specific to the field	11.7	2.19
Spelling and punctuation	12.3	3.60

Note. Writing skills difficulty rankings are rated as follows: 1= most difficult, 15 = easiest.

Table 5.24

Faculty Staff (N = 17) Ranking of Writing Skills

Skills	M	SD
Sequencing ideas	4.24	2.44
Content accuracy	5.53	5.59
Synthesising article information	6.06	3.90
Supporting claims/ opinions	6.29	3.33
Paragraphing	6.94	3.58
Thesis statements	7.18	4.53
Sentence structure	7.18	3.28
Paraphrasing/citation	7.76	3.33
Grammatical accuracy	8.00	4.99
Planning before writing	8.06	4.76
Articles (a, an, the)	9.18	4.71
Spelling and punctuation	9.41	3.66
Vocabulary specific to the field	9.88	3.20
Choice of transitions	11.0	3.79
Academic vocabulary	12.1	2.28

Note. Writing skills difficulty rankings are rated as follows: 1= most difficult, 15 = easiest.

These were seen as the two main causes of difficulty for students. They ranked sequencing of ideas as the most difficult skill ($M = 4.24$; $SD = 2.44$), content accuracy as the second most difficult skill ($M = 5.53$; $SD = 5.59$) and synthesising article information as a third important problem area ($M = 6.06$; $SD = 3.90$). However, both groups concurred with three of the items that were ranked within the six items judged as the most difficult; that is, paragraphing, sequencing ideas, and writing thesis statements. To complete their top six, EAPP teachers added grammar accuracy, sentence structure, and paraphrasing and accurate citation; whereas,

faculty teachers chose content accuracy, synthesising article information, and supporting claims and opinions.

In contrast to EAPP teachers, faculty teachers listed grammatical accuracy as the ninth most difficult skill ($M = 8.0$; $SD = 4.99$), sentence structure ($M = 7.18$; $SD = 3.28$) as seventh and thesis statements ($M = 7.18$; $SD = 4.53$) as sixth. The two groups also differed in their placement of paraphrasing and accurate citation, with EAPP teachers placing this skill as fourth most difficult ($M = 6.25$; $SD = 4.99$) and Faculty teachers ranking it as a mid-range skill ($M = 7.76$; $SD = 3.33$) in eighth position. Additionally, the synthesis of information from articles proved a point of difference. Whereas synthesis was seen by faculty staff as the third most difficult area for international students, EAPP teachers listed it as a mid-range skill ($M = 7.9$; $SD = 5.35$). Both teaching groups ranked planning before writing as a skill within the mid-range of difficulty, with EAPP teachers listing it as more problematic ($M = 6.67$; $SD = 4.76$) than faculty teachers ($M = 8.06$; $SD = 4.76$).

When considering which of the skills cause the least difficulty for EAL students, Faculty teachers and EAPP teachers concurred on three items. Both groups viewed vocabulary control and spelling and punctuation as the easiest of the skills, by ranking academic vocabulary as the easiest skill ($M = 12.1$; $SD = 2.28$), choice of transitions as second easiest ($M = 11.0$; $SD = 3.79$) and vocabulary specific to the field as third ($M = 9.88$; $SD = 3.20$). By comparison, EAPP teachers ranked spelling and punctuation as the easiest of the skills ($M = 12.3$; $SD = 3.6$), while faculty teachers listed this skill area fourth ($M = 9.41$; $SD = 3.66$). However, they agreed with faculty staff that vocabulary items should be categorised within the five easiest items, by listing vocabulary specific to the field as second ($M = 11.7$; $SD = 2.91$) and general academic vocabulary as fourth ($M = 8.75$; $SD = 2.28$).

The greatest points of difference in ranking occurred between two items; content accuracy and supporting claims and opinions. According to EAPP teachers, content accuracy ($M = 11.3$; $SD = 4.61$) ranked third easiest compared to the judgement of faculty teachers which situated it as the second most difficult skill

(*M* = 5.53; *SD* = 5.59). Similarly, faculty teachers judged the skill of supporting claims and opinions (*M* = 8.58; *SD* = 3.06) within the five most difficult items, while EAPP teachers listed it within the five easiest items (M = 8.58; SD = 3.06).

Ranking writing skills: Perceived frequency of errors.

In addition, EAPP teachers and faculty staff were asked to indicate, on a Likert scale, their perceptions of the frequency with which EAP students are likely to make these errors. It should be noted that the thirteen EAPP teachers completed this questionnaire item before the students began their program, so they reportedly completed it according to the problems a new intake would usually experience on entry to the program. On the other hand, ex-EAPP students entering faculties had experienced either twenty weeks, or ten weeks, of instruction targeting academic writing needs. Therefore, it could be expected that some of the items would be marked more favourably by the 17 Faculty members than by the 12 EAPP teachers.

The mode was used in preference to the mean to establish the categories of skills perceived as the most and least difficult for EAP students. It was chosen because with small cohorts the mean proved to be strongly influenced by extreme scores that differed from the majority of responses.

EAPP teacher ranking of skills: Perceived frequency of errors.

Table 5.25 shows the distribution of EAPP teacher responses expressed as modes. Three items: grammatical accuracy (mode = 8); use of academic vocabulary (mode = 7), and paraphrasing and accurate citation (mode = 6) were placed within the *always* category of error frequency.

It was not surprising that two of these items were included, namely the placement of grammatical accuracy and paraphrasing skills, as these were ranked by EAPP teachers as the first and fourth most difficult skills. However, academic vocabulary, which EAPP teachers initially ranked as one of the less problematic skills for students, was chosen by EAL students (pp. 103-106) as an area of writing in which they constantly made errors.

EAPP Teachers rated eight skills as *often* causing difficulty for EAP students. These included: supporting claims and opinions (mode = 9); sequencing ideas (mode = 8); planning before writing (mode = 8); paragraphing (mode = 8); synthesising article information (mode = 8); sentence structure (mode = 7); writing thesis statements (mode = 7), and choice of transition statements (mode = 7).

Table 5.25

EAPP Teacher (N=13) Perceptions of Error Frequency in Writing Skills

Skills Area	A	O	ST	N
Content accuracy	0	4	**8**	0
Grammatical accuracy	**8**	3	1	0
Sequencing ideas	0	**8**	3	1
Sentence structure	3	**7**	2	0
Articles	2	4	**6**	0
Academic vocabulary	**7**	1	4	0
Spelling and punctuation	0	4	**8**	0
Planning before writing	1	**8**	2	1
Supporting claims and opinions	0	**9**	3	0
Paraphrasing and accurate citation	**6**	5	1	0
Vocabulary specific to the field	0	5	**7**	0
Paragraphing	1	**8**	3	0
Synthesising article information	1	**8**	3	0
Thesis statements	1	**7**	4	0
Transition signals	1	**7**	4	0

Note. All items were uni-modal. Modes are in bold face. A = always; O = often; ST = sometimes, and N = never.

Comparing EAPP teacher perceptions of error frequency with their ranking of writing skills according to difficulty (Table 5.23) shows that three of these skills—sentence structure, writing thesis statements and sequencing ideas—were originally ranked on the difficulty scale as being within the top five most difficult skills and yet their modal scores indicate that they are less problematic than items ranked by the EAPP teachers as being much easier. However, modes such as content accuracy (mode = 8); spelling and punctuation (mode = 8); vocabulary specific to the field (mode = 7) and the use of articles (mode = 6), were perceived by EAPP teachers as

sometimes causing difficulty for EAL students. This perception accorded with EAPP teachers' ranking of these skills as items least likely to cause difficulty for EAL students. In Cohort A (p. 103) and Cohort B (p. 104) frequency tables, modes show that Cohort B students were less confident in their mastery of content accuracy and spelling than Cohort A; while Cohort A were less confident in their use of vocabulary specific to the field, than Cohort B.

Faculty staff ranking of writing skills and perceived frequency of errors.

Table 5.26 shows the distribution of responses provided by faculty staff. This frequency data provides an interesting contrast to how faculty *ranked* the skills according to difficulty. Some surprising results were noted when the perceived level of difficulty means (Table 5.24, p. 146) were compared with the frequency of error modes (Table 5.25, p.149).

As shown in Table 5.24 faculty staff ranked five skills as proving more difficult for EAL students than the other ten skills listed. These five skills, listed in perceived order of difficulty, were: sequencing ideas, content accuracy, synthesising information from academic articles, supporting claims and opinions and paragraphing. Some of these rankings, however, did not accord with faculty staff perceptions of error frequency. For example, content accuracy which was *ranked* as the second most difficult skill was judged as causing problems for EAL students only sometimes (mode = 13). Likewise, choice of transition signals (mode = 12), academic vocabulary (mode = 11), the use of articles (mode = 11) and sequencing ideas (mode = 8) were also identified as causing difficulty sometimes. Supporting claims and opinions (mode = 9), however, was judged as often causing difficulty.

Similarly, skills ranked in Table 5.24 as being within the mid-range of difficulty such as grammatical accuracy (mode = 9), paraphrasing (mode = 10), and sentence structure (mode = 8) were listed as often incorrect in Table 5.26. Judgements regarding forming thesis statements were divided with mode = 8 listed under both often and sometimes.

Informal feedback, based on the experience of faculty staff, indicated a belief that skills such as these develop naturally with greater exposure to well-written research articles, in conjunction with written feedback provided on marked

assignments. It was also intimated by two faculty teaching staff that meaning and ideas were paramount in academic expression, so unless grammar errors impeded meaning, they were not considered a major difficulty.

Table 5.26

Faculty Staff (N = 17) Perceptions of Error Frequency in Writing Skills

Skills area	A	O	ST	N
Content accuracy	0	3	**13**	1
Grammatical accuracy	5	**9**	3	0
Sequencing ideas	3	6	**8**	0
Sentence structure	5	**8**	4	0
Articles	0	5	**11**	1
Academic vocabulary	1	4	**11**	1
Spelling and punctuation	3	**7**	**7**	0
Planning before writing	2	6	**8**	1
Supporting claims and opinions	1	**9**	6	1
Paraphrasing and accurate citation	2	**10**	5	0
Vocabulary specific to the field	1	2	**12**	2
Paragraphing	1	**9**	7	0
Synthesising article information	2	7	7	1
Thesis statements	1	**8**	**8**	0
Transition signals	0	**12**	5	0

Note. Modes are in bold face. Multimodal items have been collapsed into two nominal categories of *more difficult* (always/often) and *less difficult* (sometimes/never). A = always; O = often; ST = sometimes, and N = never.

It was also surprising to see that content accuracy, which was ranked by faculty staff as the second most difficult skill for EAL students to master (Table 5.24), was only seen to cause problems sometimes (Table 5.26). This item was ranked as the third easiest skill by EAPP teachers (Table 5.23) who then judged it as *sometimes* causing difficulty for EAL students (Table 5.24). Similarly, sequencing ideas, which was ranked the most difficult skill by faculty staff (Table 5.24) was judged as causing errors only sometimes (Table 5.26). EAPP ranked this item as a mid-range skill (Table 5.24) that often caused errors (Table 5.25).

Comparing Faculty and EAPP Academic Writing Tasks and Genres

A central goal of this study was to identify the academic writing tasks and genres that students need to master to succeed within their chosen faculties at Swan University and to compare these to tasks/genres taught within the EAPP program to establish if the EAPP program addresses the writing needs of the faculties.

Tasks taught in the EAPP program and required within faculties.
Not all writing tasks taught in the EAPP program were required by all of the faculties or courses within the chosen faculties. Appendix L illustrates the Faculties, Schools and Courses in which each task was required. Writing a plan or a proposal ($n = 9$) and reporting on an experiment or project ($n = 8$) were requisite tasks in most courses, followed by essay and case study ($n = 6$), library research paper ($n = 5$) and article summary ($n = 4$).

Additional writing tasks, identified by faculty as not included in the list, were journal article ($n = 2$), electronic journal ($n = 2$), graphic poster display ($n = 2$), book review ($n = 2$), describing tables or graphs ($n = 1$), annotated bibliographies ($n = 1$), PowerPoint presentations ($n = 1$), tweet marketing news and promotional blogs ($n = 1$), extended answers to exam questions ($n = 1$), on-line discussions ($n = 1$) and literature reviews. While two courses required graphic poster displays, each of the other eight tasks was required in one course only.

Genres taught in the EAPP program and required by faculties.
The most required genre for courses was report ($n = 13$) followed by compare/contrast and cause/effect explanation ($n = 11$), process/procedure ($n = 10$), argument and description ($n = 8$), while the least necessary genre was narration/recount ($n = 5$). Appendix M provides a more detailed account of the genres identified by faculty teaching staff as necessary for courses within their faculty or school.

Tasks and genres required in the EAPP program.

To ensure that all tasks and genre requirements in the EAPP program were reported accurately, an analysis of the Course Book Modules 1 and 2, the Study Skills and Research Handbook and the Student Information Handbook was undertaken. This analysis is shown in Appendices N and O (pp.375, 377).

Appendix N outlines the writing requirements for the first ten weeks of the 20-week EAPP program. It shows that all genres were addressed in the first ten weeks of the program; however, not all tasks types were addressed. Three essays, two paragraphs, two summaries based on library research, a planning proposal, a questionnaire, a PowerPoint presentation, writing about tables and graphs and recording minutes of research group meetings were included.

The analysis of Module 1 revealed that students receive extensive feedback, both verbal and written, on seven set writing tasks; however, the first three tasks are treated as development exercises and the final four are formal, graded assessment items. Reading tasks are closely aligned to writing. They are used not only to develop comprehension strategies, but also to provide content and practice materials for sub-skills of writing such as: analysing task prompts; note-making; generating inspiration diagrams and planning; using suitable transitions; text structure identification; vocabulary development, and grammar items in context.

Feedback on writing assignments is provided in the form of error coding and comments. Students are expected to identify their errors according to an editing code provided and to submit corrected texts via their Study Skills Portfolio. In this way, teachers can monitor progress informally and identify errors that are commonly occurring. Although the students' writing examination papers are not returned to them, comprehensive overall feedback is provided regarding the spread of marks across the group. Students also receive information about the following: any misunderstandings noted in analysing the task prompt; any miscomprehension of information taken from the texts; common grammatical errors made; misuse of vocabulary, and problems with text structure.

Appendix O outlines the writing requirements for Module 2 of the program. Module 2 represents the second term for the 20-week intake and the complete program for the ten-week intake. An analysis of Module 2 shows that the same extensive feedback is provided for six set writing tasks, with the first, third and fourth tasks treated as development exercises and the second, fifth and sixth tasks used as formal, graded assessment items. Use of error coding and comments continue to alert students to errors using an editing code sheet as a guide. After corrections are made, students enter the text into their Study Skills Portfolio which is then used by teachers to monitor progress informally and to identify errors that commonly occur.

Gaps Identified by Comparing Faculty and EAPP Writing Genres and Tasks

A comparison of faculty writing needs, with the writing genres and tasks covered by the EAPP program, reveals some gaps, particularly in tasks required by only one or two faculties. For example, EAPP students are introduced to the language of graphs, but not specifically shown different ways of representing information using graphs or tables, or how to describe the information in prose form. However, a significant number of students who entered the program via IELTS test results were already familiar with this writing form.

Similarly, problem/solution scenarios and explanation (process and procedure) are treated as verbal activities, rather than as writing tasks. Problem/solution scenarios are used as group activities to encourage divergent thinking skills. Verbal explanations of a process or procedure are related to the students' chosen areas of study and are used as a speaking assessment.

The EAPP program outline indicates that students are expected to write a research report in the area they have chosen for future study, but the task is essentially an extended argumentative essay based on three or four self-selected articles that the students have summarised. Although similar to a mini literature review, the results seem only to support the students' theses rather than provide the

concessive argument typically expected in a literature review. Neither does the 'report' resemble the structure expected in the eight faculties that listed this task.

EAPP teachers use the Internet in a limited way, mainly to provide feedback to students about the construction of their questionnaires and suitability of the academic articles chosen for their summaries and research reports. Though, writing tweet marketing news and promotional blogs; contributing to on-line discussion forums, and creating graphic images and poster displays were listed as central activities in some faculties, these Internet activities were not included in the EAPP writing program.

Writing an annotated bibliography does not appear in the EAPP program. Neither does information on answering extended exam questions, because the content that forms the basis for EAPP writing is simply the medium through which students express ideas in writing, rather than information to be recalled in an exam situation.

Regarding specific skills involved in thesis and dissertation writing, at the end of the 20-week program EAPP students are given the opportunity to attend four three-hour sessions that provide information and supporting activities targeting specific sections of thesis and dissertation writing. Although attendance is voluntary, the sessions are usually well attended; however, some of the students who most need the information choose not to attend.

Views on Who Should Teach Academic Writing to EAL Students

Respondents were provided with three statements that reflected the three options for postgraduate students; that is, whether direct entry into a faculty was preferable to entry into an academic pathway program, or entry into a general EAP course. They were asked to choose the statement with which they most agreed and to provide reasons for their choices. The first statement claimed that: "Academic writing skills and subject content cannot be separated, therefore they are best taught by discipline

specialists within the faculty". This statement was supported by two faculty staff only and one EAPP teacher. Reasons given by two of the faculty staff stressed that:

> *Presentation of contents must go hand-in-hand with faculty information, otherwise it won't make sense.*

> *Academic writing skills plus subject content equals clear communication and scientific benefit.*

The EAPP teacher suggested that:

> *It's good because it highlights how skills can be applied and transferred when undertaking subject content.*

Similarly, the third statement which maintained that: "Introductory academic writing programs should only include mechanical skills such as grammar, paragraphing, spelling, general academic vocabulary and punctuation", was also supported by two faculty staff. No EAPP teachers agreed with this statement. The two reasons given by faculty staff were:

> *Because I disagree with statements 1 and 2 and I disagree least with statement 3. It's a matter of practicality.*

Two faculty staff declined to agree with any of the statements. One of these cited the following as a reason:

> *I can't decide because I believe it depends on the type of curriculum. The style of the communication must suit the stakeholder.*

The majority of respondents, 13 faculty staff and 11 EAPP staff, agreed with the statement that: "Academic writing skills are best taught by language specialists in an adjunct program before EAP students enter their faculties".

As Table 5.27 shows, reasons given were classified into three groups: comments that maintain that faculty staff members are subject specialists, not language specialists; comments that reflect that the expectations placed on faculty staff and/or students is unfair, and comments that suggest academic writing skills are generic, transferable and adaptable.

Table 5.27

Reasons for Agreement with Statement Two

Category	Faculty Staff (n = 13)	EAPP staff (n = 11)
Faculty staff members are subject specialists: not language specialists.	Discipline specialists do not necessarily have the linguistic knowledge/ grammar understanding/specialized skills/ to teach academic writing. These are specialist skills; academics aren't qualified to teach them and cannot be expected to master them. My role is to teach and assess within my field; not to teach writing skills to EAP students. I am a content specialist; not an English expert. Writing skills are best taught by professionals.	Many (faculty staff) are non-native speakers themselves. Language specialists are more aware of their (students') needs and are better equipped to teach them. (The ESL teacher)… can highlight how writing skills can be applied and transferred when it is required for subject content. Students need to understand and master the language, style, register and communicative functions used in academic contexts; language teachers are trained in this area.
Unfair expectations placed on faculty staff and/or students.	Students should not be judged as ready if they lack the necessary skills. They should not be admitted to faculty until they have adequate writing skills. We expect students to already have good writing skills. There is so much academic content to include…our time is better spent on discussing topics with the students. Time constraints: difficult to keep up with the marking. Fine-tuning only should be expected of faculty.	Faculty staff members do not have the time/resources to focus on language. ESL students need to be given time to adjust to the demands of 'western – style' academic writing, in a supportive environment, before having to compete in large classes with local, native-English speakers. Academic staff do not have the scaffolding resources that language teachers have
Academic writing skills are generic, transferable and adaptable.	(Expecting faculty to teach language skills)… has resulted in a perpetuation of bad habits and archaic styles.	…the mechanical skills of writing and 'western academic style' expectations are not discipline specific. Some focus can be directed towards the language requirements of faculties. Adjunct courses are more than just basic grammar. Mechanical skills are best taught together with academic writing skills – the two reinforce each other. Content is just the medium through which writing skills are taught. The content can be modified to suit the students' needs.

Note: Comments were classified into three groups: comments asserting that faculty staff members are subject specialists, not language specialists; comments claiming that that the expectations placed on faculty staff and/or students would be unfair, and comments citing the nature of academic writing as a reason.

Given the comments recorded in Table 5.27, it is evident that faculty staff and EAPP teachers were consistent in reporting the view that content specialists lack the meta-linguistic skills to provide students with specific direction in academic writing.

Moreover, they noted that they did not have the time or opportunity to assist students to develop these skills. Thus, EAPP teachers and Faculty staff identified academic writing as a specialist area that needs guidance from those who are trained to provide it. EAPP staff seemed to view subject content as a medium through which writing skills are taught; a medium that can be adjusted to teach a range of generic academic writing skills.

Summary of Section 4

To provide answers to research Questions 1 and 2, comparative tables were constructed to identify similarities and differences between genres and tasks taught in the EAPP program and those required in the faculties. These tables showed that the genre structures taught in the EAPP class were comprehensive, but not all genres were required by all faculties. The EAPP program addressed the most frequent tasks required by faculties but some gaps and slight differences were identified. Omissions included: laboratory reports; graphic poster displays; annotated bibliographies; fact sheets; tweet marketing news and promotional blogs; on-line discussions, and extended answers to exam questions. While laboratory reports were required in three courses, the other eight were required in one course only. The designers of an eclectic EAPP program need to consider whether these missing tasks should to be included.

The responses of Faculty staff and EAPP teacher to the question of who should teach writing skills to EAL students, provided evidence that both groups strongly disagree with embedding literacy into faculty courses.

Summary of Chapter Five

For clarity, this chapter was divided into four sections. The first section focused on student self-perceptions of how often they used English, their ability and confidence levels in using it, the special difficulties they experienced with English writing and ways they perceived teachers could help them. Major findings for Section 1 are summarised on p. 110.

The second section focused on student perceptions of the difficulty level of genres and writing skills, changes that were noted in these opinions and whether EAPP teacher opinions differed from those of students. Student suggestions regarding independent ways to improve skills were also reported. Major findings for Section 1 are summarised on pp. 119 – 120.

The third section focused on student evaluations of the aims and usefulness of the EAPP program as well as ways it could be improved and whether the skills had transferred to their faculty writing. Reflections on research portfolios were included to investigate whether the research component of the program was viewed by students as useful and successful. Major findings for Section 1 are summarised on pp. 143 – 144.

The final section compared the questionnaire responses of faculty staff and EAPP teachers to identify differences of opinions. It also addressed whether the academic tasks and genres featured in the proposed EAPP program differed from those expected across and within the faculties represented in the research. Major findings for Section 1 are summarised on p. 156.

Analysis of the writing samples

Chapter 6 begins the analysis of writing samples provided by Cohort A in their first ten weeks of study. As explained earlier, because of the volume of student writing collected, a case study approach—based on disproportional, stratified random sampling—was used to analyse the writing. The writing of three students is analysed in this chapter. In Chapter 7, the writing corpus increases to include the writing of a further four students from Cohort B, making a total of seven students. An analysis of faculty writing for these seven students is reported in Chapter 8.

CHAPTER SIX

ANALYSIS OF MODULE ONE WRITING SAMPLES

Introduction

Writing samples were analysed to identify any other essential areas of writing that needed to be addressed in order to provide a viable, eclectic writing program that includes discipline-specific tasks and genres. Such an analysis also reveals any anomalies in EAPP students, EAPP teachers and Faculty staff questionnaire responses.

Four categories of framing analysis (pp. 94, 95) were chosen as an efficient way to examine and compare writing tasks, genres and features deemed important within the EAPP program as well as the disproportional, stratified random samples representing the various faculty courses. Circumtextual, extratextual, intertextual and intratextual frames were identified and prompts that signalled task requirements were categorised according to features identified by Kaldor and associates (1998) and Kroll and Reid (1994).

For all writing tasks, three EAPP teachers marked an equal number of scripts each. A rubric guided the marking and some moderation between markers, as well as comparisons of the grades awarded, were performed. However, because the three students from Cohort A were chosen using random sampling, this is not reflected in the allocation of markers. For example, for Task 1, Teacher A marked four of the sample essays, Teacher B marked two sample essays and Teacher C marked only one. Comments from markers and the errors they identified in the students' writing samples were also analysed.

Writing a personal recount, sometimes referred to as narrative writing, formed part of an orientation to the program, during which students were introduced to important educational and cultural expectations necessary to study successfully in Australia. As Table 6.1 shows, the focus of this task was on students' previous

experiences learning English. The topic was chosen because it would be familiar to all EAPP students. The task was a needs assessment one; therefore, it was marked for errors, but not graded.

Task 1: Personal Recount/Narrative

Circumtextual and extratextual framing analysis.

In the first week of Module 1, personal narrative (recount) was the genre focus.

Table 6.1

Circumtextual and Extratextual Framing Analysis of EAPP Task 1,

	Circumtextual	**Prompt**	**Extratextual**
Task 1 Week 1	Personal Recount (500 words) Marked using coding, but not graded.	*Write a narrative about your past English language learning experiences. Focus on the significant events or periods in your English language learning history.* This represents a bare prompt with a single verb instruction followed by a limiting statement.	An introductory lesson on genres followed by an analysis of short texts and identification of signalling words common to each genre. A second lesson based on an exemplar narrative in which a German student writes about her experiences learning English – focus on orientation, sequence of events, conclusion as well as verb structures and chronological signalling words. A lesson using group discussion to generate ideas and show ways to arrange ideas using a graphic organiser. A lesson on types of sentences

Note: This framing of tasks is informed by a model proposed in *Framing Student Literacy: Crosscultural aspects of communication skills in Australian universities* by S. Kaldor, and associates (p. 5). Copyright (1998) held by UWAThe prompt is italicized.

Intratextual framing analysis.

Macrostructure: genre expectations.

No major divisions of text organisation were required within a personal recount except for chronologically organised paragraphing. The macrostructure was made explicit through scaffolding and an exemplar was provided in the Course Book.

Content analysis: Signalling and linking across paragraphs.

Table 6.1 demonstrates how the intratextual framing and rhetorical properties of narrative genre were identified, explained and practised prior to students commencing the task. It also shows that a scaffold was constructed from an outline

of the exemplar provided. This procedure proved successful. Although the macrostructure was implicit, the class activity, which focused on the identification of time markers used to sequence major events in the exemplar text, provided sufficient guidance to assist the three students to maintain cohesion and coherence across paragraphs.

Rhetoric-based mapping: Intersentential analysis.

In addition to the use of time markers, the students' connectivity of ideas between sentences was also quite strong with evidence of an understanding of linear theme/rheme progression and co-ordinating conjunctions. For example, the following cohesive devices were used correctly by Student A:

> *Since I began...*; *In addition...*; *That means...*; *The first way...*; *The second way...*; *At that time...*; *Even though...*, *In order to ...* and *To sum up....*

> Student B used: *This information...*; *Although...*; *This will enable me to...*; *Without treatment...* and *In reality....*

> Student C used: *Although...*; *Unfortunately*; *In order to...*; and *I believe that....*

Anaphora, too, was also well controlled with only the following example of pronoun confusion in which Student C wrote:

> *My English teacher was a young girl. After I heard her voice I knew her pronunciation was strange, so I told the fact to <u>my mother</u> who was really, really care about my study. <u>She</u> was shocked after I told <u>her</u>. So <u>she</u> asked <u>her</u> partner to come to my house. <u>He</u> studied in a British University.*

Minor *coreferentiality* errors were caused by uncertainty about which demonstrative pronoun to use. For example, Student A wrote:

> All *that* years... [Correction: All *those* years...]
> *These were* a more effective way... [Correction: *This was* a more effective way...]

Ellipsis errors were also noted in the following text:

Student C wrote:

> *That time I practised reading and listening.* [Correction: *During* that time...]

> *I like Chinese, but I love English either, therefore I came to Perth.* [Correction*:* I like Chinese, but I love English *also/too, so* I came to Perth *to continue my English studies*]

In the first sentence, omission of the word '*During'* changed the meaning of the sentence. In the second sentence, the link between *loving English* and *coming to Perth* was not clear.

Rhetoric-based mapping: Vocabulary choice.

Given that this was a personal recount (narrative), the markers allowed for the occasional use of inappropriate register or style and over-specification in the use of adjectives and adverbs. Examples of this include the following expressions:

Student A wrote: ...improved *dramatically*; ...TAFE was *great,* and ...the course was *fantastic.*

Student B wrote: ...was very *exciting*; ...*fairly well*; ...it becomes even more *scary*; ...*t*he problem was *massive* and ...a *noble* idea for me.

Student C wrote: ...who *really, really* care about my studies; ...how to study English *happily*; ...for experiencing the *beautiful* life and study environment; and ...*thanks God* I passed the exams.

Rhetoric-based mapping: Formulaic sequencing.

Table 6.2 records the frequency of errors made by each student in constructing formulaic sequences such as lexical bundles, collocations or colligations.

Table 6.2

Intratextuality: Identifying Formulaic Sequencing Errors in Task 1

Error Type	Student identification and number of errors		
	A	**B**	**C**
Lexical bundle	1	0	1
Colligation	3	0	3
Collocation	1	1	3

This task was based on personal experiences, rather than an academic reading; therefore, paraphrasing was not required and a less formal register and vocabulary were acceptable, so formulaic sequencing should not have been problematic. However, formulaic errors from each student were present in the texts. Examples of errors are shown Table 6.3.

Table 6.3

Intratextuality: Sample Formulaic Sequencing Errors in Task 1

Student	Example	Category	Correction	Explanation
A	...I began learning *the real* English *pronouncing*.	collocation	I began learning *how to pronounce English words like a native speaker of English.*	The adjective *real* does not collocate semantically with the phrase *English pronunciation*.
	In overall, the experience I had...	colligation	Overall, the experience I had...	The error could have occurred because of phrases such as *In general* or *in the main*.
	I learnt English *from two paths*.	lexical bundle	I followed *two different pathways of learning* to accomplish a higher level of English competency.	The student has extended the metaphor *pathways of learning*.
B	...learning how to say activities we do everyday	collocation	...learning expressions that will *allow us to talk about* everyday activities.	The *verb* say, doesn't collocate with *activities*.
C	Although I have studied English ... I still have less confidence *about it*.	lexical bundle	Although I have studied English...I still *lack confidence in my English language ability*.	The phrase *less confidence* suggests a comparison. No comparison follows. The pronoun *it* is ambiguous because of intervening text.
	All my *English knowledge* were taught *in school teachers again*.	collocation and colligation	I *resumed my studies of English and was once again taught by English language teachers*.	*English* does not collocate with *knowledge*. The student has used an incorrect preposition and a plural verb with a non-count noun.

EAPP Teacher Marking and Comments

Mostly, the markers of the student texts focused on coding errors in grammar, spelling and punctuation. Formulaic sequences, collocation and colligation errors were coded incorrectly as faulty or 'unclear' sentence structure or grammar errors. Marker A's comments focused on skills and she praised the student's command of English. Marker B did not add comments. Marker C analysed the text more holistically. She commented on the student's essay structure and the fact that the conclusion was unsuitable. Other comments referred to the student's overall language use and areas on which the student needed to focus in future essays.

Task 2: Body Paragraph

Circumtextual and extratextual framing analysis.

The long term objective of Task 2 was for students to become more aware of the style features expected in academic English writing. Table 6.4 shows that the task also addresses paragraph structure and features of process writing. The topic chosen was based on an experience common to all students because, at this stage, reading strategies which would help them to glean information from academic sources had not been introduced. Conventional paragraph structure provided the teaching focus. The students were expected to include a broad, general introductory sentence that reflected the main idea, followed by a topic sentence to introduce the major points, information regarding each major point, and/or examples to justify the stance taken on each difficulty discussed.

Table 6.4

Circumtextual and Extratextual Framing Analysis of EAPP Task 2

	Circumtextual	**Prompt**	**Extratextual framing**
Task 2 Week 2	Body paragraph (120 – 140 words) Marked using coding, but not graded.	*Write a body paragraph that could be part of a longer essay on the following: One of the challenges faced by international students is learning English.* *Write a <u>paragraph</u> about some of the difficulties facing international students when they learn English, based on your own experience and the experiences of other students in the class.* This represents a bare prompt with a single verb instruction followed by a limiting statement.	A lecture on paragraph structure An introductory lesson on analysing prompts followed by information on using a graphic organiser and structuring paragraphs. A second lesson incorporating paragraphing activities from an academic writing text book (Oshima & Hogue, 2006). A lesson on drafting and editing. A graphic organiser to assist students to record ideas. A correction guide showing editing symbols and how to use the symbols to correct writing to include in the Study Skills Portfolio. A lesson on contrastive rhetoric and the English linear style and conventions of academic writing including making and qualifying generalisations.

Note: This framing of tasks is informed by a model proposed in *Framing Student Literacy: Crosscultural aspects of communication skills in Australian universities* by S. Kaldor, and associates (p. 5). Copyright (1998) held by UWA. The prompt is italicised.

The task prompt appeared to cause some confusion. Firstly, students needed to address how the requirements of the specific task would fit into a longer essay. Secondly, the task signalled that students should address more that than one difficulty; however, most students wrote about different aspects of a single difficulty. Prompt analysis showed that the wording of the essay task began with "One of the challenges…" and this could have been misleading. In addition the final clause, "…based on your own experience and the experiences of other students…" could lead to the incorrect use of point of view, or cause students to switch inappropriately between first, second and third person point of view.

Intratextual framing analysis.

Content analysis: Signalling and linking across paragraphs.
All three students failed to begin with a broad general introductory/topic sentence that included the specific difficulties they planned to discuss in the paragraph. They introduced one difficulty only and expressed different elements associated with it.

Rhetoric-based mapping: Intersentential analysis.
As Table 6.5 (p. 168) shows, intersentential cohesion and coherence were disrupted in each of the texts for a variety of reasons. Uncertainty about when to use a demonstrative pronoun, or which one to use to refer to a previous listing of items, caused minor *coreferentiality* errors.

Student A wrote: Take an example for *that*. [Correction: *For example*…].
Student B wrote: *But those* factors only gain them knowledge *…* [Correction: However, *these* factors…]

Rhetoric-based mapping: Formulaic sequencing.
Rhetoric-based mapping identified that the primary cause for coherence breaks were lexical bundles and collocation errors, while colligation errors caused most cohesion breaks. Like Task 1, this second task was reliant on student experiences rather than the analysis of academic texts. Therefore, formal formulaic sequences

should not have caused difficulty. Table 6.6 (p. 169) illustrates the number and type of errors made by each student.

Table 6.5

Disruption to Intersentential Cohesion and Coherence Identified in EAPP Task 2

Student	Comment	Explanation
A	Used an inappropriate transition to introduce the second point.	The use of *moreover* suggested that the student was augmenting the information contained in the first four sentences of her paragraph when her intention was to *introduce* a different idea.
	Included an unnecessary rhetorical function.	The transition, '*finally*' signalled the inclusion of a very short and unnecessary statement that contributed little to the paragraph.
B	Control over the relational aspects of text was difficult to judge.	Incorrect punctuation and over-embedded sentences made intersentential analysis difficult because the ideas in the text were not clearly delineated.
	Produced a break in coherence by foregrounding new information incorrectly.	The writer attempted to convey the idea that grammar can contribute to listening difficulties. However, by using the clause '*Another element that poses a great challenge to students listening to English is the use of grammar…*' the student foregrounded the <u>use</u> of grammar rather than the fact that grammar affects listening. The word '*another*' leads the marker to expect a new point to follow explaining how grammar poses listening difficulties for L2 students.
	Created a conceptual gap through the use of ellipsis.	The writer continues by stating that '*…the incorrect use of grammar makes it hard for students to understand the most important point…*' This statement proved confusing because the student failed to specify whose incorrect grammar was responsible for the misunderstanding.
C	Showed some evidence of control over rhetorical/relational functions.	The writer included the expected structural elements of a paragraph, but poor use of rhetorical ties and choice of vocabulary caused coherence breaks.
	Lacked control over personal point of view which led to co-referential confusion.	The student switched inappropriately between first, second and third person point of view which disrupted coherence and cohesion.
	Produced a syntactical/rhetorical mismatch	In the sentence, '*The logical thinking ability is another important area; otherwise, your listeners will be confused by what you say*', a conceptual link is missing between the first and second clauses making the rhetorical tie, '*otherwise*' incorrect.
	Created a conceptual gap which made the choice of rhetorical signal inappropriate.	The use of '*Therefore*' to start the final sentence, leads the reader to expect that a consequence that links to previous information will follow. This did not occur.

Table 6.6

Intratextuality: Identifying Formulaic Sequencing Errors in Task 2

Error Type	Student identification and number of errors		
	A	**B**	**C**
Lexical bundle	1	2	1
Colligation	4	1	3
Collocation	1	0	3

Examples of formulaic sequencing errors are shown in Table 6.7.

Table 6.7

Intratextuality: Sample Formulaic Sequencing Errors in Task 2

Student	Example	Category	Correction	Explanation
A	…the mother language's *influence* *exists* clearly in student's writing	Collocation	...can be clearly identified or distinguished in…	The signalling noun *influence* is used with the verb *exists* which does not collocate with *writing*.
	I used to *mix up* *between*…	colligation	I used to *confuse*	The phrasal verb *mix up* is non-academic and does not colligate with *between*.
	Finally, the writer's academic writing needs effort *to approach success.*	lexical bundle	*The writer* needs to *apply a greater* effort *to master* academic writing successfully.	The clause 'needs to apply a greater effort is common in education'.
B	…this is because native speakers have acquired *a lot of* vocabulary.	lexical bundle	acquired a *wide* vocabulary	The student has attempted to paraphrase a common formulaic expression and quantify a non-count noun.
	Another element that *poses a great challenge of* students…	lexical bundle and colligation	...that is problematic for...... proves challenging for...	The student seems to have extended the metaphors: *presents a challenge* and *poses a problem.* The incorrect preposition 'of' was used.
C	For academic writing *the ability of expression* is a basic skill *to grasp.*	lexical bundle	The ability *to express ideas clearly* is a basic skill required for academic writing.	The two nouns *ability* and *expression* do not collocate semantically. A common formulaic clause could have been used.

Table 6.7

Intratextuality: Identifying Formulaic Sequencing Errors in Task 2

Student	Example	Category	Correction	Explanation
C	For *lacking of the capability*, your audiences will be *full of misunderstanding* about unclear ideas *you have said.*	colligation and collocation	An audience may *misunderstand* speakers *who lack the capability to express ideas clearly.*	Commencing the sentence with the preposition *for* presupposes that a noun phrase will follow. The words *of the* causes the word *lacking* to function inappropriately as a participle. The noun *misunderstanding* is restricted in the adjectives with which it can collocate. *Ideas* collocate with the verb *express*, not *have said*.

All three students showed evidence of control over register and style apart from occasionally using words inappropriately in colligations and lexical bundles. In addition, no examples of under-specification or over-specification were identified; that is, misuse of words carrying unsuitable rhetorical force.

EAPP Teacher Marking and Comments

Errors identified and coded by teachers focused mainly on grammatical mistakes, punctuation and sentence structure. A comment was also made about font size and double-spacing because layout had been highlighted during a lecture. Formulaic sequencing errors were again coded incorrectly as sentence structure or 'unclear' expression, or coherence difficulties, rather than vocabulary errors.

One teacher provided no comments. The other two teachers' comments were brief and provided encouragement rather than advice.

Task 3: Cause and Effect Essay

Circumtextual and extratextual framing analysis.

The objectives for Weeks 3 and 4 were to introduce students to their Research Portfolio writing tasks and to familiarise them with academic reading strategies, as

well as note-taking and note-making skills. Table 6.8 outlines the circumtextual framing that supports this task.

Table 6.8

Circumtextual and Extratextual Framing Analysis of EAPP Task 3

	Circumtextual	Prompt	Extratextual framing
Task 3 Week 5	Cause/Effect Essay (500 – 750 words)	*Write a cause and effect essay on global warming. The thesis statement should indicate your position, which can be one of the following:*	Viewing DVDs: *An Inconvenient Truth* (2006) and*The great Global Warming Swindle* (2007) to illustrate differing points of view.
			A Course Book lesson incorporating the genre of explanation and a listening activity.
	Marked using coding, but not graded.	• *Global warming is a natural phenomenon which is currently causing some negative effects.* • *Global warming is a natural phenomenon enhanced by human activity, which is causing some negative effects.* • *Global warming is a crisis, caused by human activity, which will have long-term consequences for the planet*	A lesson on structuring a cause/effect essay from an academic writing text book (Oshima & Hogue, 2006).
			A lesson on using graphic organisers to generate ideas and develop focus questions.
			Graphic organisers showing how to structure cause/effect using both block and point-by-point designs.
			Several reading activities based on the topic followed by brainstorming and group discussions.
			A lesson on the genre of argumentation: understanding bias, claims, justification and counter-claims.
		This represents a text-reading based prompt which requires students to interpret and synthesise the information from a number of passages and apply their own ideas.	Examples of in-text referencing
			The language of argumentation: signalling, linking reporting the claims of others and giving reasons.
			A lesson on facts versus opinions from an academic writing text book (Oshima & Hogue, 2006).

Note: This framing of tasks is informed by a model proposed in *Framing Student Literacy: Crosscultural aspects of communication skills in Australian universities* by S. Kaldor, and associates (p. 5). Copyright (1998) held by UWAThe prompt is italicised.

The mixed-genre nature of the task required the use of subgenres such as description, argumentation, explanation (cause/effect) and explanation (problem/solution). A number of current readings based on the energy crisis and global warming were provided as preparation for the essay that was due in Week 5.

Intertextual framing analysis.

Unlike the two previous tasks which required the students to create texts from their own experiences, in this task students were expected to analyse and synthesise information from articles provided in their Course Book, text book and two DVD

viewings. Student A failed to provide a list of end-of-text references. Two suitable in-text quotations were included, but both were incorrectly cited. Student B proved capable of choosing suitable quotes to support her claims and citing quotes correctly. She provided accurate in-text and end of text referencing, but referred to only three of the source materials provided. Although Student C included a reference list, it was not listed alphabetically and only three references were used and acknowledged. Attempts were made to include quotations, but these were either poorly chosen, or were cited incorrectly. All three students failed to identify that the same point had been raised by more than one of the given authors. Therefore, multiple authors were not referenced after these points, suggesting that the synthesis of ideas was not handled competently and that information from each text was treated in isolation, rather than synthesised.

Intratextual framing analysis.

Macrostructure: Genre expectations.

The essays were expected to include a well-structured introduction comprising a general statement announcing the problem, followed by sentences to further explain the problem and a thesis statement disclosing the writer's position. For subsequent paragraphs, students could choose between a block, or point-by-point design to discuss at least two causes and their effects based on the stance they had indicated in their introductions. A conclusion linking back to the student's thesis statement and a brief comment on each of the main points raised were expected in the final paragraph.

Students A and B wrote well-constructed introductions ending with a clear thesis statement of their position regarding global warming. Student C omitted a thesis statement and chose to briefly introduce causes and effects instead of arguing a point of view. All three students produced well-structured body paragraphs using a block design that first discussed causes and then the effects of these.

Structuring a conclusion proved the most difficult part of the macrostructure for the students. Student A failed to refer back to her thesis statement and included new information. Student B referred to her thesis statement and added a prediction, but failed to briefly comment on the main points raised in the body paragraphs of

her essay. Student C commented on the importance of the problem, but did not indicate her stance. The marker of this text failed to identify that the student had disregarded some elements of the task prompt.

Content analysis: Signalling and linking across paragraphs.

Clear signalling was a feature of essays submitted by Students A and B with both students relying on transition signals that featured conjunctive adverbs of time, sequence and addition, such as:

> *Over the past one hundred years; The first effect; Another effect; First of all; A second cause; The third result;*

Although Student C attempted to include some transitions, signalling was applied spasmodically in her essay. However, by using a rhetorical question as a transition, she successfully linked her introduction and the first cause she had identified.

Rhetoric-based mapping: Intersentential analysis.

In addition to rhetorical errors, the students made many grammatical errors in their attempts to paraphrase. Despite this, the inclusion of intersentential cohesive ties aided meaning. Correct cohesive ties used included: *At that time; According to; In other words; However; Even though; Furthermore and Moreover.* Other transitions used were prepositional phrases such as: *According to; In addition to; with regard to* and *To sum up.* The students' attempts to support their claims using statistics, quotes and citations from the given texts were mostly well chosen and accurate.

Rhetoric-based mapping: Formulaic sequencing.

Table 6.9 shows that the number of errors in forming lexical bundles, collocations and colligations multiplied as the complexity of the task increased and markers continued to overlook vocabulary problems. Table 6.10 provides examples of these errors.

Table 6.9

Intratextuality: Identifying Formulaic Sequencing Errors in Task 3

Error Type	Student identification and number of errors		
	A	**B**	**C**
Lexical bundle	9	1	3
Colligation	4	2	3
Collocation	3	2	5

Table 6.10

Intratextuality: Sample Formulaic Sequencing Errors in Task 3

Student	Example	Category	Correction	Explanation
A	There is *two-high* demand *on* fossil fuels.	lexical bundle colligation	The demand *for* fossil fuels is *excessively* high.	The writer used the homophone *two* incorrectly to create an adjective from the clause *the demand is too high* and has also misused the preposition *on.*
	...countries *try to provide convenient facilities to* their people, but *it* unaware *about* the negative sides of unsustainable development.	lexical bundle colligation	In *attempting to provide* better *infrastructure for* the benefit of *the general population*; governments *have not recognised* the negative effects of....	Faulty synonym substitution and incorrect preposition choice.
	...the Earth's *temperature rate went up and down consistently*.	collocation	World-wide temperatures *constantly fluctuate.*	Has confused the phrase 'the rate of temperature increase' and the adverbs *constantly* and *consistently.*
B	*Among* all the fossil fuels, coal contains the highest quantity of...	colligation	*Of* all the fossil fuels, ...	Incorrect preposition choice.
	A second effect of global warming is *causing some diseases.*	lexical bundle	A second effect of global warming is *a rise in the occurrence* of certain diseases.	The clause suggests that global warming is the *direct* cause of disease. Hedging is needed.
	...the Earth's surface is suffering drought.	collocation	...the occurrence of drought is widespread.	The action (suffering) is attributed to an inanimate object (Earth's surface).
C	Human activity is a dominant factor *to lead to this crisis...*	lexical bundle	Human activity is *the dominant cause* of the crisis.	Appears to have confused the two common phrases *a dominant cause of* and *a leading factor.*

Table 6.10

Intratextuality: Sample Formulaic Sequencing Errors in Task 3

Student	Example	Category	Correction	Explanation
C	...used widely in our daily life *in early ages times.*	collocation	...used widely in daily life since the early 1900s.	Seems to have confused phrases such as *middle ages, dark ages, ancient times* with more contemporary phrases such as *the early 20th century, the ear*
	...the temperature of the Earth's surface rises *in the whole world.*	colligation lexical bundle	...*across* the world, the temperature *on the surface of the Earth* has risen.	Incorrect choice of preposition.

Further rhetoric-based errors made by students are illustrated below.

Register and style.

Student A wrote:
   Anyway; heat *hit* the Earth*; some scientists *think* that*; ...I tend to believe that...; nowadays; ...temperature *went up and down.*

Student B wrote:
   nowadays, cut down, working *hard.*

Student C wrote:
    human *beings; goes up*

Over-specification.

The following examples of over specification were identified in Student C's essay: *violent* weather*; as we all know; ...otherwise our homeland *will be destroyed*

EAPP Teacher Marking and Comments

Obvious errors were identified and coded by teachers; however, some minor errors that did not interfere with meaning were overlooked. The most common errors identified by the three markers were verb tenses, articles, spelling, plurals, anaphora, punctuation and confused sentence structure. Once again, incorrect lexical bundles, colligation and collocation were either overlooked, or coded as

'unclear', non-idiom, coherence or grammar errors by each of the markers. Marker C, however, provided some suggested modifications to 'unclear' expressions by adding, model sentences. She also added written explanations in the margin for some incorrect grammar items so that students could understand the reason for the error.

Teacher A wrote:

Your conclusion should refer back to your thesis statement in your introduction and not introduce new ideas. Where are your end of text references? Don't change the author's words when you are quoting. Overall your essay is coherent with a clear structure and ideas are well supported with facts and data.

Teacher B wrote:

Some grammar errors but most don't interfere with meaning. Your work is well organised, but don't forget to link your ideas back to the topic. Well referenced!

Teacher C wrote:

This is a carefully constructed essay which displays a high level of accuracy.

Task 4: Paraphrase and Summary

Weeks 5 and 6 focused on the nature of scientific enquiry by studying the evolution of life and encouraging students to apply evidence-based reasoning to substantiate a case for either human evolution, intelligent design or creationism.

Circumtextual and extratextual framing analysis.

As Table 6.11 shows, the genre targets for this period were explanation (process) and compare/contrast. Darwin's evolutionary theory provided the context for a lesson on analysing and understanding multi-generic text features. Appropriate transitional words and phrases for each of these genres were identified within the texts. Students were also required to identify lines of evidence in the texts and to give a three to five minute verbal explanation of a technology, phenomenon, process or system common to their discipline areas. These reading and speaking exercises informed and assisted students to complete the Week 6 writing assignment, the main objective of which was to understand the structure of introductory and concluding paragraphs.

Table 6.11

Circumtextual and Extratextual Framing Analysis of EAPP Task 4

	Circumtextual	**Prompt**	**Extratextual framing**
Task 4 Week 6	Paraphrase and summary (1/3 − 1/4 of the original text) Marked using coding, but not graded.	*The first argument that Meyer (2005) presents concerns the concept of irreducible complexity.* • *Go back to the text and identify the groups of paragraphs that present this argument (macrostructure 1)* • *Work with a partner to construct a concept map in order to summarise the main ideas in this argument.* • *Now draft the first body paragraph based on your concept map.* • *Complete the conclusion by briefly summarising Meyer's arguments about irreducible complexity, DNA and intelligent design and give an evaluation or opinion about the article.* This represents a text-reading based prompt which requires students to follow instructions in order to interpret and paraphrase the information in a passage and to give their own opinions in the conclusion.	Viewing DVD documentaries: *Unlocking the Mystery of Life*, *Is Intelligent Design Science? Great Transformations* and *Darwin's Voyage of Discovery* to illustrate differing points of view. A lecture on paraphrasing techniques. Group discussions following several readings in support or opposition to the three points of view. A lesson using the topic to identify bias and subjectivity in a text. Graphic organisers provided to simplify the task. Several reading activities followed by brainstorming and group discussions. A lesson on paraphrasing and summarising from an academic writing text book (Oshima & Hogue, 2006). An exemplar to clarify the process of summarising

Note: This framing of tasks is informed by a model proposed in *Framing Student Literacy: Crosscultural aspects of communication skills in Australian universities* by S. Kaldor, and associates (p. 5). Copyright (1998) held by UWAThe prompt is italicized.

Intratextuality.

Content analysis: Signalling and linking across paragraphs.

Students were provided with the introduction and the second paragraph of a summary. The first part of this task was to write paragraph one and link it to the introduction using a suitable transition. The second part of the task was to add a very brief conclusion that evaluated the article. This required a transition to signal the conclusion. All students used the transition *Firstly the author…* to link the first paragraph to the introduction. Although no conclusions or opinions were specifically signalled, they fitted logically into the sequence. Both the content depth and the clustering of information were acceptable in the three writing samples.

Rhetoric-based mapping: Intersentential analysis.

Most ideas between sentences were linked successfully using transitions and logical sequence. Correctly used transitions included: *In other words; This includes; For that reason; In addition; In this case; According to Myer; Furthermore; However; After a decade; Then,* and *Finally.*

However, some transitions were inappropriately or incorrectly applied. These included: *Unfortunately*; *Nevertheless; Moreover,* and *While on the other hand…*

Rhetoric-based mapping: Vocabulary Over-specification.

Some over-specification in the use of adjectives and adverbs were noted in the following phrases: *incredible* machines; *huge* problem; *numerous* sections; *only* a *tiny* component; is the *best* answer; had *no* understanding, and *must* answer the question.

Register and style.

Examples of inappropriate register or style identified in students' writing included: …have *come up with; helps it to live, and came about from.*

Formulaic sequencing.

As Table 6.12 shows, the incorrect formation of lexical bundles, collocations and colligations continued to cause difficulty; however, they were not coded as vocabulary errors by the markers. Table 6.13 provides examples of formulaic error types.

Table 6.12

Intratextuality: Identifying Formulaic Sequencing Errors in Task 4

Error Type	Student identification and number of errors		
	A	**B**	**C**
Lexical bundle	2	2	3
Colligation	2	1	1
Collocation	3	2	2

Table 6.13

Intratextuality: Sample Formulaic Sequencing Errors in Task 4

Student	Example	Category	Correction	Explanation
A	… the *conception* of the structure of living cells has been *clarified* after discovering nanotechnology.	collocation	… the *accepted theory* regarding the structure of living cells has been *questioned* following the discovery of nanotechnology.	The student has changed the author's meaning by using an incorrect and inappropriate noun form and an incorrect verb.
	Myer (2005) challenges *the Darwinian* by using 'flagellar motor' as an example.	lexical bundle	Using the 'flagellar motor' as an example, Meyer (2005) *challenges Darwinian theory*.	Nominalised an adjective. A common formulaic sequence has been substituted.
	Darwin's theory failed *in answering* this question successfully.	colligation	…failed *to answer* this question successfully	Incorrect preposition used. An infinitive should have been used.
B	…scientists found a wide range of complex parts which were not explained *in Darwin's ideas.*	colligation	…could not be explained *by Darwin's theory.*	Incorrect preposition used with a weak noun substitution (*idea* for *theory*).
	In this case, the origin of the flagellar cannot be *described by Darwin's idea.*	lexical bundle	*If this claim is accurate,* the flagellar motor cannot be *explained* by Darwin's *theory.*	A semantically incorrect formulaic phrase has been used to begin the sentence and the verb *described* changes the author's meaning.
	The critics of Behe's *design arguments...*	collocation	Critics *who argued against Behe's theory of an intelligent designer…*	By nominalising the verb *argue,* the student has changed the author's meaning.
C	Furthermore, the *coordinating effect of numerous* sections *guarantees numerous 'machines'.*	lexical bundle	Furthermore, *all sections of the 'machine' must be coordinated for it to function.*	The phrase *coordinating effect* collocates but by changing the verb *coordinate* into an adjective, the student has altered the meaning.
	Scientists *analogize* bacterial cells *coupled with* flagellar motors and find that *they worked as a whole.*	collocation lexical bundle	Scientists *used analogy to explain how* bacterial cells *are like complex machines* that cannot work unless all parts are present.	The noun *analogy* has no verbal form and does not collocate with *bacterial cells*. The formulaic clause *work as a whole* generally *means* together.
	However, *it produces a puzzle of the 'Darwinian mechanism'* why natural selection can 'preserve' but it cannot explain the complexity of the *organism.*	collocation and colligation	However, this *creates a problem* for *Darwinian theorists* who can explain how natural selection acts to preserve a species, but who offer no explanation for the *complexity of bacterial cells.*	The verb *produce* does not collocate with the noun *puzzle*. Meaning has been obscured by incorrect nomenclature (Darwinian *mechanism* and *organism*). The preposition 'of' does not colligate with 'puzzle in this context.

EAPP Teacher Marking and Comments

Teacher A coded grammar and word form errors, as well as inappropriate word choice. The student was advised not to use active voice or in-text referencing when summarising a single article. Comments commended the student's effort.

Teacher B focused mainly on article use and incorrect punctuation. The student was advised that her confusing use of quotation marks could lead to plagiarism issues. The marker commented that the overall summary was good despite the fact that some ideas were not clearly articulated.

Teacher C offered additional assistance by explaining some coded corrections made to the student's writing. Two suggestions for sentence structure were added and a few grammar points were explained. The student was commended for good work.

Task 5: Logical Division of Ideas Paragraph

The Course Book unit for Week 7 explored a question related to the previous two units which were based on evolution and genetic influence. So, although the field knowledge for the Week 7 writing assignment was based on one reading, the schema for understanding the reading was developed over three weeks using several reference materials.

Circumtextual and extratextual framing analysis.

The writing foci for the assignment included: the students' ability to interpret text content; the identification of quotes that would be suitable/unsuitable for a writing assignment of this kind; the logical/linear organisation of concepts, and the use of a glossary to select appropriate vocabulary.

Table 6.14 identifies the circumtextual and extratextual frames supporting the logical division of ideas task.

Table 6.14

Circumtextual and Extratextual Framing Analysis of EAPP Task 5,

	Circumtextual	Prompt	Extratextual framing
Task 5 Week 7	A logical division of ideas paragraph based on the influence that genes have on human behaviour (250 words) Graded - weighting 10% of the total mark for writing.	*Write a paragraph outlining some of the aspects of human behaviour that evolutionary psychologists attribute to genes. Support your paragraph by paraphrasing and quoting from the article 'Still Living in the Stone Age'. (Include only four aspects, do not include language.)* This represents a text-reading based prompt which combines new and old information.	Readings from previous units to provide a semantic background for understanding the target text. A lesson consisting of leading questions to assist students to understand the target text. An on-line graphic organiser and referencing information provided to simplify the task. Partner work. Activities to develop suitable transition signals for expressing a logical division of ideas from an academic writing text book (Oshima & Hogue, 2006). A diagram showing the outline of a logical division of ideas paragraph to help clarify the process of summarising. A related speaking task Two support readings. The first based on a text that compares and contrasts human and primate behaviour and the second based on an Australian nature/nurture study, *Growing up in Public.*

Note: This framing of tasks is informed by a model proposed in *Framing Student Literacy: Crosscultural aspects of communication skills in Australian universities* by S. Kaldor, and associates (p. 5). Copyright (1998) held by UWA. The prompt is italicized.

Intratextual framing analysis.

Content analysis: Signalling and linking across paragraphs.

As it was not feasible to examine the distribution of content clusters across paragraphs, conventional paragraph structure provided the focus for content distribution in the same way it was applied in analysing Task 2. That is, the content was expected to include a broad, general introductory sentence that reflected the main idea of the body paragraph, followed by topic sentences to introduce each of the four major points raised by the writer, as well as supporting statements and/or examples to justify the inclusion of each. All students followed the required pattern.

Rhetoric-based mapping: Intersentential analysis.

Students achieved cohesion between sentences by using connectors such as: *There are four main aspects; The first aspect*; *In fact*; *To illustrate this point; For example;*

Therefore; *Furthermore; However; According to; For instance; Finally; A further aspect…*

Rhetoric-based mapping: Vocabulary choice.

As shown in table 6.15, formulaic vocabulary sequences continued to prove problematic, especially for Student A. Table 6.16 shows a sample of each of these errors made by the three students.

Table 6.15

Intratextuality: Identifying Formulaic Sequencing Errors in Task 5

Error Type	Student identification and number of errors		
	A	**B**	**C**
Lexical bundle	1	1	1
Colligation	7	3	1
Collocation	7	2	2

Table 6.16

Intratextuality: Sample Formulaic Sequencing Errors in Task 5

Student	Example	Category	Correction	Explanation
A **77%**	*From the article….*, the author introduces the idea that …	colligation	*In the article …*, the author introduces the idea that…	Incorrect preposition choice. The student is confused because the information is taken 'from' the article.
	When *the earlier man* was trying to hunt….	collocation	When *early man* was…	Incorrect use of the definite article combined with the comparative form *earlier* is ambiguous.
	…evolutionary theory *addresses its view* of why males *engage in murder charge or in violent attack*	lexical bundle	…*provides a possible explanation* of why males commit murder and acts of violence.	The action is incorrectly described in both clauses. The abstract noun *theory* is given human qualities. The student has confused the formulaic clause *addresses the view that…*
B **84%**	The environment…*now is full of job instability and wealth instability*.	collocation	*Job instability and fluctuating wealth* is common in modern societies.	The collocational range of the abstract noun *instability* does not include *wealth* as an adjective. The writer appears to have modelled this phrase on her previous phrase, *job instability*.

Note: Writing samples are now graded and a percentage mark is included in the first column.

Table 6.16

Intratextuality: Sample Formulaic Sequencing Errors in Task 5

Student	Example	Category	Correction	Explanation
B **84%**	*...on account of* females prefer the male *with* economic resources	lexical bundle colligation	*...because females prefer* males *who have* economic resources.	The phrase *on account of* should be followed by a noun or noun phrase such as *the preference of most females for...* The preposition *with* is ambiguous in this context.
	...the main reason *for* many people have psychological problems	colligation	...the main reason that many people have psychological problems is ...	Incorrect use of the preposition *for*. The word *that* is used as a subordinating conjunction to introduce a clause that gives a reason.
C **91%**	…high-energy foods *get more favour* in the process of evolution for our ancestors, who lived by hunting and gathering *lacked of* these high calorie foods.	collocation colligation	High-energy foods *were more favoured* by our ancestors who lived by hunting and gathering and who had very little access to high-fibre foods. *As a result of evolution,* modern humans also prefer high-energy foods.	Attempting to embed too many ideas in one sentence, has led to collocational errors. The writer seems to have overextended the phrase *a lack of* and incorrectly changed the noun form *lack* into a past tense verb which does not colligate with the preposition *of*.
	…claims that many *indeterminations* such as job insecurity and poverty result in *pressure for a long time* for *plentiful* people in western countries	collocation lexical bundle	…claims that many *uncertain situations* such as *economic circumstances* and job insecurity result *in long term pressure* for *many people* in western countries.	The writer seems to have confused adjectives *indeterminate* and *indeterminable* and tried to nominalise one of them. The collocational range for *people* does not include the adjective *plentiful*.

Note: Writing samples are now graded and a percentage mark is included in the first column.

Register and style.

Students used the following words and expressions inappropriately: The author *worries* about; aspects of human *desire; nowadays; On account of;* to *battle* for the opposite sex.

Teacher Marking and Comments

In grading this task, each marker's main focus appeared to have been text structure and content, as many of the grammatical errors were left un-coded. Once again, formulaic sequence errors made by students were annotated as unclear sentence

183

structure, coherence or grammar errors by Teachers A and B. Teacher C provided some marginal notes suggesting possible changes which implicitly pointed to incorrect vocabulary use.

Teacher A:

You seem to have misinterpreted some of the ideas, but organisation overall is good. Sentence structure errors have changed the meaning of the original text.

Teacher B:

Quotations need to be grammatically integrated with the rest of your sentence. Structure and organisation of ideas are logical.

Teacher C:

Some lack of details noted. You have included a concluding sentence, but it needs to be more clear and concise. Your language use is generally accurate and sophisticated.

Task 6: Explanation Essay (Problem/Solution)

Table 6.17

Circumtextual and Extratextual Framing Analysis of EAPP Task 6

	Circumtextual	**Prompt**	**Extratextual framing**
Task 6 Weeks 8/9	A logical division of ideas essay based on environmental issues (750 words) Graded weighting 30% of the total mark	*Describe the harm caused by development to the air, water and land of the Earth and suggest some possible solutions.* This represents a text-reading based prompt which requires students to interpret and synthesise the information from several texts provided and apply their own ideas.	Several Course Book readings and lessons based on the environmental problems of air, water and land pollution. A lesson to guide students to develop a suitable thesis statement, topic sentences, supporting points and examples. A lesson revising writing introductions and conclusions. Graphic organisers to guide the research process and to organise ideas. Partner and group work Support activities to develop a thesis statement and topic sentences from an academic writing text book (Oshima & Hogue, 2006). A related group speaking task and assessment Support readings from *Global Issues* (Seitz, 2008).

Note: This framing of tasks is informed by a model proposed in *Framing Student Literacy: Crosscultural aspects of communication skills in Australian universities* by S. Kaldor, and associates (p. 5). Copyright (1998) held by UWA. The prompt is italicized.

Circumtextual and extratextual framing analysis.

During Weeks 8 and 9, the topic returned to the environment with a focus on problems affecting the Earth's land, air and water. The genre focus for this final writing assignment was a problem/solution explanation essay with an emphasis on the logical presentation of ideas, explanation, problems and solutions and control over organisational patterns. This was the second 750-word essay students were required to write. The circumtextual and extratextual frames that support Task 6 are listed in Table 6.17.

Intertextual framing analysis.

Similar to essay one, Task 6 required students to select, analyse and synthesise information from a choice of several articles in their Course book and chapters from their text book.

Student A, who had failed to provide a reference list and had cited quotations incorrectly in her first essay, listed four references correctly and cited accurately within this Task 6 essay.

Student B, whose first essay satisfied most intertextuality criteria, again failed to provide an adequate reading list. Only two authors were cited in her reference list and one author's name was misspelled throughout the essay. Of the two quotations chosen, one stated the obvious and could easily have been paraphrased, while the other was suitable and added statistical support to a main point.

Student C included four references and recorded these accurately. In-text quotations were correctly cited; however, some common technical terms were incorrectly enclosed in quotation marks indicating that the student was unfamiliar with the terminology and thought the author had used the word in a nonstandard way. The three students still chose to analyse the texts in isolation, rather than to synthesise concepts that individual authors shared. Thus, multiple author references were not listed after any significant points raised by the students.

Intratextual framing analysis.

Content analysis: Signalling and linking across paragraphs.

Students B and C included a clearly worded thesis statement and a statement of intent as the final sentence in their introductions. This assisted them to link the introduction section of their essays to the body paragraphs that followed. It also facilitated the structure of their conclusions. Student A's thesis statement was difficult to locate and poorly worded. She did not include a statement of intent and had difficulty synthesising information from resources provided.

The body paragraphs of the three student essays were logically structured. Student A chose block design to introduce the three problems, followed by a separate paragraph outlining world-wide conferences that addressed the problems. Specific signalling was unnecessary as the content clusters were arranged logically.

Student B also used block design and introduced each paragraph using ordinal signalling (*the first... second... third environmental problem*). This essay lacked depth and balance because solutions were confined to a single sentence at the end of each paragraph.

Student C, however, used ordinal signalling and logical content clusters to link six body paragraphs; each of the three problems introduced was followed by a paragraph outlining possible solutions. Conclusions were signalled by the three students using either: *In conclusion...,* or *To sum up...*

Rhetoric-based mapping: Intersentential analysis.

All students demonstrated an awareness of the need to link ideas. Constant and linear theme/rheme structure provided structural ties, while the use of subordinating conjunctions, conjunctive pairs, conjunctive adverbs and transition signals provided conceptual links. Subordinating conjunctions used included: *so that; if, unless; since* and *at the same time.* Students also used conjunctive adverbs and adverbial phrases such as: *however; moreover; therefore; so; although; besides; whereas; as a result* and *in order to.* Conjunctive pairs included: *not only...but also* and *neither...nor.*

The following transition signals were also applied correctly: *according to; for example* and *for instance.*

Although all three students displayed control over the logical ordering of information, a single conceptual gap was detected in each student's essay. These gaps are listed below:

Student A wrote:

Another related problem is that trees are a potential use for extracting medicine, so the abilities to treat people will be limited'. [Suggested correction: Another related problem is that trees are potential *sources* of medicines*, so if trees are felled, it will impede the search to find new ways* to treat various illnesses.]

Student B wrote:

This essay considers three major environmental problems which are water, land and air. [Suggested correction: This essay considers three major environmental problems which are *water pollution, land pollution and air pollution.*]

Student C wrote:

Buildings will be destroyed by acid rain when these acids are mixed by cloud droplets. [Suggested correction: Buildings will be destroyed by acid rain when these *compounds mix with water vapour and fall back to Earth as precipitation.*]

Rhetoric-based mapping: Vocabulary choice.

As shown in Table 6.18, although academic vocabulary showed improvement, when expressed as single words, several errors were made by students when expressing common formulaic phrases and clauses.

Table 6.18

Intratextuality: Identifying Formulaic Sequencing Errors in Task 6

Error Type	Student identification and number of errors		
	A	**B**	**C**
Lexical bundle	2	2	1
Colligation	3	3	2
Collocation	6	3	2

An example of each of these errors is shown for each student in Table 6.19.

Table 6.19

Intratextuality: Sample Formulaic Sequencing Errors in Task 6

Student	Example	Category	Correction	Explanation
A 80%	Air quality has *dropped significantly in unsustainable developed cities*.	collocation	…has *deteriorated significantly* in cities *where unsustainable development threatens air purity*.	The verb *dropped* suggests a numerical value rather describing a change in the quality of the air. The adjective *unsustainable* does not collocate with *cities*.
	The demand *of* clean water	colligation	The demand *for* clean water	Incorrect choice of preposition changes the meaning.
	The *undrinkable, fishable, swimmable* water ...	collocation	Water *that can no longer be used for drinking, or for activities such as fishing and swimming...*	Invented adjectives used in an attempt to maintain parallelism.
B 90%	...it will *threaten human health directly*.	lexical bundle	....it *poses a direct threat* to human health.	By using the adverb *directly* instead of the adjective *direct*, the writer has distorted a common formulaic sequence.
	...upgrading the sewage treatment facilities *which had showed a significant improvement of the nation's water.*	collocation	...upgrading the sewage treatment facilities *significantly improved the quality of the nation's water supply.*	Confused the common collocations *significantly improved* and the lexical sequence *showed a significant improvement.*
	The best way *of reducing water wasting* is to learn...	colligation and collocation	...the best way *to reduce water wastage* is to...	Incorrect choice of the preposition *of*. The student has confused a common collocation, *wasting water*, and has used the participle as a noun.
C 89%	*In the progress of development industry*, air pollution has been produced.	lexical bundle	*Industrial progress* has resulted *in air pollution.*	The writer has confused the phrases *industrial progress* and *the development of industry.*
	...these gases will become sulphuric acid and nitric acid *in the reaction with moisture and oxygen when the sun rises.*	collocation	*In the presence of sunlight*, moisture and oxygen, these gases *convert to* sulphuric and nitric acid.	Use of passive voice has caused the clause *when the sun rises* to be misplaced. It is also a colloquial clause. A more academic verb should be used.
	...after some noxious substances were released *for the help of* acid rain.	colligation collocation	...after some noxious substances were released *as acid rain through the process of precipitation.*	Unclear statement as the result of using incorrect prepositions and a colloquial phrase *with the help of.*

Rhetoric-based mapping revealed further vocabulary errors as shown below.

Taxonomic confusion.

Student A wrote:
These activities affect the ecosystem by reducing the number of biodiversity. [Suggested correction: These activities affect the *biodiversity* of the ecosystem by reducing the number of *species and organisms.*]

Over-specification.

Student A wrote:
The whole world today faces a huge problem of water quality. [Suggested correction: Poor water quality is a *major problem* that *many countries currently face.*]

Student C wrote:
If they take some impractical solutions to problems our earth will be no longer for existence. [Suggested correction*: Unless *practical* solutions *can be found to address these problems, the existence of life on Earth will be under threat*.]

Register and style.

Student A wrote:
Error: ...so if the environment *was good enough,* it would promote development rapidly. [Suggested correction: *When environmental conditions are favourable, rapid development occurs*.]

Student B wrote:
The Australian Government *spent a lot of money on* taking preventative action. [Suggested correction: The Australian Government *has invested heavily in developing preventative strategies* to address the problem.]

The Government of England *made some laws to clean up the air made dirty* by industrialisation. [Suggested correction: The *British Government passed legislation* aimed at *limiting the amount of air pollution caused by industries.*

Student C wrote:
What are worse, human beings are considered *to be at risk from* contaminated fish. [Suggested correction: *A more serious problem is the health* risk to *humans who eat* contaminated fish.]

EAPP Teacher Marking and Comments

A balanced focus on genre-based, content-based, rhetoric-based and surface feature elements was demonstrated in the marked texts. Comments from teachers included the following information:

Teacher A:

> *Some ideas are not clearly linked and your thesis statement is not clear. Sentence structure needs attention and you have included some non-idiomatic phrases. Quotations are poorly integrated and you have made some referencing errors.*

Teacher B:

Overall this was a well-written essay, but you only briefly touched on solutions. Organisation was well done. However, the number of resources used to inform your essay was insufficient.

Teacher C:

Content shows evidence of depth of thought and your essay is well planned. Language use is generally good, but you show some confusion when using passive voice and choice of reporting verbs.

Task 7: Research Portfolio Article Summary.

In Semester 1, EAPP students were guided towards choosing a research topic within their discipline area and composing three focus questions related to the topic. This was followed by a lesson on library procedures which featured how to create a list of suitable search terms for their chosen area of research. Students were then required to select and summarise two academic articles that could assist in answering the questions.

Table 6.20

Circumtextual and Extratextual Framing Analysis summary Task 7

	Circumtextual	**Prompt**	**Extratextual framing**
Research Portfolio tasks	Verbal and written summary (1/3 – ¼ of the text length) Marked using coding, but not graded.	*Develop search terms related to the research problem you have chosen. Enter the search terms into an electronic database related to your discipline area. Select an academic article that is relevant to your topic. Follow the steps you have been shown to write a summary of the article.* This represents a text-reading based prompt which requires students to follow instructions in order to interpret and paraphrase the information from a self-chosen article from their field of research.	Several prior activities to identify suitable research questions Teacher vetting to ensure the article is an academic one that addresses the student's question A lecture on summary writing followed by a Course Book lesson and practice activities. A lesson on building a concept map to guide thinking and to organise ideas. Group and pair discussions with students from the same/similar research fields A summary outline to use and an exemplar article summary A related speaking task The production of an inspiration diagram outlining the content in the article

Note: This framing of tasks is informed by a model proposed in *Framing Student Literacy: Crosscultural aspects of communication skills in Australian universities* by S. Kaldor, and associates (p. 5). Copyright (1998) held by UWAThe prompt is italicized.

Circumtextual and extratextual framing analysis.

Identifying suitable articles proved difficult for most students. Consequently, teachers had to evaluate each article before students commenced the task. The first article summary was marked using coding, but not graded. The second summary was graded and carried 20% weighting of the final writing mark. Table 6.20 illustrates the support provided to achieve these two tasks.

Intratextual framing analysis.

Content analysis: Signalling and linking across paragraphs.

All students constructed and appended an inspiration diagram outlining the content of their article. This allowed them to more easily categorise the macro-proposition and related micro-propositions and assisted with logical structuring of their summaries. Each student began with a broad general statement that explained the author's main purpose and followed this with relevant background information. The diagram also facilitated the logical organisation of body paragraphs as well as the structure of conclusions.

Rhetoric-based mapping: Intersentential analysis.

Students B and C chose to use signalling words sparingly and instead followed a logical sequence of information in the order it appeared in their articles. Although Student A's summary followed a logical sequence, some signals were used incorrectly. The signal *meanwhile,* which relates to time, was used inappropriately as follows: *Meanwhile, there are two ways to absorb the VOCs.* The signals *in addition, also* and *furthermore* were overused by the same student. Occasionally the rhetorical function of these signals proved a mismatch for the information that followed because they did not add a similar or equal idea. For example, the following consecutive sentences provide the student's first mention of gas chromatography and the research sampling method used in the research:

> *In addition, gas chromatography has been used to detect and analyse VOC compounds. Also, the researchers collected samples by using an active sample method.*

Kaldor and associates (1998) used the term "zero component" to describe information that is omitted when students assume the reader will understand the implied meaning. For example, in discussing the development of social skills, Student C wrote: *According to experts of preschool education, the early stage of children is essential for them to be accepted by society better.* Here, Student C expects the reader to make a conceptual leap and realise that she is referring to social skills development.

Rhetoric-based mapping: Vocabulary choice.

Lexical bundles as well as collocation and colligation use improved, but markers continued to incorrectly label or overlook errors. The extent of the errors is shown in Table 6.21. A sample of formulaic errors is identified in Table 6.22.

Table 6.21

Intratextuality: Identifying Formulaic Sequencing Errors in Task 7

Error Type	Student identification and number of errors		
	A	**B**	**C**
Lexical bundle	2	0	1
Colligation	4	3	2
Collocation	4	3	2

Table 6.22

Intratextuality: Sample Formulaic Sequencing Errors in Task 7

Student	Example	Category	Correction	Explanation
A 80%	The investigation was carried out ... *during* five to seven years.	colligation	The investigation was conducted *over a period of five to seven years.*	Incorrect choice of preposition.
	The purpose was to confirm *that* the main layer has absorbed *the whole compounds completely.*	lexical bundle	The purpose was to confirm *whether* the main layer had *completely absorbed all of the compounds.*	Wrong choice of conjunctive subordinate (*that; whether*). The adverb has been incorrectly placed causing an error in a formulaic sequence common in biochemisty.
	There is a need for a focused and *well harmonised* leadership.	collocation	There is a need for focused and *well-coordinated* leadership.	May have confused the phrase *harmonious relationships*.

Table 6.22

Intratextuality: Sample Formulaic Sequencing Errors in Task 7

Student	Example	Category	Correction	Explanation
B **79 %**	...reaching people *outside health responsibility* is *a step forward towards* HIV prevention.	collocation colligation	...reaching people *who fail to take responsibility for their own health*, is an important step *towards* HIV prevention.	Use of the preposition *outside* initiates a phrase that does not collocate. Combining similar prepositions *forward* and *towards* is a colligation error.
	…much effort is needed *towards execution of* the preventative programs.	colligation collocation	...much effort is needed *to implement* the preventative programs.	Incorrect preposition used. The verb *execute* is more commonly used in collocations relating to death, duty or orders.
	Also a *combination of effort* is required in order to...	collocation	Also a *combined effort* is required to...	The phrase *combination of* must be followed by two or more concrete nouns, rather than an abstract noun such as *effort.*
C **89%**	...experiences *of* early childhood are very important.	colligation	...experiences *during* early childhood….	Incorrect choice of preposition.
	...people *well coupled with the social regulations harmoniously.*	lexical bundle	...people *who are familiar with social norms* that *regulate and maintain group harmony*.	The word *regulations* does not collocate with *social* in this context. In sociology these are referred to as *norms* and *mores.* The phrase *well coupled* does not collocate. A formulaic sequence is needed to describe the function of social norms.
	It is also crucial for teachers to identify *children's incorrect trends* and *assist them in correcting them.*	collocation	It is also important for teachers to identify *behaviour that does not conform to expected norms and to assist students to correct this behaviour.*	The noun *trends* does not collocate with the adjective *incorrect.* The double use of the pronoun *them* is confusing.

Further rhetoric-based mapping were identified as follows:

Taxonomic confusion.

Student A wrote: These compounds are *grouped for many classes* according to chemical classification. [Suggested correction: These compounds *can be classified into a number of chemical groups.*]

Under and over specification.

Student A wrote: The ethanol concentration was a *little bit high by about 42%.* [Suggested correction: *At 42%,* the ethanol concentration was *slightly higher than expected.*]

Student B wrote:

Good leadership is *very* critical*;* the high prevalence of the disease *needs complete attention.* [Suggested correction: Good leadership is critical*;* the high prevalence of the disease *requires significant* attention. The word critical already means *very important.*]

Register and style

Student A wrote:

The investigation *was done in two workshops.* The investigators *attempted to figure out* some of the factors that... [Suggested corrections: The investigation *was conducted* at two *indoor art studios.* The *aim of the* investigators was to *identify* some of the factors that...]

Student B wrote:

That is why it is very *hard to get past* the epidemic. [Suggested correction: *This explains why* it is very *difficult to manage* the *HIV* epidemic.]

Another strategy in prevention of the disease *is dealing with sex in the right way.* [Suggested correction: Another strategy in prevention of the disease is *to use protection during sexual intercourse.*]

Educating youth *freely about sex* is another intervention strategy. This is because *the bright future* will depend on the behaviour of the youth. [Suggested corrections: Educating youth *about the dangers of open sexuality* is another intervention strategy that can alert young people to the need for safe sexual behaviour and *promote future health.*]

Student C wrote:

Good social skills are important so that people can *get along with other people.* Otherwise children may *do wrong things* in the future. The *authors made a survey about the relationships.* [Suggested corrections: Good social skills are important to ensure that people can *relate to/communicate with others. Poor social skills could cause* children to *transgress/misbehave* in the future. The authors *conducted a survey to explore how social and emotional skills affect behaviour as well as relationships with others.*]

EAPP Teacher Marking and Comments

In grading this task, all the three markers focused on paraphrasing skills as well as the accurate reporting and organisation of ideas. Succinctness was also stressed. Grammar errors were coded and some marginal notes were included to indicate when meaning was understood, but poorly paraphrased.

Teacher A:

All ideas are relevant – you obviously understood the subject matter. This is a well-organised summary with good paragraph structure supported by clear explanations and suitable examples. You need to use transitions more effectively

grammar and sentence structure errors rarely interfere with meaning. Good mastery of vocabulary but occasional word choice errors are made. Be careful to ensure that you accurately quote the author; however, your quotes are nicely integrated.

Teacher B:

Relevant content that is clearly explained. Paragraphing is mostly well handled. You have an excellent cache of vocabulary. However, some areas of grammar need work and punctuation is a problem. Take care with subject verb agreement. If you need further explanation of this see me. All aspects of referencing was well managed.

Teacher C:

Overall content is well-handled. Organisation is not always clear but is generally of a good standard. Some transition signals are missing and you have made occasional errors in sentence structure and grammar. Minor errors made in bibliographical information and some quotations are too similar to the original text.

Summary of Writing Tasks for EAPP Module 1.

As the circumtextual framing analysis shows, three writing components in Module 1 were not graded; however, they were marked and students were given comprehensive feedback on their writing needs. The second essay contributed 30% towards the students' final writing assessment. The second paragraph exercise was weighted at 10% and the Research Portfolio summary accounted for 20% of the final mark. A writing exam in Week 9 contributed 40% to the final mark, but this was not made available for analysis.

To identify if any other essential areas of writing need to be addressed in order to provide a viable, eclectic writing program that includes discipline-specific tasks and genres, writing samples were analysed. It was found that most difficulties students experienced were linked to mastering rhetoric-based vocabulary items. Individual academic words were often used correctly, but formulaic sequencing proved problematic, particularly when students were required to paraphrase. Such formulaic sequencing was not identified or taught in the EAPP program. It was also incorrectly coded by teacher-markers and the problem persisted throughout the 10-week module.

The inclusion of scaffolding techniques, guiding frameworks and analysis of genre types in the program alerted students to style features as well as the expected linear structure and connectivity of text. Results from student texts indicate few errors were made in these areas of writing. Transitions signals were variously ranked by Cohort A as one of the easiest writing skills (Tables 5.13, 5.14), by EAPP teachers as a mid-range skill (Table 5.23) and by faculty staff as one of the most difficult skills (Table 5.24). Writing samples showed that over the ten weeks of Module 1, the students showed a marked improvement in the number of appropriate and varied transitions they used to link their ideas within and across paragraphs.

Paragraph structure also featured strongly in Module 1 of the program and improvements were evident in paragraphing over the ten weeks of the program. Students were gradually introduced to the multi-generic nature of academic writing as well as citing and referencing skills.

The practice and constant feedback provided by EAPP teachers was intended to improve the possibility for learning transfer into student faculty work.

Chapter 7 reports the findings from the analyses of the Module 2 EAPP writing samples.

CHAPTER SEVEN

ANALYSIS OF MODULE TWO WRITING SAMPLES

Introduction

In the first week of Module 2, Cohort B entered the EAPP program and the corpus of stratified random samples was increased to seven.

As in Chapter 6, writing samples were analysed to identify any other essential areas of writing that need to be addressed in order to provide a viable, eclectic writing program that includes discipline-specific tasks and genres. Such an analysis also reveals any anomalies in EAPP students, EAPP teachers and Faculty staff questionnaire responses.

The same framing analysis method was used to analyse six set writing tasks. However, only errors that interfered with meaning were recorded and as mentioned earlier, grammar errors did not form part of this investigation.

In Week 1 of module 2, the genre focus changed to argumentative writing. For both cohorts the first writing challenge was to read authentic texts critically in order to identify underlying points of view and to uncover any bias in the articles provided. As this was the first assignment for Cohort B, the essay was marked but not graded. Rather, it was seen as a pre-test to judge the needs of the new intake.

Also in Week 1 of Module 2, special attention was given to argumentative genre structure. Students were introduced to three rhetorical strategies: concessive argument, balanced argument and oppositional argument. Discussion centred on the question of which type of modern technology would be "appropriate" for use in developing countries.

The concept of hedging and reasons for using it when writing academic texts was introduced and information on the use of modal verbs and adverbs for hedging was provided. Writing thesis statements was revised.

Task 1: Argumentative Essay

Circumtextual and extratextual framing analysis.

Table 7.1 outlines the scaffolding provided to stimulate thinking, to support the development of an English academic writing style and to provide content information for the task.

Table 7.1

Circumtextual and Extratextual Framing Analysis of EAPP Task 1

	Circumtextual	**Prompt**	**Extratextual Framing**
Task 1 Module 2 Week 1	Argumentative essay (750 words) Marked using coding, but not graded.	*The best path for developing countries to take is to build on their own traditions and utilise appropriate technology, rather than adopting more modern ideas, values and technologies.* *Choose a rhetorical strategy: concessive, balanced or oppositional.* This represents a text-reading based prompt which requires students to follow instructions in order to interpret and paraphrase the information from four articles and to support their own opinions.	Several Course Book readings highlighting both positive and negative aspects of modernisation. Lessons guiding students to classify supporting and opposing points of view and examples. A lesson on how to choose a rhetorical strategy. Graphic organisers to guide the thinking process and to organise ideas. Partner and group work discussing bias and points of view. Support activities to develop a thesis statement and topic sentences from an academic writing text book (Oshima & Hogue, 2006). A related debate topic and speaking task A lesson on functional text analysis.

Note: This framing of tasks is informed by a model proposed in *Framing Student Literacy: Crosscultural aspects of communication skills in Australian universities* by S. Kaldor, and associates (p. 5). Copyright (1998) held by UWAThe prompt is italicized.

Intertextual framing analysis.

Students were provided with four articles, the text book set for the EAPP program and a DVD viewing to use as references. They were expected to use at least three of these sources to inform their argument. Five students were able to

synthesise information from at least three sources. However, Student G listed all references, but used only two of them. Student F used and listed only one reference. Student C added an extra article to the reference list, but failed to cite it in-text. Only two students failed to use accurate in-text citation. Student C included the title of the text book in the body of her essay. Student B quoted inaccurately throughout the essay and inaccurately recorded references that were used. Two other students from the 10-week cohort made errors with the referencing format. Errors included the omission of publication date and/or page numbers; spelling errors; ordering of information, and punctuation.

Intratextual framing analysis.

Macrostucture: Genre expectations.

All students provided a general introduction that outlined both points of view. Student E, however, failed to include a thesis statement. Four students chose to organise their essays using block design by introducing all points for the oppositional point of view in one paragraph and then refuting each point in a second paragraph. The other three students chose to use point-by-point organisation by developing aspects of each argument in separate paragraphs and directly refuting each aspect within the same paragraph. Four students chose an oppositional stance, two students chose to be concessive and Student E chose to develop a balanced argument with no clear conclusions. This could explain her failure to provide a thesis statement. All students used topic sentences to clarify the focus of each paragraph.

Content analysis: Signalling and linking across paragraphs.

Extratextual scaffolding assisted students to cluster ideas logically. Rather than using transition statements and signposting, all students relied on topic sentences that were preceded by a general statement. Two students used a rhetorical question, rather than a topic sentence, to introduce one of their paragraphs.

Intersentential analysis from rhetoric-based mapping.

In this essay, the 10-week cohort used notably fewer, and less effective, connectors than the 20-week group. The 20-week cohort correctly used connectors such as: *Moreover; Consequently; Furthermore; Some argue… Others disagree; However; Compared to; whereas; On the other hand; For example; Nevertheless; This argument fails to; Although; The first argument; For instance; In fact; Despite; According to, and In conclusion.* Errors made by the 20-week cohort in selecting suitable connectors were mainly because of inappropriate register.

The 10-week cohort correctly used the following connectors: *In other words; Another controversial point; Although; However; For example; Consequently; and In addition.* Errors made by this group were mainly inappropriate register such as: *By this way; nowadays; Take people's daily lives; Apparently; First of all;* and, *Last of all*.

Rhetoric-based mapping: Vocabulary choice.

Table 7.2 represents the number of errors made in constructing formulaic sequences such as lexical bundles, collocations and colligations in Task 1.

Table 7.2

Formulaic Sequencing: Frequency of Errors in Task 1

Error Type	Student Identification and Number of Errors						
	A	**B**	**C**	**D**	**E**	**F**	**G**
Lexical bundle	6	3	4	3	2	3	2
Colligation	4	0	3	4	4	3	1
Collocation	3	1	10	5	3	7	5

Although, for the purpose of this research, all of the formulaic sequencing errors made by the cohort were analysed, corrected and explained, the volume of data was considerable. Therefore, only a random sample of three formulaic sequencing errors from each of the students is shown in Table 7.3 and in subsequent tables that feature formulaic sequencing. As can be seen from the table, students experienced the most difficulty in forming collocations.

Table 7.3

Formulaic Sequencing: Samples of Errors in Task 1, Module 2

Student	Example	Category	Correction	Explanation
A	*...to fight some viruses* spreading *around in* the villages.	lexical bundle and colligation	*...to prevent viruses* from spreading *within* and *between* villages.	Incorrect choice of verb and choice of preposition
	...some of them *struggle from their land.*	lexical bundle	...some of them struggle *to make a living* from the land.	An incomplete formulaic phrase.
	...facilities *to contact with* friends and relatives.	colligation	...facilities *that allow people to contact friends and relations*.	A possible confusion with the collocation *to make contact with.*
B	This argument fails to *put into account...*	colligation	This argument fails to *take into* account...	The preposition is correct, but the verb does not colligate in this context.
	...individuals can be influential in society if they *are able to make decisions by speaking what are their thoughts*.	lexical bundle	Individuals can *influence communal decisions if they are given the opportunity to express their views.*	The formulaic expression should be ...by *speaking their minds*. This collocation is used in everyday speech and is therefore considered non-academic.
	The consequences of modern education are very impressive.	collocation	Modern education produces impressive results.	The noun *results* rather than the noun *consequences* is more likely used as a collocation for *modern education.*
C	*...the life standard* of developing countries' people.	collocation	...the standard of living within developing countries.	The adjective *life* does not collocate with the noun *standard*. The common collocation is *standard of living.*
	Take communication *for another instance.*	lexical bundle	*Another example of this* is *how* communication *has changed.*	Has confused the collocations *another instance of this is* and, *for example.*
	It will also *cause a burden of* the environment	collocation and colligation	It will *be detrimental to* the environment.	The collocations *be a burden* and *be the cause of* have been confused. A substitute clause *be detrimental to* is suggested.
D	*Under the eyes of* the anthropologist...*life in Ladakh is excellent.*	lexical bundle colligation	The anthropologist... views *Ladakhi village life as ideal*.	The phrase *under the eyes* refers to a part of the face rather than the act of viewing. The writer may have been confused with the phrase, *Ïn the eyes of* ... which could be expressed more academically.
	By this way, *technologies* help people...	colligation	*In this way*, technology...	Incorrect choice of preposition.

Table 7.3

Formulaic Sequencing: Samples of Errors in Task 1, Module 2

Student	Example	Category	Correction	Explanation
D	...immersed in *an environment without pollution.*	collocation	*pollution-free* environment	A collocation consisting of a higher lexis would improve the sentence.
E	...and this affects social relations *energetically and profoundly.*	collocation	...and this has *a powerful and disturbing effect* on social relationships.	The writer has chosen inappropriate words for synonym substitution.
	The great demand of fish...	colligation	The great *demand for* fish...	Incorrect choice of preposition.
	...keeping traditional ways of living is more beneficial than *widely using high technologies* for people in developing countries.	lexical bundle	*Conserving their* traditional *lifestyles* is more beneficial for people in developing countries *than introducing advanced technology.*	The clause *conserving traditional lifestyles* is a common formulaic sequence. The sentence needs restructuring to foreground the main point and explain it more clearly.
F	It will *form a vicious circulation.*	collocation	It will form *a causal chain that repeats itself.*	The writer has confused the non-academic collocations *a vicious cycle* and *a vicious circle.*
	...it adds extra work *to* not only parents, but also grandparents.	colligation	It adds extra work *for* not only parents, but also grandparents.	Inappropriate choice of preposition.
	They say that as *people go to the workforce* they need to gain some professional knowledge.	lexical bundle	*It is generally understood that before entering the workforce prospective employees* need to gain professional knowledge.	The collocation *they say that* is non-academic. The verb *go to* has been substituted in the common phrase *enter the workforce.*
G	...male farmers *have transformed into immigrant workers.*	collocation and lexical bundle	Male *villagers have deserted farms to seek employment in the city.*	The phrasal verb *transformed into* does not collocate with *immigrant workers* and suggests a mechanical process is involved.
	...without *concern about* its own traditions.	colligation	...without *concern for* its own traditions.	Inappropriate choice of preposition.
	Human contacts are gradually replaced by the *contacts with technological appliances.*	collocation	Technological *communication devices* are gradually *replacing personal contact between humans.*	If active voice is used, the sentence is clearer and the collocations are easier to construct and understand.

Rhetoric-based mapping revealed further vocabulary errors as shown below.

Register and style.

Student A wrote:

Even though using animal waste is considered sustainable, *that cause plenty of health effects*. [Correction: ...the practice is known to cause many health problems.]

Error: ...agricultural activities are mainly *powered by* human labour *which is intensive and tiresome*. [Correction: The intensive labour required for agricultural activities is tiring.]

Student C wrote:

It may shock the *pure and honest people*. [Correction: Traditional villagers may be confused by the changes,]

Student F wrote:
By sharing love and happiness they can get high levels of self-esteem.
[Correction: *Close relationships and acceptance by others foster high self-esteem*.]

Error: ...people who *are armed with high levels of* basic life skills...
[Correction: People who *possess many* basic *life-skills*.]

Error: ...cars release CO2 which is the *culprit* of global warming.
[Correction: ...which is *one of the main causes* of global warming.]

Student G wrote:

Error: ...how to *find out* an appropriate *way* to develop their countries.
[Correction: ...how to *identify* appropriate *strategies* to develop their countries.]

Under/over specification.

Student B wrote:

Error: ...the adoption of modern *ideas* and values *have profound benefits to the developing countries*. [Correction: ...the adoption of *modern ideals and values* can *provide developing countries with substantial benefits.*]

Student F wrote:

Error: ...fishery is *the pillary industry* in *some* coastal towns. [Correction: Fishing is *the main* industry *in many coastal* towns.]

EAPP Teacher Marking

As explained in Chapter 6, three teachers were allocated to mark—using a matrix—an equal number of essays from the entire twenty-week intake of students. Some moderation and comparisons of the grades awarded by each teacher were

performed. However, because the students were chosen using random sampling, this is not reflected in the marked essays. For example, four of the sample essays were marked by Teacher A, two were marked by Teacher B and only one was marked by Teacher C.

All teachers commented on macrostructure and text organisation by identifying positive and negative points regarding organisational patterns. They particularly focussed on how effectively students had developed and connected concepts, whether they had raised interesting and/or original points and if more support was needed to justify the claims they had made. All of the markers coded grammar errors. Marker B and Marker C also provided some explanations to assist students to self-correct their grammar. Marker A explained the purpose and importance of synthesising information, while Marker B commented on the choice, accuracy and correct citation of direct quotes. In particular, logical links were monitored by the markers.

Task 2: Globalisation Essay

Although Weeks 2 and 3 did not include a writing component, a further lesson on academic genres was included as a review for Cohort A and as an introduction for Cohort B. This allowed EAPP teachers to address any misconstructions identified in the Task 1 argumentative essays.

Circumtextual and extratextual framing analysis.

In Weeks 4 and 5, students read about the effects of globalisation to prepare for writing another argumentative essay. As preparation for Task 2, students identified and discussed the structure and language features within multi-generic texts. They were also introduced to research that focused on how culture can influence styles of writing and presenting ideas. A further support for writing in this unit was the inclusion of various ways to construct concept maps, which students then used to organise ideas for the writing task.

Table 7.4 outlines the scaffolding used to assist students to comprehend the content and revise the requirements of this task type.

Table 7.4

Circumtextual and Extratextual Framing Analysis of EAPP, Task 2

	Circumtextual	**Prompt**	**Extratextual Framing**
Task 2 Module 2 **Week 4 and Week 5**	Globalisation essay (500 – 750 words) An open-book task, the topic of which was given at the lesson. The task was marked and graded. One hour of planning and writing a first draft. One hour of editing and rewriting.	Preparation for the task *You will be given a quote. Use this quote to write an argumentative essay. The quote will target **one** of the following: the economic, cultural or environmental effects of globalisation. You should present either positive effects <u>or</u> negative effects but <u>not</u> both. In other words, you should take one side in the globalisation debate and support your position with paraphrasing and quoting from the articles in this unit and other materials provided.* This represents a text-reading based prompt which requires students to follow instructions in order to interpret and paraphrase the information from four articles and to support their own opinions.	Several Course Book readings highlighting both positive and negative aspects of globalisation as it applies to the economy, culture and environment. A lesson involving task analysis, brainstorming ideas, revision of planning techniques Several concept scaffolds to assist with analysing and comparing information from the articles. A debate related to the topic. A lesson on understanding differing points of view A lesson on how to support a position A lesson on using secondary resources, in-text referencing and quoting. Activities to develop suitable transition signals for expressing an argument from an academic writing text book (Oshima & Hogue, 2006).

Note: This framing of tasks is informed by a model proposed in *Framing Student Literacy: Crosscultural aspects of communication skills in Australian universities* by S. Kaldor, and associates (p. 5). Copyright (1998) held by UWA. The prompt is italicized.

To meet future faculty demands, the task was set as an open-book essay written in class under timed circumstances. The essay prompt for this task provided no circumtextual frame and was quite ambiguous in its wording. Students were guided solely by the statement: *The success of globalisation depends on environmental degradation.* The expectation was for students to develop a stance and to argue a point of view by organising their ideas logically and supporting any claims made using evidence taken from a variety of academic readings.

Intertextual framing analysis.

For this task, students could refer to several readings from their Module 2 Course Book and Chapters from the set text book, *Global Issues* (Seitz, 2008). They were directed to refer to at least three references.

The 20-week cohort, Students A, B and C, cited three references correctly within their essays. Student A provided an appropriate quote and cited it correctly;

however, she listed only two references in her reference list. Student B included a quotation which was cited correctly, but was not accurately transcribed. Of the 10-week cohort, Student D cited four authors in the text, but listed only three. Students E, F and G referred to only two articles in-text and were careless in formatting their reference lists.

Intratextual framing analysis

Macrostructure: Genre expectations.

Student A's introduction was unclear which made it difficult to identify how the topic sentences in each paragraph related to her argument. Others who experienced similar difficulties were Students C, D, and E, all of whom failed to connect paragraphs to their thesis statements using clear topic sentences. Student C's thesis statement included a double negative which made the sentence difficult to comprehend. Although student F provided a clear thesis statement and links across ideas, his essay was not organised into paragraphs making it challenging to identify the overall structure of his argument.

Content analysis: Signalling and linking across paragraphs.

All students used well-chosen, direct quotes to support some of their arguments. However, the content in Student A's essay was very superficial and some of her claims were unsupported. Student D also failed to provide support for all of her claims and Student C failed to provide a necessary definition for one of the technical terms used in her essay.

Rhetoric-based mapping: Intersentential analysis.

Increased accuracy in the use of transitions and signalling words, noted in all seven student essays, assisted the students to produce coherent texts. Despite this, Student A made some conceptual leaps which were caused by the omission of relevant information as shown below:

Student A wrote:

> *These dire consequences* of forest loss lead to *the weakened ability to absorb CO2 around the world.* [Reason: zero component. By starting the sentence with the demonstrative pronoun 'these' the writer is referring to non-existent previous information and the following sentences do not explain or justify this claim.]

It is not the only aspect of environmental degradation. [Reason: Ellipsis – the writer needs to add *associated with globalisation* to make connection to globalisation clear.]

Air pollution *is another area* which negatively affects the livelihoods of billions. [Reason: lexical cohesion – the writer hasn't provided any previous information regarding the effects of globalisation on livelihoods.]

Less developed countries *are now facing severe air pollution* problems *as they start* their process of industrialisation *and the expansion of population.* [Reason: No previous information on population expansion given and the use of the clause *are now facing* opposes the clause *as they start* ...]

Error: ...genetically modified seeds have led to a loss of biodiversity because farmers *tend to grow productive seeds only*. [Correction: ...genetically modified seeds have led to a loss of biodiversity because farmers *grow fewer crop varieties and this reduces the range of cultivars*. Reason: The collocation '*productive seeds*' needs further explanation.]

These *phenomenon has been reflected vividly in* various aspects*; for example... [Correction: Various aspects of environmental degradation are observable in... Reason: The relative pronoun *these* does not relate to any previous information. It should also be used with a plural noun. The word *phenomenon* is singular.]

Rhetoric-based mapping: Vocabulary choice.

Table 7.5 represents the number of errors made in constructing formulaic sequences such as lexical bundles, collocations and colligations in Task 2.

Table 7.5

Formulaic Sequencing: Frequency of Errors in Task 2

Error Type	Student Identification and Number of Errors						
	A	**B**	**C**	**D**	**E**	**F**	**G**
Lexical bundle	2	1	2	2	2	3	2
Colligation	1	1	2	4	1	1	2
Collocation	6	4	7	5	6	8	7

Three random samples of each type of formulaic sequencing error from each student's Globalisation essay are shown in Table 7.6. The open-book nature of this task, may account for some improvement in forming lexical bundles and collocations, compared to the results shown in Table 7.2.

Table 7.6

Formulaic Sequencing: Samples of Errors in Task 2, Module 2

Student	Example	Category	Correction	Explanation
A **73%**	*Is globalisation a* positive phenomenon *to environment...?*	collocation colligation	*Can globalisation be viewed as* a positive phenomenon, *or is it responsible for environmental degradation*?	The writer is attempting to provide a contrast by asking a rhetorical question. The contrast is not clear. The preposition *to* does not colligate with phenomenon.
	...workers *accept little wages.*	collocation	...workers accept *meagre* [or *inadequate*] wages	*Little* is used to describe something that is *small in physical size*; therefore, it does not collocate with wages.
	Opponents *see that sweatshops and damaged land does not come with human rights.*	Lexical bundle	Opponents of free trade *view the existence of sweatshops as a breach* of human rights.	The lexical sequence *breach of human rights* is more readily associated with sweatshops rather than damaged land. The two should be discussed separately.
B **88%**	Although *it may be viewed that* industrialisation *is* a major step *to* development...	collocation colligation	Although *it may be argued that* industrialisation *offers a major step towards* e*conomic* development...	The verb *argued* is more appropriate because it indicates the writer's view. The preposition *towards* colligates with *economic development.* The collocation *economic development* is more informative.
	The WTO are trying to ban the restrictions on industries *producing products through* environmentally damaging methods.	colligation collocation	The WTO are trying to ban the restrictions on industries *that produce goods using* environmentally damaging methods.	The colligation *producing products through* is more clearly expressed by adding the demonstrative pronoun *that* and changing the collocation to that *produce goods using.*
	...are eager to produce *significant amounts of product* despite air pollution.	lexical bundle	...are eager to produce *a wide range and significant number of products* despite *the possibility of* air pollution.	The phrase *significant amounts of* collocates, but not with the noun *product* because *amount* is used only for singular items that cannot be measured. *Number of* has been substituted - it is used before singular and plural items that can be measured. Hedging is advised.
C **85%**	...the environment has been polluted *in the world wide scope* partly because...	collocation	...the environment has been polluted *on a world- wide scale* partly because...	The writer appears to have confused the phrases *wide in scope* and *on a world-wide scale*.

Note: Writing samples are now graded and a percentage mark is included in the first column.

Table 7.6

Formulaic Sequencing: Samples of Errors in Task 2, Module 2

Student	Example	Category	Correction	Explanation
C **85%**	With *the social development* around *the whole world*, globalisation *tends to be a trend.*	collocation lexical bundle	With *improvements to world-wide communication*, the *rate of globalisation has increased.*	Here, the focus is on faster and improved methods of communication. Therefore, the collocations *social development* and the clause, *tends to be a trend,* are incorrect. The word *world-wide* is more academic than the sequence *around the whole world.*
	...if one country *is rich of* oil and natural gas.	colligation	...if one country is rich in oil and natural gas.	Incorrect preposition choice.
D **85%**	...the current economy depends *of* the natural resources...	colligation	...the current economy depends *on* natural resources...	Incorrect choice of preposition.
	...and *the amount and way of exploitation is going to depend of* monetary resources and policies...	collocation colligation	...and *the extent and means of exploitation* will be *controlled by the country's* policies and monetary resources.	The word *extent* refers to the scale or size of something; the word *amount* refers to quantity. The word *way* doesn't collocate with the noun *exploitation*. The preposition *of* does not colligate in the clause *is going to depend of.*
	...something that is happening on one side of the world *can bring repercussions* on the other side of the world.	collocation	...can *have repercussions...*	The incorrect verb has been used in the collocation; *bring* means movement towards, while *have* means has been affected by.
E **78%**	Globalisation has become *a trend that can hardly be stopped* all over the world.	lexical bundle	Globalisation has become *a pervasive world-wide movement that is difficult to contain.*	The *clause has become a trend* is a common sequence which is not suitable in this context. The clause *that can hardly be stopped* is non-academic. The word *world-wide* is more academic than the sequence *all over the world.*
	...they could hardly make friends with people in other places because of limited communication.	collocation colligation	...limited means of communication *made it difficult to contact people from other regions.*	The cause and effect relationship is unclear because the effect is mentioned first and the clause *could hardly make friends* does not collocate. A higher lexis could be used to replace *people in other places*. Also, the preposition should be *people from other places*.

Note: Writing samples are now graded and a percentage mark is included in the first column.

Table 7.6

Formulaic Sequencing: Samples of Errors in Task 2, Module 2

Student	Example	Category	Correction	Explanation
E 78%	...an increasing number of people *who get ideas and thoughts* contribute to the success of globalisation.	collocation	...*ideas* from an increasing number of *innovative people* contribute to the success of globalisation.	The verb *get* collocates with *ideas*, but not *thoughts*. A higher lexis is needed.
F 87%	Some companies *overuse the natural materials* so that the pursuit of *high levels of wealth* poses a threat to wildlife.	lexical bundle	Some companies *exploit natural resources* in pursuit of wealth and this poses a threat to wildlife. For example...	The common formulaic sequence is *exploit natural resources*. The phrase *high levels of* does not collocate with *wealth*. A link needs to follow to explain the phrase a threat to wildlife.
	Some companies *overuse the natural materials* so that the pursuit of *high levels of wealth* poses a threat to wildlife.	lexical bundle	Some companies *exploit natural resources* in pursuit of wealth and this poses a threat to wildlife. For example...	The common formulaic sequence is *exploit natural resources*. The phrase *high levels of* does not collocate with *wealth*. A link needs to follow to explain the phrase a threat to wildlife.
	...they *breathed* air *which involves toxic gas*.	collocation lexical bundle	...they *inhaled* air *contaminated with toxic substances.*	The collocation should be *inhaled air* because breathing involves both inhaling and exhaling. The formulaic sequence which follows should be an adjective clause or phrase.
G 87%	...one of the main *reasons of* deforestation is poverty.	colligation	...one of the main *causes of* deforestation is poverty.	The writer has confused *reasons for* and *causes of*.
	Globalisation has *brought with it* industrialisation *around the world.*	lexical bundle colligation	Industrialisation *across* the world *has increased as a result of* globalisation.	The formulaic sequence *brought with it* does not reflect the causal factor intended. The preposition *around* is incorrect.
	Globalisation increases *the transition of polluted industries* from developed to developing countries.	collocation	Globalisation *has led to an increase in the relocation* of *polluting industries* from developed to developing countries.	The *increase* is not an act of globalisation, but a result of it; therefore, the collocation *has led to* has been added. The industries are not *transitioning* but *relocating* and the adjective *polluted* does not collocate with the noun *industries*.

Note: Writing samples are now graded and a percentage mark is included in the first column.

Rhetoric-based mapping also revealed further vocabulary difficulties experienced by some students.

Register and style.

Error: *Business men run away from* the environment policy. [Correction: *Many international companies ignore* environmental policies. Reason: Gender neutral language needed; unnecessary use of a phrasal verb; phrasal verb run away from register is too informal.]

Error: …*set up restrict laws to protect the environment*. [Correction: ...establish laws that can restrict companies from causing environmental damage. Reason: phrasal verb *set up* is non-academic, non-adjectival form *restrict* used.]

Error: ...many companies are moving their facilities to developing countries in order to *get rid of complying with* strict environmental laws. [Correction: ...*to avoid* strict environmental laws…].

Error: ...many people become ill or dying *for the simple reason* that... [Correction: ...many people become *ill or die because*...].

Error: …are not willing to join hands to… [Correction: …are not willing to cooperate to…].

Over-specification.

Three instances of hyperbole and over-stating situations were detected within three of the seven essays. These are shown below.

Error: To enable production of *enormous* goods [Reason: over-specification. Correction: …the production of a *large volume* of goods.]

Error: …people are enjoying *various* products and *amazing* movies. [Reason: incorrect word form and over-specification. Correction: …are enjoying *a greater variety* of products and *entertaining* movies.]

Error: …globalisation is *an inevitable and irresistible trend* in today's world. [Reason: over-specification. Correction: Globalisation and *the profits it generates, makes it a tempting proposition* …].

Incorrect classification or word form.

Error: …*natural resources*; for example, mining forestry and fishing. [Reason: incorrect classification. Correction: *commercial activities*, such as mining forestry and fishing.]

Error: …terming it as a foreign trade. [Reason: classification and incorrect word form. Correction: …*identifying* it as foreign trade].

With the *common* language people can understand … [Reason: ambiguous classification. Correction: People with a *language in common* can understand…].

Error: …an increased *portion* of environmental activities… [Reason: classification. Correction: …an increased *number* of activities *that negatively affect the environment*…].

Error: In the *regulatory* of a global organisation… [Reason: incorrect word form. Correction: In the *regulations* of …]. These people *destructed* forest. [Reason: incorrect word form. Correction: These people *destroyed* forests.]

EAPP Teacher Marking

Three teachers were assigned to mark this open-book, timed writing task which required students to refer to at least three of the texts and articles allotted two weeks prior to the test. In marking the students' writing, all three markers focussed strongly on whether ideas from different reference sources linked cohesively and coherently, as well as how accurately students had used in-text citations, quotations and end-of-text referencing.

Markers A and B provided brief comments that pertained mostly to these features and although grammatical accuracy featured in their marking, it was not assessed as strictly as it had been in the past. Marker C, however, in addition to the focal points mentioned above, provided copious notes on content accuracy, organisation, rhetorical features and grammar.

Tasks 3 and 4: Summary and Critical Review

A further task in Weeks 4 and 5 was for Cohort A to write their first Research Portfolio academic summary and for Cohort B to write their third summary. The two tasks were combined because both a summary and a critique are essential components of a critical review.

Circumtextual and extratextual framing analysis.

Scaffolding for Task 3 included a lecture that provided an introduction to summary writing for Cohort B and a revision for Cohort A. Course Book instructions were presented in a tutorial and examples of summaries, embedded in critical reviews, were provided. Table 7.7 outlines the prompt and scaffolding provided for the critical review.

Table 7.7

Circumtextual and Extratextual Framing Analysis of Tasks 3 and 4

	Circumtextual	**Prompt**	**Extratextual Framing**
Task 4 Week 7	Critical review which includes the summary of an article that had been marked and corrected. (500 – 750 words)	*The goal of this [Research Portfolio] entry is to enable you to develop the ability to critically analyse the texts you are using. This is an essential skill at university, which you will need in a variety of situations.* This represents a reading based prompt based on a self-chosen text from the student's field of study. It requires students to follow instructions in order to summarise and critically analyse, judge and support or oppose ideas from the text. No intertextuality was required for the task, but quotations and citations were expected.	A revision lecture and lesson on writing summaries A lecture and follow-up lesson on how to write a critical review. Three workshops on critical thinking using case studies. A DVD showing aspects of critical thinking: making claims and justifying them. A Course Book revision lesson on the review of an article, the structure of a critical review, criteria for critical commentary and the analysis of an exemplar critical review based on a previous article from the Course Book. A lesson on understanding differing points of view A lesson based on an exemplar that uses a research article. A teacher feedback session which enabled students to seek advice following the return of their code - marked summaries. Points of grammar and error were clarified in this session.

Note: This framing of tasks is informed by a model proposed in *Framing Student Literacy: Crosscultural aspects of communication skills in Australian universities* by S. Kaldor, and associates (p. 5). Copyright (1998) held by UWAThe prompt is italicized.

By Week 7, both cohorts were expected to have analysed and summarised three academic articles, one of which was to be chosen for a critical review and submitted as the Task 4 Research Portfolio entry. Students were required to append a main-point summary diagram of the article chosen. The summary of the selected article was code-marked and then corrected during a feedback session. Only the corrected summaries were included as part of the critical review. However, a comparison between the students' original and their corrected summaries demonstrated that students had understood most of the reasons for the coding and were able to correct the errors with minimal individual support.

Intertextual framing analysis.

Three of the students integrated well-chosen quotes to illustrate a major point within their summary or critique. However, one of these students failed to provide

page numbers to locate the quote. A fourth student unnecessarily placed quotation marks around collocations that are considered common phrases within the discipline. All students used in-text citations correctly.

Intratextual framing analysis.

Content analysis: Signalling and linking across paragraphs.

Content categories were well controlled by the students. Sections such as the introductory paragraph, summary of the article, critique of the article and conclusion could be clearly identified. All students provided a transition statement to delineate the summary from the critique and a variety of signalling words and sentence beginnings were used to link ideas across paragraphs. Clearly linked paragraph divisions aided cohesion and coherence on a macro level, but intersentential difficulties affected meaning in two student critical reviews.

Rhetoric-based mapping: Intersentential analysis.

Most student texts demonstrated a clear sequence of ideas using linear theme/rheme patterning and/or suitable transition words and phrases. As shown below, content distribution within paragraphs, however, proved difficult for Student C and Student F.

Student C: This student signalled two important elements together and then attempted to develop both using point-by-point text organisation rather than block form. As a consequence, the student's use of transitions relating to sequence was confusing. Without first establishing a major organising category, the student indiscriminately used a mixture of the following: *first of all, firstly, another important factor, a final area, in the first part, in the second part, secondly, furthermore, in addition and finally.*

Student F: Rhetorical mapping revealed inappropriate content depth and irrelevant information in the introduction section of this student's critical review. The topic of the article chosen by the student for his text analysis was price discrimination in the airline industry; in particular, day-of-the-week purchasing. The student began by defining the major topic and the problem. This was followed by a general statement

about globalisation which, more appropriately, should have been the opening sentence. The final sentence of the introduction began with an inappropriate transition and introduced the following irrelevant information.

> *Hence, in addition to telecommunication companies, price discrimination is practised in other fields.*

The next paragraph began with a repetitive sentence: *Some reports show that price discrimination can be used in the airline industry.* This was followed by further irrelevant information: *Price discrimination can bring significant profit for both the pharmaceutical industry and the fish market.* Rather than providing a suitable thesis statement, the student provided a research hypothesis introduced by an inappropriate transition signal: *According to the above mentioned points, my research hypothesis is that in addition to telecommunication companies, price discrimination can be used in the airline industry as well as the pharmaceutical industry and the fish market.*

After summarising the article cohesively and coherently, the student again experienced difficulty with rhetorical/relational structures within the critical section of the review. The first criticism, which focused on conclusions that the authors had drawn from their statistical analyses, was reasonably well controlled. The second point was correctly signalled with: *Nevertheless* and the student conceded that the authors had controlled for a variety of confounding factors. However, the sentence that followed began with a transition phrase which signalled an explanation or definition would follow: *In other words*, *it can minimise the deviation*. An explanation did not ensue and there had been no previous mention of a *deviation* nor was the term subsequently explained.

Content-based mapping: Incorrect classification.

Student F wrote:

> Price discrimination is *a major branch* of marketing. [Correction: Price discrimination is a *major strategy and marketing tool* used by businesses.]

Student G wrote:

Incorrect: Different *kinds of* factors were checked. [Correction: Different factors *such as [list the factors]* were included in the sample.]

Rhetoric-based mapping.

Use of transitions.

Students correctly used ordinal numbering as well as the following transitions: *one questionable aspect, despite this, furthermore, due to.*

Semantic/rhetorical mismatches in which signals did not match the following content were noted in the following**:** *nevertheless, in other words, in addition, moreover, meanwhile.*

Inappropriate register was noted in the following transitions: *what is more; in addition to that, first of all; second of all; in the second part;*

Vocabulary choice.

Formulaic sequencing errors once again proved difficult for students as is evident in Table 7.8. Samples of each error for the seven students are shown in 7.9.

Table 7.8

Formulaic Sequencing: Frequency of Errors in Tasks 3 and 4

Error Type	Student Identification and Number of Errors						
	A	**B**	**C**	**D**	**E**	**F**	**G**
Lexical bundle	2	9	4	2	2	3	3
Colligation	3	2	2	4	1	3	2
Collocation	4	7	13	11	4	4	4

Comparing previous Tables 7.2 and 7.5 to the Table 7.7, it can be seen that, as the complexity of the writing tasks intensified the number of collocation errors also increased, particularly for Students B, C and D. Student B also experienced greater difficulty forming lexical bundles.

Table 7.9

Formulaic Sequencing: Samples of Errors in Tasks 3 and 4

Student	Example	Category	Correction	Explanation
A **90%**	A *significant number of health implications* associated with *poor indoor quality* and some causes of health issues are unexplained.	collocation	A significant number of *health issues* related to poor indoor *air quality remain unexplained.*	The adjective *health* does not collocate with the noun *implications.* Similarly, the adjective indoor does not collocate with quality unless another noun such as *air* is added.
	The researcher claims that OH concentration indoors *at the afternoon* is ten times less than the outdoor values.	colligation	The researcher claims that OH concentration indoors *in the afternoon* is ten times less than the outdoor values.	The preposition should be *in the afternoon.* The preposition *at* indicates a specific time during the day; whereas *in* is used for an unspecified time during the day.
	...he assumes that the base data in the chemical model *should be observed recently* from the target locations.	lexical bundle	*Freshly gathered base data* from the target locations were used in the chemical model.	The sentence has been rewritten in passive voice to make it more objective. The collocation *freshly gathered base data* is clearer and more succinct.
B **73%**	The *approaches of behaviour prevention* include…	collocation	HIV prevention programs target social and behavioural change using strategies such as:	The adjective *behaviour* does not collocate semantically with the noun *prevention.*
	…curbing its spread *in* the world.	colligation	…curbing its spread *throughout* the world.	The preposition *in* is used to indicate a single location. *Throughout* is used to indicate many places.
	In order *to build on the success* of *reducing the rate* of infected, *it requires a significant amount of finance*.	lexical bundle	A significant *financial commitment* is needed *to continue research that has successfully* reduced the rate of HIV infection.	Although *finance* is a mass noun, the word *money* usually collocates with the phrase *significant amount of.* The clauses *to build on the success of* and *reducing the rate of* collocate but the meaning is unclear.
C **86%**	…there are *numerous attention that must be paid to.*	collocation	…*numerous factors need* attention.	The adjective *numerous* does not collocate with the abstract, non-count noun *attention.*
	Both their mothers and fathers had *accepted education* with *the average time over 16 years.*	collocation	*The average age that the mother and father in each family left school was 16 years.*	The collocation *both their mothers and fathers* suggests that each child had multiple parents. The verb *accepted* does not collocate with the noun *education.* The meaning of *16 years* is unclear.
	…those interested in the *process of children's behaviour cultivation.*	collocation	…those interested in *techniques for managing children's behaviour.*	The nouns *process* and *cultivation* are not appropriate in this context. A common formulaic sequence has been substituted.

Table 7.9

Formulaic Sequencing: Samples of Errors in Tasks 3 and 4

Student	Example	Category	Correction	Explanation
D **93%**	…, agriculture, commercial logging and exotic species plantation.	collocation	…agriculture, commercial logging and the planting of exotic species.	To maintain parallelism, the writer has attempted to nominalise the verb *planting* and to use the collocation *exotic species* as an adjective.
	There is *a lack in* the *repetition field sampling*.	colligation collocation	*With only six stands within each of the four forest fragments*, the field sampling *seems inadequate*.	The preposition *in* does not colligate with the phrase *a lack*. The phrase *a lack of* needs further explanation.
	Furthermore, *due to the importance of these results*, is that it can be used *to guide or study a future management* of native forest.	lexical bundle	Furthermore, *this research is important because* it can be used *as a guide to study the* future management of native forests.	The collocation *this research is important because* has been substituted to more clearly express the intended meaning and to correct the grammar. Likewise, the collocation to *guide or study* has been altered to reflect the intended meaning.
E **85%**	...in order to study parameters varying with time...	collocation	...in order to study *time-varying parameters...*	The adjective *time-varying* is commonly used in the study of control systems.
	...but some realistic factors are not considered; for example, the effects of staff hours and control function.	lexical bundle	...but *it is limited by factors that need consideration*; for example, *it does not predict* the effects of staff hours and *it has no control function*.	The adjective *realistic* does not collocate with the noun *factors* in this context. The example needs further clarification. A lexical bundle has been added.
	Despite of this...	colligation	Despite this...	The writer appears to have confused the collocations *despite this* and *in spite of this.*
F **85%**	The experimental data will be *more closed to the true.*	lexical bundle	The experimental data *will be more valid and reliable.*	The writer has confused the phrase *more close to the truth.* This formulaic sequence is non-academic.
	…controlling the different factors can also reduce random error *in certain extent.*	colligation	…controlling the different factors can also reduce random error *to a certain extent.*	Incorrect choice of preposition.
	Therefore without *the statistical analysis the authors cannot be sure whether* the weekend purchase coefficient estimate falls after controlling for ticket character.	collocation	Therefore, *given that the results of the statistical analyses reveal no significant differences,* the authors cannot *confidently claim that* the weekend purchase price has fallen because of the controlled characteristic.	The phrase the statistical analysis collocates, but needs further explanation. The collocation *cannot be sure whether* is non-academic.

Table 7.9

Formulaic Sequencing: Samples of Errors in Tasks 3 and 4

Student	Example	Category	Correction	Explanation
G 92%	*...websites can increase their credibility through employing the hyperlinks to afford* online news readers *various news contents and perspectives*.	colligation collocation	...The *credibility of websites* can be increased *by inserting hyperlinks so that* online news readers *have access to further news sites* and *different* perspectives.	*Websites* is an inanimate noun; websites cannot act to increase their own credibility; therefore, the passive voice has been used to avoid mentioning an agent. The preposition *through* does not colligate. The sentence has been altered to show cause and effect.
	...which appears to fill *the* gap *of* the study of online media credibility.	colligation	...this appears to fill *a* gap *in* the study of online media credibility.	The statement refers to a general gap, so an indefinite article applies. An incorrect preposition has been used.
	Young people...*they generally evaluate* online news information *more credible* than *the older generation.*	Lexical bundle	Young people *are more likely than older people to judge* online news *as a credible source of information*.	The formulaic sequences have been altered to highlight the point of comparison.

Register and style.

Further rhetoric-based errors in register and style were identified in the students' texts. Examples of these are shown below.

Student A wrote:

This diagram is an enormous effort was done in this research. [Correction: The diagram *provided by the author illustrates the wide scope of his research*.]

Student B wrote:

Error: *...but the disease is still rising; newly infected are a staggering number*. [Correction: …but the disease is still rising *as confirmed by the overwhelming number* of newly infected patients presenting to clinics.]

Error: …*the resources from individuals and Government have been pulled together in order to make treatment accessible at cheaper prizes*. [Correction: Government departments and individuals have combined resources to reduce costs and make treatment more accessible.]

Student C wrote:

Error: …*indicates that a behavioural approach has profound achievements.* [Reason: Emotive language used]

Student E wrote:

In order to *get* more accurate data and *find out* factors that may affect the systems negatively. [Reason: Verb choice. Correction: In order to *acquire* more accurate data and *identify* factors that may affect the systems negatively.]

A number of experts are trying to find out... [Reason: Verb choice. Correction: A number of experts are *attempting to determine*...]

More models should be provided and compared with the final model *to make sure which one is best.* [Correction: More models should be considered and compared with the final model *to ensure that the most effective one has been identified.*]

Error: ...the article is *inspiring and of great value* for those who are investigating models and *they can learn a lot from the article*. [Reason: Hyperbole. Correction: ...the article is *informative* and would be of *interest and value to* those who are investigating models.]

Error: ...which may *enlighten* the profession. [Reason: non-academic verb choice. Correction: ...which may *further inform* the profession]

The author *uses a new way to* create the model. [Correction: The writer has *generated a new method for* creating the model.]

Student F wrote:

When people *mention* the application of price discrimination, *it is easy to think that* it can be used by *monopoly companies* to pursue the maximum revenue from customers. [Correction: According to popular belief, some *monopolist companies* use price discrimination to ensure maximum revenue is attained.]

Student G wrote:

Error: ...to investigate deeply [Reason: emotive. Correction: ...to investigate *comprehensively*.]

Over-signalling.

Concise writing proved difficult for some students as can be seen from the following examples.

Student A wrote:

When the winter comes people tend to… [*In winter*…]

I assume that a large amount of unknown products… [Unnecessary inclusion]

The other factor that should be paid attention to is the location… [*A second important factor*]

In terms of the role of air exchange inside the house… [Correction: *Regarding* air exchange inside the house…].

Student B wrote:

The main issue I am investigating is… I am particularly interested in … [Unnecessary inclusions.]

The question *at hand* is whether it is sustainable. [Unnecessary inclusion.]

Student C wrote:

Error: *...which does not appear to me* to be adequate or appropriate. [Correction: *…which seems neither adequate nor appropriate]*

Student E wrote:

Error: *and I am also interested in it.* [Unnecessary statement] The…model was created in 1991 *by a professor named* Abdel. [Correction: *Abdel (1991) created the…model.]*

Student F wrote:

I am particularly interested in the application of price. [Unnecessary statement]

EAPP Teacher comments

In marking the critical reviews, the teachers had access to: the student-annotated copy of each student's chosen article, the first copy and corrected copy of the student's summary of the article, and the completed critical review.

The critical reviews were coded for grammar errors, but the comments below show that markers focussed strongly on each student's ability to critique content.

Student A marker

I couldn't identify a thesis statement in your introduction, but your summary was excellent. Occasionally it was difficult to tell which criteria you were using to analyse the article. Most language features are well handled – you lose clarity only occasionally. The conclusion was well written.

Student B marker

Your in-text referencing was inaccurate and I couldn't identify a thesis statement. Your summary contained too much detail and was too long for a critical review. Keep referring to the author throughout your summary; otherwise, it will appear as if it is your own opinion. The critique was too brief and much shorter than the summary. It lacked a detailed analysis of the various aspects of the article. Language use is generally good; however, your lack of punctuation results in run-on sentences. Overall you are a competent writer.

Student C marker

The introduction has no thesis statement, but your summary is well articulated and clear. Overall, this is a good analysis of the research. Language features – generally well written with clear links, but some errors in sentence structure, word choice and verb tenses.

Student D marker

Your introduction, summary and critique are excellent with relevant points raised. Language features – mostly well done, but very occasionally a lack of clarity is noted. Your conclusion was a little superficial.

Student E marker

The introduction is reasonably well done; however, avoid making personal statements such as, 'I am interested...' The summary is rather brief but clearly explained. The critique is mostly expressed clearly, but you need to check your grammar errors. Use of reporting verbs and verbs that express opinion are mostly good. Some minor errors noted with spelling, grammar and academic/objective language. Good work.

Student F marker

Some of the ideas presented in the introduction need to be placed in a different order. The summary is good. Some of your supporting sentences need to be expressed more clearly. Some minor grammar errors are noted. A good conclusion!

Student G marker

Your introduction, summary and critique are well-articulated. The language used is of a high level.

Task 5: Research Paper

A research paper, which formed the final and main writing task for the Research Portfolio, was submitted in Week 9 as part of the Research Portfolio. The research paper was to be informed by at least three academic articles that focused on the particular issue, or problem, that each student had chosen to investigate. Students were required to frame their issue as a major research question that could be converted into a hypothesis. They were then expected to analyse the problem in more detail in order to develop subsidiary questions that could stimulate further ideas before commencing to write the paper.

Circumtextual and extratextual framing analysis.

Throughout the both modules of the program, scaffolded tasks for the Research Portfolio were conducted with the aim of delivering gradual support towards the final task of writing the report. This included: developing search terms to identify relevant secondary sources; using inspiration diagrams to assist with summarising, categorising, linking and ordering information; submitting at least three summaries for marking and completing a critical review of one of the summaries. Students were also required to present their research in stages, as verbal assessment tasks, assisted by PowerPoint. The circumtextual support provided to assist students to complete the research paper is outlined in Table 7.10.

Table 7.10

Circumtextual and Extratextual Framing Analysis of EAPP Task 5

	Circumtextual	Prompt	Extratextual Framing
Task 5 Week 19	The Research Paper (1500 words)	*The main task for the course is to write a secondary research paper. The paper should investigate a specific problem in your discipline area. You should not just present general information about your discipline, but should investigate a specific problem and present your own ideas and conclusions based on the research you have done. Your research should involve the use of at least three secondary academic sources including academic journals, book sections and Internet academic articles* This represents a reading-based prompt centred on self-chosen texts that students have summarised. It requires students to synthesise information to complete a secondary research paper.	A lecture on how to structure a secondary research paper. Reference to transformations and signalling devices used in research papers. An exemplar research paper. The outline of a research paper using Inspiration Software A lecture revising aspects of academic writing. Students were encouraged to utilise previous research portfolio writing tasks to inform and contribute to their research report.

Note: This framing of tasks is informed by a model proposed in *Framing Student Literacy: Crosscultural aspects of communication skills in Australian universities* by S. Kaldor, and associates (p. 5). Copyright (1998) held by UWAThe prompt is italicized.

Intertextual framing analysis.

Students A, C, D and G paraphrased and integrated the information from four sources throughout their research papers and made constant references to the

authors. They also chose suitable quotes that were correctly cited. Students A and D provided correct end of text references; however, Students C and G failed to list the authors alphabetically. Student E chose to paraphrase rather than use quotations and some of the ideas expressed were not attributed to the authors. Reference to one of the articles was very brief even though it could have offered more support to the student's claims. Students E and F were both warned about plagiarism when they failed to identify, as quotes, two or three unusually worded, short clauses from the original texts. Student B's research paper showed insufficient referencing and incorrect formatting as well as careless spelling of authors' names.

Intratextual framing analysis.

The implicit intratextual requirements of English academic writing can present a wide range of difficulties for EAL students. However, not all of the intratextual errors made by students interfere with meaning. The following analyses do not report minor errors or grammatical errors; only errors that affect comprehensibility.

Macrostructure: Genre expectations.

Guidelines for the required hierarchical structure of a research paper were followed by all students except for Student F whose introduction consisted of a list of unconnected, confusing facts and he failed to organise ideas from general to specific. His hypothesis was unclear and he failed to refer back to it in his conclusion or to briefly summarise his findings. Student C followed the hierarchical structure but experienced difficulty integrating the same idea from different sources; an idea was repeated and attributed to separate authors, rather than the idea being mentioned once and attributed to both authors.

Content analysis.

Most students communicated concepts logically and clearly. However, although Students C and F followed the expected structure, the content in their reports was expressed inadequately. They omitted relevant information and failed to define, or explain, some specialist vocabulary that could not be determined within the context of their writing.

Signalling and linking across paragraphs.

Minor errors were noted in signalling across paragraphs. Although these were minor, the signals did not fit the context and could cause reader confusion. For example, when introducing an additional point to previous paragraphs, Student A and Student B used "*On the other hand…*" and "*Nevertheless…*" which signal that contrasting or adversative information will follow, rather than further information.

Stating the obvious.

A further distraction for readers occurs when writers include unnecessary or obvious information as shown in the following examples from Student C's report.

Student C wrote:

> One of the most important methods of helping children improve *their social behaviour and personalities* so that they can integrate into society in the future *is to help them improve their social behaviour and personalities*. [Correction: *It is important for children to receive* guidance in accepted ways to interact socially and manage behaviour, so they will more easily integrate into society in the future.]

> The element of teachers refers to preschool preparation *which is conducted by teachers* and the element of parents refers to the *family environment and family involvement in the progress of developing children.* [Correction: Teachers *are responsible for* preschool preparation *while family members and significant others provide another important environment for learning that affects social and emotional development.*]

> In terms of parenting knowledge, *parents need to know a lot of knowledge.* [Correction: *Effective child rearing practices* are based on *knowledge and understanding of the developmental needs of children.*]

Omission of relevant information.

Throughout her research report, Student C quoted technical terms used by the author without defining them. Later references to these terms were different, but no further information was provided to link the terms conceptually. For example, when discussing student-teacher relationships, the terms *conflict, intimacy* and *dependency* were quoted and later referred to as *collision, closeness* and *support.*

Student C also wrote:

> *...due to children spend the longest time in staying with their parents at home, a more far-reaching impact is played by parents...* [Correction: According to the authors, *because* children spend *more time at home with their parents than in*

school with teachers, parental *influence is greater than teacher influence*.]
[Reason: The comparative element between parents and teachers needs to be made clear. The writer should also attribute the statement to the authors; otherwise the reader could consider it an unjustified claim.]

Rhetoric-based mapping: Intersentential analysis.

Mismatch of rhetorical labels.

The students' use of rhetorical labels was mostly accurate; however, Student A wrote *In other words…* which signalled a paraphrase would follow. Instead, the phrase was followed by a question.

Over-embedded sentences.

Student D had a tendency to write sentences that were highly embedded. These sentences were grammatically correct and, in general, they accurately conveyed the information intended. However, variation in sentence length would have added emphasis to major points and made the student's writing more interesting. The following sentence illustrates how conflicting information can occur when a sentence is too highly embedded and an inappropriate conjunction is used.

> The authors *suggest* that although they did not find evidence of threshold probabilities of extinction and absence, species conservation is *highly influenced by* forest fragmentation *due to* extinction and absence *were more likely* in landscapes of high fragmentation, despite the absence of a pattern or threshold.

> [Correction: The authors *report* that they did not find evidence of threshold probabilities of extinction and absence. However, *they assert that conservationists still need to consider the effect that forest fragmentation can have on bird species. This recommendation was made because* extinction and absence were more likely to occur in landscapes of high fragmentation despite the absence of a pattern or threshold.]

Lexical cohesion.

A number of lexical cohesion errors were identified in student F's research report.

For example:

> Secondly, the weekend-purchase pricing effect is consistent with price discrimination in which the day-of-week of purchase *is used as a fencing device.*[Correction: Secondly, the weekend-purchase pricing effect is consistent with price discrimination in which the day-of-week purchase *utilises fencing devices*, *such as advance or non-refundable ticketing*, *to separate airline customers into market segments.*[Extra information has been added to clarify the phrase *fencing devices* which has not been previously mentioned or defined.]

The control of a variety of confounding factors and the selection of data shows logic and precision.[Correction: *The control of a variety of confounding factors such as _____, _____, _____ and the selection of data shows logic and precision.* [Reason: The types of confounding factors are not listed and no further reference is made to them.]

...compared to the other two government policies which are called indirect price control and patent protection, direct price control seems to be the most successful one in lowering the price level of the pharmaceutical industry. [Correction: *There are three different mechanisms that governments and pharmaceutical companies use to control the price of medicines: indirect price control, patent protection and direct price control. Of these,* direct price control seems to be the most successful in lowering the price of medicines. [The student has failed to introduce the three 'policies' before referring to the other two government 'policies'.]

There is some evidence to support that price discrimination *can be used in the fish market. The Fulton Fish Market* has significant barrier to entry, and the entry can lead to an imperfectly competitive environment characterised by negotiated prices. [Correction: *Research* [*cite the research*] *provides evidence* that price discrimination *exists in the fish retail industry. For example*, the Fulton Fish Market… [Reason: Unsupported claims]

Under/over signalling.

Throughout the program, the importance of expressing ideas clearly and succinctly was stressed. Despite this, the following examples show that under and over signalling errors were identified in all research reports, particularly in Student B's writing.

Student A wrote:

Error: …possible reactions *that could occur after* using chemical products. [Correction: …possible reactions *from* using chemical products.]

Error: …cleaning products *are examples of* chemical mixtures contain VOCs. [Correction: …cleaning products *are chemical mixtures containing VOCs.*]

Student B wrote:

Despite the progress *brought about by scaling up* the availability of antiretroviral treatment (ART), the prevalence of the disease is still very high. *In addition to that,* the programs established... [Correction: Despite the progress *made by increasing* the availability of antiretroviral treatment (ART), the prevalence of the disease is still very high. *Furthermore*, the programs established…]

Error: ...is to determine *the best method that has the potential to* alter the course of the disease and eventually eradicate it. [Correction: …is to determine the best method that *could* alter the course of the disease and eventually eradicate it.]

The approach *that gives the impression to be effective* should be suitable in various ways. [Correction: *An effective approach* needs to address a number of criteria.]

Error: ...whether the public are able to *obtain the treatment for a longer period* without eroding available resources. [Correction: ...whether the public can *access long-term treatment* without eroding available resources.]

The paper *elucidates the benefits that can be achieved when* the *social and behaviour change is implemented.* [Correction: The paper *identifies how changes to social behaviour can halt the resurgence of the disease.*]

Substantial effort has been focused on *treatment by using the ART; this requires a significant amount of funds that have been obtained from* non-government organisations and rich nations. [Correction: Substantial effort has been focused on *costly ART treatment made possible by funding* from non-government organisations and *affluent* nations.]

The price of ART is the main determinant *as to whether the drug shall be utilised by many people.* [Correction: *Cost is* the main determinant *of how many HIV patients can be treated.*]

Financial support is necessary for initiating and sustaining *vital projects that are very pertinent in curbing the spread of the disease through ART intervention.* [Correction: Financial support is necessary for initiating and sustaining *drug-intervention projects that can curb the spread of the disease.*]

The main benefit is that it *enables individuals to be aware of the risky behaviours and ultimately aim to protect themselves.* [Correction: The main benefit is that it *increases awareness of risky behaviours* and *ways to avoid HIV infection.*]

The *social and behaviour change remain to be a fundamental element in tackling the stigma in the society and families* which limits individual efforts to access the treatment. [Correction: *Education about social behaviour* is *fundamental* to *eliminating the public stigma associated with HIV* and which limits individual efforts to access HIV treatment.]

Error: ...*this is due to the fact that* individuals are *prompted* to take protective *behaviour* after *knowing* their HIV status. [Correction: ...this is *because* individuals are *advised* to take protective *measures* after *becoming aware of* their HIV status.] Student C wrote: *With the aim of establishing that* children's social behaviour… [Correction: *To establish* that children's social behaviour…]

Student D wrote: This old growth forest could be classified as an early successional forest *due to the fact that ...* Correction: This old growth forest could be classified as an early successional forest *because* … She also wrote: These three articles *can be joined in order to give support to* my research hypothesis that… [Correction: These three articles *jointly support* the hypothesis that…]

Student F wrote: *This thesis* is supported by *these above mentioned three* articles. [Correction*: The articles cited support the thesis that…*] [Reason: to remind the reader, so that he or she does not have to reread previous text to locate the thesis.]

Coreferentiality.

Uncertainty about the use of demonstrative pronouns cause a problem for Student C who wrote:

With *this positive social competence,* children will be *successed* in *their* interpersonal communication. [Correction: *The development of* positive social confidence *assists young children to experience success* in interpersonal communication.] [Reason: The phrase *positive social confidence* collocates, but the word *this* does not relate to previous information. The use of passive voice has resulted in the writer inventing an incorrect modal verb instead of an adjective *successful*.]

Rhetorical mapping: Vocabulary choice.

As shown in Table 7.11, complex tasks that require students to paraphrase, have generated more formulaic sequencing difficulties for EAL students.

Table 7.11

Formulaic Sequencing: Frequency of Errors in Task 5

Error Type	Student Identification and Number of Errors						
	A	**B**	**C**	**D**	**E**	**F**	**G**
Lexical bundle	5	3	6	2	3	2	3
Colligation	10	3	2	4	2	2	4
Collocation	7	11	5	6	5	5	10

A randomly chosen example of each type of formulaic error from each of the students is shown in Table 7.12.

Table 7.12

Formulaic Sequencing: Samples of Errors in Task 5

	Example	Category	Correction	Explanation
A 94%	…some pollutants are emitted *from* home activities such as…	colligation	…some pollutants are emitted *during* household activities such as …	Incorrect choice of preposition. An adverb has been substituted.
	In winter when the *concentration of emitted contaminations* increase *it can be suggested* that *a huge amount of unknown materials products* will exist indoors.	lexical bundle	In winter, when *the emission of contaminants increases*, *it follows that indoor air quality will decrease because of a higher concentration of unidentified chemicals.*	The statement is stronger if the intended cause and effect are emphasised. The verb *emitted* has been used as an adjective and the clause *it can be suggested* is non-academic in a research context.
	…were unable to *realize when high concentrations occurs* because *human's senses* cannot detect *change on the concentration.*	colligation collocation lexical bundle	…were unable to *perceive an increase in concentrations* because *human senses* cannot detect *changes in chemical intensity.*	The verb *realise* is non-academic. The substituted noun phrase *an increase in concentrations* is shorter and more precise. The word *human* collocates with the noun *senses*. The incorrect preposition *on* has been corrected. The final collocation, *chemical intensity*, is more explicit.
B 71%	To sum up, *the creditable approach is effective* if *new infections are prevented.*	collocation	To sum up, *an approach is creditable* if *it effectively prevents new infections from occurring.*	The collocation *creditable approach is effective* does not reflect the intended meaning.
	Approaches *of behaviour prevention* include...	colligation collocation	Approaches *for educating the public about preventative behaviour* include...	Incorrect choice of preposition. The word *behaviour* is used as an adjective qualifying the word *prevention*. The collocation should have been *preventative behaviour.*
	*The methodology employed n*eeds to be revised *as the analysis of original studies is not enough to give conclusive evidences.*	lexical bundle collocation	However, *meta-analysis*, the *method selected for the comparison of the chosen studies, has limitations so the findings from this research do not provide* conclusive evidence.	The lexical sequence *the analysis of original studies* is confusing unless the term *meta-analysis* is mentioned as the methodology chosen.
C 79%	Experiences *of* early childhood are very important *in* developing children's social skills.	colligation	Experiences *in* early childhood *strongly influence the* development of social skills.	Incorrect choice of prepositions. The statement needs to be more general at the beginning of the introduction.
	...the *transition preparation* of preschool can also be a *feasible influence* on children.	collocation	*Preschool preparation can assist young children* to *more easily transition to formal schooling.*	The main idea is expressed by the verb *transition* which has been used as an adjective. The phrase *preschool preparation* is the collocation required. The adjective *feasible* does not collocate with the noun *influence.*

Table 7.12

Formulaic Sequencing: Samples of Errors in Task 5

	Example	Category	Correction	Explanation
C **79%**	*However, in the part of 'Results' of* the article, *the authors' analysis about the collected data is difficult and not enough clear.*	lexical bundle colligation	*The research methodology reported in the article is complex and the findings are difficult to understand.*	A formulaic sequence common to research method needs to be substituted. The phrase *not enough* does not collocate with the adjective *clear*. The preposition in the phrase *analysis <u>about</u> the data* does not colligate.
D **96%**	…are the most *important causes for* forest destruction.	colligation	…are the most *common causes of* forest destruction.	The addition of the adjective *important* and the choice of the preposition *for*, suggest that the preceding information is a positive aspect of logging.
	Mitigating the effects of forest loss *demands to know* the minimum amount of habitat *necessary for preserve* an ecological population.	collocation colligation	Forest loss *cannot be justified unless* the minimum amount of habitat necessary *to* preserve an ecological population *has been established.*	The collocation *demands to know* is a human action that does not apply to *effects*. Adding the collocation *cannot be justified unless* helps to clarify the writer's main point. The preposition *for* does not colligate with the verb *preserve*.
	Although *it not was found an exact cause* for extinction process, …	lexical bundle	Although *an exact link between forest fragmentation and the extinction of bird species was not identified,* ...	The writer has experienced difficulty expressing inverse relationships.
E **77%**	Then *a few examples were given to test whether it was correct;* the simulation data *and figures* strongly supported *their ideas.*	lexical bundle	*Three test cases were conducted by the researchers and* the simulation data *that resulted from each case* strongly supported *their theory.*	The lexical sequences used are non-academic. The pronoun *it* and the noun *ideas* are vague. The collocation *a few examples* is inaccurate. The collocation *simulation data* subsumes the noun *figures*.
	In the study of Yang (2011) the controllability of linear systems was introduced and discussed.	collocation	Yang (2011) introduced and discussed *ways to ensure* the controllability of linear systems.	The collocation *ways to ensure* was added to provide a link to the subsequent sentence that discussed the results of Yang's experiment.
	...the evidence *in* Yang's experiment *supports the idea* that…	colligation collocation	...evidence *from* Yang's experiment *supports his claim* that…	Incorrect preposition choice. Although the clause *supports the idea* collocates, it does not suit the context.
F **70%**	*Puller & Taylor's results of experiments proved* that *pricing effect is consistent with price discrimination.*	lexical bundle	*Puller and Taylor's findings [date] provide evidence* that *price discrimination practices in the airline industry are applied to increase profits.*	The lexical sequence *results of experiments proved* requires hedging. Using the word *pricing* as an adjective to describe the noun *effect* is misleading. It is the *effect of the pricing* that is consistent with price discrimination. A clause has been added to clarify the reason for discriminatory practices.

Table 7.12

Formulaic Sequencing: Samples of Errors in Task 5

	Example	Category	Correction	Explanation
F 70%	*First of all*, *whites have a less elastic demand* than Asians, thus their *reservation prices of fish* are higher.	collocation colligation	*Firstly, Caucasian sellers are less sensitive to price changes* than Asian *traders*, so their *reserve prices for fish* are often higher.	The economics term *less elastic demand* needs further explanation in this context. The collocation *Caucasians and Asians* is more politically correct. The word *reservation* does not collocate with the phrase *prices for fish* and the preposition *of* is incorrect.
	…shows that wholesalers use different prices *to segment customers…*	colligation collocation	…shows that wholesalers *offer* different prices *to different subsets of buyers.*	The preposition *to* changes *segment* into an infinitive when the intention was to use segment as an adjective. The statement suggests the customers will be taken apart.
G 94%	…the research is limited *with* independent news websites…	colligation	The research is limited *to* independent news websites…	Preposition choice is incorrect.
	Research conducted by [citation] *reflects that nearly half of editors did not have journalism ethics courses during their education.*	lexical bundle	Research conducted by [citation] *reports that almost 50% of the editors interviewed had not completed a journalism ethics course.*	Lexical sequences need to be expressed more academically. The verb *reflects* does not collocate with the clause *research conducted by*. The phrase *nearly half of editors* is non-academic. The statement *did not have journalism ethics* needs to be expressed more strongly.
	…the high requirement of *publishing and updating news information immediately has made it harder to carefully check the news online.*	collocation	*…the need to publish and update news frequently and rapidly makes careful editing of new online copy difficult.*	The adjective *high* does not collocate with the noun *requirement*. The adverb *immediately* has been replaced with a more accurate collocation *frequently and rapidly.* Active voice replaces passive voice to make the statement a more direct one.

Other vocabulary errors identified using rhetoric-based mapping are illustrated below.

Register and style.

Student B wrote:

The big question is - what is the sustainability of these programs that depend on external *funds*. [Correction: The sustainability of programs that *depend on* external *funding is questionable*.]

…to *tackle the issue* of HIV prevention. [Correction: …to address the issue of HIV prevention.]

Most people in these regions *struggle to make ends meet*. [Correction: Many people in these regions *have insufficient monetary resources to meet their needs*.]

Over/under specification.

Student B wrote:

...a unified effort with *an* aim of overcoming the HIV *pandemic*. Correction: …a unified effort with *the* aim of overcoming the HIV *epidemic*.

There are *a staggering number* of people who need treatment… Correction: *The number* of people needing treatment *is overwhelming*...

Changes in behaviour will *affect the course of the disease dramatically* and it is a long term approach to HIV prevention. Furthermore, it does not require an *enormous amount of money*. Correction: *Changing unsafe behaviour is an effective,* long-term approach to HIV prevention. Furthermore, it *is more economical than ART treatment*.

Educating the public about the disease is *extremely paramount*. Correction: Educating the public about the disease is *vital* (*imperative/crucial/essential*).

This achievement is *very remarkable*... Correction: This is a *noteworthy* achievement...

Student F wrote:

There is *a lot of evidence to prove that* the pharmaceutical industry practises international price discrimination. Correction: Research *provides evidence* which *indicates* that *some segments of* the pharmaceutical industry practise international price discrimination.

The pharmaceutical industry *is always characterised as high monopoly and charging whatever price the market will bear*. Correction: *When* the pharmaceutical industry *has a monopoly on a particular drug, it is possible to charge* whatever price the market will bear.

The programs *are crippled by* the stigma and discrimination *of the infected by the public*. Correction: *Stigma attached to the disease* and *discrimination by the public* have *damaged* the programs.

Student C wrote:

> The *activity* of assisting children… Correction: Children need *activities to assist* them to…

> There are two *elements* which influence children: teachers and parent. Correction: Children *are mainly influenced by* teachers and parents.

> The *mode* of improving children's social behaviour and personalities for preschool teachers should be practical. Correction: *Preschool activities to develop acceptable social behaviour and to support personality developmen*t should be practical.

Teacher Marking and Comments

The markers appear to have focused mainly on structure and whether ideas were supported. Correct referencing of sources was also stressed. Vocabulary errors continued to feature in the writing of all students and many errors were disregarded. Student A made several colligation errors, only a few of which were identified by the marker. Although this type of error interferes less with meaning than other vocabulary errors, it is important that students are made aware of this aspect of writing. Student D wrote highly embedded sentences which masked meaning to some extent and this also went unnoticed; variation in sentence length would have made her meaning much clearer. Collocation errors were frequent but not highlighted by the markers. Content depth also proved difficult for Students B, C, E and F who were unable to achieve a balance between how comprehensively they answered the questions underlying their hypotheses. Obvious grammar, spelling and punctuation errors were coded for correction. Collocation errors were frequent but not highlighted by the markers. The following comments were made by teachers:

Teacher A's Comments

Student A: *All aspects of language well handled – occasional errors have little impact on meaning. Well done. Occasionally, further explanations are required. Excellent use of references and pleasing paraphrasing noted.*

Student D: *Mostly extremely well done – so clear. You use relatively complex language effortlessly – excellent work! Quotations were fully integrated and paraphrasing was pleasing.*

Student G: *Content was interesting and relevant with some very interesting data included. Your expression is clear and articulate. Relevant explanations and examples were used.*

Teacher B's Comments

Student B: *Articles could have been better used. Several ideas were not referenced. Concepts could be improved through clearer transition signals. Coherence is generally good, but in several places your ideas are not logically linked or explained clearly. Errors in punctuation have been highlighted over several weeks and are still being repeated.*

Student C: *The three sub-issues do not flow well, especially sub-question 1. Integration of ideas was not well connected to create a logical flow. There are still some sentence structure errors that interfere with clear communication. In-text referencing needs attention.*

Teacher C's Comments

Student E: *This is a good attempt although reference to third article is rather brief. Your introductory paragraph is good and although your paragraphs were mostly good, some were rather short. You need further explanations to make your ideas clear. In places there was some confusion with pronoun use and minor spelling errors. Good use of active verbs was noted. Check the formatting of in-text referencing.*

Student F: *Your introduction is confused – it needs to move from general to specific. The third section should be clearer and your ideas further extended. In your conclusion you need to provide a restatement of the thesis and a summary of the main arguments written in support of it. There are only minor grammatical inaccuracies in your writing. You need to paraphrase or enclose direct quotations in inverted commas. If you do not you are plagiarising.*

Task 6: Final Exam

Themes for Weeks 6 – 9 focused on three global issues: the evolution of resistant bacteria, the genetically modified food argument and the human and therapeutic cloning debate. Students were advised that their final exam writing task would involve discussing one of these three issues.

Circumtextual and extratextual framing analysis.

Several activities spanning three weeks were conducted to support this task and to provide background information, so that the context would be familiar to all students for the final exam. This support is outlined in Table 7.13.

Table 7.13

Circumtextual and Extratextual Framing Analysis of EAPP Task 6

	Circumtextual	**Prompt**	**Extratextual Framing**
Task 6 Week 19	The final exam	Genetically modified foods are the solution to world hunger. Discuss.	A reading comprehension lesson on the impact evolution has on modern science/genre recognition
	Students could choose from one of two tasks.	or	An activity: identifying rhetorical patterns, vocabulary and understanding points of view.
	Time allocation:	Therapeutic cloning should be allowed. Discuss.	An introduction to fundamental concepts and processes necessary to understand evolutionary theory.
	- reading time (10 minutes) - planning/drafting/editing time (1½ hours)	*Each task is based on a single verb instruction. Students are required to organise ideas gained from their readings to construct a logical argument using their knowledge of genre structure.*	Interpretation/discussion of diagrams A lesson on the relevance of evolution to modern science: brainstorming, reading and discussion regarding problems and solutions.
	- writing time for the final draft (1 hour).		A DVD and lesson specific cases of resistant pathogens.
			Identification of macrostructures and judging if an article is semi-academic.
			Introduction to science as a process of inquiry, applying this knowledge by identifying and mapping the steps using an inspiration diagram.
			Three formal debates on the topics
			A series of four thinking skills activities
			Listening activities and a listening test based on one of the topics
			A reading comprehension lesson on the relevance of evolution to agriculture
			Reading various articles for and against genetically modified agriculture
			Identification of three processes involved in genetic modification of plants: brainstorming, reading, discussion, collaborating in small groups, diagramming and presenting

Note: This framing of tasks is informed by a model proposed in *Framing Student Literacy: Crosscultural aspects of communication skills in Australian universities* by S. Kaldor, and associates (p. 5). Copyright (1998) held by UWAThe prompt is italicized.

Intertextual analysis.

Language appropriate for the genre (argument) was evident in the writing of all students. Student A was the only student to choose therapeutic cloning as a topic and was the only student to adopt a balanced stance. Student C was the only student to support an argument for genetic foods. The remaining students wrote an oppositional argument. Although there was no requirement to reference their essays, all students demonstrated that they had assimilated the ideas from multiple texts to support their arguments.

Intratextual analysis.

Macrostructure: Genre expectations.

Clear paragraphing made it easy to identify major points raised by all students except for Student B who used paragraphing for the conclusion only. Student A used a statement of intent rather than a thesis statement, but this was acceptable. Only Student F failed to provide a thesis statement. Some imbalance of divisions were also noted in his essay. The conclusions written by Students A, D and E were very brief and needed to provide further mention of the points they raised in the essay albeit succinctly. Although Students A, B, C and F summarised their arguments, their conclusions were couched in terms that were too definite and hedging was needed.

Content Analysis: Content depth and clustering ideas.

Relevant points were raised in all essays which provided evidence that the students had discussed various issues in preparation for the test. Topic sentences, which helped guide markers in assessing the arguments raised, featured in all test essays. However, some topic sentences were poorly worded. All students proved capable of signalling and linking across paragraphs. Only Student B failed to organise her introduction as expected. She began with a thesis statement, rather than first introducing the topic with a general statement followed by more specific information before including her thesis statement.

Rhetoric-based mapping: Intersentential analysis.

In all of the students' exam papers, ideas followed logically and the students appeared aware of the correct use of theme and rheme to structure follow-on sentences. A variety of transitions were also used, although not always accurately.

Transitions used incorrectly included the following: *Meanwhile, Besides, Lastly, First of all, In this case [rhetorical mismatch], To start with, On the contrary, Otherwise, In other words, Since that time, As well,*

Transitions used correctly included: *Despite, Furthermore, This/these, Since, First, In conclusion, One of the ways… Another way, According to…, Another cause is…, In addition,*

Therefore, Moreover, So, Finally, On the other hand, Even though, However, Although, For instance, As a result.

Vocabulary choice.

Table 7.14 shows lexical sequence problems continued to cause coherence breaks, while incorrect colligation caused a number of cohesion errors for each of the students. Table 7.15 shows typical examples of these types of errors.

Table 7.14

Formulaic Sequencing: Frequency of Errors in Task 6 Module 2

Error Type	Student Identification and Number of Errors						
	A	**B**	**C**	**D**	**E**	**F**	**G**
Lexical bundle	1	2	1	5	2	2	
Colligation	2	1	2	7	2	3	
Collocation	2	7	4	4	3	3	

Table 7.15*:*

Formulaic Sequencing: Samples of Errors in Task 6

	Example	**Category**	**Correction**	**Explanation**
A **78%**	*...there* not sure *what is the limitation* of this process.	lexical bundle	*They are unsure of the possible limitations of the cloning process.*	The writer has used a question form instead of a statement structure. The phrase *the possible limitations of* [noun] is a common formulaic sequence.
	...90% of patients in the waiting list *for kidney donors.*	colligation collocation	*...90% of patients on* the waiting list need *a donor kidney.*	Wrong preposition choice. Patients are *on* the list. The word *donor* should be an adjective rather than a noun in this collocation
	By using therapeutic cloning, patients *became capable to have* an organ that is genetically identical.	collocation	*Through the process of* therapeutic cloning, patients *can gain access to* an organ that is genetically identical.	The verb *using* suggests that patients, rather than scientists, are carrying out the cloning process. The adjective *capable* does not collocate with the phrase *to have.*
B **94%**	…with an aim *of improving* the quality and quantity of *produce of the organism.*	colligation collocation	…*to improve* the quality and quantity of produce by using genetic engineering to alter *the genetic material of plants and animals.*	The preposition *of* does not colligate with the phrase *an aim.* The infinitive *to improve* makes it unnecessary to refer to *the aim.* The phrase *produce of the* does not collocate with the noun *organism.*

Table 7.15

Formulaic Sequencing: Samples of Errors in Task 6 Module 2

	Example	**Category**	**Correction**	**Explanation**
B 94%	…corporations *don't* allow farmers *to use genetically modified seeds several times.*	collocation	…corporations *do not* allow farmers to *replant genetically modified seed; new seeds must be purchased each season.*	The collocation *use seeds several times* is unclear and needs further explanation.
	...can exacerbate world hunger because *genetically modified organisms have patent that biotechnology corporations have right.*	lexical bundle	...can exacerbate world hunger because *biotechnology corporations have patents which give them exclusive rights to genetically modified organisms.*	The phrase *biotechnology corporations* needs to collocate with the noun *patents* to connect ownership and rights to the phrase *genetically modified organisms.*
C 84%	*With* the growth *of world population*, *the number of people who are facing with* a global problem – world hunger is increasing.	colligation lexical bundle	*A rapid increase in world population has created an acute* global problem – world hunger is increasing.	Beginning the sentence with a preposition has led to a colligation error. The preposition *with* does not colligate with the verb *are facing*. The phrase *a rapid increase* is more suited to the context than *growth of world population.*
	Traditional crops *must be lived in a good condition with enough* sunlight, water and *nutritious earth*.	collocation	Traditional crops *require ideal growing conditions such as* sufficient sunlight, water and *fertile soil*.	Use of passive voice has caused collocation errors. The writer appears to have confused *living conditions* with *growing conditions*. The adjective *nutritious* does not collocate with the noun *earth*.
	Genetically modified *food can produce much food with special nutrition in*.	colligation collocation	Genetically modified *organisms* can produce *food that is more nutritious*.	The adverb *much* does not collocate with the noun *food*. Using the collocation *more nutritious* avoids ending the sentence with a preposition.
D 83%	Since *that time* farmers *in the whole world* have used this technique…	collocation colligation	Since *then*, farmers *throughout* the world have used this technique…	The collocation *since that time* is used when a specific time has been provided. The incorrect preposition *in* has been used.
	This *new way to make agriculture* is *carried out in a big scale*.	collocation colligation	This new *agricultural method* has been *implemented on a large scale*.	The infinitive *to make* does not collocate with the noun *agriculture*. The nouns *method* and *scale* collocate more academically with the adjectives *new* and *large* in this context. The preposition *in* does not colligate with the phrase *big scale*.

Table 7.15

Formulaic Sequencing: Samples of Errors in Task 6 Module 2

	Example	Category	Correction	Explanation
D **83%**	…*with our current growing* rate it is *compulsory on increasing of the global* food production.	lexical bundle	…*given the current population growth* rate, it is *essential that food production is increased globally.*	The adjective *growing* is incorrectly collocated with the noun *rate* and there is no reference to *population*. A common formulaic sequence has been substituted .The collocation *food production* has been foregrounded and the adjective *global* changed to an adverb *globally* to modify the verb *increased*.
E **84%**	Solving this problem *may bring* more negative effects *on humanity.*	collocation colligation	Solving this problem *may create further negative consequences for humanity.*	The verb *bring* does not collocate with the phrase *negative effects*. The collocation *create further negative consequences* is more academic. The preposition *on* does not colligate with the verb *bring*.
	However…genetic modification *can hardly solve* the problem of world hunger.	collocation	However…*on its own*, genetic modification *is unlikely to solve* the problem of world hunger.	Although the clause *can hardly solve* is grammatically correct, the meaning of the collocation is unclear.
	A *high production* of food may not benefit people who are malnourished *and people with little money are still in short of food.*	Lexical bundle	Increased food production will not benefit malnourished people if they cannot afford to buy it.	The collocation *high production* does not convey the intended meaning. The writer has confused the collocations *are still in need of food* and *are still short of food.*
F **81%**	…some super seeds which will increase the cost *of* farmers.	colligation	…some super seeds which will increase the cost *to* farmers.	Incorrect preposition.
	Some *natural food* will *lose their competition*.	lexical bundle	Some *organic products* will *no longer be competitive in the market.*	The collocation *natural food* is very general. The clause *lose* does not collocate with the phrase *their competition*. It has been replaced with a common lexical sequence from Economics.
	It will increase *the number of world hunger.*	collocation	It will increase the number *of humans affected by* hunger.	The word *hunger* is an abstract uncount noun which cannot be made plural and does not collocate with the phrase *the number of.* The phrase *number of* must be followed by a plural noun.
G **92%**	In my point of view...	colligation	From my point of view... It is my contention that... In my opinion...	Incorrect preposition choice.

Table 7.15

Formulaic Sequencing: Samples of Errors in Task 6 Module 2

	Example	Category	Correction	Explanation
G 92%	Many *kinds of* crops *that were planted in a* particular *place traditionally* have become *not suitable for the* place.	collocation	Many *traditional* crops grown in particular *locations* have become *unsuitable* for planting in *those areas*.	The adverb *traditionally* is ambiguous. It could mean *planted in a traditional manner* or that *the crop is a traditional one*. The phrase *not suitable for* does not collocate in this context. The more academic terms *locations* and *areas* have been substituted for the noun *place*.
	It is estimated that *we will have* more than nine billion *people on the planet by the year of 2050*.	lexical bundle colligation	It is estimated that the world's population will increase to more than nine billion by the year 2050.	Unnecessary inclusion of the preposition *of*.

Taxonomic errors.

Students A and F experienced minor errors with nomenclature used for establishing clear categories.

Student A wrote:

Error: It is the country's role to *provide and design perfect rules* that... [Correction: It is the *role of the Health Minister to design regulations* that... [Reason: The phrase *country's role* is too general. The noun *rules* does not have the same force as *regulations*. The adjective *perfect* is a value judgement.]

Student F wrote:

The *genetically modified* companies… [Correction: *Genetic engineering companies*…] [Reason: The compound adjective used suggests that the companies have been genetically modified.]

Over and under specification.

As shown in the following examples, students sometimes use too many or too few words to convey meaning clearly; particularly at the beginning of sentences.

Student B wrote:

This is *due to the fact that*… [Correction: This is *because…*]
The question *at hand* is whether… [Correction: The question is whether…]
The people cannot grow crops *due to the fact that...* [Correction: The people cannot grow crops *because*…]
  In addition *to that,* [Correction: *Additionally*, …]

Student C wrote:

The genetic modification *can live in the condition* of less sunlight... [Correction: *Genetically modified seeds* can *survive with* less sunlight…]

These children can have a normal eyesight *and without the eye problems*. [Correction: Normal eyesight *was restored* to these children.]

Student D wrote:

Many people argue that this kind of *dramatic alteration of* the genetic information is *not safe*. [Correction: Many people argue that *this interference with the genetic code* is unsafe]

Error: …*these* countries do not have the resources *in order to buy big amounts of food as these companies want.* [Correction: …*third world* countries do not have the *financial* resources *to purchase the quantity of seed required by* these companies.]

Student E wrote:

Error: …can help people who are suffering from hunger *for the reason that* genetically modified crops are… [Correction: …can help people who are suffering from hunger *because* genetically modified crops are…]

They *think that* poverty is the *main reason that causes* world hunger… [Correction: They *believe* poverty is *the main cause of* world hunger…]

Student F wrote:

First of all, genetic modification*, to some extent,* can *bring a considerable profit* to some *genetically modified seed companies in some developed nations*. [Correction: *First*, *genetically modified seed production* can *deliver* considerable *profits* to some *large international companies*.]

Such an argument *completely ignores the fact that* genetic modification poses a threat to biodiversity… [Correction: Such an argument *discounts the threat* that genetic modification poses to biodiversity…]

Lack of hedging.

In the EAPP program students are advised to couch their claims in cautious or tentative language, unless they are certain that the claim is an established fact. During the program they are introduced to various ways to express levels of certainty; however, this advice is not always followed.

Student G wrote:

Error: ...and their claims *have no scientific basis.* [Correction: ...and their claims *appear to* have no scientific basis.]

It is undeniable that such new technology would help alleviate *the hunger problem.* [Correction: It is clear that such new technology *has the potential* to help alleviate *world hunger*.]

It is imperative to use genetically modified crops that can produce higher yields. [Correction: *The planting of* genetically modified crops that can produce higher yields *needs consideration*.]

Register and style.

Without the aid of dictionaries or computers in an exam situation, students reverted to colloquial language when unsure of academic terminology. Several examples were detected in the exam papers.

Student A wrote:

The breakthrough and success rate of therapeutic cloning *let* countries *and legislations to put up with* this process. [Correction: The breakthrough and success rate of therapeutic cloning *pressured* countries *to legislate and legalise the cloning* process.]

Student B wrote:

This will *bring* financial *burden* to *poor* farmers and make them *enclaves of despair.* [Correction: This will *cause* financial *hardship* for *subsistence* farmers and make them *feel even more powerless.*]

Error: It is *crystal clear* that*...* [Correction: *Given the evidence*, it is clear that…]

Student C wrote:

In my opinion it is a great solution. [Correction: *The use of genetically modified seeds seems the most practical* solution.]

In this essay*, I will explain my opinion in* the following aspects*...* [Correction: This essay *addresses* the following aspects *of the problem*…]

If genetically modified food *can be* produced *in the whole world...* [Correction: If genetically modified food *is produced world-wide*…]

Lack of Vitamin A *caused them to have eye problems, so scientists added* Vitamin A *in the normal food and asked these children to eat.* [Correction: Lack of Vitamin A *was found to be the cause of eye problems*, so *a Vitamin A supplement was added to the children's diet*.]

Student D wrote:

Countries *of this continent don't* have the resources *to get* the technology*...* [Correction: *Most African countries do not* have the *financial* resources *to access* the technology…]

Error: …the weather *is not good enough* for the agricultural system. [Correction: …the weather *is not conducive to agricultural production*.]

Student E wrote:

Error: …are playing an increasingly important role *all around the world*. [Correction: *…*are playing an increasingly important role *world-wide*.]

This may *help people* who are malnourished *get rid of* hunger. [Correction: This may *assist* malnourished *nations to eliminate* hunger.]

Error: …for example, plants for medical use *can be produced more* to *make more money*. [Correction: *...*for example*, the production of* plants for medical use *could be increased* to *augment the income of poor villagers*.]

Error: …and *leading to a terrible situation* that… [Correction: …*having severe consequences* that…]

Error: If people *were able to make more money* to support their families*,* they could *get rid of this problem*. [Correction: *Increasing the incomes of these people would help them* to support their families and *could eliminate the problems of world poverty and hunger*.]

Student F wrote:

Error: *...*some *farmers will lose their money* and *become hungry*. [Correction: …some *farming will become unprofitable* and *world hunger will increase*.]

Error: *To start with,* genetic modification *has brought great changes* to the ecosystem. [Correction: *Primarily*, genetic modification *has changed* the ecosystem *considerably*.]

Error: If fish die out, it will form *a vicious cycle* that the food chain will be disrupted. [Correction: If fish die out, the food chain will be disrupted *and this could lead to the extinction of fish-eating species*.]

Error: *In this case, a lot of people* will suffer from *the problem of* hunger. [Correction: *If this occurs, many* will suffer from *hunger*.]

Student G, who is studying Journalism, used a situation that required emotive prose as a way of creating interest in the introduction. This was acceptable because a clear link was made to the set topic in the introduction and was also referred to in the conclusion. The text, however, needed editing.

Student G wrote in his introduction:

There is a photograph *named* Starving Sudan, which captured a heart-breaking scene: a starving girl *in Sudan* collapsed on the road to a food centre, and there was a vulture nearby, awaiting her death *to eat her dead* body. [Link to the topic: This photograph reflects the harsh reality of the world hunger issue.]

[Corrections: A photograph that appeared in the newspaper recently *with the caption* 'Starving Sudan', captured a heart-breaking scene. A starving *Sudanese* girl had collapsed on the road to a food centre and *nearby a vulture sat awaiting*

her death so it could feed on her body. This photograph reflects the harsh reality of the world hunger issue.]

Student G's conclusion:

While genetically modified crops and food with potential risks must be tested before they are released for commercial use, *we should not block the new way to help the little girl in Sudan and millions of others get rid of such human misery.*

[Corrections: While genetically modified crops and food with potential risks must be tested before they are released for commercial use, *these new scientific methods should be supported because they have the potential to help feed millions of starving people like the little Sudanese girl.]*

Error: ...new methods *to tackle the world hunger.* [Correction: ...new methods to *solve the problem of* world hunger.]

Incorrect word form/use: Rhetoric-based analysis.

Student A wrote:

Moreover, *criticists* maintain that... [Reason: The student has over-generalised the use of the suffix –ist to apply to professional critics.]

As therapeutic cloning is a *conversial* and has positive and negative effects. [Reason: The use of the article *a* indicates a noun should follow. The writer has confused the form of the adjectives *controversial* and *converse*.]

Student C wrote:

According to Seitz, many *children are malnutritious*. [Correction: According to Seitz, many children *suffer from malnutrition*. Reason: The writer has applied the suffix *–ious* incorrectly to create an adjective.]

Even though some people *opposite* the idea… [Correction: Even though some people *oppose* the idea... Reason: The writer has used an adjectival form instead of a verb form.]

Student D wrote:

Error: …that is able to grow in *adversal* conditions. [Correction: …That is able to grow in *adverse* conditions. Reason: The writer has applied the suffix *–al* incorrectly to create an adjective.]

Student F wrote:

Especially regarding the *effection* it has had on world hunger. [Correction: Especially regarding the *effect* it has had on world hunger. Reason: The writer has applied the suffix *–ion* to create a noun; however, the word is already a noun.

Summary of the Chapter

Writing samples were analysed to identify any other essential areas of writing that need to be addressed in order to provide a viable, eclectic writing program that includes discipline-specific tasks and genres. Such an analysis also reveals any anomalies in EAPP students, EAPP teachers and Faculty staff questionnaire responses.

The value of scaffolding was once again highlighted in these results. In particular, scaffolding assisted students by guiding them to identify important internal divisions of text, form well-structured paragraphs, cluster ideas logically and develop appropriate thesis statements. As a result, genre-based and content-based intratextual framing caused much less difficulty than rhetoric-based vocabulary.

The results of this analysis confirm the importance of providing constructive and comprehensive feedback to students. However, formulaic sequencing errors that were overlooked throughout the program have persisted; whereas the use of vocabulary elements such as intersentential transformations and signposting, which featured as a focus of teaching and marking, continued to improve for Cohort A students and improved across ten-weeks for Cohort B students.

The analysis endorses the students' judgements and reflections that vocabulary continues to represent a significant area of difficulty.

CHAPTER EIGHT

ANALYSIS OF FACULTY WRITING SAMPLES

Introduction

In Chapter 5, writing tasks and genres identified by faculty staff as necessary for students to master within each faculty at Swan University were reported. To answer the question of whether writing across faculties is discipline-specific, it is necessary to identify commonalities and differences between faculty needs and EAPP program content. Therefore, faculty tasks and genres were compared with the tasks and genres that formed the academic writing component of the existing EAPP program. More specifically, the focus was to identify the amount of writing required in each discipline, the typical writing assignments set and the type of feedback that faculty markers provided to students. In this chapter, marked samples of writing—completed by ex-EAPP students in their first semester of faculty studies—are analysed to assist in identifying the nature of interdisciplinary variation between what is taught in the EAPP writing program and what is required by faculties that students have entered.

Student A: Analytical Chemistry for Molecule Analysis
Circumtextual, extratextual and intertextual framing analysis.

Table 8.1 shows that four writing tasks were required for this course.

Tasks for Analytical Chemistry for Molecule Analysis

Text type	Circumtextual frames	Extratextual frames	Intertextual frames
Laboratory reports (x3) (weighting 36%)	These tasks have a highly specified frame with precise categories and organisation. The assumed reader is a discipline specialist or PhD student.	Explicit macrostructure was specified in a predetermined framework. Direction was provided in a tutorial session and instruction sheet.	References were expected if students made claims beyond the scope of the experiment. They were advised to follow a journal article format. References were expected in the third report.
Poster presentation (weighting not specified)	A frame designed to communicate and highlight important information	Samples posters assisted students by providing ways to highlight and illustrate important content.	Integrated information from at least two references was necessary to compile the A3 brochure.

Note: According to the course manual, the tasks were designed to *expose students to advanced analytical techniques and their application in modern analytical laboratories and to train them in analytical experimental design and interpretive protocols.*

Marker A simplified the task of analysing and categorising difficulties in the student's first laboratory report by tracking changes on-line. In reporting the results, these changes and comments are categorised and reported according to framing procedures, rather than in the order they appeared in the reviewing panes used by the marker.

Circumtextual framing: Task requirements.

It was expected that the highly specified laboratory report frame would provide a distinct scaffold to assist Student A to identify the explicit internal divisions and requirements. However, some conflicting advice was provided by two tutors, one of whom indicated that bulleted points were not acceptable. This marker wrote:

> *Some situations are OK with a dot point methodology. However, in my instructions/tutorial I asked for a format similar to a journal paper: full sentences, brief description of techniques and past tense (an example was provided on the student's report).*

Conversely, when the student included sequencing words in her next laboratory report, a different tutor advised the opposite with the comment: *This is unnecessary.* The expected formatting also proved difficult and the student was advised to label and describe each figure she had included in the report.

Intertextual framing analysis.

Lack of citation.

The student provided unjustified statements that were not supported by expert opinion. This was identified four times by the marker who commented:

> *I know this is the case, but you must cite a relevant literature source that enables you to make this claim.*

Intratextual Framing

Genre-based analysis.

The following comments signalled that the student had misunderstood the macro-structural requirements of the genre:

> *In the handout I gave you, I gave clear instructions about what a conclusion should include. They can be very difficult to write at times, but at the very least they should summarise what you have done and what the main findings were. You need to write down exactly what you did – how much, how many mls.*

Listed below are further comments Marker A included in the on-line tracking panes

Content-based analysis.

Content depth.

Detail like this is not required. You simply need to state the instrument type used and sample analysis protocol for example, the wave length scanned and the temperature. If you think that a point could be removed as an outlier to improve the fit, then you should do so and discuss how this influences your result.

Rhetoric-based analysis: Vocabulary choice.

Register and style.

Your argument is fine, however you need to make sure to use more technical terms. This is a language that needs to be learned specifically for analytical chemistry. This is a slightly emotive claim, you should try to make claims based on facts and evidence [the marker gave an example]. Do not use I, we, us, etc., in scientific reports.

Taxonomic.

Spectroscopy, not spectrometry – they are different techniques!
Absorbance is not a concentration unit.

Over-specification.

Your error calculation is fine; however, you need to be very careful not to overstate your degree of precision. If you are not sure of this degree of precision then how can you be so sure of your errors? It is very important that as an analytical chemist you understand this significance.

Incorrect word form/use.

The student wrote: Therefore, the *manufactory* set the aspirin weight at 300mg…

The marker wrote: *Not sure what you're trying to say here. ???* [Probable reason for the error: the student may have confused the words *manufacturer* and *factory*.]

Faculty Markers

Marker A.

Marker A tracked changes using on-line reviewing panes to correct and record errors and to guide the student by adding detailed information and examples. No general comments were added to the report. The student received 57% for her report.

Marker B.

Marker B assessed two of the student's laboratory reports. In both of these, the marker corrected some of the grammar and spelling errors, but mostly concentrated on content and formatting. The student's first laboratory report from this marker received

a mark of 62.5% and the following comment was added: *Next time add calculations and dilutions of standards to report!*

A second report marked by Marker B scored 92% despite indicating that the student's English did not meet the required standard. The following comment was added:

> *Excellent! Your report writing and English skills need improvement. [Swan University] offers free services to students to get more out of their learning language and research skills. I attached some information regarding this which might be useful.*

The poster was not corrected, but received a mark of 75%. Minor errors in verb tenses were evident; however, the simple sentence form required and dot-point format simplified the task. The clustering of ideas in the poster was logical and the graphics made the information easy to comprehend. No comments were added.

Summary

Although the EAPP program did not include laboratory reports and poster presentations, the required macrostructure of both these tasks provided clear guidelines to which Student A easily adjusted, as evidenced by the increase in marks during her faculty course. Conflicting advice provided by the two markers could have proved confusing. Field vocabulary and general academic vocabulary, which were identified as difficulties within the EAPP program, continued to be areas of concern within faculty writing.

Student B: Population Health

The tasks for Population Health are shown in Table 8.2. The first task was a case study, while the second task required the student to compile a fact sheet. Neither task entailed writing in continuous prose form.

Circumtextual, extratextual and intertextual framing analysis.

Table 8.2

Tasks for Population Health (Nursing Practice/Pathophysiology)

Text type	Circumtextual frames	Extratextual frames	Intertextual frames
Problem-solving case study 1000-1500 words (weighting 30%)	This task is detailed and a case study is provided. The assumed reader is a discipline specialist.	Explicit macrostructure was specified in a predetermined decision-making framework. Direction provided in a tutorial session and on Moodle.	Required students to reflect and justify their reflections by linking these to appropriate references and resources.
Pathophysiology fact sheet 1380 words (weighting 20%)	The task is also detailed and the assumed reader is a health professional. The word count in the student's responses was not adhered to in either of the tasks. Both responses were well short of the required word count.	Explicit macrostructure was signalled using a marking criteria sheet.	Required students to define and describe processes associated with a disorder that alters normal body structure and function. The marking criteria assisted students to search for specific information sources.

Note: Both tasks were organized under specific headings provided to the students and bulleted listing featured significantly, so neither of the tasks required continuous prose, extensive use of subordinating conjunctions or transition signals.

The Case Study Task

Intertextual framing analysis.

Student B competently identified supporting points for her claims from the nominated literature provided, paraphrased them or provided well-chosen, referenced quotes. Some minor punctuation errors occurred in the reference list.

Intratextual framing analysis.

Genre-based and content-based analysis.

The prompt for the problem-solving case study task directed students to answer six questions related to a given scenario and to include suitable quotes, in-text referencing and links to the *National Framework for Decision Making by Nurses and Mid-wives on Scope of Practice (2007).* The accepted formatting for the assignment consisted of a series of bullet points, each beginning with an influencing factor

followed by a dash and then an explanation. For example, in answer to the first question, which entailed discussing possible influencing factors that led to a decision made by a nurse, Student B's unedited response was:

Negligence and irresponsibility – J acted irresponsibly by buying sweets to the patient, while she was aware of the ramification of giving sweets to the diabetic. Funnel, et al. (2009), assert that 'If a nurse gives care that does not meet accepted standards, the nurse may be held liable for negligence.'

Answers to the questions that followed all required this formatting with the result that genre-based and content-based intratextual analysis proved irrelevant.

Rhetoric-based analysis.

Vocabulary choice.

Table 8.3 shows the few rhetoric-based errors which were not noted by the marker.

Table 8.3

Rhetoric-based Intratextual Errors: Case Study Task

Error type	Sample	Correction
Colligation	J. acted irresponsibly by buying sweets *to* the patient	…by buying sweets *for* the patient
	…were allocated eight patients to take care--;	…to take care *of* /to care *for*
	…to inform the patient the consequences…	to inform the patient *of* the consequences…
	…to add *on* that…	…to add *to* that… (…additionally…)
	…the RN was the principle person in the nursing care *of her*.	…the RN *held principal responsibility for* her nursing care.
Over-signalling	…did not want to disappoint her *at all*.	…did not want to disappoint her.
	In addition *to that*…	Additionally, …
	…clients *are entitled to expect to receive*…	…clients *expect to receive…* …clients are entitled to receive…
Incorrect word form/use	The registered nurse was *indebted to contribute to provision of* quality health care.	The registered nurse *had an obligation to provide* quality health care.

The student received 24/30 (80%) for the problem-solving case study assignment. The very few errors noted by the marker referred to minor lapses when explaining reasons for the student's personal point of view and the formatting of APA referencing style. Within the text, grammatical errors were not edited or noted by the marker. A marking matrix indicated the weighting and allocated mark for each of the

questions. A seventh column provided a mark for referencing, appropriate grammar and presentation. The marker added the following comments:

You covered most questions well. A little confused in Question 3! Good references but more care needed with reference list!

Non-compliance to the word count was not noted by the marker.

The Fact Sheet Task

Intratextual framing analysis.

The task required students to create a fact sheet suitable for a professional to use as a reference. Students were directed to describe the pathophysiological processes which alter body structure and function across a lifespan. The resulting text resembled a brochure. Similar to the case study task, the accepted formatting included a series of bullet points, each beginning with an influencing factor followed by a dash and then a definition, description or symptom. Students were guided by a rubric that outlined the information and the weighting for each section listed. As the information required was based on technical terms that could not be paraphrased, genre-based, content-based and rhetoric based intratextual analysis again proved irrelevant.

For the fact sheet assignment, the student received 15/20 (75%). Minor errors identified by the marker included failure to explain why clinical manifestations occurred and non-alphabetical ordering of APA referencing. The marker commented:

Some names in referencing are not correct and underlining should not be used. A well-presented piece of work.

Again, non-compliance to the word count was not mwntioned by the marker.

Summary

None of the EAPP tasks required students to produce a fact sheet or a written case study; although, case studies were included in the thinking-skills section of the EAPP program as a means to address and practise problem-solving skills. The two faculty tasks reinforced note-taking, which is a form of writing that nurses are required to perform every day. In her first semester of study in Population Health, the student was not required to use the prose writing skills that had been taught in the EAPP program and the research writing that had been required for her portfolio research.

Student C: Primary and Early Childhood Education

Circumtextual, extratextual and intertextual framing.

Table 8.4 outlines the circumtextual, extratextual and intertextual frames relating to the four tasks set for Student C's first semester of study in the School of Education. Table 8.4

Primary and Early Childhood Education Tasks

Text type	Circumtextual frames	Extratextual frames	Intertextual frames
Compile two Learning Stations Part A: an e-book, lesson plans and supporting resources targeting maths and literacy (weighting 45%)	The task targets multi-media literacies by designing learning experiences that are practical, school-based activities with links to theory and research.	Students were assisted through lectures, workshops activities, school-based experiences, recorded lectures, ICT experiences, introduction to a 'flipped classroom' model. A lesson plan pro forma and an exemplar mini-lesson plan provided on LMS.	Students were expected to link all lessons to literature, to justify choices with reference to research articles and to define any aspects of learning incorporated in the lesson plans.
Implementation of Learning Stations 1 and 2. Two reflections, each comprising 350 – 500 words (weighting15%)	Implementation and monitoring of both literacy stations while on professional practice.	A 5-R framework was required for written reflections	In this task they were required to reflect and justify their reflections by linking them to appropriate references and resources.

Note: ICT refers to Information and Communications Technology. The 5-R framework refers to Reporting (what was taught), Responding (what you have learned from it), Relating (how does this connect to theory and research literature), Reasoning (how does this change your thinking about teaching) and Reconstruction (combining elements of the other 4-Rs to make a statement).

Learning Station Tasks

Intratextual framing: Genre-based and content-based analysis.

No genre-based or content clustering problems were experienced by the student because internal divisions for the learning stations were provided by the pro-forma that students were directed to use. Most of the self-explanatory headings in the pro-forma required simple sentence responses, listing or bullet point formatting. The Lesson Steps section, however, required the student to record a procedure. The student chose a suitable imperative to introduce each step. However, some rhetoric-based vocabulary errors were noted in this task.

Rhetoric-based analysis: Vocabulary.

Incorrect word form/use.

The marker identified the student's confusion with the words 'amount' and 'number'. The student wrote:

The amount of donkeys was nine. The amount of items is the same. The amount of each circle has changed.

Collocation.

One error, which the student wrote five times, was not identified by the marker.

The student wrote:

Error: When teachers *teach the knowledge about...* [Correction: *When teachers introduce content...*] [Reason: The verb *teach* does not collocate with *knowledge*. Content is taught; not knowledge. It only becomes knowledge if the content is learned by the student.]

Reflection Form Tasks

Intratextual analysis: Genre-based and content-based.

Some misplaced content in the first reflection form was re-categorised and explained by the marker in the following comment:

You are on the right track, but you need to develop the Reasoning component of your reflection. You need to make connections here between what you have read/seen and how it has changed your thinking. The Reconstruction component includes why and how this is important to you as a teacher.

The student placed information correctly in subsequent reflection entries.

Overall Teacher Comments

A numerical grade was not included on any of the assignment components. A notation on the reflection form indicated a *Pass/Satisfactory grade*. All assignments were marked for surface feature errors such as grammar, punctuation and spelling. Errors were not coded as they had been in the EAPP program

Summary

Both task types were highly structured and scaffolding was provided for the learning station task. Although the reflection form headings differed from those used in the EAPP program portfolios, they encouraged the same categories of reflection.

Student D: Environmental Planning and Management

The time-scale for this assignment extended across the whole semester. The task was a comprehensive environmental planning report which was due at the end of the semester; therefore, it had not been marked at the time it was submitted for this study. As a consequence, the evaluation and analysis will reflect EAPP program expectations, rather than that of the faculty. The student elected to write about the same topic she had chosen for her EAPP Research Portfolio. Although her writing style exhibited more complexity, the same vocabulary difficulties persisted. Other writing assessments, a critique and a group environmental management plan, were scheduled later in the course.

Circumtextual, extratextual and intertextual framing.

One task, which extended across the whole semester, was set for this course. Information about this task is provided in Table 8.5.

Table 8.5

Tasks for Environmental Planning and Management

Text type	Circumtextual frames	Extratextual frames	Intertextual frames
A report on a contemporary issue in environmental planning and management No word limit provided (weighting 15%).	The content is chosen by the student, but the frame reflects a standard report structure. The assumed reader is a discipline specialist.	This was an independent task with an explicit, predetermined macrostructure. The students were expected to select a topic of personal interest and base their research findings on information from a variety of resources. The structure expected included: An executive summary, an introduction, a brief review, a discussion and recommendation.	The students were provided with reading lists that only pertained to course content. They were expected to analyse information from independently chosen references and synthesis their findings to report on their chosen topic in detail.

Note: The task was an extensive and comprehensive one that extended across the semester.

Circumtextual analysis.

The task involved the students attending six lectures, six tutorials and a full-day field trip. The lectures and tutorials focused on concepts and core techniques involved in environmental planning and management. The assessment procedure

was discussed in the first tutorial, but the timetable showed no specific time allocation for teaching report writing.

Intratextual framing analyses.

 Genre-based analysis.

 Student D used clearly marked headings and subheadings to guide readers. Definitions were included to clarify the meanings of technical terms. The student's choice of transitions suited the genre.

 Content-based analysis.

 The student chose to write about the topic of interest developed in her EAPP Research Portfolio. As a result, the concepts were fully understood, categorised correctly and explained clearly. The introduction was competently structured. Well-chosen figures and tables summarised and helped to clarify major concepts.

 Rhetoric-based analysis.

Intersentential features: Signalling.

 Cohesion and coherence were supported throughout the text by linking sentences using appropriate transitions and/or conjunctive adverbs. However, occasional over-embedding of sentences made ideas difficult to follow.

Intersentential features: Coreferentiality/anaphor.

Some minor errors in this category were identified; for example, the student wrote:

> *Forests can provide multiple benefits to human society, which can be direct or indirect.* [Correction: *The conservation of forests provides both direct and indirect benefits to society.*]

 In this example the student has attempted to use the cohesive device *which* to link two ideas: (a) forests and (b) benefits which can be direct or indirect. Instead, placement of the word *which* suggests that human society can be direct or indirect.

 The use of the demonstrative pronoun *those* to link two ideas: (a) watershed services and (b) payment for these services, was omitted in the following sentence thereby creating a sentence fragment. The student wrote: *Who receive the payments are predominantly upstream landowners.*

For the sentence to link to the previous concept of payment for watershed services, the sentence should read: *Those* who receive payments are predominantly upstream landowners.

Similarly, the demonstrative pronoun *this* in the following sentence does not link to the previous concept that *banks are becoming involved in the provision of eco-system services*. The student wrote:

> *So this could disrupt the essences of move loosely through an environmental services market.*

To make this premise clearer, the student could have written:

> So, *developing new markets for ecosystem services* could undermine the original principle supporting the development of ecosystem services. *That is, the involvement of financial institutions could slow down the movement towards environmental protection.*

Vocabulary choice.

Vocabulary errors which were undetected by teacher-markers in the EAPP program, continued to cause difficulty. These repeated errors are shown in Table 8.6.

Table 8.6**.**

Samples of Rhetoric-based Unmarked Errors in Student D's Research Report

Error type	Sample	Correction
Lexical bundles and collocation	…have been well studied and analysed *along the time…*	…have been well studied and analysed *over time…*
	In a *review realized* by [authors] … [used three times]	In a review *conducted* by [authors] …
	Thus the payment is *done principally* by *drinking water companies.*	Thus the payment is *provided principally* by *companies that produce drinking water…*
	…in the *short run.*	…in the *short term.*
	Also, it is important to *keep going researching* in the field of environmental economics…	Also, it is important to *continue research* in the field of environmental economics…
Colligation	*Under* this context [used twice]	*In* this context
	A partial list *about* hydrologic ecosystem services *elaborated by…*	A partial list *of* hydrologic ecosystem services *compiled by…*
	…may result in a significant loss of economic opportunities *to* the poor…	…may result in a significant loss of economic opportunities *for* the poor…

Table 8.6.

Rhetoric Based Unmarked Errors in Student D's Research Report

Error type	Sample	Correction
Colligation	…due to the high risk *of them*.	…due to *their* high risk.
Under/Over specification	…has witnessed a *spectacular rise* of concern…	…has witnessed a *significant rise* in concern for…
Incorrect word form/use	Furthermore, some problems *derivatives* from legal requirements…	Furthermore, some problems *derived*/*resulting* from legal requirements…

Summary

Although the components of the faculty report differed from the EAPP research report, the Student D was able to adapt successfully to the new requirements. The student had also consulted extra references for her faculty report. Her writing demonstrated that she had gained greater control over field vocabulary, but some formulaic structures still caused difficulty. A comparison of both reports revealed greater control over grammar.

Student E: Electrical, Electronic and Computer Engineering Tasks

Introduction

The two main components for writing assessments in this course were group projects. As some group members were native English speakers and because it was not possible to identify Student E's contribution to the project, these could not be considered. The laboratory reports, however, were able to be assessed. An information sheet directed students to include the following sections in their reports:

Aims: State the aims for this lab in 1-2 sentences.
Methodology: Briefly describe the experimental setup and sketch a block diagram of the setup.
Results: Answer the questions posed, include all final equations and a reference to the literature where the derivation of the equation is discussed.
 Conclusions: Report what you have learned from the lab, including issues you weren't aware of (or was[sic] not evident) from the theory and any suggestions for improvement.

Circumtextual, extratextual and intertextual framing.

The requirements for each assignment set for the course are shown in Table 8.7.

Table 8.7.

Frameworks for Electrical, Electronic and Computer Engineering tasks

Text type	Circumtextual frames	Extratextual frames	Intertextual frames
Two laboratory reports (weighting 20%) Grading included a mark for how effectively the student worked with a laboratory partner.	These tasks have a highly specified frame with precise categories and organisation. The assumed reader is a discipline specialist.	Explicit macrostructure was specified in a predetermined framework. Direction provided in a lab manual which students downloaded from a website. References that inform the Lab topic. An information sheet provided a brief outline of the expected sections to include.	Reference to the literature where the derivation is discussed
Major group project: written report (6000 words + presentation)	Students in groups of six were required to research a nominated 'real world' project.	Given that the two written reports represented the work of six students, they were not considered suitable for this study.	No information available as the two group reports were scheduled for submission later in the semester.
Group project: written report (1,500 words)	Students in groups of six were required to research a nominated 'real world' project on applied ethics.		

Note: The macrostructure for the laboratory reports was included in a comprehensive information sheet that was simple to follow.

Intratextual framing.

Genre-based analysis.

The internal divisions of the highly specified laboratory report frame were easily identified by the student and provided an explicit scaffold for structuring the writing.

Content-based analysis.

However, interpreting the content depth required within the text internal divisions, from a written source, proved difficult as evidenced by a grade of 44% for the student's first laboratory report. The marker commented:

A poor effort. Methods section too brief – include schematic of setup. These directions are critical in determining the carrier type. Results need to include raw data results. What were the sample dimensions? You need to state with appropriate units. Your calculations were correct. Conclusion is too brief. How do your results

compare to accepted values and the aim of the experiment? You are missing a section.

In the methodology section, the student proved capable of recording a procedure using listing and sentences beginning with an appropriate imperative. The student's second laboratory report received a grade of 71%, but the comments were not available when the sample was collected.

Rhetoric-based analysis.

Apart from the conclusion section, the laboratory report featured mainly simple sentence structures, figures, and calculations. No errors were identified in the continuous prose within the conclusion.

Summary

The comments made by the marker on Student E's first report, led to an improvement in his second laboratory report. This indicated that the comments had provided useful guidance for subsequent reports. The main assessment tasks, however, were group projects. This made it difficult to determine student E's writing ability because his personal contribution to the project could not be determined from that of the other five members of the group. Unstructured conversations with faculty staff revealed that group projects were becoming more prevalent as writing assignments in a number of faculties, because group involvement emulates real-life tasks and group reports limit the greater amount of marking caused by increased enrolments.

Student F: History of Journalism

Introduction

According to the Course Manual for History of Journalism, five learning outcomes were targeted. Students were expected to achieve the following outcomes:

1. *Understand and evaluate the origins of printing presses and their impact on society. (Detail the progression of journalism from the 17th century through to the digital age of today.)*
2. *Explain the reasons behind adjustments in the practice of journalism.*

3. Outline the role of the fourth estate in democratic societies.
4. Understand the limitations placed on journalism in non-democratic societies.

Although the set writing topics did not directly address these aims, the content expected in the tasks reflected them.

Circumtextual, extratextual and intertextual framing.

As shown in Table 8.8, the writing component for this course was quite extensive.

Table 8.8.

Arts: History of Journalism Writing Tasks

Text type	Circumtextual frames	Extratextual frames	Intertextual frames
Essay 1: News Gathering 1,000-1,500 words (weighting 30%)	Both essays have a specified frame with categories and organisation dictated by journalistic expectations. The assumed reader is a professional journalist (editor) and a newspaper readership.	In-class information and discussions were conducted. Assistance with grammar and expression was provided. A marking rubric outlining the criteria and weighting for each section of the essays offered feedback.	All claims (and citations) made in the essays were required to be supported by a reference.
Essay 2: Leader article summary 1,000-1,500 words (weighting 30%)			
Five short articles	These are included as practice items to be submitted and graded without forming part of the final mark.	In-class analysis of the structure of newspaper articles.	

Note: Target outcomes for the course are provided in the Course description. Although the outcomes are not specifically identified in the tasks, Student F's choice of topics relates to them

The Essays

Intertextual framing analysis.

The inclusion of referencing, citing and quoting was expected in the essays. The marker acknowledged, in both essays, that Student F had displayed mastery over synthesising information, citation and referencing from various sources.

Intratextual framing: Genre-based analysis.

Recognising text internal divisions.

Student F's paragraph structure and balance of information were noted as excellent in both essays as well as in the five practice newspaper articles.

Rhetoric-based analysis: Intersentential.

Zero component.

The student assumed the reader would understand the following statement despite key information missing in a preceding sentence.

He wrote:

> *...the invention of the steam powered press allowed millions of copies of a page in a single day.* [Correction: …the invention of the steam powered press allowed millions of copies of a page *to be printed* in a single day.]

Signalling between sentences.

In essay two, when enumerating using ordinal numbers the student twice wrote the following: *At last I would…* [Correction: *Finally, I would…*]

Rhetoric-based analysis:

Vocabulary choice: Colligation.

The student wrote*:*

> To approach a Minister *for* this department I would... [Correction: To approach a Minister *of* this department I would…]

> …the diet tea they produce is nothing but black tea with laxative added *inside.* [Correction: … black tea *with an added laxative.*]

Vocabulary choice: Collocation.

The student wrote:

> It is human nature to *pour out bad feelings* because it helps *them get relieved.* [Correction: It is human nature to *express emotions* because it helps *provide relief.*]

> She may not *want this tragedy to be spread widely,* then I would repeat my sympathy for *the death…* [Correction: She may not want *news of* this tragedy to be spread widely, then I would repeat my sympathy for *her loss…*]

> The police said that personal details of the dead woman *have not been allowed to make public so far.* [Correction: The police said *the dead woman's name has not been released yet.*]

He said *Australians with university degrees had increased substantially* in the last four decades… [Correction: He said *the number of Australians* with university degrees had increased substantially *over* the last four decades…

…in 2007, Peng chose to *reduce her appearance in front of the public.* [Correction: ...in 2007, Peng chose to *reduce her number of public appearances*.]

Some of *the rest chemical* had been deliberately kept… [Correction: Some of *the surplus chemical* had been deliberately kept…]

As Lin *started doing his Master's Degree* in the field of medical imaging he *made a girlfriend.* [Correction: *When* Lin *began studying for a Master's Degree* in the field of medical imaging he *met [name] who later became his girlfriend.*]

But people *still could catch some signs* that their relationship was *getting worse.* [Correction: But *observers could see* that their relationship was *deteriorating.*

Vocabulary Choice: register and style.

Although a journalistic style is less formal than the academic style required by other faculties, some errors in register were evident in the student's writing.

In essay one the student wrote:

…those who passively receive information produced by mass media now have a chance to become 'citizen journalists' who produce and publish news *all by themselves.* [Correction: …those who passively receive information produced by mass media now have a chance to become 'citizen journalists' who produce and publish news *independently.*]

The most obvious example is that prestigious newspapers have established counterparts to *keep readers around.* [Correction: The most obvious example is that prestigious newspapers have established counterparts to *maintain their readership.*]

In essay two the student wrote:

Compared with high-ranking officials, they are much easier *to get to* than... [Correction: Compared with high-ranking officials, they are much easier *to access* than…]

Vocabulary Choice: incorrect word use, form or ambiguity.

In essay two, the student wrote:

...I would _follow_ some influential academic journals, not only to _know_ the latest scientific breakthroughs, but also to… [Correction: ...I would *survey* some influential academic journals, not only to *identify* the latest scientific breakthroughs, but also to…]

Patients _like_ elderly people, children and the disabled… [Correction: Patients *such as* elderly people, children and the disabled...]

…I would seek help from some _administrations_ who are responsible for… [Correction: ...I would seek help from some _administrators_ who are responsible for…]

In article three the student wrote:

'What a beauty,' _commentated by_ Zhang Zilin, a Chinese fashion model. [Correction: 'What a beauty,' _commented_ Zhang Zilin, a Chinese fashion model.]

Marker Comments and Grading: Essay One Rubric

The rubric provided the following feedback.

Content (weighting 35%):

[_You have made_] _good use of an historical example to discuss press freedom, are familiar with the main texts on the subject and have canvassed the main issues (mark -30%)._

Organisation (weighting 15%):

Well-structured and well-organised (mark – 10%).

Language (weighting 35%):

For the most part, sound (mark – 28%)

Use of Sources and paraphrasing (weighting 15%):

Good work (mark- 10%)

Final comment: _78%._

[_This is_] _a very competent and readable essay that clearly showed understanding of the material. [Your essay is] a good workman-like first essay, with a sound structure and relatively clear argument. I was concerned that at times it was a little superficial and assumed that citizen journalists would be able to fulfil the role and function of hitherto well-resourced news outlets. Additionally your argument would have been strengthened by using more examples and evidence. Otherwise, a good start. Grade at 69%_

Marker Comments and Grading: Essay 2 Rubric

A few related comments were included throughout the essay and minor grammar errors were identified and corrected. No final summary comments were added. The rubric criteria centred on the content expected and how well it was expressed.   The following marks were awarded for the sections listed: dealing with newspaper rounds (18 marks from a possible 20); off the record information (9 marks from a possible

10); media advisors (6 marks from a possible ten); death knock (6 marks from a possible 10); Style and referencing (7 marks from a possible 10). Final mark: 77%.

Practice Articles

A marked improvement was evident between the first and subsequent newspaper articles, particularly regarding intratextual genre and style requirements and the construction of the lead paragraph. Initial difficulty was experienced in quoting comments from sources using direct and indirect speech.

Article one: Scored 11/20 with the following added comments:

> *Lead paragraph is a little long. Get your facts right. Lots of detail missing. Verb tenses need attention.*

Article two: Scored 12/20 with the following added comments:

> *Style problems such as tenses - use past tense throughout and after the lead paragraph. Try this [example provided] for your lead paragraph.*

Article three: Scored 7/10 with the following added comments:

> *A good piece. At times your expression slipped a little and the point re the First Lady's fashion was laboured half way through, but an excellent start for a piece like this. It might have been a good idea to include a picture.*

No elaboration was provided by the marker to explain the meaning of '*your expression slipped*' and no suggestions were made as to ways to correct the 'slip'.

Article four: Scored 8/10 with the following added comments:

> *This grade is generous because your lead is not good. In future this will impact on your grades. But for this piece the writing was interesting and the quotes were good. You would normally need to include direct quotes from the Academy in addition to the quotes in the article. The style flowed well and the reverse pyramid was well done.*

The marker did not explain how to correct the lead and the only corrections provided were to indicate incorrect placement of an indefinite article and an incorrect plural form.

Article five: Scored 17/20 with the following added comments:

> *A very interesting piece and well-written. There may be legal issues surrounding the publication of a piece like this given no conviction has been recorded in the*

case. But that's not relevant to this argument because you are yet to undertake the law section in this unit. Good job.

Summary

During an informal conversation, the faculty teacher expressed the opinion that many EAL students are insufficiently prepared to study international journalism and that this made it difficult for faculty staff whose role it is to pass on journalistic style and techniques, not to teach grammar and sentence structure. Given the importance of accurate grammar in journalism, however, the marker did correct many of Student F's grammar, punctuation and spelling errors in his graded writing assignments.

Student G: Applied Professional Business Communication

Introduction

This course is highly recommended for all EAL business students because it focuses on points of grammar known to cause difficulty for second language learners. It also teaches essential writing skills such as summarising, report writing, paraphrasing, citing and quoting.

Circumtextual, extratextual and intertextual framing.

Table 8.9 outlines the requirements for the Applied Professional Business communication Course. The bibliography task directions included a clear definition of 'bibliography', guiding questions and a direction to incorporate at least one of the following: a book, a journal article, a website, a web document, a company annual report. In addition, students were required to address various conventions of the Harvard style for in-text and end of text referencing.

The student chose the same topic as his EAPP Research Portfolio one. This meant that he had already selected and summarised three or four relevant articles and had completed a research report on the topic.

Table 8.9

Applied Professional Business Communication Tasks

Text type	Circumtextual frames	Extratextual frames	Intertextual frames
Annotated bibliography (10 summaries, each 150-200 words, followed by an evaluation of each article. (weighting 15%)	The content is chosen by the student, but the frame reflects the given task directions. The assumed reader is a discipline specialist.	An explicit macrostructure was predetermined and expected; students were to select a topic of interest and search for a wide variety of resources. The task involved writing a summary and critically evaluating and reflecting on how each article would be used. Detailed formatting information was given.	The students were directed to use the articles to inform the business report assignment. Students were expected to analyse and classify relevant information from their chosen articles, then synthesis these findings to explore their chosen topic in detail.
Business report 1250 maximum word count (weighting 20%)	Self-chosen subject or topics discussed in class. The assumed reader is a discipline specialist.	Explicit macrostructure was provided via a predetermined list of headings to address and students had access to comprehensive grading criteria. Detailed formatting information was provided.	The marking guide included elements of writing style that relate to cohesion and coherence. It also drew attention to, and rated, analysis and synthesis skills as well as referencing skills.

Note: Scaffolding, in the form of comprehensive written directions, was provided for both writing tasks.

The annotated bibliography required students to choose a topic and locate ten research sources. Students were also required to reflect on and justify their choices of resources.

The report task was organized under specific headings which included: an executive summary; an introduction; an outline or description of the main issue(s) or point(s); a discussion; a set of recommendations, where appropriate, and a conclusion.

Extratextual: Scaffolding and support.

Over a period of ten weeks, students attended ten short lectures preceded by set readings from two texts. One grammar session per week followed by class exercises and feedback were also conducted during this period.

Marking of the texts: Bibliography.

The main focus of the marker appeared to be on the appropriate choice of each article and the referencing format used. However, a number of rhetoric based errors that EAPP markers miscoded, or failed to code, were overlooked by the faculty marker in the bibliography task. These errors are documented in Table 8.10.

Table 8.10

Rhetoric Based Unmarked Errors in the Bibliography Task

Error type	Sample	Correction
Incorrect signalling	*Meanwhile* [they need to do more research to support their ideas.]	*However*, [further investigation is required to support these conclusions.]
Lexical bundles and collocation	This *piece of paragraph*…	This *section of the* paragraph…
	…use price discrimination *to capture every last dollar of revenue* from each of customers.	…use price discrimination *to charge the maximum price customers are prepared to pay…*
	The authors *have the little reputation* in this *academic area*	The authors are not well known in this *academic field*
	…the reliability of their *idea* does not convince reader *strongly to some extent.*	…the reliability of *data supporting their thesis* is, to some extent, *questionable.*
	…*makes read know some informati*on about…	…*provides readers with information* about …
	This report is *so specific* that *I cannot touch the useful information* for my research.	The report *is not specific to airline pricing; therefore, it was difficult to identify information that could inform* my research.
	…the data was collected in 1986. It is *such a long time from here…*	The data, collected in 1986, *is out-dated.*
	It *made readers realise* the *meaningful existence* of price discrimination.	It *alerts* readers to *the meaning and the existence* of price discrimination.
Under/Over specification	…this is a *relatively perfect* critical review *article* that gives me *a lot of information.*	This critical review *could prove particularly informative and useful*.
	This report has limit value *for me for the simple reason* that *it just shows me* some basic information.	*This report is of limited value for my research because it contains only* basic information.
Under/Over specification	…this article is *absolutely useful* for my research	The information in this article is *highly relevant* to my research.
Incorrect word form/use	In this case it might be lack of *precise*.	In this case it *lacks precision*.

Table 8.10

Rhetoric Based Unmarked Errors in the Bibliography Task

Error type	Sample	Correction
Incorrect word form/use	…the authors *assume* that the networks charge different prices to different customers.	…the authors *hypothesise* that the networks charge different prices to different customers.
	Because customer's *patience and valuation are always exhibited in arbitrary style*, the authors focus on short-term pricing…	The authors focus on short-term pricing because customers *tend to* make *arbitrary decisions* based on the *time pressures they face* and *price considerations.*
Lexical bundles and collocation	…it is *undoubted for this document* to be useful.	…*doubtless this document* will prove useful.
	…sets price policies to *maximum the profits*	…sets price policies to *maximise the profits*
	The content of this article *made the audiences realise* that…	The content of this article *raises the reader's awareness* that...
	This…article gives me some *implications for my research.*	…is *relevant to my research*.
	Some of their ideas and *thinking* are *over ideal.*	Some of their ideas and *conclusions* are *idealistic.*
Register/style	They *tried to find* whether this was a form of price discrimination.	They *investigated* to identify if…
	What is more…[used several times]	Additionally…
	Individual airline companies can *have* more profits.	…will make greater profits.
	It is very useful *on grounds that* it *makes me know* what price discrimination is…	… It is useful and informative *because it clearly defines the meaning of* price discrimination.
	Sincerely, this is such a good article for the simple reason that it provided the evidence that…	This article provided evidence that …; therefore, it proved useful to support…

Marking of the texts: Report.

The main focus of the marker appeared to be on the structure and content of the report. Some verb tense errors and overuse of articles were identified, but only in the first three pages. A number of rhetoric-based errors as shown in Table 8.10 were not indicated by the marker in the bibliography task.

Comparing this report to the one written in EAPP, it was clear that Student G's **r**ecognition and use of appropriate collocations and colligations had improved. The marker added the following comment:

A very professional report and very good executive summary. Your research was excellent and your application of research to your examples is very strong. Small improvements are possible in your written expression and your headings.

Check marks on the marking rubric indicated the following aspects of academic writing were above the acceptable standard: formatting; report structure; writing style, and grammar accuracy. The rubric also indicated that the student demonstrated the ability to synthesise ideas and draw conclusions and that his referencing was well above the acceptable standard. The student received a high distinction of 83% for this task.

Table 8.11

Unmarked Errors in the Business Report

Error type	Sample	Correction
Incorrect signalling	*First of all…* [used several times]	*First, …*
Collocation	…to test whether price discrimination can be used in *simple companies*.	…to test whether price discrimination can be used in *proprietary/public companies*.
	…utilised by *three main normal industries*. [used twice]	…utilised by *three common industries*.
	…compared the two government policies *which are called* indirect price control and patent protection	…compared the two government policies *concerned with* indirect price control and patent protection
Incorrect word form/use	Firstly… Secondly… *Lastly*	Firstly… Secondly… *Finally*…
	The *implement* of direct piece control measures…	The *implementation* of direct piece control measures…
	The *wholesales* in the fish market use different prices to segment customers…	The *wholesalers* in the fish market use different prices to segment customers…

The marker's comments were as follows:

Well done. Excellent Harvard style. Very good summaries of resources. Evaluations are good. Reflections on why you chose some resources could be slightly stronger. Make sure you use the font/line spacing requested. Annotations should be in alphabetical order and indented.

Check marks on the marking rubric also indicated that the student exhibited a high level of control over English grammar.

Summary of Business School Tasks

Both of these faculty tasks were included in the EAPP program where the cohort was required to complete at least three summaries and a critical review in their chosen research area of interest. Within their Research Portfolio, students identified research articles and reflected on how the articles could help them answer research questions which they had posed earlier. The EAPP program books provided guidelines for, and examples of, summary writing and critical evaluations. EAPP Students also attended a lecture and a DVD viewing which focussed on critical thinking as well as two 2-hour sessions assigned to activities which used case studies as a medium for critical thinking. Following that, EAPP students were required to write a research report based on self-selected questions and reading in their area of interest. The structure of the faculty report, however, differed from the EAPP structure. The Business School report required students to organise text in a sequence of major divisions that accord with a commercial or corporate report. Nevertheless, many of the essential skill aspects of report writing were covered in the EAPP Program and Student H very successfully adapted his EAPP report to meet the requirements of the Business School. This provides evidence in support of learning transfer (research Questions 2b and 3b).

Chapter 8 Summary

Overall, an analysis of circumtextual features shows that faculty set writing tasks and EAPP writing tasks—at least in the first semester of university writing—were almost identical in complexity and word count restrictions, with the exception of group writing tasks which required a higher word count. It also revealed that not all tasks listed by faculties were included in the EAPP program, but that the missing tasks were based on highly specified frames the requirements to which ex-EAPP students successfully adapted (research Question 1). These points will be further developed in Chapter 9.

CHAPTER NINE

DISCUSSION

Introduction

The developmental aspect of English language competency for EAL students is widely recognised and acknowledged, but where and how the initial development should commence is debatable. A growing body of research claims that direct entry into faculty studies with additional EAP assistance integrated into course work exemplifies best practice for EAL students who have been accepted to study for a master's degree (by coursework) in an Australian university.

This move towards contextualised and embedded learning is driven by the belief that differences exist between academic disciplines in the ways that knowledge is constructed and expressed; therefore, learning needs to be context-specific (AQUA, 2009, 2013; Arkoudis, Baik & Richardson, 2012; Bamforth 2010; Dunworth, 2013). Others argue that the needs of EAL students are complex and this necessitates the initial support of specialist teachers familiar with socio-cultural differences and who have the metalinguistic skills and learning strategies to address these specific needs (Dooey, 2010; Evans & Green, 2007; Storch & Tapper, 2009; Terraschke & Wahid, 2011).

Advocates of each option provide persuasive arguments for their choice, but tend to ignore possible gaps that exist in their preferred option. A major aim of this study was to uncover issues, as well as potential gaps or differences regarding these choices and to explore a third option: one that builds on the advantages of existing entry models. Inherent in this aim was to address any identified limitations; ascertain possible discursive homogeneity across faculties, and accommodate the special needs identified by EAL students. The main purpose was to seek a viable and supportive pathway program that could guide EAL students towards successfully fulfilling writing requirements within their chosen faculties.

The analyses of questionnaire responses, student reflections and stratified writing samples collected during this study, clearly demonstrate that EAL writing development involves more than just content knowledge and an understanding of discipline-specific genre requirements and vocabulary. Academic writing comprises a complex combination of circumtextual, intratextual and intertextual features and skills, some of which are completely new to international students. To gain control over this multilayered interplay of text requirements, many EAL students require extratextual assistance that takes into account sociocultural differences. To make it easier for international students to navigate a pathway towards successful writing, the further development of adjunct abilities may prove necessary. Abilities such as: effective reading strategies; speed reading; skimming and scanning; library research skills; notemaking; effective skills for listening to lectures; debating; cooperating in groups; divergent thinking; studying independently, and time-management may prove to be unfamiliar, or new skills for some EAL students.

To address Questions 2 and 3— that is, to identify whether the perceived writing needs of the EAL students in this study are being met—the following model, Figure 9.1, was designed to more easily identify, illustrate and discuss the support afforded by faculty and EAPP teachers. Each segment of the model identifies an area of need for the researcher to address in order to judge which form of entry to master's degree study provides the greatest support required by EAL students to assist them to achieve success in writing academically.

The categorisation of academic writing in Figure 9.1 presupposes that student needs should be central to all teaching and learning activities designed to address the requirements of successful academic writing. It is a conceptualisation based on the findings from this study, as well as components from the research findings of Kaldor and associates (1998) and Rochecouste and associates (2010). It serves to illustrate the complexity and varied skills that EAL students are expected to master when studying in an English medium university. Framing analysis such as this is time-consuming; however, it serves to raise teacher awareness of the special difficulties that EAL students may experience and the type of support they could require.

Major Issues Identified in the Study

Results from analysing the multiple sources of data in this study and information emanating from the Needs Model, resulted in the identification of the following four major issues: the initial lack of preparedness of many EAL students to study at master's level; similarities and differences between EAPP and faculty tasks and genres; student views on the role feedback played in their progress, and student opinions of the EAPP program.

4. INTRATEXTUAL ASSISTANCE
ACADEMIC WRITING SUPPORT

1. CIRCUMTEXTUAL ASSISTANCE
PRE-WRITING SUPPORT

3. EXTRATEXTUAL ASSISTANCE
SOCIOCULTURAL SUPPORT

2. INTERTEXTUAL ASSISTANCE
READING AND WRITING SUPPORT

L2 STUDENT WRITING NEEDS

- Writing multi-generic texts
- Cohesion and coherence
- Content depth issues
- Paragraph types and structure
- Transitions and signalling
- Grammar and surface features
- Collocations and colligations
- Sentence structure
- Academic vocabulary
- Register and style

- Assumed reader
- Prompt analysis
- Content origin
- Library search skills
- Note-making
- Macrostructure
- Content depth
- Reading strategies
- Planning strategies

- Group work
- Debate
- Confidence
- Expressing opinions
- Cultural aspects of learning
- Cultural influences on writing
- Learner responsibility
- Independent study skills
- Time – management
- Dealing with culture shock
- Physical well-being
- Social relationships

- Discipline specific knowledge
- Discipline specific macro-genre
- Research skills
- Critical analysis and synthesis
- Information synthesis
- Forming questions
- Forming hypotheses
- Referencing, citing, quoting
- Paraphrasing skills

Figure 9.1 Model showing EAL Student Writing Needs

Note: This model illustrates the type of support that L2 students need to develop the writing skills necessary for academic studies. It provides links to and adds to the framing analysis method for judging student writing proposed in *Framing student literacy: Crosscultural aspects of communication skills in Australian universities* by S. Kaldor, and associates. Copyright (1998) held by UWA; *Addressing the ongoing English language growth of international students* by J. Rochecouste and associates. Copyright (2010) held by the Australian Learning and Teaching Council, NSW, Australia, and information gleaned from this study.

Issue 1: EAL student preparedness for study at master's level.

The first major issue, derived from student responses to questionnaire items and research portfolio reflection forms, confirmed that on entry to the EAPP program, a large majority of the two student cohorts were academically, linguistically, culturally and socially unprepared for study at master's level in an Australian university. This finding concurred with research conducted by Barrett-Lennard and Bulsara (2007) who found that many students entering a major university in Western Australia were ill-prepared for academic studies. As a consequence, at the end of their courses these students expressed dissatisfaction with the type and extent of language services that had been offered to them.

In support of this claim, it was noted that only 16 of the combined cohort of 60 students initially ranked themselves below midpoint on a 7-point scale of proficiency in English academic writing. This misperception of their current writing ability suggests that they were unaware of the expected standards, genres and skills required to produce successful English academic texts. Furthermore, on entry, the only areas of writing students reported as causing significant difficulty were vocabulary (50% of students), grammar, (50% of students) and cohesiveness at the sentence level (40+% of students). Interestingly, both student cohorts perceived an increase in their frequency of grammar errors following ten weeks of instruction in the EAPP program. At this stage Cohort A had received feedback on seven writing tasks and Cohort B had received feedback on six. This suggests that either the expected standard of editing had been misjudged by students, or they were used to having their grammar errors corrected for them, rather than independently identifying and correcting errors that had been coded by a marker.

Additionally, more than half of the cohort stated in their Research Portfolio reflections that they had either chosen to study in a discipline that was new to them, or that they had no previous research experience in their home country. Obviously, students who had chosen a new discipline were unaware of, or had underestimated, the difficulty of concurrently gaining discipline knowledge and concomitant language skills and that they expected extensive support would be available to assist them (Arkoudis & Starfield, 2007; East, 2001; Hellsten, 2002; Ward, 2001).

Those who reported no previous experience with research writing would experience severe difficulty when required to produce evidence-based and original research findings in a carefully structured thesis or dissertation (Rochecouste et al., 2010).

A similar number of students had never been required to select, read or summarise academic articles prior to the EAPP program and, according to 19 students, critical and divergent thinking was either discouraged in their home countries, or had never been required in their previous studies. This could explain why no student noted intertextual features as an area of difficulty in their initial questionnaire responses. To add to this difficulty, many had entered the program based on an IELTS score which, according to Hirsh (2007), is an inadequate predictor of subsequent academic performance. An IELTS test fails to measure the complexity of academic writing because it does not require students to synthesise information from secondary research resources (Dunworth, 2010; Phakiti 2008; Phakiti & Li, 2011; Rochecouste et al., 2010). Nor does it reflect the substantial language manipulation that is required to do this (Turner, 2004). Given that most academic writing is based on synthesising and integrating information from source materials (Hamp-Lyons & Kroll, 1996; Moore & Morton, 2005; Storch, 2012; Weigle, 2004), it is essential that students be given the time and practice opportunities to master this difficult skill.

Some students also alluded to further differences that affected their readiness for faculty studies. Unlike in their home countries, where professors assumed responsibility for keeping them on task, students commented that in Australia they were expected to be independent learners with efficient time management skills. In recognition of this contrast, the EAPP program included time management as a feature of the Study Skills Portfolio in which students were expected to devise and consistently upgrade study plans to reflect intended action on all set tasks and to address personal weaknesses. These differences between Australian university expectations and those of their home countries is evidence of the double cultural shift identified by Ballard and Clanchy (1988). Unsolicited written comments by the students at the end of their program showed that EAPP classes, limited to a

maximum of 18 students, provided a supportive environment that facilitated an easier adjustment.

It follows that direct entry into faculty by ill-prepared EAL students would place a substantial onus on faculty staff whose questionnaire responses indicated that, as discipline specialists, they believed they were unprepared to teach writing skills. Although implicitly aware of the features of academic writing, the majority of faculty specialists considered that making this knowledge explicit to students was difficult because they lacked the metalinguistic and metadiscourse awareness necessary to guide the writing needs of international students. It is also possible that international students who attained an IELTS score that allowed them direct entry into a faculty, might be equally ill-prepared. Phakiti and Li (2011) found that students with IELTS scores that ranged between 6.5 and 7.0 had comparable levels of academic difficulty in writing, reading and using adjunct study skills, while Bretag (2007) claimed that students require a score of 7.5 – 9.0 if they are to succeed in all areas of academic study.

Issue 2: Differences in tasks and writing requirements.

The second major issue that emerged from the analysis of data in this study was whether or not tasks, genres, language features and writing requirements varied across and within faculties (Questions 1 and 2). If variations proved significant, faculty staff would be best placed to teach field knowledge and genre structure concomitantly through a tacit "apprenticeship" model, as suggested by advocates of the New Rhetoric genre movement (Freedman, 1993). However, if a common core of adjunct skills were identified, a systemic, functional approach to genre (Martin, 1987) combined with an English for specific purposes approach (Swales & Feak, 2004) would potentially address many of the complex issues presented in the Needs Model (Figure 9.1, p. 275). In this case, explicit teaching by highly qualified EAP specialists in a pathway program, prior to student-entry into faculties, would provide initial support for faculty staff by making the transition into faculty easier for EAL students.

A comparison of circumtextual features revealed that, in this study, faculty-set writing tasks and EAPP writing tasks were almost identical in complexity and word count restrictions, with the exception of faculty group reports which required a higher word count. These reports were not analysed because it proved impossible to identify the individual contributions of each writer in the group. The assumed reader/marker for both faculty and EAPP writing tasks was an informed academic, with the exception of Journalism articles which targeted the general public and, therefore, required a less academic register. Consequently, it proved necessary for journalism students to switch registers, styles and text structures to accommodate both academic tasks and journalistic styles of reporting. To support the development of academic writing, the EAPP program provided extensive lessons in identifying and developing an understanding of appropriate register, as well as the other circumtextual support areas listed in the Needs Model. There was no evidence of this type of support in faculty course outlines, or timetables.

The main question, however, focuses on the extent to which required tasks and genres were discipline specific and whether the specific literacies, the specialised knowledge and any intratextual differences identified could prove difficult for EAPP teachers to comprehend and teach.

In Chapter 3 it was established that to avoid confusion and to more accurately discuss issues related to text types, the terms *tasks* and *genres* would be used rather than *macro-genres* and *elemental genres* employed by Hyland (2007). Using these distinctions, faculty questionnaires showed that the most commonly set tasks across faculties were: writing a plan or proposal; reporting on an experiment or project; essay; case study; library research, and article summary. All of these tasks were taught within the EAPP program. However, the stratified writing samples revealed minor variations in report structure between the Business School which required an executive summary page and Agriculture which required an abstract.

The EAPP cohort was also required to write a research report based on self-selected questions and information from research articles in their area of interest. However, the templates that were provided for the task indicated that an

argumentative essay, or mini-literature review, was required. The students'
responses to this task revealed that, rather than mount a concessive argument, they
had instead provided points that supported the stance they had taken. In contrast,
faculty reports expected students to organise text in a sequence of major divisions
that accord with either an academic thesis, or business report. If it holds true that a
large percentage of international students opt to study business courses, it seems
logical to include a short, formal business report in future EAPP programs.

More importantly, the EAPP research report had been misnamed. It should not
have been categorised as a report. This highlights the importance of accurate
'naming' of text types to avoid misunderstandings when developing metacognition
(Johns, 2011). It would assist also, if EAPP and faculty staff developed a common
'naming' system. For example, reflections based on responses to teaching/learning
situations required in Education, were highly structured using a 5-R framework
which was comparable to the reflection format required in the EAPP program.
Although the terminology differed, the intention and expected content were almost
identical.

Not all tasks listed by faculty were included in the EAPP program. Omissions
included: laboratory reports; graphic poster displays; annotated bibliographies; fact
sheets; tweet marketing news and promotional blogs; on-line discussions, and
extended answers to exam questions. While laboratory reports were required in
three courses, the other eight were required in one course only. This demonstrates
that some tasks listed by faculties are indeed discipline specific, but also raises the
question of whether they are beyond the scope of an EAPP program.

Further investigation reveals important links within the EAPP program that
could transfer to assist students to adapt to the requirements of the missing faculty
tasks listed above. Of these, results from the stratified faculty sample revealed that
in the first 12 weeks, laboratory reports were required in two courses and, although
this task was new to EAPP students, the highly specified laboratory report
framework provided sufficient scaffolding for them to master its organisational
features. It was also evident that the laboratory genre structure was fairly simple. It

required mainly a procedural description and occasionally a definition, both of which featured in the EAPP program. Highly specified frames also featured in course tasks within education, analytical chemistry, nursing practice and pathophysiology, environmental planning management, electrical engineering, business, and international journalism. Results from the stratified samples showed that these EAPP graduates had readily adapted to the requirements, possibly because similar scaffolding was extensively employed in the EAPP program. Scaffolding provided an enabling model that allowed for continual adaption and flexible thinking. The familiarity with scaffolding possibly transferred and assisted students to adapt quickly to the requirements of new tasks.

This conclusion is supported by Pugh and Bergin's research (2006) which proposes that transfer is increased when motivation is heightened and this can occur when the skills and task structures taught in one course are needed to complete tasks using content from a different course. The desire to master new tasks could also trigger greater persistence which leads to transfer success.

There were also several links between the other eight tasks and the EAPP program that could have transferred to provide valuable assistance. For example, although EAPP students were not required to construct a bibliography, all ex-EAPP students were awarded high distinctions for this faculty task and the marker's comments praised their summarising skills, the analysis and evaluation of their self-chosen articles, and their referencing and annotation skills. Supporting links provided within the EAPP program point to the possibility of far transfer (Gardiner, 2012; Hung, 2013; James, 2006, 2010; Perpignan, Rubin & Katznelson, 2001; Perkins & Salomon, 1988; Tardy, 2006). These links comprised lessons and practise in conducting library searches for research articles relevant to their research interest, as well as the completion of at least three summaries and a critical review. Links that supported evaluation skills included: adjunct lessons that involved problem-solving using case studies; critical thinking exercises, and reflection forms. Speaking tasks and debates that required students to identify and question the points of view expressed in various articles that were unrelated to their research area, could have provided further links for the bibliography task. EAPP

activities also addressed, debated and countered the commonly held sociocultural view that Asian writing organises reality differently from English writing. The Confucian philosophy of conserving knowledge rather than questioning it (Kaplan, 1966; Monroy-Casas, 2008) was discussed using a reading from Ballard and Clanchy (1991).

Additionally, writing appropriate extended answers to exam questions can be linked to EAPP writing evaluations which entailed three writing tests administered under exam conditions. One timed, open-book test based on readings from the EAPP course book and text book was administered in class and writing exams were held at the end of both semesters. A choice of topics was provided for all three tasks. Exposition/argument was the target genre set for the open-book test and, although the directions for the test comprised a single statement with no further circumtextual guidance, students were able to identify the target genre. Adequate planning time was factored into the task, but lower than expected grades were awarded to a number of students who found time restrictions difficult to manage. Therefore, in subsequent exam tasks, time-management and writing process strategies were artificially imposed. Students were allocated ten minutes for reading time, before notepaper was distributed for planning and writing their first draft. After one hour, students were issued with exam booklets and allocated a further 90 minutes to continue planning and to write their final, revised and edited copy. Planning sheets and edited copies were both collected, so that markers could evaluate the processes that students had followed.

Essay writing, which was strongly represented in the EAPP program, was listed by six faculties or schools as an essential task. However, only one faculty set essay tasks during the first twelve weeks of study. As expected, the two essays set by this faculty were intended to be multi-generic, with argument being the overall organising genre. The ex-EAPP student received distinctions for both essays and comments confirmed that structure and style of the essays were well-defined and that the arguments presented were logical and clear. This raises the possibility of near transfer (Gardiner, 2010; James 2008; Perkins & Salomon, 1992; Perpignan, Rubin & Katznelson, 2007).

Although on-line discussions were used informally by EAPP students—as a time-saving communication strategy to support group-based assignments—the communication between group members was not monitored by teachers who used the Internet only for on-line assistance with research tasks and as a feedback medium.

In summary, the tasks most listed by faculty were carefully scaffolded and taught in the EAPP program. Faculty tasks that were not taught in the EAPP program were organised within highly specified frames which allowed ex-EAPP students to quickly and easily adjust to the task requirements, particularly given that many of the understandings and skills required had been included in the EAPP program. Evidence of near and far transfer were identified.

Having discussed the similarities and differences between faculty and EAPP tasks, attention is now focused on genre differences and who is best placed to teach the rhetorical features and structure of genres.

In their open-ended responses to questionnaires and in their reflection forms, students listed socio-cultural differences in genre use as an initial difficulty. For example, argument and cause/effect were unfamiliar genres to some students who had been discouraged from using them. Consequently, these students required extratextual support as well as time, not only to master the genres, but also to adjust to the challenge of thinking creatively, critically and laterally.

As previously explained in Chapter 3, strategies and features of the three genre schools of thought identified by Hyon (1996) were integrated systematically into the EAPP program. Each was seen to add an important dimension and focus that assisted EAL students to understand the requirements of English academic writing. This allowed the program to maintain a balance between direct teaching, text analyses and text comparisons. It also ensured that EAL students developed familiarity with the relationships that exist between the English language and its functions in social settings. That is, strategies included the identification,

comparison, adaption and use of global organisational patterns and characteristic rhetoric-based features of English texts. To counter the controversy surrounding the role of transfer from L1 to L2, comparisons were also made between these L2 genre expectations and the students' L1 writing structures. This acknowledged contrastive analysis and contrastive rhetoric research findings which identify how socio-cultural differences can transfer from L1 and cause errors in L2 student writing structures and features (Benesch, 2001; Grabe & Kaplan, 1989; Hinds, 1987; Kaplan, 1966, 1972, 1988; Kubota, 2001; Monroy-Casas, 2008; Pennycook, 2001; Scollon, 1997; Spack, 1997; Zamel, 1997). It also recognises research that identifies that L1 can have a constructive influence on L2 writers (Carson, 1990; Cummins, 1983; Francis, 2000; Hall, 1990; Scott, 1997; Yan, 2010).

Specialised teaching and learning such as this requires metalinguistic understanding and skills. It also requires time, practise and feedback to master genre features and to support near and far transfer. The EAP program at Swan University is a five-week module of either 20 or 25 hours per week. Compared to the EAPP program, the duration of an EAP program is insufficient to address the high number of student needs illustrated in the Needs Model (Figure 9.1). Lack of time was also mentioned by faculty staff whose questionnaire responses strongly emphasised that they had neither the time, nor the expertise, to address these important genre relationships and that their essential role was not to teach writing skills, but to impart discipline-specific knowledge and processes.

It follows that if a common core of genre features exists, then EAPP teachers have the time and expertise and are best placed to teach these organisational features of text. If genres do differ significantly across faculties, then faculty staff will need to assume the responsibility for explicating genre structure.

Analyses of the students' writing across faculties revealed that a variety of genres and their accompanying rhetorical features were necessary, except in three cases. Continuous prose was not expected for the fact sheet and case study required for Nursing Practice or the graphic poster display required for Biochemistry. The brief notes required in nursing, probably mirrored the socio-cultural context in

which nurses work. This practice accords with new rhetoric thinking (Bazerman, 1994) of faculty taking responsibility for inducting students into their chosen discourse communities; a practice which is beyond the parameters of the EAPP program. However, it does require skills such as summarising and note-making which were imparted within the EAPP program. The EAPP program also provided extratextual assistance and scaffolding to develop the genre knowledge required across faculties.

Another minor difference was identified using ESP genre text analysis (Swales, 1990). This drew attention to intratextual similarities and differences in sentence level features expected across faculties. For example, science-based courses when compared to arts-based courses, revealed differences in whether nominalisation and/or passive or active voice should be used. The use of nominalisation and passive voice featured extensively and was recommended in the EAPP program as a means of maintaining objectivity. Conversely, processes in science texts are mostly described using precise active verbs. Despite this preference, science students need to be able to delineate when passive voice is more appropriate than active voice because both forms feature in major papers, dissertations and theses.

Most faculty writing assignments, however, required a multi-generic response consistent with elements from the Systemic Functional Linguistics (SFL) school of thought (Martin, 1987). SFL provides not only information about genre structure and rhetorical features, but also a suggested teaching sequence for EAPP teachers to use. The Agricultural Science report, for example, represented a concessive argument, supported by other genres such as definition, explanation (cause/effect and process), problem/solution, compare/contrast and description. The Business School report was also multi-generic. It required description, compare/contrast and concessive argument.

SFL discovery processes were utilised in the EAPP program to identify and manipulate structural and rhetorical features of common SFL academic genres. This included choosing appropriate transitions, signposting, academic verbs, adverbials and adjectives. Although few faculty markers acknowledged it, analysis

of ex-EAPP student texts showed that the students wrote coherently and cohesively and made very few errors in their choice of connecting features.

In summary, the analysis of student writing samples demonstrated that a core of genres were common to both EAPP and faculty writing. Proficient use of the rhetorical and structural features of these common genres was developed in the EAPP program and required across faculties. Control over genre features, however, requires extensive intratextual assistance and practice, so EAL students may need concentrated support to prepare them for faculty expectations. To avoid confusion and misunderstanding, such support entails exploring, with students, the socio-cultural properties of genres from a contrastive rhetoric perspective.

Issue 3: Faculty and EAPP corrective feedback to students.

The third major issue—one which related to question 4 of the study—was the students' continual references to corrective feedback and practice and, although the study did not set out to elicit opinions on corrective writing feedback, it became evident from students' responses that this was an area of concern to them. A finding such as this is not surprising given that several researchers have emphasised the significance of feedback as a means to support the development of writing fluency, accuracy and choice of academic vocabulary (Ferris, 2003; Goldstein, 2004; Knoch et al., 2015; Leki 2006; Storch & Tapper, 2009). Indeed, research by Rochecouste and associates (2010) confirmed a positive correlation between academic success and the provision of linguistic feedback on assignments. According to Best and associates (2014), using feedback to correct and revise written work is a new practice for many EAL students. Therefore, student views of writing feedback, and the type of feedback they prefer, should be seriously considered. This highlights a need for the feedback they received from both EAPP and faculty markers to be examined.

Connections between students' marked texts, their open-ended responses to the questionnaire items and their reflections collected as part of this study, revealed five major feedback-related findings.

The first finding demonstrated that students were able and willing to identify and express opinions about the multifaceted feedback types provided in the EAPP program. Forms of feedback they considered useful included: one-on-one interviews with teachers; written comments by teachers; coded errors for student correction; peer reviewing, and the use of reference materials and lecture notes to confirm corrections. From the collated data, it was evident that EAPP students judged direct marking, direct comments and teacher-conferences as more helpful than coded marking and self-correction as a means to clarify meaning and draw attention to errors. However, many students (n = 21) indicated dissatisfaction with the amount of time allocated to formal consultation with their teacher.

Although EAPP students indicated that they had tried various independent ways to address their individual writing difficulties, a total of 45 students preferred teacher-conferencing. This was possibly because it afforded them an opportunity to ask questions about their individual difficulties and to receive metalinguistic feedback. According to Sheen (2007), teacher-conferencing increases both the ability to notice errors in future writing and encourages "awareness-as-understanding" (p.260). It may also be because they were given the opportunity to explain their intended meaning to the marker, particularly when the coding comment "unclear" was used. According to a number of researchers (Amrhein & Nassaji, 2010; Ferris, 1995; Zamel, 1985), students sometimes report that teachers alter their writing, causing a discrepancy between their intended meaning and what the marker thought the student meant to write. This is also one of the main arguments raised by proponents of direct entry into faculty who believe that EAPP teachers experience difficulty understanding the content and preferred structure of technical papers (Arkourdis, Et al 2012; Crichton & Scarino, 2007; Harper et al., 2011; Hyland & Bondi, 2006; North, 2005; Spack, 1988). However, in this current study, EAPP teachers successfully directed students towards the selection of suitable academic articles for their research task and reported no difficulty understanding the specialist content contained in the articles. According to Woodward-Kron (2007), the valuable contribution that EAP teachers can make to knowledge production, through scaffolded assistance and questioning, is often overlooked. Despite their stated preference for teacher-conferencing, however, very

few students approached EAPP teachers informally for extra feedback, even though they were made aware of an EAPP "open-door" policy. This suggests that additional, formal conferencing sessions should be considered as an integral feature of future EAPP programs.

The second feedback-related factor identified in the study was the students' disinclination to seek peer feedback. Although peer feedback was built into the EAPP program to assist with the correction of coded papers when writing assignments were returned, it was not deemed compulsory and peer feedback and intervention did not play a significant role during the program. No student recorded it as a useful strategy in the final questionnaire; however, some (n = 10) students indicated that, when writing their major research paper, they sought the advice of peers from the same discipline area; particularly if the comprehension of content proved difficult. According to research, there are sound pedagogical reasons for including peer reviewing in L2 classes, but to be successful as a feedback strategy, it needs to be carefully structured and managed (Best et al., 2015; Jacobs et al., 1998; Tsui & Ng, 2000; Salih, 2013).

The next and more concerning feedback-related finding was that a third of the students (n = 21) indicated that coded marking proved unhelpful. Such an outcome accords with findings that students prefer explicit, overt error-correction supported by an explanatory comment. Although coding helps raise awareness of writing features, students have difficulty correcting identified errors, especially if previous grammar instruction had failed to address the formality necessary for English writing to be judged as academic (Amrhein & Nassaji 2010; Rochecouste et al., 2010).

The reason coded marking was chosen for the EAPP program was because it requires self-correction; a strategy viewed as extremely useful by some researchers (Ferris, 2002; Ferris & Roberts, 2001; Makino, 1993). After EAPP teachers had marked the students' assignments, the coded texts were returned to them for correction, retyping and resubmission in their Study Skills Portfolios (SSP). Initially, students diligently, but not always successfully, attempted to self-correct

coded errors before retyping them. To monitor the corrections, both the original and corrected texts were submitted and the SSP was assessed and awarded a mark. The mark formed part of the student's final grade. During the time of this study, the practice reverted to an "autonomous commitment of guided individual study" which teachers occasionally monitored. An inspection and comparison, following these changes, revealed a significant lapse in error-correction, possibly because the portfolio no longer carried a mark that counted towards the students' final grade.

As reported in Chapter 3, although both grading and marking were considered important components of feedback, not all EAPP writing assignments were graded. The purpose of this was to encourage students to focus on the form, function and language features of their writing, rather than the mark awarded. It also helped to avoid the emotional responses and demotivation that low grades can engender (Best et al., 2015) especially in the early stages of adjustment to English academic writing expectations. However, as grades are paramount to university study and are seen as motivating because they allow students to gauge their progress (Ferris, 2007), four texts in each of the semesters were marked and also graded. Written comments were added by most markers to ensure that students felt their efforts were respected, supported and encouraged and to help alleviate disappointment if they received a low grade.

The fourth major feedback-related finding, associated with question 1(c) and question 2, was identified by contrasting feedback provided by faculty markers with that provided by EAPP teachers. Apart from the School of Education, faculty staff almost exclusively focused on ideas, content, discipline specific vocabulary errors and referencing when ranking skills listed in the questionnaire and also when marking assignments. For example, one assignment that received a high mark of 92% included a comment that advised the student to seek assistance to improve her poor writing skills and grammar. Similarly, the marking rubrics provided by the Business School and International Journalism provided useful guidance for structure, rather than signalling a need for language proficiency. Occasionally, very obvious grammatical and spelling errors were identified and corrected by faculty markers, one of whom began by marking some grammar, but then ignored errors

for several pages. The few faculty staff who marked grammar and intratextual errors, chose to use explicit, overt error correction and added an occasional supporting comment. Faculty responses to the open-ended question of who is best placed to teach academic writing to L2 students, offered three reasons for this: (a) the curriculum is already overcrowded, so content must be paramount; (b) the crowded curriculum means there is insufficient time to assist EAL students to master writing skills, and (c) subject specialists lack the necessary metalinguistic skills to teach academic writing to L2 learners. In one faculty, most marking of written assignments was allocated to current PhD students one of whom provided some useful, direct Internet-marking which included informative notes within a reviewing pane. However, a second PhD marker gave advice that conflicted with these remarks; a situation that inevitably causes confusion and also highlights the need for clear standards and moderation to be established between markers. The fundamental premise of training for both inexperienced and experienced markers of student texts is supported by research (Meadows, 2006; Ruth & Murphy, 1988; Seaman, 2014; Weigle, 1999).

The above findings accord with a number of other research conclusions. Firstly, faculty markers are inclined to comment on the content of student writing rather than the quality of the product (Bridgeman and Carlson, 1983; Hamp-Lyon, 1991; Knoch et al., 2015; Zhu, 2004). Amrhein and Nassaji (2010), suggest that markers often focus only on errors that interfere with meaning because too much correction can be demotivating and discouraging—a finding supported by Clughen and Connel (2012). Such a reason is highly unlikely in this study given the explanations offered in faculty answers to the open-ended question of who should teach writing skills to L2 writers. A second research conclusion is that a focus on meaning alone ignores the importance of how that meaning is communicated. In noting that language use is often unmarked at the word or phrase level in faculties, Turner (2004, p. 95) argues that '...language proficiency in the academic context is as important as content.' Evans and Green (2007) agree and although they advocate a task-based and content-driven framework, they recognise that ignoring language difficulties fossilises problems.

Thirdly, such a practice also raises questions about the effect that this type of faculty marking has on students. Research focusing on L2 student attitudes towards error correction confirms that many L2 writers become discouraged and dissatisfied if errors are ignored. This is because they expect to progress towards eventually producing error-free English writing (Ferris, 1995; Ellis, 2010; Hyland, 2003; Radeki & Swales, 1988). Other studies show that students become enthusiastic when they are accorded the opportunity to express their needs and preferences for the type of feedback they wish to receive (Kluger & Denisi, 1998; Seker & Dincer, 2014; Mustafa, 2012).

In contrast to faculty based markers, EAPP teachers proved more concerned with how meaning was expressed structurally. Their marking focused on intertextual and intratextual aspects of text, as well as grammar and other surface features. In particular, EAPP markers constantly monitored paraphrasing and plagiarism; a practice which accorded with the views of Wette (2010), who noted that paraphrasing, even after instruction and practise, is a particularly difficult skill for EAL students.

In fact, for eight students in this study (Cohort A, n = 6; Cohort B, n = 2) paraphrasing was a completely new skill, probably because cultural viewpoints differ regarding how the ideas of others can be incorporated into writing (Hu, 2001; Introna, Hayes, Blair & Wood, 2003; McDonnell, 2003; Pennycook, 1996). On entry to the program, Cohort B questionnaire responses showed that they were more familiar with paraphrasing than Cohort A and they were judged to have more linguistic expertise in English. Therefore, it is not surprising that following intertextual intervention over ten weeks of instruction, Cohort B expressed greater confidence in paraphrasing than Cohort A and that by the end of the program only a few students (n = 4) listed paraphrasing as problematic.

In addition, some students (n = 11) used meta-language to talk authoritatively about the strategies they had applied to address marker feedback on plagiarism and 30% of the students (n = 16) recorded it as an important skill they had learnt during the program. Comments from these students demonstrated a level of cognitive

processing that was not evident at the start of the program. Throughout the EAPP program, extratextual and intratextual intervention included teacher explanations expressed in metalinguistic terms. The success of this approach appeared to have transferred to paraphrasing used in the students' faculty writing. According to Sheen (2007), such student capability is the result of direct corrective feedback mediated by analytical ability and that in her research "the corrective feedback treatment had an effect over and above the test practice effect" (p.275). Practise with manipulating text appeared to improve students' ability to paraphrase, which concurs with the premise that lack of linguistic expertise to manipulate English text causes many L2 students to plagiarise (Gu & Brookes, 2008; Shi, 2010). Other researchers have pointed out that the path towards paraphrasing success is gradual and developmental (Storch, 2012; Terraschke & Wahid, 2011), while Rochecouste and her associates (2010) draw attention to the fact that inadequate English not only tempts students to plagiarise, but also affects how well they comprehend information from their reading and during lectures. If they cannot comprehend the information, many revert to direct quotation without citing the author.

Referencing and citing, skills related to plagiarism issues, had also improved by the end of the EAPP program. Of the 21 faculty texts analysed, referencing skills needed correcting in only two samples. One student received a comment regarding the need to provide a citation to support a claim and another was advised to check the spelling of an author's name and to use italics, rather than underline the title of a reference. A third student, who was required to compile a bibliography comprising ten sources, was commended by the marker for her citation, referencing accuracy and paraphrasing ability. No plagiarism, citation or referencing errors were detected in the writing of the four remaining students.

A fifth feedback-related finding illustrated that it is not only the type of feedback, but also the lack of feedback, the clarity of the feedback and its timeliness that can lead to confusion and dissatisfaction with feedback processes. In addition, student perspectives on the amount of correction may conflict with those of markers and this, too, may cause some students difficulty and frustration

(Amrhein & Nassaji, 2010; Basturkmen & Lewis, 2002; Best et al., 2014; Hyland, 2003; Mustafa, 2012; Seker & Dincer, 2014).

The most prolific EAPP student writing difficulty identified in this study was the formation of phrasal and clausal structures referred to as *formulaic sequencing* (Cortes, 2013, p. 39) which were incorrectly coded by EAPP teachers as *unclear*, *sentence structure*, or *grammar errors* rather than vocabulary errors. Various types of lexical bundles have been referred to in the literature and some have been variously labelled. This type of vocabulary error included incorrectly structured collocations and colligations as well as confused formulaic, generic and discipline specific sequences. As discipline specific academic language did not feature in the EAPP program, it was not surprising that students indicated the coding *unclear* proved confusing and difficult to correct. Faculty markers only identified vocabulary errors if they were technical words specific to the field and common academic collocation errors were overlooked. These and other unmarked errors persisted in the students' subsequent EAPP and faculty writing.

EAPP teachers and faculty staff both underestimated the importance students placed on vocabulary development. For example, academic vocabulary, which was ranked by both EAPP and faculty staff as one of the less problematic skills for L2 postgraduate students, was perceived as a major difficulty by both cohorts. Incongruously, EAPP teachers indicated a high frequency error rating for general academic vocabulary and a low error rating for academic vocabulary specific to the field of study. The students' view was supported by Evans and Green (2007) who determined that inadequate receptive and productive vocabulary was the most significant problem confronting their cohort of 5000 Chinese students representing 26 university departments.

A possible explanation for this discrepancy could be that EAPP markers view mastery over academic vocabulary as a developmental feature of writing that can be attained incidentally and which will improve rapidly as L2 students become more exposed to phrases and clauses associated with research articles published in academic journals. However, skilled readers read strategically by generating and

inferring meaning as they progress through a text. They do not concentrate on word meanings unless an unknown lexical item interferes significantly with comprehension (Cromley, Snyder-Hogan, Lindsey & Luciw-Dubas, 2010; Laufer 2001). Faculty staff, on the other hand, could have assumed that postgraduate students would be familiar with the vocabulary common to their field of research. However, this assumption is unhelpful if students have little or no research background in their chosen discipline area, or for those who have developed strategies that do not include the "syntactic or pragmatic use of the word" (Rochecouste, et al., 2010, p. 65) when learning new words.

Vocabulary specific to the field does not occur in isolation; it needs to be developed in a context of meaning rather than from a list of isolated words. Common lexical bundles need to be identified and taught because they assist students to read more efficiently, thereby gaining ideas and content knowledge to inform their writing. According to current research, generic phrases also act as an aid to thinking, a scaffold for writing, a strategy for organising ideas and a means to increase awareness of appropriate register. In addition to these benefits, use of suitable pre-constructed/skeletal phrases and clauses can act as signals to guide reader-markers through the student's text. Mastery over these features marks students as members of the particular discourse community in which they are studying (AlHassan & Wood, 2015; Byrd & Coxhead, 2010; Cortes, 2013; Coxhead & Byrd, 2007; Davis & Morley, 2015; Peters & Pauwels, 2015). Therefore, academics need to assist students to identify which phrases are widely used and which are common to their field of study, as well as which phrases would be considered plagiarism (Davis & Morley, 2015; Cortes, 2013; Flowerdew & Li, 2007; Hyland, 2008).

Nor would incidental learning through exposure to texts satisfy students who believe in the value of feedback and who prefer to have all their errors identified. Research shows that students who prefer markers to identify and indicate all errors, including those that are repeated within a single assignment, believe that repeated correction can help them to learn and remember (Baker & Bricker, 2010; Cumming, 1995; Hyland, 2003; Sheen, 2007). The more feedback they receive, the

greater empowerment they feel they have over their own learning. Therefore, it is understandable that a long-term major assignment set by one faculty course proved frustrating because the student had not received any feedback on her writing just prior to the end of first semester, when the samples for this study were collected.

Issue 4: EAPP student feedback to EAPP teachers.

The final major issue relates to the question of which skills-based writing features and activities should pathway program designers include in their courses. The results from this study highlighted the value of student feedback as a fundamental instrument for improving the teaching-learning process. It is axiomatic for educators to seek student perceptions and opinions as a means of ascertaining whether program content and pedagogical practices meet the instructional expectations of students. In this study, EAPP students were afforded the opportunity to reflect on their own progress, to determine the extent to which they felt the program aims had been met, to provide suggestions regarding how the program could be improved and to ascertain which writing skills taught in the program had transferred to their faculty writing. Baseline data were determined by questionnaire on entry into the EAPP program. After ten weeks of instruction and at the end of their program, questionnaire items were re-administered to Cohort A and aspects of it were compared to the original baseline data. At the end of their programs, the data were re-examined for both Cohorts.

After ten weeks of instruction, Cohort A perceived that their ability in 11/15 skill areas of writing had improved. In the same time period-–-which was the end of their program—Cohort B indicated improvement in 10/15 skill areas. After 20 weeks, Cohort A perceived further significant improvements in five skill areas and maintained the same level of improvement in five other skill areas they had judged in the previous questionnaire as having improved. Major areas of improvement across the 10 – 20 weeks included: planning before writing; supporting claims and opinions; paraphrasing and accurate citation; using vocabulary specific to the field; synthesising article information; writing thesis statements; paragraphing; selecting transition statements, and using correct punctuation.

While this study did not set out to analyse grammar problems, both cohorts raised grammar as an area of concern by indicating that after ten weeks their accuracy in grammar had decreased. As explained earlier in the discussion, this is possibly because they had become more aware of the syntactic accuracy required and realised that coded marking required full understanding of grammatical concepts. In their Research Portfolio reflections, students (n = 31) also identified grammar as the skill area for which they received most EAPP teacher feedback. However, grammar concepts taught in the program were judged as having only moderate transfer to faculty writing. In their written responses, students expressed the opinion that more direct grammar instruction, particularly concerning sentence structure, was required in the program. This response was contrary to the grammar objectives of the EAPP program which aimed to develop student autonomy through coded marking and independent activities. After identifying their personal grammar difficulties signalled by the coded marking, students were expected to address these personal grammar difficulties during timetabled sessions. The sessions included selecting, from a comprehensive file, suitable grammar activities to address and practise their specific grammar problems. After practising the targeted skill the students then self-marked the chosen activities using answer sheets. Teachers were available during the sessions to explain any difficult grammar concepts. Obviously, students felt that this system was inadequate to address their needs and, given that faculty markers tended to ignore grammar errors, the students were subsequently dissatisfied with this area of skill development. In their questionnaires, faculty staff ranked grammar as a mid-level area of difficulty, in contrast to EAPP teachers who ranked grammar as the major area of concern.

Although controversy exists regarding how grammar should be taught, many researchers acknowledge the importance of grammar as a crucial device for constructing and expressing meaning (Crivos & Luchini, 2012; Ellis, 2005; Krashen, 1982; Prabhu, 1987; Rodriguez, 2009). Using conclusions from these researchers, it is possible to provide new strategies that combine direct grammar instruction, with consciousness-raising techniques and autonomous activities; a suggestion which will be outlined in Chapter 10.

Student judgements of task and genre difficulty also altered as a result of exposure, practice and the level of extratextual support provided by the program. For example, initially explanation (cause/effect) was ranked as one of the easiest genres to master, but at the end of the program both student cohorts judged it as the most difficult genre, while EAPP teachers judged it the second easiest. The student response is not surprising. During the first ten weeks, students were required to write only one cause/effect explanation which was not handled very successfully. The task presented another difficulty for students because, for many, it was the first time they had been required to gather content from set texts and synthesise the information into content clusters for themselves. In addition, although students were provided with templates for scaffolding a cause/effect essay, the actual task prompt was confusing because it signalled the rhetorical organisation of an argument, rather than a cause and effect text. Students were required to select from three statements and to provide a thesis statement that indicated their position. This was the only task prompt which caused difficulty for students. Summary, however, was initially judged the most difficult genre by Cohort A, but was listed as the easiest by both groups at the end of the program. This was possibly because by this stage, the students had completed and received feedback on three summary tasks related to their research area, as well as a critical review of one of the articles. Explanation process/procedure was also listed as a comparatively easy task. Rather than a written task, explanation/process and procedure was set as a short verbal presentation of 'a process, phenomenon, technology or system' within their chosen field of study. This could explain why students judged it as undemanding and the second easiest to master. In summary, student feedback on tasks and genres points to the importance of scaffolding, time on task and the careful wording of prompts.

In the final week of the program, students were asked to indicate on a 5-point Likert scale how strongly they agreed or disagreed that the writing aims in the EAPP program had been met. They were also asked to comment on which aspects of the program they judged to be most useful for improving their writing. In the same week, they completed a reflection form based on leading questions about their research portfolio experiences. In response to whether the writing aims of the program had been met, Cohort A students were slightly more positive than Cohort

B students. Of the 24 writing aims listed, Cohort A determined that 14 aims were successfully achieved and Cohort B decided that 12 aims were successfully met. This is not surprising given that Cohort A had experienced ten more weeks in the program than Cohort B. Although there was some disparity between which items were ranked within this category, strong agreement by both cohorts was reached for the following aims: generating and organising a logical sequence of ideas; planning and representing ideas in a concept map or graphic organiser; summarising the information in an academic article; synthesising ideas from two or more academic articles; devising and writing an hypothesis; providing support for claims and opinions, and providing correct referencing and in-text referencing. The remaining ten aims were judged as close, or very close, to 'agreed'. None of the aims was categorised as 'disagreed' or 'strongly disagreed'. In commenting on the aims of the program, a number of students (n = 25) indicated the need for the inclusion of more articles from their chosen area of study and for more writing assignments to be added (n = 22). Time allotted to feedback and individual guidance also featured strongly (n = 21) as well as more grammar input (n = 18). This suggests that the balance between the general program aims and the research portfolio aims needs adjusting with more emphasis to be placed on the research elements of the program. Once again, feedback and grammar instruction were mentioned by a significant number of students.

In answer to the question of which features of the program were most useful, genre structure (n = 25) was deemed the most useful feature, followed by prewriting skills (n = 24), and thinking and writing critically (n = 24). Oddly, academic vocabulary development (n = 18), which was considered an area of concern by students, was listed as the fourth most useful aspect of the program followed by summarising skills (n = 17), paraphrasing and referencing skills (n = 16). Similarly, some students (n = 16) acknowledged progress had been made in their understanding and use of academic vocabulary and grammar which were previously recorded as areas of concern.

The final questionnaire, to which 22 students responded, was administered after 12 months of faculty study. It requested information regarding which skills

taught in the EAPP program they considered had transferred to their faculty writing. Of the 24 skills listed, 19 items were judged as having extensive to moderate transfer, while the remaining five skills were ranked as having moderate to minimal transfer value. Most of these students (n = 20) added unsolicited comments which were highly complimentary of the program. Comments not only explicitly referred to how the EAPP program had improved their writing skills, but also commented on gains they had made in related skills such as critical thinking, supporting opinions with facts, speed reading, gathering information, considering other points of view, speaking in front of an audience and expressing a point of view during discussions.

More importantly, the majority of respondents commented that the EAPP program was a 'happy time' for them during which the encouragement and help they received assisted them to overcome their nervousness and reticence. As one student commented, "Everyone from Asia should do the EAPP program because it helps you to think differently and write differently". The comments also demonstrated that, following a year of study in the faculty, their grammar and expression had continued to improve despite a seeming lack of explicit focus on language to support "the process of continuous and context-informed learning" (Dunworth, 2013, p. 47) within the students' faculties.

A Brief Review of the Research

The intent of this study was to investigate the possibility of providing an eclectic bridging program that could address faculty writing needs as well as the special needs of EAL students. The 2012 Swan University EAPP program—based on an earlier program devised by Johnson (2004)—was used as a baseline measure for the investigation. The views on who is best placed to teach English academic writing skills was also investigated.

To inform the design of such a program, it was necessary to provide answers to a number of subsidiary questions. These questions prompted an investigation into the nature of faculty expectations to identify elements such as: cross-

disciplinary variations in text type and structure; the generic writing skills that faculty staff viewed as inherent in those text types; any special difficulties that faculty staff identified in the writing of EAL students, and what faculty staff considered to be the most important aspects of writing. Faculty responses were compared to the text types that formed the writing component of the EAPP program to identify any omissions, commonalities and variations.

Questions also prompted an investigation into the views of EAPP teachers and two cohorts of EAL students aiming to enter various disciplines in Swan University to study for the degree of Masters (by coursework). The intention was to detect any specific skills that proved problematic for the two cohorts of students and to identify whether the EAPP teachers recognised and addressed these in the program.

A further aim of the research was to ascertain whether EAL students recognised and were able to self-diagnose difficulties in their academic English writing and whether the generic and discipline specific skills taught in the EAPP program had transferred to their faculty writing.

So what has the information gained by this investigation added to the debate regarding the proposal that English language development in higher education should be regarded as a core issue managed within faculties rather than by language specialists? From their responses, it is clear that faculty staff consider that English academic writing should be taught by language specialists who have a metalinguistic understanding of the needs of EAL students. Given the responses from students, the EAPP program provided useful and necessary academic support for writing within their chosen faculties. They judged that the majority of skills taught in the program transferred to faculty requirements. It appeared to have achieved this without the "stigma" of English language proficiency being "pathologised or marginalised" or taught as a "low status remedial program provided by under-resourced specialists" (Marginson, in Arkoudis et al, 2012, pp. iv-v). Nor does such a program fit neatly into the embedded categories of adjunct,

parallel, integrated and seamless models as described by Jones and associates, (2001) and Dunworth (2013).

Instead, the EAPP program represents the inverse of Dunworth's integrated model. Rather than develop discipline-specific academic language within the faculty, EAPP activities concurrently addressed all quadrants of the Needs Model using discipline-specific academic articles and current global issues within a supportive EAP environment. While a number of variables could have intervened, making it impossible to link student progress in writing to the strategies used in the EAPP program, the consistency and frequency of the students' responses suggest that a program such as this has had an important role to play in preparing international students not only for writing, but also for academic studies within their chosen faculties.

As an increasing number of studies have shown, however, faculties do need to assume the responsibility of providing continuing support for the language development of international students by identifying, analysing and clarifying any unique ways that their discipline expresses meaning (Arkoudis et al., 2012; Bamforth, 2010; Benzie, 2010; Crichton & Scarino, 2007; Harper, Prentice, & Wilson, 2011; Hyland & Bondi, 2006; North, 2005). This suggests that a close alliance is required between faculties and EAP specialists.

Limitations of the Study

This study was restricted to a relatively small non-random sample and writing corpus, consisting of 60 EAPP students from one intake only (July to December 2012) who were studying for a masters' degree by coursework. Although it was intended to include a varied, multicultural group of students, 47 of the cohort were Chinese. The study was exploratory and the collection of data extended for a period of approximately 17 months. Through natural attrition, the sample size decreased from 60 students in Phase 1 to 31 students in Phase 2. Following twelve months of faculty studies, the cohort decreased to 22 students who provided information on possible learning transfer from the EAPP program to their faculty study.

Additionally, Phase 2 of the study collected faculty writing samples for University Semester 1 only. Therefore, genres and tasks identified by faculty staff, but not required in Semester 1, were not represented in the writing samples collected for each faculty. Also, group projects set for electrical engineering and business students comprised the writing of six students, some of whom were not L2. Therefore, the group project writing could not be included in this study. Given the controversial views and current attention directed towards embedding and integrating language and academic skills into faculty curricula, more extensive and longer term research needs to be conducted into the unique features of faculty academic writing.

If real differences exist, findings can only be identified within the target university and the CELT EAPP program; they cannot be generalised across a wider population. Differences documented may simply be due to attributes of these particular groups. Cultural identity is complex and there may have been cross-cultural variables that made it difficult to draw firm conclusions from the data.

A number of confounding factors and intervening variables make it challenging to identify a clear relationship between the successful English language development of EAL students and course activities designed to promote learning. However, the findings of this research suggest that a carefully structured EAPP program can be instrumental in preparing EAL students for entry into their chosen faculties, particularly if the education system of their home countries differs significantly from the expectations of Australian educators.

Value of the study.

Despite limitations it is felt that this research, by using in-depth description and observations provided by qualitative and quantitative methods, offers information of particular significance to designers of similar EAPP programs that aim to provide contextualised support for EAL students. The framing reference model

devised by Kaldor and Associates (1998) which informed the Needs Model (p. 273) proved a valuable tool that could contribute to further research in this area.

This study provides further insights into the special difficulties that EAL postgraduate students experience when they are faced with academic requirements that differ from those of their home countries; differences that make them ill-prepared for direct entry into their chosen faculties. It also proposes techniques for including contextualised support in EAPP programs. In particular, it offers an alternative to the current call for embedding language and academic support into core discipline units. The research proposes that language and academic skills can be taught by specialist language teachers using academic articles chosen in consultation with faculty staff. It also highlights the importance of dialogue between faculty and EAP experts. This would ensure that the preparatory phase, which aims to provide support to reduce the academic, cultural, linguistic and social challenges EAL students may initially face, is followed by language support embedded within the faculty. Consultation such as this fosters a two-way exchange during which teachers of core discipline units can alert language specialists to any features of text that are considered unique to the discipline and explain disciplinary knowledge if necessary; conversely, language specialists can alert faculty teachers to the intratextual student needs that could be supported in faculty courses and included in marking rubrics.

Given the value of international education as a services export industry, the findings from this research have relevance Australia-wide.

CHAPTER TEN

CONCLUSION

Introduction

The main purpose of this study was to investigate the possibility of providing an alternative, eclectic pathway program that could prepare EAL students for post graduate study in an Australian University. It explored whether such an EAPP program could prove a more supportive alternative than direct entry into faculty, or entry into a general EAP program. To answer this question, the progress, opinions and reflections of an enrolment of EAL master's by coursework students, who were studying in an existing EAPP program at Swan University, were monitored. A stratified sample of student faculty writing was also examined and opinions regarding EAL student writing were sought from faculty staff and EAPP teachers.

Despite the limitations identified in the previous chapter, results from this study firstly confirmed that many EAL postgraduate students, even if they have qualified for direct entry into their chosen faculty, could be unprepared for the challenges of studying in an Australian university. Students such as these require scaffolded assistance to support the multiple dimensions of academic writing and the circumtextual and extratextual skills necessary to master it. They need time and expert support from language specialists to negotiate new perspectives that can conflict with their previous learning experiences. To avoid negative transference that can impact on their writing success, they also need assistance to recognise any possible differences between the writing forms of their L1 and English writing forms. Such differences need to be analysed and identified by students and explained by teachers who are trained to address the complex web of cultural pedagogic practices, cultural attitudes towards knowledge and learning and interpersonal relationships between teachers and students. An EAPP program is best placed to provide this assistance.

The second major finding indicated that, during the first semester, the tasks, genres, language features and writing requirements across and within faculty courses represented in this study, showed no significant differences in complexity or word-count from those taught in the EAPP program. The few discipline-specific tasks identified, embodied highly specified frameworks that provided adequate scaffolding for ex-EAPP students to master. The possible transference of writing skills taught within the EAPP program was also investigated. Students agreed that the majority of these skills had transferred and this assisted them to adapt successfully to the writing needs within their faculties. Consequently, it can be ascertained that the EAPP program provided comprehensive preparation for faculty academic writing.

A third major issue revealed by the study was student dissatisfaction with the type and clarity of corrective feedback they obtained and the lack of feedback they received in vocabulary selection and accurate word choice. Analysis of marked texts showed that content and ideas were pre-eminent with subject faculty markers who identified some intertextual features, but ignored important intratextual and grammatical features of text. EAPP markers, on the other hand, focused on the diverse language needs faced by EAL students. They attended to problems related to circumtextual, intertextual, intratextual, grammar and other surface features such as spelling and punctuation. This type of comprehensive feedback can be applied only if classes are small enough to facilitate such supportive assistance, and only by teachers who have extensive training in identifying, addressing and teaching these important features of text. As the Needs Model illustrates, academic writing is not simply a cognitive activity comprising discourse features. Rather, it encompasses many language features and requires the support of a number of adjunct skills. Faculty staff and EAPP teacher questionnaire responses strongly supported initial entry into an EAPP program as the best alternative to provide for these needs.

Student reflections and reference to other related research findings in this study provided valuable information on possible ways to improve the EAPP program. Students were very positive about the support they had received in the EAPP program and the progress they had made in academic writing. Additionally, they

were able to express this progress using meta-language to explain the gains they had made. However, although agreeing that the aims of the EAPP program had been met, student responses provided suggestions for changes to some of the content both prior to, and following, experiences in their faculties. These suggestions deserve consideration.

The concept of "internationalising faculty staff" was also investigated (Bell, 2004; Dunworth, 2007). Although "internationalising" faculty staff may be valuable for raising awareness of cultural differences, any directive that L2 language development should be mainstreamed in higher education disregards the diverse language needs faced by many EAL students.

Curro and McTaggart's (2003) view is that, rather than representing a clearly delineated and distinct set of teaching practices, "internationalising the curriculum", is a construct that needs to be unambiguously defined. Furthermore, the considerable enrolments in some courses make it difficult to provide the pastoral care and nurturing environment necessary for EAL students whose cultures differ significantly from that of Australia. Such a directive also places considerable pressure on faculty staff to undertake extensive professional training if they are expected to develop the knowledge, expertise and strategies that it has taken most EAP teachers years to master.

In summary, an eclectic EAPP program based on identified commonalities and differences, can bridge the gap between faculty requirements and EAL student needs. It can address the problems associated with direct entry into faculty and entry into short-term EAP courses. An EAPP program provides intensive language development that considers all quadrants of the proposed Needs Model (p. 275). It provides a bridge and begins the "embedded language in the disciplines" approach to language development. It also addresses four related problems: EAL student misperceptions of the academic, linguistic, cultural and social challenges they will face in an Australian university; EAL students' lack of awareness of Australian study expectations, and EAL student dissatisfaction regarding the amount and levels of English language support they expect to receive within their faculty.

In the words of Cross (2012, p. 12):

Literacy needs of EAP students go significantly beyond basic language skills. ESL teachers need to reclaim the territory - Literacy for learning (understanding social and cultural practices), Language for literacy (metalinguistic skills) and Language as literacy (to support abstract and higher-order thinking). The skills of EAP teachers can offer valuable guidance and support to both EAL students and faculty staff.

Implications

This research study identified four important issues which support the efficacy of an eclectic EAPP program. These issues highlighted the need for special extratextual, circumtextual, intertextual and intratextual support to prepare EAL students for the faculty writing demands in an Australian university. Also evident from the results were implications for particular pedagogical changes to the syllabus content and teaching methods used in the current Swan University EAPP program.

Implication 1: Offer the EAPP program as a credit-bearing unit.

The first implication from the study is the possibility of upgrading and rebranding the current pathway program to become a specialised, credit-bearing, transition program staffed by EAP specialists to accommodate postgraduate students. This would accommodate EAL students who either fail to meet, or are borderline in meeting, the necessary minimum requirements for direct entry into faculty. It could prove a more appealing option for EAL students who fail to take advantage of adjunct or parallel assistance; two of the alternatives proposed as embedded models (Dunworth, 2013, p.46; Harris & Ashton, 2011, p. 80; Jones, et al., 2001).

Upgrading would require modification to the current research component of the program to ensure a greater emphasis on discipline specific content and to allocate more time to analysing what Kaldor and Rochecouste (2002) categorise as discipline specific and expert writing. The program would benefit from a stronger focus on analytical strategies for developing genre knowledge, integrating language

and academic skills and understanding the schematic sequencing, linguistic patterning and lexico-grammatical features of research articles (Cheng, 2011; Harris & Ashton, 2011; Hyland, 2007; Swales & Feak, 2004).

Results from this study also revealed that many of the cohort experienced difficulty selecting suitable articles for their research reports. Eventual choices mainly supported the questions they had established earlier, but failed to address opposing points of view. Those who did consider opposing points of view either failed to take a stance, or failed to satisfactorily justify the stance they had taken. Therefore, it is suggested that each faculty or school to which the EAL students will transition be approached to assist in selecting a minimum of seven core research articles (RAs), some of which present conflicting points of view, and all of which are expressed in language that is not excessively dense. The current EAPP research writing tasks; that is, the submission of three summaries, a critical review and a research paper, should be retained.

The core content component of the current EAPP program should also be retained to assist in developing all quadrants of the Needs Model through what Kaldor and Rochecouste refer to as "student writing" or "knowledge display" (2002, p.30). However, existing articles targeting global issues will need to be replaced with more current ones and the time allocation reduced to accommodate extra research components.

Analysis of the current EAPP program strategies indicated the need for greater emphasis on discovery techniques proposed by genre schools such as ESP (Hyland, 2007; Swales, 1987) and SFL (Cheng, 2011; Halliday, 1994; Martin, 1992; Martin & Rothery, 1986) to strengthen the program. Currently, writing scaffolds are provided throughout the program for each writing task. This support needs to be withdrawn in stages to allow students to independently deconstruct, analyse, identify and discuss text structure, genre-specific characteristics and intratextual features. In this model, the first stage would involve teacher-modelled text analysis, followed by whole-class contributions to the text analysis. Joint analysis by small groups would represent the third stage, with the final stage being student-

independent text analysis. It is suggested that stages three and four should culminate in student led presentations and discussions based on the initial teacher-modelled sessions. Finally, students would be required to identify links to the previously deconstructed research articles by conducting a library search for two extra articles related to the main topic.

Implication 2: Extend the expertise of EAPP teachers and faculty staff.

The importance of faculty staff and EAPP teachers working collaboratively became evident subsequent to the review of current literature informing this study. This need was also evident in the findings from EAPP teacher and faculty staff questionnaire results which highlighted how their views regarding academic writing differed. The literature review stressed the potential and mutual benefits that can result from continuous dialogue between discipline specialists and language specialists. This implies that discipline specialists could expose language specialists to the special requirements of faculty writing tasks by imparting content knowledge and identifying any unique genre and structural features of faculty tasks and texts. In particular, this would make EAPP teachers more aware of the differences between language use in science-based courses and arts-based courses.

Similarly, it implies that faculty specialists would gain from exposure to the multiple dimensions and the "negotiated nature of language work" (Woodward-Kron, 2007, p. 266). Additionally, they would benefit from the metalinguistic and discoursal knowledge that EAPP teachers have developed from extensive and intensive study and from their experience of cross-cultural needs and contrastive rhetoric. This would facilitate a more "seamless integration" (Dunworth, 2013, p. 46) of language elements into faculty curricula, which is a positive move given that direct feedback was identified by EAL students as so important to their continuous language development.

Implication 3: Provide additional/modified vocabulary instruction.

A major problem highlighted in the study was the difficulty EAL students experienced with vocabulary; in particular, their use of collocations, colligations, formulaic patterns and lexical bundles. Therefore, it is recommended that strategies

for teaching these patterns be included in the EAPP program. Activities need to target the recognition, retrieval, production, manipulation and creative use of discipline-specific and generic academic language. These target structures need to be encountered several times to ensure learning transfer.

To address this major difficulty, Coxhead and Byrd (2007, p.141) recommend that concordances of words common to a discipline can be identified by asking questions. For example, by asking questions that encourage students to ascertain which adjectives and verbs accompany nouns, or which nouns and adverbs accompany verbs, or whether there are any lexico-grammatical patterns of the word that are prominent in the data. This potentially aids recognition of collocations and lexical bundles. Peters and Pauwels (2015, pp. 32-33) suggest other possible activities to stimulate recognition. These include: underlining or highlighting formulaic sequences in excerpts from research papers, selecting the more academic sentence from a choice of two, and choosing the part of a research paper in which they would expect to find a given formulaic structure. In addition, they suggest retrieval activities such as: completing cloze procedure sentences based on target lexical bundles, rephrasing cued and non-cued statements into academic language, and constructing a paragraph using formulaic structures that suit a given function.

Three major sources of generic academic language were identified in the literature including: Pearson's Academic Collocation List, the development and evaluation of which was conducted by Ackermann and Chen, (2013); the Academic Word List (Coxhead, 2000), and the Manchester Phrase Bank which features pre-constructed phrases and clauses related to major sections of a research thesis, dissertation or article (Morley, 2015).

To accommodate discipline specific lexical bundles, Coxhead and Byrd (2007) recommend web-based teacher-support sites such as: The Compleat Lexical Tutor (Cobb, 2007) accessible from http://132.208.224.131/0); the AWL Gapmaker accessible from http://www.nottingham.ac.uk/~alzsh3/acvocab/awlgapmaker.htm (Haywood, 2007), and the AWL highlighter (Haywood, 2007), accessible at (http://www.nottingham.ac.uk/~alzsh3/acvocab/awlhighlighter.htm).

The study also revealed that students tended to rely on dictionaries for defining the meanings of unknown vocabulary items and sometimes selected inappropriate synonym substitutions when paraphrasing. An introduction to suitable synonym reference resources, such as co-build dictionaries, is suggested because words are presented in context to show exact meanings.

Implication 4: Modify grammar feedback and teaching strategies.

Although this study did not target grammar or other surface features of academic writing, student feedback identified that coded marking of errors and peer conferencing were ineffective because their amendments and corrections were often inaccurate. Therefore, it is suggested that EAPP teachers adopt different strategies to target and explain common errors noted in student writing. One way to address this is to integrate, in stages, explicit grammar instruction with communicative language teaching. Stage one involves teacher-modelled, whole-class editing sessions using, with permission from the student, a de-identified student text to demonstrate, explain and correct target errors. Stage two progresses to whole-class, joint editing in which students identify, correct and explain the reason for the correction. Next, students move to small-group peer editing with teacher supervision/assistance and finally progress to independent editing based on teacher-coded marking.

The identification of vocabulary errors in this study underscored grammar as an essential ingredient of lexical bundles and formulaic sequences. Hence, these can be further used to raise consciousness of English syntax during vocabulary instruction. Drawing attention to differences between the structural aspects of English grammar and the students' L1 can support the development of metalinguistic awareness and highlight both the formal aspects of grammar and semantic information. Grammar is an essential ingredient of cohesion and coherence; therefore, Nostratinia and Roustayi (2014) suggest that raising grammar awareness during reading activities is valuable because syntax provides signposting and clarifies relationships that exist between main ideas, micro-propositions and details.

Implication 5: Reinstate the study skills portfolio.

As mentioned earlier, the EAPP study skills portfolio was discontinued because it was time-consuming for teachers to mark and students found it demanding. However, this study demonstrated that it was an excellent technique for ensuring that students corrected and retyped the areas corrected in their assignments. This provided teachers with a record of progress for each student and alerted students to their individual needs. The requirements of the portfolio assisted students to develop important study skills by constructing a time-management plan; creating a personal timetable; setting objectives and recording them in a study skills action plan; devising techniques to meet these objectives, and reflecting on personal progress in academic reading, writing, listening and speaking. Therefore, it is suggested that it be re-established as a credit bearing component of the EAPP program.

Implications for Further Research

The current debate regarding direct entry into faculty by EAL students has been controversial and concerning for many faculty staff. Developing the metalinguistic skills to meet this challenge is a daunting prospect for some, while others feel that that the academic curriculum is already too full to accommodate extra language teaching. The labelling of specialist EAP proficiency programs as "low status remedial programs that marginalise language", provides popular support for the premise that language development should be embedded in faculty teaching. This opinion appears to view academic language taught by specialist EAP teachers and academic language required in faculties as binary opposites.

This research study has demonstrated a possible way forward by identifying many of the special writing needs of EAL students and how these needs can be addressed within an eclectic EAPP program that involves both language specialists and academic disciplinary staff. Such a program offers a potential pilot for future research into alternative ways to include a research component into pathway programs that are informed by faculty requirements, but are taught by language

specialists who are best placed to address these needs. However, a program such as this needs to be examined empirically using a larger sample to provide results that are more generalisable and can provide further insights into addressing the writing needs of EAL students.

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Approaches to and Permutations of Syllabus Design

Approach	Focus of the approach	Links to other approaches	Proponents
Synthetic approach	Focuses on teaching predetermined parts of language, such as grammar rules serially and in linear sequence. These are then synthesised and applied in holistic form. Language is viewed as a set of rules that can be graded, then taught and assessed.	Could be treated formally functionally or. Also referred to as a structural or formal approach	Ellis (1993) Mackey (1965) Richards & Rodgers (1986) Willis (1990)
Analytic approach	Presents students with holistic forms; for example, a genre prototype, which is then analysed into constituent language features.	Also referred to as whole language or task-based approach.	Wilkins (1976)
Product-oriented approach	Produces a set of knowledge and skills, Also called a reconstructivist approach	Could be either functional or formal	Nunan, 1988
Process-oriented approach	Focuses is on the processes used to construct meaning. It involves interacting to accomplish real-life tasks using language in meaningfully contexts.	Is often called task-based learning	Johnson (1989)
Procedural approach	Focus is on using language for problem solving and cognitive reasoning.		Prabhu (1987)
Formal approach	Focus is on a set of grammatical rules that are taught separately and then synthesised into a whole.	A synthetic approach	Reilly (1988)
Functional/ notional approach	Focus in on communicative purposes for which language is used.	Needs analysis is a feature of this approach	Van Ek & Alexander (1975) Wilkins (1976)
Skills-based approach	Focus is on sequenced linguistic, semantic, pragmatic and strategic sub-skills as they apply to reading, writing, listening and speaking.	A synthetic approach	Brown (1995) Johnson (1997)
Lexical approach	Focus is learning a large scale corpora of vocabulary items, collocations and extended texts identified according to frequency.	Seen as a form of the synthetic approach.	Lewis (1993)Willis (1990)
Discourse approach	Focus is competence in socio-linguistic use, the use of strategies and linguistic competence.		McCarthy & Carter (2001)
Text-based syllabus	Focus is on whole texts used in social contexts to achieve social purposes. In EAP this refers to the construction of discipline specific texts.	Also called genre approach	Halliday (2002) Martin & Rothery (1984) Swales (2000)
Content-based approach	Focus is on the use of language to learn new content while carrying out language tasks.		Brinton (2003) Yalden (1987)
Needs-analysis based approach	Focus on either educational institution-perceived needs, teacher-perceived needs or student-perceived needs		Johns (1996), Lockyer (1998) Richards (2001) West (1994),

Approach	Focus of the approach	Links to other approaches	Proponents
Language acquisition approach	Focus is on a 'sufficient quantity' of comprehensible input. Learners are believed to acquire syntax and vocabulary by access to and understanding input that is just beyond their existing level of language capability. Therefore, explicit grammar instruction is not essential in language teaching.	Also called the natural approach	Krashen (1983)
Task-based approach	Focus is on the use of meaningful tasks that produce authentic language use.		Ellis (2006) Prabhu (1987)
Proportional approach	A hybrid approach that is both analytic and synthetic and comprises a composite of structural and functional elements.	Includes a structural phase and communicative phse	Yalden (1987)
Situational approach or direct method	Focus is on contextualised grammar patterns and word lists graded across levels and using. a presentation practice, production approach	Sometimes called the PPP approach.	Anderson (1993) Terrell (2002)
Communicative approach	Focus is on the pragmatic aspects of language such as register		Hymes (1971)
Frame Analysis approach	Focus is on how the structural elements of texts aid meaning.	An analytic approach	Kaldor, Herriman & Rochecouste (1998) Partridge (1995)

Appendix B

Kroll & Reid Prompt Design Guidelines

Variables	Guidelines and Questions
Contextual Variables	**Prompt designers need to clarify the context in which the writing will occur**. What kind of marks will be awarded? How does the assignment fit into the course? What short-term/long-term objectives does it address? At what point in the term does the assignment occur? Does the task address evaluation criteria?
Content Variables	**Ideas in the prompt must be within the experience of the student-writers and tap into their background knowledge (schema).** Is the task a combination of old and new information? Do all writers have equal access to the body of knowledge? Are students given a choice? Can the topic be interpreted in different ways? Have all key vocabulary items, idioms and cultural references been carefully vetted?
Linguistic Variables	**Directions for writing tasks must be clear and unambiguous. More experienced writers need less detailed information if they have some knowledge of the audience expectations of their discourse community.** Does the prompt state clearly and briefly what the students are required to do? Is the prompt transparent and easy to interpret in terms of vocabulary and syntax? Is any ambiguity possible (linguistic or cultural)?
Task Variables	**The number of tasks in a single writing prompt is dependent on external parameters such as time, target length, the objectives and how the writing will be scored or used.** Does the task allow time for students to gather evidence? Is the word limit/time limit realistic if the assignment/test contains multiple tasks? Does the task allow students time to support their opinions?
Rhetorical variables	**The term *rhetoric* appears to cover a number of concepts in the field of writing – ranging from the skill with which language is used to the textual properties of a given piece of prose.** Does the prompt instruct students to write for a specified audience and/or purpose? Does the prompt instruct the writer to assume a certain persona or voice? Does the prompt identify or imply that students should exhibit specific rhetorical properties such as compare and contrast X and Y; illustrate with specific details. Does the prompt contain cue words concerning the teacher-evaluator's rhetorical expectations? Is the prompt overly-specified; that is does it encourage students to write the same? Or is it under-specified which leads to multiple divergent answers/a wide range of responses and difficulty with marking and grading? Is the rhetorical style outside the cultural frame of reference for some students?
Evaluation variables	**It is essential that teacher-evaluators use the same criteria for marking. The criteria that will be used to rate the writing should also be factored into prompt development.** Is a guideline/rubric for scoring provided for the task? Do the teacher-evaluators agree with the scoring guide? Do students know on what basis the writing they prepare in response to the prompt will be judged? Does the scoring guideline weight the five critical components of an academic essay: content; organization; vocabulary; language use and surface features?

Note. Adapted from Guidelines for designing writing prompts: clarifications, caveats and caution by B. Kroll & J. Reid, *Journal of Second language Writing, 3,* 231-255. Copyright,1994.

Appendix C

Student Questionnaire One

A. Personal details

Name: _____   **Age:** _____

Gender: (mark with a cross)   male [ ]   female [ ]

Highest education level attained _____?

In what language of instruction _____?

B. Language background information

1. **Which language do you consider your first language?**

   _____.

2. **Which language do you consider your second language?**

   _____.

3. **When did you acquire your second language?** (For Qs 4 – 9, cross one circle that applies. For question 8 cross the circles that apply.)

   O Infancy (0-3)   O 3-6 years   O 7-12 years   O 13-18 years   O Adulthood

4. **In what context was your second language acquired?**

   O In the home   O At school   O Both at home and at school

5. **In what settings is your second language used?**

   O At home   O Formal settings   O Social interactions

6. **How long have you been using your second language?**

   O < 1 year   O 1- 3 years   O 3 - 6 years   O 6 - 10 years   O > 10 years

7. **How much time, if any, have you spent in the second language environment?**

   O < 1 year   O 1- 3 years   O 3 - 6 years   O 6 - 10 years   O > 10 years

8. **Which other language(s) do you know? List these in the order acquired, and indicate whether you received formal instruction and in which aspects you have some proficiency.**

   (a)……………………………… O Formal instruction   O No formal instruction

   O Speaking   O Reading   O understanding   O Writing

347

(b). …………………………….   O Formal instruction   O No formal instruction
                                    O Speaking   O Reading   O understanding   O Writing

9. Please rate your proficiency in the language skills indicated below, according to the scale given. Circle the number that corresponds most to your level of proficiency.

FIRST LANGUAGE

Very Poor   Highly Proficient

Speaking	1	2	3	4	5	6	7
Reading	1	2	3	4	5	6	7
Comprehension	1	2	3	4	5	6	7
Writing	1	2	3	4	5	6	7

SECOND LANGUAGE

Very Poor   Highly Proficient

Speaking	1	2	3	4	5	6	7
Reading	1	2	3	4	5	6	7
Comprehension	1	2	3	4	5	6	7
Writing	1	2	3	4	5	6	7

10. Please indicate (out of a total of 100%), the amount of time you have spent using your first and your second language in the time periods indicated below:

	First language	Second language	Total
This past year	……. %	…….%	100%
This past month	……. %	…….%	100%
This past week	……. %	…….%	100%
Today	……. %	…….%	100%

C. Writing assignments

1. List any specific difficulties you have experienced in English academic writing.

2. What could your teachers do to help you to master academic writing skills better?

THANK YOU FOR YOUR ASSISTANCE WITH THIS RESEARCH PROJECT

Appendix D

Student Questionnaire 2

A. Personal details

    Name: _____   **Age:** _____

B. Rank these genres according to how difficult they are to write with 1 representing the most difficult and 7 representing the easiest.

    _____ narration (recounting events in chronological order)   ____comparison

    ____explanation (cause and effect)   ____exposition (argument)

    ____explanation (process and procedures)   ____research report

    ____description   ____summary

C. Rank the writing skills according to how difficult they are for you with 1 representing the most difficult and 15 representing the easiest.

    ____Content accuracy (facts and information)

    ____Grammatical accuracy

    ____Logical sequence of ideas

    ____Sentence structure

    ____Selection of suitable articles

    ____General academic vocabulary

    ____Spelling and punctuation

    ____Planning before writing

    ____Support for claims and opinions

    ____Paraphrasing skill and accurate citation

    ____Vocabulary specific to the field of study

    ____Clear paragraph structure

    ____Synthesising ideas from two or more academic articles

    ____A clear thesis statement

    ____Appropriate and correct use of connecting words and transition signals

    Other difficult writing skills (please list, if any)

D. How often do you experience problems with these skills (put a cross in the box that applies to you)

Problems with ...	*Always*	*Often*	*Sometimes*	*Never*
Content accuracy (facts and information)				
Grammatical accuracy				
Logical sequence of ideas				
Sentence structure				
Selection of suitable articles				
General academic vocabulary				
Spelling and punctuation				
Planning before writing				
Support for claims and opinions				
Paraphrasing skill and accurate citation				
Vocabulary specific to the field of study				
Clear paragraph structure				
Synthesising ideas from two or more academic articles				
A clear thesis statement				
Appropriate/correct use of connectors/transition signals				

Other (please list) _____

E. Writing assignments

Are there any other comments that might be helpful in assessing any specific difficulties you have encountered in written assignments, and how your teachers could better help you to master academic writing skills?

It is planned to conduct a short follow-up interview with some students. Please indicate by signing the agreement below, if you are prepared to be interviewed following the analysis of your questionnaire.

THANK YOU FOR YOUR ASSISTANCE WITH THIS RESEARCH PROJECT

Student Questionnaire C

F. Personal details

      Name: _____

G. Rank these genres according to how difficult you think they are to write (Each item should have a different number, with 1 representing the most difficult and 8 representing the easiest).

    ____ narration (recounting events in chronological order)   ____comparison

    ____explanation (cause and effect)   ____exposition (argument)

    ____explanation (process and procedures)   ____research report

    ____description   ____summary

H. Rank the writing skills according to how difficult they are for you. (Each item should have a different number, with 1 representing the most difficult and 15 representing the easiest).

    ____Content accuracy (facts and information)

    ____Grammatical accuracy

    ____Logical sequence of ideas

    ____Sentence structure

    ____Selection of suitable articles

    ____General academic vocabulary

    ____Spelling and punctuation

    ____Planning before writing

    ____Support for claims and opinions

    ____Paraphrasing skill and accurate citation

    ____Vocabulary specific to the field of study

    ____Clear paragraph structure

    ____Synthesising ideas from two or more academic articles

    ____A clear thesis statement

    ____Appropriate and correct use of connecting words and transition signals

  Other difficult writing skills (please list, if any)

I. **The EAPP writing program aims to increase your writing ability in the following areas. How strongly do you agree or disagree that these aims were met for you?** (Put a cross in the box that applies to you.

1 = I strongly *disagree* that this aim was met.
2 = I *disagree* that this aim was met.
3 = I am *unsure* that this aim was met.
4 = I *agree* that this aim was met.
5 = I *strongly agree* that this aim was met.
6 = I am unable to comment if this aim was met.

The EAPP writing program aims. Students will…..	1	2	3	4	5	Unable to comment
Develop an understanding of basic genre structures and their organisational patterns.						
Improve grammatical accuracy.						
Generate and organise a logical sequence of ideas for a writing task						
Form simple, compound, complex and compound-complex sentence structures correctly.						
Represent ideas in a concept map or graphic organiser when planning an essay.						
Select suitable articles for a research project.						
Increase general academic vocabulary						
Proof-read for spelling and punctuation accuracy						
Expand on ideas by adding appropriate examples.						
Gather facts in order to develop a position on a controversial issue.						
Provide support for claims and opinions						
Summarise the information in an academic article.						
Write introductory, concluding and body paragraphs that are structurally appropriate.						
Synthesise ideas from two or more academic articles.						
Identify multi-generic texts.						
Write a clear thesis statement.						
Identify points of view and bias in academic texts.						
Use a variety of appropriate/correct connectors and transition signals						
Identify differences between an English writing style and the styles of the student's own culture						
Use a template to create an outline for a research paper.						
Devise and write an hypothesis						
Provide correct referencing and in-text citations						
Critique an article specific to the student's area of study.						
Provide a written reflection of the BC course.						

J.   Writing assignments

In relation to writing, what were the useful aspects of teaching that you experienced in the EAPP program?

K.   Please list any suggestions that will help improve writing teaching and learning for future EAPP students.

Thank you for the contribution you have made to the EAPP program by completing this questionnaire.

Student Questionnaire D: Transferable skills

A major aim of the EAPP program was to teach writing skills and understandings that were <u>needed</u> for your faculty writing and that will also <u>transfer</u> to assist you to write successfully in your faculty. To what degree have these writing skills and understandings been <u>helpful</u> because you were able to transfer what you learned in the EAPP course to your faculty writing? (Put a cross in the box that applies.)

0 = no transfer; 1 = minimal transfer; 2 = moderate transfer; 3 = extensive transfer

Writing skills and understandings included in EAPP	0 = no transfer	1 = minimal transfer	2 = moderate transfer	3 = extensive transfer
Understanding genre structures and their organisational patterns				
Grammatical accuracy				
Generating and organising a logical sequence of ideas				
Forming simple, compound, complex and compound-complex sentences				
Representing ideas in a concept map or graphic organiser				
Selecting suitable articles for a research and essays				
Developing general academic vocabulary				
Proof-reading for spelling and punctuation accuracy				
Expanding on ideas by adding appropriate examples				
Developing an argument by gathering facts and taking a position on a controversial issue				
Providing support for claims and opinions				
Summarising information in an academic article				
Writing structurally appropriate introductory, concluding and body paragraphs				
Synthesising ideas from two or more academic articles				
Identifying multi-generic texts				
Writing a clear thesis statement.				
Identifying points of view and bias in academic texts				
Using a variety of appropriate/correct connectors and transition signals				
Understanding that the academic writing style in your culture could differ from an English writing style				
Using a template or *Inspiration* diagram to create an outline for your writing				
Devising and writing a hypothesis				
Providing correct referencing and in-text citations				
Reviewing an article and providing a critique				
Providing a written reflection.				

EAPP Teacher Questionnaire

A. Demographic Information

1. Name: _____

2. Name of Course: _____

3. Title/designation: _____

4. Highest qualification: _____

5. Number of years teaching in ESL_____

6. Do you have a qualification in education? (Cross the answer that applies.)

Yes		No

    If yes, what qualification do you hold? _____

B. Student information

7. What have been the nationalities/first languages of the ESL students in your EAP course over the past two years?

    _____

    _____

C. Which of these genres (essay text types) are students in your EAP course expected to write? (cross all that apply)

_____ narration (recounting events in chronological order)   _____comparison

____explanation (cause and effect)   ____description   ____exposition (argument)

____explanation (process and procedures)   ____report

Other (please list) _____

D. **Which of these specified writing tasks are students in your course expected to write** (cross all that apply)

____ essay

____article or book review

____report on an experiment/project

____plan/proposal

____case study

____journal article

____electronic journal entry

___summary of an article

____library research paper

Other (please list) _____

E. **Writing skills that ESL students need to work on.** Please rank 1 – 15 all skills below in order of importance with 1= most important.

____Content accuracy (facts and information)

____Grammatical accuracy

____Logical sequence of ideas

____Sentence structure

____Selection of suitable articles

____General academic vocabulary

____Spelling and punctuation

____Planning before writing

____Support for claims and opinions

____Paraphrasing skill and accurate citation

____Vocabulary specific to the field of study

____Clear paragraph structure

____Synthesising ideas from two or more academic articles

____A clear thesis statement

____Appropriate and correct use of connecting words and transition signals

Other (please list) _____

F. **Which one of these statements do you <u>most</u> agree with?** (cross only one statement)

____Academic writing skills and subject content cannot be separated, therefore they are best taught by discipline specialists within the faculty.

____Academic writing skills are best taught by language specialists in an adjunct program before ESL students enter their faculties.

___Introductory academic writing programmes should only include mechanical skills such as grammar, paragraphing, spelling, general academic vocabulary and punctuation.

Briefly state why: _____

G. EAL students' difficulties in writing skills

Please respond with reference to the same courses you described in Sections B and C. This time include problems you have experienced generally with the EAL students you have/have had in that course (in particular, at the time of entry into the course).

Problems with ...	Always	Often	Sometimes	Never
Content accuracy (facts and information)				
Grammatical accuracy				
Logical sequence of ideas				
Sentence structure				
Selection of suitable articles				
General academic vocabulary				
Spelling and punctuation				
Planning before writing				
Support for claims and opinions				
Paraphrasing skill and accurate citation				
Vocabulary specific to the field of study				
Clear paragraph structure				
Synthesising ideas from two or more academic articles				
A clear thesis statement				
Appropriate/correct use of connectors/transition signals				

Other (please list) _____

H. Writing assignments

Are there any other comments that might be helpful in assessing what written skills you expect in general of your students, what specific difficulties EAL students encounter in written assignments, and what ESL classes could do better to prepare them for subject-matter courses?

I. Assignment

Access to any course materials – either course description or assignment sheets- that provide information about your expectations for your students with respect to their writing skills would be very much appreciated. Please return your completed survey form with the documents in the envelope provided.

It is planned to conduct a short follow-up interview with some respondents. Please indicate by signing the agreement below, if you are prepared to be interviewed following the analysis of the questionnaire.

THANK YOU FOR YOUR ASSISTANCE WITH THIS RESEARCH PROJECT

If you would like a copy of the findings please provide contact details.

Appendix H

Faculty Staff Questionnaire

A. Demographic Information

1. Name: _____

2. Faculty/School and Sub-section: _____

3. Title/designation: _____

4. Number of years teaching in a university setting: _____

5. Courses you generally teach (cross all that apply):

    ____ graduate courses   ____lecture courses

    ____undergraduate courses   ____seminar/discussion groups

    ____laboratory courses

    Other (please list) _____

B. Specific course/student information
   For this section, please choose _one_ course that you teach regularly and in which you have interactions with English as a Second Language (ESL) students.

6. Title of the course: _____

7. Average number of students in the course: _____

8. Type of course (circle one) lecture   lecture-discussion   seminar   laboratory

9. Approximate percentage of ESL students in the course (circle one)

    over 50%   25-50%   10 -24%   under 10%

10. Most common nationalities/first languages of ESL students in this course:

    _____

11. Are your ESL students in this course primarily (circle one):

    International students (visa)   immigrants

C. Which of these genres (essay text types) are students in your course expected to write?
   (cross all that apply)

    ____ narration (recounting events in chronological order)   ____comparison

    ____explanation (cause and effect)   ____description   ____exposition (argument)

    ____explanation (process and procedures)   ____report

Other (please list) _____

D. Which of these specified writing tasks are students in your course expected to write (cross all that apply)

____ essay   ____plan/proposal   ____electronic journal entry

____article or book review   ____case study   ___summary of an article

____report on an experiment/project   ____journal article   ____library research paper

Other (please list) _____

E. Writing skills that ESL students need to work on. Please rank 1 – 15 all skills below in order of importance with 1= most important.

____Content accuracy (facts and information)

____Grammatical accuracy

____Logical sequence of ideas

____Sentence structure

____Selection of suitable articles

____General academic vocabulary

____Spelling and punctuation

____Planning before writing

____Support for claims and opinions

____Paraphrasing skill and accurate citation

____Vocabulary specific to the field of study

____Clear paragraph structure

____Synthesising ideas from two or more academic articles

____A clear thesis statement

____Appropriate and correct use of connecting words and transition signals

Other (please list) _____

F. Which one of these statements do you <u>most</u> agree with? (cross only one statement)

____Academic writing skills and subject content cannot be separated, therefore they are best taught by discipline specialists within the faculty.

____Academic writing skills are best taught by language specialists in an adjunct program before ESL students enter their faculties.

____Introductory academic writing programmes should only include mechanical skills such as grammar, paragraphing, spelling, general academic vocabulary and punctuation.

Briefly state why: _____

_____

G. ESL students' difficulties in writing skills

Please respond with reference to the same course you described in Sections B and C. This time include problems you have experienced generally with the ESL students you have/have had in that course (in particular, at the time of entry into the course).

Problems with ...	Always	Often	Sometimes	Never
Content accuracy (facts and information)				
Grammatical accuracy				
Logical sequence of ideas				
Sentence structure				
Selection of suitable articles				
General academic vocabulary				
Spelling and punctuation				
Planning before writing				
Support for claims and opinions				
Paraphrasing skill and accurate citation				
Vocabulary specific to the field of study				
Clear paragraph structure				
Synthesising ideas from two or more academic articles				
A clear thesis statement				
Appropriate/correct use of connectors/transition signals				

Other (please list) _____

H. Writing assignments

Are there any other comments that might be helpful in assessing what written skills you expect in general of your students, what specific difficulties ESL students encounter in written assignments, and what ESL classes could do better to prepare them for subject-matter courses?

I. Assignment

Access to any course materials – either course description or assignment sheets- that provide information about your expectations for your students with respect to their writing skills would be very much appreciated. Please return your completed survey form with the documents in the envelope provided.

It is planned to conduct a short follow-up interview with some respondents. Please indicate by signing the agreement below, if you are prepared to be interviewed following the analysis of the questionnaire.

THANK YOU FOR YOUR ASSISTANCE WITH THIS RESEARCH PROJECT

Information Letter and Informed Consent Document for EAPP Students

September, 2012

Dear [EAPP] Student

This letter is to request your agreement to support a research project being undertaken as part of the requirements of a PhD at Edith Cowan University. The title of the project is: *Combining Content-Based and EAP Approaches to Academic Writing: towards an eclectic program.*

The purpose of this study is to develop a process that can identify and describe the text types and writing expectations of selected faculties at [Swan University] and compare these with the writing expectations and types of texts you are required to write in the EAPP program. The faculties involved will be those popularly chosen by EAPP graduates. A third and related aim is to identify how accurately EAPP students recognize their writing needs and their progress in writing.

The information gained from the study has the potential to improve the academic writing section of future EAPP programs, to ensure that students are made aware of the writing expectations they will experience when they graduate and enter their chosen faculties.

In order to achieve these aims, all your writing from the EAPP program and all your writing from one semester in your faculty will be collected, analysed, compared and recorded. These samples will help to determine if the EAPP program includes the text types that [Swan University-bound], EAPP graduate students are expected to master in their chosen fields of study.

If you agree to take part in the study, you will be required to complete one questionnaire requiring approximately 20 minutes and may be requested to attend a semi-structured interview which will take approximately 30 minutes. If so, the interview will be conducted at a time and place convenient to you. After your EAPP writing assignments are collected they will be coded, copied and returned to your teachers on the same day. [SU] writing assignments will be collected, photocopied and returned at a time and place that suits participants. Assignments will be analysed by the researcher and writing assignment prompts will also be analysed.

Information collected will be kept strictly confidential. Student and teacher names will be replaced with a numerical code as soon as they are linked to the writing samples, questionnaires and interview audio-scripts. Recorded interviews will be erased following transcription. All other data collected will be stored in a locked cabinet in a secure building at Edith Cowan University for five years and then shredded.

Participation is voluntary and you have the right to withdraw your participation at any time. Should this occur, all information or material that has already been collected from you will be returned. However, there are benefits to be gained from participation. It is anticipated that feedback provided by the analyses will further inform EAPP teachers about the writing needs of international students to ensure that they are prepared for discipline specific writing when they enter their chosen faculties.

This research project has gained ethics approval from both Edith Cowan University and [Swan University]. If you agree to participate, please read and sign the attached Consent Document.

Yours sincerely

Title of the project: *Combining Content-Based and EAP Approaches to Academic Writing: towards an eclectic program.*

If you need any further clarification concerning the project or the procedures to be used, questions can be forwarded by emailing: [Information provided].

Should you have any concerns or complaints regarding the study and wish to speak to an independent person, you can contact the following: [Information provided].

If you agree to take part in the research please read the conditions and sign the consent form below:

I _____ acknowledge that:

- I have received a copy of the information letter explaining the research study.
- I have read the letter and understand the information provided.
- I have been given the opportunity to ask questions.
- Any questions have been answered to my satisfaction.
- I have been made aware of how to contact the researcher and supervisor if I have further questions and an independent person if I have concerns or complaints.
- I understand that my participation will involve answering a questionnaire (approximately 20 minutes), possibly attending an interview (approximately 30 minutes), allowing an independent person to photocopy and de-identify all of my academic writing assignments after they have been marked and allowing access to de-identified enrolment information.
- I understand that the information provided will be strictly confidential and that the identity of the participants will not be disclosed without consent. The information will be used only for the purposes of this research project; that is, to inform Teachers of English for Academic Purposes (EAP) of content and processes that have the potential to assist them in designing courses and programs.
- I understand that I am free to withdraw from the project at any time without explanation and that any data collected will be returned to me.
- I freely agree to participate in this research project.

Name _____(please print)

Signature_____   Date_____

Appendix J

Information Letter and Informed Consent Document for EAPP Teachers

September, 2012

Dear Colleague

This letter is to request your agreement to support a research project being undertaken as part of the requirements of a PhD at Edith Cowan University. The title of the project is: *Combining Content-Based and EAP Approaches to Academic Writing: towards an eclectic program.*

The purpose of this study is to devise a process that can identify, describe and compare the academic writing expectations and requirements of academic staff across and within selected faculties. A further aim is to determine whether text types and/or formats vary across and within disciplines and if so, which features of academic writing should be included in an eclectic course to adequately cover the genres that students who are non-native speakers of English (NNS) are expected to master when they transfer from an English for Academic Purposes (EAP) course into their chosen fields of study. A third and related aim is to identify how accurately students perceive their needs and their progress in writing.

To achieve this, the study aims to determine the text types that students studying for a Master's by Coursework at the [Swan University] are required to write in disciplines that are the popular choice of EAPP graduates and to establish if, and how, these text types differ across faculties. This data will be compared with writing assignments and teaching objectives of the EAPP writing program to determine if the course satisfactorily covers the text types that [SU-bound], EAPP graduate students are expected to master in their chosen fields of study.

If you agree to take part in the study, you will be required to complete one questionnaire requiring approximately 20 minutes and may be requested to attend a semi-structured interview which will take approximately 30 minutes. If so, the interview will be conducted at a time and place convenient to you. The researcher will collect all marked writing assignments of [SU-bound] EAPP graduate students planning to study at Masters (by coursework) level. These will be coded, copied and returned on the following teaching day before being analysed by the researcher. An analysis of each writing assignment prompt will also be performed.

Information collected will be kept strictly confidential. Student and teacher names will be replaced with a numerical code as soon as they are linked to the writing samples, questionnaires and interview audio-scripts. Recorded interviews will be erased following transcription. All other data collected will be stored in a locked cabinet in a secure building for five years and then shredded.

Participation is voluntary and you have the right to withdraw your participation at any time. Should this occur, all information or material that has already been collected from you will be returned. However, there are benefits to be gained from participation. It is anticipated that feedback provided by the analyses will further inform EAP teachers about the writing needs of international students to ensure that they are prepared for discipline specific writing when they enter their chosen faculties. Feedback of specific results or general results of the study will be made available. Please indicate, on the consent form, if you would like to receive this.

This research project has gained ethics approval from both Edith Cowan University and the [Swan University]. If you agree to participate, please read and sign the attached Consent Document.

Yours sincerely

Title of the project: *Combining Content-Based and EAP Approaches to Academic Writing: towards an eclectic program.*

If you need any further clarification concerning the project or the procedures to be used, questions can be forwarded by emailing: [Details provided]

Should you have any concerns or complaints regarding the study and wish to speak to an independent person, you can contact the following: [Details provided]

If you agree to take part in the research please read the conditions and sign the consent form below:

I _____ acknowledge that:

- I have received a copy of the information letter explaining the research study.

- I have read the letter and understand the information provided.

- I have been given the opportunity to ask questions.

- Any questions have been answered to my satisfaction.

- I have been made aware of how to contact the researcher and supervisor if I have further questions and an independent person if I have concerns or complaints.

- I understand that my participation will involve answering a questionnaire (approximately 20 minutes), possibly attending an interview (approximately 30 minutes) and allowing the researcher to photocopy student essays I have marked.

- I understand that the information provided will be strictly confidential and that the identity of the participants will not be disclosed without consent. The information will be used only for the purposes of this research project; that is, to inform Teachers of English for Academic Purposes (EAP) of content and processes that have the potential to assist them in designing courses and programs.

- I understand that I am free to withdraw from the project at any time without explanation and that any data collected will be returned to me.

- I freely agree to participate in this research project.

- I can receive a copy of specific results or general results upon request.

Name _____ (please print)

Signature _____   Date_____

Information Letter and Informed Consent Document for Faculty Staff

March, 2013

Dear [Name]

This letter is to request your agreement to support a PhD study that targets academic writing from discipline specific and cross-cultural perspectives.

As you are aware, many international university students experience difficulty in writing academic texts in English and some do not understand why their writing fails when they have taken so much time to complete assignments. The English for Academic Purposes Pathway Program (EAPP) at [Swan University], Centre for English Language Teaching (CELT) is designed to assist students to acquire the necessary writing skills for success in their chosen research field. It is therefore very important for EAPP teachers to identify and address possible discipline-specific writing needs in order to ensure that EAPP students receive the best assistance possible before they enter your faculty.

The purpose of this study is to determine the kinds of texts they are required to write in their chosen disciplines and to establish if these text types differ from those of other disciplines. This data will be compared with EAPP writing assignments and teaching objectives to ascertain if the EAPP program adequately covers the text types students are expected to master in their chosen fields of study.

The following information is provided, so that you can decide whether to take part in the study. Please be assured that your participation will require very little time on your part. All you need to do is to agree to allow the researcher to analyse the marked writing assignments ex-EAPP students have completed during their first semester in your faculty. You will also be required to complete a questionnaire and may be asked to attend a short interview. All samples will be kept anonymous and at no time will names be used, unless permission is gained from you.

Participation is voluntary and you have the right to withdraw your participation at any time. However, there are benefits to be gained by participating. The feedback provided by the analysis will assist EAPP program teachers to address discipline specific writing needs so that EAPP students are better prepared when they enter their chosen faculty.

Yours sincerely,

Title of the project: *Combining Content-Based and EAP Approaches to Academic Writing: towards an eclectic program.*

If you need any further clarification concerning the project or the procedures to be used, questions can be forwarded by emailing: [Details provided]

Should you have any concerns or complaints regarding the study and wish to speak to an independent person, you can contact the following: [Details provided]

If you agree to take part in the research please read the conditions and sign the consent form below:

I _____ acknowledge that:

- I have received a copy of the information letter explaining the research study.

- I have read the letter and understand the information provided.

- I have been given the opportunity to ask questions.

- Any questions have been answered to my satisfaction.

- I have been made aware of how to contact the researcher and supervisor if I have further questions and an independent person if I have concerns or complaints.

- I understand that my participation will involve answering a questionnaire (approximately 20 minutes), possibly attending an interview (approximately 30 minutes) and allowing the researcher to photocopy student essays I have marked.

- I understand that the information provided will be strictly confidential and that the identity of the participants will not be disclosed without consent. The information will be used only for the purposes of this research project; that is, to inform Teachers of English for Academic Purposes (EAP) of content and processes that have the potential to assist them in designing courses and programs.

- I understand that I am free to withdraw from the project at any time without explanation and that any data collected will be returned to me.

- I freely agree to participate in this research project.

- I can receive a copy of specific results or general results upon request.

Name _____ (please print)

Faculty or School _____

Signature _____   Date_____

Appendix L

Task Requirements Identified across Faculties and Schools

Writing Task	n	Faculty/school	Course
Plan /proposal	9	Agriculture	Animal biology, Agricultural economics, International resources, viticulture.
		Business	Global marketing, e-marketing
		Education	Primary and early childhood education
		Engineering, computing & maths	Communication systems
		Public Health	Nursing
Report on experiment/project	8	Engineering, computing & maths	Environmental systems
		Agriculture/animal biology	Agriculture
		Engineering, computing & maths	Communication systems
		Agriculture/animal biology	Agricultural economics
		Business school	e-marketing
		Chemistry/bio-chemistry	Pharmaceutical science
		Civil Engineering & engineering	Underground construction
		Graduate school of education	Primary and early childhood education
Essay	6	Agriculture/animal biology	Agriculture
		Business school	e-marketing
		Public Health	Nursing
		Arts, Social and Cultural studies	History of journalism
		Business	Organizational behaviour
		School of animal biology	Science communication
Case study	6	Agriculture/animal biology	Agriculture
		Business school	e-marketing
		Graduate School of Education	Primary
		Agriculture/animal biology	Agricultural economics
		Business	Organisational behaviour
		Public Health	Nursing
Library research paper	5	Business	Global marketing
		Public Health	Nursing
		Agriculture/animal biology	Agricultural economics
		School of animal biology	Science communication
		Graduate school of education	Primary
Summary of an article	4	Business school	e-marketing
		Agriculture/animal biology	Agriculture
		Graduate school of education	Primary
		School of animal biology	Science communication
Journal article	2	Agriculture/animal biology	Agriculture
		Graduate school of education	Primary and early childhood education
Electronic journal	2	Public Health	Nursing
		Graduate school of education	Primary and early childhood education
Graphic poster displays	2	Chemistry/bio-chemistry	Pharmaceutical science
		Architecture, Landscape, Visual Arts	Urban design (forces that shape cities)
Article/book review	2	Engineering, computing & maths	Environmental systems
		Agriculture/animal biology	Agriculture
Writing tables/graphs	1	Business	Global marketing
Annotated bibliography	1	Business teaching and Learning	Applied professional Business Communication
PowerPoint presentation	1	Agriculture/animal biology	Agriculture
Tweet marketing news and promotional blogs	1	Business school	e-marketing
Extended answers in exams	1	Chemistry/bio-chemistry	Pharmaceutical science
On-line discussions	1	Agriculture/animal biology	Agriculture
Literature review	1	Business	Human resources management

Appendix M

Genre Requirements across Faculties and Schools

Genre	Faculties and Schools	Courses
Narration/recount 5 Faculties/Schools 5 Courses	Arts social and cultural studies	History of Journalism
	Graduate School of Education	Primary and Early Childhood Education
	Medicine, Dentistry , Health Sciences	School of public Health
	Science	Master of Science (Agriculture)
	Chemistry/ Biochemistry	Pharmaceutical Science
Explanation (cause/effect) 6 Faculties/Schools 11 courses	Architecture, Landscape, Visual Arts	Urban Design Forces that Shape Cities
	Arts Social and cultural studies	History of Journalism
	Business school	E-marketing Global marketing Organisational Behaviour
	Engineering, Computing, Mathematics	Engineering Challenges in the Global World Underground Construction
	Medicine, Dentistry , Health Sciences	School of Public Health
	Science	Master of Science (Agriculture) Agricultural Economics Pharmaceutical Science
Explanation (process/procedure) 6 Faculties/Schools 10 courses	Arts social and cultural studies	History of Journalism
	Business school	E-marketing Human Resources Management
	Graduate School of Education	Primary and Early Childhood Education
	Engineering, Computing, Mathematics	Engineering Challenges in the Global World Underground Construction
	Medicine, Dentistry , Health Sciences	School of public Health
	Science	Master of Science (Agriculture) Agricultural Economics Pharmaceutical Science
Description 4 Faculties/Schools 8 Courses	Business school	Human Resources Management Organisational Behaviour
	Engineering, Computing, Mathematics	Underground Construction
	Medicine, Dentistry , Health Sciences	Master of Nursing
	Science	Master of Science (Agriculture) Agricultural Economics Science Communication Pharmaceutical Science
Compare/contrast 6 Faculties/Schools 11 Courses	Arts social and cultural studies	History of Journalism
	Business school	E-marketing Global marketing Human Resources Management
	Graduate School of Education	Primary and Early Childhood Education
	Engineering, Computing, Mathematics	Engineering Challenges in the Global World
	Medicine, Dentistry , Health Sciences	Master of Nursing
	Science	Master of Science (Agriculture) Agricultural Economics Science Communication Pharmaceutical Science

Genre Requirements across Faculties and Schools

Genre	Faculties and Schools	Courses
Exposition (argument) 6 Faculties/Schools 8 Courses	Arts social and cultural studies	History of Journalism
	Business school	Organisational Behaviour
	Graduate School of Education	Primary and Early Childhood Education
	Engineering, Computing, Mathematics	Engineering Challenges in the Global World
	Medicine, Dentistry , Health Sciences	Master of Nursing
	Science	Master of Science (Agriculture) Agricultural Economics Science Communication
Report 4 Faculties/Schools 13 Courses	Business school	Applied Professional Business Communication E-marketing Global marketing Human Resources Management Project Management
	Graduate School of Education	Primary and Early Childhood Education
	Engineering, Computing, Mathematics	Communication Systems Engineering Challenges in the Global World Underground Construction
	Science	Master of Science (Agriculture) Agricultural Economics Science Communication Pharmaceutical Science

APPENDIX N

Module 1 of the EAPP Program: Tasks, genres and writing skills

Week	Genre focus and writing tasks	Assessment tasks and exercises in writing
1	Introduction to basic genres Writing a narrative essay (500 words) Begin study skills portfolio Analysing a task prompt	Needs assessment *Your experiences learning English* Complete a study skills confidence indicator
2	Comparison and contrast Description Writing questionnaires and interview questions Research report plan Paragraphing	Logical division of ideas (paragraph 1) *The difficulties of learning English* (140 words) Electronic feedback provided over a two-week period prior to administering the questionnaire
3	Description Cause and effect Problem and solution	*Describe your discipline area* Group work: *sustainable solutions to the energy crisis*
4	Explanation cause/effect (500 – 750 words) The stages of argumentation	*Causes and effects of global warming* Understanding bias: completing theoretical explanations Study skills portfolio teacher check and feedback on compulsory entries and corrected writing tasks
5	Explanation (process) Understanding multi-generic texts (evolution)	Cause and effect essay Minutes of group research meetings checked electronically Paraphrasing and avoiding plagiarism
6	Compare/Contrast Argument	Summary: argument from an article on *Intelligent design* The language of graphing
7	Cause and effect Preparing Power point slides Problem/solution	Logical division of ideas Paragraph 2: *Human behaviour* Research portfolio: *written explanation of the problem identified*
8 &9	Logical division of ideas (essay 750 words) Cause and effect (group report) Text analysis	Essay: *Environmental issues* Group report: *Solutions to the Energy Crisis* Research Summary: *article related to the problem* Research portfolio: *reflection form* Submission of research portfolio Submission of study skills portfolio
10	Personal interviews Various according to needs	Feedback on results

Appendix O

Module 2 of the EAPP Program: Tasks, genres and writing skills

Week	Genre focus and writing tasks	Assessment tasks and exercises
1	Reviewing academic genres Argumentative essay: introduction to balanced, concessive and oppositional argument forms (750 words) Functional text analysis Begin/continue study skills portfolio	Topic: *Best path for developing countries to take...* Complete a new study skills confidence indicator Ideational, interpersonal and textual functions
2	Summarising articles Developing focus questions for research Developing claims based on research focus questions	Logical division of ideas Electronic feedback provided over a two-week period after submission of articles
3	Summary Building a concept map	Identifying and summarizing a text related to focus questions and claims
4	Written summary 1 Writing definitions	Identifying and summarizing a text related to focus questions and claims Study skills portfolio teacher check and feedback on compulsory entries and corrected writing tasks
5	Globalisation essay: three aspects to consider; economic, cultural and environmental effects (500 – 750 words)	One side of the debate Paraphrasing and avoiding plagiarism
6	Summary 2 Critical review Using secondary resources Understanding multi-generic texts (evolution in the modern world)	Summary of an academic article related to the student's research questions Critical review of one of the chosen articles Integrating direct and indirect quotations; writing long quotations
7	Critical review of an article due Research paper first draft	Individual feedback on draft material
8	Research paper final draft (1500 words) Prepare PowerPoint presentation Review of Study Skills portfolio	Research portfolio: *reflection form* Submission of study skills portfolio
9	Writing exam PowerPoint presentation	PowerPoint presentation on research findings Research Portfolio submission
10	Writing a dissertation or thesis	Providing an overview of dissertation and thesis writing Deciding where to start: formulating research questions and hypotheses Structuring a research introduction Writing a literature review Avoiding plagiarism Describing materials and methods Recording results Planning and writing a discussion section Planning and writing a conclusion Writing an abstract

Appendix P

Use of English language Over Time

	Cohort A (n = 27)					Cohort B (n = 33)			
	P/Y	P/M	P/W	T		P/Y	P/M	P/W	T
S#	%	%	%	%	S#	%	%	%	%
1	50	60	70	80	31	30	0	50	50
2	40	50	50	50	32	1	1	50	70
3	30	60	50	80	33	30	50	80	80
4	5	5	40	80	34	50	50	70	70
5	40	90	100	100	35	5	20	40	80
6	30	30	60	90	36	5	20	50	80
7	0	50	50	70	37	0	60	50	50
8	5	50	100	100	38	10	20	50	80
9	0	10	50	80	39	75	80	85	95
10	50	70	70	70	40	10	40	80	80
11	20	50	60	65	41	5	30	40	60
12	10	30	50	80	42	30	40	40	60
13	20	80	90	100	43	70	80	80	70
14	10	20	30	80	44	80	50	50	40
15	10	80	90	90	45	1	30	40	50
16	10	15	20	60	46	40	30	50	50
17	0	0	50	50	47	10	40	50	50
18	30	40	60	80	48	2	50	40	40
19	40	50	60	70	49	50	100	100	100
20	0	80	80	100	50	2	40	50	50
21	5	25	80	80	51	10	50	50	40
22	0	25	50	70	52	5	40	50	80
23	50	50	50	95	53	5	5	25	35
24	10	30	30	40	54	10	30	50	50
25	2	1	30	50	55	20	70	50	90
26	10	50	50	80	56	10	30	50	50
27	10	30	50	70	57	30	40	40	40
					58	10	70	70	80
					59	10	20	40	40
					60	2	30	70	80
					61	50	60	70	80
					62	30	70	70	80
					63	5	10	50	60

Note. Both cohorts are represented: Cohort A (n = 27) Cohort B (n = 33). P/Y = the past year; P/M = the past month; P/W = the past week, and T = today. S# = student number.