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A 10-Week Needs-Informed Theme-Based Pre Sessional Course for PG Applied Linguistics and TESOL Students Studying at a UK University

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A 10-Week Needs-Informed Theme-Based Pre Sessional Course for PG Applied Linguistics and TESOL Students Studying at a UK University

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1. Introduction

The field of ESP is growing and changing in response to a number of external and internal pressures (Cargill, 1996). With the economic development of some developing nations leading to an increasingly commercialised global higher education 'market 'many western universities are coping with an unprecedented highly diverse population of students in terms of nationality, linguistic profile and educational background. Despite such apparent changes to student population (Bailey and Sercombe, 2008) many universities provide general academic skills support (ibid) to aid the transition of international students into the new learning context. This skills-based model (Bloor and Bloor, 1986) has received much debate regarding its' prime position' in ESP provision for a number of reasons. The rapidly changing landscape of UK higher education, as universities compete to 'internationalise' whilst struggling to accommodate diverse student populations, forms part of the context and rationale for this project.

The project aims to address the need for greater specificity in ESP provision for international post graduate (PG) applied linguistics (AL) and TESOL students through a content and needs based pre sessional course design (Dudley-Evans and St Johns, 1998, Brinton et al, 1989 and Hutchinson and Waters, 1987). Despite the fact that many PG AL or TESOL students are aspiring or practising language teachers, many students struggle with 'making sense of' (Hyland, 2006 and Casanave, 2002) discipline specific academic practices which are often culturally-situated (Hyland, 2006 and Strevens, 1988). Thus the proposed program also seeks to make explicit such 'academic norms' by providing contextualised opportunity for students to practice and apply discourse situated academic literacy skills to gain awareness of the target discourse community and make explicit, student academic expectations.

Furthermore, very little research on the specific academic needs of AL PG students has been conducted (Phatiki and Li, 2011) despite the target learners being students of the field. For this reason the literature review will situate the target AL learners in the wider field of 'social science' to draw on the existing literature from the wider discipline, in order to inform the aims and objectives of the course. Due to the limited nature of existing research on the particular academic needs of the target course users a needs analysis (NA) of *in-service* (Hyland, 2006;2002) The course I propose hopes to address this gap in research to provide a practical solution for this clear need in the academy.

The overall structure of the project is as follows; (i) a literature review of CBI with critical analyses of CBI practical application in the field and a review of the academic *needs* of the target group of AL social science students, (ii) a qualitative needs-analysis of in-service PG AL students at a UK university informed by multiple stakeholder semi-structured interview data and student semester-one assignment feedback, (iii) a proposed course design and sample lesson plans, (iv) pedagogical implications and feedback from stakeholders, (v) limitations of the course, and finally concluding remarks; including suggestions for further research.

2. Literature Review

2.1. Brief background

English for Specific Purposes (ESP) has developed and grown, in terms of scope and variety across the past two decades (Hyland, 2006) impacting on critical understanding(s) of genre and academic practice across English for Academic (EAP) and English for Occupational Purposes (EOP) provision.

The role of 'discipline' (Bailey and Sercombe, 2008) in English for Academic Purposes (EAP) still remains an area of debate (Asalrasouli, 2012; Hyland, 2006;2002; Dudley-Evans and St John, 1998; Swales, 1990; Bloor and Bloor, 1988 and Strevens, 1988) for many course designers and also the role if any, of discipline specific academic literacy skills (Casanve, 2002 and Lillis, 2001) to be addressed in ESP provision for international students (Leki, 2007; Hyland , 2006; Swales, 1990; Nunan, 1988 and, Hutchinson and Waters, 1987).

However, the contexualised nature of language and literacy practices as Hyland (2002) argues

> '… is relative to the beliefs and practices of social groups and to the purposes of their individual members in accomplishing their goals.' (p.386).

Thus demonstrating the requirement of EAP courses to be aware of and to address genre salient academic practices in the setting of course aims, pedagogical approaches and the design of course materials, if international university students are to be able to decipher discipline-specific academic practices (Swales, 1990). Although it is acknowledged that genre or discipline specific texts utilised for the purposes of language teaching in the classroom provide valuable insights into the new learning context, this paper does not

advocate that a solely genre-based approach best suits the needs of the target learners for the proposed course design, rather genre-based descriptions and knowledge are advocated for, in generating practical and effective ESAP course aims that address the needs of the target students. The next section will bring together the need for genre-based insights into the course design whilst taking a more central approach to addressing the needs of students.

2.2.1 Specificity in addressing *needs*; through course design

As discussed in the previous section, genre-based descriptions of language provide insights into a given discipline (Hyland, 2006; 2002; Swales:1990 and Strevens, 1988) and can thus provide a vehicle by which language and skills can be developed through learning the 'process' (Nunan, 1989) of applying such skills. The proposed course seeks to go beyond simply prescribing 'writing frameworks' (Hyland, 1990) or templates for students to merely imitate a particular 'genre', thus oversimplifying the concept of writing in the academy. We advocate raising awareness of the field-specific principles of academic writing in the field to aid student cognition in engaging in the writing process. Students thus acquire genre-based knowledge of writing through exploration of discipline-situated texts and collaborative learning opportunities in the classroom to foreground the 'process' (Nunan, 1988.p30) of acquiring academic literacy in AL through engagement of variety of discourse tasks, not solely through written discourse, to provide opportunity for students to gain fuller and more detailed descriptions and insights of being a PG student in the field of AL.

Hutchinson and Waters (1987) go further and contend that not only is specificity key to EAP course design for international students, but they also advocate for the '*needs, lacks and wants*' of students to be addressed in the course design through a 'learning-centred approach.' *Needs* are identified by the language and skills students must know in order to function in the target field of study or 'target learning situation' (p.55). Furthermore, *lacks* are defined as the difference in learners' current language and skills level compared with the *needs* of the *target learning context,* which is dependent on many student factors, such as prior learning context and pedagogical experience. Furthermore, *wants* are identified as perceived needs or lacks by the target learners which may be subjective as they are based on individualised perceptions.

2.2.2 A learning-centred approach

A *learning-centred approach* brings together two approaches of course design; language based approaches and skills-based to centralise the *needs* and *lacks* and *wants* of the learner, in attempt to consider the target learners at each stage of the course. This approach follows two underlying principles of the learning-centred approach: the negotiability and fluidity of course design, acknowledging influences from varying stakeholders, learning contexts and potential constraints. Additionally, that course design is an ongoing 'process' which is receptive and reactive to different needs.

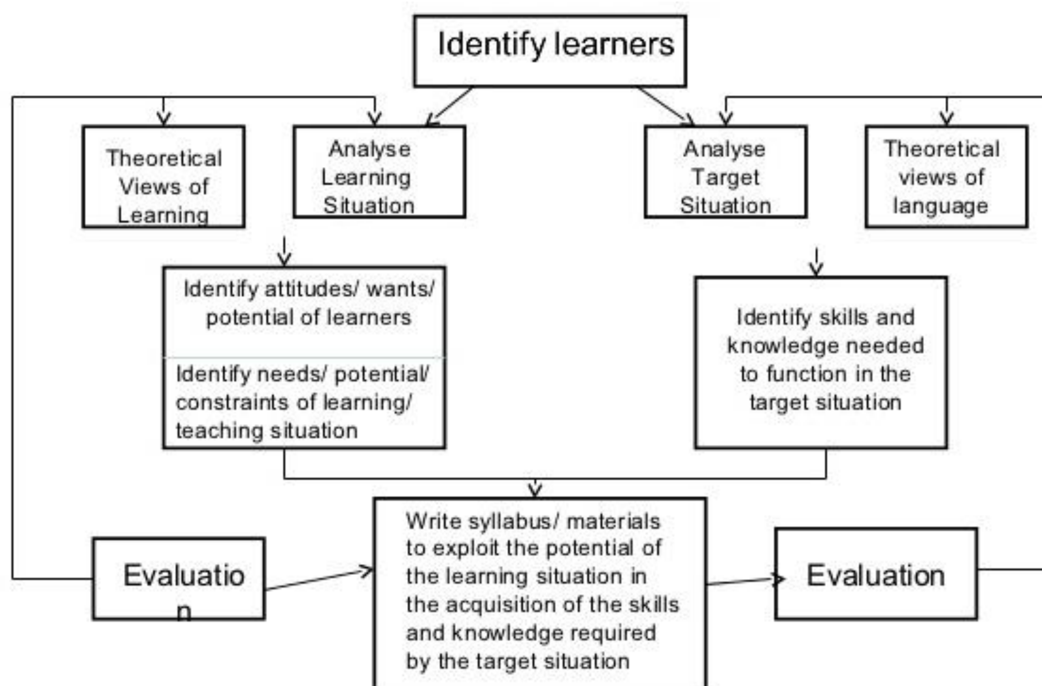

Figure 21: A *Learning-centred approach* to course design (Hutchinson and Waters,1987: 74)

The proposed course seeks to address the learner at each stage of the course design process, taking into account the need for students to bridge the gap between previous and target learning contexts, through genre-informed insights and materials. It was thus decided that a needs analysis would also form the basis of the course to generate a truer description of actual *needs* (Ozdemir, 2014) from a variety of different stakeholders. The following 'needs

analysis' chapter provides detailed analyses and discussion on the '*needs, lacks and wants*' identified by various key stakeholders.

2.2.3 Needs of social sciences students

Cargill (1996) conducted a study investigating the specific needs of international PG students across seven different departments at an Australian university in response to an increasingly diverse population of foreign students. The study which included social sciences students found that many PG students struggled to comprehend academic expectations relating to a wide-range of areas not limited to linguistic issues, although Cargill contends that the challenge faced by international students of making explicit tacit knowledge of the academy is easily oversimplified and students often tentatively attempt to demystify such expectations of the academy without recourse to explicit guidance or support. Similarly, 'cultural adjustment,' (Phatiki and Li, 2011: p.228; Hyland, 2006 and Swales, 1990) understanding the implicit cultural practices of the target-discipline, knowledge of which is of greater importance at PG level was a key challenge noted in the research. Such as specific methods utilised in argumentation, contextualised use salient terms. Furthermore, more tangible awareness of new learning modes, assessment tasks and tutor-student roles were also highlighted as areas that more generic skills or language based EAP programs were not adequately addressing.

The study argues for an 'integrated bridging program' (IBP) for PG students that draws on discipline specific materials, assessment design and academic literacy skills. The proposed hybrid content-based model relies on substantial input from both EAP and subject academics to determine genres foci and agree assessment types. In the follow-up study of the program it is not surprising that student feedback and attainment were equally as encouraging in the follow-up study with such a highly-collaborative course design, which foregrounds salient content and discipline-specific skills as this can be explicitly linked to addressing the key needs highlighted in the rationale for the course and of the study.

2.3.4 Research on the *needs* of PG applied linguistics students

Furthermore, a more recent study by Phakiti and Li (2011) into specific reading and writing needs of Asian PG TESOL students also at an Australian university through a mixed method approach also yielded important findings, informing the aims and objectives of the proposed 10 -week course.

The study involved a diverse student population of 51 PG AL students representing 8 Asian countries. All student participants in the study completed a Likert-scale survey and the results were quantatively analysed. Follow-up semi-interviews were also carried-out with 11 students from the initial participant group and results underwent qualitative analysis to generate thicker descriptions (Dörnyei, 2007) of the data.

The findings showed that the highest-ranking difficulties specifically observed in terms of reading and writings were; students' inability to compare and contrast from academic readings and furthermore the perceived inability to produce sufficient written discourse for assignment tasks in the target genre. The results uncover possible correlations to students' prior educational experience and learning modes and exposure to extensive writing, such as sources-based writing, which is an explicit expectation of social sciences students by the academy (Paltridge,2004; Womack, 1993).

Other general academic difficulties ranked in order of perceived difficulty were as follows; ability to extract and synthesise information, use of academic vocabulary in assignments, comprehending the essence of academic writing including what constitutes 'plagiarism', argumentation and 'voice', problems with writing coherence and cohesion. Phatiki and Li (2011) contend that many of the 'difficulties' these PG students face are connected and interlinked in a 'network of difficulty' (ibid: 242) clearly illustrating the challenge posed to PG AL international students in unravelling and navigating a new learning culture, in order to participate fully in the target discourse community. This study also clearly demonstrates the responsibility for EAP course developers to make explicit, culturally-situated (Salter-Dvorak, 2014 and Hyland, 2011; 2002; 2006) discourse specific beliefs and practises.

The paper argues that although ESP is concerned with the field of applied linguistics and TESOL there is very little research on the *needs* of PG international students studying this discipline despite apparent 'cultural distance' related challenges relating to; differences in learning context and academic expectations (Idris, 2017 and Cargill, 1996) faced, as supposed to teacher-training professional needs (ibid). Many practicing ESP tutors at UK universities may also hold similar PG qualifications in the field; possessing genre- specific

insights and experience of applied linguistics. This provides further rationale for the viability and practical implications of this course. The target learners for this course are international PG applied linguistics students, although the course design may be more widely applicable to applicable to PG social sciences students.

Very recent studies of the dissertation process pertaining to social science PG students have also offered important insights into specific skills *lacks* and difficulties relating to 'cultural distance' (Hyland, 2002) to the target learning context. In a 13-month long ethnographic study (Salter-Dvorak, 2014) investigating the dissertation writing process of two international students at two different UK universities. The study compared the 'accommodation' (ibid: 847) of L2 learners into western academia against student attainment and accounts for the vast difference in both experience and academic achievement to two key literacy events (ibid: 848). The 'events' as Salter-Dvorak contends pertain to dissertation 'topic discussion' (LE1) with the supervisor and the 'drafting of the proposal' (LE2), both of which are early processes in the dissertation cycle and require student-tutor interaction.

The findings showed that differences in supervisor pedagogical beliefs regarding the support available to the international students at both points, influenced overall student attainment and experience. The clear disparity in academic achievement by the two students raises questions about how to address the clear needs of L2 students more homogenously, to ensure that such salient processes in assessment are made explicit for students to understand to have an equal chance of success. The paper argues for such academic literacy 'events' to be addressed explicitly in the course design of research methods courses at UK universities more widely or through embedded skills and EAP courses. Such courses would seek to demystify practises of the academy for all PG students and help students to understand academic expectations, to create greater student 'enculturation' (Casanave, 2002, p5), as supposed to the dissertation process remaining exclusive and somewhat a 'game' of chance (ibid, 2002: 4) for many foreign students.

Similarly, Idris (2017) contends that dissertation feedback processes for many PG international students remain ineffective due to student cultural distance to the feedback mode or style adopted by some tutors and moreover due to differences in expectations of the role of the supervisor in terms of the type of feedback received. Some difficulty was also observed with learners being able to access 'opaque' or heavily hedged (Paltridge, 2004; Hyland and Hyland, 2001) feedback language. Furthermore, the lack of marginal comment

exemplification also created an additional challenge to many participants in the study. The inability of students in the study to successfully engage with the feedback raises valid course design implications, which I seek to explicitly address in the feedback methods suggested in the assessment of students, to better address student *needs* and *wants* in this important area.

2.3 CBI Approach

Definition

Mohan (1979) addresses the overarching need of international students to become 'insiders' of their discourse communities ultimately, through the foregrounding of content (Leki and Carson, 1997) as a carrier of both language and discipline specific academic skills in a 'Content-Based Instruction' (CBI) course model. This approach to course design brings together both the needs of the learner and the combined specificity of language and skills input required to address central learner '*needs, lacks and wants'* in becoming part of the target discipline.

Models and practice

(i) Sheltered Approach

The first approach suggested by Brinton et al (1989) is the 'sheltered approach,' this approach advocates that L2 learners are taught in isolation from native speakers, through immersion by a native-speaker instructor. Although this approach may be useful in allowing students to gain fluency in a low-stakes context in the L2. However, this model is rather impractical for the proposed British H.E environment proposed for this course. There is very little empirical EAP evidence available to evaluate its' effectiveness in achieving CBI aims and objectives, although Duenas (2004) raises some valid points regarding its' implementation in bilingual education-systems such as Canada and the potential benefit for greater implementation of this model in EAP.

(ii) Adjunct Model

The second CBI model proposed by Brinton et al (1989) is the 'adjunct model' whereby students follow two linked courses for language and content in tandem. L2 learners are taught in isolation from their L1 counterparts for the language strand. Collaboration between content

and language tutors is central to the success of an adjunct CBI course model, as course content is closely linked to both language course assessment and linguistic course aims.

Duenas (2004) discusses a strong example of the implementation of this CBI approach at an American university for the Freshman Summer Program. In the study, the sociology course closely informed the aims and objectives of the adjunct language course, leading to contextualised learning and student being able to make explicit links between content and languages.

However, as Blanton (1992: 287) concedes that willing interaction and coordination from both language and content instructors of varying disciplines' is required for the successful delivery of this course, which can be rather difficult to achieve in a UK context due to differences in professional philosophy, workplace constrictions, logistics and cost implications. Thus, it is not surprising to learn that take-up of this model has been rather limited in the field with very little research to evaluate.

(iii)Theme-Based Approach

The final model is 'Theme-Based Instruction' (TBI), which is centred around specific themes or topics; foregrounding learners' prior knowledge using carrier content to elicit and embed desired academic skills (Snow, 1998). This model thus allows for deeper, more implicit language development (Krashen, 1984 as cited in Dueñas, 2004) as students are better able to become language 'user members' in contrast to solely language 'learners' (Bailey and Sercombe, 2008) through language application in a variety of contexts.

A good example of a theme-based program (TBP) can be seen in a study by Bailey and Sercombe (2008) which attempts to bring together epistemological, linguistic and communicative practice needs of undergraduate social sciences students at a UK university.

The pre-sessional course proposed in the paper is designed for pre-service social sciences undergraduates and utilises a core A 'Level sociology textbook as the subject was considered to be wide-ranging in scope and appeal to engage the diverse student cohort. Core-themes on which the course was based were selected from the course book, to address an underlying principle of CBI to build student knowledge, language and concepts on interlinked themes providing students with explicit content, skills and language connections.

The paper argues that TBI provides a context rich environment from which discipline specific skills can be embedded and practices and the use of discipline-specific texts 'catalyse'

implicit language development (Blanton, 1992: 290). The proposed programme aims to foreground the 'process' of acquiring discipline specific academic skills such as source-based writing and argumentation in essay writing in order to provide a conceptual 'bridge' (ibid) for international students to transition across in preparation for their main course of study.

Assessments utilised in the studies are also heavily content-informed and are typical of the social sciences field. The assessment included; a 2000-word essay project an oral summary and defence of the essay, with a summative–reading task based on prior content-based reading. With explicit practise of discipline salient academic skills (Casanave, 2002 and Lillis, 2001) students were argued to make clearer and more explicit links to the relevance of EAP instruction to their course of UG study.

Limitations in the study are duly acknowledged, pertaining to the lack of empirical studies regarding CBI at the time of publishing. As a result, the study relies heavily on the underpinning theory and feedback from stakeholders to assert claims of the programme's success. Further longitudinal studies to track students' progress would be needed to gauge the long-term impact, if any of the course design on student learning and language development.

2.3.1 Long-term effects of CBI

In an earlier study by Song (2006) into the long-term effects of CBI instruction for a 'content-linked program' for international freshman students at an American university, showed encouraging results in terms of student academic and linguistic outcomes.

The longitudinal study was conducted over a span of 5-years and compared data from two distinct groups consisting of a total of 700 students; one group received ESL only instruction and the latter group received content-linked instruction, which drew on social sciences in terms concepts, texts and skills focus. The results were collected over regular intervals and underwent contrastive analyses. The findings showed that the students in the first group out-performed their counterparts in university-wide language proficiency test, grade point average (GPA), graduation attainment and the results also showed a positive correlation to student retention figures. The results rebutted some reservations regarding the appropriacy of incorporating content into the language classroom owing to perceived additional cognitive 'difficulty 'for learners to overcome (ibid). However, it is widely acknowledged that L2

acquisition does not follow a linear pattern (Krashen, 1983 cited in Hyland, 2006), thus clearly highlighting the potential benefits of extensive content-based provision in language and academic attainment.

2.4 Academic literacy skills

The need for discipline specific academic skills awareness and explicit practise for international students was first widely discussed and argued in a ground-breaking study by Strevens (1964; 1988, cited in Hyland, 2002). Strevens defined ESP as '…the language and activities appropriate to particular disciplines, occupations and activities and required by particular learners.' (ibid: 386).

As discussed in section 2.3, CBI and in particular TBI is concerned with eliciting and embedding discipline specific academic skills to address the target learners' needs through the foregrounding of content. Hyland (2006, 2002) also argues that 'communicative purposes' (p.386) or 'events'(Swales,1990: 55) that are particular to discourse or discipline communities cannot go unnoticed in addressing the needs of international students (Salter-Dvorak, 2014), as such practices are informed by discourse culture relating to a particular 'community' or discipline. The challenge for international students is to be aware of discipline specific practices in order to practise and implement 'community' specific behaviour to become an 'insider' (Ozdemir, 2014) of the discipline.

Paltridge (2004) also supports the assertion that making explicit, academic literacy skills and indeed expectations of adherence to these conventions which are culturally-situated discipline practises allows culturally-distant (Fouche et al, 2017 and Goldstein, 2005) international students to decode, at times vague and subtle differences in the academy when approaching academic tasks in the field. This can be exemplified by differences in academic writing across world cultures on a macro level, but moreover across the academy in the methods adopted in constructing knowledge, as writing in the academy is characterised by 'discipline held beliefs, a reliance on a complex set of discourses and identities.' (Lea and Street, 1998: 164) Furthermore, Leki and Carson (1997) advocate for source-based writing in EAP classes to help address academic writing expectations of students in creating shared EAP-discipline writing goals to better address true student needs through academically-situated writing practice.

Lillis (2001: 63) also contends that student 'enculturation' into salient discipline specific practises should be addressed, in order for students to be able to fully engage with the academy and to demystify academic practises. Casanave (2002) also addresses the issue of helping international students overcome barriers to engagement in the academy, due to a lack of exposure or experience to culturally-situated salient practices through engagement in critical thinking, plagiarism and more broadly, argumentation in writing.

In a study by Shrestha (2017) into the transferability of academic literacy (AL) skills acquired on a business EAP course to a mainstream UG course through dynamic assessment (DA) uncovered encouraging results for EAP courses. 'DA,' as defined by Shrestha (ibid: 1) is an assessment approach 'that blends instruction into assessment.' Results of the study observed positive transfer of discipline specific AL in the business studied UG participants in assessment achievement in mainstream UG programs. In addition, a positive ability in knowledge transfer of academic literacy skills (Hyland, 2003) from the AL course onto their main business studies course was observed.

Shrestha (ibis) contends that the findings of this recent study support the notion that 'writing is a process that may benefit from a greater amount of mediation, learner motivation and commitment.' (p16). As the literature has suggested, academic writing underpins many other academic practices such as reading, critical thinking skills and argumentation. Moreover, it is these very skills and conventions that international students find the most difficult to decode and apply (Casanave, 2002 and Lillis, 2001) in their main course of study. This study strengthens the case for an integrated academic skills approach in addressing salient subject-specific skills, to create greater opportunity for academic writing. Furthermore, facilitating enhanced transferability of academic literacy to future target PG and professional settings.

2.5 Summary

The proposed course seeks to take into account the key findings of the literature review to inform the content, structure and aims of the course. Key CBI principles inform the overall structure and design of the course and also the pedagogical underpinnings together with embedded academic literacy skills salient to the field that are found challenging by the target students, identified in the literature and in the NA. Furthermore, the proposed course seeks to address the *needs, lacks* and *wants* of AL PG students.

Four guiding principles for all CBI course design models (Duenas, 2004)

- Subject matter is at the core of the course design

- Use of authentic texts in course materials

- Learning of new information relative to discipline

- Appropriate to the specific needs of students

The proposed course takes an embedded approach to addressing the need for discipline specific skills instruction and practise. This approach aids students in making clear links between the target discipline, applied linguistics and salient academic skills that students are able to recognise and practise. As supposed to a skills-fronted design, where crucial links between skills and content can often become lost if targeted-skills are not contextualised in a meaningful and explicit manner. It is hoped that through a theme-based course, student will be better able to make clear links between the 10-week sessional course to the AL Master's course in terms of content-based language and academic skills.

The following needs analysis (NA) chapter discusses the rationale for both methods and sources adopted and the results of the data gathered, followed by a discussion of the key findings and implications for the 10-week course design.

3. Needs Analysis

3.1 Introduction

This chapter includes a brief literature review of needs analysis studies from the field, to provide a rationale and foundation for the NA of this course design study. Furthermore, the methodology of the NA process is outlined, together with data analyses and a discussion of the key findings of the data collected.

This small-scale needs analysis seeks to further determine more specifically the *needs, lacks and wants* of postgraduate applied linguistics students studying at a UK university. Findings both from the literature review and the NA inform the 10-week course design in the following chapter.

3.2 What is *needs* analysis?

Needs Analysis (NA) is a multi-dimensional course design process that is necessary in determining the 'what' and 'how' of a course; for a specific group of intended learners (Basturkmen, 2010; Hyland, 2006; Johns, 2005; and Dudley-Evans and St John, 1998). Hyland (2006) argues that NA is characterised by both the methods deployed in collecting data and also approaches undertaken in data analysis. Other researchers (Basturkmen, 2010; Dudley-Evans and St John, 1998; Berwick, 1989) go further in arguing that it is NA that defines the field of ESP from General English courses.

Determining 'needs' is thus a complex process in which a 'multifaceted approach' (Hyland, 2006: 73; Jordan, 1997; Flowerdew, 2013) is required to create 'thick-descriptions' (Dörneyei, 2007: 50) of data, to avoid any over-simplification of target group *needs* and to generate a clear description of course design learning objectives and outcomes.

3.2 Determining *needs;* sources and methods

As discussed in the previous chapter, the proposed syllabus aims to centralise the *needs*, *lacks* and *wants (*Hutchinson and Waters, 1987) of the target students, but also seeks to take into account the views of other stakeholders in an attempt to create further rigour and validity (Long, 2005) in the NA data collected and the course design.

The varying roles that both language and subject lecturers perform in determining NA and thus ESAP course design has been debated extensively in the literature (Basturkmen, 2010; Long, 2005; Hyland, 2006 and Dudley-Evans and St John, 1998) in determining 'insider' and 'outsider' (Dörnyei, 2007:126) perspectives. Multi-dimensional insights into perceived needs are important in generating reliable data and in validating findings (Basturkmen, 2010; Hyland, 2006; Long, 2005; Dudley-Evans and St John, 1998; Jordan, 1997 and West, 1994).

Furthermore, much research has argued for greater rigour in NA methods utilised in research, favouring the use of a number of tools in providing deeper data descriptions, including the use of ethnographic measures (Dörnyei, 2007 and Ozdemir, 2014) to gain prolonged insights into 'participants' natural or target setting' (p.131). Such important sights Dörnyei (2007) contends form the 'essence' of qualitative research (ibid).

Despite the need for ethnographic measures in NA studies, Hyland (2006) highlights quantative methods such as questionnaires are nevertheless widely used in the field of Applied Linguistics in determining *needs,* often deriving a 'single' layer of data analyses. He

contends that this may lead to oversimplification of complex issues, due to the restrictive nature of questionnaires, thus impacting on data validity and rigour in understanding true learner *needs* (Long, 2005: 38). Dörnyei (2007) also argues that interviews are a reliable and valid method of generating 'thick' descriptions of data in determining participant; attitudes, behaviour and beliefs central to NA.

Moreover, 'triangulation' as defined by Dörnyei (2007: 61) is a means of establishing further validity and credibility in qualitative or mixed-methods studies, through the use of multiple sources and methods in the research design. Many researchers (Ozdemir, 2014; Jasso-Aguilar, 2009 and Long, 2005) have called for greater implementation of this strategy in conducting rigorous NA to inform course design aims and objectives.

3.4 Examples of NA studies in the literature

Basturkmen (2010) argues that the ability of ESAP tutors to 'deconstruct' genre specific target language is important in determining actual needs and 'target situation analysis' (Hutchinson and Waters, 1987), or analysis of the learning context student are to become a part of in the UK. Thus strengthening the data that this group of respondents are able to provide in addressing ESAP course design learning objectives

However, in a 'flight attendant' study by Long (2005:48) applied linguists (ESAP) were unable to successfully identify key 'linguistic events' (Northcott, 2001:25) required of this public-facing role; thus Long (2005) contends that subject domain experts may be better positioned to provide more accurate 'insider' (Hyland, 2006 and Swales, 1990) perspectives and descriptions of discipline specific knowledge and professional practice needed to develop suitable ESAP courses. 'Insiders' (p.30.), as defined by Hyland (2006) are participants whom possess specialist knowledge of a given community, discipline or occupational setting.

Similarly, in a longitudinal ethnographic study by Ozdemir (2014) into the English for Medical Purposes (EMP) needs of Turkish medical students, data was collected from three main groups of stakeholders; ESP and subject lecturers, students and professionals. Data from the three groups generated 'thick-data' (Dörnyei,2007: 51) descriptions of the needs of the target group, thereby enabling findings to be rigorously triangulated and validated (Long, 2005. Cargill (1996) also contends that a collaborative approach is needed in designing and delivering effective ESAP programs that address both content and linguistic needs cohesively.

Student-led perspectives

'Student-led' views or student perspectives of needs (Benesch, 2001; Northcott, 2001) are also important in informing course design aims and objectives. However, Long (2005) hedges that over-reliance on data collected from 'pre-service students' may not generate reliable data in terms of determining *needs*; due to the lack of actual experience in the 'target situation' (Basturkmen, 2010; Hutchinson and Waters, 1987), a UK university. This may be due to student 'cultural distance' (ibid: 28; Cargill, 1996; Chostelidou, 2011 and Phakiti and Li, 2011) to the target educational setting. Long (2005) argues that '*in situ*' (ibid: 26) informants are well-placed to provide clear and accurate descriptions of *needs* due to primary experience of the target academic culture and academic conventions.

West (1994;70) contends that although insider-led studies in 'deficiency' or 'lacks' (Hutchinson and Waters, 1987; Dudley-Evans and St John, 1998) in NA is increasing, greater measures are needed to ensure rigour and reliability in NA methodology.

Furthermore, in a study by Phakiti and Li (2011) into the academic difficulties faced and challenges in reading and writing skills noted in Asian ESL PG students in Australia highlighted a range of varying academic deficiencies identified by the student in the study; including differences in academic expectations and self-motivation in PG study.

Data was gathered from 51 PG students using in a Likert-scale questionnaire; 11 participated in a semi-structured interview. Results showed a strong correlation between skills orientated academic challenges and difficulties in adjusting to the target learning situation; including enculturation (Lillis, 2001) into the academic conventions of western higher education. Thus implicating the need to address student-perspectives adequately in course design; to successfully understand 'cultural distance' or 'difference' (Long, 2005 and Cargill, 1996) in order to 'bridge the gap' (Bailey and Sercombe, 2008) between previous and target learning contexts to create purposeful ESAP uptake.

3.2.1 Needs analysis methodology

The NA takes an ethnographic qualitative approach to the collection and analysis of data collected. It was hoped that through the adoption of such measures greater 'insider' insights could be sought (Ozdemir, 2014 and Dörneyei, 2007).

Ethics

Ethics approval was sought and granted for this qualitative project. Participants were provided with information about the study (see appendix 2) and permission of interested participants was sought (see appendix 3) and consent forms were completed. Furthermore, the identities of all participants in the study have been anonymised and all participants have been given pseudonyms.

3.2.2 Participants

(i) Academic participants

A sample of four academic staff were randomly recruited consisting of; two senior applied linguistics lecturers, a senior EAP/ESAP tutor at the same university and a course developer at an additional university. The participants were selected on the basis of their experience of working with international students; either as subject-specific tutors or in a supporting ESAP role. (see table1)

Table 1: Background of academic participants in the study

Name	**Subject**	**No. of years of teaching experience with L2 students**
Dr Smith	AL	15+
Dr Jones	AL	25+
John	ESP/EAP	20+
Peter	Course Designer	20+
		4

Furthermore, many impromptu conversations with EAP tutors, course developers at a number of different universities have helped to inform the NA and thus the structure of the course, including materials design.

(ii) Student Participants

A 'convenience sample' (Dörneyei, 2007 and Strauss, 1987) of ten current PG applied linguistics students were recruited (see table 2). A 'convenience sample', as defined by Dörneyei, (2007: 98) is 'where an important criterion of sample selection is the convenience of the researcher: members of the target population are selected for practical reasons such as proximity to the study.'

To provide further reliability to the data, students from 8 different linguistic and cultural backgrounds were recruited in order that a diverse profile of target students of the proposed pre-sessional course could be built. All student participants possessed an overall IELTS 6.0 or equivalent. Furthermore, with a linguistically diverse sample, the NA sought to observe deeper insights into NLW and to go beyond often conflated L1 perceived interference in NL (Hyland, 2006 and 2002).

Table 2: Background of student participants in the study

Student name	Nationality	L1	No. years studying English
Anna	Chinese	Mandarin	15
Chip	Chinese	Mandarin	18
Winnie	Taiwanese	Taiwanese	15
Lilley	Chinese	Mandarin	15
Maylee	Korean	Korean	20+
Denise	Indonesian	Indonesian	16
Olivia	Indonesian	Indonesian	15
Amina	Finnish	Finnish	20+

Safa	Kuwaiti	Arabic	17
Yasmin	Iranian	Persian	16
			10

3.3. Research methods

3.3.1 Interviews

All participants were given interview questions prior to the semi-structured interview to consider, in order to generate more complex data (Dörneyei, 2007) student interview questions (appendix 1.1) and (appendix 1.2) tutor interview questions. The duration of each semi-structured interview was approximately thirty minutes long and was recorded by the researcher for quality and accuracy. The interview data was then principally analysed through ‘tape analysis’ (Strauss, 1987; pp87) due to the scope of the study, with 20% being fully transcribed.

Three key strengths of the semi-structured interviews conducted in the NA can be observed; firstly, data collected in the semi-structured interviews was informed by the pilot study, creating greater clarity and focus; to better determine student perceptions of *need*. Secondly, a culturally and linguistically diverse range of students were recruited and interviewed, together with a range of other stakeholders from two different universities; subject lecturers, EAP tutor and course designer; addressing the need for scope, depth and variability in identifying needs in a diverse population and context. Furthermore, the interviews were solely conducted by the researcher, thus mitigating a limitation identified by Kumar (1996, cited in Basturkmen, 2010) in the varying quality of interview data collected by multiple interviewers; due to factors relating to interviewer personality and ability to communicate effectively.

Pilot interview

A pilot interview with one of the student participants was conducted in order to formulate key themes and topics to inform the content of the semi-structured interview questions of this study. The framing and sequencing of thematised questions; to better gauge participant

attitudes, beliefs and views were also validated through the small pilot study. Following the pilot interview, questions relating to previous assessment experience were re-sequenced with initial questions relating to previous the 'learning context' (Basturkmen, 2010: 12) and redundant questions yielding similar responses were also omitted to create greater focus and efficiency. Furthermore, it was felt that the students were rather competent in expressing their attitudes and beliefs in their L2 (English) as all possessed an overall IELTS level of 6.0 (Cargill, 1996).

3.3.2 Researcher observation

Data involving researcher as 'participant' (Northcott, 2001), together with field notes data collected over a month, deeper insights (Flowerdew, 2013; Long, 2005 and Watson-Gegeo,1988) into the 'needs, lacks and wants' (Hutchinson and Waters, 1987: 150) of the PG Applied linguistics students were sought. The researcher was able to gather 'contemporaneous data' (Ozdemir, 2014) to provide a further layer of data; in assessing the needs of the target group.

3.3.4 Tutor written feedback

Student participants were also requested to provide feedback from a semester one assignment in an attempt to distinguish student *needs* from *lacks* (Hutchinson and Waters, 1987). Largely owing to the modest scope of this study and the sensitive nature of tutor marking, feedback was aggregated and analysed to identify student *lacks* in academic writing identified by subject tutors.

3.4. Data analysis

In this modest needs analysis (Basturkmen, 2010; Dudley-Evans and St John, 1998 and Hutchinson and Waters, 1987) an 'a priori' approach (Saldaña, 2013:111) to viewing the data collected was adopted. 'A priori' or pre-determined grounded-data analysis permits 'provisional coding' (ibid: 111) of data in order to address key research questions.

The following pre- determined codes were applied to all of the data:

- To identify the students' academic *needs* (N) in terms of their discipline

- To identify the students' *lacks* (L*)* or deficiencies in terms of academic and language skills
- To understand particular *wants* (W) in seeking to overcome them

The interview data of 14 participants and researcher as observer notes were primarily analysed using a priori (Dörneyei, 2007) approach to help address the central research questions of the study pertaining to NLW of the target group. Due to the volume of interview data and the limitations of the NA, this was largely conducted through a 'tape analysis' (Strauss 1987:87 and Dörneyei, 2007) method, whereby the data is coded at the time of listening to the recording.

This was followed by further, more specific coding of the particular NLW identified in the data to provide 'thicker descriptions' (ibid) of NA. The interview data generated a significant number of codes and so underwent further reduction through thematisation. Overarching categories that emerged from the data pertaining to the macro-codes of *needs, lacks and wants* (Hutchinson and Waters, 1987) were adopted. However, teacher feedback was provisionally coded with an initial *lacks* focus owing to the nature of the source, followed by more specific coding of salient *lacks* identified.

3.4.1 Student interviews

Codes and themes from 10 student semi-structured interviews in table 1 below. Themes are exemplified in table 2.

Table 1- Grouping of student data codes into themes

Thematised category	Code
1. Perceived differences in present learning context	DPSOMD- Difference in pedagogical style or delivery DIAEIPLC-Difference in academic expectations in previous learning context

	ECD - Educational cultural difference
2. Managing academic expectations- Lacks and wants	DWA – Difficulty with assessments length DWAM – Difficulty with assessment mode DWAMW- Difficulty with assessment weighting AAIL- Ambiguity about independent learning DWU – Dealing with uncertainty TM- Time management
3. Skills and academic conventions needs	DWRC- Difficulty with reading comprehension DWRQ- Difficulty reading quantity DWAC- Difficulty with academic conventions DWRC- difficulty with writing and conventions ATULSS- Access to useful language support
4. Academic wants	WMSS- Want more specific support WGTAE-Want greater transparency in academic expectations FBCAS- disparity with feedback consistency and specificity
5. Managing professional and academic relationships- wants	MIWL- Managing interaction with lecturers UCP- Understanding consultation process CFB-challenging feedback CAV- Challenging academic vagueness (vagueness in the academy?) APOA- Addressing perceived opaqueness in assessment (completion and marking)

Owing to the qualitative data generated and the complexity of data gathered; there is some expected overlap between codes and categories, as many issues are inter-related and closely linked together in as Phatiki and Li (2011: 242) contend as ' a chain of difficulty network.' The *needs, lacks* and *wants* identified in the data partly provide a rationale and basis for the course design proposed in this study. Further analysis of the data is beyond the scope of this course design project.

Table 2- ‘Student’ themes exemplified in the data

Thematised category	Examples
1. Perceived differences in present learning context- Lacks	‘My English UG was more focused on grammar. No writing just memorisation and copy answers from books.’ (Olivia) ‘Yes it was very teacher-centred and only short writing tasks, mainly exams,’ (Anna) ‘It’s different teaching style here, more active participation, discussing opinions in seminars.’(Winnie) ‘Everyone’s opinion is respected here.’ (Lilley)
2. Managing academic expectations- Lacks and wants	‘If I knew that they wanted critical writing, I would know what to look for. I would have self-educated myself from the beginning.’ (Yasmin) ‘Nobody told me that my writing was too descriptive that it needed to be more critical.’ (Yasmin) ‘The plagiarism, I feel so scared!’(Anna) Some lecturers were very clear about what they wanted and others well… I didn’t know that you could show them your outline. I heard it from others.’ (Amina) ‘I felt it was unfair giving me a small ‘a’ in the lecture (input) and expecting me to give a ‘A’ in my assignment (output greater than lecturer input).’ Olivia ‘In my assignment feedback consultation the lecturer kept saying; did you consult your literature, did you consult it? In my country we don’t need it.’(Maylee) ‘It was annoying didn’t finish reading the readings.’ (Lilley) I felt lost in semester 1’(Maylee)
3. Skills and academic conventions needs	‘The theoretical readings were that knitted together were hard to find the main points…(Lilley) ’It was different to IELTS. Not all modules had comprehension questions for us to help us with the readings. It was really difficult!’ (Yasmin) ‘I didn’t take my reading seriously in semester 1.’ (Chip) ‘I didn’t know any conventions, like critical

	thinking.'(Maylee) 'I went once to the language support, but it was too basic. It was just about simple grammar! I needed help with my writing structure.' (Denise) On end-comment fb; ' I didn't know where that is.(error) ...I don't know '*how'* 'to improve!'(Chip) 'It would be really useful to see what the lecturers expect from us, like some examples of essays. So we know what we aiming for.' (Amina) 'It would be better to get feedback on our draft so we can improve our writing. More writing practise and more feedback - that's the whole point, right?'(Safa) 'I still don't know how to improve or what they want. I feel so bad…I can't pass all of the modules. (Anna)
4. Academic wants	'In semester 1 I wanted definite answers from the lecturer.' (Winnie) 'I think that even if you ask questions, you may not know which are the right questions to ask are! It would be useful to know that! …if you're not bold enough then you won't get what you want from lecturers.' (Amina)
5. Managing professional academic relationships-wants	'Some lecturers are reluctant to be explicit (on assessments) they give you 'by the book answers'… every time we ask a lecturer they say 'it's in the handbook!' Everything is so vague.' (Olivia) 'Push for answers about your feedback and the exams to understand their (lecturers) expectations.' (Amina)

3.4.2 Academic interviews

Coded and thematised 'academic' interview data collected from 4 academic participants. Categories are exemplified using data from the interview in table 4.

Table 3- Grouping of ‘academic’ codes into themes

Thematised category	Code
1. Challenges in managing expectations- Need/Lacks	MEOAS- Managing expectations of academic staff MSS- Managing self-study MDES-Managing difference in educational system MCD- Managing cultural distance/differences MAE – Managing Assessment expectations
2. Challenges related to personal attributes- Needs	AF- Affective factors PA- Personal aptitude/ability
3. Lacks – in academic skills	KOAW- Knowledge of academic writing LOAWE- Lack of academic writing experience KRP-Knowledge of rhetorical patterning ALS- Academic literacy skills LSS-Literacy searching skills TMS-Time management skills UOAV- Use of academic vocabulary PA-plagiarism awareness PS-Paraphrasing skills LR-language register OAS- Organisation and structure UEQ- Understanding essay questions CTS-Critical thinking skills USE-Using sources effectively
4. Wants	ESIAWP- Enculturate students into academic writing practices GEFB- Give explicit assignment feedback AIL-Accessibility to lectures NAFAFB-Non-assessed formative assignment feedback DASSC-Department and support services collaboration EGAESCLTMP-EGAP and ESAP clearly linked to main program ECWS- Extensive consultations with students AEWC- Academic Engagement with content

Table 4- ‘Academic’ themes exemplified in the data

Thematised category	Examples
1. Challenges in managing expectations- Lacks	‘I don’t think it’s anything to do with L1, it’s more to do with the wider cultural and educational differences.’ (Dr Smith) ‘Prior education exposure is key (to understanding assessment) (Dr Jones) ‘Cultural distance’ to the UK also affects student challenge.’ (Dr Jones) ‘Adjusting to different educational cultural expectations can be difficult for our students.’ (John)
2. Challenges related to personal attributes- Needs	Challenges in semester one are more to do with personal aptitude in academic performance.’ (Dr Jones) ‘Some student are more motivated than others…’ (Dr Smith)
3. Lacks – in academic skills	‘Writing 150 words describing a graph that’s not going to help you with rhetorical patterning.’(Dr Smith) ‘We want people to go beyond the lecturers and the reading list.’ (Dr Smith) ‘The difference between paraphrasing and plagiarism is very difficult students and I think that it’s a UK wide thing (for international students). Especially for those students entering H.E on direct entry – without a pre sessional.’ (John) ‘I don’t think it’s anything to do with L1, it’s more to do with the wider cultural and educational differences.’ (Dr Smith) We were surprised at how many lecturers they attended in their first semester…listening and note-skills were things we focused on (John)
4. Needs	‘Socialising people into the essay requirements is another challenge’. (Dr Smith) ..’We need to socialise them (students) into source based writing…’(Dr Smith) ‘Why not make seeing or emailing your lecturer about your essay compulsory? I think it would be popular with students (to get feedback on outlines). (Dr Smith) ‘Engagement with academic content is a much better predictor of academic performance than L1 or language proficiency.’ (Dr Jones)

‘Sometimes we expect students to join the dots about why we are doing this (language support class) but really it’s our job (as EAP tutors) to make it clear to them why we are doing it.’ (John)

‘Some departments just don’t care. It really depends on who is our lead as to the in-sessional support we can offer.’ (John)

‘Everything we know is second hand; either from students or from department leads. It would be helpful to get it first hand by auditing courses… ultimately the pre sessional should mimic the main course.’ (John)

3.4.3 Written feedback

Lacks observed in 10 samples of tutor assignment end-comment feedback.

Table 5- *Lacks* observed in assignment feedback

Theme	Code
Lacks	C-criticality A-argumentation UOS-use of sources R-referencing S- Synthesising information UTT-understanding the task EPR-editing/proof reading ACAFC-academic conventions/formatting

3.4.4 Researcher as active participant

Table 6- Observations from researcher as participant

Thematised	Code
Needs	TBATWC- To be able to work collaboratively
	TUTR-to understand tutor relationships
	CWR-Coping with readings
Lacks	USTJS-using sources to justify stance
	DWA-dealing with ambiguity
	APIS-active participation in seminars
Wants	TCWNS- to collaborate with native speakers
	EGOAT-explicit guidance on assessment tasks
	EFB-explicit feedback
	TUTE-to understand tutor expectations

3.5 Key findings and triangulation of results

Rich insights into the *needs, lacks* and *wants* (Basturkmen, 2010 and Hutchinson and Waters, 1987) of international students were collected through; interview data, field notes and written feedback analysis. Key themes were identified through frequency in individual sets of data and also across the four data-sets; academics' and student interview data, written feedback and researcher observation. Overarching themes, linking many of the needs, lacks and wants identified in both the interview data and researcher observations, highlight one of the greatest challenges that international students in the study faced, was linked to mismatched *target learning* situation (Basturkmen, 2010) 'expectations'. This umbrella theme relates to often culturally- situated 'educational differences' (Dudley-Evans and St-John, 1998 and Hyland, 2006) and cultural-distance to the target learning situation (Basturkmen, 2010), such as critical thinking and argumentation. The disparity in learner expectations regarding; the mode, length and style of assessment is accounted for in the data, also linked to the *lacks* identified in the academic literacy skills exemplified in the data, such as a lack of awareness in rhetorical writing practices and adherence to academic conventions such as referencing.

Specific *Needs* relating to the enculturation (Lillis, 2011) of international students into source- based extensive writing and critical evaluation of source material was raised by all

four the lecturers in the academics study and was also highlighted as a major challenge for over 80% of student participants in the study. Moreover, this *need* was also identified as a principal *lack* in the tutor feedback analysed. All of the 10 pieces of feedback by a variety of tutors highlighted a lack of *argumentation* and *criticality* in the student assignments marked.

Proposed solutions or *wants* identified by both academic staff and students included; greater discipline-specific support from university adjunct departments in overcoming some of these key difficulties relating to academic literacy in the field of AL, greater opportunity to compose academic source-based writing and receive formative feedback, to allow for greater enculturation (Lillis, 2011) into UK academic literacy norms and success.

Furthermore, the overall majority of students were frustrated the often 'implicit' nature of writing tasks- commenting on having to 'decode writing assignment titles' and also not always understanding 'indirect' (Hyland and Hyland, 2001:187) tutor feedback. Anna's comments show how this may affect student confidence and also the need for more ESAP approaches to pre -sessional and in-sessional support; to help students navigate the 'network of difficulty' (Phakiti and Li, 2011).

> 'I still don't know how to improve or what they want.. I feel so bad.'
>
> (Excerpt from Anna)

Other important insights regarding international students in the study are also informed by the researcher's field journal and go further in providing greater detail and depth to the analysis of data collected in this study. Key 'communicative events' (Hyland, 2006 and Swales, 1990) which are discipline situated communicative tasks, such as participation in academic seminars and engagement in collaborative academic tasks were also observed by the researcher. This exemplified in the journal entry below:

> 'When discussing the seminar questions Maylee- even though she's always prepared and
>
> has finished the readings – unlike the rest of our group of three; is reluctant to share her

opinion on the articles? Instead jots down our (researcher and a fellow native speaker's) answers almost word- for word. Cultural- distance regarding the purpose of seminar? Or reluctance or inability to verbalise an academic response spontaneously?'

Extract 1 from research journal, March 2017

Through the use of such ethnographic reflections, I was better able to account for the potential barriers to the uptake of the proposed ESAP course, for example demands on student time and the perceived hierarchy of skills, the prioritisation of writing over speaking all of which were crucial in structuring the course in an effective and practical manner. The research diary extract illustrates, the need for students to not only be able to perform well in assessed academic written tasks, but also to participate in 'talk about texts' (Jaffe, 2003; 203) engaging both critical thinking and academic oracy skills to fully engage with 'communicative events' (Basturkmen, 2010; Hyland, 2006 and Swales; 1990) such as an academic seminar.

This important insight has allowed the researcher to better understand the *target situation* (Dudley-Evans and St John, 1998) or in the case of the participants in the study their current learning environment; contextualising the data collected in a critical manner. The reflective diary also provided valuable insights into *strategy analysis* (Basturkmen, 2010) in determining suitable teaching and learning approaches for the design of the course.

3.6 Limitations

There are a number of limitations to the NA conducted in this study. Firstly, the findings may not be generalisable due to the constrained number of participants in this NA, largely owing to the modest scope and scale of the study. Consequently, participants were recruited from a single UK university, limiting the results further. Secondly, the thematising of codes allows for overlap between themes, owing to the interconnected nature of *needs* and *lacks* (Phatiki and Li, 2011). Further development of the current NA may include the use of qualitative tools to isolate *needs* from *lacks* in order to provide further rigour to the data and course design. Furthermore, the lack of student writing samples available for analysis also seek to limit the NA findings discussed in this study.

Summary

This NA has considered data from 14 interviews, a small sample of tutor feedback and observational data gathered; to gain further clarity of learner *NLW*. The researcher has attempted to triangulate both sources and methods in generating more rigorous data to inform the content and structure of the ESAP course design (Hyland, 2006).

The data gathered from the NA together with key points raised from the literature review in the previous chapter, provide further foundation and rationale for the central purpose of this study; a specific course design for PG international applied linguistics (AL) students studying at UK universities. The course seeks to centralise the needs of students and to tak into account the views of different stakeholders (Stoller, 2006). Key implications for the course design proposed in this study in order to 'bridge' (Bailey and Sercombe, 2008; Phakiti and Li,2011) the difference in learning context difference and cultural differences regarding academic literacy skills pertaining to AL international students are outlined in terms of ESAP course learning outcomes in the following chapter.

4. Course design

Key implications of the literature review and needs analysis

The literature review and needs analysis have shown that international applied linguistics postgraduate students studying at UK universities face many specific academic challenges. These challenges largely pertain to perceived 'cultural distance' (Paltridge, 2004 and Goldstein, 2005) to their new learning environments or 'target situation' (Basturkmen, 2010: 25) adjusting to both academic and social expectations, including dealing with unfamiliar academic conventions (Casanave, 2002; Johns, 1997 and Lillis, 2001) and furthermore barriers to 'disciplinary enculturation' (Lillis, 2001: 2).

The NA findings of this study have shown that the greatest challenge facing both international students of applied linguistics and the main concern of the lecturers (Lea, 2014) is addressing the disparity between student expectations of their target learning environment (Basturkmen, 2010) and expectations of students held by the academy. For example differences in; learning mode (Dudley-Evans and St John, 1998), assessment (Paltridge, 2004; Casanave, 2002 and Lillis, 2001) and academic conventions (Canagarajah, 2002).

These challenges are exemplified in a student interview with 'Maylee,' a Korean student and experienced TESOL teacher. The PG student was particularly challenged by the negative

feedback she received on semester 1 assignments. Only on reflection in semester 2 was she able to understand the lecturers feedback which had sought to highlight clear differences in what was deemed ‘standard academic practice’ (Hyland, 2006) in her home country and the new academic conventions she was expected to navigate. This example from the data reflects the clear need for international students to be aware of academic expectations or perceived ‘norms’ (Ibid and Canagarajah, 2002). of their new learning context prior to embarking on PG study and furthermore the high-stakes impact of ‘mis-matching’ expectations (Salter-Dvorak, 2014) on assessment performance.

Similarly, a subject-tutor participant also argued that it is ‘cultural’ and educational’ difference’ that many students are challenged with as supposed to solely linguistic competence. The need for students to be able to adjust to long established cultural norms of the target learning context. Although this may be somewhat contentious (Benesch, 2001) is necessary in students being able gain ‘disciplinary enculturation,’ (Lillis, 2001: 52) transitioning from ‘outsiders’ to ‘insiders’ through acquiring tacit knowledge of the target discourse community (Hyland, 2006 and 2002).

The proposed 10 -week course seeks to address this disparity, by inducting international PG applied linguistics students into the academic expectations of the target discourse community, through a theme-based course (Brinton et al, 1989) that embeds both academic literacy skills and PG AL *needs, lacks* and *wants* outlined in the study. This will be achieved through a contextualised learning program; creating greater student opportunity to gain tacit knowledge, in order to gain discipline- specific insights and academic expectations awareness. The course design synthesises the triangulated findings of the needs analysis and key implications of the literature review.

4.1 Approach

The proposed course takes a constructivist perspective (Vygotsky, 1962) to learning; keeping language whole and contextualised in order to facilitate language learning efficiently. Bruner (1972: 36) contends that it is crucial to accommodate learners’ prior knowledge in course design to ‘build-on’ existing learning experience as supposed to simply imposing ‘new knowledge or methodologies.’

The course follows a theme-based instruction model (Brinton et al, 1989) by foregrounding content (Blanton, 1992; Bailey and Sercombe, 2008) students develop the ability to identify and implement discipline specific academic skills, thus providing a transitional bridge for PG

international students onto an applied linguistics MA program. Furthermore, the proposed learning program aims to build on previous learning experience(s) in terms of both content and skills; in turn, addressing key differences in the learners previous and target learning context through an embedded contrastive analysis approach (Berwick, 1989; Hyland, 2002, 2006; Dudley-Evans and St John, 1998).

TBI principles have also aided the centralisation of student *needs* through the embedding of 'learning-centred' principles (Hutchinson and Waters, 1987; Brinton et al, 1989) in considering course aims and outcomes. Moreover, this syllabus seeks to consider the learner at all stages of a cyclical course design process (Basturkmen, 2010) and allows for adaptability and flexibility in the design.

Furthermore, 'blended learning' (BL), a combination of effective face-face interaction with the teacher and high quality use of technology to improve enhanced learning outcomes (Sharma, 2010). This type of 'e-learning' has gained much ground in EAP course design over the past decade, owing to a considerable rise in the integration of technology in the classroom (ibid). Driscoll (2002) goes further and argues that it is through this mode of learning that contact time is utilised with greater efficacy for collaboration and peer-assessed activities. The proposed course addresses these needs in tandem with the enhancement of student scholarship, through independent study skills and furthermore the development of ICT skills through the integration of BL (Sharma, 2010). Examples of BL from the course include processes such as; collaborative online mind-mapping tools such as 'Padlets', collaborative writing tasks using Microsoft 'OneDrive' and text-preparation using an online portal.

4.2. Aims and Objectives

The course aims to bridge the cultural distance of proposed international PG students of applied linguistics students in terms of making explicit, academic expectations of students and moreover to address key '*needs, lacks and wants*' (Hutchinson and Waters, 1989) of the target group identified in the literature review and NA by in-service students and various stakeholders.

Overall course aims:

- To make explicit a number of general and field-specific salient academic expectations of PG students.

- To introduce the concept of ‘discourse’ or ‘academic culture’ through contrastive analysis.
- To make explicit the central nature of reading in all modes of academic study.
- To attempt to ‘enculturate’ (Lillis, 2001) students into discipline specific practices through awareness building tasks and exposure to a variety of genre from the field.
- To allow students opportunity to engage with process- writing in order to gain deeper insights of the target field and academic writing conventions. E.g essay argumentation
- To create a bridge between previous learning context(s) and the target context through engagement in contrastive analysis of: learning context, assessment mode and teacher-student roles

Course outcomes:

Students should be able to:

- identify and address key differences in academic expectations relating to the use of academic skills such as; critical thinking, referencing and writer ‘voice’
- critically engage with a range of genres from the field in spoken and written discourse
- critically evaluate and reflect on own performance; identifying strengths and weaknesses
- work collaboratively (including the use of e-learning software) and provide critical constructive peer-feedback
- to be able to utilise peer and teacher feedback critically
- understand and apply academic conventions to spoken and written discourse in the field, with some accuracy
- understand the purpose of note-taking and to be able to apply strategies
- produce precis writing with some accuracy
- produce discipline-situated written and spoken discourse; adhering to academic conventions with some accuracy
- to implement editing and proof-reading strategies on own work and peer- work
- engage in student scholarship activities with some independence and a sense of clear purpose

4.3 Course Structure

The proposed non-credit bearing pre- sessional course is designed for PG linguistics and TESOL international students whom possess a minimum overall IELTS level of 5.5 (or equivalent) , although this is likely to be closer to a score of 6.0 due to university regulations for prospective TESOL students studying in UK higher educational contexts.

The course is catered for a typical EAP class size of 16-19 students with up to four, 2-hour lessons per week of teacher-input sessions during the first 9 weeks of the 10-week course. This hybrid course also embeds 'live lectures' delivered by subject domain staff, 1:1 tutorials and teacher-student writing conferences. The process-foregrounded course (Brinton et al, 1989; Nunan, 1989; Bailey and Sercombe, 2008) embeds key academic literacy skills required of the field to allow students to acquire skills awareness and proficiency. An overarching aim of the course is to create explicit links to academic expectations required of applied linguistics and TESOL PG international students in becoming informed participants (Ozdemir, 2014 and Cargill,1996) of the academic culture of the target field. The course addresses this through the development of key academic skills, such as applying critical thinking skills to gain a deeper understanding of the genre through exposure to subject-specific texts language; including rhetorical structuring and content processes. Pedagogical approaches and course assessment design are closely mapped to the target discipline to 'bridge' (Bailey and Sercombe, 2008) both student cultural differences and academic expectations of the academy.

Having surveyed previous literature in the field and through student data collected for the NA, three key themes emerged around the learning journey made by many international PG applied linguistics students, in acquiring skills and knowledge of their new learning context. The themes also address the core principles guiding the shape of the course design; student '*needs, lacks and wants'* (Hutchinson and Waters, 1989 and Dudley-Evans and St Johns, 1998).

The primary unit, 'culture' focuses on bridging the cultural disparity faced by international students may face through previous learning situation contrastive analysis. The following unit, 'equality' allows students to analyse challenges that many international students face in becoming 'insiders' (Ozdemir, 2014) of the target discipline and it also creates opportunity for student introspection. Furthermore, the final module, 'identity' explores themes of

‘belonging’ and ‘beliefs’ particularly what it means ‘to be’ a PG student in the UK and the need to find a ‘voice.’

Moreover, the broad themes selected for the syllabus allow for contextualised development of a number of salient academic skills, such as source-based writing and critical discussion of current research in the field and the embedding of field-specific pedagogy, which collaboratively seek to fully ‘enculturate’ (Lillis, 2001) students into their new learning context.

Weeks: 1-3: ‘Culture’

The initial unit of the course seeks to address the students ‘cultural distance’ (Goldstein, 2005) to the new learning context. This is addressed through the adoption of discipline-specific texts, which seek to unpick cultural differences in order for students to link tangible ‘national’ cultural differences to the notion of cultural differences in ‘academia.’ This 3-week unit aims to provide a ‘point of departure’ (Hyland, 2006) for the target students in embedding critical discussion skills, collaborative learning opportunities through the use of content-based texts and tasks. The skills focus for this unit is ‘reading into speaking’ making explicit the purpose and expectation of critical thinking application, to build learner awareness from the very start. In addition, both embedded academic skills and course content are closely mapped to the summative seminar assessment in week 3.

Weeks: 4 -6: ‘Equality’

The second unit, ‘equality’ from week 4 to 6 explores challenges and potential barriers to student success. This theme is addressed through the discipline-specific texts from the field and furthermore through the complexity of the skills which are elicited and practised. The hierarchical approach to skills development in this course is an attempt to address the stage of ‘enculturation’ (Lillis, 2001) or academic literacy proficiency students are likely to possess. This is also linked to the content component of the course, addressing student challenges during their transition from their previous learning context to becoming accustomed to new academic cultural practice(s) (Paltridge, 2004). The underlying skills focus for this unit is ‘reading into writing’ with multiple formative writing opportunities embedded into the program, students are thus able to develop their academic writing awareness before the summative writing task mapped to this unit.

Weeks: 7-9: 'Identity'

The concluding unit of the course addresses the notion of writer 'identity' and the requirement to find an academic 'voice' as a writer (Salter-Dvorak, 2014; Phelps, 2016 and Idris, 2017). As students arrive at the final stages of the course, it is hoped that they would have acquired an awareness of the academic expectations of them, a clear understanding of salient assessment and pedagogical tendencies in the field and an awareness of current research in the target discipline. This theme is also likely to draw on experiences that students may have already encountered or have knowledge about during the course of the program. The main focus of the final three weeks of the course is 'reading into research,' in order to develop and enhance student scholarship and research skills. The unit also allows for greater student-led activities, to aid student transition onto the target PG program and also to manage student expectations of the PG program further. Furthermore, the course content and skills focus is mapped to an independent mini-research project (IMRP) in order for students to be able to participate in a small research project. This formative assessment foregrounds the process of conducting research in the field, thereby making explicit the key stages of the research cycle, addressing future dissertation needs.

Week 10: Assessment

This main aim of the final week of the course is for students to receive feedback on summative assessments through an end of course teacher-student conference to discuss 'feed-forward' action points (Quinton and Smallbone, 2010) to take forward onto the Master's program. Furthermore, learners will also present findings of the IMPR in the format of a formative presentation.

Theme	Culture	Equality	Identity
Weeks	1-3	4-6	7-9
Main focus- **(i) thematic**	Academic expectations-compare to prior learning context	NS and NNS differences/challenges	Challenges in finding a 'voice' in research
(ii) skills	Reading for speaking	Reading for writing	Reading for research and scholarship
Assessment focus	Seminar	Extended essay	Research project (formative)

Number of; Lessons (x2 hours)	12	11	9
Lectures	0	1	3
1:1	3	3	2
Optional hours:	Nil	Nil	External lectures from other departments

A table showing the overall structure of the course

4.4 Course map:

The course map includes a very detailed map of the course and associated tasks, assessments and mapped on academic literacy skills. Please refer to appendix 4.

4.5. Sequencing and Grading

As discussed in the previous section the proposed theme-based program is structured around three main topics; 'culture', 'equality' and 'identity' each depicting a stage in the students' journey of becoming an 'insider' of the target discipline. A hierarchical approach to the course across three layers was adopted to address; theme academic literacy skills focus and assessment was taken in order to build-in maximum opportunity for student engagement and practice with a wide-range of contextualised skills; in order to build student confidence and independence in application.

Furthermore, the apparent *need* for students to be able to apply culturally situated critical thinking skills (Paltridge, 2004) was underscored in both the key findings from the NA and literature review, suggesting that many international students struggle to fully comprehend and apply this academic convention. Despite this apparent skills *need* of international students in the social sciences, Wilson (2016) contends that many ESP programs fail to foreground 'critical thinking' as a process for students to actively engage with, rather choosing to evaluate the product of applying this cognitive skill in student written responses. She further argues that 'critical thinking is at the core of university study in the western world' (ibid: 257) and thus makes the case for this expectation of students to be made clear

and explicit, in order for international students to fully engage with their target discourse community.

This *need* or *lack* is thus clearly addressed in a two-pronged approach in the structure of the course. Firstly, the notion of 'critical thinking' is introduced in week-one of the course. The deliberate early introduction of this core academic skill addresses the hierarchy of skills embedded in course, in terms of discipline importance and complexity. Furthermore, it was hoped that with a scaffolded introduction (Bruner, 1972) to this somewhat abstract academic convention, students would gain a heightened awareness of the salience of this academic convention due to lengthened exposure to this skill and would also be afforded greater opportunity to practise and apply this convention for the duration of the course. Secondly, a tangible application of 'critical thinking' was embedded in each unit of the 10-week CBI course through a clear reading focus. Through explicitly linking more familiar wider academic skills such as, 'reading for speaking, writing or research' students are thus provided with a foundational context on which to build critical thinking skills.

Other 'Communicative events' (Hyland, 2006) or subject-situated skills such as discussion skills, writing orientated skills such as essay argumentation, referencing, and paraphrasing are also introduced during unit 2 as students are beginning to conduct contrastive analysis to the new learning context in terms of conventions and learning mode(s). Research skills or 'literacy events', as discussed by Salter-Dvorak (2014) in the literature review are embedded into the latter part of the course and are mapped onto the theme of 'identity', in order to contextualise the need and an expectation for greater student-driven (Casanave, 2002) learning and student scholarship. Through the inclusion of student-teacher conferencing and tutorials, the teacher is also able to guide students into making sense of wider field-specific cultural practices (Lillis, 2001) with a developmental approach.

Furthermore, the grading and staging of assessment tasks allows for both discrete and embedded skills foci; skills that in turn feed-into the assessment task focus of each unit. For example, the formative assessment task for unit 2, an extended-source based essay (Paltridge, 2004) allows students to apply skills from unit 1 and specific academic writing skills input to provide both time and opportunity for formative feedback before the submission of a final draft in week 10. Furthermore, formative feedback will also inform regular student-teacher

conferencing (Ferris, 2008) and during the final week discussion on feedforward (Quintin and Smallbone, 2010) action points from the summative assessments.

Through the meticulous mapping of content to salient discipline specific academic skills (Brinton et al, 1989; Johns, 1997 and Bailey and Sercombe, 2008) and assessment task, this highly contextualised course allows students' to develop greater awareness and ability to apply academic conventions in a range of contexts and genre from the field of applied linguistics and TESOL.

4.6. Assessment

Assessment in the course is addressed through both formative and summative assessment-tasks through a range of methods. Explicit opportunities for teacher, peer and self-assessment have been embedded into the structure of the course, to allow more students to formatively develop and acquire key 'graduate attributes' (Alexander and Argent, 2008) or specific academic skills.

The summative tasks for which students are formally assessed, are equally weighted between the two productive skills; speaking and writing. A proposed pass mark of 55 is advised, although this may be dependent on institution entry requirements. Analytic grading criteria (see appendix 7), developed specifically for PG CBI pre-sessional programs at a UK university is adopted as it well-mapped to the learning outcomes for this course. This clear and explicit set of criteria exemplify the key areas of assessment identified in the course 'aims' and 'outcomes'.

The seminar discussion task forms the first summative assessment of the course, it was decided that an oral task would enable students to grasp key concepts from content-input and students would be better positioned and able to engage with a verbal assessment (ref) as supposed to a premature written assessment at the end of the initial 3-week unit.

Furthermore, a summative extended-essay task of 1500 words was selected, as Womack (1993) argues this is the most dominant genre of student writing in the academy, especially for those in the social sciences. Through the adoption of 'process-writing' as defined by White and Arndt (1988: 5), as an *enabling process,* by which writers are able to develop their

skills through drafting and editing to create *coherent* and *appropriate* communicative message, seeks to address the issue of academic writing in a formative approach. Thus, the written task allows students to hone and develop often perceived as 'challenging' (Lancaster, 2016) academic writing skills gradually and formatively. This is explicitly addressed in the staging of the assessment and time allotted for the completion of the assessment task. Students are given 5 weeks to submit a completed final essay draft, with opportunity for teacher and peer formative feedback embedded into the course at different points in the writing cycle; thus students are able to take forward constructive feedback to improve writing before the final submission.

The final assessment of the course is an IMPR, an independent research based task set in week 7 of the course and is designed to introduce the process and challenge(s) of conducting research in the field and the product of which is a short 10 minute presentation on the students findings so far. As the process is foregrounded (Nunan, 1989) in this unit, it was decided that formative feedback on student engagement with the process would be most beneficial for students to acquire an awareness of the dissertation process; including the roles and responsibilities of students and academic staff. Formative feedback is given in the form of peer and teacher formative feedback throughout weeks 7-9, with formal action points for improvement being discussed in the teacher-student conferencing (Ferris, 2008) in session 10. As Ferris contends, clear and selective feedback (Hyland and Hyland, 2001) in the form of teacher-student face-to-face meetings engages international students (Idris, 2017) in feedback process more fully and helps students to develop their areas of weakness in a clearer more explicit manner, providing opportunity for clarification and explanation where necessary.

4.7. Comments on Teaching Methodology

The course takes a holistic Theme- Based Instruction (TBI) approach (Brinton et al, 1989) including the deployment of subject-situated teaching methodology. Through the adoption of TBI in both materials design and teaching pedagogy, language is contextualised in a more discipline typical manner (Schleppegrell and Oliveira, 2006), thus helping to catalyse language development and field discourse 'enculturation' (Lillis, 2001).

The structure of input-sessions is also shaped by underlying TBI principles in both the balance and medium of ‘instruction, leading to a combination of; teacher-led lessons, ‘live-lectures’ and student-teacher conferences or 1:1 sessions. This hybrid model of input allows students to become accustomed to a variety of subject-situated input methods, in order to bridge any perceived ‘cultural distance’ (Goldstein, 2005 and Hyland, 2006) to the teaching mode of the intended PG course (Basturkmen, 2010). It also addresses any difference(s) in teacher-student roles and responsibilities in comparison to learners’ previous educational contexts.

The course is intended to be delivered by an EAP tutor whom should have descript knowledge of the underpinnings of applied linguistics and TESOL, as such university EAP tutors are usually required to hold TESOLQ status (British Council, 2013) which would require tutors to possess a higher level professional or academic qualification in the field. Such qualifications would provide tutors with highly valuable discipline specific knowledge of cultural practice and thus be further able to orientate students into the target academic culture.

By the foregrounding of authentic content and pedagogical practices, students are able to engage cognitively with both the content of the target field, being able to build thicker-descriptions of the target PG discipline through a multifaceted approach to TBI. Through an embedded academic literacies approach to ‘enculturate’ students (Lillis, 2001) into active ‘meaning making’ (Lea, 2004:742) of academic practice(s) in the field of applied linguistics, in order for students to acquire key transferable academic skills (Johns, 1997) that can be applied in the target PG course.

4.8. Resources and Materials needed

This theme-based course draws heavily on the target discipline in terms of reading texts and the development of course materials. Content- based texts from salient academic journals from applied linguistics and TESOL have been exploited for both content and language (see appendix 6.3) seeking to further align this ESP course with the target PG course. Furthermore, Mohan (1986) contends that CBI provides the ‘richest’ context for language learning largely through the ‘learners positive perception of the use of content-based

materials' (ibid: 3), thus in turn increasing student motivation. As discussed in the NA by an academic in the study, student affective factors were perceived to be an important contributing factor to success on the main PG program.

Furthermore, 'Loop input,' as defined by Woodward (2003) is an attempt to bring together the 'content,' a particular skills focus and the 'process,' or method of achieving or acquiring (method of achieving a particular skill) through 'experience' in ELT teacher training. The design of the course embeds this approach in the selection of content-based input readings, linked explicitly to the skills focus. This approach helps to bridge a disparity in knowledge or practical experience students may have, in an attempt to demonstrate and make explicit.

For example, in unit 1, lesson 6 (see appendix) students are introduced to the notion and expectation of academic referencing and the contentious issue of 'plagiarism' (Benesch, 2001). Students then read text 4 (Currie, 1998) a longitudinal study about an international student and her experience with overcoming this academic challenge at a US university. Students then re-read and make discuss skills that are particularly 'culturally- situated' (ibid) and extrapolate feasible solutions from the research to utilise. Thus, helping to bridge differences in academic conventions in a practical and tangible manner.

BL also forms a key part of the delivery of the course, to create greater efficient use of classroom-based time. Furthermore, corpus tools (O'keefe, 2008) are also employed to meet specific course aims relating to register and lexis-patterning which can be explicitly observed through the use of online tools and concordance line.

5. Sample lessons

Sample lesson plan 1

Lesson: 1; week 1

Unit theme: 'Culture'

Duration/mode: 2hours; class based

Class Profile: 16-19 international students

Language proficiency: Overall IETLS score of no lower than 5.5

Learning objectives:

Key aim: To introduce the idea of 'culture;' eliciting related themes to build-context

Specific:

To be able to compare home country educational expectations (teacher role, assessment type(s), role of student in learning)

Transferable:

•To be able to write reflectively about own experience

•To develop academic vocabulary awareness:

Materials:

Text: Brown et al, 2010 (see appendix 4.1)

PPT (see appendix 5.2)

Course map

Worksheet 1- appendix 4.3

Whiteboard/board marker

Diagnostic writing task

Lesson tasks

1. (10 mins) Briefly introduce the theme of weeks 1-3 and outline learning and assessment aims for this part of the course and a brief summary of remaining units; 'Equality' and 'Identity'.

Starter: 1b. (10-12mins) Elicit from students discuss the term 'culture' (pairs) – exploring meaning and comparing and contrasting own cultures

2. (2-3mins) Defining key term and lead-in to academic 'needs' of international applied linguistics students identified by both academic staff and students alike. Elicit the link between culture and 'academic needs.'

3. (35-40) Diagnostic writing task

4. (8-10) Introduce skimming and scanning strategies

Jigsaw reading of 'food and culture text' –text 1

5. (3-4) Elicit key terminology that students have identified from text 1. Introduce compare and contrast language

6. (15-20) Carousel reading task with text 1: number students 1-3; all students of the same number to form a new group and discuss their section of the reading to get a sense of the whole text.

6b. In these new groups to answer a number of comprehension questions to check their comprehension from tasks 4 and 6 (Worksheet 1) to complete for homework if unfinished.

7. (20) Reflective writing of perceptions; compare own culture with new host culture (British)

8. (4-5) Peer-assess highlighting number of points discussed and if any justification given.

(4-5) Give verbal fb to partner

Homework –to prepare and read text 2 (teacher to upload onto VLE portal)

Teacher's notes

1.Teacher to project the course map of the first unit 'culture' of the course map. Briefly explain the course aims, rationale and purpose; including key learning outcomes for this unit.

1b. Put Students (Ss) into pairs, project PPT (appendix 4.2) of visuals. Ss to discuss the pictures and elicit the key theme of the lesson. Ss to discuss their own culture (use pictures to scaffold and initiate discussion) – teacher to monitor and support.

2. Briefly feedback (fb) culture related ideas and key vocabulary – record on the board. Give Ss a minute in pairs to think of a definition for 'culture' what is it **explicitly**? Encourage Ss to think 'critically' (ss some may not be aware of this term yet) project the dictionary definition on the board.

3.Ss to do diagnostic test. Collect in and read through to identify any immediate needs (formative) and retain for any possible future issues relating to academic integrity.

4. Elicit reading strategies and model skimming/scanning. Divide class into 3 groups and hand out text 1- assign a different section for each group to read. Key aim is to be able to talk about the main ideas in the article (section).

5 .Fb as a class. Elicit compare and contrast language and develop this. Make explicit link between ideas and **how** we conceptualise this in words

6. Mix students up, to form new groups – ensure a student from each group is part of the 'new groups.' Method: number students 1-3; all students of the same number to form a new group and discuss their section of the reading to get a sense of the whole text. Encourage ss to use compare/contrast language when discussing the articles main ideas pertaining to perceptions of cultural difference.

6b. In these new groups to answer a number of comprehension questions (worksheet 1 – see appendix 4.3) to check their comprehension from tasks 4 and 6.This will not only consolidate the content that the learners are acquiring, but also serves a dual purpose of reinforcing scanning strategies and collaborative learning. To complete for homework if unfinished.

7. Writing – reflective writing on perceived differences to ss own culture and UK culture. Encourage Ss to consider educational differences; expectations, academic conventions and assessments. This will help students to link prior experience to their new educational context in an attempt to make **explicit expectations** from the first lesson.

8. Peer assess with the guided questions projected on the board. This will also introduce the notion of 'peer-checking' or assessment. This may be an unfamiliar assessment mode for many culturally 'distant' students (Phakiti and Li, 2011). Lastly, Ss to verbally discuss the fb for the writing.

Explain homework using PPT as visual aid

Sample lesson plan 2

Lesson: Week 7; Lesson 27

Unit theme: 'Identity'

Duration/mode: 2hours; class based

Class Profile: 16-19 international students

Language proficiency: Overall IETLS score of no lower than 5.5

Key aim: To understand the implications of a writer's identity in the process of writing

Specific:

TBAT highlight information structuring techniques used in L9

Transferable:

TBAT identify and exploit some lexico-grammatical structures for argumentation purposes

Materials

Text 10; Phelps, (2016) (see appendix 7.0) Identity in international PhD students

PPT (appendix 7.1)

Worksheet (see appendix 7.2)

Microsoft 'OneDrive'

Laptops

Lesson tasks

1. **(4-5mins)** Group discussion of open questions relating to 'student' as a 'writer' and influences of 'identity' on writing

2. (30-35mins) Ss jigsaw reading of the text (break into sections for groups to read and process) and feedback main ideas to class.

3. **(12-15)** Discuss notion of 'identity'(linked to article) and what it means to be an international researcher in light of article

4. (30-35) Language tasks (linked to text) on: collocations, lexico-grammatical relations showing 'voice'

b. (10-12) Elicit and develop ideas and purpose of information packaging techniques (introduced in L9) embedded in the text. A brief discussion in pairs about implications of such strategies.

5. (15-20) Groups to collate ideas of the article on 'OneDrive' and write a collaborative critical summary of the text and utilise strategies from language tasks to show their 'voice.'

6. **(6-8)** Peer assess summaries (Ss-Ss)

Teacher to provide formative feedback 'live' on 'OneDrive'

Teacher's notes

1. In groups Ss discuss questions relating to 'writer' identity (see appendix 5.2-PPT) teacher to make **explicit** links to students' own identity and their writing style and stance.

2. Jigsaw reading: split the class into 4 groups and divide the text (perhaps assign 2 sections to each group- 1 group may have an additional section) feedback main points from each group.

3. Create new groups of Ss- mix Ss so that each student is able to share ideas about a different section of text read in previous task. Ss complete discussion questions linked explicitly to the text (appendix 5.2) to consolidate comprehension of key points.

4. Ss complete some language analysis (appendix 4.2) tasks in pairs. This will help students gain further genre insights and make explicit links to the use of lexico-grammatical constructions in using own 'voice' in academic writing.

b. Elicit purpose of information packaging techniques (introduced in L9); text coherence and cohesion and to add emphasis (relates to argumentation and writer 'voice' or 'communicative motivation' (Downing and Locke, 2006: 30). Ss to analyse text for specific usage of strategies and to identify examples – teacher to make **explicit** links. Reiterate that academic writing is very rarely neutral and make clear the importance of understanding the role of 'voice' and 'stance' in academic discourse in the field. A brief discussion in pairs about implications of such strategies.

5. Groups to collate ideas of the article on 'OneDrive' and write a collaborative critical summary of the text and utilise strategies from language tasks to show their 'voice.'

6. Peer assess summaries (Ss-Ss) on content and use of linguistic input.

Teacher to provide formative feedback 'live' on 'OneDrive'

6. Pedagogical implications

The literature review and needs analysis have both highlighted the need for greater specificity in addressing the *needs, lacks and wants* of international AL PG students. As the literature and NA have suggested this can be achieved through the foregrounding of subject-specific content (Brinton et al, 1989 and Bailey and Sercombe, 2008) in course materials and through the embedding of discipline-salient 'communicative events' (Hyland, 2002) or academic conventions (Swales, 1990) into the design of the ESP course.

The theme-based course design discussed in this paper has clear implications for UK universities to implement more needs-informed ESP provision, in order to address the *actual needs* of PG applied linguistics students, for many of whom are aspiring ESP tutors. As many universities may argue that Content-Based Programs (CBP's) can be rather costly and adequately trained staff may be rather difficult to source due to the 'specific' nature' of the course, and thus may contend that this option may seem out of reach in such uncertain economic times. However, as this course is designed for PG applied linguistics students and thus draws heavily on the field ESP tutors delivering the course are ideally situated to deliver.

For many universities, possession of a higher degree in applied linguistics is a professional benchmark for recruiting EAP tutors, thus equipping instructors with valuable primary 'insider' epistemological knowledge of the discipline that can be utilised in delivering the proposed theme-based program and may also support tutors in keeping abreast of current research in the field to inform their practice.

6.1. Course design feedback

The comprehensive course design, sample lesson plans and program materials have been received positively through discussions with academic course leaders, international students and a number of EAP tutors at several UK universities. There is discussion that this course may be introduced as part of an integrated 'research methods' module or as a mandatory bridging pre-sessional course for PG applied linguistics students at leading UK university. Thus, demonstrating the flexibility of the course design and also the practical nature of its implementation into university ESP provision.

6.2 Limitations

There are some limitations to the proposed course design. Firstly, regarding the generalisability of the needs analysis findings in terms of the sample size and scope and secondly pertaining to the feasibility of introducing a CBP for moderate student cohorts and lastly the provisional length of the course.

With regard to the generalisability of results from the needs analysis that were drawn from a convenience sample and from one UK university. It should be noted that although the student sample size was moderate (10) the sample was drawn to reflect the diversity of PG AL students, in terms of linguistic background, nationality and 'perceived cultural distance' (Goldstein, 2005) to the UK. Furthermore, efforts to triangulate data collected from student interviews were sought by interviewing other key stakeholders and also in reviewing tutor feedback on semester one assignments. The triangulated results of the modest needs analysis, largely due to the limited time and resources for this project were also triangulated with key findings from the literature review to fully determine the aims and objectives of the course. Advice and informal meetings with EAP tutors from other UK universities and the researcher's own ethnographic insights both as an AL PG student during the project and as a practising teacher of EAP have also helped to inform the design of the course.

This TBI course, although designed specifically to address the needs of international PG AL students and may also be applicable to other social science subjects due to the interconnected nature of related discipline areas in terms of concepts, academic literacy skills and conventions that can be compared with the findings in literature review and the results of the needs analysis. The themes of ‘culture’, ‘equality’ and ‘identity’ are also largely accessible to many disciplines and are also adaptable in terms of setting learning outcomes.

Furthermore, the three-tier structure of the course is flexible and can be moulded to meet varying needs. The units can be broken down into longer thinner units or condensed into a more intense course. The program is also flexible with regard to the inclusion of ‘live lecturers’ which can be substituted for recorded lecturers if resourcing or logistics are restricted. A further adaptation to this feature of the course may be for current PhD students to deliver a seminar or lecture, depending on institutional priorities and budgeting on their current research. The aims of each lesson are clear in terms of specificity to the lesson and in addressing the wider aims of ‘enculturating’ (Lillis, 2001) students in the discipline field, through transferable ESP aims. Weaker and stronger students are also explicitly accounted for in each lesson, with regard to supporting or stretching students through learning outcomes; thus, addressing the need for differentiated aims and outcomes in mixed-ability classrooms.

6.3. Conclusion

In conclusion, the course design proposed has proved an initial insight into the ‘*needs, lack and wants’* (Hutchinson and Waters, 1987 and Basturkmen, 2010) of international PG applied linguistics students studying in the UK and has sought to conceptualise this in the content and structure of the course.

Key discipline specific academic skills were also mapped onto the course, identified in the literature review and the NA findings, in an attempt to make explicit skills expectations of the students. It is hoped that with the embedding of such skills into each lesson of the 10-week program, both students and tutors alike will be better able to work towards

It is suggested that further research into the needs of international post graduate applied linguistics students studying at different institutions may be useful in creating ‘thicker-descriptions’ (Dörnyei, 2007) of *needs* for this target group. Similarly, further longitudinal ethnographic studies will also enable tracking of the target students beyond the constraints of the EAP program, allowing for a deeper profile of PG AL students to be constructed. Such

primary insights will aid course developers in furthering knowledge of the ‘enculturation’ (Lillis, 2001) process many international students undergo whilst studying on a PG program and will in turn uncover; key challenges, barriers and successes in learning transfer (Shrestha, 2017). Such ‘insider’ (Ozdemir, 2014 and Hyland, 2006) insights would prove invaluable to informing future theme-based programs in helping future international PG AL students in making a smooth and successful transition onto their target PG programs.

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Appendices

Appendix 1.1 Student questionnaire

Please have a think about the following questions before coming to your interview

- Your experience of English so far? How long have you been studying/using English? Was your undergraduate degree taught through the medium of English?
- What motivated you to study for an MA in Applied Linguistics?
- Think back to semester one; what were your main challenges? Try and be as specific and as detailed as possible. Think of examples to share
- How did you try and overcome them? What did you do to get help?
- Have you visited the ELTC for support? Was it useful?
- What/who could have helped you with these challenges?
- Think about your feedback on an assignment from semester 1 – was it clear? Was it useful? Did you use it? How could it be improved?
- Did you understand how you would be assessed on this course? Was this similar to your previous experience at university?
- How do you feel about this semester, do you have any concerns?
- Which skills have you developed on the course and which skills do you still need to work on?
- What advice would you give future students wanting to study for a master's in Applied Linguistics?
- What do wish you had known at the beginning of the course that you know now? Why?
- What are your career/professional plans for the future?

Appendix 1.2– Teacher's questionnaire

Questions to consider before the interview (if possible)

1. Briefly talk about own background and experience of working with international students and context(s); courses and the different first language students you have worked with (eg. Chinese, Arabic etc) .
2. What do you perceive to be the greatest academic challenges facing MAAL international students? Are they different depending on L1?
3. Do these challenges influence your pedagogical approach/style? How? Please exemplify
4. Is this something that you do because you feel that you should or is this a requirement of your workplace?
5. Do you think that other colleagues in the department also differentiate?
6. When marking written work; what are the main differences you perceive between L1/L2 academic writing?
7. What are the main areas weakness for L2 learners? Please provide as much detail as possible
8. From your experience is there a marked difference in semester 1 assignments compared with semester 2?
9. How could we bridge this 'gap'?
10. Do you feel international students always understand /utilise; assessment criteria and assignment feedback? Please exemplify
11. What other in-sessional support is in place for international students? Is it effective/not effective?
12. Do you think that ESAP and EGAP approaches to in-sessional support are equally beneficial in providing academic support to students on MAAL? Please explain/exemplify
13. Any other thoughts/comments

Appendix 2 –Participant consent form

Informed Consent Form Example

Proposed Title of research:
I, the undersigned, confirm that (please tick box as appropriate):

1.	I have read and understood the information about the project, as provided in the Information Sheet.	☐
2.	I have been given the opportunity to ask questions about the project and my participation.	☐
3.	I voluntarily agree to participate in the project.	☐
4.	I understand I can withdraw at any time without giving reasons and that I will not be penalised for withdrawing nor will I be questioned on why I have withdrawn.	☐
5.	The procedures regarding confidentiality have been clearly explained (e.g. use of names, pseudonyms, anonymisation of data, etc.) to me.	☐
6.	The use of the data in research, publications, sharing and archiving has been explained to me.	☐
8.	I understand that other researchers will have access to this data only if they agree to preserve the confidentiality of the data and if they agree to the terms I have specified in this form.	☐
9.	I, along with the Researcher, agree to sign and date this informed consent form.	☐

Participant:

__________________________ _____________________________ _________________
Name of Participant Signature Date

Researcher:
NAME OF STUDENT______ ___________________________ _________________
Name of Researcher Signature Date

This has been adapted from the University of Newcastle 'Informed consent Form' from http://webcache.googleusercontent.com/search?q=cache:XDhakXA9UGwJ:www.ncl.ac.uk/res/research/ethics_governance/ethics/toolkit/consent/consent_form_example.doc+&cd=1&hl=en&ct=clnk&gl=uk&client=firefox-b last accessed 27/03/17

Appendix 3 – Student participant information sheet

Hello!

Do you want to be involved in designing a bespoke academic literacy course for Applied Linguistics and TESOL students?

- Do you want to offer your **valuable insights** into the needs of international students at NAME OF UNIVERSITY? (You **must be an international student**)
- Do you want to contribute to this under-researched area of TESOL?

The purpose of my course design project is to design a bespoke academic skills (reading and writing focus) course for postgraduate Applied Linguistics and TESOL students. International students face numerous challenges at university and may feel confused or overwhelmed by differing academic conventions and expectations. With your help, I hope to create a pre-sessional course that will address some of the challenges and difficulties you face.

Your voice will **make a real difference** to how the needs of postgraduate students are addressed in course design in our discipline.

I am looking for 8-15 students from a variety of countries currently on the Master's in Applied Linguistics (with TESOL) program.

What you will do:

Take part in two interviews lasting 25-30mins. One will take place in May and the second one at the end of the course (likely to be in June/July). The interviews will be semi-structured and informal. You will have a chance to talk about your experience of the course. We will also discuss your thoughts on the assignments and feedback you received. You will also have an opportunity to evaluate some course materials I will design. Everything will be completely confidential and you can withdraw at anytime.

Data and confidentiality: All data collected will be stored on a password protected PC. Your name and personal data will be anonymised. You will be able to choose a pseudonym. Data will be deleted following the completion of the study.

Contact me to find out more and/or to participate:

What do you receive in exchange?

You will have the opportunity to converse with a native speaker (myself) over the course of your interviews with me. You will also have the opportunity to offer input into the ESP materials I will develop. Participation is completely voluntary. i.e. It's your choice to take part.

Appendix 4 Course map

Week/ Lesson and Theme: Culture	Learning objectives	Learning activities and task type	Assessment mode	Materials	Embedded academic literacy skills
2 hours Week 1 Lesson 1	**Key aim:** To introduce the idea of 'culture;' eliciting related themes to build-context **Specific:** - To be able to compare home country educational expectations (teacher role, assessment type(s), role of student in learning) **Transferable:** - To be able to write reflectively about own experience - To develop academic vocabulary awareness **More able:** To be able to make explicit contrastive links with home and current learning context	**1-**Briefly introduce the theme of weeks 1-3 and outline learning and assessment aims for this part of the course. **1b-**Elicit from visuals theme of 'culture' then students discuss the term 'culture' (pairs) – exploring meaning and comparing and contrasting own cultures **2-** Defining key term – further discussion questions making EXPLICIT links from culture to notion of education as cultural practise using a 'word cloud' (PPT) **3-** Diagnostic writing task (retain for any academic integrity issues arising from summative written task) **4-** Introduce skimming and scanning strategies Jigsaw reading of 'food and culture text' –text 1 **5-** Elicit key terminology that students have identified from text 1. Introduce compare and contrast language **6a**-carousel speaking task with text A: number students 1-3; all students of the same number to form a new group and discuss their section of the	**T Formative (TF)** **Peer (P)** **TF/P** **Diagnostic/TF** **TF** **TF** **P**	PPT appendix 4.2 /Course map including; ' PPT questions about skimming/scanning Worksheet 1- see appendix 4.3 VLE- for all materials Whiteboard/board marker Diagnostic writing task Text: Text 1 (Brown et al, 2010) See appendix 4.1	Reading: skimming and scanning Speaking – discussion work Vocabulary- compare and contrast language Reflective writing

		reading to get a sense of the whole text. **6b**. In these new groups to answer a number of comprehension questions (see appendix G) to check their comprehension overall comprehension and particularly from tasks 4 and **7-** Reflective writing- Compare own culture with new host culture (British). Encourage ss to consider educational cultural differences; expectations, assessment and teaching style etc. **8**- Peer-assess highlighting number of points discussed and if any justification given. Give verbal fb to partner Homework –to prepare and read text 2 (teacher to upload onto VLE portal) and worksheet 1	**P** **P**		
2	**Key aim:** introducing explicit differences in academic expectations from home country to UK **Specific:** - To be able identify some differences between home educational context and UK higher education **Transferable:** - To be able to understand some key principles relating to ‘critical thinking’ - Be able to apply some critical thinking	1. Brief discussion task – eliciting key features of previous learning context. (themes; learning mode/style, role of teacher/student, assessment, quantity homework) 2. Compare with ideas and current student expectations of new learning context (UK) 3.Introduced to idea of ‘criticality’ key expectation of H.E in UK – students compare own initial responses to this key theme 4.Skim/scan reading (text 2- sections 1-2) to define what it is to be ‘critical’ (jigsaw reading- in groups of 5) Embed reading strategies- use of sub headings, key words. 5. Follow-up comprehension style questions to help student make explicit the underlying principles of ‘critical thinking’	**P** **TF** **P** **TF**	PPT Whiteboard/board marker Text: Text 2 (Wilson, 2016) - Questions worksheet Questions- skim/scan	Critical thinking; in reading Critical reflection Team working Contrastive analysis

	principles to understanding written texts **All students:** **More able:**TBAT make connections with present learning context and other educational systems effectively (written).	6 Apply critical thinking skills: critically discuss key points raised in the text and compare to students' previous learning context. Recycle- compare and contrast language. Exploit Text 2 for key language regarding the use of critical thinking and content 7. Case studies from text 2 – each group to highlight key struggles the students had with applying critical thinking strategies. In groups – analyse student's particular challenge (from the reading) and collaboratively think of a practical solution. Plenary – share methods of overcoming challenge(s) to being critical. – this task is to make **explicit** what critical thinking is and how students may try to self-analyse barriers or challenges to being 'critical' - making clear the need and expectation for this in four skill areas.	**TF** **P** **P** **P**		
3	**Key aim:** applying critical thinking principles to a text **Specific:** - To be able to apply note-taking strategies to a particular text **Transferable:** - To be able to identify and use topic sentences	1.Task-orietatated skill input - Teacher to nominate a 'note-taker' from each table group and give a brief 3-4 minute talk on purpose (**link** to summary writing), use and different methods of notetaking (note-takers to take notes for their table) 2. In groups students then show and reflect on the method deployed in taking notes- compare. - students to mind –map other methods either online (padlet.com) Or on A3 paper – share ideas	**TF** **P**	Reading: 'Text 3' (Chen, 2017) computers Class materials	Reading strategies – using structure of the text Research skills – critically selecting texts -graduate attribute Note –taking Summary writing

	to find the main idea(s) - To be able to identify then main argument/stance of a text. **More able:** TBAT use for/against language in a short paragraph of writing	-.Teacher nominate group representative to feedback and demonstrate to class (if applicable). - Understanding paragraph structure through explicit tasks on identifying purpose and use of; topic sentences, supporting and concluding sentences- make **explicit link** to specific skill aim; note-taking. - Jigsaw reading of 'Text 3' with comprehension style questions for students -Discuss open –ended questions relating to the main argument 'critical thinking is a culturally situated practise' -Briefly introduce language of discussion (will be recycled in following weeks in seminar practice– agree/disagree and hedging language -Highlight language that introduces a positive point (support) and language that introduces weaknesses or limitations to the study or point hedging) - Student response to article (discuss) – - for/against discussion – divide class and each group to use the text critically to highlight the argument Plenary – Draw up class overall insights – taking into account perspectives from students from other areas – are there any similarities – relate to article from previous class (text1)	**P** **P** **TF** **TF** **P** **TF**		Synthesising information Team working A spirit of enquiry

		Students to compare challenges and strategies identified in ‘Text 1’ with the findings from ‘Text 2’ Critical thinking application and evaluation: Students to consider research study reliability. Make **explicit** that this is also a method of applying critical thinking skills when reading through identification of strengths/ limitations of research. Students start to form own ideas **Homework :** Find an academic text that either challenges the findings of text 3 or supports them – again applying critical thinking source selection	**P**		
4	**Key aim:** Be able to critically evaluate a text **Specific:** - To be able identify strengths and weaknesses of findings of a given paper **Transferable:** - To be able to identify the relationship between methods and findings reliability - Be able to identify key phrases and vocabulary used in	-Review of last lesson – key skills in involved in ‘being critical ‘ – students to mind map ideas - introduced idea about ‘criticality in source selection’ – discuss questions to use in small groups - Discuss and critically reflect on process undertaken to select appropriate text ; Genre of text (journal article), intended audience and purpose of text. - Analyse features of academic text using these themes and **effect** on reliability of information/findings. - Exploit text 3 (model) for lexis that introduces	**P** **P** **TF** **P**	Text from last lesson class materials to support aims	Critical reading skills Global and ethical understanding Critical reflection Team working Skills of enquiry

	discussing positive and negative points. **More able:** TBAT use key phrases from the lesson in own written work (1-3 paragraphs).	strength/weakness and collocations of common noun-verb patterns and noun-adjective patterns. - In pairs then compare their own article in terms of lexis. - Critical evaluation (applying critical skills): Revisit text 3 and critically consider the study's aims and methods together with the findings; considering the sample size and tools utilised. Students to analyse their article to identify the relationship between those features. -Draw **explicit** attention to the relationship between research methods and findings regarding 'reliability' and 'generalisability' – problematize this. - Student critically consider how the studies can be improved – future research , to increase viability/reliability	**TF** **P** **TF** **P** **TF** **P**		
		Independent Study and 1:1 student- tutor tutorial			
Week/ Lesson and Theme: Culture	**Learning objectives**	**Learning activities and task type**	**Assessment mode**	**Materials**	**Embedded academic literacy skills**

Week 2 Lesson 5	**Key aim:** To be able to do a literature search **Specific:** To be able find academic literature **Transferable:** - To be able to perform a literature search in field (Applied Linguistics/TESOL) and find current research - To understand the purpose of research in H.E **More able:** TBAT find suitable current literature in the field and summarise the main findings	1**-** Students to discuss themes from previous lesson – source reliability and findings 2-Teacher to model literature search in Applied Linguists related journals and students to conduct literature search in Applied Linguists related journals. Students to select further articles relating the idea of criticality in international students (challenges, solutions and current thinking) They will use this information to build a stance for the **practice seminar** regarding whether or not ;critical thinking 'is a cultural practise and is dependent on a learners primary cultural background and thus difficult to acquire or whether it is asset of skills that can acquired and learned and is thus not culturally dependent. 3. Build awareness of expectations – in terms of source selection to inform stance/opinion (graduate attribute) and **expectation** to have knowledge of current thinking on the subject. This can be done through a group 'Padlet' to mind map and share ideas about why being critical in source selection is important – including the type of journal an article may be from – linking to the **purpose** of research in informing critical opinion. 4. Collaboration of ideas- share group ideas and allow time for students to share readings that they have selecting – proving a rationale for their choice relating to the purpose of the task and of the research.	**P** **TF** **TF** **TF** **P** **P**	Smart phones or laptops to conduct literature review www.padlet.com	Critical reading skills Discussion skills Critical reflection Team working Enquiry

		5. Students to identify the key strengths and potential limitations of the research articles selected (using strategies from previous lessons; text structure and language) to inform their opinion for the practice seminar. Students to write a brief summary to organise and consolidate their thoughts.	**P**		
6	**Key aim:** To critically consider the use of academic conventions (referencing) and their application in the field **Specific:** -To be able to identify the discipline community's preferred referencing system and understand in-text and end-of-text referencing **Transferable:** -To understand the importance and purpose of referencing in academia -To be able to reference and cite in written text. **More able:**	1-Elicit function, purpose and use of references in academia 2- Comparative analysis of home and current learning context academic expectation – through discussion tasks linking to previous task. 3- Students go to school's homepage and find referencing system they must follow. 4. To complete short citing tasks 5- Problematize the use of this academic convention: Students to analyse this 'problem' either: use text 4 for solutions only pgs7-10 (set reading of remainder of article for homework and discuss in next lesson –implications for ss Discuss 'Turnitin' software) or-jigsaw read whole text- then focus and elicit solution from text 4 in ss groups 6-Write a summary of methods used by 'Diane' to overcome this new academic challenge, citing the source correctly and also providing a full reference. Go through peer-assessment	**TF** **p** **TF** **p**	Laptops Text 4 (Currie, 1998) Internet – school website	Referencing and citing – specific to school Independent reflective learners Team working A spirit of enquiry

	To be able to substantiate a point using a source (s)	guidelines 7-Peer- assess writing using guidelines. 8- Introduce critical self-reflection; as both an expectation of H.E and as a tool to improve performance. Students to apply to peer-assessed work and set targets to improve source-based writing.			
7	**Key aim:** To understand the purpose of source synthesis **Specific:** - To be able to analyse a text and highlight the use and purpose of different sources **Transferable:** - To be able to utilise academic language in a seminar - To be able to offer critical points to a seminar **More able:** TBAT to use a text to explain the writer's argument	1-Students to review their notes and readings on 'critical thinking' and their opinion about this H.E expectation and if this is easily acquirable or is more culturally situated. 2.Introduce idea of 'synthesis' and link to previous lesson on referencing and citing. 3. Student complete a number of short language and structure analysis tasks (in groups or pairs) working with text 2 (Wilson, 2016) on sections 1-3 (this can be divided amongst three student groups) analysing the method and the purpose of the writer introducing supporting evidence (of her stance) and in sources utilisation. Students to record findings using OneDrive (interactive 'Microsoft Word' application) Teacher to provide in-class 'live' formative feedback 'online, as student complete the task(s). 4. Teacher to bring together the findings from the different groups or pairings and share with the class. 5. To elicit and discuss methods that may be different in written and spoken synthesis of	**P** **P** **TF** **TF**	Microsoft 'OneDrive Word' application Laptops/smart phones Listening task: https://www.youtube.com/watch?v=2mBeCSbxMgQ TED talk – last accessed 17.9.17	Critical thinking in speaking; the seminar Synthesise information from various sources Skills of enquiry Skills of discourse analysis

		sources. 6.Listen to a short TED talk about critical thinking – students take notes on content and then identify (through discussion and peer collaboration) HOW the speakers synthesises sources to build and strengthen stance compared to written texts (identified in previous tasks). 6. Source based writing – students to write 2 paragraphs based on their stance and research findings. They must include at least 2 different sources and attempt to synthesise sources into their writing. **Homework:** to complete 6	**TS**		
8	**Key aim:** To understand the purpose and function of an academic seminar **Specific:** - To be able take part in a seminar on a given topic and critically reflect on performance **Transferable:** - To be able to utilise academic language in a seminar - To be able to offer critical information to a seminar	- Students watch a student seminar to identify: purpose, aim, function - Elicit and build seminar language. EXPLICIT LINKS to previous lessons about stance and referencing - Analyse assessment criteria for seminars- students to mind-map strategies of achieving the grade band that they are aiming for (using assessment framework) Tutor to encourage Ss collaboration and sharing of practical egs. Ss can also share and build on previous experience. **practise seminar (groups of 4-5) questions based on academic cultural differences (teacher to set)**	**p** **TF** **TF** **P**		Discussion/seminar skills Listening skills development Analysing data (criteria) Critical speaking skills Skills of enquiry Team working skills

	More able: TBAT sources consistently to substantiate own claims	1. **practise seminar: 50 mins** 2. **Peer- feedback** 3. **Self-reflection** 4. **Formulate individual action points for speaking** Set seminar summative task (questions and provide suggested readings)			
		Independent Study and 1:1 student- tutor conferencing -to discuss feedforward points on practise seminar			
Week/ Lesson and Theme: Culture	**Learning objectives**	**Learning activities and task type**	**Assessment mode**	**Materials**	**Embedded academic literacy skills**
	Key aim: Demystify	1-Discuss ideas relating to the academy as	**P**	Text 4- Spack, 1997	

Week 3 **Lesson 9**	some academic cultural practices in the field of academic writing **Specific:** - To be able understand some key challenges that L2 PG students in the field face in understanding the academic culture **Transferable:** -To understand some key features of abstracts in field to help predict lecture/article content **More able:** TBAT to use some information packaging strategies successfully in own work	'culture(s)' 2-Skim text 4- about 'Yuko' divide into sections (assign to groups text as 60 pgs. long) answering gist questions regarding overall themes (relate to abstract). 3-In groups -scan and evaluate main challenges faced according to text regarding her cultural adjustment to U.S H.E (make specific to section of text given to each group. 3b. Look at pg50 – elicit and discuss strategies 'Yuko' used to overcome her difficulties. Ss to rank in order of practicality/usefulness 4. Move analysis of abstract (preparing for 'live lecture': identify key features and compare to two other articles from previous week. Identify: aim, purpose and function. Link to Findings and implications section in terms of structure (information-packaging) 5.Students to re-read text 1 without the abstract Then write abstract for text Peer-assess and compare to original 6. Look at the abstract of tomorrow's live lecture 7.Predicting content strategies- mind-map 8. Elicit and develop listening strategies to evaluate after lecture next lesson.	**TF** **P** **TF** **P** **TF** **P** **P** **P** **TF**	about 'Yuko' Gist questions Specific questions PPT Texts 1-3 (any 2 required) Live lecture 1 abstract	Discussion skills Critical thinking skills Reading skills Discourse analysis Writing for specific purpose Text structure analysis Team working Skills of enquiry Awareness of how knowledge is advanced
	Key aim: Practise note-taking **Specific:**	**Live Lecture 1 -by subject tutor or PhD student on 'Academic Cultural influence' on**		Live lecture	Critical listening skills

10	- To be able to take notes a particular subject **Transferable:** - To be able to organise notes and to synthesise information **More able:** TBAT to raise relevant questions to the lecturer	**insider outsider' perspectives.'** 'Real time 'listening and note-taking practise – feed into lesson 11			Note-taking skills
11	**Key aim:** To understand the importance of organising information and its' effect on reader **Specific:** - To be able organise ideas in a logical manner on a given topic. **Transferable:** - To be aware of your reader when writing. - To be able to	1-Debrief of lecture in groups 2-Problem solve challenges in live-lecture note-taking, in groups and share ideas 3-Students to synthesise input from lecture 1, own experience and Text 4 on key pitfalls of international social sciences students and write critical summary from own stance. 4. Introduce information packaging techniques; fronting, foregrounding, given before new **lin**k to stance. Analyse 'findings' and 'implications' sections of text to make **explicit** potential effect on reader. 5. Students discuss writer intentionality regarding organisation of ideas and findings in terms of relevance to research questions, importance and stance.	**P** **P** **TF** **P** **TF** **P**	Text 4 (Spack, 1997) PPT Student lecture notes	Discussion skills Critical reading skills Drafting/editing Critical thinking Information synthesising information Critical reflection/thinking Team working A spirit of enquiry

	synthesise lecture and readings notes in a critical summary. **More able:** TBAT write effectively addressing the intended reader and using genre appropriate conventions	6. Students redraft summary using input and paying attention to academic conventions – referencing etc. Peer-assess and discuss stance. 7. Students improve draft using input and hand-in.	**P** **TF**		
12	**Key aim:** To participate in an academic seminar **Specific:** To be able use the readings studied in class in the seminar **Transferable:** - To be able to understand the purpose of a seminar and to participate fully -To be able to reflect on personal performance	**Questions:** 'Critical thinking is a set of skills that can be easily acquired by all.' 'Critical thinking is a culturally-situated practise that is impossible to learn if you're not from the West.' To what extent do you agree/disagree with this statement, based on your own experience and your research? What is meant by 'critical thinking?' Is critical thinking something all students must do at a UK university or is this negotiable? 1. Assessed seminar: 50 mins 2. Self-reflection	**T. Summative**	Seminar questions Marking criteria	Critical thinking Seminar skills Critical reflection Team working Autonomy

	- To be able to critically peer-assess performance of peer More able: TBAT cite sources consistently to support stance	3. Formulate individual 'feed forward'action points for speaking			
		Independent Study and 1:1 tutorial with tutor			

Week and Theme: Equality	Learning objectives	Learning activities and task type	Assessment mode	Materials	Embedded academic literacy skills
Week 4 13	**Key aim:** To understand the purpose of argumentation and how to apply this in academic study **Specific:** - To be able to (TBAT) identify different essay styles using structure and language **Transferable:** - TBAT to write an outline for an essay **More able:** TBAT to write a detailed outline (with sources) and with clear argument	-Discussion tasks – Native speakers(NS) and Non Native Speakers(NNS) are they equal in the MA classroom? Why/why not? Explore idea that content/ideas are more important at PG study but does language effect this sense of equality? -compare modes of assessment in home country and compare to the dominant type the 'essay.' Elicit ideas of how academic essays are structured Comparative analysis of student argumentative essay with IELTS style 'essay.' Student in groups to analyse language features and organisation. - Analyse egs of different styles essay: cause effect and compare and contrast. Exploit for linguistic features and structural patterns. -Divide text 6 into sections- groups to answer comprehension style questions on the main mains and fb to the class. .Write an outline – students to write an outline for an essay addressing the question: To what degree do you agree or disagree with the following statement: 'Non-native speakers are as articulate as native speakers.'	**TF** **P** **TF** **P** **TF**	Text 5 (Hyland, 2016) NNS perceived inequality in getting published Text 6 Hyland (1990)	Discussion skills Comparative analysis skills Critical thinking Writing skills- outline/planning Critical reflection Team working skills Comparative analysis Discourse analysis

		Homework: Read Hyland (1990) text 6 Move analysis for homework			
14	**Key aim:** **Specific:** -To be able to (TBAT): To be able to label different parts of text 5 **Transferable:** - TBAT understand the structure(s) of academic texts - TBAT: To be able to structure an essay appropriately **More able:** TBAT use information – structuring devices to make stance clear and stronger, paying attention to cohesion devices.	1-What makes a successful essay? -Discuss and elicit main purpose and strategies for performing 'move analysis' - from reading. - Students in groups of ' move analysis' students to perform this analysis on text 5 -students to read text 7 (divide into sections) and identify central argument (using move analysis strategy) and summarise key findings and present the content in groups use PowerPoint (5slides only) to aid practical application of input Argumentation – how do we to show this? -student look again at text 6 for cohesion/coherence devises : anaphoric/exophoric referencing (exploit for content and structure) information structuring (to revisit in L27) Use 'Word and Phrase' to unpack cohesion devise patterns – positive and negative Students complete tasks analysing concordance lines from key words/phrases showing 'argument' to understand and make explicit lexico-grammatical influences on text purpose and function.	**P** **P** **TF** **P** **P** **TF**	Text 7 (Friginal et al, 2014) top essays from Ns and NNS	Critical thinking Discussion skills Analysis Writing Presenting information (speaking) Critical reflection Team working Use of rhetorical devices

15	**Key aim:** to be aware of plagiarism academic malpractice and implications **Specific:** - TBAT: cite sources used in class using Harvard style **Transferable:** - TBAT understand the purpose of referencing and apply to academic discourse **More able:** TBAT apply the AC and create appropriate examples of discrete features of writing (as lesson)	Referencing in writing (in/end text referencing) Embedding sources in writing – analyse examples and apply to short writing tasks-make **explicit** how sources can help to build stance Develop from lesson 6 and introduce ideas of – plagiarism and academic malpractice LINK to paraphrase use text 5/6 complete short writing tasks on paraphrasing 3- Set extended essay writing task (1500 words) Unpack essay question in pairs Analyse in pairs- assessment criteria. Look at specific features mentioned in 54-59 and compare with discrete examples from the band above and the 'below standard' in terms of the use of academic conventions and academic style/language. Students to complete a short writing task- they should chose a grade band to aim for- this task aims to make explicit application of the assessment criteria (AC) with providing tangible examples, tutor can also model eg.s for students to conduct contrastive analysis (with source). - Plenary – Ss to write a short summary	**P** **TF** **TF** **P** **P** **TF**	text 5/7 Assessment criteria (writing)	Critical thinking Academic conventions: referencing/ Plagiarism Academic writing – using criteria Critical reflection Team working Paraphrasing Critical writing – source- based

		of the findings of a text studied in class. Peer-assess- using the AC for language, register and style.	**P**		
16	**Key aim:** Understand the purpose of an outline **Specific** **-** To be able to take thematised notes **(logical) for an essay** - To be able to create a 'plan of action' for addressing an essay task **Transferable:** - TBAT plan for an assessment task; time and resources **More able:** TBAT use notes effectively for the essay	- Planning assessment task Students analyse student essay outlines Students complete a number of language and structure tasks – making **explicit** the genre and style that is required of the assessment task organise notes and information to address the question Student share strategies to attempt the essay task- collecting relevant research collaboratively mind map a study plan with suggested timescales to work towards (effective time management)	**TF** **P** **P**	Sample student essay outlines	Critical thinking Planning written discourse/time management Organising notes/knowledge Critical reflection Team working
		Independent Study and 1:1 student-conferencing with tutor- discuss ideas/readings for writing task			

Week and Theme: Equity or equality	**Learning objectives**	**Learning activities and task types**	**Assessment mode**	**Materials**	**Embedded academic literacy skills**
Week 5 **17**	**Key aim**: to understand the purpose of stance/argument and how it's shown **Specific:** - To be able to highlight instances of 'stance' in writing **Transferable:** - TBAT use address stance in your own writing **More able:** TBAT use appropriate register when writing. Write 2-3 paragraphs on tutor topic	Discuss stance in terms of : Register; passives, noun groups – corpus tools collocations/bundles Ss complete a number of tasks analysing usage and effect on function and meaning of the text Discuss effect on the reader of using such devices Make **explicit** that language selection is also critical and also shows stance Students to complete short writing tasks on register.	**P** **TF**	Text 8 (Jalali, 2017)	Argument construction Critical thinking Awareness of register Discipline specific stance strategies Critical reflection Team working
18	**Key aim:** Engage in the lecture and take effective notes **Specific:** TBAT: Understand and follow the lecturer **Transferable:** - TBAT take effective notes **More able:** To engage with the lecturer in follow up Q and A	**Live lecture: data driven learning (intro into corpus linguistics)**	**Self**	Live Lecture	Note taking Listening skills Critical reflection

19	**Key aim:** To be able to identify hedging language **Specific:** - To be able to apply hedging language to build your stance about a topic discussed in class **Transferable:** **-** TBAT understand the link between academic conventions regarding hedging and stance building **More able:**TBAT use a range of hedging strategies in own writing	Discussion of hedging language; rationale for usage **link** to stance and academic expectations Explicit tasks concerning: How to balance an argument, how to be critical, Is it ok to disagree with research Ss to build on prior knowledge/learning through linguistic analysis of text 8 Identify hedges in the text – complete consolidation tasks regarding writer intentionality Complete writing tasks using hedges Peer-assess against criteria Collect-in outline of essay	**TF** **P**	Text 9 (Shartner and Cho, 2016)	Critical thinking Discussion skills Critical reflection Team working A spirit of enquiry Awareness of how knowledge is advanced
20	**Key aim:** Managing relationships with academics and NNS – feed into S-T conferencing/Independent Mini Research Project **Specific:** -To be able to identify how and when to contact your tutor regarding an academic matter	-Discuss: Ss compare previous learning experiences regarding methods and rationale for contacting academic staff. Elicit real student issues and scenarios and previous student issues – in groups students to mind-map strategies to solve the problem presented. -Analyse S-T emails in terms of appropriacy (content and register) Elicit make **explicit** academic cultural expectations of students in UK. E.g. concept and purpose of 'office hours.'	**TF** **P** **TF**		Critical thinking Discussion skills Writing skills Communicative skills Negotiation skills Critical reflection Team working Managing academic relationships

	Transferable: - TBAT apply appropriate professional etiquette and adherence to academic expectation in managing professional relationships with academic staff **More able:** TBATwrite an email to an academic on a real life theme (from s experience)	-Ss given a series of scenarios to respond to this could be a writing 'game' where a written response is -Peer-assessed and a spoken response is conducted in pairs in a role-play like fashion (dependent on cohort)	**P**		
		Independent Study and 1:1 student-teacher conferencing to discuss outline of essay-Ss work on draft			
Week and					

Theme: Equity or equality	Learning objectives	Learning activities and task type	Assessment mode	Materials	Embedded academic literacy skills
Week 6 21	**Key aim**: To be able to unpack an assessment question and generate ideas **Specific:** - To be able to identify the various elements of essay task **Transferable**: - TBAT understand and respond appropriately to assessment terminology **More able:** TBAT to find suitable literature independently and start to make notes for the essay	Set up group process writing task (to model process for writing an essay - The short collaborative essay task can be linked to points raised in Lesson 19 – 'The International University' (shartner and Cho, 2016) Discussion: generate ideas/stance – group padlets or on 'OneDrive' Unpack title in group and share Write the essay collaboratively **Homework**: Peer-assess for argumentation strategies,hedges, structure and academic language	**TF** **P**	OneDrive/padlets Laptops	Research Collaborative skills Student scholarship Time and resource management Structuring information Critical thinking Critical reflection Team working Skills of enquiry Awareness of how knowledge is advanced
22	**Key aim:** The purpose and aim of peer-feedback **Specific:** - To be able to engage in a ss-ss conference **Transferable:** - TBAT engage in collaborative learning and peer-feedback activities **More able:** TBAT utilise FB	- Discussion- purpose of Ss-conferencing compare with previous learning context make **explicit** expectation /feature to be able to work collaboratively - Ss listen to short lecture about effective Ss-conferencing - Ss-Ss conferencing on outlines - Ss delegate tasks; research, note-taking, structuring draft - Tutor to review drafts and provide	**TF** **P**	Student laptops OneDrive	Planning skills Analysis of peer-assessment process Critical thinking/speaking Hedging Critical thinking Critical reflection Team working Skills enquiry

	to strategies methods of improving own performance	formative action points and exploit for input in L23			
23	**Key aim:** **Specific:** To be able to participate in a workshop to improve writing skills - To be able to reflect on own strengths and weaknesses in work **Transferable:** **-** TBAT engage in the drafting and editing process **More able:** TBAT to be more autonomous and drive own learning forward	Class input from teacher – a series of workshops based on Ss needs and lacks from drafts (formative fb) to improve draft **Homework:** Work on first draft	**TF** **P**	Teacher materials	Writing skills Critical thinking Others:Dependent on workshop
24	**Key aim:** draft on work critically **Specific:** -To be able to draft own work and check for common errors they make (self-editing strategies) **Transferable:** -TBAT understand the importance of editing and drafting in academic writing **More able:** TBAT apply fb strategies	1st hour – work on drafts- try to complete 2nd hour - Peer conferencing on drafts **Homework:** Groups hand-in group final draft to tutor.	**Self/TF** **P**	Student drafts laptops	Critical thinking Writing – editing, proof-reading Critical reflection Team working Developing autonomy
		Independent Study and student group-teacher conference discuss	**TF**		

		provide 3-4 action points			

Week, lesson and Theme: Identity	**Learning objectives**	**Learning activities and task type**	**Assessment**	**Materials**	**Embedded academic literacy skills**
Week 7 **25**	**Key aim:** To understand how to approach a research project **Specific:** -TBAT to plan IMRP **Transferable:** -TBAT to apply knowledge of research structure and scope to own research **More able:** TBAT link AC with own work create own goals and consider how to work towards goals	1-Set up independent mini-research project (IMRP): - Research an area of Applied Linguists or TESOL that you are interested in conducting research. - Provide a critical rationale for your proposed research and a critical account of how you will gather your data - Unpack question in groups – generate ideas from literature search organising notes – elicit and collate strategies -Analye assessment criteria for presentations- Ss to problematize areas of perceived difficulty and	**TF** **P**	IMPR criteria Assessment criteria Laptop/device Padlet.com	Student scholarship student driven-learning Writing Critical thinking : Critical reflection Team working Skills of enquiry Decoded assessment rubric Organising/thematising information Apply criteria

		mind-map strategies to overcome them collaboratively. Collate ideas onto class 'Padlet.'	**TF**		
26	**Key aim:** To understand the importance of RQs and appropriate methods **Specific:** -TBAT understand the relationship between Research questions (RQs) and methods in addressing a research task **Transferable:** -TBAT to create critical Rqs and deploy appropriate methods on a research task **More able:** TBAT apply to own IMRP	3-Live lecture on research questions (RQs) and methods in the field Hand-in first draft	**Self**	**Live lecture**	Critical thinking Listening skills Note-taking skills Organising information Critical reflection
	Key aim: To understand the implications of a writer's 'identity' and 'beliefs' in the process of writing	- Ss to discuss open questions relating to student as a 'writer' regarding ' identity' - Ss jigsaw reading	**P**	Text 10 (Phelps, 2016) see appendix Identity in international PhD students OneDrive Laptops	Critical speaking skills Writing skills Skills of analysis Reading skills Application of discrete linguistic knowledge to

27	**Specific:** -TBAT highlight information structuring techniques introduced in T9 **Transferable:** -TBAT identify and exploit lexico-grammatical structures for argumentation purposes-introduce 'hedging' language **More able:** TBAT apply hedging to own written work	of text 10 (break into sections for groups to read and process) and feedback main ideas to class. - Discuss notion of 'identity' and what it means to be an international student in light of article - Language tasks (linked to text) on: collocations, lexico-grammatical relations showing voice - Elicit and draw attention to information packaging techniques embedded in the text - Groups to collate ideas on 'OneDrive' of the article and write a collaborative critical summary of the text - Peer assess summaries (Ss-Ss) - Teacher to provide formative feedback 'live' on 'OneDrive'	**TF/P** **TF** **TF** **P**		reading Critical reflection Team working Autonomy Team working

28	**Key aim:** To be aware of how to use critical 'voice' skilfully in writing **Specific:** -TBAT to highlight key features of a 'strong' essay relating to 'voice'and use of hedging language **Transferable:** -TBAT implement 'stance' embedding techniques in own work. Eg hedges **More able:** TBAT to use a range of stance building strategies (language and sources)	- -Students to bring in IMRP research - Elicit and build methods of selecting useful studies to research focus and scope - Literature review: analyse structure and content text11 (Lancaster, 2016) - Complete series of comprehension questions followed by verbal summary tasks of different parts of article make **explicit** link to IMRP presentation and **expectations** of academic presentation Discuss features of 'good' essays regarding how stance/argumentation are shown –Ss strategise methods they will implement in own writing/presentation Teacher to email students drafts with formative feedback	**P** **TF**	Text 11 (Lancaster, 2016) Stance in 'good' and 'weak' Ss essays	Research skills writing skills Critical thinking skills Critical speaking skills Critical reflection Team working Awareness of how knowledge is advanced Autonomy effective communication

		Independent Study and 1:1 student-teacher conference discuss first draft			
Week, lesson and Theme: Identity	**Learning objectives**	**Learning activities and task type**	**Assessment**	**Materials**	**Embedded academic literacy skills**
Week 8 29	**Key aim:** to understand that writing is an ongoing 'process' **Specific:** - TBAT use time efficiently to work on draft seeking support where necessary **Transferable:** - TBAT to manage time effectively to meet assignment deadlines	Essay drafting workshop- dependent on weaknesses shown in student drafts **Homework:** research current issues in the field and bring 2-3 reading of interest to lesson 33	**P** **TF**	Teacher's own materials - use input from first draft to find areas of weakness that require support	Drafting process and writing Dependent on student needs

	More able: TBAT work independently using resources to support. Utilising peer-self support				
30	**Key aim:** TBALT understand the notion of a writer's 'voice' **Specific:** **-** TBAT: understand the conventions regarding 'voice' in the field **Transferable:** TBAT use strategies to include own 'voice' in writing **More able:** TBAT apply findings from the research discussed and take 'risks' in own writing to find voice 9 encourage to analyse readings	finding your voice in research Discuss – notion of 'voice' and the writer- compare with home country Elicit view on use of personal pronouns an d 'I' in field Half of Ss to read text 12 – identify what is meant by 'voice' to discuss others to read and discuss text 13 (Le Ha, 2009) How is this shown critically in speaking/writing – differences Padlets- mind map strategies used in the text to show the writers view Each group to present methods in carousel activity Short writing task –	**P** **TF**	Text 12 (Hyland, 2011) and (Le Ha, 2009) Text 13 on 'voice'	Critical thinking discourse analysis Critical discussion skills Critical writing Critical reflection Team working Autonomy effective communication

	to identify how 'voice' is seen through different writing conventions (field and genre specific)	summarising main argument from text and add own critical view- peer assess for accuracy and criticality			
31	**Key aim:** To be able to take effective notes **Specific:** To be able to (TBAT) use notes to write summary **Transferable:** -TBAT summarise information effectively **More able:** Ask follow-up questions to the lecturer. Utilise notes for further study	**Live lecture on current topic of SLA research** Practise note-taking/listening **Homework:** consolidate notes and summarise lecture	**Lecture**	Live lecture	Scholarship Nurturing research interest Student driven learning Critical reflection Autonomy
32	**Key aim:** To understand some key areas of research interest in the field	Current issues in the field – Students to critically discuss the readings **(was homework)**of	**P**	Student readings in field of interest and L32 lecture notes (teacher reference)	Autonomous learning Student scholarship critical thinking Critical reflection

	Specific: - TBAT have a critical opinion on research **Transferable:** - TBAT to develop a critical argument regarding current research **More able:** TBAT to research to inform writing and research angle	interest with peers Peer assess summaries of L32 lecture Discuss content and Ss to have stance on issues	**TF**		A spirit of enquiry Awareness of how knowledge is advanced Autonomy effective communication
		Independent study and 1:1 student-teacher conference discuss-IMRP progress			
Week, lesson and Theme: Identity	**Learning objectives**	**Learning activities and task type**	**Assessment**	**Materials**	**Embedded academic literacy skills**
Week 9	**Key aim:** To develop awareness of academic	Discuss – purpose of academic presentations Elicit structure of	**TF**	https://www.youtube.com/watch?v=MjcO2ExtHso 'Death by PowerPoint' last accessed 20.9.17	Listening skills Evaluations skills

33	presentation conventions **Specific:** - To understand conventions and expectations of presentations **Transferable:** - TBAT to create an academic presentation **More able:** TBAT apply academic conventions successfully to research project- editing where needed	presentation Listening – good/weaknesses of Ss presentations, in groups – create mind map of things to avoid and features of a good presentation make EXPLICIT difference between PPT and presentation. Language input – transitional language, cohesive and citing Listening task – watch clip about overuse of PPT – elicit good PPT purpose/ function features	**P** **TF**	https://www.youtube.com/watch?v=S5c1susCPAE Student presentations- good/bad features	Critical thinking Critical reflection Team working Skills of enquiry Autonomy effective communication
34	**Key aim:** To understand the importance and expectation of editing and proof reading **Specific:** - To be able to apply techniques from class on own	Employability lecture – careers service (external) University (library skills) support available talk	**Self**	**Live lectures**	Note-taking Listening skills Negotiating meaning Autonomy effective communication

	work **Transferable:** - TBAT be aware of the need to edit and proof read to raise level of writing **More able:** Use notes to take informed choices				
35	**Key aim:** To understand the importance and expectation of editing and proof reading **Specific:** -To be able to (TBAT) apply techniques from class on own work **Transferable:** - TBAT be aware of the need to edit and proof read to raise level of writing	Editing and proof reading workshops Ss present an outline of essay	**TF** **P**	Teacher's own workshop materials Laptops Ss outlines of essay	Editing skills Critical reading/drafting Critical reflection Team working Dependent on student needs of workshop

	More able: To reflect and self-edit and utilise peer fb constructively				
36	**Key aim:** To understand the process of the dissertation writing (expectations) **Specific:** - To understand of different roles and responsibilities regarding the project **Transferable:** - TBAT to manage the dissertation timescale efficiently **More able:** TBAT apply critical-reflection techniques to start planning for actual PG dissertation	Dissertation intro: purpose, aim and timescale/time management - Mind map – possible issues and collaboratively create solutions - Managing expectations: critical self-reflection and roles and responsibilities Ss and tutor -Signposting to others in-house services - proof reading, library skills services (in-sessional) Read and discuss content - text 12	**TF** **P**	Text 14 (Franken, 2012) challenges of being an international early career researcher	Research skills Student scholarship Critical thinking/reading/writing Critical reflection Team working Skills of enquiry Autonomy effective communication

Week 10 Assessment					
37	**Key aim:** To carry out assessed presentation **Specific:** To be able deliver an academic presentation on your proposed dissertation topic **Transferable:** - To be able to research, produce and deliver a source-based presentation - To be able to critically peer-assess performance and self-assess **More able** - To be able articulate academic questions related to peer-presentation (engage with the speaker)	Ss to present IMRP 1. Assessed presentation: 10-12 mins 2. Peer- feedback 3. Self-reflection Formulate individual action points for speaking	**TF** **P**	Students to do IMRP (formative presentation)	Critical speaking skills Displaying knowledge in an academic approach Critical reflection Awareness of how knowledge is advanced Autonomy effective communication

38	Make notes Ask relevant questions in an appropriate manner	M.A department orientation and transition lecture (in-sessional support intro.) hand-in final essay draft	**Self**	Live lecture	**Listening skills** **Note-taking skills** Autonomy effective communication
		1:1 student-teacher conference discuss exam marks and feedforward action points from IMPR			
39	**End of course review**	End of course review - survey to complete online Visa and registration lecture	**Online review**	End of course review	Evaluative skills Listening skills Autonomy
40		**End of course celebration and certificate giving**			

Seminar criteria		80+	79-70	69-65	64-60	59-55 Standard Expected Level	54-50	49-45	44-40	39-30	29-0
Task fulfilment Task Fulfilment	**Knowledge of the topic** **Develop-ment of ideas/argume nts** **Use of sources and notes**	Exceeds descriptors to an extent that can be described as 'outstandin g'.	Sophisticated understanding of the purpose of the seminar and of the topic. Adds very significantly to the development of the discussion and ideas/argume nts are highly relevant. Key points are given appropriate oral citation. Minimal support required from notes.	Excellent understandin g of the purpose of the seminar and of the topic. Adds significantly to the development of the discussion and ideas/ arguments are very relevant. Key points are given appropriate oral citation. Occasionally uses notes to support.	Very good understanding of the purpose of the seminar and of the topic. Adds positively to the development of the discussion and ideas/argume nts are relevant. Key points are given appropriate oral citation. Effective use of notes to support	Good understanding of the purpose of the seminar and of the topic. Adds to the development of the discussion and ideas/argume nts are mostly relevant. Most key points are given appropriate oral citation. Generally appropriate use of notes to support.	Demonstrates some understanding of the purpose of the seminar and of the topic. Adds to the discussion, but ideas/argume nts may not always be relevant or may lack support. Some key points may lack oral citation. May sometimes over depend on notes for support.	Demonstrates a weak understanding of the purpose of the seminar and of the topic. Adds to the discussion, but ideas/argume nts are not relevant, detract from the topic or may lack support. Most key points lack oral citation. Very dependant on notes for support.	Demonstrates little understanding of the purpose of the seminar. Does not add to the discussion and/or ideas/argumen ts are not relevant and detract significantly from the topic. Very little oral citation. Cannot contribute without reading extensively from notes for support.	The purpose of the seminar is mainly misunder-stood . No contributions are made and/or ideas/argume nts are not discernible. No oral/written citation. May have no notes.	Did not atten d.

Appendix 5 – University of Leeds, 2017 PG Content-Based Programs Assessment Criteria

Communicatve ability	**Listening** **Turn taking and interaction** **Negotiating meaning**	Exceeds descriptors to an extent that can be described as 'outstanding'	Follows the thread of the discussion with ease and leads the discussion naturally. Uses highly appropriate language to facilitate turn taking. Is pivotal in creating opportunities to share speaking time across the group. Negotiates meaning of language and/or content very well as required.	Follows the thread of the discussion with ease and may take a leading role. Uses very appropriate language to facilitate turn taking. Helps create opportunities to share speaking time across the group. Negotiates meaning of language and/or content well as required.	Able to follow the thread of the discussion. Uses appropriate language to facilitate turn taking. Shows awareness of others and attempts to share speaking time across the group. Negotiates meaning of language and/or content appropriately as required.	Generally able to follow the thread of the discussion. Uses acceptable language to facilitate turn taking. Shares speaking time appropriately. Good attempts to negotiate meaning of language and/or content as required.	Usually appears able to follow the thread of the discussion. May attempt to take turns, but language may be inappropriate and/or contributions may be limited or may be too dominant. Attempts to negotiate meaning of language and/or content as required, but with limited success.	Appears unable to follow the thread of the discussion. Very limited attempts to take turns. Language may be inappropriate and/or contributions may dominate and impact negatively on the discussion. Very few attempts to negotiate meaning of language and/or content as required.	Shows little evidence of following the thread of the discussion. Unsuccessful attempts to take turns. Language is inappropriate and/or contributions may heavily dominate and impact very negatively on the discussion. No attempts to negotiate meaning as required.	No evidence of following the thread of the discussion. No attempt to take turns or participate in the discussion. No attempts to negotiate meaning as required.	Did not attend.
Language and [illegible]						**59-55** [illegible] **Level**	**54-50**	**49-45**	**44-40**	**39-30**	**29-0**

Grammar & Lexis	Range, Accuracy & Approp-riacy	Exceeds descriptors to an extent that can be described as 'outstanding'	Uses a wide range of grammatical structures with total flexibility. Effective use of a wide range of lexis and discipline specific language to convey very specific meaning. Paraphrases with ease if required. High level of accuracy with very few minor mistakes. The message is very clear throughout.	Uses a wide range of grammatical structures with flexibility. Effective use of a wide range of lexis and discipline specific language. Paraphrases with ease if required. High level of accuracy. There may be some minor or systematic mistakes, but the message is always clear.	Uses a range of grammatical structures with flexibility. Effective use of a range of lexis and discipline specific language. Paraphrases successfully. Language is well-controlled for accuracy. Some small mistakes may occur in complex language, but the message is clear.	Uses a range of grammatical structures with some flexibility. Some awareness of lexis and discipline specific language. Attempts at paraphrasing are generally successful. Basic language is well-controlled for accuracy. Mistakes may occur in complex language, but the message is mostly clear.	Uses a range of grammatical structures with limited flexibility. Some awareness of commonly used lexis and discipline specific language. Paraphrasing may be unclear. Frequent lack of accuracy in basic structures and some errors may affect the message.	Uses a limited range of grammatical structures. Complex structures are rare. Uses mainly basic lexis and discipline specific language. Paraphrasing is mainly unsuccessful. Inaccuracy is very frequent and the message is often unclear.	Uses predominantly basic grammatical structures. Uses very basic discipline specific language. Attempts at paraphrasing are unsuccessful. Basic structures are mostly inaccurate and the message is unclear.	Uses basic grammatical structures only. Vocabulary may be largely unrelated to the task/contain significant error.	Did not attend.
		80+	**79-70**	**69-65**	**64-60**	**59-55 Standard Expected Level**	**54-50**	**49-45**	**44-40**	**39-30**	**29-0**

Pronunciation & Fluency	**Word intelli-gibility** **Use of stress / intonation** **Speed & Pace**	Exceeds descriptors to an extent that can be described as 'outstanding'.	Uses stress, intonation and pace to excellent effect and draw attention to key points in a sophisticated way. Accent has minimal effect and the message is fully clear. Slight hesitations may occur, but only when searching for ideas.	Uses stress, intonation and pace to very good effect and to draw attention to key points.Only a few words are mispronounced and the message is clear. Only minor mispronuncia-tion of key words. There are very few hesitations when searching for language.	Uses stress, intonation and pace to good effect and to draw attention to key points. Key words are occasionally mispronounced but the message is generally clear. There are a few hesitations when searching for language.	Uses stress, intonation and pace to some good effect and to draw attention to key points. Some key words may be mispronounced but the message is generally clear. There may be some hesitations when searching for language, but no breakdowns in communication.	Limited attempts to use stress, intonation and pace. Mispronounces some key words and the message is occasionally unclear. Some hesitation may result in some small breakdowns in communication.	Use of stress, intonation and pace may distract from the message, Frequently mispronounces key words and the message is often unclear. May speak with very noticeable hesitation when searching for language; there are some breakdowns in communication.	Use of stress, intonation and pace detracts from the message. Very frequent mispronunciation of language causes the message to be largely unclear. May speak with very noticeable hesitation; there are some significant breakdowns in communication.	Very frequent instances of unintelligibility. Pronunciation of a very limited repertoire of learnt words and phrases. Speech may be very slow and breakdowns are very frequent .	Did not attend.

Notes for use

The criteria are intended to be used for 'on the spot' assessment by teachers and to be formative for students i.e. they contain teachable language and can be used independently by students in self-assessment practice.

Task fulfilment - *'Good understanding of the purpose of the seminar and of the topic'* includes two aspects and further instructions/advice may be required to clarify the purpose of seminars and content related guidelines and reading lists.

Critical thinking is embedded in Task Fulfilment.

Communicative ability:

- *'Uses acceptable language to facilitate turn taking'* refers to language for fulfilling the functions of agreeing, disagreeing, clarifying and so on as required.
- *'..attempts to negotiate meaning of language and/or content as required'* refers to skills in negotiating meaning when the message is unclear between interlocutors in the group, this could be due either to use of language or a need to clarify ideas/arguments for the development of discussion.
- If a student uses memorised language and this has a negative impact on the development of the discussion, mark down using '*language may be inappropriate'.*
- '*Breakdowns in communication'* refers to extended hesitation (or overuse of connectives/fillers) that affect the message negatively.

Pronunciation:

- '*Attempts to use stress*' should not be interpreted as 'stress timing', but as use of stress on key words (nuclear or tonic stress) to draw attention to points of interest/importance.
- '*Attempts to use pace'* includes effective pausing between utterances.

Assessment is weighted 50/50.

80+ | 79 – 70 | 69 – 65 | 64 – 60 | 59 – 55 Standard expected level | 54 – 50 | 49 – 45 | 44 – 40 | 39 – 30 | 29 – 0

		80+	79 – 70	69 – 65	64 – 60	59 – 55 Standard expected level	54 – 50	49 – 45	44 – 40	39 – 30	29 – 0
Whole Text	**Task achievement**	Exceeds descriptors to an extent that can be described as ‘outstanding’.	Demonstrates a highly sophisticated understanding of the task. The purpose is very clear throughout. Each section is highly relevant to the title. Register and style are highly appropriate for the genre.	Demonstrates a sophisticated understanding of the task. The purpose is clear throughout. Each section is very relevant to the title. Register and style are appropriate for the genre.	Demonstrates a good understanding of the task. The purpose is mostly clear throughout. Each section is relevant to the title. Register and style are mostly appropriate for the genre.	Demonstrates sufficient understanding of the task. The purpose is generally clear. Each section maintains general relevance to the title. Register and style are usually appropriate for the genre.	Demonstrates some understanding of the task. The purpose is sometimes unclear. Not all sections maintain general relevance to the title. Register and style may sometimes be inappropriate for the genre.	Demonstrates weak understanding of task. The purpose is not clear or relevant to the title. Some sections are tenuous or disjointed. Register and style are frequently inappropriate for the genre.	Demonstrates a very weak understanding of the task. The overall purpose and relevance is largely unclear. Register and style are inappropriate for the genre.	Demonstrates no or little understanding of the task. Purpose is not clear or relevant to the title. Sections are very tenuous or disjointed. Register and style are inappropriate for the genre.	Does not fulfil task requirements.
Structure & Argument	**Development of ideas/argument** **Paragraph structure and coherence**	Exceeds descriptors to an extent that can be described as ‘outstanding.	Writing develops in a sophisticated and highly systematic way. Points are fully developed and supported for the task in a sophisticated way. Paragraphs are fully coherent. There is sophisticated cohesion between sections.	Writing develops in a highly systematic way. Points are fully developed and very well supported for the task. Paragraphs are structured very coherently. Cohesion flows well between sections.	Writing develops systematically. Points are fully developed and well supported for the task. Paragraphs are structured coherently. Cohesion between sections is mainly successful.	Writing develops logically. Points are developed and supported appropriately for the task. Paragraphs are mainly structured coherently. Cohesion between sections is generally successful.	Writing does not always develop logically. Attempts to develop points and support, but not always appropriately for the task. Not all paragraphs are structured coherently. Cohesion between sections may not always be successful.	Writing does not develop logically. Points are underdeveloped and inadequately supported for the task. Paragraphs are not structured coherently. Cohesion between sections is mainly unsuccessful.	Writing lacks any discernible logical development. Little attempt to develop and support points. Paragraphs may not be clear. Little or no attempt at cohesion between paragraphs.	Writing is not logical. No attempt to develop and support points. Paragraphs lack identifiable function structure. No cohesion between paragraphs.	Does not fulfil task requirements.

Academic Conventions	**Acknowledge-ment of sources** **In-text citations** **Reference list**	Exceeds descriptors to an extent that can be described as 'outstanding'.	Acknowledges sources throughout. In-text citations match conventions . Reference list is accurate. Formatting as required. No identifiable mistakes in the above points.	Acknowledges sources throughout. In-text citations match conventions. Reference list is accurate. Formatting as required. Very few identifiable mistakes in the above points.	Acknowledges sources throughout. In-text citations match conventions. Reference list is accurate. Formatting as required. There may be occasional mistakes in the above points.	Acknowledges most sources throughout. In-text citations match conventions. Reference list is accurate. Formatting as required. There may be some noticeable mistakes in the above points.	Does not acknowledge some sources. Some inconsistencies in matching in-text citations with conventions. Reference list contains mistakes. Formatting is not always appropriate.	Lacks acknowledge-ment of sources. In-text citations frequently do not match conventions. Reference list contains significant errors. Formatting is inappropriate.	Very little attempt to acknowledge sources. In-text citations do not match conventions. Major lapses in reference list. Formatting is inappropriate.	No apparent use of sources. No in-text citations. No reference list. Formatting requirements unfulfilled.	Does not fulfil task require-ments.

Use of Sources	Understanding of sources Selection of sources	Exceeds descriptors to an extent that can be described as 'outstanding.	Can obtain information, ideas and opinions from range of specialised and highly relevant sources. Is able to synthesise, evaluate and analyse these within their own argument and identify attitude and implications as well as stated opinion.	Evidence of a very good understanding of a wide range of highly relevant sources. Can select relevant information, ideas and opinions and synthesise them in a sophisticated way. Can analyse and evaluate clearly.	Evidence of good understanding of a range of relevant sources. Can select relevant information, ideas and opinions and synthesise them. Can analyse and evaluate clearly.	Shows an understanding of an adequate range of relevant sources. Can synthesise sources into the purpose of the writing. Sources are adequately summarised.	Shows some understanding of a limited range of generally relevant sources; but there may be some inappropriate choices. Limited synthesis of sources into the purpose of the writing. Sources may not be adequately summarised.	Shows limited understanding of a restricted /irrelevant set of sources. Insufficient synthesis of sources into the purpose of the writing. Sources are largely reproduced / too closely paraphrased.	Very limited reading. Selects mostly irrelevant points. No synthesis of sources. Sources are almost fully reproduced.	Little evidence of reading. Selects irrelevant points. No synthesis of sources. Sources are reproduced.	No evidence of reading.
		80+	**79 – 70**	**69 – 65**	**64 – 60**	**59 – 55 Standard expected level**	**54 – 50**	**49 – 45**	**44 – 40**	**39 – 30**	**29 – 0**

Cohesion	**Range & Accuracy**	Exceeds descriptors to an extent that can be described as 'outstanding'.	Uses sophisticated organisational patterns to produce an accurate, coherent and cohesive text. Few or no identifiable mistakes.	Uses a range of cohesive devices to produce an accurate and coherent text. There may be a few minor mistakes.	Uses a range of cohesive devices, including punctuation, to clearly show the relationship between ideas. Only a few mistakes occur.	Uses cohesive devices, including punctuation, to show the relationship between ideas. There may be some mistakes, but these do not detract from the overall meaning.	Uses cohesive devices but with limited flexibility. Punctuation may be faulty. The relationship between ideas is sometimes unclear. There may be under-/ overuse.	Uses a very limited range of cohesive devices with limited accuracy. The relationship between ideas is frequently unclear. There may be under-/ overuse.	Uses a few basic cohesive devices correctly. The relationship between ideas is mostly unclear. There may be under-/overuse.	Can link words with simple connectors, e.g. 'and', 'but', 'because' but the overall meaning of most sections of the text is unclear.	Little evidence of attempt to link ideas.
Grammar	**Range & Accuracy**	Exceeds descriptors to an extent that can be described as 'outstanding'.	Flexible and sophisticated use of a wide range of structures. Consistently maintains a high degree of accuracy; few identifiable mistakes. The meaning is very clear.	Flexible use of a wide range of structures. Consistently maintains a high degree of accuracy; only occasional mistakes occur. The meaning is clear.	Use of a wide range of structures. Language is frequently correct, though some systematic mistakes and slips may occur. The meaning is mostly clear.	Uses a mix of simple and complex structures. Basic grammar is well controlled for accuracy. Some mistakes in complex language occur but the meaning is generally clear.	Uses a mix of simple and complex structures. There is some error and lack of flexibility in more complex language. There may be frequent mistakes. The meaning is occasionally affected.	Uses mainly simple structures. Attempts to introduce complex structures but the meaning is often unclear.	Uses mainly simple structures with very frequent mistakes. The message is mainly unclear.	Shows only limited control of a few simple grammatical structures except for patterns in a learned repertoire. Other language is unclear.	Shows little control of even simple grammatical structures.

Lexis/ Vocabulary	**Lexical Range & accuracy** **Discipline-related language** **Use of language**	Exceeds descriptors to an extent that can be described as 'outstanding'.	Has sophisticated control of a wide range of lexis and discipline related language. Can use own words to summarise and paraphrase in a sophisticated way. Use of hedging language is highly appropriate. Any mistakes are minor. The meaning is very clear.	Has flexible control of a wide range of lexis for the discipline. Can use own words to summarise and paraphrase to very good effect. Uses hedging language very effectively as required. Occasional inaccuracy in word choice or form, but the meaning is clear.	Has control of a range of lexis for the discipline. Can use own words to summarise and paraphrase effectively. Effectively uses hedging language as required. There may be some inaccuracy in word form or choice, but the meaning is mostly clear.	Has an awareness of appropriate lexis for the discipline. In general, can use own words to summarise and paraphrase. Uses hedging language as required; there may be some inaccuracy in choice. Mistakes in word form or choice occur, but the meaning is generally clear.	Uses some common lexis connected to the field. Uses own words to summarise, paraphrase and hedge, but attempts are sometimes unsuccessful. Choice of vocabulary may sometimes detract and the meaning is sometimes unclear.	Uses some common lexis connected to the field. Attempts to use own words to summarise, paraphrase and hedge, but attempts are frequently unsuccessful. Choice of vocabulary detracts and the meaning is often unclear.	Limited lexical range. Choice of vocabulary is distracting and the meaning is frequently unclear.	Has sufficient vocabulary for the expression of basic communicative needs.	Shows little control of lexis beyond basic level.

Presentations/ Speaking	**80+**	**79-70**	**69-65**	**64-60**	**59-55 Standard Expected Level**	**54-50**	**49-45**	**44-40**	**39-30**	**29-0**

Content & Organisation	**Task Fulfilment** **Develop-ment of ideas/argument s**	Exceeds descriptors to an extent that can be described as 'outstandin g'	Demonstrates a sophisticated understanding of the task. The overall purpose is very clear and sections are highly relevant to the title. Ideas/ arguments build in a logical and very sophisticated way.	Demonstrates an excellent understanding of the task. The overall purpose is clear and sections are very relevant to the title. Ideas/ arguments build in a logical and sophisticated way.	Demonstrates a very good understanding of the task. The overall purpose is clear and each section is relevant to the title. Ideas/argument s build in a logical way.	Demonstrates a good understanding of the task. The overall purpose is made clear and sections are generally relevant to the title. Ideas/argument s mostly build in a logical way.	Demonstrates some understanding of the task but there are some lapses. The overall purpose may not always be clear and some sections may not be relevant to the title. Ideas/argument s do not always build in a logical way and may sometimes be unclear.	Demonstrates a weak understanding of the task. The overall purpose is unclear and some sections link tenuously to the title. Ideas/argument s do not build in a logical way and are frequently unclear.	Demonstrates little understanding of the task. No clear overall purpose. Content does not relate to the title. Little attempt to build ideas/argument s in a logical way.	The task has been misunder-stood. No clear overall purpose. No attempt to remain relevant to the title. Ideas/argument s are not discernible.	Did not attend .
Response to questions	**Compre-hension of questions** **Demonstration of knowledge.**	Exceeds descriptors to an extent that can be described as 'outstandin g'	Responds to questions in a highly appropriate way, and negotiates meaning when required with ease. Can expand and explain ideas/argument s highly relevantly.	Responds to questions in a very appropriate way and negotiates meaning well when required. Can expand and explain ideas/argument s very relevantly.	Responds appropriately to questions and negotiates meaning when required. Can expand and develop ideas/argument s relevantly	Responds in mostly appropriate ways and negotiates meaning when required. Good attempt to expand and explain ideas/argument s, but may not always be relevant.	Responds to questions, but not always appropriately and may not succeed in negotiating meaning when required. Limited success when expanding and explaining ideas/argument s.	Does not always respond to questions and/or negotiate meaning when required. May not be successful in attempts to expand and develop ideas.	Very limited response to questions and/or meaning is not negotiated when required. Very limited attempt to expand and develop ideas /arguments.	No response to questions. No attempt to expand and develop ideas /arguments.	Did not attend .

Use of Sources	Relevance & use of sources Citations & Reference list	Exceeds descriptors to an extent that can be described as 'outstanding'	Key information has appropriate oral/written citation. Sources are extremely well selected to support ideas/arguments. A reference list is provided in advance. There are no noticeable omissions/ mistakes in the points above.	Key information has appropriate oral/written citation. Sources are very well selected to support ideas/ arguments. A reference list is provided in advance. There may be very occasional omissions/ mistakes in the points above.	Key information is given appropriate oral/written citation. Sources are well-selected to support ideas/ arguments. A reference list is provided in advance. There may be occasional omissions/ mistakes in the points above.	Most key information is given appropriate oral/written citation. Sources are mainly well-selected to support ideas/arguments. A reference list is provided in advance. There may be some omissions/ mistakes in the points above.	Some key information may lack oral/written citation and/or information may be closely copied from source. Some sources may not be appropriately selected and some ideas/arguments may require further support. A limited reference list is provided. There are some omissions/ mistakes.	Most key information lacks oral/written citation and/or information may be copied word for word. Sources are mostly inappropriately selected and/or ideas/ arguments lack support. A very limited reference list is provided. There is significant error.	Very little oral/written citation and/or information may be copied directly word for word. Sources are irrelevant to the task. No clear support for ideas/ arguments. No reference list.	No oral/written citation. No evidence of use of sources. No clear ideas/ arguments. No reference list.	Did not attend.
Language and Communication		**80+**	**79-70**	**69-65**	**64-60**	**59-55 Standard Expected Level**	**54-50**	**49-45**	**44-40**	**39-30**	**29-0**

Fluency & Cohesion	**Range of devices/ accuracy** **Fluency**	Exceeds descriptors to an extent that can be described as 'outstandin g'	Accurately uses a sophisticated range of discourse markers to achieve a natural flow throughout. Slight hesitations may occur, but only when searching for ideas.	Accurately uses a wide range of discourse markers to very good effect throughout. Hesitations may occur, but these are mainly content related.	Uses a range of discourse markers to good effect. Few mistakes occur. There are very few hesitations when searching for language.	Uses a range of discourse markers generally to good effect. Some mistakes may occur. There may be occasional hesitation when searching for language, but no breakdowns in communication.	Uses a range of discourse markers; mistakes may lead to lack of clarity. Some hesitation may result in some small breakdowns in communication.	Uses a limited range discourse markers; there is some impeding error. Speaks with very noticeable hesitation when searching for language; there are some breakdowns in communication.	Uses very simple discourse markers; there is some significant error that impacts significantly on meaning. Speaks with very noticeable hesitation; there are some significant breakdowns in communication.	Does not attempt to use discourse markers; significant error prevents meaning. Speech is slow and breakdowns are very frequent	. Did not attend .

Grammar & Lexis	Range, Accuracy & Approp-riacy									
		Exceeds descriptors to an extent that can be described as 'outstandin g'	Uses a wide range of grammatical structures with total flexibility. Effective use of a wide range of lexis and discipline specific language to convey very specific meaning. Paraphrases with ease if required. High level of accuracy with very few minor mistakes. The message is very clear throughout.	Uses a wide range of grammatical structures with flexibility. Effective use of a wide range of lexis and discipline specific language. Paraphrases with ease if required. High level of accuracy. There may be some minor or systematic mistakes, but the message is always clear.	Uses a range of grammatical structures with flexibility. Effective use of a range of lexis and discipline specific language. Paraphrases successfully. Language is well-controlled for accuracy. Some small mistakes may occur in complex language, but the message is clear.	Uses a range of grammatical structures with some flexibility. Some awareness of lexis and discipline specific language. Attempts at paraphrasing are generally successful. Basic language is well-controlled for accuracy. Mistakes may occur in complex language, but the message is mostly clear.	Uses a range of grammatical structures with limited flexibility. Some awareness of commonly used lexis and discipline specific language. Paraphrasing may be unclear. Frequent lack of accuracy in basic structures and some errors may affect the message.	Uses a limited range of grammatical structures. Complex structures are rare. Uses mainly basic lexis and discipline specific language. Paraphrasing is mainly unsuccessful. Inaccuracy is very frequent and the message is often unclear.	Uses predominantly basic grammatical structures. Uses very basic discipline specific language. Attempts at paraphrasing are unsuccessful. Basic structures are mostly inaccurate and the message is unclear. .	Uses basic grammatical structures only. Vocabulary may be largely unrelated to the task/contain significant error.	Did not attend.

		80+	79-70	69-65	64-60	59-55 Standard Expected Level	54-50	49-45	44-40	39-30	29-0
Pronunciation	**Word intelli-gibility** **Use of stress / intonation** **Pace**	Exceeds descriptors to an extent that can be described as 'outstanding'	Uses stress, intonation and pausing to communicate nuanced meaning. Intelligible throughout. Very few words are mispronounced.	Uses stress, intonation and pace very effectively. Intelligible throughout. Only minor mispronuncia-tion of key words.	Uses stress, intonation and pace effectively. Intelligible throughout. There may be occasional mispronunciat--tion of key words, but the message is still clear.	Attempts to use stress, intonation and pace, with some success. There may be some mispronunciation of key words but the message is generally clear.	Limited attempts to use stress, intonation and pace. Mispronounces some key words and the message is occasionally unclear.	Use of stress, intonation and pace may distract from the message, Frequently mispronounces key words and the message is often unclear.	Use of stress, intonation and pace detracts from the message. Very frequent mispronunciation of language causes the message to be largely unclear.	Very frequent instances of unintelligibility. Pronunciation of a very limited repertoire of learnt words and phrases.	Did not attend.
Visual Communication	**Audience engage-ment** **Use of notes/ slides**	Exceeds descriptors to an extent that can be described as 'outstanding'	Uses eye contact and gesture very effectively. Maintains audience engagement in a very natural way. Slides are very clear and support the purpose of the presenter. There are no mistakes on the slides.	Uses eye contact and gesture very effectively. Maintains audience engagement confidently. Slides are very clear and support the purpose of the presenter. There may be some minor mistakes.	Good use of eye contact and gesture. Engages the audience well. Slides are clear and support the purpose of the presenter. There are very few mistakes.	Some good use of eye contact and gesture. Generally engages the audience. Slides are mostly clear and support the purpose of the presenter. There may be some mistakes.	Attempts to use eye contact and gesture and to engage the audience, but not always with success. A few slides are unclear, may be a little content heavy and/or the presenter may sometimes depend on them for support. There may be numerous mistakes.	Limited use of eye contact and gesture to engage the audience. Some slides are very unclear, contain too much content and/or the presenter over depends on them for support. There may be significant mistakes.	Very limited attempts to engage the audience. Most slides are very unclear / contain too much text and the presenter is wholly reliant on them for support. There may be misleading mistakes on the slides.	No use of eye contact and gesture to engage the audience. Slides may not relate to presentation and do not support the presenter.	Did not attend.

Notes for use

The criteria are intended to be used for ‘on the spot’ assessment and to be formative for students i.e. they contain teachable language and can be used independently by students in self-assessment practice.

Task fulfilment is general so that it can be applied to different genres/task types. Further instructions and advice, i.e. content related guidelines for successful task completion should be made available as an additional document online.

Timing is subsumed into Content & Organisation mark. Presentations that go over time should be stopped at the maximum time allowed. Presentations that have an imbalance of sections will also lose marks here

Critical thinking is embedded in Organisation & Content / Use of Sources.

Communicative ability – ‘*negotiating meaning if required’* refers to the student’s skills at the Q&A should any clarification of language and/or content be required. This part of the presentation should be well-planned and suitably timed in order to allow presenters sufficient opportunity to explain and clarify their knowledge.

Fluency & Cohesion:

- *‘Uses a range of discourse markers’* refers to language use which ‘signposts’ discourse and manages flow and structure.
- ‘*Breakdowns in communication’* refers to extended hesitation (or overuse of connectives/fillers) that affect the message negatively.
- Over dependence on memorised language which impedes delivery can be penalised in Fluency and Cohesion under ‘*breakdowns’,* or mark down under Visual Communication ‘*engagement of audience’).*

Pronunciation:

- ‘*Attempts to use stress*’ should **not** be interpreted as ‘stress timing’ but as use of stress on key words (nuclear or tonic stress) to draw attention to key points of interest/importance.
- ‘*Attempts to use pace’* includes effective pausing between utterances.

Assessment is weighted 50/50.

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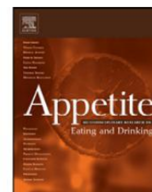

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Research report

A taste of the unfamiliar. Understanding the meanings attached to food by international postgraduate students in England

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ABSTRACT

Using findings from semi-structured interviews with international postgraduate students in England, this paper explores the meanings attached to the food they eat in a new culture. Our study, using interviews, aimed to uncover student responses to both the food they eat whilst abroad and to the food they have left behind. Many students criticised local English food as bland, fattening, and unhealthy; nevertheless, most showed an openness to new foods, trying not only local food but also dishes prepared by their international friends, but this sat alongside a strong attachment to their home country dishes. Eating together was a popular leisure activity, and food of the origin country or region was the most popular cuisine. Eating home country food offered emotional and physical sustenance; students felt comforted by familiar taste, and that their physical health was stabilised by the consumption of healthier food than was available locally. Despite acknowledgement of the importance of food to cultural identity and overall quality of life in the anthropology and nutrition literatures, there is a dearth of research into this aspect of the international student experience; this study, therefore, marks an important beginning. 2009 Elsevier Ltd. All rights reserved.

Introduction

International education is a major export industry at university level, with fierce competition among the key markets of the United Kingdom (UK), Canada, New Zealand, and Australia (Cushner & Karim, 2004). In the UK since 1997, there has been a steady increase in the number of international students studying in Higher Education (HE); and currently there are 351,465 interna-tional students in British HE, one-third of whom are postgraduates (UKCISA, 2009a). In the UK, international students constitute 15% of the total student population, although the percentage varies across institutions. The two biggest markets for international students to the UK in the past five years are China and India (UKCISA, 2009a). Income from international students plays an important role in the financial health of the HE sector, representing almost one-third of the total income in fees for universities and HE colleges. The advent of full-cost fees means that most British HE institutions depend on income from international students (Leonard, Pelletier, & Morley, 2003). In 2004, they earned £4 billion in fees, and students spent as much again on living costs; this level rose to £5 billion in 2006 (MacLeod, 2006).

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Accompanying the steady rise in the number of international students in global HE has been a growth in research dedicated to the international sojourn, which is defined by Ward, Bochner, and Furnham (2001) as between-society contact. The economic dependence of universities on fees from international students makes it critical to gain a clear understanding of the issues that face students during their study abroad. Whilst an institution cannot address all problems associated with the move to a new culture, awareness of the painful adjustment journey often made by international students may inform the type of institutional support provided (Brown & Holloway, 2008; Louie, 2005). Not only might the delivery of adequate pastoral and academic support improve student retention, but it will also lead to positive word of mouth and increased recruitment (Ward, 2001). Indeed, it is increasingly acknowledged that if institutions do not consider international students' needs, their future recruitment may be endangered (Brown & Holloway, 2008; Ryan & Carroll, 2005).

The move to a new cultural environment represents one of the most traumatic events a person can experience, and for most sojourners, some degree of culture shock is inevitable (Kim, 2001). Culture shock is defined as anxiety that results from losing the familiar signs and symbols of social intercourse and substituting them with other cues that are strange (Hall, 1959). Many writers liken the shock to a period of mourning for the home world, characterized by feelings of grief and separation anxiety (Brown & Holloway, 2008; Furnham, 1997; Garza-Guerrero, 1974). A common symptom of culture shock is an excessive preoccupation with food (Garza-Guerrero, 1974; UKCISA, 2009b). Finkelstein

(1999) notes that food habits are inseparable from the culture that a person inhabits and that these habits vary from culture to culture. Consequently, some degree of food shock is inevitable upon moving to a culturally dissimilar country. Foodways have been the focus of extensive research by anthropologists (Gosden, 1999). Yet a recent literature search indicates that very little empirical research exists on the role of food in the academic sojourn of international students; food is usually mentioned only incidentally as one of the aspects of the sojourn that students find distressing (Furukawa, 1997; Okorocha, 1996; UKCISA, 2009b). There has been little dedicated research into international students' eating habits: studies by Henry and Wheeler (1980), Zwingmann and Gunn (1983) and Hall (1995) are rare but old examples. Given the increase in international student numbers in recent decades, changing source markets and changing receiving and origin societies, there is a clear need for more contemporary research that is pertinent to new conditions. Nevertheless, all concluded that food habits and practices represent a central element of culture, and that it is to be anticipated that sojourners would struggle to break away from their habituated food choices. This was confirmed in a more recent ethnographic study of the international student adjustment process, in which food emerged as a major research category (Brown, 2009). It was shown that the food students ate was of great importance both emotionally and physically and was one aspect of student life that was least open to change.

These findings are further reflected in anthropological and nutrition studies of migrants' eating habits, which document both the experience and impact of changes made by migrants in their food habits upon the move to a new culture. Locher, Yoels, Maurer, and van Ells (2005) explain that emotional attachment to home food is a result of the positive association between familiar taste and nostalgic thoughts of home and belonging. This was found in Jamal's (1998) study of perceptions of English and Pakistani foods among British-born Pakistani people, which showed home food to be associated with family unity, maternal love and cultural belonging. Anthropologists (Counihan & Van Esterik, 1997; Ikeda, 1999) assert a strong link between cultural identity and food choices.

In terms of the physical health of immigrants, studies show that deteriorated health (including a higher incidence of obesity and diabetes) is associated with an increased consumption of Western-style food (Burns, 2004; Gordon-Larsen, Harris, Ward, & Popkin, 2003; Himmelgreen, Bretnall, Peng, & Bermudez, 2005; Kedia, 2004; Saleh, Amanatidis, & Samman, 2002). Indeed, research has shown that migrants are unlikely to be overweight or obese upon arrival in a western country, but that they slowly converge to native-born levels over time (McDonald & Kennedy, 2005). It has been shown that transition to a new culture can lead to substance abuse, a high alcohol intake, altered dietary practices and an increased Body Mass Index (Abraı´do-Lanza, Chao, & Flo´rez, 2005; Gordon-Larsen et al., 2003; Lara, Gamboa, Kahramanian, Morales,

& Bautista, 2005; McDonald & Kennedy, 2005). Neuhouser, Thompson, Coronado, and Solomon (2004) found for example that highly acculturated Hispanics tend to eat fewer fruits and vegetables than those who are less acculturated although they still ate more than their non-Hispanic white counterparts. An early dietary acculturation change included adding butter and margar-ine at the table to foods such a bread and potatoes. The less acculturated used smaller amounts of fat and oil when cooking products such as tortillas, than highly acculturated and non-Hispanics. Similarly, significant increases were observed by Pan, Dixon, Himburg, and Huffman (1999) in Asian students' con-sumption of fats, salty and sweet snack items, and dairy products. There were also significant decreases in the consumption of meat and meat alternatives, and vegetables. Students ate out less often but when they did, they chose American fast foods.

Changes in meal patterns have also been observed; Pakistani and Sri-Lanka immigrants to Norway, for example, changed their meal patterns from 3 to 1.5 hot meals per day to conform to the host country's norms, primarily because of changes in work patterns and climate considerations (Wandel, Raberg, Kumar, & Holmboe-Ottesen, 2008). Immigrants to the UK from South Asia ate significantly fewer meals than those from Europe; the former also eating their evening meal 2–3 h later (Simmons & Williams, 1997). Asian students in the United States, who had been there at least 3 months before the start of their studies, reported the number of meals per day decreased with nearly half of them missing breakfast more often than the other two meals, primarily because of their class timetables (Pan et al., 1999).

The aim of our study was to explore students' feelings about the food they consume in a new culture. This paper presents the findings from semi-structured interviews that were conducted in 2008 with 10 international students in their first week on a masters course in the south of England. The findings contribute to our understanding of an aspect of transition that has been neglected by researchers but that has a significant impact on students' well-being in the new culture.

Methods

It was decided to adopt a qualitative approach to our research because we felt that only in conversation would students be able to fully express their relationship with the food that they choose to eat. A quantitative approach could capture the food eaten every day, the cost of such food, and the interaction surrounding food consumption but it could not access the meanings associated with food choices, and the emotional reactions to these food choices. Indeed, the probing that the in-depth interview allows was used to maximum effect in order to encourage students to reflect on their feelings about the food they consumed: as Locher et al. (2005) point out, food and emotion are strongly intertwined. According to Cushner and Mahon (2002) and Warren and Hackney (2000), only the qualitative approach can adequately explore issues of emotion and identity. Furthermore, in the sojourner adjustment literature, the qualitative approach is underrepre-sented, and is a gap in the methodologies used to explore transition that needs to be filled (Ward, 2001). We hope that this study marks the beginning of qualitative research dedicated to understanding the everyday life of students in a new cultural setting.

The research setting was the Graduate School of a university in the south of England which provides direct access to students. Of the 150 postgraduate students, the overwhelming majority were international students (defined in this study as non-UK students). Most were from Southeast Asia, which reflects the most common source of international students for UK universities (UKCISA, 2009a); approximately one-third were from Europe, Africa, or the Middle East.

Ethical approval to undertake this study came from the university's Research Ethics Committee; furthermore, all students were assured of confidentiality and anonymity and no financial or other incentives were offered to take part. A request for volunteers was made in person and repeated on the Graduate School website. Subsequently, students volunteered in person and by email to participate. Ten students, all from different nations, volunteered to be interviewed. Although it is acknowledged that no individual can represent an entire culture, culture clearly has a defining impact on an individual's perspective (Hofstede, 1991), and we sought an interview sample of diverse nationalities in the understanding that we would be offered access to the experience of food from many cultural perspectives. Further volunteers were identified, in case saturation point was not reached during the data collection. The

interviewee profile offered below details the various personalities noted in this paper (all names are pseudonyms to protect confidentiality).

Isla: Female, 29, Turkish, living at home with parents, in shared accommodation in the UK, Muslim.
Anna: Female, 31, Italian, living at home with parents, in shared accommodation in the UK, Christian.
Nik: Female, 21, Malaysian, living with parents at home, in shared accommodation in the UK, Buddhist.
Michelle: Female, 41, Grenadian, married and living at home with parents but living alone in the UK, Christian.
Panu: Male, 33, Thai, living at home with parents, in shared accommodation in the UK, Buddhist.
Jiang: Female, 35, Chinese, living at home with parents, in shared accommodation, atheist.
Zheng: Female, 26, Taiwanese, living at home with parents, in shared accommodation in the UK, Buddhist.
Kang: Male, 32, South Korean, living at home with parents, in shared accommodation in the UK, Christian.
Miguel: Male, 35, Spanish, living alone in Spain but with a host family in the UK, Christian.
Marie: Female, 22, French, living at home with parents, in shared accommodation in the UK, atheist.

The timing of research was important as international students have particularly intense emotional experiences at the start of the academic term, as they attempt to adapt not only to a new sociocultural environment but also to unfamiliar academic situations (Brown & Holloway, 2008). Thus, interviews were arranged and conducted at the beginning of the academic year in September 2008, a choice of timing that helps counter common criticisms of studies of transition, namely, that they are hampered by sojourners' retrospective accounts (Leonard et al., 2003; Potter, 1996).

We used a semi-structured interview approach, a list of topics was devised covering the following issues: daily food consump-tion, interaction surrounding food, changes in consumption and interaction patterns, and responses to the food consumed and to changes in food habits.

Interviews took place in one of the researchers' offices, and they were recorded by digital recorder. Advice on conducting and analysing interviews by Mason (2002) and O'Reilly (2005) was built into the study design. Interviews lasted between 45 and 90 min. All interviews were transcribed in full by the researchers; transcripts were printed and repeatedly read, in order to get a sense of the whole. Then we coded the interview data: recurrent words, phrases and incidents were highlighted with the aid of different colour highlighter pens until key categories were identified, thereby staying true to the participant perspective. These categories were:

(1) the emotional and physical benefits attached to eating national dishes;

(2) the sensory differences between home and international food; and

(3) the social interaction permitted by the consumption of food associated with home.

Results

A memory of home

Many interviewees revealed that eating familiar home country food was positively associated with feelings of comfort and reassurance. This is indicated in the recurrent juxtaposition of the words familiar, the same, home and expecting to describe food and happy, enjoy, satisfied, at ease and nice to refer to students' emotional state. The following comment is indicative of students' feelings about eating national dishes:

I was familiar, I knew what it was like. When you eat the same food, which tastes the same, you've got this nice emotional feeling that it's part of whole you. When you close your eyes you think you are in your kitchen in your family home and you are lost in time. (Anna)

It seemed that in its familiarity, home country food could be reassuring, nurturing and stabilising, and was credited with alleviating stress and loneliness. Eating such food was capable of transporting students to a place and time when they felt safe. It cushioned them from the stress associated with a world that is not home, which is encapsulated in Anna's rather poetic reference to being lost in time when eating Italian food. The allusion to familiarity in student comments is significant. In the literature on culture shock, stress is usually shown to be a function of the perception of strangeness and of cultural distance. The loss of familiarity provokes anxiety, and the comfort brought by the maintenance or creation of ethnic ties, in this case, represented by food, is a powerful antidote (Kim, 2001). Locher et al. (2005) explain that food can become a nostalgic object for sojourners, carrying the power to manipulate their emotional states and feelings. As such the consumption of home country food is driven by the desire to feel both physically and emotionally sated. In Brown's (2009) paper on the importance of food during the international sojourn, comfort also described the act of eating national dishes, and it was common to imbue certain foods with the power to alleviate feelings of homesickness. In this and the present study, food became associated with home, and was able to reduce feelings of grief for home and significant others. The consumption of home food helped compensate for other unavoid-able stressors, offering the sojourners a chance 'to remember a happy past and forget an unhappy present' (Zwingmann & Gunn, 1983).

Deviance from a correlation between home food and emotional comfort was found in interviews with Kang and Jiang, for whom avoidance of home food minimised homesickness:

If I eat Korean food, the desire gets stronger and stronger and so I try to keep away – I feel homesick you know. (Kang)

Thus, food could stimulate despair as well as fond nostalgia: this is an interesting finding that has not been widely documented.

Students were fully aware of the origin of their attachment to home food, that it was a result of cultural programming, as Isla points out:

You know, 25 years eating one stuff, and then coming here! The powerful influence of cultural background on eating behaviour is acknowledged in the anthropology literature (Finkelstein, 1999; Gosden, 1999), and explains why food habits are the slowest to change following the move to a new culture. Warde (1997) points out that food choice is not as open to individualizing tendencies as are other consumption fields.

Tasting the difference

Not only was home food associated with emotional sustenance, but for many reasons, it was also deemed to taste different, nay better. Brown (2009) found that the more dissimilar the original food culture from the food available in the new culture, the greater the adverse reaction to the local food supply. The extent of difference between their home and local food meant that, for example, Southeast Asian students experienced significant food shock. This was also found in Jamal's (1998) study, which showed that English foods were perceived by British-born Pakistanis to be bland and unhealthy; similarly, in Brown's (2009) study, local food was widely deemed to be tasteless, bland and boring. This confirms the importance of cultural distance in the degree of shock faced by

the migrant; the experience of difference rests at the heart of this culture shock (Hall, 1959; Ward et al., 2001). In the present study, however, all interviewees, regardless of cultural origin made reference to the blandness of locally available food: in the words of Panu, it is, 'not spicy, it has no flavour'. Such was his distaste that like many Asian students in a western country (see Brown, 2009), he had arranged for his family to send spices from home, whilst Nik on departure from Malaysia filled her suitcase with spices, rather than with clothes, enough to last for a year. The reason for this is given below:

I had a few clothes, and I put the seasoning on top! I always use spices, curry powder, Chinese herbs. I would miss them. I'm so used to eating what I cook at home, so I prefer to have the same taste. . .I don't know, it's like stimulation of your brain! (Nik)

Such a course of action was also followed by Jiang who filled two suitcases (the food I have should last me), and by Marie, a French student whose food supply would be replenished at regular intervals by her mother.

It was not of comfort to students that such spices and food ingredients could be bought in England, as they were either too expensive or they did not taste the same; alternatively, they were unavailable locally. There was, furthermore, a common perception that the version of their origin culture food sold in England was fake. Anna cited Italian coffee, and Panu and Nik (a Malay of Chinese descent) mentioned Thai and Chinese take-away food. This finding echoes research by Smart, Huang, Pang, Kuah, and Smart (2006), which described such supply as both inauthentic and alienating for migrants. A drive for frugality, which is typical among international students in an expensive western country (Brown & Holloway, 2008; UKCISA, 2009b), which was also documented in the current study, was thus outweighed by students' need to recreate the familiarity and comfort of home, however expensive such imports may be.

Nevertheless, despite a reluctance to abandon home food, students were keen to describe themselves as open to new food cultures; they had access to a diverse range of cuisines offered by their peers, as well as local food. Preferred cuisines included Chinese, Japanese, English, Italian, American, Thai, Taiwanese and Greek. Nevertheless, the foods that were most favoured were students' own national dishes:

I'm a kind of open-minded person, I try everything new, but for new food, I have to taste a little bit first, is it ok? But I try! (Panu)

There was therefore some acceptance of new foods, which is described by Henry and Wheeler (1980) as an indicator of a willingness to embrace diversity in food habits. Students were not food neophobes, defined by Dovey, Staples, Gibson, and Halford (2008) as those who reject foods that are novel or unknown. What this study points to is an intermittent embrace of new food and a simultaneous retention of origin culture habits that indicated the presence of two selves. The ideal multicultural self who embraces cultural diversity and the actual conservative day-to-day self whose resistance to change is acknowledged and accepted.

Maintaining physical health

It was unanimous among participants that eating home country food was the route to preserving their physical health and to avoiding weight gain. Indeed, many students perceived their culture's food to be medicinal and this was set in contrast with locally bought food which could be deleterious for health:

I'm getting worried about my health – because there is too much fat – my level of cholesterol must be very high. (Miguel)

Students saw a clear link between what they ate and their physical health. It was also clear to them that they should take responsibility for their physical well-being by following a healthy diet. Therefore, not only did home food taste better, but it also offered physical sustenance, thus providing additional motivation for adopting a home culture diet.

Sitting alongside an attachment to the healthy properties of home country food was the perception that the English diet typically contains too much fat and sugar that had to be avoided if good health was to be maintained.

To be honest, it's horrible, it's really unhealthy for me, it's all fried, not fresh food. . .no salad. In Spain, it's salad every day and lots of fruit. It's completely different. (Miguel)

This echoes findings from previous studies of both international students' food habits (Brown, 2009; Henry & Wheeler, 1980) and migrant foodways (Jamal, 1998; McDonald & Kennedy, 2005), which documented negative perceptions of the food available in the new culture. Local food was thus viewed with some trepidation, and students spoke often of the need to resist temptation:

I think it will be very hard to resist because now I control my own food, I do my own shopping and when I shop I see the chocolate, and then I buy and then it's sitting there, calling me, eat me, eat me. (Nik)

Self-deprivation of fattening food, such as chocolate and cakes, was also a common theme in Brown's (2009) study. After only a few months of living in England; students started to use self-denying phrases such as I daren't or I can't in reference to the temptation of food high in sugar and fat. Is it possible that this and the current studies reflect a tension that is widespread in contemporary Western society between individual responsibility and environmental supply, between consumer freedom of choice and awareness of the dangers of overeating?

The desire for authentic and healthy home country food meant that, like most students in HE (Edwards & Meiselman, 2003), participants had to learn how to cook for the first time in their life, as commented on below:

I never cooked before I came here, but my mum, she taught me to cook. Something simple, so I survive. Lucky me, that I found myself as a good chef, that's a surprise and new territory for me. (Panu)

Students felt compelled to cook for themselves; their health depended upon it. This was also found in research into interna-tional students' eating patterns by Brown (2009). Learning to cook was the only route to guaranteeing both emotional and physical sustenance. It also led to an increased sense of self-efficacy and independence that are among the desired outcomes of the international sojourn (Giddens, 1991; Kim, 2001).

A further negative reflection on the food supply in the UK is indicated in recurrent complaints among students that the fresh food on sale in supermarkets was not of the same quality as at home. Not only was English food fattening but it could even be harmful to health, and it certainly tasted different. Of importance to the Turkish and Italian students was the fear that fresh produce was tainted by the use of pesticides:

I know that it's healthy at home and it tastes good. I don't know, I feel better eating my food. Basically though I can survive without it. I'm here and at least I know I'm not going to be here forever. (Anna)

Such distrust of and dissatisfaction is linked by Townsend and Asthana (2004) to the increased consumption of organic food, which is often deemed to carry healthful properties. However, the cost of such food is prohibitive to international students on a tight budget (Brown, 2009), and dissatisfaction and enduring suspicion might continue to mar their enjoyment of eating food they could

not avoid. If the consumption of some foods such as fruit and vegetables was unavoidable, students cited the transience of their position as a comfort; this was important in trying to ignore their feelings of disquiet. Such reliance on the temporariness of their stay in overcoming stress was also found in research by Brown and Holloway (2008) into the stress provoked by the move to a new culture. Gratification was to be deferred until the return home when fresh natural food could be consumed again.

Eating together

This study found that the joint preparation, cooking and eating of food was an important leisure activity; for those with access to compatriots, eating was a social and physical act; for others, food allowed them to communicate an important aspect of their origin culture. Food therefore played a central role in both the construction and maintenance of social relationships. Anthropologists often highlight the social component of eating. Counihan and Van Esterik (1997), for example, state that eating and sociability are usually intertwined, and this was students' experience. Such was the importance of sharing the cooking and eating of home country food that some students chose to live with their compatriots, even though they were aware of the detrimental impact of conational interaction on language and culture learning (see Brown, 2008; Kim, 2001):

I think it's easier, cos when you live with people with different taste, it's hard. We eat together almost every day. It's kind of Asian hospitality. That's important. Food plays an important role in Asian culture, it's kind of mixing. It means I feel we have someone to share with, we speak and listen. I feel happy that we give something, that we offer some good thing to another. (Panu)

Food was therefore a vehicle for both socializing and eating familiar national cuisine. For students living in shared accom-modation with a mixture of nationalities, eating together was a focus of sociability but it was also a way of communicating national distinctiveness, as the following students pointed out:

I feel I want to introduce them a little bit to what we eat at home. I am very proud of my country. (Nik)

As well as offering companionship, the giving and receiving of food also sealed a bond, denoting both generosity and friendship, and signalling an acceptance of diversity (see Counihan & Van Esterik, 1997). Furthermore, cooking and offering home country food allowed students to maintain and promote an important aspect of their cultural identity. Smart et al. (2006) refer to a tendency among anthropologists to present eating as a rite of passage, as recognition of the role of food in intercultural exchange. Nonetheless, mealtimes also led to feelings of home-sickness, as they reminded students of the community associated with home:

I don't think that it's much fun to eat alone – it's not how I see a proper dinner – that's why I eat with my French friend because she can understand that too. (Marie)

As research by Brown (2009) notes, homesickness was accentuated still further for those living alone (for example, the Grenadian student, Michelle), for whom eating seemed to be a source of nostalgia for a life full of companionship and sharing. This was set in stark contrast with the loneliness of life in England, which was the focus of the interview with her. Never more was the link between food and sociability more clearly expressed than in her vivid portrait of the contrast between the tedium of her diet in England and the rich and varied diet in the Caribbean. The following comment captures the contrast between Grenada and community and England and isolation:

We have a lot of British expats and when they come, they are taken aback by how friendly and easy going we all are, and how willing we are to help! It wasn't until I moved to the UK that I realised the difference!

The above excerpt underlines the role of food in cementing relationships (in Grenada) and in reflecting a lack of ties (in England). This finding echoes Simmel's (1950) point that eating is both a personal and a social act. The sensual pleasure of eating is subjectively experienced, but it is often undertaken in groups. This point is particularly relevant for collectivist cultures, the origin of the majority of international students (UKCISA, 2009a), which emphasize shared experiences and group interactions (Triandis, Bontempo, & Villareal, 1988). Therefore, it seems unlikely that these students would distinguish eating from interaction; furthermore, Michelle's diminished diet in England supports the negative link suggested between the motivation to cook and reduced social contact (McIntosh & Kubena, 1999). Though Michelle could continue to eat a Grenadian diet during her time in the UK, the inability to share food acted as a barrier: the norm of eating Grenadian food in company was so ingrained in her that one without the other was meaningless and unconscionable.

Conclusion

This paper opens a window onto the role of food in the living and food consumption experiences of a sample of international postgraduate students in England. We have shown that students preferred to eat mostly home-cooked national dishes because they perceived this food to be healthy, tasty and emotionally comfort-ing. Home culture food was an object of nostalgia and comfort. Food also played an important role in the social life of interviewees, as mealtimes were a time for bonding and for sharing food. Equally all students commented on the harmful effect on physical health of eating local food which was deemed to be not only less tasty but also high in fat and sugar.

There are some important implications from the findings of this exploratory study, which could be tested in further research. Firstly, a link is shown between sociability and food; the drive to eat home country food implies the formation of mononational friendship groups, which may impede language and culture learning. Secondly, the study suggests that improvements could be made to the food provided on university campus and in the areas populated by international students. This has been recom-mended by the Food Studies Centre of SOAS, the School of Oriental and African Studies (London), which is undertaking research into the quality and derivation of on-campus food provision. Access to food that is both nutritious and locally sourced might help international students to overcome their concerns about the reliability of local food, as well as to offset their anxiety about gaining weight if they eat fast food.

It is hoped that this study might prompt debate about the role of food in the international student experience, and it certainly signals the need for more dedicated research into this subject. The limitations of the approach we have used related to issues of sample size. Ten international students were interviewed, varying in age, gender, nationality and religion; this means that we cannot claim generalisability. Instead, this qualitative study has helped us to understand the underlying reasons for students' food choices and to explore their responses to changes in diet. A quantitative study could now usefully target a larger sample in order to investigate the prevalence of the adoption of a home country diet and the avoidance of food in the new culture. In fact, such a research project is being currently undertaken by members of the Centre for the Foodservice and Applied Nutrition Research Group at Bournemouth University: findings will be published in 2010.

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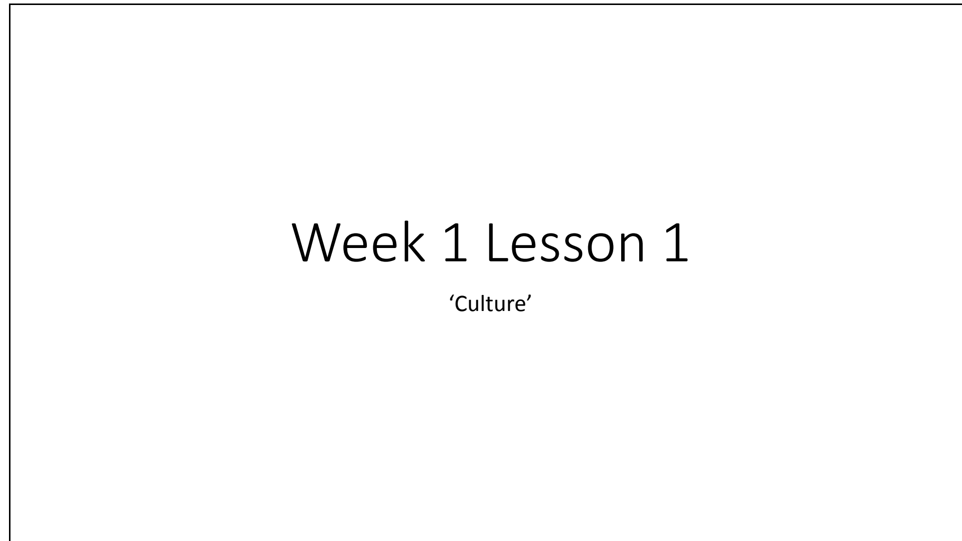
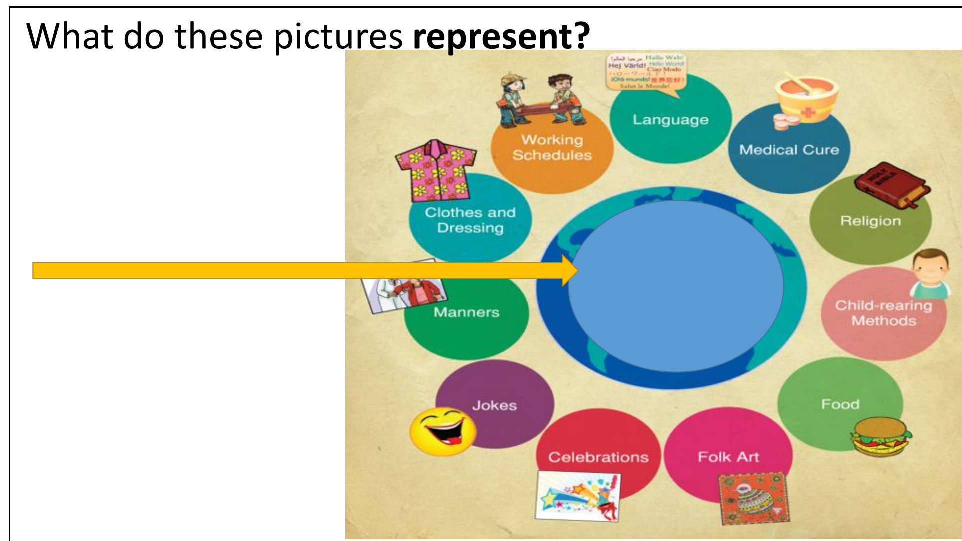
Appendix 6.1 –PPT 1

Slide 1



Slide 2



Slide 3

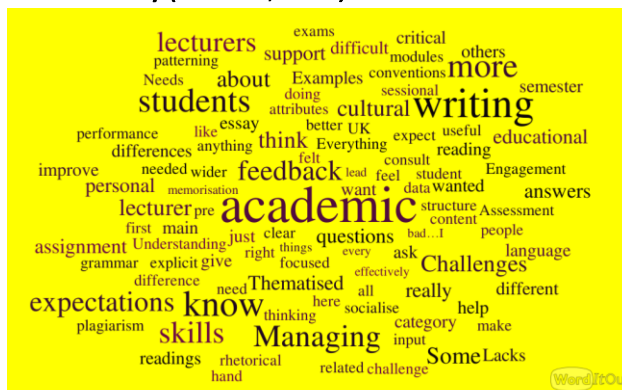
What is **culture**?

‘The ideas, customs, and social behaviour of a particular people or society.’

Oxford English dictionary (online) last accessed 24.9.17

Slide 4

Key themes relating to academic needs of international applied linguistics students at a UK university (Hussain, 2017)

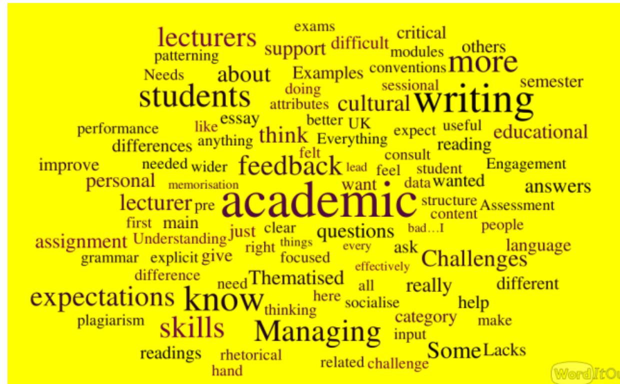


How do these themes relate to UK university study?

Worditout.com

Slide 5

Discuss in groups



1. **How do these themes relate to 'culture?**
2. **Can the *way* we study be part of our 'culture?'**

Slide 6

Diagnostic writing Task

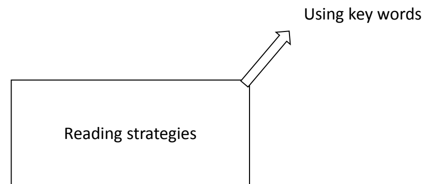
You have 40 minutes to complete the task individually. Answer the question fully.

Do you agree or disagree with the following statement:

' Culture is only about the food that you eat, the language you speak and the clothes that you wear.'

Slide 7

In pairs mind-map or list strategies you use to read a text:



Slide 8

Skimming

- How can we get the **main idea** of a text?
- How should we read the text? (speed)
- What do we call this type of reading?

Slide 9

Scanning

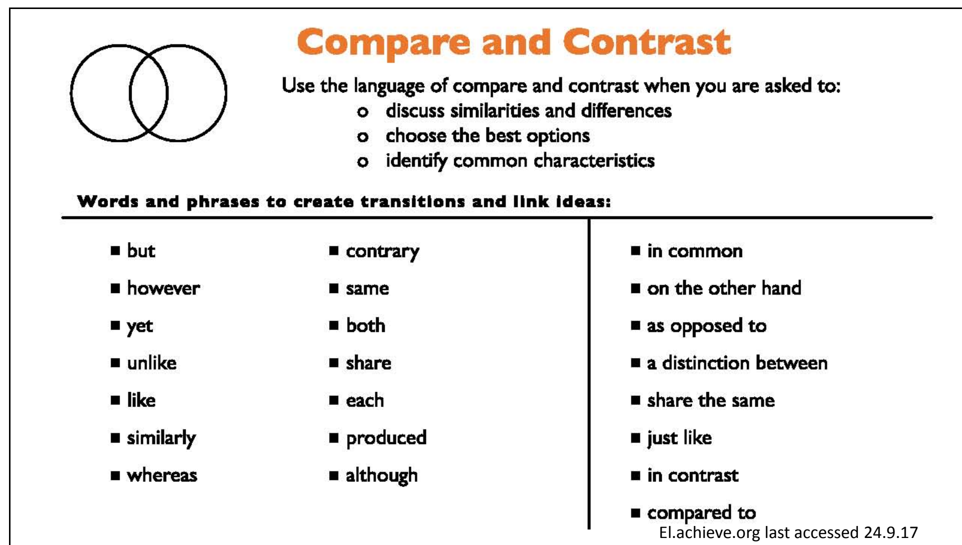
- How can we find **specific** answers from a text?
- How should we read the text?(speed)
- What do we call this type of reading?

Slide 10

In groups:

- Read your section of Text 1.
- Discuss and write down the main points

Slide 11



Slide 12

Now in your **new group summarise** the section of the text that you read

Mention:

- Key points
- Use compare an contrast language
- Use linking language to make your ideas clear
- Use key vocabulary from the text an your own knowledge

Slide 13

Now **scan** the text to find answers to the comprehension questions on worksheet 1

Discuss:

Did you understand the text fully?

What difficulties did you have?

Slide 14

Writing Task:

How is your home culture different to the UK?

- Write 2-3 paragraphs
- Try to consider your previous **educational context-** how similar or different is it to studying in the UK?
- You can use the text for ideas

Slide 15

Peer-assess

- How many points did your partner make?
- How clear was it to understand their opinions?
- Did they give any reasons for their views?

Slide 16

Verbal feedback:

Now discuss the feedback with your partner:

- Mention 2 things they did well and 1-2 improvements.

Homework

From the VLE:

- download
- Prepare text 2 (Wilson, 2016) for tomorrow's lesson

Appendix 6.2 Worksheet 1

Scan Text 1 to find the answers to the following questions:

1. **What are the main markets mentioned in the text for international study?**

2. **Which sector benefits the most from international student tuition fees?**

3. **How much revenue was earned from tuition fees in 2004 according to the article?**

4. **Are UK universities 'dependent' on fees generated by international students? Explain**

5. **According to Jamal (1998) what makes us think more positively about food from our home country?**

6. **How many students took part in the study and where did it take place?**

7. **Look at pg 204, what is meant by 'nostalgic object' when talking about 'food'?**

8. **What were the key 'themes' or findings from the interview data collected?**

9. **What did 'Kang' and 'Jiang' do to reduce their feelings of homesickness? Explain how/why?**

10. **What did many students dislike about food in the UK?**

11. **According to the study, what was the reason for many students learning to cook?**

12. **Name some methods that students used in order to overcome their homesickness (final page)?**

13. **Do you agree with the article? Explain why/why not**

Appendix 7.0 Text 2

International Journal of Doctoral Studies Volume 11, 2016

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International Doctoral Students' Navigations of Identity and Belonging in a Globalizing University

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Abstract

This article draws on findings from a broad study on the influences of globalization on the experiences of international doctoral students at a large, research intensive Canadian university. It focuses specifically on these students' lived experiences of change in their national identities and senses of belonging in a globalizing world. Using a qualitative, multiple case narrative approach, students' experiences were collected via in-depth interview and analyzed through a theoretical lens of transnational social fields. The study found that international doctoral students experienced multiplicity, ambiguity, and flux in their senses of self, belonging, and educational purposes as they engaged in the transnational academic and social spaces of the university. Their narratives are revealing of the ways that international doctoral students consciously construct identities that traverse national affiliations as they engage in higher levels of mobility and interact with highly internationalized environments and networks. The study contributes insight into the transformative nature of international doctoral study and identifies specific ways in which processes of globalization influence the international doctoral student experience.

Keywords: international doctoral students, transnationalism, graduate education, globalization, identity, belonging

Introduction

Individuals pursuing doctoral degrees face a changing landscape in which pathways into and through doctoral education and subsequent career options have become more complex, market-driven, and globally contextual (Marginson & van der Wende, 2007; Nerad, 2010; Rizvi & Lingard, 2009). Today's doctoral students and new PhD graduates are confronted with negotiating global possibilities, responsibilities, opportunities, and challenges that are fundamentally different from those of a generation ago. This may especially be the case for the thousands of individuals who become international doctoral students.

While universities in the United States and the U.K. have long attracted large numbers of international doctoral students, new and high-

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quality doctoral programs are now becoming well-established in alternative destinations, such as Australia, Korea, China, the E.U., Canada, and other locales. Travel paths for students across borders to obtain doctoral education have become more diverse, and most large research universities have become more cosmopolitan, globally interlinked, and highly multicultural in their student

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populations (Marginson & van der Wende, 2007). This trend is indicative of larger processes of globalization, including the vast advances in transportation and communications technology, which have blurred the lines between nation-states and given rise to what has been termed "transnational space" (Jackson, Crang, & Dwyer, 2004).

The prefix *trans-* contains meanings of "across", "beyond", "through", or "so as to change," giving the word *transnational* the connotation of a space that sits above national localities, that goes beyond linkages of bordered states, and in fact changes the meaning and relevance of national borders. It is not a sum of one place and another, but a dynamic transactional environment. Transnational space evokes a sense of "movement between". Universities, while obviously grounded in a national locality, increasingly function as such transnational spaces, as they cultivate highly internationalized student enrolments and multi-national research consortia. As cosmopolitan sojourners, international doctoral students occupy this transnational space where their field of activity consists of simultaneous locations—at minimum their home country and the country in which they are studying, and possibly other locales of research, activism and professional work as well (Gargano, 2009; Rizvi, 2010).

Large-scale survey data about student mobility, student satisfaction with their educational experiences, and post-PhD career trajectories has provided broad outlines of how doctoral education is evolving in a global context. Yet the voices of doctoral students, both domestic and international, have been largely absent from attempts to understand the complex influences of globalization on doctoral education. Little is known about how students themselves are constructing and making meaning of their educational purposes, experiences, and identities in a world that is increasingly globally interconnected.

This paper reports a segment of findings from a large research project that sought to understand the experiences of international doctoral students at a major research institution in Canada in relation to broader processes of globalization. In particular, it sought to understand how immersion in the transnational space of a globalized university influenced international doctoral students' senses of identity and belonging. Doctoral study, especially internationally, is by design, a transitory experience (Kashyap, 2011) during which international doctoral students are in a period of profound transition, maneuvering between "home" and abroad, between novice and expert, between education and career (Szelényi, 2006). It was the interest of this study to explore transitions of identity and belongingness in this context. The site of the study, The University of British Columbia (UBC), served as an exemplar location within the globalized doctoral education field. UBC's placement in Vancouver, Canada is likewise a cosmopolitan, highly globally interconnected locale and "transnational space," which influenced the identity renegotiations experienced by doctoral students.

Theorizing a Transnational Student Experience

This work draws upon interrelated theories of globalization, including the "network society" (Castels, 1996), "global social imaginary" (Appadurai, 1996; Taylor, 2004), "transnational space" (Jackson et al., 2004), and "transnational social fields" (Glick Schiller, & Fouron, 1999) to frame the globalizing social and educational contexts in which international doctoral students are navigating their lives and studies. Taken together, these theories help us to conceptualize how, under conditions of the vast social changes of globalization, we experience transformation in both what we imagine to be normal and possible and in our fundamental set of conscious and unconscious responses to life around us. In Arjun Appadurai's incisive summary, "More persons in more parts of the world consider a wider set of possible lives than they ever did before" (1996, p. 53). The imaginations of ordinary people are now operating in globalized context.

Theorists working in the area of "space and place" face a fundamental question--in a world now characterized by constant flow of information across space and in which almost any place is available (either in representation or in actuality), what does it mean to "*be somewhere*?" The disembedding of social phenomena that previously tended to be more nation-bound, such as political ideologies, citizenship, and identity, from fixed space and time has meant that "transnational" or "global" space is the new field in which institutions operate, and people must understand their lives and navigate challenges and opportunities.

Transnational space is not only populated by those who move internationally to pursue opportunities, but by almost everyone, as the worldwide transmission of images and ideas reaches into virtually all modern societies, creating an influence of the global even in the local. A fundamental (re)construction of "place" becomes possible, if not inevitable, through the creation of social fields unanchored in specific locality (Vertovec, 2009). Jackson et al., (2004) suggest that attachments to specific locations do remain important, both practically and emotionally, but that still, "to sit in place is also always to be 'displaced' in the senses of inhabiting threefold geographies: of immediate contextuality; of flows and circuits, that in turn constitute those contexts; and of imaginative geographies, that characterize those contexts and flows and or relations to them" (p. 7). Social identities and awareness can become detached from a territorial or national space and relocated in trans-national and trans-cultural spaces. Rizvi and Lingard, citing Tomlinson (2000), theorize that globalization encourages "deterritorialized" ways of thinking about identity. That is, "increased global mobilities are deterritorializing forces that have the effect of reshaping both the material conditions of people's existence and their perspectives on the world" (2009, p. 166).

Inevitably, personal identity becomes fluid in the global flows of information, ideas, and human migration. Living in transnational spaces can also interrupt people's established senses of who they are and where they belong in the world. This phenomenon has been referred to as the development of "hybrid" or "multi-level" identities (Cohen & Kennedy, 2007; Rizvi & Lingard, 2009) in which individuals embrace multiple discrete dimensions of identity associated with specific locales or develop identity affiliation with a sense of the global or transnational. That internationally mobile academics and others can undergo changes in personal identity and place-affiliations and have associated experiences of "in-betweeness" has been documented by several scholars (e.g., Brown, 2009; Kim, 2010; Tharenou, 2010).

Within these transnational spaces of globalization is the grounded reality of lives. For many individuals (including the graduate student participants in this study), a transnational life includes everyday complexities such as managing a family that is "back home" or raising children in a culturally new environment. Vertovec suggests that those living transnational lives may develop a "*habitus* of dual orientation" through which individuals make sense of their lives based on a "bi-focal" sense of living both "here and there" (2009, p. 68). This may materialize through the development of a repertoire of actions that spans and maximizes the benefits of affiliation with both "home" and "new" locales. This may include engaging in cultural practices that maintain

the security of long-held cultural identities, while gaining economic benefit by working (or going to graduate school) in an alternative location with superior opportunities.

Prior Studies on the International Doctoral Student Experience

Theorizations of transnational space help us to understand how and why mobile individuals may begin to experience disruption in their senses of identity and belonging. How has this phenomenon been observed among international students, who are among the globalizing world's most ambitious and sophisticated travellers? There have been a small number of studies that have addressed this issue directly, most frequently focussed on undergraduate students (e.g., Koehne, 2006; Torres, Jones, & Renn, 2009; Van Mol, 2011). A robust body of empirical literature exists on aspects of the international *graduate* student experience that are indirectly related to identity development and sense of belonging. Works from earlier in the era of pervasive global connec- tivity, on the development of international graduate students' social networks (Mostafa, 2006; Trice, 2004) primarily found an inward tendency among some cultural groups to establish their own insular support networks of other culturally similar students. Such patterns would predict a lesser level of identity re-negotiation for these students. Proficiency in English has also been found to be a significant factor in the ability of international students to form relationships be- yond their own cultural group and in their sense of comfort and competency in the academic pro- gram (Brown, 2008).

In a more recent study that directly addressed the increasingly technology-driven social experiences of international graduate students, Kashyap (2011) found that many students were using social media and communication technologies at the expense of connecting with "local" people. This pattern was seen to keep international graduate students socially isolated within their current "place" while connecting them across "space", thus inhibiting or even protecting students from experiencing "identity flux".

A few other studies have explored international graduate students' experiences of re-negotiating their sense of *academic* identity as knowledge producers as a result of transitioning into a Western academic environment. Robinson-Pant (2009) found two primary areas of academic "cultural conflict" which concerned students, *criticality* and *research emphasis and approach*. This was particularly the case with students coming from developing (rather than developed) countries. Many students reported that the emphasis on "being critical" in Western academia was a foreign and uncomfortable concept, especially when expected to do it directly and in English. Some reported that "it would not be appropriate to facilitate open critique in a more hierarchical cultures and situation where it might be politically dangerous" (Robinson-Pant, 2009, p. 421). The research intensity of PhD programs also posed a dilemma for some students. They would be returning to a home academic culture in which a greater value is put on teaching than research, and they would be expected to "have returned as a better teacher and not as a better researcher" (p. 418). Writing up research in English, and in the first person, as many students reported their supervisors pressing them to do, left some students feeling either "disempowered" by not being able to use their native tongue, or too "self-centred" by writing in the first person. This study exposes an interesting tension at the intersections of cultural and academic identities, as international doctoral students negotiate the gap between Western academic norms and the cultural habitus of home countries and institutions.

While utilizing the insights on the international graduate student experience provided in these studies, this work drew most significantly from the small but growing body of work that has focused on processes of cultural and identity adaptation when international students are immersed in transnational space. In her application of transnational social field theory to analyze international student experiences, Gargano (2009) found that such students "simultaneously remain fam-

ily members in contexts of origin, while attending classes, engaging in campus activities, and interacting with local communities abroad, thereby building and maintaining social networks that transcend national boundaries" (p. 336). She argues that her findings "refute(s) the generalization or homogenization of international students and acknowledges simultaneity of locality and multiplicity in identities" (p. 337), and calls for higher education researchers to recognize the transnational construct as one which can "deepen the understanding of international student sense making so that student perceptions and identity reconstructions are placed in the center of a dialogue on international student mobility" (p. 332). Although this work is specifically focussed on undergraduate students, it is equally relevant to doctoral students.

In a study that directly probed meanings of "citizenship" as part of personal identity in global context, Szelényi and Rhoads (2007) found that international doctoral students in the United States experienced varying patterns of change in citizenship affiliation in response to relocating to a new country for study. These changes ranged from becoming more globally-oriented in response to exposure to diverse cultures, to becoming more nationally-oriented in response to viewing (and perhaps defending) one's own country through the eyes of others abroad. They report findings that international doctoral students experienced both expansion of self-perceived citizenship identities and the imposition of limitations on their ability to claim new dimensions of citizenship due to being seen as "foreign" within the institution.

Kim (2010), speaking primarily about post-PhD academic researchers, argues that, on the far side of the identity flux spectrum, some "mobile academic intellectuals living such transnational lives cannot inhabit an immutable 'nation-home' once they become cosmopolitan". Kim theorizes that they develop "transnational identity capital," described as an orientation that is "generally expansionist in its management of meaning, and it is not a way of becoming a local, but rather of simulating local knowledge" (pp. 584, 585). This view predicts that mobile international graduate students are in a beginning stage of developing transnational identities that can enable them to effectively integrate socially in a range of global locales.

In a paper with interests quite close to this one, Bilecen (2013) explores "identification" as the "dynamic process through which (international doctoral) students negotiate the meaning of their identities in different societies and communities" (p. 667). In his interview-based study with 35 international doctoral students at two German universities, Bilecen found that students engaged discourses of both "difference" and "other" to apparently enhance their sense of meaning in their educational sojourn. Learning from the differences they perceived between themselves and their home cultures, and the new cultures and practices of their host country, was a strategy for building their own cosmopolitan repertoire. This finding aligns well with Kim's (2010) theorization of desired "transnational identity capital" which is valuable in globalized contexts. The doctoral students also employed discourses of "other" to differentiate themselves from (and elevate themselves above) fellow-immigrants from their home country, via their superior academic credentials. Bilecen's fascinating study extends meaningfully Faisal Rizvi's work (2010) that suggests "the identities of international doctoral students continue to be involved in national and global discourses of power and class, systems of history and social interactions, all of which are embedded in transnational social spaces that fabricate the students' being belonging and becoming" (Bilecen, 2013, p. 670).

These excellent works provide a nascent foundation for further inquiry on the processes of identity negotiation that international doctoral study can engender. They also leave space for the present study, which focused on how identity fluctuation and re-combinations are experienced and directly articulated by the students themselves, and indeed may be sought out as an explicit purpose of studying abroad. With the balance of this paper I first outline the methodological approach to this study, and then heed Gargano's call to "illuminate student voices…on student-

inhabited transnational spaces, identity negotiations, and networks of association" (2009, p. 332).

Methods

This study pursued the research question "How does immersion in the transnational space of a globalized university influence international doctoral students' senses of identity and belonging?" The primary objective of the study was to understand these influences as they are perceived and constructed by the students themselves. Given the primary focus on the *meaning-making pro- cesses* of the individuals involved, the research approach had to be one that elicits their own per- spectives and ways of knowing through qualitative research methodologies

The approach to inquiry in this study followed Shkedi's "multiple case narrative" methodology. Shkedi (2005) uses this term to describe a qualitative, interview-based methodology that facilitates data collection "from a large number of people as part of the same study" (p. 25), with "large number" further described as "from ten to several tens to hundred and several hundreds" (p. 26). He differentiates between a "collective case study", in which a relatively small number of individual cases are each developed in rich detail and comparisons are developed between them (the focus still being on the individual 'unit' being studied), and "multiple case narrative" which de-emphasizes individual cases in favour of illuminating cross-cutting themes, but still "preserv[ing] its qualitative-narrative nature...and produc(ing) narrative-qualitative findings" (2005, p. 25-27). Shkedi asserts that this approach allows the researcher to see associations between cases, identify broad patterns across a variety of narratives, and potentially make claims to generalization from case to case, and from cases to populations. Each participant is a "case" in and of themselves, but the analytic emphasis of this study is not on the individual case, but a sample of cases that constitute a grouping, "international doctoral students" who are choosing and experiencing doctoral education abroad in a globalizing world.

The site of this study was the University of British Columbia, a large, Canadian, research-intensive public university, which itself was part of the case-study. Using a particular institutional "case" helped to ground an understanding of participant experience in the social and policy context of a "place" that is likewise responding to the flows and pressures of globalization in tangible ways that impact that experience. The institution was selected because it is an exemplar of a contemporary doctoral-granting institution with a large, cosmopolitan, international student population and significant global engagement and aspirations. It "exemplifies a broader category of which it is a member" (Bryman, 2008, p. 56).

A participant sample of 31 students was recruited at the study site that reflected the overall population of international doctoral student candidates at the university with regard to gender, world region of citizenship, and broad disciplinary area. There were eleven women and twenty men in the study. Ten were in Social Sciences/Humanities disciplines, while twenty-one were in Science, Technology, Engineering, and Mathematics disciplines. Nine were from Asia (China, Hong Kong, India, Indonesia, Sri Lanka), four from the Middle East (Iran, Egypt, Israel), seven from the European Union (Austria, Czech Republic, Italy, Ireland, Sweden, UK), six from the United States, and three from Central/South America (Chile, Columbia, Mexico). For the purposes of this study, analyses were not made on any of these demographic or academic distinctions, as each student narrative was analyzed as an individual case. The information is included to demonstrate the breadth and representativeness of the study sample.

In depth, semi-structured interviews were utilized to collect narratives from participants. Interview questions were structured to elicit both "stories" of experiences that disrupted their sense of identity and belonging as well as participants' own interpretations of those experiences. Example questions included the following: "What is it like for you, being from <your home country> here in Canada/Vancouver/at UBC?. "How would you say you and your life have changed for you, if at all, since you came from <home country> to UBC?" "Has your experience here changed your sense of where you belong in the world? How? Where is home for you now?"

Shkedi (2005) offers a comprehensive and systematic approach to analyzing multiple case narratives that utilizes thematic coding, while also retaining the narrative flavour of the interview data. His two-stage process was generally followed in this study. An initial phase of thematic identification included determining themes derived from theory that were considered a priori as being potentially relevant to student experience, such as "network society", "global imaginary", and "transnational space". Other themes also began to emerge as close reading of the transcripts continued and included, for example "perceived purpose/value of doctoral education", "sense of belonging"; "influence of family and important others". Both affirmative and negating comments

related each theme were noted. In Shkedi's second stage, one or two "core" categories emerge from the data that anchor the analysis and presentation of the overall project. The core category must be related to as many other categories as possible, be frequent and eminent in the data, and in general "have the potential to produce a coherent narrative" about the primary concerns of the interview participants (p. 122). For the purpose of this paper, the core themes within the dataset that emerged were *discourses of purpose in doctoral education* and *globalizing imaginations and social fields.* Findings from within these thematic areas that address the specific research question related to students' identity shift and sense of belonging are presented next.

Findings

Students constructed and interacted with the notions of social diversity and globalism in many different ways. Themes that emerged from the narratives represented a spectrum of change in students' senses of identity and belonging. These ranged from a largely "untroubled" experience of simply expanding one's repertoire of cross-cultural interactions and reference points, to more profound experiences of identity flux, confusion, and transformation. Each quote presented in this section is accompanied by a participant pseudonym (to protect confidentiality) and the world region that the participant comes from.

Untroubled Diversity

Some students found social diversity to be a sort of uncomplicated "good", providing them with a pleasurable living environment in which they can learn about other cultures. Interestingly, it seemed to be primarily Americans (all White) who expressed their experience in this way:

> *[This city] is so diverse. Growing up in [U.S. state] it's not completely un-diverse, but there's definitely less ethnic influences...so that's been fun. Just getting to see all the different restaurants and try different things and meet friends from many different places. [This city] is pretty global so it's fun to have friends from all over the world which has been really cool. So I definitely have enjoyed that aspect of things.* (Jackie—USA)

> *I got here, and this is going to sound like such a little southern boy thing to say, but I'd never met so many Iranian students in my whole life! So to see that was just like, 'whoa, this is complete culture shock for me' … There's just so much diversity period, it's really great to experience all the things that [this city] has to offer as far as culture is concerned. I mean there's all these little communities that have all their own restaurants and shops and I'm a big fan of like any kind of different food I can eat, so I've travelled around the world in [this city] in my stomach, right?* (Christopher— USA)

A similar, if slightly more nuanced and purposeful academic viewpoint was offered by another

American student:

> *Where I grew up, it really wasn't very diverse and I didn't have a lot of multicultural experience and Canada has a self-conscious multiculturalism which I can be critical of in my own work, but I still find it to be useful being around people who have come from elsewhere...How to be respectful in those situations. I mean I grew up in a place where I don't think it would ever have happened that I would have met a Native American person, for example, and here I know many First Nations people. That's been interesting for me on a research level and a personal level.* (Mallory—USA)

These students seemed to have a mainly appreciative but "untroubled" view on life in a culturally diverse transnational social space. Perhaps it is telling that each of the students quoted above cited coming from a relatively small and culturally homogenous home community. Their unorthodox pursuit of doctoral study in another country (few American students do so) may reflect a particular personal purpose for studying abroad of expanding their sociocultural horizons. However, it could be that life in Canada, with its many commonalities with American cultural life, did not present these students with such significant challenges to their basic social habitus as to trigger a felt experience of identity transformation.

As mentioned previously, some studies have found a culturally inward social tendency within communities of international students, and that seeking the company of one's own country people (and attendant segregation from host and other cultures) is still dominant in international graduate student life in North America (Kashyap, 2011; Mostafa, 2006). In these passages, Farjad acknowledges this phenomenon, but also asserts that many students from his country yearn to expand their sense of connectedness to the world. He explains his choice to engage "otherness" as part of his learning experience and overall purpose for studying abroad:

> *If I want to give you a percentage, maybe half of [students from my country] come here just to have more fun, that's it. They even don't care about degree… they come for experience. I don't want to say just experience, but 80% experience, 20% of course get a degree...*
>
> *Some of them, they don't care, they just spend most of their time with [countrypeople] friends. But I always have tried to make new friends from different countries. I'm really eager to know about other countries' culture. When I make a friend from, for example Spain, then I know their cultures, their society, their dance...So one reason is improving your English, another reason is that you meet new people from different cultures, different backgrounds, so you learn new stuff beside your research. That's why I call it experience, not just coming here for a degree.* (Farjad—Middle East)

The experiences of these students seemed to expand upon, but not transform, their senses of identity and belonging. They were not drawn by their experiences into a process of deeply questioning their sense of self and belonging in a globalizing context. Rather, they enjoyed developing, and in some cases, purposely sought out a growing understanding of diverse cultures and enlarged sense of the world, without experiencing the unsettling sense of de-territorialization and identity flux expressed in other student narratives.

Transnationalizing Identities

Many students in this study (13 out of 31) articulated in some way that their experience of doc-

toral study abroad had led them to question or shift their sense of national/cultural identity affiliation and sense of geographic belonging. Even as many students were able to access a valued sense of multicultural community, some found that living in transnational social space left them unsure of where they belong and where is "home". Permutations of global, national, regional, and even municipal (city-based) identities seemed to shift, persevere, and recombine throughout student experience in transnational space.

The evocative term "liminal world" was used by Shane to describe his experience of living in-between, suspended in transnational space, especially in the highly transitory environment of his current city and institution:

> *Well the thing is that you're in this kind of liminal world. Because I left [my country], you don't fully fit in back there to a certain extent, and also I'm always the [nationality] guy that you don't fully kind of fit in here...[this] is a weird city. It's full of people who are just kind of passing through...Nobody is kind of staying here, really. That's why I'm saying, you don't belong anywhere.* (Shane—European Union)

Li expressed a strong sense of being in between affiliations and social worlds with her home country and with Canada, where she hopes to stay for awhile:

> *I feel I'm sort of in between [home nationality] and Canadian people. I'm not entirely Canadian but I'm no longer entirely [home nationality] anymore...I don't know if it's just me or it happens to a lot of people...I go back to [home country] every year to visit my family but every time I go back, I feel like I don't belong [there] anymore and when I come here, I don't entirely belong to Canada...I can talk to people in a lab fine but once we have a party when they talk about music, books, I just feel like very not included at all because we don't have the same background... I can tell you I don't belong anywhere anymore.*
>
> *Yeah, I'm just in between somewhere.* (Li—Asia)

In addition to revealing her experience of being in-between national affiliation, Li also makes an interesting point when expressing her feeling that she can affiliate within the culture of her research lab (indicating the "global language" of science), but less so in social settings.

A similar point about the durability of home country affiliation is made and very insightfully analyzed by another student. Reza may be taking a longer view on affiliation because he is in the process of immigrating to Canada and reflecting deeply here on what it means to "become Canadian":

> *For me it's very complicated how it's possible to feel like as a Canadian. What is this feeling? Because whatever I know are like information, but whatever I have from my country, they are not information, they are like my identity. For example, literature, art, music or stuff like that, they are the thing that I grew up with...I think these are the thing that forms the identity of the people and not just being in a place for a certain time. I have to be going to this society and sort of dissolve in that society. This is a process that, if I want to feel as a Ca- nadian, I think I have to spend at least 10 years here* (Reza—Middle East)

Reza provides a compelling argument for the stability and deep entrenchment of identity over time and its representation in the cultural markers of a country or society. He sees the potential for identity and affiliation change over time, but is thinking of it in terms of from one country and

culture to another, not in "globalized identity" sense.

A marked finding of this study was the extent to which some students had already begun developing a "global" or "nomadic" sense of self and belonging prior to embarking on being an international doctoral student. A few students cited the notion that their place-based identity was a pastiche of prior locations, leaving them with a multi-layer or deterritorialized sense of home and multiple sources of national/cultural identity.

> *I've recently thought about how I've lived in Canada five years and it's starting to become like a big percentage of my life, actually, so am I starting to identify with Canada, as well as America, as well as Asia, or? I mean it seems at this moment I have a tri-, I'd say transnational, but almost tri-national identity between Canada, U.S. and Asia. (Jason—USA)*

For Suzanne, "home" was ultimately tied to her current location with her spouse and children, not a particular location, a sensibility developed from her extensive prior mobility:

> *Well, I think I'm a kind of nomad. Culturally confused (laugh), but I guess I've accumulated different cultural bits and pieces from many different places, but obviously my accent is very [tied to where she grew up]. I don't really identify very much with any one country... I mean, home is where I live with my family. (*Suzanne—European Union)

Ross expressed a similar experience:

> (*interviewer)...Where do you feel you belong in the world?...I belong* ***in the world*** *(laugh). Yeah, at this point, I've lived in so many different places. I'm not very fond of this notion of belonging to a nation-state... In any case, I just see myself as a human, you know? I'm part of this human population on the planet. Yes, I have, I can point to [home state], the U.S., [state where he lived for sev- eral years], Japan, Taiwan, the PRC, I mean, I have to point to all these places in order to construct an identity for myself.* (Ross—USA)

That each of the highly mobile students cited here was from highly developed countries may be an indication of their relatively greater economic means than many other students, but several others, and even some from developing countries, had fairly extensive mobility prior to becoming doctoral students.

This study found that regardless of whether students are experiencing profound or subtle shifts in their national affiliations and sense of "home", nearly all of them maintain contact with home countries, cultures, and family members at home through the use of information technologies. Kashyap's (2011) findings that international graduate students were using such communication technologies at the expense of connecting with "local" people, keeping them socially isolated within the host environment, were not strongly supported in the current study. Most students seemed to characterize connecting back "home" using technology as just one dimension of their overall social milieu. Email, cell phones, social networking sites, home country news webpages, satellite and internet-streamed television and, most notably, Skype, were all cited by many students as vehicles for maintaining ties across space.

Despite the wide availability of such technologies, they cannot bridge all distances. Suzanne expresses some of the social losses that can result from extensive mobility:

> *I think it's inherently very hard to maintain a relationship with friends who you haven't seen for many years and then people scattered all over the place and*

how do you visit them more?...So inevitably you lose people and that's very sad... Email as a medium, misunderstandings are so easy and then the time de- lay...I always tell people, 'Watch out, you! I've done it, I did it, I've, you know, lost all my friends'. And you don't even think of that if you're planning on, you know, embarking on becoming a nomad. (long silence) (Suzanne--EU)

Suzanne's statement reveals a dilemma of life in transnational space, and perhaps a painful ef- fect of Kim's (2009) statement that individuals "cannot inhabit an immutable 'nation-home' once they become cosmopolitan".

Student Families in Transnational Space

For students with young children, disruption of one's sense of belonging in place can be even more complex. While these students often sought study abroad as a mechanism to expose their children to benefits of transnationalism, they expressed ambivalence about the impact this had on their imaginations of "home." Parenthood is an often invisible aspect of doctoral student lives, and parents embarking on international study comprise unique iterations of life in transnational social spaces which serves to expand the global social imaginary for future generations. Stefan, a

father of three from Europe, emphasized how much he valued the opportunity for his children to engage in a multicultural society. He references the established term "third culture kids" to de- scribe the phenomenon of "children who grow up in a culture that is not their parents' culture so they develop a sort of in-between-the-cultures understanding of culture." Maya experiences a shift in her sense of where home is, in part due to her daughter's embrace of her new location:

I had never imagined myself living anywhere else. But now that I've been here for so long, especially for my daughter, I mean this is the only home she has known. And that does cause some anxiety sometimes, because when I say home it's, it's always [home country], but for her... she always refers to [this city] as home. And regardless of where we live, I think it will be in some ways. (Maya— Asia)

Maya expresses pangs of anxiety as she contemplates where "home" will be for her and her daughter in the future, as does Hoda, a Muslim woman and mother. Hoda relates a story about speaking with a fellow Middle Easterner at a social gathering, who did not know she was not an immigrant to Canada. This excerpt makes it clear that for some students, life in transnational space, being between fully "home" and fully "here" is fraught with ambivalence and threat of identity loss:

I didn't tell him that I'm not a permanent resident or that I'm just a student...I wear Hijab, of course, so he said that 'you are not Canadian yet in heart, your heart is not Canadian, your heart are still in [home city] or in [home country] but your children will be Canadian and they will follow the Canadian rules and Canadian living style.'...So there is always like this, I don't know what they call? Accommodation or adaptation, like they always saying that the newcom- ers should follow us. If you wear differently or if you behave differently, then you are not one of us. And we are better so you are worse...if I continue here, either I have to completely assimilate with the culture, or I have to be must one of the like, background people. (Hoda—Middle East)

Hoda's voice in this study is extremely important, as a student who is not experiencing the domi- nant narrative in the study about a (relatively) happy mutual embrace between students with globalizing identities and a country/city/university with a global self-image. That her children are

experiencing a multicultural upbringing is a source of both pride and anxiety for her.

Analysis

The narratives found in this study demonstrate that international doctoral students are profoundly influenced by living and learning in the transnational social fields which are found in the multicultural country, cosmopolitan city, and internationalized university in which they have been immersed. While some students positioned themselves as primarily receptive beneficiaries of an untroubled "exposure" to broader social diversity that had an additive impact on an otherwise relatively stable sense of self, others described deeper experiences of flux and transformation of identity and belonging as an effect of their educational sojourn in the transnational spaces of a globalized university. We see that international doctoral students often seek such experiences of disruption, expansion and integration. Their navigating of life as international graduate students demonstrates immersion and engagement in the attributes of deeply globalized societies, including high levels of geographic mobility, engagement in globalized fields of education, research and work, and the prolific use of networked technologies to achieve simultaneity of presence across locales. For some students, the dimension of raising children in a country different from their self-identified "home" added complexity to notions of belonging and identity. *Transit*, geographically, imaginatively, and in personal identities, was at the heart of international doctoral

ingful and durable.

The student narratives tell us that international doctoral students are whole, growing, learning individuals in multiple dimensions of their lives, and they negotiate the opportunities and challenges provided through doctoral studies abroad from both unique and shared positionings. Transnational *space* is their shared context in which they question, affirm, and reshape their cultural identities, sense of belonging, and social relationships and reach back home to the familiar and out to the broader world. A particular university is their shared *place* within which they learn, question, exert agency, and accumulate many forms of experience as scholars and globally mobile individuals.

Although this study addresses multiple individual student cases within a single institutional case in Canada, there are reasons to expect that the themes, experiences, and implications discussed here may be generalizable to global institutions in other locales. The globalization of the higher education field has been seen to produce a convergence of major research institutions into an interconnected transnational field which shares many common attributes, including a cosmopolitan student population and globally interconnected research agendas (Marginson, 2008). While each institution clearly also retains unique and place-based characteristics that may limit generalizability of this study, a significant level of transferability can be expected between the experiences of students at one institution in this "global league" to other peer universities. The findings of this study generalize to broader theories of globalization that predict that the rise of transnational spaces (now exemplified in global universities) will lead to disruption of place-based identities for those that have immersive experiences within them.

The findings presented in this article support and extend Gargano's (2009) argument that international students have for too long been seen as a monolithic, undifferentiated population at universities, with their unique trajectories obscured in statistics or simple regional analyses. The narratives presented here embody the critique advanced by Gargano, that "cross-border education literature, specifically the international student mobility discourse, is bereft of significant and robust concepts that bring into view international student experiences and identity reconstructions, thereby homogenizing and generalizing the negotiations of international students when great dimensions of difference actually exist" (2009, p. 331). Her introduction of the "transnational social field" concept to the domain of international student experience helps us to understand these experiences as reflective of the complex influences of globalization on the higher education field. The rich narratives also provide insights that support her argument that scholars should "place

student voices at the forefront of a discourse on student mobility” (2009, p. 343).

Concluding Remarks

Perhaps the most fundamental conclusion that can be drawn from this study is that while large scale forces of globalization are profoundly shaping international doctoral student trajectories, these forces are not homogenizing nor fully controlling of student experiences. The uniqueness of paths and multiplicity of narratives provided by students ultimately are a manifestation of the creative potential of globalization—for those who can access and navigate its “spaces of flows” (Castels, 1996).

The study contributes new perspectives in its focus on doctoral students as a uniquely positioned population in the globalized university and knowledge production regime and in its breadth of voices from students across multiple academic disciplines and home countries. The inclusion of individuals from the U.S. who are studying in Canada offers one of the first analyses of Americans as international doctoral students. It also explores the unique location of a Canadian university within the globalized higher education field as a particular site within which international doctoral students are negotiating transnational spaces.

These students’ stories also require us to reconsider what being an “international student” can mean and the breadth of learning and transformation that is inherent in doctoral study abroad. They are revealing of the ways, in a globalizing world, individuals consciously construct multi-dimensional cultural identities from their mobile experiences. The assumption that international doctoral students are traveling a direct path from their home country to a “host” country without significant periods in other countries while certainly true for many, is denying the complexity and multiplicity of many students’ lives and identities in a globalizing world.

There is a persistent belief that the doctoral education experience should be single-minded and focused only on research productivity and knowledge development, and that doctoral students are not “here” to do anything but become experts in their discipline. This mistaken belief ignores the often “hidden” educational purposes, challenges, and transformative personal experiences of international doctoral students that reflect engagement in transnational social fields and affect every aspect of their trajectories through and beyond our universities. If doctoral education is increasingly meant to achieve globalization-inflected goals such as developing the next generation of disciplinary leaders (Golde, 2006) and preparing researchers to engage in team-oriented, interdisciplinary and international projects to solve real-world social problems (Mohrman, Ma, & Baker, 2008) its practitioners would benefit from knowing more about how students come to understand their lives, studies and identities in a globalizing world.

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Appendix 7.1 PPT 2

Slide 1

Sample lesson 2

Lesson 27: ‘Identity’ Unit

Slide 2

Starter

- How does a writer show his/her opinion in academic writing?
- What influences this?
- Is identity important in the writing process?
- How does ‘identity’ influence the way that you write?

Slide 3

In your groups:

Read your section of the text (Phelps, 2016)

Bullet point the main points

Remember to use reading strategies to help you:

- **Skim** – to find the main idea(s)
- **Use subheadings** – find the topic of the section
- **Topic sentences** – to find the main ideas of a paragraph

Slide 4

Discussion Questions

1. What is the article about?
2. What is the writer trying to say about international doctoral students ?
3. What are some of the challenges highlighted in the article relating to PhD students?
4. Outline what Gargano(2009) argue for?
5. Outline the *methods* used in this study?
6. Outline the key *findings* of the article
7. According to the writer what is the '**fundamental finding**' of the study?

Slide 5

'Voice' in academic writing can seem very **IMPLICIT** at times

- What does '**implicit**' mean?
- Does the writer use 'I' very much?
- Why/why not?

Use your **worksheet** to find examples of **strategies** used by the writer to embed their 'voice' or 'stance'

Slide 6

What types of information- packaging techniques are used in the article?

Can you find examples of:

- **clefts** –**It** was…
- **passivisation**- **The paper** seeks to
- **subject-complement inversion- This may** especially be the case for…
- **fronting- This** study

Slide 7

‘Voice’ in academic writing can seem very **IMPLICIT** at times

- What does ‘**implicit**’ mean?
- Does the writer use ‘I’ very much?
- Why/why not?

Use your **worksheet** to find examples of **strategies** used by the writer to embed their ‘voice’ or ‘stance’

Slide 8

What types of information- packaging techniques are used in the article?

Can you find examples of:

- **clefts** –**It** was…
- **passivisation**- **The paper** seeks to
- **subject-complement inversion- This may** especially be the case for…
- **fronting- This** study

Slide 9

Discuss in pairs

- How do they show the writer's 'voice' or opinion?
- What is the purpose of using such strategies?
- Do they influence the reader? How?
- How could they strengthen the writers argument?

Slide 10

In your groups:

- Collate your notes on 'OneDrive'
- Write a critical summary of the text (as a group)
- Try to implement some of the linguistic strategies discussed in today's lesson

Slide 11

Peer assess

Critically peer-assess another group's summary in terms of:

- Content
- Coherence and cohesion
- Use of information-packaging strategies for emphasis (showing 'voice' or 'stance')

Appendix 7.2 worksheet

'Stance' or 'voice' in academic writing

<u>Lexico-grammatical relations:</u>

1a. Complete the table of reporting verbs used by the writer

b. What type of word is the verb followed by? E.g. noun (N), adjective, (adj), preposition (P)

c. Is the writer a comment in support (+) of their view or a highlighting a weakness (-) or a limitation of a previous study?

Verb	+ word type	+/-
E.g. contribute(s)	insight (N)	+
find		
seek (to)		
to mean (that)		
understand		
suggest (that)		
found		
asserts (that)		
to deny		
mean (to)		
can be (that)		
contribute (to)		

2 a. Can you find any further examples from the text?

b. What effect do these constructions have on the reader?

c. What do we learn about the writer's beliefs about PhD students?

<u>Collocations</u>

3. Complete the collocations related to understanding the writer's 'stance' from the conclusion of the article below:

fundamental	+N
assumption that	+Adj
persistent	+N
Adj+	belief
mistaken	+N
a manifestation (of)	+N
profoundly	+V

b. Can you find anymore from the rest of the article? (List 3-4)

c. What *type* of word appears to be highly frequent in this text?

d. Explain your answer to 'C ' to a partner. What are the implications for your academic writing?

Abstract

Many universities are seeking to internationalise and attract increasing numbers of international students to study in the UK. With a more diverse student population, the position of general skills-based models of EAP has been called into question (Hyland, 2006 and Cargill, 1996). The need for greater specificity in EAP provision is a central theme this dissertation aims to address, through a needs-informed theme-based instruction (TBI) (Brinton et al, 1989) course design for PG applied linguistics and TESOL students.

The aim of this theme-based 10-week course is to provide content-based EAP provision to PG students in the field, with an embedded discipline specific academic literacy skills focus. The program is underpinned by a multi-stakeholder needs analysis (NA), seeking to address the *needs, lacks* and *wants* (Hutchinson and Waters, 1987) of this target group. Principal findings of the NA highlighted mismatches between student expectations of studying in the UK compared with previous learning contexts, leading to challenges adjusting to new culturally-situated academic conventions (Paltridge, 2004). This pre sessional program seeks to provide contextualised learning opportunities through; the exploitation of content-based texts, assessment modes and pedagogical approaches in an attempt to 'enculturate' (Lillis, 2001) students into the field.

It is hoped that the comprehensive TBI-course design, which also embeds blended-learning strategies and corpus tools use into the classroom, will be utilised in UK universities to provide a bridge for students to transition into the field. Further ethnographic studies into the specific needs of the target group at different universities is has been suggested to gain greater insider (Ozdemir, 2014) insights.

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