InForm

The shift to subject-based content in EAP/Science

An integrated approach to addressing the communicative needs of IFP students: the CEM model

Dyslexia and International Students: supporting international students with dyslexia in English for academic purposes

And more …

InForm
Conference 2013

What do IFP students need? Balancing linguistic and content teaching: how much and when?

The fourth annual *InForm* Conference will include presentations and workshops on themes related to international foundation programmes.

Saturday 20 July 2013

Whiteknights campus
University of Reading

Conference fee: £55.00

Keynote speakers

Dr David Burnapp,
Associate Lecturer, University of Northampton, National Teaching Fellow (HEA).

Professor Elspeth Jones,
Emerita Professor of the Internationalisation of Higher Education and international education consultant.

Registration

If you would like to register for the conference, please submit the online registration form at **www.reading.ac.uk/inform/informconference** before 21 June 2013.

Speaker proposals

Speaker proposals are invited from professionals involved in the delivery of international foundation and pathway programmes. Sessions should appeal to tutors and course managers from across the curriculum. We are particularly interested in receiving proposals which involve collaboration between tutors across subject areas, as this aligns with the inherent diversity embedded within most international foundation programmes.

Speaker Proposal forms are available for download from **www.reading.ac.uk/inform/informconference**

Please email speaker proposals to **inform@reading.ac.uk** by 30 April 2013.

Inside *InForm* …

From the Editorial Board …

It is a pleasure to see that *InForm* continues to provide a lively forum for the sharing of practice across the IFP sector and that new themes emerge with each new issue.

Once again *InForm* has gathered together a wide range of quality contributions from IFP practitioners for its readership. Two articles touch on our upcoming Conference theme: Diane Sloan and Anne Vicary discuss the CEM model, which brings together subject tutors and EAP tutors, working in synergy to address the discipline-specific discourse needs of students; in a similar vein, Andy Hoodith discusses the incorporation of subject-based content in Foundation EAP Science courses.

Victoria Mann explores the impacts of Dyslexia on international students and advises on ways of addressing issues at foundation level which will help them meet the demands of ongoing study; Sandra Striegel demonstrates how Enquiry Based Learning can be successfully employed in the IFP classroom to encourage students to adopt a more questioning approach; Catherine Marshall offers an interesting viewpoint on the perhaps unexpected connection between IFP and Widening Participation students in terms of acculturation; finally, Mike Groves argues that a knowledge of meta-discourse can help students become more effective academic writers.

Plans for the 2013 *InForm* conference are now well underway. The one-day conference takes place on 20 July at the University of Reading and centres on the theme of balancing language and content teaching in the IFP classroom. We hope the Conference will provide a welcome opportunity for collaboration and sharing of ideas and we look forward to seeing you all there.

As always, we welcome contributions and suggestions for future editions. If you would like to write an article, comment on issues raised or make a suggestion, please contact us on: **inform@reading.ac.uk**. We also encourage you to join our JISC mailing list through the link on our website: **www.reading.ac.uk/inform**.

Amanda Fava-Verde
Chairperson *InForm* Editorial Board

'Dear *InForm*'

Dear InForm,

As an Educational Psychologist working in HE, I read the article by Victoria Mann in this issue of *InForm* on page 9 of this issue with great interest. I work mainly work with native English speakers but occasionally assess a student who is learning English as an additional language for specific learning difficulties (SpLDs) such as dyslexia.

Mann's advice on using scaffolded learning, developing phonological understanding and using multisensory learning techniques is consistent with my experience with English speaking individuals with SpLDs. Individuals with SpLDs almost always have great difficulty with learning by rote. Learning is better mediated through understanding via meaningful connections to existing knowledge although for some individuals mnemonics or multisensory learning may work, for example the use of Cuisenaire rods or using multi-coloured flash cards and word grouping. However, while this is good advice it is likely to be difficult to implement.

Over the years it has been apparent that second language learning is very difficult for students with SpLDs. The proportion of students with SpLDs who have chosen to study languages is significantly small: for almost all the students with SpLDs from all academic disciplines their lowest mark at GCSE is for a further language.

Teaching phonology to learners of English with SpLDs is likely to be difficult to follow successfully. I frequently encounter first language English speakers with SpLDs who have great difficulties with identifying their native English phonemes. I regularly work with students from Education or Speech Therapy courses who are being assessed on phonology and who are consistently and spectacularly failing this aspect of their studies. These students have difficulty with hearing the differences between the speech sounds and cannot remember the sounds or their labels. For many the necessary discriminations can be acquired after extensive study, only to be forgotten after the assessment. It is very difficult to transform these poorly formed building blocks into part of the 'scaffolding' which will support language learning or even to maintain their identity as learnt information. These difficulties would be expected to be magnified in individuals who have SpLDs and who are learning English for academic purposes

Teaching additional languages to individuals with SpLDs is therefore likely to be challenging. Experience shows, however, that a well-motivated student will overcome almost any obstacles and be successful if they are determined to learn.

Dr Judy Turner
Study Advisor
University of Reading

The shift to subject-based content in EAP/Science

About the author

Andrew Hoodith
Lecturer and Tutor in EAP,
INTO Manchester

This paper explores some of the issues surrounding the debate on how Foundation EAP Science courses should address the incorporation of subject-specific materials into their syllabi. Opinions are divided on this and the aim is to use specific examples of some of the choices available to illustrate the wider concerns and implications for teachers, be they EAP or science subject-oriented.

This paper discusses some of the implications for EAP and subject teachers as the shift to subject-based content becomes more prevalent on IFY courses. The observations are based on experience at INTO Manchester, where this shift is occurring in conjunction with other significant changes, particularly with regard to assessment. As the assessment and content requirements of an IFY course change, it is necessary to consider the implications for syllabus design. Without moving away from a skills-based approach, there may be modifications to be made which will result in a syllabus which addresses the changing situation. While such changes should not be too drastic, they need to acknowledge some important points:

a) Materials need to be very carefully designed in terms of the types of subject content they contain, perhaps particularly science-based ones.

b) Materials and activities should focus on the language of the content, NOT the content of the language.

c) Despite wishing it were otherwise, the majority of IFY students need practice in producing accurate sentences and coherent paragraphs.

'freeing ourselves from a single 'type' of syllabus gives more flexibility.'

Common syllabus descriptions

It may be useful here to revisit some basic syllabus descriptions in order to clarify the terminology and re-assess it in the light of changing needs. Abbaspour, Rajaee and Zare (2012) set out the following distinctions among several of the main types of syllabus, grouping them into two general types. A *product-oriented* syllabus focuses on what learners will know at the end of an instruction session. The grammatical, situational and notional-functional are examples of such a syllabus. In contrast a process-oriented syllabus focuses on the pedagogical processes leading to language outcomes. Task-based, skill-based and content-based types of syllabus are included in it.

Blurred boundaries

Reading the descriptions of the above types of syllabus, and despite the fact that they are extremely well-established bases for syllabus design, it seems that the boundaries between some of them are (necessarily?) very blurred, and that the adoption of a single type of syllabus might force practitioners (unnecessarily) into certain choices concerning materials, exercise-types and methodology. However, freeing ourselves from a single 'type' of syllabus gives more flexibility when making certain choices. It can be argued that EAP teachers are more familiar with the content of Humanities subjects than with those concerning Science, though this is a broad generalization. Teachers are more likely to have knowledge of say, the policies of the main political parties in the UK than they there are of Newton's second law of thermodynamics. This is where the distinction made in b) above becomes crucial. One negative outcome of failing to recognize this distinction is that students may wonder 'why is my EAP teacher trying to teach me Physics?', or 'why is my Chemistry teacher telling me that he thinks this is the present perfect continuous when my EAP teacher says it's not?!' (Cropper and Hoodith, 2013). These are extreme examples, but are nevertheless scenarios which can arise when students are not made aware of how English language teaching and that of the other subjects are to be dealt with in a particular Foundation Course syllabus and curriculum.

Views from science staff

From the science teacher's perspective, some may wonder why an EAP module is not focussed more overtly on particular types of scientific discourse, such as lab reports, the structure of which is fundamentally different from most essay types in many humanities subjects. Many Foundation course syllabi are – initially at least – built around the Humanities, and this bias needs to be addressed in order to reflect varying student needs. In addition, the emphasis in EAP could be more on study skills (rather than over

subject-based content) in order to support the students, whatever their subject area. A significant initial hurdle to overcome is the lack of communication between science and EAP teachers, which can result in confusing advice being given to students. It is clear that greater communication is crucial if real progress is to be made.

Mix and match: Finding your balance among syllabi

The necessity of achieving the appropriate balance and making sure that teachers and students understand course structure makes some of the distinctions between different types of syllabus – including the broad distinction between Product-based and Process-based ones – largely irrelevant. Students get to the product by understanding the process. By exposing the students to good models of language (products, which students aim to emulate), then deconstructing and reconstructing them (process), we are combining aspects of several approaches to syllabus design. In many coursebook structures, writers or publishers of EFL books position themselves in a certain 'camp' as a way of differentiating their books from others in a crowded and competitive market. The degree to which these distinctions are useful in designing materials is questionable, though knowledge of them and their underlying principles is important and arguably crucial.

The role of grammar

Looking at the grammar of a language from a scientific/mathematical perspective is not new. Harris' (1991) view is that word combinations in sentences can be seen as 'mathematical objects' with each variation, i.e. possible or acceptable usage, a contribution to the structure and meaning of a sentence. This was highlighted by a recent observation an INTO Manchester student made in class. He exclaimed that he could now see that sentence-building is an algorithmic, not a linear process. Mathematicians may argue with the validity of this claim at a technical level, but the fact remains that looking at grammar this way helped the student – and others in the same class – to find a more effective path to the production of complex sentences.

Acronyms can confuse!

Teaching students (among several other things) the grammatical structures of complex sentences through the use of solid models and then requiring them to reproduce these patterns for a variety of writing tasks is, again, nothing new. But focusing on accuracy took a back seat during the so-called 'communicative' approach period in teaching English as a Foreign Language. One result has been that many EAP teachers, trained and practised as they are in a more 'laissez faire' approach, find it a challenge to deal with the demands concerning accuracy which Foundation courses inevitably contain, particularly in written English. Phillips' (2012) has addressed this issue head on, asserting that the vast majority of information contained in academic sentences is contained in the subject and object phrases, not the verb phrases. That is not to say that verb tenses should be ignored, but that in

order for students to understand and produce complex sentences they need to have focussed practice in recognising, deconstructing, and reconstructing them. With informed and careful choices – as were made for example in 'Oxford EAP' (de Chazal and McCarter 2012) – authentic science (and other subject) oriented texts can be used to provide models, rather than writing or adapting them, which is arguably 'unauthentic' and very time-consuming.

The terminology (CLIL, ESAP, etc.) as is often the case tends to muddy the waters, not clear them. It is then, perhaps best to keep it simple, and advocate a traditional EAP approach, as there is so much that is common to all academic English – much more than is specific to one area or discipline. In any case, as de Chazal (2012) points out, much of today's undergraduate and post-graduate study takes place in an interdisciplinary context and many of our students do not know exactly what they will be studying post-foundation (and their priorities may change). Therefore to over-specialise at Foundation level would arguably be doing some students a disservice.

In conclusion, moving towards subject-based content in Foundation year EAP classes is a path which needs to be trodden carefully. EAP teachers may in some cases need to recalibrate their classroom practices and institutions need to make resources available for both EAP and subject teachers to explore the most effective teaching methods and materials to adopt for their students. One project currently under consideration at INTO Manchester is the production of a Foundation Science e-Book, which would include an EAP component. One of the earlier units of such a book could deal with health and safety in labs, an important and useful topic which clearly comes within both Science and EAP domain. Through this and other initiatives we may be able to develop a more effective approach. The most crucial aspect of this is that science and EAP teachers need to work in tandem and foster a continuous growth in awareness of what each are doing, both in the classroom or lab and in the staffroom. Co-writing, editing and modifying materials, while maintaining an appropriate degree of autonomy, is a difficult balance to achieve, but one which can benefit students and teachers alike.

Abbaspour, E. Rajaee Nia, M. and **Zare, J.** (2012) *A critical review of recent trends in second language syllabus design and curriculum development.* International Journal of Research Studies in Language Learning

Cropper, C. and **Hoodith, A.** (2013) *Science and EAP, an academic culture clash?* Proposed presentation at INTO University Partnership Conference, June 2013. Newcastle.

de Chazal, E. (2012) Personal correspondence.

de Chazal, E. and **McCarter, S.** (2012) *Oxford EAP.* Oxford: Oxford University Press

Harris, Z. (1991) *A theory of language and information: a mathematical approach.* New York: OUP

Phillips, T. (2012) Presentation at BALEAP Training Day, Bellerbys College, Brighton, Oct. 2012.

'Science and EAP teachers need to work in tandem.'

An integrated approach to addressing the communicative needs of IFP students: the CEM model

About the authors

Dr Diane Sloan
University Teaching Fellow, Newcastle Business School

Anne Vicary
In-sessional English Support Programme , University of Reading

'helping students to engage more confidently within their academic and cultural community.'

In-sessional EAP tutors who devise tailor-made academic skills courses to integrate with particular degree programmes have much in common with IFP academic skills tutors. Often the 'outsider' tutors find themselves having to imagine which 'practice' tasks may allow students to improve their skills; the expectation follows that students will then transfer these onto their degree or foundation programmes. An option far more likely to enhance student learning is for the subject academic staff to discuss and collaborate with both in-sessional and IFP academic skills tutors on actual 'performance' tasks. The CEM model, first developed at the Newcastle Business School, sets out a structure which encourages such a working relationship, paving the way for a truly integrated student-centred academic skills course.

Teaching English for Academic Purposes at a British university involves 'focus(ing) on the specific communicative needs and practices of particular groups in academic contexts' (Hyland and Hamp-Lyons, 2002, p.2). They state that the term 'communicative needs' can be sub-divided into the following areas of a particular discipline:

- cognitive demands
- linguistic complexity
- social interaction

In-sessional EAP tutors, who focus in particular on dedicated (tailor-made) academic skills courses within particular disciplines, aim to facilitate this process by helping students to engage more confidently within their particular academic and cultural community. International Foundation Programme (IFP) teachers also have this brief. Baratta (2009) shows how the IFP is the ideal context for training students in academic writing skills:

' … there exists a need to teach students not just the more general points regarding academic writing, but also the discipline-specific conventions. The international foundation programme is ideal for this dual pedagogic purpose, as its very nature is to prepare students for the future demands of the subject; therefore, it is argued that the teaching of discipline-specific conventions is an integral part of this academic preparation'.

Of course, this statement may only apply when teaching writing to those students whose core IFP disciplines happen to match their chosen undergraduate programme; in the case of the in-sessional programme, all students are already engaged in their chosen discipline. They need support with the 'performance' demands of their degree course rather than its 'future' demands, but there is

certainly a very close similarity between the writing needs of young pre-undergraduates who are being trained to study in a particular discipline in a UK academic environment and more mature graduates on in-sessional programmes who may well be unaware of the communicative needs and practices of their own particular discipline in a Western academic environment.

With this in mind, how do IFP and in-sessional course builders go about identifying the communicative needs and practices of particular disciplines? Certainly the cognitive demands of a discipline can be safely left to the core subject academic staff, but how do 'outsider' EAP tutors engage sufficiently with this subject area so that they can teach linguistic complexity and social interaction within its appropriate context?

It is clear that for successful social interaction to take place, both in terms of reading and listening (absorbing input from a text) and in terms of writing and speaking (conveying a message), both the recipient and conveyor of the message need to be steeped in the same context. EAP is concerned with communication rather than just language. (Hyland and Hamp-Lyons, 2002. p.391-2). This is why it is difficult for an EAP teacher to give feedback on the linguistic content of students' written and spoken output with a minimal understanding of the context.

Sloan and Porter (2010) offer their convincing solution to the conundrum of how EAP teachers can hope to systematically address the communicative needs of their international students: the CEM Model. It sets out a structure which has clear relevance for the IFP; it enables EAP tutors and discipline-specific

staff to work in synergy; their strengths combining to facilitate a deeper student interaction with a performance task within their discourse community.

At Northumbria University, where EAP tutors are termed Academic Skills (ASk) tutors, questions were raised at senior level concerning a lack of synergy between the ASk tutors and subject specialists. It was felt that this weakness had resulted in students both undervaluing the importance of academic skills and in failing to recognise the transferability of the academic skills sessions across their modules. A three-year research project was undertaken within the postgraduate section of the Newcastle Business School (NBS) at Northumbria University to identify ways of redressing this situation. Three key themes emerged as pivotal in addressing these challenges. Contextualisation, relating to the context in which the academic skills are presented and communicated to the students; embedding, its position within the overall academic programme; and finally mapping, the identification and understanding of the post graduate student needs in relation to language learning and the appropriateness and timeliness of the ASk course throughout the year. The relationship between these three themes is shown in Figure 1 and discussed in detail below.

'the CEM Model … enables EAP tutors and discipline-specific staff to work in synergy.'

Figure 1: The CEM Model

Source: Sloan and Porter, 2010.

Contextualisation: specificity versus generic

Specificity implies teaching language skills in the context of the subject which is being studied. To achieve this, links were required between the business module tutors and the Ask tutors. Two modules, taken by all postgraduate students on their Masters programme were identified and analysed from a language perspective. For the first time in the NBS, the ASk tutors had access to business module descriptors, assignment briefs, marking criteria and subject-specific teaching and learning materials.

The subject and ASk tutors shared their understanding of the key weaknesses in assessment performance. Based on this, a revised Academic Skills syllabus was presented to Business School Programme Directors and Leaders for further analysis and comment. This draft syllabus was then negotiated with the Module Tutors, who are ultimately responsible for the delivery of the subject modules. The final syllabus for the in-sessional support was agreed between the ASk tutor and the subject tutors.

Embedding

Embedding relates to changing the perception of subject specialist staff and international students from one where the academic skills sessions are seen as abstract to their postgraduate programmes to one where they are recognised as a core part of their course. Under the new system, at a macro level, key decisions relating to the central timetabling of the language support sessions were sanctioned at Associated Dean level, whilst at a micro level, the input of the Programme Directors, Programme Leaders and Module Tutors was essential. This inclusive and supportive partnership was achieved through active invitation and participation of the ASk tutor in regular management meetings at Programme Director and Programme Leader levels. This was a far cry from the previous situation of 'them' and 'us', and was fundamental to the success of the new programme.

Mapping language support

Students are more likely to acquire features of language as they need them, not at a time determined by a set in-sessional syllabus. Therefore, effective mapping provided by intimate knowledge of the course has now become possible. In addition, weekly reports to a group of key subject specialists regarding the content of the in-sessional seminars and the responses of the international students to their teaching and learning were initiated; such was the interest generated that this group has now been expanded to include the Associate Dean for Quality and the School's Teaching and Learning Group.

Within Newcastle Business School, the CEM Model has now been cascaded successfully to undergraduate academic skills provision and is used as an exemplar for delivery of Academic Skills across the university. ASk and subject staff have identified the key benefits of implementing the CEM Model as an improvement in:

- attendance at 'support' sessions
- written assignments
- conceptual understanding of the subject content of the module
- confidence in class module-related discussion (transferable to tutorials)
- understanding of academic conventions such as evidenced-based work, correct referencing, avoidance of plagiarism and the difference between description, analysis and evaluation.

The CEM model is now also used to inform the delivery of Essentials for Marketers and Marketing Communication, a postgraduate module at Hertfordshire University. In addition it has been successfully trialled at Herriot-Watt University (Sloan, Porter and Alexander, 2013) and is currently being trialled on the Economics in-sessional programme at the University of Reading where students have reported being better prepared for their course assignments.

The IFP programme at the University of Reading maintains close links with its key receiving schools, employing subject tutors from within the relevant University departments as a means of ensuring parity in terms of module content and assessment. It has been suggested that this close working relationship offers a highly favourable context for the implementation of an integrated approach along the lines of the CEM model, and it is currently under consideration. The authors would welcome the opportunity to engage with other IFP programmes who would like to trial this approach.

Baratta (2009). Laying the Foundations for discipline-specific writing skills. *InForm*, 4, 9–10.
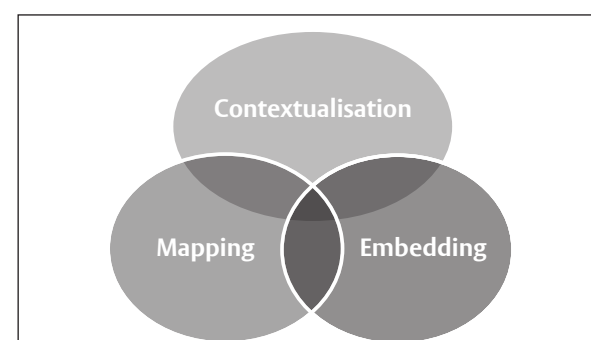
Hyland, K., & **Hamp-Lyons, L.** (2002). EAP: issues and directions. *Journal of English for Academic Purposes*, 1, 1–12.

Sloan, D., & **Porter, E.** (2010). Changing international student and business staff perceptions of in-sessional EAP: using the CEM model. *Journal of English for Academic Purposes*, 9, 198–210.

Sloan, D., Porter, E. & **Alexander, O.** (2013). (pending). Yes, you can teach an old dog new tricks. Contextualisation, embedding and mapping: the CEM model, a new way to define and engage staff and students in the delivery of an English language and study skills support programme: a case study of Heriot-Watt and Northumbria University. *Innovations in Education and Teaching International*, 1–13.

Dyslexia and International Students: supporting international students with dyslexia in English for academic purposes

About the author

Victoria Mann
Dyslexia Tutor,
University of Sheffield

The acquisition of the English language skills by international students can be impacted by an additional specific learning disability. The paper considers how dyslexia can affect the acquisition of an additional foreign language and which specific areas of language acquisition are impacted. It also discusses strategies for supporting international students with dyslexia in acquiring English language skills.

The paper finds that phonological acquisition, morphology and spelling are key elements that are often affected by dyslexia and determines that a multi-sensory phonological approach can be effective in supporting students with dyslexia to improve their English skills.

'International students with dyslexia can find the acquisition of English for academic purposes particularly difficult.'

Introduction

It could be argued that the acquisition of the English language is challenging to international students. English is known as an orthographically deep language, which means there is often deviation between letter-phoneme correspondences. The impact of this is that the language student is required to learn sound-symbol relationships, as opposed to being able to use prior language knowledge to determine correct pronunciations. An example of this is *ough*, which can be pronounced in a number of different ways, depending on the circumstances. This is especially significant regarding the acquisition of language skills in people with dyslexia. Landerl, Wimmer and Frith (1997) compared the acquisition of reading skills in English with German, which is more orthographically consistent, in dyslexic children and found that in English there was a distinctly adverse effect on reading skills acquisition

International students with dyslexia can, therefore, find the acquisition of English for academic purposes particularly difficult. This paper will consider areas of difficulties for international students with dyslexia and teaching strategies that EAP tutors can utilise to support students.

Impact of dyslexia on second language acquisition:

Dyslexia is defined as a specific learning disability, which is characterised by difficulties with accurate and fluent word recognition, spelling difficulties and difficulties decoding text. These difficulties are believed to originate from a phonological processing deficit (Lyon, Shaywitz and Shaywitz, 2003). It is described by Paramadhyalan (2009) as affecting the learning process in terms of processing speed, short term memory, sequencing and spoken language. In terms of second language acquisition, there is currently little

research in the area. There is evidence that dyslexia can affect second language acquisition in terms of poor working memory, phonological processing difficulties, and difficulties with syntax (Crombie, 1999). Colledge (2012) also points to difficulties with working memory impacting on students, as they can find it difficult to hold all the elements of the language in their head. An example of this is finding it difficult to spell correctly when focusing on syntax. Helland and Kaasa (2005) found that morphology and spelling presented particular difficulties to students with dyslexia, when compared to a control group. Similarly, Comeau, Cormier, Grandmaison and Lecroix (1999) found that phonological awareness was associated with improved decoding skills in the student's second language. Thus there is evidence to suggest that dyslexia can impact second language acquisition in terms of morphology, phonological awareness and spelling. It is important to note that the students may be having difficulties in processing their first language and therefore may not be able to transfer and apply knowledge acquired in learning their first language to improve their target language.

'a multi-sensory activity utilises visual and kinaesthetic cues to reinforce learning.'

Strategies to support English acquisition for international students with dyslexia:

A range of strategies are used by EAP tutors in their teaching and many of these would be suitable for foundation students with dyslexia, including utilising learning styles, frames and mind maps (Colledge 2012). Specifically, a multi sensory approach to second language learning can be effective for international students, for example the Orton- Gillingham method. Orton-Gillingham is a multi-sensory approach developed to support people in acquiring language skills. It advocates the teaching of phonology (Sparks, Ganschow, Kenneweg and Miller, 1991) to support students in understanding language and language relationships. This focus on phonology is echoed by Thompson (2010 p.6), who argued for 'explicit training in phonological awareness; strong focus on phonological decoding and word-level work; supported and independent reading of progressively more difficult texts; and practice of comprehension strategies while reading texts.' This supports the students in making a concrete connection between the written elements of a language and how these elements are pronounced. Equally, a phonological approach can support the students in improving their spelling skills by improving their understanding of sound symbol relationships. Paramadhyalan (2009) suggests considering the objectives of the language teacher when devising the structure of the sessions. He prioritises accuracy (the students can understand the main ideas of a text and can use clear and accurate English in discussions and written work); range and flexibility (the students have sufficient knowledge of the language to use it in different situations); pronunciation; and audience awareness (students can adapt their use of English to their target audience). The EAP teacher, by prioritising these aims, can support the student in developing an understanding of the structure of English.

In terms of the specific teaching processes, a key element is to create a learning environment which is supportive to students with dyslexia. Thompson (2010) argues that teaching should be cumulative and sequential; scaffolded to build on prior learning; should work towards automization and provide opportunities for success. Crombie (1999) also considers specific strategies to support students in improving their English skills. One strategy is to reduce the learning load of the student. An example of this is grouping words into families in order to build on prior learning, e.g. hope, cope, rope, and elope. She also considers strategies in the classroom such as modelling (for example peer tutoring and recording language learning sessions); training in auditory discrimination (to support students in hearing for different sounds in words, e.g. hearing the s in specific); memory techniques, such as mnemonics and flash cards; technology (for example Read Write Gold, assistive software); and considering the learning styles of the students.

Example of a multi-sensory strategy

One outcome of a multi-sensory activity is to utilise visual and kinaesthetic cues to reinforce learning. An example of this is the use of Cuisenaire rods to differentiate between different elements of a sentence, to develop an understanding of syntax. Cuisenaire rods were originally developed to support mathematics learning, but lend themselves well to language learning. In the following example word classes are assigned a coloured rod, for example yellow for subject and pink for object. The students use the rods to build up simple sentences and the tutor can reinforce learning by holding up a missing element, e.g. a red rod for a conjunction, and invite the student to insert it in the correct position. This strategy is particularly useful for students on foundation English programmes, as it can be used to build very basic sentences, which can increase in complexity as the students' skills improve.

An example of sentences built up using Cuisenaire rods, Case (2013)

Basic sentences

A.	Subject	Action verb	B.	Subject	Action verb	Object
	Sam	swims		Sam	likes	fish

C.	Subject	Action verb	Complement
	Sam	is	happy
	Sam	is	a camper

Compound sentences (joined on the same level)

Subject	Verb	Object	Comma conjunction	Subject	Verb	Object
George	likes	fish	,and / but / or	Sam	likes	meat

Complex sentences (joined with subordinate clause lower)

Subject	Verb	Object	Subordinate conjunction	Subject	Verb	Object
George	cooks	dinner	while when because since	Sam	catches	fish

Have students experiment with the different emphasis, but identical meaning, caused by reversing the order of the clauses.

Conclusion:

In conclusion, whilst dyslexia can have a negative impact on the learning of international students with dyslexia, effective interventions can be used to support the students in reaching their language learning potential. An understanding of dyslexia and how it impacts on second language learners is vital in improving learning outcomes.

In terms of learning interventions, a multi-sensory phonological approach can be useful in scaffolding learning, and supporting students in acquiring an understanding of sound symbol relationship; a skill that has been found to be crucial in acquiring skills in an additional language. A multi-sensory phonological approach uses visual, kinaesthetic and auditory resources to enhance the student's decoding skills. Equally, strategies such as modelling, grouping information into families and the use of mnemonics can facilitate the learning process. By addressing these issues at foundation level, the students will have the skills to continue to develop their English skills and meet the demands of study at undergraduate level.

'by addressing these issues at foundation level, students can better meet the demands of study at undergraduate level.'

Case, B. (2013). *Manipulatives,* Disability 401. Available at http://d411.jinkle.com/show26_print.htm

Colledge, M. (2012). Approaches to Teaching Dyslexic Students. *InForm,* 9, 8–10. Available at http://www.reading.ac.uk/web/FILES/inform/B04924-web-Inform-9-v5.pdf

Comeau, L., Cormier, P., Grandmaison, É., & **Lacroix, D.** (1999). A longitudinal study of phonological processing skills in children learning to read in a second language. *Journal of Educational Psychology,* 91(1), 29.

Crombie, M. (1999). Foreign Language Learning and Dyslexia. Available at http://hilarymccoll.co.uk/resources/Dxa1. pdf.

Helland, T., & **Kaasa, R.** (2005). Dyslexia in English as a second language. *Dyslexia, 11*(1). 41–60.

Landerl, K., Wimmer, H., & **Frith, U.** (1997). The impact of orthographic consistency on dyslexia: A German-English comparison. *Cognition,* 63(3), 315–334.

Lyon, G. R., Shaywitz, S. E., & **Shaywitz, B. A.** (2003). A definition of dyslexia. *Annals of dyslexia,* 53(1), 1–14.

Paramadhyalan. P. (2009). Elements of English Language Teaching for Dyslexics. *The Modern Journal of Applied Linguistics,* 1:2, 55–68.

Sparks, R. L., Ganschow, L., Kenneweg, S., & **Miller, K.** (1991). Use of an Orton-Gillingham approach to teach a foreign language to dyslexic/learning-disabled students: Explicit teaching of phonology in a second language. *Annals of Dyslexia,* 41(1), 96–118.

Thomson, J. (2010). Good Practice in interventions for teaching dyslexic learners and in teacher training in English-speaking countries. *Dyslexia in the UN Literacy Decade,* 1–13.

True internationalisation: Lessons from the IFP classroom for widening participation

About the author

Catherine Ann Marshall
Foundation Centre Director,
Durham University

This article argues that widening participation (WP) students from the UK are likely to suffer the same types of culture shock and undergo a similar process of acculturation as international students. The case is made that the lessons learned in International Foundation Programmes about acculturation and an inclusive curriculum to support learning in students from other cultures could be extended more widely to support the recruitment and retention of WP students.

True internationalisation: Lessons from the IFP classroom

The recent Milburn Report (2012) highlighted the problem of low representation of students from lower socio-economic backgrounds in UK universities and produced a set of recommendations for how to improve the situation. I argue here that the extensive work done on acculturation of international students, particularly in International Foundation Programmes (IFP), could be directly relevant to recruitment and retention of widening participation (WP) home students.

Research on the acculturation of international students has shown that the identity that someone develops depends on the cultural context of their up-bringing, including attitude towards education. These differences are likely to produce a level of 'culture shock' when someone moves into a different cultural arena. There will then be a process of acculturation which has a set of stages through which an individual passes. If it is possible to recognise these aspects in WP students, it may be possible to offer explicit support to enable acculturation into higher education. In order to investigate this, interviews were conducted with local, mature, non-traditional students studying on Durham University's Foundation Programme.

Culture shock

'No-one's like me, no-one's like from my way, none of them, they're all better, they're all nicer.' Student L

The process of cross-cultural adaptation is dynamic and stressful and can be seen as a cycle of experiencing new situations, which the student finds stressful, leading to a withdrawal from the process and then a readjustment to adapt to the new situation (Kim, 1988). This is what is referred to as culture shock. The issue of belonging is an important concept. When excluded, individuals experience feelings of loneliness, alienation, loss of self-esteem and a decreased sense of purpose. If students are to be in a position to gain the most from their educational experiences, they need to feel engaged and included. Alienation can cause some students not to apply to or to reject a place at a university where they do not feel they belong. In a separate survey of undergraduate applicants who declined to take up an offer of a place, some of the comments indicated that a perception of not fitting in was given as a reason for not taking up their offer.

'I felt that coming from a working class background I may have found it difficult to fit in.'

'I felt that because I was from the North of England everyone thought I was below them. Most of the students were from London.'

Cultural capital

'international students may have acquired cultural capital in their home country.'

IFP teachers are familiar with the concept that international students may have acquired cultural capital in their home country, which then translates poorly into the dominant UK educational culture. Cultural differences are usually considered to be those that arise in distinct countries, encompassing diverse historical, political, religious and linguistic differences. Yet it is also possible to have different cultures within a country determined by factors such as region and class. Bourdieu (1976), thinking about the French context, argued that the uneven representation of the different socio-economic classes in HE is due to the different cultural attitudes to education inculcated in children by their families. These attitudes are maintained in the education system, causing inequity in educational experience and reproduction of the class system rather than promoting social mobility. This view is widely accepted as relevant in the UK. As Student G said about the attitude of his teachers at school:

'They gave me no encouragement whatsoever, even the subjects I did well in. I can remember coming top of the class in maths, and still no encouragement, "It's not going to do you any good."'

The effect of language

The integration of IFP students focusses heavily on language acquisition, but to some degree it can be argued that the WP students will also have to learn academic English as distinct from the regional dialect they grew up with. Both groups of students may find themselves at a disadvantage, as students who use articulate and varied language may be perceived as being innately more intelligent when their language is likely to be highly dependent on cultural capital.

As well as the practical aspects of language acquisition, language is intimately connected to development of identity; it provides visible and audible boundaries and it provides members of a group with a means of sharing distinctive principles and values. It also identifies to others that individuals belong to a particular group.

Finding support

The difficulties inherent in acculturation mean that students often need support to help them adjust and many students find family support vital to success. IFP and WP students are more likely to need to find that support from their tutors or fellow students rather than their families. In the case of international students this is because their families are less likely to be accessible due to distance, whereas WP students are more likely to have families who are unsupportive either through lack of familiarity with the university culture or, in some cases, because they disapprove of the student's choice to enter Higher Education. None of the students interviewed indicated that they had received particular support from home; at best, Student G experienced uninterested acceptance, while Student C suffered distinct hostility from her husband and father. According to Student L:

'Everyone here, yous all make me feel like I fit in. If yous weren't all like this, I wouldn't be here now. I wouldn't come back … You're understanding, you don't judge me. You don't make assumptions.'

Pedagogy versus Andragogy

It could be argued that the two groups of students; young, international students who are on a continuous educational journey from school to HE and mature, non-traditional, home students who have taken a break from education require very different educational approaches. Certainly in the seventies and eighties there was much debate on the concept of andragogy (adult learning and teaching) as a distinct discipline from pedagogy. For example in 1981 Mezirow published his critical theory of adult learning and education which he described as transformational theory and he proposed that the greater life experiences of adults meant that adults learned by construing and revising their interpretation of their past experiences. However, there has been little evidence of any true differences between adult and child education and in some cases the andragogic ideals of self-directed learning might be a distinct hindrance to knowledge acquisition. Experience would lead most of us to recognise that what is considered good practice in any particular field of education is usually good educational practice generally.

Everyone Benefits

It has been recognised that to encourage development of cultural competence, the dominant cultural capital should not be the only one transmitted to the learner (Byram, 1996). The learning environment should also take into account the learner's own cultural background so they are not alienated by that promoted by the educational establishment. This tends to be understood by IFP practitioners who are involved in developing inclusive curricula which 'focus on all students and integrate the contributions of many different people and groups to the history and experiences of a nation and the world' (Cusher, 1994 p.121) and which employ a wide range of teaching strategies and methods of assessments. The ideas behind the concept of andragogy also focus on the need to respect the diversity of the student body and to recognise that everyone's educational journey will be unique to them. These links could be explored further at institutional level between English Language units and Lifelong Learning units and nationally through conferences to build scholarship networks to explore the specific areas of good teaching practice which could be applied more generally in HE.

'the need to respect the diversity of the student body.'

As the Milburn report describes, American universities make a point of constructing diverse student groups because research has shown that all students, not just those of international or widening participation backgrounds, show better engagement with learning in an environment which includes people with different values and assumptions and that learning in a diverse environment has a lasting effect producing students who participate more meaningfully in the democratic process. So perhaps the lessons learned in the IFP classroom should be applied across the HE sector for the benefit, not just of international students and WP students, but all students.

In short, I argue that those who wish to widen participation in HE would benefit from attending to the effects of culture shock, ignored cultural capital, academic language, and providing support which leads to student independence, and that practitioners of both IFP and WP teaching have much to share and learn from each other.

Bourdieu, P. (1976). The school as a conservative force: scholastic and cultural inequalities. In R. Dale, G. Esland & M. MacDonald (Eds.), *Schooling and Capitalism*. London: Routledge and Keegan Paul in association with the Open University.

Byram, M. (1996). *Describing Intercultural Communication and the 'Intercultural Speaker'*. Paper presented at the National Foreign Language Centre.

Cushner, K. (1994). Preparing Teachers for an Intercultural Context. In R. W. Brislin & T. Yoshida (Eds.), *Improving Intercultural Interactions. Modules for Cross-Cultural Training Programmes.* (pp. 109–128). London: Sage.

Kim, Y. Y. (1988). Cross-Cultural Adaptation: Axioms. In *Communications and Cross-Cultural Adaptation: an Integrative Theory.* (pp. 52–71). Clevedon: Multilingual Matters.

Mezirow, J. (1981) A Critical Theory of Adult Learning and Education. *Adult Education*, 32, 3–24.

Milburn, A. (2012) University Challenge: How Higher Education Can Advance Social Mobility. A progress report by the Independent Reviewer on Scoial Mobility and Child Poverty. Available at www.official-documents.gov.uk and www.cabinetoffice.gov.uk (Accessed: 20 October 2012).

Fostering question skills through enquiry-based learning

About the author

Sandra Strigel, MA
Academic Tutor,
INTO Newcastle University

The ability to ask questions has been recognised as one of the key factors for quality learning at university as it supports meaning construction and critical thinking (Watts and Pedrosa, 2006; Walkington et al., 2011). However, many international students seem to struggle to raise questions in the classroom or to generate research questions for academic projects. Based on an example from teaching practice, this article demonstrates how enquiry-based learning strategies can be employed to address this issue in the foundation course classroom.

'Wer, wie, was? | Wieso, weshalb, warum? | Wer nicht fragt bleibt dumm!' – Who, how, what? | Why, for what reason, how come? | Those who don't ask stay dumb!

Having grown up in the early 1980s in Germany, I still vividly remember these words from the Sesame Street theme tune. This simple rhyme epitomises the Western belief that learning and understanding are based on curiosity and that, therefore, asking questions should be encouraged from an early age. But not only for youngsters, for university students, too, the ability to ask questions has been recognised as one of the key factors for quality learning (Watts and Pedrosa, 2006). Meaning construction and critical thinking are both based on questioning (Walkington et al., 2011). For many international students, however, this heuristic way of learning is an alien concept and they can struggle to raise questions in the classroom or to generate research questions for academic projects. While it is interesting to look into the reasons for this behaviour, e.g. the impact of cultural values and previous educational experiences (e.g. Turner and Acker 2002; McMahon, 2011), the more pressing issue is how to encourage them to adopt a more questioning approach in order to succeed in a Western university. One way, it will be argued here, could be the implementation of enquiry-based learning strategies.

'questioning is at the heart of the learning process.'

What is enquiry-based learning (EBL)?

Enquiry-based learning (EBL) comprises different kinds of teaching and learning models, such as problem-based learning, Philosophy for Children (Lipman,1980), or, particularly relevant in the HE sector, research and fieldwork (Hutchings, 2007). Common to all these approaches is a commitment to active student engagement rather than didactic transmission. At the onset of the enquiry lies the enquiry question that is either provided by the teacher, or even better, generated by the students. While the teacher acts as facilitator, the onus is on the students to investigate the enquiry question and analyse and evaluate the evidence found (Kahn and O'Rourke, 2004). The deeper the enquiry goes, the more questions are developed and so the 'cycle of discovery' can be repeated several times before the students come to their final conclusions (Hutchings, 2007, p. 11). Thus, EBL provides a framework in which questioning is at the heart of the learning process

Undertaking an enquiry - an example from teaching practice

To illustrate how this can work in practice, an example is provided from an enquiry undertaken with 16 pre-masters students enrolled in a Social & Cultural Studies module. During 'traditional' lectures and seminars the group had shown limited questioning skills and most students had struggled to generate questions for their academic essays. To address this issue, an enquiry into the topic 'Media freedom' was set up. While a list of relevant resources was provided, no explicit questions relating to the subject content were raised by the teacher. Instead, the students were invited to write down all the questions they had regarding the topic. To create a 'community of enquiry' (Lipman, 1980) the students discussed their questions in teams of two, then each team chose one question they deemed most interesting. These questions were then collected on the board and ordered according to similarity and relevance. Irrelevant or badly phrased questions were dismissed or amended. Finally, a class vote was taken on which question to pursue during the enquiry. Throughout this communal process the teacher only operated as a facilitator as all questions were generated, discussed and selected by the students.

During the following lessons, the group was then split into four enquiry teams, all working on the same question and with the resources provided. Two review sessions helped the students stay on track and practise questioning. During the first review each student formulated at least three questions relating

to issues they did not understand or they felt had so far been neglected. These questions were then discussed within the teams and the most relevant selected for deeper investigations.

The second review invited students to share questions across enquiry teams. The groups were mixed up and the students quizzed each other regarding the depth and detail of their investigations and the evidence found. The knowledge gained from these 'jigsaw' interviews was then fed back into the enquiry teams.

During the reviews the students were asked to identify what kind of questions they had asked; lower order questions focussing on knowledge and understanding, or higher order questions, involving application, analysis, synthesis and evaluation (Kerry, 2002). This meta-cognitive activity did not only raise awareness of different question types and related cognitive skills but also encouraged the students to think about different strategies for taking the investigation further (e.g. answers to knowledge questions can be looked up, evaluation questions require discussion and forming of opinions).

The enquiry concluded with a poster presentation and a critical debate on the merits and drawbacks of media freedom.

Results and conclusion

Classroom observation and recordings of group discussions revealed that overall the group had adopted a much more inquisitive attitude. During the reviews, for example, all students participated actively and generated lower as well as higher order questions. During the poster presentation and debate, too, this group asked more critical questions and challenged other students' evidence more than previous cohorts had done. Equally, the number of 'irrelevant' or badly phrased question decreased over the course of the enquiry. Anecdotally, the students were also reported to be more open to discussion and critical in other areas of the course; yet further research is required in this area.

The success of the enquiry can be further corroborated by the findings of an anonymous follow-on survey: The majority of students said they had gained confidence in asking questions in class and 75 % and 63% respectively said they now felt more able to distinguish and use more different question types. Equally, 57% of students felt they were now able to generate their own enquiry questions for further academic projects. The majority of students (88 %) believed EBL was useful for their postgraduate studies and 63% said they had learnt more knowledge and skills than during other, more 'traditional' units. Finally, 69% of students also said they had enjoyed the enquiry more.

This positive outcome demonstrates that EBL strategies can indeed foster question skills. As the students are actively engaged in the enquiry they take responsibility for their own learning. They not only learn how to use questions to widen their knowledge but also to

reflect on their progress. Thus, they become more independent and critical learners, gaining essential skills for their further studies.

For teachers, however, the implementation of EBL strategies is not without challenges. While a certain degree of control has to be relinquished to allow students to ask their own questions and explore answers by themselves, they must not be left feeling alone or even neglected (Hutchings, 2007). Students may follow inappropriate leads during the enquiry and it is up to the teacher to carefully manage feelings of frustration and anxiety and to provide guidance and support. Thus, teachers are required to re-assess their role in the learning process as facilitators rather than instructors if the enquiry is to be a success.

Hutchings, W. (2007). *Enquiry-Based Learning: Definitions and Rationale* [online]. Available at: http://www.campus.manchester.ac.uk/ceebl/resources/papers/hutchings2007_definingebl.pdf [Accessed 22nd July 2012].

Kahn, P. and **O'Rourke, K.** (2004). *Guide to Curriculum Design: Enquiry-based Learning* [online]. Higher Education Academy. Available at: http://www.heacademy.ac.uk/resources/detail/resource_database/id359_guide_to_curriculum_design_ebl [Accessed 22nd July 2012].

Kerry, T. (2002). *Explaining and Questioning.* Cheltenham: Nelson Thornes.

Lipman, M. (1980). *Philosophy in the Classroom* (2nd ed.). Philadelphia: Temple University Press.

McMahon, P. (2011). Chinese voices: Chinese learners and their experiences of living and studying in the United Kingdom. *Journal of Higher Education Policy and Management,* 33(4), 401–414.

Turner, Y. and **Acker, A.** (2002). *Education in the New China – Shaping ideas at work.* Aldershot: Ashgate.

Walkington, H., Griffin, A.L., Keys-Matthews, L., Metoyer, S. K., Miller, W.E., Baker, R. and **France, D.** (2011). Embedding Research-Based Learning Early in the Undergraduate Curriculum. *Journal of Geography in Higher Education* 35(3), 315–330.

Watts, M. and **Pedrosa, H.** (2006). *Enhancing University Teaching through Effective Use of Questioning.* London: SEDA.

Metadiscourse – another way to look at the slippery concept of academic style

About the author

Mike Groves
Director – Arts Foundation,
University of Nottingham,
Malaysia Campus

Metadiscourse describes the devices that a writer may use to interact with the reader of the text. The subject of a growing body of research, it is a key feature of academic writing, but one not addressed in the classroom. Knowledge of metadiscourse, and the skill manipulation of its features can help students become more fluent and effective academic writers.

Introduction

The teaching of Academic English is a skill which is a feature of most International Foundation Programmes. Much work has been done recently to describe the nature of Academic English, or to put it another way, what it is that makes writing 'academic' or not. For example, Biber (2006) describes how academic writing is very rich in complex noun phrases, and also how it uses a great deal of attributional language, for example 'states' and 'claims'. In addition to this, the work of Coxhead on the academic word list is well known. She has identified the 570 most common, non-field specific lexical items in academic writing (Coxhead, 2000). However, it is also apparent that these features alone do not always enable students to create a fully academic tone, and often their tutor is unable to feed back exactly what is wrong – often left with the sentiment that 'it just doesn't sound right'. In addition to this, students are often taught what, to them, might seem arbitrary rules, such as 'You don't use

> *'the writer interacts with the imagined reader.'*

"I" or "you" in academic writing', often contrary to what they were taught in school.

One possible framework to move out of this dilemma is the concept of 'metadiscourse', the study of which is being led by Hyland. Metadiscourse is the way in which the writer of a text 'attends to the expectations of readers and what they are likely to find interesting, credible and intelligible' (Hyland, 1999 p.5). In other words, it is the method by which the writer interacts with the imagined reader, to help and align each other's expectations.

The taxonomy of metadiscourse

Metadiscourse devices are generally broken down into two types, Interactive and Interactional. Interactive markers are those by which the writer helps the reader navigate the text, and interactional those by which the writer interacts with the reader in terms of his/her attitudes to the content of the text.

Hyland's table (Table 1 below) shows how he breaks down metadiscourse. Looking

Category	Function	Examples
Interactive Devices		
Transition	Express Semantic relations between clauses	In addition/but/thus
Frame Markers	Refer to discourse acts or texts stages	Finally/ to conclude/ my purpose is to
Endophoric Markers	Refer to other parts of the text	As noted above/ see fig 2/
Evidentials	Refer to information from other texts	According to X/ Y(2000) states that
Code Glosses	Help readers grasp the function of ideational material	In other words/namely/such as
Interactional Devices		
Hedges	Withhold the writer's full commitment to a proposition	Might/perhaps/possible/about
Boosters	Emphasise force of writer's certainty	In fact/definitely/it is clear that
Attitude markers	Express the writer's attitude to the proposition	Unfortunately/I agree/Surprisingly
Engagement Markers	Explicitly refer to, or build relationship with reader	Consider/note that/you can see that
Self Mentions	Explicitly refer to the author	I/me/we

Table 1: A model of metadiscourse in academic texts (Hyland and Tse, 2004 p.169)

through the list, it is easy to notice how some of the categories would play a large role in students' ideal academic writing. For example, we would expect a skillful undergraduate's writing to be rich in Evidentials and Hedges, but with fewer, if any, Self Mentions or Boosters.

A growing amount of research is showing how the use of metadiscourse varies between cultures and even between disciplines. For example Mur-Duenas (2011) has analysed papers written in English in North America and compared them to similar papers written in Spanish and published in Spain. She finds that scholarly writing from the USA contains more examples of both interactive and interactional metadiscourse. Similarly, Mauranen (1993) found much more guidance from the authors in Anglo-American writing than she did in Finnish writing.

Dahl (2004) took a similar approach, but across disciplines, finding that medical writing shows far fewer instances of this metadiscourse than papers written in the fields of economics or linguistics. Hyland (1999) also examines this, across disciplines and genres. He finds that interactive devices are used more in textbooks, whereas interactional devices are used more in research articles. When he breaks this down by genre, he finds more differences, for example that Hedges are more frequently used in the 'softer sciences' than the 'hard' ones.

Teaching Metadiscourse

It is questionable whether the term 'metadiscourse' is the most appropriate for classroom use. Perhaps a term such as 'Reader focussed writing' would be more helpful for students.

> *'making students aware of the wider patterns of metadiscourse … students develop their own academic voice.'*

Some aspects of metadiscourse are already taught as part of most courses in English for Academic Purposes. It is common for syllabuses to have heavy emphasis on areas such as linking words, as well as sessions dedicated to the mechanics of referencing and citation. This can be easily opened up to all the features of metadiscourse. Students can be shown the categories and asked to highlight the examples of the metadiscourse in a given text. Possibly, they can be given texts that do not exhibit any of the features and try to analyse where they are missing – or be given bad models of metadiscourse and asked to improve them. All of these techniques are aimed at encouraging students to see for themselves the use of this feature of writing, and apply what they see in their own output. It is also important that students should be aware that there is not a single way of using these features; they should be able to notice for themselves the use of metadiscourse during their own reading in their field.

Sample Teaching Materials (Hedges vs. Boosters)

In each of the sentences below, there are three choices. Two of them are appropriate for academic writing, one is not. Decide which one is not suitable, and then discuss why with a partner.

1 The economic situation in the country will *certainly/most likely/in all likelihood* lead to long term unemployment.

2 *It is very clear/Without doubt/It could be argued that* this study had certain limitations.

3 The data from this study *indicate/prove/suggest* that growth will continue to increase in the short to mid-term.

Implications

Metadiscourse is clearly a key attribute of academic writing and writers of English for Academic Purposes need to be aware that its use differs between cultures and also between fields of study. This is especially true on International Foundation level courses, whose purpose is partly to help students orientate themselves into the academic culture of another country. As EAP teachers, we already focus on parts of metadiscourse, with the emphasis we give to transition devices, or linking words. We teach students how to deal with evidentials, or citations. However, by making students aware of the wider patterns of metadiscourse, and allowing them to become aware themselves of how the features work, we can enable the students to develop their own academic voice, within the norms of their chosen area of study.

Biber, D. (2006). *University language: A corpus-based study of spoken and written registers.* Amsterdam: John Betjamins.

Coxhead, A (2000). A New Academic Word List. *TESOL Quarterly,* 34(2): 213–238.

Dahl, T (2004). Textual metadiscourse in research articles: a marker of national culture or of academic discipline? *Journal of Pragmatics,* 36, 1807–1825.

Hyland, K. (1999). 'Talking to Students: Metadiscourse in Introductory Coursebooks E*nglish for Specific Purposes,* 18(1) 3–26.

Hyland, K. & **Tse, P.** (2004). Metadiscourse in Academic Writing: A reappraisal' *Applied Linguistics,* 25 (2), 156–177.

Mauranen, A. (1993). Contrastive ESP Rhetoric : Metatext in Finnish-English Economics Texts Basic Concepts : Culture , Genre , Rhetoric, *English for Specific Purposes* 12, 3–22.

Mur-Duenas, P. (2011). An intercultural analysis of metadiscourse features in research articles written in English and in Spanish. *Journal of Pragmatics,* 43, 3068–3079.

Double Call for papers

This is a call for papers for Issue 12 of *InForm* and for the *InForm* conference 2013.

The annual *InForm* conference will take place on Saturday 20 July 2013 at the University of Reading. The conference theme is: What do IFP students need? Balancing linguistic and content teaching: how much and when? The deadline for conference speaker proposals is 30 April 2013. Speaker proposal forms, for both presentations and workshops, are available on the *InForm* website.

InForm issue 12 will be published in October 2013 and will report on the Conference proceedings, but there is also scope for additional contributions. Journal articles (of no more than 1200 words) should be sent by email to **inform@reading.ac.uk** by 31 July 2013. We are interested in articles related to the variety of academic disciplines commonly found within international foundation programmes and remind contributors that *InForm* is not predominantly an English language teaching journal. *InForm* also includes a letters page with readers' responses to the articles included in the last edition. Letters should be no longer than 200 words.

For more information and a full writer's guide please visit:
www.reading.ac.uk/inform

If you wish to discuss an idea for either an article or conference presentation please email us on **inform@reading.ac.uk**

For further information, please contact Amanda Fava-Verde on **inform@reading.ac.uk**

Issue 11 | April 2013

InForm
A journal for international foundation programme professionals

The shift to subject-based content in EAP/Science

An integrated approach to addressing the communicative needs of IFP students: the CEM model

Dyslexia and International Students: supporting international students with dyslexia in English for academic purposes

And more ...