MODALITY AND LEARNER ACADEMIC WRITING ACROSS GENRES
An analysis of discourse, socialisation and teacher cognition on a 20-week pre-sessional
programme

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January 2019

Aston University

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Thesis Summary

Modality is a complex yet pervasive feature of the English language which is typically difficult for non-native speakers of English to acquire. It is even more so for learners of English who wish to undertake advanced academic study in an English-speaking context, as it requires knowledge of both discipline and genre specific norms and to be able to adapt to reader expectations. This study uses a mixed methods design to analyse the longitudinal development of modality in learner academic writing on a 20-week pre-sessional programme at a UK university. The research triangulates the findings obtained from the analysis of three distinct datasets in order to identify the factors involved in influencing amateur writer output in their assessed written texts. The main focus of the study is an in-depth discourse analysis contrasting expert (successful Masters students) and amateur (pre-sessional) writing in three genres of academic writing within the discipline of Business and Economics. A functional approach is adopted to analyse the expression of modality. This is complemented by an analysis of the teaching material used on the programme and combined with insights on teacher cognition from a series of interviews. The findings show a development in interlanguage, with movement to closer alignment in modal expressions between the types of writers as the programme progresses. However, the findings also show that modality is marginalised as a language item in the teaching materials, in the assessment task types and in the marking criteria, with preference given to rhetorical structures within texts. Tutors also report varying degrees of comfort, expertise and familiarity with regards to modality. The research concludes by making a series of pedagogical recommendations in order to re-direct some of the attention in academic writing instruction back to modality and to integrate it more explicitly and appropriately within the course design.

Key words: English for Academic Purposes (EAP), Systemic Functional Linguistics (SFL), Interlanguage, materials analysis

Dedication

To my mum.

You were sadly taken from us before I could finish, but I know you would have been proud.

I miss you so much.

Acknowledgements

So many people have been involved with this thesis in one way or another and I would like to thank them all for all the love and support they have shown me on this journey. If anything, this process has shown me just how incredible my friends, family and colleagues are and, without exaggeration, they have restored my belief in the goodness of humanity.

Of those who have stood out among the crowd, and deserve special recognition is, of course, my supervisor, Dr Carol Marley, who has been a rock for me during the difficult times and enthused me with her unwavering belief in my ability to complete, despite the many knocks. I am forever grateful for her humour, intellectual rigour, encouragement and support, and excellent suggestions for changes and improvements.

Likewise, I would like to thank Professor Fiona Copland, who co-supervised with Carol during the first few years of the PhD, before moving to a different university. Carol and Fiona, both together and individually, had a real gift for ridding me of my insecurities and transforming every supervision into a truly positive experience.

Special thanks also go to Dr Sue Garton, who was so instrumental in kick-starting my PhD journey as well as my academic career and providing me with opportunities and experiences that have led me to where I am today professionally. Thank you, Sue.

Of course, the PhD would never have existed were it not for the pre-sessional students, class of 2011, the programme tutors who agreed to participate in the study, and who trusted me with their data and innermost thoughts and feelings, and the Language Centre programme managers who gave me employment and access to their students, and made every resource available to make this study a success. I am forever humbled by their generosity and I hope this thesis meets their expectations.

I would also like to thank my anonymous inter-rater analyst, who took the time to help out, and shared his invaluable reflections. Likewise, thanks go to my proof-reader, for all the prompt and detailed comments and corrections.

I am incredibly grateful to my colleagues at the University of York who have been outstanding in providing advice, feedback and moral support, who kept their distance when I needed space, and supplied coffee, biscuits and cake to keep me going. I am very much in their debt. I am extremely fortunate to be working with such a team of truly decent human beings and dedicated professionals.

Finally, special thanks go to my family, to Jesus Adrada-Guerra, and to Aurelio Hidalgo Huertas, who are truly amazing and I would be lost without. But no-one compares to Gonzalo Torres Gonzalez, who started this journey with me in spirit, who was always so full of enthusiasm, support and belief, and there for me when I needed it most.

Table of Contents

List of Abbreviations

AWC	Amateur Writer Corpus
AWGS	Academic Writing for Graduate Students
BAWE	British Academic Written English Corpus
BCSW	Business Case Study Workshop
BNC	British National Corpus
CEFR	Common European Framework of Reference for Languages
CIA	Contrastive Interlanguage Analysis
CLEC	Chinese Learner English Corpus
CLLC	Chinese Longitudinal Learner Corpus
EAP	English for Academic Purposes
EASS	English for Academic Study Series
EBS	English for Business Studies
ELT	English Language Teaching
ESP	English for Specific Purposes
EWC	Expert Writer Corpus
GM	Grammatical metaphor
ICLE	International Corpus of Learner English
IELTS	International English Language Testing System
IL	Interlanguage
L1	First language
L2	Second language
LLA	Language Leader Advanced
MAI	Modality Annotation Instrument
MAT	Multidimensional Analysis Tagger
MQLLC	Macquarie University Longitudinal Learner Corpus
NS	Native speaker
NNS	Non-native speaker
OPT	Oxford Placement Test
PES	Peer evaluation sheet
PTE	Pearson's Test of English
RA	Research article
SFL	Systemic Functional Linguistics
SLA	Second language acquisition
TEM	Chinese National Test for English Majors
TESOL	Teaching English to Speakers of Other Languages

TL	Target language
TOEFL	Test of English as a Foreign Language
WALS	The World Atlas of Language Structures

List of Figures

List of Appendices

Chapter One: Introduction to the Study

1.1 Origins of the Study

Modality can be defined very loosely as the 'opinion and attitude of the speaker' (Lyons, 1977, p.452), a seemingly simple notion that is, in reality, far more complex. It is a vital aspect of language expression within academic writing (Crompton, 1997; Hinkel, 1997; Hyland, 1996, 1998; Milton & Hyland, 1999; Myers, 1988; Salager-Meyer, 1994) which adds subtle nuances to modify the style of a text to make it appropriate for the message being conveyed and for the audience being addressed. Objectivity and criticality are frequently mentioned words used to describe how academic writers display knowledge and understanding of and commitment to a topic whilst demonstrating respect for the reader. They do this by not overstepping the bounds of the communicative expectations of the text type, as failure to adhere to the expectations, for example, conveying a message in an overly direct and subjective tone, when the required style is more indirect and objective, can cause the reader to doubt the veracity of the claims being made and to label the writer as incompetent, and untrustworthy (Bayley & Langman, 2011; Holmes, 1982; Lancaster, 2014; Shrestha & Coffin, 2012). It is the role of the writer to convince the reader to agree with them and to see their point of view (Hyland, 2005b; Luzón, 2009).

Both native and non-native speakers of English have difficulties in learning how to master this skill and the task is made more challenging by the fact that each discipline has its own specific norms and expectations, as does each genre type within it (Nesi & Gardner, 2012). Hence, an essay in History of Art and a case study in Medicine are very distinct from essays and case studies in Business and Economics. Students are required to learn to adapt to the writing expectations within and across disciplines, but also the differences across genres within them (Hyland, 2012, 2018b). An additional factor to take into account is that unlike published academics, a measure of a student's competency in academic writing is not typically achieved through acceptance by peers in the academic community, but through course tutors and lecturers who assess the writing and award grades based on marking criteria (Miller, Mitchell, & Pessoa, 2016). Student writers are, therefore, appealing to a different audience, and consequently, teaching instruction based on analysing the rhetorical functions of published articles is not always effective (Petrić, 2007). However, one way that universities assist native and non-native learners to become competent academic writers is by setting up systems for academic literacy support. For non-native learners who have not quite achieved the minimum language proficiency requirements for entry to the degree programmes they have applied for, pre-sessional programmes in English for Academic Purposes (henceforth, EAP) have been designed to boost their knowledge and abilities across all language skills to make up the shortfall.

Students who enrol on EAP courses have generally gone through many years of General English instruction, where modality forms part of every course syllabus at every level. However, the teaching of modality only infrequently goes beyond the use of modal auxiliary verbs (henceforth, modal verbs), semi-modal verbs and/or some of their associated functions. Indeed, this corresponds to research on learner modality which, in many instances, remains fixed on these language items, due to their preference by learners as markers of modality, and the fact that, as a closed set of non-inflecting lexical items, they are ideal candidates for contrastive corpus studies where language items are easily searched via text retrieval and concordancing software (Aijmer, 2002; Hinkel, 2009; Mukundan & Khojasteh, 2011; Neff et al., 1994; Vandenhoek, 2018; Wang, 2012). However, the General English teaching materials tend to suggest that modality is not affected by discipline or genre. Even academic preparatory courses for language proficiency tests, such as the International English Language Testing System (henceforth, IELTS) and the Test of English as a Foreign Language (henceforth, TOEFL) are known to be inadequate in teaching discipline and genre specific academic writing (Bruce & Hamp-Lyons, 2015; Crosthwaite, 2016; Moore & Morton, 2005; Schmitt & Hamp-Lyons, 2015; Storch & Tapper, 2009; Trenkic & Warmington, 2017). Given this situation, of interest to me in this research was the process employed by pre-sessional programmes in order to bridge the gap and socialise learners in discipline and genre specific discourse with specific reference to modality, so that they are ready to embark on their chosen degree programmes of study. In particular, I was interested in analysing how this process occurs in a specific pre-sessional programme that I have a personal connection with, and one which is also designed with an apparent genre approach to its pedagogical practices and teaching input in mind.

1.2 Aims of the research

The aim of the research was threefold. First of all, I was interested in carrying out an in-depth analysis and comparison of how expert writers (successful Masters students) and amateur writers (pre-sessional students) express modality in their writing in order to identify similarities and differences in language use. I was also interested in studying the various modal realisations in order to see if the balance between them changes according to academic genre. Given the importance of genre to the study, it was deemed appropriate to use a Systemic Functional Linguistics framework (Halliday, 1985; Halliday & Matthiessen, 2004, 2014); henceforth, SFL) as a base, as it shows how language is organised according to its use. Moreover, I was interested in understanding how linguistic decision making by the amateur writers fits into the wider scope of the pre-sessional programme, by considering how the teaching materials are used to socialise (Bayley & Langman, 2011; Duff, 2007, 2010; Green,

2016; Tribble, 2017) the amateur writers in the expression of modality. I was equally interested in how the teaching and learning of modality is influenced by tutor cognition (Alexander, 2012; Borg, 2003; Burns, Freeman, & Edwards, 2015; Campion, 2016; Garton, 2008; Wette, 2014) that is teachers' attitudes to, or beliefs about learning modality and their approach(es) to teaching it. The information obtained from the three data-sets allowed the topic to be analysed from multiple perspectives permitting inferences to be made about the teaching and learning of modality beyond the results that would be obtained from one method alone.

The possible audience for this research includes tutors and course managers on pre-sessional programmes, as well as researchers in the field of applied linguistics. Course and materials designers in EAP and General English contexts may also be motivated to use the framework adopted for the annotation and analysis of modality to create practical and meaningful tasks and activities which enhance learning and guide teaching. Likewise, learners of English, both on EAP courses (pre- and in-sessional) and in General English contexts, may be interested in the findings as a means of understanding and developing their own linguistic repertoire.

1.3 Research Questions

The study comprises three main research questions, with each question corresponding to one of the aims stated above:

Research Question 1: How do expert writers (successful Masters students) and amateur writers (pre-sessional students) express modality in their academic writing?

For Research Question 1, three subsidiary questions were developed which focused specifically on the genres of texts:

1.1 How do the *expert* and *amateur* writers express modality in *discursive essays*?
1.2 How do the *expert* and *amateur* writers express modality in *business case study reports*?
1.3 How do the *expert* and *amateur* writers express modality in *research reports*?

Research Question 2: How are the amateur writers socialised in the expression of modality in discursive essays, business case study reports and research reports on the 20-week pre-sessional programme?

For Research Question 2, two subsidiary questions were developed to provide greater detail of the elements of the analysis to be conducted:

2.1 What explicit teaching input of modality do the students receive in each of the four pre-sessional programme modules?

2.2. Is there any evidence of a connection between the teaching input received and the amateur writer expression of modality in the three genres of academic writing?

Research Question 3: What are the pre-sessional programme tutors' cognitions on the teaching and learning of modality on the 20-week pre-sessional programme?

There were no subsidiary questions for Research Question 3.

1.4 Research Strategy

The study employed a mixed-method approach, combining both quantitative and qualitative methods.

In order to answer Research Question 1, I recruited 7 pre-sessional student participants and collected their written assessments of essays, business case study reports and research reports for analysis on four occasions, over a period of five months. Similarly, I used the British Academic Written English (henceforth, BAWE) corpus as a source to identify expert data in equivalent genres, collecting 15 expert written texts in essays, case studies and research reports. This resulted in a total word count of 25,474 words and 42,952 words, respectively. A more detailed discussion on participant recruitment and corpus construction can be found in section 3.6.1.1. A mixed methods explanatory design (Creswell & Plano Clark, 2006, p.72) was adopted giving prominence to the collection of quantitative data, with annotations of instances of modality in the expert and amateur texts being counted to provide descriptive statistics which were then used to measure totals, means and standard deviations. Frequency information is presented as percentages and occurrences per 100 words. Supporting evidence is provided qualitatively in the form of excerpts from the expert and amateur texts used to demonstrate and explain how modality was used by the different types of writers.

For Research Question 2, a qualitative paradigm was adopted, where rich data on the teaching of modality in writing was extracted from the macro- and micro- analyses of a range of materials used on the highly prescriptive syllabus of the pre-sessional programme. Littlejohn's (2011) framework for materials analysis formed the basis of this approach.

An additional qualitative design, which is interpretivist in nature (Thomas, 2013, p.108), was used in order to answer Research Question 3. Nine one-to-one interviews lasting approximately 30mins each provided insights into teacher cognition on the teaching and learning of modality. The interviewees were tutors on the pre-sessional programme.

1.5 Structure of the Thesis

The research background in Chapter Two has two main aims. It first contextualises the study by outlining the difficulty of defining modality and begins by first characterising modal verbs and highlighting their differences to other auxiliary verbs and lexical verbs. From this starting point, the chapter reviews the various typologies of modality currently used in existing research before focussing on how modality is defined and analysed within SFL. A detailed rationale is also presented as to why SFL is chosen as the framework for analysis. The second aim of the chapter is to review the literature on modality with a particular emphasis on learner expression of modality. In order to do that, it first defines *Interlanguage*, an important term and language learning theory which forms the basis of much of the research in this area. Subsequently, the emphasis shifts to subdivide the studies into three groupings, those based on epistemic modality, non-epistemic modality, and finally those based on modality from an SFL perspective. The chapter concludes by outlining the gaps in the literature.

A rationale for the research methodology is presented in Chapter Three. It discusses the design of the initial research questions and provides information on the role of the researcher and the underlying theoretical framework. Considerable space is given to the design of the 20-week pre-sessional programme as it forms the contextual basis of the research and is important for the understanding of the methods. The chapter then provides information on the data collection and methods of the three approaches used to investigate the Research Questions and highlights how the triangulation of the three data sets interconnect.

Chapter Four contains the quantitative and qualitative analysis of the first, and principal, data source which compares the expert and amateur writer expression of modality in Business and Economics essays, case studies and research reports using the SFL framework as a base and subdivided into the two types of modality: modalization and modulation.

Chapter Five presents analyses of the two additional datasets which comprise the teaching materials used to socialise the amateur writers in the expression of modality on the programme and the interviews with the tutors on the pre-sessional programme in order to gain insights into their cognition on the teaching and learning of modality. The findings are compared with each other and with the findings of Chapter Four to investigate whether there is any connection between writer output, socialisation practices and tutor beliefs.

Finally, Chapter Six concludes the thesis and pulls together the key findings in order to discuss the contributions and implications of the research, as well as to consider the research limitations. Specific recommendations are made in terms of pedagogical practice and/or textbook writing and suggestions are made for future studies which involve a similar combination of a functional contrastive interlanguage analysis of the expression of modality in academic writing across genres with a study of socialisation practices and tutor cognition.

Chapter Two: Research Background

2.1 Introduction

Modality is a complex yet pervasive feature of the English language which has attracted considerable research and theory formation, so much so, that research in the area has been compared with 'trying to move in an overcrowded room without treading on anyone else's feet' (Perkins, 1983, p.4). The reason for this is that researchers are unable to come to an agreement on exactly what modality is, and some suggest that it may ultimately be impossible to do so without simplifying the definition to the extent that it becomes overly vague and therefore unusable (Bybee, Perkins, & Pagliuca, 1994, p.176). A case in point is the definition offered by Benveniste (1970, cited in Palmer, 1986, p.2) who stated that modality was simply the 'relationship between the speaker and his (sic) enunciation'. The aim of this section is to outline the complexity of the topic to the reader, showing a number of approaches that have been adopted in defining and classifying modality. It will begin by discussing the importance of modal verbs and other resources as a means for expressing modality, and then lead on to a review of the meanings of the frequently used typologies of *epistemic*, *deontic*, *root* and *dynamic* modality, as they are used in many cases as the basis of the design of larger umbrella terms of modality. With this information to hand, I will outline what modality means within the framework of SFL, and highlight why this framework will be the one upon which this study will be based.

2.2 Modal auxiliary verbs and other modal forms

Of the modal forms available to express modality, the most frequently used and most heavily taught in English language teaching materials are the modal auxiliary verbs (henceforth, modal verbs) (Hyland, 1994, p.246). Perhaps the reason for this is due to the fact that they are said to 'provide the least marked, and thus the most straightforward, means of expressing modality in English' (Perkins, 1983, p.104). It is the accessibility of modal verbs for use in English language curriculum and materials design that, for teachers and learners of English, their understanding of this concept would most likely be limited to their knowledge and practice of this set of grammaticalized items. For that reason, it seems appropriate that an initial working definition of modality for this research be that it is the use and understanding of modal verbs. From here it is possible to branch out and investigate the difficulty that many researchers have in agreeing on exactly what modality is.

According to Coates (1983, p.4), modal verbs are characterised by a set of defining features, namely, that they:

  (a) *Take **n**egation directly (can't, mustn't)*

(b) Take inversion without DO (can I?, must I?)

(c) 'Code' (John can Swim and so can I)

(d) Emphasis (Ann COULD solve the problem)

(e) No –s form for the third person (*cans, *musts)

(f) No non-finite forms (*to can, *musting)

(g) No co-occurrence (*may will)

The characteristics (a) to (d) are what Coates (1983) describes as the 'NICE' properties (negation, inversion, code and emphasis), and are criterial for all central modal verbs (*may, might, can, could, will, would, shall, should* and *must*). However, a review of the literature shows that the initial working definition is immediately limited by the fact that there are other modal forms which fall outside this criteria and which frequency carry meaning of modality. For example, there are 'marginal' modals (*need (to), ought (to), dare (to), used (to)*); Biber, et al., 1999, p.484), which behave like modals in taking the auxiliary negation and inversion; however, the use of 'need' and 'dare' are modal only in non-assertive manner, and the use of 'ought to' is excluded due to its dependency on the infinitive 'to'. Likewise, there are a number of fixed idiomatic phrases, called semi-modals (or quasi-modals or periphrastic modals), such as *be going to, have to, (have) got to, supposed to* and *(had) better,* which operate as modal, but inflect for person and have non-finite forms and can co-occur with central and semi-modals (Biber et al., 1999, p.484; Depraetere & Reed, 2006, pp.272-273; Francis, Hunston, & Manning, 1996, p.574).

A range of other relatively fixed expressions can also be used with meanings similar to those of the modal verbs, such as '*want to, be able to, be obliged to, be likely to, be willing to*' (Biber et al., 1999). However, modality is seen to extend well beyond modal verbs into other syntactic categories including adjectives (e.g. possible, probable), lexical verbs (e.g. think, appear, know), adverbs (e.g. certainly, likely) and nouns (e.g. possibility, claim) (Biber et al., 1999; Coates, 1983, 1995; Hyland & Milton, 1997; Vandenhoek, 2018). The working definition of modality, therefore, needs to expand in order to cater for all these possibilities. Modality can now be defined not only as modal verbs, but also as marginal modals, semi-modals, various fixed expressions with modal meaning, adjectives, lexical verbs, adverbs and nouns.

Much research on modality tends to focus on modal verbs and corpus studies have shown that the modal verbs, when compared with each other, are used to differing degrees of frequency (Aijmer, 2002; Biber et al., 1999; Hinkel, 2009; Mukundan & Khojasteh, 2011; Neff et al., 1994; Vandenhoek, 2018; Wang, 2012). For example, Biber et al.'s (1999) study of the Longman Corpus Network consisting of 330 million words from a variety of registers including fictional text, newspaper text, academic text and conversation, shows that *will* and *would* occur more frequently than *shall*, and that distributional use of modal verbs varies according to

register (i.e. they are more frequently used in conversation than in academic writing). Likewise, semi-modal verbs do not occur very frequently at all in academic writing, but are more normalised within conversations (Biber et al., 1999, pp.483-490).

Despite their popularity in research and teaching, a major issue with modal verbs is the indeterminacy of their meanings and how it is 'often very difficult to 'pin down' the meaning … unequivocally' (Depraetere & Reed, 2006, p.282). This is because, as Leech (1987, p.71) argues, modal verbs have 'both a logical and a practical (pragmatic) element' to them, thereby requiring multiple levels of interpretation which are dependent on access to specific and highly nuanced cultural and contextual information. The logical term is 'possibility' and the practical element is 'necessity'. It is the connection with the ideas of 'possibility' and 'necessity' that help to expand further the working definition presented at the start of this section, to consider key typologies of modality that have been used in the literature. The next section will outline and compare what many of these have been.

2.3 Types and Qualifications of Modality

2.3.1 Epistemic, Deontic, Root and Dynamic

Discussions on typologies of modality typically focus on two types of modality, epistemic and deontic, following the work of the logician von Wright, (1953, pp.1-2); however, there are other types, and the following discussion will define epistemic and deontic modalities together with root modality and dynamic modality.

Epistemic modality is said to relate to the possibility and necessity of the truth of a proposition (Lyons, 1977, p.793) and the writer or speaker's evaluation of it (Bybee & Fleischman, 1995). Therefore, in (5) and (6) below, the speaker can be seen to make a judgment on the possibility or necessity that 'they are in the office'. To understand the distinction better, a possible gloss for each situation is '[It is possible that] they are in the office' and '[it is necessarily the case that] they are in the office'.

	Possibility	Necessity
Epistemic	*(5) They may be in the office.*	*(6) They must be in the office.*
Deontic	*(7) They may/can come in now.*	*(8) They must come in now.*

(Palmer, 2003, p.7)

The concept of epistemic modality is generally well accepted among linguists; however, it is the definition of deontic modality that has proven to be the most problematic. At its simplest level, deontic modality is said to relate to 'the necessity or possibility of acts performed by morally responsible agents' (Lyons, 1977, p.823), meaning that in (7) and (8), deontic

possibility is marked by permission (glossed as '[it is possible for] them to come in now') and obligation ('[it is necessary for] them to come in now'). Deontic modality is directive in that it is based on 'getting something done'. However, the label of 'deontic' is felt to be too broad, in that no distinction is made on subcategories of words including inflectional forms (the imperative) and lexical or auxiliary forms, and too limiting, as it does not take into account other sense groupings, such as ability and desire, which arguably have some relation to the meanings expressed by deontic possibility and necessity (Bybee & Fleischman, 1995, p.5). For example, 'may' can be used to express epistemic possibility in (5) and deontic permission in (7), and 'must' for epistemic necessity in (6) and deontic obligation in (8). It is within this background that the following discussion will attempt to highlight some of the key terms used, most notably within what could be described as the non-epistemic area of modality: deontic, root and dynamic modalities

Deontic modality is sometimes encompassed within a broader category called root modality, which is defined as 'the speaker's judgements about factors influencing the actualisation of the situation referred to in the utterance' (Depraetere & Reed, 2006, p.274). Deontic modality typically crosses over root possibility and root necessity. However, there is a non-deontic root possibility and non-deontic root necessity, which does not reflect the actualisation of modality by the authority of agents, as in deontic modality, but through general circumstances (Depraetere & Reed, 2006, p.274). It is possible to substitute non-deontic root possibility with the gloss '*it is possible (for…) to...*', meaning that in (9) the possibility of getting coffee can be paraphrased as '[It is possible for (you/anyone) to…] get coffee from this machine' (in general terms without imposition from a specific person or agent) and with non-deontic root necessity in (10) the necessity to feed the fish is glossed with 'it is necessary (for…) to...', producing '[It is necessary for (you/someone) to...] feed the fish every day' (in general terms without imposition from a specific person or agent)

	Possibility	Necessity
Non-deontic Root modality	*(9) You can get coffee from this machine*	*(10) The fish have to be fed every day.*

(Depraetere & Reed, 2006, p.274).

In addition to the above, within root modality, ability and volition can be expressed where the control of the event is internal rather than external. Palmer (2003, p.7) calls this dynamic modality as in (11) and (12) below.

	Possibility	Necessity
Dynamic modality	*(11) They can run very fast*	*(12) I will help you.*

<div align="right">(Palmer, 2003, p.7)</div>

In (11), the ability to run fast, expressed through *can*, and the willingness to help, expressed through *will,* in (12*)*, differ from deontic and non-deontic root possibility and necessity in that there is no control from an external source.

As can be seen above, the distinctions between the types of modality can create unclear cases. This is particularly the case with the use of *can*, which according to the definitions described above, has meanings of permission, possibility and ability, and therefore deontic root modality, non-deontic root modality and dynamic modality, respectively. Coates (1983, p.93) summarises the distinction in the following way, noting the relationship between requirements from external agents, circumstances and inherent properties of the speaker:

I can do it = PERMISSION – human authority/rules and regulations allow me to do it.
I can do it = POSSIBILITY – external circumstances allow me to do it.
I can do it = ABILITY – inherent properties allow me to do it.

Possible 'can' (glossed as 'it is possible for … to…') is seen as overlapping *permission* and *ability*; however, its use is restricted within an epistemic setting to only negative and interrogative forms. In the affirmative form, *can* is never epistemic as the issue of control (internal or external) does not feature in the need to evaluate the truth value of a statement. For example, in (5), it is not possible to substitute the modal verb *may* for *can*. However, when the speaker chooses to speculate in the affirmative, it is possible to use an alternative to *can* through the form of *could*.

As can be seen from this brief introduction, distinguishing between types of modality is not a straightforward process and it is complicated by the polysemantic nature of some modal items which cross over the groupings. This adds a significant layer to an already expanding definition of modality, but one which is important to consider, in order to be able to describe the language used to express modality and identify its appropriateness in context.

2.3.2 Other Typological Classifications of Modal Meaning

The increasing complexity of modality is highlighted further by the manner in which it has been classified giving rise to a multiplicity of labels and definitions. Many of the ways that modality is defined encompass the typologies discussed above in section 2.3.1, however, they are

variously combined under a supercategory of modality and realigned to provide different perspectives. This means that the working definition of modality also needs to be expanded yet again to take these variations into account. Table 2.1 (below), adapted from (Depraetere & Reed, 2006, p.280) maps some of the ways that linguists have attempted to do this. It does not suggest a perfect alignment of ideas or boundaries between one concept or another, but it does provide a useful visual depiction of the complexity of the subject matter. In particular, Depraetere and Reed have focussed on definitions conceived by Coates (1983), Quirk, et al. (1985), Bybee and Fleischman (1995), Downing and Locke (2006), Palmer (2001), Huddleston & Pullum (2002) and van der Auwera and Plungian (1998). From this, it is possible to see that there are three ways the supercategories have been designed, namely, horizontally (in the form of two- or three-way splits), vertically (through the use of multiple tiers and super-ordination), and externally (by comparing across languages). The following paragraphs detail which approach is adopted by each author.

Table 2.1 Classifications of modal meaning

Epistemic modality	Root necessity	Root possibility	ability	obligation	permission	Willingness or volition	
epistemic	root modality						Coates (1983)
extrinsic				intrinsic			Quirk et al. (1985); Biber et al. (1999); Downing and Locke (2006)
speaker-oriented	n/a	agent-oriented					Bybee and Fleischman (1995)
epistemic	dynamic			deontic		dynamic	Huddleston and Pullum (2002)
propositional modality	n/a	n/a	event modality				Palmer (2001)
evidential	epistemic			dynamic	deontic		dynamic	
epistemic	non-epistemic					n/a	Van de Auwera and Plungian (1998)
	participant-internal	participant-external non-deontic		participant-internal	participant-external deontic		

Adapted from Depraetere & Reed (2006, p.280)

In her study on modal verbs, Coates (1983) concluded that modality could be described as a binary system incorporating *epistemic* and *root modality* (or *non-epistemic*), and argues that root modality should not be further subcategorized simply because the main modal verbs exhibit many of the features of all of these concepts.

Similarly, Quirk, et al. (1985), Biber et al. (1999) and Downing and Locke (2006) define modality as part of a binary system, this time using the categories of *extrinsic* and *intrinsic* modality. Quirk et al.'s definition of extrinsic modality follows Lyons' (1977) definition of epistemic modality (noted above in section 2.3.1), however, their definition of intrinsic modality refers to 'some kind of intrinsic human control over events' (p.219) and combines *permission*,

obligation and *volition*. They admit that there are areas of overlap and that the distinction between the two are sometimes blurred; a case in point is the classification of *can*, also noted above for its polysemantic nature, in which, despite its intrinsic property of controlling human actions, it is considered a special case of possibility (i.e. extrinsic).

Bybee & Fleischman (1995) also define modality as a two-way split in their cross-linguistic approach to their classification system. They maintain the traditional definition of epistemic modality, although they prefer the term 'speaker-oriented'. All modal meanings involving conditions placed on an actor by an external agent are classified as 'agent-oriented'. Although the table above suggests a clear distinction between the two groupings, Bybee & Fleischman (1995) note that speaker-oriented and agent-oriented modalities cut across the boundaries as speaker-oriented can also include imperatives which 'impose conditions of obligation' (p.6).

Another approach to the definition of modality is the three-way split described by Huddleston & Pullum (2002). Their definition of modality uses the classifications of epistemic, deontic and dynamic. Their use of epistemic and deontic modality coincides with the traditional definitions noted above. Their use of dynamic modality includes all other non-deontic root modality and is grouped together with ability and volition. They view modality as a cline between possibility and necessity.

The fifth approach that will be considered is that described by Palmer (2001). His classification represents modality as a two-tier system with two broad areas of differentiation: *propositional modality*, which is concerned with the 'the speaker's attitude to the truth-value (evidential) or factual status of the proposition (epistemic)' (p.8) and *event modality* which refers to events that are 'not actualised, events that have not taken place, but are merely potential' (p.8). Event modality is further categorised into dynamic and deontic, where dynamic modality includes ability and volition and is said to come from 'the individual concerned' (p.9), and deontic modality (obligation and permission) from an external source (p.9). Where Coates defines the possibility or not of a situation's actualisation through non-deontic root modality, Palmer provides an extended interpretation of 'ability' which is sometimes much wider than physical ability to include the subject's physical and mental powers. It is interesting that within this classification, Palmer reveals his stance with regards to the relationship between evidentiality and epistimicity, indicating that he shares a belief with Chafe & Nichols (1986) that 'the relationship between source of knowledge (evidence) and degree of commitment and speaker's belief and attitude (epistimicity)' are separate elements which are subsumed into one category (González, et al. 2017, p.68). This 'total inclusion' view is at odds with other researchers who believe the relationship to be clearly separate ('disjunctive') (Aikhenvad, 2004; De Haan, 2001; Mushin, 2001) or to 'overlap' (Cornillie, 2009), such that both elements are said to have 'synergy' and are 'intertwined' (Hoye, 2008, p.165).

Unlike all of the other frameworks discussed above, the last definition of modality to be discussed is the framework adopted by van der Auwera and Plungian (1998) who built on the cross-linguistic work carried out by Bybee & Fleischman, (1995), and at the same time, limited its scope. In contrast to all the linguists noted above who accept the premise of a scale of meaning from possibility to necessity, van de Auwera and Plungian believe that necessity and possibility are 'paradigmatic variants' (p.80), and therefore the only two possible choices within each of the entities they identify. They exclude the notion of a scale of meaning from their model, in order to afford for an easier (and in their opinion a more interesting) format for analysis that is more able to cut across languages, and they exclude the functions of volition and willingness in order to better focus on the relationship between necessity and possibility. Consequently, the domains they create cross over a number of the traditional categories stated above. This is particularly so with the non-epistemic elements where they identify two main groupings: *participant internal modality* ('a kind of possibility or necessity internal to a participant engaged in the state of affairs', p.80), and *participant external modality* ('circumstances that are external to the participant, if any, engaged in the state of affairs and that make this state of affairs either possible or necessary', p.80). The final domain of modality within their model, *deontic* modality, van de Auwera and Plungian consider it to be a special case of *participant external modality* in that it identifies 'the speaker and/or as some social or ethical norm(s) permitting or obliging the participant to engage in the state of affairs' (p.81).

As this section has shown, there is widespread inconsistency and overlap in the approaches adopted, and in the beliefs expressed regarding the definitions and classifications of modality. The labels are confusing and the typology contradictory. The working definition has expanded to such a point that not only is it confusing for native speakers of English to understand, but it is now beyond any reasonable level of understanding for it to be useful for learners of English. It is not surprising, therefore, that English language materials designers go for simplicity of understanding and focus on elements of modality that are easily teachable, that is, a narrow range of lexicogrammar focused principally on modal verbs and their associated functions. Learners of English are rarely (if ever) given the opportunity to practice and analyse language beyond these congruent finite forms. Even if modality is treated at this most basic level, without an understanding of the interactions that modality generates within clauses and texts as a whole, it may ultimately constrain the learner, forcing them to adopt notions which are pragmatically inappropriate. This may then encourage the learners to tap into L1 influenced notions of modality to compensate for a deficit in knowledge.

With this in mind, the working definition adopted in this research, and one that learners of English can use, should be reasonably easy to understand, whilst remaining effective and efficient in allowing learners to grasp complex ideals connected with it. This includes how modality is not limited to individual words, but that it expands across a clause and sometimes

into other clauses (Thompson, 2014, p.70). They also need to have a definition that can be used to examine language in use and how language choice can differ according to the context it is used. It therefore needs to be dynamic and flexible. All notions considered until now do not actively integrate these ideals. This is what SFL can offer. It is an approach to language description and analysis that reflects the interactions of the systems involved in language choices within context. A reconfigured definition of modality through the lens of SFL would therefore be ideal for learners to use.

2.4 Modality within Systemic Functional Linguistics (SFL)

SFL is an approach to language promoted by Halliday (1985) and Halliday & Matthiessen (2004, 2014) which views language as a relationship between text and context (Coffin & Donohue, 2012, p.2; Gardner, 2012, p.52; Schleppegrell, 2004, p.46) and one in which 'genre' is key. Genre is seen as 'a class of communicative events, the members of which share some set of communicative purposes' (Swales, 1990, p.58) and as 'a category that describes the relation of the social purpose of text to language structure' (Cope & Kalantzis, 1993, p.2). Understanding language from a functional perspective means, therefore, that it is not possible to consider linguistic form and structure on its own. For that reason, it has been applied to the analysis of many real-life situations, one of which is academic learning and teaching (Coffin & Donohue, 2012, p.2).

SFL was developed from the basis of a number of inter-related literacy projects developed in the 1980's in Sydney, Australia, to develop school-based curricula, with a genre approach to writing at its core, with children in socially disadvantaged areas of the city (Cope & Kalantzis, 1993; Coffin, 1996). The underlying belief of the genre-approach was that 'the essence of good writing lies essentially in the overall structure of a text, its development and cohesion and whether or not it is written in language appropriate for its intended purpose and audience' (Walsh et al. 1990, p.17). Reports from teachers responsible for the teaching of the curriculum in participating schools of the projects reported that 'it gave the children clear direction in how/what/why to write' resulting in 'a changed attitude of the children to writing tasks' (p.13). This in turn resulted in higher success rates overall, transforming the learning opportunities of the children in the participating schools when compared to non-participating schools in less disadvantaged areas. The achievements of the projects have been instrumental in the spread of genre-based literacy pedagogy into other areas of academic life including higher education and where research into EAP has been able to challenge 'the widely held assumption that academic conventions are universal and independent of particular disciplines' (Hyland & Hamp-Lyons, 2002, p.6). Genre-based textual analysis has generated insights into how 'participants draw on knowledge of prior texts to frame messages in ways which appeal

to appropriate cultural and institutional relationships' (Hyland & Hamp-Lyons, 2002, p.5). It is with this context that modality will be framed within this research.

Figure 2.1 shows that, within SFL, each social context (genre) is composed of the variables of *field* (what the text is about), *tenor* (the relationship between the people in the interaction) and *mode* (how the text should be organised) and each variable is aligned to a corresponding 'metafunction', namely *ideational*, *interpersonal* and *textual*, respectively.
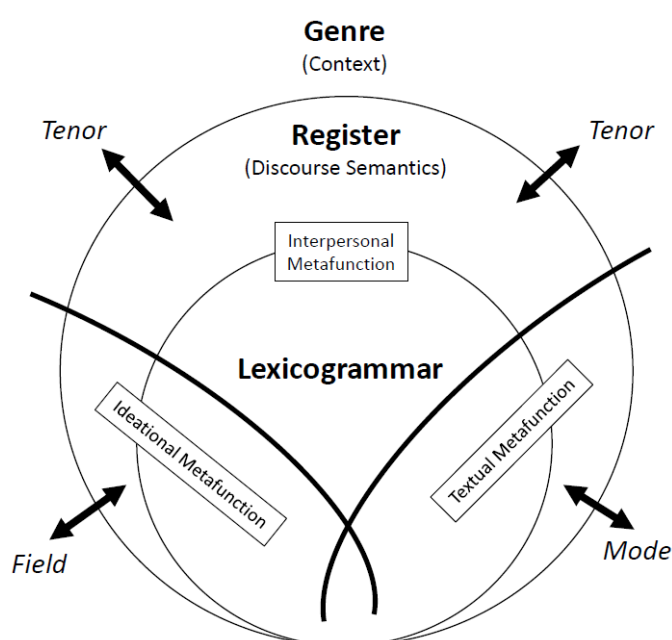
Adapted from Matthiessen, Slade, & Macken (1992, p.183)

Figure 2.1 Genre in SFL (lexicogrammar, register and metafunctions)

Modality in SFL exists within the interpersonal metafunction at the level of 'clause as exchange', that is to say, it operates where language 'exchanges' propositions and proposals, where propositions exchange information, and proposals exchange 'goods and services' (Halliday & Matthiessen, 2004, pp.146-147). This occurs within the middle ground between the limits of polarity: the space between the 'is' and the 'isn't' or the 'do' and the 'don't' etc. Between these limits, there are choices of intermediate degrees: what Halliday and Matthiessen refer to as forms of 'indeterminacy' and there are many routes into how modality is expressed. This definition may seem overly simplistic, but unlike other interpretations of modality, it is dynamic and flexible, and embraces cultural diversity with all its possibilities of modal meaning and expression. As the remaining discussion shows, it is from this starting point that learners can be taught what elements of language need to be considered, and how they combine into a system of simultaneous decision making processes.

Thompson (2014) calls the area of language that modality occupies 'modal space' (p.70). He depicts it with examples to demonstrate some of the scope of meaning-making

potential that exists between the affirmative and negative poles together with informal glosses of the modal expressions (see Table 2.2 below). It should be noted, however, that he does not imply that the relative positioning of the modal expressions suggests closeness to either of the poles.

Table 2.2 Modal space

+	**She teaches Latin**	
Modal Space	She might teach Latin	*Perhaps yes, perhaps no*
	She usually teaches Latin	*Sometimes, yes, sometimes no*
	She ought to teach Latin	*At present no, but ideally in the future yes*
	She'll teach Latin if you want	*At present no, but in the future yes if you want*
	She can teach Latin if she wants	*At present no, but in the future yes if she wants*
	She can teach Latin well	*In principle yes, at present maybe yes or no*
-	**She doesn't teach Latin**	

Adapted from Thompson (2014, p.70)

As well as occupying the modal space between polarity, modality also operates across a whole clause, 'constructing a kind of interpersonal "aura" of the speaker's attitude around the proposition' (Thompson, 2014, p.70). This is one pathway into modality, expressed via 'modalization', an actualisation of language within propositions presenting expressions of probability (how true something is) and usuality (how frequent something is true). An alternative route into modality is by means of proposals expressed via 'modulation' that take the form of offers and commands, noted by the meanings of obligation and willingness/inclination.

The sense groupings within modalization and modulation operate within scales of commitment from low to high. For example, probability expresses meanings of what is 'possible', 'probable' and 'certain', and in a similar way, usuality is scaled with meanings of 'sometimes', 'often' and 'always'. The scales of degree of *obligation* are 'permissible', 'advisable', or 'obligatory', while offers of degree of willingness/inclination are 'ability', 'willingness' and 'determination' (Thompson, 2014, p.71). The scales of degree, or *values* (see Table 2.3) represent the speaker's commitment to the validity of what is being said, either expressing it more strongly or leaving it more open to doubt. This is important for contexts such as academic writing where a writer needs to carefully judge the extent to which they wish to promote their point of view (Thompson, 2014, p.73). Although Halliday & Matthiessen (2004, pp.180) formalise the use of the three-point scale, they insist that they are not absolute categories and there are more delicate distinctions between them.

Table 2.3 Modal values (Modal commitment)

	Modalization	**Modulation**
HIGH	That must be John.	You must ask someone.
⬍		
MEDIAN	They should be back by now.	You should invite her.
⬍		
LOW	I may be quite wrong.	You can help yourself to a drink.

Adapted from Thompson (2014, p.72)

Within the SFL framework, there is an additional level of complexity which contributes further to the development of the reader-writer relationship. In addition to indicating a writer's commitment to their assertion by altering the 'values' of the utterances, they can also position their assertions along two intersecting clines of 'subjectivity versus objectivity' and 'implicitness versus explicitness' (Thompson, 2014, p.75), examples of which are summarised below in Table 2.4. Subjective orientations involve the speaker or writer being overt about the source of their utterances and involve a level of self-attribution to their claims (see examples 1a, 1b, 2a and 2b). Objective orientations, on the other hand, aim to mask the identity of the source (see examples 3a, 3b, 4a and 4b). On the second cline, implicitness in modality indicates that the modal element of the utterance is maintained within the same clause (see 2a, 2b, 3a and 3b); however, explicitness in modality extends the actualisation beyond the limits of the clause into its own clause (see 1a, 1b, 4a and 4b)) (Halliday & Matthiessen, 2004, pp.181). Therefore, orientations help to identify the source of the modality and how much responsibility the writer is willing to accept in the judgement expressed by it (Yang, Zheng & Ge, 2015, p.3).

Table 2.4 Modal orientations (Modal responsibility)

	Modalization	Modulation
Explicit subjective	1a. *I'm sure* we should sell this place.	1b. I *don't advise* you to drink it.
Implicit subjective	2a. She *might* have written to me.	2b. I *mustn't* go there anymore.
Implicit objective	3a. We *probably* won't repay it.	3b. A cathedral is *supposed* to be old.
Explicit objective	4a. *It's likely that* they've heard by now.	4b. *It's essential that* you leave at once.

Adapted from Thompson (2014, p.75)

It should be noted that modal verbs, the most frequently used lexicogrammatical resources for expressing modality, the main source of attention for the teaching of modality to learners of English, and the resources which tend to be relied upon heavily by 'lower-ranked writers' (Takahashi, 2009, p.9) are inherently 'subjective' and implicitly so. In choosing to use modal verbs, it is the speaker or writer who is 'responsible' for the assessment of modal meaning (probability, usuality, inclination and obligation). Their finite position within the clausal structure (i.e. located between the subject and the main verb) prevents the projection of the 'aura' of modality extending beyond it (Eggins, 1994; Halliday & Matthiessen, 2004; Martin, et al., 1997). An alternative to the use of congruent (i.e. unmarked) expressions of modality, which modal verbs, and by extension modal adjuncts/adverbs, represent, is to express modality 'metaphorically'. In this case the finite modal operators (modal verbs and modal adjuncts/adverbs) are realised as clauses (Eggins, 1994, p.181). Examples of this can be seen in 4a and 4b, above, where, in each case, the expression of modality is expressed metaphorically. In congruent form, these examples could be rewritten as 4a(i) 'they *will* have heard by now' and 4b(i) 'you *must* leave at once'. However, the speaker or writer has chosen an approach that permits modality to be expressed within their own clauses. In occurrences such as these, the modal constituents are said to be 'masquerading as…adjunct[s]' (Eggins, 1994, p.181). What would normally be described in subjective terms is now enabled through the use of grammatical metaphors. The pseudo-clause structure of '*it is … that*' allows the writer to 'hide behind an ostensibly objective formulation' (Eggins, 1994, p.182) and effectively distance themselves from their propositions or proposals, suggesting that they were stated by someone other than themselves (Halliday & Matthiessen, 2004, p.630). This is a useful device that broadens a speaker or writer's linguistic repertoire of possible choices.

Given the array of language choices available to every writer at any given point, it is clear that learners of English who have become proficient in the aural interactive regime of

General English classes, which value informality and colloquial expressions, will also need to master an additional layer of complexity to be able to develop a 'student' academic voice based on genres which are 'non-interactive, lexically dense and impersonal' (Liardét, 2018, p.64).

All of these features combined describe what is known as the system of modality (See Figure 2.2), and represent the simultaneous choices that are needed when expressing this language feature.
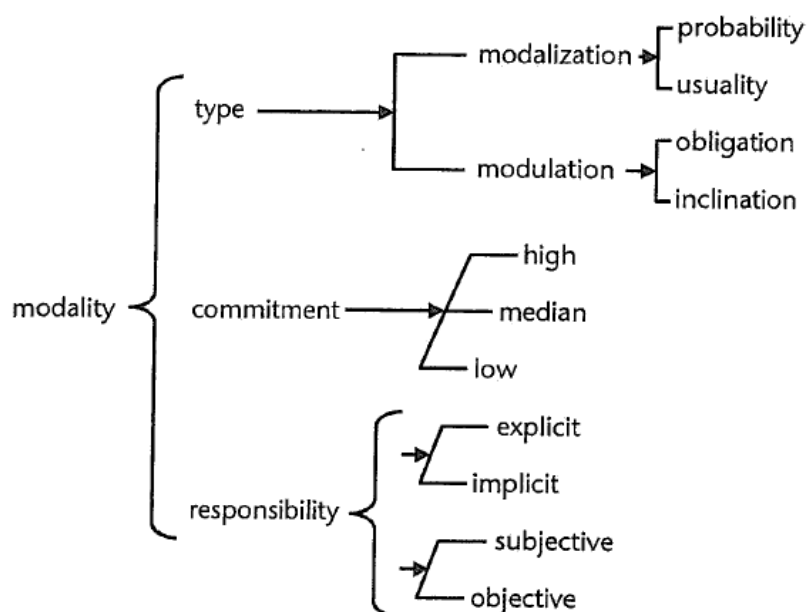
Adapted from Thompson (2014, p.77), based on Halliday & Matthiessen (2004)
Figure 2.2 The simultaneous system of modality

The slanted lines in Figure 2.2 represent values on a cline and therefore are not completely separate. Halliday & Matthiessen (2004, pp.695) calculate that once combined, there are a total of 144 categories of modality; however, with more delicate analysis, it could be shown that there are many others.

When contrasted with other methods of description of modality, the flexibility and dynamism of SFL is clear to see. It goes beyond the limitations of the approaches noted above, in that, not only does it analyse the use and meaning of modality in texts in general, but it also accepts that modality is integrated into the functions of the texts themselves, and into what language is appropriate (in lexicogrammar, semantics and pragmatics) given the communicative purposes of the texts and who the intended readers are. To understand what modality is, therefore, is to accept that it is also a representation of all of the elements noted above, and that the decisions made by the writer are carried out simultaneously. This concurs with Aijmer's (2015) assertions that 'modality should be studied both formally and functionally and, additionally, function should be able to explain the distribution of forms' (p.3). This may

look like an additional complication in the discussion on what modality is, however, taken through the lens of SFL, it is a definition that can be applied for pedagogical purposes, as it can be broken down into stages, within which the skills in understanding each element can be developed over time. For this reason, it is the definition that will be adopted to form the basis of analysis of all stages of this research project and one what will be used when discussing the implications.

In understanding the theoretical background of the topic, it is now necessary to review how modality in learner writing has been researched and, in particular, how it relates to learner writers in an academic context.

2.5 Interlanguage

In second language acquisition (SLA) studies, researchers are interested in viewing whether the L2 acquisition process is similar to that of a native language, whether they form the same rules and patterns and if those rules are affected by context (Gass & Selinker, 2010, p.1). In understanding how L1's are acquired, Chomsky's (1965) theory of 'Universal Grammar' has been extremely influential. It states that all children are born with an innate knowledge of language, thus explaining why all (with a few exceptions) are able to successfully acquire their first language. Selinker (1972) noted that this was not the case for L2 learners, and that the outcomes were different. His response was to posit an alternative theory suggesting that for NNSs there was an Interlanguage (henceforth, IL), a hybrid linguistic system. According to Koike (1989), in reviewing Selinker's work, the IL involves 'an interim series of stages of language learning between the L1 and L2 grammars through which all L2 learners must pass on their way to attaining fluency in the target language' (p.280), suggesting that language acquisition exists on a cline. Montrul (2014, p.79) depicts the process graphically (as shown in Figure 2.3) and states that it begins with an initial state (the L1 linguistic system), contains a series of intermediate stages (the IL) and then has an end state, which assumes convergence with a target language (henceforth, TL). The ability to reach the end state is said to be affected by such conditions as L1 interference and fossilisation (Selinker, 1972, p.215) and much discussion has been had on whether adult learners are ever able to converge with the TL (Montrul, 2014, p.80; Han, 2014, p.48) or if they are always destined to 'fail' (Kellerman, 1995, p.219).
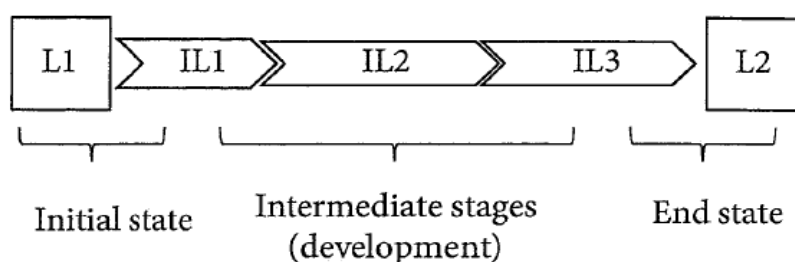
Adapted from Montrul (2014, p.79)

Figure 2.3 Schematic representation of the stages of interlanguage

Research in IL has increased in recent years with the development of computer corpora allowing larger numbers of texts than traditional methods of text documentation to be stored and analysed. It has also allowed for the development of specialised corpora which cater for different research needs (Chen, 2010, p.33). For example, bilingual corpora allow researchers to compare rule patterns between L1 and L2 (Granger, 2003), and pedagogic corpora allow an analysis of all the language a learner has been exposed to within specific learning materials (Hunston, 2002, p.16). However, of interest to this research is the application of corpora based on learner texts in order to analyse learner language production and development. The type of specialised corpus that allows this is called a learner corpus. Learner corpora are now used extensively for this purpose with the first 'large scale' corpus being the International Corpus of Learner English (henceforth, ICLE; UCLouvain, 2002). The ICLE consists of sub-corpora of academic argumentative essays written in English by advanced learners from many different (mostly European) L1 backgrounds. The ICLE website, which also acts as a repository for researchers to voluntarily register their learner corpus irrespective of the target language, lists 119 registered learner corpus projects, 66% (n=79) of which focus on English as the TL. The extent of learner corpus research has altered how IL is viewed and has led to rejecting the notion of IL failure and its inherently negative stance towards the acquisition potential of language learners. It has been suggested that IL be considered 'a variety in its own right, which can be studied as such without comparing it to any other variety' (Granger, 2003, p.127). However, Granger recognises that meaningful interpretations and details of language variety specificities can only be obtained through comparison with other L2 language varieties and this, in turn, provides insights into IL development within different learner populations, especially those of different L1 backgrounds.

A popular framework for studies of this type is Granger's (2002) Contrastive Interlanguage Analysis (henceforth, CIA) model (see Figure 2.4). The CIA is a two-step process which contrasts 1) NS and NNS and 2) NNS with NNS. Granger (2002) argues that analysis of NS/NNS comparisons allow for identification of language deviations (error analysis)

as well as a consideration of preferred and less preferred language and discourse, allowing discussions of over- and under-use.
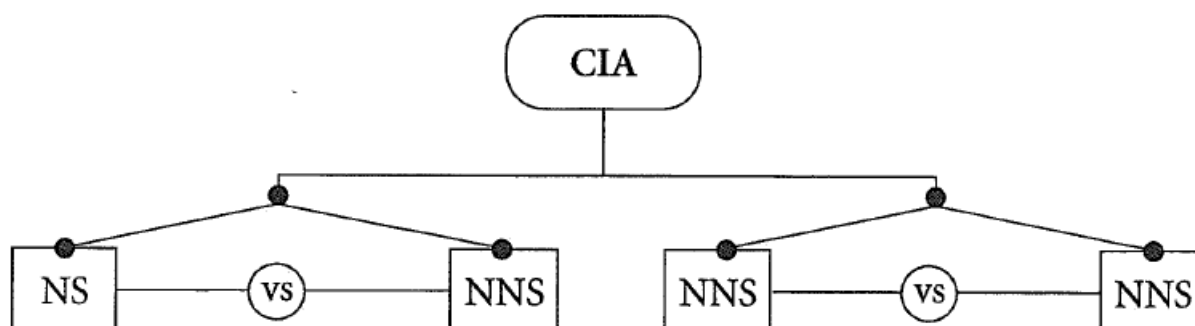
Adapted from Granger's (2002, p.12)
Figure 2.4 Contrastive Interlanguage Analysis (CIA) Framework

2.6 Studies on Modality in Academic Writing

2.6.1 Studies on Epistemic Modality

A great deal of research has focused on epistemic modality as it closely relates to stance formation in academic texts. Aull & Lancaster (2014) analysed the expression of modality in 4,000 argumentative essays of new and advanced university level students and in published articles. They showed that across all subject areas, there is greater use of intensifiers and fewer hedges in the first year university students' essays compared with the more advanced writers. A larger study by Aull (2015) which directly compared approximately 35,000 first year writers' essays at two US universities with published articles confirmed this difference and noted a disparity between the two types of writers, noting that the first-year students used boosters at twice the rate of the use of hedges, whereas the academic writers preferred to use hedges more often. The preference for intensifiers over hedges impacts the dialogic space available for the writer to occupy, how their authority is projected and ultimately how writer identity is portrayed (Tang, 2009, 170).

The focus of these research projects has been on comparing non-native with native speakers or novice academics with experienced academics. Research on modal verb use has focussed on the belief that they are prototypical markers of epistemic modality despite the existence of other linguistic items which function in a similar way. As noted above, epistemic modality is used to express the level of certainty that a writer associates with their assertions. Many linguists accept that there exists a gradience of epistemic classification and this has been identified in the discussion on the typologies of modality in the previous section. However, Hoye (1997) points out that there is no principled method in identifying the degree of certainty

38

of a particular item since its meaning is closely associated with the context in which it is expressed. The reason that many researchers focus principally on epistemic modality is its importance in the formulation of arguments and qualified claims in written texts, frequently marked by the use of hedges and shown to be frequent in advanced academic writing irrespective of the field (Ädel, 2006; Hyland & Tse, 2004; Hyland, 2005, 2008; Li & Wharton, 2012) and is central to good academic writing.

Hu, Brown and Brown (1982) observed that Chinese second language writers seem more direct and authoritative in tone and make greater use of epistemic devices from the 'certainty' end of the epistemic continuum than the NSs. Allison (1995) agrees and found that Hong Kong writers make unjustified, strong assertions more frequently than NS writers. This finding was also reported by Hyland and Milton (1997), who compared the expression of doubt and certainty in examination texts of school leavers in China (n=900) and in the UK (n=770) through the creation of a corpus of 1 million words. The results revealed that the NNS writers preferred to use a more limited range of language items, expressing stronger commitments and greater uncertainty in conveying an appropriate degree of commitment. A reason for this apparent difference is the emphasis given to classroom practice in Hong Kong which places importance on the teaching of expressions, such as 'there is no doubt'. This research was extended to include the semantic concepts of usuality (sometimes, often, always) and approximation (about, approximately) and adopted the term 'downtoners' from Holmes (1982, p.18) to refer to hedges in writing and 'boosters' to refer to a strengthening of an assertion (Milton & Hyland, 1999).

The presence of stronger assertions and commitments in learner writing has not been consistently reported in the literature. McEnery and Kifle (2002) compared the expression of epistemic modality in argumentative essays with second-year university students in Eritrea with secondary school students in the UK, and observed the opposite trend to Hyland and Milton (1997) and Milton and Hyland (1999), in that the non-native writers used more tentative language whilst the native speaker writers used stronger devices. The results were attributed to the fact that the non-native writers were trained specifically to avoid strong assertions through the use of learning of lists in textbooks used in secondary schools. However, equally, the choice of epistemic device is said to reflect a learner's personal belief and attitude as well as any cultural difference between the writers. Age and educational stage may also influence the results.

In developing learner English expression in a university setting, Gabrielatos and McEnery (2005) have been developing and comparing the expression of epistemic modality in a corpus of native and advanced non-native MA Dissertations. Results suggest that both NS and NNS writers cluster around a small number of lexical items when expressing epistemic

modality; however, NSs use epistemic modal verbs much more frequently than NNSs (+50%) and even more so in the case of adverbs and adjectives (+75%).

Building on McEnery and Kifle's (2002) study, Chen (2010) employed Granger's (2002) CIA by analysing learner interlanguage development in the use of nine epistemic devices by comparing NNS and NS texts and then comparing NNS and NNS, not by comparing L1 groups as in Granger's model, but across proficiency levels in academic writing. The NS corpus was a collection of 30 texts obtained from the BNC Baby (approximately 1.1 million words) and the NNS corpus was the Chinese Learner English Corpus (CLEC), a collection of argumentative essays over five educational levels from high school to university, each sub-corpus equating to approximately 250,000 words. The results showed that the NNSs used fewer downtoners and more boosters; however, Chen noticed that this changes with proficiency, and the writers become more native-like, particularly with the use of *may* and *might*, and other devices that express epistemic modality, suggesting that pragmatic competence in this area is developmental.

2.6.2 Studies on Non-epistemic Modality

The hegemony of epistemic modality as a focus for research, and in particular as a focus for learner English research, has meant that its relationship with non-epistemic modalities has been largely overlooked. There are very few examples where research has addressed the non-epistemic side of modal expression in academic and General English writing. One of the examples to do so is Piqué, Posteguillo and Andreu-Beso (2001) who compared the expression of modality in research articles (RAs) from the Health Sciences with newspaper articles and literary criticism RAs in NS writing. They only focussed on the central modal verbs and three semi-modal verbs (*ought to*, *dare*, and *need*), but nevertheless their results showed that non-epistemic modal preference is discipline specific, noting that writers of Health Sciences RAs almost exclusively employ epistemic modality (98% of occurrences), but that writers of literary criticism RAs more frequently employ modal verbs with deontic meanings (30% of occurrences). Newspaper articles are in between with a reported use of 91% epistemic modality. Piqué-Angordans (2002) took the study further by comparing the epistemic and deontic expression in RAs in medical research, Biology and literary criticism, and this time only focussing on the use of central modal verbs. Their results show that, combined, 11.67% of instances of modality in the RAs were used with deontic meanings; however, as with their previous study, differences were identified according to discipline, with medical RAs showing the least use of deontic modality (3.28%), literary criticism again the highest with 23.53% of occurrences expressing deontic modality, and Biology between the two with 7.48%. Their results suggest that there is a difference between the frequency of use of deontic modality in Medical and literary criticism RAs, but only partially so with Biology. Both papers highlight the

greater variety of choice of modality within literary criticism RAs and suggest that the choice of the type of modality depends on the communicative purpose (2002, p.56). Their results align with Simpson (1990) who analysed one literary criticism text and from that noted greater assertiveness in writer expression within this discipline. Likewise, the lack of deontic modality in medical RAs confirmed that reported in Vilha (1999).

From a NNS perspective, Hinkel (1995) analysed the expression of root modality (i.e. obligation and necessity) in modal and semi-modal verbs (*must, have to, should, ought to* and *need to*) in 450 US-based adult ESL students' General English writing, collected over a 5 year period and covering topics on family roles, responsibilities, obligations and relationships, friendships, family, cultural traditions, education, patriotism, racism, and politics. The NNSs had received extensive instruction in ESL (average 12.6 years) and the average time spent in the US was 2.4 years. Students were speakers of Chinese, Japanese, Korean, Indonesian, and Vietnamese, representing groups that are heavily influenced by Confucian, Taoist, Buddhist sociocultural values. Her findings showed that in topics related to family, friendships and traditions, NNSs' use root modality significantly differently to NSs, particularly in topics related to patriotism, racism and politics. In Confucian, Taoist and Buddhist cultures, teachers are highly respected and occupy a position next to parents. Therefore, Hinkel concludes that students may come to class with pragmatic presuppositions of this kind and therefore diverge in their understanding of the nature of obligation and necessity which may contribute to the under- or over-use of these modal items. Furthermore, Hinkel states that living in an Anglo-American cultural setting does not necessarily lead to NNSs assuming nativelike beliefs and pre-suppositions.

2.6.3 Studies on Modality from a Functional Perspective

Genre is a fundamental part of the systemic functional linguistics framework and much recent work has focused attention on rhetorical moves, originally conceived by Swales (1990), within them. For example, using texts extracted from the BAWE corpus, Gardner (2012) uses an SFL perspective to review the rhetorical moves within the genres and registers of student report writing across corpus linguistics, psychology and chemistry assignments, and Nathan (2013) contrasts business case reports between a locally developed corpus of marketing and management student writing and examples of texts from the marketing and management subcorpus of the BAWE corpus. Both studies have been used to inform EAP teaching practices and to help students better understand the requirements of their courses in terms of structures of discipline specific text types. However, neither of the studies involved finer-grained analysis of lexicogrammar within each genre.

When lexicogrammar within specific academic genres has been the focus of research, it has followed a similar pattern to other studies on modality with an SFL framework, in that the

attention has been on epistemic forms of expression, that is, modalization, given the importance of the expression propositions in academic writing, the level of certainty and the writer's confidence in the truth of the propositions. Takahashi (2009) carried out an in-depth qualitative analysis of the expression of modality in the writing of legal memorandums of six international students at a US law school, in order to identify patterns of use between different levels of proficiency (high, mid and low). The genre of the legal memorandum is characterised by an objectively written report aimed for internal use in a law firm and examines the legal implications of a factual situation with the aim of making predictions on the potential success of a case (Block, 1999, p.166). The analysis compared levels of propositional commitment, subjective and objective manifestations, and the use of grammatical metaphors (henceforth, GMs). The results showed that the predictive nature of the text encouraged the use of modalization, but also that there were differences in lexicogrammatical devices used across proficiency levels with higher proficiency students adopting a more impersonal stance and using a wider array of grammatical metaphors to maintain objectivity. The lower proficiency students, on the other hand, used stronger modal expressions and less qualified statements (concurring with the findings of Hyland and Milton (1997)), and sometimes failing to use hedging devices in preference to presenting their assertions as facts. Furthermore, the lower proficiency students were seen to depend more on congruent forms in the form of modal verbs and adverbs, and less on metaphorical expressions, thus increasing the sense of subjectivity in their writing.

In a more quantitatively based study, Yang, Zheng, & Ge (2015) conducted an analysis of modalization in medical research papers. The researchers created a corpus of 25 medical research articles from top rated journals in the field, and analysed the distributions of values (commitment: low, median and high) and orientations (responsibility: objective and subjective, explicit and implicit) across the texts. The results showed that low and median values predominated and coincided with studies from Vilha (1999), Hyland (1996) and Hyland (2008) on modality and hedging, where they report low and median value modality as the most frequently used modal expressions and, in the case of Hyland (2008, p.372), where the frequency of hedges was recorded as 2.5 times higher than boosters (including high value epistemic modal expressions). However, surprisingly, the writers preferred to express subjectivity over objectivity within the orientations used. In 58% of all occurrences the writers expressed implicitly subjective orientations with constructions involving modal verbs showing the writers' willingness to accept the judgement expressed by them. Unlike the results obtained in Takahashi's (2009) study, objective orientations, particularly explicit objective orientations, orientations adopted in the construction of GMs, accounted for only 19.58% of all occurrences.

Liardét (2016) carried out an in-depth analysis of ten texts from first year university students (split into groups according to whether they were high or low performing) at an

Australian university who were based within a unit designed to develop skills in academic and business discourse. The learner texts were part of the Macquarie Longitudinal Learner Corpus (MQLLC) and were a mix of English L1 and a variety of L2 backgrounds. The student texts were compared only for their use of GMs. However, in this case, the focus for Liardét was not only due to the fact that GMs are seen to be important features in academic registers and as contributors to academic success (p.110), she was interested in examining experientially the quality of the GMs and their impact on academic expression. The findings showed that there is very little difference in the frequency of use of GMs across the texts of the higher and lower performing students, suggesting that GMs are not the only factor involved in determining success in academic writing. Leading on from that study, Liardét (2018) developed a much larger quantitative study which continued to examine the quality of the GMs used without reference to academic attainment, focusing on data drawn from the Chinese Longitudinal Learner Corpus (CLLC), a specialised corpus containing 130 students' argumentative essays collected over a two-year period and divided into four subcorpora according to each semester. Each student contributed 4 essays to the corpus thereby generating a total of 520 essays. The essays were written under timed exam conditions and the question types were similar in nature to those of the Chinese National Test for English Majors (TEM; Cheng, 2008). In this study, Liardét developed an elaborated framework which allowed her to map learner development of interpersonal metaphors and overlay the data with how the learners evaluate meanings metaphorically. The findings showed that the Chinese learners relied heavily on subjective (contracting) forms of interpersonal metaphor (e.g. *as we all know*; *there is no doubt*) and that across the semesters there was a marginal increase in the frequency of use of interpersonal metaphors, although only subtle increases in the use of objective expanding metaphors (e.g. *it is evident; it is essential*).

2.7 Conclusion

This chapter has introduced the key theoretical concepts of modality by first discussing some of the approaches to the description of modality, highlighting the complexity involved in doing so, thus creating many challenges for learners. It has been shown that modality can be culture specific with genre-specific variation (both academic and non-academic genres and disciplinary variation) and this is presented against a backdrop of the very wide range of modal forms available (more than 144). This study aims to examine learner development of the understanding of the relationship between context and language expression of modality as it unfolds over time as they proceed through a 20-week pre-sessional programme. It will compare examples of assessed amateur and expert writing within three genres (essay, case study and research report) of the combined discipline of Business and Economics and determine the language preferences they make according to the type of writer and genre. The

flexibility and the proven effectiveness of SFL, particularly within a pedagogic context, make it ideal for this study, and therefore adopting a working definition of modality based on this approach is appropriate. The analysis will address the gaps in the literature by going beyond epistemic modality (modalization) by viewing how the writers balance the relationship between modalization and modulation within each genre, as well as the lexicogrammar used, and analyse if they are aware of the social purposes of the text types produced. It aims to go beyond previous studies by integrating a detailed materials analysis in order to view the socialisation processes adopted in the programme in developing their knowledge of modality and their influence on writer output as noted in their assessments. Furthermore, by analysing tutor cognitions, the study has a further aim of discovering whether tutor (and institutional) practices and beliefs affect the teaching and learning of modality on the programme. The result of combining the methods will create a dynamic multi-componential analysis that will help to identify the factors that can influence learner performance. Ultimately, it is hoped that the findings will provide meaningful insights for staff and students into the actual processes taking place. Chapter Three will outline and provide a rationale for the methodology that will form the basis of this research.

Chapter Three: Methodology

3.1 Introduction

In Chapter Two, I outlined some of the theoretical aspects of the study, highlighting the methods and complexity involved in defining modality. I also considered how SFL can be used to analyse modality and why it is effective as an approach for the study of genre and language expression. A number of studies were also reviewed to contextualise the current research.

This Chapter will provide a detailed rationale for the selection of methods used to carry out the research. It will begin by outlining the research questions that will form the basis of the study and then describe the participants, instruments, procedures and analysis that were carried out to successfully complete the research. A detailed section is included which provides comprehensive information on the design and content of the 20-week pre-sessional programme within which the study takes place. Reference is frequently made to this section in the subsequent chapters, as it is the design of the programme that acts a central spine of the study from which all the analyses branch off and from which inferences are made.

3.2 Research Questions

Research Question 1: How do expert writers (successful Masters students) and amateur writers (pre-sessional students) express modality in their academic writing?

> 1.1 How do the *expert* and *amateur* writers express modality in *discursive essays*?
>
> 1.2 How do the *expert* and *amateur* writers express modality in *business case study reports*?
>
> 1.3 How do the *expert* and *amateur* writers express modality in *research reports*?

To answer the three subsidiary questions, the following procedures were adopted:

The expert and amateur texts were annotated for instances of modality (modalization and modulation) and then quantified and compared for features of over- and under- use in terms of lexicogrammatical features and semantic choices. Comparison across genres was supported by qualitative examples of sentence extracts used to identify patterns of language use.

Research Question 2: How are the amateur writers socialised in the expression of modality in discursive essays, business case study reports and research reports on the 20-week pre-sessional programme?

> 2.1 What explicit teaching input of modality do the students receive in each of the four pre-sessional programme modules?

2.2. Is there any evidence of a connection between the teaching input received and the amateur writer expression of modality in the three genres of academic writing?

To answer the two subsidiary questions, the following procedures were adopted:

The teaching materials used to teach writing and language skills were selected and external and internal analyses were carried out, based on Littlejohn's (2011) framework. The external (macro-) analysis helped to identify author claims and understand the underlying theoretical and methodological frameworks the materials syllabus is based on. The internal (micro-) analysis of the coursebooks/materials identified and analysed the instances of explicit teaching of modality within the materials in order to comprehend what was required of the users. The analyses formed the basis of comparison with the published programme module aims in order to understand the implications of the materials within the broader context and structure of the programme. With this information it was possible to gauge whether the modality taught in the teaching materials was reflected in the amateur writer texts across the three genres.

Research Question 3: What are the pre-sessional programme tutors' cognitions on the teaching and learning of modality on the 20-week pre-sessional programme?

To answer this question, the following procedures were adopted:

Nine one-to-one interviews were conducted with their responses to prompts on the teaching and learning of modality examined for underlying cognition. All interviewees were pre-sessional programme tutors.

3.3 The Role of the Researcher

My role as researcher involved the method of prolonged engagement (Lundy, 2008) as a means of gaining access to the potential participants. This method allows the researcher 'to move beyond the "observer" role of the researcher to one of engagement' (Lundy, 2008, p.690) by spending an extended period of time in the field, getting to know the context, developing relationships, trust and rapport with members of the setting. Prior to collecting the data for this research, I was known to some members of the Language Centre teaching and management team, as I had previously taught on the 8-week pre-sessional programme two years prior to this. In addition, I was also employed as an online associate by the university on their MSc in TESOL programme and as an on-campus lecturer teaching undergraduate and postgraduate students in English Language and Linguistics.

The method of prolonged engagement in this research was vital from an operational point of view. Prolonged engagement, and an emic perspective, would allow me to gain first-

hand experience of using the course materials, gain first-hand experience of how they interconnect, and allow me to gain insights into the decision-making processes in teaching and learning more broadly and see how they link to the programme aims and assessment criteria. However, more importantly it was the interpersonal element which mattered most, as establishing a good rapport with the learners and tutors would create a more productive setting for collecting data and one that would encourage participation. It required careful balancing of my own 'identities' as tutor, associate lecturer, and PhD research candidate in a way that was unobtrusive and respectful. Asking learners to submit examples of their writing and tutors to participate in interviews that probed their feelings and beliefs on teaching are both done with a high level of personal risk. For the learners, it meant trusting the researcher with their identity and ensuring that their work is anonymised, protected and treated with respect and used in the way that it was meant to be used. For the tutors, it meant acting sensitively with their opinions and emotions, maintaining respect and objectivity in the reporting of their statements and respecting their professional integrity. One important way to mitigate the risk was continual communication, presenting my research to the students and tutors, answering questions, and reassuring uncertainties. Demonstrating the value and purpose of the research and returning what was promised to them (for example, drop in sessions and a final writing workshop for students; presentation of findings and access to the learner corpus to tutors for their own research and teaching purposes), so that there is a feeling of closure and completeness and that procedures and processes have been carried out in the appropriate fashion.

3.4 Overarching Theoretical Framework

This research adopted a Vygotskyan sociocultural theoretic perspective as it analysed the socialisation of learners of English in the expression of modality in a 20-week pre-sessional programme. According to Duff (2007), language socialisation refers to 'the process by which novices or newcomers in a community or culture gain communicative competence, membership, and legitimacy in the group' (p.309). She argues that second language socialisation is similar to that of first language, but with the added complexity that it normally involves adults who are confronting a new community having already established the required repertoire of another culture/community, notably their L1. As such, sociocultural theory is closely connected to the construction of identity through social practice, but it is also connected with the concept of 'community of practice' where it is possible to examine the processes involved in helping to facilitate a learner's identity within a new community (Wenger, 1998, pp.3-17). As noted by Hyland (2012, p.195), the concept of identity is fundamental in developing academic writing skills as 'every act of communication is an act of identity because identity is what a writer does', projecting more than just the content of the text, but their representation of self.

Novice writers in academic programmes of study are expected to develop expertise in writing texts in multiple genres, all of which have differing social purposes (Nesi & Gardner, 2012). This requires access to a repertoire of appropriate selves which a writer can tap into. This research aimed to view how the newcomers (novice writers on a 20-week pre-sessional programme) learned how to participate successfully in three genres of written academic discourse with particular emphasis on the expression of modality. It involved an inductive (bottom up) design paradigm in order to generate theory from observations involving the combination of various sources of information to help understand the whole picture. Quantitative and qualitative analyses of exemplars of expert writers (successful student writing) were used as the basis for comparison with the amateur texts and how they express modality in their assessed writing. The results from this textual analysis were combined with the results of subsequent analyses of the course materials used to teach modality, and one-to-one interviews used to capture perceptions of tutor cognition and their underlying beliefs on the teaching and learning of modality. The triangulation of different data sets in this study, which investigated the common theme of modality from different perspectives, sought to strengthen any conclusions made on the teaching and learning of modality while maintaining objectivity and integrity (Newby, 2014, p.131). Figure 3.1 outlines the model of triangulation that was adopted, highlighting the three sources of information that provided the data for collection and analysis. Further details of each method is provided below in section 3.6; however, before considering the methods further it is important to understand the design and structure of the 20-week programme so that it is clear how the methodological choices were made.
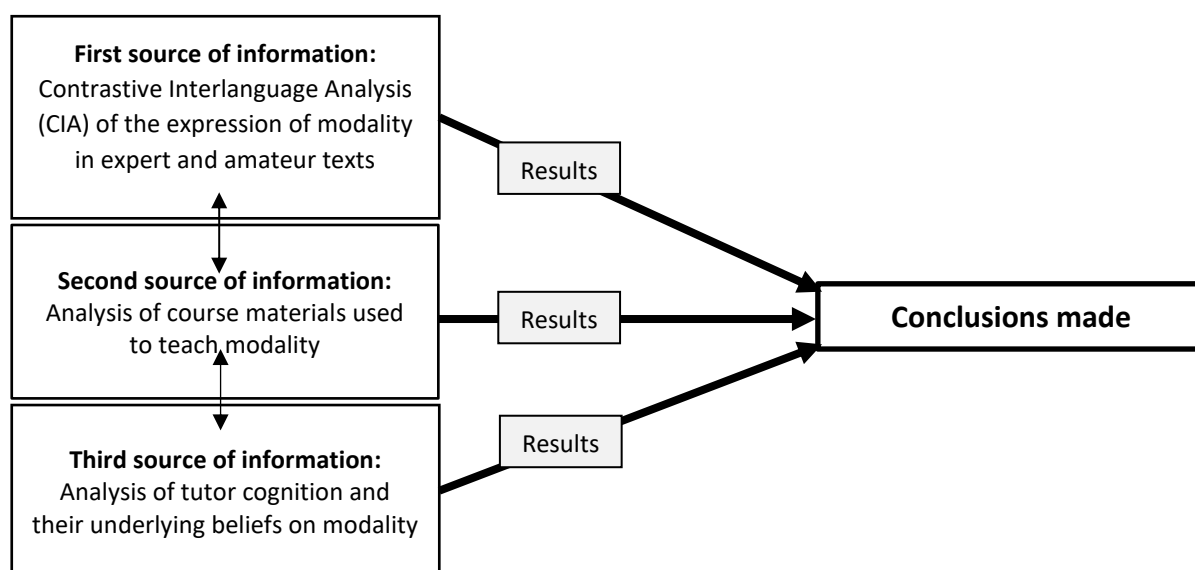
Adapted from Newby (2014, p.131)

Figure 3.1 Triangulation of data sources in study

3.5 The Design of the 20-week Pre-sessional Programme

This section serves to outline the key features of the 20-week pre-sessional programme and provides background information on its structure, the programme learning outcomes, the syllabus design, the assessment tasks and marking criteria and the programme entrance requirements.

3.5.1 Structure

UK universities offer pre-sessional programmes to international student applicants to undergraduate and postgraduate programmes whose first language is not English. In many cases, it is enough for students who have just fallen short of the minimum language proficiency requirements to undertake courses lasting between four and eight weeks. For others, with lower language proficiency scores, it can signify undertaking much longer programmes of study, sometimes lasting up to twenty weeks and more.

The pre-sessional programme, that forms the basis of this study, is the 2011 20-week programme, provided by the University's Language Centre. This programme is designed to cater to applicants of taught postgraduate and doctoral programmes from any school. As alluded to above, this course is aimed at students whose language proficiency scores fall far from the minimum required for their chosen programmes of study, and they are therefore students who would benefit from more extensive support.

Table 3.1 (below) shows the 20-week pre-sessional programme in relation to the other pre-sessional programmes offered at the Language Centre, all identified according to their length. These include: the 16-week, the 12-week and the 8-week pre-sessional programmes.

Table 3.1 Modular structure of the 2011 Pre-sessional Programmes at the Language Centre

Pre-sessional Programmes and dates		20-week (03/05/11 to 15/09/11)	16-week (31/05/11 to 15/09/11)	12-week (27/06/11 to 15/09/11)	8-week (25/07/11 to 15/09/11)
Module One	(4 weeks)	✓			
Module Two	(4 weeks)	✓	✓		
Module Three	(4 weeks)	✓	✓	✓	
Module Four	(8 weeks)	✓	✓	✓	✓

The pre-sessional programmes employ a modular structure, each programme requiring the successful completion of each module in order to progress. Students enrolled on the 20-week programme are required to successfully complete all four modules; students enrolled on

the 16-week programme complete Modules Two, Three and Four; students on the 12-week programme complete Modules Three and Four; and the 8-week students are only required to complete the final module, Module Four. Modules One to Three each run for four weeks and Module Four runs for eight weeks. Modules One and Two collectively form the group of modules which are referred to as 'English Language Development'; Modules Three and Four form the group of modules referred to as 'Using English in Academic and Professional Contexts'. For the sake of organisational efficiency and teaching resource, the students are separated into groups which create a mix of types of student (according to programme and discipline). The students are regrouped at every module entry point ensuring that student types are spread across the various groups.

The pre-sessional programmes are to a certain extent discipline specific, in that students of a specific discipline will be brought together for discipline specific input (for example, applicants to the Business School will have time dedicated to writing business case study reports, whereas students from the School of Life and Health Sciences will write lab reports). In other cases, the students will be in mixed groups for more general input.

3.5.2 Programme Learning Outcomes

The pre-sessional programmes at the University cater to all student applicants across all schools at the university with the aim to help them gain 'the language and academic skills needed for their chosen subject area' (Language Centre website, 2011). This is done by first building on foundational English language skills for those students on the longer programmes and who obtained lower IELTS scores, through Modules One and Two, and then by receiving more academic focussed input through Modules Three and Four. Details of the learning aims for each of the modules are detailed in Appendix A grouped under four headings including:

(1) knowledge and understanding;

(2) cognitive and intellectual skills;

(3) subject specific skills;

(4) transferable skills.

Inspection of the content expressed under each heading suggest that the aims described in (1) and (2) are progressive and develop across the modules. For example, in (1) the learners begin by strengthening their foundational skills in grammar, lexis and pronunciation in Modules One and Two before developing their broader skills in understanding lectures and academic texts in Modules Three and Four. Likewise, in (2), the learners develop skills in how to construct arguments, present information coherently, and self-evaluate in Modules One and Two, before developing a deeper level of understanding through critical

evaluation of texts, and in understanding underlying meanings in complex spoken and written texts in Modules Three and Four.

Under headings (3) and (4), the subject specific and transferable skills identify the text types that will be taught, namely, *discursive essays* (in Modules One and Two), *business case study reports* (in Module Three) and *research reports* (in Module Four). The textual focus is on developing an understanding of coherence and cohesion within each genre. The skills in academic writing, such as writer formality, objectivity, explicitness and hedging are detailed as elements only to be taught in module Four.

3.5.3 Teaching Syllabus

The 20-week pre-sessional programme provides a total of 360 hours of input, equating to 18 hours per week and four hours per day in two two-hour slots, one in the morning (10:00 to 12:00), dedicated mostly to English language input, and the other in the afternoon (13:30 to 15:30), mainly dedicated to the development of skills (reading, writing, listening and speaking). On Fridays, only the morning slot is dedicated to teaching; the afternoon slot is dedicated to student self-study.

The basis of the syllabus is an amalgam of a collection of commercially available English language coursebooks as source materials. A total of eight coursebooks are used across the various modules in the programmes and these are detailed below in Table 3.2.

Table 3.2 Coursebooks used in the 20-week pre-sessional programme

Name of course	Author(s)	Date of Publication	Publishers	Modules Used in
Language Leader Advanced	Cotton, D.; Falvey, D.;, Kent, S.; Lebeau, I.; Rees, G.	2010	Pearson	1, 2
English for Academic Study Series: *Reading*	Slaght, J. & Harben, P.	2009	Garnet Education	1, 2, 3
English for Academic Study Series: *Writing*	Pallant, A.	2009	Garnet Education	1, 2, 3
English for Academic Study Series: *Listening*	Campbell, C. & Smith, J.	2009	Garnet Education	1, 2, 3
English for Academic Study Series: *Speaking*	McCormack, J. & Watkins, S.	2009	Garnet Education	1, 2, 3
English for Business Studies	Walker, C. & Harvey, P.	2008	Garnet Education	3, 4
Passport to Academic Presentations	Bell, D.	2008	Garnet Education	4
Academic Writing Skills for Graduates	Swales, J.M. & Feak, C.B.	2004	The University of Michigan Press	4

A complete schematic of weekly and daily teaching input is provided in Appendices B and C and provide greater detail on the units used across the programme. In addition to the coursebooks listed above, a supplementary two-hour input session is provided in order to give guidance on how to write *business case study reports*. This takes place in Module Three and occupies a slot normally dedicated to developing reading skills. The tutors on the programme are expected to follow the content strictly as described. All assessments and tutorial sessions are carried out in class time.

3.5.4 Assessment of the Pre-sessional Programme.

Table 3.3 outlines the portfolio of tasks together with the corresponding weightings that form the assessments that the students are required to complete on each module. The portfolio tasks differ per module.

Table 3.3 Outline of the 20-week pre-sessional programme assessment portfolios according to module

Module	Portfolio
One (weeks 1-4)	• Class test in week 4 (of 20-week programme) – **timed essay (1 hour) of at least 300 words** (30%) • Group presentation in week 4 (of 20-week programme) – 15 minutes per group (20%) • Portfolio of five pieces of coursework in week 4 (of 20-week programme) (50%)
Two (weeks 5-8)	• Class test in week 8 **– 3 timed, short answer questions of 150 words each** (1.5 hours) (30%) • Individual presentation in week 8 – 10 minutes per student (20%) • Individual reflective diary in week 8 (50%)
Three (weeks 9-12)	• Class test in week 12 – **timed business case study report** (two hours) of at least 600 words (30%) • Paired speaking test in week 12 - 15 minutes per pair (20%) • Portfolio of five pieces of coursework in week 12 (50%)
Four (weeks 13-20)	• Individual research proposal of 600 words – to be submitted at the end of week 15 (30%) • **Research report of 2000 words** – to be submitted at the end of week 18 (50%) • 10-minute individual research presentation – to be delivered in the penultimate week (20%)

3.5.5 Marking Criteria

The marking criteria used to evaluate the written assessments are highlighted in Appendix D and are specific to the modules run through the Language Centre. The criteria for the timed assessments of Modules One to Three include: structure and organisation of information; critical thinking / analysis; grammar; and lexis. A holistic mark is given taking into account a balance of performance across the criteria. The corresponding percentage is classified a Fail (fail degree classification; 39% and below), Satisfactory Pass (third class honours; 40% and above), Good Pass (lower second class honours; 50% and above), Very Good Pass (upper second class honours; 60% and above) and Outstanding Pass (first class honours; 70% and above). Markers are also guided towards a typical spread in scoring of written assessment with a bell curve predominant in the Good Pass to Very Good Pass bands (80% of cohort). 10% of the cohort would be expected in each of the Satisfactory Pass and the Outstanding Pass bands, with a small number of outliers in Fail category. If a student should fail a module, overall, they are expected to resit the failed components in order to progress. If they fail the resit, then they are not permitted to progress and must leave the programme. However, the likelihood of that situation occurring is very little, as the Language Centre have systems in place to help identify weaker students and therefore arrange remedial support if needed.

A distinct marking scheme is adopted for the Research Report. Three aspects of the texts are considered: A) the physical layout and presentation; B) the content and organisation; and C) language. In elements A and B, the marker is expected to score 0-4 according to a series of questions, for example, '1. Is it the required length? (0-4 marks) or '4. Is the topic introduced and justified effectively? (0-4 marks)'. Greater weighting is given to section B with 7 of the 10 questions asked. There is a total of 40 marks given for the combined sections A and B. In the final section, section C, the marker gives a score on language, marked between 0 and 12 (banded according to specific criteria). This mark is then multiplied by 5 to give a total out of 60. The total mark for the Research Report is a combination of the two scores to achieve a mark out of 100.

For Modules One to Three, the assessed writing elements under investigation represent 30% of the total scores of those modules. For Module Four, it represents a total of 50% of the total score of that module. Although all assessments are high stakes, in that successful completion is needed to progress to the proceeding modules, in Modules One to Three weaknesses in some areas can be compensated by stronger performances in others, such as the portfolio of five pieces of coursework, which include elements such as the Vocabulary Test (Module One) or Referencing Test (Module Three). This not the case in Module Four where all three elements of the assessment portfolio are intrinsically linked.

3.5.6 Entrance Requirements

To qualify for Tier 4 (general) student visa to study in the UK at degree level, students who are normally resident outside of the European Economic Area are required to demonstrate an English proficiency level of a score equivalent to at least B2 on the *Common European Framework of Reference for Languages (*CEFR*;* Europe, Council of, 2001*).* Universities often use more stringent scores for access to their programmes of study and therefore meeting proficiency entrance requirements is high stakes for the applicants. The CEFR is used as a benchmark against which all other language proficiency testing systems are strongly encouraged to 'link', in order to demonstrate their equivalence and effectiveness in establishing a learner's proficiency score to the required level (Green, 2018, p.59). With this equivalence established, it is possible for universities to publish with relative 'confidence' their entrance requirements across a number of assessment systems. This is the case with the pre-sessional programme at the Language Centre, where entrance requirements are benchmarked to bandings or scorings of the 'Academic' version of the *International English Language Testing System* (IELTS (Academic); henceforth*,* IELTS), the *Test of English as a Foreign Language Internet-based Test* (TOEFL iBT; henceforth, TOEFL), or the *Pearson's Test of English (Academic)* (henceforth, PTE) exams. Their approximate calibrations with the CEFR are

provided in Table 3.4 below. For the purposes of this research, I have also included equivalency benchmark information for the *Oxford Placement Test* (Henceforth, OPT), which I used as a first day proficiency test for all participants in the research, to help identify an independent 'starting' benchmark in scores and also to aid in developing the representativeness of the final sample population (see section 3.6.1.2 for further discussion). Despite the apparent calibrations, caution is needed when interpreting their relative positions so as to avoid predicting scores from one test on to another (Green, 2018, p.68).

Table 3.4 Approximate calibrations of overall bandings and scorings of CEFR, IELTS Academic, TOEFL iBT, PTE Academic, and OPT.

CEFR[1]	IELTS	TOEFL	PTE	OPT[2]
	5	35	35	135
	5.5	54	42	149
	6.0	74	50	
Easy B2 tasks		76	51	
	6.5	85	58	169
Average B2 tasks		87	59	
	7.0	95	65	
Easy C1 tasks		98	67	
	7.5	106	73	
Difficult B2 tasks		109	75	
Average C1 tasks		110	76	
	8.0	114	79	
Easy C2 tasks		115	80	
	8.5	119	83	189
Difficult C1 tasks		120	84	
Average C2 tasks			85	
	9.0		86	200
Difficult C2 tasks			95	

Source: Pearson (2012, p.49, cited in Green, 2018); (Oxford Placement Test 2, 2006)

The majority of international student applicants who enrolled on pre-sessional programmes in the Language Centre in 2011 submitted *IELTS* test results as evidence of their English language proficiency. Of a total of 123 students enrolled across all pre-sessional programmes in that year, only 5 students chose to report one of the alternative exams (in this case the *TOEFL*). Given the pre-dominance of *IELTS* as the test of choice for applicants

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[1] Compared with PTE
[2] Compared with IELTS, as stated by the publisher (Oxford Placement Test 2, 2006)

(including the sample students who form the basis of this study) reference will only be made to this exam and it will be referred to simply as IELTS.

The minimum requirements for applicants to postgraduate taught programmes (non-MBA) of the Business School in 2011 are set out in Table 3.5 below which shows that, for IELTS, a minimum overall band of 6.5 is required, together with at least a minimum of 6.5 in Writing and Speaking, and a minimum band 6.0 in Reading and Listening.

Table 3.5 Minimum English language proficiency requirements for admission to PGT programmes (non-MBA) in the Business School in 2011.

Exam	Minimum score in:				Overall
	Reading	Writing	Listening	Speaking	Overall
IELTS	6.0	6.5	6.0	6.5	6.5

Source: Business School (2011)

Table 3.6 below details the programme length options available for applicants according to their reported IELTS scores upon application and the exit requirement for entry to Non-MBA postgraduate taught programmes. It can be seen that the students who have obtained a minimum Overall IELTS band 5.0, as well as a minimum band 5.0 in Reading, Writing and Speaking, and band 4.5 in Listening will be enrolled on the 20-week programme.

Table 3.6 Entry requirements per programme deemed to be the minimum needed to achieve the equivalent of IELTS Overall 6.5 at point of entry to Masters Programmes in the Business School.

Minimum entry for:	Reading	Writing	Listening	Speaking	Overall
20-week programme:	5.0	5.0	4.5	5.0	5.0
16-week programme:	5.0	5.0	5.0	5.0	5.5
12-week programme:	5.5	5.5	5.5	5.5	5.5
8-week programme:	6.0	6.0	6.0	6.0	6.0

Adapted from the Language Centre website (2011)

3.6. Data Collection and Methods

3.6.1 First source of information: Contrastive Interlanguage Analysis (CIA) of the expression of modality in expert and amateur texts.

3.6.1.1 Corpus Creation

Two corpora were created for the purposes of this research: an amateur writer corpus (henceforth, AWC) and a control 'expert' writer corpus (henceforth, EWC). These are specialised micro-corpora which aimed to represent the types of writer they were taken from and provided insights into language that would otherwise be difficult to obtain from larger corpora. As noted by O'Keefe, McCarthy, and Carter (2007, p.198), specialised corpora are carefully targeted and therefore are more truthful representations of their target domains than corpora which attempt to capture all features of a language.

3.6.1.2 The Amateur Writer Corpus (AWC)

The AWC consisted of assessed written assignments by the participants as they moved through the four modules of the programme. The corresponding writing assignment prompts for the written assessments are detailed in Appendix E.

The programme comprised a variety of types of student enrolled on the programme, including students who were aspiring to be enrolled on Masters level PGT programmes in the Business School, PhD students who were about to embark on their doctoral studies, and a group of Japanese undergraduate year-abroad students who were expected to complete this course as part of a wider study programme designed specifically for them.

For this research, permission was sought from all students enrolled across all four pre-sessional programmes in order to collect copies of their assessed texts. This also included copies of the first day level test which assessed the participants on their grammar/vocabulary knowledge and listening skills (based on Test 2 of the Oxford Placement Test, 2008) and the results of a short discursive essay, which was designed and marked by me using the marking criteria for essays (see Appendix D).

As noted in section 3.4.2, above, the design of the programme was genre based; different genres formed the basis of the assessments in each module. The principle aim of the research was to carry out a longitudinal study on language expression, and therefore it was vital that the same writers were used across all modules. However, there were a number of restrictions on which writers could be used. Of the 46 students enrolled on the programme, the following criteria were used in selecting the writers for the AWC:

1. The AWC texts should include as many amateur writers as possible.

A total of 30 students (out of a total 48 students enrolled on the 20-week pre-sessional programme) agreed to participate in the research.

2. The AWC texts should be of students aiming to begin a one-year on-campus Masters level programme in the Business School (excluding MBA which has a higher IELTS entry requirement)

Of the 30 students who agreed to participate in the research, 19 students were Japanese year-abroad students who were enrolled on a bespoke programme that required attendance on Modules One and Two of the 20-week pre-sessional programme only; four of the students were intending to enrol on programmes in Life and Health Sciences (n=3) and Engineering (n=1); and a further student was a prospective PhD student. The total number of potential participants was reduced to seven.

3. The AWC texts should be of writers who have completed all the main writing assessments for all of the modules in order to track progress from beginning to end.

All seven participants had successfully completed the full 20-week programme and their written assignments were available for annotation and analysis.

Once the criteria had been applied, it generated a final corpus based on the written assessments of a total of seven students, producing 28 texts, with a total word count of 25,474 words. Due to the small size of the corpus, attaching specific metadata to each text would risk inadvertently identifying the student and therefore undermining writer anonymity. Therefore, for the amateur writers, only general metadata was included and no specific data was tagged to individual writers. The characteristics of the resultant participants are noted in Table 3.7 and show that there were a combination of Thai L1 (n=5) and Mandarin L1 (n=2) speakers. Six of the participants were female (n=6) and all were prospective students on a variety of Masters level programmes in the Business School.

Table 3.7 Amateur Writer Corpus (AWC) Metadata

L1	Gender	Intended Degree Programmes
Thai (n=5)	Female (n=6)	Marketing Management (n=3)
Chinese	Male (n=1)	International Business(n=2)
(Mandarin)		Business & Management (n=1)
(n=2)		Supply Chain Management (n=1)

A crucial consideration in the selection of the research participants was to ensure that the sample population chosen was representative of the target population as a whole (Dörnyei, 2007, p.96). This process was essential, as it would impact the strength of any conclusions to be made from the results obtained. In order to ensure that sample of students in the AWC was representative of their cohort, their IELTS scores were compared with the other students enrolled on the 20-week pre-sessional together with the scores of the proficiency level test carried out on the first day of the course, where the students were asked to complete the paper-based version of the Oxford Placement Test 2 (2008)[3]. According to the test creators, the level test is aligned to the level descriptors of the CEFR. The test was comprised of two parts, a listening part scored out of 100 points, and a grammar/vocabulary part, scored out of 100 points. The combined total from the two sections provided the final score.

The results (see Table 3.8) showed that the AWC students are slightly stronger in terms of their Listening and Speaking skills, resulting in slightly higher overall IELTS scores, and that they were virtually matched in terms of their mean scores for Writing. Indeed, it was also noted that, coincidentally, all of the AWC participants enrolled on the pre-sessional programme with the same score, IELTS band 5. In contrast, the mean scores recorded against the OPT proficiency test showed a slightly stronger performance by the non-AWC students. However, when the scores were compared using the equivalencies presented in Table 3.4 above, they suggested that the students remained within the same grouping (IELTS 5-5.5). The difficulty with equivalences such as these is that they are notoriously difficult to validate to high levels of accuracy and therefore it is not possible to pinpoint in the scale exactly where the crossover between 5 and 5.5 begins. However, the fact that all of the students remained within the same group continued to suggest they both the AWC and non-AWC writers were at a similar level of proficiency and that the writers in the AWC could therefore be classed as being a representative sample of the students in their cohort.

The texts were made available to me approximately one month after the end of the pre-sessional programme once the external examiner had concluded their validation of the final marks. The texts for Modules One to Three were submitted as handwritten paper copies and for Module Four as digital copies via Turnitin. In order to assist in textual and statistical analyses, it was important that all the texts were in digital form, therefore the texts for Modules One to Three were scanned for back up and hand typed exactly as is (including errors in orthography and punctuation) and independently verified to ensure that the texts matched the final digital forms.

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[3] Since collecting the data for this research, there is now an online version of this exam (www.oxfordenglishtesting.com) with a scoring system out of 120.

Table 3.8 IELTS and OPT scores for AWC and all participating Module One students

	AWC (n=7)		Score for remaining Module One participating students (n=23)	
	IELTS			
	Mean	**SD**	**Mean**	**SD**
Listening	*5.79*	*0.36*	*5.26*	*0.49*
Reading	*5.64*	*0.23*	*5.63*	*0.54*
Writing	***5.00***	*0.00*	***4.99***	*0.82*
Speaking	*5.79*	*0.59*	*5.46*	*0.81*
Overall	*5.55*	*0.25*	*5.33*	*0.43*
	Oxford Placement Test (OPT)			
	Mean	**SD**	**Mean**	**SD**
	135.43	*8.05*	*139.36*	*10.70*

3.6.1.3 The Expert Writer Corpus (EWC)

The EWC corpus was composed of texts retrieved from the Level 4 Business and Economics subcorpora of the BAWE corpus. It is a requirement of the corpus creators that use of the corpus is acknowledged in the following way (Warwick University, 2018):

> The data in this study come from the British Academic Written English (BAWE) corpus, which was developed at the Universities of Warwick, Reading and Oxford Brookes under the directorship of Hilary Nesi and Sheena Gardner (formerly of the Centre for Applied Linguistics, Warwick), Paul Thompson (formerly of the Department of Applied Linguistics, Reading) and Paul Wickens (School of Education, Oxford Brookes), with funding from the ESRC (RES-000-23-0800).

The BAWE corpus is a collection of student texts that have been deemed 'good quality' and awarded marks in the merit and distinction bands. In total, there are 2897 texts, equating to 6,727,486 words distributed across four levels, over 30 disciplines and thirteen genre families (see Appendix F). The BAWE corpus represents a rich source of comparable texts for use in this study, and as samples of successful students' work, they are useful exemplars of the target proficiency that the amateur writers wish to attain. Importantly, they are not exclusively native speaker texts, and they represent student work from many different L1 backgrounds. As such, they represent an indicative end point of the interlanguage cline from amateur to expert writer status.

In order to ensure comparability with the amateur writer texts, the following criteria were used to select the texts that formed the EWC:

1. The EWC texts should only be from the same disciplinary background as the amateur writers, that is, Business School background, in order to provide a guide to target disciplinary specific lexis, expressions and language constructions.

In order to ensure all possible coverage for Business School students, the expert texts were selected from the combined subcorpora of Business and Economics disciplines.

2. The EWC texts should be the same genre types as the amateur writing samples. It is known that language within genres is conventionalised and is not only specific to discipline.

As Table 3.9 shows, there were a total of 63 texts in the combined Business and Economics sub-corpus, and all three genres (essays, case studies and research reports) were represented.

Table 3.9 Distribution of texts and genres available in the BAWE Level 4 combined Business and Economics sub-corpora (highlighted for Essay, Case Study and Research Report)

Genre	No. of level 4 texts
Essay	**28**
Case study	**8**
Exercise	8
Critique	7
Research report	**5**
Methodology recount	4
Explanation	2
Problem question	1
Design Specification	0
Empathy writing	0
Literature review	0
Narrative recount	0
Proposal	0
Total	63

3. The EWC should have an equal number of texts within each genre group as the AWC to maintain consistency across genres.

Unfortunately, as Table 3.9 demonstrates, the number of available texts within the combined Business and Economics sub-corpora was not equally distributed across the genres, with *essays* recording the highest number (n=28), *research report* the least (n=5) and *case study* in the middle (n=8). With only five texts available in the *Research Report* genre, only five texts could be taken from the other two genres.

Once all the criteria were met, the final composition of the EWC comprised a total of fifteen texts with five texts taken from each of the genre families of *Essay*, *Case Study* and *Research Report*. In the genre family groups that had more than five available texts, the texts were selected at random. All themes were checked to ensure comparability with the amateur texts. The metadata for the texts that were selected, including BAWE corpus tag identifiers, are listed in Appendix G. The resultant corpus equated to a total word count of 42,952 words.

A summary of the design characteristics of both corpora, using Sinclair's (2005) criteria as a base, are detailed in Table 3.10 and confirm the comparability of the two corpora in terms of mode, type, domain, language, location and date and therefore their appropriateness for use in this study.

Table 3.10 AWC and EWC corpus design characteristics (after Sinclair, 2005)

Criteria	AWC	EWC
a. Mode	Written	Written
b. Type	Assessed Writing (timed and untimed)	Assessed Writing (untimed)
c. Domain	Pre-sessional Academic English: essays, case studies and research reports.	Masters level Academic English: essays, case studies and research reports.
d. Language	English (Academic; learner varieties)	English (Academic, NS and learner varieties)
e. Location	UK University	UK (Oxford Brookes, Reading & Warwick Universities)
f. Date of texts	2011 (*02/05/11 – 23/09/11*)	2004-2007
g. No. of texts	28	15
h. Word Count	25,474	42,952

3.6.1.4 Data Capture, Textual Mark-up and Documentation

As with any newly created corpus, there is a process of data capture, mark-up and documentation that is required to ensure the texts are prepared for analysis. The extent to which this is done is dependent on the scope of analysability that the corpus designer wishes to cover. However, whatever design criteria are used, the process should be 'at a level of mark-up which maximises the utility value of the text without incurring unacceptable penalties in the cost and time required to capture the data' (Atkins et al., 1992, p.9). The texts from the BAWE corpus had already undergone a process of mark-up, the details of which are outlined in the

BAWE Corpus Manual (Heuboeck et al., n.d.). In brief, the method adopted conforms to a special version of the Text Encoding Initiative (TEI) P4 (Sperberg-McQueen & Burnard, 2004) which has been devised for marking up a wide range of texts. The BAWE corpus had been encoded for: 'header information, types of front and back matter, functional features within running texts, features of highlighting (character formatting) and anonymised personal information' (Heuboeck et al., n.d., p.10). All the digital text files that made up the BAWE corpus were freely available online and could be additionally altered according to individual needs in order to create tailor-made sub-corpora. They could be easily used in any text retrieval (concordancing) software such as the commercially available standalone package, *Wordsmith Tools* (Scott, 2017) and the free package, *AntConc* (Anthony, 2018). The BAWE corpus is also fully integrated into the subscription-based web browser, *Sketch Engine* (Kilgarriff et al., 2014). However, for the purposes of the current research, no special additional mark-up is necessary.

For the texts in the AWC, on the other hand, some textual manipulation was needed. This involved keyboarding scanned copies of the hand-written assignments from Modules One to Three and ensuring that all learner errors (spelling, omitted words, additions, homonyms etc.) in the learner texts remain and were not inadvertently removed/changed through word processor autocorrect functions (Granger, 1998, p.11). This was a time-consuming process that took careful editing. This process was carried out for all the texts in the AWC texts, as well as for all the texts collected from other pre-sessional students from these modules, but who were excluded from the final study. Once complete, the keyboarded texts were compared with the originals by an independent proof-reader in order to ensure they matched the originals. All the texts for Module Four were electronic submissions and therefore more straightforward to process; however, any special textual codes (such as integrated tables and figures) were removed. Granger (1998, p.12) states that for a learner corpus to be of most use, it should be accompanied by relevant documentation that outlines the learner attributes for each text; however, due to the limited number of texts used in the AWC, tagging learner attributes to them could potentially infringe the novice writers' right to anonymity and inadvertently reveal their identities through a process of elimination. For that reason, only aggregated metadata will be provided in this research. Future users of the complete corpus will have access to additional tagged data including gender, L1, discipline, genre, and intended degree course.

3.6.1.5 Text Identifier Protocol

Each text used in this research was given a tag identifier (see Table 3.11) which was used throughout the analysis and discussion. The tags had four parts: 1) a tag for writer type (A- or E-); 2) a tag for genre type (ES, CS or RR, and additionally ES(L) and ES(S) for amateur

writers; 3) a two-digit number tag for each writer[4]; and 4) a three-digit tag was used to refer to line numbers of extracts that are used as qualitative examples and analysis.

Table 3.11 Text identifier protocol

Writer Type	Genre type	Writer identifier	Line identifier
A- (for amateur) E- (for expert)	ES(L) for long Essay (amateur corpus) ES(S) for short Essays (amateur corpus) ES (for expert Essay) CS (for all Case Studies) RR (for all Research Reports)	Amateur 01 – 07 Expert 01 – 05	001-999
For example:	*A-ES(L)01-001* *E-RR05-143*		

3.6.1.6 Annotation Process

The texts were annotated for instances of modality with specific modal items highlighted in bold. The examples were entered into a bespoke modality annotation instrument (henceforth, MAI*;* see Appendix H) which I used to maintain consistency in my method of classifications of the types of modality, the values, the orientations and the polarity. I complemented the classifications with additional comments and observations that summarised the rationale for each classification and included references to external sources when used. I found it useful to paraphrase modal expressions in order to capture the underlying modal meanings, such as with the attributing adverb within modalization, 'according to', which I paraphrased as 'X thinks that…' thus attracting a classification of *low value objective explicit orientation*.

3.6.1.7 Pilot Study and Inter-rater Reliability

While conducting qualitative research, intersubjective judgements on the data being observed needed to be prepared for whilst ensuring trustworthiness, credibility, confirmability, transferability and dependability (Cohen, Manion, & Morrison, 2018, p.290). In order to do this, an inter-rater can be used in order to assess whether an annotator independent of the research using the same framework would make the same interpretations (Cohen, Manion, & Morrison,

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[4] In the AWC, the writer identifier refers to the same student throughout, in order to facilitate the possibility of analysing individual development over time. In the EWC, each text is written by a different writer.

2018, p.271). Any differences in classifications should be discussed and a common approach to annotation adopted, which could then be used and referred to for the remaining textual analysis and to modify any existing analysis.

One intercoder was asked to look at a sample of texts (n=6), annotate them for instances of modality using the MAI and then classify them according to Halliday's Modality System's Network. The intercoder was an advanced English speaker of Turkish origin, who was a university lecturer in linguistics and, at the time, completing a PhD in Education in the area of Metadiscourse.

Both the researcher and the inter-rater independently annotated and coded four amateur writer texts (*A-ES(L)02*, A-ES(S)07, *A-CS06*, and *A-RR01*) and two expert texts (*E-CS05* and *E-RR04*). The texts were chosen at random from each genre. It was the intention of the researcher to include an additional text from the expert essays corpus to ensure a spread of texts had been used across the genres; however, the inter-rater was unable to commit to any additional annotations due to other obligations and it was therefore excluded.

The results of the inter-rater process identified a number of issues for discussion. Despite closely matching in the number of instances of modality in both types of text (see Table 3.12), the raters identified the same item as modality in only 79 instances in the amateur texts and only 51 of the instances in the expert texts. Of the 79 amateur writer items, and the 51 expert writer items, 43 of the instances of the amateur annotations and 27 of the instances of the expert annotations were awarded the same classifications in all elements by both raters. Exact matches in classifications would be needed in type of modality (including sense groupings), orientations, values and polarity. The remainder of the modal instances received varying classifications.

Table 3.12 Results of inter-rater process

| | | Instances of modality recorded in: | |
		Amateur Texts	*Expert Texts*
Total number of modal instances identified:	Researcher:	108	85
	Inter-rater:	104	78
Identified the same item as modal		79	51
Exact matches in all elements of classification		*43*	*27*
Difference in one or more elements of the classification		*36*	*24*

Closer inspection of the results show that divergence between the raters was focussed principally on the notoriously difficult classifications of the modal verbs *can* and *could*. As discussed in section 2.3.1, the potential meanings of the verbs (possibility, ability, permission) cross over both modalization and modulation within the SFL modal system and there is much discussion in the field about where their associated meanings lie, both in terms of type of modality and on the scale of values of low to high. The main differences between the raters in this regard were in how to classify the affirmative form of *can* with meanings of *possibility*. The inter-rater classified all instances of *can* as '*modalization-probability-median value*'; however, the researcher classified the modal verb as '*modulation-ability-low value*'. The difference was discussed in the subsequent follow-up meeting and it became clear that the inter-rater was basing his assumptions on his experience of metadiscourse, and the ability to classify possibility without reference to any of the main typological distinctions such as epistemic or non-epistemic modalities. Further discussion on the difference between possible *can* in modality highlighted the difficulty of placing it within Halliday's system. The reason being that possibility within modalization is equivalent to epistemic possibility [glossed as 'it is possible that…'] that aims to speculate the value of the truth of a statement. As noted in section 2.3.1, it is only possible for *can* to be epistemic in interrogative (Can it be John?) or negative form (It can't be John) and never in affirmative. Affirmative *can* is either possibility or permission in the deontic sense [glossed as 'it is possible for…to …'] or dynamic (with meanings of ability). Deontic modality is loosely connected with modulation (obligation) and therefore linked to

permission. The difficulty then was how to distinguish between the three sense groupings of possibility, permission and ability, as many examples are ambiguous and difficult to classify. This meant finding a way to mark ambiguous examples of *can* and *could* from the current framework, however, in a way that ensured that they were included in the overall results. The final decision was to adopt the modified framework of Halliday's system of modality as described by Iedema, Feez, & White (1994) and used by Martin and White (2005) in their research on appraisal theory (within which modality exists in a narrow sense at the level of 'engagement'), as it created a distinct category of ability separate from inclination (as opposed to being part of it as per Halliday and Matthiessen's (2004) framework) and both within a new grouping entitled readiness (see Figure 3.2 below and Figure 2.2 in section 2.4 to compare with the original). The MAI was updated accordingly, as shown in Appendix I. It also meant that the working definition on modality used in this research had to be updated to take this change into account. The newly formed system network is not an ideal solution, but it did indicate where potential ambiguity in the results occurred and ensured that they did not influence the results in other groupings.

Aston University

Illustration removed for copyright restrictions

Figure 3.2 The system of modality according to Iedema, Feez, & White (1994) [highlighting where a distinction has been made with Halliday's system to include meanings of 'readiness']

In terms of the inter-rater differences in the values attributable to *can* and *could*, it was decided that both modal verbs would follow Halliday and Matthiessen's (2014, p.696) classifications and be considered as 'low value' modality unless broader contextual information suggested otherwise. This would also be the case with the other modal verbs and their lexical equivalents, with the exception of *ought to,* which were included as equivalent to the value as *should*:

Low: *may, might, can, could (possible, possibility, be able to etc.)*

Median: *will, would, shall, should (probable, probability, recommended, going to, ought to, etc.)*

High: *must (need, has to, is to etc.)*

3.6.1.8 Textual Analysis

Once the expert and amateur texts had been annotated for instances of modality and classified according to the modified SFL model, stated above, the instances of modality were quantified for frequency of use in order to be prepared for comparison between type of writer and genre. The contrastive phase of the analysis was based on Granger's (2002) CIA framework, discussed in section 2.5. The standard design of the contrastive model involves two types of comparison: NS/NNS and NNS/NNS. However, in this research there was not a comparison of NNS varieties of English; rather, language expression across text types was the focus, with each genre acting as a type of language variety, recognising that to be accepted as a competent user of each genre, the writer needed to demonstrate knowledge of the specific lexicogrammatical and sociocultural requirements needed for each genre. Furthermore, in this study, the distinction between NS and NNS was not used. Instead, the contrastive groups were between expert 'successful' Master's level students in Business and Economics (with L1 English and learner varieties), who act as the TL end state on the interlanguage cline (see section 2.5 for a review of interlanguage), and 'amateur' pre-sessional writers (all of whom were NNS). In the traditional CIA model, L1s are compared to provide insights into interlanguage and identify idiosyncrasies specific to and/or influenced by L1 groups. In the modified CIA model adopted for this research (see Figure 3.3 below), the contrast with multiple genres still provided opportunities for idiosyncrasies to appear despite utilising the same simple contrast between expert and amateur writer across each genre. This allowed independent inter-genre comparisons in expert and amateur writing to be made, in addition to the intra-genre analyses between the types of writer.
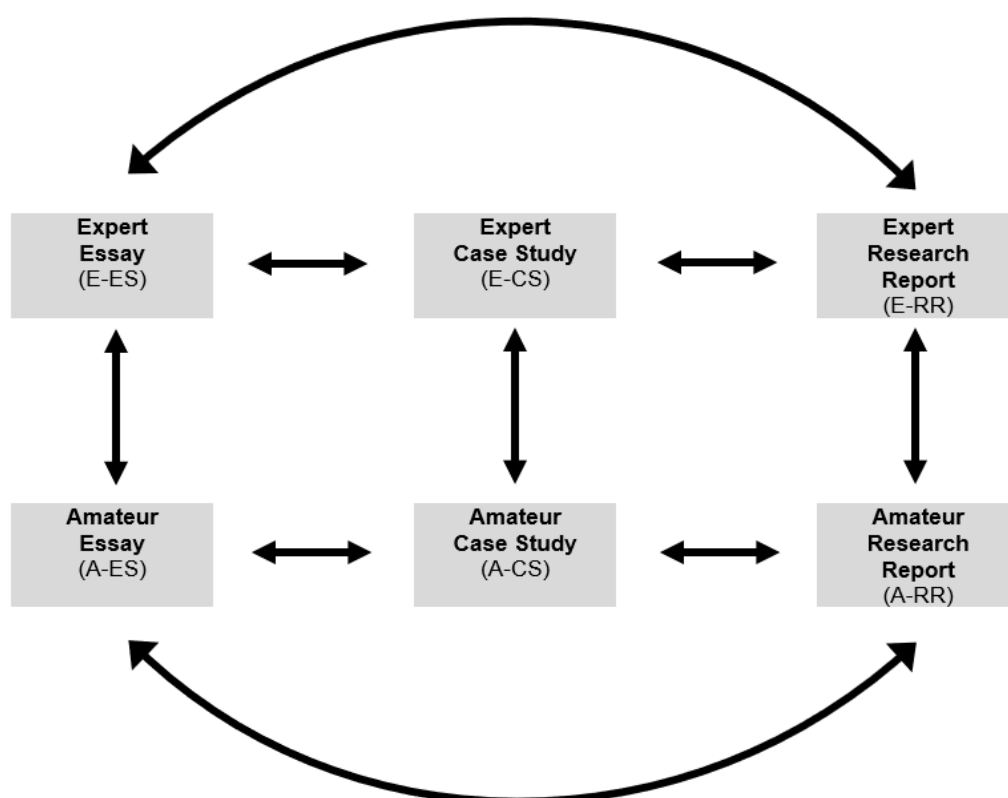
Figure 3.3 Modified Contrastive Interlanguage Analysis (CIA) framework

The analysis involved two steps. Firstly, the expert texts of each genre were analysed in order to generate a benchmark upon which the amateur writers would be compared. This was followed by an inter-genre analysis to compare the effect of context on the expert and amateur writers' lexico-grammatical and semantic choices and to note features of over- and under-use in the amateur texts. The texts were analysed quantitatively to generate descriptive statistics and identify frequencies of use and the results were complemented by qualitative examples of notable language use. In contrast to other SFL research on modality in academic texts (for example, Yang, Zheng, and Ge (2015)) which presented frequencies of use of orientations and values of modality as separate entities, this research respected the multi-layered simultaneous nature of the system of modality and overlayed the results of the two elements through the use of matrix design to present a finer-grained analysis that provided greater specificity in language use and description.

To aid in the quantitative analysis of over- and under- use in AWC used to answer Research Question 1, a colour-coding system accompanied the matrix analysis, banding the colours according to three levels: within '1% tolerance', '1-5%' (over-use or under-use) and '>5%' (over-use or under-use) (see Figure 3.4). The colour-coding did not represent any statistically significant banding, but merely provided a means to easily visualise the distance in percentage frequency of use from the equivalent scores in the EWC.

Over-use		1-5% difference	No difference		(1% tolerance)	Under-use		1-5% difference
		>5% difference						>5% difference

Figure 3.4 Colour-coded banding system to represent over- and under-use in AWC quantitative analysis

3.6.2 Second Source of Information: Analysis of Course Materials Used to Teach Modality

3.6.2.1 Collection of Teaching Materials

As noted above, the pre-sessional programme was designed around the use of a collection of commercially available coursebooks. It is generally accepted that when used as a key component of teaching and learning, coursebooks can influence greatly the instruction that takes place in the classroom (Harwood, 2010; McGrath, 2013). As such, an analysis of the coursebooks that were used and how they were employed was immediately relevant to student learning and socialisation in writing (Mickan, 2013). In my role as tutor on the pre-sessional programmes, I was able to identify which texts would be the most relevant to the analysis. The choice was based on identifying which materials explicitly taught modality, in the first instance, and then which materials developed the learners' writing skills. From the eight coursebooks that were examined, a total of four were selected together with the materials provided in a 2-hour workshop on developing writing skills of *business case study reports*. The materials that formed the basis of the analysis were the following:

- **Language Leader Advanced** (Cotton, et al., 2010) (henceforth, LLA), a General English coursebook used in Modules One and Two.
- **English for Business Studies** (Walker & Harvey, 2008) (henceforth, EBS), an English for Specific Academic Purposes (ESAP) coursebook used in Modules Three and Four.
- **English for Academic Study Series: Writing** (Pallant, 2009) (henceforth EASS Writing), a writing skills development coursebook focused on writing discursive essays, used in Modules One, Two and Three.
- **Business Case Study Workshop materials** (henceforth BCSW), a two-hour workshop introducing the skills needed to write business case study reports, given in Module Three.
- **Academic Writing Skills for Graduate Students** (Swales & Feak, 2004) (henceforth, AWGS), a writing skills development coursebook focussed on writing research reports, used in Module Four.

3.6.2.2 Analysis of Input Materials Used to Teach Modality

Much of the literature written on materials analysis and evaluation focuses on the pre-selection evaluation of coursebooks in order to make a final recommendation for use in the classroom

(McDonough, Shaw, & Masuhara, 2013; McGrath, 2016; Tomlinson, 2011, 2013). This study conducted a post-hoc analysis based on Littlejohn's (2011, p.185) framework. Post-hoc analyses look at materials that have already been selected and are, or have been, in use. The research reviewed the teaching input of modality and determined what link, if any, existed between the materials and the language expression noted in the amateur writer texts. Figure 3.5 below details the three steps to be conducted in Littlejohn's framework, which allows knowledge (objective and subjective) to be built up gradually in order to generate inferences about the materials being used. As the programme was well defined with detailed module learning outcomes (see section 3.5.2 above), together with the strict use of multiple source materials, I did not make inferences about aims, roles or the 'demands on the learners' process competence' (see Step 3 of Figure 3.5). I did, however, cross reference the module aims with the results of the expression of modality in the amateur texts, in order to determine if there was any potential influence between the teaching of modality and learner expression in the three text types under analysis. It was the hope that the results of the materials analysis would provide information for the course designers and managers at the Language Centre to be able to make their own interpretations and evaluations on the appropriacy of the design of the materials and to decide, if action is needed to reject, adapt or supplement the materials according to their learning and teaching context.

Each of the source materials were analysed in turn, by completing an external (macro-) analysis (Step One of the framework) which reviewed, as far as possible, objective information including: author names, publishers, year of publication, type of text, level of student, intended audience, external components, add-ons and extras, the route through the materials (specified or unspecified), the layout and design, syllabus and language skills, topics and methodology. This first step information was important as it uncovered the authors' claims and helped to understand the underlying theoretical and methodological frameworks the material syllabi were based on. This information was in addition to other macro evaluation data (as stated by Ellis, 2011, p.215). With this information to hand, I then carried out a finer-grained analysis in Step Two.

STEP 1. "WHAT IS THERE?"	'objective description'

- Statements of description
- Physical aspects of the materials
- Main steps in the instructional sections

STEP 2. "WHAT IS REQUIRED OF USERS?"	'subjective description'

- Subdivision into constituent tasks
- An analysis of tasks: what is the learner expected to do? Who with? With what content?

STEP 3. "WHAT IS IMPLIED?"	'subjective description'

- Deducing aims, principles of selection and sequences
- Deducing teacher and learner roles
- Deducing demands on learner's process competence

Adapted from Littlejohn (2011, p.185)

Figure 3.5 Three-step framework for post-hoc materials analysis

The second step in the analysis was an internal (micro-) analysis which was based on Richards and Rodgers (2001, cited in Littlejohn, 2011) design elements and aimed to identify the thinking that underlay the materials. This stage was used to identify where instances of explicit teaching of modality occurred, both as language items and as part of writing skills development tasks. The types of tasks were analysed in order to view what the learners were expected to do and what features of modality they were encouraged to practice and learn. Reference was made to the final working definition of modality in order to compare which elements of the framework of modality were covered, and which elements were missing. It should be noted that the definition of 'task' that was used in this research was also taken from Breen and Candlin (1987, cited in Littlejohn, 2011), who stated that it was 'any proposal contained within the materials for action to be undertaken by the learners, which has the direct aim of bringing about the learning of the foreign language' (p.188). It was a broad-based definition and covered both meaning-focused work (such as skills and communicative development work) as well as form-focused (language focused) work, where a particular grammar point was to be reviewed. In line with Ellis (2011, p.215), once the data was combined with information regarding course aims and objectives, the micro analyses helped to inform the macro-evaluations and vice versa. However, it was the micro-analysis which provided the greatest value to the materials analysis, as it provided the 'basis for deciding whether specific tasks work, and also because they serve as a source of teacher self-reflection and development' (Ellis, 2011, p.217). The analysis of the teaching materials was used to answer Research Question 2.

3.6.3 Third source of information: Analysis of tutor cognition and their underlying beliefs of modality

3.6.3.1 Theoretical Background

The research utilised an interpretivist approach, in line with much of the literature in this area (Denzin & Lincoln, 1994; Hammersley, 2013; Richards, 2005; Silverman, 2001) as the aim was to investigate the teachers' own beliefs regarding the perceptions, actions, thoughts and feelings (Johnson, 1994, p.441).

Semi-structured interviews were used as the method of data collection in this phase as interviews allowed respondent specific data to be collected in a flexible manner and in a way that gave the participant space and control over the information they wished to impart and the level of depth they wished to give. The semi-structured nature of the interview design required the creation of a number of pre-prepared open questions (see section 3.6.3 below) to act as prompts for the discussions, and to ensure alignment with the general topic aims.

In carrying out interview research, Denscombe (2014, p.99) advises that, as far as possible, the interviewer needs to hide their own values, beliefs and preconceptions in order to focus on the 'lived experiences' of the participants. However, Copland and Garton (2010) take an alternative viewpoint, and one which is particularly relevant to the current research. They note that where the interviewer and interviewee know each other, then it is impractical and unnatural to somehow pretend that the relationship does not exist. 'Acquaintance interviews' in their opinion can have an implicit and sometimes explicit influence on the data that is generated (p.535) and can sometimes have a positive impact on providing more data than in an interview where the interviewer and interviewees are strangers. However, it is important that the interviewer recognise explicitly the previous relationship, and as such should 'highlight the baggage' (based on Scheurich (1995, p.249)) brought to the interview. As such, at the beginning of each interview, I officially recorded what my relationship was with each participant and highlighted where my questioning was informed by previous institutional and personal experience and interactions.

The interview data was transcribed verbatim as it was not necessary for this particular analysis to identify nuances of expression, so analysis was based on notes that had been generated from repeated listening of the interviews. The analysis of the interviews was used to answer Research Question 3.

3.6.3.2 Sampling Data and Participant Information

Selecting subjects for the interviews was conducted through a purposive sampling technique (Cohen, Manion, & Morrison, 2018, p.218). It was important that the subjects were members of the teaching team at the Language Centre and were actively teaching on the pre-sessional programme. No distinction was made between teachers employed on a temporary basis

specifically for the purpose of teaching on the pre-sessional programmes and those with a permanent contract. Neither was any distinction made in the level of participation that the teachers had within their respective programmes (some teachers had more contact time with students in both number of classes taught per week and number of weeks taught).

Access to the teachers was gained first through the Language Centre director who acted as gatekeeper. It was advantageous that as a former member of the pre-sessional teaching team and as a sessional lecturer in the academic teaching staff, I was known personally to all the potential participants. This helped enormously in creating trust and rapport with the participants. That said, in order to conform to university research ethics and practices, it was important to be consistent in my approach (see section 3.7 for a discussion of the ethical considerations that were taken into account in this phase of the research).

In all, a total of nine members of staff agreed to participate in the interviews. All of the participants agreed to complete a survey of demographic information (see Appendix L for a copy). The demographics show that of the nine participants, three were non-native English speakers (all three with Slavic language backgrounds), and apart from one participant, all were multi-lingual to varying degrees of proficiency in a wide variety of languages, including German, Japanese and Bulgarian, to name a few. In terms of educational qualifications, all nine were educated to at least Masters degree level (two of these Masters degrees where combined Bachelor's and Masters formats), and two additionally to doctoral degree level. The range of undergraduate degrees studied showed that original degree areas also varied and included the expected subject areas of English language and literature (with linguistics), but also included other subject areas of philosophy, psychology, and engineering. Finally, in terms of teaching experience, there was a wide spread, from 1 to over 20 years.

Before considering why one-to-one interviews were chosen as the method to collect qualitative data, it is important to consider the context of the potential participants and their needs and how those needs coincide with the needs of the researcher. A feature of pre-sessional programmes is the fact that they are extremely time-intensive, in terms of time dedicated to teaching, time dedicated to lesson preparation and time completing administrative duties. At a personal level it is important to consider which methods were available and which were the most potentially appealing to this subject group. Two other methods were considered, including questionnaire surveys and focus groups. Each of the methods have their associated strengths and weaknesses; however, as will be shown below, they were unable to meet the needs of the teachers or the researcher, or were impractical for other reasons.

Questionnaire surveys are attractive to researchers for their apparent simplicity. The key strength of this method lies in the efficiency in time, effort and financial resources it creates by being able to generate a large amount of data very quickly and easily. They appear to be simple to use by the respondent, even though in terms of design they are not so: it is very easy

to ill-construct questionnaires, thus producing unreliable and invalid data. It is this efficiency and simplicity that would appeal to the teachers on this course. However, this strength only arises when used for quantitative data collection, where respondents would select answers to questions from pre-determined options thus allowing tabulation and manipulation for statistical analysis of the responses. It is for this reason that questionnaire surveys should only be used as a way of providing 'thin' descriptions of the data under analysis (Dörnyei, 2007, p.115) and are not recommended for when the researcher wishes to probe deeply into an issue. For that to happen, the questionnaire surveys would have to employ open questions, and the respondents would be required to take a considerable amount of time to think about, write and edit their responses. This requires a great deal of effort on their part and could be considered by many to be unacceptably time consuming, and therefore unappealing. It could result in receiving minimal responses, empty responses or in refusal to participate. Therefore, it can be seen that the usefulness of questionnaire surveys diminishes when qualitative data is the objective of their use.

The other data collection method that was considered was 'focus groups'. This is an extremely useful and popular method for collecting qualitative data from sample populations where the interaction and discussion between the participants within a group is important (Bloor, et al. 2001, as cited in Barbour, 2008, p.133)) and to 'uncover why people think as they do' (Morgan, 1988, as cited in Barbour, 2008, p.133)). Although it is not of vital importance to consider group dynamics on the issue of learning and teaching beliefs with regard to modality, it could generate additional insights, and may encourage participants to address the topic of modality as a collective when they normally would not do so as an individual (Barbour, 2008, p.134). Another advantage of using the focus group is the size of the groups involved. Although it is stated that there is no 'magic number' per se (Barbour, 2007, p.59), it is quoted that maximum efficiency is obtained when between 6-8 (Kitzenger & Barbour, 1999) or 6-10 (Dörnyei, 2007, p.144) participants are used. This is useful because the maximum number of potential participants for this phase of the research was 10. However, despite these positives, there are some inherent difficulties with using focus groups, the issue of 'time' being the greatest. It would be impractical to attempt to get teachers to come together outside of their normal routines to conduct a focus group, and by extension to attempt to do so on more than one occasion. Another problem associated with this method is the risk that opinions given in the group may conform to what is considered socially acceptable within the group and/or certain individuals within the group may dominate the discussion and thereby skew the results (Smithson, 2000). In terms of transcribing the recorded data, it is difficult to distinguish who is speaking. A common response to this problem is to compliment the audio recordings with video recordings, however, this adds to the complexity of the analysis of the data.

Taking these considerations into account, it can be seen that one-to-one interviews would help address the concerns and needs of the teachers involved. They would respond to their timing needs and would allow them to not feel compelled to say what is considered acceptable within the teaching group and therefore speak freely; neither would it allow the participants to be dominated by their peers. Another important point to note is that by not using video recordings the visually unidentifiable data increases the participants' anonymity.

The success of the uptake of participants was due to the flexibility of the researcher to their timing needs. This can be seen through the variety of times at which the interviews took place. The nine interviews were conducted over five different days during the month of August 2012. Once the interviewees had agreed to take part, they were asked to nominate a day and time which would be the most convenient for them. The times they selected were lunch breaks (for example, interviews 3, 5 & 9), before the teaching day had begun (for example, interview 7), after the teaching day had been completed (for example, interviews 1, 2, 4 & 6) and also in moments when the participants were not required to teach (for example, interview 8). Another factor that had to be considered was the interviewer's availability, as he was not resident in the same city and therefore had to plan travel schedules and hotel accommodation. These times also had to coincide with the researcher's work commitments. However, all in all, it was possible to limit any inconvenience by combining interviews on a number of days.

3.6.3.3 Instrument Design

The interview schedule was designed taking into account advice from Dörnyei (2007) and Barbour (2008). In particular, when considering the advantages for using an instrument, Dörnyei's (2007, p.137) states that a schedule helps to:

- *ensure the domain is properly covered and nothing important is left out by accident*

- *suggest appropriate question wordings*

- *offer a list of useful probing questions to be used if needed*

- *offer a template for the opening statement*

- *list some questions to bear in mind*

Barbour (2008) goes further to stress that the design of an interview schedule itself is not an 'exact science' (p.114), and can be simply designed with a series of headings and open questions. However, sufficient consideration should be given to it, as schedules can be informative in helping to identify data patterning and creating thumb-nail sketches. They also help to ensure that the same information is collected from each interviewee.

With this in mind, the interview protocol used in this research (see Appendix M) was designed with six sections and 17 open questions and one closed question. The sections included:

1. *Introduction*
2. *You teaching modality*
3. *Pre-sessional teaching materials*
4. *Students learning how to use modality in their writing*
5. *You learning modality*
6. *End*

The first section (Introduction) contained two questions aimed at easing the interviewees into the overall topic by focussing on the more general theme of teaching grammar on the pre-sessional courses before moving on to the more specific concept of defining modality. Using this approach also helped to set the scene for the proceeding sections. The second and third sections were designed taking into account research that showed that contextual factors play an important role in the success of language teacher instruction (Borg, 1998; Burns, 1996; Spada & Massey, 1992). As such, section 2 aimed to gauge how the interviewees viewed themselves with respect to teaching modality, and contained a total of six questions. The third section then proceeded to focus on the pre-sessional programme teaching materials and the participants' perceptions of their own impact on the acquisition and expression of modality of the amateur writers, and contained four questions. The fourth section considered the teachers' perceptions of how their learners learn to use modality in their writing and ultimately its impact on their academic success. This section tied in to research which stressed the importance and centrality of modality in academic writing and how inappropriate use can negatively impact a marker's assessment of an amateur writer's competence (Hinkel, 2009; Hyland, 1994; Hyland & Milton, 1997). This section consisted of three questions. The fifth section then sought to gain insights into the interviewees' own beliefs of their own learning of modality and to ascertain whether they believe it has an effect on learners learning how to use modality. Holt-Reynolds (1992) and Borg (2003) show that teachers' experiences as learners influence their practice throughout their careers. This relationship is seen as 'symbiotic' (Foss & Kleinsasser, 1996, p.441). The final section was designed to provide the participants with the possibility of adding information they felt was necessary, had been overlooked or would be useful for the study.

The themes were based on the general research aims, and used mostly open questions (with the exception of question 12 which was closed, but with accompanying follow-on questions) to promote unstructured answers. The result being that the interviewee got the

maximum opportunity to respond in as much depth as they desired, and to focus on areas which they wished to focus on, without coercion or guidance from the interviewer. This proved to be a very effective approach and generated a number of perspectives from the contributors.

3.6.3.4 Pilot Study

In qualitative studies, responses to threats of validity and reliability are frequently referred to as trustworthiness, as noted in section 3.6.1.7, where the researcher is tasked with ensuring that the design is credible, transferable, confirmable and dependable. Within interview surveys, a means of ensuring this is to carry out a pilot interview. This was conducted with an experienced EAP teacher who was unrelated to the research context and who was not one of the research participants, so as to avoid any subsequent 'leakage' of the interview questions to the pre-sessional programme tutors who I hoped to recruit. The pilot interview lasted about 40 minutes and confirmed the usefulness of the questions as prompts for open responses and for providing insights into teacher cognition on the teaching and learning of modality. It also confirmed that the semi-structured design was appropriate and that it would be likely that not all the questions would be needed, as the pilot interviewee regularly went beyond the scope of the questions by relating their experiences to other contexts, and, by extension, answering other questions at the same time. There was no guarantee that the pre-sessional tutors would respond in the same way, so the interview schedule was maintained as it was and regularly referred to during the interviews in order to ensure that all topic areas were covered.

3.6.3.5 The Location of the Interviews

All of the interviews took place in a comfortable glass fronted office on the university premises, giving views to a corridor and smaller academic offices. The design of the room allowed for a great deal of natural light from two large south facing windows. Initial concerns that having a glass fronted wall would be a distraction for the interviewees, as passers-by would undoubtedly look in the room, were unfounded as the room was located in a reasonably quiet part of the building and, since it was the summer term at the university, there were very few students or members of staff in attendance. All the interviews were recorded via the use of a dictaphone to aid future transcription. A total of nine interviews were recorded, generating a total of just over 325 minutes of recorded data (see Table 3.13).

Table 3.13 Interview information

Interviewee Identifier	Duration (mins: sec)
T1	38:38
T2	35:09
T3	22:11
T4	39:16
T5	46:08
T6	45:22
T7	15:47
T8	37:16
T9	45:49
Total	325:36
	(5hrs, 22m, 36secs)
Mean	36:11

3.6.3.6 Transcription

All the interviews were manually transcribed and identified for interviewer and interviewee. Since the interview analysis was theme based, it did not require annotating for features of conversation, such as turn-taking, pauses and interruptions et cetera, or phonological production, no special annotations were made and no prosodic features were taken into account.

3.7 Ethics

Ethics is an extremely important issue in any kind of research and especially in those involving the use of human subjects. All proposals for research at the University have to gain approval from the Ethics Committee before data collection can begin. This section of the report will describe the macro- and micro-ethical concerns of the research that were considered, basing them on the criteria described by Kubanyiova (2008), and the decisions made to address them. The ethics committee was understandably intent on ensuring that proposed data collection methods would provide the least amount of risk for potential participants, and that they would not feel pressurised into taking part. This section reflects what was accepted and ratified by the university ethics committee and were therefore those that were used in practice in the essay collection phase and what would be used in the subsequent interview data phase.

Kubanyiova (2008) divides ethics into two broad areas: Macroethics of Principles (henceforth, MoP) and Microethics of Research Practice (henceforth, MoRP) (see Figure 3.6,

below). MoP addresses the issues of *respect for persons*, which, according to Kubanyiova, binds researchers to protect the well-being of the research participants and avoid harm and/or potential risks; *beneficence* which ensures that the research project yields substantial benefits while minimizing harm; and *justice*, which ensures a fair distribution of research benefits. MoRP, on the other hand, addresses what are termed *ethics of care* and *virtue ethics*. These are on-the-spot decisions and actions of the researcher in relation to the research participants that warrant a consideration of ethics that is situated rather than general and abstract. The remainder of this section will highlight how each of these areas were approached in the ethics approval application.
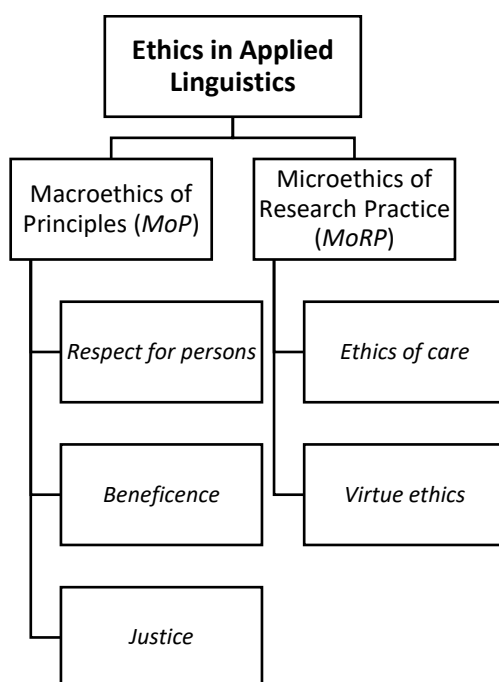
Adapted from Kubanyiova (2008, pp.505-507)

Figure 3.6 Ethical Considerations in Applied Linguistics

3.7.1 Gaining Consent

It is a requirement that all participants be provided with, and asked to sign, informed consent forms (See Appendices J and K), on which a commitment would be made to ensure that they:

- *fully understood the nature of the study*
- *fully understood what they are being asked to do*
- *were not pressured to take part*
- *could withdraw from the project at any time*
- *would remain completely anonymous*

The procedure for gaining contact with the students was agreed as follows: Firstly, all course participants received an email to their University email accounts briefly outlining the research and highlighting the benefits that it would have on students in the department (present and future) and encouraging them to consider participation in the data collection phase; a copy of a consent form was included. The students had the opportunity to respond directly if they had any questions/queries about any aspect of the research. This email was followed up by a visit to each of the classes, during the first week of each of the pre-sessional courses, where they received a short presentation, which essentially repeated the information in the consent form but crucially, it also gave them the opportunity to ask any questions there and then, should they require clarification. They were then directed to a contact email address so they could have access to more private correspondence if they wanted it. With the aim of minimising a potentially uncomfortable situation for some students, the method adopted for collecting the consent forms involved the following technique. After each initial visit to each class of each intake, the students were asked, through the help of their class teachers to return their consent forms (which were supplied if needed) to a makeshift ballot box. They did this irrespective of whether they wished to participate in the research or not. In doing so, this helped students protect their anonymity and allowed them to feel at ease to exclude themselves from the research should they wish to do so, thereby avoiding any feeling of pressure or intimidation.

3.7.2 Benefits of the Research to the Students and Teachers

In order to highlight the worthiness of participation, it was necessary to highlight the potential benefits to both the students and the teachers. The students received three key benefits.

Firstly, they got the opportunity to obtain individual personalised feedback from the first week writing task and level test. This allowed them to get an early indication of areas of their writing and general language expression they should focus on during the course.

Secondly, the students were able to take advantage of fortnightly drop-in writing skills workshops. These sessions complemented normal class tutorials and were offered during programmed study time. This was particularly useful for students who felt they needed more help with their writing.

Finally, once the pre-sessional courses had finished, the students were invited to participate in an additional class, as a remedial session, before they moved on to their degree studies, to help them reinforce the writing skills they had learned and to focus on language points which had been identified in their written assignments.

The benefits for the teachers were that they had more free time as they would not have to participate in preparing remedial work for their students because they would receive extra-curricula assistance through the drop-in workshops. Since many of the teachers on the pre-

sessional courses return each summer, a further benefit to them was the contribution the research would make towards materials development for future pre-sessional courses. Finally, they were each given a token gift of a bottle of wine as a mark of appreciation.

Despite the assurances stated above, it is vital that, at all times, the ethical ramifications of any last-minute decisions that were taken, or unexpected changes that were made whilst the data collection phase had begun, were considered in full, basing the decisions on the macro-ethics of principles together with the micro-ethics of research practice.

3.8 Limitations of the Methods

There are a number of limitations of the methods that should be addressed. First of all, the indeterminacy of some modal items (e.g. *can, may* and *could*) due to their poly-semantic nature mean that the interpretations and classifications of potential meanings are highly subjective and not immediately replicable. Although threats to validity were addressed through the use of an independent inter-rater, it was perhaps too much to expect the inter-rater to identify all potential instances of modality, as well as classify them. The result of this exercise was the generation of differences in opinion about how modality is represented in the text at the expense of more detailed comparison of the classifications awarded to each of the instances. In hindsight, it would have been more effective to have randomly selected 100 instances of what I considered to be modality and then asked the inter-rater to only classify those examples. Despite this limitation, the exercise was useful as it provided for a useful exchange of opinions on what constitutes modality and how to classify the modal verbs *can* and *could*. It also led to the adoption of the modified system of modality framework based on Iedema, Feez, and White (1994) in order to separate examples of this type for future analysis.

A second limitation of the methods is with regards to the system of colour-coding used to classify over- and under-use of the combined value-orientation results as expressed in the modal matrices. The banding of the colours can be classed as arbitrary, as it does not coincide with any test of statistical significance; it is aimed at providing the reader with a simple yet useful overlay to visually compare the relative distances in frequency of use of the combined value-orientations in the examples of amateur writing, when compared with the expert writer texts. It does not alter or invalidate the results in any way, but it could raise some objections from those who may be more statistically inclined. Ultimately, the use of this method proved to be very effective at pinpointing where potential differences and similarities in use occurred within the types of modality, as well as enhancing the ability to quickly interpret how change in learner language choice occurred across the genres.

An additional caveat to consider when interpreting the results is the influence that task setting (untimed versus timed) has on the comparability of the expert and amateur texts within the genres of *discursive essays* and *business case study reports*. It is likely that the effects of

limitations on time, the lack of access to external information, and the limited ability to draft and edit their texts, would have some influence on the amateur writers' language choices. The timed element of the written assessments would also impact the length of the texts, and this can be seen with the assessments for Modules One to Three, which generated shorter texts than those in the BAWE corpus of the same genres, all of which were untimed. It could be argued that this would invalidate the comparability of the texts; however, the principal aim of this study is not only to compare frequencies of use between types of writers, but more importantly, to consider how learner writers are socialised in the norms of academic writing in multiple genres. The texts that the amateur writers produce are the product of this process of socialisation, and, as such, are integral parts of this analysis irrespective of the differences in word count. It is only possible to be able to make inferences about the overall programme design and to make recommendations for change to the programme managers if evidence is presented from the actual language generated by the students, otherwise, there is the danger that any conclusions made in this research will lack relevance and rigour.

Although text length is an important consideration in comparing texts, so is the issue of the number of texts used in the study. The limitations in the availability of level 4 (Masters) texts in Business and Economics in the BAWE corpus together with the limited availability of amateur writers that could be tracked across all four modules of the pre-sessional programme, and the use of discursive essays in two of the four assessment points, means that there are differences in the number of texts in the genre groupings and corresponding word counts in the EWC and AWC. The small number of texts means that the threshold for any meaningful statistical testing could not be reached and would therefore not generate reliable results in this regard. However, it does provide an opportunity for a more detailed qualitative analysis than would otherwise be available from a larger style corpus study, as has been noted in the literature; for example, Liardét (2016), Takahashi (2009) and Yang, Zheng, and Ge (2015) all carried out effective in-depth analyses of a small number of texts (six, twenty-five and ten, respectively), and therefore, precedence exists.

The limited number of texts also means that there is an imbalance in the L1s of the AWC, creating a dominance of one particular group (that is, Thai, n=5). Much of the research into novice writing of academic discourse is predominantly based on Chinese learners of English given their dominance as the principal type of learner worldwide. However, unlike at many other pre-sessional programmes at other UK universities, students enrolled on this particular programme came from a more diverse L1 background (11 countries). Indeed, during 2011, Thai L1 speakers represented the largest block overall, and represented the largest group of students who agreed to participate in the research from across all the programmes (n=28). The number of Mandarin and Cantonese L1 speakers only represented a total of 18 students, occupying second place. Historical data of student enrolment show that the

dominance of Thai as the main L1 is consistent. It is therefore relevant as the main group for analysis despite the potential for the results to be skewed towards the Thai speakers' representations of modality. Cross-linguistic analysis of modality (van de Auwera & Ammann, 2013) demonstrates that both Thai and Mandarin/Cantonese have complex systems of modal expression, particularly at the semantic level where modal items can have multiple senses which extend across modalization and modulation, in a similar way to English. Therefore, if L1 interference were going to be an issue, any divergence in language expression would likely occur with L1 specific syntax and sociopragmatic norms.

Pilot exercises were carried out for both the textual analysis and the interview protocol; however, this was not the case in the materials analysis. Instead, an established framework (Littlejohn, 2011) was adopted to help guide the analysis. It may be the case that utilising an independent coder could also have helped validate the framework for analysis in this phase. However, given the diverse range of materials used on the 20-week pre-sessional programme and the variety of methods used to teach modality, each set of texts was going to require in-depth qualitative analysis in order to identify how and, to what extent, modality is taught within them. Littlejohn's framework provided the necessary flexibility to do that.

The final limitations of the methods are with regards to how the interviews were conducted. Firstly, it should be noted that this was the first time that I had carried out an interview analysis of this type and scale. In preparing for the role I paid special attention to advice from (Kvale, 1996, p.146) on helping interviewees feel at ease during the interviews, (Cohen, Manion, & Morrison, 2018) in addressing the 'interpersonal, interactional, communicative and emotional aspects of the interview' (p.421), Holstein and Gubrium (1995, p.59) in collaboratively constructing meaning, Whyte's (1984) six-point scale on the level of directiveness to employ, Field and Morse's (1989) methods for anticipating and mitigating potential problems, and Arskey and Knight's (1999, p.53) general advice on techniques for probing for more information. However, I found myself being less flexible than I could have been, sticking to the interview protocol more than was necessary and therefore being less probing than I could have been. As well as thinking about procedural elements of the interview, I was also very aware of time and was keen not to impose on the generosity of the participants too greatly who were already working to demanding work schedules. The result is that despite the collection of valuable insights into tutor cognition of the teaching of modality, I did consider carrying out a further round of interviews. However, given the difficulty in organising the first round, and the lack of time available to do so, which also included the fact that some of the tutors' contracts were about to come to an end, this proved impractical.

3.9 Conclusion

This chapter aimed to describe the methods that will be used in the data collection phases and the subsequent analyses, and provided rationales for their use. It identified how a triangulation of methods would be used to provide insights into the teaching and learning of modality on a 20-week pre-sessional programme.

Chapter Four will provide a detailed account of the first phase of analysis in order to answer Research Question 1. It will use SFL to analyse modality in expert and amateur texts in three genres of academic writing in the combined disciplines of Business and Economics. It will use a modified version of the CIA to identify writer preferences and compare frequencies of use. This will allow features of over- and under-use in amateur writing to be identified. In addition, extracts from the texts will be used to highlight similarities and differences in frequently used lexicogrammatical features and semantic preferences. This will allow the amateur writers to be located on the interlanguage cline and make inferences about what they know about the use of modality within the three genres of writing.

Chapter Four: Results and Analysis (1) Contrastive Interlanguage Analysis (CIA) of the expression of modality in expert and amateur texts

4.1 Introduction

The research results presented herein are derived from the analysis of the data relevant to the research questions gathered throughout the period of the research. The chapter will be divided into 4 main sections. Sections one to three will focus on the expression of modality by the expert and amateur writers in essays, case studies and research reports, respectively. Each section will be subdivided according to type of modality and then subdivided further into type of writer to provide an on-going comparison. When analysing the expression of modality, the focus will be on the values (commitment) and the orientations (responsibility) of modality and consider how they impact on the intersubjective stance between writer and reader. The fourth section will provide a discussion and overview of the findings and will be used to answer the first main research question and three subsidiary research questions:

Research Question 1: How do expert writers (successful Masters students) and amateur writers (pre-sessional students) express modality in their academic writing?

Subsidiary Questions:

1.1 How do the *expert* and *amateur* writers express modality in *discursive essays*?

1.2 How do the *expert* and *amateur* writers express modality in *business case study reports*?

1.3 How do the *expert* and *amateur* writers express modality in *research reports*?

Importantly, it should be noted that the example excerpts taken from the amateur and expert texts in the analysis, are extracted as is, without any grammatical or orthographical alterations applied. It should also be noted that despite using the label 'expert' writer, it does not automatically apply that this means a positively good writer.

4.2 Modality in Essays

The first genre to be considered is essay as this is the first genre type that the pre-sessional students are assessed upon. It includes both long and short essay tasks (see section 3.5.4 for details) and corresponds to the first two modules of the 20-week programme, each unit corresponding to four weeks of input.

4.2.1 Modalization in Essays

Table 4.1 shows that in Essays, the expert and amateur writers use modality at a similar mean rate of around 2 instances per 100 words. However, this rate is less consistent in the amateur texts where a greater variation in standard deviation exists (more than double the rate). This suggests greater uncertainty among amateur writers in the use of modalization in this genre.

As a percentage of total instances of modality in essays, the expert writers have demonstrated that they possess a much greater preference for the use of modalization with 70.67% of all instances of modality used to express this type. In contrast to this, the amateur writers appear to prefer expressing modality through the second type of modality: modulation. For them, modalization only accounts for 41.06% of the total instances of modality in their texts, representing a difference in ratio of approximately 5:3. Within the semantic groups of modalization, both the expert and amateur writers prefer to express meanings of probability, although this is expressed to a greater extent in the expert texts (95.56% and 86.99%, respectively). Additionally, both types of writer complement their use of probability with meanings of usuality. However, this is used to a much greater extent in the amateur texts (13.01% of all instances of modalization). The expert writers express meanings of usuality at a third of the rate of amateur writers (4.44% of all instances).

Table 4.1 Summary of modalization in essays

	Expert		Amateur	
Modalization in Essays	**70.67%** of all instances of modality in expert essays **M=1.99** instances per 100 words **(SD= 0.50)**		**41.06%** of all instances of modality in amateur essays **M=2.07** instances per 100 words **(SD=1.06)**	
Modal meanings	N	%	N	%
Probability	280	95.56%	107	86.99%
Usuality	13	4.44%	16	13.01%
TOTAL	293	100.00%	123	100.00%

This brief overview of the descriptive statistics of expert and amateur writer expression of modalization shows quite clearly that there are marked differences in the language choices being made by the two types of writer in the genre of essays.

4.2.1.1 Modalization in Expert Essays

As shown in Figure 4.1, low value modalization was most frequently used in expert essays with a total frequency of 162 instances (55%). The least frequently used was high value modalization with only 25 instances (8.53%). The frequency of median value was in between (N=106, 26.18%).
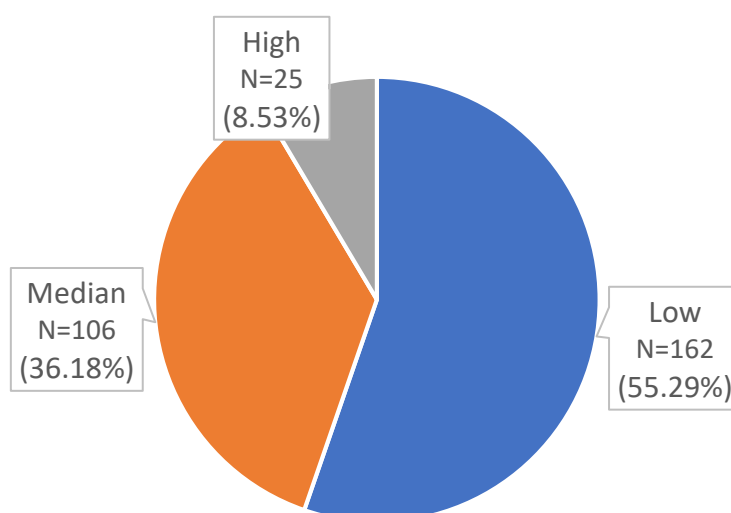
Figure 4.1 Values of modalization in expert essays

Further to this, Table 2 shows that objective explicit was the most frequent orientation, with a total frequency of 169 instances (57.68%), followed by subjective implicit (N=67, 22.87%), objective implicit (N=54, 18.43%) and subjective explicit (N=3, 1.02%). Objective orientations account for a total of 76.11% of all instances of modalization; subjective orientations account for only 23.89% of all instances.

Table 4.2 Frequency of orientations of modalization in expert essays

Orientation	subjective explicit	subjective implicit	objective implicit	objective explicit	Total
N	3	67	54	136	293
(%)	(1.02%)	(22.87%)	(18.43%)	(57.68%)	(100%)

High levels of objectivity combined with predominantly low and median values show that the expert writers dampen subjectivity to a certain extent within instances of modalization in preference for linguistic devices that depersonalise their writing and project distance between the writer and reader.

The frequencies of values and orientations can be presented in a matrix format in order to provide a finer-grained analysis, allowing identification of specific writer preferences. Table 4.3 shows that four value-orientation pairs stand out:

low value objective explicit (N=105, 35.84%)

median value objective explicit (N=47, 16.04%)

median value subjective implicit (N=45, 15.36%)

low value objective implicit (N=34, 11.60%)

Table 4.3 Instances of modalization in expert essays according to orientation and value

EXPERT ESSAYS	INSTANCES OF MODALIZATION						TOTAL (Orientations)	
	LOW		MEDIAN		HIGH			
	N	%	N	%	N	%	N	%
Subjective Explicit	3	1.02%	0	0.00%	0	0.00%	3	1.02%
Subjective Implicit	20	6.83%	45	15.36%	2	0.68%	67	22.87%
Objective Implicit	34	11.60%	14	4.78%	6	2.05%	54	18.43%
Objective Explicit	105	35.84%	47	16.04%	17	5.80%	169	57.68%
TOTAL (Values) N, %	162	55.29%	106	36.18%	25	8.53%	293	100.00%

Qualitative analysis shows that the low value objective explicit orientation is expressed through the use of a number of linguistic constructions, namely, the use of the adverbials *according to* + *NP* (adverbial of source of knowledge) (13) and *as* + *NP* (adverbial subordinator) (14), and phraseological constructions *X* + *VP* + *that* (15) and *it* + *is* + *VP* + *that* (16).

(13) In addition, ***according to*** expectancy-based theories of motivation, satisfaction follows from the rewards generated by performance. [E-ES02-060]

(14) Additionally, **as** <u>Mayo (1946)</u> **suggested**, remedial interviews as a managerial tool were used to create better adjusted workers, and training in consultation and personal interviews was recommended as an essential management skill. [E-ES01-026]

(15) <u>George and Brief (1996)</u>, for instance, used emotion replaced satisfaction in the satisfaction - performance hypothesis and **claimed that** positive emotions associated with motivation are related to job performance. [E-ES02-105]

(16) When happiness is defined as dispositional well-being, **it is suggested that** the people with positive traits have a tendency to performance better than those pessimists, attributed to their operational and interpersonal strengths. [E-ES02-131]

(13) and (14) show that despite the seemingly neutral stance afforded by the use of these linguistic items, they do, in fact, present a subtle way for the writers to express agreement with the theory/model presented, as in (13), or the claim being made by 'Mayo (1946)' in (14), by not challenging or explicitly disagreeing with them.

In (15), the writer's neutral opinion is conveyed to the reader through the use of the low value reporting verb, *claim*, suggesting that the writer reserves judgement on the validity of the assertion being expressed.

In (16), the use of a GM allows the writer to foreground their opinion by adding a comment on its validity at the beginning (Thompson, 2014, p.153). This type of structure aims at impersonality by utilising the passive voice, but does not mean that the writer avoids interaction with the reader, but simply, that they wish to mask their responsibility (Thompson, 2014, p.76). As with (15), the use of a low value lexical verb, in this case *suggest*, projects the writer's reservation regarding the truth value of the assertion presented.

Interestingly, when the expert writers wish to express higher value commitment within the objective explicit orientation, preference is given to the latter two constructions described above. In (17), the median value projecting verb, *show*, exerts confidence in the truth value of the writer's assertion. The use of the median value verb *acknowledge* within the GM in (18) relates to the reader that the assertion is widely accepted and therefore less open to challenge.

(17) They tend to offer <u>a hybrid model</u> which **shows that** job satisfaction and job performance are reciprocally related. [E-ES02-100]

(18*) **It is** <u>acknowledged</u> **that** people are 'better off', in monetary terms, but this is restricted to a minority of the workforce. [E-ES03-073]

The third most frequently used value-orientation pair is the median value subjective implicit orientation. This is expressed through the use of the modal verbs *will* (19) and *would* (20) to express *probability* and *predictions* in present and future situations, respectively.

(19) In detail, if they are parts of the group, cooperative action **will be** easier, understanding **will be** improved, unnecessary conflict **will be** minimized, and useless frustration **will be reduced**. [E-ES01-040]

(20) Thus Judge et al (1999) raised some questions such as how it **would work** if the relationship was reciprocal. [E-ES02-113]

As noted in section 2.4, Takahashi (2009, p.9) points out that modal verbs are inherently subjective despite the writer orienting the meaning to objectivity by the use of the pronoun 'it', and in the case of (19) and (20) placing the modal verbs within hypotactic clause complex constructed by the subordinator 'if' which adds doubt to the assertion and places a condition on the meaning that it will only be true if the condition is met. A further attempt at masking the subjectivity of modal verbs and creating distance with the writer and reader is noted in (20) by the exploitation of the present-past relationship between modal forms, using *would* to paraphrase and report a direct statement involving the use of *will*.

The final value-orientation pair to be considered is the low value objective implicit. Within this construction, objectivity is expressed through the use of declarative sentences using reporting verbs in predicate position, such as the low value verb, suggest, in (21). The example is implicit as it does not project modality to a new clause, as would be the case if the sentence was reformulated with the construction 'X + suggest + that…' and converting the NP object of the sentence ('*a successful transition to a knowledge economy*') into the NP subject of a subordinating clause (e.g. *a successful transition to a knowledge economy is recommended*)

(21) The business networks, high technology firms and knowledge workers in Silicon Valley (Amin and Malmberg 1994:233) **suggest** a successful transition to a knowledge economy. [E-ES03-076]

The results show that the expert writers take care to project objectivity by managing the degrees of explicitness in their writing and concealing their role in the assessment of their propositions. They combine this with low and median value commitment, and by doing so attenuate the strength of their assertions and weaken the overall illocutionary force.

4.2.1.2 Modalization in Amateur Essays
In this section, the focus of analysis will be on the recorded choices the amateur writers made to express modalization in essays.

Figure 4.2 shows that the amateur writers apparently take different decisions regarding how much commitment they wish to attribute to their expressions of modalization. It can be

seen that their assertions are generally stronger than those in expert essays, with half all of instances recorded as median value.
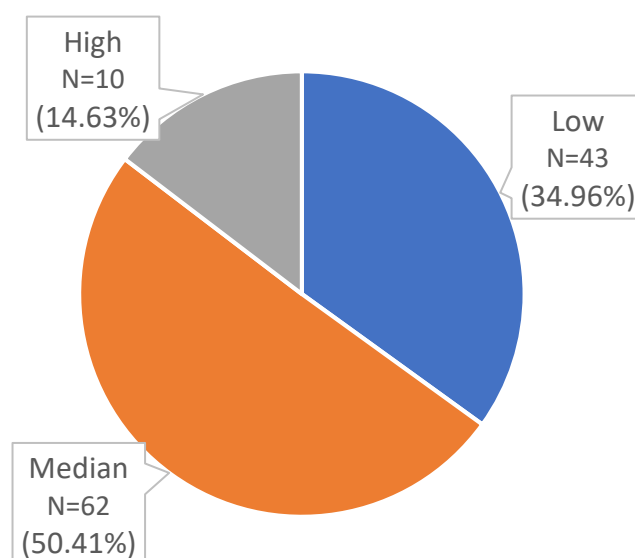
Figure 4.2 Values of modalization in amateur essays

Table 4.4 (below) shows a further differentiation between the types of writers, this time with the expression of responsibility in modalization. The results suggest that, whereas expert writers prefer to express *explicit orientations,* the amateur writers prefer *implicit.* Likewise, the expert writers prefer to express objectivity in their writing as opposed to subjectivity which is has a stronger presence in amateur writers' expressions of modalization.

Table 4.4 Frequency of orientations of modalization in amateur essays

Orientation	subjective explicit	subjective implicit	objective implicit	objective explicit	Total
N	29	68	22	4	123
(%)	(23.58%)	(55.28%)	(17.89%)	(3.25%)	(100%)

High levels of subjectivity combined with median and high values show that the amateur writers are producing highly personalised writing with strong assertions.

The modal matrix, presented in Table 4.5(a), shows that results obtained when values (commitment) and orientations (responsibility) intersect. Using the colour coding system, as discussed in section 3.6.1.8 to provide a visual comparison of the results between the types of writers, reveal that four value-orientation pairs are dominant in their presence:

low value subjective implicit (N=38, 30.89%)

median value subjective implicit (N=27, 21.95%)

median value subjective explicit (N=23, 18.70%)

high value objective implicit (N=10, 8.13%)

When compared with the expert writers and colour-coded for over- and under-use, the results show that the amateur writers over-use these value-orientation pairs by a degree greater than 5%.

Table 4.5(a) Instances of modalization in amateur essays according to orientation and value, and colour-coded for over- and under-use

AMATEUR ESSAYS	INSTANCES OF MODALIZATION						TOTAL (Orientations)	
	LOW		MEDIAN		HIGH			
	N	%	N	%	N	%	N	%
Subjective Explicit	3	2.44%	23	18.70%	3	2.44%	29	23.58%
Subjective Implicit	38	30.89%	27	21.95%	3	2.44%	68	55.28%
Objective Implicit	2	1.63%	10	8.13%	10	8.13%	22	17.89%
Objective Explicit	0	0.00%	2	1.63%	2	1.63%	4	3.25%
TOTAL (Values) N, %	49	36.57%	66	49.52%	19	14.18%	123	100.00%

KEY:	Over-use		1-5% difference	No difference		(1% tolerance)	Under-use		1-5% difference
			>5% difference						>5% difference

At the other extreme, the colour-coding identifies that under-use (>5%) was recorded in two of the four value-orientation pairs most frequently used to express modalization in the expert essays: median value objective explicit and low value objective explicit. The remaining pairs exhibit over- and under-use within the 1-5% range, suggesting that, for those orientations, there is some alignment with the expert writers. The cline of over- and under-use is summarised in Table 4.5(b), showing that in essay writing, the amateur writers have a tendency to over-use subjective orientations.

Table 4.5(b) Summary of over- and under-use of modalization in amateur essays

Over-use		No difference	Under-use	
>5%	1-5%	Within 1% tolerance	1-5%	>5%
Low Subjective Implicit	Med Objective Implicit	N.A.	High Objective Implicit	Med Objective Explicit
Med Subjective Implicit	High Subjective Explicit			Low Objective Explicit
Med Subjective Explicit	Low Subjective Explicit			Low Objective Implicit
High Objective Implicit	High Subjective Implicit			

The examples presented below, show how the over-used value-orientation pairs are represented within the amateur essays.

The most frequently used value orientation pair, the low subjective implicit orientation is used with the low value modal verb *may* (22) to express possibility.

(22) This ***may*** result in a lack of sleep and the affect their health. [A-ES(L)06-012]

Although *may* is a perfectly acceptable modal verb to use in this context, the results are conspicuous by the lack of variation with other low value modal verbs such as *might* and *could*, both of which occur when expressing modalization in expert essays*.*

This limited variability in modal verb choice is also very marked within examples of median subjective implicit orientation, which is used exclusively by the modal verb *will* to express predictions and probability (23).

(23) Their friends and their lovers ***will leave*** them if they have no more money. [A-ES(L)02-009]

As with the expert writers, the use of the conditional subordinator *if* within hypotactic clauses is apparent. However, there is less complexity in the structures used, sentence length is shorter and assertions are more direct. The past-present relationship between *would* and *will* exhibited in expert essays to report and paraphrase external sources is not present in the amateur texts. Therefore, despite the expert writers using lexicogrammatical choices to orient the reader away from the subjectivity expressed within the subjective implicit orientation, guiding the reader towards apparent objectivity, the amateur writers are seen not to be aware of this technique.

The high rates of frequency of use recorded against the median value subjective explicit orientation appear to be caused by the tendency of the amateur writers to use highly personalised language. Examples (24), (25) and (26) show that this is achieved through the use of *first person personal pronouns* together with opinion verbs (such as *agree, believe, think*), opinion adjectives (*sure, important, interesting*), and the use of modalized opinion adjuncts (*in my opinion, in my point of view*).

(24) Therefore ***I agree*** with the connection between health and happiness. [A-ES(L)02-020]

(25) ***I am*** quite ***sure*** that this problem could not be solved in the nearly future. [A-ES(S)03-038]

(26) ***In my opinion, I believe*** health, wealth and happiness are connected. [A-ES(L)05-004]

These highly personalised forms function to put the writers at the centre of the claims they are making, projecting an air of certainty in their claims, and thus closing down alternative viewpoints. This is especially so in (25), where the use of the adverbial *quite* intensifies the already high value proposition *I am sure that*. The fact that personalisation is so widespread in modalization in the amateur essays, it suggests that the writers believe that it is appropriate and the expected thing to do.

The use of high value propositions continues in the objective implicit orientation particularly when used to express meanings of usuality. This is achieved by the use of the high value modal adjunct *always* (27), together with one instance of high value negative modal adjunct *never* (128).

(27) They ***always*** dream and worry about their life and makes them become unhappy people. [A-ES(L)04-012]

(28) They ***never*** walk out in rage. [A-ES(S)07-012]

These examples contribute to the final assessment of the expression of modalization in amateur writing within the genre of essays that show that the learners prefer to use orientations that promote high levels of subjectivity and with higher value commitment to their assertions.

4.2.2 Modulation in Essays

Table 4.6 shows that amateur and expert writers express modulation to different rates of frequency of use in essays. The amateur writers mark their writing for modulation at a rate almost 2.5 times that of the expert writers. Modulation in amateur essays is the most preferred type of modality with 58.94% of all recorded instances. This contrasts with the expert writers, who have chosen to use modulation in only 29.33% of all recorded instances. As previously demonstrated in the results on modalization in essays, the expert writers are more consistent as a group in how frequently they use this type of modality, noted by the lower standard deviation score (SD=0.45). This is a very similar score to that recorded with modalization (SD=0.50). In the amateur essays, the standard deviation in frequency of choice of modulation is approximately three times the rate of that found in the expert essays (SD=1.20). This difference in frequency between amateur writers is also higher than the rate recorded against

modalization (SD=1.06). The fact that the expert writers use this type of modality so infrequently suggests that it is an advanced/sophisticated feature to be used sparingly.

Table 4.6 Summary of modulation in essays

	Expert		Amateur	
Modulation in Essays	**29.33%** of all instances in expert essays **M=0.93** instances per 100 words **(SD= 0.45)**		**58.94%** of all instances of amateur essays **M= 2.50** instances per 100 words **(SD= 1.20)**	
Modal meanings	**N**	**%**	**N**	**%**
Obligation	38	31.41%	84	47.46%
Readiness (inclination)	26	21.49%	5	2.82%
Readiness (ability)	57	47.11%	88	49.72%
TOTAL	121	100.00%	177	100.00

Table 4.6 also highlights the semantic groupings associated with modulation and the percentage distribution of the recorded instances that they correspond to. They show that there is a common pattern in the rank order of preference of use of the semantic groups between both types of writer: a preference for readiness (ability), followed by obligation and then finally readiness (inclination). The percentage frequencies associated with them, however, deviate. Despite a similar percentage rate in the expression of meanings with readiness (ability) in expert and amateur essays (N=57, 47.11% and N=88, 49.72%, respectively), this drops to 31.41% (N=38) and 47.46% (N=84) with meanings of obligation, and finally 21.49% (N=26) and 2.82% (N=5) in meanings of readiness (inclination). It is interesting to note such a marked difference with the least used grouping. It could suggest that the amateur writers either do not feel the necessity to modulate their sentences for meanings of this type or that they are unaware of the use of this feature in academic writing.

4.2.2.1 Modulation in Expert Essays

In this section, the focus of analysis will be on the recorded choices the expert writers made to express modulation in essays.

As shown in Figure 4.3, low value modulation was most frequently used in expert essays with a total frequency of 56 instances (46.28%). The least frequently used was high value modulation with only 18 instances (14.88%). The frequency of median value was in between (N=47, 38.84%).
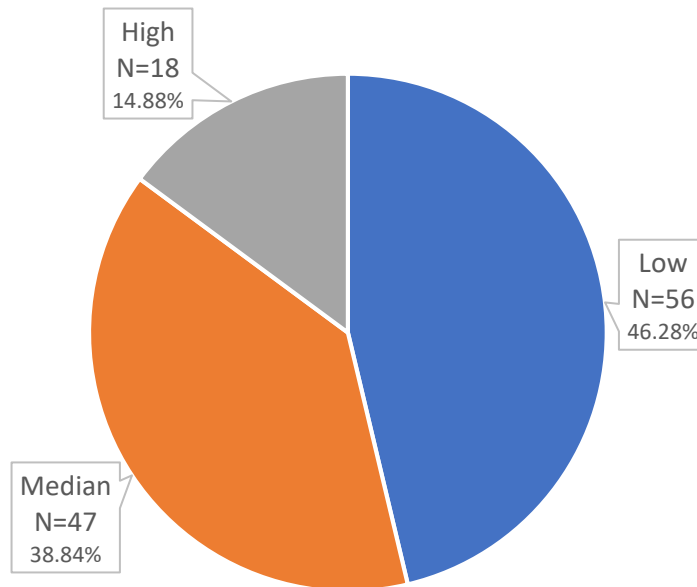
Figure 4.3 Values of modulation in expert essays

Further to this, Table 4.7 shows that subjective implicit was the most frequent orientation, with a total frequency of 83 instances (57.68%), followed by objective implicit (N=20, 16.53%), objective explicit (N=13, 10.74%) and subjective explicit (N=3, 1.02%). Subjective orientations account for a total of 72.73% of all instances; objective orientations account for only 27.27% of all instances.

Table 4.7 Frequency of orientations of modulation in expert essays

Orientation	subjective explicit	subjective implicit	objective implicit	objective explicit	Total
N	5	83	20	13	121
(%)	(4.13%)	(68.60%)	(16.53%)	(10.74%)	(100.00%)

In expert essays, high levels of subjectivity are combined with low and median values. This represents a major shift in both modal commitment and responsibility, when compared with the results regarding modalization in expert essays (76.11% objective and 55.29% low)

Analysis of the modal matrix in Table 4.8 identifies two value-orientation pairs that tend to be used the most frequently by the expert writers when modulating their essays:

low value subjective implicit (N=39, 32.23%)

median value subjective implicit (N=36, 29.75%)

Table 4.8 Instances of modulation in expert essays according to orientation and value

EXPERT ESSAYS	INSTANCES OF MODULATION						TOTAL (Orientations)	
	LOW		MEDIAN		HIGH			
	N	%	N	%	N	%	N	%
Subjective Explicit	0	0.00%	5	4.13%	0	0.00%	5	4.13%
Subjective Implicit	39	32.23%	36	29.75%	8	6.61%	83	68.60%
Objective Implicit	8	6.61%	6	4.96%	6	4.96%	20	16.53%
Objective Explicit	9	7.44%	0	0.00%	4	3.31%	13	10.74%
TOTAL (Values) N, %	56	46.28%	47	38.84%	18	14.88%	121	100.00%

Given the importance of the two value-orientation pairs, the qualitative analysis will only focus on them as the remaining value-orientation pairs report very low individual frequency usage rates (all below 8%).

The low value subjective implicit orientation in instances of modulation in essays is conveyed exclusively with the use of the modal verbs *can* (29) and *could* (30) to express meanings of readiness (ability):

(29) This interpretation has great appeal as the labour theory of value **can be utilised** as an explanatory device indicating the extent to which prices deviate from formulations of value and why and how these deviations occur. [E-ES05-067]

(30) A general logic **could be offered** to understand it. [E-ES02-122]

In the contexts presented in these example, *can* and *could* are interchangeable. However, there is a slight difference in force associated with each modal verb, with *can* the stronger of the two. It would be expected that this would place *can* within the group of traditionally medium value modal verbs, such as *will* or *would*. However, Halliday and Matthiessen (2014, p.696) state that *can* does not exhibit the same force as *will* and therefore

lies close to, but not within, the median value group. This highlights the difficulty of locating language within a cline of strength and commitment when the categories used to describe them are not so flexible.

Within the median value subjective implicit orientation, greater variety in linguistic choice is noted. The expert writers use the modal verbs *will* (31) and *should* for meanings of inclination and obligation (32), respectively. In addition to this, the quasi-modal verb, *ought to* (33) is also used to express obligation.

> (31) Initially, the importance of satisfying employees' social needs and consideration of social relations ***will be analysed***; secondly, ***I will evaluate*** the strengths and weaknesses of adopting teamworking in organisations; thirdly, the control mechanism issues referring to manipulation, justification and efficiency ***will be discussed***. [E-ES01-018]

> (32) Interpreting this decline as a decline in support for the trade union ***should***, however, ***be treated*** with caution. [E-ES04-023]

> (33) Hence**,** Selladural (1991) suggested that organisations ***ought to gain*** the knowledge of these factors which could be helpful in improving the satisfaction and performance relationship of their employees. [E-ES02-077]

In (31), the writer combines both active and passive voice with median value *will* to mix both subjectivity and objectivity in order to prepare the reader for the structure of the text to be adopted. The writer could have used personal reference and a more subjective approach throughout, or the passive voice could have been used throughout to orient the reader to a more objective interpretation. However, by combining the structures, it highlights the writer's understanding of the linguistic options available, the flexibility with which they can be used, and how they can be manipulated to maintain an appropriately academic writer-reader relationship.

In (32) and (33), *should* and *ought to* are used to give advice: the former to the reader and the latter to an external source not connected with the reader. Again, these examples demonstrate the writers' linguistic and sociopragmatic control in understanding the options available to interact with the reader and also knowledge of alternative means to express obligation beyond the use of modal verb.

4.2.2.2 Modulation in Amateur Essays

In this section, the focus of analysis will be on the recorded choices the amateur writers made to express modulation in essays.

As shown in Figure 4.4, the amateur writers more closely align with the expert writers in the expression of commitment in modulation, with approximately 50% of all instances corresponding to low values. The recorded instances of high and median value commitments are the opposite (although to the same proportion) of those recorded in the expert essays, with median values occurring less frequently than high values.
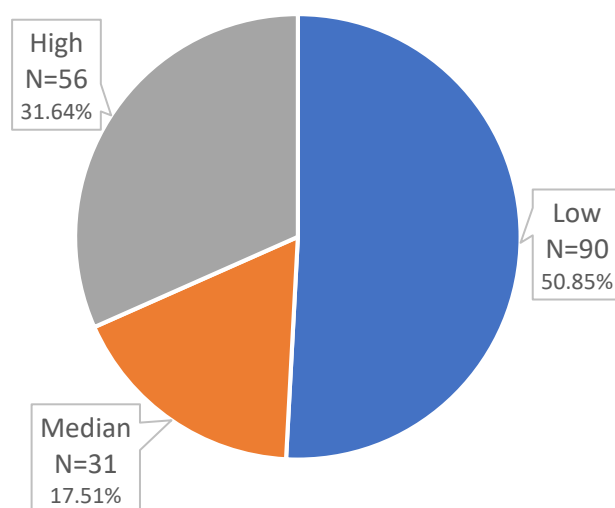
Figure 4.4 Values of modulation in amateur essays

The amateur writers' expression of modal responsibility (orientations), as presented in Table 4.9, shows that they make similar choices to the expert writers: a clear preference for the subjective implicit orientation, followed by much less frequent instances of the objective implicit and objective explicit orientations. The subjective implicit orientation is the least used by both types of writer.

Table 4.9 Frequency of orientations of modulation in amateur essays

Orientation	subjective explicit	subjective implicit	objective implicit	objective explicit	Total
N	1	146	21	9	177
(%)	(0.56%)	(82.49%)	(11.86%)	(5.08%)	(100.00%)

Despite the changed focus on subjectivity in the expert essays, it is still not used as frequently as the amateur writers. However, notable in the results is the amateur writers' choice of marking modulation with low value commitment more frequently than the experts, showing that more tentative language is used with this type of modality. A more detailed analysis of the

intersections of commitment and responsibility (see Table 4.10(a)) is able to identify three key value-orientation pairs that stand out as the most frequently when expressing modulation in amateur essays:

low subjective implicit (N=76, 42.94%)

high subjective implicit (N=41, 23.16%)

median subjective implicit (N= 29, 16.38%)
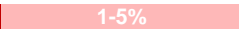
Table 4.10(a) Instances of modulation in amateur essays according to orientation and value, and colour-coded for over- and under-use

AMATEUR ESSAYS	INSTANCES OF MODULATION						TOTAL (Orientations)	
	LOW		MEDIAN		HIGH			
	N	%	N	%	N	%	N	%
Subjective Explicit	1	0.56%	0	0.00%	0	0.00%	1	0.56%
Subjective Implicit	76	42.94%	29	16.38%	41	23.16%	146	82.49%
Objective Implicit	6	3.39%	1	0.56%	14	7.91%	21	11.86%
Objective Explicit	7	3.95%	1	0.56%	1	0.56%	9	5.08%
TOTAL (Values) N, %	79	41.36%	58	30.37%	54	28.27%	177	100.00%

KEY:	Over-use		1-5% difference	No difference		(1% tolerance)	Under-use		1-5% difference
			>5% difference						>5% difference

The modal matrix shows that both the low and high subjective orientations are over-used (>5%) and that the median variant remains under-used (>5%). The remaining value-orientation pairs are more aligned to the results of the expert writers with frequency rate differences between 1-5%. This is summarised in Table 4.10(b) and suggests that within the cline of over- and under-use, the amateur writers tend to modulate their essays with a distribution of values and orientations more aligned to the expert writers.

Table 4.10(b) Summary of over- and under-use of modulation in amateur essays

Over-use		No difference	Under-use	
>5%	1-5%	Within 1% tolerance	1-5%	>5%
Low Subjective Implicit	High Objective Explicit	Low Subjective Explicit	Med Subjective Explicit	Med Subjective Implicit
High Subjective Implicit		Med Subjective Explicit	Low Objective Implicit	
		High Objective Explicit	Med Objective Implicit	
			Low Objective Explicit	
			High Objective Explicit	

As described above, the amateur writers preferred to use subjective orientations when expressing modulation and they did this focussing heavily on the subjective implicit. All three variants of this orientation are used, the most frequent being the low value variant. As with the expert writers, the amateur writers use the low value subjective implicit orientation to express meanings of readiness (ability) using the modal verbs *can* (34) and *could* (35):

(34) Because money ***can provide*** happiness by buying things that people need but it is just the objects. [A-ES(L)02-006]

(35) They might be encouraged to study if they ***could study*** online by spending their own time in their houses or workplaces rather than attending to the classroom. [A-ES(S)04-016]

For the median value subjective implicit orientation, the amateur writers use the modal verb *should* to express obligation (36). This equates to meanings of what is 'advisable' within the scale of the semantic group (see section 2.4).

(36) Firstly, government ***should limit*** the house mortgage and also make rules for bank lending. [A-ES(S)02-025]

The dominance in use of this modal item is perhaps a reflection of the assignment prompt in which the amateur writers are asked to offer solutions to countries that are experiencing economic recession. The expert writers also use *should,* and its quasi-modal equivalent, *ought t*o, to offer advice. However, this is done with greater subtlety, such as offering advice masked as a warning (see (32)), and by employing an external reference in order to reduce the strength of the writer's voice (see (33)).

Once again, the amateur writers seem unaware of this linguistic device in order to maintain distance from the reader and it seems confirmed when it is seen that they continue to use strong assertions through the use of the high value modal verb *must* to express strong obligation. In (37), the source of the obligation is the writer who is imposing that obligation on an unknown source responsible for setting tax rates (presumably the government).

(37) They ***must increase*** tax from people to increase their income, so this is bring a financial crisis. [A-ES(S)01-042]

This example reinforces what is apparent in the expression of modalization in amateur essays, that is, the amateur writers appear to be unaware of the strength associated with *must* and, therefore, their inappropriacy of use in this context. The writer is either unable or unwilling

to recognise that alternative opinions exist and is therefore unaware of how it affects reader-writer intersubjectivity.

The intersubjective stance is also negatively affected by the presence of other high value linguistic devices, notably within the objective explicit orientation, which, combined with the high value subjective implicit orientation, results in a recorded over-use (>5%) of high value commitment overall. The high value objective explicit orientation is used as an additional method to express strong obligation, and when used, the amateur writers focus on the quasi-modal verb *have to* (38) (for external obligation), the modal adjective *necessary* (39) and the lexical verb *need* (40).

(38) In addition, they not only **have to be** ambitious, but also patient. [A-ES(S)02-003]

(39) All of these skills are very **necessary** but in my opinion the most indispensable factor is that they really want to be a teacher. [A-ES(S)03-013]

(40) They **need to keep** their strong emotions such as anger and unsatisfaction when they are negotiating with their customers. [A-ES(S)07-011]

The strong illocutionary force associated with the high value orientations suggests that the amateur writers are unaware of the strategies needed to engage appropriately with a reader without insisting that their claims are the only options available. The use of high value modulation could be a result of the assignment question prompts limiting the amateur writers' scope for language expression.

4.3 Modality in Case Studies

The second genre type under analysis is case study. It is unclear whether the students have previous experience of or instruction in writing case studies; however, given the differences that were noted in the essays between the expert and amateur writers, this pattern of divergence might be expected to continue.

The students on the 20-week pre-sessional programme are assessed on writing case studies at the end of the third module, which occupies weeks 8-12 of the programme (see section 3.5.1 for information on programme structure).

4.3.1 Modalization in Case Studies

The results of the analysis of the expression of modalization in case studies are shown in Table 4.11 (below) and demonstrate a major swing in preference in the type of modality as recorded against modality use in essays. In essays, the expert writers preferred to use modalization in their expressions of modality, and the amateur writers chose to use modulation more. It can

be seen in case studies, however, that both types of writer prefer to use modulation as the main type of modality in these texts; modalization represents 47.48% of all instances of expert modality and 27.05% of amateur modality.

The mean frequency rates of use of modalization in both types of writing are approximately half those recorded in essays, however, the standard deviation score in amateur texts is three times the rate of expert modalization. This suggests that there is greater variation between the amateur writers in how frequently they use modalization in case studies.

Interestingly, if the amateur writers had continued to modalize to the same extent as they did in essays, they would resemble the expert writers more in case studies. This suggests that, in general terms, the amateur writers' understanding of how to write essays is aligned more to the requirements of writing case studies. However, the similarity between the genre types end here, when the analysis considers the meanings associated with modality.

Both the expert and amateur writers prefer to express meanings of probability within modalization in case studies, but as with essays, the preference was greater in the expert case studies (96.16%, N=114) than in the amateur texts (85.37%, N=35). The lower use of meanings with probability are made up with a higher proportionate use in meanings of usuality. Although there were only 6 instances of modalization expressing usuality, it represented 14.63% of all instances of modalization. In the expert texts, there were only 4 recorded instances of modalization with meanings of usuality. This equated to 3.39% of all instances of modalization.

Table 4.11 Summary of modalization in case studies

	Expert		Amateur	
Modalization in Case Studies	**47.84%** of all instances of modality in expert case studies **M= 1.09** per 100 words **(SD= 0.19)**		**27.05%** of all instances of modality in amateur case studies **M= 0.90** per 100 words **(SD= 0.60)**	
Modal meanings	**N**	**%**	**N**	**%**
Probability	114	96.61%	35	85.37%
Usuality	4	3.39%	6	14.63%
TOTAL	118	100.00%	41	100.00

4.3.1.1 Modalization in Expert Case Studies

Figure 4.5 shows that low value modalization was most frequently used in expert case studies with a total frequency of 57 instances (48.31%). The least frequently used was high value modalization with only 5 instances (4.24%). The frequency of median value was in between (N=56, 47.46%).

Figure 4.5 Values of modalization in expert case studies

Further to this, Table 4.12 shows that objective explicit was the most frequent orientation, with a total frequency of 49 instances (41.53%), followed by subjective implicit (N=45, 38.14%), objective implicit (N=22, 18.64%) and subjective explicit (N=2, 1.69%). Objective orientations account for a total of 60.17% of all instances of modalization; subjective orientations account for 39.83% of all instances.

Table 4.12 Frequency of orientations of modalization in expert case studies

Orientation	subjective explicit	subjective implicit	objective implicit	objective explicit	Total
N	2	45	22	49	118
(%)	(1.69%)	(38.14%)	(18.64%)	(41.53%)	(100.00%)

As in essays, the preference for objectivity, combined with low and median values, show that the expert writers aim to maintain distance between the writer and reader when expressing modalization.

A finer-grained analysis of the intersectionality of responsibility and commitment, presented in Table 4.13 below, give a more varied account, showing that five value-orientation pairs are prominent with two of them expressing subjectivity:

low value objective explicit (N=26, 22.03%)

median value subjective implicit (N=24, 20.34%)

median value objective explicit (N=20, 16.95%)

low value subjective implicit (N=19, 16.10%)

low value objective implicit (N=12, 10.17%)

Table 4.13 Instances of modalization in expert case studies according to orientation and value

EXPERT CASE STUDIES	INSTANCES OF MODALIZATION						TOTAL (Orientations)	
	LOW		MEDIAN		HIGH			
	N	%	N	%	N	%	N	%
Subjective Explicit	0	0.00%	2	1.69%	0	0.00%	2	1.69%
Subjective Implicit	19	16.10%	24	20.34%	2	1.69%	45	38.14%
Objective Implicit	12	10.17%	10	8.47%	0	0.00%	22	18.64%
Objective Explicit	26	22.03%	20	16.95%	3	2.54%	49	41.53%
TOTAL (Values) N, %	57	48.31%	56	47.46%	5	4.24%	118	100.00%

In the most frequently used value-orientation, the low value objective explicit orientation, the expert writers use the same phraseological constructions to express modalization as they do in essays: the adverbials *according to + NP* (adverbial of source of knowledge) (41), and *as + NP (adverbial subordinator)* (42). Furthermore, the expert writers also use the constructions *X + VP + that* (43) and the thematised comment structure *it + is + X + that* (44).

(41) **According to Gulati and Garino (2000)** Clicks-And-Mortar Spectrum (Figure 1), Apple iTunes music store is classified as an in-house division, with fully integration on brand identity, management, operations and equity dimensions (Table 3). [E-CS03-058]

(42) **As Willcocks and Plant (2001, p.56) state**, the leading companies are those which have the ability to "integrate marketing, customer service and use of information and technology to deliver a profitable long term market share or niche strategy". [E-CS03-037]

(43) On one hand, **_Porter argues that_** the integration of existing capabilities and the Internet strategy is essential; on the other hand, **Tapscott (2001) contends that** radical changes of business partnerships and process will happen by the rapid development of ebusiness that shape the ways to conduct businesses. [E-CS03-009]

(44*) **It is likely** in the future **_that_** although there are potential substitutes, people will continue to use supermarkets en masse. [E-CS02-040]

As with expert essays, in (41) and (42), the use of the adverbials suggests that the writers are in agreement with the assertions made by the authors through not challenging them. Indeed, in (42), by choosing to replace their own voice with those of the authors, the writer in essence delegates their modal responsibility, and the accompanying evaluations, to the authors.

In (43), the writer begins by using the low value projecting verbs *argue* and *contend* in an attempt to balance two counter-opposing assertions. This again demonstrates the writer's neutrality in the argument, which, by not challenging them, shows that they are in tacit agreement with them.

The use of the GM in (44) once more provides a way for the writer to express their belief in the likelihood of the occurrence of a future action by orienting the reader to the objectivity of the passive construction and by hedging their assessment of the knowledge claim of the statement by using the adverbial 'likely'.

In the median value variant of the objective explicit orientation only the phraseological construction *X+VP + that* is used, infusing the construction with median value verbs (45).

(45) Users in all groups **tend to believe that** a better processor with higher clock speed and larger memory capacity inside (the level-two cache) would apply to a better performance (Chaia et al, 2005). [E-CS04-005]

The median value mental projecting verb in (45) is actualised in modal harmony with the median value tend, which shifts the meaning from probability to usuality. In fact, this is the only example of usuality that was recorded in the expert case studies.

Within the subjective implicit orientation, both the median and low value variants are frequently used. The median value variant is the second most frequently used in modalization in case studies. It is expressed through the use of the modal verbs *will* (46) and *would* (47) in finite position with meanings of *probability*.

(46) The earnings per share is also half as much, which **will be** a concern for investors and also for us as suppliers as to the potential future prospects for the firm. [E-CS02-080]

(47) The substantial increase **would indicate** significant expenditure in the year - to enable a full evaluation it **would be necessary** to understand what was purchased and why, to see if it was to facilitate further business growth or for another reason. [E-CS02-056]

In (46), *will* is used to predict a future outcome and the subjectivity of the statement is reinforced through the use of the plural personal pronoun *us*. This is a dangerous tactic and has the potential for confusion. By using this pronoun, the writer assumes shared knowledge with the reader in understanding who the *us* refers to. In (47), *would* also expresses a hypothetical future outcome although with a slightly weaker force than *will*. This is also exemplified in the second use of *would* in this sentence where it is used in modal disharmony with a high value modal adjective. Even though *necessary* is a modulated modal item, it is actualised within a modalized proposition. It is the modalized *would* that dominates within this pairing and has the effect of reducing the force of the writer's commitment.

Following on from this, the low value variant of the subjective implicit orientation is also used frequently by the expert writers. This is expressed through the use of the modal verbs *could* (48), *might* (49) and *may* (50) with meanings of *possibility (weak speculation)*.

(48) However, a few issues ***could have led*** to developing not the best strategies. [E-CS01-091]

(49) For instance, though the laboratory ***might possess*** a new technique in clip making that ***might lead*** to open a new market, it is abolished because of uncertain market needs. [E-CS04-053]

(50) Companies in the industry are becoming aware of this and are reacting to it, as a result supplier power ***may increase*** in the future. [E-CS02-031]

The low value variant is used by the expert writers with meanings in the past (48), present (49) and future (50). Not only that, there is also evidence that the expert writers can mix the temporality of the speculation being expressed within the same sentence. This is the case with (49) where *might* is actualised to express low value present speculation with the lexical verb *possess* within a subordinating clause. That same subordinating clause also contains a non-defining clause and contained within that *might* is actualised to express weak future speculation with the lexical verb *lead*.

The final value-orientation pair to be considered is the low objective implicit. This is expressed through the use of only two low value non-projecting verbs (*put forth, suggest*) (51) which function within the structure of a declarative sentence, and one modal adjective (*possible*) (52).

(51) ***Machlup (1966) puts forth*** an interesting theory towards explaining the accumulation of forex reserves by central banks. [E-CS05-018]

(52) According to Professor Hippel (2006), there are four steps to implement the Lead Users research: Select a specific market and specific major trend that is interested in; Brainstorm those ***possible lead users*** within that ***possible target market***; Brainstorm ***possible lead users*** outside ***possible target market***; Specify what thing can be learnt from each type of Lead User. [E-CS04-093]

Despite the lower frequency of modalization in expert case studies, when compared with expert essays, the writers show great flexibility in the choices of linguistic devices they use, thus expressing their orientations (responsibility) towards the assertions they make and to vary the values (commitment) in order to reflect appropriate illocutionary force.

4.3.1.2 Modalization in Amateur Case Studies

In this section, the focus of analysis will be on the recorded choices the amateur writers made to express modalization in case studies.

Figure 4.6 shows that, as with the expert writers, the median value modalization was most frequently used in amateur case studies with a total of 20 instances (48.78%). The least frequently used was high value modalization with 5 instances (12.20%). The frequency of the median value was between (N=16, 39.02%).
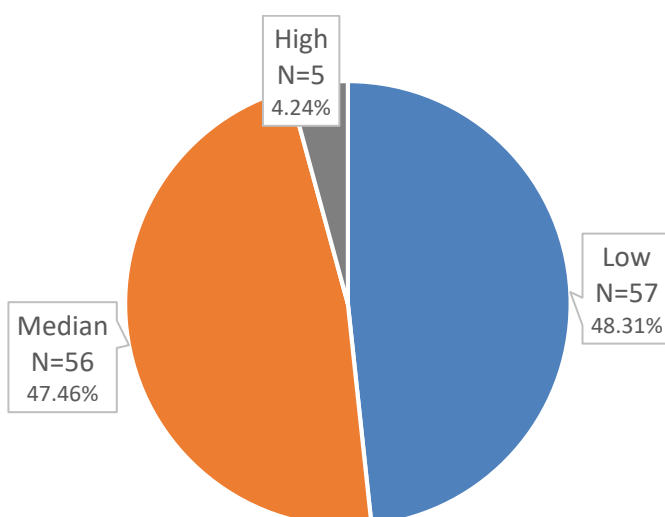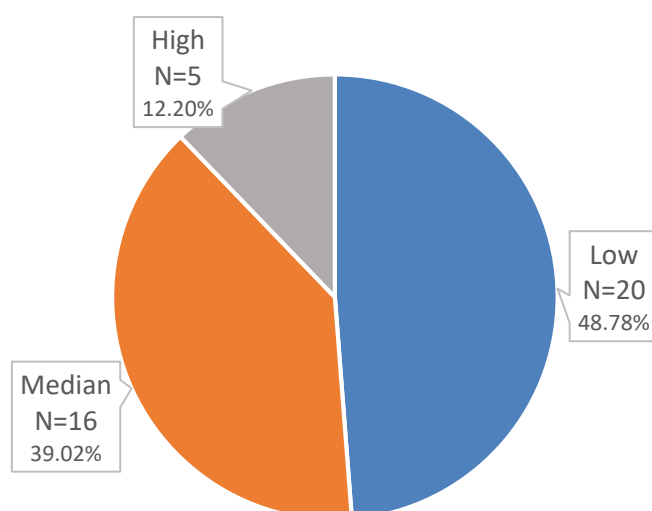
Figure 4.6 Values of modalization in amateur case studies

Analysis of the frequency of use of orientations (see Table 4.14, below) shows a similar pattern to that recorded in amateur essays, with the use of the subjective implicit orientation making up more than half of all instances of modalization. This is followed by the low recorded use of the subjective explicit and objective implicit orientations, both of which record the same rate of frequency (N=7; 17.07%). Once again, the objective explicit orientation is the least frequently used orientation of the four, despite it being recorded with the highest number of instances in the expression of modalization in the expert case studies.

Table 4.14 Frequency of orientations of modalization in amateur case studies

Orientation	subjective explicit	subjective implicit	objective implicit	objective explicit	Total
N	7	24	7	3	41
(%)	(17.07%)	(58.54%)	(17.07%)	(7.32%)	(100.00%)

The data presented above show that the amateur writers prefer to use high levels of subjectivity in their expressions of modalization in case studies and combine them with low and median values. This suggests that, at this level of analysis, the amateur writers are following a similar line of expression adopted when writing essays, and do not appear to make much of a distinction between essays and case studies in how they prefer to express themselves. The only noticeable difference is in the minor transfer of preference between low and median values, showing a slight increase in low value expressions, and a corresponding

slight decrease in median value expression, resulting in the amateur writers slightly increasing their use of expressions with lower modal commitment.

Intersecting the use of value and orientation, and colour coding them accordingly presents the results shown in Table 4.15(a), and highlights that three value-orientation pairs are dominant in their presence:

low value subjective implicit (N=12, 29.27%)

median value subjective implicit (N=12, 29.27%)

low value subjective explicit (N=6, 14.65%)

The raw figures emphasise the scarcity of examples of modalization that exist in the amateur case studies, however, they show that the three value-orientation pairs identified at the outer range of over-use (>5%) when compared with percentage frequencies of the corresponding modal matrix for expert case studies. Under-use, in the outer range (>5%), is recorded with three value-orientation pairs: low value objective implicit and median value objective explicit, both with two instances each (4.88%), and low value objective explicit with no instances recorded at all. The remaining pairs fall within the 1-5% difference and therefore mostly align with the expert writer results. Within the remaining value-orientation pairs, there are no recorded instances of either median value subjective explicit or high value subjective implicit.

Table 4.15(a) Instances of modalization in amateur case studies according to orientation and value, and colour-coded for over- and under-use

AMATEUR CASE STUDIES	INSTANCES OF MODALIZATION						TOTAL (Orientations)	
	LOW		MEDIAN		HIGH			
	N	%	N	%	N	%	N	%
Subjective Explicit	6	14.63%	0	0.00%	1	2.44%	7	17.07%
Subjective Implicit	12	29.27%	12	29.27%	0	0.00%	24	58.54%
Objective Implicit	2	4.88%	2	4.88%	3	7.32%	7	17.07%
Objective Explicit	0	0.00%	2	4.88%	1	2.44%	3	7.32%
TOTAL (Values) N, %	20	48.78%	16	39.02%	5	12.20%	41	100.00%

KEY:	Over-use		1-5% difference	No difference		(1% tolerance)	Under-use		1-5% difference
			>5% difference						>5% difference

Table 4.15(b) summarises the spread of value-orientation pairs on a cline of difference and shows that most of the pairs are in the outer ranges of under- and over-use.

Table 4.15(b) Summary of over- and under-use of modalization in amateur case studies

Over-use		No difference	Under-use	
>5%	1-5%	Within 1% tolerance	1-5%	>5%
Low Subjective Implicit	High Subjective Explicit	N.A.	Med Objective Implicit	Low Objective Implicit
Med Subjective Implicit			High Objective Implicit	Med Objective Explicit
Low Subjective Explicit			Med Subjective Explicit	Low Objective Explicit
Low Objective Implicit			High Subjective Implicit	

The low value subjective implicit orientations involve the use of the modal verbs *may* (53), *might* (54) and *could* (55) and are used for meanings of *probability* (possibility/weak speculation). When these modal verbs are used by the amateur writers in modalizing their writing, they are used for speculation in the future.

(53) This ***may lead*** to fail of the company. [A-CS07-026]

(54) Moreover, the big amount of investment ***might make company*** suffer from finance problems. [A-CS02-018]

(55) This choice ***could be*** less cost and easier than the previous one. [A-CS05-016]

Unlike in the expert case studies, there is no variation for meanings in the past and present, and certainly no additional complexity by mixing temporality within the same sentence. Despite modulating their assertions with a greater proportion of low value commitment, the amateur writers appear to avoid using more complex constructions. This could be the result of a deficit in knowledge of how to express more complex modality. It could also be the result of the assessment format which requires the students on the pre-sessional programme to write their texts in timed conditions, or the texts' prompts (see Appendix E) which do not provide the opportunities for the amateur writers to demonstrate their writing repertoire.

In addition to the low subjective implicit orientation, the amateur writers also use the stronger median variant in equal frequency, using the modal verbs *will* (56) and *would* (57) to express *probability*.

(56) These ***will help*** the company to gain highest market share if they put the right man into the right job. [A-CS05-031]

(57) This ***would make*** customer to come back and buy their products. [A-CS05-027]

Using median level orientations implies that the writer is confident of the stance they wish to convey; they feel that the assertion is 'probable'. As with essays, the amateur writers frequently actualise *will* within conditional *if* sentences reinforcing the probable nature of the assertions.

Low value subjective explicit is expressed through the use of highly personalised constructions that detail the writers' personal opinion. This is achieved through the use of verbal projections: *my suggestion is that* (58), *in my point of view* (59) and *I think* (60).

(58) **My suggestion** for these problems **is that** Morris <u>must</u> spend his time to contact with his staff more than ever he was. [A-CS03-021]

(59) **In my point of view**, the company <u>should</u> bring Jones back due to his style is democratic and this had made his colleagues happy when they were working. [A-CS03-028]

(60) In addition, **I think** happy workers <u>could</u> produces better performance compare with gloomy workers. [A-CS03-029]

Again, this may reflect the nature of the assessment brief, which asks writers to evaluate the business conditions of a company and offer advice for improvements, thus empowering them to abandon objectivity. This belief is reinforced by the use of modulation within all of the examples above which range from strong external obligation (*must*) in (58), median value advice (*should*) in (59), and low value ability (*could*) in (60).

Additionally, Table 4.15(a) also highlighted over-use the high value objective implicit. Although not frequently used in terms of raw numbers, it is an important element for consideration, in that, it contrasts between the types of writers. The objective implicit orientation is used with low value commitment in the expert case studies, showing that they adopt a softer, more tentative approach in taking a stance. The amateur writers, on the other hand, show a continued preference for higher value orientations. Within the three examples identified, the high value objective implicit is achieved through the use of the adverbial *in fact* (61) to express *probability*, and the modal adjuncts *always* (62) and *never* (63) to express usuality. Indeed, usuality is only expressed through the objective implicit orientation.

(61) **In fact**, the club structure is suit for those small organizations. [A-CS06-015]

(62) Jones **always** kept in touch with their managers and employees. [A-CS03-017]

(63) According to Terry Williams, Manager of the largest bottling plant "We hardly ever see him. Cliff Jones was always around. His office door was ***never*** closed." [A-CS03-019]

In (63), the use of *never* is presented within a direct quotation and is one of the few instances of evidentiality where the writer substitutes their own voice for someone else's.

4.3.2 Modulation in Case Studies

In this section, the analysis will proceed to consider how the expert and amateur writers express modulation in case studies. Table 4.16 (below) summarises the distribution and frequency of use according to type of writer. It shows that modulation is the most frequently used type of modality in both expert and amateur case studies (52.16% and 72.95% of all instances of modality, respectively), although it represents a much greater percentage frequency in amateur case studies. The expert writers modulate to a lower rate than the amateur writers, recording a mean value per 100 words of 1.19 (SD=0.26). In the amateur case studies, on the other hand, the mean rate of frequency per 100 words is double the rate at 2.41 (SD=0.47). This, once again, shows that although the amateur writers prefer to modulate their writing in case studies, there are variations and inconsistencies in how often they prefer to do so.

Table 4.16 Summary of modulation in case studies

Modulation in Case Studies	**Expert**		**Amateur**	
	52.16% of all instances of modality in expert case studies **M= 1.19** per 100 words **(SD= 0.26)**		**72.95%** of all instances of modality in amateur case studies **M= 2.41** per 100 words **(SD= 0.47)**	
Modal meanings	**N**	**%**	**N**	**%**
Obligation	49	37.98%	87	78.38%
Readiness (inclination)	17	13.18%	1	0.90%
Readiness (ability)	63	48.84%	23	20.72%
TOTAL	129	100.00%	111	100.00%

Within the semantic groupings of modulation, there is also notable variation in preference. The most frequently used modal meaning in the modulated expert case studies is readiness (ability); the most frequently used modal meaning for the amateur writers is obligation (N=87, 78.38%). The second most frequently used semantic grouping is a swap of the top group with expert writers expressing meanings of obligation (N=49, 37.98%) and the amateur writers preferring meanings of readiness (ability) (N=23, 20.72%). The least frequently used semantic grouping for both types of writer is readiness (inclination) with expert writers recording a total number of instances of 17 (13.18%) and the amateur writers only using this modal meaning in one instance (N=1, 0.90%).

4.3.2.1 Modulation in Expert Case Studies
In this section, the focus of analysis will be on the recorded choices the expert writers made to express modulation in essays.

Figure 4.7 shows that when modulating their writing, low value modulation was most frequently used in the expert case studies with a total frequency of 64 instances (49.61%). The least frequently used was high value modulation with only 16 instances (12.40%). The frequency of median value was in between (N=37.98, 37.98%).
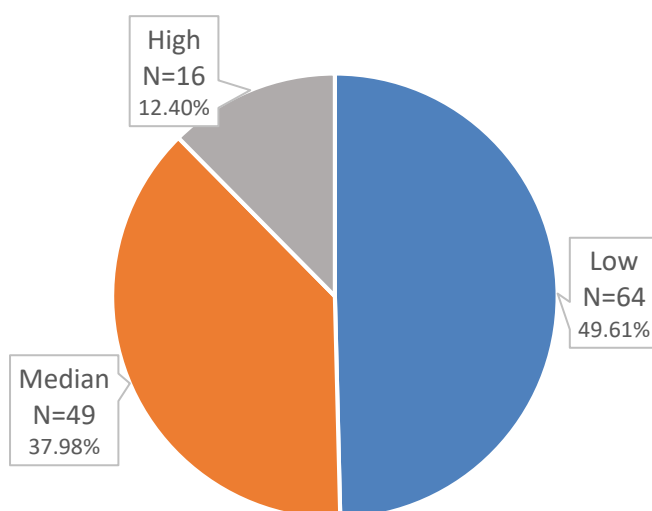
Figure 4.7 Values of modulation in expert case studies

Further to this, Table 4.17 shows that subjective implicit was the most frequent orientation, with a total frequency of 101 instances (78.29%), followed by objective implicit (N=25, 19.38%), objective explicit (N=2, 1.55%) and subjective explicit (N=1, 0.78%). Subjective orientations account for a total of 79.07% of all instances; objective orientations account for only 20.93% of all instances.

Table 4.17 Frequency of orientations of modulation in expert case studies

Orientation	subjective explicit	subjective implicit	objective implicit	objective explicit	Total
N	1	101	25	2	129
(%)	(0.78%)	(78.29%)	(19.38%)	(1.55%)	(100.00%)

In expert case studies, high levels of subjectivity are combined with low and median values. This represents a major shift in both modal commitment and responsibility, when compared with the results regarding modalization in expert essays.

Analysis of the modal matrix in Table 4.18 identifies three value-orientation pairs that tend to be used the most frequently by the expert writers when modulating their essays:

low value subjective implicit (N=47, 36.43%)

median value subjective implicit (N=46, 35.66%)

low value objective implicit (N=16, 12.40%)

Table 4.18 Instances of modulation in expert case studies

EXPERT CASE STUDIES	INSTANCES OF MODULATION						TOTAL (Orientations)	
	LOW		MEDIAN		HIGH			
	N	%	N	%	N	%	N	%
Subjective Explicit	0	0.00%	1	0.78%	0	0.00%	1	0.78%
Subjective Implicit	47	36.43%	46	35.66%	8	6.20%	101	78.29%
Objective Implicit	16	12.40%	2	1.55%	7	5.43%	25	19.38%
Objective Explicit	1	0.78%	0	0.00%	1	0.78%	2	1.55%
TOTAL (Values) N, %	64	49.61%	49	37.98%	16	12.40%	129	100.00%

This is achieved using the modal verbs *can* (64) and *could* (64) with semantic meanings of inclination (ability) in the low variant, and the modal auxiliary verbs *should* (66), with meanings of obligation, and *will* (67), for meanings of readiness (inclination), in the median variant.

(64) It *can* also *introduce* new market, increase customer base, acquiring key management personnel, etc. [E-CS01-082]

(65) The first company who can build the next generation processor and produce in volume *could win* a large market share. [E-CS02-019]

(66) Established firms ***should integrate*** the traditional successful strategy with the web technology in order to gain the competitive advantages. [E-CS03-008]

(67) *This report **will look at** scenario planning and strategies developed for Kodak.* [E-CS01-009]

The third most frequently used value-orientation pair is the low value objective implicit and it is used with the modulated lexical verb *allow* for permission (weak obligation) and the quasi-modal verb *be able to* for readiness (ability), both represented below in (68).

(68) The partnership strategy enhances AMD's innovation capability not only by **allowing them** to assess to some least and patented technologies, but also they **are** now **able to build up** their own "complementor ecosystem" which is essential to their product introduction (AMD, 2006). [E-CS04-050]

The remaining uses of modulation are spread around a total of 20 instances in 6 orientation-value pairs. There is no recorded use of three orientation-value pairs at all, i.e. low and high-subjective explicit and median objective explicit.

4.3.2.2 Modulation in Amateur Case Studies

In this section, the focus of analysis will be on the recorded choices the amateur writers make to express modulation in essays.

As shown in Figure 4.8 (below), the amateur writers prefer to use median value commitment when modulating their writing, recording 27% more instances of this type, when compared with the expert writers. Both the amateur and expert writers use high value commitment the least but at a similar rate (11.71% and 12.4%, respectively). This means that low value commitment operates at a lower rate than in modulation of expert case studies (approximately half the rate of expert writers).
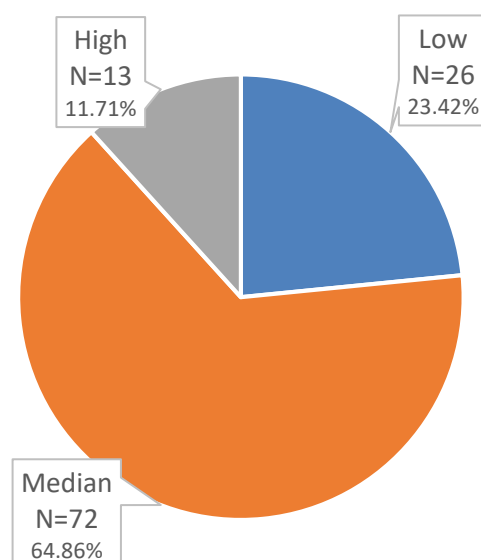
Figure 4.8 Values of modulation in amateur case studies

Further to this, Table 4.19 continues to show the dominance of writer responsibility within the subjective implicit orientation of amateur texts when modulating their writing. A minor change is noted between the types of writer, however, when expressing objectivity in their writing. In essays, there was a consistent preference for implicit over explicit orientations and, for expert case studies, this continued to be the case. However, amateur writers have shown that they now prefer to express objectivity more explicitly.

Table 4.19 Frequency of orientations of modulation in amateur case studies

Orientation	subjective explicit	subjective implicit	objective implicit	objective explicit	Total
N	0	86	6	19	111
(%)	(0.00%)	(77.48%)	(5.41%)	(17.12%)	(17.12%)

To summarise, the use of predominantly subjective orientations is in line with the results recorded against the expert writers. However, the amateur writers prefer to do so in combination with more instances of stronger assertions. This is highlighted further in Table 4.20(a), where a finer-grained analysis of the intersections of the values and orientations displayed and shows that two of the three key value-orientation pairs are expressed with median value commitment. The three value-orientation pairs are:

median subjective implicit (N=61, 54.95%)

low subjective implicit (N=21, 18.92%)

median objective explicit (N=11, 9.91%)

Table 4.20(a) Instances of modulation in amateur case studies according to orientation and value, and colour-coded for over- and under-use

AMATEUR CASE STUDIES	INSTANCES OF MODULATION						TOTAL (Orientations)	
	LOW		MEDIAN		HIGH			
	N	%	N	%	N	%	N	%
Subjective Explicit	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Subjective Implicit	21	18.92%	61	54.95%	4	3.60%	86	77.48%
Objective Implicit	2	1.80%	0	0.00%	4	3.60%	6	5.41%
Objective Explicit	3	2.70%	11	9.91%	5	4.50%	19	17.12%
TOTAL (Values) N, %	26	23.42%	72	64.86%	13	11.71%	111	100.00%

KEY:	Over-use		1-5% difference	No difference		(1% tolerance)	Under-use		1-5% difference
			>5% difference						>5% difference

The three value-orientation pairs noted above also coincide with those recorded for expert case studies. However, the amateur writers are seen to over-use the median value subjective implicit within the outer range and at a rate approximately 20% higher (thus confirming where much of the greater use of median values, noted in Figure 4.8, are located). The amateur writers' use of the low value subjective implicit and the low value objective implicit are seen to be under-used and also lie within the outer ranges (>5%). Once again, Table 4.20(a), in comparison with Table 4.18, is able to confirm exactly where much of the higher rate of low value responsibility (shown in the comparison between Figures 4.7 and 4.8) is located.

Table 20(b) summarises the distribution of over- and under-use below, and suggests that in many elements of their writing, the amateur writers' expression of modulation is mostly aligned to the expert writer preferences, lying within the inner range of over- and under-use.

Table 4.20(b) Summary of over- and under-use of modulation in amateur case studies

Over-use		No difference	Under-use	
>5%	1-5%	Within 1% tolerance	1-5%	>5%
Med Subjective Implicit	High Objective Explicit	Low Subjective Explicit	High Subjective Implicit	Low Subjective Implicit
Med Objective Implicit	Low Objective Explicit	High Subjective Explicit	High Objective Implicit	Low Objective Implicit
			Med Subjective Explicit	
			Med Objective Explicit	

Examples of the three value-orientation pairs demonstrate the lexicogrammatical choices the amateur writers make. For the median value subjective implicit, the amateur writers almost exclusively actualise the modal verb *should* for meanings of obligation (69). There is only one instance of *will* for inclination (70).

(69) Moreover, he ***should be*** objective not subjective. [A-CS07-022]

(70) This report ***will look*** closely in the company's problems and also shows the practical solution. [A-CS03-004]

Low value subjective implicit is under-used, reporting a rate of frequency 50% lower than in expert texts. The lexicogrammatical choices within this orientation pair follow the expert writers in the use of the modal verbs *can* (71) and *could* (72) for readiness (ability).

(71) Opportunities: It has highly demand; It has a high market share; It ***can expand*** to global; It ***can retail*** the beverage in an Australian supermarket. [A-CS01-009]

(72) There should be routines, rules and procedures, and clear lines of management so that everyone knows what should do and **it could reduce** the argument from those managers. [A-CS06-019]

Another deviation from the expert case studies is the use of the objective explicit orientation, which is over-used overall, but more specifically with the median value variant at a rate greater than 5%. The other variants are more closely aligned to the percentage frequency rates of the expert writers with a recorded over-use within the range of 1 and 5% difference. The median value variant of this orientation is expressed using a GM '*it is X that*' with lexical verbs that express meanings of obligation (advisable) such as *recommend* (73) and *suggest* (74).

(73) In this case, ***it is recommended that*** leader should increased salary to persuade staff to do their work such as increasing salary plus annual profit to motivate them. [A-CS04- 006]

(74) ***It is suggested that*** the company could have focused more on healthy products which was related to company concept. [A-CS05-019]

In both (73) and (74), the writers orient the readers to the objectivity of the statements by masking the subjectivity via the passive foregrounding of the GM.

The remaining examples account for a total of 20 instances of modulation and are spread over five value-orientation pairs. There are no recorded instances of the subjective explicit orientation at any level of commitment. Likewise, this orientation was very infrequently used by the expert writers, who only used the median value variant on 5 occasions.

4.4 Modality in Research Reports

The third and final genre type on which the pre-sessional students are assessed is research reports. This is the written task of the assessment portfolio and is given at the end of the final module of the 20-week pre-sessional programme and lasts 8 weeks (from week 12 to week 20). The assessment format of the final task differs from the other written assessments that the amateur writers have undertaken in that the research reports are not given under timed or exam conditions. Not only that, the students are given the opportunity to design an outline of their research report apriori to gain guidance and feedback from their tutors. The expectation from this analysis is that this additional input and support from tutors will likely modify their performance in the expression of modality and produce results more in line with the expert writers.

4.4.1 Modalization in Research Reports

The first point to note is that immediately from the beginning of the analysis, the summary results presented in Table 4.21 show that the expectation of greater similarity between the types of writer has not emerged. The only aspect where the expert and amateur writers mirror each other is in terms of how consistent the types of writer are in how often they choose to express modalization in their research reports with the near convergence in standard deviation scores (SD=0.45 in expert writing and SD=0.43 in amateur writing).

In all other aspects, the amateur writers still diverge greatly. Firstly, the number of instances of modalization as a percentage of all modality in research reports still remains below 50%: the amateur writers continue to favour modulation in their writing; secondly, the mean

frequency of use of modalization per 100 words remains higher in expert texts than amateur texts (M= 1.33 and M= 0.97, respectively).

In the amateur research reports, modalization represents a higher proportion of modality than in essays and case studies, however, when measured per 100 words, the frequency of instances of modality (M=0.97) is only slightly higher than in case studies (M=0.90), and more than half of those in essays (M=2.07). The standard deviation scores for amateur instances of modalization are at their lowest in research reports, showing greater consistency in frequency of use between the writers.

Table 4.21 Summary of modalization in research reports

	Expert		Amateur	
Modalization in Research Reports	**65.08%** of all instances of modality in expert research reports **M= 1.33** instances per 100 words **(SD= 0.45)**		**47.26%** of all instances of modality in amateur research reports **M= 0.97** instances per 100 words **(SD= 0.43)**	
Modal Meanings	N	%	N	%
Probability	211	97.24%	120	88.89%
Usuality	6	2.76%	15	11.11%
TOTAL	217	100.00%	135	100.00%

Within modalization in research reports, as with essays and case studies, the expert writers prefer to use modalization to express meanings of probability, however, in this case, to a higher degree: 97.24% (N=211) of all instances. As a consequence, the frequency of modalization with meanings of usuality is at the lowest rate in research reports at 2.76% (N=6) of all instances.

The amateur writers have also increased their use of modalization for meanings of probability to reach a high of 88.89% (N=120) when compared with essays and case studies. As a result, the percentage frequency of expressions of modalization with meanings of usuality has decreased slightly to a rate of 11.11% (N=15); this remains high compared to the expert writers at approximately three times the rate.

4.4.1.1 Modalization in Expert Research Reports

Figure 4.9 shows that low value modalization was most frequently used in expert research reports with a total frequency of 145 instances (66.51%). The least frequently used was high value modalization with only 8 instances (3.67%). The frequency of median value was in between (N=65, 29.82%).
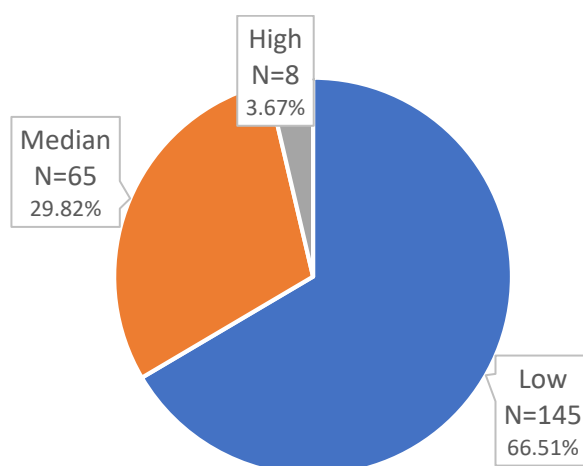
Figure 4.9 Values of modalization in expert research reports

Further to this, Table 4.22 shows that objective implicit was the most frequent orientation, with a total frequency of 95 instances (43.78%), followed by subjective implicit (N=62, 28.57%), objective implicit (N=58, 26.73%) and subjective explicit (N=2, 0.92%). Objective orientations account for a total of 70.51% of all instances; subjective orientations account for only 29.49% of all instances.

Table 4.22 Frequency of orientations of modalization in expert research reports

Orientation	subjective explicit	subjective implicit	objective implicit	objective explicit	Total
N	2	62	59	95	218
(%)	(0.92%)	(28.44%)	(27.06%)	(43.58%)	(100.00%)

When modalizing their writing in research reports the expert writers use high levels of objectivity combined with predominantly low and median values. The writers are focused on depersonalising their writing and maintaining distance between themselves and the reader.

The frequencies of values and orientations are combined and presented in a matrix format in Table 4.23 to provide a finer-grained analysis and allow identification of specific writer

preferences. The results show that five value-orientation pairs are prominent within that and will be considered in more detail. These include:

low value objective explicit (N=69, 31.65%)

low value subjective implicit (N=39, 17.89%)

low value objective implicit (N=36, 16.51%)

median value subjective implicit (N=22, 10.09%)

median value objective explicit (N=22, 10.09%)

Table 4.23 Instances of modalization in expert research reports according to orientation and value

EXPERT RESEARCH REPORTS	INSTANCES OF MODALIZATION						TOTAL (Orientations)	
	LOW		MEDIAN		HIGH			
	N	%	N	%	N	%	N	%
Subjective Explicit	1	0.46%	1	0.46%	0	0.00%	2	0.92%
Subjective Implicit	39	17.89%	22	10.09%	1	0.46%	62	28.44%
Objective Implicit	36	16.51%	20	9.17%	3	1.38%	59	27.06%
Objective Explicit	69	31.65%	22	10.09%	4	1.83%	95	43.58%
TOTAL (Values) N, %	145	66.51%	65	29.82%	8	3.67%	218	100.00%

In the low value objective explicit orientation, the expert writers make similar phraseological choices to those made in essays and case studies to help express modalization in research reports: the GM *it + is + VP + that* (75) and the adverbial *according to + X* (76) to express propositions of possibility (low probability).

(75) Following this statement, ***it is possible to suggest that*** after 1991 agents perceive exchange rate corrections as a once-and-for-all phenomena. [E-RR01-172]

(76) ***According to*** Mark Taylor and David Peel (2000) the speed of return to PPP may increase when the deviation is larger. [E-RR02-028]

In (75), the writer's opinion is hedged and masked by orienting the reader by the use of the thematised comment structure and by the use of the low value adjective *possible.* This suggests to the reader that alternatives are available to hedge the writer's opinion allowing the reader to accept that alternatives opinions may exist. In (76), the use of the adverbial allows

the reader to objectively distance themselves from the assertion, attributing the claim to two authors. This transference of responsibility does not allow the writer to conceal their opinion entirely as not refuting the content suggests acceptance of it.

The expert writers continue to use *it + VP + that* when using median value verbs, such as *show* in (77)

(77) Thus *it shows that* that PPP is likely not to hold between UK and US. [E-RR02-100]

It is interesting to note that higher value commitment to an assertion in expert research reports is normally associated with a specific phraseological construction Furthermore, as with thematised comment structures, the use of *it* attempts to conceal the modal responsibility of the writer, but by not challenging the assertion, the writer is agreeing with it.

Together the low and median objective explicit orientations account for a total of 43.78% of all instances of modalization in the expert research reports and therefore form a considerable portion of expert writer expression.

The expert writers continue to use subjective implicit orientations in their writing employing modal verbs for low and median value expressions, using *may* (78) *could* (79) and *might* (80) for low value orientations when expressing meanings of possibility, and *will* (81) and *would* (82) for median value commitment with meanings of probability.

(78) Adolescents with close friends smoking *may be more susceptible to* smoking due to the direct pressure among their friends and a desire for approval among their social group (Kimberly, 2003). [E-RR03-016]

(79) As agents tend to increase real balance holdings in this scenario, it is possible to have a reinforcement of the original monetary shock and, thus, the effect on Y *could be more persistent.* [E-RR01-176]

(80) Moreover prior studies based on past data may show different effects due to different incentives, shocks that *might have hit* the economy at the time and new market developments and reforms that must have come about making it slightly less comparable. [E-RR05-196]

(81) The Law of one price (LOP) forms the foundation of the PPP theory, which states that in the absence of transportation and other transaction costs, competitive markets *will equalize* the price of an identical good in two countries, expressed in the same currency. [E-RR02-008]

(82) This in turn **would mean** a higher growth potential through the convergence mechanism. [E-RR04-026]

In (78), and (79), the use of *may* and *could*, respectively, allow the writers to speculate on the possibility of present situation. In (70, 80), *might* is combined with *have + past participle* to speculate in past time. There are no instances of past speculation in the amateur texts.

In (81), the median value *will* is used to express the probability of an outcome. Probability is also the aim of the median value *would* in (82), however, in this case, the probability is hypothetical.

The increase in the use of low value objective implicit orientation is interesting to note as it suggests that there should be greater variation in the linguistic choices being made. The low value objective implicit is observable in the use of non-projecting verbs, such as *find* in (83) or *suggest* in (84).

(83) On the other hand, Bahmani-Oskooee and Techaratanachai (2001) and Prockal (2003) **found** evidence of CS in Thailand and Latin-America,2 respectively, also against the US dollar. [E-RR01-008]

(84) The result of this nonparametric test also **suggests** the existence of one cointegration relation. [E-RR01-083]

However, closer inspection shows that the increase appears to reflect the choices made by only one writer, E-RR01, and is therefore not representative of any major change across the whole genre.

4.4.1.2 Modalization in Amateur Research Reports

The proportions of instances of modalization according to modal commitment are presented in Figure 4.10. They show that, despite a preference for the expression of low value modalization overall, when compared to the expert writers it can be seen that the amateur writers prefer to use more median and high value modalization.
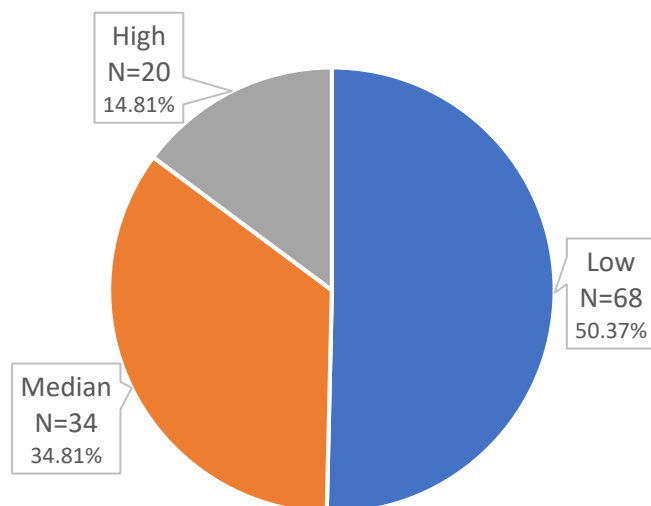
Figure 4.10 Values of modalization in amateur research reports

Furthermore, Table 4.24 shows that an interesting transition has taken place, that is, the amateur writers appear to have diversified in choices in how they express modal responsibility, moving them more in the direction of the choices made by the expert writer. That said, there remain significant differences between them. For example, the subjective implicit orientation remains the most frequent choice for the amateur writers, but to a lesser degree those recorded in the other genre types. This reduction has seen a major increase in the objective explicit orientation to such a level that it is only slightly below the rate recorded against the expert research reports.

Table 4.24 Frequency of orientations of modalization in amateur research reports

Orientation	subjective explicit	subjective implicit	objective implicit	objective explicit	Total
N	0	62	20	53	135
(%)	(0.00%)	(45.93%)	(14.81%)	(39.26%)	(100.00%)

For the first time in this longitudinal study, the amateur writers are now using intersubjective stance predominantly with objective orientations and with low and median value commitment. The amateur writers are now depersonalising their writing to a much greater extent and arriving closer to the rates of commitment level and structures of responsibility recorded against the expert writers.

Table 25(a), provides a finer-grained analysis showing what happens to the spread of results when values and orientations intersect. The table shows that three value-orientation pairs emerge as prominent in the expression of modalization in research reports. They are:

low value objective explicit (N=35, 25.93%)

low value subjective implicit (N=30, 22.22%)

median value subjective implicit (N=27, 20.00%)

Table 4.25(a) Instances of modalization in amateur research reports according to orientation and value, and colour-coded for over- and under-use

AMATEUR RESEARCH REPORTS	INSTANCES OF MODALIZATION						TOTAL (Orientations)	
	LOW		MEDIAN		HIGH			
	N	%	N	%	N	%	N	%
Subjective Explicit	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Subjective Implicit	30	22.22%	27	20.00%	5	3.71%	62	45.92%
Objective Implicit	3	2.22%	8	5.93%	9	6.67%	20	14.81%
Objective Explicit	35	25.93%	12	8.89%	6	4.44%	53	39.26%
TOTAL (Values) N, %	68	50.37%	47	34.81%	20	14.82%	135	100.00%

KEY:	Over-use		1-5% difference	No difference		(1% tolerance)	Under-use		1-5% difference
			>5% difference						>5% difference

The colour-coding identifies the extent to which over- and under-use occurs and shows that the top two value-orientation pairs are within the outer range of under-use (difference >5%). The remaining value-orientation pair, the median value subjective implicit, is also over-used at a rate greater than 5%. Although not frequently used, an additional value-orientation is also recorded as over-used in the outer range, and that is the high value objective implicit. This, despite the overall use of the objective implicit orientation, remains under-used (>5%). This over-use of high value is a feature of amateur expression of modalization which appears to remain stubbornly persistent across all genres. Overall, when laid out in Table 25(b) it can be seen that there is a grouping of value-orientation pairs around the centre with three value-orientation pairs recording practically the same use as the expert writers and an additional five pairs within a range of 1-5% over- and under-use.

Table 4.25(b) Summary of over- and under-use of modalization in amateur research reports

Over-use		No difference	Under-use	
>5%	**1-5%**	**Within 1% tolerance**	**1-5%**	**>5%**
Med Subjective Implicit	Low Subjective Implicit	Low Subjective Explicit	Med Objective Implicit	Low Objective Explicit
High Objective Implicit	High Subjective Implicit	Med Subjective Explicit	Med Objective Explicit	Low Objective Implicit
	High Objective Explicit	High Subjective Explicit		

The low value objective explicit orientation is now expressed through the use of the structures which have, till now, marked features of the expert writers, such as the adverbial *according to X* (85), *X + VP + that* (86) and the use of the adverbials *As + X + VP + that* (87).

(85) ***According to*** <u>Aaker (1996)</u>, it consists of brand recognition and brand recall. [A-RR06-042]

(86) Therefore, ***Ohno (1988)*** also ***mentioned that*** the JIT system is better than the traditional method of manufacture since it has more flexible productive way to adapt the demand of market for increasing the competitiveness of their products. [A-RR02-026]

(87) ***As*** <u>Burke)2009(</u> ***points out***, in the last decade energy drinks have become very famous especially in the past few years, the market has revealed that there is a strong increase in the consumption of energy drink beverages. [A-RR04-002]

All three constructions shown above are used to show agreement with their sources. In (87), the use of the adverbial *as* is an alternative to the use of a *that-clause* and, as such, could be rewritten as (88) without a change in modal commitment. Likewise, (86) could incorporate the use of the adverbial, causing a tense change from past to present, and be rewritten as (89).

(88) Burke (2009) points out that …

(89) Therefore, <u>as</u> Ohno (1998) also mentions, the JIT system …

The subjective implicit orientations continue to be popular devices to incorporate subjectivity into the amateur research reports. They are represented by low commitment through the use of the modal verbs *could* (90), *may* (91) and *might* (92) expressing possibility, and median value modal verbs *will* (93) and *would* (94) to express probability.

(90) These **could help** hybrids to expand its market segment and become accepted among most people. [A-RR05-055]

(91) These marketing mix elements are the four key decision areas (Product, Price, Place, Promotion) that marketers must manage in order to facilitate the exchange or transfer of goods, services, or ideas so that they **may satisfy** customer needs better than the competition. (Zineldin & Philipson, 2007). [A-RR01-036]

(92) That is mean they **might earn** less money even pay for a loss. [A-RR02-005]

(93) These events **will feature** some of their sponsored athletes making guest appearances and free vouchers or products. [A-RR04-037]

(94) Moreover, it **would be** the perfect opportunity introducing to the consumer and attracts people's attention towards the product. [A-RR04-057]

This is in line with the expert writers, although the amateur writers do not tend to vary the temporality of the speculation of their assertions, maintaining the present tense throughout.

The high value variant of the subjective implicit orientation is recorded as over-used by the amateur writers, but there are only 5 instances within the corpus. Although this result is fairly minor in comparison to the other value-orientation pairs, how the amateur writers have expressed it is worthy of note. High value commitment has been expressed by increasing the illocutionary force of otherwise median and low value lexical items through modal disharmony to strengthen median value *will* and combine it with the use of the high value modal adjuncts *certainly* (95), *always* (96) and *clearly* (97). Modal disharmony is also used in (98) together with negative polarity by combining median value *would* with the use of the negative modal adjunct *never*. Negative polarity is used with *could* in (99) to express what is certain not to happen.

(95) When the customers buy products from Louis Vitton, they will certainly receive lifetime repair guarantee service (Linh, 2008). [A-RR01-055]

(96) As long as the JIT system be improved and fixed permanently, it **will always** fit the changing trend of market. [A-RR02-071]

(97) By using the theory of Cost-Benefit Analysis in order to weigh customer needs and preferences so that they **will clearly know** their actual willingness-to-pay for products. [A-RR05-060]

(98) The JIT system **would never have** the complete version since it is continue improving (Harrison, 1992). [A-RR02-065]

(99) However, Shinnar (2003) against that, hybrid cars are not competitive by themselves in term of oil saving and driver **could not expect** the fuel saving for the thousands of dollars. [A-RR05-023]

Although the use of high value commitment is not commonplace in expert texts, the examples given suggest that by the end of their 20-week pre-sessional programme, the amateur writers are attempting to use more sophisticated approaches to vary the levels of commitment within their modalized sentences. Whether the sentences are pragmatically appropriate within the context of research reports is questionable as they increase the evaluative power and subjectivity of the unmodified versions of the sentences.

Modal (dis)harmony also features within expert research reports, although to a limited extent. It is used to both strengthen and weaken the illocutionary force within sentences and to exist within the objective orientations. For example, to strengthen the illocutionary force within the explicit objective orientation, the median value modal verb *believe* in the GM in (100) is modified by the use of the adverb *widely*, thus strengthening the writer's commitment to the assertion, such that the opinion expressed is the prevailing one and that no other alternatives are possible.

 (100) *it is widely believed* **that** the educational gender gaps are much greater in the developing countries as compared to the developed ones. [E-RR04-124]

4.4.2 Modulation in Research Reports

The expectation expressed at the beginning of the analysis on research reports where Table 4.26 shows that as a proportion of all modality, modulation in expert writing has returned to represent a rate below 50%. Of the three genres under investigation, the mean number of instances per 100 words is at its lowest rate in research at 0.73 (SD=0.37).

For the amateur writers, the proportion of their writing with instances of modulation is at its lowest rate in research reports (52.74%), bringing it closer to the expert writer rates, although it remains higher than their rates overall. Unfortunately, there the mean frequency of instances per 100 continues to be higher than the expert rate at a figure of M=1.05. However, the standard deviation scores are more than half the rate of the expert texts (SD=0.15), suggesting greater agreement between the amateur writers on how often to use modulation in their research reports, and indeed greater consistency than even between the expert writers.

Table 4.26 Summary of modulation in research reports

		Expert		Amateur	
Modulation in Research Reports		**34.92%** of all instances of modality in expert research reports **M= 0.73** instances per 100 words **(SD= 0.37)**		**52.74%** of all instances of modality in amateur research reports **M= 1.05** instances per 100 words **(SD= 0.15)**	
Modal meanings	**N**	**%**	**N**	**%**	
Obligation	28	21.14%	34	22.52%	
Readiness (inclination)	28	24.14%	43	28.48%	
Readiness (ability)	60	51.72%	74	49.01%	
TOTAL	116	100.00%	151	100.00%	

There is also closer alignment between the types of writers in the percentage distribution of modal meanings within the recorded instances of modulation. It can be seen that both the expert and the amateur writers modulated their writing with meanings of readiness (ability) the most frequent (N=60, 51.75% and N=74, 49.01%, respectively). The least used modal meaning by both types of writer in instances of modulation was obligation (N=28, 21.14% and N=34, 22.52%, respectively). Readiness (inclination) was in between with 28 instances (24.14%) of modulation in expert research reports and 43 instances (28.48%) of modulation in the amateur research reports.

4.4.2.1 Modulation in Expert Research Reports

In Figure 4.11, the expert writers are reported to use low value modulation most frequently with a total frequency of 54 instances (46.55%). The least frequently used was high value modulation with 15 instances (12.93%). The frequency of median value was in between (N=47, 40.52%).
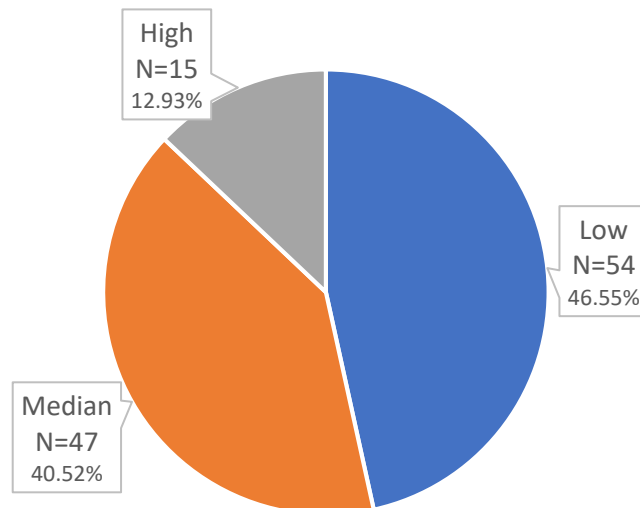
Figure 4.11 Values of modulation in expert research reports

Moreover, Table 4.27 shows that subjective implicit was the most frequent orientation, with a total frequency of 94 instances (81.03%), followed by objective explicit (N=12, 10.34%), objective implicit (N=8, 6.90%) and subjective explicit (N=2, 1.72%). Subjective orientations account for a total of 82.57% of all instances; objective orientations account for only 17.25% of all instances.

Table 4.27 Frequency of orientations of modulation in expert research reports

Orientation	subjective explicit	subjective implicit	objective implicit	objective explicit	Total
N	2	94	8	12	116
(%)	(1.72%)	(81.03%)	(6.90%)	(10.34%)	(100.00%)

Once again, high levels of subjectivity combined with low and median values dominate the expression of modulation in expert research reports. This shows that expert writers are interacting with the reader in a more personal manner when modulating their writing, thus emphasising closeness in their intersubjective stance.

Table 4.28 shows that two value-orientation pairs form the majority of instances of modulation in expert writing:

low value subjective implicit (N=46, 39.66%)

median value subjective implicit (N=41, 35.34%)

Table 4.28 Instances of modulation in expert research reports according to orientation and value

EXPERT RESEARCH REPORTS	INSTANCES OF MODULATION						TOTAL (Orientations)	
	LOW		MEDIAN		HIGH			
	N	%	N	%	N	%	N	%
Subjective Explicit	1	0.86%	1	0.86%	0	0.00%	2	1.72%
Subjective Implicit	46	39.66%	41	35.34%	7	6.03%	94	81.03%
Objective Implicit	1	0.86%	0	0.00%	7	6.03%	8	6.90%
Objective Explicit	6	5.17%	5	4.31%	1	0.86%	12	10.34%
TOTAL (Values) N, %	54	46.55%	47	40.52%	15	12.93%	116	100.00%

The high levels of subjectivity in the texts re-expressed through the use of modal verbs. These are *can* (101), *could* (102), and *may* (103) for expressing meanings of low value readiness (ability), *will* (104) for median value meanings of readiness (inclination), and *should (105)* for median value meanings of obligation (advisable). This follows the pattern seen in essays and case studies.

(101) Visual Inspection of the data (Appendix A.1A) - The graphs indicate that the series show a trend when we take variables in levels, which **can be removed** by using the first difference of the data. [E-RR02-065]

(102) This **could bias** the results. [E-RR04-051]

(103) Specification errors **may arise** due to inclusion of irrelevant variables (leading to inefficiency), omission of important ones (leading to bias and inconsistency), using proxies leading to errors of measurement bias, or using the wrong functional form. [E-RR05-086]

(104) For this reason, as a last step in the analysis the non-parametric Bierens (1997) test for cointegration **will be addressed**. [E-RR01-047]

(105) Comprehensive interventions **should be placed upon** on school education programs included helping students to identify the dangers of tobacco use, teaching for self control and refusal skills against negative influences. [E-RR03-094]

The results suggest that the preferred method for expressing median value commitment in modulation is exclusively within a thematised comment structure using the median verb 'note' (106) with meanings of *obligation (advisable)*. However, caution should be taken here as further analysis shows that this feature is limited to use within one text (E-RR04) and therefore reflects the preference of only one writer.

> (106) ***It is to be noted that*** one thing that all the studies in this area have in common is the lack of explicit theoretical framework. [E-RR04-037]

4.4.2.2 Modulation in Amateur Research Reports

Within the results of modulation in amateur research reports, it can be seen in Fig. 12 that the amateur writers are much more closely aligned to the preferences of the expert writers, much more so than those recorded against modalization. Indeed, for all intents and purposes, they could be described as the same.

This similarity is also recorded when the analysis considers the writers expression of modal commitment. The spread and percentage rates of use of the preferred orientations in the expression of modulation in expert research reports are almost exactly replicated in the amateur research reports.
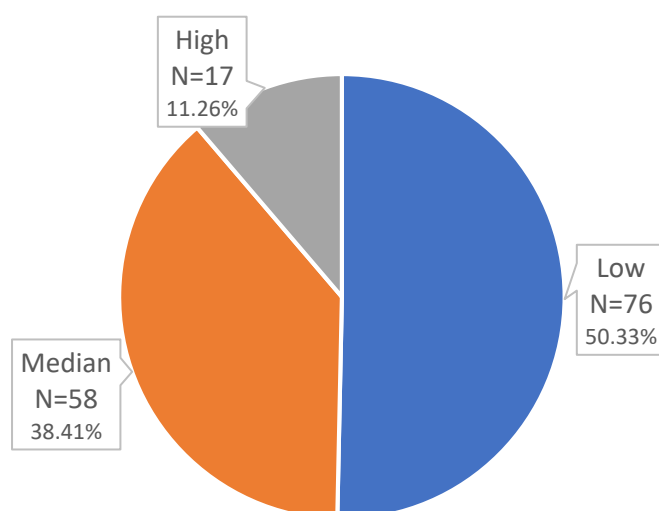
Figure 4.12 Values of modulation in amateur research reports

Within modulation in research reports, therefore, it can be seen very clearly that the amateur writers continue to express high levels of subjectivity combined with predominantly low and median values. However, these are all in line with those rates and preferences expressed by the expert writers.

Table 4.29 Frequency of orientations of modulation in amateur research reports

Orientation	subjective explicit	subjective implicit	objective implicit	objective explicit	Total
N	1	125	12	12	151
(%)	(1.32%)	(82.78%)	(7.95%)	(8.61%)	(100.00%)

This is further confirmed at the finer-grained level of analysis (see Tables 30(a) and 30(b)), where the intersections of all values and orientations are considered. The tables show that the amateur writers prefer to use the same two value-orientation pairs:

low value subjective implicit (N=59, 39.07%)
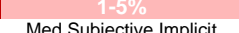
median value subjective implicit (N=56, 37.09%)

Table 4.30(a) Instances of modulation in amateur research reports according to orientation and value, and colour-coded for over- and under-use

AMATEUR RESEARCH REPORTS	INSTANCES OF MODULATION						TOTAL (Orientations)	
	LOW		MEDIAN		HIGH			
	N	%	N	%	N	%	N	%
Subjective Explicit	1	0.66%	0	0.00%	0	0.00%	1	1.32%
Subjective Implicit	59	39.07%	56	37.09%	10	6.62%	125	82.78%
Objective Implicit	6	3.97%	0	0.00%	6	3.97%	12	7.95%
Objective Explicit	10	6.62%	2	1.32%	1	0.66%	12	8.61%
TOTAL (Values) N, %	76	50.33%	58	38.41%	17	11.26%	151	100.00%

KEY:	Over-use		1-5% difference	No difference		(1% tolerance)	Under-use		1-5% difference
			>5% difference						>5% difference

Not only that, they also demonstrate that none of the value-orientation pairs lie within the outer range of over- and under-use.

Table 4.30(b) Summary of over- and under-use of modulation in amateur research reports

Over-use		No difference	Under-use	
>5%	1-5%	Within 1% tolerance	1-5%	>5%
	Med Subjective Implicit	Low Subjective Implicit	High Objective Implicit	
	Low Objective Explicit	High Subjective Implicit	Med Objective Explicit	
	Low Objective Implicit	High Objective Explicit		
		Low Subjective Explicit		
		Med Subjective Explicit		
		High Subjective Explicit		
		Med Objective Implicit		

As with the expert writers, the amateur writers focus predominantly on the use of modal verbs in finite position within the subjective implicit orientation to express meanings of readiness (ability) using low value commitment (107), and median value commitment with meanings of obligation (advisable) (108).

(107) And due to its sale product in its own stores, thus they **can control** product quality and pricing. [A-RR01-095]

(108) It is recommend that hybrids **should maintain** its purpose to reduce environmental problem by consume less energy in order to maintain its strength and uniqueness. [A-RR05-053]

An important change within the recorded instances of median value subjective implicit orientation in amateur research reports is the increase in the use of the modal verb *will* for meanings of readiness (inclination). At first glance, it would suggest that the amateur writers are showing greater awareness of the need to guide the reader and to be explicit about how the text is structured. However, further analysis shows that there are still some noticeable differences between the types of writers and how they use *will*.

Table 4.31 lists the choices that have been made by the expert and amateur writers and shows that a passive objective tone is the preferred choice by both, although more so by the amateur writers. Percentages are calculated as a function of the total instances, that is, N=28 in the expert texts and N=44 in the amateur texts.

Table 4.31 Instances of readiness (inclination) in research reports and their associated phraseological constructions

Readiness (Inclination) in Research Reports	Expert		Amateur	
	N	%	N	%
will + past participle	16	57.14%	31	70.45%
I + will	2	7.14%	8	18.18%
We + will	10	35.71%	0	0.00%
shall	0	0.00%	1	2.27%
I am going to	0	0.00%	2	4.54%
willing/willingness	0	0.00%	2	4.54%
TOTAL	28	100.00%	44	100.00%

The expert writers have shown that there is scope for greater subjectivity as they demonstrate greater comfort in using the first person singular and plural personal pronouns *I* and *we* when outlining to the reader how the texts are structured. This was not the case across all the expert texts and is therefore not a universal feature, as there were no recorded instances of readiness (inclination) in two of the five expert research reports.

As a percentage of the number of instances recorded, the amateur writers used the pronoun *I* more frequently than the expert writers (N=8, 18.18% and N=2, 7.14%, respectively). The largest discrepancy appeared with the use of *we*, which was only present in the expert texts and at a rate of 35.71% of all instances of modulated *will*.

In addition to this, the amateur writers have used alternative lexicogrammatical choices to *will* to express readiness (inclination), notably the use of the modal verb *shall* (109), the quasi-modal verb *going to* (110), the modal adjective *willing* (111) and the modal noun *willingness* (112). Both *willing* and *willingness* do not form part of the subjective implicit orientation, instead forming part of the subjective explicit.

> (109) Therefore, this assignment ***shall be*** focusing on compare and contrast of marketing strategies between McDonald's and Burger King, and evaluate what effects these strategies have an successful marketing. [A-RR07-010]

> (110) At the beginning of this part, ***I'm going to use*** SWOT analysis to analyze both McDonald's and Burger King. [A-RR07-041]

> (111) Therefore, few customers ***are willing*** to pay more individually for vehicles with lower emissions. [A-RR05-50]

> (112) Based on Keller (1993, p.8), positive customer-based brand equity "can lead to greater revenue, lower cost, and higher profit; it has direct implications for the firm's ability to command higher prices, a customer's ***willingness*** to seek out new distribution channels, the effectiveness of marketing communications, and the success of brand extensions and licensing opportunities." [A-RR06-009]

Shall in (109) in this context projects a strong assertion or intention and increases the illocutionary force thereby increasing the writer's commitment.

The choice of using *going to* in (110) does not increase the value commitment of the writer's assertion. However, the conversational tone, which is reinforced by the use of a contracted form (I'm), increases the subjectivity within the sentence.

The use of the modal adjective and modal noun is interesting in that it shows awareness of alternative forms of *will*.

The conclusion from the analysis of the use of modulation in the research reports shows that the amateur writers are more in line with the linguistic choices being made by the expert writers in terms of value and orientation, although lexicogrammatical differences still exist and there is scope for development in reducing the frequency with which modulation is used in amateur writing.

4.5 Discussion and Overview of Modality in Expert and Amateur Texts in Terms of **Research Question 1.**

The analysis of the expert writer essays, case studies and research reports shows that the lexicogrammatical choices made within each genre are context specific. They confirm that patterns of decision-making regarding the expression of modality in academic writing can be identified, and that there are conventions to which the writers adhere. The expert writer texts reflect the end state of the interlanguage cline (see Figure 2.4 in section 2.5) that the amateur writers wish to achieve in their aspirations to become successful pre-sessional students, as well as successful Masters students. The function of the pre-sessional programme is to adequately socialise them in the skills necessary to achieve that.

The purpose of this section is to summarise the data presented in sections 4.2 to 4.4 in order to answer the main research question: *How do expert writers (successful Masters students) and amateur writers (20-week pre-sessional students) express modality in their academic writing?* The main question is subdivided into three subsidiary questions (Subsidiary Question 1.1, Subsidiary Question 1.2 and Subsidiary Question 1.3), which will be attended to in turn. In order to provide a benchmark for discussion and analysis, each subsection will be introduced by an outline of the social purpose of each genre, as defined by Nesi and Gardner (2012) in their descriptions of the genre families in the BAWE corpus. This will provide the basis from which a summary and profile of the expression of modality by the expert writers in each genre will be described, and then compared with the profile of expression of modality in the amateur texts. The summaries will consider both elements of modality together to provide a snapshot of the interplay of modalization and modulation in each case. This section will therefore shed light on any variations that exist between the genres, and highlight the elements of modal expression that are needed in order to be competent and successful pre-sessional and masters level writers. Based on this evidence, it will also make an evaluation of whether the amateur writers are appropriately socialised in the academic conventions for each genre. The information presented here will provide the basis of the next chapter which will analyse the teaching of modality on the pre-sessional programme.

4.5.1 Subsidiary Question 1.1
How do the *expert* and *amateur* writers express modality in *discursive essays*?

The social purpose of essays is to 'demonstrate/develop the ability to construct a coherent argument and employ critical thinking skills' (Nesi & Gardner, 2012, p.38). This would suggest that a successful writer of this genre type would be likely to depend heavily on the use of modalization, which evaluates the truth values of statements, in order to do so. The results

show that the expert writers follow this prediction: over 70% of all instances of modality in essays are classified as this type. The presumed audience for this text could potentially involve other academics, but is most likely to be the tutors who will grade the texts, and base the grading on subject specific marking criteria and who will make judgements on the writers' abilities to express themselves appropriately and professionally. The following conclusions can be made with regard to the expression of modality:

(1) For expert essays:

- Modalization is the dominant type of modality (70.76% of all cases of modality), with senses of probability the most preferred choice (95.56% of instances).
- The expert writers frequently hedge their commitments and assertions by the use of predominantly low (although with some median) value modal items and objective orientations, especially the objective explicit orientation (51.88% of instances).
- These constructions allow the expert writers to integrate and evaluate external sources, without imposing their opinions on the reader and detach themselves from the reader through the propositions expressed.
- although this represents a far lower proportion of all instances in the expert texts, it is the most frequent type (60% of instances) in the amateur texts. In the expert essays, the writers focus on expressions of meanings of inclination (ability) and obligation and prefer to use the subjective implicit orientation.
- They also prefer to use low and median values in the majority of instances, although there is evidence that the writers are prepared on limited occasions to strengthen the illocutionary force by using high value orientations.
- The expert writers are again cautious in their approach, preferring to be more indirect in how they make recommendations.

(2) For amateur essays:

- Modalization is used to a much lesser degree (41.06% of all cases of modality in essays).
- Within modalization, senses of probability are the most preferred choice (86.99%) but this is used to a lesser degree than in expert essays, with some preference given additionally to senses of usuality (equating to 13.01% of instances).
- Objective orientations in essays are under-used, especially the objective explicit, which is the most frequently used orientation in expert essay modalization.

- When the amateur writers choose to express objectivity, they do so by over-using the objective implicit orientation, expressing meanings of usuality with high values and using modal adjuncts.
- Subjective orientations are over-used, particularly with the subjective implicit with median and high values (used at a rate double that of the expert writers), and also of the subjective explicit (over-used with the median value).
- The amateur writers appear to prefer to express greater certainty than the expert writers, they demonstrate greater commitment to their assertions, and, furthermore, they adopt greater personal responsibility.
- The over-use of subjectivity strengthens the impact of their claims, raising the level of responsibility they assume for their assertions.
- In modulation, subjective orientations are over-used, in particular the high value implicit variant.
- Modal verbs are the preferred method of expression in modulation with focus given to expressing meanings of obligation and ability.
- The use of higher value modal items, particularly with *must* (meaning: a strong external obligation) which carries strong illocutionary force, creates a sense of the writer being overly direct and not respecting the expected academic norms of caution and tentativeness.

The overall effect of the expression of modality in the expert and amateur essays shows that the expert writers focus on creating propositions, reflecting them objectively, employing more varied linguistic tools with which to evaluate their propositions and maintain detachment between the writer and reader. The expert writers are effective in persuading the reader that their arguments are valid. The amateur writers, on the other hand, over-use proposals (modulation; making recommendations and suggesting courses of action), in a highly subjective manner, and are much more restricted in their linguistic repertoires. They also prefer to over-use median and high values to demonstrate their commitment to their assertions, as well as to over-use expressions of certainty when modalizing, and strong obligation when modulating. As a result, it can be seen that by the end of the first two modules of the pre-sessional programme, where essay is the written assessment task, the amateur writers have yet to demonstrate sufficient control of how modality is used in the genre and still lack awareness of the interpersonal manner within which it operates, thus impacting negatively on the writer-reader relationship.

4.5.2 Subsidiary Question 1.2

How do the *expert* and *amateur* writers express modality in *business case study reports*?

According to Nesi & Gardner (2012), the social purpose of case studies is 'to demonstrate/develop an understanding of professional practice through the analysis of a single exemplar' (p.41). It involves placing the writer within a simulation of a professional setting in order to examine and evaluate a specific context, to identify a problem, and to offer a course of action. The simulated nature of the task creates problems for the writer, as there is no clear reader whom the writer should seek to influence. On the one hand, the real-life context would imply that the addressee would be a client or professional colleague, however, the academic context within which the task is set suggests that the addressee is also the tutor who will mark the assignment. As a result, there is a complex interplay of different communities of practice, one professional, the other academic (Nesi & Gardner, 2012, pp.170-172). A successful writer of the case studies genre would, therefore, be expected to demonstrate an awareness of this relationship, and negotiate effectively within it, thus balancing between expressing their 'student voice' (the impartial, and analytical self), and the 'practitioner voice' (the more partial and dynamic self).

The analysis of the expert and amateur texts gives rise to the following conclusions.

(1) For the expert case studies:

- The expert writers achieve a greater balance between the conflicting student and practitioner voices, by modalizing and modulating to similar degrees of frequency and employing both subjective and objective orientations.
- Subjectivity is expressed more readily in the expert case studies than in expert essays and they appear to be mostly associated with modulated realisations,
- Subjectivity is achieved by employing resources for making recommendations that promote the circumstantial possibility of doing something rather than the obligation to do something;
- Objectivity is mostly confined to modalization and utilising phraseological constructions that are similar to those used in essays, but with particular emphasis on the use of metaphorical constructions within an explicitly objective orientation (e.g. *it is X that …*).
- Illocutionary force is minimized by utilizing low and median values, thus keeping open the possibilities of alternative points of view.

(2) For the amateur case studies:

- Greater importance is given to the dynamic practitioner voice by over-using modulation.

- Median value modulation, with a particular focus on the modal verb *should*, is over-used, creating language that is more forceful than that expressed in the expert writing.
- Although modalization is under-used, the amateur writers appear to show some understanding than in their essay writing of the need to be more cautious, by using low value subjective explicit orientations (e.g. *my suggestion is that…; in my point of view, …; I think (that) …*) to preface clauses that contain recommendations; they do this by using a range of modal verbs with varying degree of force.
- If the amateur writers had chosen to use objective explicit orientations instead of subjective explicit orientations, they would be more closely aligned with the lexicogrammatical choices of the expert writers.

The results suggest that there is some growth in the lexicogrammatical resources that the amateur writers are accessing when expression modality in writing business case study reports, when compared with amateur essays, but it can be seen that some limitations exist. An important limitation is related to the understanding of the extent to which modulation should be used in this text type. The amateur writers appear to be making conscious decisions to modify their expression of modality by recognising that modulation plays a strong part in this genre type, and that its role is more prominent than in essays. However, by starting from a position of considerable over-use in essays, the amateur writers boost their rate of modulation even higher, making its presence particularly excessive. This demonstrates that the amateur writers are less certain, or less aware, of the need to balance the two writer identities, expressed through modalization and modulation. The results suggest, therefore, that, by the time the amateur writers reach their written assessment in Module Three, they are not yet sufficiently socialised in writing case studies, and that more attention is needed developing this skill.

4.5.3 Subsidiary Question 1.3

How do the *expert* and *amateur* writers express modality in *research reports*?

The findings of the analysis of research reports reveal that essay writers and research report writers make similar linguistic choices when expressing modality. This suggests that essays and research reports, as social constructs, follow similar lines. Both genres require the writers to critically evaluate the assertions made by external authors and to develop sustained arguments. However, as Nesi and Gardner (2012) note, the gap between essays and research reports is that essays tend to be tutor-led, where students are presented with a question that needs to be answered, and research reports are student-led, where students work

independently in order to initiate and to carry out projects. Particular features that are noted according to the type of writer in this genre are:

(1) For expert research reports:

- There is a preference to modalize assertions, although it is at a slightly lower rate of frequency than in expert essays.
- The objective explicit and the subjective implicit orientations dominate in both essays and research reports; however, there is greater prominence in the use of low value variants and a reduction in median values.
- The preference for the use of the low value objective implicit orientation is increased from 11.60% in essays to 16.51% of instances in research reports.
- The use of low value modalization increases from 46.28% of instances in essays to 66.51% in research reports.
- There is a drop in the rates of frequency of use of median and high value modalization between essays and research reports (median value moving from 36.18% to 29.82%, and high value moving from 8.53% to 3.67%).
- The expert writers access a wider linguistic repertoire when writing research reports than when writing essays.
- In the expression of modulation, the frequency of use is slightly higher than in essays, but far lower than the use of modalization.
- Within modulation, the writers express meanings of ability in just over half of all the instances of modulation, with meanings of inclination and obligation accounting equally for the remainder.

(2) For the amateur research reports:

- Modalization remains under-used in research reports despite a higher proportional presence of this type of modality than in essays and case studies.
- There appears to be an awareness of the academic conventions of writing research reports by the amateur writers, evidenced by the integration of objectivity into their writing through increasing their use of the objective explicit orientation, and therefore phraseological constructions that are typical of the expert writer texts; however, this form of modal responsibility remains under-used overall.
- There appears to be greater awareness of the need to weaken writer commitment and certainty in their texts by increasing the use of lower value modalization when compared to essays.

- There is still an over-use in median values overall, and there remains a conspicuous amount of subjectivity in the texts, thereby reducing the overall neutrality of the writer in how they negotiate meaning with the reader.
- Modulation is still over-used in the amateur writing; however, there is a near match in terms of percentage distribution across all areas of value and orientation.
- There are minor variations in lexicogrammatical choice, but overall, the writers are in agreement regarding the level of illocutionary force that should be adopted and in the type of relationship established with the reader.

The findings of the analysis of expert and amateur research reports suggest that, by the time they reach the Module Four assessment point, the amateur writers have been more appropriately socialised in the skill of writing this genre type. This compares markedly with the situation in the assessments for essays and case studies where major discrepancies still existed. Despite this positive result, there remain a number of areas where amateur expression could be developed, notably within the expression and use of modalization.

In understanding the results from the three text types, it is important to note that the expression of modality and the linguistic choices that the amateur writers make appear to be associated with the type of assessment under which they are written. It is no coincidence that essays and case studies, the two written tasks that are timed assessments, are the genres the amateur writers have the most difficulties with. As timed assignments, the writers are presented with limited opportunities to plan, draft, revise and edit their texts. It also strips the writers of the possibility to gain valuable feedback and support from course tutors. With time as a factor, potential issues of stress and anxiety can arise which can, in turn, lead to students becoming more strategic in their language choices, to become more risk averse and to fall back on what they know rather than to consider what is appropriate in terms of written academic conventions. It is only when the amateur writers are given the time to complete their assessments out of class over an extended period of time, together with formative support, as noted in Module Four, do the students produce work that more closely reflects the requirements of the genre type.

4.6 Conclusion

The first phase of the analysis allowed a comparison to be made between expert and amateur writers in terms of the expression of modality in written texts across three genres. There are two key findings to highlight from the results of this chapter.

Firstly, the amateur writers appear to recognise that genre impacts the form and use of modality and, as an example, this can be seen through the choices made between essays and

case studies. The findings from the expert writers show there is a major change from essays to case studies and to research reports in that the writers employ considerably more modulation in case studies than in the other text types. This is also reflected in the amateur texts, where they also employ greater levels of modulation in case studies, boosting what was already a high preferred use in essays.

Secondly, it can be seen that closer alignment is achieved between the types of writers when comparing the language choices made by the amateur writers in their essays (from Modules One and Two) and in their research reports (Module Four). The findings show that the writers have moved from a highly subjective, higher value, more direct writing style employing very little modalization at the start of the 20-week pre-sessional programme, to an opposing style that is typical of the expert writers. As noted in the analysis, there is still scope for development in terms of the expression of modalization in research reports, but it is with the expression of modulation, an area of modality that is not frequency researched, that the types of writers coincide. This is an important development and highlights a need for more research into how modulation is used across genres and between types of writers, and also how it intersects with modalization.

In addition to the findings of the textual analyses, the results also suggest that a number of external factors are at play (such as task type and assessment format) which appear to hinder the amateur writers' ability to demonstrate their full potential.

The analysis of the expert and amateur texts show that the working definition of modality, employing a modified version of Halliday's system network, based on appraisal theory (see Figure 3.2, in section 3.6.1.7), has been been successful in allowing a detailed analysis to be carried out. It has shown that within modulation, it is possible to mitigate against the weakness of the system network to accommodate for meanings of *can* for deontic (circumstantial) possibility by locating the examples within 'readiness (ability)'. This avoided a possible skewing of results of the findings for low value obligation and inclination in Halliday's original network (see Figure 2.2, in section 2.4), as this is where possible *can* would normally be located.

Chapter Five will investigate a further two datasets which can be used to analyse modality from alternative perspectives. Firstly, the teaching materials will be analysed in order to understand the process of socialisation used to develop the amateur writers' skills and understanding of expressing modality in the three genres of writing. Secondly, the chapter will present evidence of teacher cognition from a series of interviews with pre-sessional programme tutors in order to identify and interpret any underlying beliefs on the teaching and learning of modality. When combined, the findings of both elements of analysis will be used to answer research questions 2 and 3, and will complete the triangulation of data used to better

understand the multiple processes involved in influencing the amateur writers' expression of modality.

5.1 Introduction

In Chapter Four, I detailed and compared the preferred language choices made by expert and amateur writers when expressing modality in three genres of written academic texts (*discursive essays*, *business case study reports* and *research reports*). I identified where potential over- and under-uses in modality occurred in the amateur writer texts, and provided a finer-grained analysis which considered the types of modality used, the meanings associated with them, and the specific lexicogrammatical features that formed part of their expression. The results obtained were used to answer Research Question 1.

To gain a deeper understanding of the language choices being made in the amateur writer texts, it is also important to consider what other influences affect the learners' development in the expression of modality in the three genres. It will consider the process of socialisation of modality in academic texts through analysis of the teaching materials (Research Question 2), and it will analyse nine interviews conducted with the programme tutors in order to gain insights into tutor cognition (Research Question 3). Subsequently, the results will be combined to make inferences about their potential influence on the process of learning of modality on the programme and will be used to answer the remaining research questions:

Research Question 2: How are the amateur writers socialised in the expression of modality in discursive essays, business case study reports and research reports on the 20-week pre-sessional programme?

Subsidiary Questions:

2.1 What explicit teaching input of modality do the students receive in each of the four pre-sessional programme modules?

2.2. Is there any evidence of a connection between the teaching input received and the amateur writer expression of modality in the three genres of academic writing?

Research Question 3: What are the pre-sessional programme tutors' cognitions on the teaching and learning of modality on the 20-week pre-sessional programme?

5.2 The Socialisation of Modality (Analysis of the Teaching Materials)

The first section of this chapter will analyse the key materials that are used by teachers and students on the 20-week pre-sessional programme leading up to the main written components of the assessment portfolios in each of the four modules that make up the programme. Each teaching source will be analysed in turn before being brought together to discuss what preparation is given to the amateur writers in the expression of modality in each of the three assessed genres: discursive essays, business case study reports and research reports. The discussion will move on to consider what relationship exists (if any) between what is being is explicitly taught (the input) and the language choices made by the amateur writers in their assessed writing (the output).

The design of the 20-week pre-sessional programme has already been detailed in full in section 3.3 and the teaching schedule that is contained within that section lists all the materials used on the programme. The analysis that will form the basis of this chapter will only focus on the materials that provided opportunities for the explicit teaching of modality as a language item, in its own right, and/or in a written context. As a reminder, the materials that will be analysed include:

- **Language Leader Advanced** (Cotton et al., 2010) (henceforth, LLA), a General English coursebook used in Modules One and Two.
- **English for Business Studies** (Walker & Harvey, 2008) (henceforth, EBS), an English for Specific Academic Purposes (ESAP) coursebook used in Modules Three and Four.
- **English for Academic Study Series: Writing** (Pallant, 2009) (henceforth EASS Writing), a writing skills development coursebook focussed on writing discursive essays, used in Modules One, Two and Three.
- **Business Case Study Workshop materials** (henceforth BCSW), a two-hour workshop introducing the skills needed to write business case study reports, given in Module Three.
- **Academic Writing Skills for Graduate Students** (Swales and Feak, 2004) (henceforth, AWGS), a writing skills development coursebook focussed on writing research reports, used in Module Four.

The language focussed input, provided by LLA and EBS, was given daily in the two-hour morning slots and the writing skills input was given once or twice weekly in the two-hour afternoon slots. Appendices B and C provide further details on content covered for specific sessions.

The analysis described herein conforms to what Ellis (1997) describes as 'learning based evaluations' (p.39). These are retrospective analyses that aim to determine whether

learning took place as a result of the tasks. The evidence for this will be taken from the output as presented in the assessed writing tasks and this connection will be discussed herein. The analysis proper will begin by taking each source material in turn and provide a summary of the external (macro-) analysis (see Appendix N for a full breakdown of the evaluation) which will present a snap-shot impression of the materials gleaned from collecting objective information on a number of aspects of the course. Based on Littlejohn's (2011, p.186) recommendations, the following elements were recorded:

Author names

Publishers

Year of Publication

Type of text

Level of student

Intended audience

External components

Add-ons and extras

Route through the materials (specified or unspecified)

The layout and design

Syllabus and language skills

Topics

Methodology

The external (macro-) analysis of each piece of source material will be complemented by a finer-grained internal (micro-) analysis, as in step two of Littlejohn's model, to allow instances of the explicit teaching of modality to be identified, as well as to provide information on the content of the tasks that the learners are asked to complete, who they learners are expected to do the tasks with (i.e. the interaction patterns with their classmates), and in what contexts the modality is taught. This information will inform later discussion on whether the conditions in place provide sufficient opportunities for the learning of modality in a written academic context, and within the genres of writing that form key elements of module learning outcomes and the basis of key components of module portfolio assessments.

5.2.1 Language Leader Advanced (LLA) (Cotton et al., 2010)

5.2.1.1 LLA External (Macro) Analysis

Language Leader Advanced (LLA) is an English language coursebook aimed at preparing General English language students in contexts where English is not an L1. It is used daily in Modules One and Two with one unit covered each week. Since there are twelve units and only

eight weeks in teaching time, only eight units of this book are covered. Each unit consists of five lessons which are referenced numerically as subdivisions of the units; for example, Lesson 1 of Unit One is 1.1, lesson three of Unit Seven is 7.3, and so on. Each lesson within the units has a specific purpose and these are detailed below.

The first lesson of each unit introduces learners to the theme that forms the basis of the unit and, through skills-based tasks, aims to develop topic-specific lexis. Lessons two and three of each unit are the key sources of language input. The author adopted an inductive approach to learning to encourage learners to 'notice' (Schmidt, 1990, p.132) the language they are using so as to give the learners the opportunity to create their own theories of language use, as they are more likely to 'learn and remember what they have worked out for themselves' (Gollin, 1998, p.88). Additional tasks are provided in the 'Language Reference/Extra Practice' section at the back of the book, and in an accompanying workbook, promoted and used as a source for homework. The types of activities in the workbook mirror those of the main coursebook. Each of the first three lessons culminate in the completion of group speaking tasks, where the learners formulate and discuss their personal opinions on themes that form the basis of each unit. This is followed up with short written summaries of the prevailing opinions of the group.

The fourth lesson of each unit is entitled 'Scenario'. In this lesson, the learners are asked to contribute to a group communication activity and are provided with a set of communicative exponents, labelled 'key language', which they are expected to use in order to complete the task. The communicative exponents are taught in a similar way to the language items in lessons two and three, that is, using an inductive approach to 'notice' the language. In completing the final task, the learners are provided with and encouraged to use a list of 'Other Useful Phrases' grouped according to function.

The final lesson of each unit is split into two parts: the first part is a section entitled 'Study Skills' and is designed to promote skills of learner autonomy; the second part is a section entitled 'Writing Skills' and aims to develop skills for writing a specific text type.

5.2.1.2 LLA Internal (Micro-) Analysis

A first glance analysis of the contents of the eight units covered in LLA suggest that modality is considered an important element of learning in the book. Appendix O maps the instances of teaching of modality according to unit and details the headings under which modality is included. Furthermore, Appendix O provides details on the frequency of writing opportunities afforded to the learners and the types of texts practised. It can be seen that the term 'modal' only appears once as a taught language element (modal perfect, Unit Three) but can be seen to be included under other headings and the communicative exponents presented in the

'Scenario Lessons'. This section will take each unit in turn and identify how modality is taught, as well as summarise what aspects of modality are taught in each Unit.

Week 1 Unit One *(Theme: Education and employment)*

In the language instruction element of this unit, there is no explicit instruction on modality in the language input Lessons 1.2 and 1.3. However, within Scenario Lesson 1.4, the learners are presented with 'key language' exponents ('stating requirements; saying what is essential and desirable', p.12) that they should use when 'choosing an intern' (p.13). The language used is highly personalised opinion formation and modalized for meanings of certainty, using high value nouns (for example, 'a pre-requisite'), a high value modal verb (must) and employing combinations of high value modal adverbs with adjectives, such as 'absolutely essential'. The language promoted does not provide much space for interlocutor negotiation and, in effect, seems more aimed at closing down discussion and ignoring alternative possibilities. The associated writing task (a covering letter) in lesson 1.5 does not provide practice or instruction that can be used for preparation of the main writing assessments.

Week 2 Unit Three *(Theme: International relations)*

In Lesson 3.3, learners are taught the grammatical concept of the 'modal perfect' (p.31). A listening activity is used as a source of examples that provide the basis for activities that test the understanding of form and function. There is a mix of types of lexical items used: modal verbs, quasi-modal verbs, lexical verbs (with modal meaning), GMs, modal adjectives and modal adjuncts. The learners are asked to associate the examples provided with a list of potential functions including criticism and regret, which contrast with the traditional descriptions of possibility, and certainty. There is no attempt to highlight to the learners the different types of modality and their associated meanings although both are practised. The types of modality practiced here mix modalization (with meanings of possibility, certainty, impossibility) and modulation (lack of obligation, absence of necessity, necessity, regret, criticism), but are more focussed on modulation. A mix of values of modality is practised from low to high – the use of negative polarity is introduced through high value modality. The orientations used are mainly subjective implicit involving modal verbs, but objective implicit when quasi-modals have been used. The accompanying Scenario Lesson (3.4) practices exponents aimed at 'stating objectives, giving strong advice' (p.33). The focus here is on the use of median and high value modal auxiliary verbs (should/would, must) and due to the functions being practised, with meanings of modulation (strong advice). The scenario is a spoken context with the use of highly personalised language encouraged. In accepting advice, the learners are encouraged to use high value language ('*that sounds like a really good idea*'), but in rejecting advice, they are encouraged to soften the illocutionary force through the use of negative polarity combined

with the verb 'think' ('*I don't think it'll work*') and further softening is encouraged by the use of I'm afraid, ('*I'm afraid, I don't think it'll work*'). The follow-on writing task, presented in Lesson 3.5, is focused on writing a speech (pp.34-35). Although in a written form, this text type focuses on spoken language. This does not provide learners with practice in any of the genres they are tested on.

Week 3 Unit Four *(Theme: Health care)*

In Unit Four, modality is taught under the heading of 'Future Forms with '*to be*'' (Lesson 4.3, pp.42-43). In particular, meanings of modalization expressing high value and certainty are reviewed, including '*to be bound to/certain to/sure to…*', and '*to be very likely to*'. A brief follow-up activity is provided in the 'Extra Practice' section (p.141), where learners are asked to transform a series of sentences with a 'suitable future form' according to the function expressed. These are given with the use of median value modal verb *should* in negative polarity (*These painkillers <u>should not be</u> taken by children – These painkillers <u>are not to be</u> taken by children*), and *will,* combined with an adverb in modal disharmony, in order to strengthen the illocutionary force (*Your father <u>will definitely like</u> your present – Your father <u>is certain to/bound to</u> like your present*). Once completed, the learners are asked to practice language for 'choosing and planning a publicity campaign' in Scenario Lesson 4.4 (pp.44-45). The 'key language' exponents that are taught relate to 'justifying your opinions'. A gapfill activity linked to a listening task is used to introduce the language and, as with previous activities, an inductive approach is adopted to guide the learners to notice the language. The learning opportunity is within a spoken 'work' context with the learners encouraged to use highly personalised language in order to take a stance (*one reason I favour X/doing X is…; So, you can see that this …., can't you?*) with median and high value modality (*that is exactly the kind of thing, the fact that X means that Y is fully justified*). There is evidence of some use of more tactful language to reduce the illocutionary force of an assertion (e.g. *while I accept that X would be, It'd also be…; You may well ask….*) but this is provided without any accompanying discussion on the impact of modality on the meaning of the text. The 'Writing Skills' focus in Lesson 4.5 is on 'describing visual information' using factual language in a formal context. The amateur writers are encouraged to be concise, use approximations and use the median value modal verb *will* for futurity (such as, '…*deaths will rise for most non-communicable diseases*'). The written context in this lesson gives practice of a writing style that is important to the learners on the pre-sessional programme; however, its relevance is unclear without the authors providing explicit information on situations of likely use.

Week 4 Unit Six *(Theme: Technology and change)*

In Unit Six, *the passive* (Unit 6.2) and *the causative* (Unit 6.3) are introduced as language items that both make use of modality. The passive helps mask the agent to whom an assertion is attributable (p.61). The causative projects the functions of 'getting something done' and advice giving (p.63). The language items are introduced via a reading text, with the former, and a listening text, with the latter. Further practice is provided in the 'Language Reference/Further Practice' section of the book; however, the task types in all of the activities focus principally on the learners completing gapfills and carrying out sentence transformations. The final activities in both lessons involve group discussions on questions about the themes ('changing the world' in Lesson 6.2, and 'successful change; in Lesson 6.3). There is one short writing opportunity at the end of Lesson 6.2 where the learners are asked to write a paragraph on the following topic: '*What technology will change the world the most in the next ten years?*' This follows a structure of the essay questions that form the written assessments in Modules One and Two and is therefore practice that is relevant to the learners. In the Scenario Lesson for this unit (Lesson 6.4), the learners practise 'using persuasive language, giving examples, conceding criticism' in order to participate in a debate on the topic of 'modern technologies' (pp.64-65). The language practised is informal spoken discourse and employs high value assertions when attempting to persuade (e.g. *there is no doubt that…; It's undeniable that…; no-one can dispute the argument that…*). It is only in *conceding criticism* that low value modality is used (e.g. *There may be some truth in the argument…; to some extent this is true, but…*). There is no information provided to guide the learners on appropriacy of use and therefore there is the possibility that the learners could interpret the activity to mean that they should always express greater certainty when making assertions, and use the language of deference (low value) only when conceding criticism. The Friday slot normally dedicated to Lesson 5 was replaced with a slot for the written assessment to take place. Therefore, the writing task for Lesson 5 (p.57) was not completed. The only writing opportunity the learners have in Unit Six is in Lesson 2 (detailed above).

Week 5 Unit Seven *(Theme: People and ideas)*

Modality is taught via the use of conditions using if-statements (Lesson 7.3). It has been suggested that if-conditions strongly attract modality (Gabrielatos, 2007) and are therefore included in this analysis. For the moment, the rule formation stage of the language input takes example sentences from an accompanying reading text and asks the learners to classify them according to the type of conditional sentence they represent. All the examples (excluding the zero condition) involve the use of median value modal verbs (*will*, *would*) and all are in contracted form (therefore more appropriate to informal and/or spoken contexts). Negative polarity is used with would in the mixed condition (*If you'd brought a map, we wouldn't be lost*

now) to highlight a hypothetical present situation. The learners are then guided towards formal descriptions of the conditional types in the reference section of the book and to carry out a number of tasks that test their knowledge of the functions of the conditions as well as their links to the concepts of realis and irrealis. Further knowledge is tested via sentence transformations tasks. The accompanying Scenario task in Lesson 7.4, asks the learners to read a report detailing a number of problems faced by a city in South America, and to identify possible solutions. It is expected that the learners will use their knowledge of conditional sentences in their discussions but also the language of 'approving ideas, expressing doubt/objections' (p.77). The language used is varied in the expression of intersubjectivity (use of 'we' when prioritising, and metaphorical expressions when hiding the agent, such as '*it could be put off…*'). When prioritising action, the high value lexical verb *need* is used to express a strong recommendation within the umbrella of modulation. It is recommended to learners that delaying action as part of expressing doubt is achieved both objectively and subjectively with the use of the median value modal verb *could* ('*It could be put on the backburner'*; '*We could look at this later…*'). Furthermore, making alternative suggestions involves more tentative language, using low value objective modalization (such as, *it might also be worth …(+verb in -ing form)),* and modal disharmony is used to soften a median value expression (*Another possibility might be …*). In the Writing Skills Lesson (7.5), the writers are encouraged to persuade a reader (unidentified) and provide evidence about a topic upon which they strongly agree or disagree (p.79). Information is provided on the textual moves of the genre (Introduction, Body, Conclusion) and an example text is offered for the learners to refer to, however, no clause-level language assistance is provided and the learners are not asked to identify how modality is expressed in the text (despite the examples involving the use of the adverb, '*according to'*, and the reporting verbs '*argue*' and '*highlight*', among others).

Week 6 Unit Nine (Theme: Law and society)

In Unit Nine, both language input sessions introduce and practise important items within academic discourse: adverbs of degree (Lesson 9.2) and reporting using nouns (Lesson 9.3). These then link into the scenario task (Lesson 9.4) of 'amending and modifying the law' using the communicative exponent of 'balancing an argument'. All of the language activities are introduced and practised very briefly suggesting the authors assume a certain level of prior knowledge and the activities are therefore a reminder of them. In Lesson 9.2, both boosters (e.g. *utterly, highly*) and downtoners (*hardly, fairly*) are highlighted, but practice is only provided in the Language Reference and Extra Practice section and the practice there focuses more on boosters than downtoners in non-academic contexts; the usefulness for students on the pre-sessional is, therefore, unclear. Likewise, the use of nouns for reporting the words of external sources (e.g. *His claim that he had dual nationality turned out to be false*) is an important

155

element of academic writing and adds to the writer's toolkit of ways to add objectivity in their writing. However, as with adverbs of degree, the practice provided is brief and is mainly relegated to the Extra Practice section of the book. The context in which the practice activities are based is academic. In Lesson 9.4, where the students discuss 'amending laws', the focus is again on expressing personal opinions. They are provided with a list of useful conversational gambits to help maintain an exchange which are designed to help 'focussing the discussion' (e.g. *Can I just point out that…?*), 'accepting an argument' (e.g. *That seems sensible.*) and 'attending to detail' (e.g. *How shall we word the law, exactly?*). The use of modality for these exponents is neither explained nor discussed. In Lesson 9.5, however, the learners do get the opportunity to practise writing a short literature review (approximately 150 to 200 words in length) and are encouraged to use reporting verbs (*observe, touch on, examine*) as well as the evidential, '*In X's view*, …', and the adverbial, '*According to X, …*'.

Week 7 Unit Eleven *(Theme: Business and economics)*
In Unit Eleven, Lesson 7.3 on conditionals is expanded to consider alternatives to the use of 'if'. The examples are grouped according to function, which include: 'necessary' (*provided that…; on condition that…; assuming*), 'imaginary' (*in case, suppose/supposing*), 'unexpected' (*even if*), 'alternative' (*whether (or not)*), and negative (*unless*). All the conditional types are covered in the example sentences with *will* and *would*, the modal verbs of choice. The quasi-modal *going to* is used as an alternative to *will* in the first condition. In the Scenario Lesson 11.4, the learners practice 'key language' exponents of '*setting the agenda'* and '*responding to offers*' (p.119). They are encouraged to use modal expressions with median value modalization as a means of making concessions (*we're prepared to… if you'll…; We'll increase our offer provided you/as long as you…*). However, in rejecting an offer, negative politeness strategies such as '*I'm afraid*', '*Sorry, but…*' and '*we were hoping for…*' are promoted in order to increase distance between the speakers. The language of deference and hedging is taken further in the Writing Skills Lesson (11.5) where the learners are asked to write 'a tactful business email' (p.121). Activity 8a provides some practice on paraphrasing in order to weaken the illocutionary force, with the use of '*rather*' (as in '*your voice was rather low*') and '*unfortunately*'. In addition, an example was included which used objectivity in order to mask the agent of a sentence, such as '*it was suggested that …*' and '*it's probably not a good idea to…*'. Once the learners have written their emails, they are provided with a model answer. The model answer contains the use of a modal verb (*might*), a lexical verb (*seem*) a modal adjective (*possibly*), and a downtoner (*some people*). Although some practice in hedging is obtained, the context is not relevant to the students on this programme.

Week 8 Unit Twelve *(Theme: Science and nature)*

In the final unit of the book, modality is only taught in Scenario Lesson 12.4. The learners are asked to use evidentiality to 'refer to what other people have said' although it is only through a spoken context. The learners are expected to use these exponents to 'take part in a panel discussion' and use expressions to express personal opinion (*I think…*) and in inviting others to contribute with their opinions (e.g. *Do you have an opinion on that? If I could just bring David in here.*). As with Week 4 (Unit Six), the Friday slot that would normally be dedicated to language input was replaced with a slot for the Module Two written assessment to be completed.

The analysis of LLA shows that modality forms a major feature of the teaching input in this General English coursebook. However, in its attempt to cover a wide scope of language input and skills development within a communicative language paradigm, the authors appear to have shoehorned modality within mostly spoken or more informal language contexts, based on developing opinions on common themes and discussing personal experiences. The importance of modality within language expression is highlighted by the fact that it has a presence across most of the coursebook. However, as an independent language item, the authors follow the syllabus design frequently implemented in other General English coursebooks at this level, i.e. to focus on modality through the use of modal verbs. In Chapter Two, it was shown that modality is expressed in many more forms that just modal verbs. By not reflecting this, the richness and variety of language expressions and phraseological constructions used to express modality are effectively sidelined or overly simplified. The materials do not attend to the students' needs as apprentice members of academia, as writers of academic essays within Business and Economics, and arguably, neither do they attend to the students' needs as English speakers in general.

5.2.2 English for Business Studies (EBS) (Walker & Harvey, 2008)
5.2.2.1 EBS External (Macro-) Analysis
The second source coursebook to be analysed is *English for Business Studies* (EBS), a twelve-unit *English for Specific Academic Purposes* (ESAP) course for Business students. It is used in Modules Three and Four of the 20-week pre-sessional programme, and although not explicitly described as such by the authors, the design suggests some alignment to a lexical syllabus (Sinclair & Renouf, 1988; Willis, 1990), that is, a syllabus that gives primacy to the development of lexical knowledge over grammatical or communicative functions. That is not to suggest that skills are not taught in this coursebook, however, the main focus on each unit is a theme and lexis associated with it. The coursebook contains a total of twelve units. All of the units are taught: Units One to Four in Module Three, and Units Five to Twelve in Module

Four. Within each unit, there are four 'lessons' as well as reference Vocabulary and Skills Banks where learners are given advice on appropriate language for certain contexts. Each unit is introduced through key subject specific lexis and the development of language skills are based around them. Each unit has a specific skills focus, either listening and speaking (odd numbered units) or reading and writing (even numbered units).

The coursebook authors state that the coursebook can be used as a key component of a 'faculty-specific pre-sessional or foundation course' (Student's Book, p.3). The authors also assume that the learners have already achieved an IELTS score of at least 5.

5.2.2.2 EBS Internal (Micro-) Analysis

Appendix P maps the Units of the books according to the lexical themes and skills focus. Review of the coursebook shows that there are limited examples of explicit teaching of modality. One instance occurs in Unit Four under the heading of 'Recording and Reporting Findings' in the Unit Skills Bank (p.37) and the other in Unit Ten as part of a pairwork task in a Reading activity on 'identifying stance and level of confidence' (p.80).

In Unit Four, the Skills Bank section offers advice to learners on how to incorporate evidentiality in writing, in order to ensure that citation information is integrated appropriately into a text. The learners are provided with four examples, as displayed in Figure 5.1 below. The phraseological constructions are aimed at aiding the writer become more objective and be clear about who an assertion is attributable to. They are all examples of objective explicit orientation with median value reporting verbs.

Johnson (2005) states that …

As Drucker suggests in his 2001 articles in The Economist, …

According to Robbins in his book Organizational Behaviour (2006), …

As the writer of the article on The Guardian Unlimited (March 4, 2008) says, …
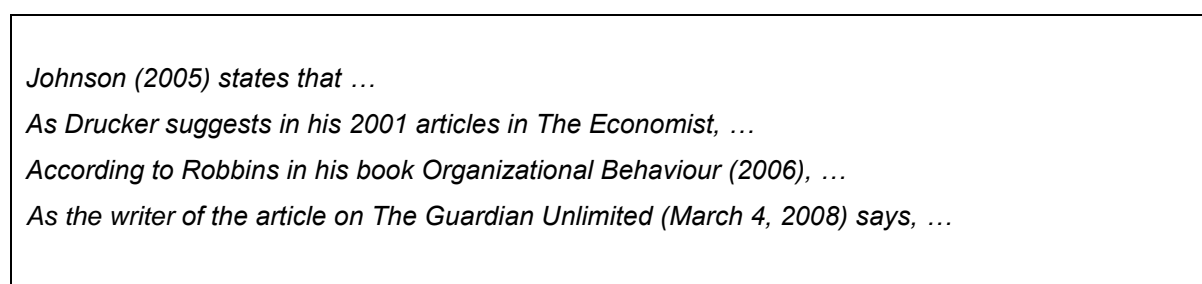
Figure 5.1 Examples of referential language taught in EBS, Unit Four.

In Unit Ten, in a post-reading task, the learners are asked to find a list of phrases in accompanying texts, and decide if the phrases show that the writer is 'confident' or 'tentative' in the information that follows them. The answers are shown below in Figure 5.2. No follow-up discussion is provided on the sociopragmatic appropriacy of 'confident' or 'tentative' language and when to use them.

Confident	Tentative
It is obvious that …	*Many writers seem to agree that …*
…the evidence does not support this belief	*It appears to be the case that …*
A recent survey has found that …	*Many writers have claimed that …*
	Much of the data suggests that …

Figure 5.2 'Confident' and 'tentative' language in EBS, Unit Ten.

In addition to the explicit language instruction on modality, there are also a number of extended writing opportunities within this coursebook within the even-numbered units that have a specific writing skills focus. In Unit Two, the learners are asked to write a summary of a business text on the theme of 'leadership and teams' (pp. 18-19). In Unit Four, after carrying out a brief piece of research online, the learners are asked to write a paragraph on their findings (p.34). The most relevant writing task for the learners is the task provided in Unit Six, where they are asked to write a *business case study report* (pp. 50-51). The principal focus of the task is on textual moves within the genre type and, within that, writing complex sentences (which are defined as using passive sentences, joining with participles, using embedded clauses and adding prepositional phrases). This is extended in two later occasions, in Units Ten and Twelve, where further instruction is given on writing business case study reports. In Unit Ten, the problem-solution structure is used to help plan and write a business case study report (p.82). This is done in conjunction with some brief instruction on the structure of discursive essays. No guidance or information is provided on modality within these two genres; the focus is only on the structural moves within them. In Unit Twelve, the learners are also introduced to a SWOT analysis, which is a popular structural approach to writing business case study reports (Nathan, 2013). Although there is no explicit teaching of modality, the SWOT analysis text (p.95) incorporates hedging expressions with low and median value modality (e.g. *it may need to make some changes; …it should establish…*). In an additional text, median value modality is used with *should* (*…employees should be involved in workplace decisions*) and high value modality with *must* (*…managers must place value on the contributions of staff at all levels…*).

In the remainder of the coursebook, there are two additional writing opportunities. The first is in Unit Eight, where the learners are asked to write an essay on the theme of 'operations efficiency', based on a small piece of research they carry out on a company called 'JIT Systems' (p.66-67). The second is Unit Twelve where the learners review the structure of a research report, read some findings given in a text and write a discussion paragraph for a report. Again, the focus is purely on the structural moves within each genre type.

Modality is marginalised in this coursebook and not given the prominence that it deserves. The syllabus is not sophisticated enough to prepare pre-sessional students for academic language use, as it mostly ignores the inter-relatedness of lexis and grammar. Even when the opportunities arose in Units Four and Ten to teach some meaningful lexicogrammatical structures, the lack of follow up and discussion on the use the language examples in specific genres, and the lack of connection with other material in the coursebook ultimately made them irrelevant to the amateur writers.

5.2.3 English for Academic Study Series: Writing (EASS Writing) (Pallant, 2009)
5.2.3.1 EASS Writing External (Macro-) Analysis

The first coursebook in the afternoon skills development sessions that I will analyse is *English for Academic Study Series (EASS) Writing*. It is used across the first three modules of the 20-week pre-sessional programme. It is taught in a two-hour weekly slot. EASS Writing is designed exclusively to promote the development of writing skills in the genre of *discursive essays* and the textual moves (Swales, 1990) within them. It is aimed at a general Academic English audience, with language proficiency from Upper Intermediate to Proficiency, IELTS 5.0 – 7.5 and CEFR B2 – C2. It is one of a number of coursebooks in a skills development series from the same publishers. The other coursebooks in the series are used in the other skills development lessons, given on other days in the afternoon slots. There is an accompanying Reading Sourcebook of 'authentic reading texts', which is shared with the Reading Skills lesson materials, and acts as introduction to some writing themes. The Reading Sourcebook is not used extensively.

The coursebook syllabus is structured around a series of essay questions, each unit designed around one essay question, except Unit Seven where learners can choose from a list of three essay prompts (see Figure 5.3, for a complete list). The essay themes are deliberately very topical (for example, **[1]** *academic study*; **[2]** *human development*; **[3]** *telemedicine*; **[4]** *statistics*; **[5]** *climate change*; **[6]** and **[7]** *globalisation*; **[7]** *English as a world language*) thus ensuring that they are accessible to as wide a variety of students and cultural backgrounds as possible, allowing them to easily formulate opinions and engage in discussions about them.

Unit One	Essay **[1]**	*What are the aims of academic study and how can they be achieved?*
Unit Two	Essay **[2]**	*Nature strongly influences early human development. Discuss.*
Unit Three	Essay **[3]**	*As technology continues to improve, the range of potential uses of telemedicine will increase. Telemedicine will offer more beneficial applications in preventing disease than in curing disease. Discuss.*
Unit Four	Essay **[4]**	*Statistics should be interpreted with caution as they can be misleading; they can both lie and tell the truth. Discuss.*
Unit Five	Essay **[5]**	*What role has human activity played in causing climate change?*
Unit Six	Essay **[6]**	*Discuss the positive and negative effects of globalisation on the world today.*
Unit Seven	Essay **[7]**	*Writing an assignment: choice of three prompts:* *1. The process of globalization has given rise to a number of problems. Identify one of these problems, explain the situation which gave rise to the problem and offer some solutions. You should also evaluate your solutions.* *2. It could be said that globalization has increased the gap between the 'haves' and the 'have nots', and that this is a problem. Explain how this situation has arisen and offer some solutions to this problem. You should also evaluate your solutions.* *3. There are a number of problems associated with the rise of English as a world language. Outline some of these problems, explain how they arose, offer some solutions and evaluate your proposed solutions.*

Figure 5.3 Essay questions according to Unit in EASS Writing

The author claims to have designed the materials by taking into account research on learner writer development and refers to concepts used to develop effective learning strategies, such as scaffolding (Bruner, 1983), teaching reading in order to write (Flower et al., 1990), classifications of writing strategies (Chamot & O'Malley, 1994) and writer development and different writer stages (Bereiter & Scardamalia, 1987).

Further details of how the units in EASS Writing are subdivided according to task are detailed in Appendix Q. Each task develops a 'microskill' of writing (e.g. planning an essay) and all writing practice is completed in class time. Feedback for the first draft of the essays is provided by means of peer evaluation (in Units One, Two, Four, Five and Six) or through reflective self-evaluation (Units Three and Seven). Guidance on how to provide peer-feedback

is provided as part of a structured speaking task in Unit One, and via a list of guided/probing questions on unit specific peer-evaluation sheets (henceforth, PES's).

PES's are provided as supplementary materials at the back of the student's book and their focus is incremental across the five units building on the what the author considers to be the key elements of writing 'writing introductions', 'paragraphing' and 'writing conclusions' (see Figure 5.4). In addition, other Unit specific elements are practised and evaluated, and include 'additional information' (Unit One), 'argument' (Unit Two), 'incorporation of sources' (Unit Four), and 'definitions' (Unit Five). In Unit Six, 'definitions', 'overall organisation', 'paragraphing', and the 'incorporation of sources' are evaluated. The PES's include a checklist of questions to help guide the learners through the process of peer feedback and to encourage reflection.

Unit 1	Unit 2	Unit 4	Unit 5	Unit 6
Introduction	Introduction	Introduction	Introduction	Introduction
Paragraphing	Paragraphing	Paragraphing	Definitions	Definitions
Conclusion	Argument	Incorporation of sources	Paragraphing	Overall Organisation
Additional Information	Conclusion	Conclusion	Conclusion	Paragraphing
				Incorporation of Sources
				Conclusion

Adapted from Pallant (2009)

Figure 5.4 Topics covered by the Peer Evaluation Sheets (PES's), according to unit

The syllabus of *EASS Writing* is designed to be used flexibly, that is, it is not essential that all units are used or that they are used in sequential order. The authors state that the reason for designing the materials in this way is to ensure that they can be used in shorter pre-sessional programmes. They suggest routes through the materials to best suit the length of the programmes they are being used on. For this pre-sessional programme, all seven units of the coursebook are used and are taught in chronological order.

5.2.3.2 EASS Writing Internal Micro-) Analysis

As *EASS Writing* is aimed at developing learner knowledge of the structural moves of writing discursive essays, and therefore at a textual level, there is no formal explicit teaching of modality (which operates at clause level). However, there are two instances where modal language appears.

The first instance of modality is in a speaking task in Unit One. In Unit One, the amateur writers are provided with useful phrases for making polite suggestions when giving peer feedback and using the PES's (see Figure 5.5 below). The list of phrases include instances of modality actualised for meanings of modulation (recommendations), principally with the use of low and median value modal verbs (*may*, *might, can, could* and *would*) and low value modal adverbs (*perhaps, maybe*). Both subjectivity (*I think it would be better if you…*) and objectivity (*It might be a good idea if you…*) are offered. There is no further input or explanation given as to why these phrases are useful, other than the footnote which states 'Remember: Peer feedback should be supportive and helpful – provide constructive criticism' (p.17).

Reproduced from Pallant (2009, p.17).

Figure 5.5 Giving peer feedback: Advice for Students

The second instance where modality is expressed is at the end of Task One in Unit Six. The microskill that forms the basis of Task One is in 'organising essays of cause and effect' with the aim of writing a draft for an essay on the theme of globalisation (see essay **[6]** in Figure 5.3). The task ends with a two-page summary text on 'language to express cause and effect' (pp.59-60; see Appendix R for a copy) and lists what the author claims to be 'useful expressions commonly used when expressing cause and effect'. The useful expressions are

divided into eight subsections: A) 'Using *cause* as a noun'; B) 'Using *reason* as a noun'; C) 'Using *cause* as a verb'; D) 'Using *result* as a verb'; E) 'Using *effect* (noun) pattern 1'; F) 'Using *effect* (noun) pattern 2'; G) 'Using *affect* (verb)'; and H) 'Using the first conditional'. As an example of how the information is presented in each section, Figure 5.6 below outlines the information provided for section 'C Using *cause* as a verb'.

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Illustration removed for copyright restrictions

Reproduced from Pallant (2009, p.59)
Figure 5.6 EASS Writing Unit Six 'Using cause as a verb'

Under each heading, a sentence is provided as an example of how the key word is used in context. In the example presented in Figure 5.6, three modal auxiliary verbs are listed in the position that they can be inserted into a pre-defined slot (1). A similar design is approached in the other 'useful expressions' with lexical items that the author assumes can be used to modify them. An additional example sentence is provided without the slot (2), and finally, each element of the structure of the sentence is marked according to its syntactic category (3).

Despite the inclusion of two pages worth of text, no reference is made to this section in any of the tasks in Unit Six. As such, its purpose is unclear. Not only that, the terminology used to describe the other 'useful expressions' is inconsistent; for example, there is reference to modals, modal verbs and modal verbs. This may be implicitly clear to the learners but there is no reason why a standard nomenclature is not used. In addition, there is no guidance on the hedging effect of using low value modality, nor is there an explanation of the strengthening effect of illocutionary force through using boosters. No information is provided on modal meaning nor on the relationship between the alternative modal verbs or adverbs and no information is provided to highlight that alternative lexis and phraseology is possible. More importantly, this type of input promotes language segmentation and ignores the view of language as 'semi-reconstructed phrases that constitute single choices' (Sinclair, 1991, p.110), in other words, that language is rarely the construction of individual words and more the function of the combination of pre-fabricated chunks. As such, this coursebook does not

provide any meaningful input on the written expression of modality within discursive essays. The materials could be enhanced by including modality as a point in the checklist in order to encourage the amateur writers to make explicit comments on it when providing peer feedback.

5.2.4 Business Case Study Workshop (*BCSW*)

5.2.4.1 BCSW External (Macro-) Analysis

The *Business Case Study Workshop* (BCSW) is an additional two-hour input session that was incorporated into the programme to fill the gap in teaching on *business case study reports* in the source coursebooks under use. The workshop occupies a slot normally dedicated to the development of reading skills in Week 10. The session does not appear to be timed to coincide or build on the writing tasks given in any of the other programme materials. The only timing consideration is on giving the students the opportunity to write a *business case study report* prior to the main writing assessment in Week 12. There are four stages involved in the teaching of writing business case study reports (see Appendix V).

In Stage One, the initial discussion stage, the amateur writers are provided with a series of questions to discuss in small groups. The questions introduce the learners to the concept of *business case study reports* by highlighting their principal features and objectives. This is accompanied by whole class discussion and tutor feedback. Following on from that, in Stage Two, the learners are asked to read an example case based on a fictitious organisation called *Delectable Doors*. While the learners read the text, they take notes in order to complete a 2x2 'SWOT' matrix to help identify the (internal) s̲trengths and w̲eaknesses of the organisation, as well as the (external) o̲pportunities and t̲hreats the organisation faces. This introduction is given before the SWOT lesson in EBS (noted above in section 5.2.2.2). The SWOT matrix that the learners use comes partially completed to act as a stimulus for other ideas and to give some guidance on what kind of information to include. In Stage Three, the learners are then given one week to write up their findings as part of their written homework. In the final stage, the tutors provide written and oral feedback during teacher-student conference sessions.

5.2.4.2 BCSW Internal (Micro-) Analysis

There is no explicit teaching of modality in relation to this particular genre type, however, modality is used in the model text that students use to complete their *business case study reports*. Most of the sentences in the model text are written as facts, except in five instances (113) to (117) below:

> *(113) **It is recommended that** staff **should always** be available to answer customers' enquiries and to handle sales of doors in the shop.*

165

*(114) Staff **should** also **be** trained to speak and behave in a courteous and professional way when dealing with customers.*

*(115) Harry **should be** given the option to either leave the company and seek more appropriate work, or be retrained to handle order processing.*

*(116) In the case of Ted and Ralph, communication between the office staff and the door fitters **needs** to improve **dramatically**.*

*(117) **It is clear that** Delectable Doors is facing a range of serious problems, which **need** to be addressed **as a matter of urgency** if the company is to survive bankruptcy and grow.*

The examples suggest that when giving advice, median value modality is appropriate, firstly by the use of the modal verb *should* (present in three of the sentences (113 to 115)) and also the marginal modal *need* (present in two of the sentences (116 and 117)). Furthermore, the force attributed to *need* is strengthened by the use of hyperbolic expressions such as *dramatically* (116), and *as a matter of urgency* (117), therefore suggesting that high value modality is acceptable in this genre. The sentences also suggest that subjectivity is acceptable but that GMs can be useful alternatives when increased objectivity is sought (for example, *it is recommended that…* (113) and *it is clear that…* (117)). This is not a useful approach to the teaching of modality, as there is no explanation of when or how to use modality in the writing of this genre type.

5.2.5 Academic Writing for Graduate Students (AWGS) (Swales & Feak, 2009)
5.2.5.1 AWGS External (Macro-) Analysis
As its title suggests, *Academic Writing for Graduate Students* (AWGS) is a coursebook for use in developing skills in academic writing. It is used exclusively in Module Four of the pre-sessional programme, and unlike the other coursebooks on the programme, it does not make claims to be appropriate for any student of a particular English language proficiency level, or level of academic study (despite the title of the book suggesting the contrary). It is also recommended for use in both independent study and/or as part of academic writing course. The methodology of the book is based on the authors' intuitions and experiences from research and teaching, and does not claim to follow any product-process approach to teaching, merely that the approach adopted is 'analytical and rhetorical' (p.2).

The coursebook is comprised of two components: the main textbook, and a related Commentary Book, which acts in lieu of a teacher's book, providing tips to users on how to use the materials, as well as providing discussions about the activities, and answers to unit tasks. The use of monochrome throughout differentiates it from the other coursebooks used on the pre-sessional programme.

The book is subdivided into four sections which focus on 1) introducing students to writing skills (Units One to Three), 2) discussing data (Unit Four), 3) summarising and critiquing (Units Five and Six), and 4) constructing research papers (Units Seven and Eight). The authors suggest that each unit be completed in the order in which they are set out, however, they accept that users may prefer to use them in a different order or indeed as independent units to be referred to when needed. The aim of the coursebook is to develop the skills necessary to write research reports.

Each Unit contains two sections: the first is a general introduction which presents the themes to be covered, and the second is dedicated to a number of 'language focus' tasks covering the areas of language expression under consideration.

5.2.5.2 AWGS Internal (Micro-) Analysis

Appendix S sets out the units of the book that are used on the programme and the order in which they are taught. It can be seen that, although the order they are used in is not sequential, it does appear to coincide with the three main assessments that take place in Module Four, thereby creating three stages of use. These stages are:

Stage One: Units One, Five and Seven: to be taught prior to the submission of the assessed research proposals in Week 15.
Stage Two: Units Two, Three and Eight: to be taught prior to the submission of the assessed research reports in Week 18.
Stage Three: Units Four and Six: to be taught over Weeks 19 and 20 while the students give their assessed presentations.

The teaching of modality is more extensive in this coursebook than in the others. As such, the instances will be analysed according to the stage of the module in which they are taught.

In the first stage of the module, explicit instruction on modality is given in Units One and Five. In Unit One, the learners are introduced to some important elements of modality, such as intersubjectivity and given brief guidance on methods for reducing informality. The input here is informative but brief and only serves as an outline. This is followed up with two

extended writing tasks in Task 13 (p.25) and Task 21 (pp.38-40), which ask the learners to write a one paragraph problem-solution text about a problem in a country they are familiar with, and to revise a text based on (invented) tutor feedback, respectively. It is of note that the invented tutor feedback does not refer to features of modality and writer stance, only to instances of lexical choice and textual flow. All writing is completed in class time.

More detailed instruction on modality use in academic writing is given in Unit Five (see Appendix T). The amateur writers are given instruction on common phraseological constructions used for 'identifying the source in a summary'. The examples show how reporting verbs can be used to help strengthen or weaken a writer's commitment to the assertions made by external sources. Both implicit and explicit constructions are used. The authors build on this information by referring to and reporting on research from (Hyland, 1999) that identifies high-frequency reporting verbs according to discipline. The learners are then asked to choose a short article from their field of study and write a short summary.

In the final unit of this stage (Unit Seven), the focus is on teaching structural moves within results sections of research papers and an associated writing task is given that asks the learners to create some findings on which they can report. There is no explicit teaching of modality here.

In the second stage of the course, leading up to the submission of the amateur writers' research reports in Week 18, the focus of the teaching input in AWGS is on learning moves within different text types: 'general to specific' (Unit Two), Problem-Solution (Unit Three) and introductions of research reports (Unit Eight). There are a total of four extended writing tasks given in this stage, and all relate to practising the moves. No explicit instruction is given on modality.

In the final stage of the course, Units Four and Six are covered where the amateur learners learn to report statistical data (data commentary), and to write critiques (essentially summaries with an evaluation), respectively.

Unit Four is designed to prepare the learner writers for how to discuss data in a number of formats (such as in tables and graphs), how to discuss data from their own research or data taken from an external source, and how to incorporate data into the text or an appendix. Since Unit Four is taught after Unit Five, the introductory lesson on how to vary the strength of claims comes after work is already completed on it. The introductory lesson considers how data can be used to help the learners position themselves, and highlights how it is important to 'be cautious - and sometimes critical about the data' (p.125) as well as being 'confidently uncertain', citing Skelton (1988). Following on from that, the learners are then introduced to how to moderate or qualify a claim (see Appendix U). One way that is suggested is to introduce and vary the use of modal verbs, using *will, may* and *might/could* with example sentences included. The example sentences are then used as a base, to which additional information is

added in order to demonstrate how greater nuance can be expressed. One way that is shown to the learners to introduce grammatical metaphors/thematised content structures is '*It is X that…*', where 'X' is a modifier that ranges from making claims stronger ('*It is certain that…*') and to making claims weaker ('*It is very/highly unlikely that…*'). In a similar way, the amateur writers are introduced to adjectives (*definite, strong, good, little* etc.) that can be used to vary noun phrases beginning with '*There is...*' with '*possibility*' as the head noun (*There is a/an + adjective + possibility that…*). Even greater nuances are introduced in the final section where a variety of types of qualification are combined using weaker verbs, adding probability, weakening a generalisation, and adding distance. No distinction is made in the terminology of probability and possibility and their associated strengths. Likewise, there is no discussion on the strengths associated with the modal verbs.

The final unit to be analysed, Unit Six gives instruction on how to write critiques. It is highlighted that the form of a critique differs according to discipline (such as in sociology), and that a critique may mean writing a book review. The authors claim that through writing book reviews, the learners can improve their skills in expressing modality and use the terms 'evaluative language' 'hedging' and 'scholarly expectations and values' (p. 181) to describe it. The issue of 'evaluative language' is returned to again focussing on discipline differences (this time citing Hyland (2000)) and how it can be grouped according to those that 'cut across disciplines', those that belong to the 'soft fields', and those of the 'hard sciences'. In this unit, metadiscoursal elements of evaluative language, in particular evaluative adjectives, are viewed on a scale from very positive to very negative. This contrasts with the scale of stronger to weaker reporting verbs that was described in Unit Four. In the final section of this analysis, where the learners are taught how to provide suggestions for improvements to books or articles being reviewed, they are presented with language of unreal conditions (counterfactuals) all with examples of median value modal verbs: *would* (118), *should* (119) and *although* accompanied by a low value modal verb *could* (120).

(118) This article **would have been** more persuasive if the author had related the findings to previous work on the topic. (p.193),

(119) The author **should have provided** more data about her sample. (p.195), and

(120) Although this is an interesting and important paper, the authors **could have given** more attention to the fact that their model of consumer choice is based entirely on U.S. data. (p.195).

AWGS has been shown to be effective in its approach to teaching academic research report writing. It attends to the use of modality within this genre, but is limited, in that, it focusses on a 'common core' of material which mostly develops skills of epistemicity, such as stance formation, evidentiality and metadiscourse. No attention is given to non-epistemic modality, which was shown in Chapter Four to pay a major part in expert writing. Positively, contrastive information is presented to highlight the importance of academic discipline on language choice within research reports (here through the use of reporting verbs). However, to be more beneficial to students enrolled on the 20-week pre-sessional programme, contrastive data could also be presented and practised, however briefly, to facilitate knowledge on the impact that other genres of writing within a discipline have on the expression of modality.

5.2.6 Summary of the Teaching of Modality on the 20-week Pre-sessional Programme

In Section 5.2, I presented a detailed analysis of the teaching of modality in the materials of four source coursebooks and one workshop used on the pre-sessional programme. The materials were selected as they provided the sources for the teaching of modality on the programme. This section will summarise the analysis with the intention of determining 1) what preparation the amateur writers on the programme received prior to completing their written assessments, and 2) if there is a link between what has been taught and the language expressed in the assessed writing texts that formed the basis of the analysis in Chapter Four.

5.2.6.1 Preparation for the Expression of Modality in Discursive Essays

The ability to write discursive essays is a key learning objective in Modules One and Two (see C2, C4, D2 and D5 in module aims, Appendix A) and forms a major part of the assessment portfolios for the modules, equating to 30% of the final mark in each case (see section 3.5.4 and Appendix E for information on assessment tasks and writing prompts). The writing assessments are timed (1 hour in Module One and 1.5 hours in Module Two) and students are given one question in Module One, and three short answer questions in Module Two, to which they should write responses. The assessments are 'closed' and the questions unseen, and, the students are not able to prepare, use or integrate information from external sources.

The teaching input for the writing of *discursive essays* spans across all four modules. The main source of input is provided by the writing skills development coursebook, EASS Writing, which was specifically designed for developing discursive essay writing skills. However, the aim of the book was to focus more on the structural moves within the text type and less on the expression of modality. Any guidance for students on the use of modality in this genre was limited to two specific instances, the first of which was to guide the amateur writers on how to give spoken peer feedback on drafts of essays (Unit One), and the second on expressing the language of 'cause and effect' (Unit Six). In both instances, the language

guidance is presented as reference notes on suggested language use. It is significant that the 'cause and effect' section was not taught until Week 11 (Module Three), after the assessments on discursive essays had been completed. The only other source of input on modality prior to carrying out the assessment tasks is through the use of LLA across Modules One and Two. Within this coursebook, modality is taught separately as a specific language item, 'modal perfect' (Week 2; Unit Three), and then as part of components of other language elements (for example, conditionals, the causative, et cetera). The methodology of the coursebook is such that language practice is limited to guided tasks involving gapfill and sentence transformation type activities, which are then followed up with pair and group discussions where the learners are asked to form opinions on topics related to the themes of the units. Attention to modality is most noticeable in the communicative exponents that are taught in the Scenario Lessons of the coursebook. However, attention continues to be on spoken language and opinion formation (strongly agree or disagree) using the lexical verb *think.* The learners are taught to exert personal opinions strongly, but to only use hedged language when expressing deference and accepting criticism. Of the six main extended writing opportunities in the coursebook, three are relevant to academic written contexts: a text describing visual information (Unit Four), an opinion-led essay (Unit Seven) and a literature review (Unit Nine). It is only with the third of the three texts that some input is provided on modality in the form of incorporating external sources into texts using evidentials, such as the adverbial '*according to*', the construction '*In X's view*' and a limited number of reporting verbs (*observed, touched on, examined*). This input is given in Week 6 (Module Two) which is after the first written essay assignment. Additional input on discursive essay writing was also provided in EBS in Weeks 16 and 18 (Units Eight and Ten; Module Four). Overall, the input given in EASS Writing, LLA and EBS are of limited value as sources of information for preparing the amateur writers for their written assessments on essays, as they assume that the learners are able to access external information and use referencing techniques as part of their assessment. Furthermore, the timing of the input is at odds with the assessment deadlines and the module learning aims with some input provided well after the assessed essay tasks.

The essay assessment prompts (see Appendix E) align with the types of writing tasks that the learners complete in class. However, as the design of Modules One and Two combine a general English element of language development in the morning with an academic skills element in the afternoon, there is a possibility that there will be some cross-over in style evident in the written assignments. This may go some way to explain the presence of highly personalised language, together with the expressions of strong opinions and recommendations in the amateur essays. Likewise, the over-use of modality noted in the amateur essays could be a result of the timed, closed exam style, which curtails the ability of the learners to use the skills developed in class, or to integrate sources and evidence in their

writing, as well as restricting their ability to create plans and write drafts. In such circumstances, the learners are forced to resort to the use of resources they have at hand.

The coursebook designers also appeared to assume a certain level of prior knowledge of modality, as do the pre-sessional programme designers when they excluded the lesson on 'modal verbs' from the programme schedule of Unit Two of LLA. This is understandable to a certain extent as, by this point in their learning, the amateur writers should be able to identify and use modal verbs through input received in prior instruction. However, a brief analysis of a selection of English Language textbooks from Pre-intermediate to Proficiency level (CEFR: A1 to C2; IELTS: 0-9) and across a variety of publishing houses (see Appendix W) suggests that the instruction modality is not much developed beyond the use of modal verbs. It is only at the higher levels that some attention is given to the learning of modality according to function. When cross-referenced for the language proficiency of the amateur writers involved in this study, all of whom obtained IELTS 5.5 (Upper Intermediate), the brief analysis would suggest that their level of knowledge of modality would be at the level of being able to go beyond identifying the core modal verbs and their associated quasi-modal verbs in order to begin to express present and past speculation, some hypothetical situations and some functions including ability, permission, obligation and prohibition. They do not typically extend knowledge to more complex constructions and this may be due to the influence on the communicative language teaching paradigm being firmly focused on mainly spoken language fluency.

The essay question in Module One asks the amateur writers to state the extent to which they agree with a particular statement. Given the practice that they have obtained prior to this is on strong opinion formation, it explains why this was type of language was evident in the texts. In Module Two, the amateur writers are encouraged to express needs, abilities and recommendations. Again, without appropriate practice the learners will use the devices they have to hand. What they do not do, as is the case with expert writers, is show a preference for expressing modalization (probability) using a variety of phraseological constructions (using referentials, GMs, reporting verbs) which are all designed to allow the writer to intersperse their text with information from external sources, and to allow the expression of greater subtlety in their writing. The expert writers also demonstrated greater awareness of intersubjectivity and the need to maintain distance between the writer and reader. The amateur writers instead used mainly subjective orientations, involving the use of median and high value modal verbs expressing meanings of modulation (particularly with meanings of obligation and ability). The strength of the assertions made, shows a willingness to close down alternative points of view (or show a lack of awareness of the need to consider them) and by extension a lack of understanding of intersubjectivity and the writer-reader relationship. This is despite clear guidance from the essay writing instructions in EASS Writing (peers and class tutor) and in some of the extended writing activities in the units of LLA: an employer, when writing a covering

letter (Unit 1.5), university undergraduates, when writing a speech (Unit 3.5), or a boss, when writing a tactful email (Unit 11.5).

As noted in section 3.5.6, the learners on this programme are international students who have recently prepared for and completed international English Language proficiency tests, with IELTS the preferred test. The writing tasks within IELTS ask the test-takers to write texts of between 150 and 250 words in length (ielts.org, 2018), a far shorter length than Masters level assignments and, like the assessments on the pre-sessional programme, these are responses to closed, unseen exam questions. The band descriptors that are used to assess the texts do not make reference at any point to the use of modality/hedging/evaluative language and as such, do not appear to be designed to be able take modality into consideration and neither do they aim to develop understanding and awareness of the sociopragmatic necessities of academic writing.

It can be concluded, therefore, that the 20-week pre-sessional programme is adequate for training amateur writers in the structural elements of writing discursive essays, but is inadequate for socialising amateur writers in the expression and use of modality within them. The language, as presented, is more appropriate for learners who need to develop General English language communication skills, where very little written practice or less nuanced language practice is needed. As such, it is insufficient as a means of preparing learners for Masters level study, where longer texts and more nuanced expressions and understanding of modality are required.

5.2.6.2 Preparation for the Expression of Modality in Business Case Study Reports
In Module Three of the 20-week pre-sessional programme, writing *business case study reports* is noted as a key skill requirement in the module learning outcomes (see C7 and D8 in Appendix A) and is the focus of a timed (unseen) extended writing assessment (see module assessment portfolio details in Table 3.3). As noted in Nathan (2013), this approach to assessing business case study reports is unusual. The preference in Business Schools is either to assign the case as an out-of-class task with several weeks given to complete them, or as timed and seen written assessments where the case materials are made available a considerable time in advance of the assessment.

Despite the change of focus from *discursive essay* writing to *business case study reports*, the writing skills development sessions continue to be focused on essay writing using EASS Writing. In order to provide some focused input on *business case study reports*, an additional (two-hour) writing development workshop is provided. The additional input session is comprehensive and gives a useful introduction to the design and layout of *business case study reports*; however, it provides no explicit guidance on modality, language choice or otherwise, which is relevant to the genre being assessed. Instances of modality exist in the

example text that the amateur writers are provided with, but they lack variation, and suggest that texts of this type predominantly express meanings of modulation with the modal verb *should* and the lexical verb *need*. Previous experience with the other materials has also encouraged high value modality. For example, in LLA*,* Unit Three, the Scenario Lesson asks the learners to make 'strong recommendations'; in LLA Unit Seven, the Scenario Lesson encourages the learners to use *need* when prioritising, but only lower value modality when attempting to save face ('delaying actions' and 'making alternative suggestions'). The teaching materials are actively ignoring intersubjectivity when instructing the learners to assert a point of view. It is to be expected then that this preference would be carried across to the amateur writer case studies, and it does: almost 60% of instances of modality involved meanings of *obligation* (*necessity* and *recommendation*). Both amateur writers and expert writers chose to use modulated language more frequently than they did in discursive essays; however, even with this increase, the expert writers were more evenly balanced between expressing meanings of modalization and expressing meanings of modulation; the amateur writers, on the other hand, expressed meanings of modulation in 73% of the recorded instances of modality.

An important part of understanding how to write *business case study reports* is the negotiation between 'practitioner self' and 'student self' (Nesi & Gardner, 2012). For the uninitiated, this process is fraught with difficulty. The learner is required to adopt a business consultancy role (with all associated features that might entail including: appropriate business lexis and understanding of business theory and practice (Nathan, 2013)), whilst simultaneously demonstrating sufficient academic competence to be successfully assessed as such. A key difference between the expert and amateur writers in their business case study reports was the preference in the expert texts to express what it is circumstantially possible for companies *to* do (using *can* and *could*) rather than making *recommendations* (what they *should* do). There is a subtle difference, and one that requires recognition of distance and the possibility of alternative courses of action. This is not a feature of any input on case studies that is received prior to their assessment, and neither is it a focus of input after their assessment.

The teaching input on business case study reports (post-assessment) occurs in EBS in Units Six, Ten and Twelve. All are introductory lessons which focus on different structural moves within case study reports and all are taught in Module Four. None of the three lessons give recognition to prior instruction or assessment in this genre, nor do they recognise the effort that the students have put in to learning to write in this genre. Instead, the lessons are complemented by the use of case discussions on major companies that operate in the UK (*Kellogg's* (Week 14), *Warburton's Operations* (Week 15), *Corus* (Week 16) and *Cima* (Week 17). The materials used to teach these sessions are taken from *www.thetimes100.co.uk* (now rebranded as *www.businesscasestudies.co.uk*), a business studies teaching and learning website. The case studies are meant as reading and speaking tasks and involve no writing up

of case studies or responses to them. This is the last opportunity that the amateur writers get to learn about writing *business case study reports* before completing the course. The focus from this point onwards is on the writing of *research reports*. This is insufficient as a means of instruction for the teaching of modality within business case study reports. Modality appears to be marginalised in the language instruction due to preference being given to the teaching of the rhetorical structures within this genre type. Given the latest developments in EAP materials design and its alignment with the latest findings in research on genre analysis, the programme designers are not wilfully excluding modality. Rather, they appear to trust that the materials are sufficient for their needs. Since the materials appear to marginalise modality, then the assumption seems to be that the students' prior knowledge of this language area, as well as the input received in Modules One and Two, are sufficient. The amateur writers only need to know that the language function of case studies is to make recommendations, and that this is achieved through the use of a limited range of modal and semi modal verbs expressing median to high value modulation. The findings from section 4.3 show that appropriate expression of modality in this genre is much more complicated, with successful writers employing an intricate balance of both modalization and modulation, together with low and median values and a varied repertoire of lexicogrammatical features.

5.2.6.3 Preparation for Expression of Modality in Research Reports

In the final module of the pre-sessional programme, the key 'skills learning' and 'transferable skill' outcomes relate to the development of the ability to write research reports (see items C11 and D11 in Appendix A). The importance of research reports within the portfolio of assessments in Module Four is noted by the fact that it represents a higher proportion of the final mark for the module portfolio (50%) than the writing tasks of the other modules (see Table 3.3 for module assessment details). The importance of modality in this module is also noted in the module learning outcomes, which state that the learners will be able to produce 'writing using language that is formal, objective, explicit and hedged' (C12). Modality would therefore be expected to have a major presence in the teaching materials used in this module.

The teaching of the skill of writing research reports is imparted principally through the sourcebook, AWGS; however, the analysis of the materials shows that there is only one lesson which explicitly teaches modality prior to the learners submitting their research reports: Unit Five (Week 14). In this lesson, the learners are taught how to write summaries and are taught some of the phraseological constructions that can be used to identify a source in a summary, and the importance of discipline specific lexis and reporting verbs. The choice of timetabling this unit to coincide with the learners' submissions of their assessed research proposal appears to have been intentional. As there is no other explicit teaching of modality in this coursebook until Units Four (Week 19) and Six (Week 20), that is, after the submission of the

research reports, the course managers appear to have identified this unit as being the most useful to the learners. By opting to teach this unit at this point in the programme the course managers appear to be attempting to ensure that some element of modality is taught before the first assessment point. This is highlighted by the fact that all other instruction received by the learners from AWGS prior to the submission of the research reports is focused on structural moves within different text types (general to specific, problem-solution).

Further input on modality is given in EBS in Unit Ten (Week 18) where 'confident' and 'tentative language' is reviewed. However, as noted in section 5.2.5.2, the usefulness of this lesson is limited by the lack of accompanying discussion on the appropriacy of the language used, and its relevance to the main focus of instruction presented in AWGS.

The results of the textual analysis suggest that even with this limited input on modality in research reports, it appears to have had some impact on generating a much closer alignment in the lexicogrammar used between the amateur and expert writers than in the other text types. Although modalization is still under-used overall by the amateur writers, the analysis shows that there is a higher recorded use of modalization than in the other text types and this comes with a resultant increase in objective orientations (especially explicitly objective, such as *it is suggested that*). The amateur writers have demonstrated greater awareness of writer detachment in their writing and have increased their use of low value modality. There is still some dominance in the use of median value modality, however, but the movement in preferences suggests a greater ability to articulate and accept the possibility of alternative points of view. Despite these positives, there remain differences with the expert writers in the language choices they make. The amateur writers still over-use modal verbs when expressing modalization, particularly with the median value *will* and *would*. It is within the expression of meanings of modulation that the amateur and expert writers are most aligned; the results show a near perfect match in distribution of orientations, values and associated lexicogrammar. In understanding the results, there are a number of potential factors that could contribute towards them.

Firstly, the results could be influenced by the impact of the assessment format, which asks the learners to submit a written task for assessment rather than write an assignment under exam conditions. The learners have the ability to plan, draft and rewrite their texts over a number of weeks.

Secondly, the results may be positively influenced by the impact of the high stakes nature of the assessment for this module (that is, all focused on research reports). This could help motivate and cultivate greater interest in the tasks. In Modules One to Three, the largest portion of the assessment portfolio is comprised of a series of short tasks which offset the high stakes nature of the assessments taken and perhaps require less of an effort on the part of the learner.

Linked to this, a third consideration is that the results could be influenced by the impact the nature of the task and the length of the text, which are much more in line with what the learners are likely to have to complete on their Masters programme. Again, this may also increase motivation, as it is more relevant to the learners' needs.

Finally, the results may be influenced by the impact of the process approach to writing. The learners receive detailed written feedback on their research proposals, as well as more focussed individualised spoken feedback during teacher-student conference meetings. The learners therefore get time to respond and act on the feedback received, and more importantly get the chance to attend to individual issues and misunderstandings with their tutors. Research has shown that tutor mediation is effective in helping learners develop their writing skills and improve their independent performance (Aljaafreh & Lantolf, 1994; Poehner, 2007; Shrestha & Coffin, 2012).

The approach adopted to develop and carry out the assessment for this genre type is, therefore, a good one for the promotion of the expression of modality which more aligns with the features used by successful writers. Despite the oddly programmed teaching unit on modality in EBS, and some of the limitations in AWGS, noted in section 5.2.5.2, the approach is dynamic and supportive, and much more robust and explicit in addressing how to use modality. It suggests that it is an approach which should be extended to the other modules, as it would likely have a positive effect on learner awareness and use of modality across genres. It would also prime the pre-sessional programme tutors and programme managers to the importance of modality within written academic genres and include it more explicitly in the teaching materials.

5.3 Discussion and Overview of Results on Materials Analysis in Terms of Research Question 2

Research Question 2: How are the amateur writers socialised in the expression of modality in discursive essays, business case study reports and research reports on the 20-week pre-sessional programme?

5.3.1 Subsidiary Question 2.1

What explicit teaching input of modality do the students receive in each of the four pre-sessional programme modules?

In order to answer sub question 2.1, I analysed all the materials used on the 20-week pre-sessional programme for explicit teaching of modality in order to view how they prepared the

amateur writers leading up to their assessed writing tasks and also to view if there was a link between what was taught and what was expressed in the written texts.

The results showed that teaching input on modality varies by coursebook/input material and by module. Of the two language input coursebooks used in the morning slots, LLA and EBS, the former was the most detailed in preparing learners for modality. LLA is used in Modules One and Two and it teaches modality as an independent language item, as a component of another language item (e.g. conditionals), as part of a spoken communicative exponent, and in some more formal writing text types. The aim of the coursebook is to develop general communication and fluency in all four skills; however, much of the practice is orally based, set in spoken contexts, and where the learners are encouraged to form strong opinions and assertions. In EBS, used in Modules Three and Four, the focus is on developing subject specific (business) lexis. The language input beyond that is limited, and therefore very little attention is given to modality. Where modality does appear within the materials, it is in two ways, firstly, in the form of evidentials, as a way of teaching the learners how to integrate external sources and citation information in writing, and secondly, through an activity that compares confident and tentative language. The approach adopted in the first task is informational, where the learners are expected to read and understand the explanations without any accompanying controlled or freer practice. In the second task, the usefulness of the comparison between the two types of language is limited as there is no accompanying discussion or practice on the appropriacy of language choice (for example, the semantic prosody of 'confident' being more positive and 'tentative' more negative) and the impact that altering the certainty of statements has on the illocutionary force and intersubjectivity. The analysis of the morning slot language input materials therefore demonstrates that there is a lack of complementarity between the coursebooks in terms of the how modality is taught, what contexts are used to teach it, and the amount and the type of practice given. As a result, it can be concluded that there is no progression in the teaching of modality across the modules using these coursebooks.

In the skills development sessions, given in the afternoon slot, three sources are used to help develop the learners' writing skills and knowledge across the three assessed text types. The first of these is EASS Writing, which is used in Modules One to Three and is aimed specifically at developing the necessary skills and experience of writing discursive essays and the structural moves within them. It is because of this focus on the structural elements of texts that very little attention is given at the sentential level and therefore the domain where modality lives. Modality does appear on one occasion within this coursebook and is located in a list of recommended phrases to be used during oral peer feedback activities on reading drafts of texts. As with the lexically based coursebook, EBS, there is no guidance provided on the reasons for the choice of modal devices in the sentences and their associated meanings and

illocutionary force and associated phraseology. The authors appear to assume a level of prior knowledge and understanding of modality to such a level that they believe that no further input is required. Therefore, as a means for developing learner skills in expressing modality in discursive essays, EASS Writing is not entirely useful.

The second source to be used in order to develop learner writing skills is via the use of a two-hour workshop which is designed to focus on the genre of business case study reports. As with EASS Writing, the teaching materials focus on teaching the genre at a macro-level and, therefore, there is no explicit teaching of modality within this session; however, indirectly, modality is used in the model texts that the students use to help them write their own case reports, which they complete for homework.

The third and final source for writing input is provided via AWGS, a twelve-unit coursebook which is used during Module Four to prepare the learners to write the genre of research reports. Unlike the other two sources of writing input, the attention to modality in this coursebook is extensive and is designed with particular attention given to modality in a written academic context. The learners are introduced to the concept of academic writing in Unit One together with intersubjectivity and how to reduce informality. In Unit Four, considerable assistance is provided on how to moderate or qualify a claim, and this is followed up in Unit Five by attending to the impact that the choice a reporting verb has on subsequent illocutionary force, and that the choice of reporting verbs is also discipline specific. The focus on discipline specific lexis is carried over into Unit Six, the final unit where modality is explicitly taught, where the learners are introduced to the terms 'evaluative language', 'hedging' and 'scholarly expectations and values', and a comparison is made with language expressions that cut across disciplines and those of the 'soft fields' and the 'hard sciences'. At focus in this unit is the concept of viewing evaluative language (in this case evaluative adjectives) as a dynamic system, moveable on a scale from very positive to very negative. This coursebook is much more effective as a source of instruction for the teaching of structural elements within a genre, as well as more discreet lexicogrammatical considerations related to the expression of modality.

5.3.2 Subsidiary Question 2.2

Is there any evidence of a connection between the teaching input received and the amateur writer expression of modality in the three genres of academic writing?

In evaluating the preparation that the amateur writers received before completing their assessed writing, the analysis showed that attention is mainly dedicated to the structural moves within each genre and not on specific language items. However, when modality is

taught, it is frequently separated from the teaching input given on writing the genre types, and is either focused on tasks that practise forming personal opinions in a spoken context, or on being included in language suggestion boxes with no follow-up practice. The exception to the rule is AWGS, as detailed above and noted further below.

This disconnect may explain some of the crossover in the presence of highly personalised language and the use of strong opinions and recommendations in the amateur writer in the genre of essays, as well as other factors including the essay question, the timed nature of the assessment, and the inability to include external sources. The restricted assessment type could encourage the learners to use already established knowledge in the use of modality which, at their proficiency level of IELTS 5.5, would not typically go beyond the use of modal verbs as well some limited instruction on related functions. The learners clearly agree that there is a need to express modality in their writing, but not on how to use it appropriately. As a result, there are differences between writers on how frequently to express it (as noted by the high standard deviations scores recorded against amateur writers for this text type), although they all concur in over-using it and doing so with median to high value modulation expressed through modal verbs.

In business case study reports, only one detailed input session on this genre type is provided prior to completing the assessed task and again the focus is on the structural moves within this text type. The language instruction leading up to the case study assessment encourages learners to use *should* and *need* when making strong recommendations and prioritising, but only lower value modality when attempting to save face. Given that the assessment writing prompts (see section 3.5.4) ask the learners to identify problems and provide solutions, it is not unexpected that these language exponents figure highly in the preferred language use for this genre type.

In the final genre type, research reports, the teaching of the macro-structural elements of genre and its associated lexicogrammar are much more interconnected. However, the timing of the explicit teaching of modality means that the amateur writers only receive one input session (Unit Five) prior to submitting their assessed research reports, which is clearly insufficient. This apparent lack of instruction appears to be compensated by the tutors providing detailed written feedback on an assessed research proposal, as well as oral feedback received during one-to-one conference sessions. These additional sessions appear to help re-align the learners' expression of modality, with notable reductions in the use of meanings of modulation and corresponding increase in modalization. Although some differences in frequency of use of lexicogrammatical choice, distribution of orientations and values still exist in the expression of modalization, it is in modulation that alignment is closest with a near perfect match. This shows that, in part, by the end of the 20-week programme, the learners demonstrate greater understanding of the need to moderate their assertions. Although

there still remains some work to be done in this area, when compared with the first written assessments, it is clear that change in language preferences are more in line with what are described as 'successful' expert writers.

The ability to make associations between the teaching materials and the findings from the textual analysis in Chapter 4 has been aided and enhanced by the strength of the definition of modality adopted in the thesis. The definition is based on the system network of modality and the understanding of the multiple levels of decision making that are needed to successfully and appropriately express modality within a given genre. It has made it possible to identify how the coursebook authors and programme designers attend to modalization and modulation in the materials, and how that corresponds to the different genres of writing that are taught, making it possible to pinpoint where strengths and weaknesses lie.

5.4 Tutor Cognition on Modality

In the previous section, I analysed the data that formed the second source of information in the triangulation of methods. It identified the instances of explicit teaching of modality that the amateur writers received in the course material in order to determine if there is a relationship between what is taught in the language focussed and writing skills development input sessions, and the language choices that amateur writers make when expressing modality in their written assignments. The reason for this analysis was to gauge the extent to which the students are socialised in the academic norms associated with the three genres that form the basis of written assignments. The analysis suggests that there is a strong link between the two.

The remainder of this chapter will analyse the data from the third source of information to consider the potential influence that teacher cognition has on the development of the expression of modality in the amateur writing on the pre-sessional programme. Tapping into teacher cognition exposes the 'hidden side of teaching' (Freeman, 2002, p.1), which Borg (2003, p.81) states is 'the unobservable cognitive, dimension of teaching – what teachers know, believe and think'. Research on teacher cognition has come to recognise that teachers have complex mental lives, developed through accumulated experience and personal histories (Garton, 2008) and that the understanding and beliefs that teachers hold affects how they teach (Garton, 2008; Nation & Macalister, 2010). As such, this is an important dimension to be considered as another element in the system of teaching and learning of modality. Of course, teacher cognition can also be influenced by contextual factors which can facilitate or constrain practice, and determine whether beliefs can be put into practice (Borg, 1998). Therefore, this will also be considered should it be raised by the course tutors.

A series of semi-structured interviews were conducted with nine members of the pre-sessional course teaching team (see section 3.6.3.2 for participant information). A copy of the

interview schedule and the topic areas that were covered can be found in Appendix M. The rationale for the design of the schedule can be found in section 3.6.3.3.

Through coding and analysis of the responses from the tutors, five themes became apparent when discussing the teaching and learning of modality on the programme. Each theme will form the basis of the interview analysis and consist of the following headings: tutor perceptions of their understanding of modality; tutor perceptions of the design of the course, tutor perceptions of the materials; tutor perceptions as teachers of modality; and finally, the tutors' perceptions on the relation between the expression of modality and attainment of the course.

5.4.1 Tutor Perceptions of Their Understanding of Modality

One of the introductory questions asked the tutors what they understood by the term 'modality'. It seems like a simple question, but it gets to the very heart of the issue and given the difficulty in defining the term, as noted in the literature, and the variety of ways modality is taught in the materials, it was very much of interest whether there was consistency of ideas among the tutors as well. The tutors defined modality as 'modal verbs' [Tutors 5 and 6], 'hedging' and 'academic caution' [Tutors 8 and 9], language 'shading' [Tutor 1], 'definiteness' [Tutor 4], or, in the case of Tutor 7, as part of a moving scale of certainty:

> *…the ability to put an idea or an opinion on a scale. So, to make an opinion stronger, or weaker, to show certainty, to show emphasis. So, to move I think a fact to a more complex opinion or idea.* [Tutor 7]

It can be seen, therefore, as a starting point, that the majority of tutors seem aware of the concept of modality and are able to identify elements of it although focussing principally on epistemic ideas. However, one tutor did not recognise the term at all [Tutor 3], and a final tutor repeated a definition I provided at a pre-interview briefing with the tutors to encourage participation:

> *I would use your definition as it being in between yes and no. So, might be, could be, would be, should be, ought to.* [Tutor 2]

Given the reasonably positive response in defining the term, when asked how confident they would feel about teaching modality, the majority of the tutors claimed to feel very confident in doing so, one asserting that it is 'not an issue' [Tutor 3] while some others recognised that as non-native speakers themselves they had gone through the same process. Two of the tutors stated that they would not use the term 'modality' itself, but would prefer terminology that they believe the students are more likely to connect with [Tutors 7 and 9]. Two tutors did not feel so

confident, with one declaring that they would need to do some pre-reading before teaching it [Tutor 1] and another recognising that beyond teaching modal verbs, they would be uncomfortable with the topic:

> *If you asked me to walk in to a class now and teach modality, I wouldn't actually feel that confident about having a well-structured lesson. Something might come to me, I'm quite good at ad-libbing, but I need to get a more holistic view of what modality is. I need to go and consult a book or something.* [Tutor 1]

> *Well, from a grammar perspective, I would teach modal verbs and if I had a class of modals, I think I'd be very confident with that. But if you were to ask me to teach modality as a subject, I think, I'd find it very difficult.* [Tutor 2]

The reference specifically to modal verbs, and only modal verbs, by Tutor 2 is curious and suggests that this instructor has had less exposure to other forms of modality than the other tutors. If this is also the case for Tutor 1, it would go some way to help explain why they both felt outside of their comfort zone teaching other elements of modality.

Overall, the first section suggests that tutors generally perceive themselves as knowledgeable of modality, and that they are reasonably confident in teaching it, although some recognise their need for support in doing so.

5.4.2 Tutor Perceptions of the Design of the Course

The structure of the pre-sessional course is such that Modules One and Two are seen to be focussed on general English input and Modules Three and Four more on academic discipline specific knowledge. In the process of the interview, some tutors volunteered their opinions on the structure of the pre-sessional programme and were seen to be positive about it. Tutor 7 sums up their feelings thus:

> *Yes, definitely. I think for the students who come in on the 20-week or the 16-week, they just need more experience speaking the language, getting some general vocabulary under the belts. Yes, I think it's a great structure, general English first and then focusing more on academic writing. Yes, I think it's great.* [Tutor 7]

Of note is the fact that none of the tutors made reference to the design of Modules One and Two and the daily split of general English classes in the morning and academic skills development in the afternoon, which appears to have contributed to the highly conversational tone in the amateur writer texts. This suggests that they do not believe there is an issue with this design and that it is appropriate. However, when asked about the choice of materials for the course, and the prescriptive nature of the teaching syllabus, the tutors were less enthused.

From the discussions, two themes were identified which attempted to explain the rationale for the design. Firstly, the theme of 'standardisation of teaching input' was apparent:

I think that's the ideal of what they [management] want, a standardised course where everyone's using the same materials all the time. [Tutor 1]

The second theme noted the 'practicality of the design' which, they believed, enhanced student preparation for the tests they have to take and helps learners organise their learning:

With the new course outlines, very often they have to take tests and for these tests they have to be focusing on a particular area of grammar. So, for that we actually follow the management advice and whatever books they recommended, and exercises, which are obviously directly linked with the test they will be taking, and helpful for that. [Tutor 3]

It's quite a good idea to have a course book. Because it seems a bit more professional and a bit more, you know kind of well-organised from a student's point of view, to have a book that you can take away and bring back. As opposed to an ever-growing pile of photocopies, it's more coherent. [Tutor 9]

In addition to the themes noted above, one tutor adopted a more stoic approach suggesting that:

The materials were selected for a reason and should be followed. [Tutor 5]

From this section, it can be seen that contextual factors play a major role in what is taught and, consequently, how modality is taught; however, none of the tutors offered a personal opinion on whether this was appropriate, instead focusing on their perceptions of the students' needs and the structural efficiency of the programme. In analysing this further, I considered that perhaps the topic was perceived as too risky for them to volunteer a critical opinion of the Language Centre and its programme design, and also my close relationship with the centre and the management team could also have been a factor.

5.4.3 Tutor Perceptions of the Materials

The materials analysis detailed the source coursebooks that are used in the explicit teaching of modality and the development of the three writing genres. When the tutors were asked what contribution the materials had to student learning of modality, it raised much discussion, with tutors identifying that they felt that the contributions the materials made were limited:

I don't think the materials cover it sufficiently, but my guess would be, again, it's anecdotal because I never thought about it particularly hard, but my guess would be

that a lot of students don't use it at an advanced level. They might know how to use 'it may' or 'it seems', and I suppose 'it seems' is used a lot, but there's certainly no variety, I think, in expressing modality. So, I suppose that does mean that the materials don't. [Tutor 5]

Tutor 5's perceptions of the limited repertoire of modality by the students ties into some aspects of the textual analysis, but it shows a lack of awareness of the variability in use of functions of modality that the students use in their writing.

A further insight by Tutor 6 links with some of the findings of the internal micro-analysis of the lack of formative skills development, although the comment here seems to focus on 'grammar' in general:

The materials give some explanation and then there'll be a couple of exercises but the book that we have been using… What is that? Language Leader in my opinion does not give enough exercises. On one page there is an explanation divided into maybe a couple of sections and then on the opposite page there may be one or two, or maybe three exercises related to the same grammar points, and that's it. I'm not very happy about it. Then if you ask students to look at the homework which was prescribed in the textbook some of them are not going to do it. [Tutor 6]

And additional comments are given on the use of macro-structures in the course:

Discussion tends to evolve much more around preparing students for assignments in terms of how the macro, in a sense, how do you write a report? Then something about academic style, which in itself will contain something about modality. [Tutor 9]

On top of that we sometimes, also as it's EAP, it can be quite macro looking at case studies in business. ESP business style because a lot of the students go in to the business school. However, we do focus on the structure of assignments. So, introductions, the main body, so then when we're looking at connecting complex sentences etc., grammar also comes in to it there. [Tutor 1]

An additional theme identified was the adaptation of the materials as a necessary part of the teaching process when teaching modality:

I don't think it's the materials that contribute very much [to the teaching of modality], because they're almost inaccessible to the students, like with the journals. However, I think they can be used, they can be exploited, but it's up to the teacher to exploit them. [Tutor 4]

Likewise, prior learning is identified as an important aspect when thinking about teaching modality and how this is not something the materials (or perhaps the course designers) take into account:

We expect that the students have learned how to use modality before they come here, so the reaction to the lengthy reading exercises, tasks that are quite vague, sometimes, and also tasks that ask them to 'notice' things about texts, they really get bored with. My reaction is I feel embarrassed sometimes because we're asked to ask students to 'notice' things about large texts. I know that they're capable of much more than that. [Tutor 2]

This was also noted in materials analysis and in the choice of modules to cover in teaching modality (particularly in Modules One and Two using *LLA*).

Within this section, it can be seen that many of the comments on the structure of the course and the materials used relate closely to findings from the materials analysis with regards to lack of coverage in some materials and the focus on macro-structure and not genre-specific language.

5.4.4 Tutor Perceptions of Themselves as Teachers of Modality

A final element to be considered in this evaluation of tutor beliefs is how the tutors perceived themselves as teachers of modality. The issue of the prescriptive nature of the course design appears to influence when modality is taught. For example:

I wouldn't explicitly teach modality within an academic course. No, I would teach what's in the textbook at that time; there would be a subject of academic English but that subject would not be modality. Modality may come up in that class but it wouldn't be explicitly taught. [Tutor 2]

Tutor 2's response appears to reflect their own teaching practice being influenced specifically by the materials themselves and by extension the institution since they are instrumental in selecting the materials to be used. Tutor 2's response could also reflect their lack of awareness of the importance of modality in academic writing. This lack of awareness of the importance of modality is also taken up by Tutor 5 who states that preference is given to other language items and discusses the impact that time has on the ability to cover certain elements:

But you have to make choices, we always have to make choices. What is more important than other things on, effectively, quite a short course like that. So, we introduce the concept, we say, "This is how you use it," and then give feedback if they don't use it or if they do use it. But then I don't cover it in a systematic way in cycles, as I said, as I perhaps would some other items. [Tutor 5]

The task of providing feedback on modality in writing features strongly in the comments received. However, the tutors' beliefs on their roles as givers of feedback seem to be stronger than their beliefs on their roles as input givers on modality. One tutor [Tutor 9] suggests that it is a subcategory of other elements of language and therefore does not take priority other than when there is an apparent lack of use of modality:

Sometimes. Yes, there are times, when the things which stand out, you know, when they make a claim, that it doesn't make sense to make that claim, as assertively as that. So yes, I mean because there are so many different factors, and that's only one element of style, and grammar and vocabulary and structure. [Tutor 9]

The decision to intervene in the teaching of modality only when there is lack of evidence of its use in writing is also raised as a point by Tutor 1, although as mentioned above, they would avoid the word modality as they feel it would not be apparent to the learners what it means.

Maybe I would notice it if there was a complete lack of modality. But I would probably, as this is an EAP course, I'd probably use the term hedging, or generalise. I wouldn't split up modality, per se. I would use modality as a holistic thing and just, "It lacks modality. It lacks hedging." I wouldn't say, "It lacks this type of modality, or this type..." [Tutor 1]

Likewise, tutor 5 states that they would use alternative terminology when providing feedback, but would only give feedback on classroom writing tasks when students have had time to develop and edit their writing, and even then, the learner would be expected to develop their own approach in order to respond to it. This also ties into the belief that the students arrive with a certain level of prior knowledge and expertise on the use of modality:

Once I've introduced a certain feature of writing, I then start giving feedback on it. Again, you see, it depends what kind of writing it is and it depends what purpose it serves. If it's like a class test, which we still do on the pre-sessional course, where the aim is to get students to produce some language spontaneously, even though it's in the form of a discursive essay, I probably wouldn't comment on it because I wouldn't think it's important for that particular assessment and for that particular piece of writing. But if it's an assignment, if it's something they worked on at home and I know they should be familiar with hedging or we covered it in class, then yes, I would, and I would simply underline it and make a comment like, "This is probably expressed too strongly," or, "Can you think how else to express it?" I would say, "cautious language" in brackets and then I would expect them to work it out, and then have some sort of a follow up. [Tutor 5]

A further point which stands out from Tutor 5's response is the fact that they believe that no feedback is needed on modality from written assessments, indirectly reflecting an understanding of the inappropriacy of testing amateur writing in this genre within the limitations of a timed unseen assessment and therefore the spontaneity associated with it.

The controversial issue of the 'service role' that EAP tutors are said to occupy has been discussed widely in the literature (Huckin, 2003; Hyland, 2018a; Krashen, 2011; Raimes, 1991; Spack, 2001; Widdowson, 1983), whereby EAP tutors are seen as outsiders and lacking in disciplinary expertise. Tutor 1 appears to confirm this belief and their lack of qualification to teach students critical elements of language expression, hoping and expecting the students'

home departments to take responsibility for teaching the disciplinary specific essentials once they have completed the course:

> *You could argue, and I think they might argue, that when they've passed this course that, perhaps, there were some grammar problems that they do have that it's our responsibility - we should, really, have focussed more on those. Especially, since we're not really qualified to teach them how to deal with these journals. Because we might teach them to deal with them on a grammar level but, actually, critically analysing - I use that word a bit loosely but, actually, using that text and picking the meaning out of that text, applying it and thinking about it, that's what they'll learn on their Master's courses.* [Tutor 1]

5.4.5 Tutor Perceptions of Modality, Assessment and Student Attainment on the Course

A final theme that was raised in the interviews was the issue of assessment and student attainment on the course. Considering the importance of modality as a facet within academic writing, it does not appear as a specific criterion within the marking schemes used on the programme (see Appendix D), therefore suggesting that it does not appear to be a factor which is taken into account when assigning marks to the assessed writings. In discussing assessment, the tutors agreed it is difficult to identify a criterion that relates to modality. They suggest that it could be covered by other criteria, such as 'style' [Tutors 3 and 5], 'content and structure' [Tutor 4], or it could be part of 'grammar' [Tutors 1 and 6] or 'argumentation' [Tutor 8]. For others, the belief appears to stem from the fact that, as markers they are not necessarily looking for modality in the texts, but looking more at issues of orthography and basic frequent errors and sentence formations [Tutor 1] or only commenting on an element of modality if it is perceived as an issue [Tutor 9]:

> *When I'm marking student's essays, the grammar I'm looking at is more things like articles and subject verb agreements, commas, full stops and everything, punctuation rather than modality. But if some obvious lack of hedging is there then I notice it. But I don't look through and say, "Where are the modal verbs?"* [Tutor 1]

> *So many things have to be taken into account when you're marking them, that I probably only pick on the ones that seem to me a problem. You know that you're making claims, that it's too strong.* [Tutor 9]

However, several tutors commented that although modality is not in the marking criteria, it does get raised for discussion at marking standardisation meetings, and is therefore included at a meta-level when agreeing grades across markers:

> *The feedback that I've seen, because we do standardisation, I know those tutors did feedback on it [modality] and, like I say, we do look at academic style.* [Tutor 5]
> *I think in our standardisation sessions, I think if people don't think that students are using a high level of analysis, even though maybe they are, but they just can't say it, I*

think it's a huge effect on the grades. In our standardisation sessions people say, "Well I don't think they went too deeply" and maybe it's just because they couldn't express themselves using some of those words. [Tutor 7]

However, the extent to which the expression of modality influences, or is used to benchmark or re-scale scores is unclear from the interviews conducted. A further difficulty in assessing modality was noted in the ability to isolate modality for attention from other features of writing, as it may not, in itself, be a marker of a 'good' writer:

I think a student who is using modality well is probably writing well, but only because they're writing well in other areas and modality is just part of that, because they happen to be a good student. I can't think of an example of a student who somehow is quite poor at writing, but because they're using modality well suddenly their writing is improving. I can't isolate modality as the reason. Maybe I'm wrong, maybe I'm not. But I don't think of it as being the sole reason. [Tutor 1]

The inability to isolate modality as an important factor in the scoring of texts relates to work by Liardét (2016), who found that there was no simple correlation between writing scores and the use of grammatical metaphors (metaphors of modality) and suggested that other factors seemed to be in play, but did not specify what they could be, or if the marking criteria used to mark the texts specified the use of modality.

Ultimately, the question arises, as it did from Tutor 2, that if modality is not in the criteria, then is it acceptable to penalise a writer under a different criterial heading, such as criticality, for not using it appropriately?

If it [modality] is not explicitly on the marking scheme (…) then you could say, "Am I justified in marking a student down because they haven't dealt with a source critically?" [Tutor 2]

Despite the difficulties noted above, there appeared to be a general belief that the course serves its purpose to socialise the amateur writers to a state where they are ready to begin their degree programmes and it was perceived, particularly by Tutor 8, that students on the longer courses see the greatest improvement in their writing:

… the ones [students] that we see for the longer periods of time, the ones that start on the 20-week or the 16-week programme, you can definitely see a great improvement in their writing from when they first start, to when they're finished their final project, because we assess them for each module. The final projects all tend to come out at a reasonable standard. So, I think looking at the final assessments we can get an idea that they've actually reached that level. Some of them [in the shorter programmes] when they come in they're very far away from that. [Tutor 8]

However, this apparent socialisation appears to exclude modality from its purview.

In analysing the actual scores obtained by the amateur writers (presented as a line graph in Figure 5.7, with accompanying raw figures in Table 5.1), it is clear that student attainment is not the same for all students in the cohort. For four of the writers (AW03, AW05, AW06 and AW07) there is a definite trend upwards, and therefore some incremental improvement across the 20 weeks in their performance. However, this is not the case for three amateur writers who seem unable to meet the requirements to move out of the 50's band. The first of these writers is *AW01*, who recorded an initial score of 54% in Module One and which then increased slightly and levelled off at the 57%-58% range in the other modules. A second writer, *AW02*, recorded some erratic movement in scores, dropping from an initial score of 58% (in Module One) to 50% (in Module Two), rising again to 57% (in Module Three) and then falling slightly to 55% (in Module Four). The final writer in this group, *AW04*, remained steady on 58% with the exception of Module Three, where a drop to 52% was recorded.
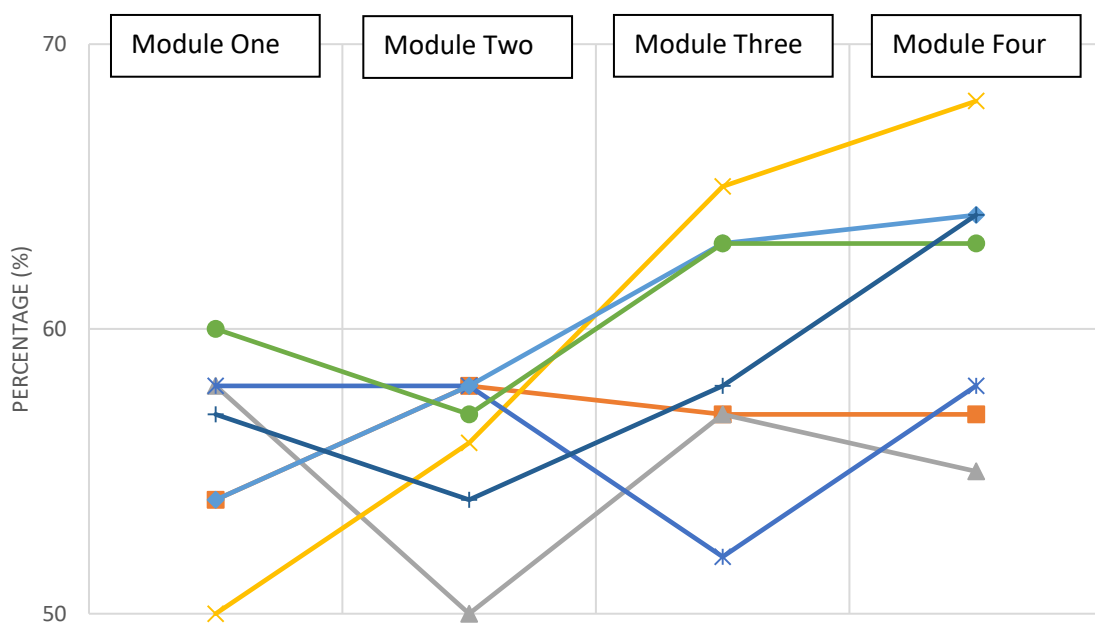
Figure 5.7 Line chart of the writing assessment scores for the amateur writers across all modules as detailed in Table 5.1

Table 5.1 The writing assessment scores for the amateur writers across all modules

Amateur Writer ID	Module One: Long Essay (%)	Module Two: 3 Short Answer Essays (Combined) (%)	Module Three: Business Case Study Report (%)	Module Four: Research Report (%)
AW01	54	58	57	57
AW02	58	50	57	55
AW03	50	56	65	68
AW04	58	58	52	58
AW05	54	58	63	64
AW06	60	57	63	63
AW07	57	54	58	64
Mean Scores of AWC	**55.86** *(SD=3.39)* (n=7)	**55.86** *(SD=2.97)* (n=7)	**59.29** *(SD=4.57)* (n=7)	**61.29** *(SD=4.68)* (n=7)
Mean Scores of Non-AWC*	n/a	**58.27** *(SD=3.97)* (n=15)	**59.00** *(SD=5.23)* (n=38)	**60.98** *(SD=5.90)* (n=52)

(*) refers to all other programme participants who agreed to take part in the research, but were excluded from the AWC; see section 3.6.1.2 for discussion on selection criteria.

When the results are compared according to mean scores between the amateur writers, that formed the corpus for the study, and the other students on the pre-sessional programmes who agreed to participate in the research but were excluded from the AWC, they show very close alignment. With the exception of Module Two scores, the AWC mean scores are only very slightly above the mean score for the non-AWC participants. Likewise, the standard deviation scores across all assessments in the AWC are consistently lower than the non-AWC scores, although only slightly, suggesting less of a spread of marks and more consistency between the writers.

The mean scores obtained provide further confirmation that the amateur writers are a representative sample of the type of wider student group they form part of (at least of those who agreed to participate in the research). However, the results from the non-AWC participants question the ability of more highly scoring IELTS students to influence the marks achieved. At each entry point (the start of Modules Two, Three and Four), the new students enrol with a writing and overall IELTS score 0.5 marks higher than the previous cohort. It is surprising, therefore, that there is very little difference in scores between AWC and non-AWC participants in Module Two, and virtually no difference in mean scores in Modules Three and Four. The fact that this is not translated into higher mean scores raises a number of questions about the appropriacy of the types of tasks the learners are being asked to complete and the methods used to assess them.

As outlined in section 3.5.4, and discussed at various points throughout this thesis, the assessment format for the first three modules is a timed writing task with the question unseen

prior to the exam. In the first two modules, the writers are expected to complete a similar task: to use their imagination and general knowledge to write about topical issues. The task type changes in Module Three when the writers are provided with case information from which they are expected to write their business case study reports. In the first format, all the amateur writers achieve scores in the 50's and three of them drop in score when they move from the long essay to the three short answer essays in Module Two. When the second format is used as the basis of the assessment, there is an increase in the scores for five of the writers, pushing three of them into the 60's. However, it is in Module Four that the highest scores are obtained overall. In this module the learners are given an untimed assessment to complete. The writers are given a number of weeks to write a research report (2000 words), and prior to submission, they write a research proposal (1000 words) which is formally assessed and from which detailed feedback is obtained. The results suggest that the amateur writers perform better in closed timed exams when they are given data to work from, and appear to do even better if given the ability to write in their own time outside of the class using a more phased, process approach to writing.

By comparing the Module Four outcomes according to the length of pre-sessional programme (see Table 5.2), it can be seen that the students enrolled on the longer courses (20-week and 16-week) do not achieve the best outcomes. The best outcomes were, in effect, recorded with the 12-week students who achieve the highest mean score overall in Module Four of 63.13%.

Table 5.2 Module Four mean scores (%) according to programme cohort.

Programme Cohort:	20-week	16-week	12-week	8-week	*Overall Mean Score for Module Four*
Module Four Mean Scores:	**61.29%** *(SD=4.68)*	59.53% *(SD=5.00)*	**63.13%** *(SD=4.95)*	59.00% *(SD= 7.30)*	***60.98%** (SD=5.90)*

This runs contrary to all expectations, as it is the students enrolled on the 8-week programme, and who enrol with the highest IELTS scores, who have the lowest outcomes in terms of the mean scores for their research reports in Module Four. The 8-week students also record the highest standard deviation scores, suggesting a greater variation in understanding of the assessment requirements than the other cohorts. It is the 20-week students who record the lowest standard deviation, and who, therefore, seem to be more attuned, as a group, to the assessment requirements of the module (perhaps as a consequence of being there longer). Results like these question the usefulness and effectiveness of IELTS type writing tasks in preparing students for academic study, a concern shared by many others in the field

(Bruce & Hamp-Lyons, 2015; Crosthwaite, 2016; Moore & Morton, 2005; Schmitt & Hamp-Lyons, 2015; Storch & Tapper, 2009; Trenkic & Warmington, 2017).

Indeed, it was also highlighted by the tutors that the aim of the pre-sessional programme was to teach and develop a wide variety of language skills, and as noted by Tutor 9 below, that any specific lack of attention to modality in amateur writing would not necessarily equate to a fail, although this may not be the case in the Business School:

> *I can only guess, but I am thinking that they [the Business School] will penalise that, because I think I probably would. Although personally, and especially on the pre-sessional not hugely, you know it [the lack of modality] is not going to be make or break.* [Tutor 9]

The apparent disconnect between course expectations is noted as an area for improvement on the programme:

> *But I think it is a sort of failure in terms of the pre-sessional, adopting the appropriate academic style that they are going to need. Because it is a pre-sessional course so it is about preparing them for what's next.* [Tutor 9]

However, there appears to be a belief (see Tutor 8 below) that preparing students for 'what's next' is challenging, given the diversity of the students who enrol on the programmes, and the differing course expectations, in terms of what and how to write, mean that the ability to readily transform their course materials into operational classroom tasks and activities on the pre-sessional programme is not straightforward:

> *We're not using the materials that they are using in their programme generally. Occasionally we have taken an (…) abstract page from one of the books or something like that, as a reading exercise. But there's no way we can prepare them fully for all of the materials they're likely to come across. But we do look at the kind of assessments that they are going to be faced. The kinds of writing, the kind of seminars and discussions and we try to prepare them for that. So that they can do academic presentations, that they can take part in seminars, that they can write reports. That's basically our job is to prepare them to do those tasks. But because all the students are going on to different programmes, even if we have a rough idea of what they're doing in the Business School generally, each student will be going onto a different Masters programme, so specific materials are hard to incorporate.* [Tutor 8]

This comment from Tutor 8 taps into a major debate surrounding the role of EAP versus Academic Literacies in language development support at universities (Coffin & Donohue, 2012a; Hyland, 2018; Turner, 2012; Wingate & Tribble, 2012), whereby EAP is considered as a service to correct linguistic matters and therefore outside the discipline. Wingate and Tribble (2012) argue that this situation needs to change with EAP and Academic Literacies combined for novice writers require 'an understanding of how the discipline is presented, debated and

constructed' (p.481). This particular issue is discussed further in pedagogical implications in section 6.3.3.

5.5 Discussion and Overview of Results on Tutor Cognitions on Modality in Terms of Research Question 3

5.5.1 Research Question 3

What are the pre-sessional programme tutors' cognitions on the teaching and learning of modality on the 20-week pre-sessional programme?

The findings from the analysis of teacher cognition highlighted a number of interesting sources to their underlying beliefs and perceptions on the teaching and learning of modality. The tutors seem to be reasonably confident in their understanding of modality and can usefully define it, although their definitions appear to be restricted to features of epistemicity, and they did not demonstrate knowledge of other types of modality. The tutors also mostly felt confident in being able to teach modality, as some were non-native speakers who had gone through a similar taught experience as the students they were teaching, and others were very experienced at teaching modality in academic writing. This confidence was not shared across all tutors, however, with the less confident ones admitting that they would need to pre-prepare, particularly if the focus went beyond the teaching of modal verbs. The very prescriptive nature of the programme syllabus, as well as the need to ensure development of all other skills, meant that institutional constraints were in place limiting the attention given to modality. The tutors would address modality only if it came up in the materials or if there was an obvious lack of modality in examples of writing. Feedback would be given with reference to alternative terminology that would be more recognisable to the students, but there seemed to be an assumption by the tutors and the course managers that the amateur writers already possessed sufficient knowledge of modality, and therefore would assume that they have the necessary linguistic resources to address the feedback without further assistance. Nevertheless, it was also recognised that more attention could be given to modality, as the materials that have been chosen are designed with a macro approach to genre pedagogy in mind, thereby marginalising attention to developing clause level skills of modal expression. Indeed, the lack of attention given to modality as a specific element in the marking criteria makes it difficult for the tutors to address issues in this area and to reflect them in the marks they give, resulting in scores that are in effect free from modality. This can be seen when the scores per writer are analysed and compared across the modules, as there does not seem to be a correlation with the improved performance in modal expression, and closer alignment with the expert writers, as noted in Chapter Four. Three of the seven writers remained fixed within the 50's band throughout, and for those amateur writers who did increase their scores as they progressed across the

modules, none of them achieved a score above 70%. This suggests that other factors are at play. Importantly, however, assessment design does appear to impact individual writer success with the amateur writers obtaining better outcomes with untimed assessments of texts with higher word counts and with the ability to access and integrate supporting or external information, than closed, timed assessments with lower word counts and no access to external information. In sum, the analysis shows that tutor cognition plays a part in the teaching of modality, but more importantly, institutional demands appear to limit the teaching even further.

In carrying out the interviews, it was surprising to note the variability of contributions made by some tutors with some exhibiting greater reticence than others. There appeared to be more interest and awareness in the topic for some than for others. Despite the complexity of modality, its vital role in academic writing, and its change in use depending on the social purpose of genres of writing, it is striking that something so vital for students is missing. However, when consideration is given to the difficult intensive role of a pre-sessional tutor and all its demands on time and mental space, together with the external demands on the programme managers from receiving departments, central university expectations, and external course assessors and accrediting associations, it is clear to see that there is no additional space for considering modality beyond what is taught in the materials. The interviews did seem to have had a positive impact on the tutors' views of modality and their awareness overall, however, with some moments of recognition that they enjoyed the discussion, that it made them think about something they had not thought about before, and also that on reflection it was something they would take further. The definition of modality adopted for this research also helped to raise the tutors' awareness of the complexity of the concept as an element of language expression, and identified how instruction needs to go beyond the use of modal verbs and epistemicity.

5.6 Conclusion

The aim of this chapter was to develop and strengthen the textual analysis obtained in Chapter Four by considering other factors that could influence the language choices being made by the learner writers.

The first of these factors was the relationship between language expression and the teaching input received in order to socialise the learners in the expression of modality in the three genres. The results showed that modality is marginalised within the materials with a preference for teaching of macro-elements of the genres of texts over developing knowledge and practice of clause level lexicogrammatical and semantic choices.

The second factor to be considered was tutor cognitions, and their beliefs and perceptions of the teaching and learning of modality, and how they could influence the process

of socialisation, and in turn influence the expression of modality in the amateur texts. The findings suggest that both tutor beliefs and perceptions, and contextual restraints (choice of materials, and assessment practices) interact to limit the amount of attention given to modality, as well as the type of modality taught.

The findings from this Chapter, together with the analysis from Chapter Four, present a multi-faceted view of some of the interconnecting factors involved in influencing the choices the amateur writers make when expressing modality across different genres. The ultimate goal is to provide the course managers and tutors with information and insights into current practices, which can be used to make recommendations for programme enhancements. With this goal in mind, the next and final chapter will conclude the thesis by outlining the findings obtained from the analysis of the three triangulated sources of information and discuss the implications of them. It will also address the limitations of the research and make suggestions for future study.

Chapter Six: Conclusion

6.1 Introduction

The aim of this thesis was threefold. Firstly, the main purpose of the research was to explore and contrast how expert writers (successful Masters level students) and amateur writers (students enrolled on a 20-week pre-sessional programme) express modality in three genres of academic writing (essays, case studies and research reports) within the disciplines of Business and Economics through a detailed textual analysis employing a systemic functional linguistics framework. Secondly, the thesis aimed to analyse the teaching materials used on the pre-sessional programme in order to examine the explicit input of modality that the amateur writers received and to determine how they contributed to the development of writing skills in each of the genres before the students completed their written assessments. Finally, the thesis also aimed to gain insights into tutor cognition and their underlying beliefs on the teaching and learning of modality on the pre-sessional programme, by conducting a series of one-to-one interviews. The following chapter will begin by summarising the findings obtained with regards to the three aims stated above and will then discuss the theoretical, methodological and pedagogic contributions and implications of the research. The chapter will outline the limitations of the research and use the limitations as the basis for discussion on potential areas for future research. The chapter will conclude with some final remarks.

6.2 Summary of Findings

6.2.1 Findings Related to the Expression of Modality in Learner Academic Writing

The findings from the textual analysis show that when comparing amateur and expert writing, different decision-making processes are at play. Within essay writing, the amateur writers over-actualise their assertions for modality and do so with a strong preference for modulation (58.94% of all instances) representing a frequency that is almost 2.5 times the rate of the expert writers, and they do so expressing meanings of ability with low value modal verbs *can* and *could* and obligation with high value modal verb *must.* Meanings of obligation are also expressed objectively through the use of the semi-modal verbs *have to* and *need to* and the modal adjective *necessary*, all of which are used to express strong obligations from external agents whose identities are masked. The expert writers, prefer to express modality via modalization in their essays with low and median probability, using a variety of linguistic devices to achieve this. Principal among these is the use of objective explicit orientations where the writers use a variety of phraseological constructions to extend the modality into a different clause using the adverbials '*according to + NP*', and *'as + NP',* and constructions '*X + VP + that*' and '*it + is + VP + that*'. When expressing propositions, the amateur writers overwhelmingly choose subjective orientations using low and median modal verbs *may* and *will*, respectively. Coupled with this is the over-use of the subjective explicit orientation

expressed by means of modal adjuncts used in highly personalised forms ('I agree', 'I am (quite) sure', 'in my opinion'). The use of these items helps to boost the overall use of median value modalization to almost 50% of all modal instances. In sum, the expert writers are employing greater levels of objectivity in their writing together with low and median values, and are using a much more varied repertoire of devices that promote more complex clause constructions. The effect is to create a position that is less face-threatening to the reader, and shows that the writer is open to alternative points of view. They also show that the expert writers are able to integrate and attribute the points of view of external sources and use that information to generate their own stances. In contrast, the amateur writers employ greater levels of subjectivity, using highly personalised language with median to high value orientations and less complex clause constructions, creating an effect that aims to close down discussion and restrict or cancel alternative points of view.

In the second genre type to be analysed, a very different set of results is obtained. As discussed in section 5.2.6.2, the purpose of the business case study report is to simulate a work-based professional issue or problem, evaluate a specific setting, identify a problem and recommend a course of action. For a writer to do this successfully a delicate balance between two writer 'selves' is required, that is, the 'student self', who is required to be impartial and analytical, and the 'practitioner self' who is more partial and dynamic (Nesi & Gardner, 2012). The findings show that both the amateur and expert writers respond to this by altering the way they express modality, however, there are some differences between how they do that. As would be expected from a writing task that asks the writers to make recommendations, there is an increased presence of modulated sentences in these reports compared with in essays. This occurs in both subcorpora, even in the AWC where modulation was already the dominant type of modality in the first assessed genre. Modulation in case studies equates to 52.16% of all instances of modality in EWC case studies (up from 29.33% in expert essays) and 72.95% of all instances in the AWC case studies (up from 58.94% in amateur essays). Both types of writers use modal verbs to make recommendations, which in turn makes their texts highly subjective. However, although the amateur writers focus almost exclusively on the use of median value *should* for recommendations, the expert writers demonstrate again that they possess a wider repertoire of linguistic devices at their disposal and vary their expression by also using low value *can* and *could* for ability at a similar rate to *should*. With that, the expert writers are therefore still able to inject objectivity into their modulated sentences through the use of the lexical verb *allow* (meanings of permission: weak obligation) and the semi-modal verb *be able to* (ability) although these operate at much lower frequencies than the central modal verbs. When expressing modalization in case studies, the expert and amateur writers are more evenly matched in the distribution of values of modality, with both low and median values predominating. However, extending from the first assessed written genre (essays), the

amateur writers continue to use modal verbs to express low value speculation with *may* and *might,* and median value probability with *would* and *will*. The expert writers once again demonstrate greater variability in their linguistic repertoire by utilising a wide variety of orientations, both implicit and explicit as well as subjective and objective, employing similar phraseological constructions as in modalization in essays, which all help to maintain objectivity in the texts. In sum, the amateur writers continue through case studies to over-modulate their writing and do so with stronger assertions, showing that they attach greater importance to the dynamic practitioner self at the expense of the more impartial student self, and thus continue to show limited awareness of the academic norms required within the case study genre.

The findings from the contrastive analysis of the research report sub-corpora show a shift in patterns used by the amateur writers. As in the genre of essays, the expert writers prefer to actualise their statements with modalization and do so in 65.08% of all instances of modality (slightly lower than the 70.76% rate for essays). The amateur writers continue to under-use modalization but to a slightly lower degree than in essays, now at 47.26% of instances of modality (up from 41.06%). What is encouraging within the results is the greater diversity of linguistic forms that the amateur writers employ. Although the subjective implicit orientation dominates (both with low and median values), overall, the subjectivity is offset by an increase in the use of more objective orientations, particularly with low value objective explicit. And not only that, they also utilise similar phraseological constructions as the expert writers. There is also evidence of greater confidence in the use of modality, although to some extent inappropriate, through the use of modal disharmony where the amateur writers combine high value modal adjuncts (*certainly, always, clearly*) with the median value modal verb *will,* which has the effect of accentuating the illocutionary force and making their assertions overly strong. Although this is a small change, it is noteworthy as this modal combination was not a feature of previous amateur writing in the other genres of the AWC. However, the most marked change in amateur writing, and one that brings greater alignment between the two types of writer, is with the expression of modulation. The percentage distributions in frequency of use of the modal meanings of modulation (obligation, readiness (inclination) and readiness (ability)) are effectively matched, as are the figures in relation to orientations and values. The greatest change within modulation in amateur writing, and one which shows a greater understanding of intersubjectivity and the reader-writer relationship, is the increased use of *will* to 'signpost' and guide the reader on the structure of the text.

Overall, the research findings show that the expression of modality is context dependent and that different decisions regarding the balance between modalization and modulation are needed from one genre to the next. In addition, the findings also reveal that the amateur expression of modality on the 20-week pre-sessional programme develops positively across time, from being markedly different within the first assessed genre in Modules One and

Two, to being much more closely aligned in the third genre, in Module Four. The amateur writers can be seen to be moving through the interlanguage cline towards the target language 'end state' of being a successful Master's level writer.

As noted in the review of the literature in Chapter Two, given its relative importance for evaluative language and stance formation within academic writing, there tends to be more studies based on the expression of epistemic modality in learner writing at the expense of the non-epistemic (root) modalities such as deontic and dynamic. The research findings with regards to epistemic modality (or modalization in this study) show that the amateur writers possess a limited linguistic repertoire (particularly in the earlier phases of the pre-sessional programme) in spite of some development in this area, which creates a more direct and authoritative tone. This is exacerbated by the greater use of median and high value modality and therefore more intensifiers and fewer hedges, giving an overall presence of strong commitment in their writing. This description coincides with the findings of numerous studies on learner academic writing including Hu, Brown and Brown (1982), Allison (1995), Hyland and Milton (1997) and Aull and Lancaster (2014). However, these researchers only focus on one genre type (discursive essays). When amateur essay writing is compared with amateur research reports, the findings show that, with research reports, there is a marked difference in style, with a more varied repertoire of linguistic devices used, greater preference for low and median value modality and an increase in objectivity in their writing. It could be concluded that the pre-sessional programme has been successful in developing pragmatic competence in modalization as it brings the learners closer to the desired 'end state' expression, that is, the language expressed by the successful Masters level writers. Chen's (2010) study also found that with increased proficiency and practice, learner writers moved towards their target language 'end state' by becoming more 'native-like' in their expression.

Closer alignment was also noted in this study with the expression of modulation, however, with a paucity of research on learner expression of this type of modality, it is difficult to contextualise it within the field. From a professional academic writing perspective, Piqué et al. (2001) and Piqué-Angordans (2002) report on the findings of a contrastive analysis of research articles across a number of disciplines, and confirm that the use of deontic modality differs according to discipline, ranging in rates from approximately 3% of instances in medical RAs to over 20% in literary criticism. The higher presence of deontic modality in literary criticism RAs is noted to be responsible for creating a more assertive tone in this genre. The authors conclude that the decision to use deontic modality depends on the writer's communicative purpose, and that in a literacy criticism RA it is expected that the writers be more assertive. As with literary criticism RAs, the writers of business case study reports are also required to be assertive as they complete the requirements of the task by making recommendations. However, the issue at hand for writers of business case study reports is the

appropriate negotiation of the delicate balance of being assertive and non-assertive at the same time. The expert writers are seen to be able to achieve this by using modulation to be assertive, and modalization in order to hedge. The amateur writers are still developing this skill and therefore over-modulate by a considerable margin of difference. Modulation was also seen to be a key feature of amateur essay writing, particularly with the use of the semi-modal verbs *have to*, and *need* and the modal adjective *necessary* in order to discuss responsibilities and obligations. Hinkel's (1995) study suggests that speakers from cultures which are heavily influenced by Confucian, Taoist and Buddhist sociocultural values, and therefore ones which put an emphasis on social harmony (and what society requires them to do in order to achieve this), have a tendency to use these linguistic devices more frequently without realising the social significance of using them out-with this context.

6.2.2 Findings Related to the Socialisation of Modality

The second research question related to the analysis of the coursebook materials on the programme to view the teaching input that the learner writers were receiving and to determine whether they influenced the language choices they were making in their assessed writing. The importance of textbooks as a means of influencing the instruction that takes place and the content given is noted by Harwood (2010) and McGrath (2013) who state that they can have positive and adverse effects. Hyland (1994) found that the design of EAP/ESP classroom textbooks is inappropriate, resulting in NNS writers significantly underusing some of the epistemic devices that writers need to master in order to be considered competent members of the academic community. Hyland and Milton (1997) and McEnery and Kifle (2002) found that the teaching materials used in classroom teaching influenced writer performance by promoting overly committed assertions in learner writing in the former and overly hedged statements in the latter. They attributed the reasons for their findings to cultural conventions of the teaching context, where, for example, in Hong Kong in Hyland and Milton's (1997) work, students were encouraged to use expressions such as 'there is no doubt that…' and in Eritrea, in McEnery and Kifle's (2002) study, the students were encouraged to learn lists of hedged expressions. Indeed, the impact of teaching materials is felt in other contexts, such as with German learners of English where Lorenz (1998) found that the classroom materials used in the teaching context of his study lacked teaching on information structure and encouraged the learners to use modified adjectives more frequently than native speakers, giving a sense of overstatement and too much information. Likewise, Lenko-Szymanska (2004) found that Polish students were unable to master the use of demonstratives as anaphora, due to the fact that the teachers regarded them as trivial and therefore not worthy of attention.

The findings from this materials analysis show that teaching input on modality varies by coursebook/input material and by module. Of the two language-input coursebooks used in the morning slots, LLA and EBS, the former was the most detailed in preparing learners for modality. LLA, used in Modules One and Two, taught modality as an independent language item, as a component of another language item (such as the conditionals), as part of a spoken communicative exponent, and in some more formal writing text types. However, despite the focus of the coursebook on developing general communication and fluency in all four skills, much of the practice is orally based or set in spoken contexts, and where the learners are encouraged to form strong opinions and assertions. In EBS, used in Modules Three and Four, the focus was on developing subject specific (business) lexis and therefore language input beyond that was limited, and this included any explicit attention to modality. Where modality did appear within the materials, it was in two ways; firstly, in the form of evidentials as a way of identifying to the learners how to include citation information in writing, and secondly, through an activity that compares 'confident' and 'tentative' language. In the first task, the learners were merely asked to read the explanations as set and were not provided with any accompanying controlled or free practice tasks. In the second task, the usefulness of comparison is limited without any accompanying discussion or practice on the appropriacy of language choice (for example, the semantic prosody of 'confident' having more positive connotations and 'tentative' more negative) and the impact that altering the certainty of statements has on the illocutionary force and therefore intersubjectivity. Overall, the analysis of the language input materials suggests that there is a lack of connectivity between the coursebooks in terms of how modality is taught, the contexts that are used to teach it, and the amount and the type of practice given.

In the skills development sessions given in the afternoon slot three sources are used to help develop the learners' writing skills and knowledge across the three assessed text types. The first of these is EASS Writing, which is used in Modules One to Three and is aimed specifically at developing discursive essay writing skills and the structural moves within them. It is because of this focus on the macro-structural elements of texts that very little attention is given to learning at the sentential level and therefore the domain where modality lives. Modality does appear on one occasion and is via a list of recommended phrases to be used during spoken peer feedback activities on reading drafts of texts. In the lexically based coursebook, EBS, there is no guidance provided on the reasons for the choice of modal devices in the sentences, their associated meanings or illocutionary force. The authors appear to be assuming a certain level of prior knowledge and understanding in this area, however, as a means for developing learner skills in expressing modality in discursive essays, it is not entirely helpful.

The second source to be used in order to develop learner writing skills is a two-hour workshop, designed to focus on the genre of business case study reports. As with EASS Writing, the teaching materials focus on texts at a macro-level and therefore do not consider whether there are any genre specific requirements for the expression of modality. As such, there is no explicit teaching of modality within this session; however, indirectly, modality is used in the model texts that the students use to help them write their own case reports, which they complete for homework.

The third and final source for writing input is provided via AWGS, a twelve-unit coursebook used during Module Four to prepare the learners to write research reports. The attention to modality in this coursebook is much more extensive than the other two writing coursebooks and is designed with particular attention given to modality in a written academic context. The learners are introduced to the concept of academic writing in Unit One and are introduced to the concept of intersubjectivity and how to reduce informality. In Unit Four, considerable assistance is provided on how to moderate or qualify a claim, and this is followed up in Unit Five by attending to the impact that the choice of reporting verb has on subsequent illocutionary force, and that the choice of reporting verbs is discipline specific. The focus on discipline specific lexis is carried over into Unit Six, the final unit where modality is explicitly taught, and where the learners are introduced to the terms 'evaluative language', 'hedging' and 'scholarly expectations and values', and a comparison is made with language expressions that cut across disciplines and those of the 'soft fields' and the 'hard sciences'. At focus in this unit is the concept of viewing evaluative language (in this case evaluative adjectives) as a dynamic system, moveable on a scale from very positive to very negative.

In reviewing the preparation that the amateur writers had before completing their assessed writing, the analysis showed that the main focus is on the structural moves of each text type. When modality is taught, it is frequently separate from the teaching input given on writing the genre types, and is mostly focused on forming personal opinions in a spoken context, or is provided as language suggestions with no follow up practice. The exception to the rule is AWGS, as detailed above and noted further below. This disconnect may explain some of the crossover in the presence of highly personalised language and the use of strong opinions and recommendations in the amateur writer essays, as well as other factors including the essay question, the timed nature of the assessment, and the inability to include external sources. The restricted assessment type could encourage the learners to use already established knowledge in the use of modality, which at the IELTS 5.5 band would not typically go beyond the use of modal verbs as well as some knowledge of related functions. The learners clearly demonstrate an understanding of a need to express modality, but remain uncertain with regards to the appropriacy of its use (as noted by the high standard deviation scores recorded against amateur writers for this text type), and, as a result, over-use modality

in essays with a preference for median to high value modulated language with modal verbs. In business case study reports, only one detailed input session on this genre type is provided prior to completing the assessed task and again the focus is on the structural moves within this text type. The language instruction leading up to the case study assessment encourages learners to use *should* and *need* when making strong recommendations and prioritising, but only lower value modality when attempting to save face. Given that the assessment rubric (see section 3.5.4) asks the learners to identify problems and provide solutions, it is not unexpected that these language exponents figure highly in the preferred language use for this genre type. As mentioned above, although the teaching of the genre of research reports and modality is much more interconnected, the timing of the explicit teaching of modality means that the amateur writers only receive one input session (Unit Five) prior to submitting their assessed research reports. The amateur writers do, however, receive detailed written feedback on an assessed research proposal, as well as one-to-one conference sessions with their class tutors. These additional sessions appear to help re-align the learners' expression of modality, with notable reductions in the use of meanings of modulation and the corresponding increase in modalization. Although some differences in frequency of use of lexicogrammatical choice, distribution of orientations and values still exist in the expression of modalization, it is in modulation that alignment is closest with a near perfect match. This shows that, in part, by the end of the 20-week programme, the learners understand the need to moderate their assertions and are actively doing so. Although there still remains some work to be done in this area, when compared with the first written assessments, it is clear that changes in language preferences are more in line with expectations.

The conclusions made here and the ability to make the link between the teaching materials and the analysis of modality in the expert and amateur texts have been possible due to the strength of the definition of modality adopted in the thesis. It further confirms its usefulness to pedagogy and teaching practice.

6.2.3 Findings Related to Tutor Cognition on Modality

The impression from the textbooks and texts was that modality is marginalised as a language feature. The aim of the interview analysis was to get a feel of the underlying tutor beliefs to see if they also project that idea and this is indeed the conclusion that was made.

The interviews highlighted varying degrees of comfort, expertise and familiarity with regards to modality and this was reflected in how the tutors described their approach to the teaching of modality in the classroom, their beliefs regarding the design of the programme, the materials they were expected to use, their cognitions about themselves as teachers and also about how they assess students' writing for instances of modality. Institutional exigencies

dictated to a large extent what is taught and when through a highly prescriptive programme syllabus and through an assessment regime that did not promote the effective use of modality until the final module. The tutors also do not recognise the vital contribution that modality makes to the academic expression within texts, and as a marker of difference across genres, by not including it as a criterion for assessment. The use of inappropriate material in the first two modules which focused on spoken modality, and the apparent leap in the amateur writers' progress when they are given appropriate textual models and relevant coursebook input at the end of the last module, suggests that if tutors and course managers were more aware of modality's importance and its range of realisations throughout the course, they may be able to select more appropriate materials and/or override or counteract the misleading focus of the materials.

It should be recognised, however, that contextual restraints which contribute to the marginalisation of modality are not committed with any form of intention or wilful discrimination. Rather, it reflects much wider movements within the field of EAP material development, which focusses on genre pedagogy from a macro-structural perspective at the expense of lexicogrammatical choices within them. It also reflects the demands placed on the pre-sessional programme designers from multiple external stakeholders such as the receiving departments who expect students to be well prepared and immediately ready to embark on their studies, to the central university who dictates resource availability, and external accrediting institutions such as the British Council and the British Association for Lecturers in English for Academic Purposes (BALEAP), in meeting the standards needed for accreditation. Finally, demands are also made from the constantly changing priorities of central government in terms of restrictions placed on international students regarding their visas (Tier4) and the corresponding eligibility of the teaching organisation as a recognised Tier 4 Sponsor Centre. All of these factors also contribute to the day to day running of the pre-sessional programmes.

6.3 Contributions and Implications

6.3.1 Theoretical Implications

The findings from this research have a number of theoretical implications. First among these is the contribution this thesis makes to research on learner expression of modality. To date, there is very little research that analyses modality from a functional perspective and even less research that focuses on learner expression of modality from a functional perspective. A preference is given to the emphasis of epistemic modality in the literature focusing principally on linguistic elements that are used to describe textual organisation according to the writer-reader relationship, such as stance creation, identity and metadiscourse (Hyland, 2005a; 2005b, Akbas & Hardman, 2017). SFL takes this further as it views language as a social

construct that operates at multiple interconnected levels. It is based on the premise that context is key to language expression and therefore genre and register are an integral part to any textual analysis. The research has demonstrated how the definition of modality adopted in this research, based on a systemic functional approach, has been effective for theory creation to analyse modality in amateur writer texts. Through its systems framework, it considers, as far as possible, all lexicogrammatical choices that a writer makes, it provides evidence of the breadth of resources that a learner writer taps into, including detailed information on the type of modality used (including related sense groupings), but also includes information on how illocutionary force, subjectivity and objectivity, implicitness and explicitness are operationalised.

A further contribution to knowledge in the expression of modality is its contribution to research on non-epistemic modalities, which are under-researched. By considering both modalization and modulation, it is possible to view all of the processes involved in the creation of the whole of the amateur and expert texts thus ensuring objectivity in the research design and allowing data to be captured that would otherwise be overlooked. This goes far beyond the usual detail given to students on modality and shows that all types of modality are important in the understanding of learner language expression.

The findings of the research contribute to theory creation in developing knowledge of language choice across genres of one discipline as opposed to one genre across disciplines. This is important as the amateur writers are required to have knowledge and control of multiple genres within their chosen degree programmes if they are to be successful on their programmes of study. This research provides important insights at clause level on what that involves and identifies where on the interlanguage continuum the amateur writers are at the various assessment points.

6.3.2 Methodological Implications

As a methodological contribution, this thesis has demonstrated the strength and effectiveness of using triangulation as a means of analysing the processes that cumulatively influence the choices learners make when writing academic texts and reveals their level of preparedness to complete their assessed writings. It has shown that learner language choice appears to be associated with the content as presented in the teaching materials, as well as the cognition of the programme tutors and additional influences caused by the constraints as presented by the institutional context. They all confirm how it is possible to marginalise modality as a taught item, as an element that is actively assessed, and as an element that is focused on for feedback.

The ability to analyse modality across the three datasets used in this research has been made possible by the use of a definition of modality that is clear and rigorous enough to cover multiple types of modality and sense groupings and phraseological preferences within them. By employing a bespoke annotation instrument (the MAI, Appendix I), this information has been translated and extended into a combined visual and computational analytical device, allowing detailed and in-depth statistics to be generated, thus allowing direct comparisons of all the elements of modality to be made across text types and types of writer.

6.3.3 Pedagogical Implications

The Language Centre pre-sessional programmes are intricately designed to fuse the academic learning needs of students with a variety of proficiency levels (from IELTS 5.0 to 6.0) from multiple disciplines (Business School, Life and Health Sciences, Engineering), across numerous areas of study (UG, PG, PhD, year abroad) and with a syllabus which combines General English and ESP. The over-riding design is a genre-based approach and the route through the programmes involves a system of multiple interconnecting pathways which all link to a 'common core'. The 'common core' design is common in pre-sessional programmes where cross-disciplinary generic language skills are taught before splitting off into specialisms once the basics of English grammar have been taught (Hyland, 2018a, p.390). However, determining what language items should be included in a 'common core' is not straightforward as readers will expect things to be done in a certain way and to a certain extent and this differs according to discipline (Hyland, 2004). Students enrolled on the 20-week pre-sessional programme receive the most General English instruction, occupying the first eight weeks of language input, with an ESP focus during the remainder of the programme. However, the research findings suggest that modality is marginalised from the instruction of academic writing, particularly in the first three modules, in favour of providing instruction on writing genres and the rhetorical moves within them. This is problematic, as Kuzborska & Soden (2018, p.79) point out: 'as students progress into advanced levels of writing in their target disciplines and are expected to engage with their audience, they need to develop and confidently utilise a wide range of rhetorical strategies to make their communication successful'. Modality is a crucial part of audience management and engagement and, therefore, developing learner skills in this area is key to their success. In order to aid in that success and enhance the learning experience for the students enrolled on the programme in developing their knowledge and practice of modality across written genres, there are a number of changes that can be implemented and a number of approaches that can be adopted. More specifically, modifications can be made first of all to the course content, and secondly, to the assessment and feedback.

6.3.3.1 Course Content

An easy implication from this research, as with any CIA, is to say simply teach more or less of the features of modality that are under- or over-used. However, the usefulness of that approach is limited in so far as it does not consider the circumstances in which a more proficient writer would use a particular construction or language item or what alternatives are available (Hunston, 2002, p.208), and this is precisely when one modification can take place. The findings generated by an analysis based on the definition of modality used in this research have been hugely effective in showing that the learners understand the requirement to use modality in their writing, however, teaching on modality in the programme, especially in Modules One to Three, could move away from assuming that the learners have already acquired the appropriate knowledge and more into identifying and practising the linguistic resources that successful writers use, taking into account the disciplinary requirements and norms and therefore combining EAP with academic literacies, as suggested by Wingate and Tribble (2012). One way to do this is to actively adopt Halliday's (1985) and Halliday and Matthiessen's (2004, 2014) systems model to raise awareness of the components involved in the expression of modality. Arús (2008) presents a sample lesson of how this can be utilised to examine expressions of probability in a General English context at B2 level of proficiency through awareness raising tasks. Although not entirely relevant to academic writing, as it excludes orientations of modality from the analysis, it could be easily adapted. Of particular interest is their 'network of the day' concept (Arús, 2008, p.374; see Figure 6.1) where learners build up a visual bank of classifications in a workbook for future reference, listing key lexicogrammar with associated semantics whilst avoiding complex terminology. The systems model can be used as the basis of follow up exercises, review and even feedback on assignments and assessments.

Figure 6.1 Modality 'network of the day' sample classroom activity

That aside, the approach adopted by Arús (2008) can be usefully combined with other sources of language awareness approaches, such as the 'Write Like a Chemist' project (Robinson, Stoller, Constanz-Robinson, & Jones, 2008), where learner writers are required to read texts from the target disciplinary genres as the basis of their language development. Exemplars from the BAWE corpus, or from this research, could be used as the basis for comparison with their own texts. Corpus frequency information for the BAWE corpus, in the form of lists of lemmas and separated according to discipline, is readily available for public use online and is provided with Coxhead's (2000) 2,000-word Academic Word List, for comparison. On completion of the current research, the texts that form the basis of the AWC will also be freely available as a resource for staff and students to use. Frequency information can be used to instil a data-driven element to the design, providing insights on preferences and frequencies of use. Analysis of concordance lines formed by examining 'key words in context' (KWIC) can provide more qualitative analysis for modal items and sorting the data to focus on lexicogrammar to the left and right of the key word can be used to identify phraseological patterns of use. The learners can be asked to notice any similarities and differences between their writing and the writing in the examples, with the systems model being used to help break down and interpret the uses further. This can be extended and facilitated by tagging the corpora for parts of speech and sense groupings, although automatic tagging of learner corpora can be hampered by spelling errors or non-standard sentence constructions which then require a significant element of manual checking. 'Keyness' can be used to compare the corpora statistically in order to identify any significant differences. The texts that are analysed as the basis of this study could be used to create micro-corpora from which comparisons can

be made. Adopting an explicit approach to the instruction on modality has been shown to have a positive impact on short and long-term acquisition (Fordyce, 2014).

The 'Write like a Chemist' project highlights the importance of (academic) 'culture' in language expression. Hinkel (2005) already highlighted how overly-modulated language can be the result of a learner's socio-cultural background influencing language choice. Discussions on cultural expectations and cultural differences can be used to help understand the disciplinary, register and genre requirements in academic texts. For example, a simple introduction could be to increase attention to teaching the differences in register between speaking and writing, showing how the relationship is not so much dichotomous but more reflected as a continuum, with examples of text types and descriptions of typical features of them that would fit along the line from 'more written' to 'more spoken'. The BAWE corpus, and its partner corpus, the British Academic Spoken English (BASE) corpus, could be used effectively in this regard. This could be developed by considering the multi-dimensional analysis results from Nesi and Gardner (2012) (discussed further in section 6.4) in providing a benchmark for identifying visually and statistically how different genres of texts compare in terms of how informational, narrative, situational, persuasive and impersonal the writings are.

However, for all the implications noted above to be most effectively implemented, it would be important to review the general structure of the syllabus with a view to reducing the General English element and the reduction/adaptation and/or replacement of the commercially available textbooks as the basis for teaching input with more locally focussed and developed materials. This would require investment in terms of resource, but there are a number of reasons why it would be a preferable move. First of all, EAP is a high stakes activity for the learners who are short on time and who are making a considerable financial investment in order to achieve their goal of obtaining a place on their chosen degree programmes (Alexander, 2012). There is much to be said by focussing immediately from the beginning of the programme on developing learner skills in order to equip them to perform appropriately in academic settings. The findings of this research show that due to competing agendas, objectives and ideologies, the coursebooks do not naturally blend into and complement each other, meaning that conflicts (and potential confusion) arise in the language requirements of having to conform to the norms required in the General English classes in the morning sessions and then switch to the norms of academic skills in the afternoon. This goes further in that the morning language coursebooks also mix some tasks with academic writing. As stated previously, IELTS preparation does not adequately prepare learner writers for the different genres of writing they will be expected to complete in their university degree programmes (Moore & Morton, 2005; Trenkic & Warmington, 2017). For that reason, developing appropriate skills and providing as much practice as possible from the start of the course and linking into longer-term objectives that carry through the degree programme to literacy practice, which

have all been shown to positively affirm learner writer identity (Cummins, 2014), on year-round sessional programmes, could be hugely beneficial to the learner writers.

6.3.3.2 Assessment and Feedback

Pre-sessional programme assessments have a 'double duty' that they must perform, 'to assess the students for certification or progression and to help them learn' (Seviour, 2015, p.88). However, for them to achieve that '[it] is hardly fair to give students a timed writing task without any other texts for input or modelling, and then expect them to perform like professionals or native speakers' (Ädel, 2008, p.49). Indeed, building on results from Altenberg (1997) which made a link between lack of awareness of register, task setting (time available to write) and inter-textuality (the ability to integrate information from external sources), Ädel (2008) discovered that lack of access to supporting materials created a situation where the learners focussed more on themselves and their own experiences, producing texts that were more informal and narrative than formal and argumentative. When compared with students who had access to supporting materials, and examined in untimed conditions, there was noticeably less writer involvement, matched with an increase in formality and more successful argumentation. Kroll (1990) also showed that, by allowing learner writers to write at home instead of in class, scores on rhetorical competency of ESL in the writing of his participants rose by 50%. The analysis of the Module One and Two texts, which were timed and unseen, showed that the writers were effectively writing in a vacuum and, in-line with Ädel's (2008) findings, were being forced to write about their own experiences and interpretations. However, analysis of the Module Four texts (untimed and written at home) showed that the rhetorical features of modality were much improved and in line with the expert writer text language expression, particularly in the use of phraseological constructions used to integrate evidentiality, thereby suggesting agreement with Kroll's assertions. In the timed assessments, the learner writers were unable to consider more complex modal constructions, thus resorting to what they knew, and what they had practised extensively in the teaching materials, which were modal verbs and semi-modal verbs projecting meanings of modulation. Therefore, a vital implication from the findings of this research would be to review the types of assessment employed and their associated task settings in order to promote untimed writing, writing that can be completed at home, and writing which gives the possibility of including external sources. There is the risk of course that this may promote more cases of academic misconduct, such as plagiarism or collusion, and given the increase in the use of online essay mills, this could be an attractive alternative for those who are prepared to take the risk. However, this can be off-set by combining a timed element with an untimed element, thus reducing the impact that any cheating may cause. Unlike the assignments for Modules One to Three, which were

handwritten, all Module Four assignments were uploaded to the plagiarism software Turnitin and no cases of misconduct were reported.

An alternative to this would be to recommend that the programme move to adopting a fully dynamic assessment approach (Shrestha & Coffin, 2012) where learners are integrated into the assessment process through formative assessments, regular feedback, and working with the marking criteria. Huot (2002, p.78) argues that it is important that assessments have a non-assessed formative element that reflects and links directly to the summative assessment that will take place, as it is not sufficient to teach writing without teaching students the process of assessment. Boud and Falchikov (2006, p.508) take this point of view further by stating that feedback from the formative assessments should be based on the same criteria that will be used in the summative assessment. Both Huot (2002) and Boud and Falchikov (2006) believe that articulating the assessment criteria and facing the reality of what it entails can be extremely empowering. Further to this, Handley and Williams (2011, p.106) found that providing students with exemplar assignments annotated with feedback before submission of final assignments was highly valued and helped deepen the students' understanding of the assessment criteria, as well as allowing them to develop their own skills of self-assessment. A modification of a written formative task regime could be the approach adopted in Seviour's (2015) research, carried out on a 6-week pre-sessional programme in the UK, which reported on the use of summatively assessed 'feedback vivas' as part of a broader rethink of the assessment processes in an attempt to create assessment practices that support learning. The feedback viva was weighted at 15% of the final mark for the written element of their overall assessment and came at the end of two draft phases of writing (the first was a draft plan, and the second was a first draft of an essay) and provided an opportunity for the tutors to discuss with their students the feedback they had received and their intentions for improving their essays. The author felt that a weighting of 15% was considered to be high enough not to be overly-threatening to the students and therefore it was hoped that it would prove productive for reinforcing learning versus as a mean for judging them. The overall results were positive; however, Seviour reported that extending this kind of assessment across longer programmes and beyond one genre of writing would be extremely resource intensive and would therefore need careful consideration before embarking on such an option. The benefits of discussing individualised feedback in student-tutor conference sessions are discussed in Bitchener, Young and Cameron (2005), who note that they are more effective than written corrective feedback alone (p.194). Integrating tasks such as this into wider discussions in student-tutor conferences would demonstrate the importance of the dialogic nature of on-going interventions as collaboration, which would allow the tutors to assess the abilities of the learners while promoting them at the same time.

Despite the discussion on providing marking criteria, integrating it into formative assignments, and empowering students with the knowledge of what to expect, there is added difficulty of tutor interpretation of the criteria as overly vague terminology, such as 'critical thinking' or 'analytical skills', can prove to confuse rather than inform. Indeed, as Lancaster (2014) has shown, there is sometimes a misalignment between what the marking criteria states, and the subsequent feedback provided, showing that even among the markers, there is also confusion. The tutors on the pre-sessional programme reported their inability to assess modality based on the existing marking criteria, as it was not featured as a discrete element within it. Modality is assumed to be part of broader categories of 'critical thinking/analysis' in Modules One to Three, and 'style' in Module Four. The difficulty of using such categories is complicated by the tasks being set, for example, marking students on critical thinking and analytical skills on a topic that asks for a personal opinion and does not allow the writer to carry out research or integrate external sources does not take into account the integrated nature of a text and it ultimately gives a message to students that 'form' trumps 'content'. The marking criteria therefore are not appropriate for the task being set. Given the importance of modality as a means of establishing writer identity, stance creation and a reflection of an understanding of the disciplinary and genre related communicative norms, frequently discussed above, it would seem only reasonable that greater attention is given to modifying the criteria to reflect this, but also that this be backed up with support and training from course managers in order to ensure clarity in understanding the terminology across markers. The first step in this process would need to be to redesign the criteria according to the task being set, so that it more accurately reflects what students are being asked to do.

6.4 Limitations and suggestions for future study

There are a number of limitations which should be acknowledged and addressed, and suggestions for how future research could address them will be discussed below:

6.4.1 Generalisability

It is important to recognise that the results of this research are limited to the contexts and students that formed the corpora. Although the writers that form the AWC could be said to be fairly typical of the type of students that enrol on longer pre-sessional programmes, the results generated from their work are not generalisable to the whole UK pre-sessional community. The limited number of texts used to create the AWC and the EWC meant that the original research design which aimed to facilitate a large corpus study could not be taken forward. Despite creating a large learner corpus, the actual number of usable texts was severely limited by the lack of suitable participants across all modules and by the availability of expert texts

representing the genre and discipline – this does not seem to have impacted the ability to compare language choice across genres and between types of writers.

Future research could aim to expand the number of texts in the AWC to focus specifically on essays and case studies which are more highly represented in the BAWE corpus.

6.4.2 Comparability

The current research design contrasts types of writers according to genres within a specific discipline. Not only that, the make-up of the AWC is top heavy with a dominant Thai composition (n=5) with an additional two students from a Chinese heritage background. This design does not take into account the influence of a writer's L1 on their decision-making process and therefore limits the scope of comparability between L1 groups and with other learner academic corpora. Future research could tap into the more extensive learner corpus which was created through the data collection phase of this research and which the AWC forms part of, by comparing the differences within one genre between the larger L1 groupings. The largest of these groups being Chinese, Thai and Arabic. Granger's (2002) CIA framework assumes a design that includes a comparison of NS/NNS texts as well as NNS/NNS in order to highlight both differences between amateur and expert writers and learners from different L1 backgrounds. The limitations of available texts from BAWE will limit the types of text that are compared, but the composition of the complete learner corpus suggests that a CIA would be possible.

Linked to the issue of comparability is the impact on the findings of including timed and untimed assessed writings versus only untimed writing for assessments. As Weigle and Friginal (2015) point out, texts produced under timed conditions can result in texts that are different to those produced with no time constraint. Although this is an important consideration and is not a preferable research scenario, using texts from both types of assessment reflects the actual classroom situation; it is an integral part of the lived experiences of the students enrolled on the programme and as such its use is warranted. However, caution should be exercised when interpreting the results in such circumstances and any future research which aims to contrast these learner texts should also aim to include the same task settings in order to ensure comparability.

A further issue to take into account is the difference in writing question prompts which led to the production of the amateur and expert texts and its impact on language choice. Oliver (1995) found that the quality of student writing was directly affected by the type of question prompt. The ideal situation would be to design a regime that included examples of texts where the amateur and expert writers have attempted to answer the same question prompt.

6.4.3 Interpretability

The findings from this research allow the development of benchmarks for expression to be created in terms of the linguistic choices that successful student writers make when marking their texts for modality. However, acting on advice from colleagues with strong quantitative research backgrounds, the limited number of texts used in the analysis meant that the results generated from any statistical analysis would be exploratory. Furthermore, the design of the value-orientation matrix and the presence of some empty cells (i.e. with zero values) meant that multi-variant analyses were also not possible. For those reasons, I introduced a system of colour-coding to show ranges of difference (under 1%, between 1 and 5%, above 5%) to indicate potential over- and under-use in amateur texts. However, as mentioned in section 3.6.1.8, the ranges do not conform to any formal statistical differentiation. An obvious response to this would be for future research to build on the existing corpus and include many more texts in the areas where there are deficiencies (such as an increase in amateur essays and expert research reports). This may mean creating a new corpus from scratch that is more balanced in its design and more representative of texts generated in the Business and Economics disciplines. It would also enhance the design of the research if the expert and amateur writers write about the same topics and under the same settings (that is, untimed). For this to be successful, close collaboration between academic staff within the Business School and pre-sessional tutors would be needed which may take a number of years to develop.

An additional means to add to the interpretability of the quantitative results would be to build on Biber's (1988) multidimensional analysis that Nesi and Gardner (2012, pp.43-48) employed to compare the genre families within the BAWE corpus to identify how informational, narrative, situational, persuasive and impersonal the writing is. By comparing the five dimensions, they were able to plot the distribution of each genre family within them, thus generating a statistical benchmark that can be used to show how close or far apart each genre is on each scale (see Appendix X for the results, adapted to highlight only the genre families of essays, case studies and research reports). This type of information provides further insights into learner writing and that can be used as a complement to other forms of instruction and feedback. An example of how this type of analysis can be put to good effect is Crosthwaite's (2016) study which included a longitudinal multidimensional analysis, using Nini's (2015) Multidimensional Analysis Tagger (henceforth, MAT), to measure the effectiveness of a semester-long EAP course, based on timed and untimed essay and report writing at three data points along the course. His findings showed that there was some movement in writer language expression from 'scientific exposition' (typical in pre-EAP writing) in points one and two, to more 'learned exposition' type writing (usually more formal and focused) at point three, therefore suggesting a positive effect of the EAP course on learner production. Therefore, there is scope to use this type of method here and use the MAT to determine the scores in the

EWC and therefore contribute to results from research based on the BAWE corpus and enhance understanding of differences across levels and disciplines (a current limitation in Nesi and Gardner's results) and provide a benchmark from which to compare other texts (such as those in the AWC) and disciplines. Combined with a larger CIA study, as discussed above, amateur writer scores could also be compared according to varieties of learner English to provide a finer-grained analysis.

The interpretability of the qualitative interviews could also be enhanced by including more ethnographically based data providing for greater 'thick description' (Geertz, 1973). This involves going beyond describing what is there to explaining the nature of the responses to the social context which I can do through recognising my place as an 'insider' within the context. The interviews could also be enhanced by more focussed questioning on teacher cognition of the three genres under investigation. Moreover, discussions with the course director could provide valuable insights into the decision-making processes involved in designing the syllabus. Unfortunately, the programme director was unavailable to take part in the interviews.

6.4.4 The expansive nature of modality

Using SFL as a framework for analysing modality in written texts is an effective tool for examining the multiple elements involved; however, even with SFL's potentiality for enabling in-depth analyses, it is impossible to include all possible expressions of modality, given how widespread modality is within a text and how varied the linguistic devices are that are used to express it. Further research could be carried out to investigate the use of some of these other areas including evidentiality, evaluation and appraisal, metadiscourse and writer identity. In particular, future research could contribute to a growing body of work in interpersonal grammatical metaphor in learner writing (Jiang, 2015; Larsson, 2016; Liardét, 2016, 2018; X. F. Wang, 2010; Wei & Lei, 2011). GM is used to differing degrees across the pre-sessional modules and appears linked to improved writer development as it is a common feature in successful expert writing. These all provide extremely useful insights into writer decision-making from many perspectives.

6.4.5 Learners' lives not just teachers' lives

An important limitation to this study is the absence of the amateur writers' opinions and beliefs about modality across the genres. If included, this could have added an extra layer of insight to the analysis and the understanding of learner interlanguage development. Hyland (2018a) points out that there is a lack of attention given to 'learners' lives' more generally in EAP literature as researchers focus more on the linguistic and rhetorical elements of text description and instruction. It was originally my intention to recruit the learner writers in a series of one-to-

one interviews to ask them about their language choices and their preferences (using their texts as prompts), the effect of their L1 on language choice, what feedback was received, how effective they felt it was, and to gauge whether teaching on the pre-sessional programme had influenced their choices overall. Additionally, I wanted to probe into how they approached the assessments and managed them within their motivations to engage in the learning process. However, due to a lack of interest from the students in this regard, I had to abandon this element of the research design. Future research into learner expression of modality could aim to integrate amateur writer thoughts and beliefs. This would aid considerably in understanding the 'real' needs of pre-sessional writers and therefore impact positively on pre-sessional course design. It would also provide insights into what the learners say about their language abilities and choices and what they actually do in their writing. It would be interesting to see the extent to which they share similar beliefs as the tutors in aspects of the usefulness of instruction and feedback received.

6.4.6 Developments in pre-sessional programme design since 2011

A further limitation to this study reflects the dynamic aspect of pre-sessional programmes to undergo review and the fact that it is very likely that the current iteration of the programme design will differ from that of 2011 when the data for this research was collected. Since 2010, pre-sessional programmes in the UK have undergone a period of rapid change in order to respond to demands from inside and outside universities, including demands from visa requirements to assess all four skills and for programme managers to ensure high progression rates onto the students' chosen degree programmes (Serviour, 2015). It may be of use to the Language Centre if future research analysed the materials being used currently and to determine if/how instruction on modality has changed, and if it has had an impact on the semantics and lexicogrammatical choices of the existing cohorts of amateur writers. A diachronic approach would allow the course managers to reflect on the changes they have made and identify what has worked, what has been of limited value and what further changes could be made.

6.5 Concluding remarks

The aim of this thesis was to analyse the longitudinal development of modality in learner academic writing on a 20-week pre-sessional programme at a UK university. The triangulation of findings obtained from the analysis of three distinct data sets identified the factors involved in influencing amateur writer output in their assessed writing in three academic genres in Business and Economics. A definition of modality was developed through the lens of SFL which helped provide the basis for analysis and allowed for effective comparison and links to

be made between the three data sets. The results showed that there was positive movement in interlanguage development, with the amateur writers more closely matching the expert writers in their lexicogrammatical and semantic choices of modality of the expert writers by the end of the pre-sessional programme. The findings also showed that modality is marginalised as a language item in the teaching materials, in the assessment task types and in the marking criteria, and that the tutors differed in their comfort, expertise and familiarity with regards to modality, therefore exacerbating the situation further. The research concluded by making a series of pedagogical recommendations regarding content and assessment in order to address re-direct some of the attention in academic writing instruction back to modality and to integrate it more explicitly and appropriately within the course design.

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Appendices

Appendix A The 20-week pre-sessional programme: learning aims and objectives

		Module One	Module Two	Module Three	Module Four
A Knowledge and understanding					
A1	the lexis of English required to achieve an IELTS level of 6.5 in reading and listening and 7.0 in writing and speaking	✓	✓	✓	✓
A2	the grammar of English required to achieve an IELTS level of 6.5 in reading and listening and 7.0 in writing and speaking	✓	✓	✓	✓
A3	the role and importance of word stress, sentence stress and intonation in spoken English		✓		
A4	the role and importance of register and style in written English		✓		
A5	the nature and features of full-length academic lectures delivered in English (e.g. identifying the parts of a lecture, recognising transition markers, identifying importance markers, guessing the meaning of unfamiliar words from context), including those related to their future academic discipline			✓	✓
A6	the nature and features of full-length academic texts written in English, including those related to their future academic discipline			✓	✓
A7	the nature of plagiarism and collusion and their consequences			✓	✓
B Cognitive/intellectual skills					
B1	construct arguments	✓	✓	✓	✓
B2	present information coherently	✓	✓	✓	✓
B3	self-evaluate and use this skill to target areas needing improvement	✓	✓	✓	✓
B4	critically evaluate sources of information			✓	✓
B5	read and listen in order to identify underlying meanings and opinions as well as transparent key points in complex written and spoken texts				✓
C Subject-specific skills including practical/professional skills					
C1	produce cohesively and coherently written discursive essays in English	✓			
C2	deliver effective group presentations in English	✓			
C3	understand a variety of spoken and written texts in English at an IELTS level of 6.5	✓	✓	✓	✓
C4	produce cohesively and coherently written answers to exam questions in English		✓		
C5	deliver effective individual presentations in English		✓		✓

(Continued overleaf)

Appendix A (Cont.,) The 20-week pre-sessional programme: learning aims and objectives

		Module One	Module Two	Module Three	Module Four
C Subject-specific skills including practical/professional skills (Cont.,)					
C6	manage their own language learning more efficiently and effectively		✓		
C7	produce cohesively and coherently written reports in English			✓	
C8	play an active role in academic discussion in English			✓	
C9	express themselves in speech and in writing using some of the language of their future academic discipline			✓	✓
C10	produce cohesively and coherently written research proposals in English				✓
C11	produce cohesively and coherently written research reports in English				✓
C12	express themselves in speech and in writing using language that is formal, objective, explicit and hedged				✓
D Transferable skills					
D1	give an oral presentation in a group	✓			
D2	write discursive essays	✓			
D3	work effectively as part of an intercultural team	✓	✓	✓	✓
D4	give an individual oral presentation		✓		✓
D5	write answers to exam questions		✓		
D6	apply the principles of independent learning		✓		
D7	play an active role in seminar discussions			✓	
D8	write case study/laboratory/technical reports			✓	
D9	use the Harvard Referencing System or Vancouver Referencing System			✓	
D10	write research proposals				✓
D11	write research reports				✓
D12	use the library catalogue				✓
D13	use electronic sources of data/information				✓
D14	conduct independent research				✓

Appendix B The 20-week pre-sessional programme: Weekly teaching input schematic

| Coursebook Titles | English Language Development | | | | | | | | English in Academic and Professional Contexts | | | | | | | | | | | |
| | Module 1 | | | | Module 2 | | | | Module 3 | | | | Module 4 | | | | | | | |
Week:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Language Leader Advanced (Cotton et al, 2010) DAILY INPUT	U1	U3	U4	U6	U7	U9	U11	U12												
EASS Reading (Pallant, 2009)		Intro	U1	U1	Bank Hol.	U2	U2	U3	U4	BCSW*	U5	U6								
EASS Writing (Slaght, 2009)		Intro & U1	U1	U2	U2			U3	U4	U5	U6	U7								
EASS Listening (Campbell & Smith, 2009)		Intro & U1	U2	U2	U3	U4	U5	U6	U7	U8										
EASS Speaking (McCormack & Watkins, 2009)		Intro & U1	U1		U2	U2 (+ intro U6)	U3		U4	U5	U5	U6								
English for Business Studies (Walker & Harvey, 2008) DAILY INPUT									U1	U2	U3	U4	U5	U6	U7	U8	U9	U10	U11	U12
Academic Writing Skills for Graduates (Swales & Feak, 2004)													U1	U5	U7	U2	U3	U8	U4	U6
Passport to Academic Presentations (Bell, 2008)													U1	U2, U3				U4, U5		

Coloured rows are textbooks that focus on developing general language and/or writing skills and form the basis of the materials analysis
BCSW*: Business Case Study Workshop

Appendix C The 20-week pre-sessional programme: Daily teaching input schematic

Module	Week	Day	AM (10.00 – 12.00)	PM (1.30-3.30)
One	**1**	**M**	Grammar, Vocabulary & Communication Skills: *LLA* Unit 1	n.a.
		T	Grammar, Vocabulary & Communication Skills: *LLA* Unit 1	n.a.
		W	Grammar, Vocabulary & Communication Skills: *LLA* Unit 1	n.a.
		T	Grammar, Vocabulary & Communication Skills: *LLA* Unit 1	n.a.
		F	Grammar, Vocabulary & Communication Skills: *LLA* Unit 1	*(Private Study)*
	2	**M**	Grammar, Vocabulary & Communication Skills: *LLA* Unit 3	Academic Reading Skills (EASS Reading: Introductory unit)
		T	Grammar, Vocabulary & Communication Skills: *LLA* Unit 3	Academic Writing Skills (*EASS Writing*: Introductory unit & Unit 1)
		W	Grammar, Vocabulary & Communication Skills: *LLA* Unit 3	Academic Listening Skills (EASS Listening: Introductory unit & Unit 1)
		T	Grammar, Vocabulary & Communication Skills: *LLA* Unit 3	Academic Speaking Skills (Introductory unit & Unit 1)
		F	Grammar, Vocabulary & Communication Skills: *LLA* Unit 3	*(Private Study)*
	3	**M**	Grammar, Vocabulary & Communication Skills: *LLA* Unit 4	Academic Reading Skills (EASS Reading Unit 1)
		T	Grammar, Vocabulary & Communication Skills: *LLA* Unit 4	Academic Writing Skills (*EASS Writing* Unit 1)
		W	Grammar, Vocabulary & Communication Skills: *LLA* Unit 4	Academic Listening Skills (EASS Listening Unit 2)
		T	Grammar, Vocabulary & Communication Skills: *LLA* Unit 4	Academic Speaking Skills (EASS Speaking Unit 1)
		F	Grammar, Vocabulary & Communication Skills: *LLA* Unit 4	*(Private Study)*
	4	**M**	Grammar, Vocabulary & Communication Skills: *LLA* Unit 6	Academic Reading Skills (EASS Reading Unit 1)
		T	Grammar, Vocabulary & Communication Skills: *LLA* Unit 6	Academic Writing Skills (*EASS Writing* Unit 2)
		W	Grammar, Vocabulary & Communication Skills: *LLA* Unit 6	Academic Listening Skills (EASS Listening Unit 2)

		T	Grammar, Vocabulary & Communication Skills: *LLA* Unit 6	Assessed Presentations
		F	**Assessed Writing: Short Essays (Timed, Unseen)**	*(Private Study)*
Two	**5**	M	**BANK HOLIDAY: NO CLASSES**	**BANK HOLIDAY: NO CLASSES**
		T	Grammar, Vocabulary & Communication Skills: *LLA* Unit 7	Academic Writing Skills (*EASS Writing* Unit 2)
		W	Grammar, Vocabulary & Communication Skills: *LLA* Unit 7	Academic Listening Skills (EASS Listening Unit 3)
		T	Grammar, Vocabulary & Communication Skills: *LLA* Unit 7	Academic Speaking Skills (EASS Speaking Unit 2)
		F	Grammar, Vocabulary & Communication Skills: *LLA* Unit 7	*(Private Study)*
	6	M	Grammar, Vocabulary & Communication Skills: *LLA* Unit 9	Academic Reading Skills (EASS Reading Unit 2)
		T	Grammar, Vocabulary & Communication Skills: *LLA* Unit 9	Launch Reflective Diary
		W	Grammar, Vocabulary & Communication Skills: *LLA* Unit 9	Academic Listening Skills (EASS Listening Unit 4)
		T	Grammar, Vocabulary & Communication Skills: *LLA* Unit 9	Academic Speaking Skills (EASS Speaking Unit 2 + Introduction to Unit 6))
		F	Grammar, Vocabulary & Communication Skills: *LLA* Unit 9	*(Private Study)*
	7	M	Grammar, Vocabulary & Communication Skills: *LLA* Unit 11	Academic Reading Skills (EASS Reading Unit 2)
		T	Grammar, Vocabulary & Communication Skills: *LLA* Unit 11	Referencing and Reflective Diary Aims
		W	Grammar, Vocabulary & Communication Skills: *LLA* Unit 11	Academic Listening Skills (EASS Listening Unit 5)
		T	Grammar, Vocabulary & Communication Skills: *LLA* Unit 11	Academic Speaking Skills (EASS Speaking Unit 3)
		F	Grammar, Vocabulary & Communication Skills: *LLA* Unit 11	*(Private Study)*
	8	M	Grammar, Vocabulary & Communication Skills: *LLA* Unit 12	Academic Reading Skills (EASS Reading Unit 3)
		T	Grammar, Vocabulary & Communication Skills: *LLA* Unit 12	Academic Writing Skills (*EASS Writing* Unit 3)
		W	Grammar, Vocabulary & Communication Skills:	Academic Listening Skills (EASS Listening Unit 6)

			LLA Unit 12	
		T	Grammar, Vocabulary & Communication Skills: *LLA* Unit 12	Assessed Presentations
		F	**Assessed Writing: Long Essay (Timed, Unseen)**	*(Private Study)*
Three	9	M	Subject Specific English for Academic Purposes *EBS* Unit 1	Academic Reading Skills (EASS Reading Unit 4
		T	Subject Specific English for Academic Purposes *EBS* Unit 1	Academic Writing Skills (*EASS Writing* Unit 4)
		W	Subject Specific English for Academic Purposes *EBS* Unit 1	Academic Listening Skills (EASS Listening Unit 7)
		T	Subject Specific English for Academic Purposes *EBS* Unit 1	Academic Speaking Skills (EASS Speaking Unit 4)
		F	Subject Specific English for Academic Purposes *EBS* Unit 1	*(Private Study)*
	10	M	Subject Specific English for Academic Purposes *EBS* Unit 2	*Business Case study Workshop*
		T	Subject Specific English for Academic Purposes *EBS* Unit 2	Academic Writing Skills (*EASS Writing* Unit 5)
		W	Subject Specific English for Academic Purposes *EBS* Unit 2	Academic Listening Skills (EASS Listening Unit 8) + Portfolio Listening Test
		T	Subject Specific English for Academic Purposes *EBS* Unit 2	Academic Speaking Skills (EASS Speaking Unit 5) + Portfolio Writing Test (Unseen essay)
		F	Subject Specific English for Academic Purposes *EBS* Unit 2	*(Private Study)*
	11	M	Subject Specific English for Academic Purposes *EBS* Unit 3	Academic Reading Skills (EASS Reading Unit 5) + Portfolio Academic Vocabulary Test
		T	Subject Specific English for Academic Purposes *EBS* Unit 3	Academic Writing Skills (*EASS Writing* Unit 6)
		W	Subject Specific English for Academic Purposes *EBS* Unit 3	Portfolio Group Presentation
		T	Subject Specific English for Academic Purposes *EBS* Unit 3	Academic Speaking Skills (EASS Speaking Unit 5) Unit 5
		F	Subject Specific English for Academic Purposes OR fortnightly tutorials *EBS* Unit 3	*(Private Study)*
	12	M	Subject Specific English for Academic Purposes *EBS* Unit 4	Academic Reading Skills (EASS Reading Unit 6) + Portfolio Referencing Test

238

		T	Subject Specific English for Academic Purposes *EBS* Unit 4	Academic Writing Skills (*EASS Writing* Unit 7)
		W	Subject Specific English for Academic Purposes *EBS* Unit 4	End-of-Module Paired Speaking Tests
		T	Subject Specific English for Academic Purposes *EBS* Unit 4	Academic Speaking Skills (EASS Speaking Unit 6) Unit 6
		F	**Assessed Writing: Case Study (Timed, Unseen)**	*(Private Study)*
Four	13	M	Subject Specific English for Academic Purposes *EBS* Unit 5	Academic Writing Skills *AWGS* Unit 1
		T	Subject Specific English for Academic Purposes *EBS* Unit 5	Academic Listening & Speaking Skills Passport to Academic Presentations Unit 1
		W	Lecture: Project Part 1/Academic Writing Skills AWGS Students Units 1	Lecture: Project Part 1/ Academic Writing Skills *AWGS* Unit 1
		T	Subject Specific English for Academic Purposes *EBS* Unit 5	Tutorials
		F	Academic Speaking Skills Mini Presentations	*(Private Study)*
	14	M	Subject Specific English for Academic Purposes *EBS* Unit 6	Academic Writing Skills *AWGS* Unit 5
		T	Subject Specific English for Academic Purposes *EBS* Unit 6	Case Studies
		W	Subject Specific English for Academic Purposes *EBS* Unit 6	Passport to Academic Presentations Unit 2 and Unit 3
		T	Subject Specific English for Academic Purposes *EBS* Unit 6	Academic Writing Skills *AWGS* Unit 5
		F	No classes – students to work on projects	*(Private Study)*
	15	M	Subject Specific English for Academic Purposes *EBS* Unit 7	Academic Writing Skills *AWGS* Unit 7
		T	Subject Specific English for Academic Purposes *EBS* Unit 7	Case Studies
		W	Lecture: Referencing (2 hr lecture – if in lecture then unit 7 in afternoon) Subject Specific English for academic Purposes *EBS* Unit 7	Lecture: Referencing (2 hr lecture – if in lecture then unit 7 in morning) Subject Specific English for academic Purposes *EBS* Unit 7
		T	Tutorials	Academic Writing Skills

				AWGS Unit 7
		F	No classes – students to work on Project	*(Private Study)*
	16	M	Subject Specific English for Academic Purposes *EBS* Unit 8	Academic Writing Skills *AWGS* Unit 2
		T	Subject Specific English for Academic Purposes *EBS* Unit 8	Case Studies
		W	Subject Specific English for Academic Purposes *EBS* Unit 8	Academic Writing Skills *AWGS* Unit 2
		T	Lecture: Project Part 2 & Presentations Subject Specific English for Academic Purposes *EBS* Unit 8	Lecture: Project Part 2 & Presentations Subject Specific English for Academic Purposes *EBS* Unit 8
		F	No Classes – students to work on project	*(Private Study)*
	17	M	Subject Specific English for Academic Purposes *EBS* Unit 9	Academic Writing Skills *AWGS* Unit 3
		T	Subject Specific English for Academic Purposes *EBS* Unit 9	Case Studies
		W	Subject Specific English for Academic Purposes *EBS* Unit 9	Academic Speaking Skills: mini presentations
		T	Lecture: Project Part 2 & Presentations Subject specific English for Academic	Academic Writing Skills *AWGS* Unit 3
		F	No classes – students to work on project	*(Private Study)*
	18	M	Subject Specific English for Academic Purposes *EBS* Unit 10	Academic Writing Skills *AWGS* Unit 8
		T	Subject Specific English for Academic Purposes *EBS* Unit 10	Academic Listening Skills/ Speaking Or Lecture
		W	Subject Specific English for Academic Purposes *EBS* Unit 10	Academic Listening Skills/ Speaking Passport to Academic Presentations Unit 4 and Unit 5
		T	Subject Specific English for Academic Purposes *EBS* Unit 10	Academic Writing Skills *AWGS* Unit 8
		F	**Assessed Writing: Research Report**	*(Private Study)*
	19	M	Subject Specific English for Academic Purposes *EBS* Unit 11 Project Presentations	Academic Writing Skills *AWGS* Unit 4 Project Presentations
		T	Subject Specific English for Academic Purposes *EBS* Unit 11 Project Presentations	Academic Listening Skills/ Speaking Or Lecture Project Presentations

		W	Subject Specific English for Academic Purposes *EBS* Unit 11 Project Presentations	Academic Listening Skills/ Speaking Or Lecture Project Presentations
		T	Subject Specific English for Academic Purposes *EBS* Unit 11 Project Presentations	Academic Writing Skills *AWGS* Unit 4 Project Presentations
		F	Subject Specific English for Academic Purposes/Private Study	*(Private Study)*
	20	**M**	Subject Specific English for Academic Purposes *EBS* Unit 12	Academic Writing Skills *AWGS* Unit 6
		T	Subject Specific English for Academic Purposes *EBS* Unit 12	Academic Listening Skills/ Speaking Or Lecture
		W	Subject Specific English for Academic Purposes *EBS* Unit 12	Academic Listening Skills/ Speaking Or Lecture
		T	Subject Specific English for Academic Purposes *EBS* Unit 12	Academic Writing Skills AWGS Unit 6
		F	Subject Specific English for Academic Purposes/Private Study	*(Private Study)*

Appendix D Marking schemes for assessed writing
Modules One to Three (Essays and Case Studies)

	mark range	structure and organisation of information	critical thinking / analysis	grammar	lexis
Modules One to Three (Essays and Case Study Reports)	**70% and above (10% of programme cohort)** <u>**Outstanding pass; first class honours**</u>	• addresses **all** parts of the task • **skilfully** manages cohesive devices • **skilfully** uses paragraphing	• **excellent** ability to think critically • analysis of a **high quality** demonstrated	• uses a **wide range** of **simple** and **complex** structures with **flexibility** and a high degree of **accuracy** • the **majority** of sentences are **error-free**	• uses a **wide range** of vocabulary to convey **precise** meaning • **skilfully** uses **uncommon** lexical items with **accuracy** in word choice, style, collocation and spelling
	60% and above (40% of programme cohort) <u>**Very good pass; upper second class honours**</u>	• covers **most** of the requirements of the task • uses a range of cohesive devices **appropriately**, although there may be some slight under-/over-use • uses paragraphing **effectively**, but there may be a few minor errors	• **very good** ability to think critically • analysis of a **very good quality** demonstrated	• uses a **variety** of **simple** and **complex** structures, but **some errors** may be evident • produces **frequent error-free** sentences	• uses a **sufficient range** of vocabulary to allow **some flexibility** and **precision** • uses **less common** lexical items with **some awareness** of style and collocation, but may produce **occasional errors** in word choice and/or spelling
	50% and above (40% of programme cohort) <u>**Good pass; lower second class honours**</u>	• addresses the requirements of the task, but only **partially** • can employ cohesive devices, but there may be **noticeable errors** and repetition • uses paragraphing, but there may be some **noticeable errors**	• **good** ability to think critically • analysis of a **good quality** demonstrated	• uses **simple** and **complex** sentences, but **errors** are **frequent** and **noticeable** • makes **some errors**, but they do **not impede communication**	• uses an **adequate range** of vocabulary for the task • uses **common** lexical items with **some awareness** of style and collocation, but produces **frequent errors** in word choice and/or spelling
	40% and above (10% of programme cohort) <u>**Satisfactory pass; third class honours**</u>	• addresses the task, but only **minimally** • makes **inadequate**, or **inaccurate** use of cohesive devices, which affects comprehension • paragraphing is **faulty**	• **satisfactory** ability to think critically • analysis of a **satisfactory quality** demonstrated	• uses only a **limited range** of **simple** structures • makes **frequent grammatical errors** that can cause **some difficulty** for the reader	• uses a **limited range** of vocabulary, but this is **minimally adequate** for the task • uses **common** lexical items, but there may be **noticeable errors** in style, word choice, collocation and/or spelling that cause **some difficulty** for the reader
	39% and below (one or two students from each programme cohort) <u>**Fail; fail degree classification**</u>	• responds to the task, but only in a **very minimal** way • makes **little** or **no use** of cohesive devices • paragraphing is **non-existent**	• **poor** ability to think critically • analysis of a **poor quality** demonstrated	• uses only a **very limited range** of **simple** structures • **significant errors** in sentence construction that cause **serious comprehension problems** for the reader	• uses a **very limited range** of vocabulary, that is **inadequate** for the task • **very faulty** style, collocation, word choice and/or spelling

Module Four (*Research Report*)

A. Physical layout and presentation:

1. Is it the required length?
2. Does it contain the required sections: introduction, literature search, methodology and anticipated problems?
3. Do citations within the text and references in the literature search section follow conventions?

B. Content and organisation:

4. Is the topic introduced and justified effectively?
5. Is at least one clear research question evident?
6. Is there evidence that existing research and data on the same topic is available?
7. Are the sources mentioned in the literature search appropriate?
8. Is an appropriate theory or model mentioned?
9. Is an appropriate research method mentioned?
10. Are anticipated problems discussed effectively?

Mark: / 40

Score each of the 10 questions above from 0-4 as follows:

0 = no
1-3 = yes, but partly
4 = yes, fully

C. Language:

10-12	Language is fully comprehensible despite errors. Little rereading is necessary. Paraphrase is largely successful and a wide range of structures and vocabulary is evident. Cohesion supports the argument well, and style is academic and formal.
7-9	Language is largely comprehensible despite errors. Some rereading may be necessary. Paraphrase may not be entirely successful but a satisfactory range of structures and vocabulary is evident. Cohesion supports the argument, although there may be some misuse, underuse or stylistic inappropriacy. Style is mainly academic and formal, although there may be lapses.
4-6	Language is largely comprehensible despite errors, which may be systematic. Some paragraphs or sentences may require careful rereading. Paraphrase is attempted throughout. Cohesion is attempted, although there is misuse, underuse or stylistic inappropriacy. A formal academic style is attempted in most parts.
1-3	Language errors render significant passages largely incomprehensible. There may be some copying at level of sentence. Cohesion is poor or absent, with misuse, underuse or stylistic inappropriacy. There are serious weaknesses with formal academic style.
0	Extensive copying at level of paragraph or higher.

Allocate a score out of 12 for language and multiply by 5 (12 x 5 = 60)

Mark: / 60

TOTAL: %

Appendix E Modules One to Four writing assignment prompts

Module One: Timed Essay
Write 300 words on the following title:
> *"It is often said that health, wealth and happiness are connected. If someone is wealthy, they are more likely to be healthy and happy. To what extent to you agree with this statement?"*

[1 hour]
Assessment Date: Week 4 of Module One (week 4 of the 20-week pre-sessional)

Module Two: Timed Essays
Answer the following 3 questions, writing 150-200 words in answer to each one:
> *1. "Compare and contrast the skills needed to become a successful businessperson with those needed to become a successful teacher". (150-200 words)*
> *2. "How has technology changed our lives and what have been the positive and negative effects of this? (150-200 words)*
> *3. "Many countries are currently experiencing an economic recession. Explain some of the problems that have resulted from this situation and suggest possible solutions" (150-200 words)*

[1 hour 30 minutes]
Assessment Date: Week 4 of Module Two (week 8 of 20-week pre-sessional)

Module Three: Timed Business Case Study Report
Read the company information below and write a case study report of at least <u>600 words</u>, in which you
> *a) identify some of the problems faced by Valleys Food and Beverage Company, and*
> *b) suggest solutions to these problems.*

[2 hours]
Assessment Date: Week 4 of Module Three (week 12 of the 20-week pre-sessional)

Module Four: Research Report
For your research report, choose an aspect of business or a company that you would like to profile. Write a research report of up to 2,000 words.
Assessment Date/Deadline: Week 6 of Module Four (week 18 of the 20-week pre-sessional)

Appendix F Breakdown of BAWE corpus into disciplinary group and genre families

The following information is taken from The BAWE Corpus Manual (Heuboeck et al., n.d., pp.5-7).

Aston University

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(2)

(3)

Aston University

Illustration removed for copyright restrictions

Appendix G Expert Writer Corpus (EWC) metadata

	BAWE Identifier & Discipline *B=Business;* *E=Economics*	Title	Word count	Text Grade *D=distinction;* *M=merit*	L1	Gender	EWC identifier
Discursive Essays	0073a B	*To what extent does the rise of the 'knowledge economy' reflect fundamental changes in the nature of capitalism and work?*	2170	D	English	F	E-ES01
	0073b B	*To what extent does the reduction in the number of elected union representatives in the French workplace reflect a decline in union influence?*	3320	M	English	F	E-ES02
	0073d B	*How relevant is Marx's labour theory of value in analysing the nature of employment under contemporary capitalism?*	4163	D	English	F	E-ES03
	0124a B	*What implications does human relations have for the organization of work?*	2201	M	Chinese (Mandarin)	F	E-ES04
	0124b B	*Whether worker happiness leads to productivity.*	2889	D	Chinese (Mandarin)	F	E-ES05
Business Case Study Reports	0234b B	*Future of imaging-Kodak*	1819	M	Chinese (Unspecified)	F	E-CS01
	0289e B	*Welsh Bakeries Limited*	1945	D	English	M	E-CS02
	0291a B	*Bricks and Clicks*	1924	D	Chinese (Cantonese)	M	E-CS03
	0291c B	*Technological Innovation and Change*	2506	D	Chinese (Cantonese)	M	E-CS04
	0427b B	*Excess foreign exchange reserves: The Indian case*	2459	M	Hindi	F	E-CS05
Research Reports	0079d E	*Testing Currency Substitution on Argentina with a Vector Error Correction Model*	4038	D	Spanish	M	E-RR01
	0297d B	*Parity Conditions*	2612	M	English	F	E-RR02
	0394a E	*Teenage Smoking*	2732	M	Chinese (Cantonese)	F	E-RR03
	0427a E	*Would a Reduction in educational gaps across countries improve their labour productivity?*	2953	M	Hindi	F	E-RR04
	0431a E	*Determinants of Health: A cross national empirical analysis.*	5321	M	Bengali	F	E-RR05

Appendix H Modality annotation instrument: Pre-interrater analysis

Modality Annotation Instrument *[text identifier]*

Summary of *[enter text identifier]*	

Word Count	
No. of sentences	
No. of clauses	
Instances of Modality (F)	
Instances of Modality (per 100 words)	

P= Probability; U=Usuality; O=Obligation; I=Inclination;
(D)= Direct – Negative polarity on the proposition;
(T)= Transferred – negative polarity on modality

[text identifier]	Modalization (Mod1)			Modulation (Mod2)			TOTAL
	LOW	MEDIAN	HIGH	LOW	MEDIAN	HIGH	
Explicit Subjective							
Implicit Subjective							
Explicit Objective							
Implicit Objective							
TOTAL							

Ex. No.	Sent No.	EXAMPLE (Clause)	TYPE				ORIENTATION				VALUE			POLARITY			COMMENTS
			Mod1		Mod2		ES	IS	EO	IO	Low	Med	High	+	- (D)	- (T)	
			P	U	O	I											
		TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

Appendix I Revised modality annotation instrument: Post inter-rater analysis

Modality Annotation Instrument [text identifier]

Summary of [enter text identifier]

Word Count	
No. of sentences	
Instances of Modality (F)	
Instances of Modality (per 100 words)	

P= Probability; U=Usuality; O=Obligation; R=Readiness;
I=Inclination; A=Ability
(D)= Direct – Negative polarity on the proposition;
(T)= Transferred – negative polarity on modality

[text identifier]	Modalization (Mod1)			Modulation (Mod2)			TOTAL
	LOW	MEDIAN	HIGH	LOW	MEDIAN	HIGH	
Explicit Subjective							
Implicit Subjective							
Implicit Objective							
Explicit Objective							
TOTAL							

Ex. No.	Sent No.	EXAMPLE (Clause)	TYPE					ORIENTATION				VALUE			POLARITY			COMMENTS
			Mod1			Mod2		ES	IS	IO	EO	Low	Med	High	+	- (D)	- (T)	
			P	U	O	R												
						I	A											
TOTAL			0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

250

Student Consent Form

Dear student,

It is very frequently the case that many students find the prospect of reading for a degree in a language that is not their first language, very scary. A number of students say that they worry that they do not have the ability to express themselves as well as they would like to in the other language. Understandably, this can be frustrating to them. In order to assist non-native speaker students overcome some of those fears, pre-sessional courses are designed to guide and present students with similar types of tasks and activities they would be expected to do in their future degree studies. Despite this, even at the end of the courses, some areas of language expression still remain difficult for pre-sessional students to control, and notably among them is the skill of writing.

As part of my PhD, I would like to look at this area in more detail and study how your writing ability develops and progresses through your pre-sessional course. By conducting this analysis, I hope to identify areas in your writing that need more attention. This will help the University to develop the services it offers you, and through feedback, help you feel more confident with your writing by the time you move on to your future degree studies.

In order to do this, I would like to ask your permission to use copies of your course assignments for my research. The course assignments I would like to look at are:

1) assessed essays written in class
2) final written projects

These texts will be used for statistical and textual analysis <u>only</u> and your identity will remain completely anonymous. Participation in this research is <u>not</u> a course requirement and you are completely at liberty to abstain if you prefer. Any decision not to take part will be fully respected.

If you do decide to take part, however, you will be able to take advantage of the following benefits. As a mark of my appreciation to those who agree to participate, I will offer the following:

1. I will give you personalised feedback on the initial level test (the writing test in particular) that you completed.
2. I will offer extra tutorial guidance on writing skills in the form of regular drop-in workshops (dates to be arranged with the course director), in addition to the class tutorials that are already programmed.
3. I will organise an optional extra class for you to come to at the end of the pre-sessional course, to focus on areas of my analysis where your writing skills can be improved.

Please note, these services will be free of charge and will only be available to those students who agree to participate.

If you are willing to participate in my research, please read the form below carefully and sign it in the space at the bottom.

Thank you for your help.

████████

[email address]

Subject consent form

I have read the description of the research project to be carried out by Joe Fagan. I have had the opportunity to discuss it with him and ask any questions I have.

I understand that copies of my assignments will be made available to him for research.

I understand that my name will be kept in confidence and that my identity will not be revealed.

I agree to take part in the study. I understand that I may withdraw from the study at any time, for whatever reason, and if I do, I will inform the researcher.

_____
Signature

_____
Print name

_____
E-mail address

Appendix K Interview ethics consent form

Dear Colleague,

I am currently conducting research on learner writing as part of my Doctoral studies at ▮▮▮ University and am interested in examining both student and teacher approaches to it. In order to give the research a finer focus, I am looking at how learners develop their expression of modality in their assessed writing as they progress through their pre-sessional courses and how it is taught. I am also interested in gaining insights into your beliefs regarding the learning and teaching of modality on pre-sessional courses.

In order to assist me in my data collection, I would like to ask you to participate in a one-to-one interview in the first instance and, thereafter, possible participation in a focus group interview with other teachers to discuss this very topic. The interview will take approximately an hour and will require no prior preparation on your part. The discussion will be recorded in order to assist later transcription and analysis.

If you agree to participate, please read the form below carefully and sign it in the space at the bottom.

Thank you for your help.

▮▮▮▮▮

Subject consent form
I have read the description of the research project to be carried out by Joe Fagan. I have had the opportunity to discuss it with him and ask any questions I have.

I understand that I will be asked questions in relation to the research topic as part of one-to-one interview, and possibly as part of a focus group interview, and that the discussions will be recorded to assist transcription and analysis.

I understand that my name will be kept in confidence and that my identity will not be revealed.

I agree to take part in the study, I understand that I may withdraw from the study at any time, for whatever reason, and if I do so, I will inform the researcher.

_____
Signature

_____
Print name

_____
E-mail address

Questionnaire for Teachers (to accompany interview)

Date and Time of Interview:

_____

Background Information

1. Is English your first language? Y/N

2. What other languages do you speak?

3. Please tick any qualifications/experience you have from the list below:

	A-Levels/Scottish Highers or equivalent		Masters degree in another area
	Bachelor's Degree		PhD in Applied Linguistics or similar
	Cambridge ESOL CELTA/Trinity/other initial ELT qualification		PhD in Education
	Cambridge ESOL Delta/similar teaching diploma		PhD in another area
	PGCE		Other relevant qualification (please list below)
	Other teaching qualification (please specify)		Work experience in the discipline area my students are studying
	Master's degree in TESOL/Applied Linguistics		Other relevant experience (please list below)
	Master's degree in Education (but not focussing on language)		

Other relevant qualifications/experience (please specify)

4. If you have a Bachelor's degree, what area was your degree in? (Please tick)

	Arts & Humanities		Environment, Development and International Studies		Science
	Business & Management		Health & Social Care		Social Sciences
	Computing & IT		Languages		I'm not sure what category to choose
	Education (including Linguistics)		Law		
	Engineering Technology and Design		Mathematics & Statistics		

Undergraduate discipline

5. How long have you been teaching Academic Writing?

	less than one year
	one to five years
	between five and ten years
	between ten and twenty years
	over twenty years
Other (please specify):	

Appendix M Tutor interview protocol

Introduction
1. What are the main areas of grammar that you find yourself teaching on pre-sessional courses?
2. What do you understand by the term 'modality'?

You teaching modality
3. How far do you feel your own learning and understanding of modality has transferred on to your own teaching of modality?
4. How confident do you think you are as a teacher of modality?
5. How would you say your students feel when being taught modality by you?
6. How do you feel about teaching modality? Is there anything you particularly focus on/avoid?
7. How do you go about teaching modality?
8. Would you say this is an area of language expression that you actively give feedback on?

Pre-sessional teaching materials
9. Tell me about the materials you use on the pre-sessional courses? (coursebooks or in-house?)
10. How far do your teaching materials influence what and how you teach with regards to modality?
11. How much influence do you have in the development of the materials you teach?
12. Do you find it necessary to use supplementary materials in the teaching of modality? (How do you feel about that? Does it have any effect on your teaching in this area?)
(Some examples of teaching materials are included for teachers to look at and help stimulate discussion)

Students learning how to use modality in their writing
13. How do you feel the teaching materials contribute to the students learning and how does it contribute to their expression of modality in their writing?
14. Is there anything from the materials that you think would be useful in teaching modality?
15. How far do you think the correct expression of modality has in the final grades that you/teachers give to students in their writing?

You learning modality
16. How did you learn modality? (Did you get any formal instruction or were you self-taught?)
17. To what extent does your learning of modality affect your teaching of modality?

End
18. Is there anything you would like to add or is there something you think I should have asked you that perhaps I've forgotten to include?

Appendix N External (Macro-) analysis of coursebooks

External Macro-evaluation	Language Leader Advanced (LLA)	English for Business Studies (EBS)	English for Academic Study Series: Writing (EASS Writing)	Academic Writing for Graduate Students (2nd ed). (AWGS)
Authors	Cotton, D. Falvey, D. Kent, S. Lebeau, I. Rees, G.	Walker, C. Harvey, P.	Pallant, A.	Swales, J.M. Feak, C.B.
Publishers	Pearson	Garnet Education	Garnet Education	The University of Michigan Press
Year of Publication	2010	2008	2009	2004
Type	General English course Advanced Learners Location not specified	English for Specific Purposes Students (Business)	Academic English	Academic English
Level of Student	CEFR: C1-C2	Upper Intermediate to Proficiency IELTS 5.0 – 7.5 + CEFR B2 – C2	Upper Intermediate to Proficiency IELTS 5.0 – 7.5 CEFR B2 – C2	No proficiency level stated –
Intended Audience	Adults (age not specified)	English-medium tertiary level studies	Adults (pre-sessional and pre-departure courses)	Graduate students, as per title, but text in introduction refers to undergraduate students) Primarily (but not exclusively) Non-native speakers of English
Extent Components: Estimated time:	Student's Book Workbook with CD-ROM Class Audio CD Teacher's Book with Test Master CD-ROM Teacher's Book with Active Teach Each level 90-120 hours of course work No mention of estimated time	Student's Book Teacher's Book Audio CDs	EAS Writing Course Book EAS Writing Teacher's Book EAS Reading and Writing Source Book No mention of estimated time	Text book Commentary Book No mention of estimated time
Add-ons and extras	Online: Dedicated supplementary website: *mylanguageleaderlab.com*		Online: Dedicated supplementary website: *englishforacademicstudy.com*	n/a

<table>
<tr><td></td><td>Includes links to software 'Active Teach' for Interactive White Boards (IWB)
Links to external organisation and examinations:
CEFR
Bologna Process
Exams: esp. IELTS but others are mapped on website.

Part of 5 level course from Elementary to Advanced

Recommendation for use in conjunction with this course: the *Longman Dictionary of Contemporary English*</td><td>Can be used in conjunction with other discipline specific textbooks in the series including:

Biomedical Science
Accountancy
Tourism and Hospitality
Public Relations
Psychology
Medicine
Mechanical Engineering
Management Studies
Law
Language and Linguistics
ICT Studies
Environmental Science</td><td>Recommendation for use with other books in series:
EAS Reading
EAS Extended Writing & Research Skills
EAS Listening
EAS Speaking
EAS Vocabulary
EAS Pronunciation</td><td></td></tr>
<tr><td>Route through materials: Specified or unspecified?</td><td>Unspecified; each unit appears to stand alone, although there is a review unit provided after every 3 units, so to be useful, it would suggest that the three units be completed together.</td><td>Unspecified. Units and topics are disconnected</td><td>Specified route according to theme (but not feature of writing, genre etc. – but provided in contents page)</td><td>Unspecified although syllabus description suggests gradually building up skills so moving from chronologically through the units appears to be recommended. Units do appear</td></tr>
</table>

			to stand alone though so could be used independently of each other
Layout and design: Subdivisions	Course map provided in colour with colour photographs over four pages Map specifies 12 units subdivided into skills (Grammar, Vocabulary, Reading, Listening, Speaking) + additional sections called 'Scenario' and 'Study and writing skills' At the back of the book: *Language Reference and Extra Practice* subdivided into 12 sections corresponding to each unit; *Communication Activities* links to specific activities dispersed throughout the main units; *Audioscripts* In Teacher's Book: Detailed textual introduction provided over 9 pages covering: To the teacher: introduction by the authors covering: Approach Language Development Writing skills and study skills Flexibility Language Leader: course description Visual description of 'how a unit works' Units subdivided into lessons on double page spread: Introductory lesson Input lesson (1)	Course map provided over double spread page in colour. 12 units each has its own title details of a skill it focusses on. There is a topics column which summarises the content of each unit; The vocabulary focus column details the lexis that is dealt with; Skills focus column goes into more detail on the focus of each skill. In Teacher's Book: Longer introduction. Gives information on: The ESAP series; English Business Studies; Components of the course; Organization of the course; Vocabulary development; Skills development; Specific activities (repeated throughout) – Tasks to activate schemata Prediction activities Working with illustrations, diagrams, figures, Vocabulary tasks Gap-fill, Breaking long sentences into key components	Course map provided after pages on contents and source book information Contents: highlights unit titles and microskills developed There is a glossary of terms, peer evaluation sheets, and appendices Source Book: highlights texts with varying number of texts per unit- it is also identified which sections are reading or writing only. Course map: one page, identifies unit titles, associated essays, and objectives for each unit In Teacher's Book: Same Contents and Book map provided More detailed information on principles of approach	No course map as in other textbooks but a detailed contents page is provided. It shows that the text is divided into eight units.

	Input lesson (2) Scenario Study and Writing Skills Other sections: Review Lang Ref/Extra Practice Workbook spread	Activities with stance marking Crosswords and word puzzles (promote repetition of vocab)		
Syllabus and language skills	In Teacher's Book: Multi-strand syllabus Strong focus on literacy skills (+speaking and listening) Exam focussed + for further education Language skills careful development' and 'logical staging' *(according to who?)* Texts - authentic or semi-authentic; some graded for level Listening – variety of types and but no mention of authenticity Some extended listening *(no mention of proportion)* Reading & listening – build confidence and exam preparation Speaking – personalisation and opportunity to discuss problems or issues *(unspecified how)* Scenario – real-life situations *(extended speaking practice) (task based: outcome based)* Grammar: all 'key' points included *(such as?)* Contextualised Inductive approach *(i.e. noticing language?)*; language reference extends knowledge	Lexis dominated + all basic skills (writing, reading, listening, speaking). No mention of grammar. Graded skills practice Skills that all students 'need' (*this apparently only includes listening to lectures and speaking in seminars*)	Skills development on writing essays In teacher's Book: Each unit has a writing topic based on a reading in the Source Book.	Within the 8 units: 1-3: preparatory 4: discussion of data 5-6: summaries and critiques 7-8: constructing research papers Updates to data sets Authentic data introduced Increased number of examples from different disciplines Data from App Ling or Discourse Analysis have been reduced Work on definitions in U2+6 has been expanded

	Vocabulary – contextualised and recycling opps *(very vague – no mention of approach to lexical learning theory)* Writing One page of every unit devoted to dev of writing skill + other activities throughout Employs 'systematic' approach to writing dev *(but no explanation of what that means)* 'ss should be able to make progress' – assumptions made about success of students – no mention of how that is achieved Varied lengths of text: para + whole texts *(no idea of typical word counts of longer texts)* Model writing provided Learn to be 'rigorous in self-checking' *(no mention of teacher involvement)* Study skills *(self-awareness – independent learning)* Transferable skills		
Topics	U1: Education and employment U2: Tourism and conservation U3: International relations Review units (1-3) U4: Health care U5: Fashions and consumerism U6: Technology and change Review Units (4-6) U7: People and ideas U8: Journalism and media U9: Law and society Review Units (7-9) U10: Arts and entertainment U11: Business and economics U12: Science and nature	U1: The business of business U2: The organization of work U3: Getting the work done U4: The world of technology U5: People and markets U6: Products and strategies U7: Operations: producing the goods U8: Operations: efficiency, costs and quality U9: Managing financial accounts U10: Funding company activities U11: External influences	U1: Academic achievement U2: Early human development U3: Telemedicine U4: Statistics without tears U5: Human activity and climate change U6: The global village U7: The new linguistic order	U1: An approach to academic writing U2: Writing General to Specific Texts U3: Problem, Process and Solution U4: Data Commentary U5: Writing Summaries U6: Writing Critiques U7: Constructing a Research Paper I U8: Constructing a Research Paper II

	Review Units (10-12)	U12: Strategy and change		
Methodology	Thought-provoking and purposeful approach Communicative Language Teaching Covers all skills + grammar and vocabulary Independent Learning Recycling	No explicit mention of methodology but from claims to focus on lexical, it can be assumed that it adopts a lexical approach to learning.	Integrated course (no comment on what that means) Step-by-step activities – written by academics at University of Reading Used in combination with authentic reading in Source Book (apparently this is what it means by integrated) Is research informed and reflects recent developments in EAP teaching	Approach is analytical and rhetorical: analyse discourses and relate them to disciplines

Varied activity types from small scale language analysis to discussion on writer stance

Able to be used independently by students and scholars.

Multidisciplinary approach preferred to a monodisciplinary approach – it apparently increases rhetorical-consciousness raising

Promotes discussion from students of other depts

Writers do not attempt to impose their own beliefs and make no comment on how to deal with: Error analysis, NNS peer feedback, how to deal with revision, product-process to teaching academic writing

Additional Commentary text: Provides further discussion of each unit with occasional teaching 'hints' (contradictory to that stated above); sample responses. Apparently ideal for self-study situations. |
| | In Teacher's Book: International/Globally focussed – not localised Not one particular teaching methodology: 'sound' pedagogical principles 'intuitive' sense *(from years of experience about what 'works')* CLT based *(text and task-based)* Informed by CEFR *(presumably the can-do statements?)* | In Teacher's Book: Methodology highlighted as: Set up tasks *(very prescriptive and suggests the same procedure with every task)* Use of visuals *(same as above)* Comparing answers in pairs *(same routine)* Self-checking *(link to theory of noticing – but no reference; promotes self-correction)* Confirmation and correction Feedback Highlighting grammar *(no grammatical syllabus – assuming UI level of grammar already achieved)* Pronunciation *(must correct errors)* Pair and group activities *(speaking is not a focus but should be dealt with)* Vocabulary and skills banks *(extension of vocabulary)*

[Extremely prescriptive – seems more aimed at novice teachers | In Student's Book: Intro provides info on: The process approach to writing The development of critical thinking skills The microskills of writing The importance of genre The link between reading and writing Timed Writing (*skill developed as part of course – assumes assessment procedures for intended courses*) Some practical Points *(makes many assumptions about teacher participation and number of drafts marked by teacher)* Symbols guide for T marking and peer feedback

In Teacher's Book: Based on scaffolding as a process to develop learner writing skills and to help them deal with different task types and genres (although textbook | |

		with little previous experience in setting up classroom activities]	only focusses on the genre of essays). All claims are fully supported by research in SLA. Textbook is highly prescriptive in how it should be used	

Appendix O *LLA* Units, themes, modality input, scenario key language and main writing opportunities

Module	Week	Unit	Theme	Teaching of Modality in Language Input Lessons	Scenario 'Key Language'	Main Writing Opportunities
One	1	One	*Education and employment*	*1.2 n.a.* *1.3 n.a.*	1.4 Stating requirements, saying what is essential and desirable	1.5 A covering letter
	2	Three	*International relations*	*3.2 n.a.* 3.3 Modal perfect	3.4 Stating objectives, giving strong advice	3.5 A speech
	3	Four	*Health care*	*4.2 n.a.* 4.3 Future forms with 'to be'	4.4 Justifying your opinion	4.5 A text describing visual information
	4	Six	*Technology and change*	6.2 The passive 6.3 Causatives	6.4 Using persuasive language, giving examples, conceding advice	n/a
Two	5	Seven	*People and ideas*	*7.2 n.a.* 7.3 Conditionals	7.4 Approving ideas, expressing doubt/objections	7.5 An opinion-led essay
	6	Nine	*Law and society*	9.2 Adverbs of degree 9.3 Reporting using nouns	9.4 Balancing an argument	9.5 A literature review
	7	Eleven	*Business and economics*	11.2 Alternatives to if *11.3 n.a.*	11.4 Setting the agenda, responding to offers	11.5 A tactful business email
	8	Twelve	*Science and nature*	*12.2 n.a.* *12.3 n.a.*	12.4 Referring to what others have said	n/a

Appendix P *EBS* Units, themes, skills and modality input

Module	Week	Unit	Themes	Skills focus	Teaching of Modality
Three	9	One	The business of business	Listening & Speaking	
	10	Two	The organisation of work	Reading & Writing	
	11	Three	Getting the work done	Listening & Speaking	
	12	Four	The world of technology	Reading & Writing	'Recording and Reporting Findings'
Four	13	Five	People and markets	Listening & Speaking	
	14	Six	Products and strategies	Reading & Writing	
	15	Seven	Operations: producing the goods	Listening & Speaking	
	16	Eight	Operations: efficiency, costs and quality	Reading & Writing	
	17	Nine	Managing financial accounts	Listening & Speaking	
	18	Ten	Funding company activities	Reading & Writing	'Confident' vs 'Tentative' language
	19	Eleven	External influences	Listening & Speaking	
	20	Twelve	Strategy and change	Reading & Writing	

Appendix Q EASS Writing Units and tasks

Module	Week	Units and Tasks		
One	1	Introduction		
		Unit One	Task 1	Thinking about academic success
	2		Task 2	Microskills: Planning [1] first draft + peer evaluation using PES
	3		Task 3	Microskills: Introductions [1] redraft + self-evaluation based on PES
			Unit Summary	
	4	Unit Two	Task 1	Microskills: Organizing your ideas [2] first draft + peer evaluation using PES
Two	5		Task 2	Microskills: Paragraph Leaders [2] redraft based on additional knowledge learned in the unit
			Unit Summary	
	6	Unit Three	Task 1	Microskills: Writing in examinations
			Task 2	Writing your essay [3] only one draft
	7		Task 3	Key words used in examination questions
			Unit Summary	
	8	Unit Four	Task 1	Microskills; Organizing your ideas
			Task 2	Writing your essay [4] first draft + peer evaluation using PES
Three	9		Task 3	Microskills: Concluding sentences
			Task 4	Microskills: Conclusions
			Unit Summary	
	10	Unit Five	Task 1	Microskills: Short definitions
			Task 2	Extended definitions
			Task 3	Miscroskills: Exemplification and support
			Task 4	Writing your essay [5] first draft + peer evaluation using PES
			Unit summary	
	11	Unit Six	Task 1	Microskills: Organizing essays of cause and effect
			Task 2	Writing your essay [6] first draft + peer evaluate using PES + second draft
			Unit Summary	
	12	Unit Seven	Task 1	Microskills: organizing essays: Situation, problems, solutions, implications, evaluation.
			Task 2	Writing your essay [7] choice of 3 question prompts + peer evaluate (no evaluation sheet)
			Unit Summary	

Appendix R Sample materials from EASS Writing Unit 6: Language to express 'cause and effect'

This appendix contained photocopied material from Pallant (2009), pp.59-60.

Appendix S *AWGS* units, topics and extended writing opportunities

Module	Stage	Week	Unit	Topic	Extended Writing Opportunities (Task instructions)
Four	One	13	One	An approach to academic writing	*Task 13: Write a one paragraph problem-solution text about a problem in a country you are familiar with.* *Task 21: Revise a text based on (invented) tutor feedback*
		14	Five	Writing summaries	*Task 13: Choose a short article or passage in an article from your field of study and write a summary*
		15	Seven	Constructing a research paper I	*Task 13: Produce a results section from your own findings. If your results are not yet complete, create some findings for this task.*
		Assessment Point: Submission of research proposal			
	Two	16	Two	Writing general to specific texts	*Task 21: Write a general-specific paragraph on a topic in your own field.*
		17	Three	Problem, process and solution	*Task 9: Write a general-specific paragraph based on information provided.* *Task 17: Write your own problem-solution text that reviews the current state of knowledge in your field.*
		18	Eight	Constructing a research paper II	*Task 16: Write a research paper 'Introduction' of your own.* *Task 24: Write a draft abstract for your own research report.*
		Assessment Point: Submission of research report			
	Three	19	Four	Data Commentary	*Task 17: Write a full commentary for a table.*
		20	Six	Writing a critique	*Task 4: Write a book review or a review of one of the earlier units of the book.* *Task 16: Write a reaction paragraph.*

Appendix T Sample materials from *AWGS* Unit Five Language Focus: Identifying the source in a summary

This appendix contained photocopied material from Swales and Feak (2004), pp. 162-167.

Appendix U Sample materials from *AWGS* Unit Four Language Focus: Qualifications and strength of claim

This appendix contained photocopied material from Swales and Feak (2004), pp.125-130

Appendix V Teaching input for Business Case Study Workshop (BCSW)
(a) Introduction

BUSINESS CASE STUDIES – AN INTRODUCTION

<u>Questions for discussion:</u>

What are business case studies?

Why are they used in business schools?

What shape and form do business case studies often take?

What are students supposed to do with business case studies?

What is being assessed through business case studies?

Do business case studies have right or wrong answers?

What stages are involved when working with a business case study?

What kind of 'outputs' might a student have to produce for a business case study assessment?

Aston University

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Appendix W Outline of the teaching of modality[5] on a selection of General English coursebooks from pre-intermediate (CEFR A1) to Proficiency (CEFR C2)

Coursebook/Level	Pre-Intermediate CEFR: A1-A2; IELTS: 0-4	Intermediate CEFR: B1; IELTS: 4.5	Upper Intermediate CEFR: B2; IELTS: 5-6.5	Advanced CEFR: C1; IELTS: 7-8.5	Proficiency CEFR: C2; IELTS: 9
English File (Oxford University Press)	(Oxenden, Latham-Koening, & Seligson, 1997) Have to/don't have to Can/cant Had to/didn't have to Should shouldn't Will/won't	(Oxenden & Latham-Koening, 2006) Going to/ will/ shall Must/have to/should Must/may/might/can't Can/could/be able to Usually/used to			
Headway (Old) (Oxford University Press)	(Soars & Soars, 1991) Going to Will Have to Should Will (as part of conditionals) would (as part of conditionals) might	(Soars & Soars, 1996) Modal verbs (1) obligation and permission Going to/will Probability (present and past speculation)			
Face to face (Cambridge University Press)	(Redston & Cunningham, 2006b) Have to/had to Will Might Will be able to Be going to Should shouldn't must	(Redston & Cunningham, 2006a) Modal verbs: be able to, be allowed to, be supposed to Will/be going to Conditionals with modal verbs Ability	(Redston & Cunningham, 2009) Modal verbs (1): levels of certainty about the future causatives Modal verbs (2) deduction in the present and past Past forms of modals		
Straightforward (Macmillan)			(Kerr & Jones, 2007) Modals of speculation Modals (permission, obligation and prohibition)		
Ready for FCE (Macmillan)			(Norris, 2001) Modal verbs of speculation Ability Hypothetical situations		
Focus on CAE (Longman)				(O'Connell, 1999) Modal Verbs 1 (ability, likelihood & certainty) Modal Verbs 2 (obligation, permission)	
Advance your English (Cambridge University Press)				(Broadhead, 2000) Future Forms Modal verbs (all major functions)	
Objective Proficiency (Cambridge University Press)					(Capel & Sharp, 2002) Degrees of likelihood Review of modal verbs (focus on forms and sentence transformations) Causatives

[5] As described in the each coursebook's map and contents page

Appendix X Summary of Biber's (1988) dimensions and text types, and results of Nesi and Gardner's (2012) analysis according to Essay, Case Study and Research Report

Summary of Biber's (1988) dimensions and text types, adapted from Crosthwaite (2016), based on Nini (2015, pp.6-8).

Dimension	Description	Associated text types (high/low score)
1. Involved vs Informational production	High Scores – Affective/interactional (many verbs, pronouns) Low Scores – Informationally dense (many nouns, adjectives)	High = Intimate interpersonal interaction, informational interaction Low = Scientific exposition, learned exposition, general narrative exposition
2. Narrative vs Non-narrative concerns	High Scores – (Narrative text (many past tenses, third person pronouns)	High = Imaginative narrative, general narrative exposition
3. Explicit vs Situation dependent reference	High Scores – context-independent, e.g. academic prose (many nominalisations) Low Scores – context-dependent, e.g. sports broadcast (many adverbs)	High = Scientific exposition, learned exposition Low = Intimate interpersonal interaction, informational interaction, imaginative narrative, situated reportage
4. Overt Expression of Persuasion	High Scores – Author's point of view is explicitly marked, contains hedging and boosting of stance (many modal verbs)	High = Involved persuasion Low = Situated reportage
5. Abstract vs Non-abstract Information	High Scores – text is highly technical, abstract or formal, e.g. scientific discourse (many passive clauses and conjuncts)	High = Scientific exposition, learned exposition Low = Intimate interpersonal interaction, informational interaction

There is a 6th Dimension in Biber (1988), 'On-Line Informational Elaboration', but this is not featured in Nini's (2015) MAT tagger's graphical output

Genre families plotted according to the five register dimensions (Nesi and Gardner, 2012, pp. 43-48).

Essay (-14.33)   Research Report (-16.19)   Case Study (-16.40)   → More informational

Essay (-2.48)   Case Study (-2.86)   Research Report (-3.12)   → Less narrative

Research Report (-5.5)   Case Study (-5.8)   Essay (-6.2)   → More elaborated

Case Study (-0.5)   Essay (-1.8)   Research Report (-2.4)   → Less persuasive

Case Study (-4.5)   Essay (-5.9)   Research Report (-7.2)   → More abstract and impersonal