

This framework is designed to help academic staff in examining the cultural and language factors that may limit the academic expression by a student at any given stage of their transition into university, and in forming realistic expectations of the likely levels of performance on written assignments.

The table charts the typical experience of the cultural and linguistic development of an international student, starting prior to entering an Australian university and tracking their progressive induction into academic life. It does this by considering their experience of culture and language in its various forms. It suggests that there is a relationship between the culture and language that students **experience** (the 'input') and the level of culturally and linguistically appropriate writing they can **produce** in assignments (their 'output').

While the table specifically addresses the experience of international students, much of it may also be applicable to any student who is new to the culture and language of a particular discipline.

## INTERNATIONAL STUDENT EXPERIENCE

	1. PRE- / EXTRA-UNIVERSITY	2. EARLY APPRENTICE RESEARCHER	3. EMERGING RESEARCHER	4. COMPETENT RESEARCHER
A. Culture	Diversity: Home country vs Australian cultures.	Need for induction into academic culture of enquiry, learning as research, scholarly writing.	Recognition of culture of enquiry, reasons for referencing conventions (i.e. transparency of research steps).	Academic values, integrity, autonomy, scrupulousness with data, attribution.
B. Informal English language INPUT	English class text-book and lessons, websites, Spoken: Australian colloquial, TV drama etc.	Language of lectures and tutorials, peers, one-to-one advice, websites, LMS, course guides.	Language of lectures and tutorials, peers, one-to-one advice, websites, LMS, course guides.	Language of lectures and tutorials, peers, one-to-one advice, websites, LMS, course guides.
C. Formal English Language INPUT	Newspapers, radio, websites, TV news, commentary, documentaries etc.	Course text-books, academic articles, websites (mainly for content).	Course text-books, academic articles, websites (for content, some language).	Variety of academic genres, articles, books seminar papers, research reports (for content and language).
D. Written English language OUTPUT	Personal: letters, application forms etc.	Mixture of informal and quotations, uncertainty of conventions; awareness of own language inadequacies; inadvertent plagiarism.	Recognition of writing as part of research; reader provided with information to sources; some uncertainty of conventions; occasional instances of plagiarism.	Use of readings to shape writing; extraction of academic conventions; recognition of common knowledge and language; 'harvesting' of discipline-specific language.