

<p>Costs and Benefits: English for Academic Purposes Instruction in Canadian Universities Fox/cheng/berman/song and myle. 2006</p>	<p><i>Towards a Better Understanding of Academic Acculturation: Second Language Students in Canadian The Canadian Modern Language Review</i> DOI: 10.3138/cmlr.65.2.307 Liying Cheng, Janna Fox (2008)</p>
<p>research above has indicated that a combination of language acquisition variables, such as length of time in the United States and high school type, and college experience variables provides a more accurate prediction of L2 academic performance than socio-demographic data (i.e., gender, ethnicity, parental education) and standardized language test scores. Although some research suggests that the TOEFL and IELTS may correlate modestly with academic credits earned (Johnson, 1988; Light, Xu, & Mossop, 1987) and subsequent success, there are too many socio-cultural and psychological factors, such as the amount of extra English language tuition, motivation and maturity, cultural adjustment, educational background, field of study, family pressures, and so on affecting academic outcomes that the validity of these studies comes under question (Alderson, Clapham & Wall, 1995; Cotton & Conrow, 1998; Boyer & Sedlacek, 1988; Graham, 1987; Johnson, 1988; Kerstjens & Nery, 2000; Solaiman, 1995). Fox/cheng/berman/song and myle. 2006. Costs and benefits</p>	<p>research has suggested that a combination of language acquisition variables, such as length of time in an English-speaking country and university experience variables provide a more accurate prediction of L2 academic performance than socio-demographic data (gender, ethnicity, parental education) or standardized test scores (Ayers & Quattlebaum, 1992; May & Bartlett, 1995; Shih & Brown, 2000). [citation in different location] Although some research suggests that the TOEFL and IELTS may correlate modestly with academic credits earned and subsequent success (Johnson, 1988; Light, Xu, & Mossop, 1987), so many sociocultural and psychological factors affect academic outcomes (e.g., the amount of extra English language tuition, degree of motivation and maturity, cultural adjustment, educational background, field of study, family pressures, etc.) that the validity of these studies comes into question (Alderson, Clapham, & Wall, 1995; Cotton & Conrow, 1998; Kerstjens & Nery, 2000; Solaiman, 1995). cheng/fox. cmlr. 2008 towards a better understanding</p>
<p>Faculty beliefs, attitudes and practices present valuable information on L2 student behavior in their discipline-specific courses, which in turn, can influence the direction and content of EAP courses (Braine, 1995; Bridgeman & Carlson, 1983; Casanave & Hubbard, 1992; Ferris & Tagg, 1996; Johns, 1981; Trice, 2001; Zamel, 1998). Fox/cheng/berman/song and myle. 2006. Costs and benefits</p>	<p>Faculty beliefs, attitudes, and practices also present valuable information regarding L2 student behaviour in their regular courses, which in turn, can influence the direction and content of EAP programs (Braine, 1995; Casanave & Hubbard, 1992; Ferris & Tagg, 1996; Trice, 2001; Zamel, 1998). cheng/fox. cmlr. 2008 towards a better understanding</p>
<p>that in order to facilitate the adjustment process and promote self-esteem, students need to balance their co-cultural friendships with those of local students. Fox/cheng/berman/song and myle. 2006. Costs and benefits</p>	<p>that in order to facilitate the adjustment process and promote self-esteem, students need to balance their co-cultural friendships with those with local students. cheng/fox. cmlr. 2008 towards a better understanding</p>
<p>efforts to predict academic performance have focused on the relationship between English language proficiency and students' academic achievement as indicated by grade point averages (GPA), faculty opinions, and student perceptions. Research suggests, however, that GPAs vary by academic major (Duran & Weffer, 1992; Johnson, 1988; Light, Xu, & Mossop, 1987), which can affect the results of these correlation investigations Fox/cheng/berman/song and myle. 2006. Costs and benefits</p>	<p>studies of factors that predict academic performance have focused on the relationship between English language proficiency and students' academic achievement as indicated by grade point averages (GPA), faculty opinions, and student perceptions. However, GPAs vary by academic major (Christopher, 1993; Duran & Weffer, 1992), which can directly affect reported correlations. cheng/fox. cmlr. 2008 towards a better understanding</p>
<p>Several studies have focused on faculty and student perceptions of academic language difficulties, factors that contribute most to student learning... Fox/cheng/berman/song and myle. 2006. Costs and benefits</p>	<p>Several studies have focused on faculty and student perceptions of academic language difficulties and factors that have the greatest effect on student learning. cheng/fox. cmlr. 2008 towards a better understanding</p>
<p>Macrae (1997) points out that it is also important to consider test scores within the context of a variety of factors: age, motivation and educational, cultural and first language background and the academic and social environment in which students are entering. Fox/cheng/berman/song and myle. 2006. Costs and benefits</p>	<p>Macrae (1997) points out that it is important to consider test scores within the context of a variety of other factors: age, motivation and educational, cultural, and first language background, and the academic and social environment into which students are entering...(Leki, 1995). (For a full review of these studies see Fox et al., 2006). cheng/fox. cmlr. 2008 towards a better understanding</p>