

**‘You have to work from where they are’: academic leaders’  
talk about language development**

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Theme	Sub-theme	Node
Effective language use = intermental mediation	Language use as interpersonal negotiation	<b>audience of communication</b> persuasion statement of purpose tone of communication relationships
	Language use as a process	<b>successful mode of communication</b> time in communication consequences of communication unsuccessful mode of communication <i>reading</i>
	Language use as a technical skill	<b>language choices</b> <i>technical view of language</i> <i>L1-L2 differences</i> <i>L1-L2 similarities</i> <i>relevance</i> <i>threshold</i>
	Language use as a developmental skill or attribute	<b>complexity of communication</b> <i>threshold</i> <i>currently available support</i> <i>assignment variation</i>
	Language use as specific to disciplinary context or goal	<b>a discipline thing</b> <i>assignment variation</i> <i>discipline/course specificity</i>
Learning = intramental mediation	Learning as an individual process	<b>personal experience</b> <b>feedback</b> <b>affective factors</b> <i>student motivation</i> <i>student engagement</i>
	Learning as a result of teaching ('pedagogically generated')	<b>feedback</b> <b>using models</b> <b>assumptions</b> <i>staff engagement</i> <i>curriculum design</i> <i>curricular flexibility</i> <i>affording spaces</i>
	Learning as a responsibility	<b>responsibility - learning, teaching and assessment</b> <i>responsibility - student experience</i> <i>institutional responsibility</i>
Context as enabling (or not)		<b>make it happen</b> <b>university processes</b> <i>policy</i> <i>resources</i> <i>EAP provision</i> <i>academics' confidence about ALL</i>

Table 2. Themes and sub-themes categorised by semiotic processes.