

**Teacher and student perceptions of
academic and professional
literacies in ESP at tertiary and
applied colleges in Kuwait**

Aicha Al-Faraj

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The candidate confirms that the work submitted is his own and that appropriate credit has been given where reference has been made to the work of others.

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Abstract

This thesis reports a qualitative study of the perceptions of academic and professional literacies of ESP teachers and their students in a Kuwaiti vocational higher education institution. The specific foci were threefold: (1) the ESP teachers' perceptions of academic and professional literacy practices and the classroom practices and course content they see as important to support effective literacy teaching; (2) the ESP students' perceptions of academic and professional literacies and of the classroom practices and course content supportive of their professional literacy acquisition; (3) the effects of these perceptions on teaching and learning.

The research employed three qualitative research methodologies to focus on the experience of the individual and present a holistic understanding of the phenomena investigated: (1) semi-structured interviews; (2) classroom observations; (3) document collection. The participants included eight ESP teachers (two from each of the four colleges offering ESP courses at PAAET) and twenty-four ESP learners (three learners taught by each of the teachers recruited). Each participant was interviewed twice: once before the classroom observation period and once after. The first interviews and observation periods determined the questions for the second interviews and relevant documents were collected from participants whenever possible. The focus on the individual and an in-depth analysis of his/her experience provided a rich data set regardless of the relatively small sample that this qualitative study worked with.

The study indicates (1) that ESP teacher and learner perceptions of literacy practices needs are context-derived, transferrable from one context to another, and include communication and social norms of the discourse community; (2) ESP teachers' perceptions of these literacy practices shaped their pedagogical choices; (3) ESP teacher and learner understandings of the learners' future professional contexts played a significant role in learner engagement in the ESP classroom; (4) limitations in understanding of situated literacy practices were obstacles to the ESP teachers' ability to develop their ESP courses.

The study has implications for the training of ESP teachers and for the role of target situation analysis in ESP course design. It also has implications for the involvement of ESP students, as stakeholders, in discussions around the design of ESP programs.

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List of Abbreviations

CEFR	Common European Framework of Reference for Languages
CTS	College of Technological Studies
CN	College of Nursing
CBS	College of Business Studies
CHS	College of Health Sciences
EAP	English for Academic Purposes
EGP	English for General Purposes
ELU	English Language Unit
EMI	English as a Medium of Instruction
EOP	English for Occupational Purposes
ESP	English for Specific Purposes
ESAP	English for Specific Academic Purposes
GE	General English
HND	Higher National Diploma
LC	Language Center
PAAET	Public Authority for Applied Education & Training

Chapter 1 Introduction

Since September 2009, I have worked as an English language teacher, mostly in ESP, in a variety of contexts in Kuwait. Further studies, especially MA in Teaching English for Academic and Professional Purposes, increased my interest in teacher and learner perspectives of ESP and also introduced me to a number of new concepts, and one of these issues is academic literacies as social practices in disciplinary contexts. More specifically, I am interested in how teachers and learners understand academic literacies and how their understanding of it informs what they do. Looking at how these perspectives influence teaching and learning in ESP as well as how they are influenced by different factors of an educational setting, such as the disciplinary and educational culture of the educational institute, are the interests that motivated me to pursue the study presented here.

My experience as a teacher at the Public Authority of Applied Education and Training (PAAET), a higher educational institute made of vocational colleges, has prompted a number of preliminary research questions regarding academic literacies. The context is described more fully in Chapter 2. These questions have been triggered by various experiences including talking to students about the needs analysis forms that I give out in the first lecture (something I decided to do to customize the course to students' needs and interests). Some students are familiar with their strengths and weaknesses and are willing to put in their own efforts whether inside or outside of PAAET in order to excel at their target situation; however, they often express a sense of loss about where to start and where to direct that effort. Another example is the amount of resistance shown at the faculty meetings when it comes to changing the course books or the curriculum in different ways. For instance, after working with the companies of the students' target situations, I came up with new tasks and vocabulary lists that could be better suited for our ESP courses; however, a lot of the more traditional teachers chose not to give the new complementary material a chance. Meanwhile, the feedback received from companies and organizations that receive our graduates has been negative in terms of their English language proficiency. Most recently the majority of this feedback is from the oil companies. These and other occurrences prompted me to think about how the institution, teachers, students perceive academic literacies. I also became interested in understanding what the institution, teachers, and students do to

facilitate the acquisition of the academic literacies needed by the students in their disciplinary studies and target situations (future workplace).

Given my experience at PAAET as well as how academic literacies are conceptualized at the institution, my desire to research different ways of teaching and learning academic literacies is contextually motivated. I would like to understand student perceptions of academic literacy and their acquisition of academic literacy skills during their language learning journeys ending at their target situations. I would also like to understand teacher perceptions of academic literacy and how it affects their teaching of ESP courses, especially since there is a possible ambiguity in whether they are teaching for academic or professional target situations.

This research project aims to explore and understand how ESP teachers and learners at PAAET perceive academic literacies and how these perceptions are shaped. Exploring the extent of the effect of these perceptions on teaching and learning experiences could highlight an alignment or misalignment of views that contribute to an understanding of how contemporary theories of academic literacies are put into practice in ESP contexts and whether or not they feed into professional literacies as well.

This thesis is made up ten chapters. This chapter outlines the broad purposes of the research and gives an overview of the chapters. Chapter 2 (Contextual Background), I provide a detailed description of the context in which the study took place. I also explain the current ESP situation and describe the issues related to academic and professional literacies within the institution.

Chapter 3 (Literature Review) is divided into five main sections: an overview of the notions of literacies that lead to the situated social practices view, a description of academic and professional literacies, pedagogic responses to literacies, issues in ESP and a description of different ESP teacher roles, and teacher and learner cognition. The chapter introduces perspectives of literacy practices and how they developed before it moves on to describe academic and professional literacies as situated social practices. It then discusses a number of pedagogic responses to academic literacies in language education focusing on ESP as a pedagogic response to literacies. The final section

presents a brief history of teacher cognition then moves on to the importance of researching language teacher and learner perceptions. The chapter concludes with a summary establishing the main gaps and opportunities for study resulting from the reviewed literature.

In Chapter 4 (Methodology), I outline the research questions of the study as well as the steps I took to answer them. The philosophical underpinnings, research strategy (qualitative case study), and research methods are explained in detail. The chapter then describes the stages of data collection and ways in which I attempted to maximize trustworthiness. The ethical considerations and limitations of study are presented near the end before the chapter concludes with how the data will be presented in the next chapters.

Chapters 5-8 are the four results chapters in which the findings from the data from each of the four colleges that served as a context for the study is presented. The case study presentation is uniform across the four chapters and is divided into participant teacher and students groups and divided according to the main themes derived from the research questions within these groups. Each chapter concludes with a summary of the main topics and issues derived from the data of each college.

Chapter 9 (Discussion) is divided into two main sections. The first section presents the cross case findings across the cases of the four colleges and is organized to answer the research questions through a descriptive summary of the findings. The second section is a discussion of the themes that have emerged from the data framed in relation to the literature in Chapter 3 (Literature Review) as well as other wider literature.

Finally, in Chapter 10 (Conclusions), I summarize the main implications and contributions of the study. After outlining the key findings and summarizing the main contributions of the study, I briefly propose some ideas for further research.

Chapter 2 Contextual Background

2.1 PAAET Structure & Hierarchy

The Public Authority for Applied Education & Training (PAAET) is one of the two biggest educational organizations in Kuwait. As translated from the [website](#), PAAET's mission is to continuously develop programs to create a structure that provides Kuwait with the national workforce. The vision focuses on creating independent learners in a wide range of fields through programs that are continuously evaluated and improved to match the needs of the government's workforce needs to become one of the top educational organizations internationally.

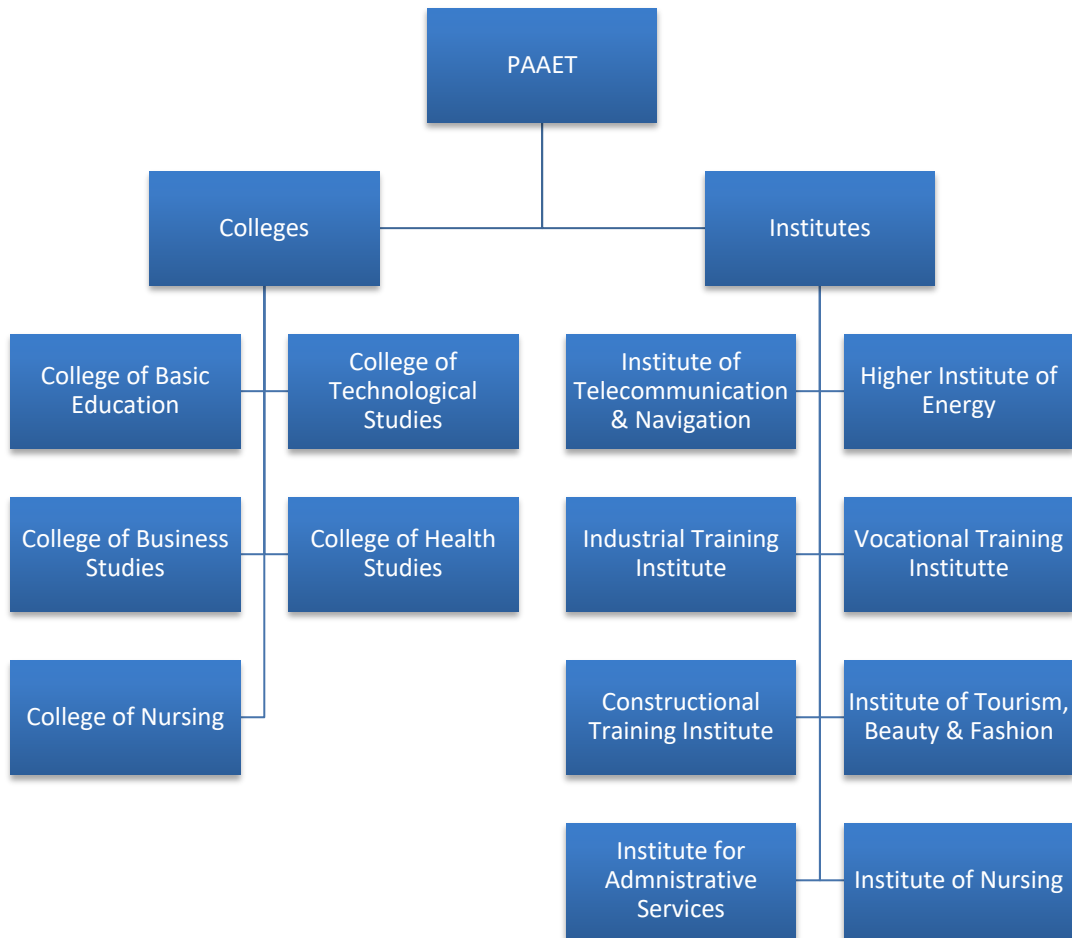
PAAET is comprised of a number of colleges and institutes (see Figure 2.1) that cater to the needs of the job market in Kuwait. While it is focused on catering to the governments job market demands, it is also constitutionally bound to accept all students who meet their conditions regardless of the great numbers of applications received and lack of resources to manage this number of students. This contextual challenge of a mismatch between student numbers and resources to support these students' learning is seen in class sizes that go up to 45 students, which makes it difficult for teachers to implement communicative teaching methods and group work in language classrooms. These class numbers are considered to be large, yet they are not large enough to accommodate all students who need the course. This delays students' registration for prerequisite courses and delays their graduation because they have to wait for courses to be available at another time since there are not enough sections of the course available.

PAAET consists of five colleges and eight institutes, which offer three different types of qualification. While the colleges offer bachelors and higher national diploma (HND) programs, the institutes offer certificates. These certificates require no more than two years of study and training, and the students are usually limited to a specific department in the government sector. For example, those who complete the course in training for customs are limited to work in the customs departments at different ports and borders in the country. The higher diploma programs at PAAET's colleges are customized to a target government job and enable students to leave the institute and join that department within a

year or so of graduation. These higher diplomas can be topped up for a Bachelors degree at PAAET, other private universities in Kuwait, and universities abroad. This study aims to focus on the HND programs since they make up a majority of the programs offered.

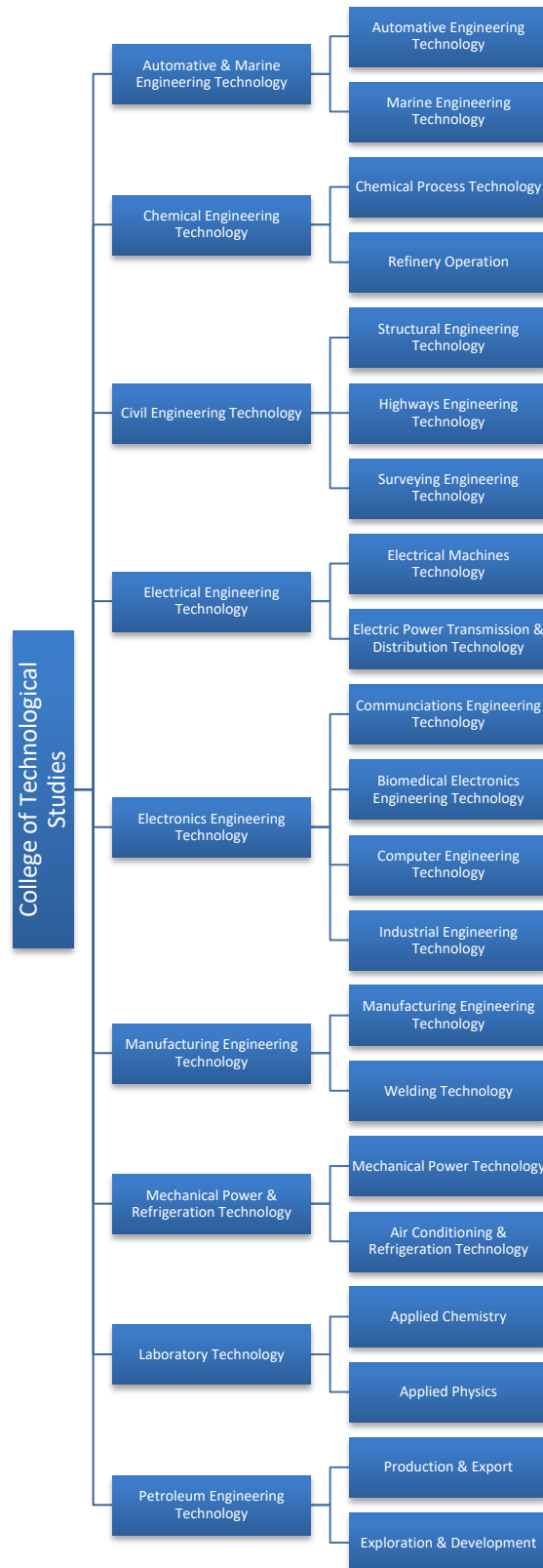
All of the jobs the students are trained for are extremely specific and targeted like working in the control room, where barrels of oil are dispatched to vessels at the ports, or floors of manufacturing plants, where manufacturing machines and processes are managed and supervised to ensure efficiency of production. Some sectors, like the oil sector, prefer recruiting students while they are studying at PAAET in order to motivate them to complete the course and provide them with further complementary training in their target situation.

Figure 2.1: The Structure of PAAET



The structure of one of the colleges, the college where I worked most recently, will be discussed further as an example of the structure and hierarchy of the other colleges since they are all similar. The College of Technological Studies (CTS) is made up of nine departments, which offer twenty-one HND programs. The departments and programs can be seen in Figure 2.2. The diagram reflects the specificity of the programs offered by each department in order to supply the job market in Kuwait with the professional workforce it needs.

Figure 2.2: The Structure of CT



The learning outcomes of the departments and programs shown in the diagram above are in the following table reproduced from the [CTS website](#).

Table 2.1: CTS Learning Outcomes

No	Core Ability	Category	Indicators
1	Act responsibly	Ethics/personality	1. Learner takes responsibility for own learning 2. Learner applies ethical work values 3. Learner applies principles of effective citizenship 4. Learner assesses the impact of his values on-action and decisions on-action Learner presents information that is valid and truthful
2	Communicate clearly	Communication	1. Learner uses standard language principle 2. Learner uses language and details appropriate to the level of audience 3. Learner checks for accuracy 4. Learner demonstrates empathy 5. Learner presents information in readable form 6. Learner listens
3	Learn effectively	Thinking/problem solving	1. Learner follows instructions 2. Learner uses tools for learning 3. Learner uses productive study skills 4. Learner organizes information 5. Learner asks appropriate questions 6. Learner accepts the need for lifelong learning 7. Learner connects core abilities with work competencies and outcomes
4	Think critically and creatively	Thinking/problem solving	1. Learner evaluates uses of technology 2. Learner identifies problems 3. Learner applies and appropriate problem solving process 4. Learner makes informed decisions 5. Learner respects other points of view 6. Learner differentiates fact from opinion 7. Learner experiments with original ideas 8. Learner accepts ambiguity

5	Value self positively	Ethics/personality	<ol style="list-style-type: none"> 1. Learner takes responsibility for own behavior 2. Learner balances family, work, finances, and personal needs 3. Learner creates a personal and professional development plan 4. Learner relates personal values and goals to the work environment 5. Learner recognizes the importance of personal wellness
6	Work cooperatively	Interpersonal	<ol style="list-style-type: none"> 1. Learner respects individual differences 2. Learner works collaboratively with others 3. Learner applies conflict management skills 4. Learner applies feedback 5. Learner accepts feedback 6. Learner applies group problems solving strategies
7	Work productively	Employability	<ol style="list-style-type: none"> 1. Learner sets goals 2. Learner manages time and workload 3. Learner applies quality standards and safety procedures 4. Learner demonstrates dependability, accuracy, initiative, and perseverance 5. Learner organizes the role of the individual within the organization 6. Learner completes tasks in efficient and effective manner 7. Learner respects values and norms of work culture 8. Learner assesses personal effectiveness within organization 9. Learner adapts to technological changes
8	Apply basic skills effectively	Employability	<ol style="list-style-type: none"> 1. Learner follows instructions 2. Learner organizes and maintains information 3. Learner transfers learning from one context to another 4. Learner uses tools for learning (calculators, computers, books, manuals, and community resources)
9	Use technology	Technology/science	<ol style="list-style-type: none"> 1. Learner recognizes the impact of technology 2. Learner selects and uses appropriate technology

Some of the learning outcomes listed in the table above depend on students being trained for application of social knowledge and skills through using different tools, communication, settling into a work environment appropriately, and adapting to technological changes. For example, students are expected to show indicators in the second core ability of communicating clearly; therefore, one might expect this to be reflected in the way English is taught by the ELU at CTS.

2.2 English Teaching at PAAET

The Language Center (LC) is made up of the English Language Units (ELUs) in every college. However, the institutes have English departments that report to the institute itself rather than the LC. The LC's mission as stated on its [website](#) (PAAET 2021) is:

The mission of the Language Center (LC) [...] is to provide students with instruction in both General & Vocational English. The LC assists students across all five colleges in attaining proficiency. Our primary goal is to develop students' language skills needed for their professional as well as personal growth. The LC faculty endeavors to serve the students with commitment and success in a positive learning academic community.

To further explain the role of the LC (PAAET 2021):

Established in 2007 [...] It caters to the five colleges of PAAET (Business Studies, Nursing, Health Sciences, Technological Studies, and Basic Education). The diversity in the disciplines resulted in an expansive range of tailor-made syllabi. The LC accompanies the students in their pursuit of good quality education. We empower them to achieve their academic goals. As faculty, we focus on partnership and respect. We collaborate to promote and support our students' English learning.

The students at PAAET are required to take and pass at least three English courses. The three courses are a remedial English course, an EAP course, and an ESP course for the diploma students and two ESP courses instead of one for the Bachelors students. As soon as they are accepted into their programs, they are all advised to take an English placement test: the pass mark for diploma students is 60% and the pass mark for Bachelors students is 80%. Those who do not attend the placement test are automatically registered in the non-credit, remedial English course. However, they can be exempted from that course if they can provide an IELTS score of 4.5 for diploma students and 5.5 for Bachelors students (or the equivalent in a number of English proficiency tests). This leads to students attending the next English course on the list of courses they must take

to graduate. The students are required to be at a CEFR level of B1 in order to join the EAP/ESP courses, and they are not provided with a foundation skills course or any other kind of support before they start their program of study since the English courses are part of their chosen programs. The remedial course is a General English course comprised of the teaching of the four skills and grammar as an overview of the curriculum covered in the public school curriculum.

Around half of the students accepted attend the placement test, and half of those who attend pass the placement test and are exempted from the remedial English courses. However, a small percentage provides proof of English language proficiency (test scores, passing similar courses in other institutes) and are also exempted from the English remedial course.

The EAP courses across all colleges usually have the course title of English 1 and are tailored towards supporting students in their disciplines, while the ESP courses, English 2, are tailored towards supporting students with the language they need in their target situations, both in their disciplinary departments and their professional contexts. All courses have a pass mark of 60%. The grade distribution differs from unit to unit and teacher to teacher; however, an example of the grade distribution is:

Final exam	40%
Midterm exam	30%
Quizzes	10%
Presentation	10%
Attendance	10%

Table 2.2: Example grade distribution of ESP course at PAAET

A contextual challenge here is that the technical terms and forms (e.g. application forms, forms to order equipment, etc.) taught to the students in the ESP courses are usually neglected and not put into practice in their disciplinary departments because the lecturers struggle with EMI. While PAAET requires English Medium Instruction (EMI) in policy, in practice, the instructors either cannot speak English very well or find it easier to teach in the local language. Therefore, the English language used in the disciplinary departments is limited to written work rather than communication in and outside the classroom.

2.3 Teachers at PAAET's LC

There are around ninety teachers at the LC, divided across the ELUs of the five vocational colleges offerings HNDs and Bachelors programs. Apart from a small number of senior staff that have been hired with Bachelors degrees in English Language, English Literature or English Education before the rules changed, most teachers at PAAET have been sponsored to pursue postgraduate studies in Applied Linguistics or TESOL in the UK, USA, or Australia. Teachers are limited to a list of universities that are approved by both PAAET and the Ministry of Higher Education. Less than half have PhDs; however, those who do are required to produce published research in order to get promoted. In common with university staff, researchers at PAAET must publish in a limited list of journals recognized by PAAET. Those without postgraduate degrees are usually given remedial courses, while those who have pursued postgraduate studies teach the EAP/ESP courses. The teachers have a mandatory teaching hour load of 12-14 hours and a maximum overtime load of 20 hours that they can choose to do. However, as teachers get promoted, their teaching hours decrease for remaining hours to go towards research.

2.4 Students at PAAET

PAAET accepts between 15,000-18,000 students a year (see Table 2.3 for the most recent figures available).

Academic Year	Students Accepted
2015/2016	15,715
2016/2017	17,407
2017/2018	15,948
2018/2019	15,994
2019/2020	16,870
2020/2021	15,323

Table 2.3: Number of students accepted at PAAET

The characteristics of the students accepted into PAAET's programs as well as the nature of PAAET's programs lead the majority of PAAET students/graduates to be seen as non-academic. Therefore, PAAET approaches the EAP/ESP courses as language training courses for the students' disciplines but mostly for their target situations (i.e. future workplaces) since the English language instructors know that the disciplinary department instructors do not implement EMI.

The student population is mostly Kuwaiti, with a few foreign students who have been awarded scholarships by the government. Therefore, the majority of the students have Arabic as their first language and come from a public school background where they are taught EFL from first grade in primary school, at the approximate age of five. Most of the students join PAAET right after secondary school, but a number of students join PAAET after work experience in order to do more training or specialize in a specific field that will improve their career in some way. My experience has been that students, regardless of whether they pass/fail/skip the remedial course, do not have the level of English that might be expected after twelve years of study and have not acquired the study skills needed for their programs. In general, they do not display skills or knowledge in using the dictionary, note taking, time management, and critical thinking. When students complete a needs analysis before starting their English courses, they identify a range of weaknesses from understanding what they are reading to not being able to express themselves in English to struggling with grammar and writing.

Throughout my 4-year experience teaching at PAAET, I have seen students progress in different areas of the language. For example, students who start the course with little confidence communicating in English gain confidence through the pair and group classroom discussions and presentations. Some students also improve their sentence structure in terms of avoiding fragments and forming grammatically complete sentences. On the other hand, their progress is not always in skills that aid their performance in their disciplinary fields.

2.5 Resources and Course Delivery

PAAET, as an institution, aims to train students for very hands on, practical work; e.g. nursing, oil fieldwork, work in chemistry labs, manufacturing plant work. However, the institution seems to adopt a structural view of language teaching, one that is very focused on reading and writing, which is not very ideal, especially for an institution that provides applied training and is more vocational. The reason for that is mainly because the work the students are expected to do in their programs and target situations have little reading and writing and more oral communication. While the institution might be disregarding the idea of acquiring language skills across a wide range of modes of meaning and practices, a lot of the preparation the students need is technological, digital, and mechanical in most colleges. For instance, students who end up working in the control room of an oil company communicate in English with the staff on the vessel receiving the

oil barrels, the technical support staff, and their project managers since it is a diverse, multilingual work environment. The only reading and writing they are required to do is to do with a logbook that describes in shorthand what happened during a given shift so that the person taking the next shift knows where to start. Colleges that teach nursing and healthcare also demand a specific kind of training related to using tools like vaccinations and machines in the laboratory. This can be seen in the course outlines of the English language courses of the English Language Units in different colleges (see Appendix 1 for example of CTS ELU course outline). These documents point to an emphasis on reading and writing rather than what they need to do with these skills given their disciplinary contexts.

PAAET provides a budget and a number of resources to support the teaching and learning of disciplinary communication skills and social practices however there is not support for students and teachers to exploit these resources and use them to their potential. While there is free WiFi, computer labs, and other resources provided by PAAET, there are no courses or centers for student support to utilize these resources in order to support the acquisition for academic literacies. There are also many obstacles for teachers to book labs, library tours, etc. to teach students literacies they need for their target situations.

At the level of the English Language Center, the courses are continuously evaluated and developed to include more aspects in relation to the students' target situations both in their disciplinary academic situations and their professional situations. Each English Language Unit annually reviews the course materials and content in order to address gaps in the curriculum. While all these efforts involve hard work by many individuals who work and teach at PAAET, there are no known collaborations between the ELU and the faculty of the disciplinary departments nor the faculty of the disciplinary departments and the companies of the students' target situations to completely understand the literacies students need in their academic and professional target situations.

Because the view of academic literacies is structural and is more often limited to reading and writing, it is sometimes challenging for departments (whether ELUs or disciplinary departments) to step out of this view in order to provide a well-rounded curriculum in terms of the academic literacies the students need. As can be seen in the course outline of an ESP course at CTS (Appendix 1), the course outlines a specific set of outcomes and competencies for the students. The course outline is evaluated and revised every semester by a committee.

However, from my teaching experience at the institute, the teachers who opt for more traditional teaching methods resist accommodating the changes brought on by the revised course outlines. So, for example, while PAAET emphasizes the core abilities of thinking critically and communicating effectively (Table 2.1), which also match the core abilities on the CTS website for the programs, it is unclear how these are being practiced in the English classrooms. While some teachers have group work and presentations and provide the students with tasks that require critical thinking, some teachers opt for more traditional methods and a general tendency to resist change that is disruptive to their teaching routines and brings them out of their comfort zone. Therefore, a lot of the communication outcomes are not met, and the focus on reading and writing is greater.

2.6 ESP at PAAET

The ESP courses offered by PAAET's ELUs prepare the learners for two target situations: their degree programs and their future workplace. The two foci of the ESP courses present the ESP teachers with an expanded sense of target situation with both a duality of academic and professional literacy practices and their interpenetration. This highly ambiguous relationship is a problem in this context because the teachers may not have any awareness of the academic and professional literacies needed by the learners for the two target situations. However, while they might feel like they are preparing the students well in terms of academic literacies for their disciplinary studies at PAAET, their performance in their workplaces after graduations may not be as satisfactory. This points to a probable lack of awareness of what is needed in the workplace as well as a focus on academic literacies that are not particularly useful beyond the students' time at PAAET. The learners are required to visit and train in their workplace and may very well know more about their future workplace than the teachers.

Chapter 3 Literature Review

In the previous chapter, I discussed the contextual motivation for this study. This chapter provides the theoretical motivation by discussing the relevant literature and outlining the gaps that this study seeks to address. The chapter is divided into four main sections. Section 3.1 highlights different ways in which 'literacies' have been defined, from technical to more socio-cultural perspectives. Section 3.2 distinguishes between academic and professional literacies, while Section 3.3 discusses literacies as an approach to understanding learning in academic contexts. Section 3.4 introduces the concepts of teacher and learner cognition and explains how they will be defined in this study. The value of understanding teacher and learner cognitions in research with a pedagogical focus is also considered. While the theoretical positions discussed in this chapter are relevant to language learning contexts generally, this study is concerned with the teaching and learning of ESP in higher education contexts.

3.1 Literacies as Situated Social Practices

There are two main points that need to be made at the start of a discussion about literacy. The first is that there is a common understanding of literacy as exclusively concerned with reading and writing (Lankshear & Knobel 2011). The second is the idea of literacy being about mastering a code and thus the ability to encode and decode. Because a traditional view defines literacy as a set of codes that can be mastered, it focuses on reading and writing because they are generally viewed as skills associated more with formal education and employment when compared to speaking and listening (even though these also involve coding and decoding). One of the reasons why literacy is typically associated with writing is because writing is generally seen as a skill where thoughts or oral expressions are put in a framework that can represent the thought process as well as provide a platform for critical and analytical thinking (Lankshear & Knobel 2011). A lot of literacy research in educational settings focuses only on reading and, even more so, writing (e.g. Lea & Street 1998; Lillis & Turner 2001; Weideman 2003; Hirst *et al.* 2004; Bharuthram & McKenna 2006; Henderson & Hirst 2007; McWilliams & Allan 2014; Lillis *et al.* 2015). This technical view of literacy focuses on the technical skills of coding and decoding that individuals use in order to read and write, and that is the basis of being literate. However, the view of literacy is referred to as 'autonomous' (Street 1984) because it views literacy as independent from the context, purpose, and way in which these skills are carried out (Halliday 2003).

Another important distinction in the literature is that between technical and functional views of literacy (Lankshear & Knobel 2011). While the aforementioned is a technical view, presenting the idea of a set of structures or a code that people master, a functional view is more concerned with what people do with this literacy knowledge. For example, the teaching of a specific genre and how information is organized in it is a representation of the technical view, while teaching students how to use this genre and organize information in it to send messages or convey meanings in relation to their field or discipline would be functional. Under the umbrella of this view of functional literacy are two key questions when it comes to teaching writing: first, what is the purpose of a text? And second, how is the text structured to meet this purpose? (Kalantzis & Cope 2012, p.118). Functional literacy revolves around two key terms: literacy events (referring to occasions in which a written text is fundamental to the participants' interactions and interpretations) and literary practices (referring to social practices and conceptions of the two cognitive skills of reading and writing) (Verhoeven 1994, pp.187-8). This functional view leads to the idea of multiple literacies, or the idea that it takes more than one literacy to carry out a social practice. For example, a daily social practice like buying groceries may include a number of literacy practices like writing a shopping list, interacting with salespeople, and reading labels on products.

The idea of multiple literacies embraces both technical and functional perspectives and two main concepts: the first is the idea of multi-modality and the second is context-specified communication (Lankshear & Knobel 2011). In terms of multi-modality, multiliteracies changes the perspective of seeing literacy as limited to conventional printed materials (Lankshear & Knobel 2011). Communicating meaning in the real world is not exclusive to reading and writing and involves a number of modes. Under the multiliteracies theory, there are six modes of meaning: oral, written, visual, gestural, tactile and spatial (Kalantzis & Cope 2012, p.191). Given the idea of multiliteracies and multimodality, the term 'new literacies' does not refer to new literacies or modes; rather it points to a new perspective of viewing literacy as flexibly inclusive of existing and changing skills and modes such as learning to navigate new software to produce media or being part of a discourse community that exchanges text through social media platforms (Lankshear & Knobel 2011, p.27-29). For example, Kalantzis & Cope (2012, p.190) present a YouTube video by Randy Young entitled Life N Rhyme as a multimodal, digital piece that tells Randy's story. The video includes a combination of images, rap lyrics, written text, and music, leading to a powerful expression of meaning that is extremely relevant and effective in today's world.

The authors argue that ways of constructing meaning through different modes is something learners need to be taught today because it is highly transferable from context to context (Kalantzis & Cope 2012, p.191). For example, in higher education today, lectures are not comprised of just slides and handouts but also include the spoken word in communication between the teacher and the students as well as among students themselves. There is also teaching through digital media such as videos and social media platforms and online communication through emails and educational platforms that requires the acquisition of multiliteracies to engage with different modes of meaning. Research into multiliteracies and digital literacies include online learning and the relation between literacies and technologies and its effect on traditional academic literacy practices (e.g. Archer 2006; Drury et al. 2006; Lea 2007; Archer 2010 and Lea & Jones 2011).

So far, technical, functional and multiliteracies views have been introduced. Another view of literacies is the notion of critical literacy, which encourages the individual to think outside of the box by engaging with texts through questioning and interrogation in order to make a change to the ways of the social world. It views literacy acquisition as a natural process that occurs during one's learning experience and is made stronger and more useful through critical reflection. From a more social perspective, Freire's notion of 'critical literacy' refers to engaging with texts through reading in a manner that interrogates and questions and writing for transformation of the social world (Freire 2000). In other words, individuals draw from their own learning experience to become literate in different skills and fields as they learn through constant inquiry. Critical literacy could be taken as the ability and courage to critique and learn from critique in different contexts and through dealing with interdisciplinarity as well as different modes of texts, and this is central to academic literacy practices. Consequently, this approach is learner-centered and relies on learner experience and awareness in order to be able to reflect and self-assess in a fruitful manner. However, in contexts where thinking critically and reflection are not encouraged, learners could need constant scaffolding in their discipline and may never learn through questioning the practices of their field or transferring skills from one context to the other. For instance, Arab learners face issues in learning academic writing in international contexts (Al-Khasawneh 2010, Ezza 2010, Al-Zubaidi 2012, Abdulkareem 2013, Al-Mukdad 2019). Because education in the Arab cultural context may not encourage critical thinking, it affects the learners when they learn to write in an EAP/ESP course or pursue further studies in English. Learners could find it difficult changing their role from collecting and storing knowledge as passive

learners to questioning the content they are being taught and making connections with current events or other disciplines. This issue is not limited to Arab students and can be seen in Archer (2008), where learners do not reflect on the disciplinary traditions of their engineering discipline, and Turner (2011), where different excerpts of dialogue between British tutors and Japanese students present tension when the tutors try to elicit opinions and evaluation from the students who do not see themselves as suited to give opinions or evaluate any work (even if it is their own). Coffin & Donohue (2012) explain “Academic Literacies [...] moves beyond description and explanation to a critical position, asking questions about the ways in which current practices constrain as well as enable meaning making.” (p.67).

The views of literacy discussed so far have paved the way for an ‘ideological’ understanding of literacy (Street 1984; Gee 2015), in which literacies are viewed from a sociocultural perspective in which literacy is seen as situated (Barton, Hamilton & Ivanic 2000; Gee 1996) which complements the Kalantzis & Cope concept of literacies (2012) discussed earlier. This brings us to the important point that Hyland (2012, p.11) makes:

...we do not use language to communicate with the world at large, but with other members of our social groups, each with its own beliefs, categorisations, sets of conventions and ways of doing things. It therefore unites aspects of context that are crucial to the production and interpretation of spoken and written discourse and therefore to language choice and identity. These aspects include knowledge of a cultural and interpersonal situation, knowledge of interlocutors, knowledge of the world and knowledge of texts and conventions of saying things.

This is also embraced by Halliday (2003), where the purpose and way of reading and writing depend on the cultural and social contexts in which they are carried out. In this view, an exclusive concern with reading and writing is abandoned because it is not useful to see literacy as purely reading and writing in the present world since literacy nowadays is intrinsically multimodal. Literacies are not independent or universal; therefore, viewing them without consideration of their purpose or context can be restrictive. This view embraces the notion that literacy involves a functional command of a number of different modes in order to participate in different communicative domains. For example, it takes more than reading and writing to respond to an email from your professor at college or your colleague at work. In order to do so, an individual must also know what is socially appropriate in choice of words, emoticons, greetings, etc. Another example is in order to work on a group project, students are required to engage with text, speech, social media, digital media, etc. They should also take into consideration

the social practices that come with these skills since the social context requires certain practices such as not sending irrelevant text messages such as jokes and broadcasts in a text-messaging group made to discuss the group project. Therefore, it is the situation that dictates what is or is not appropriate in terms of applying literacies.

Gee's (2015) distinction between a person's primary Discourse where intimate face to face communication occurs within a person's immediate group, and secondary Discourse, or a way of being in the world as an identifiable member of social groups or networks, is one way of explaining the importance of academic and professional literacies. In these Discourses, literacies are the window to belonging to a social group, since literacies are a major determiner of what a person needs to acquire in order to become a member. Discourses include a number of aspects of a person's existence and identity such as words, actions, gestures, body language, beliefs and appearance, which makes literacy interdisciplinary to include social linguistics and culture among other fields (Gee 1990). Therefore, a person's participation in a Discourse becomes part of their identity (Gee 1990). Each individual has a number of secondary Discourses such as schools (academic literacies), religious institutions, and workplaces (professional literacies), which means that there are a number of literacies, and the importance for people lies in knowing how to use the appropriate language in the appropriate way within the Discourse (Gee 1990). In order to develop academic and professional literacies, individuals inevitably interact with both human elements, such as speaking and believing, and non-human elements, such as tools and machines (Lankshear and Knobel, 2011). The combination of these human and non-human elements provides a the context in which the individual is recognizable as a member of the secondary Discourse they are participating in depending on their fluency in the literacies of that Discourse (Gee 1997).

The idea of context-specific communication takes different skills and different applications of skills to 'read the world' in different contexts such as technological, media, or scientific contexts through changing multimodality (Lankshear & Knobel 2011). For instance, communicating in a postgraduate seminar at a Russell Group university differs from communicating with family or friends on social networks like Facebook. However, because literacy is generally linked to writing in schools and other educational settings, this limits literacy in and to formal educational settings. Therefore, as research progresses in the field of literacy, it has moved towards becoming more interdisciplinary to include terms like

'scientific literacy', 'media literacy' and 'information literacy' (Lankshear & Knobel 2011, p.21). This brings us to the idea of literacy as a set of multiple, interrelated skills that provide individuals with the ability to question and communicate ideas in different, dynamic environments.

Following from the concept of literacies as both situated and communicative social practices that enact a Discourse, the aim of literacy instruction is to help learners master a literacy. As Lankshear and Knobel (2011, p.252) explain:

The promise of social learning is the prospect of becoming full participants in 'mature' versions of social practice, acquiring the deep kinds of learning that bestow mastery of a domain through active involvement in affinity space or communities of practice where participants learn to do and be in the ways of competent insiders to the practice. The key point here with respect to formal education is the need to take a trajectory view of learning and of learners, and of the relationships between learning experiences at different points along trajectories.

Consequently, what learners are learning now should be connected in a meaningful way to their roles as full participants in their target situation, meaning they should be taught/trained according to the purpose of their future participation in the Discourse of their discipline. In order to construct literacies and apply them appropriately in any given situation, an individual is required to draw on different domains of knowledge. The importance of context to literacies as social practice as discussed earlier, as well as the importance of knowing the world of the discourse community and emerge from three main domains of knowledge. Green (2020) argues that we can look at academic literacies in terms of three domains of knowledge: the contextual (knowledge of where communication takes place), declarative (knowledge of what to communicate), and procedural (knowledge of how to communicate). This is where genre becomes central, as a procedural dimension of literacy knowledge, especially since learners are asked to produce pedagogic genres, or writing that is completed for the purpose of learning like the essay, that are generally not required of them outside of the academic context (Nesi & Gardner 2013). For example, learners who are studying marine engineering and training to become technicians on ships engage with both the pedagogic genre of the reports they have to write to describe how to fix part of an engine and the professional genre of the reports they are required to write in order to log the work they have done on the ship during their training shifts. Therefore, genre is a way for individuals to interact and engage with their discipline in their Discourse communities.

Genre includes a community's ways of knowing, being and acting and how members of a community collaborate to get things done, and this includes ways in which individuals who are new to the community learn to place themselves in a community in terms of its activities and systems (Bawarshi & Reiff 2010). According to Swales (1990, p.9), genres are "communicative events which typically possess features of stability, name recognition and so on" including spoken and written communication (or a combination of both) and "encoding and decoding procedures as moderated by genre-related aspects of text-role and text-environment". Therefore, Swales explains genre as ways of communication that are carried out in a specific manner in order to be received in specific ways for specific social goals and contexts. This view of genre complements the idea of literacy as a social practice and contributes directly to the teaching of literacy using features of a community's genre.

The understanding of genre as structured social action provides the individual with a template or framework to function within in various social contexts and ways in which to communicate in the communities of their disciplines. Teaching students genre markers of their disciplines allows them to use their literacy knowledge appropriately and successfully to construct and convey meaning in their discipline. For example, teaching students whose target situation is the control room in an oil field how to write in shorthand as a genre marker of texts in the oil companies/refineries and teaching them to use it when filling out logbooks and daily reports of the control room is the use of genre for a situated literacy.

Research into genre pedagogy presents a number of approaches to teaching genre. Some argue for the implicit genre pedagogies of learning through writing, in which learners familiarize themselves with the genre by producing it, which depends mostly on tacit knowledge and how that develops during the production of a genre (see Freedman 1987; Linton et al 1994; Bazerman 2009). Others support the explicit teaching of genres, in which the genre is modeled, negotiated and constructed in stages with a continuous interaction or scaffolding from the teacher (Macken-Horarik 2002; Macken-Horarik et al. 2006; Motta-Roth 2009). For ESP, Swales' (1990) task-based genre approach, where students analyze the genre and discuss changes that would increase the effectiveness of the rhetoric, has had a significant pedagogic impact. As Johns (2008) points out, learning genre is a challenge for a student new to the academic classroom; however, the studies previously mentioned in this section illustrate how learning genre is an essential part of communication in the disciplines and is central to the ESP classroom.

3.2 Academic and Professional Literacies

Academic and professional literacies are also context-dependent situated social practices. A distinction between academic literacies and professional literacies is essential to this study and reflects differences between the academic and professional contexts. Academic literacies are literacies of study while professional literacies are of the workplace. Academic and professional literacies are a blend of skills, learning processes, and discourses that are embedded in social practice and serve different purposes in different contexts. However, since they are both literacies that are required for individuals to succeed in their academic or professional communities (or both), the broader theoretical and pedagogical considerations relevant to literacies apply to both academic and professional literacies, especially since both draw on all three domains of knowledge discussed earlier (contextual, declarative and procedural). Therefore, the distinction between academic and professional literacies could simply be whether the aim of literacy instruction is to develop academic or professional literacies. In higher educational settings, teachers might face an ambiguity in determining if what they teach is categorized as academic literacies or professional literacies. This also applies to ESP courses, especially in higher educational settings offering vocational training programs. This can be seen in Leki (2003, p.87), where nursing college teachers were teaching writing that serves the purpose of academic literacies rather than professional literacies:

Asked whether the writing assignments in their courses were similar to writing the graduates would encounter in their professional lives, faculty generally confirmed that these assignments were not particularly similar. For example, except for the clinical writing such as the NCPs, the writing assigned in the nursing curriculum shared traditional writing focuses, drew on traditional writing techniques, and was not likely to be encountered again by nursing graduates as part of their postgraduate professional duties.

The idea discussed towards the end of the previous section that literacies are situated, communicative social practices and that genre is essential for understanding the communicative practices of an academic or professional community applies to both academic and professional literacies. Academic literacies are the communicative skills and practices needed in order to function in an educational context, while professional literacies are the social skills and practices needed in order to function in a professional context. Professional literacies are a combination of the literacies an individual has the ability to exercise and has acquired from his/her previous experiences whether studying for a degree or through working experiences. For example, knowing how and

what to include in a presentation for work includes academic skills of preparing a presentation and how presentations are carried out in the specific context of the workplace (what software should be used to create the slides, the design and content of the slides, whether humour is acceptable). Both academic and professional literacies include communication skills and emotional intelligence, which for example, contribute to how well an individual fits into an organization and its culture socially. Therefore, there could be a great overlap between the two. For example, knowing how to use the keyboard to send an email is a skill. However, sending emails in the right timeframe with consideration to content, professional language and use of attachments is a social practice that is part of both academic and professional literacies (a university student might need to send e-mails to a tutor while an employee might e-mail their manager or a client). The differences between academic and professional literacies come down to contextually specific literacy needs.

An academic literacies perspective is a particular way of looking and understanding the kind of communication that happens in academic contexts (Lea & Street 1998; Lillis 2006). As further explained by Coffin & Donohue (2012, p.72), “Rather than focusing on how teachers can help students to learn the literacies of the university it focuses more on how students and teachers understand the literacy practices of the university and the issues that arise from the meanings that literacy has for them.” In this perspective, academic and professional literacies can be taught, applied, and practiced, and go hand in hand with situated learning theories. As Hamilton (2010, p.8) explains:

It [academic literacies] draws on situated theories of learning which see learning as taking place in day-to-day relationships between people in their environment, whether this is a formal college classroom, a workplace or a self-help medical group. It draws a bigger landscape than that of seeing literacy as a set of discrete skills, and is concerned with local differences, diversity and variety as well as with universal principles.

Therefore, the four skills of reading, writing, speaking and listening do not take a simplistic form when it comes to literacies. Instead, ‘academic literacies’ is interpreted to be the ability to understand a range of academic vocabulary in content, understand and use metaphors, idioms, word play, and ambiguity, perceive connotation, recognize genres and the meaning they convey, make relations between different parts of a text, and similar advanced skills (Weidman 2014, p.v). Usually, academic literacy is seen as learners’ ability to “handle the demands of academic language at tertiary level” (Weideman 2014, p.ii). The focus then shifts to literacy as the appropriate application of these four skills and

the implementation of the four skills in communicating through different modes. According to Braine's (2002) investigation of non-native speaker graduate students, students need high proficiency in English, the appropriate use of learning strategies and "sound social skills" (p.65). This is supported by the idea that novices in any community should be scaffolded by more expert members in order to help them communicate within the traditions of the community (Lave & Wenger 1991; Lantolfe & Throne 2007; Duff 2007) . Acquiring literacy skills is not enough if you cannot apply them appropriately depending on their relevance to a specific context.

In order to further explain the notion of academic literacies, Lea and Street (1998) divide it into three main perspectives: study skills, academic socialization/acculturation, and academic literacies. When Lea and Street (1998) talk about academic literacies, they can be talking about a set of communicative practices required in particular contexts or in their distinction between study skills, socialization and academic literacies, they can be referring to an approach to understanding academic communication and the skills and knowledge that students need to learn or lastly, they can be talking about pedagogic approaches. However, their idea is not that these concepts are pitted against each other, but rather that they are a hierarchy in which each model encapsulates the other (Lea & Street 1998). The hierarchy is topped by the academic literacies model which incorporates the academic socialization model, which builds on the study skills view (Lea & Street 1998). The study skills view focuses mainly on a set of transferable skills students need to learn, while the academic socialization model focuses on students learning the culture of the academy (Lea & Street 1998). Academic socialization plays a role in student writers' constructing disciplinary identities in order to be competent members of their disciplines since their awareness of their disciplinary culture is essential to the disciplinary demands students have to meet in order to be part of their discourse communities (Abasi et al. 2006 and Archer 2008).

The academic socialization model might not take into account the differences between one academic context and another in terms of departmental, disciplinary and institutional practices, as an example, which the academic literacies view considers since every academic institution is different in terms of their policies and culture. The academic literacies approach presented by Lea and Street (1998) views literacies as social practices, including the varied communicative practices which are determined by genres and disciplines. It differs from the academic socialization approach by taking into account both epistemological

issues as well as social processes like power relations and social identities (Lea & Street 1998). Therefore, the academic literacies model resonates closely with the social practices view, which encompasses the important aspects of context, discipline and genre. The academic literacies model agrees with Lillis & Scott (2007) in their explanation of academic literacy as “a field of enquiry with a specific epistemological and ideological stance towards the study of academic communication and particularly, to date, writing” (p.5). These perspectives in academic literacy are approaches to understanding communication and learning in academic contexts. For example, recent research on plagiarism and use of citations can be viewed as research that falls under the umbrella of the academic socialization and academic literacy models since learners’ knowledge of the conventions of their discipline as well as of their institution is part of academic literacies. A lot of this research focuses on how L2 learners use citations and interact with plagiarism policies in their academic writing (Hyland 1999; Chandrasoma et al. 2004; Flowerdew & Li 2007; Abasi & Graves 2008; Harwood 2009; Petric & Harwood 2013; Davis 2013; Davis 2015; Cumming et al. 2016). In addition, “readers (or interlocutors in this educational dialogue) are usually looking for the organization, linkages and reasoning that provides evidence of a mind at work on disciplinary questions, using disciplinary resources and tools—that is, a mind that is being disciplined through the disciplinary task” (Bazerman 2013, p.102). This requires a fairly advanced use of resources and strategies for the students to become members of their disciplinary communities.

Learners who aspire to be professionals in the field of their study need to understand the value of academic literacies and apply professional literacies in order to be successful. Yang’s experience as a student in a nursing college required her to produce written assignments (academic literacies) but also master writing nursing care plans (professional literacies) in a foreign language, which adds to the challenge of acquiring literacies when compared to those doing so in their L1. Her journey was hindered by her inability to carry out communicative practices that are essential to her field in a professional setting, which required her to temporarily suspend her studies to pursue language training (Leki 2003). However, simply learning the language did not mean Yang could draw on all three domains of knowledge (contextual, declarative and procedural) to comfort the family of suffering patients in a culture that was not hers (Leki 2003). Therefore, Yang struggled in both academic socialization and academic and professional literacies, since she continuously compared her nursing identity to that of her peers and struggled to acquire and carry out the practices needed to successfully be part of her Discourse community (Leki 2003).

3.3 Pedagogic Responses to Literacies

Academic literacies research has raised the issues discussed in earlier sections and tried to propose pedagogic responses to the different challenges teachers and learners face. As Coffin & Donohue (2012) explain:

Academic Literacies researchers have posed the question of how to shift from critique to pedagogic design. This entails: 1) a critical re-examination of what counts as relevant knowledge within and across academic disciplines and 2) collaboration amongst researchers, teachers and student-writers in imagining new possibilities for meaning making. (p.67)

Based on the analysis above, academic literacies instruction can be tailored to specific target situations in order to ensure students' academic socialization in that they acquire and learn to apply the academic language and skillset needed for their known situations. Horner (2013) encourages challenging the norm when it comes to academic literacy and explains that it is not a set of concrete, fixed beliefs, but rather a flexible and fluid idea that is continuously changing and developing. In addition, Mauranen et al. (2010) explain this flexibility found in academic literacies: "it is clear that ESP and EAP research fields are keenly interested in understanding the communities that use English as their professional language, the roles language plays in these communities and the ways in which practices are shaped by language and shape it in return." An example of integrating academic literacies to develop EAP programs is how Wingate (2006), focusing on writing, advocates integrating 'study skills', an approach to support weak students in academic skills needed to succeed at university, into subject teaching. Wingate (2011) also proposes a way to integrate academic writing in a later study. Wingate (2015) also divides approaches to academic literacy instructions into Lea and Street's (1998) classification of study skills, academic socialisation, and academic literacies; within these three categories, Wingate further classifies them according to Ivanič's (2004) six discourses (skills, creativity, process, genre, social practice, and socio-political) and relates them to Hyland's (2002) three categories (text-oriented, writer-oriented, and reader-oriented). Based on these different examples and divisions, the challenge for ESP literacy instruction is not only to teach ways of how to communicate subject knowledge within a discipline, but also when and where to communicate this knowledge, as well as which tasks require domain knowledge (the breadth of disciplinary knowledge) as opposed to topic knowledge (deep knowledge disciplinary content) as differentiated by Alexander (2003). Consequently, the aim of ESP literacy instruction should be for learners to successfully master the communication skills needed to function in their academic and professional communities.

One way this has been adopted is through genre-based pedagogy. Much of ESP has been genre-based, relying greatly on the analysis of texts associated with specific genres, but more recently, genre is seen to be more fluid and enacted through practice from an academic literacies perspective (Wingate & Tribble 2012). One of the main contributions of genre literacy research to pedagogy is the encouragement “to facilitate the transfer of genre knowledge and writing skills from one writing context to another, from first-year composition (FYC) courses to courses in the disciplines, and from academic writing to workplace writing” (Bawarshi & Reiff 2010, p.175). A clear example of the transfer of genre knowledge/literacy from one writing context to the other is Yuko’s successful application of the knowledge and skills she got from her general writing courses to different disciplines, especially for a student who has not been explicitly taught to do so (Spack 1997). Yuko’s success was a result of her reflection and efforts, and these may have been increased if she had received instruction on how to apply genre knowledge/literacy from one context to the other.

Cheng (2008) follows one Chinese graduate student’s experience in the ESP writing classroom, where an explicit genre pedagogy is implemented as the student analyzes genre exemplars to prepare for writing tasks. The study uncovered the student’s rhetorical and evaluative approaches to analysis, concluding that genre is supportive to developing academic literacy when used explicitly. Although this study is limited to one student’s experience in ESP, it encourages further research into student perspectives and experiences in terms of acquiring academic literacies in ESP contexts as it shows Cheng’s student’s journey in acquiring skills that allowed him to read as a writer in his field. Genre analysis tasks allowed the student to acquire skills in terms of rhetorical and evaluative reading, which encourages targeting academic literacies in ESP in terms of specificity and context. Another qualitative study focusing on graduate students’ approaches to genre-analysis tasks found that some students were unable “to connect genre features to purpose, audience and disciplinary practices and to understand reasons behind writers’ rhetorical choices,” displaying a lack of understanding of the scholarly conventions of texts in their disciplines (Kuteeva 2013, p.90). After analyzing students’ response to two tasks, the author categorized the students’ approach to genre-analysis as either descriptive or analytical based on their focus on either text organization or text purpose/features (Kuteeva 2013). At the end of the article, the author emphasized the importance of raising genre awareness for students in their specific disciplinary contexts in order for them to know when it is appropriate to use specific genre features

(Kuteeva 2013). The main point to come out of these studies is that disciplinary knowledge is essential to academic literacies instruction in ESP, and specific genre-instruction is one way of academic literacies instruction in ESP.

From a literacies as a situated social practice view, learners of academic and professional literacies may find it more beneficial to be exposed to the practices of their disciplinary communities by their subject teachers since they are advanced members of their discourse community. This served as the foundation of the Writing Across the Curriculum and Writing in the Discipline movements, which encouraged subject teachers to teach writing within disciplinary courses (Wingate 2015). There are different pedagogic versions of this approach, including collaborations between subject teachers and writing teachers (e.g. Chien et al. 2008). While the movements encourage the explicit teaching of genre, experts in the profession might find it challenging to teach what they know about the genres of their discipline. In an investigation of Integrating Content and Language (ICL) through collaborations between communication and disciplinary specialists, Jacobs (2010) concludes with the following implications:

Data from the research findings reported on in this paper have shown that 'situated practice' requires expert knowledge of an academic discipline; however 'overt instruction' is difficult for disciplinary specialists, as they hold this knowledge at a tacit level. This also leads to difficulties with 'critical framing', as these experts are so immersed in their disciplinary discourses that they often are unconscious of the workings of discourses within their disciplines. Data from this study have shown that 'overt instruction' and 'critical framing' in literacy pedagogy is enhanced through a collaborative pedagogy between disciplinary and literacy lecturers. (p.236)

As Bazerman also explains, "Although they have learned the genres of their profession and are successful in them, their reflective ability to manipulate them is limited because of a lack of linguistic and rhetorical vocabulary and analytical methods" (2009, p.289). Experts in the field may easily produce the genres of their disciplines, but find it difficult to explain how it is done, which makes it even more difficult for ESP teachers, who could be struggling to familiarize themselves with the language of the discipline, let alone be expert enough at the genres of that discipline and manage to teach it. Research suggests that institutions play a role in enabling these collaborations between communication and disciplinary specialists in transdisciplinary discursive spaces where specialists engage to shape their understandings of concepts and practice and encourage the construction of academic identity (Jacobs 2008 & Gustafsson et al. 2011). Therefore, research in this area suggests that "pedagogies of collaboration among literacy and disciplinary lecturers, where the explicit teaching of

disciplinary literacies are explored” leads to ‘transformed practice’ (Jacobs 2010, p.237).

While many may see similarities between the teaching of academic literacy and EAP, Turner (2011, p.18-19) differentiates academic literacy from EAP by explaining that an academic literacy standpoint focuses more on what people do or are expected to do in specific social contexts as opposed to the more generic language skills of EAP. Consequently, another way of adopting a flexible approach to academic and professional literacies in the classroom is by supporting Lea & Street’s (1998) academic socialization model for ESL graduate students learning academic writing (Abasi et al. 2006). Like Lea & Street (1998), the authors argue that an academic literacies perspective includes an acculturation approach and study skill perspective and that academic socialization is key to student writers developing their writing as a social practice of their discipline in order to join members of their Discourse successfully (Abasi et al. 2006). They also propose that EAP instructors and curriculum developers incorporate an academic socialization approach in order to raise student awareness through exposure to texts by more socialized members of their disciplinary communities and analyzing these texts to examine the identities that their peers have constructed through their writing (Abasi et al. 2006). With reference to engineering students, Archer (2008) argues for bridging the demands of the discipline and the student learning of academic literacy practices of the discipline through academic socialization to make way for dialogue between student discourse and academic traditions of the field. Alexander (2019) has also found that student awareness of theme and thematic structure allowed them to read and understand academic articles in an easier way and produce better-argued paragraphs. In this study, the academic socialization of learners through explicit teaching of disciplinary writing practices created an awareness of what learners need to acquire in order to succeed in their disciplinary communities.

There are many definitions of ESP (Hutchinson & Waters 1987, Strevens 1988, Robinson 1991). Dudley-Evans & St. John’s (2001) definition offers flexibility since it defines ESP in terms of absolute characteristics and variable characteristics. The absolute characteristics are that ESP is designed to meet specific needs of the learner, makes use of the methodology and activities of the discipline, and is centered on language that is appropriate for the activities of the discipline. The variable characteristics are that ESP may be designed for specific disciplines, may use methodology that differs from general English, and is more

likely to be designed for intermediate or advanced adult learners at tertiary level (Dudley-Evans & St. John 2001, pp.4-5). Orr (2001, p.209) explains:

One reason ESP has gained such popularity in recent years is that general approaches to English language education have not proven very successful for students or working adults with unique academic or workplace language needs. [...] Such general-purpose courses can help students improve their English for general academic success, but they seldom address higher level language needs such as composing successful grant proposals, managing complex pharmaceutical documentation, or negotiating business deals and constructing legal contracts.

Hyland (2002, p.385) argues “that ESP must involve teaching the literacy skills which are appropriate to the purposes and understandings of particular academic and professional communities” since ESP revolves around the language and activities belonging to specific disciplines and occupations. Specificity in ESP, a flexible understanding of academic literacy, and familiarity with discourse community practices could open doors to developing an understanding of academic and professional literacies for ESP. Moreover, this combination could transform the teaching of academic and professional literacies in ESP to improve the pedagogic practices in ESP contexts, especially since the organization of disciplinary genres could vary within a single discipline (Ozturk 2007). Another concept that has supported the study of writing in ESP is the idea of discourse communities, in which genre is a fundamental concept (Swales 2016). Learners of ESP are immersed in the discourse community of their ESP and disciplinary classrooms, in which they have shared goals and communicate to achieve these goals, through their peers in the classroom. In some cases, they are immersed in their target professional communities during their apprenticeship at the workplace of their target situation. Therefore, their acquisition of literacy features of their discourse community can be done through a number of ways including observation, explicit teaching, and collaborative work.

ESP classrooms are where learners are taught disciplinary literacy, and this is what enables them to engage with the social practices of their discipline and succeed as members of their disciplinary communities (Fang & Coatoam 2013). Disciplinary literacy “recognizes that literacy skills/strategies and disciplinary content are inextricably intertwined and that without literate practices, the social and cognitive practices that make disciplines and their advancement possible cannot be engaged” (Fang & Coatoam 2013, p.628). A disciplinary literacy approach is complementary to Lea & Street’s (1998) academic literacies approach and according to Fang & Coatoam (2013, p.628):

...is grounded in the beliefs that (a) school subjects are disciplinary discourses recontextualized for educational purposes; (b) disciplines differ not just in content but also in the ways this content is produced, communicated, evaluated, and renovated; (c) disciplinary practices such as reading and writing are best learned and taught within each discipline; and (d) being literate in a discipline means understanding of both disciplinary content and disciplinary habits of mind (i.e., ways of reading, writing, viewing, speaking, thinking, reasoning, and critiquing).

Consequently, disciplinary literacy contributes to both academic and professional literacies.

Because ESP is concerned with preparing learners to master skills and practices to succeed in a specific context, it complements the notion of multiplicity in literacies and focuses on the purposes behind the academic and professional literacies the learners need for the context of their target situations. As Wingate & Tribble (2012) argue, ESP is not just a pedagogy but also a way of understanding academic communication. Ideally, ESP should be specific enough to refute literacies as universal and autonomous and embrace the multi-modality of the disciplinary contexts and communities in order to promote communication beyond reading and writing. As can be seen in recent literature, this view of ESP as specific to the purpose and the context of the learners' target situation is widely accepted. For example, Popovska and Piršl (2013, p.37) note that "ESP as a tertiary education subject can help the development as well as further support of a knowledge society value system by using strategies and methods that enhance both personal and professional growth of the learners." In the English for Business field, Tuzlukova and Singh (2018, p.415) argue for courses that include "such skills as problem-solving, communication, decision making skills in addition to cultural awareness, knowledge of business and languages [and focus on how] students develop such skills through consistent practice in the ESP classroom to address their business communication needs and practices." However, the challenge facing L2 learners in ESP classrooms, is that they might find the basic skills of the L2 challenging, making more advanced skills such as communicating in the discipline difficult (e.g. Alkhaldi 2019). In a study investigating language difficulties faced by Saudi students in EGP and ESP courses and EMI contexts, the learners express difficulty communicating in English whether through speaking or writing, and some evaluated themselves to be below university student proficiency level (Gaffas 2019).

There are also challenges facing ESP teachers in higher educational contexts, such as whether to focus on academic or professional literacies or on both. While there are the usual challenges of ESP teachers familiarizing themselves with the academic discipline in their contexts, and finding the time and the means to do so (Swales 2019), there is the additional challenge of ESP teachers familiarizing themselves with the professional context and what that entails. This could also result in a tension of whether ESP teachers are teaching academic or professional literacies in the ESP courses they are teaching. Another challenge for ESP teachers in ESL or EFL contexts, as Green (2020) discusses, is how ESP teachers can scaffold academic literacies with low proficiency learners. There is also the challenge of finding textbooks for low proficiency English learners as well as for the highly specific ESP classroom (Swales 1980 and Tawalbeh 2018).

3.4 ESP & ESP Teacher Roles

As Dudley-Evans & St. John explain (2001, p.13), there is a significant difference between a general English teacher and an ESP practitioner: the latter is not the primary knower of the carrier content (knowledge of the subject/discipline) of the material. In fact, in some cases, if not the majority of cases, the students may know more about the subject than the teacher (Wu & Badger 2009). For any ESP course to be effective and successful, “an ESP teacher irrespective of the academic background (ELTs or Subject Matter Specialists) needs to have English language competence, pedagogic skills and how much they know about the learners’ target communicative needs” (YousafZai & Fareed 2019). Green (2020) characterizes the position of the ESP teacher in terms of an insider-outsider problem, in which ESP teachers are insiders when it comes to language instruction but outsiders when it comes to the disciplines. In order to help ESP teachers achieve this, Dudley-Evans & St. John discuss five major roles of the ESP practitioner: teacher, course designer and materials developer, researcher, collaborator, and evaluator (2001).

In terms of course and materials designer and researcher, these two roles complement each other. After assessing the learners’ needs, the ESP teacher generally designs or adapts the course in order to tailor it to these needs, and in order to complete this task, the materials have to complement the course design. As Anthony (2008) argues, the role of the ESP practitioner as researcher comes in when developing original materials for the ESP classroom is required, which is a common situation since there are very little materials designed for ESP in

specialized fields and disciplines. Not only are ESP teachers required to choose and/or design suitable materials, they also need to be able to rapidly adapt materials when the students find difficulty when encountering them (Popescu 2012, p.4185). Furthermore, the ESP teacher should evaluate the lessons or the course regardless of whether or not it is required by the academic institute in order to define any gaps and work towards solutions in future ESP courses. This role as an evaluator is probably the most neglected role of ESP practitioners and is exemplified in research through the few studies testing the effectiveness of ESP courses as described by Johns & Dudley-Evans (1991).

One of the dominant questions in ESP is how specific the course should be in terms of the learners' discipline and target situation. There have been many arguments for the wide-angle approach in teaching ESP, which involves grouping students, regardless of the variety of their disciplines, into one ESP classroom and drawing from materials containing a variety of topics in order to make students aware of the commonality of their needs (Williams 1978; Spack 1988; Hutchinson & Waters 1980, 1987). While this approach makes the lives of ESP practitioners much easier in terms of their roles as teachers, course and material designers, and researchers, it is not just in terms of the learners' needs. In fact, the point of ESP is to provide a language course that assists the learners in a specified target situation, and if that is ignored, then the course becomes more of an English for Academic Purposes (EAP) rather than an ESP course. According to Bond (2020, p.120), "different disciplines have different pedagogical approaches [...] different ways of communicating and building knowledge are employed". The case for combining language and subject knowledge is well-grounded (Hutchinson & Waters 1987; Hyland 2002; Boden-Galvez & Ding 2019). Especially since ESP is related to identifying external goals for learners in using the language in their real-world target situation communications and is usually based on a needs analysis (Basturkmen 2001 & Hyland 2002). By implementing a wide-angle approach, these main features of an ESP course are marginalized and result in defeating the purpose of an ESP course. This has been further argued in terms of teaching academic writing in ESP and individual learner characteristics in responses to Spack's (1988) article relatively by Braine (1988) and Johns (1988). Therefore, this wide-angle approach is not applicable to all ESP contexts, and the idea of specificity arises. If a more narrow-angled approach is more suitable to certain contexts, how can this be achieved? In this scenario, the role of the ESP practitioner as a collaborator is crucial in order to have a fruitful amount of subject knowledge.

The first kind of collaboration is the collaboration between ESP instructors and field specialists. Dudley-Evans clarifies this (1998, p.8) as “collaboration where the ESP teacher and the subject specialist work together to prepare materials for use in the ESP class. The subject specialist will provide texts or recordings for exploitation, or advise on questions or activities.” As one would expect, such collaboration could be very successful (Orr 1995), but it is more complex than it seems. On the one hand, working closely with field specialists means that there is a lot of time and effort, from both parties, put into transferring subject knowledge from the specialist to the ESP teacher. As discussed in Section 3.3, one of the pedagogical responses to literacy practices encourages such collaborations between communication and disciplinary specialists in order to transform teaching practice (Jacobs 2008; Jacobs 2010 & Gustafsson et al. 2011; Bond 2020). On the other hand, even if the collaborators overcome the time and effort factors, it might not be successful because of the specialists’ probable subjective views as well as their lack of linguistic knowledge. Therefore, this model creates significant challenges. Another collaboration is to work closely with the students in order to understand their needs more fully and attend to them. In this case, there has to be more equality between the learners and the teacher in order for the learners to share their knowledge of the specialized content of their discipline (Anthony 1997). In terms of this kind of collaboration, there is the issue of teachers struggling to accept the idea of learner-centeredness and refuse to accept that they are not the primary knower of in the classroom due to their lack of knowledge when it comes to the discipline (Shamsaee & Shams 2010, p.271). In addition, teachers may often feel uncomfortable with their lack of knowledge of the discipline to the extent that they are unwilling to ask the learners for help when they need it (Wu & Badger 2009).

There are a number of studies that emphasize the importance of ESP teacher collaborations with different stakeholders. A study that provides an idea of the different types of ESP teacher collaborations in terms of understanding students’ needs is Soroka (2019), in which ESP teachers find consulting with subject teachers and students on topics and materials had given them a better understanding of ESP learners’ needs. On the other hand, Bayran and Canaran (2020) find that novice ESP teachers find difficulty collaborating with faculty in order to develop their ESP courses even though they felt insecure working alone. Another ESP project learners responded well to involved collaboration between ESP teachers and professionals in the Civil Engineering field to allow opportunities for the learners to interact with the professionals in order to gather

information about the profession and complete a project (Abdul Raouf & Yusof 2006).

The intrinsic multi-modality of communication has already been introduced in Section 2.1 and will now be related to ESP research. Research in ESP learner preparation for the workplace discusses the importance of communication skills across different fields and disciplines and suggest the necessity for high specificity ESP courses when the target situation is known to the teachers and learners (e.g. Muhammad & Abdul Raof 2019; Kahtoon et al. 2019). Studies in terms of ESP and professional literacies suggest a mismatch in the content of the ESP course and the communicative skills needed for the workplace, and this can be seen in different contexts like ESP for learners whose target situation is the hospitality industry of Morocco (Bouzidi 2009) or ESP for the Jordanian tourist police (Aldohon 2014). A study exploring communication for Jordanian business graduates in diverse workplace settings found that graduates lacking communication skills are disadvantaged in the workplace, and the researchers recommend that communicative skills such as informal communication between employees and their supervisors should be incorporated into university ESP courses (Freihat & Al-Machzoomi 2012). Wood (2009) designed a course for L2 learners of ESP communication for Engineering workplace interviews and placements and noticed an improvement in speaking proficiency in the learners after the completion of the course. Most of the reviewed research related to academic and professional literacies in ESP courses aligns with the view of academic and professional literacies as a situated communicative social practice.

The roles of ESP teachers, excluding EAP teachers who may not require disciplinary knowledge of students' fields, require a number of cognitively demanding thought processes, such as the acquisition of subject knowledge in the discipline they are teaching and selecting or designing materials that are specific to the field but also relevant to the target language models they are teaching. This also means that ESP teachers might behave differently in the classroom given these multiple roles. For example, teachers might feel reluctant to encourage learner-centeredness for fear of losing control, especially if they have had control over their classrooms during most of their teaching career (Lacey 2007). However, ESP teachers might not have that option, given that they are not seen as an expert in the field they are teaching and need to involve their learners in their decision-making process in order to attend to their needs in relation to their target situation. A lot of the research in terms of teacher cognition

in ESL and EFL contexts provides opportunity to investigate similar issues in ESP contexts.

3.5 Teacher and Learner Cognition

This study seeks to understand the perceptions of academic and professional literacies that are held by ESP teachers and learners in a higher education context and the extent to which these perceptions influences teaching and learning actions. The study of teacher and learner perceptions more generally falls under the domains of research called, respectively, teacher cognition and learner cognition. 'Cognition' is an umbrella term for the unobservable dimensions of teachers' and learners' experiences, and these dimensions have been studied with reference to a wide range of related constructs such as beliefs, knowledge, and attitudes. In this study I adopt the term 'perception' to refer to individuals' understandings of what they are doing, why they are doing it, and what that means to them. This study is concerned with teacher and learner perceptions of academic and professional literacies in ESP courses.

3.5.1 Language teacher cognition

Research into teacher cognition seeks to understand what teachers think and believe and to understand how such constructs relate to their life experience, professional learning and their teaching behaviors. Teacher cognition research has been defined by Borg (2019, p.17) as "Inquiry which seeks, with reference to their personal, professional, social, cultural and historical contexts, to understand teachers' minds and emotions and the role these play in the process of becoming, being and developing as a teacher." The historical development of teacher cognition research is outlined by Borg (2006) and starts with the emergence of the field started in the late 1960s when researchers started to focus on teacher behavior and then on the invisible influences which/that shape it (e.g. Jackson 1968). Later, in the 1970s, research in the field shifted from viewing teaching as the behavior of teachers in the classroom to understanding it to be behavior that is driven by cognition. This marked the shift from describing teaching in the classroom to understanding the mental processes behind teachers' behavior in the classroom (e.g. Shulman & Elstein 1975; Clark & Yinger 1977). This large volume of research examining different aspects of teacher cognition continued into the 1980s (e.g. Shavelston & Stern 1981 and Clark & Peterson 1984). This work started to appear in the field of language teaching in the mid-1990s (e.g. Woods 1996; Freeman & Richards 1996), and there is now uncontested evidence

that teachers' cognitions directly impact their decisions on how to teach (Borg 2006). As teacher cognition research developed, more studies emerged directed towards in-service teachers' cognition in L2 teaching of reading (e.g. Collie Graden 1996; Richards et al. 1998) and writing (Cumming 1990; Shi & Cumming 1995; Diab 2005). The emergence of the field and the rapid growth of studies in the field of language teaching can be found in an early review of the literature (Borg 2003), and the summary of key points provided by Borg (2009, p.3) remains relevant today:

- teachers' cognitions can be powerfully influenced by their own experiences as learners
- these cognitions influence what and how teachers learn during teacher education
- they act as a filter through which teachers interpret new information and experience
- they may outweigh the effects of teacher education in influencing what teachers do in the classroom
- they can be deep-rooted and resistant to change; they can exert a persistent long-term influence on teachers' instructional practices
- they are, at the same time, not always reflected in what teachers do in the classroom
- they interact bi-directionally with experience.

Continuing teacher research in the last 10 years has shown that researching the cognitions of practicing teachers allows us to understand what influences teachers' behavior, their decision-making before, during and after lessons and teachers' beliefs about students' thoughts and their learning. Recent research has addressed different issues in language teacher cognition and asks questions concerning how teacher cognition affects the students' learning experience. For example, Golombek (2015) calls for investigating teacher education emotions in learning-to-teach contexts, and Moodie and Feryok (2015, p.450) also examine the reasons for language teaching commitment and how it develops in the teachers' contexts:

The findings show that commitment transfers between language learning and teaching through both positive and negative experiences, involves multiple and evolving intentions and mindsets in language teaching, and occurs in action in particular contexts. The findings also show that the teachers' early commitment to language learning contributed to their commitment to act on improving their English proficiency and classroom practices through professional development.

Another study also draws attention to the benefits of research language teacher cognition in bridging the gap between teacher perceptions and practices and students' language learning experience (Kubanyiova 2015). Research into practicing teacher cognitions is also important for teachers to become aware of how their beliefs are affecting their teaching experience, which could result in fruitful reflective practice. However, this section will focus on teacher perceptions of academic and professional literacies teaching, particularly in higher education settings. The value in researching teacher cognition about academic and professional literacies lies in providing insight into the relationship between theory and practice. Research on teacher perceptions focusing on aspects of academic literacies will be discussed next.

Archer & Parker (2016) explore the views of postgraduate student consultants in writing centers in terms of mentoring undergraduate students and exploring their own academic identities. The key findings of the study revolve around how the teachers stated that their tacit knowledge of what makes good writing made teaching explicitly a challenge, a theme also seen in Curró (2016). Their understanding of who the 'struggling student' also changed throughout their teaching (Archer & Parker 2016). The evidence supporting these findings comes directly from statements made by the interviewees, leading to the conclusion that understandings of concepts in academic literacies have an effect on the teaching experience (Archer & Parker 2016, pp.7-8). The researchers (Archer & Parker 2016) report further on the matter of how the academic writing cognitions changed through repositioning themselves in relation to their writing as well as approaching writing:

Of importance was the access and exposure that the writing centre gave the consultants to academic literacies, both in a theoretical and practical sense. In addition to academic discourse, consultants felt they benefited from their writing centre experience insofar as it improved their own research, writing and teaching. It did this by allowing them to appreciate a wide number of different disciplines, to become explicitly aware of the 'rules' that they took for granted in their own writing and to shift the focus of their teaching from 'teacher-centred' to 'learner-centred'. (pp.55-6)

Devet et al. (2006) have also discussed the outcomes of student peer writing consultations in which the students discuss and negotiate ideas as well as come up with new ones through the consultation process. Another study investigates faculty views of conceptions of information literacy across disciplines at a research university in Canada (Bury 2016). The study found that faculty defined information literacy as the ability to access and evaluate information and engage with it critically and viewed it to be inseparable from other academic literacies

such as “fluency in the free Web” and “solid skills when searching scholarly databases” (Bury 2016, p.9). The study finds that fostering students’ academic literacies should come from a collaboration between academic support services, educational developers, and core subject leaders (Bury 2016, pp.13-16). However, there is no input from students on their conceptualizations of information/academic literacies and how student initiatives can contribute to the proposed collaborations.

Colombo and Prior (2016) explore the perceptions of reading and writing held by disciplinary faculty and how these perceptions influence inclusivity of teaching practice in terms of being selective on who their teaching is directed towards through in-depth interviews with five professors. The authors found that teachers who recognized the complexity of reading and writing processes were more inclusive than those who considered writing a general, transferable skill that should have been mastered before the students entered university (Colombo & Prior 2016). They also found that the lowest levels of inclusion came from professors focused on disciplinary content rather than academic reading and writing in the field. This study was relatively small, consisting of five participants, and so its findings cannot be generalized. However, another investigation consisted of the analysis of two studies conducted in Norway: the first involved ten faculty members and the academic director attending workshops to facilitate critical reflection in order to renew their teaching of discipline-specific literacy through more recent theory knowledge and their own disciplinary experience (Jonsmoen & Greek 2017). The second, an ethnographic study followed two classes in upper secondary schools in terms of written assignments. The findings resulting from a combined analysis of the two studies displayed a misalignment between the lecturers’ and students’ perspective of literacy; for example, in terms of what being critical meant in a specific discipline and how to transfer literacy skills from one domain to the other (Jonsmoen & Greek 2017). The authors advocate the idea of supporting students and developing an attitude of inclusion rather than deeming students incapable and sending them to remedial options such as writing support (Jonsmoen & Greek 2017). Both previously discussed articles encourage further studies in other perceptions teachers could have about teaching literacy (reading, writing, and beyond) and how it affects their practice and their students’ learning experience.

Research on ESP teacher cognition has found a difference in cognition between teachers of General English and teachers of ESP. Górska-Poręcka (2013)

explores how ESP teacher cognition is different to the cognition of the General English teacher in their subject knowledge and multiple cognitively demanding roles, setting up a broad platform for further empirical study. Furthermore, many ESP teachers do not receive and specialized initial training compared to teachers of General English. Teacher cognition is a complex combination of experiences, education, knowledge and beliefs; this suggests that ESP teachers may differ from EFL teachers in their cognitions about specific issues while there may be issues where EFL and ESP teachers in specific contexts have similar cognitions. Another study that investigates teacher perceptions of the use of needs analysis in ESP through a twelve-item questionnaire does not investigate whether or not the teachers who agreed that needs analysis is important in ESP contexts actually implemented needs analysis themselves (Ali & Salih 2013). Of the few studies researching teacher cognition in ESP, the ones that employ in-depth, qualitative methods, such as stimulated recall, observations and interviews, focus on areas where ESP teachers are challenged. An exploration of ESP teachers' reactions to unanticipated events during lessons investigates ESP teachers' decision making as well as the way they understand the knowledge that informs their decision making process (Wu & Badger 2009). Kuzborska (2011) also explores teacher cognition in the decision making process of designing materials for EAP reading, finding that the decisions are mainly intuition-led rather than research-based. Another study explores ESP teachers' perceptions of resilience, defined as the ability to withstand difficulties in the teaching profession, and focuses on differences in perceptions based on gender and years of experience (Estaji & Rahimi 2014). Research into perceptions of literacies in higher education ESP settings is limited and further research in this area is needed to understand how these perceptions affect ESP teaching.

3.5.2 Language learner perceptions

Learners can provide valuable insight into the process of learning a second language. There are potential risks when teachers and learners have different perceptions on fundamental issues. For example, ESP teachers could perceive their role in their ESP courses as teaching for academic study while learners want to learn for their future workplace. Another example is teachers feel they should facilitate learning, while learners simply want them to transmit knowledge. In an Indonesian tertiary context, Gestanti et al. (2019) surveyed 60 ESP students' needs and their perceptions and preferences in terms of teaching styles and methods. One of the findings indicated the learners preferred teachers who facilitated and guided them through tasks rather than took control of all learning activities in the classroom (Gestanti et al. 2019). While there are some studies

that explore both teacher and learner perceptions, there is a lack of focus on learner perceptions in ESP. Earlier research in student perceptions is linked to their study approaches as well as their learning contexts and outcomes (Entwistle & Ramsden 1982; Entwistle & Tait 1990; Trigwell & Prosser 1991, Ramsden 1997). Later research focuses on how teachers can support learners by taking their perceptions into consideration. For example, Hong-Nam and Leavell (2006) examine fifty-five ESL students enrolled in an intensive English program. The authors found that students were aware that strategy use positively correlates to their language learning, "Difficulty in dealing with anxiety related to language learning was reported by most participants," each level of learners needed different kinds of support from the instructor (Hong-Nam & Leavell 2006, p.412). Instructors who collaborate with students and uncover these learner beliefs can use them as a stepping stone on how to attend to the students' needs and how they should collaborate with the learners in order to maximize their learning.

Because there is more research into teacher perceptions than learner perceptions, bridging the gap in information about perceptions between learners and teachers could affect the teaching and learning journey in a number of ways which could be explored by learner cognition research. Language learning and academic literacies studies that involve perspectives from both students and teachers present a difference in the focus of teachers and learners of the same classroom. When it comes to writing, Pearson (2017) investigated teacher and learner perceptions of a portfolio of their writing process in a pre-sessional EAP course, and Salter-Dvorak (2017) examines the supervisor and learner perceptions of an MA dissertation process. Both studies uncovered the different foci the learners and teachers had towards their roles and their views on the work they were producing. Sadeghi & Abedi (2015) found that their student participants had beliefs that can be undesirable for language learning:

When a learner pays a lot of attention to learning grammar, vocabulary, and translation, he or she may spend a lot of time memorizing vocabulary lists and grammatical points and he or she may ignore the communicative aspects of language. Also these kinds of students are maybe dissatisfied with a teacher who does not emphasize grammar, vocabulary, and translation in classroom tasks.
(pp.11-2)

Some studies find misalignments and contextual problems that pose as limitations to the study such as the absence of academic literacies teaching regardless of it being a goal of the program (e.g. Solikhah 2015). A few studies highlight the difference in teacher and learner views and how they provide insight

into what problems could emerge given the context. For example, Hawkey (2006) investigates the differences in teacher and learner perceptions of grammar and pair work in the classroom and highlights problem areas that can be attended to in teacher support programs. Mazgutova and Hanks (2021) found that L2 learner's perceptions of the development of their writing strategies during an intensive EAP course at a British university indicated that EAP courses equip learner with strategies to complete writing tasks in a positive way. However, there is a limited number of studies on ESP learner perceptions or learner perceptions on academic and professional literacies.

Guzmán-Simón *et al.* (2017) explore undergraduate students' perspectives on digital competence and academic literacy at a Spanish University. The study (Guzmán-Simón *et al.* 2017) provides insight into the challenges facing academic literacy in academic contexts. The authors argue that digital competence is essential to academic literacy regardless of finding that digital competence is difficult to develop since information literacies are not incorporated in academic practices in the university (Guzmán-Simón *et al.* 2017). The study was conducted through questionnaires completed by a convenience sample of 786 students. The results indicated that students understood more when reading a multimodal text (accompanied by an audio/visual component) and when their writing in digital contexts was supported with images, videos, and animations (Guzmán-Simón *et al.* 2017, p.198-9). This has been previously discussed by Wingate (2015), and researched further by Harvey & Stocks (2017) in an exploration of student perspectives on academic literacy in academic contexts using qualitative methods. Their study uses ethnographic methods to explore the perspectives of postgraduate students on their learning experience of genre-based writing. The authors believe that "the focus on micro-contexts offered by academic literacies' anthropological stance offers a valuable complement to text-focused EAP" (Harvey & Stocks 2017, p.53). One of the key findings of the study is how the cultural identity of L1 vs. L2 learners affected their written assignments and that presenting their voice in their written work was a challenge faced by both L1 and L2 learners (Harvey & Stocks 2017). This suggests that "academic literacies' emphasis on student perspectives enriches text-oriented EAP pedagogy, and that insights gleaned from small-scale ethnographic studies of this kind enhance the embedding of subject-specific EAP academic writing development" (Harvey & Stocks 2017, p.50).

Another study that shows the usefulness of involving student perspectives in studies of academic literacies is Hicks' (2016) exploration of 19 Colorado State

University student responses to a redesigned handout requiring students to find and analyse an information source relating to the topic of their to-be-written research paper in the library. The research assignment handout was redesigned by the professor and librarian in consideration of the recommendations of the 2010 Project Information Literacy report for a research methods for history course, and the students' responses through annotations and questionnaires were positive towards the addition of a disciplinary context in terms of their engagement with the social practices of the discipline as well as the more general field of information (Hicks 2016). Therefore, "what research means and looks like within a specific academic environment and for a specific disciplinary setting" (p.35) was an important in scaffolding students in writing for their discipline; however, confusion towards concepts of what was "popular and scholarly" was displayed in the results (p.37). This led the author to believe that concrete examples of what the assignment requires is a solution for this issue (Hicks 2016, p.37). While the study makes important contributions to the importance of involving student experiences in shaping the teaching of academic literacies, it is a small-scale study where the author did not have the chance to follow up on student responses and ask for further clarification.

Murillo and Schall (2016) explore thirty-seven first year Mexican-origin students' views on their readiness for college literacy through ethnographic methods of literacy autobiographies and interviews. The findings of the study were categorized into four themes with four main outcomes (Murillo and Schall 2016, p.318-320):

- Participants' school experiences were bland and discouraging in terms of literacy acquisition as opposed to the richness of the literacy practices at home and out of school, where the students mentioned reading and writing for pleasure as well as involvement in digital literacies.
- Students main focus when it came to the difference in literacy environments between high school and college were that the high school classes were too structured to allow for the expression of opinions and were not related to their interest. They also stated that college requires them to read and write papers while high school was concerned with worksheets and standardized tests.
- Language discrimination in school-based literacies was also expressed since students came to school more capable in Spanish, but that was marginalized and the focus was on English. However, the ESL classes were not challenging enough and were not taught well.

- The most apparent theme is that students believed that their bilingualism caused low literacy in English since their families only spoke Spanish at home.

Based on these findings, the authors concluded that educators should learn to add literacy in English and Spanish rather than erasing Spanish literacies to add English ones (Murillo & Schall 2016). This study contributes to the theme of a more inclusive view of literacies in which teachers embrace students' backgrounds and differences in order to support them in acquiring the literacies they need for their target situations.

Researching teacher and learner perceptions has proved to increase focus and seek insight and implications from first-hand stakeholders of the teaching and learning parties experiencing a range of issues.

3.6 Summary

By reviewing the literature on academic and professional literacies and teacher and learner cognitions, this chapter has demonstrated that the notion of literacies is complex, and it is most likely even more complex when related to teacher and learner perceptions. The reviewed literature develops the concept of literacies as a situated and communicative social practice, where the purpose of communicative skills depend on the cultural and social contexts in which they are carried out. Academic literacies initially and mainly has focused on writing, rather than on other communicative modes, but multimodality and multiliteracies research indicates that this focus should be widened to encompass other types of modes. A conception of literacy as situated social practice means abandoning the exclusive concern with reading and writing and embraces the intrinsic multimodality of present day communication as well as context-specific communication. This view of literacies is presented in academic and professional contexts in order to enact a Discourse and how acquiring these literacies allow members to become full participants of their disciplinary community, and ESP plays a major role in supporting learners in acquiring the academic and professional literacies needed for them to function in their disciplines. In order to further understand the position of ESP teachers and learners in the process of teaching and acquiring these literacies, teacher and learner cognition research comes into the picture. Research into teacher and learner perceptions of literacies is limited in ESP contexts of higher education.

Chapter 4 Methodology

In this chapter, I present the design and conduct of the research. The chapter is organized into nine main sections. Section 4.1 presents the outline for the study as well as the research questions. Section 4.2 discusses the philosophical underpinnings of the study, and Section 4.3 introduces and discusses the case study approach adopted for this study. Section 4.4 describes in detail the stages of data collection while Section 4.5 focuses on the stages of data analysis. In Section 4.6, I explain the quality criteria of the study, and Section 4.7 discusses the ethical guidelines that were followed. Section 4.8 explains the limitations I faced conducting the study. Finally, Section 4.9 outlines how the data will be presented in the coming chapters.

4.1 Rationale for the study and research questions

My review of the literature suggested the following research gaps:

- Research into academic and professional literacy practices in ESP contexts in the Middle East, where ESP courses are common
- How ESP teachers perceive academic and professional literacy practices and to what degree these perspectives affect how they teach
- First-hand learner perspectives as opposed to teacher perspectives on learner experiences, specifically in ESP contexts

Informed by the contextual and theoretical motivations discussed earlier (Chapters 2 & 3), the overall purpose of the study was to explore ESP teachers' perceptions of academic and professional literacy practices and the classroom practices they see as important to support effective literacy teaching. However, it emerged during that case studies that English academic literacies were not a salient concern for teachers and learners (most disciplinary work took place in Arabic); in contrast, during ESP courses, there was more attention to workplace literacy practices and disciplinary courses also included mandatory practical placements. As a result, target literacy practices became defined here as those related to students' future workplaces. The study also aimed to examine ESP learners' perceptions of professional literacies and what practices are important to support effective literacy acquisition for their target situations in their point of view. This investigation was carried out through a qualitative case study approach as discussed in Section 4.3.

The major areas of focus were ESP teachers' and learners' perceptions of literacy practices and the effects these perceptions have on ESP teaching and learning. Information about ESP teaching and learning challenges and other factors in their ESP teaching and learning, such as use of technology and awareness of institutional policies, offered additional insight for the research. The study addresses the following main research question:

What are ESP teachers' and learners' understandings of the literacy practices the students need to master in order to succeed in their target situation(s) and how do these perceptions affect teaching and student engagement on ESP courses at PAAET?

The sub questions address the teachers and learners in more detail and also examine the impact that institutions may have on practices related to target literacy practices.

1. What are ESP teachers' understandings of the literacy practices their students need to master to participate in their target situations?
2. What do teachers actually teach in their ESP courses?
3. To what extent do teachers' understandings of the students' target literacy practices influence what is taught on ESP courses?
4. What are ESP learners' understandings of the literacy practices they need to master to participate in their target situations?
5. To what extent do ESP learners' understandings of the literacy practices they must master affect their engagement during ESP courses?
6. What other factors affect how teachers teach and how learners engage on ESP courses?

In Sections 4.4 and 4.5, I describe in detail the steps I took in order to try to answer the research questions. In Sections 4.2 and 4.3, I explain the philosophical underpinnings of the research which guided the methodological approach adopted in this study. This is the focus of the next two sections.

4.2 Philosophical Underpinnings

In order to claim that our perception of reality is true, we should be able to explain how we know what we know. Ontologically, meaning can be interpreted from a realist or relativist point of view. While realists believe that meaning exists apart

from any conscious operation and follow an objectivist epistemology, subjectivists believe that meaning comes from our engagement with the realities in our world and follow a subjectivist epistemology (Cohen et al. 2011). In the latter, there is no meaning without a mind to discover and construct it (Cohen et al. 2011). Epistemology is mainly concerned with providing a philosophical grounding for determining what kind of knowledge is possible and ensuring that it is adequate and legitimate (Maynard 1994). As a result, from the belief that all knowledge and meaningful reality is contingent upon human practice and engagement, this research looks into individual experiences on the meaning of literacy practices and how it is constructed, developed and transmitted through interactions within a social context.

The research project is a search for human perceptions and understandings and an investigation of how perceptions inform actions; therefore, it takes an idiographic perspective and the main focus is individuals at an educational institute. This perspective's main concern is to understand how individuals interpret the world they live in; therefore, the focus is on the individual experience in a subjective, relativistic manner (Cohen et al. 2011, p.6). Since the study is an exploration of teacher and learner perceptions, an approach that gives value to human interpretation and application of knowledge in a given context is suitable. An ontological assumption that reality is a social construct where individuals create meaning through language and routines complements the view that academic literacies are a situated social practice (see Chapter 2). The exploration of individual experiences of teachers and learners based on their understanding and conceptualization of academic literacies also entails a subjectivist approach that focuses on the exploration of "constructions of social and organizational realities in a particular context and time" (Cunliffe 2011, p.656).

Given its focus on teacher and learner perspectives, this study followed an interpretive approach that allows for multiple narratives and subjective realities, meaning a number of perspectives on academic literacies from those with different roles in the institution. Since the two sets of participants might provide perceptions stemming from their roles in teaching and learning at the institution, an approach that allows for exploring this subjectivity within the same context is essential. This interpretive approach made use of qualitative data, which took the form of words, either my description of participants' actions or respondents' own oral accounts of their perceptions, practices and experiences as well as documents provided by the respondents. Furthermore, the research questions

are exploratory since there are no hypotheses, and so an approach which embraces flexibility is necessary.

4.3 Research strategy: Qualitative case study

Case study is the research strategy that was adopted here. Key features of case studies are empirical investigations of 'units' that may range from an individual to an organization with boundaries of space and time and exploring a phenomenon or describing one in detail in a specific context (Ashley 2012). Case studies are particularly useful where research questions demand in-depth, descriptive answers and need a variety of evidence, giving the researcher of an exploratory study immense flexibility to go from documents to interviews to observations (Yin 2012; Ashley 2012). A case study approach was appropriate here given my intention to conduct an in-depth investigation into the complexities of ESP teaching at PAAET.

The study aims to explore teacher and learner understandings of literacy practices in ESP contexts; therefore, an interpretive approach that emphasizes the importance of the individual perspective was supported by an inductive, exploratory approach, where the flexibility allowed unexpected lines of inquiry to be followed. According to Punch's (2009) types of case studies, the case study is a combination of an intrinsic case study, in which the researcher wants a better understanding of a particular context – in this case, ESP teaching and learning at PAAET - and an instrumental case study, in which the researcher wanted to provide insights which have more general relevance, in this case regarding how ESP teachers and learners interpret, promote and enact academic literacies. Therefore, the strategy was to conduct a collective case study across four colleges (out of five) at PAAET, as shown in Figure 4.1, to learn more about the issue from a sample with variety (Punch 2009).

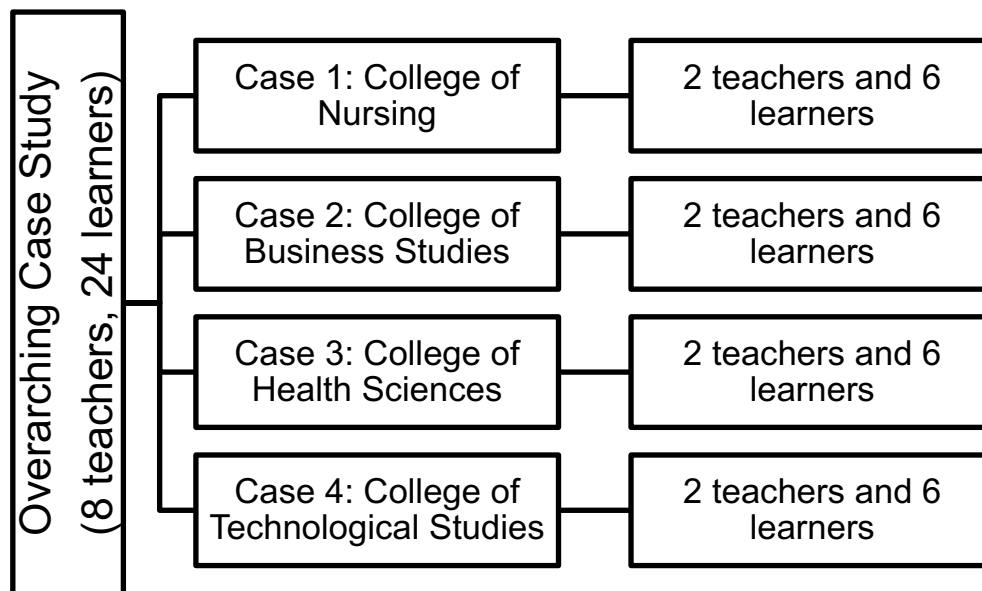


Figure 4.1: Case study overview

4.3.1 The role of the researcher

Part of the role of a researcher is to ensure the credibility of the data and the trustworthiness of the results. In qualitative research, one way to do this is by explaining why this topic was chosen and what significance it has for the researcher along with the researcher's relationship with his/her participants and how the research was carried out.

Given the fact that I am an insider at PAAET, access to data was not an issue; this encouraged me towards a collective case study of colleges that differ in the subjects and specializations, in order to seek the outcome of a richer data set that could provide more informed results. The sampling and methods implemented across the colleges will be discussed in later sections. I was aware that my position as a researcher who is also an insider at the LC could be a fact that worked against me in terms of influencing my interpretations of the data, specifically teachers' practices, as well as power relations when it comes to the learner participants. However, my consistent awareness of this potential bias served as a reminder to control the extent of bias and not have it compromise the trustworthiness of the data and results in my roles as an interviewer and direct observer (Yin 2003). Therefore, my role as an interviewer involved respecting the students' anonymity when it came to the teachers and interviewing them away from teacher facilities, so they would not coincide with the teachers during their interviews. My roles as a direct observer involved placing myself in the classroom as a participant when the teachers involved me in the lesson (by giving me

handouts along with their students, for example) or when they chose not to. In some classrooms I was allowed to ask questions during the lessons, while in others, I was asked to not be disruptive.

4.3.2 Research methods

According to Punch (2009), most case studies are dominated by qualitative methods, and because case studies allow for a variety of methods, the research questions can be answered by documentary analysis, semi-structured interviews and participant observations. Semi-structured interviews helped me elicit the teachers' and learners' perceptions while observations allowed me to examine the extent to which these perceptions were reflected in the ESP classrooms. Each of the methods of data collection contributed to a detailed understanding of different components of the study, and their purpose is explained here.

In terms of the methods of data collection, they were split into two, interactive stages presented in Table 4.1 (inspired by Ashley 2012). Each college was allotted a data collection period of two weeks, a week for each teacher and their students, in which the two stages were interactive where the researcher went back and forth between the documents, interview questions and data, and the observations in order to explore recurring themes and patterns in the data. This also allowed flexibility in exploring topics introduced by the participants further. The exploratory stage focused on documents such as the ELUs' ESP program goals and course outlines, syllabi, and materials; these were analyzed in order to identify explicit or implicit views of academic and professional literacies. Participant observations at this stage were conducted to see if classroom activities were within the boundaries of the institution's goals and program outcomes. This stage was also used to identify participants, establish rapport, and choose settings for interviews. This stage also helped me understand how each college works and set topics and questions for the semi-structured stage, in which the structure of the data collection was largely defined by the outcomes of the exploratory stage. The two stages combined were allotted an eight-week period for the four colleges, which was accommodating of any possible extensions. Therefore, after the first semi-structured period was completed, I moved into a new exploratory stage where questions were refined and results of that first structured period were explored through the design and preparation for a new semi-structured stage and so on.

Exploratory stage	First interviews Documentary analysis Participant observations
Semi-structured stage	Participant observations Second interviews

Table 4.1: Data collection stages

The process described in Table 4.2 was repeated across a total of 8 weeks in the four colleges, and the observations varied depending on the length of the class and how many times it was held a week. However, there were a minimum of two observations (3 hours) for each teacher.

Week 1: College A, Group 1	
Day 1	Interviews (approx. 30min each) Observation (60-90mins)
Day 2	Observation (60-90mins)
Day 3	Observation (60-90mins)
Day 4	Observation (60-90mins)
Day 5	Observation (60-90mins) Interviews (approx. 30min each)

Table 4.2: Data collection schedule

Since the study is a collective case study, the methods were implemented on a sample of participants across each of the colleges in a systematic way in order to ensure rigorous data collection and analysis. Different themes emerging from different colleges were explored in the colleges; however, broader themes that emerged from all the colleges were also explored as a reflection of PAAET's ELU's as a whole. This allowed comparisons across colleges and disciplines as well as broader findings under the umbrella of PAAET's colleges. Table 4.3 shows the relationship between the research questions and the methods.

Focus	Data	RQ
<p>a) Professional background: training, experience</p> <p>b) How they see ESP in general and their role as an ESP, as opposed to a GE, teacher</p> <p>c) What they think their students need to learn to be able to participate and succeed in their academic and professional target situations</p>	<p>Interviews</p> <p>Contextual documents</p>	RQ1
<p>d) What they think they should do in the classroom: <i>what they</i> should teach and <i>how</i> they should teach it</p> <p>e) How d) overlaps with c)</p>	Interviews	RQ2 & RQ3
<p>f) What they teach and how they teach it</p> <p>g) How f) overlaps with c) and with d)</p>	<p>Observation</p> <p>Interviews</p>	
<p>h) What other factors might affect how they teach (e.g. perception that the students have no actual interest in their target situations and simply wish to pass the course)</p>	<p>Observation</p> <p>Interviews</p> <p>Contextual documents</p>	RQ4
<p>i) Background: education, work experience</p> <p>j) What they expect from the ESP courses, as opposed to the GE courses</p> <p>k) What they think they need to learn to be able to participate and succeed in their academic and professional target situations</p>	Interviews	RQ5
<p>l) What they actually do in the ESP classroom and how does it relate to their target situation</p> <p>m) How l) overlaps with k)</p>	<p>Interviews</p> <p>Observation</p> <p>Contextual documents</p>	RQ5 & RQ6
<p>n) How the relationship between k) and l) affects their engagement in the ESP classroom</p>		
<p>h) What other factors might affect their level of engagement (e.g. perception that English does not have real value in their target situations and simply wish to pass the course)</p>	<p>Observation</p> <p>Interviews</p>	RQ6 & RQ7

Table 4.3: Relation between RQs and research methods

4.3.3 Sampling

Since this qualitative research is focused on the in-depth experience of the individuals in a specific context, I chose a nonprobability sampling strategy. More than one sampling method was used for the different sets of participants. The sampling method for teachers was purposeful critical case sampling (Punch 2009). The idea was that a small number of participants from each college can explain the issue being investigated, especially since there is a great similarity in participant demographic and background despite difference in the context in terms of fields of study and target situations (Punch 2009). Therefore, I believe a combination of senior and more recently hired teachers allowed for logical generalizations to be made across the PAAET colleges and revealed insights that can be applied to similar contexts. Teacher participant sampling went through two stages. The first stage was to approach all teachers in the ELU of each college and apply a purposive sampling method (Cohen et al. 2011) where choices were made based on ESP teaching experience (minimum two years teaching ESP at PAAET) and willingness to participate in the study. At the next stage, I applied convenience sampling (Cohen et al. 2011) to the participants who fit the criteria of the purposive sampling stage by approaching participants who did not have overlapping class timings for a manageable interview and observations schedule at the college.

As for the student participants, the sampling strategy was also nonprobability; however, they were recruited using a convenience sampling method (ibid) by asking for volunteers in the recruited teachers' classrooms. The data was collected from a group of one teacher and three students from one classroom, which in turn allowed for students to voluntarily decide if they wanted to participate in the study. There were no criteria for the learner participants since they were all ESP learners in a teacher participants' classroom.

4.4 Stages of data collection

The following sub-sections provide a detailed explanation of the preparation of the tools of data collection as well as the participant recruitment process. They also include the stages of the data collection process and a description of the research methods used to collect the data.

4.4.1 Preparation of data collection tools

An earlier version of Table 4.3 was used to prepare interview and observation forms according to what information was needed as a result of conducting both. The interviews consisted of questions prepared to explore issues stemming from the research questions. The observation forms consisted of various sections, which covered general information like the number of students and length of the lesson, followed by an empty table to be filled with interactions in the classroom related to the information the research questions aim to explore. An example of the observation form can be found in Appendix 2. Some changes were made to the interview questions and observation forms based on the experience of the pilot study (see Section 4.4.9 below). In collecting documents, a comprehensive checklist covering teacher and learners handbooks, LC vision and mission statements, course outlines, and lesson plans was drawn up, and it also directed the collection of data for the study.

4.4.2 Access to PAAET

Since my PhD study was sponsored by PAAET, my employers, I had access to the participants. However, I was required to obtain a document from the sponsorship department at PAAET explaining that I was conducting sponsored research (Appendix 3) along with the consent forms (Appendix 4) in order to show participants during the recruitment process.

4.4.3 Recruitment of teacher participants

In order to recruit teacher participants, I requested a list of the names and contact details of the teachers at the college's ELU from the head of the unit. After eliminating those who did not teach ESP, I looked at those who have a minimum of two years ESP teaching experience and were teaching ESP courses at the time and contacted them to ask if they were willing to participate in the study. Those who were willing to participate sent me their schedules so I could see which did not have overlapping class timings to allow for observations of both classrooms. The teachers were then contacted by phone and text messages for recruitment purposes. As soon as two teachers without overlapping ESP class timings agreed to participate in the study, I stopped the recruiting process.

The teachers were recruited approximately two weeks before the period of data collection. They were invited to take part in two approximately 45 minute

interviews and I explained that three of their students would be recruited in their absence during classroom time before my first observation of their classes in order to avoid power relations and ensure anonymity and confidentiality. I also asked them to send any documents related to their courses (such as syllabi, course descriptions, and handouts) by email before the day of the interview.

4.4.4 Recruitment of learner participants

The students were recruited in the classroom in the absence of the teachers. I introduced myself as a PhD student rather than an employee of PAAET in order to help the learners feel at ease and explained that I am conducting a study about ESP learner experiences at PAAET. I also explained volunteers would be asked to do two approximately fifteen-minute, audio-recorded interviews as participants of the study in either English or Arabic. Only four learner participants (all from the College of Nursing) chose to do their interviews in English. They were assured that their identities would be kept from their teacher and anyone else involved in the study. In all four cases, three to four learners participants volunteered and times and locations for the first and second interviews were agreed upon. In the two cases where four learners volunteered, one did not show up for the second interview and their first interview was eliminated from the study.

4.4.5 First interviews

Although interviews do not provide the breadth of information that results from questionnaires, it is a method that provides understandings of beliefs and experiences (Richards 2009), which is what the research focuses on. The interviews were semi-structured meaning the sequence of topics and themes were defined before approaching the participants (Brinkmann & Kvale 2015). The topics and themes were used flexibly depending on the direction the conversation took during the interview with the aim of obtaining descriptions of beliefs and events that lead to the meaning I needed to interpret (Brinkmann & Kvale 2015). As explained by Noor (2008, p.1604), "The choice of semi-structured [interviews] offers sufficient flexibility to approach different respondents differently while still covering the same areas of data collection". This is especially useful since it allowed for a level of consistency without suppressing the potential of more individualized discussions in different groups of participants. The types of questions with teachers and students were different because the students were not familiar with the concept of literacy practices, and it might also be difficult to grasp in an interview. Therefore, the researcher drafted two sets of questions

(one for the teachers and one for the learners), with the aim of eliciting participants' perceptions of literacy practices. Outlining the topics helped me collect comprehensive data in a systematic way that allowed for comparison at the data analysis stage; however, I was careful not to omit important issues that could increase the richness of the data (Cohen *et al.* 2011).

Each participant was interviewed twice: once before the observation period and once after. The interviews progressed after the participants signed the consent forms and were audio-recorded using an audio recorder. The first interviews and observation periods determined the questions for the second interview. The teacher participant interviews took place in a location of their choosing, usually their offices for confidentiality reasons. The purpose of the first interview with the teachers was to ask introductory questions about their professional background and experience, perceptions of ESP, what they believe their students need to learn for their academic and professional target situations and how they describe their teaching and their course aims and objectives in relation to this belief. The teachers answered these questions while I minimized interruptions since the nature of the study was exploratory and results were shaped by the participants' individual experiences without predetermined themes. The purpose of the first interview with the learner participants was to ask introductory questions about their academic background and experience, perceptions of their target situations, and what they believe they need to succeed in their target situations in terms of the ESP courses and how they feel these experiences, perceptions and beliefs impact their learning. Student participants were interviewed in empty classrooms or conference rooms away from their teachers to ensure confidentiality.

4.4.6 Document collection

Documents were collected for the purpose of helping the researcher understand what is demanded of the participants in terms of their role within the institute, the department and the classroom and how they are supported in each of these levels (Richards 2009). The documents were also used to prepare questions for the second interviews. The teachers were asked for any documents in relation to the ESP courses such as materials, syllabi, and course descriptions. In some cases, I had the opportunity to talk to and collect documents from the Head of Department. A majority of the teachers also referred to the LC's website, which has course objectives and descriptions for the courses offered by each ELU. The learners were asked about resources they found useful in their ESP learning or

practical training for their target situations, and most referred to mobile applications.

The documentary analysis helped understand PAAET LC's plans and gave an overview of their motivations and direction. Insight into the institution's view of literacy practices that was directed towards the teachers and learners was also obtained through documents like the teacher and student handbooks. Documents reflected ideals and promoted policies like EMI that were not put into practice; however, the idea was to explore the statements in the documents against the classroom observations and find out if the teachers and learners were aware of them and/or affected by them in terms of their perceptions. Documents might also enable or constrain views and practices of academic and professional literacies, and the aims or policies that do so might be effective or ignored, which was significant in terms of contributing to teacher and learner views within the institution. Another aspect of the documentary analysis contributed to understanding the extent teachers' perceptions of literacy practices were reflected in their course materials.

4.4.7 Classroom observations

The participant observations were used to confirm and expand on the information given by the participants in the other methods, make sense of the complexity of the situation and its context, as well as provide insights into external influences on language learning (Cowie 2009). The main point of observing the teachers was to confirm information given in the first interview and investigate the relation between what they said they think the target literacy practices for learners are and what they should be taught as well as how that overlaps with what they do in the classrooms, including what they teach and how they teach it. The learners were observed to investigate their engagement in the classroom and how they engage with different tasks that relate differently to their target situations. Another goal of the participant observations was to investigate the institute's role in contributing to the participants' perceptions based on whether or not the policies, objectives, etc. outlined in the documents were taken into consideration by the participants during their experiences within the institution. These direct observations were "faithful to the real-life, *in situ* and holistic nature of a case study" (Verschuren 2003, p.131).

The classroom observations were direct observations where some teachers gave me the materials so that I could follow the lesson and others chose not to do so. I chose to sit at the very back of classrooms in order to have a full view of what was happening and not disrupt the lesson. Both the teachers and the learners were observed with the information from the first interviews and collected documents in mind. For instance, notes on the observations included whether or not the teachers related the classroom tasks to the learners' target situation and whether the learners' engagement was affected by this. Notes on the observations were made in an observation chart, which was then used, among other resources such as the course description and syllabus, to develop second interview questions.

4.4.8 Second interviews

The second interviews were used to follow up on information the teachers gave in the first interviews as well as to ask for clarification and examples of things that were said or referred to. For example, some teachers originally referred to teaching in English and only using Arabic when necessary to explain vocabulary, which was then confirmed by their observations and followed up in the second interview. The second interviews also focused on asking about what happened in the classroom after the observations had been completed. The teachers were asked about general issues like teaching English and use of technology and specific issues like the design of tasks and discussions which occurred in the classroom. For instance, one of the teachers was asked about the reason the learners were put in groups in order to complete tasks during the lesson and the reason behind the choice of resources that were offered to them to help complete the tasks. The learners were asked about the connections they made between the tasks and content and their target situations, if any were made. Both sets of participants were also asked about the challenges they face in teaching and learning ESP for additional insight on their experience.

4.4.9 Pilot study

I carried out a pilot study between 1 April and 11 April 2018. The pilot tested the research methods and their results on a sample of three teachers in one college, which is more than what was intended for each actual case study. The pilot study informed changes to the research questions since the focus shifted from academic literacies to professional literacies. The interview questions and observation forms were adjusted to reflect the change in the research questions.

The way the documents related to the courses were expanded to include the head of units since they usually had copies of documents in relation to each ESP course in the unit. The pilot study was also useful in preparing me for possible circumstances that could occur during the data collection period such as midterm exams and absence of student participants for their second interview. The data from the pilot study was assessed, and the pilot became the first case study.

4.5 Data analysis

A standard approach to qualitative data analysis involving combining the data to construct patterns, categories and themes, as described in Ritchie and Spencer (1994) and Ritchie and Lewis (2003), was applied to the data collected and generated by and for this study. The steps in the thematic framework approach used to analyze the data draw on procedures recommended by Ritchie & Spencer (1994) and Miles *et al.* (2014).

1. Familiarization: becoming familiar with the range of data and its materials.
2. First cycle coding: creating a preliminary list of themes and issues from the data and categorizing them according to the research questions.
3. Second cycle coding: creating a more refined coding index to develop final themes.
4. Thematic charting: charting all participants accounts for each theme in order to differentiate between teachers and learner.
5. Mapping and interpreting the data according to research questions: process of defining concepts, finding associations and providing explanations in order to answer research questions.

Because the data collected was varied and unstructured, the aim was to find an approach that added structure and coherence to the data without compromising the original accounts and information. Therefore, a framework analysis was developed to define concepts, find associations and seek explanations in hopes of developing new ideas and theories. This approach was seen to be most suited to the data and allowed for transparency as well as opportunities for links to emerge across the case studies of each of the colleges. The systematic analysis also helped in making sure the same analysis was applied to each of the case studies and then again to the overarching case study while making links and uncovering connections within each data set and between the data sets as well

in order to answer the research questions rigorously and sufficiently. The table below explains the stages of the analytical process.

Data management & organisation	Descriptive stage	Explanatory stage
<ul style="list-style-type: none"> • Familiarizing myself with the data (reading, listening to interviews) • Identifying initial themes/categorizing into RQs (first cycle coding) • Developing initial codes • Assigning data to codes based on themes and categories 	<ul style="list-style-type: none"> • Summarizing/synthesizing coded data through refining of themes and categories (second cycle coding) • Identifying associations between themes • Developing answers to RQs from themes (participant charting) 	<ul style="list-style-type: none"> • Returning to original data and early stages of analysis to ensure accuracy and check for misinterpretation • Interpret and discuss themes • Apply themes to other case studies to compare and contrast results

Table 4.4: Stages of Analytical Process

The reasons for choosing this data analysis approach were that it is heavily dependent on the original accounts and observations, which makes it flexible and dynamic as well as comprehensive in the sense that the final categories were open to change and addition after a comprehensive review of the data.

After the familiarization process, the first cycle coding began and the initial themes and categories were linked to which research questions they answered. The first cycle codes were then used to review the data and develop the codes into final themes with refined categories. All extracts of the data that were coded were cross-referenced to their original source in documents, interviews or observations, which made it easy to access and review information from the original data.

Appendix 5 displays an example of the application of the first cycle coding and the refinement of the themes as a result of applying stages of the analytical

process on the data from the pilot study. The indexed transcripts, fieldnotes and documents (textual data with codes from the index on highlighted passages) were used throughout making these tables. The final table presented the thematic charting to display original accounts from the transcripts to support the finalized themes. The application of the framework was done manually and tracked using Microsoft Excel.

The framework was applied to each of the case studies from the four colleges and then the descriptive and explanatory stages were reapplied to the case studies as a whole in order to define overarching similarities and differences across the colleges for a 'whole picture' of literacy practices in ESP courses at PAAET.

Some of the teachers were contacted during the period of analysis in order to get further information or clarification on information given in the interviews to ensure that my interpretation of what they said was not based on any misunderstandings. Other teachers were contacted to ask for more documents, if they could provide them. For example, one teacher was contacted for meeting minutes regarding changes in a college's EMI policy.

4.6 Maximizing trustworthiness

The idea of quality in qualitative research is difficult to standardize (Whittemore et al. 2001). A number of terms have been suggested to describe quality criteria in qualitative research, but Lincoln and Guba's (1985) criteria have been recognized as 'the gold standard' (Whittemore et al. 2001, p.527). The sections below discuss the application of strategies to maximizing the trustworthiness of the study as a whole through Lincoln and Guba's (1985) four criteria.

4.6.1 Credibility

Credibility is the notion that researchers are accurate about how they define concepts and characterize their participants (Brown 2009). In qualitative research, credibility depends greatly on the ability and effort of the researcher in designing the research and creating tools to serve the aims of the research as well as the quality of the analysis and interpretation that ensues (Golafshani 2003; Ritchie & Lewis 2003). Different aspects of conducting the research contributed to the credibility of the study including persistent observation and prolonged

engagement to increase the possibility of accurately understanding and capturing the phenomena (Lincoln & Guba 1985) and spending time in the field in order to overcome my own biases as argued in Cohen et al. (2011).

The credibility of this study was enhanced through a number of practices. The sampling criteria did not contain any bias and were focused on criteria known to be important for teacher recruitment at PAAET for my study, such as their ESP teaching experience. The interviews did not restricted to a time limit and observations spread across a few lessons to give participants the opportunity to fully express their views. The interview questions were designed to carefully avoid any leading questions that could be reflecting any of my views regarding different issues that I aimed to discuss with the participants. The interview questions and transcripts were translated carefully in order not to take away from accurately reflecting the phenomena at hand. Translations by researchers who speak the participant's dominant language can be approached in different ways, and since the participant's understandings and experiences were the main focus of the study, the main goal of translation was preserving meaning (Cormier 2018). The quotations from the interviews do not include fillers since the analysis is not of a linguistic nature, and the focus is the information the interviewee is providing as opposed to how they are expressing themselves linguistically. The data was internally sufficient to support evidence within different findings and their explanatory accounts, and the findings will be presented in subsequent chapters in a way to ensure that the original data and evidence in the findings were constructed through stages of analysis.

4.6.2 Transferability

Due to the qualitative nature of this study, transferability does not refer to generalizing findings across contexts; it refers to how findings could be relatable or transferable to other contexts (Lincoln & Guba 1985; Bassegy 1981; Cukorova et al. 2018). Dzakiria (2012, p.41) explain that "The goal of qualitative studies is [...] to provide a rich and meaningful contextualised understanding of human experience through the intensive study of a particular phenomenon." According to this position, it is assumed that the readers will decide whether the findings of this study are relevant to their contexts; i.e. people who find themselves in a similar situation to the participants could learn from the findings and implications by transferring them to their context or story. This could also be a window for future research and further in-depth case studies to be able to compare results of a number of case studies at PAAET or similar contexts. However, my sense of

responsibility in helping the reader determine whether or not the findings are transferable or useful for further research lies in describing the research and its context in detail. Chapter 1 presents a detailed description of the context in which the study took place and each of the case studies presents a brief description of the participants background, though these are not overly detailed in order to maintain confidentiality. This information, as well as the detailed explanatory accounts found in the analysis chapters, are sufficient for a reader to decide the degree to which the findings are transferable to their contexts.

4.6.3 Dependability

The idea of reliability, or the extent to which repeating the research will generate the same results (Cohen et al. 2011), is not compatible with the interpretive approach adopted for this study. However, Lincoln and Guba (1985) have suggested dependability, or the degree of consistency between a researcher's interpretations and the evidence found in the data as well as the extent to which similar studies can be conducted by different people in different contexts as a measure of reliability translated for qualitative inquiry. Lishner (2015) recommends promoting direct replication studies, ensuring data sharing when requested to do so, and adopting a truth-seeking mindset while carrying out research as ways to improved dependability.

In terms of the dependability of this study, there were strategies to maximize the trustworthiness of the findings. First, as mentioned in Section 3.3.1, I was aware of my potential bias as an insider at the LC and made sure to control it so that it did not influence the interpretation of the data throughout both stages of data collection and analysis. One way of doing that was designing the data collection tools to allow opportunity for all perspectives to be identified and without excluding themes that could arise from the data at a later stage. Second, the data collection process was described transparently and openly in Section 1.4 and was done systematically so that the same data was collected from the four colleges in a similar way. Third, the data collected from each college was analyzed using the same systematic approach described in Section 1.5. Therefore, I believe it is reasonable to believe that other researchers would be able to carry out similar research adapted to fit their own contexts (Yin 2009).

4.6.4 Confirmability

Confirmability refers to the degree of neutrality and non-bias of the research (Lincoln & Guba 1985). While this is difficult to achieve in qualitative approaches, I have noted in sections 3.3.1 and 3.6.3 that I made a conscious effort to reduce my bias as an insider. Section 3.3.1 also refers to reducing bias through preparing tools that gave the participants opportunity to express themselves freely and without being influenced by my views on the topics discussed. Furthermore, I have presented both my experience at PAAET and the motivations that drove me to conduct this research in Section 1.9. I am hopeful that this information would allow readers to judge whether or not the findings of the research have been influenced by research bias (Cohen et al. 2011). The transparency and explicit records of the methods and data also contribute to the confirmability of the study (Abdalla et al. 2018 & Nguyen et al. 2021)

4.7 Ethical considerations

The field of ethics in research strives for a balance between potential benefits of research and potential negative impacts the research may have on the participants, referred to as the 'costs/benefits ratio (Frankfort-Nachmias & Nachmias 1992). In order to strive for ethical practice in all areas of the research, training in research ethics has been part of my first year training plan (Appendix 6), and I received ethical approval from the University of Leeds AREA Faculty Research Ethics Committee prior to my pilot study (Appendix 7). These steps helped me define potential ethical considerations that could affect the participants I was planning to recruit for the research and find an ethical approach to ensure their voluntary participation as well as their comfort in taking part in the study (Twining et al. 2017). The following sections discuss the steps taken to ensure an ethical approach to the study as a result of following the University of Leeds code of conduct as well as the training in research ethics.

4.7.1 Elimination of power relations

During the recruitment phase of the study, I felt it was necessary to recruit student participants through volunteering, and they were informed that I am a PhD student at the University of Leeds without mention of my PAAET sponsorship. Those who directly asked if I was a teacher at PAAET were told that I was studying and will not be back to teaching until the degree is finished. This helped in eliminating any negative feelings related to power relations and authority. The

students were also informed that their participation will be kept confidential from their teacher and anyone else.

In terms of the teacher participants, they were informed that whether they decide to participate in the study or not is entirely their decision and that their decision will not affect our relationship as colleagues in any way. I was attempting to make clear that I did not want them to feel any pressure to participate and assured them that they had the right to withdraw from the study. The teachers were also informed that their colleagues would not be informed of their participation.

4.7.2 Informed consent

Informed consent refers to the process individuals go through in order to decide whether to participate in a study after they have been informed of the facts that would most likely affect their decision (Diener & Crandall 1978, p.57). Informed consent is considered a foundation of ethical academic behaviour since it respects the right of potential participants to decide whether or not to participate in the study themselves (Cohen et al. 2011, p.77). Consequently, all participants were required to read and sign participant information sheets and provide informed consent before they take part in the study (Appendix 4). While the participant information sheet explained the study, I made a point of explaining that my role in the study was to listen and observe in order to understand their perspective and experience from their point of view. For the teacher participants, I also explained that the aim of the qualitative approach I was implementing was to value their individual experiences and not test their knowledge as teachers in any way.

4.7.3 Confidentiality

Part of the assurance that was given to the participants was that their confidentiality will be protected. Cohen et al. (2011, p.92) define confidentiality as “not disclosing information from a participant in any way that might identify that individual or that might enable the individual to be traced”. Therefore, the participants were given pseudonyms, and any information that would identify them was not presented in the study. Throughout the process of data collection, the data was not shared with anyone else. Furthermore, the transcription and translation of the interviews were done by me without any outsider involvement.

The data was saved on both my encrypted laptop and the University of Leeds M: drive.

4.8 Limitations

There were a number of limitations of this study in collecting the data and in the design of the study. I could only work with teacher participants who agreed to participate in the study, and the others who were not willing to participate may have been different in their perceptions and teaching. The student participant numbers were also relatively low since data from a larger number of student participants would have been difficult to manage and analyze. After the data collection phase, I mentioned that I contacted some teacher participants to clarify meaning or provide more documents. However, I was not able to contact the student participants because of their resistance to providing me with their contact information. Having that opportunity would have helped in checking meaning and asking learner participants about issues other learners brought up at a later stage of the data collection. There were also limitations to accessing departmental documents since the relevant official paperwork was not always available.

The data analysis should produce a logical pattern that makes sense of the results and that should be explained in detail in order to give the reader clear evidence behind the conclusions. However, a limitation of case studies is the inability to generalize the results in a statistical sense, which can be resolved through collective or multiple case studies or the idea of relatability in terms of single case studies, meaning readers from similar contexts can see similarities in perceptions, opinions, and findings (Yin 2012). According to Hood (2009, p.73), “the results may be extended to other cases where the particulars are similar”. As an example of this in terms of this research, the teacher participants share similar backgrounds/experiences as other teachers teaching high specificity ESP in the region.

4.9 Presentation of the data

Before moving on to the findings, I would like to explain how I decided to present the data. The results will be divided into four separate chapters, one for each of the four colleges. Each chapter will present the data in relation to the eight participants of the college (two teachers and six learners). The cases are written

to present a coherent narrative of literacy practices in ESP at each college while preserving the participants' original responses.

Within each college case, I present the teachers separately from the learners. However, within each case, the findings will be linked between the teacher and their group of three learners when possible. This is because the teachers and learners are different participant groups and do not share the same background, roles or experience and therefore provide different narratives. Table 5 presents the codes that are used in the case studies to refer to participants and data sources. Each teachers starts with T followed by a letter that represent their college and a number- so TN1, for example, is the first teacher from the College of Nursing. The same system applies to the learners- LT6 is thus the sixth learner from the College of Technological Studies.

Case 1: College of Nursing			
TN1	LN1	LN2	LN3
TN2	LN4	LN5	LN6
Case 2: College of Business Studies			
TB1	LB1	LB2	LB3
TB2	LB4	LB5	LB6
Case 3: College of Health Studies			
TH1	LH1	LH2	LH3
TH2	LH4	LH5	LH6
Case 4: College of Technological Studies			
TT1	LT1	LT2	LT3
TT2	LT4	LT5	LT6

Table 4.5: Participant Key

The aim of the next four chapters is to present the results and show how the data collected shed light on the research questions of the study. The inferences made from the data will be presented alongside the evidence that supports said inferences and which consists of extracts from the lessons and materials as well as quotations from the interviews.

Chapter 5 Literacy Practices at the College of Nursing

This chapter is the first of four results chapters. Each results chapter focuses on one of the four colleges and draws on evidence from two teachers and six learners (three learners per teacher). The data discussed in this chapter comes from two semi-structured interviews per participant, conducted before and after a period of classroom observations. The data also includes documents collected from the teachers or their department. The aims of the interviews and observations were to uncover the participants' perceptions of the literacy practices the students need to succeed in their target situation as well as the extent these perceptions influence what the teachers teach and how the students' engage.

Within each chapter, the data is presented thematically in order to preserve the relation of the findings to the research questions. For each teacher, the themes below will be examined and repeated for the learners. Therefore, the chapters will be structured as follows:

1. T1 Professional Background & Perceptions of ESP
 - 1.1. Understandings of target literacy practices and impact on teaching
 - 1.2. Summary
2. L1, 2, and 3
 - 2.1. Understandings of target literacy practices they need
 - 2.2. Summary
3. Challenges in teaching and learning literacy practices in ESP
4. T2 Professional Background & Perceptions of ESP
 - 4.1. Understandings of target literacy practices and impact on teaching
 - 4.2. Summary
5. L4, 5, and 6
 - 5.1. Understandings of target literacy practices they need
 - 5.2. Summary
6. Challenges in teaching and learning literacy practices in ESP
7. Chapter Summary

In a conversation with the Head of Department, I was told that the College of Nursing accepts the lowest high school grade percentages out of the five PAAET colleges, which is 55% as an overall result from the four years the students spend in high school. However, while the students are regarded as some of the lowest achieving in PAAET according to their high school grades, their work at the college is very demanding as they spend long hours at a college with a strict EMI policy, where all courses are taught in English, as observed in the college and confirmed by the participants. Their field also requires attention to detail both on an academic level and in terms of the nature of their occupation. The teachers and learners displayed a commitment to teaching and learning as will be evident from the interviews, observation and documents data.

5.1 TN1 Professional Background & Perceptions of ESP

TN1 joined PAAET after teaching at a state school and getting a scholarship to do her Master's degree in Applied Linguistics with TESOL. On completion of her master's degree, she went back to teach at the school for a year while she went through PAAET's application process. She started teaching at the College of Nursing as soon as she joined PAAET in 2015.

TN1 saw a difference in her role as an ESP teacher as opposed to her General English teaching from her state school background. Like many ESP teachers, TN1 had to cope with difficult specialist texts from authentic texts from the students' target situation or researching topics to make sense of subject-knowledge in the ESP curriculum she was teaching. She struggled to adapt to the content of the medical field: "I have the language level that I can understand text, it's difficult to understand the medical genres and the medical words, for example, and even it's a complex text, I need to teach myself and learn it before introducing it to students, sometimes" (TN1:I2).

TN1 was teaching BSN 190, which was the second ESP module for the Bachelor's program. TN1 did not share her materials with me. She explained that the whole department shares the weekly plan and course descriptions for each of the courses and that they stick to it voluntarily, as opposed to by obligation, with small alterations depending on the needs of the learners in their classes. This also means that they are free to "... modify according to the level, of course, the level of students, and we can change and add anything that we feel that it suits the students. So, we have the freedom to do that" (TN1:I1). It was evident

throughout the observations that TN1 uses that to her advantage, and a list of her key teaching characteristics can be seen in Table 5.1.

Key Characteristics of Teaching
<ul style="list-style-type: none"> • TN1 teaches in English • Engages highly with learners in classroom • Continuously relates tasks to future target situations • Relies more on supplementary materials rather than textbook • Displays a sense of confidence in students by using phrases like “You know this one” • Encourages the use of mobile phones and internet to search for more information or serve a task

Table 5.1: TN1 key characteristics of teaching

5.1.1 Understandings of target literacy practices and impact on teaching

TN1’s understandings of the literacy practices needed by students at the college in terms of ESP relate directly to her knowledge of their academic and professional target situations. Her knowledge of the target situation shapes her understandings of what literacies are and which ones they need to acquire whether it is about communication in the workplace or academic skills for the rest of their studies.

“They will be nurses in the hospitals, and some of them, they will join the hospital of, uh, this KOC, the petroleum company. And some of them, the School Nursing, they will join the Ministry of Education. They will be nurses in the schools. [...] They will need it to communicate with foreign patients, for example, between doctors and nurses, and also, when they’re writing their reports, I think all of the report records it will be in English. So, they’ll need English.”

TN1:11

“I think they need it because they are required to do this in their courses. They need to answer in, for example, in longer way and also, I think they need to have this skill as an academic skill. But about their future career, I think they might need the forms and also the CV, the accurate report. It’s related to their future career.”

TN1:11

TN1 included listening in the curriculum in order to contribute to the literacy practices she believed the learners need for their academic target situation: “I applied listening in my class because I felt like they need it. It’s not part of the syllabus, but I added it to 190” (TN1:11). And when asked why she feels the learners need this listening practice:

“Yeah, because they sit there in their major courses, and the teacher will explain, for example, in the Anatomy class, she will explain for 2, 3 hours, and they need to take notes and look at the data show. So, I felt like it’s an important skill that they need to acquire. [...] It’s a lecture, medical lecture, and I taught them how to take notes, to have a piece of paper and have margins on the left and, uh, I did all this. So, I ask them to listen to the lecture, it’s 15 sometimes 18 minutes, and it’s all medical. It’s like their major courses. So, it’s- I feel it’s helping them.”

TN1:11

This implementation of listening to medical lectures and taking notes is a skill that is directly related to the learners’ future studies at the college. TN1 also chose a medical lecture, which is content from the learners’ field. Therefore, there was a focus on the receptive skills as well as the productive skills in acquiring literacy practices in their field. TN1 also displayed awareness of the content of other courses and how to use them to promote the literacy practices needed by her learners.

“Whenever they’re taking 190, they’re taking my class and they’re taking Anatomy [...] So, um, whenever they take something, I ask them have you reached this in my- in the Anatomy, we reached the skeletal or digestive system. [...] So, they’re taking all the body systems, and sometimes we finish it before the Anatomy. So, it’s better to take it in the English before going to the Anatomy.”

(TN1:11)

“In the ADN [diploma] courses, they have nurses-patients communication, and we have also the text how to communicate, how to reassure patients, what are the language that is appropriate, what do you need to do, what is appropriate, what is not appropriate to do regarding verbal communication and also when they, for example, what is appropriate to touch or to- what is the distance to keep between you and the patient. It’s there in their course, the English courses.”

TN1:11

The learners also noticed this link to their studies in the college and confirm what TN1 said: "... last semester, I took ESP 180, and this was very helpful, even now. I just finished my Anatomy class, and most of the things that we, most of the terminology that we take, help us in this other classes" (LN1:I1).

TN1 encouraged her learners to engage with multiple literacies across different modes and moving from the page to the screen comfortably. TN1 integrated the use of technological tools in her courses and guides the learners to resources outside of the classroom. One way of doing so is using PAAET's teacher and learner platform to upload lecture materials and includes digital media in the lectures.

"I'm using- we're using D2L software. [...] We upload slides. We upload any materials. And also, I use sometimes the data show in the classroom. Also the audio for the listening. Yeah. [...] In the data show, I show them videos. Last week we had the lesson about cholesterol, and they had to watch a video about cholesterol, and then we discuss it together. It's a YouTube video."

TN1:I2

She also encouraged them to look outside the course materials for language and knowledge in their discipline.

"I told them to watch, maybe several times, I've told them to watch series or movies that is related to their field, and they're using English, of course. [...] Grey's Anatomy, Scrubs. I told them it's very interesting to watch these, and you will see the language that we're using and that you're using in your courses in these movies and these series."

TN1:I2

The learners have noted that she had also suggested using their mobile phones for classroom tasks. "I remembered one time we were practicing writing a paragraph, and it was about teeth so the teacher told us that you can use your phones, so you can make gather some data to write this, to write this paragraph" (LN1:I2). TN1 facilitated interacting with texts from different resources for the learners and supports them in being able to talk or write about the information they gathered or their opinions in relation to these texts.

This was also observed in the classroom as TN1 asked her students to discuss major medical error stories and instructs them to “make use of all the information they can get” to which the learners responded by taking out their phones. Another classroom observation was TN1 reminding the learners to use their phones to look up any difficult words during a reading exercise. The learners seemed to have acquired different ways of using their mobile phones to look for information following TN1’s encouragement. Each of the learners expressed different uses of their phones in class: “For example, translating a word, searching for an idea, yeah this, this kind of situation” (LN1:I2); “Like reading something and want to- and there are like harder words in the reading, so sometimes, we wanna know the meaning or find some information about this thing, something like that” (LN2:I2); “But sometimes like the teacher might say something, and I’ll look it up, just maybe I’m curious about it” (LN3:I2).

TN1 focused on not only teaching the learners the language they need in their target situation but also how this language is used in different contexts. It was more about empowering the learners with the language and knowledge about the uses of that language. In the two quotes below, TN1 explained that the language is taught to be used with their nursing teachers and other professionals differently than with a patient or a person not from the medical field.

“By giving them the medical terminologies, by for example, giving them the technical words that is related to their field, they’ll be able to communicate even with their nursing teachers. And they know that- they know everything about the language that is used in their field, so they will be empowered with this. So, they’ll be able to communicate and also to, for example, to deliver their messages correctly with their, for example, instead of saying stomach they know that gastric is the appropriate word for a medical student to use instead of saying stomach.”

TN1:I2

“So, instead of saying this word, you need to say it in the regular form, which is any normal- any regular person will know it, not in the medical field. So, they need to differentiate between talking with a doctor or with a nursing student or an nursing staff and talking to the patient. So, they need to differentiate between the two languages, and I think they get it because when they have started, they started as patients. They don’t know anything about the medical terminology, but now, they are kind of expert in the medical field.”

TN1:I2

Her claims above were observed in one of the classes in which the teacher introduced a journal article about medical errors (reasons and prevention). She asked the learners who makes the error of false dispense (dispensing incorrect medication; including medication that is expired or packaged/labelled incorrectly)? To which they replied, “the pharmacist.” She then asks them whether or not medical staff should be punished for medical errors and encouraged them to debate the issue using the language and terminology they know.

5.1.2 Summary

TN1’s understandings of the literacy practices were shaped by her knowledge of the learners’ target situations and depicted the view of literacy practices as skills the learners were trained in that can be used and developed in both their future studies at the college and their workplace. She also believed that acquiring these literacy practices in the ESP classroom will help learners develop them later on in their disciplinary courses and workplace as more complex skills. TN1’s view also included the concept that these skills are acquired and built on through the integration of multimodality. Therefore, she continuously supported the use of mobile phones in classroom tasks and encouraged learners to do so outside of the classroom. Her teaching and support of learners was affected by these views in the sense that her decisions on what to include in her curriculum, like including listening, followed her beliefs of what literacy practices the learners need.

5.2 LN1, 2 and 3

TN1’s BSN 190 learners were all male students in their first year. These learners will all be registered nurses once they complete their program. LN1 and LN3 both spent four years pursuing scholarship degrees in the United States before joining the College of Nursing. LN1 decided to leave the scholarship because he decided he did not want to become an engineer as well as going through some financial circumstances while LN3 experienced mental health issues which resulted in his inability to cope with the workload. LN2 had a difficult experience switching between private and public schools during high school and was rejected from Kuwait University. All three learners decided to do the interviews in English when given the option of doing it in either English or Arabic.

5.2.1 Understandings of target literacy practices they need

While TN1 focused on a range of skills, the learners focused mostly on verbal and non-verbal communication that shape their nursing identities in the workplace as well as the idea that verbal communication complements non-verbal communication.

“I really need to work on my verbal communication plus the non-verbal ones. [...] One of the things we’re doing is sitting with patient, especially the people whose gonna die soon, their days are ending. So, we need to make them feel comfortable, so they can die in peace.”

LN1:I1

“I think one thing we should know is like human interactions- like how to work and deal with patients, which they teach us, but it’s all theoretical and all on paper. But like we need to actually practice it more. I think we’re going to do that next semester, but you know like, we’re just going to do it in the hospital, so I don’t know how that would work.”

LN3:I2

The knowledge the learners had about the nature of their job creates an emphasis on the importance of communication in that discipline. When asked about communicating in English, the LN1 answered with the following: “I believe in the future we will be training in this, cause we have like five courses, that means two and half years we will be trained in the hospitals so I believe this will be one of the things that we do” (LN1:I2). LN2 commented on the importance of body language: “The way the nurse acts to the patient, by sitting, everything the nurse does. Like the patient is talking and the nurse is standing like that [crosses arms]. The patient is not gonna like it” (LN2:I1). LN3 supports LN1 and LN2’s statements.

“Yeah, we learn about that in Nursing, like all the ways of non-verbal communication and how to communicate and like how most of the conversation is like from body language and not from spoken language. So, having like, looking at your posture, the patient can tell what’s going on, like if you’re worried, if you’re happy, if you’re angry. So, they teach us about like body language and like how to communicate with co-workers and patients and some higher up and some low, etc.”

LN3:I1

One of the interesting points made by one of the learners was the challenge of communicating in relation to cultural diversity in the target situations, especially since hospitals in Kuwait are diverse in terms of both staff and patients. LN1 explains, “Cultural diversities will be the second challenge, and like the ethics, and uh, mental status of the people, some people feel angry like very quickly, [...] so you need to be calm at all times, and open minded, so you can, oh, like you can control the situation” (LN1:I2). However, they did seem to believe that this can be overcome through adapting to the nature of their work in the hospital, which also means engaging in the literacy practices to do so.

“They are training us, that uh, female, um, need to, like, you deal with them different than you deal with male. You deal with for example um, an Indian different than you deal with a Kuwaiti. [...] Yeah they tell us the Indian have a several, like a, have a culture different than Kuwait, and for example Muslims have, cultures different than, um, Christians [...] the doctors tell us that um, you need to be open minded. Each person has different, uh, point of relaxing, spiritual things so you need to be open minded, um, his, his culture’s, different, so, some things that for example if you, if you went and laughed with the, with the, this culture, this culture would be, will consider it like rude, for example, so we have to know, like, basic things about culture before we deal with the patient.”

LN1:I2

Another two priorities for the learners are grammar and writing due to the need for accuracy in the nature of nursing as a job. LN1 explained: “I think writing is more important than reading. Like nurse is the first medical staff that any patient will face, so after you face a nurse, the nurse should report this patient to the doctor by writing it. So, writing, I think, is more important” (LN1:I1) and “Grammar is like- it’s the base that we built our language so if we have a poor grammar, we will have a lot of, maybe misunderstanding” (LN1:I2). This focus on writing also extended to their awareness of genres in their discipline and being professional with this type of writing.

“Like Nursing, for example, we had an assignment where we had to some writing, so they expect us as nursing students to learn and to be able to write on a professional level. And I know on English 3, they specifically teach reports and all that kind of professional writing.”

LN3:I2

“There is a special report for medical staff and between the nurse and the doctor called SBAR [...] Yeah, it stands for situation, background, assumption, and recommendation. I believe that, but I’m not sure. it’s like the nurse sit with the patient and he or she diagnosed like a general idea and give this SBAR essay or SBAR report to the doctor. That’s the main thing we need to do.”

LN1:11

The learners expressed their views on the use of the language they were learning as well as the protocols that accompany it.

“Like I’m not gonna use a report for something more casual, for example. I can just use a text message, for example.[...] I think they’re all important. Like emails and- because like I’m gonna be writing reports whether it’s on paper or on a computer, and with emails I can send the reports to everyone who needs the report. And with text messages, like with something urgent happening, I can just send a text messaging because they receive it faster than compared to an email. When they have to open their email, some people only open it at night, for example. So, if it’s urgent they would see it, but if it’s something that isn’t urgent, I can send it as an email or make it a report.”

LN3:11

The same learner also explained that he’ll be using the skills he was learning in the ESP classroom in different ways in his future workplace.

“In like, when I, when I’m working, I’m gonna have to read a lot of news about- medical news and medical articles to keep up to date with medicine, and I’ll also have to write a lot of reports, emails to like someone, like my higher ups or stuff like that. So, I’ll be writing a lot and reading a lot, at least to be a good nurse [laughs].”

LN3:11

As a consequence of these learners’ understandings of the literacy practices they need for their future studies and workplace, they had a positive mindset towards being taught in English. For instance, LN2 explained, “When we are at work, we will communicate everything in English” (LN2:I2), and LN3 stated, “Yeah, I think it’s [EMI] more specific and accurate” (LN3:I2). This also led the learners to seeing a benefit in what they learn since they applied the skills they learned outside the classroom.

"I remember like I was reading an article, and there was a like a medical term that I never saw before. But like, in class, they taught us how to break down the terms and to basically translate it. So, I looked at it and started reading each part of it, and I was like Oh, is that what it means? Then, I looked it up, and it was exactly what I thought it meant."

LN3:I2

During the observations, the learners were very confident in discussing and debating issues in the medical field throughout the tasks TN1 assigned them and also feel seem to be comfortable writing about them during exams and speaking about them using specialized language. LN1 explained, "They [the tasks] help us to form ideas about civil diseases.[...] Also, when we write essays, for example, since we have midterm in a few days, that's about disease like type of headaches, types of blood" (LN1:I1). LN3 furthered this explanation:

"I think these are more for like knowing how to read high level documents, like read medical books and stuff like that or write like the documents of high level, like reports, or if you want to write a book one day, you know we would have the knowledge required. But like, when it comes to like specific medical stuff, I think it's very helpful because when like let's say we're dealing with disease somewhere, we need to know where the disease is located and everything about it from using all these terminology. Because we can't just say- use normal language to explain all that because it will take longer, and this is not the agreed upon language."

LN3:I2

5.2.2 Summary

There are some generic concepts that are shared between TN1 and her learners; however, the learners' focus on the concept that literacy practices include a wider perception of communication to include verbal and non-verbal communication. The learners felt that if they enhance their verbal and non-verbal communication, they will be better nurses in the future. Their view of literacy practices as directly related to their role as nurses in their future was affecting their learning on the ESP courses in a positive manner as they were readily synthesizing information across different modes in order to complete ESP tasks in the classroom. They also discussed matters of their discipline with confidence due to their future outlook on their roles as nurses combined with the importance they placed on verbal and non-verbal communication.

5.3 Challenges in teaching and learning literacy practices in ESP

5.3.1 Learner motivation

When directly asked about the challenges she faces in her ESP teaching, TN1's main response was learner motivation.

"Maybe the students' motivation. Yeah, this is the most challenging one because we're meeting two hours daily, and it's quite long time for an English class. So, uh, when I meet them every day, I feel like sometimes they are discouraged, or they are demotivated, and they are a bit bored. They just need to finish quickly and take easy tasks, and I try to just vary my tasks and activities to just meet their motivation and meet their needs."

TN1:I2

However, one of the learners explained that he finds the class straight forward, which could make TN1 feel that they are not motivated since the learners do not feel the need to ask questions. This could also be attributed to the fact that some of the learners had previous experiences of studying in an English-speaking country.

"For this class, specifically, no. But like other classes, like in Anatomy, for example, like we ask questions all the time. To the point where we might run out of time because we have many questions we're asking. [...] I mean, yeah, most of it is obvious and easy, so people don't need to ask anything. And uh, honestly, like the previous class, we like- our teacher basically covered a little bit of this class, so it feel like me and everyone else kinda have a background on this class."

LN3:I2

5.4 TN2 Professional Background & Perceptions of ESP

TN2 had a BA in English Language and Literature and an MA in Literature specializing in Renaissance Studies. She was a research assistant at Kuwait University before starting to teach General English and ESP at PAAET in 2007. Her first year at PAAET was spent teaching at the College of Technological Studies before she moved to the College of Nursing, which she had been teaching at for ten years at the time of this study.

TN2 taught the ESP course ADN 180, with approximately 25 students in the class I observed, which is the first ESP course for learners in the diploma program at the College of Nursing. The teacher displayed abundant knowledge of the nursing field and her learners' target situation and said that she has made a personal effort to develop her ESP teaching skills. When asked if the term academic literacies meant anything to her, she replied: "Not exactly because I'm not from the field. I don't know what you mean by that" (TN2:I2). The fact that she does not have a TESOL/Applied Linguistics background recurs in the interviews: "I'm not from teaching. I'm not from education or language. I come from literature background" (TN2:I1).

Although she might not have had a qualification in the field of teaching, her personal effort towards professional development in teaching ESP, the knowledge she displayed of the nursing field, and her thoroughness of lesson planning combined with the explanation of her materials design gave the impression that her experience seems to compensate to a certain degree, especially in terms of her teaching. However, her knowledge of issues in the field of language teaching was modest and her response to questions on topics in the field was that it is not her field of qualification.

TN2 had a highly specific approach to ESP. Instead of teaching students generic academic skills like presentation skills and referencing, she explored the themes of the disciplinary courses the students will be taking the semester after, and divides the topics according to the theme: "How do they use tools? What's the language you're going into using these tools? So, procedures, what languages goes into these?" (TN2:I1). This also appeared in the course description TN2 has written, as she explained that the theme is studied from the angle of the four skills and with the target situations in mind: "The reading vocabulary, which bears the same themes as the writing topics, helps students to generate the practiced words, language expressions, word structure and word categories in context and for professional purposes."

TN2's disciplinary knowledge was evident during the observations as can be seen in Table 5.2.

Key Characteristics of Teaching
<ul style="list-style-type: none"> • TN1 teaches in English • Relies on self-made materials • Elicits rather than gives the answer: she writes 'intravenous' on the board and students succeed in breaking it down to 'intra-vein' • Continuously relates tasks to future target situations: "You'll do Pharmacology after Anatomy, so don't worry, you'll be experts on how the body works." • Has rapport with students and allows them to correct her mistakes • Encourages the use of mobile phones and internet to search for more information or serve a task

Table 5.2: TN2 key characteristics of teaching

5.4.1 Understandings of target literacy practices and impact on teaching

TN2's understandings of what literacy practices the learners need was clearly affected by her awareness of the nature of the target situation in both the college and the hospitals. Her knowledge of the learners' courses and future work experience could be seen in the detailed descriptions in her interviews as well as the list of supplementary textbooks and materials she recommended to her learners.

"So, it's not just answering phones, or filling in forms, or, you know, asking general questions to take history. It was more than that, like, you know, if they wanted to, you know, um, get promoted or develop in their job, they need to write, they need to do research. So, then, we address that, and you know, in writing, that we started moving towards genre..."

TN2:11

TN2 was aware of the language that is needed for the learners' target situation and highlights differences in using professional terminology as opposed to the colloquial counterpart for specific purposes, and this is present in the way she explained the exercises and designs them as well as the professional language she exposed the learners to: "...the difference between, you know, not saying type of clots but pathways" and "like the language of tools, like when you say 'hoist' and 'lift', you know, things like that, or 'cuff' and 'wrap' because, um, for the

sphygmomanometer” (TN2:I1). TN2 also explained the path the learners will undertake in their work context, which reflected how her knowledge of their work path and nature of their work affects the themes chosen for her material design as well as the exercises required of her learners, as they are also in line with what courses they will do later. She also explained how the exercises they do in the classroom will be useful in their work context.

“Um they’re all nurses, but they do a whole year of rotation, and then after that year of rotation, they decide what they want to specialize in. Um, in the past, I mean, there wasn’t a difference between the diploma and the bachelor once they start working. About five years ago, they differentiated between the two, and now, they’re paid differently. So, if they’re registered nurse with a bachelor’s is different than a licensed nurse with, um, diploma.”

TN2:I1

When asked about how she manages material design, TN2 explained the role context plays: “...we want them to head towards thinking in context and thinking of the extended discourse...” (TN2:I1). TN2 provided me with documents that included the course description, weekly plan, materials design booklet as well as some handouts that were given to the learners during the classes that I observed. Context was also mentioned in her learning objectives, related to and developed from the learners’ knowledge of the field, and information from the context is also recycled in the classroom. The target situation of the workplace was present in the learning objectives: “Use of appropriate vocabulary and grammar in work communication.” She focused on providing students with language for their target situations and making sure they were aware of what this language means in their target situations and when and how it is used correctly in their academic and working context.

...we’re trying to, um, let the students, um have or build this enabling language that allows them to understand their textbooks. Um, that allows them to, um, because you know the hospitals is not like all Arabs, you have Philipinos, you have Indians, and you have other nationalities, the minor, you know, Eastern European and stuff like that. So, they all communicate in English, and the files are kept in English also because some doctors are not Arab.

TN2:I1

TN2 made clear statements on how the tasks the learners were asked to do in the classroom relate to their workplace. For instance, during a task on imperatives, she clearly stated, “You’re going to write a lot of instructions for your patients” and then continued to relate it to the hospital visit by asking the students what the nurse said yesterday at the hospital visit about giving vaccines, and they answered her “to check the expiry date.” The course description reflected this idea as the four skills of the language were related directly to their use in their discipline: “The students completing this course should be able to use English orally and discursively to effectively discuss the nursing themes of this level critically.” The learners could also see the relation of the language and literacy knowledge they gained to their target situation as well.

“But what I noticed about the program they just make ready for the other subjects like for example, in English 1 we will learn everything we need to learn about medicine terminology so we when we do anatomy we will be perfect in that. Then, English 2 will learn everything we need about terminology of the disease so when we do pathology we will be perfect with that, you know.”

LN4:11

Some of the teacher’s statements also indicated her belief that the attainment of these literacy practices require some autonomy: “...they have to apply these strategies, are they able to do it on their own, um, to some extent, confidently...” (TN2:11). For example, the learning outcomes and objectives were explained with clear reference to way of interacting with texts such as comparing, coming up with an evidence-based view, and drawing inferences as well as applying this cognitive thinking independently. The learning outcomes included the following:

“Read different kinds of college level texts (textbook chapters, content-related graphs, online sources) based on the themes and genres selected for this level. [...]

Distinguish between main ideas and supporting details to form a conceptual map between ideas and to understand how the details structure the purpose of writing.”

And TN2 further explained this:

“...we want them to be able to kind of have higher cognitive thinking, that they can synthesize, that they don’t just like remain at the level of

comprehension, but that they can compare certain things, that when they compare two things, [...] they can come up with their own, but evidence based view. [...] first they understand, and they compare, and then they draw like some kind of inference."

TN2:11

The idea of engaging with texts was reaffirmed in the course description and linked her view of literacy practices to genre.

"Also, the course integrates the receptive skill of reading for the productive skill of writing: the students are trained to read descriptive as well as comparative and contrastive passages in order to help them develop their critical thinking and to produce these two genres in the form of paragraph writing."

TN2 also promoted her learners' autonomy by encouraging them to explore their discipline using personal resources. This way the learners seemed to learn from the language used in the classroom that does not fall under the course content as well as from the experiences of searching for information, listening to lectures, and watching videos.

"Because I think most of them like, they do search or sometimes, we're doing something on the board about a word or maybe about even concepts, it doesn't have to be usage. But we're discussing, and they say oh but I just was reading this; it says this and that. And it brings something else. I want to encourage them to use English outside the classroom, even for their search. Not like go and use an Arabic book, figure it out, and then come back and try to figure out where the English goes into it. But I want them to use their mobiles and search in English and get back to me in English because that I think helps acquisition."

TN2:12

TN2 provided learners with links to other resources for learning as well as exercises that include listening to lectures and inferring meaning from visual aids. "I like to give them their mobiles and say good luck" and when asked why she does that, "...they're always allowed to use their mobile phones [...] I want them to use their mobiles and search in English and get back to me in English because that I think helps" (TN2:11) Her materials design booklet also mentioned the reason behind using visual aids: "Word structure is taught at the level of pictures to help students visualize body parts." When asked if she encourages her students to look at other resources outside of the classroom, she answered:

"I would probably give them something like this [brings out a paper with links and explains]. [...] Sometimes in listening, where like we do one together in class, or they do one for homework, you know, and then, they could like go and they- I mean not, you know, right now, but they would come back and they'd go: oh but I saw this video and this video. And I want them to kind of, not just to listen to one but also to listen to different perspectives about one thing and then come back because this, it allows them to be argumentative, evidence-based. I think that helps them a lot and makes them confident as well. Once they know why they're arguing what they're arguing."

TN2:12

Learners weren't hesitant to use their mobiles in the classroom as they were observed, and one of the learners also mentioned that she used her mobile phone in class "to run a quick search on a specific thing [...] check a picture of it for a better understanding" (LN5:12).

The emphasis on the importance of context was also understood and appreciated by the learners as is depicted in the parallel statements by the teacher and one of her learners below about a trip TN2 organized to the learners' future workplace.

"...we're going to the hospital with our students today, and we're going to see further things that they do on the job. Um, and we're going to sit with the head nurse who has masters, um today, and we're going to see what things she found useful, what things she hasn't found useful [from her studies at the college]."

TN2:11

"We might do that next course, but today, we will do a trip to the hospital, so we can know, because, we learn that we have different types of nurses and they have different kind of works. So, we will go now to distinguish between their work and we know the scrub nurse and we will experience that in the surgery room and we will go the ward nurse and we see how they work at the ward."

LN4:11

5.4.2 Summary

TN2 understood literacy practices as a medical glossary combined with a set of skills that were directly related to the learners' academic and professional target situations. Her tasks were literal to the language the learners will encounter in their disciplinary courses and the kind of work they will be doing in the hospitals, and she encouraged autonomy by designing tasks that require critical thinking and encouraging her learners to explore their discipline by using personal resources in their own time such as search engines and watching videos and lectures. This was also an encouragement of multimodality by including texts of different modes as well as using technological tools as a resource in order to achieve the attainment of the literacy practices needed for both target situations. TN2 emphasized the context of the future workplace and included a hospital visit as part of her curriculum.

5.5 LN4, 5, and 6

TN2's learners were all female students in their first year. These learners will all be licensed nurses once they complete their program. The three learners all had higher education experiences before joining the College of Nursing. While LN4 decided to do the interviews in English, LN5 and LN6 preferred to speak Arabic. LN4 previously attempted a Biochemistry degree at Kuwait University and completed her Irish Leaving Certificate in hopes of receiving a scholarship to do a medical degree at Royal College of Surgeons in Ireland. However, she was not given the scholarship because of her age. LN6 completed a nursing qualification at PAAET's Nursing Institute. Both these learners volunteered in medical environments before. LN5 did two years of English language in Australia in order to study Accounting; however, she gave up the scholarship because she wanted to do something related to the medical field. All three learners expressed an interest in continuing their studies after they complete their degree at PAAET.

5.5.1 Understandings of target literacy practices they need

The learners' understandings of the literacy practices they need were directly related to their academic and professional target situations and were shaped by the knowledge they have about their target situations. They were knowledgeable about the courses they were going to take in later semesters and how the ESP courses related to and help their performance in those courses: "They are relevant, We can use them in Anatomy and Pathology and different subjects in the nursing field. [...] We can't take any other subject if we didn't take English

because it's relevant to the other subjects" (LN4:I2). LN4 also refers to the importance of writing in their discipline, "Because we have writing in our exams, and we need writing in- writing the medical reports and the nursing reports, basically. So, you have to write in good English and exact English" (LN4:I2).

In addition, when asked if she thought she needed to be trained in communicating with difficult patients, the learner replied, "...you definitely need it if you are a nurse more than if you are a doctor" (LN4:I2).

"I remember one time I was dealing with an Indian patient, and I had to change my accent so that she would understand [...] It was a matter of articulating words the way they do, so she can be able to fully understand you. This isn't the case with accent only, but also with dialects like in Kuwaiti or Egyptian Arabic."

LN5:I2

Their experience of volunteer work in medical fields during religious rituals had also increased their knowledge of what the occupation requires and explained their insistence on being trained in communicating with patients.

"There was a time in Iraq when they would take more than 20 million visitors from all over the world. [...] It was a huge thing to handle because you have to translate. The difficulty lies not only in, for example, giving them the medicine, but also in communicating with them."

LN6:I1

In the case of the learners, their visits to the hospitals or work in the medical field has exposed them to what disciplinary genres exist in their field. They were aware of when or where these disciplinary genres appear in their target situations; however, they were not sure how to produce that type of text. For instance, during their visit to the hospital, one learner learned that there are different times to use different text genres and different formats of writing although she had not been trained in them yet.

"When we have the previous tour in the hospital, the day before, they told us that we need to write in a different format because we have different format to write. So, you don't know when you will take short notes and when you will need to have a memo and that thing, or when do you have to write a paragraph. You have to be trained in this."

Another learner explained that even though she had previously received training in nursing at the institute which is also a PAAET institute, she continued to struggle in producing nursing notes. However, she knew when this text genre was needed and was clear about its purpose and how it differed from the doctor's notes.

“When I was in the nursing institute, I had difficulty doing the nursing notes and planning. No one knew how to do them. It needs good English skills to be able to write them. The nursing planning is different than the doctor's diagnosis notes. For example, the doctor would write in his diagnosis that the patient is diabetic, while you are asked to say how this developed and what caused it in the nursing notes. For example, the insulin level dropped in the body, and the blood pressure was low. So, you will have to give all this information.”

LN6:I1

The learners had enough insight into the nursing community and have an idea about the software being used in their field. LN6 explained that she had seen this technology in her target situation and hoped to be trained in these technologies.

“They are saying that the nursing notes in the hospitals are now all done in computers not on papers. [...] I think we need the programs and applications they are using in the hospitals now. And I remember once, I saw a doctor wearing a mic and as he speaks, the program is writing what he is saying. So, he didn't need to type. It's time saving.”

LN6:I1

The learners also said that although they know that they will be trained in communication and how to deal with patients later, it should be a main focus of the ESP program:

“I believe that they should focus on communication skills. [...] they should be able to run a conversation and be able to extract information from the patient. [...] I think a lot of girls have social interaction difficulties like being shy when dealing with their professors or their fellow female colleagues. I mean she is doing General Nursing, so she has to interact with people and patients.”

LN5:I2

When LN4 is asked what she feels she needs to learn, she answered, “I think we already have subjects here to help us with communication and especially with community and the patients. And also when we start we have sociology. [...] So, we already have to deal in everything with communication before entering the outdoors” (LN4:11). The learners also seemed to be confident that they will transition into the nursing community smoothly because of their training at the college and at the clinics.

“You will be trained in two places: you will be trained in the clinical way, and you will be trained in the institute itself by the subjects. [...] part of your training course, you will have to go to clinic [...] and you’ll have two observers and two instructors to like see your notes and check your way of writing in English and periphrases and stuff. Then, you come here and you are trained what is right and what is wrong to do.”

LN4:12

These quotes highlight the learners’ interest in being part of the nursing community and their awareness of the importance of their occupation and how this training is helping them avoid causing damage to the patients in a physical, mental or emotional way.

“Because as we study, learn and train, there is room to make mistakes and learn from them. But, in real life, as we move on to working, you can’t be mistaken because it is serious. What we do and where we do it is critical. Therefore, we must be very careful and focused. For example, if there’s a misunderstanding between a nurse and the doctor, the patient would be affected in a way not physically but mentally when s/he doesn’t see cooperation between the two of them.”

LN6:12

The learners’ beliefs extend to responding positively to whatever could help develop their literacy practices. For example, all three learners reacted to positively to being taught in English. They explained that they are learning more about how to communicate in English from what goes on in the classroom around the teaching and the materials. This is important to them because they realize that their target situation, whether it is their disciplinary courses or their future workplace, require communication in English. They could also see the benefit of being taught in English extending to their life outside of the field: “I believe that

we can benefit from new vocabulary that we can use in our daily life other than the terminology we are studying. Like what we generally use when communicating with others” (LN5:I2). Another learner reaffirms, “I think we are practicing it [communicating in English] by interacting and participating with our professor in the classroom” (LN6:I2).

Their efforts in developing their nursing identities led them to make use of literacy practices independently. The concept of autonomy in literacy practices that TN2 expressed in her interviews and encouraged in the classroom seems to appear in her students here. LN4 explains, “I like to do a lot of researches about anything I do. [...] I mean to read some articles, scientific journals, read everything I need to know about the PAAET or about the nursing college or about the specifications in the hospital itself” and “I start to learn how to read the medical report by myself. So, I can be related to the words. I know what the words mean because I already learn it” (LN4:I1).

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LN5 also mentioned the importance of personal effort in the learning equation, “If you are lacking something from high school, these English courses will make it up for you. But of course, it would as well depend on your personal effort at the end” (LN5:I2). This belief of LN5 also extended to her learning practices: “My friend’s book is about Anatomy, which I can study on my own because I did the basic English course and I know the terminology” (LN5:I2). LN6 made an effort to use what she learned in the college in her daily life” “When I go to a clinic, say dermatologist, I say the exact term they are using there. It is helping me in real life communication as well” (LN6:I1).

Interestingly, one of the learners put an external, non-academic effort in taking her vaccinations in order to avoid getting infected in the work environment and believed there is a lack of awareness in this regard. This was an indication of her efforts to transition into the nursing community.

“I take my vaccinations as I am a highly sensitive person. I would get infected easily. [...] I learned this from the nursing institute. They urge us to take our vaccinations. They told us some of the vaccinations we took when we were kids so no need to take them again, but the ones we missed, we should take them now as adults. So, I believe they should tell the students and spread awareness.”

LN6:I2

Because the learners were immersed in the nursing field, they had developed a curiosity in nursing in the real world, which can be seen by their interest in social media accounts that provide them with this information. It ranges from “If I need information, I would check YouTube” (LN6:I2) to “For example, on Twitter, I follow two accounts; one is Saudi and the other is Australian. They talk about Nursing but not career-wise or professionally but more comically. But at the same time, they show you how it’s done in real life” (LN5:I2). LN4 also “started to follow some Instagram accounts for nurses, and I see how they progress in their way if it were a BSN or a diploma nurse or senior nurse [...] and what kind of challenges and difficulties she’s facing” (LN4:I2).

All three learners also mentioned that they follow an anonymous PAAET nursing student who posts about her experience at the college as well as her hospital training. “I also follow a Kuwaiti girl’s account in which she tells stories in the field, as well as what courses we need to take” (LN5:I2). “She posts everything you need to know in nursing, like if you want to apply for a college of nursing or if you are a current student in the nursing field. She will put the notes, and how they go to the hospitals, and what equipment they use, and what challenges they have to face” (LN4:I2).

The learners also downloaded mobile applications such as such as a medical dictionary as well as Google Translate, which are applications that can also be used later in their target situations as they provide them with quick access to the information they need on the spot.

“We download it [the medical dictionary]. We can use Google translation, we can use medical dictionary itself. So, when you use the medical translator, when you base the word, down in the meaning, you can find ‘as you use it in the medical field’ etc. So, we use it in our class for that purpose.”

LN4:I2

Another way the learners used mobile applications on their phones is by creating a group for their courses through messaging applications in order to share notes and other information in relation to the subject they are taking. Collaborating through these applications had also helped the learners keep up with what happens in class during absences. For example, “Sometimes we use it to take

pictures of the notes that we write to post it on- to send it on the subject group so everyone can follow up with it” (LN4:I2)

5.5.2 Summary

The importance of the medical glossary and skill set needed for the academic and professional target situations were recognized by the learners and TN2 in terms of their understandings of literacy practices they need for the learners’ future. However, while TN2 was more literal and specific when it comes to choosing content for the curriculum, the learners have a broader concept of what literacy practices they need and are interested in literacy practices and resources that could help them fit better in the nursing community. Their views included the need to be trained in literacy practices that involve communicating in the workplace as well as being trained to write specific genres and use of technology they have experienced in their hospital visits. They continue to develop their views by exploring their discipline outside of the college, like on social media, and make an effort to be practice their medical terminology outside their academic context.

5.6 Challenges in teaching and learning literacy practices in ESP

5.6.1 Departmental struggles and materials design

When TN2 joined the department, she was given the textbook without any training or guidance as to what she was teaching and how things were run since there was no head of department. “When I first joined here, we were only three people, and um, our Head of Department just found out she had cancer. And she was seriously ill, she was in hospital, um, and I was given the textbook and goodbye” (TN2:I1) The employees who were with her were also inexperienced, and they managed the situation the best way they can.

When directly questioned about the challenges of teaching ESP, she responded, “having to write up the material. So, everything in the student file, which is you know, just as big as this [points to a big divided binder] is all basically produced by the teacher [...] so that’s the biggest challenge” (TN2:I2). TN2 gave the researcher a document entitled “English Course Material Design” where she explained extensively the purpose of designing the materials the way they are

designed to serve a specific outcome. The materials were high in specificity and relate directly to the target situations. Therefore, it can be understandable that material design was seen as a tedious task since there was a challenging process involved, especially since TN2 has had no training in language teaching.

5.6.2 Lack of policy awareness

A factor that plays a major role in acquiring general AL in an academic context is lack of policy awareness. Learners could struggle in their disciplinary communities at a later stage if they have no knowledge of key academic policies such as plagiarism. LN6 explained that she unknowingly plagiarized and suffered the consequences although she was not aware of the penalty for plagiarism at PAAET.

Aicha: So, you know what the penalty of plagiarism is at PAAET?

LN6: No. [...]

LN6: It happened to me. I copied my friend's report because I was absent. [...] But the professor found out and deducted one grade from each of us.

Aicha: Is this the English professor?

LN6: No, someone else. When I copied that report data result, I didn't know all about plagiarism. I thought it is okay to share the same report since it is the same data.

LN6:11

5.7 Chapter Summary

While the ELU of the College of Nursing has agreed to some degree of standardization in terms of the ESP courses, the teachers have followed PAAET policy that gives them the authority to adjust courses according to learner needs. In this case study, both teachers have adjusted their curriculum to include the literacy practices they believe their learners need according to their understandings of what literacy practices are. The learners in this case shared an interest in developing their skills as future nurses and view literacy practices as the skills that would enable them to excel in both their academic and professional target situations. In both participant sets, the learners differed in their views from the teachers in the sense that they were more concerned about their future nursing roles in the workplace than their future studies at the college.

There were two main themes that surfaced in this case study. First, both teachers felt that the literacy practices skills that the learners learn in the ESP courses can be transferred to other future academic and professional contexts. While TN1 believed that integrating materials and tasks from the learners' future target situations will enable them to acquire these skills and develop the literacy practices according to context in the future, TN2 seemed to follow the idea that they should be trained in the exact skills and practices she believes the learners will encounter in their academic and professional target situations.

The second theme was that of multi-modality in academic/professional literacy. The concept of multimodality is not strange to literacy practices, and both the teachers and learners of this case see the importance of using available resources and technological tools to benefit the learners in acquiring language skills in their discipline.

There was a difference in the understanding of literacy practices of ESP teachers in the College of Nursing, and there was even more of a difference when the contrast is being made between the ESP teacher and their learners. While there were generic concepts that were shared between the teachers and learners, the differences between the understandings of literacy practices and where the emphasis was placed is evident.

Chapter 6 Literacy Practices at the College of Business Studies

The College of Business Studies does not follow an EMI policy, and the English departments' courses were the only courses that were taught in English. There were two Accounting courses that have English textbooks; however, they were taught in Arabic despite being assessed in English. Therefore, the English courses seemed to be targeting the learners' future workplace rather than their studies at PAAET. While Business is a wide field, the learners all have specific majors which lead to training for a specific number of jobs and workplaces which are known to the college.

Another point to be made about the College of Business Studies is that some specializations were offered a course entitled Texts in English, which was not offered by the ELU. Rather, it was offered by the disciplinary departments and had an Arabic counterpart in which the learners were taught the different documents they could come across and how to produce, organize and store them in a computer lab. While there was an ELU course entitled English Correspondence that focuses on correspondence in professional contexts, it was taught in a classroom. The learners benefit in different ways from the two courses.

While the teachers did not share any classroom materials with me, they directed me to the ELU website which had the course description for the ESP course I was observing in Figure 6.1.



ESP 204 – ENGLISH FOR BUSINESS

College/Institute	College of Business Studies
Scientific Department	Language Centre
Course Title	English for Business Commerce
Course Number	204
Language of Instruction	English
Prerequisites	154
Credits	2
Hours	3
Theoretical Hours per Week	-
Practical Hours per Week	-
Category	Compulsory

COURSE DESCRIPTION

This course is for students majoring in Business related disciplines. The course emphasizes the four skills of language in the scope of business and job related content. It aims at improving their written and communication skills. It gears students towards communicative functions within particular areas of business.

COURSE OBJECTIVES

1. Communicate effectively through written and oral tasks; e.g. write a business plan
2. Define common business vocabulary
3. Make arrangement for meetings
4. Make short presentation

COURSE CONTENT

Seq.	Topics
1	Describing daily office routines
2	Describing qualifications and experience
3	Talking about working conditions
4	Job interviews
5	Meeting people
6	Making requests
7	Business communication
8	Talking about plans
9	Giving advice

Figure 6.1 ESP 204 Course Description

6.1 TB1 Professional Background & Perceptions of ESP

TB1 joined PAAET after teaching at a state school and getting a PAAET scholarship to do her MA in ESP at a UK university. She started teaching at the CBS as soon as she joined PAAET in 2010. However, despite her ESP specialization, TB1 did not feel she received enough ESP training and did not see a difference between her roles as an ESP teacher and as a GE teacher. TB1's view of ESP was primarily concerned with lexis and the idea of business terminology.

"I mean when looking at the vocabulary list at the back, yeah some of the language is business-oriented, but you know, like you have the word borrow, everybody can use it generally, ATM, it's a general word, it's not really specific, and experience for example. So, I don't really feel there's much of a difference. [...] I guess maybe. I don't know really. I guess the telephone conversations, they have a certain way, maybe setting meetings, that kind of language, I guess you would be using it as a secretary, let's say. A lot of them will be like secretaries or working in a bank, so they have to have knowledge."

TB1:11

She explained that she tried to differentiate between her General English courses and her ESP courses through the supplementary materials she brings in to support the assigned textbook.

"I mean when I choose the materials for my general courses, I just choose them randomly and general information. When I choose materials and stuff for my ESP classes, I make sure that they're business related. They're related to like production or like, let's say, certain companies, that kind of stuff. Even when I ask the students for presentations, the general courses, I tell the students choose whatever topic you want. Whereas with the ESP ones, I ask them no, to choose a company and give a presentation about a company and the company structure, that kind of stuff."

TB1:11

"Let's say for example, filling out forms, I like bringing different kind of forms, not the ones just there in the book. You don't have just one- there's so much variety, so I want them to know there's this kind, this kind, this kind. So, that's why I bring a lot of outside materials."

TB1:11

However, when asked for examples of such materials, she explained that she did not have any for this semester which raised a question to the extent which she actually differentiated her courses.

Key characteristics of her teaching from two observations are listed in Table 6.1.

Key Characteristics of Teaching
<ul style="list-style-type: none"> • TB1 teaches in Arabic • Covers topic of telephone calls and assigns role play, but also covers international cuisine and ordering at a restaurant • Teacher goes through exercises in order of textbook without much input from learners • Relies on textbook even if topic is not related to Business (e.g. ordering food and describing international cuisine) • Hands back exams without going over them or any feedback

Table 6.1: TB1 key characteristics of teaching

6.1.1 Understandings of target literacy practices and impact on teaching

When trying to elicit examples of literacy practices the learners needed to learn in order to be able to participate and succeed in their disciplinary course sat PAAET and their professional contexts, TB1's answers referred to general skills like holding phone conversations and writing emails. TB1 had a broad, rather than subject-specific, view of the literacy skills needed. Her focus was on communicative skills within a range of business topics as can be seen in her statement below.

“Preparing them for the workplace, getting them to have good communication skills, reading because they’re going to do a lot of reading. I’m not sure about writing, maybe writing notes or writing memos, that kind of stuff. But yeah, basically, trying to at least each student should have not a beginner but like a medium level, like middle. We’re not expecting them to be experts.”

TB1:11

TB1 saw the literacy practices her students need to master as a range of generic skills such as answering the phone, writing emails and note-taking. While she

emphasized the importance of taking notes, she also admitted to not teaching them how to do it.

"I really think they should work on their language because language is always hard for anybody. Even taking notes, I don't think they actually know how to take notes. When you're taking notes, you don't have to write in full sentences, just write like, especially when you work as a receptionist or whatever, you're going to be taking notes, you're going to be writing short notes."

TB1:I1

"I encourage them to take notes, but I don't really teach them how to do it. They don't even come with a notebook. Please come with a notebook. Please come with a pen. I mean getting them to get a notebook and a pen is a challenge."

TB1:I2

Her answers suggested little awareness of her students' academic and professional target situations, and some of her statements explained this further.

"Some subjects don't need [writing in English], I don't know which ones they are. Law, maybe I think, they don't take writing. So, basically what we teach them to write is to write emails, invitation, making appointments, changing the appointment, postponing it, that kind of stuff."

TB1:I1

While only a few of the disciplinary courses taught at CBS have materials (textbooks, handouts, etc.) in English, TB1 was not familiar with them and what content they include. Even though she mentioned that the head of department had a meeting with the other faculties, there was no development in her knowledge of the disciplinary courses or the workplace.

"I really don't know what they teach them in that, to be honest. I never asked, but I know that that subject is there, but I guess, it says it's in English. Texts in English. So, yeah probably, they teach it in English, but I never really asked what it involved. Maybe [the head of department] would know because she spoke to all the departments."

TB1:I2

This lack of knowledge about the academic target situation extended to their future workplace as she explained, “I don’t know what they expect in the workplace, I don’t have any experience what they want” (TB1:I2).

“Maybe tellers. I knew a few of my friends who graduated from here they kind of started with the basic teller, dealing with cash and stuff. I think, I mean I really don’t know what banks usually do, maybe a receptionist in the bank? If they have a good level of English language?”

TB1:I1

“If in the banks, maybe tellers or receptions, I don’t know, I don’t even know the language they use in the banks. I’m assuming they will be reading a lot of books. I know banks give them a few weeks training, internship, something like that. So, they do give them a few weeks before they decide what they’re going to do. But for me I think what I’m preparing them for is the social aspects of being in ESP like in the banks, how to speak to their boss, how to be formal. You know, that kind of boundaries and limits.”

TB1:I2

TB1’s lack of knowledge of the learners’ target situations also led to a more general approach in teaching ESP rather than the high specificity that is expected in institutions where the academic and professional target situations are clearly defined. This was surprising since TB1 has an academic background which suggests a theoretical understanding of ESP. However, as her statement below shows, it could be that TB1 had developed a perception regarding the usefulness of ESP classes within the college.

“We don’t teach them academic. [...] No, everything is in Arabic. So, we don’t have really academic, actually. [...] We don’t really teach them how to do that. Yeah, I don’t think so because they don’t write for their other subjects in English. They write in whatever, unless the student wants to continue studying, further studies and stuff.”

TB1:I2

TB1 was teaching English for Business Commerce, an ESP course that was mostly based on Oxford’s *Business Basics* pre-intermediate textbook. TB1’s perception of her learners’ target literacy practices affected her teaching in terms of following the assigned textbook regardless of whether or not the unit was related to her students’ target situations or her goals for her ESP courses. She taught from the Business Basics textbook and workbook combination, which was

not highly specific when it comes to ESP. Following from this, TB1 explained what she believed the goals of her ESP courses were and what she wanted her students to learn.

“But when you come to the Business English to at least have a well knowledge of the language to be used on telephone calls because a lot of customers in a bank or if you’re in a private company, they will require you to use some English, so you do need to have a sort of level of English. Spoken wise, I think yeah, it’s more spoken. A lot of the exercises here they’re like conversations, dealing with clients. Whereas the General English is just daily activities, you know, you’re in the mall, you’re in a shop, how to order a meal. I think that kind of sets it apart.”

TB1:11

While TB1 taught them how to hold professional telephone conversations, which was directly related to their professional target situations, she also taught them how to describe dishes from international cuisines in one of the lessons observed. Therefore, there seemed to be a clash in what she said ESP should be like and what she was teaching. A consequence of her lack of knowledge of the target situations was that TB1 was not always able to link classroom tasks to the students’ future studies or work.

“I tell them, yes, especially in the writing class. Tomorrow, you’re going to need to write a thank you email. Somebody sent you samples of their product, so you should be thanking them, sending an email of thank you. Or you’re in the workplace and you need to answer the phone accordingly. Or you’re meeting a client, how would you... That kind of stuff. But usually, I relate whatever I teach to the exam, to be honest. Like this is important, it might come in the exam. I’ll be honest.”

TB1:12

There were other factors that contributed to TB1’s general view of literacy practices and affected how she taught. TB1 explained that she was not clear on the ESP the learners need for their future workplace and that she felt she had to finish the curriculum because of her contact hours with her learners, which led her to approach Business English in a generic way.

“At the end of the day, I only see them three hours a week which in the end isn’t much, really. And with the curriculum which I have to make sure they

finish. So, there's not much room for practice. But I try, at the end of the day, I don't know the kind of ESP they are expected to learn."

TB1:I2

TB1 explained that she felt the students were more interested in passing their exams and getting good grades rather than their future workplace. She seemed to have a vague understanding of target professional literacies and taught ESP in a broad manner as a consequence. Her perceptions of ESP and literacies were related to her practices.

"I've asked them. Some of them want to go to banks. Some of them just come out and tell me they want to go to a place where English is not required, just Arabic. They just say that to my face like we don't need you. We're just taking you because we have to graduate."

TB1:I1

However, the learners have reported otherwise. For example, LB1 explained the reasons that she was taking English courses outside of PAAET: "I have to challenge myself to reach a higher level than this diploma. I even thought about studying my Bachelors, which would be better for my work." LB2 also stated "I want to get good grades so I can continue after my diploma. [...] After becoming a Secretary, I want to continue my studies." As the following quotes from LB3 indicated, she was also taking English courses outside of PAAET and was not just concerned with her grades: "I'm not taking it just to get a grade. I try hard in my exams, and I like to learn and push myself even if I appear to be a lazy student."

TB1 explained teaching in public schools revolved around the teacher rather than the students.

"I think that's the way the teaching is... Most of them come from public schools, okay. The minority come from private, let's face it. Some of them left the private schools to join public schools. So, that's really how it is in public schools. I mean, at the time that I was teaching there, that's how it was. I don't know if it's changed. I try not to spoon-feed them, but it kind of revolves around me, unfortunately. It should revolve around them."

TB1:I2

6.1.2 Summary

TB1 understood the literacy practices her students need for their target academic and professional contexts in terms of generic skills such as note-taking, writing emails or answering the phone. She seemed to have little insight into the students' target academic and professional situations, and it was possible that her understanding of what the students needed in terms of literacy practices was limited by this lack of insight. Another factor that could be limiting her understandings was her perception of ESP as a pedagogic practice mainly focused on lexis. Her teaching mainly focused on covering the textbook, regardless of the topical content of the units, which may reflect her generic understandings of the students' needs as well as her belief that the students were uninterested in ESP and were motivated mostly by exams.

6.2 LB1, 2 and 3

All three of TB1's learners were state school graduates who joined PAAET's CBS straight after graduating. LB1 is specialized in Accounting while LB2 and LB3 are Management specializations. LB1 and LB2 have expressed their intentions to continue their studies while LB3 has attended language courses outside of PAAET to improve her English.

6.2.1 Understandings of target literacy practices they need

The learners' understandings of the literacy practices they need for their target situations were mainly related to communication in their future workplace as well as a general use of the language since their disciplinary courses were taught in Arabic with very few exceptions. The learners had a generic understanding of the literacy practices they need for their future contexts, focused mainly on communication. For example, LB1 explained the importance of communicating in English at work in her first interview: "Using English for work, especially that working in accounting requires English to communicate with managers, colleagues that might be foreigners" (LB1:I1). However, they also seemed interested in learning English for the sake of learning the language as well. For instance LB2 stated "I love to learn English, I want to learn English. I want it to benefit my life..." (LB2:I1) and LB3 explained "This is the only course where I don't care much about the exams. I'm in it to actually learn" (LB3:I1). These statements contradicted TB1's perception of the students being mostly motivated by exams, but they only represented the views of three of her learners.

The students seemed to have a sense of the workplace they will enter and of the kind of job they will do in it.

“Yes, like the companies that are outsourced to do accounting for private companies who don’t have accounting departments. For example, for taxes, they might have an accounting department, but no one to do the accounting for taxes, so they outsource a company to do that.”

LB1:11

They were able to make connections between their studies at PAAET and the kind of work they will be doing. For example, LB1 explained that sometimes she felt the content of the disciplinary courses was demanding compared to the work she will be doing:

“For example, a course would include a lot of formulas and very intense, but in reality, the work is easier and less demanding. But the courses are still lacking some topics. For instance, nothing about taxes. It could be because this is a diploma. No taxes, no charity, non-existent here.”

LB1:11

LB2 also explained how some courses are unrelated to her future work: “There are some courses that I don’t feel are related to management, such as statistics, this has nothing to do with the job I will get after my degree” (LB2:11).

The learners insisted on communication as a major skill they need to learn and develop for work or otherwise. LB1 explained its importance: “Communication because at times I understand what others are saying, but I don’t know how to answer back. [...] Because communication is necessary at work.” Furthermore, LB2 stated that lack of confidence in communication served as an obstacle: “... confidence in communication, which is hindering my communication with others” and further explained this to be “...how I pronounce words, I can somewhat speak in English but I don’t feel my pronunciation is good enough for conversation in English. [...] Yes, communication is very important.” LB3 also supported the importance of communication in the quote below:

“I don’t want to do exercises. I want to sit and speak. Even if it’s wrong, I want it to be okay. It’s not my mother tongue. It should be okay. We can

correct it and move on. When I answer in writing, I can put it together, but speaking is in the moment.”

LB3:I1

The quotes all referred to general English communication skills that were mainly related to both their target professional contexts as well as life outside these contexts, which could mean that the learners have general motivations to learn English. The learners had various responses when asked about the connection between their ESP courses and their future work, but the connections they perceived were limited. For example, LB1 saw a connection in “the terminology in the textbook are used for the accounting classes that are taught in English” while LB2 saw a relation “in both the job and outside the work environment.” LB3 explained, “If it’s a bank, I would need to know terminology, deal with clients who don’t speak Arabic. [...] If it’s a ministry, I wouldn’t need English.”

The learners’ understanding of the literacy practices they need for their future academic and professional contexts seemed to be limited possibly because the exposure to language in their discipline was also limited. However, their perception of the need to be able to communicate in English as well as their limited exposure to the language of their discipline may have affected their learning through the development of a sense of dissatisfaction with the ESP courses. In the quotes below, the learners explained struggles with the language in their academic and professional contexts that could be addressed in their ESP courses but were not.

LB1: *The Arabic courses should have research papers in Arabic, and English courses should have research papers in English.*

Aicha: *But you said most of the disciplinary courses are taught in Arabic, does that mean the all the writing should be in Arabic?*

LB1: *Yes. In Arabic.*

Aicha: *What about your job?*

LB1: *It’ll be in English for sure.*

Aicha: *So, how do you train yourself in English texts if you’re being taught in Arabic here?*

LB1: *I have no idea.*

LB1:I1

“Yes, there are words I don’t understand that could affect my understanding of the whole text. [...] But an article or journal articles about

accounting in English, I have to translate the words into Arabic so that I can understand the text as a whole."

LB1:I1

LB2 also referred to another academic struggle, "I wouldn't know how to express my opinions on the issues in English" (LB2:I2), and LB3 stated "I need to be able to express myself better" and attributed her past failures to her "reluctance to make mistakes" (LB3:I1).

However, the learners explained that another ESP course offered by the department, English Correspondence, was more related to their understandings of the literacy practices they need. LB2 gave an example of an exercise that relates to communication: "I remember one of the assignments was to send her a professional email" (LB2:I2). This was also confirmed by LB3: "English Correspondence is clearly related. I'm learning how to write an email, which is something I'm sure I'll use at work. But in English, it seems very general, unrelated to work. It's just English" (LB3:I2). There seemed to be a general consensus that the writing course was more useful, which is also reaffirmed by TB1.

"Yeah, it's more ESP, and I like teaching writing. I like- I don't know. I just like teaching them how to write, building an email. It's more ESP, as you said, especially since they'll be requesting information, which is helpful if you need to make requests. Whatever your job is, you're going to be sending e-mails to request catalogues, information."

TB1:I2

However, when TB1 was asked more about the writing course, she talked about the learners being able to describe their majors rather than write in the Business language of their majors.

"I ask them, and especially in my writing classes, because the writing class is specifically ESP because they're writing emails and dealing with problems, companies, and writing your resume and that kind of stuff. With that one, yeah, I do know what their major are because I have to, and I tell them and I make sure each one of them knows how to describe her major in English and talk about what her interests are and stuff."

TB1:I1

6.2.2 Summary

The learners' understandings of the literacy practices they need were focused mainly on communication. While the learners had a sense of what their future target situations entail in terms of English language and skills, they believed that they are weak in the basics of the language and had a concern with the ESP courses at CBS in terms of increasing their proficiency and confidence, especially since they had expressed interest in further studies. Their disciplinary courses are taught in Arabic, which also limited their understanding of the literacy practices they need because they did not have the opportunity to practice the language they learn in their English courses in the context of their field to explore literacy practices further and shape their perceptions of them better.

6.3 Challenges in teaching and learning literacy practices in ESP

6.3.1 Learners' level of proficiency in English

The learners agreed that a challenge for them was their state school background which resulted in a weak background in learning the basics of the language, and this idea reappeared continuously throughout the interviews. For instance, LB1 believed that she struggled in the language as a "result from a bad English foundation from high school" (LB1:I1) and LB3 explained that "...when we come here to learn communication skills, we're not going to learn them overnight. Our foundation needs to be stronger to begin with" (LB3:I2). LB3 also referred to her belief that teachers "feel they have to start over with us" because of their weak English language background (LB3:I1). Consequently, this could also be an obstacle for ESP teachers who feel like they have to teach basic grammar and skills which takes away from the time allocated to teach literacy practices in the ESP courses.

TB1 did not feel like she can teach in English due to the students' low level. Her impression of the learners not having goals related to learning English other than graduating also extended to the idea of teaching ESP in English. TB1 was discouraged by the idea, despite the fact that her ESP colleague was a foreigner who taught only in English and her learners seemed to like it. TB1 argued that "the students would be overwhelmed and lost" (TB1:I2), which followed from the learners low proficiency. The learners presented a different position to TB1;

however, they were only three students, which means they cannot represent the views of their class.

LB3 suggested that “It would make a difference. We would speak more in English, which would be better. Even if I didn’t participate, she might say something or phrase a question, and I would pick it up for future use” (LB3:I2). This point hinders increasing the learners’ proficiency and building their confidence in order for them to learn literacy practices like speaking with confidence to customers as can be seen in the learners’ reasons for not participating are “a fear of making mistakes” (LB1:I2), “Not confident of the answer, so to avoid embarrassment., not knowing how to pronounce or knowing the answer but not being able to form a sentence. That’s it. Or not understanding the question to begin with” (LB2:I2) This led to a lack of participation and discussion in the classroom regarding topics of their discipline or their future workplace.

6.3.2 Lack of ESP course development

Within the ELU, TB1 did not seem to have an active role in any changes regarding the ESP courses and continuously referred to the work the head of the department is doing to develop the ESP courses they were teaching. “I haven’t seen because [the head of department] she’s working on creating an ESP subject for each of these different majors. She has taken a look at the books, and she’s suggested the English books to their departments so they coincide” (TB1:I1). She also mentioned later that she was unhappy with the textbook she is teaching but has been teaching it for eight years.

“First of all, being updated because this is really outdated. I think it’s 2004 or something like that. I’m not really sure. It’s early 2000s, and now, it’s 2018. So, we wanted something first of all up to date and something more challenging. Because in 99 they’re like beginners, 101 should be intermediate, wait 101 pre-intermediate. So, when they come into Business, it’s Business pre-intermediate. So, by the time they’re in Business 3, they’re intermediate level.”

TB1:I2

Even though TB1 had mentioned another coursebook that seemed more appealing to her and more fitting for her style of teaching, she waited for the department’s textbook committee to change the coursebooks rather than bringing

the issue to the committee's attention as soon as she found it or signing up to the committee in order to be part of the process or changing the coursebooks.

“So, this is lower than pre-intermediate. So, that's why I'm not feeling a lot of ESP. Whereas the Business Results, which we're going to get next term, I think it's more. It was more. I like it because there's projects and stuff in it which are related to Business. So, make a project, create a presentation about a project, or-“

TB1:I2

TB1 was teaching a coursebook that she believed was at a lower level than the learners' level of English, and her teaching was based on the coursebook. Therefore, there was not much room for the learners to be challenged and encouraged to learn literacy practices that could help them get prepared for their future target situations, especially since the learners already expressed their dissatisfaction and described the content to be simple.

6.4 TB2 Professional Background & Perception of ESP

TB2 started teaching at PAAET in 2004 after being sponsored to do his MA in the USA and took a break from teaching while completing his PhD at a UK university. He started teaching ESP in 2005, but he did not see much difference between his role as a GE teacher and his role as an ESP teacher aside from the content and materials. TB2 also stated that there has not been much development in the ESP courses at PAAET since the only thing that has changed is the coursebooks. However, he tried to make his ESP courses more specific by focusing on specific materials, as he stated, “I make sure to prepare materials matches their needs or close to” (TB2:I1) though he did not have any documents to share with me.

“I do so with the other classes as well to a certain extent because I'm limited with the textbook that I have. But I try to incorporate certain materials. It doesn't have to be handouts, it's just give more focus to certain materials within the textbook other than the others.”

TB2:I1

Like TB1, TB2 felt that he plays a major role in the teaching and learning equation to the point that the learners expect him to do most of the work. “In general, the expectation is the teacher will provide us with everything” (TB2:I2).

This is further explained in his answer below to how he would describe his role as an ESP teacher.

“I have to do a lot of work in preparation for the materials, elaboration of the- and expansion of whatever the exercises needed for the learners to be basically- to learn in the classroom. Instead of the students to learn and to apply these exercises and to learn the materials by themselves and rely on their self-learning, in my case, it’s my role to do so.”

TB2:11

TB2’s key characteristics from the observations are presented in Table 6.2.

Key Characteristics of Teaching from Observation
<ul style="list-style-type: none"> • TB2 teaches in Arabic • Teacher goes through exercises in order of textbook without giving students enough time to complete tasks. . For example, only one minute was given to a task that required writing three full sentences and another minute was given for a task that required writing instructions. • There was a continuous struggle to get the learners to participate during his lessons.

Table 6.2: TB2 key characteristics of teaching

6.4.1 Understandings of target literacy practices and impact on teaching

TB2 had a very generic understanding of the target literacy practices the students need. He felt like the aim was to teach the language in general regardless of the professional target situation due to the learners low proficiency levels. TB2 also had little insight when it came to the learners future workplaces, as he stated “I don’t know exactly how they’re going to use the language in their future job, but I’m just guessing to give them the skills they might use in the future” (TB2:11). When asked about what would make the learners academically and professionally literate, he responded:

“It means they comprehend, they meet the objectives of the subject that I’m teaching, at least to the minimum. They can build on their previous knowledge from previous classes, and to use the language properly, even to a basic level. If they use it at a basic level in the correct way, that’ll be great, they’ll be very literate.”

TB2:I1

One of the general understandings he had of the learners target needs was using the English language. “I would say they would be successful if they use it starting in the classroom. If they collaborate together in English in the English class, that’ll be great” (TB2:I1). However, his classroom interaction was mostly dominated by Arabic. TB2 explained that the main reason for this was because of their low proficiency levels. “So, I want to provide it in Arabic or in translation, bilingually, so they understand the concept while sacrificing using the second language in this case” (TB2:I2).

Although TB2 saw the importance of “corresponding in English: emails, writing emails, reading fax, probably the interaction with the customers” (TB2:I1), he did not teach writing in his ESP courses. This was further explained in his answer below when discussing the relation between the ESP courses and the learners’ target situations.

“Sometimes I don’t see the relation because we are targeting- Although we are teaching an ESP course, we are targeting, as a department, the general knowledge about the language regardless of the specific workplace. So, just to provide them with the exposure to the language due to their level. Just in general, we don’t really consider the specific task related to their job. Besides, I think we have students from different backgrounds. I mean all of them studying in the ESP course for Business majors. However, we might find student going to work in banks, others in other sectors. So, we don’t know exactly the relation of a specific task to their job. So, we target the language itself.”

TB2:I1

Therefore, TB2 had a low specificity approach to teaching ESP even though he believed that an ESP with “More specific, for example, vocabulary and expressions, for example, in terms of business courses I’m teaching right now. Small, targeted to specific purpose” (TB2:I1) would be more beneficial. He also

explained that higher specificity ESP courses targeted towards the learners needs would increase their motivation.

“I would say using the more tailored curriculum to the workplace, so it matched the needs of the students in the future. And that would contribute to the, hopefully, to elevate the motivation among students, so they can see the relevance of the materials they are learning and their future job. Also using modern technology to be part of the teaching would be more interesting and will get the students’ attention.”

TB2:I2

And this idea was one TB2 insisted on throughout his interviews.

“I think, as I said before, if the students or the learners, could see the connection between what they are learning and the usage or the benefit of using such a skill in the future job, it would make them- give them more- to be more interested in their learning, to be more- they would see the benefit beyond the use of the language itself. So, for example, they would see the benefit of being promoted in the future, for example. They would see the connection between what they are learning now and what they feel the success of the future career needs.”

TB2:I2

TB2’s lack of development of his ESP courses was surprising since PAAET instructors were given the freedom to amend their courses to suit the needs of their learners and were required to join different committees at the start of the academic year including committees that make changes to the coursebooks and the curriculum. TB2 made a rational argument of how the ESP courses can be improved and how the learners can benefit more from them; however, his belief that the learners were not interested enough as well as the lack of teacher training seemed to be demotivating him to take steps towards making changes to his ESP teaching to support this argument.

“Well, because we have different ESP courses, different focus, so we need to get the right tools, strategies, equip the teachers with the right strategies to use their teaching hours in all classes, and specifically for ESP subjects, I think because they’re very important, and some of them require certain attention to some details. For example, one of our classes requires the teachers to target the writing skills, so for the teachers not prepared or not trained enough to tailor the exercises to meet the objectives of that

class, it would be very challenging. For example, these classes are different than general courses.”

TB2:I2

TB2 also seemed to be demotivated to try new things with his classes because he tried groupwork in previous classes, and the students “really resist to be part of the presentations” (TB2:I2). TB2 also tried to put the students in groups to complete tasks in class, but “it’s counterproductive. They didn’t take it seriously” (TB2:I2). These experiences could also be another reason TB2 was discouraged to develop his ESP teaching and further explore the target literacy practices the learners need.

6.4.2 Summary

TB2 did not seem to have an understanding either of the academic or professional target situation and their needs. His understanding was chiefly concerned with the use of the English language accurately and appropriately. This understanding of literacy practices was probably shaped by his lack of knowledge of the professional target situation and belief that the learners were not motivated or encouraged enough to be interested in improving their English. As a result of these beliefs, TB2 was also demotivated when it came to developing his ESP teaching regardless of his ideas to make ESP courses in the department highly specific and tailored to the learners’ future workplaces, which he believed will also resolve the issue of learners’ lack of motivation.

6.5 LB4, 5 and 6

All three of TB2’s learners were state school graduates. LB4 joined a private university but had an unpleasant experience and then moved to PAAET’s CBS after an unpleasant experience. LB5 and LB6 joined CBS straight after high school. LB4 and LB6 were Management specializations while LB5 is an Accounting major. Two of the three learners expressed interest in pursuing further studies: “I want to continue my studies to do a Masters” (LB5:I1) and “To complete this diploma and continue studying my Bachelors abroad” (LB6:I1).

6.5.1 Understandings of target literacy practices they need

The learners did not know much about their professional target situations, so they also had a general understanding of the literacy practices they need. One perception the learners shared was the importance of English in their future workplace since “most of the jobs require English [...] So, English is really important” (LB6:I1). They described their work to include entering “data into the computer, the data is in English” (LB4:I1), providing “Services, attending to customers, or a receptionist receiving information and entering it into the computer” (LB6:I1), and insisted that “all jobs depend on English language use” (LB5:I1). Based on the little they know about their future work, the learners had formed the idea that “Communicating with people” was an essential skill for these professional contexts (LB4:I2). “For the workplace, I need communication and comprehension as most important” (LB5:I2) and “confidence in communicating without hesitation” (LB6:I2).

Another practice the learners agreed upon was the ability to be professional and differentiate between formal and informal contexts when using the language. LB5 explained that this is important because “we need to differentiate and be professional using these terms” (LB5:I2). LB6 felt that this is something she “definitely learned. Also, how to differentiate between letters and emails and whether the email is a professional or personal email” (LB6:I1). Furthermore, LB6 echoed TB2’s goal in hoping learners use the language appropriately: “Yeah, I need to understand in order to communicate well in a clear and proper way. Not like I’m speaking with just anyone, I need to differentiate between speaking to different people in the appropriate way” (LB6:I2). These skills, although general, were important because these learners were expected to work in banks, accounting firms, and similar places as receptionists, tellers, or call agents, which are all jobs that require a lot of communication with clients and customers.

There was a general impression that the ESP courses are repetitive from the learners accounts. LB4 stated, “In this course, nothing. It’s all stuff we’ve taken before. [...] I don’t know the purpose behind it. [...] There isn’t much vocabulary in the textbook we’re using” (LB4:I2). She also explains that “We already did that in English Correspondence. We’ve taken all this” (LB4:I2). LB5 also referred to the grammar in the ESP course, “Nope, it’s just a repetition of grammar, and none of it stuck” (LB5:I1). Since TB2 did not conduct a needs analysis and had the perception that the learners have very low proficiency, some more advanced learners might have felt like the content was not challenging enough or is

repetitive from previous English courses, which could lead to low motivation and lack of exposure to the literacy practices they need as well. However, one of the learners explained that her language improved as she moved from one English course to another: “I can see my progress from taking the remedial to English 2. My English wasn’t that great before PAAET, so they really helped in learning grammar and stuff like that” (LB6:I1). This idea was also reflected in her statement: “so when I come across English papers and things I’m not familiar with, I remind myself that I’ve learned them and know how to deal with them” (LB6:I1).

6.5.2 Summary

The learners did not seem to have a complete understanding of the literacy practices they need because they are not exposed to the professional language of their discipline enough in their ESP courses nor their disciplinary courses, since they were taught in Arabic. While learners in other colleges had the advantage of being exposed to terminology and protocols in their disciplinary courses, since their disciplinary courses were taught in English and were taken to visit and take practical courses in their future workplaces, the learners at CBS were deprived of this exposure to the terminology of their specializations. Like their peers, TB1’s learners, they insisted on workplace communication as an important part of what they need to learn in order to prepare themselves for their future workplaces. LB4, 5 & 6 also see communicating in a professional way in formal contexts as an important practice. Learners’ views about the goals of learning English are general; however, there were other literacy practices that could be included in their understandings of the literacy practices they needed if they were exposed to more specific ESP.

6.6 Challenges in teaching and learning literacy practices in ESP

6.6.1 Learner motivation and low proficiency in English

TB2 stated that the learners are at a very low proficiency level, which makes it difficult for teachers to teach ESP rather than target the language in general. The learners also agreed with this idea since LB4 explained, “From what I’ve seen, the girls in English are really weak, even in reading. It’s really strange, even the professor’s impression is.. He actually asked us if we could read in English. I was surprised” (LB4:I2). LB6 reinforced the idea and explained it is “Because most of

the girls are weak in English and might not understand what's going on..." (LB6:I2). LB5 described her own proficiency as weak; "...in general, I read without understanding. [...] It's better, but I don't always understand what I'm writing. It's better than the reading though because with the reading I always need translation" (LB5:I2). This could explain the teachers not teaching highly specific ESP targeted to the learners future workplaces as well as the learners general English goals since the learners probably need to be at a better level to be able to learn more specific skills and practices and engage with specialized content.

6.6.2 Teaching ESP in English

TB2 and his learners disagreed on the use of English language in the classroom. TB2 explained that he uses Arabic to teach ESP because the learners have very low proficiency and provides the following example:

"So, if there's, for example, if there's an event in Kuwait that is related to an event, I would just make copies and give it to them and ask them for their feedback, and if I find them shy to reply in English, I would ask them to speak in Arabic, to think about it loudly, give feedback."

TB2:I1

LB5 agreed with TB2 based on an experience in high school where her teacher attempted an all English approach "in order for us to communicate better. She found the class is at a very low level and went back on her decision and started using Arabic." (LB5:I2). On the other hand, LB4 stated "I would actually prefer if that wasn't the case because the English teacher I had before him didn't say a single word in Arabic. [...] we used to understand everything in English without any Arabic interference" (LB4:I2). LB6 reaffirmed this point of view by explaining, "I would prefer if more of it was in English. In that case, if I don't know something, I'll just ask for a translation. [...] Yes, so that I can learn more. [...] It's an English course. It's confusing to have to deal with so much Arabic" (LB6:I2).

6.6.3 Lack of policy awareness and enforcement

There was a general lack of policy awareness among the learners and teacher as well as flexibility in implementing policies from the professors.

“Oh okay, I come across different documents. I’m not sure if it’s the same one you’re referring to. I don’t have a specifically designed from Language Center or the department, it’s more general. For example, manner of conduct within the college. Also, I rely on common sense to deal with certain situations.”

TB2:I1

“If the student gets caught in cheating with the proof, he or she will be expelled for a year, I think, after PAAET would form a committee within the department, write a report about the student, meet the student, and then they would ask the student to... It depends on their level of cheating or plagiarism [...] Yes, and the minimum would be suspend their studies for a year, an academic year, or expelled from PAAET.”

TB2:I2

All three the learners stated that the policies they know are from what the professors tell them.

“However, at the end of the day, this is something that concerns the student only. If she wants to adhere to these rules for her own benefit, okay, and if not, whatever. It’s the professor’s responsibility to bring our attention to it, and that’s it.”

LB6:I1

The cheating policy is a pretty dominant one. As LB4 stated, “If you cheat, you get suspended from the course and get investigated” (LB4:I1). LB5 had a different experience, “You get suspended from the course. Some have mercy and suspend you from the course while other suspend you from the whole semester” (LB5:I1). On the other hand, plagiarism did not seem to be a serious policy. LB4 stated that submitted written work is not evaluated: “they just take them and no comments or anything” (LB4:I1). Furthermore, LB5 stated that the students were not asked for references in their submitted written work, and she had the impression that “the most important thing is to provide an answer” (LB5:I1). LB6’s experience with plagiarized work was that “Most of the professor’s know if it’s brought from the internet and would not accept the submission because there was zero effort. [...] he just doesn’t accept the submission” (LB6:I1). Given the teachers’ and learners’ experience with the plagiarism and cheating policies there were lenient understandings of what constitutes as plagiarism and low expectations of the students in terms of what they submit and how they achieved their final work.

6.7 Chapter Summary

The teachers could not fully form an understanding of the literacy practices their learners need for their future academic and professional target situations because of their lack of knowledge of the target situations and where the learners were headed. Their teaching also relied heavily on the textbook recommended by the department regardless of their dissatisfaction with its content. The teachers believed that the textbook is a limitation since it was not specific enough for Business studies, but they did not change it or add supplementary materials to their teaching although there is no rule that makes the textbook mandatory. There was a general passivity about the teachers at CBS in terms of contributing to making changes to the ESP courses regardless of the fact that they had rational ideas on how to improve them. The learners also had a limited perception of the literacy practices they needed in terms of their future workplace since their disciplinary courses are taught in Arabic, and they had no practical courses or visits to their future workplaces as part of their program.

The situation of literacy practices in ESP at CBS suggested that low proficiency in general English served as an obstacle to the success of the ESP teaching and learning journey. The lack of knowledge about the target literacy needs in terms of the English language was also hindering the viability of the ESP courses at CBS. While the ESP courses had clear objectives and content to match the objectives, the teaching and assessment of the courses were not fulfilling these objectives. The ELU at CBS seems to have a clear idea about why learners are required to learn English and what their future target situations are, but this information is not reflected in the teachers' knowledge, indicating lack of communication in the department itself.

Chapter 7 Literacy Practices at the College of Health Sciences

CHS had an EMI policy in theory; however, the disciplinary courses were taught in Arabic regardless of the fact that they were assessed in English. Therefore, the teachers seem to be flexible about implementing the EMI policy, and used a mix of Arabic and English to teach and communicate in the classroom. Consequently, the ESP courses seemed to be targeting the learners' future workplace, such as hospitals, medical centres and clinics, rather than their studies at PAAET. This is why there were separate ESP courses for each discipline, meaning the learners registered in each ESP course come from the same discipline.

CHS was also fully equipped with technological resources for teachers to use. Most of the classrooms had a data show which connects with flash drives, computers, and mobile phones. This gave the teachers the opportunity to use a wide range of learning materials and resources.

7.1 TH1 Professional Background & Perception of ESP

TH1 joined PAAET in 2010 after completing her Masters degree through a PAAET scholarship. She taught at CBS before joining CHS. When asked about the aim of the ESP classes offered by the ELU at CHS, she explained that the ESP courses “try to match [...] the requirements afterwards, their job requirements” (TH1:I2) which made the main target situation of the ESP courses the future workplace. In differentiating the ESP courses from the GE courses, TH1 stated, “we use lots of words and vocabulary that is related to the major itself, to the field. And the general courses gives you a more flexible- it's more flexible when you deal with the student, what kind of material and stuff. It's different.” (TH1:I1). TH1 was teaching the ESP course for Medical Laboratories at the time of the study.

While the study plan for the students outlined the ESP courses to be taken before their disciplinary courses, registration problems were delaying the ESP courses to after some disciplinary courses were completed.

“...because of lots of registration problems, we're getting them very late. We're getting the students to have the ESP courses very late. We're teaching them kind of introduction; it's a kind of introduction to the same

major, the same field and major. The same subjects they're having in their departments."

TH1:I1

The outcome of this on TH1 was that she felt that the ESP courses were serving more as a review of the disciplinary courses.

"So, here in the department, it's a bit confusing since the student previously have an idea about what we're having in ESP classes because they're taking kind of similar material before in Arabic and English, it's a mixture. And then, what we're doing is just kind of reassuring or just checking that they're good with everything. But it should be the opposite way actually. It should be the opposite. We teach them the ESP course first, and then, they start having it in Arabic later."

TH1:I1

TH1 mentioned that the ESP courses should be taught before the disciplinary course, and the reason behind this opinion is:

"Because the ESP courses here are full of new definitions, and they need to understand, and they need to use this terminology in their job. They need to use it even if they're going to work in Kuwait, in an Arabic-speaking country. They might use this terminology in hospitals, even in their own classes, they use these terminologies as well. And this is a really big and important part of our job here to teach them the terminology."

TH1:I1

Consequently, the ESP courses were more focused on the future workplace rather than the learners' future studies at PAAET. It also seemed that TH1 was primarily concerned with lexis as well as including disciplinary content when it came to her perception of ESP at the college. Both of her observed lessons covered lexis and disciplinary content, and the key characteristics of her teaching are summarized in Table 7.1.

Key Characteristics of Teaching
<ul style="list-style-type: none"> • TH1 teaches in English • Uses data show and videos to teach • Gives definitions in both English and Arabic • Continuously relates tasks to future target situations • Encourages students by using phrases like “You know this one” • Only uses the whiteboard to explain grammar and spelling • Supports the use of mobile phones and internet to search for more information or serve a task

Table 7.1: TH1 key characteristics of teaching

7.1.1 Understandings of target literacy practices and impact on teaching

TH1 understood literacy practices to be directly related to the context of the learners' future workplace. First, she expressed the idea that the ELU supported the learning requirements set for the learners by their disciplinary faculties. “It depends on them, their requests, their needs. [...] at the beginning of this semester, there was a meeting in our department with all the heads of all the other departments here” (TH1:I1). She also explained that she used materials written by employees who are currently working in the future jobs of her learners.

“For example, for the ESP courses, we have like a handout, I can show it to you. It’s written by a person who works in their specialty. He wrote a paper that would help them understand their job. Like what they are expected to do later when they join, for example. And sometimes I do ask students what fields did you study, what are you having right now, what materials you’re done with, and I try to look them up and try to give them extra practices that are related to that field. Like introductions and general information, yes.”

TH1:I1

TH1 taught different ESP content depending on the learners' disciplines, and the learners I observed were lab technicians. “So, they’re having stuff about blood because they’re now learning how to do the blood test and everything. About blood, types of blood, today I’m going to show them a movie about that” (TH1:I1). TH1 also adjusted her materials by asking the learners about their learning needs, as was observed in her classroom.

“What do you think we’re missing? [...] What extra stuff do you need? You’re good with that field, what else do you want me to do? Stuff like this. How can I help you with your own classes? Most of them when they’re done with the material or the subject in their [disciplinary courses], the [ESP] class would go really smoothly and easy. It’s like a revision for them.”

TH1:I1

Throughout both observed lessons, TH1 focused on specialized terminology and made sure to go over the definitions of every specialized term they would come across in both English and Arabic given the context of the professional target situation. During the observations, TH1 related the content of the class to Kuwaiti hospitals on more than one occasion. Her explanation in relation to this was:

“Most of the time, I relate it to Kuwait because they’re going to work here, and most of the material we’re teaching is universal. Sometimes it doesn’t apply to Kuwaiti hospitals, or it’s not in the system, or in a different way. Even we were talking about the specimen and types of research, not research what do you call it, tests you apply. And they mentioned in Kuwait, we’re only doing test number one.”

TH1:I2

TH1 was aware that the learners know a lot about their context because they do their practical training in the labs at these hospitals and believes that will help them acquire skills to support their work. TH1 described some of these skills in the following statement from her interview: “Of course they need to be strong because of the nature of the job. They’re going to deal with people. They’re going to deal with blood, with blood samples. They need to be very accurate and very patient” (TH1:I1). Due to the aforementioned fact that the learners experienced their disciplinary courses before the ESP course, they also did some practical training courses before the ESP courses, allowing them to be familiar with their future workplace. TH1 explained that she tried to get the learners to utilize their visits to the hospitals by identifying different aspects as well as encouraging them to use technological resources such as their mobile phones and the internet to search for information.

“Like some of the exercises are related to visiting the hospital itself and looking at the departments and writing down the department that they can find in each hospital. [...] I ask them [the learners] to do stuff like this, and sometimes the assignment would be looking up stuff in Kuwait like not only

hospitals, departments, labs. But this is not really online assignment, but maybe they would just do it online instead of-

TH1:I2

And in terms of asking the learners use their mobile phones to search for information during the observed lessons, she explained, “Because I want them to know that this is possible. They’re revising, studying for an exam for a quiz, preparing a homework, whatever, sometimes, I feel like they would skip this point. It’s easy. It’s between their hands...” (TH1:I2).

7.1.2 Summary

TH1’s understandings of the literacy practices were shaped by her knowledge of the discipline and context of the learners’ future workplace. Although TH1 explained that teaching ESP after the disciplinary courses did not seem rational to her, she was deriving materials from the context and the learners for her ESP courses. She focused mostly on specialized terminology, but encouraged practices like using technology to support teaching and learning and becoming familiar with the future workplace.

7.2 LH1, 2 and 3

LH1, 2 and 3 all graduated from state schools before joining CHS. LH1 joined the Microbiology faculty at Kuwait University and left to join CHS before the first semester started. LH2 wanted to join the College of Basic Education, but her high school grade percentage did not allow her to do so. So, she joined CHS as a second option. Finally, LH3 joined CHS straight after high school, but did two English courses (Level 3 & 4) at a private language institute in Kuwait. She joined the Medical Records program for a semester before transferring the Medical Laboratories program. LH1 and LH2 were in their final year, while LH3 was a bit delayed due to her transfer from one specialization to another.

7.2.1 Understandings of literacy practices they need

The learners were familiar with their future workplace because of the training they receive in the college and during their practical training courses at the hospital labs. “I went to Mubarak Hospital for the graduation practical training course for a month, then I did the practical training courses at Amiri Hospital” (LH1:I1). They

had identified their target literacy practices as communicating well, knowing and using specialized terminology, and using technology to search for information. LH1 explained the need for communication: “There are Arabs who speak Arabic, so we communicate in Arabic. There are those who speak in English, so we communicate in English. There’s also foreigners who can only speak in English” (LH1:I1). LH2 furthered this by explaining that communication is key first as a general skill:

“Communication and reading like I said before because I know a lot of people in private universities. Their remedial [GE course taken by learners who do not pass the placement exam] is a lot of lectures on communication and speech, which is beneficial for now and later in the workplace. They [the learners] also do a lot of reading and projects. So, they give the students a way to build their confidence and not be hesitant in the language.”

LH2:I2

And then as a skill for the future workplace:

“Because we’re dealing with more than one nationality, not just Kuwaitis, lots of foreigners. We need to be really good at communication. The nature of our work is not alone in an office; we’re in a hospital, so we’re dealing with other departments as well.”

LH2:I2

LH3 also found it important to be able “To help when I work- express myself and communicate and know how to speak about my work” (LH3:I1). All three learners also expressed the importance of learning specialized terminology when asked about the usefulness of the ESP courses. LH1 mentioned, “Well, our English also includes Latin terminology, medical terminology” (LH1:I2). LH3 stated that “A lot of the terminology we’re taking is stuff I’m coming across in my disciplinary courses” (LH3:I1), and reaffirmed, “I’m taking disciplinary courses, and the terminology are the same, and the topics are the same” (LH3:I2). The learners can see an overlap between their ESP courses and their disciplinary courses in a positive way. LH3 described the content of her current ESP course as, “It’s kind of going through all the specializations from histology to blood to everything, so yes, it’s good because it’s very similar to the disciplinary courses that way” (LH3:I1). The learners also saw a relation between their studies in the college

and the work they do in their future target situations during the practical training courses. For example, “Yes, what we’re doing in our classes is similar to what we’re doing in the practical training” (LH1:I2). In terms of the written reports the learners have to do in their future workplace, LH1 and LH3 stated that they are all in English and that they have been trained to write them: “They trained us in the college, and they trained us through pictures and describing things. That’s the report” (LH1:I1), and “Every lab has reports. One we do with the professors to record results and one we do at home. [...] All in English” (LH3:I1).

Another practice observed in the classroom is the learners using their phones in order to complete different grammar and vocabulary tasks.

***Aicha:** I also noticed the teacher asked you to pull out your phones and search for the past participle of a word.*

***LH1:** Yeah, it happens in the classes.*

***Aicha:** And you find it useful?*

***LH1:** Yes.*

***Aicha:** And do you do these searches outside of class?*

***LH1:** Yes.*

LH1:I2

The learners felt this to be useful as LH3 confirmed that “Yes, outside of class I look up words that way” (LH3:I2).

The learners seemed happy with the progress they were making for their academic and professional target situations and were seeing a positive effect on their proficiency. “I knew some English from before, but not like now, so my language proficiency is much better. Of course, this extends to watching movies and reading books and trying to speak in English within my studies and outside” (LH1:I1).

7.2.2 Summary

The learners seemed to derive their perception of the target literacy practices they need for their future studies and workplace from their familiarity with these contexts from their experiences in the college as well as from their practical training courses in the hospital labs. Their perception of target literacy practices

were mainly concerned with communication and specialized terminology. They were generally satisfied with the effects of the ESP courses on their proficiency and progress and believed to be prepared for their target situations in terms of the English language of their discipline.

7.3 Challenges in teaching and learning literacy practices in ESP

7.3.1 Finding materials for ESP courses

TH1 identified the main challenge in teaching ESP at CHS as the availability of materials for the disciplines offered by the college, especially since the degree programs at CHS were narrow like Dental Hygiene and Medical Records/Archives. "Some of them- Most of them they need much more stronger material, different material. Sometimes we've tried to find some books for some of the classes, but it's not easy to do that. It's not available" (TH1:I1). Even when materials are available, they are usually "not matching the level we have." (TH1:I1).

"So, like records, for example, records is 161. It's an ESP course for records students, but it's really hard to find something that matches their level, you know? You might find books taught in some other universities or something, but this would be really difficult for our students."

TH1:I1

TH1 also explained that the department tries to make use of all the help they can get from the learners' future workplaces, "But the help we're getting from their future jobs is limited as well" (TH1:I1). This suggested an approach where ESP is more linked to target situation content rather than a more skill-oriented approach, where the focus would be on more generic skills like communication in the workplace.

7.3.2 Teaching the ESP courses after the disciplinary courses

Teaching the ESP courses after the disciplinary courses created two main problems: one for TH1 and one for her ESP learners. TH1 said that because the other departments were teaching their disciplinary courses before the ESP

courses, they failed to see the importance of the ESP courses, and this led to some serious consequences.

“And some departments are trying to cancel, close some of the classes, ESP courses, because they believe they can teach it in their own classes. And they think that what we’re doing is just- I mean the language, the language difference, they can do it in their own classes.”

TH1:11

As for the learners, LH2 explained that her graduation had been delayed because of her low proficiency in the English language. “This is my 3rd year, and I’m supposed to graduate this semester, but not great at English, so it’s delayed by graduation and registering for other subjects. The [disciplinary] courses are easy, but the English makes them challenging” (LH2:11). LH2 brought this up several times during her interviews:

“For me, I told you in the last interview, I’m not good in English. To participate, you need to be able to read, and my reading skills aren’t great. So, that’s why I find difficulty in participating. Even in the other specialization courses, they always complain about our English regardless of our comprehension. Our English needs improvement.”

LH2:12

She had come to the conclusion that “anyone thinking of coming here should have good English to begin with not at a low level” (LH2:11). However, having the ESP courses before the disciplinary courses might have helped learners with low level proficiency acquire the language and skills they need to get through their disciplinary courses with less struggles when it came to the English language.

7.3.3 Flexibility in implementing policies that encourage acquisition of general AL

Encouraging general AL practices will support the learners’ conduct in the disciplinary communities of their target situations. All three learners explained that they have not come across the student handbook; however, they also mentioned that they were made aware of the rules during their student orientation in their first year. In terms of what they remember, they described the cheating policy to be: “If you cheat in an exam, you get an FA and get suspended from the

course. Even if you graduate, the FA will remain in your transcript” (LH2:I1) and “If you cheat in an exam, they suspend you from the course for a year. They also record an FA in your transcript to show that you’ve cheated. [...] You stop studying for a year or a semester” (LH3:I1). However, LH1 explained that there has been a shift in implementing the policy:

“I think they changed that now because there’s a lot of suspensions to the point where a lot of girls are not graduating. They’re here for 5-6 years. So, now they just tell all the teachers, but they don’t suspend her, but they tell all the teachers in all the departments without any suspensions, so her reputation is that she is a cheater, and the teachers deal with that however they want.”

LH1:I1

As for plagiarism, the learners were familiar with the concept but could not recall a policy related to it. The teachers seemed to be accommodating this. For example, LH1 stated that “One of the professors said I’m not giving you any reports because you just copy them from the internet” (LH1:I1). While these policies were important for learning general practices in the work community, such as ethical practice, the college seemed to have a flexible approach towards its policies.

7.4 TH2 Professional Background & Perception of ESP

At the time of the study, TH2 was teaching the ESP course for Paramedics. She joined PAAET in 2001 after teaching at a state school full-time and continued her professional development until she earned her PhD from a UK university. She differentiated between teaching GE and ESP as follows:

“Mainly being an ESP teacher needs special professional skills as you have to be more experienced with the work and you have to be knowledgeable and you have to train yourself on how to apply different teaching methods within the classroom outside the frame of the General English.”

TH2:I1

Like TH1, TH2 explained that the ESP courses “should be related to their [students’] future jobs of course and they have to be applied for [fieldwork training] within their studies” (TH2:I1). The teachers of the ELU at CHS seemed to utilize the autonomy they were given to choose suitable materials “made by the

department or agreed through the committee of the curriculum methodology” in their own way (TH2:I1). For example, “Some of the teachers here are relying on books related to Medicine, others are relying on other booklets for example, so it depends the teacher how to manage between these two materials together” (TH2:I1). She also believed that the faculties and the ELU should be collaborating in order for the ESP courses “to be part of the syllabus that is applied by the main department itself” (TH2:I1). An example TH2 gives was that the Medical Records learners “directly when they register they just move to 111 [General English for Medical Records], and then after that, they move to 161 [English for Medical Records 1], then the third course [English for Medical Records 2]. All these syllabuses are approved and organized by their department [the faculty]” (TH2:I1). As a result, the ESP courses of this discipline focused on “how to file how to record the documents related to patients and hospitals” (TH2:I1). TH2 perceived ESP as training for learners to prepare for their future workplace in collaboration with their faculties.

During the observations, TH2 spoke English and only used Arabic to present definitions of new terminology in both languages. Key characteristics of her teaching which will be discussed in the next section can be seen in Table 7.2.

Key Characteristics of Teaching
<ul style="list-style-type: none"> • TH2 teaches in English • Gives definitions in both English and Arabic • Continuously relates tasks to future target situations • Elicits pronunciation and stress for new vocabulary • Discusses themes related to future work community such as main causes of stress for medical staff, the difference between sympathy and empathy

Table 7.2: TH2 key characteristics of teaching

7.4.1 Understandings of target literacy practices and impact on teaching

TH2 understood the target literacy practices as professional literacies the learners need to be trained in for their future workplace. This was depicted in her choice of materials as well as what she taught and how she taught it. TH2 believed that training was more important than teaching in the ESP courses she taught “because they have to be trained how to use those special skills in their

future work” (TH2:I1). The learners I observed were Paramedics learners, and “they will work in the training field and they will apply for practical classes and practical courses so they have to be able to use some terminologies as well as some instructions” (TH2:I1). As a result of this view of literacy practices in ESP, TH2 chose a textbook that:

“has a lot of terminology, yes, but it has a lot of instructions. It helps a lot for their job. For example, we have here, Unit 4, communication between the staff. I like this book [...] See, for example, some instructions; they have to learn these instructions, so for the midterm or the final exam, I can reflect this in the exam. So, they have to see the picture and have some vocabulary, and then to write the instruction language. So, this is very important for them because sometimes they might have some foreign patients or for example, people who are not speaking Arabic, so how are they going to deal with them.”

TH2:I1

TH2 shared a number of documents with me including the syllabus for the course observed. The main course objective stated in the document was: “This English course is designed for paramedics students which prepares them for the workplace, the community, and the home [non-academic and professional life].” I pointed this statement out to TH2, and she explained, “First, when I wrote this, I had to go back to the syllabus that was written by the department, so they have to be, they have to be matching and in parallel” (TH2:I2). Her course objective and explanation embodied her support for collaborating with faculties as well as her view of literacy practices as extending to the workplace and community, which set the foundation for her choice of materials.

“...when a book is agreed to be taught in a course, you have to check what is suitable for the students, and for the level the students, and you have to check whether it is beneficial or it is meeting the requirements and the needs for the students and for the course as well. Also, and it is enhancing the students ability to use the language you are teaching in coordination with the other departments.”

TH2:I2

TH2 focused on the function and usage of what she taught in the target situation of the learners. For example, when focusing on lexis, she taught specialized terminology and explained all possible definitions and uses of the words both related and unrelated to the field of study. “You can use the word itself or the

terminology in many different ways, so you teach them how to get the whole benefit of using the term or the terminology in different situations. And this is the main objective” (TH2:I2). Therefore, the context of the learners’ future workplace played a major role in how she approached teaching vocabulary and specialized terminology. She explained, “... in this course, the Paramedics course, [...] we are relying on terminologies more and how to use instructions language, how to use proper language when dealing with doctors and patients” (TH2:I2). TH2 also attributed this to the collaboration between the ELU and the disciplinary departments: “You could notice that they could even pronounce very properly because they already took those words and learned those words previously” (TH2:I2).

“That the students are willing to participate, to mention the terminologies, the difficult terminologies that are related mainly to medicine. That sometimes we find them very difficult, but they are ready to use these terminologies, which means that the English Language Unit is very effective in their cooperation with the other departments.”

TH2:I2

Another aspect of TH2’s teaching was the use of technological resources both in the classroom and for the learners to use in their own time.

“I always reinforce working by themselves, for example, if they have difficult terminology, they should use the dictionary online. I’ve told them about the Cambridge.org. That was very good even for their level because when you use the word, it gives you first as an example in using it in a sentence. Before that is the definition, then they use the word in a sentence so that they can become familiar in how to use the word. Even when they start using the English, many, many times I try to tell them never watch the movies that have the subtitles. Try to figure out the meaning of the words through the situation that is going on, so that you can learn step-by-step, you can learn gradually, how to pronounce the word, how to figure out the meaning, how to use it and how to apply it in a situation.”

TH2:I2

As for in the classroom, she stated, “I do some PowerPoints and slides. [...] And they find it funny, you know, just to break the routine and to have some class

interaction” (TH2:I1). When asked when and how she decided to incorporate the data show, since its use was not observed, she explained:

“In the coming unit, Unit 7, we have pages discussing the different parts of the human body. So, I have to bring the data show and to show them some videos and some slides related to that and showing them how to use those terminologies according to the specific part of the body.”

TH2:I2

During the observed lessons, TH2 taught in English. Her decision to teach in English is also related to the context of the target situation of the learners’ future workplace:

“Let’s say that at the end we are non-native speakers, and English is not our mother tongue so we have to use sometimes the translation, but in a very minimum level so you do your best to persuade them to use English because they are going to use this language in the work field. For example, native English patients might be in the future.”

TH2:I2

TH2’s positive rapport with the learners was also obvious throughout the observations. When the A/C was not working in her usual classroom, she immediately moved to another one explaining that the learners would not be able to focus if uncomfortable. She was willing to listen to the learners’ experiences and took in what they told her about what they learnt in their disciplinary courses. Some of the statements in her interviews also reflected that. For instance, “And some of them are very difficult terminology because they are extracted from the Latin language, but they already study it in the other departments. They already take them. Sometimes I’m learning from them” (TH2:I2). In terms of her MyU (a mobile application which serves as a platform of communication between teachers and their students) usage, she also mentioned, “So, I send messages. I congratulate them, for example, or I send some picture cards regarding the Kuwait National Day, all in English. But I’m trying to encourage them to use that” (TH2:I1).” As will be seen in the sections relating to her learners, they had positive feelings towards taking the ESP course with TH2, and one of the learners stated, “[TH2] is supporting [his learning] by making the content simple and putting a lot of effort and investing in us. She helps and is very considerate” (LH6:I2).

7.4.2 Summary

TH2 understood the target literacy practices the learners need as the language skills they needed to be trained in for their future workplace. Her course objectives, choice of materials, and approach to teaching reflected her belief in collaborating with the faculties of the different disciplines of her learners. She emphasized the function and use of the language and the skills in the class and discussed themes related to the work community of the future workplace in relation to the language and skills she was teaching at the time. Her rapport with the learners enabled her to find out more about their discipline, and she was open to new teaching methods based on what she learns about their target situations. TH2 used most of the resources she has at hand to support student learning.

7.5 LH4, 5 and 6

LH4, 5 and 6 all graduated from state schools. LH4 spent a year in the United States to study the English language at his own expense, and then joined PAAET to pursue a career in Paramedics. LH6 joined an IT degree program at a private college in Kuwait for two months before deciding that the program was not what he wanted and joined PAAET. Unlike the previous two, LH5 joined PAAET straight after high school.

7.5.1 Understandings of the target literacy practices they need

The learners viewed literacy practices as using the language they need for their future workplace confidently and fitting into the work community. They could see the difference between the GE courses they had taken and the ESP courses they were taking: “If I can categorize them for you, 099 and 101 [GE courses] would help socially, but 102 [ESP] no, it helps professionally” (LH4:I2). LH5 also mentioned the reasons behind his effort in the ESP courses, “I need to develop my skills for my job and for travel” (LH5:I1). Some of the aspects of their learning they were focused on were specialized terminology and practical training, and they were aware of why and how they are need in the context of their target situation. For example, LH4 explained that he was mostly focusing on abbreviations because “I’m going to need them a lot, so I’m focusing a lot on them. In the patient report, I need to use a lot of abbreviations” (LH4:I1). They felt that being taught ESP in English was also improving their vocabulary “Because instead of translating, [TH2] explains it in English. She’ll get the meaning across in English, which allows us to benefit more” (LH5:I2). LH4 reaffirms this:

“Yes, because when there’s a word we don’t understand in English, she gives us words that are close to the meaning and are simple to get the meaning across. Sometimes if we ask her, she’ll put it in a sentence.”

LH4:I2

It seems the learners were just as interested in understanding the function and usage of the language as TH2 was in teaching it. They could also see the benefits of the courses offered by the ELU. When asked about the content of the ELU courses, LH4 responded, “...in terms of dealing with my other professors [disciplinary], the professors are impressed we know these things while we are still students” (LH4:I1). The college also supported their goal to fit into the work community by organizing events which allowed them to see the relation between what they were learning and their future workplaces, and the learners participated in them readily as LH4 stated, “I want to be known in the college through the expos that the college organizes. Everything the college organizes, I like to be a part of and take part in it” (LH4:I1).

Since the learners were made familiar due to their practical training in the medical plans, where they “implement practical work with mannequins and everything,” they were familiar with the nature of their work and can identify what they need to learn from the ESP course (LH4:I1). The learners also reacted positively to different areas of the ESP course content. LH4 spoke about reading texts aloud in the classroom, “...because the reading will make it easier for us to give presentations and like the teacher said, it will make us feel confident even when speaking to the doctors. No hesitation and stuttering. So, it helps in that way” (LH4:I2). LH6 stated that the areas he improved in since starting the courses offered by the ELU were “Comprehension and listening, fluency in speaking,” and becoming familiar with “specific terms that are used between paramedics and nurses” (LH6:I2). LH5 explained that the ESP course feels more targeted to his future workplace rather than the rest of his studies at PAAET because “For my disciplinary courses, I don’t need this English it’s too much” (LH5:I1). In addition, all three learners could see the relation of the ESP course to the context of their future workplace, especially LH4 who already took two practical training courses, “one in the centres and one in the hospitals” (LH4:I1). He explained that “as an EMT, in the labs we have something called a Patient Report. Half of the stuff we take here, I have to write in the Patient Report” (LH4:I2).

The learners seemed invested in their English language development within their field. One of the learners looked for social media posts in relation to his discipline.

He explained, "...there's also accounts of paramedics. [...] In Arabic, but everything is captioned in English in the post" (LH6:I2). LH6 also followed the American Heart Association and Kuwait's Ministry of Health on Instagram which post in English.

7.5.2 Summary

The learners identified their target literacy practices based on the training they received inside and outside of the college. They focused on a range of skills like communicating confidently, being familiar with specialized terminology and being able to use it appropriately, and producing reports in their future workplace. Based on the target literacy practices they have identified, they had a positive reaction towards taking the ESP course with TH2 and being taught in English. They felt like they were learning what they need to be successful in their professional target situation.

7.6 Challenges in teaching and learning literacy practices in ESP

7.6.1 Learners' low proficiency

TH2 integrated the four language skills during her lessons, and faced a challenge in getting the learners to participate at times. For instance, she explained that "Some of them just comment that this embarrassing and they feel shy and they cannot read in front of others" (TH2:I1). While she struggled with learners with low proficiencies, she believed refusing excuses and teaching in English should help them progress.

"Yeah, they have to practice reading because we have a lot of students who really cannot differentiate between letters sometimes, especially the beginners. When they come here, they cannot differentiate between the m and y or the l and y, so I force them to practice reading every class. And sometimes I find difficulties. [...] So, I refuse any excuses, and I'm telling them our main job here is to read and to speak English. So, if you are unable to do that, you're not going to learn."

TH2:I1

7.6.2 Flexible EMI policy

The learners seemed to perceive PAAET as neglectful of their college. LH6 explained that they find out about the rules and bylaws by asking each other since “There’s not much care here at PAAET” (LH5:I1). While the learners had reacted positively towards being taught in English in their ESP course, they also felt that the college is also neglecting the EMI policy. Their opinion was that there should be a strict EMI policy to ensure that their disciplinary courses would be taught in English as well. LH6 mentioned that some of the disciplinary courses “are being taught in English and some of them are not” (LH6:I2). While “The materials are all in English, the teaching depends on the teacher” (LH4:I2). LH5 stated that they “need to take our other courses in English,” but “Some teachers don’t even have good enough English” (LH5:I2).

7.7 Chapter Summary

The two ESP teachers from CHS examined here have formed their perception of the target literacies the learners need for their future workplaces based on their collaboration with the departments of their disciplines as well as their interactions with the learners of these disciplines. They both believed that the aim of the ESP courses was to prepare learners for their professional target situation rather than their academic target situation for two main reasons. First, the ESP courses were taught after the disciplinary courses most of the time. Second, the disciplinary courses were often not delivered in English, based on reports by the ESP teachers and learners. Therefore, both teachers focused on specialized terminology and relate the ESP courses content and tasks to the context of the future workplace. While TH1 seemed to be more focused on providing the learners with materials from employees in the learners’ future workplaces and encouraging her learners to search for information using the internet, TH2 focused more on the function of the terminology and how they were used in the context of the future workplace as well as facilitating discussions of themes relating to the context of the future workplace.

While the learners were satisfied with how their language proficiency has improved and how the content of their ESP courses had familiarized them with knowledge of their field, those with low proficiency struggled to get through their courses since the materials and assessments of their disciplinary courses were in English [even though the actual teaching is typically not). Some of the learners also felt that the college was neglecting their interests was not strictly

implementing an EMI policy where the disciplinary courses were taught in English, since they felt they would learn a lot more if that were the case. However, all the learner participants in this college saw the importance of learning ESP for their future workplace because of the knowledge they had about the context of their future workplace.

The two main points that arise from the case of literacy practices at this college are that a collaboration between the ELU and the disciplinary departments could make a huge difference in the specificity and relevance of the ESP content to the learners' target situations and that learners' familiarity with the language needs of their target professional situation could serve as motivation for them in the ESP courses. These points will be discussed further in the discussion chapter.

Chapter 8 Literacy Practices at the College of Technological Studies

CTS implemented an EMI policy, which was passed by the academic council in the college, but some teachers taught in Arabic regardless of the textbooks and assessments being in English. Although one of the teachers stated that “this is another thing the deanship is pushing towards. Everything should be focused in English” (TT1:11), the college had not reached that point. CTS covers a range of disciplines for practical jobs such as mechanical engineers, chemical lab technicians, and electricity technicians. The learners usually end up working in oil companies, ports for ship maintenance, and car dealerships. Therefore, a lot of their studies in the college rely on practical training. Their professional target situations are known for being extremely multi-national, which is why English is a major aspect of their studies.

8.1 TT1 Professional Background & Perception of ESP

TT1 joined PAAET in 2008 after teaching at a state school for three years and completing his MA in Applied Linguistics. A few years later, he was sponsored by PAAET to do his PhD, and came back to continue teaching at CTS upon completing his degree. TT1 believed that “our job is to provide what they need for their careers. So, that’s our main focus. We try to provide them with the necessary needs to work properly in their environments” (TT1:11). He continued to speak of the department collectively which reflected cooperation between the members of the department in developing ESP courses at the college. TT1 explained that while there was no distinction between ESP and GE courses previously, that had changed because more specificity was needed in ESP:

“They don’t [in the past] differentiate between both of them because there are different aims for an ESP course, and there are different aims for a General English course. You have to acknowledge that in the tasks, and everything should be based on these aims. So, the problem here initially, there wasn’t anything to differentiate between them. There was no focus on an ESP course as an ESP course. It just had a title of an ESP course. But things have changed lately, and there is more focus now on the books for example. If you say it’s an ESP course, and then you give them a General English book. There is a contradiction here.”

TT1:11

Since the view of the ELU was that they cater to the learners' professional target situations, they had made efforts to get in touch with relevant stakeholders in order to discuss their requirements of CTS graduates in terms of the English language training they receive at the college.

"We sat with all the different oil companies and the government authorities that employ our students. We sat with them. We took some of the terminology that they need. What their expectations of our students are. Then, we tried to put aims based on what they wanted. And our next step is to sit with the other departments. We want to see their textbooks, so we can focus on specific terminologies. So, like we can take specific terms from different departments and pile it up together. So, it's more useful. Rather than each department working separately. The oil companies are working separately. We're working separately. We have to intertwine- collaborative effort and put everything together."

TT1:11

TT1 had a view of ESP which is specific to the target professional context and focuses primarily on terminology. This was also reflected in the Course Description of 102: General Technical English (the second ESP course taken by HND students at CTS), which stated "This is a practical course for adult learners working or [who] will work in a technical, industrial scientific sector. The course develops everyday technical communication skills in various work – related situations," before going into a detailed description of the learning objectives within each of the four skills. When asked about his choice of materials, he stated, "We've chosen books that are more focused on the scientific and engineering fields [...] and these books cater for the needs and the aims of the course" (TT1:11). This could be seen in the ELU's decision to move from a more general ESP book to *Tech Talk*, which was more specific to the learners' disciplines. He also related this to the aims of his ESP courses:

"The most important aims in the ESP courses here is students need to know how to write specific writings. Like they need to know how to do report writing, descriptions of incidents, because it's job-related. And also they need to know how to speak within their field. They know how to use proper words. They have to focus more on scientific terminology."

TT1:11

There was a pattern in TT1's quotes and materials that suggested a view where the requirements of the professional target situations should be aimed for in the

ESP courses, and the materials and tasks should reflect that. TT1's support of collaborative effort as well as his high specificity when it came to ESP in terms of tasks and lexis is reflected in his understandings of literacy practices and what he does in the classroom. Key teaching characteristics in TT1's observed lessons are in Table 8.1.

Key Characteristics of Teaching
<ul style="list-style-type: none"> • Teaches in English, but communicates with students in Arabic inside and outside the classroom • Covers topics directly related to their discipline (e.g. health and safety in the field) • Continuously relates tasks and terminology to learners discipline • Frequent teacher elicitation and high participation from students • Encourages use of mobile phones • Frequent groupwork

Table 8.1: TT1 key characteristics of teaching

8.1.1 Understandings of target literacy practices and impact on teaching

TT1's understandings of the target literacy practices for his learners were shaped by his knowledge of their future workplace. He understood that the learners needed specialized terminology and communication specific to the jobs they are being trained for. For example, the learners needed to be trained in communication in "the oil sectors [because] they work with a lot of expats. There's a lot of nationalities, and English is the main medium of communication between them" (TT1:11). TT1 also realized that there was a specialized target language that the learners need to be successful in their academic and professional target situations.

"...it's that they don't have any academic skills because, you know, writing is an academic skill, expressing yourself is an academic skill. There's a difference between general spoken language, everyday language, and so on, but there's academic literacies. Maybe they are good in Arabic in expressing themselves, but they don't know how to write a proper Arabic report. This is an academic skill. This is something different than daily conversations, and you know, day-to-day, you know gatherings [meeting up with family and friends as a part of the culture]. [...] they need to be professional about their field, what they need for the workforce, what they

need for the work environment, what kind of language and terminology, how to write reports and so on.”

TT1:I2

Based on this, TT1 felt that the aim is not to teach the English language, generally, but to get the learners ready for specific target situations.

“Yeah, I also express this in the beginning of the course [...] We’re looking only to provide you with what you need for your specializations. [...] We just need the language to continue your other studies because they’re done in English and to prepare you for the workforce.”

TT1:I2

Another aspect of TT1’s teaching was to cater to the learners’ weaknesses and individual needs.

“I tell them whatever I teach you at the end everybody has their own needs and own aspirations. Individual needs. So, I tell them just tell me- for example, I ask all the students together: What are the downfalls? For example, they say, we don’t know how to write. So, I give them more tasks on writing, and we focus more on that.”

TT1:I1

However, there was a great consistency in the ESP content and tasks and relating these to the future workplace contexts.

“And even in class, when I come across a very important terminology, I say listen, you’re in a field of engineering and petroleum and electronics and so on, you need to know this for it. You need to know specific words. You can’t say I’m in an engineering specialization, and you don’t know the word equipment, you don’t know the word machine. This is a huge issue.”

TT1:I2

The nature of the jobs the learners were being trained for put them in situations where problem-solving is an everyday work task. These circumstances needed a lot of confidence, communication and collaboration, which TT1 recognized and encourages in his teaching. “They have to know how to communicate, build their self-confidence. [...] They should know how to think critically. [...] They have to think between the lines. So, what I’m trying to do here is just try and build some of these skills” [TT1:I1]. He has also made an effort to implement groupwork in

the classroom, and with time, the learners got used to it. “They’re reluctant at the beginning. Now, it’s easier, okay get into groups. They get into groups. They know what they’re supposed to do” (TT1:I1).

In terms of literacy practices that required using technology, TT1 allowed his learners to use the translator on their mobile phones in order to complete tasks. To him, using the translator is “not about getting the answer correctly, it’s more about getting the skills they need to find, they need to search, they need to look for the words” (TT1:I2). Another way TT1 encourages his learners to use technological resources is how he uses MyU, a mobile phone app designed to make communication between teachers and their students outside the classroom easier. His usage of MyU is not just to make announcements, but he also uses it to encourage learners to continue engaging with what they learnt in class. For instance, after a class on prefixes and suffixes, TT1 puts a post on MyU and asks the students to “put as much words as you can with these prefixes. It’s for them to work and for other to see other words” (TT1:I2).

8.1.2 Summary

TT1’s perception of ESP and his understandings of the literacy practices the learners need complemented each other. This extended to his teaching inside and outside of the classroom since the requirements of the future workplaces were included in the ESP courses aims and objectives, and the content and nature of the tasks stemmed from these aims and objectives. These understandings and views can be seen in the classroom and were consistently explained to the learners.

8.2 LT1, 2 and 3

All three learners joined the CTS straight after high school. LT1 and LT3 are specialized in Marine Engineering while LT2 is specialized in Car Mechanics. While LT1 and LT3 got accepted into the programs of their choice, LT2 got accepted into the program ranked as his fifth or sixth choice. LT3 had an interest in learning English before joining PAAET, and did so in the UK for three months in 2015 as well as at the British Council before that. The three learners were in their final year of studies.

8.2.1 Understandings of target literacy practices they need

The learners' understandings of the literacy practices they needed for their target situations stemmed from what they knew about their target situations, mostly from their practical training courses. The practical training courses they had taken played a major role in clarifying what they needed to learn at the college in order to succeed in their future workplaces. LT1 clarified, "I would be employed as an assistant engineer on the oil ships which is at the bottom of the ship where the machines are for service and maintenance, switching machines on and off" (LT1:I1). Therefore, he felt that the "program should be more practical, not mostly board and pen and paper" (LT1:I1). However, when it came to the English courses, the learners identified their needs in communication and specialized terminology.

The learners knew that their future target situations had a significant number of employees that do not speak Arabic. For instance, LT2 stated, "I need to be able to communicate with the engineers. It's known the oil sector is full of foreigners, and they don't know how to speak Arabic. They're not planning to learn Arabic either. So, you need to have English" (LT2:I2). LT1 added, "Even if I'm not employed on the oil ships, it's the usual case that my colleagues will not be Kuwaitis or Arabs. I need to communicate in English. As an assistant engineer, you need English, otherwise it would be a problem" (LT1:I1). When asked about how not being to communicate in English would be a problem in the context of his future workplace, he explained, "One time at the practical training, the first one, all my colleagues were Asian. [...] So, I told him about the boiler having something blocked. I worked with him to resolve it. That was it. I knew the terminology and the name of the machine" (LT1:I1). LT3 shared the view that communicating in English was necessary based on his experience of training at car dealerships.

"The practical training courses are the best experience because in the first one I was at the Mercedes [...] It was all in English except the receptionist who used to translate for the customers who can't speak in Arabic."

LT3:I1

When asked if they are being trained in communication in the classroom, LT2 responded, "[TT1] is teaching me how to communicate professional with the engineers, and the things that I need for work in a social aspect" (LT2:I1). In terms of how communication was being practiced in the classroom, groupwork was observed in every class. LT1 referred to groupwork:

“We sit together, we work together, and he asks us to come up with the answers together. It’s like this, and it’s much better. [...] You meet your peers and learn more words and ask each other between ourselves. This person helps you with a word, you help someone with a word.”

LT1:I2

Both LT2 and LT3 supported this: “Instead of one brain working alone, there are four brains working together for one answer. That’s a good thing” (LT2:I2) and “It’s a lot better than working on your own because you get to discuss the answers together” (LT3:I2).

The learners also focused on learning terminology in relation to the situations they would be facing in their future workplace. After a lesson on health and safety risks and types of injuries, the learners saw a clear relation between the vocabulary and their professional target situations. LT1 referred to the lesson as an example of vocabulary he might need: “for example, today there were words to describe a broken bone and a fractured bone. I need this at work if I need to explain a kind of pain” (LT1:I2). LT2 mentioned that, “the words are new. I’m sure I’ll see them later and how to express different types of pain and what are the safety risks” (LT2:I2). LT3 also saw an immediate relation between the vocabulary and the practical training he was taking concurrently with the ESP course: “I see it now in the practical training courses. I go and I take off my Skechers, and I wear my helmet and the glasses” (LT3:I2).

The learners were also asked about the use of their mobile phones in the classroom, and they all referred to using the translator. LT2 mainly used it to translate words “...There’s words I don’t know, so I need the translator. [...] Yes, I find it useful. In the groupwork, we translate the words and all during our tasks” (LT2:I2). LT3 utilized the translator for writing: “The translator doesn’t give you 100%. [...] It helps when we fail to understand what we’re reading or writing. But at least we get to understand and write” (LT3:I2). LT1 gave an example of his use of the translator in the classroom:

“For instance, when I’m writing a sentence, and I want to complete my sentence and there’s a word I want to write but I don’t know. I need to pull out my phone. That way, I learned the meaning of the word, and I used it in my sentence. Even when the translator gives me the wrong words, I learn how to find out which is the right one instead of asking the professor.”

LT1:I2

The type of writing the learners seemed to need for their professional target situations was mainly specific reports, such as “a report for recording the numbers of the indicators and things like that. [...] I heard about it in the college, but I actually saw it and did it in the training” (LT1:I1). The learners seemed to be satisfied when it came to the reports since their work was more practical, and the reports are mostly recording information. LT3 explained more about the reports:

“Yes, we give in 4-5 reports a week. [...] Yes, we trained in them here. [...] All the professors here tell us about these reports. [...] They teach us in the English courses, but the disciplinary courses adjust them to include specific things like the date, address, reasons for the problem, things like that.”

LT3:I1

And for LT3’s mechanics training, the machines he used at work are also familiar:

“We have a computer called OBD to analyze the cars and see where they need repairs. [...] Yes, they’re here in the college, and we use them there for the cars that come in. [...] Yes, everything at the training course, I’ve already seen at the college. The difference is the people and the location.”

LT3:I1

There was a general consensus among the learners that the ESP courses were succeeding in training them for the literacy practices they needed for their professional target situations based on their exposure to their work contexts in the practical training courses. “The English I took here exactly matched the English in the practical training course” (LT3:I1).

8.2.2 Summary

TT1’s view of the target literacy practices the learners need for their professional target situations was shared with the learners. Both TT1 and his learners were focused on highly specific work situations and skills. Furthermore, both TT1 and his learners saw clear connections between the ESP content and skills to the future workplace skills. The learners seemed satisfied with the ESP courses and the language training they are getting for their future workplaces based on their experiences in their practical training courses.

8.3 Challenges in teaching and learning literacy practices in ESP

8.3.1 Learner motivation and previous experiences with learning English

TT1's main challenge was that the learners were not prepared to study English at the college and that their motivation is low. Part of it is the way the English lessons were carried out in the state schools, and another part of it was that they are not encouraged to speak and express themselves.

"They don't get prepared properly. What they've been learning in school is different to what they've been learning in here. And I'm not trying to pinpoint people, or blame people, but the problem- because I've already taught in the Ministry of Education. It's very daunting to them. It's very boring. It's just very old-fashioned. They don't talk, they don't engage, it's not interactive, they don't do anything, the teachers are not very helpful, so there has to be a way to link what they've been learning in school to what is expected from them. Because the huge issue is English in school is a foreign language, here [in higher education in Kuwait] it's a second language. And of course, you know there's a huge difference between these two. So, there has to be some compatibility between both of them. That's it."

TT1:I2

As TT1 explained, the learners were not encouraged to communicate in schools, and they were also not encouraged to do so outside of the schools due to their cultural background and the context of their daily lives.

"Here, they've been pushed into, you know, even at home: don't talk to girls, don't talk to older people, don't talk with someone younger than you. [...] And then when they go to school, don't talk to your teacher, don't raise your voice. I always ask myself: When are they supposed to talk then?"

TT1:I1

LT3 explained how this has affected him. "When you study abroad, you learn speaking in class and leave to practice outside the classroom. Here, you learn and leave without any practice" (LT3:I1). Consequently, TT1 believed part of his job is to encourage learners and show them that they can enjoy their language learning journey.

“So, you have to tell them, listen, [...] English is fun, you can work in groups, you can talk with each other. You don’t have to sit for an hour or 2 hours just looking at my face, just wandering off and thinking about your lunch and where you’re going to go in the afternoon. So, this is one of the things that we face. We have to take them out of this mentality.”

TT1:11

8.3.2 Lack of policy awareness

Two out of the three learners had not come across the student handbook at all, while LT1 came across it “a year ago even though [he’s] been here for 4” (LT1:11). While LT2 knows the rules that concern his days at the college like “not allowed to wear shorts, no smoking...” (LT2:11), when I asked him if he remembers anything from the handbook, he replied, “Not really because what’s in it is not related to what’s happening in reality” (LT1:11). LT3 explained, “It’s between you and the professor. If he sees you’ve plagiarized in a report, he’ll give you a zero, but if it’s an exam, you get suspended” (LT3:11). This explanation suggested some flexibility in the way policies are implemented (i.e. at the discretion of instructors).

8.4 TT2 Professional Background & Perception of ESP

TT2 joined PAAET in 2012 after working at a state school for the majority of her career. She chose to apply to PAAET because “It’s very hard to accomplish [goals] because [in state schools] you’re restricted to bureaucratic system, which is hard to function in if you’re very, you know- Let’s say- I don’t want to say if you’re very driven, motivated, you want to do new things, you want to be creative somehow” (TT2:11).

TT2 participated in this study while teaching the second ESP course for the Chemical Engineering Bachelor’s degree students. She views teaching ESP as teaching English to the specificity of the learners’ needs. As she clarified, in ESP, “there are individual needs that you need to accomplish or goals. There are certain learning goals or learning outcomes that you need to achieve and depending on your students’ needs and individual preferences at least” (TT2:11). Therefore she saw her role to be more of a facilitator:

“I facilitate, or I just carry on the service of identifying the students’ weaknesses and working from there to bring them to the level that they

need in learning English. I don't look at English as- it's a tool, but it depends on why do you need that tool. What kind of service do you want to use it in? So, depends on what their needs are, I have to provide for them."

TT2:I1

Therefore, her ESP classes were "targeting the workplace" (TT2:I1). This meant that TT2 needed to know where the learners are headed, and she stated, "Probably most of them will go on to oil industries. [...] They're looking at the most renowned oil companies in the oil industry" (TT2:I1). The ELU was taking a highly specific ESP approach, and they were doing that by meeting with the learners' future employers to discuss the English language requirements they need from the CTS graduates who will be working for them:

"... we've met with KNPC, we've met with the petroleum industry, the oil industry a couple of times. [...] We're trying to address their needs. They're looking for future technicians or engineers who can function in the workplace. [...] We had a couple of meetings. One of the things that we did establish with them and they're very willing to work with us just to you know, improve the students' communication skills."

TT2:I1

When asked whether or not the ELU got input from the other faculties in the college, she responded, "I got the course description [from the Chemical Engineering Department], and we built up a syllabus, and we're working on that step by step" (TT2:I2). Therefore, the ESP courses are built on objectives and contents from both the faculties in the college as well as the future employers and are targeting the future professional context. TT2's key teaching characteristics can be seen in Table 8.2.

Key Characteristics of Teaching
<ul style="list-style-type: none"> • Teaches in English, rarely communicates with students in Arabic • Continuously relates topics, tasks and terminology to learners discipline • Encourages use of the computers in the lab to complete tasks • Uses data show for presentation slides/internet searches • Elicits frequently and receives high participation from students • Uses authentic materials and designs own materials for this course

Table 8.2: TT2 key characteristics of teaching

8.4.1 Understandings of target literacy practices and impact on teaching

TT2 seems to understand literacy practices as general skills the learners need to be trained in that are directly related to the context of their future professional target situation. When asked about AL directly, she explained,

“Academic literacies is the different kind of genres in academics. [...] The different kind of knowledge that you get through academic or study skills. [...] Professional is more occupational. Something to do with career-wise literacies. How are you going to use that language, that authentic language, into that field.”

TT2:I2

The idea she presented of professional literacies was directly incorporated to her teaching as she explained:

“If you’re a chemical engineer, let’s say you need to talk about what happens in an oil field. You are able to request, you are able to give permission, you are able to, for example, recommend, advise a supervisor or a co-worker. You are able to sequence a process that happened, you are able to report on an incident that happened.”

TT2:I1

“Let’s say we’re looking at presentation skills, or we’re looking at developing a process. I say okay, let’s look at what we’re doing in your field of study. For example, the Chemical Engineering, what are you taking now? Combustion? Okay, let’s talk about what is the process of combustion.”

TT2:I1

This aforementioned approach to teaching skills within context was implemented in the observed classes. For instance, in a task for the Chemical Engineering learners to prepare a presentation in the computer lab, TT2 asked the learners what they know about polymers and to prepare several slides explaining what they are and what they are used for. Given the fact that the learners needed to know what polymers are and also needed to learn how to present topics in their discipline and prepare those presentations using recent technology, the tasks included using a number of skills in relation to training learners for their professional target situation. In another class on paraphrasing, TT2 continued with the topic of polymers and presented them with a text on polymers to paraphrase with relevant references such as the American Chemical Society.

In another class on writing summaries, the topic TT2 chose was different brake systems and their advantages and disadvantages. TT2 believed she has “to create those opportunities where they’re learning. Opportunities from any kind of material. It’s not about the materials at the end of the day, it’s about how you create the opportunity to let them learn” (TT2:I1). Therefore, when it came to materials design, she asked herself, “I have to go and search for authentic material. I have to go and search for what’s out there that can provide those students with some kind of real-life situations that they can handle later on” (TT2:I1). For the class observed, TT2 designed her own materials; however, in cases where she did not design her own materials, she used the textbook to the advantage of the learners by introducing skills and tasks from the textbook along with topics related to the discipline.

“Even in the textbook, if it was for example something- let’s say they have to talk about processes or let’s say talking about how a pulley works, for example, and I would drive from that. I would say okay [...] Think about your job, think about what you can use that in, and they would have to create something and speak about it, and then present it to the class, and how would that be used.”

TT2:I1

Since TT2 taught this class in a computer lab, she continuously encouraged the learners to use the computers in order to search for information and complete tasks. As observed, she consistently reminds the learners, “You’ve got your computers. You’ve got the internet. Search about your topic.” Her explanation for this suggested a view supportive of multimodality: “...it’s easier for them if they want to search for sometimes have a look at definitions, use the internet, and maybe start typing, too. It’s multi skill” (TT2:I2). Her teaching included use of the data show to display presentation slides and any internet searches or videos that involved the participation of the whole class.

TT2 believed the learners “need to know how to communicate with their superiors. They need to know even in English how to communicate cultural-wise, what is appropriate, what is not appropriate. They’ll be dealing probably with other nationalities” (TT2:I1). Therefore, she engaged with them in topics of their discipline and tries to incorporate topics being covered in their disciplinary courses into the ESP by asking the learners what they are currently covering in other classes. For example, she asked the students,

“So, what are you doing in this class now? What’s your schedule? You’re taking a workshop or a lab? What are you doing in that workshop? So, one of the students, LT5, says we’re doing safety. Great, why don’t you do something about safety? So, when you go into the lab, what are some safety issues that you think about or consider?”

TT2:12

TT2 made an effort to expose the learners’ to the language of their discipline and how they could use the skills they learned in the ESP course on texts from their discipline. After I had observed TT2 asking the learners about a journal article, she explained the following in her second interview:

“I print out special articles from science or technology, and I give it to them every week, starting of the week. They have to read it, they have to look at the vocabulary, and then they have to write a short review. [...] I’m hoping with those articles, they could explore more vocabulary, increase their vocabulary income, maybe have a look more at high frequency words, and then looking at the style of writing. It’s going to incorporate a lot of things.”

TT2:11

TT2 also encouraged general appropriate academic conduct such as keeping references. After assigning a task that required internet searches in one of the observed classes, she reminded the students, “Don’t forget to keep the referencing. Whenever you use a reference, keep it.” In another observed lesson, she went through steps of referencing with the learners to ensure that they avoided plagiarism. This related to her role as a facilitator who created opportunities for the learners to learn, not just content, but what was appropriate for their target situations.

8.4.2 Summary

TT2 explained that her ESP courses are to prepare the learners for their future workplace and her understandings of professional literacies can be seen in her teaching. She integrated the four language skills with literacy practices and content she believed the learners need to be trained in and familiarized with for their professional target situations.

8.5 LT4, 5 and 6

LT4, 5 and 6 all studied in state schools before joining PAAET. Only LT6 had a smooth transition from high school to PAAET since he chose the college and the discipline and was accepted straight away. However, LT4 applied to more than one higher education institute to study Chemical Engineering and got accepted at both KU and PAAET. However he decided on PAAET because he “was told that PAAET had better professors than KU and that it was easier” (LT4:I1). LT5 did the intensive English courses at a private university before transferring to PAAET. He explained that, “I applied to both PAAET and the internal scholarships [scholarships offered by Kuwaiti MOHE for students who want to study at private universities in Kuwait] [...] I got accepted in the internal scholarship first, so they dropped my application here. [...] I spent a month or a month and a half then pulled out and applied here” (LT5:I1). He also added, “If I get the opportunity for further studies, I would do that” (LT5:I1). The three learners are all in their third year of the four-year Bachelor’s Chemical Engineering program and refer to the ESP course as English 3.

8.5.1 Understandings of target literacy practices they need

The three learners viewed the literacy practices they need for their target situations as professional literacy practices, or skills they need for their future work context. In terms of whether their learning needs from the ESP courses are based on what they know about their future employers, the learners had similar responses. LT4 said that “English 3 is all about reports, which we need in our discipline. We have exams, but they also ask us for reports and projects. [...] in English 3, we learned how to write reports and do projects” (LT4:I1). LT5 agreed, “You need to speak to the employees in English and write reports in English. [...] Yeah, I’ve written reports here. [...] Yeah, for the English courses. Same for the reports at the labs, we get one every week” (LT5:I1). LT6 confirmed that, “ESP is mostly focused on writing, which is something we need in our jobs” (LT6:I2). The ESP focus on writing was seen in the observed classes on summarizing and paraphrasing; however, there were also classes on giving presentations. When the learners were asked about that, LT6 stated, “The employees [of the future workplace] have told us that they’ve been asked to do presentations” (LT6:I2), and so, “If the supervisor asks for a presentations about any topic, I need to do it” (LT6:I1)

However, the learners focus greatly on their need for writing texts of their discipline, mainly reports. LT4 emphasized report writing on more than one occasion throughout his interviews “Because working in the oil industry relies heavily on writing reports. I go into work and I write a report, and before I leave, I write a report, and in the middle of the work day, there’s a report” (LT4:I1). In his second interview, he confirmed, “All the reports are in English. Anything you see in front of you, you need to write a report about it. If there’s any maintenance issue, you need to write a report. Everything’s in English” (LT4:I2). LT5 also mentioned the importance of reports, “The things we are taking now are useful for our jobs: writing reports for problems, any tasks you complete, you have to write a report. So, it’s really useful for our jobs” (LT5:I1). In addition, LT6 explained his writing progress:

“I feel like I learned a lot and developed since remedial [English remedial course taken before the ESP courses] until now. [...] They helped with the writing. I’m better at writing in my disciplinary courses. [...] Yes, for example in writing reports for our discipline and the presentations as well.”

LT6:I1

The three learners also referred to a variety of different skills they are learning in their ESP courses that they need in their discipline. “In English 3, we were taught how to do projects, and in Industrial Safety [a disciplinary course], I followed the steps for the projects” (LT4:I1). LT4 also pointed out the importance of communicating in English in his future work context, “I need to speak. I need to be able to speak to someone and understand them when they speak to me” (LT4:I2), and in another part of the interview, “Because in our jobs, all the communication is in English. I’m the engineer. I need to speak to them in English” (LT4:I2). LT5 saw English as a necessity: “English is the foundation for everything. All the disciplinary courses and at our jobs, we need English as a foundation. The reports, the research, all of these things” (LT5:I1).

LT6 gave more information about the kind of research they might need to do by stating, “A lot of the work is in labs and analyzing substances, so they might even ask us for research as well” (LT6:I1).

The learners also appreciate being taught this ESP course in a computer lab due to the ability to access technology immediately. LT4 explained:

“Because if we need to write something, the computers are right in front of us, we can type straight away. The professor explains on the projector better than on the whiteboard. [...] Anything I could possibly need, the computer is there for it. If the professor asks for something, I can immediately get on Google and look it up.”

LT4:I2

LT5 also mentioned looking up unfamiliar words: “If there’s a word I don’t understand, I can look it up immediately. [...] But for example, if we’re discussing a topic, you can research it and find out more about it” (LT5:I2). The idea of efficiency seems to be present in their views on having a computer to work on during class time.

“It’s easier to research and write on Word, and it corrects the words. It’s easier and faster to do replacements. And if it’s time to present any research or presentation, it will be worked on in the lab. In the beginning of the course, the first month, we were in a normal classroom. Then, we moved to the lab, which is better.”

LT6:I2

The learners were fine with being taught in English. LT5 mentioned that “The last English course I took was with a teacher who taught only in English. She doesn’t know how to speak Arabic. I was fine [...] I understand and communicate better” (LT5:I2). During the observations, the learners were interacting in the classroom using the English language without much difficulty.

8.5.2 Summary

The learners’ understandings of professional literacy practices were similar to those of their teacher. They reacted positively to the high specificity of the ESP courses and can see the immediate connection between the tasks and content and their future work context. The learning needs they mention were all derived from the knowledge they have about their professional target situation. They also appreciated being taught the ESP course in a computer lab where they were able to complete tasks more efficiently.

8.6 Challenges in teaching and learning literacy practices in ESP

8.6.1 Collaborating with other departments

TT2 mentioned that her main challenge in developing ESP content was the lack of cooperation from other faculties. There were a number of issues that arose because of the difficulties to collaborate with other faculties. TT2 mentioned some:

“Unfortunately, the textbooks are native, native. I mean really native textbooks. Like you can get a Chemistry book that is 300 pages or for example, you can get a Physics book which is 200 pages, and it’s all English. I don’t expect an EFL student to read that or even understand one word from it.”

TT2:11

In an attempt to resolve the aforementioned issue through collaborating with other faculties, TT2 explained:

“I’ve addressed it in the academic affairs committee. We want to do a glossary for the college, and let’s collect some terms, terminologies that you need, and we can work it out through sentences and have a whole glossary divided into different sections, different fields of study. But of course, you know how it is, [they said God willing] and that’s it.”

TT2:11

She also mentioned efforts in trying to get requirements from the learners’ future employers from different faculties in the college:

“We’re trying [...] They’re working hard, but one of the departments that was trying really hard now to get- trying to address one of the issues is the IT & Communication. I think because they met with a couple of companies because I think the female campus they have a communication. And actually, one of the doctors called me and said listen we met with some of the communication companies, and they’ve requested that those students they need English in writing short reports. And I thought that was okay, that was great, but I need to know what kind of reports. [...] What does it look like? What does it include? What kind of information are you looking for?”

TT2:11

There also seemed to be an issue with future employers requesting that learners be trained in texts that require a higher level of proficiency than what the learners had. She mentioned that when she met with one of the oil companies, “I was really surprised with what they want. They want project proposals. They want executive summaries. [...] This is a C1/B2 student who can do that, which is an IELTS 7 or 7.5” (T2:I2).

8.6.2 Learner background

TT2 mentioned an issue that TT1 mentioned as well in terms of the culture not encouraging the learners express themselves.

“I think it’s part of the- you know, it’s a cultural thing even. Even in Kuwait, it’s a cultural thing. Part of the engagement is not there. If you teach at a private school, or private institution, it’s different. You know, students are so alive, and they state their mind. They can contradict you, and they can oppose your ideas.”

TT2:I2

In her point of view, this contributed to how the learners learned and made connections between the different topics while they are learning and analyzing them.

“Otherwise, it’s the way they’ve been raised in the educational setting. Don’t question, alright. Don’t do any association. There’s no analytical- they don’t have the analytical skills. Like, I think, I don’t know, but if I compare, for example, students from private sectors, private institutions, they do associate. I’ve taught them. It’s different. They do associate. They link. They analyze. They question everything. So, I think it’s part of their educational system. This is part of how they were raised. You get to take the information and leave.”

TT2:I2

8.6.3 Plagiarism

TT2 seemed very determined to teach the learners in academic conduct and have them associate with the academic community when it comes to writing. However, she mentioned that there is a struggle to try and train the learners in writing in English because of the different approaches to academic writing in Arabic and English.

“...because I think plagiarism in the Arabic culture is not plagiarism. I don’t think the word plagiarism exists in the Arabic dictionary. [...] It does not exist. Because if you look at how people write their theses in Arabic, and they go in say A said that, B said that, and C said that. Yes, but then, where’s your voice? Where’s your voice? But if you write a thesis in English, it’s going to be different. You gotta paraphrase. There is no paraphrasing in Arabic. It does not exist. So, there is a big gap even culture wise. Even techniques that we use, and that’s also like- it’s affecting the whole thing, it’s influencing.”

TT2:I1

TT2 also taught the learners how to reference and “If it’s plagiarism, I just send it back and say no, no, you got to do it yourself. That doesn’t work” (TT2:I1). However, while TT2 was worried that the concept of plagiarism does not exist in Arabic, and therefore, did not come across to the learners, the learners seemed to understand it well as can be seen from the interview excerpts below:

Aicha: *So, today you spoke about references in class. So, if you use something in a report without a reference, would it be cheating?*

LT4: *If I take it from a source and not mention it, yes, it’s cheating.*

LT4:I1

LT5: *Because you have to put the reference.*

Aicha: *But if you don’t. If you take information from a source but don’t mention the reference.*

LT5: *Did I say that it’s not my work?*

Aicha: *No.*

LT5: *Then it’s cheating because if you take a phrase from the Internet or a book, you have to put quotation marks and put the reference, name and date.*

LT5:I1

Aicha: *What if you take something from a source in a report, and you don’t mention the reference, is it considered cheating?*

LT6: *Yes, it’s cheating.*

Aicha: *Why is that?*

LT6: *Because I didn’t mention the reference. That’s considered stealing.*

LT6:I1

8.7 Chapter Summary

The different degree programs offered by CTS require language training specific to the disciplines and the requirements of the future employers. Therefore, TT1 and TT2 have recognized the need for high specificity ESP and have developed the ESP courses tailored to what the learners need to learn according to their future employers. Therefore, their teaching focused on specialized terminology and assigning the learners tasks that were closely related to the work they would be doing in their professional target situations.

The learners had also developed a thorough idea of what to expect in their professional target situations due to their practical training, which allowed them to appreciate the efforts of the ELU in teaching a highly specific ESP. However, both TT1 and TT2 mentioned that the learners' background made it challenging to encourage them to express themselves freely and practice the skills they need for their future jobs.

The ESP teachers and learners in this case study agreed on the target literacy practices and since both groups were exposed to the requirements of the professional target situation; however, the ELU could benefit more from collaborations with the faculties at the college.

Chapter 9 Discussion

This chapter answers the research questions listed in Chapter 4 from the results and findings of the case studies in Chapters 5 to 8 and relates the answers to the literature discussed in Chapter 3 as well as other wider literature. The main research question the study aimed to answer is: What are ESP teachers' and learners' understandings of the literacy practices their students need to master in order to succeed in their target situation(s) and how do these perceptions affect teaching and student engagement on ESP courses at PAAET? In order to answer the main research question, interviews and observations were conducted with a total of eight teacher and learner participants from each of four colleges and the main research questions was broken down to the following sub questions:

1. What are ESP teachers' understandings of the literacy practices their students need to master to participate in their target situations?
2. What do teachers actually teach in their ESP courses?
3. To what extent do teachers' understandings of the students' target literacy practices influence what is taught on ESP courses?
4. What are ESP learners' understandings of the literacy practices they need to master to participate in their target situations?
5. To what extent do ESP learners' understandings of the literacy practices they must master affect their engagement during ESP courses?
6. What other factors affect how teachers teach and how learners engage on ESP courses?

The chapter is divided into two sections. The first section is organized according to the research questions introduced in Chapter 4 and listed above in order to provide a descriptive summary of the findings. The second section is a discussion of the themes that have emerged from the data framed in relation to the wider literature.

9.1 Cross Case Findings

9.1.1 ESP teachers' understandings of literacy practices students need to participate in target situations

In this study, 'target situations' were taken to be both academic and professional and there was interest on the part of the respondents in literacy practices relevant to both settings. However, one key finding here is that the ESP teachers focused more on professional literacies. Three factors seem to have shaped this focus. First, there was a lack of EMI when it comes to disciplinary courses since the majority of the courses were taught in Arabic, and so English was not widely used for academic study purposes. Second, the ELU was more focused on the learners' future workplace rather than the rest of the learners' time in the college, and this can be seen in their mission and vision as discussed in Chapter 1. So, this view was adopted by most of the teachers in having their ESP courses more focused on the needs of the future workplace rather than the disciplinary courses. Furthermore, the institute as a whole is a vocational training institute. These reasons drive teachers to focus on professional literacies more than academic literacies in CNS, CHS and CTS. One college, CBS, is different. The teachers and students seemed to lack a conception of literacy practices, academic or professional. The reasons for this will become clear in the following sections.

Teachers at CN, CHS, and CTS understood literacy practices as communicative skills their students needed to master to participate in their professional target situations. There are a number of shared ideas between the teachers of these three colleges that determine their understandings of the literacy practices their learners need to master to participate in their target situations. First, the teachers agree that the literacy practices the learners need are derived from context, and in their cases, from the contexts of the learners' future professional target situations. Therefore, they focus on researching and understanding the requirements of these future workplaces in order to design and teach their ESP courses. Second, the teachers agree that literacy practices can be developed and are transferrable to other academic and professional contexts. For example, TN1 included listening to medical lectures in order to take notes, which can be developed into taking patient notes in the workplace. She also focused on incorporating technology and encouraged alternating between screens and paper smoothly, which can be transferred to working with hospital monitors and patient files. Third, there is a consensus that communication in the workplace and understanding social norms of the discourse community are part of literacy practices. For instance, TN2 arranged for her learners to visit their future

workplace and talk to those who already work there about what is expected of them. Based on these shared understandings of the features of literacy practices, the teachers of these colleges seem to understand literacy as situated social practice at least tacitly. However, in CBS, there was no specific understanding of learners' target situations and of the literacy practices the learners need to master to participate in these target situations.

9.1.2 Effects of teachers' understandings of students' target literacy practices on ESP courses and their content

The teachers who participated in the study did not have any ESP training, except for TB1, who did an MA in ESP, but some of the others made a personal effort in professional development to differentiate between their GE and ESP classes. The ELU departments in all four colleges have assigned coursebooks for the ESP courses, but the teachers make a personal effort to use supplementary materials when they see fit. CNS, CHS, and CTS teachers have a highly specific approach to teaching ESP and based material design and selection on learner target situations. The teachers in these three colleges who took part in this study use topics closely related to the learners' specialization to address a range of literacy practices. At CBS, the participating teachers do not feel like they are teaching ESP at all and view the ESP aspect of their teaching as mostly limited to vocabulary guided by the topics in their textbook.

CNS and CHS teachers in this study encourage students to discuss medical topics (TN1) and debate the use of tools (such as blood tests) in their future workplace (TH1). CTS teachers also incorporate dictionary usage (TT1) and presentation skills using a computer lab (TT2). These teachers not only teach the learners the language they need in their target situation, but also how this language is used in different contexts. CNS and CHS teachers focus on differentiating between professional and colloquial language for their learners in order to help them understand that while a medical professional or colleague would understand professional terminology, the patients would not. CTS teachers require learners to relate the skills and terminology they learn to their future workplace by asking for ways to report a health and safety issue in the field (TT1) and setting assignments that involve researching and giving a presentation explaining polymers (TT2).

While some teachers view the goal of ESP as learner preparation for academic and professional target situations, some view their ESP course as leaning towards GE because they lack familiarity with the learner's target situations which results in a lack of understanding of the literacy practices needed for the learners' future workplace. According to the CBS ESP teachers', this is the issue they are facing combined with the lack of communication with the other disciplinary departments, so teaching GE is all they can offer. Their topics include international cuisine and making hotel bookings over the phone.

Teacher's understandings of students' target literacy practices have a great influence on what is taught in ESP courses. Teachers who try to prepare their students for the workplace are engaged in EOP while teachers who concentrate on helping students cope with their disciplinary courses are doing EAP. In the case of CNS, teachers are doing both EOP and ESAP, while CTS and CHS teachers are doing EOP. The teachers who understand what is needed for the learners to function successfully in their future workplace as well as become successful members of their discourse community make a conscious effort to tailor the courses to the needs of the learners and relate tasks and materials to the future workplace in an explicit manner. Some examples of this are TN1 expanding the course to include listening tasks in her curriculum and related that to listening to medical lectures, and TN2 including hospital trips in CNS to familiarize the learners with their future workplace. In CHS, TH1 includes videos of how blood works to discuss terms and uses of specific blood tests the learners came across in their practical training, and TH2 discusses how to deal with work stress for medical professionals. TT1 includes usage of a translator to address the multinational workplace concerns, while TT2 includes presentations and report writing which are needed for promotions.

CBS teachers' lack of knowledge of learners' future workplace probably led the ESP courses to be more GE since there is no clear picture of the learners' target situations passed on to them from the disciplinary faculties or future employers. TB1 and TB2 were hesitant to change anything in their curriculum and its materials even though they were dissatisfied with them, most likely because they did not have enough information about the learners' target situations to know what changes needed to be made to tailor the curriculum to the learners' needs. The teachers believed that the textbook was a limitation since it is not specific enough for Business studies, but they did not change it or add supplementary materials to their teaching although there is no rule that makes the textbook mandatory. Teachers at CBS had rational ideas on how to improve the ESP

courses, like changing the coursebooks to more suitable ones, regardless of the fact that they did not know how to approach implementing these ideas because of the lack of information of their learners' target situations.

9.1.3 ESP learners' understandings of literacy practices needed to participate in target situations

In all four colleges, the learners' understandings of the literacy practices they need to master to participate in their target situations reflected their ideas of what their experience will be in their workplace. Like the teachers, the learners also understand literacy practices to be situated social practices as they are aware of the influence of the context and the importance of communication, and of becoming successful members of their discourse communities. CNS, CHS, and CTS learners spoke in detail about what they needed to learn and why based on their knowledge of and experiences in their future workplaces. However, CBS learners had less definite answers and limited awareness of the literacy practices they need in terms of their future workplace; most were not sure what their professional target situation is, their disciplinary courses are taught in Arabic, and they have no practical courses or visits to their future workplaces as part of their program regardless of the limited options for each of the specializations offered at the college. The following sections will explain the different aspects of the learners' understandings of literacy practices.

Learners at CNS, CTS, and CHS focus on communication in both their academic and professional target situations. Learners from these colleges were observed communicating differently and appropriately with their peers and teachers in their ESP courses. For example, the CNS learners communicated formally with their teachers in the classroom and during groupwork and used technical terms, while CTS learners communicated formally with their teachers but casually with their peers during groupwork. In both cases, the communication was appropriate. As for communicative practices in their future workplace, learners expressed the importance of learning these, especially since they will be dealing with a number of factors that affect the context and type of communication such as the multicultural nature of their future workplaces as well as the different ranks of people they will be dealing with.

CNS students focus on verbal and non-verbal communication between nurses and their patients as well as communicating in the culturally diverse context of their future workplace. CNS learners are also aware of different communicative

practices and their purposes given different situations, which reflects a deep understanding of the literacy practices they need for their future workplace. They also mentioned the importance of staying current and being able to discuss medical issues. This perception applies to the CTS learners as well as they also refer to working with engineers or crew members that do not speak Arabic. They also understand the importance of writing reports and presenting information as a communicative practice that is essential to their future profession. CHS learners were also aware of the importance of learning how to communicate in English at their future workplace for similar reasons as CNS and CTS learners, which are the diverse context and the presence of English-speaking colleagues. However, CBS learners' perceptions of literacy practices are limited since they do not have a clear picture of their professional target situations. In addition, a lack of EMI in their disciplinary courses limits their exposure to specialized terminology and discussing topics of their discipline in English. However, they do believe that communicating in English is generally an essential requirement for any potential role in their future job market.

Given that the learners of CNS, CTS, and CHS experience their ESP courses alongside their disciplinary courses as well as practical training courses in their professional target situations, they understand that the literacy practices they are exposed to and acquire throughout their time in the college are related to the context and requirements of their professional target situations. Throughout their interviews, the learners of these colleges continuously gave examples of the connections between the topics and terminologies of their ESP courses and their disciplinary courses, as well as examples of how they came across these topics and terminologies in their practical training courses. However, the CBS learners do not seem to be motivated by connections between their ESP courses and their disciplinary courses and future workplaces since this does not exist for them due to the absence of EMI in the disciplinary courses, the lack of links in content between their ESP courses and their disciplinary courses, and the nonexistence of practical training courses in their college.

Based on their perceptions of literacy practices as communicative practices and their ability to make connections between their ESP courses and both their disciplinary courses and their professional target situations, the learners said they aspire to become part of their professional discourse communities. This was observed in their adoption of the dress code of their future workplaces during their time in the college, which was not mandatory; CNS learners wear scrubs, CHS learners wear laboratory coats, and CTS learners wear boiler suits. It was also

observed in their knowledge and discussion of what is acceptable and unacceptable in their future workplace in terms of respecting colleagues according to rank and how to communicate depending on specific situations. CBS learners did not demonstrate this aspiration because of their lack of knowledge of their discourse community; as noted above, this was the result of a lack of communication in the college between the faculties and the future workplaces.

9.1.4 Effects of ESP learners' understandings of literacy practices on their ESP course engagement

There was a noticeable difference in the level of engagement between CNS, CHS, and CTS learners as opposed to CBS learners during the observed classes. While CBS learners appeared quite inactive in the classroom, and only a few learners participated without teachers repeatedly asking for them to take part in the lesson, the learners in the other colleges participated willingly and readily throughout the lessons. From the teacher and learner interviews and the content of the ESP courses, it seemed that at three colleges there was greater awareness of the links between learning English and students' target professional contexts. Students recognized and valued these links too and this motivated them to engage more actively in ESP and to also support the use of EMI in their disciplinary courses. For example, CNS learners are supportive of EMI because of their perceptions of the context of their future professional context. Their view of literacy practices as directly related to their role as nurses in their future is affecting their learning on the ESP courses in a positive manner as they are readily synthesizing information across different modes in order to complete ESP tasks in the classroom. They also discuss matters of their discipline with confidence due to their future outlook on their roles as nurses combined with the importance they place on verbal and non-verbal communication.

9.1.5 Factors affecting ESP teaching and learner engagement

Knowledge of professional target situations seemed to be the main factor affecting how teachers teach and how learners engage on ESP courses since it seems to be giving the teachers and learners goals to work towards and aims to achieve. In this case, the goals revolved around encouraging learners to acquire literacy practices that allow them to successfully function and become part of their future professional contexts. The teachers achieved this through collaborations with disciplinary departments and future employers and passing the requirements resulting from these collaborations to the learners. CNS teachers formed their

idea of the literacy practices needed by their learners through collaborations with the disciplinary departments as well as their future workplaces and passed that onto their learners through hospital visits. CHS teachers formed their idea of the literacy practices needed by their learners through collaborations with the disciplinary departments as well as collaborations with their learners. CTS teachers formed their idea of the literacy practices needed by their learners through collaborations with the future employers. However, CHS and CTS teachers pointed out that more cooperation from disciplinary departments and future employers would lead to even better outcomes. Teacher from these three colleges also related numerous aspects of the ESP content of their courses to communicative practices of their future workplace contexts. Therefore, knowledge of the nature of the work the learners' will do in their professional target situations also affected the specificity of the ESP course.

Another factor affecting ESP teaching is institutional circumstances like departments operating without heads or lack of training for newly employed teachers as well as weak communication between the ELU and its teachers. In some cases, like CNS, the teachers struggled with their workload, specifically when it came to designing materials. CHS teachers also expressed the need for the ELU to arrange communication with future employers in order for them to find materials that suit the level and requirements they expect the learners to be at and fulfil. A poor flow of communication between the various parties could also explain other issues. For example, the issue of ESP course development in CBS is one the teachers expressed dissatisfaction with. Meetings with future employers could help guide ESP course development at CBS to be more specific to the learners' target situation. The lack of EMI in disciplinary courses in CBS, CHS, and CTS regardless of the materials and assessments being in English is another issue that could be addressed since some learners expressed their preference of EMI, and others expressed their frustration of being assessed in English while being instructed in Arabic.

As reported in the interviews, learner motivation is also a concern for ESP teachers in the colleges, but most learners disagree with the teachers' perception of them as not being motivated enough in the ESP courses. Learners said that they do believe that they were motivated in their ESP courses since learning English is necessary for their future studies and work in terms of understanding texts and communicating within the work context, and also as an L2. CBS learners, though, do not agree with the importance of English for their career or studies, since their disciplinary courses were not taught or assessed in English.

CBS learners also explained that their low motivation stemmed from their low proficiency, which impeded their understanding and participation, and according to the CBS teachers, this caused them to struggle with ESP teaching since the learners' low proficiency directed them towards a more general approach to teaching English. Learners with low proficiency in colleges other than CBS stated that they struggled in their disciplinary course assessments because they were in English even though the teaching was not. A relevant point made by CTS teachers was that the learners came from a state school learning background that made it challenging to encourage them to express themselves freely and practice the skills they needed for their future jobs. This point could be related to the cultural background of state schools in the region as other studies have also explained students' lack of autonomy, confidence and motivation in terms of previous education (Al Othman 2013, Al Nouh *et al.* 2015, Al Darwish & Taqi 2015, Borg & Alshumaimeri 2019).

Teachers and learners in all four colleges felt there was a lack of awareness and enforcement of policies within the colleges and the institute while simultaneously expressing the need for greater policy awareness and enforcement. For instance, while they are aware that there is a policy for cheating, some of the teachers and learners were not sure what the exact policy was and some of those who did, struggled in enforcing it. Both groups understand the connection of acquiring literacy practices such as respecting academic and professional cultures by rejecting plagiarism, and both described situations where their lack of awareness or lack of enforcement has gotten them into trouble during their times at the college. The teacher and student handbooks are available and accessible to both parties, but most learners have not heard of the student handbook and depend mostly on what staff and faculty inform them in terms of following the rules during their time at their college. There seems to be a general disinterest in becoming aware since the institute as a whole has a lenient attitude towards policy awareness and enforcement.

9.2 Emergent themes

In this section, themes that emerged from the study are discussed and related to the wider literature. These themes allow for an interpretation of why things are the way they are in terms of literacy practices in ESP courses at PAAET, but they go beyond the immediate context of the study. These themes are also important in establishing the broader contribution of the study and will be relevant to ESP

practitioners and learners as well as researchers theorizing issues emerging from studies.

9.2.1 Factors obstructing success in ESP

Chapter 2 presented an argument for the necessity of ESP courses for students with specific academic or workplace language needs (Orr 2001) and discussed the roles (teacher, course designer and materials developer, researcher, collaborator, and evaluator) ESP teachers need to fulfil in order to deliver an ESP course successfully (Dudley-Evans & St. John 2001). However, in order for ESP teachers to assume these roles, they need to know what their learners' target situation and target communicative needs are (YousafZai & Fareed 2019). Chapter 3 also argued for high specificity of ESP courses in situations where the target situations are defined. In terms of the context at PAAET, the learners are limited to specific employment opportunities once they complete their programs. Therefore, a highly specific approach to teach ESP is more suitable to the context. As discussed in the previous section, most ESP teachers have adopted the different roles noted above and a high specificity approach to teaching ESP because of their knowledge of their learners' future workplace and their target communicative needs. However, ESP courses in CBS were less successful for a number of reasons.

In a study conducted in Colombia, Martinez (2019, p.57) explained that “the lack of pedagogical and linguistic competences, appropriate resources and materials, collaboration between teachers and administrative staff, a pertinent curriculum, students' motivation [...] have a significant influence in the ESP class planning and delivery.” Although the region is different, the factors affecting ESP development and teaching are extremely similar. This section will discuss a number of factors that obstruct the success of ESP courses based on the results of the study. These factors, which are relevant to ESP contexts more generally, include factors that discourage ESP teachers, teachers' lack of knowledge of learners' target situation resulting in lack of specificity in ESP course design, and ESP learners with low proficiency.

9.2.1.1 Discouragement of ESP teachers

In a review of a number of studies investigating language teacher beliefs about grammar and literacy and their teaching practice in Borg (2006), in-service teachers were discouraged from improving their teaching practice by a number

of factors, and the ones that overlap with the factors the CBS teachers mentioned were lack of communication with peers, unmotivated students, a set syllabus, pressure to conform to institutional policies, students' low English proficiency, students' resistance to new ways of learning and heavier workloads. A combination of these factors may have contributed to the passivity of the CBS ESP teachers who were clearly dissatisfied with the situation of the ESP courses at the college. Another reason could be that while teachers are aware of the importance of focusing on learner needs and adjusting the ESP courses based on that, they may be unaware of how to do so like the teachers in Soroka (2019). In this case, the ESP teachers need the tools and the opportunity to reevaluate the learners' needs and approach them in a way that addresses the literacy requirements of their professional target situations.

ESP teachers' discouragement when it comes to improving their teaching practice and developing their ESP courses to increase learning benefits for learners affects the success of the ESP course as well as both their teaching experience and the learners' learning experience. This can be seen in the cross case findings above. ESP teacher discouragement may also affect the level of awareness of the learners' target situation and their efforts to increase their knowledge of their future contexts and their needs. This also leads to the lack of specificity of ESP courses, which will be discussed in the following subsection.

9.2.1.2 Lack of ESP teacher awareness of learners' target situation resulting in lack of specificity in ESP course design

In order to understand the needs of their learners, ESP teachers need to familiarize themselves with their learners' target situations and their communicative needs. This can be done through collaboration between the ESP teachers and the disciplinary departments or future employees or both, depending on the goals of the ESP programs, especially since the issue of collaboration between the job industry and higher educational institutes goes beyond ESP courses and is recognized as beneficial for all graduates. In higher educational settings, ESP teachers might face ambiguity in determining if the ESP they teach should focus on academic literacies or professional literacies or both (more ESP or EOP) and if their approach should be a wide-angle, low specificity approach or a narrow-angle, high specificity approach to teaching ESP. A clear idea of the learners target situation can help them determine the focus of their literacy practices and the specificity of their content and teaching. Bouzidi (2009) suggests that teachers/institutions can bridge the gap between

the ESP classroom and workplace by conducting interviews with employers and surveying and observing employees then evaluating the ESP course textbook and materials. Tawalbeh (2018) also presents an approach to evaluating textbooks and materials according to learner needs. Gestani et al. (2019) conducted a needs analysis questionnaire for ESP learners at a Saudi university followed by focus group discussions in order to understand the degree of specificity defined by learner needs. “The results showed that [students] need material that encourages them to communicate and participate actively in the classroom, refers to their major and reflects occupation-oriented material. The materials [...] emphasize the specification of ESP class and show that the material used cannot be generalized” (Gestani et al. 2019, p.99).

According to Day & Krzanowski (2011) and supported by Gestanti *et al.* (2019) and YousafZai and Fareed (2019), ESP teachers need to learn as much as they can about their learners’ professional target situation to improve course planning and teaching. According to the teachers there was a lack of communication between the ELU and the disciplinary departments and between CBS and the future employers at the learners’ future workplaces, and this served as an obstacle to the ELU in promoting academic and professional literacies. The importance of these collaborations can be seen in the literature reviewed in Section 2.4, where collaborations with subject specialists, the students, and faculty are seen to be important in allowing teachers to understand and meet learner needs in ESP courses.

The PAAET ESP teachers confirmed that ready-made materials will target a more generic learner dynamic, failing to address the contextual needs of a specific group of learners (Basturkmen 2014). Both PAAET ESP teachers and the ESP teachers in Bayram & Canaran (2020) agree that they do not have enough specialist knowledge to choose materials and that most materials are too advanced for their learners’ proficiency level. Another hindrance ESP teachers at PAAET (in common with those in Bayram & Canaran 2020) experienced is difficulty promoting learner engagement and critical thinking skills due to the teacher’s lack of content knowledge (the learners usually know more about their specialization) but also because of the learners’ language proficiency, learning background at state schools and experience in learning English.

9.2.1.3 ESP learners' low proficiency

As explained by Dudley-Evans and St. John (2001), ESP is more likely to be designed for intermediate or advanced adult learners at tertiary level. In addition, most ready-made pedagogic materials are too advanced for ESP learners' proficiency levels when English is not their first language. This leads to questions about the feasibility of ESP when learners have low levels of English. At PAAET, as soon as they are accepted into their programs, students are all advised to take a placement test: the pass mark for diploma students is 60% and the pass mark for Bachelors students is 80%. Those who do not attend the placement test are automatically registered in the non-credit, remedial English course. However, they can be exempted from that course if they can provide an IELTS score of 4.5 for diploma students and 5.5 for Bachelors students (or the equivalent in a number of English proficiency tests). Evans and Green's (2007) study in a Hong Kong university and Gaffas' (2019) study in a Saudi university both found that learners with low proficiencies have difficulty in more advanced EAP/ESP courses since they struggle with vocabulary, reading texts in their disciplines, and writing. Another important finding was that "The ELP [preparatory] courses were not found to have much impact on students' language improvement in the four skills [...] They encountered problems in speaking English, resulting in reticence to participate in class discussions, even when they had adequate subject-matter knowledge" (Gaffas 2019, p.11). Green (2020, p.42) also describes the situation in the "Gulf Cooperation Council nations, where students enter undergraduate studies with markedly lower English language proficiencies than their counterparts in the UK." These studies are relevant to the CBS ESP classroom, since the ESP learners interviewed from the college and the ones in the classes observed displayed both low proficiency and low participation and engagement in the classroom, unlike the learners in the other colleges. The ESP textbooks used at CBS were beginner to pre-intermediate, although the learners are expected to be at a higher proficiency level by the time they are taking the ESP courses.

9.2.2 ESP teacher competence

This section will focus on the kind of competences ESP teachers need, starting with general teacher competences, followed by language teacher competences and ending with ESP teacher competences. It will also discuss the consequences of not having the competences in each of the sub-sections, mostly focusing on the idea that teachers cannot develop their understandings if they do not have explicit theoretical understandings of literacies and literacy practices. A tacit

knowledge of literacies and literacy practices does not allow teacher to deepen their understandings through research and reflective practice as an example. Therefore, the section will also include an argument for explicit theoretical understandings of AL and PL by ESP teachers. It will discuss tacit understandings of literacies and their limitations vs. explicit understanding of literacies and their possibilities as well as how limited intellectual tools to perceive ways of supporting learner to acquire literacies leads to consequences like lack of training in communicative practices.

Mulder (2001) defines competence as the abilities or capabilities of teachers while a competency is a specific part of competence. Spencer & Spencer (1993) also describe performance as not observable but apparent in an individual's performance in a specific context. Roelofs & Sanders (2007, p.134) present a framework for assessing teacher competence based on the idea that teacher competence is reflected in the outcome of their actions, most importantly students' learning activities:

Several different elements of teacher competence have been emphasised throughout the history of evaluating teachers: personality traits which help to make a successful teacher; essential knowledge elements involving subject matter content, teacher thinking within a discipline; forms of teacher behaviour which contribute to learning performance; practical knowledge and subjective theories of teachers determining teachers' actions in specific teaching situations, and teaching as promoting powerful learning activities among learners.

The concept of teacher competence is fluid and develops according to new teaching technologies. For example, Ramadhan et al. (2019) argue that part of teacher competence lies in utilizing digital media literacy in education. EFL student teachers also see pedagogic competence and promotion of reflection part of their professional preparation (Agudo 2017). The British Council (2012) [Continuing professional development framework for teachers of ESOL](#) focuses on teacher needs and ways of development at different stages of professional development for ESOL teachers starting from learning the principles of teaching and understanding the context and progressing to becoming an expert advising on policy and practice or an experienced teacher trainer. Another detailed framework for language teachers is the [Cambridge English Teaching Framework](#) by Cambridge Assessment English (2018), which focuses on the range of language teacher abilities in five categories (1. Learning and the Learner; 2. Teaching, Learning and Assessment; 3. Language Ability; 4. Language Knowledge and Awareness; 5. Professional Development and Values).

ESP teacher competency frameworks take things to a more specific level since their areas of teaching require subject-specific competencies as validated by Venakatraman and Prema (2012) for ESP teachers in Engineering Colleges. Alexander et al. (2008, p.2) argue that a competency framework for EAP teachers can be used as a consensus of good practice, a reference document for supporting professional development, self-monitoring, accreditation of teacher portfolios, EAP teacher recruitment and selection, course design for EAP teacher training, as well as profiling the profession within higher education institutions.

At PAAET, most of the ESP teachers did not receive ESP teacher training, and this has been noted in other ESP contexts, too such as Taiwan (Chen 2000). Harwood and Petric (2011) also agree with this view and emphasize that a discussion of ESP training has been neglected. The challenges the ESP teacher sample interviewed expressed are also not restricted to the context of the institution. For example, a study by Bayram & Canaran (2020) identifies non-native ESP teachers' perceived professional development needs in regard to their competences, and the majority of the findings overlap with the findings of this study. First, when it came to teaching, the teachers at the different colleges agreed that they could teach ESP through their personal efforts to develop the competences required. This is echoed in Bayram & Canaran (2020, p.1657) where the teachers talked about their ability to "transfer their skills in EGP to the teaching of ESP when they have got a personal interest in the subject that they teach", and who said that they benefited from student feedback to improve their course content and teaching. However, like the PAAET ESP teachers, they struggled to collaborate with faculty to increase their content knowledge and adjust their courses based on faculty feedback (Bayram & Canaran 2020). This study also encourages collaboration within the language teaching department itself since that will provide consistent communication which helps teacher in dealing with any insecurities regarding their ESP courses and experiences with support from peers, such as the case with CBS ESP teachers (Bayram & Canaran 2020).

There were no explicit barriers in grasping the concept of literacies among the teacher and learner participants in the study. In fact, most had an implicit understanding that was reflected in their teaching/learning as well as their discussions in the interviews. These implicit views of literacies as a situated social practice depended on their understanding of the target situation needs. In terms of the conceptualizations of literacies translating into ESP teaching and learning at PAAET, ESP teachers and learners who are most familiar with the academic

and professional target situations are also the ones with a clearer understanding of the required literacy practices.

Literacy requires subject knowledge, and ESP teachers usually lack the literacies they are hoping their learners will acquire. Green (2020) refers to this as an 'insider-outsider' problem, and this problem makes it difficult for ESP teachers to represent the literacy practices their learners need in an accurate and wholesome way. Anthony (2007) proposed ways in which ESP teachers can develop their knowledge of the disciplinary field through a "teacher as student" approach in order to develop their ESP courses, and this is something that was present in the interviews and observations of CNS, CHS, and CTS teachers. This led them to a better understanding of their learners' needs, which then informed them to better decisions about material selection. As in Soroka (2019) ESP teachers considered workplace tours, the internet (for researching disciplinary topics) and training courses to be most beneficial of addressing learners' needs. Consequently, their views also encompass pedagogic multimodality, through using a range of tools and materials which also help in exposing the learners to the target language in context, which is a gap that ESP teachers face because of their workload and the challenges they face in addressing learner needs and course content (Belcher 2006). ESP teachers who were familiar with the context of the target situations moved beyond limiting learners to conventional printed materials and were more multimodal in the classroom by using projectors, showing videos, and allowing the use of mobile phones to access information and complete tasks (Lankshear & Knobel 2011).

In CNS, CHS, and CTS, teachers and learners see the importance of using available resources and technological tools to benefit the learners in acquiring language skills in their discipline and supported communicating meaning through different modes of meaning beyond just reading and writing such as oral, visual, gestural, tactile, and spatial (Kalantzis & Cope 2012). Examples of this were the non-verbal communication training at CNS, which included body language and ways of touching patients, and the health and safety training at CTS, which included signs and gestures. ESP teachers at these colleges also made an effort to present their learners with texts from their future workplace. According to Green (2020, p.46), "numerous studies indicate that textual interactions, in which a student interacts with an encoded text as a reader, listener, speaker or writer, or a combination of these roles, are critical to the construction of academic literacies." Green (2020) discusses the impact of interpersonal interactions learners engage in whether it was discussing class content or completing tasks

in a group in constructing literacies. This was present in the observed ESP classes at CNS, CHS, and CTS through materials, discussions, and the implementation of pedagogic multimodality and multiliteracies to complete tasks in the classroom.

While all four colleges could benefit from assessing their approach to literacies, CBS needed this the most since there was a lack of understanding of literacy practices. There are a number of ways to help literacies transition from notions to teaching practice and learning. A needs analysis study involving the opinions of all stakeholders could help in shaping teacher and learner perceptions in the college. Research by ESP teachers could also help in designing a curriculum that is tailored to the learners' needs such as Zhang's (2007) tripartite framework to include business studies, business practice, and business discourse in order to promote learner success in mastering the literacy practices they need for their professional target situation. Another approach is assessing and developing academic literacies through an evaluation by an expert (possibly external) department in order to test literacy levels and provide insight on course design and teaching (Weidman 2003). All these approaches in moving from notions of literacies to practice depends greatly on knowledge of learner needs and the needs of the professional target situation since it is what determines how to tailor courses to learner needs.

9.2.3 Educational cultures and their role in supporting literacies

This section will discuss the role of the higher educational institute as well as its colleges and disciplinary departments in creating educational cultures that support literacy acquisition. This includes implementing policies like EMI and dress codes, encouraging learners to develop as members of their discourse communities, and organizing and promoting programs and activities that familiarize the learners with the context of their future workplace such as practical training programs and trips to the future workplace.

Based on the mission of the LC at PAAET, the teachers at the ELUs of the colleges are providing students with GE or "Vocational English", which is more EOP than EAP. This is part of the reason the ESP teachers focused more on professional literacies and the professional target situation. Colleges seem to be working independently of each other even though the ELUs exist under the umbrella of the LC, which explains why AL and PL are supported differently in

the colleges where the professional target situation is clear. While the part of the LC's role described on the website states that it aims to support students "to achieve their academic goals", in most cases, PL are supported more than AL because of the lack of EMI in disciplinary courses and lack of collaborations with disciplinary departments and future workplaces. Furthermore, plagiarism and cheating policies and their consequences are not clear to teachers and learners and are not being dealt with in a standardized manner. These ambiguities are echoed by Polio and Shi (2012) in reporting that many teachers and learners face problems defining what constitutes a plagiarized text, and this confusion is present in PAAET regardless of the existing policy and the importance of incorporating and referencing external texts as an academic and professional skill. Consequently, this could affect professionalism in the workplace or conduct of learners if they wish to pursue further studies, as some have expressed. This is probably due to a lack of supervision and monitoring which is passed down from top of the educational hierarchy in the country.

In terms of the conceptualizations of literacies, the institute itself tacitly supports the concept of academic and professional literacies as a situated, communicative social practice. Although this is not clearly stated, the situation at PAAET is of a tacit understanding informing practice. Students are taught how to communicate with their peers and instructors as well as with individuals they would interact with in their future workplace. The institute also has mandatory practical training courses for learners in all the colleges except CBS. Even though the ESP teachers are not trained in ESP and might not be explicitly familiar with the concept of academic and professional literacies, they seem to have an implicit view of literacies as a situated, communicative social practice. Anderson and Hounsell (2007) presented a relational view of how domain knowledge is a result of a dynamic relationship with the disciplinary practices contributing to its creation, interpretation and use. This was seen through the ESP teachers' constant reference to the context of the workplace and relating tasks to the learners' future workplace in their teaching as well as the fact that the future workplace place a role in deciding the disciplinary content of the ESP course. As for the learners, most have expressed a social practice view of literacies, like their teachers, and some also focused on the importance of writing and grammar which seems to be presenting a functional view since it enables students to communicate in their professional communities. There is a harmony in the conceptualizations of literacy across the stakeholders at PAAET; however, the only college that did not fit in this dynamic is CBS.

9.2.4 Awareness of literacies and its effect on learner engagement

This section argues that learner engagement in the ESP classroom is affected by their knowledge of their target context as well as their awareness of the literacy practices they need to become successful in that context. Shen et al. (2020) explain that willingness to communicate in the classroom is affected by L2 learners' image of their future L2 self based on internal and contextual influences. They explain that "if learners' own ideal language goals differ from or even conflict with what they are expected by others, they are likely less motivated to put effort into their learning" (Shen et al. 2020, p.731). This related to the idea of ESP learners having L2 goals related to their future professional contexts and that these goals affect their engagement in the ESP classroom. Hyland (2015, p.34) explains, "To work in a discipline, then, we need to be able to engage in these practices and, in particular, in its discourses". Gee's (2015) distinction between a person's primary Discourse where intimate face to face communication occurs within a person's immediate group, and secondary Discourse, or a way of being in the world as an identifiable member of social groups or networks, is one way of explaining the importance of academic and professional literacies. The broader educational culture at PAAET supports this concept through occupational fairs, visits from past graduates and current employees in the target workplace, and conferences concerning the disciplines of the college.

Hyland (2012) also explains that using language to communicate is usually directed towards members of our social groups, and each social group has its own conventions and ways of doing things that contribute to the members' identity. This idea also supports Gee's (2015) secondary Discourse, where literacy practices are a way of identifying as part of a social community. Genre also includes a community's ways of knowing, being and acting and how members of a community collaborate to get things done, and this includes ways in which individuals who are new to the community learn to place themselves in a community's genre in terms of activities and systems (Bawarshi & Reiff 2010). According to Swales (1990, p.9), genre are "communicative events which typically possess features of stability, name recognition and so on" including spoken and written communication (or a combination of both) and "encoding and decoding procedures as moderated by genre-related aspects of text-role and text-environment." At PAAET, the colleges with a clear professional target situation creates conditions which shape learners' identities as members of their future profession even while they are still at college through practical training courses, trips to the target workplace before the practical training courses, and a professional dress code (nurse scrubs, laboratory coats, boiler suits). They also

have mandatory practical training courses where the learners are immersed in the context of their future workplaces and engage as a member of their social community. These kind of educational and disciplinary cultures provide plenty of opportunities for learners to engage in communicative events with members of their disciplinary communities and acquire the ways of their discourse community as a result of being part of these cultures.

Learner motivation is a major factor in the learning process, and learner engagement is a key influencer in the language classroom (Gardner & Lambert, 1972; Kennedy 1980). Because ESP courses are tailored towards learners' needs, ESP learners could have higher motivational levels than GE learners although sometimes the course is well-designed but learners are not motivated to learn (Robinson, 1980; Swales 1985; Hutchinson & Waters, 1987; Brown, 2007). Therefore, learner engagement in ESP is affected by their knowledge of their target context, and their belief that the ESP courses will help them reach their goals and develop their disciplinary identities. This supports the situation at PAAET where learners' engagement was higher in the ESP classrooms of CNS, CTS, and CHS, since they had the knowledge of why they needed the ESP courses and were aware that the ESP courses could help them reach their learning goals. In contrast, there was low learner engagement in the ESP classrooms of CBS, where learners were less aware of the language needs of their target situation. Other factors affecting learning engagement discussed in other sections of this chapter include language proficiency, learning background, and the quality of the learning materials. As discussed earlier in 9.2.1, one of the factors obstructing the success of ESP is learners' learning background not facilitating learner-centeredness and autonomy, hindering their acquisition of analytical skills and task-based approaches that are common in ESP courses (Al-Nouh 2008, Al-Rubaie 2010, Al-Nwaiem, 2012). Nunan (2006) explains that learners who spent years learning through a traditional approach could be skeptical of communicative approaches in language learning, and that might affect their motivation and engagement in the ESP classroom.

9.2.5 Transferability of literacies from one context to another

This section will discuss factors that hinder and support the transferability of literacies from the academic context to the workplace. PAAET generally aims to prepare their students for their target situations and thus the transferability of literacies from the academic context to the context of their professional target situation becomes an important part of the educational culture in the institutes.

PAAET and its educational culture promotes the acquisition and transferability of literacy practices through facilitating familiarity with the context of the future workplace and providing opportunities for the practice of communication skills both inside and outside its classrooms. PAAET provides learners with a healthy disciplinary culture in most colleges and does this by providing learners with immersion in their disciplinary practices, which is also referred to as academic socialization (Ganobcsik-Williams 2006, p.3). As mentioned in the previous section, aside from CBS, learners in PAAET's colleges had a clear idea of what is expected from them in their future workplaces and have already started developing their disciplinary identities as members of their discourse communities. The teacher and learner interviews that reveal a number of factors that facilitate the transferability of literacy practices from the academic context to the professional context at PAAET and similar institutes.

The first factor facilitating transferability at PAAET's colleges is that learners are provided with the equipment and machines they will encounter in their future workplace. For example, the Mechanical Engineering students talked about taking apart and putting together engines and then coming across those same engines in their practical training. The student paramedics at CHS also talked about being trained to use the equipment in the ambulance. This also extends to the texts of the discipline that they are expected to encounter such as laboratory reports for CHS students, presentations for CTS students training for work in the oil sector, and patient reports for CNS students. These approaches have been supported by research suggesting that the transfer of writing skills can occur if the EAP tasks are similar to those of the target situation (Leki & Carson, 1994, 1997; Storch & Tapper, 2009; Counsell, 2011). In a study investigating student perceptions of the effectiveness of the English courses at CTS, Aldaihani et al. (2015) explain that learners pointed out that the learning experience could take the students to higher cognitive skills like analysis and synthesis as well as more focus on reading charts, tables, and writing technical reports. This could still apply to the current situation of the ESP courses in order to further encourage the transferability of such skills to the learners' future workplace.

Another factor that works in the favor of transferability of literacy practices is EMI. Since the professional target situations in three out of the four colleges in this study depend on the English language more than Arabic in terms of communicating in the workplace, EMI would provide more opportunities for learners to practice their communication skills. While teachers usually express negative attitudes towards using Arabic in their classrooms, PAAET's English

teachers have indicated that they use Arabic in their classroom for managing their classes as well as a teaching tool (Al Rabah et al. 2016). This was reaffirmed by the teacher interviews and classroom observations in this study regardless of their knowledge that the content and assessment of the disciplinary courses as well as most of the communication in the workplace were in English. Therefore, the EMI situation at PAAET is similar to that in the context of a study in a Saudi university, where Gaffas (2019) explains:

There was evidence from both interviews and focus group discussions that English as a medium of instruction was not actively employed and that subject-matter lecturers tended to focus less attention on the quality of students' English ability. This is perhaps not surprising, because the use of L1 (Arabic) or code switching from L1 to L2 (English) results from lecturers' awareness of students' low level of English proficiency. Students claimed that they do not use English, only memorising technical content in English and switching to their L1 (Arabic) when participating in class discussions. Arabic was used to answer lecturers' questions, despite the content being in English.

Most learner participants in this study reacted positively to the implementation of EMI across their programs, since they believed it would be useful in helping them communicate in the workplace. They explained that their professional target situations are multicultural contexts and that they need to be able to communicate in English (both verbally and textually) and understand the social practices of their community to be able to succeed as members of their discourse community. When the ESP teachers and learners are familiar with the target professional context and community, and the educational institute supports their membership in this discourse community through its disciplinary culture, the literacy practices the learners master for their workplace are transferred from the academic context in a more feasible way.

Chapter 10 Conclusion

In this final chapter, I present the implications the findings of the study provide for views of literacy, teaching and course design, teacher education, and institutional policy. I also make recommendations for future research and make personal reflection on how this study has contributed to the field.

Firstly, the findings suggest that literacies should always be viewed as a plural, dynamic and multimodal concept that is unlimited and flexible to embrace a number of dynamic changes as more and more modes of meaning are introduced and developed within our social practices. This view should extend to literacy instruction in order to be more inclusive in ways like including multiliteracies and multi-modality like moving from paper to screen. ESP teachers should also be trained in literacy instruction in order to not be limited by tacit knowledge and have the choice to pursue the possibilities when knowledge of literacy practices and instruction is explicit.

Secondly, the study indicates that ESP teacher and learner perceptions of literacy practices are context-derived, transferrable from one context to another, and include communication and social norms of the discourse community. Therefore, higher education institutions should consider ways in which academic and professional literacies can be embedded in the curriculum, and immersion through practical training courses in the target situation seems to be a successful way of doing so. Students who acquire a wide range of academic skills in educational settings but are not trained in using these skills in terms of their discipline struggle to make ends meet in their target situations. Learners who participated in this study also indicated that learners who are aware of the literacy practices they need for their target situations engage more willingly in their ESP courses. The focus of language centers, study skills centers, or writing centers that offer EAP and ESP courses is to embrace a view that combines both a situated social practices view of literacies and opportunities to apply the literacy knowledge they acquire in order for students to truly benefit from their acquisition. The idea of specificity also plays a role in terms of training learners in academic and professional literacies that are relevant and embedded in their disciplines.

Thirdly, ESP teachers' perceptions of these literacy practices shaped their pedagogical choices, and limitations in understanding of situated literacy practices were obstacles to the ESP teachers' ability to develop their ESP courses. ESP teachers are expected to be familiar with both academic and professional literacies. However, while they have access to what the learners need in terms of academic literacies, they may know less about learners' required professional literacies. The teachers would not have much awareness of the nature of the students' work since they come from a language teaching background and are not required to familiarize themselves with their learners' future workplaces. The great number of specializations means there is a large number of future workplaces for the teachers to familiarize themselves with. Therefore, while professional literacies are extremely relevant to the knowledge ESP teachers should have for ESP courses similar to those in the context of this study, their familiarity with academic literacies is expected to be better established. Therefore, ESP teacher training should include ways in which ESP teachers can explicitly search for and familiarize themselves with their learners' target situations.

Fourthly, in terms of ESP teaching and course design, teaching literacy in formal education settings through ESP or study skills courses, especially since everyday contexts provide a variety of literacy demands, could be challenging for teachers who are not familiar with the subject knowledge of their learners' discipline. ESP teacher and learner understandings of the learners' future professional contexts played a significant role in learner engagement in the ESP classroom. A teacher-learner collaboration would be beneficial since the learners' familiarity with their needed professional literacies is probably better established since they engage with their disciplinary departments. Consequently, this makes involving ESP students as stakeholders in discussions revolving around ESP programs beneficial to both ESP teachers and researchers. ESP teachers could also be trained in applying an academic and professional literacies approach to ESP programs. This could entail ethnographic research of the workplace and/or target situation of the ESP learners in order to enhance and increase the specificity of ESP teachers' curriculum development, materials design, and practices in the classroom. Developing academic and professional literacies teaching practices in ESP could open doors for improving the teacher/learner ESP experience in

different ways. For instance, goals of academic and professional literacies could provide focus when it comes to authentic tasks and constructing knowledge for a specific target situation. ESP practitioners are more likely to succeed with more awareness by setting literacy practices goals derived from observing the social practices of their learners' target situation.

It must be noted that the study took place at only one vocational institute in Kuwait. Therefore, further similar studies are recommended to be carried out at different public and private higher educational institutions outside of Kuwait possibly with a bigger sample size. Further research into ESP teacher and learner collaborations in ESP course design and literacy instruction would also be beneficial to the field.

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Appendices

Appendix 1: Course Outline Information

College/Institute: College of Technological Studies

Scientific Department: English Language Unit

Program: Diploma

Course Name: English 2

Course Number: 0430170

Credits: 3

Hours/Week: Theoretical Hrs: 5

Pre-requisite(s): 0430101

Course Developing Team

Dr. Abdullah Al Enzi

Mr. Amer Al Soyan

Ms. Aicha Al Faraj

Type of Instruction

Classroom Presentation, 5hrs/week

Target Population

Students at the College of Technological Studies

Description

An upper-intermediate ESP course that aims to build on existing knowledge of vocabulary and grammar and to expand students' writing skills

Goals

- Equip students with vocabulary needed for target situations
- Acquisition of technical writing competencies
- Reading, analyzing and responding to technical materials

Student Textbooks

Oxford English for Careers: Technology 1 Student's Book

Student References

Oxford Wordpower Dictionary (optional)

Student Supplies

NA

Exit Learning Outcomes**Program Outcomes**

- Respond critically to a range of technical printed and electronic materials
- Write for specific situations in relation to target situations
- Use goal-specific language

General Education Outcomes

- Demonstrate understanding of a range of printed and electronic materials
- Maximize silent and oral reading fluency
- Use grammar rules
- Core Abilities
- To think critically
- Communicate effectively
- External Standards
- Basic writing
- Good communication skills
- Work cooperatively with diverse populations

List of Competencies

- Knowledge of general English and topic of specialization
- Comprehension of facts and ideas presented in reading materials
- Application of acquired knowledge to problem solving

- Analysis of given information to make comparisons, classifications, and support decisions and generalizations

List of learning objectives for every competency

Competency 1: Knowledge Learning Objectives

- Recalling facts, terms, basic concepts and answers
- Relating knowledge of English to major technological concepts
- Exhibit language skills in relation to authentic situations

Competency 2: Comprehension Learning Objectives

- Make comparisons between different types of technology
- Demonstrate understanding of facts and ideas by organizing vocabulary into word groups
- Interpreting charts and diagrams to explain differences and processes
- Classifying terminology into different parts of speech

Competency 3: Application Learning Objectives

- Developing opinions in relation to problem-solving in technology
- Utilize language and subject knowledge to propose solutions in technology

Competency 4: Analysis Learning Objectives

- Categorizing and listing different parts of technical materials
- Finding evidence and drawing conclusions in terms of technical printed and electronic materials

Assessment Strategy

Assessment Strategy	Percentage
Attendance & participation	10%
Quizzes	10%
Assignments	10%
Midterm	30%
Final	40%

Course Revision History

Revised by:

Spring 2015/16

Mr. Mohammed Sayyar

Ms. Jenan Al Refaie

Spring 2016/2017

Mr. Zeyad Boarki

Mr. Mohammed Al Abdulrazzag

Fall 2016/2017

Ms. Aicha Al Faraj

Dr. Abdullah Al Enzi

Appendix 2: Observation Form



Participant Observation Form

Participant(s): College:

Lesson: Date:

Length of Lesson: Class size:


Lesson aims:	
Target models:	
Materials and Resources:	

Observation Notes

Time	Interaction	Teacher Procedure and Learner Activity

Appendix 3: PAAET Gatekeeping Document

THE PUBLIC AUTHORITY
FOR APPLIED EDUCATION & TRAINING



الهيئة العامة
للتعليم التطبيقي والتدريب

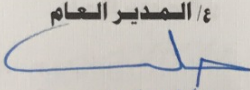
المرجع :
التاريخ : ٢٢ / ٢ / ٢٠١٨
الموافق :


شهادة لمن يهمه الأمر

تشهد الهيئة العامة للتعليم التطبيقي والتدريب بأن السيدة / عائشة وليد الفرج موفدة في بعثة دراسية للحصول على درجة الدكتوراه في تخصص English Education/Esp من جامعة ليدز بالمملكة المتحدة اعتباراً من ١٠/١/٢٠١٧ ولمدة أربع سنوات .

وقد أعطيت لها هذه الشهادة - بناء على طلبها لتقديمها لمن يهمه الأمر. لتسهيل مهمة المبعوثه في جمع البيانات المتعلقة بالبحث العلمي لدرجة الدكتوراه . دون أدنى مسئولية على الهيئة فيما يتعلق بحقوق الغير ، علماً بأن صلاحية هذه الشهادة ثلاثة شهور فقط من تاريخه .

ع / المدير العام


 جنان محمد القحوي
 مديرة إدارة
 البعثات والعلاقات الثقافية



ص ب ٢٣١٦٧ الصفاة (13092) الكويت بدالة ٢٢٥٦٤٩٦٠ فاكس ٢٢٥٢٨٩١٥

P.o. Box. 23167 SAFAT (13092) KUWAIT - Tel. 22564960 Fax 22528915

Appendix 4: Information Sheet & Consent Forms

School of Education



UNIVERSITY OF LEEDS

Participant Information Sheet

1. Research project title

Teacher and Learner Perceptions of Academic Literacies in ESP at PAAET, Kuwait

2. Invitation

You are being invited to take part in this research project. Before you do so, it is important that you understand why the research is being done and what it will involve. Please take time to read the following information carefully and discuss it with others if you wish. Ask me if there is anything that is not clear or if you would like more information. Take time to decide whether or not you wish to take part. Thank you for reading this.

3. Purpose of the study

The study is designed to explore ESP (English for Specific Purposes) teachers' perceptions of academic tasks for language teaching and what teacher knowledge and classroom practices are important to support effective language teaching. The extent to which the teachers' perceptions influence their classroom practices as well as the challenges teachers encounter in teaching English will also be investigated.

4. Why have I been chosen?

As a teacher at one of PAAET's English Language Units, you have knowledge about language teaching in the institution and its classrooms that is useful to the research project.

5. Do I have to take part?

It is up to you to decide whether or not to take part. If you do decide to take part you will be able to keep a copy of this information sheet and you should indicate your agreement to the consent form. You can still withdraw during the one-week period of data collection allotted. You do not have to give a reason.

6. What will I be asked to do if I take part?

You will be asked to take part in two audio-recorded interviews (approximately 30 minutes each) and 3-4 classroom observations during your workweek. One of the interviews will be conducted before the observations, and the second one will be conducted after. Please answer the interview questions as best you can and agree to classroom observations. There are no other commitments associated with participating.

7. What are the possible disadvantages and risks of taking part?

Participating in the research is not anticipated to cause you any disadvantages or discomfort other than giving up your time for the interviews.

<i>Project title</i>	<i>Document type</i>	<i>Version #</i>	<i>Date</i>
Teacher and Learner Perceptions of Academic Literacies in ESP at PAAET, Kuwait	Participant Information Sheet & Consent Form	1	12/03/2018



8. What are the possible benefits of taking part?

I hope the experiences in taking part in this research project will allow you to reflect on your language teaching journey and the challenges you face in the institution. Results will be shared with participants in order to inform their professional work.

9. What if something goes wrong?

If you have any complaints about the project in the first instance you can contact the researcher. If you feel your complaint has not been handled to your satisfaction you can contact the researcher's supervisors (contacts below).

10. Will my taking part in this project be kept confidential?

All the information that I collect about you during the course of the research will be kept strictly confidential. You will not be identifiable in any reports or publications. Any data collected about you in the interviews and observations will be stored in a form protected by passwords and other relevant security processes and technologies.

11. Will I be recorded, and how will the recorded media be used?

Your consent includes agreeing to your interviews being recorded and transcribed for data analysis purposes. However, all data will be anonymised and stored on a secure drive.

12. What type of information will be sought from me and why is the collection of this information relevant for achieving the research project's objective?

The interview questions will ask you about your views on ESP language teaching and your classroom practices. Your views and experiences are what the research project is aiming to explore.

13. What will happen to the results of the research project?

Results of the research will be submitted in a PhD thesis with the possibility of publication. You will not be identified in any report or publication. If you wish to be given a copy of any reports resulting from the research, please ask to be put on the circulation list.

14. Who is organising and funding the research?

The research is organised by the researcher and funded by PAAET.

15. Who has ethically reviewed the project?

The project has been ethically reviewed by the University of Leeds and PAAET.

<i>Project title</i>	<i>Document type</i>	<i>Version #</i>	<i>Date</i>
Teacher and Learner Perceptions of Academic Literacies in ESP at PAAET, Kuwait	Participant Information Sheet & Consent Form	1	12/03/2018

School of Education

**UNIVERSITY OF LEEDS****16. Contact for further information**

Aicha Al Faraj, School of Education, University of Leeds, UK. Tel:
+44(0)7380656222, e-mail: ed13awaf@leeds.ac.uk

Dr. Simon Green, School of Education, University of Leeds, UK. Tel:
+44(0)1133434537, e-mail: s.j.m.green@leeds.ac.uk

Professor Simon Borg, School of Education, University of Leeds, UK. E-mail:
s.borg@education.leeds.ac.uk

<i>Project title</i>	<i>Document type</i>	<i>Version #</i>	<i>Date</i>
Teacher and Learner Perceptions of Academic Literacies in ESP at PAAET, Kuwait	Participant Information Sheet & Consent Form	1	12/03/2018



Consent to take part in Teacher and Learner Perceptions of Academic Literacies in ESP at PAAET, Kuwait

	Add your initials next to the statements you agree with
I confirm that I have read and understand the information sheet explaining the above research project and I have had the opportunity to ask questions about the project.	
I understand that relevant sections of the data collected during the study, may be looked at by auditors from the University of Leeds or from regulatory authorities where it is relevant to my taking part in this research. I give permission for these individuals to have access to my records.	
I agree to take part in the above research project and will inform the lead researcher should my contact details change during the project and, if necessary, afterwards.	

Name of participant	
Participant's signature	
Date	
Name of lead researcher	Aicha Al Faraj
Signature	
Date	

<i>Project title</i>	<i>Document type</i>	<i>Version #</i>	<i>Date</i>
Teacher and Learner Perceptions of Academic Literacies in ESP at PAAET, Kuwait	Participant Information Sheet & Consent Form	1	12/03/2018



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1. Research project title

Teacher and Learner Perceptions of Academic Literacies in ESP at PAAET, Kuwait

2. Invitation

You are being invited to take part in this research project. Before you do so, it is important you understand why the research is being done and what it will involve.

Please take time to read the following information carefully and discuss it with others if you wish. Ask us if there is anything that is not clear or if you would like more information. Take time to decide whether or not you wish to take part. Thank you for reading this.

3. Purpose of the study

The study aims to look into ESP (English for Specific Purposes) learners' perceptions of academic tasks and the practices that are important to support effective language learning for their target situations. The challenges students encounter in learning English will also be investigated.

4. Why have I been chosen?

As a student at one of PAAET's English Language Units, you have knowledge about language learning in the institution and its classrooms that is useful to the research project.

5. Do I have to take part?

It is up to you to decide whether or not to take part. If you do decide to take part you will be able to keep a copy of this information sheet and you should indicate your agreement to the consent form. You can still withdraw during the one-week period of data collection allotted. You do not have to give a reason.

6. What will I be asked to do if I take part?

You will be asked to take part in two audio-recorded interviews (approximately 30 minutes each). One of the interviews will be conducted before the observations, and the second one will be conducted after. I will also ask your teacher to visit your class 3-4 times a week. Please answer the interview questions as best you can and agree to classroom observations. There are no other commitments associated with participating.

7. What are the possible disadvantages and risks of taking part?

Participating in the research is not anticipated to cause you any disadvantages or discomfort other than giving up your time for the interviews.

<i>Project title</i>	<i>Document type</i>	<i>Version #</i>	<i>Date</i>
Teacher and Learner Perceptions of Academic Literacies in ESP at PAAET, Kuwait	Participant Information Sheet & Consent Form	1	12/03/2018



8. What are the possible benefits of taking part?

I hope the experiences in taking part in this research project will allow you to think about your language learning journey and the challenges you face at PAAET. Results will be shared with you in order to provide you with information that could benefit you in your studies and future workplace.

9. What if something goes wrong?

If you have any complaints about the project in the first instance you can contact the researcher. If you feel your complaint has not been handled to your satisfaction you can contact the researcher's supervisors (contacts below).

10. Will my taking part in this project be kept confidential?

All the information that I collect about you during the course of the research will be kept strictly confidential. You will not be identifiable in any reports or publications. Any data collected about you in the interviews and observations will be stored in a form protected by passwords and other relevant security processes and technologies.

11. Will I be recorded, and how will the recorded media be used?

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12. What type of information will be sought from me and why is the collection of this information relevant for achieving the research project's objective?

The interview questions will ask you about your view on ESP language learning and your classroom behavior. Your views and experiences are what the research project is aiming to explore.

13. What will happen to the results of the research project?

Results of the research will be submitted in a PhD thesis with possibility of publication. You will not be identified in any report or publication. If you wish to be given a copy of any reports resulting from the research, please ask to be put on the circulation list.

14. Who is organising and funding the research?

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<i>Project title</i>	<i>Document type</i>	<i>Version #</i>	<i>Date</i>
Teacher and Learner Perceptions of Academic Literacies in ESP at PAAET, Kuwait	Participant Information Sheet & Consent Form	1	12/03/2018

School of Education

**UNIVERSITY OF LEEDS****16. Contact for further information**

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+44(0)7380656222, email: ed13awaf@leeds.ac.uk

Dr. Simon Green, School of Education, University of Leeds, UK. Tel:
+44(0)1133434537, e-mail: s.j.m.green@leeds.ac.uk

Professor Simon Borg, School of Education, University of Leeds, UK. E-mail:
s.borg@education.leeds.ac.uk

<i>Project title</i>	<i>Document type</i>	<i>Version #</i>	<i>Date</i>
Teacher and Learner Perceptions of Academic Literacies in ESP at PAAET, Kuwait	Participant Information Sheet & Consent Form	1	12/03/2018



Consent to take part in Teacher and Learner Perceptions of Academic Literacies in ESP at PAAET, Kuwait

	Add your initials next to the statements you agree with
I confirm that I have read and understand the information sheet explaining the above research project and I have had the opportunity to ask questions about the project.	
I understand that relevant sections of the data collected during the study, may be looked at by auditors from the University of Leeds or from regulatory authorities where it is relevant to my taking part in this research. I give permission for these individuals to have access to my records.	
I agree to take part in the above research project and will inform the lead researcher should my contact details change during the project and, if necessary, afterwards.	

Name of participant	
Participant's signature	
Date	
Name of lead researcher	Aicha Al Faraj
Signature	
Date	

<i>Project title</i>	<i>Document type</i>	<i>Version #</i>	<i>Date</i>
Teacher and Learner Perceptions of Academic Literacies in ESP at PAAET, Kuwait	Participant Information Sheet & Consent Form	1	12/03/2018

Appendix 5: Coding Charts

Preliminary coding index for teachers		
Initial themes	Initial categories	RQ(s)
Perceptions of AL	AL as something that has a foundation and is expandable	1
	Genre	
	Understanding to involve students in their AL development	
	Reading & writing should enable each other	
	Higher cognitive thinking	
	Ability to synthesize and be critical in an evidence-based way	
	Autonomous application of strategies	
	Contextual	
	Includes extended discourse (not limited to level of word/sentence)	
	Real life tools are essential (mobile phones)	
	Includes understanding when to use a strategy	
	Requires practice	
Influencing factors of perceptions of AL	Movement from EOP to more academic	1
	Not from a TESOL/Applied Linguistics background	
	PD to develop in ESP teaching	
	Needs analysis	
	Feedback from students	
	Cannot cover everything about the field	
	Belief that students should be independent in college	
	Belief that social media is informal while emails are formal	
	Preference that student map themselves	
	Hospital visits	
Activities to promote AL in the classroom	Filling forms, answering phone, nurses' notes	2
	Looking at graphs and synthesizing information through writing	
	Using correct medical terminology	
	Types of bone fractures and when they are critical (age, etc.)	
	Teacher constantly explains what she is doing and why	
	Teacher related activities to target situation	
	Instructional writing and comparative writing	
	Strategies that start with a foundation that is built upon	
	Priming for usage	
	Daily vocabulary that is related to the medical field	
	Note-taking for lectures	
Extent teachers' understandings influence teaching	Perceptions of AL present in activities	2
	Teacher constantly explains what she is doing and why	
	Hospital visits	
	Allowing mobile phone use in class	
	Less writing when EOP	
	Belief that not obliged to fill all gaps of knowledge in the field because it's not her area	

	Use of EMI inside & outside the classroom	
	Use of YouTube links	
Institutional challenges	Bad administrative management	3
	Hiring teachers not from the field	
	No training for teachers	
	Exit exam	
Departmental challenges	Movement from EOP to academic	3
	Administrative problems	
	Ambiguity in serving faculty or workplace	
	Department's reputation	
	Accreditation (increases workload and pressure)	
Classroom challenges	Difficult to prepare for classes	3
	Not familiar with the nursing field	
	Material design	
Institutional policy	Teacher is not aware of rules	3
	No awareness of teacher handbook	
Target situation needs	Research to get promoted	1, 2 & 3
	Understanding faculty textbooks	
	Teacher has good knowledge of workplace	

Refined coding index for teachers			
Themes	Categories	Explanatory account	RQ(s)
Teacher perceptions of AL	<ul style="list-style-type: none"> • Genre • Context • Buildable and expandable • Includes extended discourse • Tools are essential • Requires practice 	AL are dynamic and flexible and develop with real-life tools and practice	1
	<ul style="list-style-type: none"> • Student-led • Higher-cognitive thinking including ability to synthesize • Autonomous application of strategies appropriately 	Students are responsible for defining their AL needs and implementing strategies appropriately through critical thinking	
Factors influencing teacher perceptions of AL	<ul style="list-style-type: none"> • Background • Departmental goals • Professional development 	Teachers' background, training and goals of the ELU directly impact perceptions of AL	1
	<ul style="list-style-type: none"> • Belief that students should be independent in college • Belief that teacher cannot cover everything about the field • Belief that social media is informal while emails are formal 	Teacher beliefs and preferences dictate AL learner responsibilities	

	<ul style="list-style-type: none"> • Preference that student map themselves 		
	<ul style="list-style-type: none"> • Needs analysis • Student feedback • Hospital visits 	Teacher perceptions of AL are also affected by learner feedback and visits to learners' workplace	
Extent teachers' understandings influence teaching	<ul style="list-style-type: none"> • Teacher constantly explains what she is doing and why • Perceptions of AL present in activities • Teacher arranged hospital visit • Strict use of EMI • Allowing mobile phone use in class • Supports learning through YouTube links • Less writing when EOP 	Teacher's understanding of AL is clearly present in her role as a teacher both inside and outside of the classroom	2
Activities to promote AL in the classroom	<ul style="list-style-type: none"> • Filling forms, answering phone, nurses' notes • Looking at graphs and synthesizing information through writing • Teacher uses correct medical terminology • Teacher constantly explains relevance of activity to target situation • Daily vocabulary that is related to medical field that is not found in the materials • Note-taking for lectures 	Teacher is clearly considering AL needs when designing materials and teaching	2
Institutional challenges	<ul style="list-style-type: none"> • Bad administrative management • Hiring teachers not from the field • No training for teachers • Exit exam 	The history of the bad administrative ELU at the College of Nursing as well as the lack of training of ESP teachers who are not from a teaching background are challenges for the teachers in the college's ELU to move forward.	3
Departmental challenges	<ul style="list-style-type: none"> • Ambiguity in serving faculty or workplace • Movement from EOP to academic • Accreditation (increases workload and pressure) 	The ambiguity in serving faculty or workplace increased after moving from EOP to more academic and is being clarified through the accreditation process	3

		regardless of an increase in workload.	
Classroom challenges	<ul style="list-style-type: none"> • Not familiar with the nursing field • Difficult to prepare for classes 	The teacher is not confident in knowledge of the learners' field of specialization, making it more difficult to prepare/design materials.	
Institutional policy	<ul style="list-style-type: none"> • Teacher is not aware of rules or handbook 	Teachers not being aware of PAAET's policy means they cannot pass rules to the learners.	
Target situation needs	<ul style="list-style-type: none"> • Teacher has good knowledge of workplace • Research to get promoted • Understanding faculty textbooks 	Teacher's understanding of AL needs for target situation plays a major role	1, 2 & 3

Appendix 6: Training Plan

Training Plan	Date
White Rose Social Sciences Doctoral Training Program Welcome Event	23/10/2017
ESSL Starting Yr Res Degree/induction (4 hours)	25/10/2017
EDUC5060M Getting Started: Research Questions & Approaches in Education	Semester 1 (Fall 2017)
EDUC5061M Philosophical underpinning of educational research	Semester 1 (Fall 2017)
EDUC5062M Qualitative Data: Processes of collection, interpretation & analysis	Semester 1 (Fall 2017)
PGR Seminar (bimonthly at Coach House)	Semester 1 & 2 (Fall/Spring 2017/18)
LEAP Literature Searching PGRS (Researcher@Library)	06/12/2017
Ethics & Ethical Review (ODPL)	06/02/2018
Word for Thesis Part 1 (IT Training)	26/02/2018
Word for Thesis Part 2 (IT Training)	15/03/2018
Preparing for your Transfer (ODPL)	27/03/2018
NVIVO Part 1 (IT Training)	20/06/2018
NVIVO Part 2 (IT Training)	10/07/2018

Appendix 7: Ethical Approval

The Secretariat
University of Leeds
Leeds, LS2 9JT
Tel: 0113 343 4873
Email: ResearchEthics@leeds.ac.uk



UNIVERSITY OF LEEDS

Aicha Al Faraj
School of Education
University of Leeds
Leeds, LS2 9JT

**ESSL, Environment and LUBS (AREA) Faculty Research Ethics Committee
University of Leeds**

12 March 2018

Dear Aicha

Title of study: Teacher and Learner Perceptions of Academic Literacies
in ESP at PAAET, Kuwait
Ethics reference: AREA 17-102

I am pleased to inform you that the above research application has been reviewed by the ESSL, Environment and LUBS (AREA) Faculty Research Ethics Committee and following receipt of your response to the Committee's initial comments, I can confirm a favourable ethical opinion as of the date of this letter. The following documentation was considered:

Document	Version	Date
AREA 17-102 Aicha Ethical Review Form.doc	3	12/03/18
AREA 17-102 Consent Letter from PAAET.JPG	1	26/02/18
AREA 17-102 Aicha Teacher Info & Consent.doc	3	12/03/18
AREA 17-102 Aicha Learner Info & Consent.doc	3	12/03/18
AREA 17-102 Aicha Data Management Plan.docx	2	26/02/18
AREA 17-102 Aicha Fieldwork Assessment Form MED risk V5 Oct - 17- ESSL.doc	1	26/02/18

Please notify the committee if you intend to make any amendments to the information in your ethics application as submitted at date of this approval as all changes must receive ethical approval prior to implementation. The amendment form is available at <http://ris.leeds.ac.uk/EthicsAmendment>.

Please note: You are expected to keep a record of all your approved documentation and other documents relating to the study, including any risk assessments. This should be kept in your study file, which should be readily available for audit purposes. You will be given a two week notice period if your project is to be audited. There is a checklist listing examples of documents to be kept which is available at <http://ris.leeds.ac.uk/EthicsAudits>.

We welcome feedback on your experience of the ethical review process and suggestions for improvement. Please email any comments to ResearchEthics@leeds.ac.uk.

Yours sincerely

Jennifer Blaikie

Senior Research Ethics Administrator, the Secretariat
On behalf of Dr Kahryn Hughes, Chair, [AREA Faculty Research Ethics Committee](#)

CC: Student's supervisor(s)