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## Implementing Academic Literacy Provision Institution-Wide in an EMI Context: A Case Study

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# **Implementing Academic Literacy Provision Institution-Wide in an EMI Context: A Case Study**

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## **Abstract**

English medium instruction (EMI) in higher education has seen significant growth globally. Along with this growth has been expansion in English for Academic Purposes (EAP) courses to meet students' academic language and literacy needs. In EAP courses in both EMI and Anglophone contexts, there has been an increasing push toward greater discipline specificity. While there is significant evidence to support such approaches to the development of students' academic literacy, academic literacy provision in EAP courses remains largely generic. Studies in the U.K and Australia provide strong evidence to support the implementation of tailored academic literacy provision university wide, but research evidencing this is rare globally and absent in the EMI context. This single case study aims to investigate the implementation of genre-based, discipline-specific academic literacy provision applied in credit-bearing EAP courses in one university transitioning to partial EMI. Using questionnaire, observation, focus group, interview, and documentary data, this study seeks to gain an in-depth understanding of the implementation of university-wide discipline-specific academic literacy provision. A mixed-methods design has been adopted to ensure that the study takes multiple stakeholder perspectives into account and triangulates the findings from a variety of data sources. Analysis of the data has focused on understanding the emic perspectives of the research participants: the discipline lecturers, the EAP tutors, and the students, and has also benefited from my own position as researcher and practitioner.

The findings of this study indicate that the collaborative, discipline-specific approach that underpinned the development of genre-based learning materials and the delivery of the credit-bearing EAP modules was perceived by both the discipline lecturers and the EAP tutors as feasible, highly relevant for students, and as useful for both themselves and their students in better understanding conventions of the target genres. However, the results of the interviews with the EAP tutors also highlight the challenges faced by the tutors in maintaining collaboration with discipline lecturers and in overcoming uncertainties around adopting the new pedagogical approach. The findings from the student focus groups and student questionnaire reveal that the students also see the approach as useful for developing their genre knowledge, but that there is a stark contrast in student satisfaction with academic literacy support across different faculties and departments. Still, the analysis of genre-related episodes in the classroom observations corroborate the students' perceptions of their own genre knowledge development, which came

through in the focus groups. Overall, this study contributes to an understanding of the challenges and successes of implementing university-wide academic literacy support which is tailored to meet students' specific needs, extends research in genre-based writing studies, particularly in terms of the use of genre-related episodes as a methodological tool, and complements scholarship focused on the experiences of EAP practitioners transitioning from teaching English for general academic purposes to teaching English for specific academic purposes.

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## **List of Acronyms**

CLIL	EMI	PD
CPD	ESAP	RGS
EAL	GREs	SFL
EAP	ICLHE	TOEFL
EFL	IELTS	TOEIC
EGAP	L1	WAC
ELFA	L2	
WiD		

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## **Chapter 1 The Introduction**

### **1.1 Background**

Reading and writing are fundamental activities in the academy. They are also high stakes (Hyland, 2002). Indeed, the primary mode of assessment in many universities continues to be based on student writing (Wingate and Tribble, 2012). However, students are largely expected to arrive to university prepared to take part in academic reading and writing activities. It is often supposed that they should have a firm grasp on what Lillis (2001) has called ‘essayist literacy.’ As Tuck (2022: 46) point outs, this expectation of students being proficient in essayist literacy upon arrival at university goes hand in hand with an idea of an ideal student writer, who ‘adeptly removes ‘self ’and process from the text, meets tacit but variable expectations and creates an uninterrupted reading experience for the teacher/assessor.’ If a student does not do this sufficiently, they are often designated as having a deficit in language and/or basic literacy skills. This deficiency label relies on a conceptualization of literacy as ‘autonomous’ (Street, 1994); that is, it relies on an idea of literacy as a context-free set of skills, which can be applied wholesale across the university and which someone either has or does not. An autonomous framing of literacy skills leads to binary distinctions such as literate/illiterate and to remedial pedagogies (Lillis and Tuck, 2016) focused on improving students’ individual skill sets. These remedial pedagogies often fall under what has been called the ‘study skills model’ (Lea and Street, 1998; Lea and Street, 2010), which targets instruction on the surface features of student writing.

Following a move toward mass education, the subsequent growth in student diversity through widening participation efforts, and the internationalization of higher education over the past thirty years, framing literacy as ‘autonomous’, viewing students’ literacy struggles as deficits, and teaching reading and writing through a remedial, study skills approach, all have sparked critique in writing research within the U.K. (e.g., Lea and Street, 1998; Ivanic, 1998; Lillis, 2001; Tuck, 2018; Lillis, 2019), as well as in some of the English for Academic Purposes (EAP) literature (e.g., Wingate, 2012; Wingate and Tribble, 2012; Murray, 2016; Murray, 2022). More recently, discourses around students’ so-called language and literacy deficits have gained prominence within some newer English medium instructional (EMI) contexts, too, though these are frequently discussed as student issues in language proficiency, or language-related challenges (e.g., Aizawa, et al., 2020; Rose et al., 2020), rather than as issues related to literacy. Though the

models of provision may differ, in both the U.K. and newer EMI settings, universities' responses to students' language and/or literacy challenges tend to include general, remedial support in the form of foundation year, pre-sessional, and in-sessional programs (Wingate, 2015; Galloway et al., 2020). For those students who are designated as international students or as English as an additional language (EAL) learners, these programs typically focus on teaching generalized study skills through an English for general academic purposes (EGAP) approach, which aims to teach skills such as strategic reading, paraphrasing, summarizing, and writing essays. This EGAP approach assumes that offering courses in generic academic English, which is taught as the supposed "appropriate" language variety used across the university (Maamuuja and Hardacre, 2022), will be helpful for students regardless of their major area of study. The primary issues with this provision are that it assumes that there is in fact a general academic English and that what is learned in these generalized courses is transferrable across the university. However, there is little evidence that this transfer occurs (Donahue, 2011). There is significant evidence (see e.g., Hyland, 1999; Nesi and Gardner, 2012; Hyland, 2018), though, that the language and literacy practices of academic discourse communities, distinct disciplinary communities, are localized rather than universal. Thus, a general approach to teaching academic language and literacy is insufficient in preparing students for the disciplinary reading and writing activities in which they engage. This is true for students in both Anglophone and newer EMI university contexts, like the one on which this thesis concentrates.

These issues around students' language and literacy, as well as the dominant models currently adopted to support students, form the backdrop of this thesis. My own interest in student support for reading and writing comes out of my teaching experiences. As an EAP practitioner, I have taught reading and writing to multilingual learners across varied contexts (e.g., in the U.S., the U.K., and Lebanon), which implement significantly different models of student support. More specifically, my research interest coincided with my role in a consultancy focused on the re-design of EAP modules in a university in Beirut, Lebanon where I previously taught. This university, a historically French-medium university which is transitioning to EMI across several departments and programs, requires students to demonstrate English proficiency, though at a level not specifically defined in policy documents. Students do this by passing an in-house exam or by taking a series of English language modules offered through the English Department.

Before I began consulting on the redesign of the EAP modules at the university, I had worked there in two roles: first as a teacher trainer and later as an EAP tutor. I taught an intensive English language module offered in the summer for medical students. This module could be classified as following an EGAP approach as it was broadly focused on teaching general academic English vocabulary, writing, reading, and study skills. The syllabus was organized around three to four rhetorical modes including a personal narrative, a comparison essay, and an argument essay. As I mentioned, the students were medical students in their second year of studies. All of them were multilingual Lebanese nationals who speak Arabic, had attended French-medium secondary schools, and had taken English as a foreign language (EFL) classes throughout secondary school, as is quite typical in Lebanon (Zeaiter, 2022). My experience teaching EGAP modules in this university many years ago was not the first time I taught using an EGAP approach or the first I had questioned such instruction, but it struck me as particularly questionable in this context, where all students in the module were in the same year of study and in the same discipline, that such a generic approach was being taken. The justification for using an EGAP approach is often based on practicality; that is, it is taken because students are not yet in discipline modules or because the EAP modules include students from multiple disciplines (Tardy, 2022). This was not the case in this university, however. My experience teaching an EGAP module in this university also sparked an interest in me in researching what alternatives might be available, practical, and sustainable.

In the summer of 2020, I was contacted by an executive-level academic manager, who had been tasked with overseeing both EMI implementation and the redesign of the university's English language provision. He wanted to discuss alternative models of academic literacy provision. In this brief conversation, I recommended that the university consider adopting a discipline-specific approach and I shared Wingate's (2015) book which provides the rationale and an example of one such discipline-specific approach. He called me back a week later and asked if my PhD supervisor, Ursula Wingate, and I would be interested in consulting on a pilot project to implement discipline-specific EAP modules in the School of Engineering and Faculty of Sciences. We subsequently consulted on the redesign of materials and the revamping of the EAP modules. Through this consultancy, my professional and research interests converged and so began this PhD study.

In this introductory chapter, I aim to contextualize this thesis. In section 1.2, I discuss growth in EMI and a body of literature focused on identifying the language-related challenges that students in EMI contexts encounter. This body of work is crucial in understanding how students' language and literacy struggles are understood and framed within the EMI literature, particularly as the research in this thesis took place in an emerging EMI context. In section 1.3, I turn to discuss EAP and academic literacy, first defining these concepts and then outlining the dominant approaches currently used to support students' academic language and literacy development in higher education. This body of research is important to grasping the prevailing conceptualizations and models of support that are used across many university contexts as well as what pedagogical approaches may be suited to supporting students' academic literacy development. In section 1.4, I present an overview of how this thesis addresses a gap in the EAP and EMI literature and contributes to research related to university-level academic literacy support. Finally, I outline the contents of this thesis.

## **1.2 English Medium Instruction**

Because this research is set in what might be considered a 'new EMI' (Willans, 2022) context, where EMI has relatively recently been adopted, I focus this section on briefly defining EMI and sketching some of the trends in the EMI literature, as well as on discussing student needs and the prevailing types of support available to students in EMI contexts.

Along with the global spread of English, there has been significant growth in subject courses in higher education taught through the medium of English. This phenomenon is commonly referred to as English Medium Instruction, or EMI (Macaro, 2018). Expansion in EMI has received the most attention in Europe where English-taught programmes increased tenfold between 2001 and 2014 (Wächter and Maiworm, 2014). EMI growth has continued, leading to EMI becoming a 'recurrent practice' (Molina et al., 2022) across the continent. A growing body of research has shown increases in EMI outside of Europe, as well, in Asia, Africa and the Middle East (Fenton-Smith, Humphreys, and Walkinshaw, 2017; Macaro et al., 2018; Sahan et al., 2021; Curle et al., 2022) where this study takes place.

The significant increase in EMI has led some researchers to conclude that it is among the most significant trends in higher education this century (Galloway and McKinley, 2022). It has also led to a growing set of literature, and indeed the establishment of a new field of study (Macaro,

2022), though the justification for this has been questioned (Wingate, 2022; Wingate and Hakim, 2022). The EMI literature has largely focused on the implementation of EMI, the beliefs and attitudes of subject lecturers and students in response to EMI, and the language-related challenges faced by lecturers and students transitioning to teaching and learning through EMI (Lasagabaster, 2022a; Macaro et al., 2018). The issues that students and teaching staff encounter are well documented in the EMI literature (e.g., Ball and Lindsay, 2013; Kamaşak, Sahan and Rose, 2021; Soruç et al., 2022), and several studies have focused on the English language provision within EMI contexts (e.g., Zhou et al., 2022; Galloway and Ruegg, 2020; Galloway, Kruirow and Numajiri, 2017). Because this study is set in an EMI context and draws on some of the EMI literature, below I consider some of the issues raised in the EMI research regarding student needs and the support that has been developed to address them.

### *1.2.1 Language-related Challenges in EMI Contexts*

While there have been claims that an understanding of the language-related challenges faced by students in EMI courses is still in its infancy (e.g., Soruç et al., 2022; Galloway and Rose, 2021), this is one of the areas with the longest history in EMI research and one for which there has been a significant focus. Before I detail some of the specific language skills that EMI studies describe as causing students problems, it is important to note a few things. First, these EMI studies often do not draw on research which has evidenced ‘the language problem’ (Bhatt, Badwan, and Madiba, 2022) or lessons learned regarding student support from research in what Willans (2022) has called ‘old EMI’ contexts, post-colonial contexts where English has been the only option available for studying in higher education. Instead, recent EMI research has developed as a new field of study, which does not usually draw parallels in the language-related challenges that have been explored in these older EMI contexts.

Second, it is important to mention that many of the studies I describe next rely on self-report data and focus on language skills set apart from discipline subjects. That is, many of these studies use questionnaires and interviews to gather information from students on which language skills are most problematic for them, asking students to identify and self-assess these skills in isolation from the tasks and genres they encounter in their discipline modules. As I discuss below, this is problematic, in part, because a conceptual separation between language and the tasks students complete in their discipline courses may lead to recommendations for remedial support with a

focus on “topping up” language and study skills rather than addressing students’ disciplinary literacy needs, which I describe later in this chapter.

Several studies have pointed to productive skills (i.e., writing and speaking) and vocabulary as posing the most significant language challenges for students in EMI courses, though there are a few studies that have found receptive skills (i.e., listening and reading) to be most problematic (e.g., Aizawa, et al., 2020; Hellekjær, 2010). In a precursor to the newer field of EMI, EAP researchers Evans and Green (2007) investigated the language challenges faced by students studying in the largest English-medium university in Hong Kong. The authors found that students dealt with several language-related issues in their first year in an EMI course, including problems related to subject-specific vocabulary, lexical and grammatical features of writing, and fluency in oral presentations. They warn that these findings should not be interpreted as implying a need for further remedial English support. Rather, they emphasize that their study shows that students ‘need help in applying what they know in academic contexts; that is, in becoming academically literate’ (Evans and Green, 2007: 14). This study was seminal in identifying the challenges that learners deal with in EMI courses, and the questionnaire instrument used in it has been utilized in further studies aimed at identifying students’ language-related challenges in EMI contexts. In one study exploring the language-related challenges of students in an EMI university in Turkey, Kamaşak, Sahan, and Rose (2021) used items adopted from this questionnaire to develop an online survey. They also discovered that students reported productive skills (i.e., writing and speaking) as most difficult. In the same paper, the authors point out that difficulties for students in so-called “academic English” include organizing essays and using academic style in writing. They decided that ‘these results suggest that students face challenges with productive skills and may benefit from language courses with special attention given to academic skills and subject-specific terminology’ (Kamasak, Sahan, and Rose, 2021: 11). While they acknowledge the need for a focus on discipline-specific lexis, clearly, the authors conceive the challenges students report in this study, at least in part, as related to their deficiencies in generic academic skills, and thus, the appropriate remedy as generalized academic skills courses. This conflicts with conclusions drawn by Evans and Morrison (2011), who caution against such generic academic skills courses. It also inconsistent with what has been argued in much of the EAP literature regarding the most desirable types of support, which are specific to students’

disciplines rather than generic (e.g., Hyland and Hamp-Lyons, 2002; Hyland, 2006; Wingate, 2015), as I discuss in section 1.3.

Though there has been acknowledgement in some of the EMI literature that a discipline-specific approach is warranted (e.g., McKinley and Rose, 2022; Galloway and Rose, 2021; Dafouz, 2021; Airey, 2020; Airey, 2015), recommendations for generalized academic study skills and generic academic English support run through some of the EMI literature. One example of this can be found in Zhou et al. (2022). In this study, the authors surveyed students and teachers across eight EMI universities in China to identify students' language difficulties and the different types of support on offer for students. Zhou et al. (2022) found writing skills (e.g., using academic style, writing a reference list, writing the body of an assignment) to be the most problematic for students across these universities, and they recommend further support for students in preparatory year programs. They argue, 'this appears to be one area where more structured support in the form of preparatory writing programmes is warranted, especially for students who have received limited writing education before entry' (Zhou et al., 2022: 269). The authors do recognize a need for discipline-focused support, but they recommend this be pushed to preparatory year programs, where, at best, 'discipline specificity is approximated rather than fully realised' (Fenton-Smith, et al., 2017: 469). EAP and EMI research have repeatedly argued that preparatory year programs do not go far enough in supporting students (e.g., Kamaşak, Sahan, Rose, 2021) and that they are problematic because of the timing (e.g., Gaffas, 2019). Thus, it does seem odd that these authors continue to recommend further support in the preparatory year. Another example of this is in Abouzeid (2021), who also points to further remedial support as appropriate. She investigated EMI lecturers' perceptions of writing through interviews with EMI subject lecturers who identified several issues with student writing including essay structure, grammatical accuracy, and vocabulary range. According to Abouzeid (2021), these lecturers lamented their students' lack of awareness with "basic academic writing". Abouzeid (2021) analyzed students' texts for lexico-grammatical structure and accuracy, too, counting the prevalence of clause and sentence-level errors. She argues that the frequency of errors in the students' texts is indicative of a problem – students' poor writing skills. She maintains that the findings of this study have implications for preparatory year programs, which she claims ought to focus more on students' grammatical challenges. Again here, though, the focus of the study and the conclusions drawn are underpinned by a conceptualization of writing



that conflates grammatical and lexical infelicities with a lack of basic writing skills, which in turn need to be resolved in preparatory programs.

The prevalence of language-related issues shown within these studies does reinforce the fact that that students across several EMI contexts confront problems when studying content through English. EMI research has also indicated the important impacts of these language-related challenges on students' performance 'in a number of ways including acquisition of subject knowledge, requiring longer to complete courses, increased drop-out rates, issues related to communicating course content and asking/answering fewer questions' (Galloway et al., 2017: 6). This certainly provides evidence that students need continued support as they enter and progress through EMI programs, but the focus in some of this literature on identifying isolated language skills that are troublesome for students may reinforce ideas of language and literacy development as a set of transferable skills to be applied unproblematically across subject courses. Because of this, below, I reason that there is a need to shift the focus of some of the research from broadly focusing on identifying students' language problems in isolation to focusing on what has been called 'academic literacy' in some of the EAP literature (Wingate, 2015) and 'disciplinary literacy' in some of the EMI literature (Airey, 2011; Airey, 2020). This conceptual shift is important as it has implications for the types of provision that are offered to support students, and for this study, is significant because it elucidates the rationale for the type of provision implemented in the university that this thesis is focused on.

### **1.3 EAP and Academic Literacy**

EAP is a term used to describe a variety of activities including teaching, analyzing academic genres, and researching the communicative needs of students and academics in universities. For over forty years research in EAP has sought to address the language and literacy needs of students studying and researching in English (Hyland and Shaw, 2016). EAP teaching typically takes place in higher education institutions in foundation, pre-sessional, and in-session courses (Jordan, 2002), and in some contexts, EAP teaching in these formats may form the bulk of language, reading, and writing support provided to students at university. EAP teaching differs from the teaching of English for general purposes in that it is designed to meet learners' specific academic needs. Narrowly conceived, EAP support focuses only on general academic English and study skills. In this format, it is conceived as a support service and the primary goal is

proficiency development (Ding and Bruce, 2017). At its best, though, EAP support focuses more broadly on supporting students' academic literacy development, rather than working toward refining students' study skills or improving their general language proficiency (Bruce, 2021). Envisaged in this way, the goal of EAP provision is to support students' disciplinary discourse competence. This requires that such support be tailored to the tasks and genres that students engage with in their discipline courses, as I discuss later. Before, however, I briefly define academic literacy, describe a genre-based EAP pedagogical approach that has been used to support students' academic literacy, and finally, identify a few examples of EAP genre-based pedagogy in practice, which are informative for newer EMI contexts that, seemingly, do not typically implement such an approach.

Academic literacy has been defined as 'the ability to communicate competently in an academic discourse community' (Wingate, 2015: 6). As Wingate (2015: 7) argues, in addition to linguistic proficiency, this academic literacy requires that an individual has an understanding of an academic discourse community's disciplinary epistemology, an understanding of the sociocultural context of interactions within the community, and 'a command of the conventions and norms that regulate these interactions.' It also necessitates that an individual be able to engage in the complex communicative practices and activities of the discourse community. These practices and activities can be seen, in part, as genres, or communicative events with shared purposes, goals and prototypical forms and conventions (Swales, 1990). Genres are socially situated within particular discourse communities to which they become highly specific. What members of an academic discourse community find worth communicating, how they communicate it, and what persuades them, is highly local (Hyland, 2008). Because of this, students who are novices to an academic discourse community are tasked with learning how to act like a member of it. This requires the development of academic literacy and goes well beyond gaining general language proficiency or improving isolated language and study skills.

One pedagogical approach that has been used to support students and to address these discipline-specific academic literacy needs is EAP genre-based pedagogy. EAP genre-based pedagogy engages students in examining genres through the analysis of rhetorical moves, lexico-grammatical features, and the contexts in which these genres are used (Hyon, 2018). This approach typically utilizes genre exemplars in the classroom (Hyland, 2018) for student-led

analysis tasks with the overall aim of ‘rhetorical consciousness raising’ (Swales, 1990). This is often carried out through the ‘teaching-learning cycle’ (TLC) (Rothery, 1994 as cited in Rose, 2015), which includes several phases: building the context, modelling, deconstruction, joint construction, and independent construction of the genre. These stages scaffold learners through phases of awareness raising, to collaborative construction of the genre, to independent construction of the target genre, and make the practices, processes, conventions, and variations within genres explicit to learners. This allows for learners’ development of both ‘genre-specific knowledge’ (Tardy et al., 2020) as well as a broader ‘genre awareness’ (Johns, 2011). Unlike pedagogical approaches that focus predominantly on learning the forms and processes of “basic academic writing” or generic academic study skills, a genre-based approach offers instruction that is systematic and needs based and makes the conventions and practices of unfamiliar genres explicit (Hyland, 2022). Consequently, it is particularly well-suited to supporting students as they gain familiarity with the highly specific genres used by academic discourse communities and as they work toward developing academic literacy.

There are several examples of EAP genre-based pedagogy targeted to meet students’ subject-specific needs implemented in practice, but these cases are typically limited in reach. In the U.K., Wingate (2015) has described implementing a discipline-specific genre-based approach for students in applied linguistics, history, and pharmacy. While workshops for students in these discipline courses continue, this provision has not been adopted in other departments. In an American branch campus in Qatar, Mitchell and Pessoa (2017) have described applying a genre-based approach informed by systemic functional linguistics (SFL) for students in history. At the same university, Miller and Pessoa (2016) have discussed implementing this approach in workshops for students majoring in information systems. These, too, seem to be restricted to a select set of discipline courses. Hyland (2017) describes an initiative to implement a discipline-specific, genre-based pedagogical approach in the development and delivery of ESAP modules that adopted a genre-based approach at a university in Hong Kong, but this module was only designed for a few departments, as well. Evidence of genre-based ESAP provision has been growing steadily within the EAP literature, but still, university-wide discipline-specific academic literacy provision, which reaches all students, is rare in Anglophone contexts. Where such discipline-specific provision does exist, most often, this type of support is offered only in individual departments or programs or it is targeted to certain cohorts of students, such as

international students or those who do not meet the requirements to pass post-enrollment language assessments (e.g., Fenton-Smith, Humphreys, and Walkinshaw., 2018; Goldsmith et al., 2022). Unlike some Anglophone and/or ‘old EMI’ contexts where a discipline-specific pedagogical approach has been implemented in a piecemeal fashion, it has not been evidenced in newer EMI contexts. It also does not seem that discipline-specific genre-based approaches have been considered in the EMI literature much as a possible pedagogical approach to academic literacy support (Wingate, 2022; Hakim and Wingate, 2022). The research in this thesis is the first study which does so and the first to explore the institution-wide roll out of academic literacy provision with support from the highest levels of university management, as I discuss next.

## **1.4 My Thesis**

Understanding issues related to the framing of language and literacy matters in EMI contexts and to the possibilities for an EAP genre-based approach in these contexts are key to this thesis. To situate this study, I have focused above on briefly defining EMI, EAP, and academic literacy and outlining examples of an appropriate EAP pedagogical approach for academic literacy support. In this section of the chapter, I move forward by describing the research gap that this study fills and the contribution that it makes to the EAP and EMI literature. Finally, I provide an overview of the contents of this thesis.

### *1.4.1 The Research Gap and Contribution*

Within the EAP literature, there have been a number of examples of academic literacy support offered through what might be considered ‘narrow angle’ (Basturkmen, 2010), English for specific academic purposes (ESAP) modules or workshops, which are focused on the texts and tasks particular to students’ discipline of study (e.g., Wingate, Andon, and Cogo, 2011; Hyland, 2015; Mitchell and Pessoa, 2017). There is significant empirical support in favor of this tailored academic literacy provision, as I have mentioned above. However, within the EAP literature, there have been no examples of this provision adopted across an entire university for all students. Rather, this provision is often implemented for a few select programs or modules or for particular groups of students and thus is not fully inclusive. This study provides an account of university-wide provision that is tailored to address the literacy practices of students’ disciplines and that is developed for all students in the university regardless of their educational background or language proficiency level.

Using a single case study approach (Duff, 2012), this study investigates the implementation of university-wide academic literacy provision in an EMI university in Beirut, Lebanon. This university provides a unique opportunity for a case study because discipline-specific provision is rarely adopted university wide (Fenton-Smith, Humphreys, and Walkinshaw, 2018). This provision has been implemented at the university in ESAP modules, which were underpinned by genre theory, adopted a genre-based pedagogical approach, and used genre-based learning materials developed following the approach described by Tribble and Wingate (2013). In line with this approach, the learning materials were developed in collaboration with subject specialists who gathered a set of high and low-scoring student exemplars. These exemplars were analyzed by the EAP specialists who carried out EAP move analysis (Swales, 1990) and subsequently developed the genre-based learning materials, which included annotated samples from the student texts and both an EAP specialist's and a subject specialist's comments. This study focuses on exploring the perceptions of the discipline lecturers and EAP specialists, who were involved in collaboration and teaching, and the students who were enrolled in the ESAP modules where this approach was implemented. Examining each of the stakeholder's perceptions of the approach is critical to understanding the processes of implementing discipline-specific academic literacy provision university-wide, as well as whether the approach adopted is seen as useful and feasible.

This thesis adds to the body of EAP and EMI literature, which is focused on academic literacy support. It addresses repeated calls within some of the EAP literature (e.g., Wingate, 2022; Wingate, 2018) and EMI research (Jiang, Zhang, and May, 2019; Rose et al., 2020; Galloway and Ruegg, 2020; Xie and Curle, 2022) for a systematic investigation of the implementation of and the benefits of discipline-specific academic literacy provision adopted university-wide. My study provides an example of this, which is so far absent within the EAP literature outside of Australia. Just as importantly, it provides an example of academic literacy support that has been realized with top-down support, which has not been demonstrated in the literature in the way that this thesis shows. This is significant because of the vital role that support from management plays in implementing and sustaining student support provision through for example, funding, workload release, and support for collaboration (Wingate, 2022; Wingate, 2018). Thus, this research offers a substantial contribution to both research domains by providing an example of this provision in practice as well as a systematic account of it.

### *1.4.2 The Contents of the Thesis*

In this chapter, I have introduced issues surrounding academic literacy support in higher education. I have emphasized the inadequacy of the dominant models of student support currently on offer, which are typically generalized and limited in reach. I have also highlighted the current lack of examples of university-wide discipline-specific academic literacy provision in the EAP and EMI literature, and the fact that this study provides one such example, filling this research gap and contributing to the body of EAP and EMI research focused on student support. In this final section of the introduction, I describe the contents of each chapter of the thesis.

In Chapter 2, I review the literature relevant to this study. I begin by discussing the role of EAP in university-level academic literacy support, differentiating between two overarching forms of EAP: EGAP and ESAP. Following this discussion, I describe the strengths of genre-based EAP pedagogy in meeting students' discipline-specific academic literacy needs and respond to some of the common critiques of genre-based pedagogical approaches. Because of the necessity of collaboration between EAP and subject lecturers in developing and delivering such discipline-specific genre-based support (Murray, 2022), I then describe the various types of collaboration that have been discussed in the literature and highlight possibilities for strengthening this collaboration. I give a detailed overview of the varying models of academic literacy provision, which have been implemented in Anglophone contexts, emphasizing that curriculum-integrated academic literacy, provided to all students shows the most promise in meeting students' academic literacy needs and leading to a transformative change (Wingate, 2019) in the way universities support students' academic literacy development. I then turn to discuss EMI, first discussing contested definitions of EMI and then considering students' needs in EMI contexts in more detail. Finally, I outline the models of support discussed in the EMI literature, which include the preparatory year, concurrent support, and selection models (Macaro, 2018), concluding that there is a dearth of research evidencing discipline-specific academic literacy support in these contexts.

In Chapter 3, I describe the context in which this study has taken place and then present the methodological approach adopted in the study. As I describe further in chapter 3, the educational and linguistic landscape of Lebanon, where the study takes place, is multilingual. Arabic, English, and French are each used as media of instruction in schools depending on the school

and focal subject areas (e.g., Arabic is often the medium of instruction in Arabic language, literature, and social studies classes); are the focus of language instruction; and are mixed in daily interactions (Zeaiter, 2022; Esseili, 2017). Reflecting this multilingualism, the university under focus here also identifies as trilingual in policy documents, though instruction has typically been carried out in French and has been moving toward partial EMI across select departments and programmes. The students in this university are required to demonstrate English proficiency by the end of graduation, reflecting a policy decision made fifteen years ago in an effort to make students ready for international study and work opportunities, but the focus on English language provision in the university has gained increasing attention due to further moves toward EMI.

In response to, and to support, an increase in the number of EMI subject modules, the university president appointed an executive-level advisor on the development of English provision, including both English language support and EMI provision. This advisor consulted myself and my Ph.D. supervisor on the development of EAP provision aimed at supporting students in their EMI subject modules. We advised on the development of ESAP provision which would be based on the target genres and tasks used in key subject modules or assessments, those subject modules or assessments which are compulsory for all students. We collaborated with one engineering subject lecturer to develop genre-based learning materials following the approach discussed by Tribble and Wingate (2013). We then subsequently developed a workshop for the EAP tutors who would teach the ESAP modules, collaborate with subject lecturers in other disciplines, and develop learning materials for each of the departments in the Faculty of Sciences and School of Engineering.

After describing this context in further detail in Chapter 3, I present the methodological approach which was used in the study. The aim of the study is to investigate discipline-specific academic literacy provision which has been implemented in compulsory credit-bearing ESAP modules over the course of one academic year. It focuses on the perceptions of both staff and students regarding the discipline-specific, genre-based approach that was implemented. Given the aims of the study as well as the complex, dynamic nature of it, I selected a single case study approach. A case study approach allows for the in-depth description and analysis of a particular phenomenon (Duff, 2014) through the collection of multiple forms of data and from multiple stakeholders. The overall research design is a mixed methods study, which is ideal for collecting diverse forms

of data, including both qualitative and quantitative, and from a range of participants. This design allows for corroboration of results from multiple data sources. Data collection included one-to-one interviews with the discipline specialists and the EAP tutors who collaborated on the development of the discipline-specific learning materials, focus groups interviews with students, classroom observations in the ESAP modules, and a student questionnaire, which was sent to all students who were enrolled in the modules. Data collection followed two tracks: sequential mixed methods design, in which collection of qualitative and quantitative data occurs in different stages (Teddlie and Tashakkori, 2011), and concurrent mixed methods design, in which data are collected simultaneously. I detail these two tracks, as well as the analytical processes and procedures used, further in Chapter 3.

In Chapter 4, I report on the findings from semi-structured interviews with the subject lecturers from the School of Engineering and Faculty of Sciences who collaborated with the EAP specialists. Because subject lecturers' perceptions of the collaborative approaches implemented are critical to its sustainability, it was important to gather the discipline lecturers' views on the provision, materials, and collaboration with the EAP tutors. In Chapter 5, I discuss the four themes and nine sub-themes that I identified in the interview transcripts, which were analyzed using thematic analysis, like the one-to-one interviews with the EAP tutors. These themes point to their overall positive reception of the collaborative, discipline-specific approach which has been implemented, but also reveal some of the challenges that they faced in completing assessment and feedback tasks in English.

In Chapter 5, I present the findings from semi-structured interviews held with the seven EAP tutors who developed the genre-based learning materials and delivered instruction in the ESAP modules. The purpose of these interviews with the EAP tutors was to identify their overall perceptions of the approach implemented in the ESAP modules, the learning materials that they developed, and the ongoing collaboration with the subject lecturers. In this chapter, I discuss three overarching themes that I identified while carrying out 'thematic analysis' (Braun and Clarke, 2021) of the interview transcripts. These findings have important implications for EAP practitioners transitioning from EGAP to ESAP and for EAP programme leadership who support EAP practitioners in this transition.



In Chapter 6, I turn to discuss the findings from the eighteen classroom observations that were held via Microsoft Teams. In these classroom observations, the students were engaged in collaborative, student-led genre analysis tasks. I focus observation and analysis on what Tardy and Gou (2021) have called ‘genre-related episodes’ (GREs). According to Tardy and Gou (2021: 567), ‘GREs include any part of a dialogue where the writers talk about the genre they are producing, question their genre use, or correct themselves or others in relation to genre.’ GREs offer a lens through which learners’ developing genre knowledge, conceived here as comprising both genre-specific knowledge and broader genre awareness (following from the model of genre knowledge conceptualized by Tardy et al., 2020), can be observed. In my analysis of the GREs, I identified three overarching types of GREs, which I detail in the chapter. These findings contribute to the overall picture of the usefulness of the genre-based learning materials which were adopted. There are also important implications to be drawn from analysis of these GREs, specifically regarding students’ genre knowledge development, the possible effects of task type in genre-based materials, and instruction and research in genre-based pedagogies.

In Chapter 7, I report on the findings from the four student focus groups that were held with students who completed the re-designed ESAP modules in which the new approach and learning materials were implemented. The students in the focus groups were selected following classroom observations, in which the groups evidenced genre-related episodes. Focus group interviews were used as they may allow for more developed, articulated discussion of shared experiences than individual interviews (Galloway, 2019). In these focus groups, I sought to identify the students’ perceptions of the academic literacy provision on offer at the university overall, their perceptions of the discipline-specific approach and learning materials, and to inform refinement of the student questionnaire, which was later sent to all students in the ESAP modules and which I discuss in the next paragraph. The findings from these focus groups have implications for EAP course design, materials development, and institutional language policy and planning, each of which I discuss in the chapter.

In Chapter 8, I discuss the findings from the student questionnaire, which was used to gain a broader understanding of the students’ perceptions academic literacy provision in the university, and the discipline-specific, genre-based approach and materials that were implemented in the ESAP modules. On the whole, the students responded positively regarding academic literacy

support in the university, but there was a divergence in the students' responses regarding support from within their discipline departments. The findings discussed in this chapter suggest that the students find the approach and learning materials useful in supporting their overall genre knowledge development, but they voiced desires for more support.

In the final chapter of the thesis, Chapter 9, I begin with a summary of the main findings from this study. I then provide a discussion of the limitations of the study as well as the contributions, which can be drawn from it. The most significant contribution is that it provides the systematic evidence of tailored academic literacy provision, which has been lacking in the EAP and EMI literature. Additional contributions include an understanding of the challenges and successes of implementing tailored university-wide academic literacy support, an extension of research in genre-based writing studies and the use of genre-related episodes as a methodological tool, and scholarship focused on the experiences of EAP practitioners transitioning from teaching EGAP to ESAP. Finally, I provide an overview of possible future research directions and close with a few final remarks.

## **Chapter 2 Literature Review**

### **2.1 Introduction**

This chapter provides a review of the literature of primary interest to this study. The first section of the literature review discusses the role of English for Academic Purposes (EAP) in academic literacy provision in higher education. This section provides an overview of what EAP entails, distinguishing between varying types of EAP, including English for General Academic Purposes and English for Specific Academic Purposes, and academic literacy provision provided in higher education, including study skills, academic socialization and academic literacies approaches (Lea and Street, 1998), as well as overlap and divergences between these approaches to EAP and academic literacy instruction. I close this section with a brief discussion of teacher development in EAP.

In the next section, I discuss the role of genre analysis and genre-based pedagogy in EAP, which Hyland (2004) points out, provides a systematic, explicit, and contextualized instructional approach to university-wide academic literacy provision. As discipline-specific genre-based pedagogy requires collaboration between EAP practitioners (e.g., EAP tutors, lecturers, instructors) and discipline specialists (e.g., subject lecturers), I then discuss the varying types of collaboration in academic literacy provision, as well as challenges to and suggestions for success in this collaboration.

In the following section, I consider areas of strength and weakness in the implementation of discipline-specific academic literacy provision in Anglophone universities, which has been implemented in various models. These models include Writing across the Curriculum and Writing in the Disciplines, team-teaching in tutorials, the Curriculum, Embedding and Mapping model, decentralized EAP provision, credit-bearing ESAP modules and curriculum-integrated academic literacy provision. Research addressing the models implemented in Anglophone contexts has implications for discipline-specific academic literacy instruction in the EMI context, like this study. Finally, I discuss the implementation of academic literacy and EAP provision in English medium instruction (EMI) institutions, focusing on what EMI entails, students' language and academic literacy needs in EMI, and how EAP and academic literacy provision have been implemented in EMI to address these needs. I conclude the chapter with a discussion of the aims of this research and research questions drawn from the literature review.

## 2.2 EAP and its role in university academic literacy provision

EAP refers to language research and teaching focused on meeting the specific needs of students, lecturers and researchers who need communicative skills to participate in academic discourse communities (Hyland and Hamp-Lyons, 2002). Jordan (2002) points out that the term English for Academic Purposes was first documented in the 1970s though EAP teaching can be traced to at least the 1960s in Britain when it evolved from its parent field, English for Specific Purposes (ESP). Since then, the field of EAP has seen tremendous growth along with the growth of English as a leading language used in academia (Hyland and Shaw, 2016), the current academic *lingua franca* (Jenkins, 2019). EAP courses take place in contexts in which English is an additional language such as China and Japan, in English-speaking contexts (Basturkmen and Wette, 2020) such as Australia, the U.S. and the U.K., as well as in multilingual English-dominant contexts (Parkinson, 2016) such as South Africa. In all of these contexts, EAP courses have typically been taught in English language teaching units, academic skills units or writing centers and include pre-sessional, in-sessional and long courses (Jordan, 1997), such as foundation courses, each of which has typically had a focus on generic skills development. Wingate and Tribble (2012) note that these generic skills courses are typically targeted to learners with English as an additional language, such as international students, as well as home students at risk of failing and have played a significant role in the teaching of reading and writing practices in universities.

Generic skills courses continue to dominate (Wingate, 2016), but there are other approaches to academic literacy development. Lea and Street (1998:158) have identified three approaches taken toward the teaching of reading and writing in higher education institutions: the study skills approach, the academic socialization approach, and the academic literacies approach, each of which ‘successively encapsulates the other.’ The study skills approach sees the development of academic literacy as the mastering of set of skills which are transferrable across contexts. The focus of teaching in this approach is on general study strategies for listening to lectures, drafting essays, and reading textbooks, and general strategies for inquiry and rhetoric (Spack, 1988), as well as fixing up surface features and language problems in student writing (Lea and Street, 2006). The study skills approach is still the most common approach taken in the teaching of reading and writing in universities (Wingate, 2016; Wingate, 2015), though it has come under

considerable critique from scholars in the fields of EAP (e.g., Hyland, 2018; Wingate, 2015; Wingate, 2006) and Academic Literacies (e.g., Lillis and Tuck, 2016; Lillis, 2001; Lea and Street, 1998) for divorcing writing from subjects, as Wingate (2006) has argued. Next, I address the role of generic EAP (EGAP) courses in providing study skills provision, as well as these critiques of a generic, study skills approach.

### *2.2.2 EGAP and the teaching of study skills*

In the English for Academic Purposes literature, the contested nature of the generic study skills approach is often framed in terms of the degree of discipline specificity taken. At one end of the specificity spectrum in EAP is English for General Academic purposes (EGAP). In an EGAP, or wide-angle, approach courses cater to students from a wide range of disciplines (Basturkmen, 2010) and teaching focuses on study skills, language forms and activities that are thought to be similar across disciplines. These include skills such summarizing, paraphrasing, referencing, note-taking, planning, and writing essay drafts, listening to lectures, reading textbooks, and preparing for examinations (Dudley-Evans and St. John, 1998; Jordan, 1997). Hyland (2006) highlights some reasons an EGAP approach might be taken: lack of language teacher training and expertise, students' proficiency levels, the assumed existence of a common core of language, and the assumed existence of transferable academic study skills. Tardy (2022) also points to practical reasons (e.g., that students are not yet enrolled in discipline courses or students from several disciplines are in one EAP module) that an EGAP approach might be taken. Below, I address these reasons for an EGAP approach in turn.

It has been argued that EAP practitioners lack the skills and training needed to address subject-specific literacy practices, genres, and conventions. Spack (1988) argues that teachers of English should focus on teaching general features of writing processes and should not be expected to teach disciplinary genres as they lack the skills, expertise, and disciplinary knowledge to do so. This contention seems outdated. As Hyland (2018) argues, EAP has become a theoretically grounded and research-informed field drawing on applied linguistics, education, and the science of knowledge. EAP practitioners have developed a knowledge base in needs analysis, text analysis, and corpus analysis, in addition to language teaching skills (Ding and Bruce, 2017), all of which enable EAP practitioners, in collaboration with discipline specialists, to identify and explicate the literacy practices, genres and conventions of disciplinary discourse communities.

The knowledge base EAP practitioners draw on and the analytical tools which they employ can indeed prepare them to address discipline-specific literacy practices, genres and conventions.

Student language proficiency levels, demonstrated by non-native English-speaking students via exams required for university entry such as the IELTS or TOEFL, are another reason cited for taking an EGAP approach, as Hyland (2006) points out. This assumes a low level of English language proficiency, and as Wingate (2015) highlights, a lower one than non-native speaking students might normally have. It also assumes that there might be a threshold of general language proficiency that is necessary before discipline-specific language, genres and conventions can be addressed. Yet language is not learned in a step-by-step fashion (Ellis, 1994). Rather, as Hyland (2006) has pointed out, it is acquired as it is needed rather than in the step-by-step order it might be taught. Thus, it is not necessary for students at lower proficiency levels to focus first on lower-order language concerns before focusing on specific language use and discourse. Moreover, the existence of a general language proficiency sufficient for students to begin disciplinary studies is problematic. Leung (2022: 75) has asserted that current understandings of language use as a situated practice work against this idea of ‘universalist models of language proficiency’ and would also lead to questioning the existence of a necessary threshold to surpass before beginning disciplinary language studies.

The EGAP approach rests on the assumption that there is a common core (Hutchinson and Waters, 1987; Bloor and Bloor, 1986) of language that exists across varieties and study skills across disciplines and that students will be able to transfer the skills and language they have learned across contexts. Yet while there are register-level features common across academic discourse (Costley and Flowerdew, 2017), there is tremendous discipline-specific variation in the discourse of specific academic discourse communities (Hyland, 2016). Wingate and Tribble (2012) point out that the learning of academic writing involves an understanding of the epistemology of a discipline, conventions on knowledge construction, presentation, and debates in the field, which vary by discipline. This understanding of epistemology and shared context is enacted in texts by discipline specialists through rhetorical and linguistic conventions for taking a stance, engaging with readers, citing prior work, and displaying credibility (Hyland, 2005; Hyland, 2004). Similarly, significant variation in discipline-specific writing practices is evidenced in university student writing, as Nesi and Gardner (2012) have found following their

development of the BAWE corpus. Drawing on this corpus, Nesi and Gardner (2012) classify thirteen genre families used in university student writing across disciplines and detail the stages, moves and lexico-grammatical features of genres within these genre families. One illustrative example of disciplinary variation is in the student genres families of critiques and essays, which differ significantly in reasoning, claims, warrants, and authorial presence (ibid). This empirical evidence raises questions about a common core and supports a specific approach to academic literacy instruction.

An EGAP approach may also be adopted under the false assumption that academic study skills can be applied across contexts. Some of these so-called study skills, such as referencing, writing an essay, and reading a textbook, are used across disciplines, and it has been thought that it might be most pragmatic to focus instruction on these skills (J. Flowerdew, 2016a). Yet, there is no consensus that students are able to transfer skills unproblematically across contexts (Basturkmen, 2019; Tardy and Jwa, 2016; Donahue, 2011; James, 2010). Rather, the reading, writing and research demands placed on learners are specific to their disciplines and composed of academic literacy practices that must be developed within a disciplinary context (J. Flowerdew and Peacock, 2001). This is in part because literacy practices are social practices and vary depending on context (Lea, 2004) and in part due to the nature of disciplinary discourses, which are ‘historically situated and contested’ (Lillis and Tuck, 2016:33) rather than monolithic. The individual, cognitive focus of study skills development regards literacy practices as individual weaknesses, Hyland and Hamp-Lyons (2002) argue, which leaves disciplinary literacy practices obscure and opaque (Lillis, 2001) to students. The study skills approach does not account for the contextual and social realities of discipline-specific literacy practices. A discipline-specific approach to teaching EAP does, however. I turn to discuss a discipline-specific approach to EAP, English for Specific Academic Purposes (ESAP), next.

### *2.2.3 ESAP and its focus on discipline-specific academic literacy development*

English for Specific Academic Purposes (ESAP) is concerned with the teaching of skills, language, and practices particular to specific disciplines (Hyland, 2006). ESAP courses are targeted to students from a discipline and range in level of specificity, for example, from courses such as English for Engineering to more ‘narrow-angled’ English for Chemical Engineering (Basturkmen, 2006). While the level of specificity adopted in a course is often limited because of

practical concerns (Basturkmen, 2010), there is a significant body of work that evidences and supports a discipline-specific approach to teaching academic literacy.

The most salient justification for a discipline specific ESAP approach relates to the specific nature of language, genres, conventions, and literacy practices of academic discourse communities. As has been discussed above, the genres students are expected to interact with and produce and the conventional rhetorical and lexico-grammatical resources employed within them are highly discipline-specific (Nesi and Gardner, 2012) rather than generic. Hyland (2006) argues that though there are register-level features common across academic discourse, such as lexical density, nominalization, and impersonalization, the extent to which these features are adhered to differ drastically by discipline. Using corpus analysis, Hyland (2000; 2005; 2006b; 2012) has found significant differences across disciplines in the ways writers represent themselves and their readers in their work through the frequency and function of hedges and boosters, engagement features, and self-mention. Hyland (2008) highlights an example of this variation in stance markers across disciplines - both hedges (e.g., words like *possible* and *might*) and boosters (e.g., words like *clearly* and *obviously*) are two-and-a-half times more likely in the humanities and social sciences than in hard sciences. Unpacking this even further, Hyland (2005) shows that hedges and boosters are most frequent in philosophy, followed by marketing, sociology and applied linguistics and least frequent in mechanical engineering, followed by electrical engineering, biology, and physics. This empirical evidence further illustrates the variation that might be concealed by a generic EAP approach (Hyland, 2016). This is true of student assessed genres, as well. While an assignment might be labelled an essay in both law and English, a common designation conceals their variety, and they vary considerably (Nesi and Gardner, 2012) although they may share the same function and stages. This is because, as Hyland (2002:116) argues,

‘scholarly discourse is not uniform and monolithic, differentiated merely by specialist topics and vocabularies. It has to be seen as an outcome of a multitude of practices and strategies, where argument and engagement are crafted within specific communities that have different ideas about what is worth communicating, how it can be communicated, what readers are like to know and how they might be persuaded.’



This discourse must be framed and realized in ways that are valued by specific academic discourse communities to achieve their purpose.

An ESAP approach, which features collaboration between EAP and discipline specialists, is further warranted because of the limited role that discipline specialists have taken in the development of students' academic literacy. Historically, the role of teaching writing has been very limited in many contexts because teaching in higher education has focused solely on subject-specific learning (Ivanic and Lea, 2006) as it was assumed writing skills would be learned prior to beginning university studies (Bond, 2020). Given this, one of the primary approaches to student writing in universities has been a process of academic socialization. Lea and Street (1998) detail that in the academic socialization approach, literacy practices are seen as largely transparent and homogenous across the university. Because they are transparent and applicable across contexts, students are seen as able to learn academic literacy practices through an implicit process of induction. When this 'academic socialization' default model fails, the skills model is used (Lillis, 2006) to provide 'bolt-on' provision (Wingate, 2006), i.e., EGAP support. Within the 'academic socialization' model, the role of discipline specialists in the teaching of writing is limited as it is assumed students will acculturate to the writing practices of their discipline through repeated exposure and practice. However, as research into the experience of student writers makes clear, this academic socialization process leaves the literacy practices and demands placed on students 'institutional practices of mystery' (Lillis, 2001:58). This is further complicated by the lack of responsibility for academic literacy development that subject lecturers may take (Wingate, 2018). Subject lecturers may see academic literacy issues related to remedial language issues and may not see the development of academic literacy as part of their role (Jenkins and Wingate, 2015). They may also only have 'tacit' (Jacobs, 2005:447) understanding of the genres, conventions, and literacy practices of their academic discourse community. Because of this tacit understanding, lack of responsibility for the academic literacy development of students, and the perceptions of subject lecturers in the role they play, or do not play, there remains a critical role to be played for specific EAP provision.

This ESAP provision can play an important role in making the language, texts, conventions, and literacy practices of discipline-specific discourse communities explicit. In the ESAP classroom, this is largely done through genre analysis in which EAP specialists guide students through a

process of analyzing the context, social practices, and conventional structural, rhetorical, and lexico-grammatical features within a genre. However, the primary methods and tools of analysis used in an ESAP approach also bring scrutiny from scholars in Critical EAP (Benesch, 2009, 2001; Canagarajah, 2002) and Academic Literacies (Lillis and Tuck, 2016; Lillis and Scott, 2007). In section 2.3, I discuss the methods and tools of analysis used in genre-based writing approaches in EAP, along with these critiques of the approaches, methods, and tools of genre-based EAP pedagogy. First, I consider the role of genre analysis and genre-based writing pedagogy for teacher development in EAP.

#### *2.2.4 Teacher Development in EAP*

A substantial portion of the consultancy which forms part of this thesis involved teacher development, for example through the EAP tutor workshop, so it is worth considering the state of teacher development in EAP. It is first worth pointing out that what Bruce (2021: 31) has called ‘EAP practitioner formation’, another term for teacher development, is a long and ongoing process, which is shaped by several ‘contributory inputs’, namely initial teacher education, experiential practice, professional development activities, scholarship, and research. Here, I will focus on one of these inputs – professional development (PD).

While there has been a significant focus in some of the EAP literature on teaching and learning within EAP, there has been less of an emphasis on the EAP practitioner, and this extends as well to a lack of attention on understanding the PD needs of EAP practitioners and the types of PD that EAP practitioners engage with (Fitzpatrick, Costley, and Tavakoli, 2022). This is unfortunate as PD likely plays an important role in practitioners’ development of the specialist knowledge that is crucial to their teaching practice (Campion, 2016). What is clear is that EAP practitioners do desire opportunities for PD, but they may not often receive institutional support or funding to pursue it (Kaivanpanah et al., 2021).

There has been some discussion within the EAP and ESP literature on the teacher education needs of pre-service EAP and ESP practitioners. Basturkmen (2014) outlines a few of these: analyzing needs, investigating specialist discourse, designing courses, and developing materials. However, these areas may, in large part, be developed on the job, through experiential learning, by many. This makes a focus on PD particularly important for the discipline and practice of EAP. Although, historically, EAP practitioners’ educational and PD needs did not receive much

attention, the in-service (PD) needs of EAP practitioners have started to gain some traction more recently. In a study focused on EAP practitioners in Spain, Basturkmen (2019) found that the EAP practitioners she interviewed saw their primary PD needs related to materials development, which formed a significant portion of their time and workload. Campion (2016) has reported that the EAP practitioners in her study perceived the development of disciplinary knowledge and academic conventions as particularly challenging and areas for which they desired further PD. Because practitioners' needs will vary, Ding and Bruce (2017) argue for self-directed PD, which allows for autonomy and agency. The literature on self-directed PD within research which is focused on teacher development in EAP also seems to be scarce.

There has also been little attention given to the possibilities of discourse analysis, and particularly genre analysis, for EAP practitioners' PD (see Cheng, 2015 as an exception). Given that few initial teacher education programs or postgraduate taught programs which are focused on English language teaching include these components (Ding and Campion, 2016) and that they are essential to EAP practitioners' teaching, this is an area which certainly warrants more attention. Wingate (2022: 9) has argued that genre analysis provides an 'effective access route for ELT/EAP practitioners to the communicative practices of specific academic disciplines and subsequently, the access route to developing genre-based literacy instruction for students.' She concludes that genre analysis and genre-based pedagogy also provide key frameworks for teacher education. In the consultancy that formed part of this thesis, genre analysis and genre-based pedagogy have been taken up as frameworks for the workshop for the EAP tutors who developed the genre-based learning materials. They have also been foundational to the additional forms of PD that have been developed by and for the EAP practitioners, as I describe in Hakim (*forthcoming*). Still, PD, broadly, and the use of genre analysis as a PD framework, more specifically, deserve more attention in the literature. The use of genre analysis and genre-based approaches have been taken up much more in a body of work focused on genre-based pedagogical approaches in EAP, which I will discuss next.

### **2.3 Genre-Based Writing Approaches in EAP**

The concept of genre has been highly influential on language and literacy education over the past three decades, but it remains a difficult concept due to varying definitions that exist and the use of the term in popular culture (J. Flowerdew, 2013). In this section, I define genre, outline three

genre studies schools, discuss genre-based writing instruction in EAP, and argue in favor of a discipline-specific, genre-based writing approach to the teaching of academic literacy and EAP in universities, while addressing the critiques of a genre-based instructional approach. I discuss these strands of the literature as genre-based pedagogy offers a strong pedagogical framework for discipline-specific academic literacy, and thus has been taken up in the site under study in this research.

### *2.3.1 Defining genre and genre analysis*

The term genre is used in the humanities, and pop culture, to refer to types of literature and media, but in Applied Linguistics, the term genre is used to group texts together according to purpose, context, and textual features (J. Flowerdew, 2013). It has been conceptualized in relation to textual features, as well as the cognitive and social processes surrounding these texts. Swales (1990:45-49) defines genre ‘as a class of communicative events’ with a shared set of communicative purposes and underlying rationale, which establish ‘constraints on content, positioning, and form’, exemplars of which ‘vary in prototypicality’. Johns (2008) highlights that genres exist beyond texts as socio-cognitive schemata for ‘appropriate textual approaches to rhetorical problems.’ Genre has also been conceptualized with a focus on the processes surrounding genres, as ‘staged, goal-oriented processes’ (Martin and Rose, 2007). The features of and social and cognitive processes surrounding genres are explicated through genre analysis in which the structure of texts is identified in terms of stages or moves, the communicative purposes of texts and the features that realize these purposes are identified, and the context in which the text is written and the practices surrounding this production are identified (Hyland, 2006). Bhatia (1993) provides a list of steps, to be followed flexibly, to conduct genre analysis. These include selecting a representative text, contextualizing the text, researching the conventionalized structure of the text in published analyses, comparing the text with other similar texts to identify its prototypicality, analyzing the institutional context in which the genre is used, selecting a level of analysis (e.g., vocabulary, grammar, move structure) to analyze the text, and confirming findings on the text with specialist informants (ibid.). Genre analysis has been used by scholars to gain an understanding of the texts and contexts of genres used, but it has also had a significant impact on language and literacy pedagogy.

### *2.3.2 Genre-based writing pedagogies*

In genre-based writing pedagogies, genre analysis is employed to gain a better understanding of target genres, but these pedagogies have developed differently across the different contexts in which they have been implemented. Hyon (2018; 1996) classifies genre theories and teaching approaches according to three schools: North American New Rhetoric studies, Australian Systemic Functional Linguistics, and English for Specific Purposes, each of which conceptualize and operationalize genre and genre analysis in the classroom differently.

The focus of genre studies in North American New Rhetoric, or Rhetorical Genre Studies (RGS), is on the social purposes and contexts (J. Flowerdew, 2013) of genres. An RGS view of genre emphasizes the dynamic and social nature of genres and the ways that genres are shaped by rhetorical context, communities of practice, and intertextuality (Tardy and Jwa, 2016). The purpose of this type of analysis has been on assisting writers of genres to better comprehend in general the associated actions and social roles of the genre but not necessarily to apply them to a genre strategically (ibid). Genre studies in RGS tend to utilize ethnographic methods such as participant observation, interviews and descriptions of physical settings to gain in-depth descriptions of the contexts of genres (Hyland, 2004). Its pedagogical applications have been limited. Hyon (2018) highlights that RGS has been ambivalent if not skeptical about the value of teaching students about genres outside of their authentic context. This is because RGS scholars see genres produced in the situation-specific interaction between the context in which a genre is produced and the genre schemas of students, as Johns (2008) points out. Taking genres out of their authentic context, then, removes this necessary interaction. J. Flowerdew (2002) points out, though, that there has been a recognition of the importance of the writing situation and context taken up in rhetoric and composition classrooms in the North American first year writing courses, as result of the influence of RGS. This can be seen in genre awareness raising activities such as those in Devitt, Reiff and Barwashi's (2018) textbook, *Scenes of Writing: Strategies for Composing*, which asks students to first analyze the rhetorical scene and situation before analyzing structural and rhetorical patterns in the target genre. This contextualization activity, which begins with a focus on the context and writing situation, is also a common starting point in Australian classrooms employing a Systemic Functional Linguistics approach to genre-based pedagogy.

The focus of genre studies in the Sydney School, which is underpinned by Systemic Functional Linguistics (SFL), has primarily been on elucidating linguistic features of text types used in primary and secondary schools, such as narrative, report, and explanation (Hyon, 2018), though it has influenced academic literacy instruction in universities (e.g., Wingate, 2012), which will be discussed further in section 2.2.3. J. Flowerdew (2011) highlights that the methods of genre analysis used in the Sydney School favor linguistic accounts of the properties of genres and their contexts. This reflects the underlying linguistic theory of the Sydney School, Systemic Functional Linguistics (Halliday and Matthiesson, 2014), which is concerned with the relationships between language and its social function in particular contexts. Research in the Sydney School has had a tremendous impact on school classrooms in Australia (e.g., Rose and Martin, 2012). One example of pedagogical frameworks developed out of the Sydney School is the TLC (Feez, 1998), which focuses teaching on building the context of the genre, modelling and deconstructing the text, joint construction of the text, independent construction of the text, and linking the text under student to similar texts in the genre. Still, it has been questioned as an approach focused on genre acquisition rather than flexible genre awareness (Johns, 2008). The iterative and flexible processes of the teaching-learning scaffolds the teaching of genre through a focus on context surrounding the development of the text, text deconstruction through teacher modelling, writing in the genre with peers and individually, with the teacher acting as an advisor, and finally a comparison of students' writing with other texts to identify genre variation (Feez, 1999) and thus John's (2008) critique seems to underplay the roll of the focus on context and variation. Like RGS approaches, this pedagogical approach begins with a focus on context, but it does privilege the linguistic and textual focus of analysis and implementation of genre analysis in the classroom and in this way is similar to genre-based writing instruction in EAP.

Similar to the Sydney School, the focus of genre analysis in ESP and EAP is on the social function and communicative purpose of genres, realized through recurrent moves and lexico-grammatical patterns, but in ESP and EAP the focus of genre analysis scholarship has been on analyses of academic and professional research genres. Analyses of research genres include research articles (Kanoksilapatham, 2015; Swales, 1990), theses and dissertations (Paltridge, 2002), grant proposals (L. Flowerdew, 2016b) as well as part-genres including acknowledgements (Hyland and Tse, 2004), introductions (Swales, 1990), literature reviews (Kwan, 2006), methods (Peacock, 2011), and results and discussion (Basturkmen, 2009). In

EAP, researchers have focused on the general implications of genre analysis for explicit teaching of genre structures and grammatical features, as Hyon (1996) points out, though how findings from published genre analyses of research genres may inform specific pedagogical practices is often neglected in the literature. In a systematic review of published genre analyses of research articles, Cheng (2019) provides an overview of common pedagogical suggestions for teaching identified across articles in his review: focus on raising awareness of genre-specific features, highlight the discourse community's influence on genres, and pay attention to variation in genres, suggestions which he concurs with, but he points out that in these research articles, pedagogical suggestions are not often driven by students' needs or dealt with in detail. While these published genre analyses of research and journal articles may not deal in detail with pedagogical implications, there is a growing body of research in EAP that does focus on instruction, as I discuss next.

### *2.3.3 Genre-based writing instruction in EAP*

Wingate (2015) contends that the main pedagogic aim of ESP and EAP is to teach the textual features of genres, such as its structure, through analysis of required moves and rhetorical conventions. This has been implemented in EAP classrooms through genre-based writing instruction with the aim of raising the conscious awareness of students regarding written genres and giving them practice in analyzing them through inductive tasks (Hyon, 2018) as well as composing them. Cheng (2018) discusses a guided inductive approach to genre-based writing instruction in postgraduate classrooms in the North American EAP context in which consciousness-raising tasks are implemented through the use of guiding questions to analyze the context, structure, lexico-grammatical and rhetorical features of genres such as research articles or part-genres, such as introductions, literature reviews and methods sections of research articles. L. Flowerdew (2016b) describes the application of a grant proposal writing module following an inductive approach for postgraduate students in Hong Kong, which began through student analysis of texts for content followed by guided move and lexico-grammatical analysis and comparison of grant proposal features. L. Flowerdew (2000) recounts the implementation of genre-based pedagogy in a course for engineering students writing a final-year report in which she used fifteen student exemplar texts to develop genre analysis tasks for move structure and lexical phrases, highlighting variation through text comparison activities. Wingate (2012)

discusses a genre-based writing intervention in which student exemplar texts were used to create materials and develop workshops, which followed the teaching-learning cycle (Feez, 1998), carried out in small groups, which could be followed up independently by students. Wingate (2018) explains another intervention in which EAP specialists developed learner materials featuring marginal comments on stages, moves, and variation among them, following move analysis. Finally, Croswaithe, Sanhueza and Schweinberger (2021) refer to a blended academic writing course in which students use guiding questions and text annotation software to annotate text exemplars from the BAWE corpus. Each of these examples demonstrates how genre-based writing instruction is carried out in the EAP classroom and how attention is given to the textual features, contextual factors, and variability in genres, yet these remain areas for which EAP genre-based writing approaches have received considerable critique.

One prominent critique of genre-based writing approaches used in EAP is from scholars in Critical EAP. Critical EAP considers the larger sociopolitical context of EAP, how power relations affect institutions and EAP classrooms (Benesch, 2009), and negotiation of cultural differences in discourse conventions (Canagarajah, 2002). Critical EAP is enacted in the classroom through the inclusion of critical questioning, problematizing, and recognition of the role of identity in writing, as Benesch (2009) has pointed out. Critical EAP has also problematized needs analysis and the use of genres for the teaching of writing in EAP. Benesch (1999) has argued that in addition to needs analysis, which prioritizes institutional constraints and requirements over student difficulties and concerns, ‘rights analysis’ should be conducted to include students’ difficulties and concerns. Critical EAP scholars also question the use of genres, which they argue leads to teaching toward unquestioning accommodation (Benesch, 2001) to institutional demands placed on students. Echoing this concern with conforming to institutional demands from an English as a *lingua franca* (ELF) perspective, Jenkins (2014) has criticized EAP as an approach that leads to conforming to, rather than challenging, native academic English norms. Yet while Critical EAP has offered critical insights into the sociopolitical context of EAP, the need for incorporation of criticality in the classroom, as well as the consideration of students’ rights in course design, some of these critiques do not reflect current EAP teaching, materials and scholarship.



Rather than encouraging accommodation and conformity, current genre-based EAP pedagogy, Hyland (2018: 394) argues, ‘situates learning and encourages students to analytically engage with relevant texts – not to blindly follow models but to recognize variation, novelty and creativity within what is routine practice.’ This is evident in published materials utilizing an EAP/genre approach, Tribble (2015) has found, which emphasize the social and contextual nature of writing as well as genre variation and choice in text exemplars. Hyland (2008) has argued that this recognition of variation within the constraints of genres is empowering for learners, who gain the awareness and tools necessary to analyze, compare, evaluate and critique discipline-specific genres. The overarching aim, then is not a reproduction of text types through genre acquisition but is genre awareness leading to rhetorical flexibility (Johns, 2008) in which genre knowledge can be adapted and applied critically across dynamic contexts.

Genre-based writing pedagogies in EAP have also received critique from Academic Literacies scholars. Academic Literacies scholars have claimed that genre-based instruction in EAP suffers from ‘textual bias’ (Lillis, 2001), which leads to ‘normative’ (Lillis and Scott, 2007) teaching of genres. Lillis and Tuck (2016: 36) argue that there is ‘a tendency in EAP to reify’ academic conventions and ‘construe them as fixed’. Like Critical EAP, Academic Literacies scholarship has been critical to gaining an understanding of the experiences of student writers (Lillis, 2001), in re-conceptualizing academic literacy as social practices rather than generic transferrable skills (Lea and Street, 2006), the roles that identity plays in student writing (Ivanic, 1998), establishing the inadequacies of study skills and academic socialization models in teaching of academic literacy in universities (Lea and Street, 1998), providing an ‘oppositional frame’ (Lea, 2004) to dominant writing pedagogy in higher education, and calling for transformative pedagogical practices (Lillis et al., 2015); however, in its critique of EAP, Academic Literacies scholarship has subsumed all EAP teaching under ‘academic socialization’ approaches, mischaracterizing genre-based writing pedagogy and the contributions of EAP scholarship in making the writing practices and expectations of academic discourse communities explicit to students, as Wingate and Tribble (2012) have argued. This explicit teaching of genres does not necessarily lead to the fixed reification of genres. Rather, through a focus on context and variability in genres, EAP genre-based teaching has the aim to bring awareness of the conventions of genres while also enabling students to challenge and transform literacy practices, as Basturkmen and Wette (2020)

argue. For these reasons, among others, there is significant justification for a genre-based pedagogy in EAP and academic literacy provision, which is discussed below.

#### *2.3.4 The case for discipline-specific, genre-based pedagogy in EAP and AL provision*

As has been discussed above, and as Hyland (2018) stresses, there is now a large body of evidence detailing significant variation in rhetorical choices and conventions in genres across disciplines, which are in response to discipline-specific epistemological and social practices. These conventions and practices are unclear to students, as Lillis (2001) has highlighted. The discipline-specific nature of academic literacy practices in universities and students' lack of clarity on them necessitates a pedagogical approach that explicates these unique contexts, textual and social practices. Genre-based writing pedagogy offers this and more.

Hyland (2004) says that genre-based writing instruction is explicit, systematic, needs-based, supportive, empowering, critical and consciousness-raising. That is, it makes clear the structural and rhetorical conventions of a genre, it provides a coherent framework to do this, it ensures objectives and content reflect student needs and discipline-specific literacy practices, it scaffolds learners through the learning process, it empowers learners with the tools of analysis and critique, and it increases teacher and student awareness of texts and literacy practices (Hyland, 2004: 10-11). Genre-based writing instruction addresses the contextual and situated nature of academic literacy practices. To address the contextual, situated nature of these practices, there has been a growing role in the use of ethnographic methods such as participant observation and interviews in EAP genre-based scholarship (e.g., Nesi and Gardner, 2012) and teaching (e.g., Johns, 2008; Johns, 1997). There are also myriad examples in the literature of genre-based writing instruction which includes a pedagogical focus on variation across genres (e.g., Cheng, 2018; Cheng, 2007; Hyon, 2017; Parkinson, 2017). For all these reasons, a discipline-specific, genre-based approach to teaching EAP and academic literacy is warranted, but perhaps the most important justification for a genre-based approach in EAP and academic literacy instruction is the core mission of EAP in preparing learners for target contexts, which inevitably involve disciplinary genres (Hyon, 2018) for which students require explicit instruction.

To most closely align language and literacy teaching within academic discourse communities, there has also been a concerted effort among many EAP practitioners and scholars to integrate genre-based EAP and academic literacy instruction with subject teaching and curricula through

collaboration between EAP and discipline specialists (e.g., Wingate, 2018; Fenton-Smith, et al., 2017; Purser, 2011) to address the situated nature of academic literacy. However, an integrated approach, which will be discussed further in sections 2.4 and 2.5, is often seen as a luxury (Fenton-Smith and Humphreys, 2015) for reasons related to teaching resource allocation. It also requires disciplinary specialists to take on responsibility for teaching the academic literacy practices of their discipline, which, as discussed previously, the literature shows can be problematic. Because of resistance to integrating academic literacy into subject teaching due to subject specialists' unwillingness or inability, there have been increasing calls for collaboration among EAP and discipline specialists (e.g., Starfield, 2019; Wingate, 2018; Alexander, et al., 2017; Murray and Nallaya, 2014; Gustafsson et al., 2011).

#### **2.4 Collaboration between EAP Practitioners and Discipline Specialists in AL provision**

While generic study skills provision still dominates, there is evidence of growth in discipline-specific academic literacy provision featuring collaboration between EAP and discipline specialists (e.g., Costley and Flowerdew, 2017; Wingate, 2016). Alexander et al. (2013) demonstrate that this collaboration occurs at multiple levels and includes academic managers and administrators, EAP specialists such as coordinators, lecturers and tutors and discipline specialists including program directors, module leaders and lecturers. Collaboration between EAP and discipline specialists ranges in the extent to which subject lecturers are involved in planning, materials development, and teaching. Hyland (2019a) characterizes the nature of subject lecturers' involvement as ranging from an *informant* who provides texts from the discipline as well as useful background to these texts, to a *consultant* who assists the EAP practitioner in selecting authentic texts and tasks, to a *direct collaborator* who jointly plans tasks and coordinates instruction in either team taught or linked courses. Hyland's (2019) classification of levels of collaboration echoes Dudley-Evans and St. John's (1998) classification but is distinct in who is responsible for and how teaching is carried out in the highest level of collaboration, team-teaching. Dudley-Evans and St. John (1998) categorize levels of collaboration as cooperation, collaboration, and team-teaching. Cooperation includes liaison in which EAP specialists gather information from subject specialists regarding the content, tasks, and expectations of the discipline community; collaboration involves EAP specialists and subject specialist creating activities together often for sessions that run parallel; and team-teaching includes teaching sessions that are taught by both the EAP and subject specialists in the same

teaching session (Etherington, 2008). Though this type of team-teaching is highly valued by academic language and literacy specialists, Fenton-Smith and Humphreys (2015) have found that it is unpopular with discipline specialists, and this, in addition to other challenges to collaboration discussed below in 2.4.1 as well as possible issues in staff changes (Hyland, 2017), may explain in part why team-teaching has not been evidenced much beyond a few contexts (see e.g., Sloan and Porter, 2009). This may also explain why linked courses, as Hyland (2019a) describes, are implemented even where team-taught sessions may be preferred by EAP staff (Fenton-Smith and Humphreys, 2015).

In the section below, I discuss the literature pertinent to collaboration in academic literacy provision as discipline-specific, genre-based approaches toward AL provision, such as that in this study, necessitate this collaboration between EAP and discipline specialists. I first discuss challenges to collaboration, which pose problems for the sustainability and transferability of collaborative academic literacy provision. I then discuss literature which offers suggestions for strengthening collaboration in academic literacy provision.

#### *2.4.1 Challenges to collaboration toward academic literacy provision*

Several challenges to collaboration between EAP and discipline specialists are discussed in the literature. Macdonald, Schneider and Kett (2013) highlight that collaboration between academic language and literacy practitioners and discipline specialists are often *ad hoc* and idiosyncratic. This is not surprising given the often piecemeal, bottom-up nature of academic literacy provision developed between EAP specialists and willing subject lecturers (Thies, 2012) rather than through institution-wide policy and implementation. Without institution-wide policy, supportive frameworks and implementation of these collaborative academic literacy efforts, the sustainability and transferability of academic literacy provision and collaboration toward it are comprised, as Sloan, Porter and Alexander (2013) point out.

There are also challenges to collaboration in relation to the roles and responsibilities of those involved in collaboration. Airey (2016) points out that EAP practitioners may be perceived as low-level technicians rather than academic equals of discipline specialists. A result of this is that they experience ‘servant like status’ (Etherington, 2008: 39) in which they tend ‘to work *for* rather than *with* discipline specialists’ (Hyland and Hamp-Lyons, 2002: 3). A practical challenge related to this is a lack of communication and responsiveness on the part of discipline specialists,

as Bell and Guion Akdag (2016) have reported. Much time and effort, then, is spent in gaining ‘buy-in’ (Sloan and Porter, 2010) toward collaborative academic literacy efforts. The imbalance between EAP and discipline specialists underlying these issues in communication and buy-in may be due in part to the precarious status of EAP specialists (Ding and Bruce, 2017) in low-paid, often part-time contracts in marginalized service units (Hyland, 2019) and in part due to perceptions of EAP and academic literacy development as remedial work. Redressing this imbalance would require significant changes in the perception of what academic literacy entails and recognition of the expertise that EAP practitioners can provide in collaborative academic literacy provision.

#### *2.4.2 Strengthening collaboration in EAP and academic literacy provision*

As discussed above, an imbalance often exists between EAP and discipline specialists collaborating toward academic literacy provision, but there are steps that can be taken to alleviate this imbalance and its concomitant challenges. Dudley-Evans (2001) argues that a respect for each other’s professionalism and judgement, as well as a limited time commitment for subject specialists and clearly defined roles for all those involved in collaboration can help make collaboration more fruitful. It is unclear, though, how team-teaching, encouraged by Dudley-Evans (2001), is achieved when subject specialists’ time commitment is limited. Macdonald, Schneider, and Kett (2013) highlight the importance of building rapport between EAP and discipline specialists and allowing for differing approaches to teaching, which leads to a negotiation of roles and teaching methods. Sloan, Porter, and Alexander (2013) emphasize the importance of a rebranding of EAP provision from generic, bolt-on study skills to a part of the overall course curriculum, as well as clear communication channels for all involved in collaboration. Rebranding and clear channels of communication aim to further include EAP specialists in discipline curriculum and programs teams to encourage buy in from both staff and students, though Bell and Guion Akdag (2016) have reported challenges to buy in and communication even after efforts made toward rebranding and implementing channels of communication. This may reflect the reality that collaboration between EAP and discipline specialists toward academic literacy provision requires sustained, long-term investment. Wingate (2018) argues for one such investment - greater incentives and rewards for discipline specialists

to ensure buy-in toward collaboration. These incentives and rewards show promise, but further evidence of the efficacy of incentives and rewards toward ensuring buy-in needs to be explored.

Each of these steps toward successful collaboration must be met with top-down support from management, such as the rewards and incentives mentioned above, to make a significant impact at the institutional level. Top-down support from management is crucial in changing perceptions around EAP and academic literacy development, as Sloan and Porter (2009) have argued.

Wingate (2019) has argued top-down support is also key to implementing necessary structural changes in workload allocations and the position of EAP practitioners in higher education institutions. It is important to recognize, though, that top-down support may be difficult to obtain (Mitchell and Evison, 2006) and may fluctuate. Sustained support from academic leadership requires a recognition that the university is responsible for the academic literacy development of its students. It also requires financial commitment. While this commitment may be difficult to obtain at the outset, there is growing evidence toward implementation of academic literacy provision in Anglophone universities through varying types of collaborative efforts, which are discussed next.

## **2.5 Implementation of Academic Literacy Provision in Anglophone Universities**

Several attempts have been made in Anglophone contexts to provide academic literacy provision, which is more closely aligned with students' discipline-specific needs than the study skills approach, through collaboration between academic literacy and discipline specialists. These attempts differ in theoretical grounding and implementation, ranging in levels of discipline specificity and integration into subject curricula as well as in pedagogical approach. Below, I review literature on implementation of academic literacy provision in Anglophone universities, which is instructive in understanding the context under focus in this study.

I begin this section with a discussion of Writing across the Curriculum (WAC) and Writing in the Disciplines (WiD) (Bazerman et al., 2005), common approaches to writing support in the North American context, which have had a significant impact on the types of academic literacy support provided in many EMI contexts, including the context where this research is situated. I then discuss collaborative academic literacy provision developed between EAP specialists and discipline specialists in British universities, including co-taught tutorials at Birmingham University (Dudley-Evans and St. John, 1998; Dudley-Evans, 2001) and a model called

Contextualization, Embedding and Mapping (CEM) (Sloan and Porter, 2009). These initiatives underscore the shortcomings of ad hoc and piecemeal approaches to collaboration in academic literacy provision. I continue to discuss the implementation of credit-bearing ESAP modules, which are growing in number in Australia (e.g., Murray and Nallaya, 2014; Fenton-Smith et al., 2017) and may be informative for the university under study. Finally, I discuss implementation of curriculum-integrated academic literacy provision (e.g., Skill, 2006; Purser, 2011), which includes the highest level of collaboration and subject integration and is often advocated by academic literacy specialists (Fenton-Smith and Humphreys, 2015), but which is rare.

### *2.5.1 Writing Across the Curriculum and Writing in the Disciplines*

Common to higher education in the U.S. context is a sequence of compulsory first-year writing courses, which broadly focus on rhetorical knowledge, critical thinking, reading and writing processes, referencing conventions and composing digital documents (Thaiss and Goodman, 2012), which are to be applied across disciplines. These courses form part of the first-year general education requirements across U.S. universities, where disciplinary specialization is developed in the third and fourth years of study rather than from the first year (Ganobscik-Williams, 2006). At many universities in the U.S. this first-year course sequence is the extent of required coursework toward academic literacy development, though the curricular reform movement Writing across the Curriculum (WAC) has led to an increase in the number of organized efforts toward writing development beyond the first-year writing sequence. Russell et al. (2009) highlight the impact of WAC at U.S. universities, which has been implemented in varying forms in over half of U.S. universities. They also mention, however, that WAC is ‘large and diverse, with so many currents and conflicting strands that it is difficult to make generalizations about it’ (ibid, p. 418). Still, it is possible to characterize some common features of WAC initiatives.

WAC is implemented along continua from generic to discipline specific and from informal, small-scale programs to formalized, whole-institution approaches, which may feature staff development programs such as workshops in developing writing assignments offered through writing center staff, assessment initiatives led by the university assessment office, and collaboration between WAC and discipline specialists (Kiefer et al., 2018). These collaborations between WAC and discipline specialists toward the development of discipline specific writing

assignments and instruction form part of Writing in the Disciplines (WiD), a subfield of composition studies and WAC programs (Bazerman et al., 2005). Though WiD initiatives aim to situate the teaching of writing toward genres in their disciplinary contexts, as does EAP, there has been little cross-disciplinary dialogue or research between EAP scholars and composition scholars, whose research focuses on WiD, as Tardy and Jwa (2016) point out. This cross-disciplinary research would be particularly suited in research and practice in EMI contexts, where research either frames institutional approaches to academic literacy development as WAC/WiD (e.g., Arnold, Nebel, and Ronesi, 2017) or EAP provision (e.g., Galloway et al., 2017) but does not detail crossover or divergences in approach.

#### *2.5.1.1 WAC/WiD in the Middle East*

WAC/WiD initiatives and scholarship have been implemented in American universities in EMI institutions in the Middle East and North Africa (MENA) region, where this research study is situated; these WAC/WiD programs are relatively new to universities in the region but are growing. Arnold, Nebel, and Ronesi, (2017) emphasize this growth in the introduction to a book dedicated to emerging writing research from the MENA region. In this book, they also highlight the challenges of implementing American-style WAC/WiD programs in the MENA region due to differences in institutional and community writing cultures, even where there is a longstanding tradition of American-style liberal arts education, including first-year writing courses and workshops run through writing centers (e.g. at the American University of Beirut, the Lebanese American University, the American University of Cairo, and more recently in international campuses of American universities in Gulf states). In this volume, Diab (2017) notes the challenges of implementing writing programs in the multilingual EMI context of Lebanon, where she reports teaching of writing is not maintained or valued across disciplines. Annous, Nicolas and Townsend (2017) report similar challenges at the University of Balamand in Lebanon, as well, contributing them to the lack of a ‘writing culture’, evidenced by the limited amount of writing students complete in disciplinary courses.

To address these challenges and the lack of a ‘writing culture’, they advocate for the breaking down of ‘territorial boundaries’ through WAC/WiD programs, collaboration across disciplines toward these initiatives, and increased efforts toward encouraging disciplinary specialists to incorporate more writing into their courses. The challenges pinpointed by Diab (2017) and



Annous, Nicolas and Townsend (2017) provide valuable snapshots into the problematic nature of implementing WAC/WiD in the MENA region, raise the possibility of varying assessment types to include written assignments, and rightly call for increased collaboration between EAP and discipline specialists, but Townsend's conclusions, single-authored at the end of the co-authored piece, in particular, seem to bring to life reflections on transnational collaboration reported by Theado et al. (2017) regarding the dismissal as inferior of local disciplinary pedagogies and practices in comparison to those from the West (e.g. WAC/WiD). Moreover, from a discipline-specific, genre-informed EAP perspective, the conclusion that disciplinary specialists ought to integrate more writing into courses to support the growth of a 'writing culture' and further implementation of WAC programs seems to miss the point. From a genre-informed EAP perspective, rather, the impetus for academic literacy provision ought to derive from disciplinary academic literacy practices and genres, which then provide a focus for academic literacy instruction, as Hyland and Hamp-Lyons (2002) have highlighted. Simply adding more writing to the curriculum for the sake of developing a 'writing culture' does not address students' discipline-specific needs.

WAC/WiD programs have brought much needed attention to the development of students' academic literacy development in university education beyond first year writing, as well as the necessary role for discipline specialists in this development (Mitchell and Evison, 2006). However, as has been discussed above, the implementation of WAC/WiD programs in American universities in EMI contexts can be problematic and may not go far enough to address the discipline-specific needs of students. The portability of WAC/WiD may be problematic because, as Wingate (2015) has pointed out regarding WAC/WiD, they lack both a universal format and strong theoretical foundations. This differs from attempts toward collaborative, discipline-specific academic literacy provision in British and Australian universities, discussed next, much of which is underpinned by EAP genre studies and which have sought to employ more consistent formats.

### *2.5.2 Collaborative Academic Literacy Provision in British and Australian Universities*

In British and Australian universities, there has been a growing number of collaborative efforts toward academic literacy provision (e.g., in Murray and Mueller, 2019; Costley and Flowerdew, 2017; Wingate, 2016). Collaborative academic literacy provision in British universities dates at

least to the 1980s. Dudley-Evans and St. John (1998) discuss collaborative efforts toward academic literacy provision beginning in the 1980s at the University of Birmingham, where this provision was implemented in co-taught tutorials focused in early versions on lecture comprehension and listening tasks, and later on writing for both student genres and professional genres. In the Birmingham approach, the role of EAP specialists is to gather information from the subject department or module tutor on the content, tasks and genres of the linked subject module in order to develop discipline-specific materials and lead teaching in the tutorials (Dudley-Evans, 2001). Dudley-Evans and St. John (1998) call these sessions team-taught, but in a later publication, Dudley (2001) points out that the subject lecturer acts as an advisor in these sessions, which are primarily taught by EAP specialists, and admits that even this level of team-teaching occurred in a few sessions, limited only to willing departments. Because of the limited reach of this model, Sloan and Porter (2009) highlight that this model has had little sustainable impact beyond the University of Birmingham. Similarly, Fenton-Smith and Humphreys (2015) have questioned the transferability of this model to other contexts, pointing out that discipline specialists often do not see team-teaching favorably.

Another initiative toward developing discipline-specific, collaborative academic literacy provision in British universities is Sloan and Porter's (2009) Contextualization, Embedding and Mapping (CEM) Model, which was developed at Newcastle Business School following a study to assess how well delivery of EAP in-session provision was meeting international student needs. Sloan and Porter (2010: 202) highlight key themes that emerged from this research relating to the context in which EAP was delivered (contextualization), the embedding of EAP within the degree program and the position of the EAP tutor in the academic business team (embedding), and the coordination of EAP teaching with student learning needs and outcomes (mapping) in subject programs. In an effort to better contextualize the teaching of EAP, academic literacy teaching in the CEM Model is meant to be subject specific, though in practice the level of subject specificity varies from high to low (Alexander et al., 2013). In this model, the EAP tutor gathers from the subject module leader assignment descriptions and key texts, observes key lectures and seminars and then develops EAP teaching tailored to the types of tasks performed in selected subject modules, leaving collaboration at the level of cooperation (Dudley-Evans and St. John, 1998). Crucial to the model are 'subject champions' (Sloan and Porter, 2010: 203) who not only supply the texts and assignments for EAP specialists but who also arrange for

EAP tutors to be included in programs' teams. This inclusion is key to this model. As Sloan and Porter (2010) argue, it has a significant impact on the perception of EAP provision and communication between EAP and subject staff. When EAP tutors are embedded in programs' teams, Sloan and Porter (2010) argue, delivery of EAP teaching can be better mapped to student needs.

However, as subsequent publications reveal (Bell and Guion Akdag, 2016; Sloan, Porter, and Alexander, 2013; Alexander et al., 2017), when implemented at Heriot-Watt University and Northumbria University, several issues in this model became clear. Sloan et al. (2013) report that while there was greater subject specificity in some EAP provision following the implementation of the CEM Model, EAP tutors reported that embedding and mapping remained weak in large part because of a lack of top-down support evident in little buy-in, responsiveness or communication from subject lecturers. Garnering this top-down support and buy-in toward collaboration is problematic, as has been discussed in section 2.3.1. Similar to Sloan, Porter, and Alexander (2013), Bell and Guion-Akdag (2016) highlight that embedding and mapping following implementation of the CEM Model remained weak and that diminishing attendance in EAP sessions, timetable clashes, and perceptions of this provision as unrelated to their course studies posed an ongoing challenge. Given the voluntary nature of EAP provision in this model, this is predictable. Wingate (2011) has highlighted problems in voluntary provision, which is not taken up by students in large numbers. What are better attended are compulsory sessions within credit-bearing modules (Bell and Guion Akdag, 2016; Wingate, 2015; Wingate, 2011).

A final approach discussed in this section is a decentralized model of EAP provision. Murray (2016: 437-438) has argued that decentralized provision, EAP provision that is not located within central English language or study skills units but located in discipline departments and programs, has advantages over centralized, typically study skills, provision: syllabi can be negotiated and tailored to meet students' specific needs, and EAP teachers are able to produce lessons and materials that are relevant and engaging. Murray and Mueller (2019) report on one example of decentralized provision at a School of Nursery and Midwifery in an Australian university, which created a new position of Associate Lecturer to provide one-to-one consultations and to teach tailored English language and literacy support courses aligned with subject curriculum, often in team-taught sessions. Murray and Mueller (2019) have evaluated this provision, which they

found to be highly rated by students, valued by nursing teaching staff, and for those students who attended, positively correlated with gains in students' grade point averages (GPAs). Again, however, this provision is voluntary, and less than half of those students targeted for provision attended. As I mentioned previously, the reach of this provision could be greatly improved if it were provided to all students in compulsory sessions.

While efforts toward collaboration between EAP and subject specialists in the Birmingham approach, the CEM model and the decentralized model have moved academic literacy provision in the right direction, toward further discipline-specific academic literacy instruction, issues in transferability in the Birmingham approach, attendance, buy-in and varying levels of discipline specificity achieved in the CEM Model and the limited, voluntary nature of the decentralized model highlight the need for provision which has reach beyond one module, program or department and which maintains discipline specificity while reaching all students, not just the few who attend voluntary provision. Both credit-bearing EAP modules, discussed in section 2.5.3 and curriculum-integrated academic literacy provision offer these benefits.

### *2.5.3 Credit-bearing EAP Modules*

Another model of discipline-specific academic literacy provision implemented in Anglophone universities is credit-bearing EAP modules, which form part of a degree curriculum, and which are compulsory. Credit-bearing EAP modules have been highly rated in terms of effectiveness by academic literacy and language specialists (e.g., in Fenton-Smith and Humphreys, 2015) and by students (e.g., Bell and Guion Akdag, 2016; Fenton-Smith, Humphreys, and Walkinshaw, 2018), but they remain rare. One example is in credit-bearing EAP courses offered institution-wide at Griffith University in Australia. Fenton-Smith et al. (2017) describe that at Griffith University these courses are compulsory for English as an additional language (EAL) learners who score below the required IELTS score or whose program does not have an IELTS score requirement and are offered at the level of macro-field, including modules such as Language and Communication for Business and Commerce, Language and Communication for Health, Language and Communication for Sciences, and Language and Communication for Arts and Social Sciences. They do concede that in these modules discipline-specificity is 'approximated but not fully realized' but argue this is a matter of institutional constraints on funding and resources (ibid.). A shared workload consideration might help address these constraints, though,

as Wingate (2018) points out. These courses were designed and developed through collaboration between academic literacy and discipline specialists; however, ongoing teaching is delivered by academic literacy specialists. The lack of ongoing collaboration between EAP and subject specialists does raise questions regarding how closely linked the EAP course is to subject curricula over time and does run the risk of disengagement from subject specialists in addressing the academic literacy and language needs of students, as Fenton-Smith et al. (2017) point out.

Fenton-Smith, Humphreys, and Walkinshaw (2018) have evaluated the institution-wide, credit-bearing EAP modules at Griffith University through a measurement of gains in English language proficiency as demonstrated on the IELTS, gains in academic outcomes measured via course results, reduced rates of plagiarism, EAL student retention, student evaluations and uptake of voluntary self-directed learning resources, and they have found overall positive educational outcomes for students in these courses. It is unfortunate that these positive educational outcomes have not been extended in this context to include all learners regardless of language or national background and that credit-bearing courses are pitched at the level of field rather than discipline, which would better respond to students' needs (Hyland, 2002). Still, these institution-wide, credit-bearing EAP courses do provide evidence of the efficacy of compulsory academic literacy provision, which is not focused on generic study skills or composition and rhetoric studies, provided across the institution, which is a significant improvement to voluntary study skills provision, though more evidence is needed beyond the Australian context.

#### *2.5.4 Curriculum-integrated Academic Literacy Provision*

The most closely integrated type of academic literacy provision offered at Anglophone universities is curriculum-integrated academic literacy provision. This provision is embedded into credit-bearing, timetabled subject modules, delivered by subject lecturers who collaborate with EAP teachers, focused on literacy conventions, genres, texts, and tasks linked to subject content and fully inclusive as it is part of regular teaching (Wingate, 2015: 60). Because it is implemented into subject teaching, it avoids some of the most significant limitations of approaches discussed above, which are voluntary and not closely linked to subject teaching (Wingate, 2011). This type of provision has been implemented in the U.K. at the module level and in Australia at the institutional level. In the U.K., Wingate, Andon, and Cogo (2011) report that embedding academic writing instruction into regular subject teaching was positively

evaluated by both teachers and students, though the authors raise the question of feasibility due to an increased workload in feedback on writing. Thus, this approach has been criticized as resource-intensive and less sustainable (Fenton-Smith and Humphreys, 2015). Yet increased workload can be addressed. Wingate, Andon, and Cogo (2011) point to teaching assistants as one possible avenue of support for integrated provision, and Wingate (2015) highlights that the increased workload in curriculum-integrated provision could be shared with EAP tutors collaborating on integrated provision and assessment. It may also be the case that while implementing curriculum-integrated academic literacy provision is resource intensive initially, over time the necessary funds and time taken to provide this provision would decrease. Time spent providing written feedback on student writing would remain constant over time, but time invested in planning literacy activities and producing teaching materials for modules that run regularly would likely decrease over time.

Curriculum-integrated academic literacy provision has been implemented institution-wide at universities in Australia. Purser et al. (2008) describe how writing specialists and subject specialists collaborated at the University of Wollongong to integrate the teaching of disciplinary literacy practices within subject modules through the identification and analysis of student genres, practices and assessments. Similarly, Murray and Nallaya (2014) report on an initiative implemented with top-down institutional support at a university in South Australia in which English language tutors, in collaboration with course coordinators, developed a framework of academic literacies to be integrated into curricula by subject lecturers. However, even in this integrated model with top-down support, there were challenges in changing the perceptions, attitudes and compliance among certain courses and lecturers. Murray and Nallaya (2014) argue that to address these challenges, there needed to be greater directives from senior management as well as consequences for failure to implement academic literacy into curricula and subject teaching. In addition to these consequences, the university should consider incentives, as has been discussed previously.

Curriculum-integrated academic literacy provision addresses many limitations to other types of collaborative academic literacy provision. It is discipline-specific, tailored to students' needs and delivered in regular teaching so that it is inclusive (Wingate, 2015), reaching all students in programs where it is implemented. Though it has been evidenced in only a few universities (e.g.,

Goldsmith et al., 2022; Purser, 2011; Purser et al., 2008; Murray and Nallaya, 2016), and challenges in implementing this provision have been detailed following initial implementation of provision (e.g., Murray and Nallaya, 2014), it shows great promise in transforming academic literacy instruction in universities. Yet for it to be transformative, it must be implemented across institutions to reach all students in all faculties, as Wingate (2019) has argued. For this to happen, further research is needed to show the feasibility and effectiveness of this approach.

## **2.6 Implementation of Academic Literacy and EAP Provision in EMI Universities**

English medium instruction (EMI), also referred to as English as a/the medium of instruction or English medium education, has been defined by Macaro (2018) as the teaching of subjects through English in contexts where English is not the primary language of the majority of the population. EMI has seen tremendous growth in higher education over the past two decades (Galloway et al., 2020; Dearden, 2015; Doiz et al., 2013). This growth is a result of various context-dependent factors, which Macaro et al. (2018) list as including the perceived need for universities to internationalize to achieve prestige and/or attract foreign students, the need of state universities to compete with private universities, and the status of English as the current academic lingua franca, in particular for research publications.

As this research study is situated in an EMI context, in this section, I discuss literature pertinent to gaining an understanding of what EMI entails, students' language and academic literacy needs in EMI, and how language or academic literacy provision has been implemented to address these needs.

### *2.6.1 Defining English Medium Instruction*

As mentioned above, EMI has been defined as the teaching of subjects through English in contexts where English is not the primary language of the majority of the population (Rose et al., 2021; Macaro, 2018; Dearden, 2015), but this definition is contentious and must be unpacked further. EMI is implemented in varying formats (Richards and Pun, 2021), but is often differentiated from content and language integrated learning (CLIL), which is a bilingual, educational approach with the dual aims of teaching subject content and language (Graddol, 2006). EMI scholars often contend that this may differ from CLIL, which, they claim, does not necessarily contain explicit language learning aims. Airey (2016) provides a continuum of

approaches related to language and content learning outcomes to differentiate EMI, CLIL, and EAP. At the far-left end of the continuum is EAP with only language learning outcomes, at the center is CLIL with both language and content learning outcomes, and at the far-right end of the continuum is EMI, which is largely content focused (Airey, 2016: 73). Airey's continuum draws a clear distinction between goals and outcomes in EAP, CLIL and EMI, but it relies on an oversimplification of the outcomes of EMI and EAP, which he does acknowledge.

Airey's continuum helps some to distinguish between EAP, CLIL and EMI, but much remains contentious in dominant definitions of EMI and the designations between EMI and EAP contexts. A few issues are often raised regarding the most common definition of EMI in the EMI literature (e.g., in Dearden, 2015; Macaro, 2018; Macaro et al., 2018). These issues include the role of location, the importance of English as an L2 or L3+, and the intended outcomes of EMI provision, whether primarily focused on language or on content. Pecorari and Malmström (2018: 499) problematize what they call the 'received understanding' of EMI, which they identify as having four common characteristics:

1. English is the language used for instructional purposes.
2. English is not itself the subject being taught.
3. Language development is not a primary intended outcome.
4. For most participants in the setting, English is a second language (L2).

They critique what they consider to be a simplistic rendering of each of these characteristics, arguing that this received understanding of EMI draws a sharp divide between those contexts which may be considered EMI settings or not. They also reason that this received understanding of EMI downplays the role of multilingualism and translanguaging, as well as the expected, or taken-for-granted language-learning outcomes of EMI, and the complexity of the second/foreign language distinction. They argue this understanding of EMI also excludes research, which has been described as set in an EMI context, but which includes English speakers in multilingual contexts, such as in South Africa, Singapore, India, and Hong Kong. According to Pecorari and Malmström (2018: 506), research set in these contexts may make up upwards of a quarter of the literature on EMI. Because of these critiques discussed by Pecorari and Malmström, as well as the continued growth of multilingual student populations in some Anglophone contexts, there have been calls to widen the scope of the definition of EMI (e.g., Baker and Hüttner, 2016; Humphreys, 2017; Walkinshaw et al., 2017; Dafouz and Smit, 2020; Dafouz and Gray, 2022) to



include multilingual university settings which may be set in a variety of locations, Anglophone or otherwise.

Some EMI scholars (e.g., Airey, 2016; Dafouz, 2021) have also pointed to the stated goals of EMI, which may only include content-related outcomes, as a defining feature. This, too, has been problematized. Pecorari and Malmström (2018) point out that while language-learning outcomes may not be overtly stated in EMI university policy documents, they are at least a hoped-for outcome, an assumed by-product of studying in English, and are often implied. Galloway and McKinley (2022) acknowledge that language-learning outcomes may be implicit, but still draw a distinction between EMI and other content-integrated approaches because the goals are not made explicit in policy documents. This distinction is problematic, though, as within many EMI contexts, there does seem to be an acknowledgement of students' language-learning needs and significant evidence that EMI universities do often provide language support for students (e.g., Zhou et al., 2022; Sahan et al., 2021; Galloway et al., 2020;) in order to reach language-learning goals, though this support may be inadequate (see e.g., Galloway and Ruegg, 2020).

In a response to some of the criticisms of the definition of EMI used by the Oxford EMI research group, Rose et al. (2021) have argued for retaining a narrower definition of EMI. They contend that this should be done to maintain historical equivalency in the terminology used in education research. They also argue that a narrower definition of EMI is warranted because the medium of instruction in these contexts is a designated policy decision, because there are differences in students' proficiency levels and language uses across EMI and non-EMI contexts, and because there are unique challenges in teacher competence and professional development in them. Again, each of these points has been critiqued. Wingate (2022) maintains that under their more restrictive definition of EMI, there is, in fact, little equivalency between some of the postcolonial and newer EMI contexts discussed by Rose et al. (2021). She quotes Willans (2022) who points out that English had been used in many colonial contexts as a *de facto* medium of instruction and may not have been instituted through an explicit policy decision. Wingate (2022) also questions the importance of the possible differences in language proficiency by students in Anglophone and other EMI contexts, noting that both groups of students will need support to develop academic literacy. Finally, she highlights that unlike what Rose et al. (2021) claim regarding a

distinctive challenge in teacher education and professional development in EMI contexts, this issue has been addressed within the EAP literature for some time.

The main problem with narrow definitions that separate some multilingual, internationalized universities in Anglophone contexts and other EMI contexts is that they draw a divide between contexts, which may have important similar characteristics (Wingate, 2022; Pecorari and Malmström, 2018) and this may hamper cross-fertilization between similar areas of study, for example between EMI and EAP (Wingate and Hakim, 2022). This is of importance for this thesis as it draws on both EMI and EAP literature and examples of EAP practice, pedagogy, and collaboration which has taken place across diverse contexts, some of which may or may not be considered EMI contexts depending on how narrow the definition used is.

#### *2.6.1.1 Defining EMI: Critiques from ELFA*

There are other issues with the commonly cited definitions of EMI. Also under contention is *which* English is used in EMI. Jenkins (2014, 2019) has raised questions regarding which English, native English or English as the academic lingua franca (ELFA), is used and expected in EMI contexts. She highlights that greater efforts toward internationalization in universities have led to greater “Englishization” on the one hand and greater levels of multilingualism on the other. In multilingual contexts, she argues, the ‘E’ in EMI should not refer to native academic English but rather English as the academic lingua franca, which reflects the ‘use of English among speakers of different first languages for whom English is the communicative medium of choice and often the only option’ (Seidlhofer, 2011: 7) in an academic context.

Rather than implementing policy which explicitly requires or implicitly expects learners and staff to adhere to native English-speaking norms related to pronunciation, vocabulary, grammar and writing, Jenkins (2019) calls for greater recognition of the role of ELFA in EMI and argues for changes to language policy and practice which reflect the role of ELFA and multilingualism in EMI. This view is bolstered by the idea that academic language, as a specialized discourse, does not have native speakers (Mauranen, 2006) and that the overwhelming majority of those studying subjects through English are speakers of other languages (Mauranen, Hynninen and Ranta, 2016). Given these realities, ELF scholars (e.g., Jenkins, 2014; Mauranen, 2012) have argued for pedagogy that recognizes that the ‘E’ in EMI should not refer to native English-speaking norms but to regularities and phraseological preferences that exist in English as the academic lingua

franca (ELFA). Along with calls for a recognition of ELF as appropriate to EMI, there are calls for the inclusion of multilingualism in the classroom. Galloway, Numajiri, and Rees (2020) and Galloway et al. (2017) highlight that students and staff agree that while the predominant language of instruction in EMI universities should be English, a multilingual approach to instruction and interaction should be taken and efforts should be made to raise student and staff awareness of how English is used in multilingual contexts.

While scholarship questioning language norms through the lens of ELFA or multilingualism, mentioned above, bring forth crucial concerns for the teaching of English in both EMI and Anglophone contexts, it is important to highlight that Jenkins's (2014) concept of native academic English has been challenged as irrelevant; Wingate (2017) has problematized the notion of a *native* academic English, which she argues does not exist. Of more relevance than national language norms for all students, Wingate (2017) argues, is the development of academic literacy, which is specific to the practices of academic discourse communities and not necessarily reflective of national language norms beyond surface features of language. This is an important challenge to ELFA scholarship, which rests on the native versus non-native speaker dichotomy. Jenkins (2019: 105) concludes that 'good English in ELF contexts is not related to its native-likeness, and that no one user's way of using English is intrinsically better than another user's: it all depends on how effective they are as communicators in their specific ELF interaction contexts,' but from a genre-informed perspective, how effective users are as communicators rests not on native-likeness but on how well students and staff adhere to the expectations and conventions of academic discourse communities. Echoing the challenge to Jenkin's (2014) native vs. non-native dichotomy and critique of genre-informed approaches to EAP, Tribble (2017) uses text analysis of published research articles to highlight that what distinguishes academic written communication by members of disciplinary communities is not the native-speaking status of its writers but rather alignment with disciplinary norms in macro structure of written genres, for example. It is possible that a portion of the texts Tribble (2017) has analyzed were edited to fit native-speaker, surface-level norms, but his argument that what defines academic English is not these native-speaking norms but genre practices highlights the importance of students' discipline-specific academic literacy needs beyond adherence to native-speaking norms.

The definitional concerns discussed above have implications related to both student needs and EAP provision in English medium institutions, each of which are addressed below in sections 2.6.2 (student needs in EMI) and 2.6.3 (EAP provision in EMI).

### *2.6.2 Student needs in EMI*

While many institutions require students to demonstrate language proficiency and meet requirements for admission on standardized exams such as the TOEIC, TOEFL and IELTS (Wächter and Maiworm, 2014), the language proficiency level of students in EMI universities remains a consistent cause for concern among both lecturers and students (Macaro et al., 2018). Lecturers report that students' language-related challenges, including understanding classroom instructions, ability to manage class readings, academic writing, and technical language in English (Abouzeid, 2021; Galloway, Kruikow and Numajiri, 2017; Airey, 2011), have an impact on learning. Students also report difficulties related to their own language proficiency levels (Doiz et al., 2013) which impact understanding of lectures and materials. This concern remains even where students are at higher proficiency levels, as Aizawa, Rose and Thompson (2020) have found, and may not dissipate over the course of a degree program as the content - reading, tasks and assignments become more advanced (Kamaşak, Sahan, and Rose, 2021). Given the impact of language proficiency levels on student performance and engagement, these concerns toward language proficiency and language-related challenges seem reasonable to some extent, although there is an over emphasis on language proficiency at the expense of a focus on academic literacy practices. Galloway et al. (2017) highlight that low language proficiency levels in non-Anglophone contexts have been shown to have an impact on subject learning, drop-out rates, issues in communicating about content, asking fewer questions, and resistance to EMI. These concerns among lecturers and students as well as related outcomes highlight the need for support for students in EMI contexts, but they do not go far enough in recognizing the academic literacy needs of students, which go beyond language proficiency, as I have discussed in Chapter 1.

The language proficiency challenges and needs of students in EMI contexts have garnered much attention in the literature, but there has been far less attention on students' discipline-specific needs. While there is some recognition of students' discipline-specific needs in EMI (Zhou et al., 2022; Galloway and Rose, 2021; Dafouz, 2021; Airey, 2020; Galloway, et al., 2020; Galloway

and Ruegg, 2020), there is less research detailing what these needs entail (e.g., Aizawa, Rose and Thompson, 2020; Airey, 2011) or how they are being met in EAP provision in EMI institutions. I turn to discuss this EAP provision next.

### *2.6.3 EAP provision in EMI*

Unlike academic literacy provision and collaborative efforts toward them in Anglophone contexts which are often bottom-up endeavors, as has been discussed previously, EAP provision within EMI contexts, like EMI provision more broadly (Macaro et al., 2018), may be largely top-down policy driven. The top-down nature of EMI has implications for EAP provision in some contexts. One implication is in compulsory EAP modules, which exist across many EMI institutions in China and Japan (Galloway and Ruegg, 2020) and the Middle East (Macaro, 2018), for example. In Europe, these compulsory EAP modules may be less common. Wächter and Maiworm (2014) report that in English taught programs in Europe, only half of the institutions surveyed have English language support for both domestic and foreign students, though they do not specify which type of support this may be (e.g., EAP, ESAP, or other). Support for and implementation of language and literacy provision for students differs drastically across contexts in the models implemented and in the extent of support provided, but Galloway et al. (2020) have identified three overarching types of EAP provision that exist in university EMI contexts: the preparatory year, the selection model, and the concurrent support model. The preparatory year model focuses largely on generic study skills, and in particular on developing receptive skills (e.g., reading and listening) (Macaro, Akincioglu, and Dearden, 2016). The preparatory year is offered in relatively few contexts, such as Turkey, Qatar and Saudi Arabia where research suggests these programs do not go far enough to meet students' needs from students' perspectives (e.g., Kamaşak, Sahan and Rose, 2021); this is in part due to the fact that they are too general and not tailored enough and in part due to the timing of instruction, before rather than concurrent with content studies (Gaffas, 2019). These findings mirror those of research conducted in Anglophone universities which has also revealed students' dissatisfaction with generic study skills provision (e.g., Lea and Street, 1998; Wingate, 2006). It is regrettable that the provision in some EMI contexts has continued a flawed tradition of generic study skills support, and that some EMI scholars seem to be unaware of the EAP research which has detailed problems with this type of provision. There are exceptions to this, though. Aizawa, Rose and

Thompson (2020) report on a university where the eighteen-month foundation program is closely tailored to the readings and tasks students encounter in their first-year business courses. Still, this is a rare example in the literature.

In the selection model, students gain admission in part by demonstrating a certain level of language proficiency through exams such as the IELTS and TOEFL (Macaro et al., 2018). This model assumes that meeting language proficiency requirements through exams like the IELTS and TOEFL provides sufficient evidence that students are prepared for the language demands of the university, yet there are problems with this assumption. Leung, Lewkowicz and Jenkins (2016) argue these tests are not fit for purpose in demonstrating language proficiency for university admissions not only because they do not allow students to draw on multilingual resources but also because they do not reflect authentic task performance in academic settings. Iliovits, Harding, and Pill (2022) echo this argument in their account of the use of standardized exams in a multilingual university in Lebanon. They insist that the exams used to assess proficiency are not reflective of language use and assessment practices in the multilingual university. Thus, it is not surprising that the predictive validity of these exams on academic success is weak or inconclusive (e.g., Ockey and Gokturk, 2019; Fenton-Smith, Humphreys, and Walkinshaw, 2018; Daller and Wang, 2017). In addition to a mismatch between standardized proficiency exams in task performance and academic practices, these exams mischaracterize language proficiency thresholds as unproblematic. Aizawa, Rose and Thompson (2020) highlight that an English language proficiency threshold for studying in EMI is complex, relying on much more than proficiency as demonstrated on exams such as the TOEIC and TOEFL and including factors such as content background and motivation. This is also predictable given that the challenges students face in studying academic subjects go beyond language proficiency to the specific academic literacy practices of disciplinary discourse communities (Hyland and Hamp-Lyons, 2002). Thus, selection through language proficiency exams is inadequate. Galloway et al. (2020) argue that both the preparatory year and selection model do not adequately prepare students for EMI and that further support is needed. Again, this mirrors research in Anglophone contexts which calls for greater support for students' academic literacy development where it has often been lacking or inadequate (Wingate, 2015; Wingate, 2006; Ganobcsik-Williams, 2006; Lea and Street, 1998).

In the EMI context, further support can also take the form of concurrent support. The concurrent support model, like in-session provision in Anglophone contexts, includes one-to-one EAP tutoring, self-access online EAP/EGAP materials, EAP/EGAP workshops, discipline-specific ESAP and ESP courses, and strategy training (Galloway et al., 2020). This concurrent support is often limited, diminishing, or varying in EMI institutions (Galloway and Ruegg, 2020; Kelo et al., 2010) and typically features EGAP courses and study skills workshops rather than discipline-specific ones, such as embedded or adjunct EAP courses (Schmidt-Unterberger, 2018), as Galloway and Ruegg (2020) point out. This is unfortunate, as Rose et al. (2020) have found where ESP courses do target discipline-specific language and academic skills, the outcomes of these courses can strongly predict EMI success. Still, the literature on support for learners in the non-Anglophone EMI context includes limited discussion of discipline-specific academic literacy development (e.g. in Aizawa, Rose and Thompson, 2020; Galloway and Ruegg, 2020; Airey, 2015; Hyland, 2015; Airey, 2011; Jiang, Zhang, and May, 2019), and where it does exist, it engages little with a large body of scholarship within EAP on approaches to discipline-specific academic literacy development (e.g., L. Flowerdew, 2019; Cheng, 2018; Costley and Flowerdew, 2017; Hyland, 2016; Wingate, 2015; Charles, 2012). There is also, as Lasagabaster (2020) notes, limited research detailing the highest levels of collaboration toward academic literacy provision (e.g., Doiz et al., 2019; Macaro et al., 2016; Brown, 2015). Given the dearth of research on discipline-specific academic literacy provision as well as collaboration toward it in EMI contexts, further research is needed to gain an understanding of how discipline-specific courses are being implemented, how students and staff perceive these courses, the challenges and successes that arise in implementing them, and how effective these courses are in supporting students' academic literacy and language development.

## **2.7 Research Aims and Questions**

As discussed above, further research is needed to gain an understanding of how discipline-specific courses are being implemented, how these are perceived, and how effective they are in addressing students' academic literacy needs in EMI contexts. This research aims to gain an in-depth look at the institution-wide implementation of academic literacy provision developed through collaboration between EAP and discipline specialists in one university transitioning to EMI, the perceived effectiveness of this implementation by teaching staff, students and university management, the feasibility of this approach to academic literacy provision, and challenges that arise throughout implementation of this approach in an EMI context.

### **Research Questions**

The research questions this study seeks to address include the following

- What are student, staff, and academic leadership perceptions regarding the usefulness of institution-wide academic literacy provision in an EMI context?
- How feasible is this approach to academic literacy provision from the perspective of EAP and subject specialists?
- What challenges arise in implementing academic literacy provision in credit-bearing ESAP modules and in collaboration toward the provision in an EMI context?



## **Chapter 3 Research Methodology**

### **3.1 Introduction**

In this chapter I discuss the research methodology employed in this study. I first describe the context of the study and my role as a practitioner and researcher in section 3.2. Then, in section 3.3, I discuss the case study approach, its strengths and limitations, measurements for trustworthiness and credibility, and the rationale for selecting a case study approach. Finally, I discuss mixed methods research design used within case study research.

In section 3.4, I provide an overview of participants involved in this study, which include EAP specialists, discipline specialists such as lecturers, academic leadership including deans, and students who were enrolled in advanced EAP modules. I also discuss ethical considerations made in this study, detailing processes for informed consent and confidentiality. In section 3.5, the data collection methods used are detailed, starting with classroom observations, student focus group interviews and student questionnaires, then interviews for staff, and last documents. Finally, in section 3.6 data analysis procedures are discussed. Where relevant, I note my evolving ‘positionality’ (Duff, 2019) and ‘reflexivity’ (McKinley, 2019) regarding my role in the site under study as both a practitioner and as a researcher.

### **3.2 Research Context**

The site of this study is a multi-campus, French-medium university in Lebanon, which has transitioned to providing English Medium Instruction (EMI) in over twenty programs across undergraduate and postgraduate degrees. In addition to these programs offered in ‘full EMI’ (Galloway et al., 2020), where all teaching, assignments and assessments are in English, there are faculties, programs and modules that have implemented what might be considered ‘partial EMI’ (Richards and Pun, 2021) in which students are required to write selected assignments in English and in some cases take selected modules in which teaching is also in English. The implementation of EMI across faculties in the university has been quite variable so that even within the same faculty, department chairs and lecturers implement EMI in the classroom differently. Applying features of Richards and Pun’s (2021) typology might bring clarity to the variable implementation of EMI in this context, although it is important to recognize the variation that certainly exists in how EMI has been interpreted and implemented in each

department. According to Richards and Pun's (2021) typology, EMI in this university might be considered a model that is adopted late (in university) and that is content-focused and dual medium. There are no requirements for experience with EMI and no proficiency requirement for EMI lecturers. The lecturers range from English proficient to English restricted, following Richards and Pun's (2021) typology, with some quite experienced in teaching through EMI and some new to EMI. The university has begun an EMI lecturer staff development program, but this, too, is not a requirement to teach in EMI.

There are, however, proficiency requirements for students. Students who apply to programs in which instruction is designated as fully in English are required to submit TOEFL scores as part of their application package, following the selection model of EMI (Macaro, 2018). While the TOEFL is not required for students applying to programs taught in French, students across the university are required to take a series of English language modules to demonstrate English proficiency. All students are tested upon entry through in-house examinations for placement in concurrent (Galloway et al., 2020) English modules, which range from Level E (beginner) to Level A (advanced). English modules from Level E to Level C are English as a foreign language (EFL) modules, Level B is a theme-based English for general academic purposes (EGAP) module, and Level A modules are English for specific academic purposes (ESAP) modules, which are targeted to students' field or discipline. One example is the Engineering ESAP module, which focuses on technical writing, as well as speaking, listening, and reading on topics related to Engineering. This module is discipline-specific, generally focused on tasks and texts from Engineering, but until 2021 it had not supported students with assessed genres in their subject programs, and thus has been decontextualized from students' disciplinary writing.

In 2021, the university began to pilot the implementation of institution-wide academic literacy provision implemented in two ways: integrated into subject modules and taught in credit-bearing, discipline-specific EAP modules, though this study focuses on the implementation of academic literacy in credit-bearing, discipline-specific EAP modules. Implementation of changes to academic literacy provision will begin in the Level A Engineering EAP module with the inclusion of instruction for one student assessed genre, the multidisciplinary project report, a report that can be classified as a design specification in Nesi and Gardner's (2012) typology of student assessed genres. To support EAP tutors in adopting a discipline-specific, genre-based

writing approach in the EAP module, the university has partnered with a team of consultants from King's College London, one of whom is the author of this thesis, to lead workshops for EAP tutors in developing materials from student exemplars using a genre-analytic approach, similar to that described by Tribble and Wingate (2013). The workshop and approach to materials development are discussed in the next section.

### *3.2.1 Workshops for EAP Specialists*

Similar to the approach taken by Tribble and Wingate (2013), the development and delivery of workshops for EAP specialists in this research followed three phases. In the first phase, discipline specialists identified a student genre on which instruction would focus. They then gathered and commented on high and low-scoring student examples of the selected genre. In the second phase, the consultants from King's College London, including the author of this thesis, analyzed these student exemplars following EAP move analysis (Swales, 1990). Move analysis of student exemplars was supplemented with information on disciplinary requirements in course documents and confirmed with discipline specialists. Materials were developed following Tribble and Wingate's (2013) approach in which strategically important moves are identified, examples featuring these moves are highlighted, commentary is added identifying where these moves have been successful or unsuccessful, and learning materials are developed. In the classroom, these materials are used during the deconstruction phase of the teaching-learning cycle (Feez, 1998) when students carry out analysis of high-scoring and low-scoring texts. Their comparison of how and whether each student exemplar incorporates the obligatory and optional moves of each part genre provides a clear contrast in the ways students have met the expectations of the markers and the variations that are possible within the constraints of the target genre. An example of the learning materials is in Appendix A.

The third phase of the consultancy involved delivering a workshop to EAP specialists. The workshop included discussion of background to the project, key features of move analysis and collaboration with discipline specialists, as well as tasks in which EAP specialists gained hands-on experience in move analysis with student exemplars. In the following term, collaboration between the EAP tutors and discipline specialists was extended to additional target genres. The EAP tutors performed genre analysis and materials development for EAP modules across the Faculty of Sciences and School of Engineering in order to implement the genre-based approach

in the following autumn term. In addition to the workshop for EAP specialists, a workshop for discipline specialists was developed, but this was done separately in the summer following the implementation of the genre-based approach and is not included in this study because of the timeframe of the thesis research.

The university under study is unique in its aim of implementing institution-wide, discipline-specific academic literacy provision with top-down support from university leadership. This has begun in this case with the School of Engineering, where it has been piloted. As has been discussed in the literature review chapter, in the EMI context institution-wide provision in the form of generic EAP modules is common (e.g. Galloway, Numajiri and Rees, 2017; Galloway and Ruegg, 2020; Galloway and Rose, 2021), but institution-wide, discipline-specific academic literacy provision has not been evidenced in the EMI context and in Anglophone contexts has been evidenced in only a few cases in Australia (e.g., Murray and Nallaya, 2014; Fenton-Smith, Humphreys, and Walkinshaw, 2017; Goldsmith et al., 2022).

### *3.2.2 My Role as Researcher and Practitioner*

It is important here to address my role as both a researcher and practitioner. I began in the summer as a consultant advising on the implementation of the discipline-specific academic literacy instruction in the university under study. This consultancy included working as a team with my thesis supervisor to liaise with a subject specialist in the School of Engineering, analyze student exemplars, develop student classroom materials, and develop the teacher workshop mentioned above, which took place in January of the same year. In late January, I was hired by the university in a part-time role to assist in the coordination of implementing credit-bearing EAP modules in the School of Engineering and Faculty of Sciences. This role within the university provided significant benefits in terms of access to the research site and an immersed, insider perspective.

It also required increased attention in addressing and reflecting on my roles as both researcher and practitioner and how these dual roles may impact one another. Starfield (2015) has highlighted that in qualitative research reflection on positioning and subjectivity, or reflexivity, allows a researcher to provide an explicit account on a researcher's roles and how these may impact the findings of a study. In order to ensure full and honest disclosure on these roles and impacts on findings, I have developed 'systematized reflexivity' (Talmy, 2015) through regular

reflective memos (e.g., a memo on my own role and influence on the project and the workplace when I advocated for stipends for the EAP tutors who developed the genre-based learning materials; see Appendix M) and checking interpretations made with research participants, the EAP tutors and discipline specialists, who were my colleagues. I have also been in an ongoing, developmental process of employing ‘prospective reflexivity’ (Attia and Edge, 2017) which entails understanding a researcher’s role not as one of ‘contamination of the data to be avoided’ (op. cit.) but one of proactively seeking an understanding of what the researcher brings with them to the field in terms of knowledge, feelings, and values, as well as the analytical lenses they use to interpret findings. Employing prospective reflexivity has allowed me to anticipate and actively reflect on how I and my role as researcher impacts my workplace, my colleagues, and the research process, while retrospective reflexivity allowed me to better understand how my interpretations may have been influenced by my dual role as researcher and practitioner.

### **3.3 Research Approach and Rationale**

The aim of this study was to investigate the implementation of credit-bearing discipline-specific EAP modules, which comprise the first stage of implementing broader institution-wide, discipline-specific academic literacy provision, developed at the behest of and with support from university leadership, which is a rarity (Fenton-Smith, Humphreys, and Walkinshaw, 2018). This has been done through a case study approach. A case study is an in-depth description and analysis of participants or sites (Duff, 2014) where a particular phenomenon is at play. A case study approach offers the detailed description and analysis of the processes involved in implementation of this provision through the collection of multiple data points. I selected a case study approach due to the nature of the case and the aims of the study as I discuss below.

#### *3.3.1 Case Study Research Approach*

Case study research in applied linguistics is typically a form of qualitative or mixed methods research (Duff, 2008), which focuses on in-depth description of a bounded entity (Hood, 2009), such as an individual or an educational institution, in context. It is particularly useful to strengthen understanding of a phenomenon, rather than experiment or generalize to other populations, as Casanave (2015) notes. Case study research allows for detailed description of a case to provide depth and contextualization to the understanding of phenomena. Duff (2020) points out that case study research makes available empirical evidence to support or refute

theories and models and can provide in-depth stories of learners or contexts that may resonate with practitioners more than other types of research.

A case study approach is well-suited to this study because of characteristics of the case under study, what can be learned from this case, and how these findings can be used. In particular, the case under study provides a unique opportunity for what Yin (2018) calls a critical case study, which provides a unique case that is important to understanding a focal phenomenon, as the institution-wide implementation of discipline-specific academic literacy provision with top-down support is rare and has not been evidenced outside of a few cases in Australia. This critical case could provide an important empirical evidence toward theory development (Yin, 2018) and act as an instrumental case (Stake, 2005) providing critical insight into the implementation of institution-wide academic literacy provision through top-down support. This is perhaps the most significant justification for a case study approach in this study. The results of this case could both improve practice in this university as well as in contexts with similar characteristics, as Hood (2009) highlights of case study research. These characteristics of the case, the possibilities of what can be learned, the aims of the research, and how the findings can be applied make this study well suited to a case study approach.

While the selection of a case study approach is appropriate to this study, it is important to address limitations of selecting this approach. A principal limitation to case study research relates to generalizability. Though it is in contextualization, depth, and interpretation that case study research finds strengths, these features of case studies often lead to questions regarding generalizability. However, this criticism may rest on a mischaracterization of the aims and nature of case study research. Duff (2012: 96) highlights that the goal of case study research is ‘not to universalize but to particularize’ while capturing issues of broader relevance and significance. Similarly, Yin (2018) argues, that while the findings of a single case study may not be generalizable across populations, they are to theoretical propositions, frameworks, and models. This is evidenced in the contribution of case studies to the development of theories and models in applied linguistics, second language acquisition, and language education, which is well documented (Duff, 2014). In this case study, the aim is not to generalize findings across universities implementing credit-bearing, discipline-specific EAP modules but to capture issues

of broader relevance and significance related to implementation of a discipline-specific models of academic literacy instruction.

It is also important to address issues of trustworthiness and credibility in this study. In case study research, interpretation and conclusions drawn by the researcher are also bolstered through triangulation in data collection, member checks, systematic analysis of data, and, as Duff (2014) points out, reflexivity regarding the researchers' involvement in the study and analysis and interpretation of data. In this study, triangulation of data has occurred through the collection of multiple strands of data, which is discussed further in section 3.5. 'Member checks' (Burns, 2015) were also offered to participants (i.e., the EAP tutors and the discipline specialists) in this study to include participants and stakeholders and give them an opportunity to confirm the accuracy of data and review interpretations made. One example of member checking I used was with the EAP tutors that I interviewed. After interviewing, transcribing, and analyzing the interviews, I followed up with the EAP tutors regarding the themes I identified in the one-to-one interviews in following meetings and emails. In one regular meeting with the EAP tutors and in one follow-up email, I mentioned the themes that I identified and ask for confirmation of what I found from the EAP tutors. None of the EAP tutors responded to the email, but in the regular meeting the EAP tutors agreed that the themes reflected their experiences with the approach, developing the materials, and collaborating with the discipline specialists. Finally, I have highlighted my role in this study where relevant and have kept memos to note and reflect on my own role in the context of research and how this might have impacted choices and interpretations made. Through reflexivity, triangulation, layering of perspectives, and member checks, this case study has sought to ensure the trustworthiness and credibility of the study, which are often sources of critique in case study research.

### *3.3.2 Mixed Methods Design in Case Study Research*

While case studies in applied linguistics have typically been qualitative, mixed methods designs, incorporating both qualitative and quantitative data, design, and analysis, are also commonly used in case study research (Creswell and Clark, 2018). Qualitative and quantitative research are often conceived as dichotomous and incompatible, but mixed methods research rejects this view and adopts methodological eclecticism, paradigm pluralism, and pragmatic design, as Teddlie and Tashakkori (2011) highlight. This accords with case study research as the point of a case

study is ‘to come to know the case well, thoroughly and from different perspectives’ (Casanave, 2015: 124), and any data that contribute to this are collected and analyzed. Thus, case studies often adopt a pragmatic research design whereby multiple methods, types of data and data analyses are used to provide fuller answers to research questions, as Phakiti and Paltridge (2015) point out. This pragmatic design makes case study research well suited to mixed methods research. In this study, a mixed methods design has been selected to gain a more complete picture of the complex phenomena of implementing a new approach to academic literacy instruction and for purposes of triangulation, or corroboration of results from different methods, and to aid in the development of data collection instruments. These purposes for selecting a mixed methods design are discussed further in sections 3.5.

Mixed methods research is research ‘in which the investigator collects and analyzes data, integrates the findings, and draws inferences using both qualitative and quantitative approaches or methods in a single study or program of inquiry’ (Creswell, 2007: 4). Ivankova’s (2015) key characteristics of mixed methods research offer a clear picture of what mixed methods research entails and helps to define the type of mixed methods design employed in a study. Ivankova highlights that a mixed methods study includes at least one quantitative and one qualitative strand and may include more than two or more of different strands, can collect varied sources of data concurrently or sequentially, can include equal weighting or weighting emphasized for either quantitative or qualitative methods, and includes explicit interrelating of quantitative and qualitative methods in data collection, interpretation and/or analysis. It may also include a mix in the types of reasoning used (i.e., inductive, abductive, and deductive) (McKinley, 2022; Rose et al., 2020). The strands of data collected, the timing of collection, the weighting of methods, and the interrelation of data collection, interpretation, analysis, and reasoning in this study are discussed further in sections 3.5 and 3.6.

### **3.4 Participants and Ethical Considerations**

Participants in this study included Level A EAP students and all EAP specialists, discipline specialists and academic leaders involved. Student focus group participants were drawn from small groups who evidenced ‘genre-related episodes’ in classroom observations, which are described further in 3.5.1. An overview of the participants in the student focus groups is in Table 1. Participants for the student questionnaire included students from all Level A Engineering and



Faculty of Sciences EAP modules. All Level A students in these modules were sent a questionnaire to gain an understanding of their perceptions of academic literacy instruction. Following workshops that took place in the credit-bearing EAP course, all students in the course were sent an email with information regarding the study and questionnaire, information on confidentiality and consent, and a link to the questionnaire. An overview of student participants is provided in table 2. Ten EAP specialists, eight discipline specialists, and the Deans of the School of Engineering and Faculty of Sciences, representing all staff involved in teaching and collaborating toward academic literacy provision in either credit-bearing EAP modules, were sent an email asking them to take part in one-to-one interviews. EAP specialists were selected for interviews to gain an overview of their perceptions of developing and delivery new materials in the EAP module. Given the small number of EAP specialists involved in the study, all EAP specialists involved were interviewed. All discipline specialists involved were interviewed to gain an overview of their perceptions of selecting target genre exemplars, commenting on them and collaborating with EAP specialists toward development of discipline specific EAP materials. The deans were selected for an interview to gain an understanding of their perception of the feasibility and usefulness of provision, as well, because continued support from academic leadership would be critical to sustaining this academic literacy provision. An overview of staff participants is included in table 2.

**Table 1** An Overview of Student Participants in the Focus Groups

	<b>Term</b>	<b>Year &amp; Area of Study</b>	<b>Number of Students</b>
Focus Group 1	Autumn 2021	third-year physics students	3
Focus Group 2	Autumn 2021	third-year mathematics students	3
Focus Group 3	Spring 2022	fourth-year civil engineering students	3
Focus Group 4	Spring 2022	fourth-year communications engineering students	4

**Table 2** An Overview of Student Participants in the Student Questionnaire

School/Faculty	Major Discipline	<i>n</i>
Faculty of Sciences	Biology	17
	Chemistry	4
	Mathematics	8
	Physics	1
	Computer Science	2
School of Engineering	Civil and Environmental Eng.	26
	Communications Eng.	24
	Mechanical and Electrical Eng.	19
	Software Eng.	2
Total		103

**Table 3** The EAP Specialists' and Discipline Specialists' Profiles

EAP Specialists	Linked Disciplines	Background	Years of Teaching Experience
EAP Tutor 1	Computer Science	Education, Business English, EFL, EAP, ESP	22 years
EAP Tutor 2	Biology and Engineering	Translation, EAP, EFL, ESP	5 years
EAP Tutor 3	Mathematics	Mathematics and Banking	5 years
EAP Tutor 4	Electrical and Mechanical Engineering	Applied Linguistics, EAP, ESP, EFL	20 years
EAP Tutor 5	Civil Engineering	Translation, EAP, ESP, EFL	16 years
EAP Tutor 6	Electrical and Mechanical Engineering	English Literature, EAP, ESP, EFL	20 years
EAP Tutor 7	Electrical and Mechanical Engineering	Translation and Educational Leadership, EAP, EFL, Communication Skills	13 years

Discipline Specialists	Discipline	Background	Years of Teaching Experience
Biology Lecturer & Dean, Faculty of Sciences	Biology	Biochemistry	20 years

Chemistry Lecturer	Chemistry	Chemistry	20 years
Civil Engineering Lecturer & Department Chair, School of Engineering	Civil Engineering	Civil Engineering	5 years
Computer Science Lecturer 1	Computer Science	Computer Science & IT	2 years
Computer Science Lecturer 2	Computer Science	Computer Science & IT	2 years
Electrical Engineering Lecturer	Electrical and Mechanical Engineering	Electrical and Mechanical Engineering	5 years
Financial Mathematics Lecturer	Mathematics	Mathematics and Banking	5 years

Before recruiting participants and beginning data collection, I obtained ethical clearance from the College Research Ethics Committee at King's College London. The ethical clearance letter is in Appendix B. All participants were given an information sheet (Appendix C) detailing the purpose of the study and an informed consent form (Appendix D) to sign and return. Participants were also given copies of these, sent via email. To ensure confidentiality of all research participants, the name of the university under study is not included in this thesis and all participants have been anonymized in this thesis and in interview transcripts.

### 3.5 Data Collection

Data collection in this study includes multiple data collection tools, which allows for triangulation through multiple perspectives and insights (Duff, 2019) toward the phenomenon under focus, which in this study is the implementation of academic literacy provision through credit-bearing discipline-specific EAP modules. Data collection followed two tracks: in the first track, sequential mixed methods design, in which mixing of collection of qualitative and quantitative data occurs in different stages (Teddlie and Tashakkori, 2011), was used. In the second track, qualitative interview data and documents were collected concurrently. The sequence of data collection is displayed below in Figure 1 and Figure 2 and will be detailed further in a discussion of each data collection tool. Data collection methods include classroom observation, focus group interviews with students, student questionnaires, one-to-one interviews with EAP specialists and discipline specialists, and institutional reports and policy documents. Table 3 provides an overview of the data collection tools used. Below, I discuss the rationale and

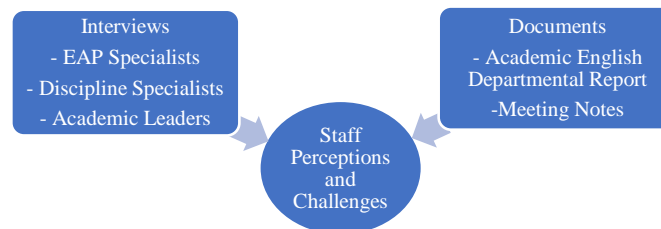
considerations made in the design of each of the data collection tools and instruments used in turn.

**Table 4** Data Collection Methods

	<b>Data Collection Methods</b>				
<b>Tool</b>	Classroom Observations	Student Interviews	Student Questionnaires	Staff Interviews	Document Collection
<b>Description</b>	Level A EAP classes observed and video recorded; small groups audio recorded	Focus groups of students from Level A classes interviewed following observations	Self-report questionnaires administered and collected	EAP and discipline specialist participants interviewed individually	Policy, report, and meeting note documents collected
<b>Timeframe</b>	September 2021 – March 2022	October 2021 and March 2022	December 2021 and March 2022	March 2021 – December 2021	December 2020 – December 2021



**Figure 1** Data Collection on Students' Perceptions (sequential, mixed methods design)



**Figure 2** Data Collection on Staff Perceptions and Challenges (concurrent design)

### *3.5.1 Classroom Observations*

The first stage of data collection in this study included classroom observations. While case studies may be ‘methodologically eclectic’ (Cohen, Manion, and Morrison, 2017: 385), observation is central to case study research. As this case study focuses on implementation of a new approach and materials in credit-bearing EAP modules, classroom observation in this study is of critical importance to gaining an in-depth understanding of how the approach has been implemented and how students perceive the approach and materials used. Of particular interest to classroom observation in this study are what have been called ‘genre-related episodes’ or GREs (Tardy and Gou, 2021), which borrows from the concept of ‘language-related episodes’ in language teaching research (e.g., Hong and Basturkmen, 2020; Swain and Lapkin, 1998). The focal activities for GREs involve instances in which participants are involved in dialogue around genre, or evidence genre learning and awareness while engaged in teaching and learning activities focused on target genres. These episodes offer insights into the usefulness of the materials used from students’ perspectives as well as challenges faced when using them. They also offer instances that can be followed up on in focus group interviews, which are discussed in 3.5.2.

Following Spradley (1980), notes were made in observations regarding the physical space, the actors involved, the activities taking place, physical objects of relevance, events that took place, the sequencing of the class and the goals of the class. In addition to field notes made, observational data generated includes video recordings of classroom observations as well as selective transcriptions of these video recordings, but this had to be adapted to an online space as the observations were held online. Field notes, memos and analytic notes were developed to document and gain insight into classroom observations. Following Cowie (2009), field notes include details about the time and place of observation, notes on the focal events and activities of the observation, and analytic memos (Heigham and Croker, 2009) with initial interpretations, questions, and comments regarding field notes. This is reflected in the Observation Protocol in Appendix J.

### *3.5.2 Student Focus Group Interviews*

Following classroom observations, focus groups were held for small groups of students who participated in focal activities together and evidenced genre-related episodes which are discussed

above in 3.5.1. Holding focus groups after the observations allowed for clarification of students' experiences, perceptions of and challenges with the newly developed materials and approach used in the EAP module, as well as their impressions of how academic literacy development is supported overall in the university. Focus groups were selected as a data collection method as they can draw out both individual perceptions and opinions as well as perceptions and opinions of groups following shared experiences, which Galloway (2019: 295) points out, can lead to 'more fully articulated accounts than individual interviews.' They were also used to inform later refinement of the student questionnaire used in this study, which is discussed in section 3.5.3.

Student focus groups in this study were composed of small groups of students, from three classes, who worked together in classroom observation sessions. Each small group had two to three members. These were homogenous groups of students in the same EAP module, from the same discipline and year of study. Because of constraints on students' time and availability, student focus groups were kept to less than an hour each. A focus group interview protocol, shown in Appendix E, was used to guide the discussion. The focus group interview protocol includes four overarching question types following Krueger and Casey's (2014: 35) 'questioning route' for focus group interviews. These question types include opening questions, transition questions, key questions, and ending questions. The first question in the focus group interview protocol is an opening question used to discuss participants' background information, build rapport and put participants at ease. The second question in the focus group interview protocol is a transitional question, used to gain overall impressions of how academic literacy is supported in the university. The third set of questions address the materials used and transition to more specific key questions. The next set of questions are key questions drawn from specific features of the materials used in the EAP module. The fifth set of questions, also key questions, refer specifically to events that took place in the classroom observation and sought to explore students' experiences, perceptions of and challenges faced with the materials. These questions were developed following classroom observations. The final set of ending questions ask for students' recommendations regarding materials and academic literacy provision. Student focus group interviews were video recorded.

### *3.5.3 Student Questionnaires*

Following classroom observations and student focus group interviews, a student questionnaire was refined to incorporate themes that emerged from observations and focus group interviews. This sequential process allows for the tailoring of the questionnaire to the context under study, as Creswell and Creswell (2017) highlight of questionnaires in exploratory sequential mixed methods design. The questionnaire was sent to students in all EAP classes in the School of Engineering and Faculty of Sciences. A questionnaire was used to gain insight into student perceptions toward the usefulness of academic literacy provision in the university in general and implemented in EAP modules through the learning materials developed for final year projects and reports. Standardized questionnaires offer a commonly used method to collect large amounts of data in a cost-effective way in short period of time (Dörnyei and Csizer, 2012). Questionnaires were administered online and collected in December and May at the end of the autumn and spring terms. A copy of the questionnaire is included in Appendix F.

Development of the student questionnaire followed a series of recursive stages for questionnaire design outlined by Cohen, Manion, and Morrison (2017) including defining the purposes of the questionnaire, defining the target population, generating concepts and issues to be addressed in the questionnaire, deciding the scales and questions required, writing the questionnaire items, addressing the sequence and length of the questionnaire, and checking that each issue has been addressed. Following sequential qualitative to quantitative mixed methods design, an additional stage was added after the questionnaire was developed to incorporate themes that emerged in observations and interviews, allowing for data integration. As mentioned above, the objectives of the student questionnaire were to obtain a detailed description of student perceptions of academic literacy provision offered in the university overall, as well as in EAP modules where newly developed materials were delivered. The target population for the student questionnaire was students enrolled in Level A EAP courses, which have been redesigned to include instruction and materials for discipline-specific student genres.

In total, the questionnaire includes twenty-eight items, twenty six of them closed-ended and two open-ended. Twenty-two of the closed-ended items are in the format of Likert scales. Likert scales, commonly used in questionnaires to gather data on attitudes and opinions (Cohen, Manion, and Morrison, 2017), were used to gather data on students' perceptions of academic

literacy provision. The first set of Likert scale items (Q1-14) aim to identify students' perceptions of academic literacy provision overall in the university, in students' discipline courses and in EAP courses. While a review of the literature (e.g., Galloway and Ruegg, 2020; Fenton-Smith and Humphreys, 2015; Wingate, 2015) reveals a range of possible additional sites of academic literacy provision, in the case under study, academic literacy provision is limited to provision in subject modules and in EAP modules. No additional support is provided in online materials, through library services or through peering tutoring, for example. Thus, the first section of the questionnaire focuses on addressing students' perceptions of academic literacy provision in the university overall (Q1-Q5), in subject modules (Q6-Q9), and in the EAP modules (Q10-16). The second set of Likert scale items (Q17-23) aim to identify students' perceptions of the genre-specific teaching materials implemented in the EAP modules. These items on the questionnaire correspond with specific features of the student workshop materials produced, similar to the questionnaire discussed in Tribble and Wingate (2013), which was also organized around specific features of the student workshop materials developed. Three closed-ended items are multiple-choice items (Q26-28) to gather background information on the participants including their major and the semester and section in which they were enrolled in the EAP course. Two open-ended items (Q24 and Q25) were included to enrich quantitative data and identify any issues related to academic literacy support that were not previously anticipated in the questionnaire (Dörnyei and Taguchi, 2012). These questions ask students to identify recommendations they may have regarding academic literacy provision and teaching materials in the EAP module. The questionnaire was piloted to gain feedback on items, administration and clarity of instructions before being disseminated to all participants. All students enrolled in a Level A EAP course in the Faculty of Sciences and School of Engineering were sent an email with a link to the questionnaire at the end of term. A reminder email was sent one week after the initial email asking for participation in the questionnaire.

### *3.5.4 Semi-Structured Interviews with EAP Specialists and Discipline Specialists*

In order to gain an in-depth understanding of the EAP specialists' and discipline specialists' perceptions toward academic literacy provision and collaboration, semi-structured interviews, which provide both structure and flexibility (Mackey and Gass, 2012), were held. One-to-one interviews were selected to gain in-depth accounts of individuals' perceptions, experiences, and views (Richards, 2009). Interview guides were adjusted based on the role of the participant;



interview guides are included in Appendix F, G and H. Interviews sought to gain an overview of participants' perceptions of the usefulness and feasibility of implementing institution-wide, collaborative academic literacy provision implemented in credit-bearing EAP modules and any recommendations participants may have regarding academic literacy provision and collaboration toward it. The EAP interview guide and subject specialist interview guide were piloted in an EAP tutor focus group and pilot subject specialist interview. As Dörnyei (2007) points out, this piloting allowed for the identification of issues in questions and ensure they would elicit adequate data.

Interview guides were developed through the identification of key topics and subtopics, which inform questions in the interview guides (Richards, 2009). The interview guides used include a range of question types outlined by Patton (2002), including opening questions to establish rapport, content questions to elicit information on experiences, opinions and values, knowledge, and background, probes to clarify and expand on participants' responses to questions, and finally final closing questions, which let the participants make recommendations and 'have the final say' (Dörnyei, 2007:138). In the interview guide for EAP specialists, Q1 is an opening question to establish rapport and gain an overview of participants' roles in the teaching; Q2 through Q9 are content questions regarding their perceptions of the usefulness and feasibility of the new materials used; Q10 through Q12 aim to elicit perceptions of and challenges toward collaboration between EAP and discipline specialists; finally, Q13 through Q15 ask for participants' recommendations for discipline-specific materials development and collaboration, as well as any additional comments they may have. In the interview guide for discipline specialists, Q1 is an opening question to establish rapport and gain an overview of participants' roles in the department; Q2 through Q4 are content questions that aim to elicit discipline specialists' perceptions of the feasibility of marking and commenting on student exemplars; Q5 through Q10 aim to identify discipline specialists' perceptions of collaborating with EAP specialists, and Q11 through Q14 are closing questions that aim to elicit recommendations and final thoughts from discipline specialists. While I had originally planned to hold separate interviews with academic leaders (e.g., deans and department chairs), some of the interviews with discipline lecturers served a dual purpose, so I did not turn out to hold separate interviews with these academic leaders. For example, the biology lecturer who I interviewed also happens to be the Dean of the Faculty of Sciences, so rather than using the separate interview guide as I had

planned, I used the interview guide for discipline specialists, which still elicited the same information regarding their perceptions. While I did not actually use the interview guide for academic leadership separately because of the situation, I have kept it here to demonstrate the types of questions I had intended on asking. In the interview guide for academic leadership, Q1 is an opening question to gain an overview of the participants' roles in the university; Q2 through Q4 aims to elicit the participants' perceptions on the usefulness of new materials used in EAP modules; Q5 through Q7 aim to gain an understanding of academic leaders' perceptions on the feasibility of and challenges to collaboration; finally, Q8 through Q10 aim to elicit recommendations on materials for and collaboration toward discipline-specific instruction in EAP modules.

The interviews were held between December and March of the same academic year and lasted between 17 – 40 minutes. Following each interview, a contact summary (Duff, 2008) was developed to summarize topics of discussion, note follow-up questions, and highlight emerging themes. Audio recordings of interviews were then transcribed.

### *3.5.5 Institutional Policy Documents and Reports*

Documentary evidence in this case includes the University's Mission, Vision, and Values Statement (Appendix K), the University's Guide to English Programs, the departmental AY 2021/2022 Academic English Report and notes from meetings. In case studies, documentary evidence is particularly useful for corroborating and augmenting evidence from other sources (Yin, 2018), though documents must be treated judiciously due to the selectivity of information included in them (Martin, 2017).

In this study, the Mission, Vision, and Values Statement provides information on the role of English and English Medium Instruction in the university, which is vital in gaining an understanding of the research context. The University's Guide to English Programs provides an up-to-date snapshot of where English Medium Instruction has been implemented, which is also important background information regarding the research context. Notes from meetings were also collected and analyzed as they offer information on perceptions and challenges of provision implementation. Finally, the AY 2021/2022 Academic English Report provides an overview of the implementation of discipline-specific provision and collaboration and is a valuable primary, inadvertent source (Bell and Waters, 2014:) offering an insider account of perceptions of and

challenges to the implementation of discipline-specific provision and collaboration toward it. It is important to note here that the author of this thesis had input into this departmental report.

### **3.6 Data Analysis**

Data analysis procedures are determined by the research approach and design used. Duff (2019) points out that in much case study research, data analysis begins during data collection and is iterative. In this case study, initial analysis of data began following each observation and interview, for example, in summaries and memos generated. It was iterative in that emerging codes, topics and themes were identified and reviewed at multiple stages during coding, memoing, and later analysis.

Data analysis in studies utilizing mixed methods design is multi-faceted. Cohen, Manion, and Morrison (2017) note that data analysis in mixed methods studies must both separately abide by norms for data analysis in qualitative and quantitative traditions and integrate qualitative and quantitative data analysis. Data integration requires unique considerations concerning the analysis of each of the qualitative and quantitative strands, and the timing, weighting, and mixing of analysis (Ivankova and Greer, 2015). Data analysis in this study is weighted toward qualitative data analysis but included both qualitative analysis for classroom observations, interviews, documents and open-ended items on the student questionnaire and quantitative analysis for close-ended questions on the student questionnaire. In terms of timing, observational, focus group and student questionnaire data were analyzed sequentially while one-to-one interview data and documents were analyzed concurrently. Mixing of qualitative and quantitative analysis included both the progressive analysis of themes from observations and focus groups to inform questionnaires and the integration of data from qualitative and quantitative strands to answer the same research questions. These features are discussed further in relation to each data collection method below.

#### *3.6.1 Analysis of the Classroom Observations*

Data collected for the classroom observations included field notes and video recordings of small groups completing in-class analysis of sub-genres from the newly developed materials. Analysis of the observational data has focused on ‘genre-related episodes’ (GREs) (Tardy and Gou, 2021), described in 3.5.1, and thus excerpts from video recordings displaying these episodes were transcribed and translated for further analysis.

In addition to using the classroom observations to inform the refinement of the student questionnaire, the classroom observations were used as a method to triangulate and expand on findings in the focus group interviews with students and to identify GREs in the observations. Analyzing these GRE types provides an in-depth account of students' experiences with, perceptions of, and challenges with the discipline-specific, genre-based approach and materials used in the credit-bearing EAP modules. They also allow for a glimpse into the impact of genre-based tasks in the materials used on the students' developing genre knowledge.

In the recordings of classroom observations, the students communicated multilingually, drawing on a linguistic repertoire including Arabic, French, and English to make meaning and negotiate the genre-analysis tasks. The multilingual nature of the observation data provided an opportunity for multilingual qualitative data analysis, which required a multilingual research framework.

Andrews et al. (2020) offer one such framework, which has three core components:

intentionality regarding how the research might draw on linguistic resources in the research process at various stages, a consideration of how research spaces may impact linguistic resources used at various stages of the research process, and relationality, which refers to the linguistic practices used by researchers as a result of their positionality and relationships developed during the research process. This means that researchers using this framework are intentional in the linguistic choices made during multiple stages of the research process, which may differ at various points in the process, and which may be impacted by the researchers' position and relationships developed during the research. This framework has been particularly useful in this study regarding consideration of intentionality and linguistic resources and in planning the process of transcription and analysis of classroom observation data. I describe the process used in transcription and analysis of multilingual classroom observation data below.

Following each classroom observation, I wrote an observation summary in English. Each of these observation summaries and the original audio recording were provided to an Arabic-English bilingual PhD colleague, who reviewed each recording and summary to ensure the accuracy and consistency of each summary written. Because paying for a service to transcribe and translate classroom observation recordings would be quite expensive, I used a procedure for translation and analysis of multilingual qualitative data outlined by Thompson and Dooley (2020). Following initial checks of the consistency between the classroom observation recordings and the observation summaries by a bilingual Arabic-English PhD colleague, portions

of each recording including GREs for forward-translation (from the original to English) were selected. The same bilingual PhD student, who carried out back-translation (from English to the original) consulted on this forward translation. This translation process allowed for a systematic procedure to ensure translation fidelity and for discrepancies between translations to be identified and addressed. Following this forward and back-translation process, I began analysis of GREs.

After observation field notes and video recordings were summarized, transcribed, translated, and stored in NVivo, GREs in the transcripts were coded in English following a process described by Tardy and Gou (2021). I coded one student group transcript and then modified the list of codes for GREs before coding subsequent transcripts. This required consideration of a theoretical model of genre knowledge in order to analyze each GRE. Tardy et al.'s (2020) model of genre knowledge has been used here as a basis for analysis. This model of genre knowledge includes five domains: formal knowledge, rhetorical knowledge, subject matter knowledge, process knowledge, and genre awareness. These domains provided a starting point for analysis of the GREs in each observation transcript, but later refinement was required to focus analysis and coding. It is important to acknowledge that there are methodological challenges in analyzing GREs. One of these methodological challenges relates to the 'ambiguity around the borders of some GREs' (Tardy and Gou, 2021: 568), which make it difficult to analyze them in terms of number of words, turns, or length. Tardy and Gou (2021: 568) point out that while it is difficult to establish the boundaries of GREs, they identified GREs as beginning 'at the first mention of the focal issue' and ending 'at the final confirmation of resolution'. This, too, can be difficult, though, as GREs overlap, may be embedded within another GRE, and may be discontinuous or left unresolved. Nevertheless, GREs can be identified and coded using focused analysis and clear guidelines for identifying and coding GREs. The final list of codes used for GREs is included in Appendix L.

### *3.6.2 Analysis of Interviews*

The interview data includes transcripts of focus group interviews with small groups of students and one-to-one, semi-structured interviews with the EAP specialists and discipline specialists. For both types of interview data, analysis followed the steps for 'thematic analysis' (Braun and Clarke, 2021, 2022), which includes initial familiarization with the data, coding, theme

development, later theme refinement, data display, for example in a thematic map, and writing up. In Appendix N, I have included a sample of an interview extract, which has been coded.

An additional feature of analysis was added to focus group interview data beyond initial coding to capture features unique to group discussions. One example of this includes an analysis of how students reflected on their own perceptions of the new materials and approach and drew on each other's opinions to develop their own accounts more fully in group discussion, like that discussed by Galloway (2019). Another consideration beyond analyzing dominant themes in analysis of focus group interview data is taking steps to capture not only the views of dominant group members but also individual responses that may come from quieter participants or participants that disagree with the overall group.

### *3.6.3 Analysis of Documents*

Documents used in this study include a departmental report, notes from meetings, a university mission statement, and a brochure detailing programs taught in English. Documentary analysis in case study research is particularly useful for corroborating and supplementing (Yin, 2018) other types of data. In addition to this triangulation function, documentary analysis in this study allowed for integration between interviews, observations, and documents through a process of 'following a thread' (O'Cathain, Murphy and Nicholl, 2010), which entails beginning with initial analysis of each data source to identify themes and then selecting a theme from one component to follow across other data sources, identifying convergence and non-convergence across data sources.

Analysis of documentary evidence in this study began with what Bell and Waters (2014) describe as external criticism of documents to determine whether they are genuine and authentic and internal criticism of documents to analyze the purpose, production features and authors of the document. The documents in this case study served primarily to provide crucial background information the university's EMI policy and planning. The English department report did also provide useful information regarding the academic leadership's perceptions of the necessary financial and human resources needed to continue the genre-based collaborative pedagogical approach.

#### *3.6.4 Analysis of Student Questionnaires*

Analysis of questionnaires included analysis of close-ended items and open-ended items. I discuss each of these below separately after discussing steps taken to process and address the reliability of questionnaire data.

Analysis of close-ended items began with processing the data through numerical coding and inputting the data into the statistical package SPSS. This was followed by a process of checking the data for accuracy. Dörnyei and Taguchi (2010) highlight data cleaning and data manipulation as two processes important to ensuring the accuracy of inputted data and appropriateness of data for statistical analysis. In terms of data cleaning, all codes were reviewed to ensure they were within the specific range of codes used. In terms of data manipulation, missing values were identified so that they could be assigned a value of '99' before analysis began.

Following processes for coding, cleaning, and manipulating data, steps were taken to ensure the reliability of scores elicited from the questionnaire instrument. Reliability refers to the consistency of scoring, rating, and reporting in an instrument. Phakiti (2015) points out that the internal reliability of quantitative data can be determined through measures of internal consistency. Internal consistency is the 'homogeneity of items making up the various multi-item scales within a questionnaire' (Dörnyei and Taguchi, 2010: 94). A commonly used measure of internal consistency in rating scales and Likert-scale items is Cronbach Alpha coefficient (Dörnyei, 2007). For this study, a reliability coefficient of .80 was taken to ensure internal reliability, which is consistent with a highly reliable measure of consistency (Cohen, Manion, and Morrison, 2017).

To investigate research question one regarding students' perceptions of academic literacy provision, descriptive statistics were used to analyze questionnaire responses. Briggs Baffoe-Djan and Smith (2019: 413) highlight that descriptive statistics are useful in describing and summarizing data, offer information on participant characteristics, and are important in 'demonstrating transparency', 'establishing normality', 'confirming group comparability', 'comparing across studies', and 'interpreting theoretical implications' as well as setting the foundation for inferential statistics. In this study, descriptive statistics were used to describe participant characteristics such as the students' major, section of the Level A module, and the semester the Level A module was attended. They were also used to analyze Likert-scale items to

identify relative frequencies of responses, frequencies of missing data and measures of central tendency including the mode and median. These are reported in the next chapter of the thesis.

Open-ended items on the questionnaire include two short-answer questions (Q24 and Q25). Analysis of these open-ended items consisted of qualitative content coding, which involved collating the responses given on the questionnaire, initial coding to identify key concepts raised and revising codes for consistency. Fuad Selvi (2019) highlights that this inductive process to coding open-ended questionnaire responses is particularly useful when little is known about a phenomenon and when exploring the topics and themes that might arise but were not anticipated. In the questionnaire used in this study, I wanted to leave additional space for students to identify additional types of support for academic literacy and materials that were not predicted. Codes and themes that emerged from open-ended responses on the questionnaire allowed for this.

### **3.7 Chapter Summary and Conclusion**

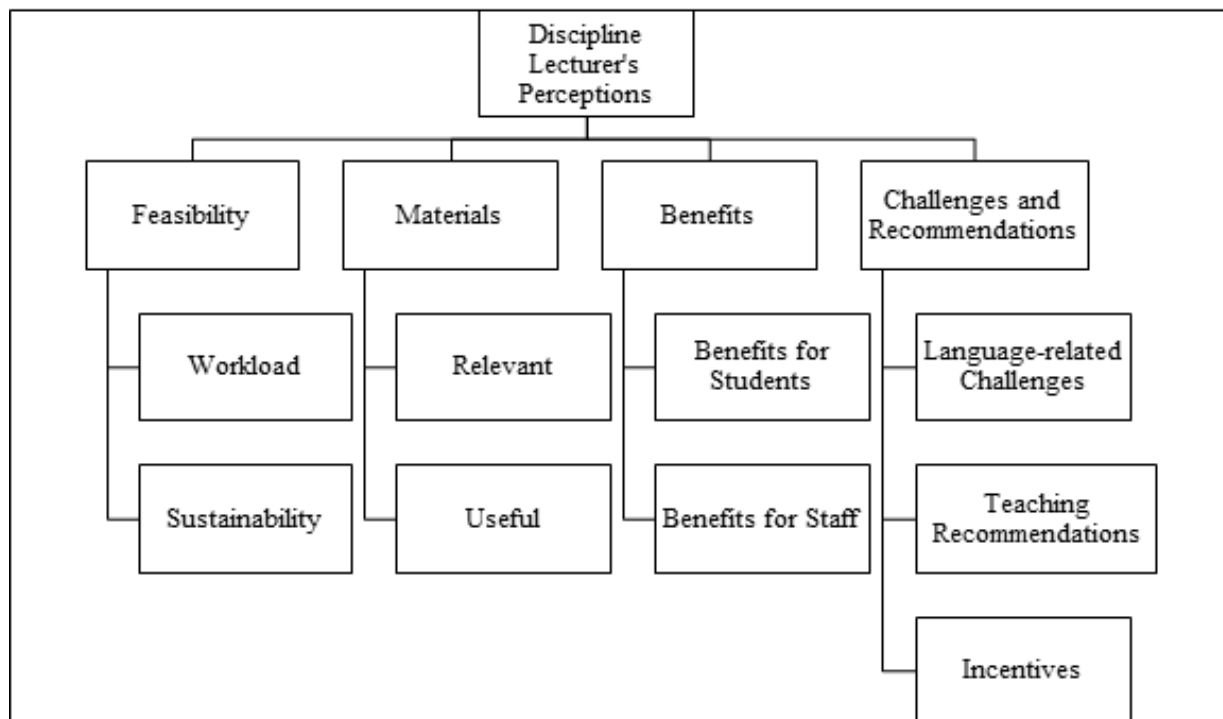
This chapter has detailed the research design, data collection methods and data analysis procedures employed in this study. This study employs a case study approach with mixed methods design. Data sources include classroom observations, student focus groups, a student questionnaire, one-to-one interviews with EAP specialists and discipline specialists, and documents. This chapter has also outlined considerations made in research ethics and in selecting a research approach, research design, and participants. In the following chapters, I report on the qualitative and quantitative findings of this study.



## Chapter 4 The Discipline specialists' perceptions toward the collaborative, discipline-specific approach

### 4.1 Introduction

Eight interviews with discipline specialists in the Faculty of Sciences and School of Engineering were held from December 2020 to July 2021. These interviews, conducted and audio recorded via Zoom and Microsoft Teams, lasted between 17- 40 minutes. Audio recordings were transcribed verbatim and analyzed following 'thematic analysis' (Braun and Clarke, 2006, 2021) as described in the Methodology chapter. From the interviews with discipline specialists, I have identified five themes and nine key sub-themes, shown in Figure 3, related to their perceptions of the feasibility of the collaborative, the discipline-specific approach implemented, the usefulness of the materials created, the benefits of the approach and collaboration toward provision, as well as their challenges the recommendations for future provision. Below I discuss each of these themes and sub-themes in turn.



**Figure 3** Thematic Map of Discipline Lecturer Perceptions

## **4.2 The discipline specialists' perceptions of the feasibility of the approach**

In order for university-wide, collaborative, discipline-specific provision to be successfully implemented across faculties in the university and to be sustainable over time, this provision must be perceived as feasible by discipline specialists, whose buy-in and active participation are critical to its continuity. Because of the critical role of discipline specialists' perceptions, questions in the first section of the interview with discipline specialists in this study sought to gain an overview of discipline specialists' perceptions of the feasibility of the approach implemented. Tribble and Wingate (2013) argue that their genre-analytic, collaborative approach is useful, feasible and sustainable because it is highly authentic and discipline specific, distributes responsibility between EAP and discipline specialists, and allows for the materials developed to be used across multiple cohorts of students. However, this approach had not been previously implemented and evaluated institution wide and further empirical evidence is needed. The findings from the present study may provide further empirical evidence in favor of Tribble and Wingate's (2013) claims of the feasibility and sustainability of their collaborative, genre-analytic approach.

In relation to feasibility, two key sub-themes arose in the interviews with discipline specialists – workload and sustainability. Workload here refers to discipline specialists' perceptions toward their time allocated to meeting with EAP specialists to discuss the purpose and context of the target genre, gathering student exemplars, marking, and commenting on these exemplars, communicating with EAP specialists via email and follow-up meetings to confirm features of the genre, and occasionally reviewing materials developed by EAP specialists. Although the amount of time dedicated may differ by discipline, the analysis of the six interviews reveals that from the perspective of discipline specialists the approach implemented does not add an unfeasible amount to their workload. This may be in large part because marking and commenting on students' texts is a normal part of lecturers' assessment practices and because they had ready access to students' texts. The exception to this came from the electrical and mechanical engineering and computer science lecturers, who were asked to provide comments on students' texts retroactively so that they could provide the EAP tutors with student samples that include marker comments, which were not previously included on them. This proved to be quite time consuming for these lecturers, who mentioned that it took them between two and half and five hours per report initially to provide comments, though it did reduce over time. This can be

contrasted with the chemistry lecturer who spent approximately twenty minutes marking each report. Understandably, the electrical and mechanical engineering lecturer cited workload constraints in providing comments on students' exemplars retroactively. Still, all the lecturers interviewed noted that marking and commenting were a regular feature of their assessment practices and even where it did take them longer than it would have previously, this did not add significantly to their current workload. Even the lecturers whose time commitment was quite high initially still said that collaboration, and the commenting on student texts that came with it, is feasible with the electrical and mechanical engineering lecturer concluding that it is 'not only feasible; it's advisable' (Interview 1, mechanical and electrical engineering lecturer).

While discipline lecturers did not perceive the workload to be unfeasible overall, meetings with EAP specialists did add to discipline lecturers' workload, and I expected this to feature in discussions of feasibility, but this did not bear out. While meeting with EAP specialists to discuss the target genre and students' texts is an added component to their workload, discipline specialists did not cite this as an unfeasible feature of the approach. This may be in part due to the limited time commitment required of discipline lecturers, in contrast to a higher time commitment which is a typically cited constraint on collaboration (e.g., Dearden, 2018; Dudley-Evans, 2001). For most lecturers, meetings consisted of one initial thirty-minute meeting, a follow-up email, and a final thirty-minute meeting to confirm features of the genre. These meetings took place over the course of two to three months on average. The limited duration and number of meetings and communication with discipline specialists, as well as the likely expectation that it would be limited to a one-time process, may explain the absence of concerns around time dedicated to meeting with EAP specialists. The amount of time dedicated does not appear to be unreasonable to discipline specialists. This accords with Tribble and Wingate (2013) who highlight that this approach does not place unreasonable demands on discipline lecturers because of the distribution of tasks and primary role of EAP specialists in genre analysis and materials development. It also accords with Dudley-Evans (2001) and Hyland (2015) who point to limited time commitment of discipline lecturers as one feature of successful collaboration between EAP and discipline specialists.

The second sub-theme related to feasibility that emerged in the data is sustainability.

Sustainability relates to the viability of continuing the collaborative approach beyond the initial

pilot year. Each of the discipline lecturers interviewed also agreed that the workload is sustainable year-on-year, with the chemistry lecturer saying, ‘In fact, it’s one report per student once a year. Yes, no problem for this. I can do it’ (Interview 2, chemistry lecturer), but it is important to acknowledge that perceptions of sustainability may differ by discipline. The biology lecturer brought this out in discussing student numbers across different disciplines within the Faculty of Sciences:

‘Now it depends if I do it myself or if one of my colleagues since you know I have a lot of administrative work. So, in our biology classes we have at least forty to fifty students, so it takes time to correct every single project. It’s easier for the other teachers in other departments, chemistry, math, or physics mainly. For example, in chemistry the mean, average number of students per class is not more than ten students, as well in physics. In math maybe fifteen to twenty, but in the biology class we have at least between forty to sixty students in some cases.’

The biology lecturer makes it clear here that the workload associated with marking and commenting on students’ texts used in collaborative efforts will differ by discipline depending on the number of students in a module and this might impact the sustainability of collaborative efforts across different disciplines.

Nevertheless, the interviews with discipline specialists suggest that from their perspective, the workload of meeting with EAP specialists, gathering students’ texts, marking, and commenting on student exemplars is feasible and sustainable over time. This finding offers great promise toward the approach implemented. Also offering great promise are discipline lecturers’ perceptions of the materials produced, which are discussed next.

#### **4.3 The discipline specialists’ perceptions of the materials developed**

In addition to feasibility, the discipline specialists’ perceptions of the materials created for the academic literacy provision implemented are critical to its success. As discussed in the literature review, the collaborative, genre-analytic approach implemented utilizes students’ marked texts as the basis for the development of learning materials (Tribble and Wingate, 2013). The materials developed in the university under study were not always completed and available to all discipline lecturers prior to the one-to-one interviews, but in one interview and otherwise in follow-up communication via email, discipline lecturers’ positive perceptions of the materials and approach

became evident. In these interviews and follow-up emails, I have identified two sub-themes related to discipline specialists' perceptions of the materials developed – relevant and useful - which indicate their positive perceptions of the materials. Three discipline specialists, in particular, discussed that the approach and materials are relevant to students' backgrounds and area of study, in contrast to previous provision, which was not discipline specific. The biology lecturer put it this way:

‘Well, I think that what you are doing now and this all this new project will be really very interesting since for the last years at least for the last ten-fifteen years the English course given was mainly English as a language, and they didn't take really into consideration the background or the knowledge of the students, so now what you are preparing is to prepare in English the course dedicated really for each discipline and I think this will be of great help for our students.’

This extract reflects a key aspect of discipline lecturers' perceptions of the materials, and more broadly of the approach implemented, which, in line with contemporary EAP practice (Hyland and Shaw, 2016), aims first and foremost to be relevant to students in focusing not only on specific aspects of language but on the discipline-specific needs of students.

The discipline specialists interviewed also perceive materials as useful to students. Each of the lecturers who were asked about their thoughts on the materials developed stated that they will be useful, or helpful, for students, with the mathematics lecturer emphasizing the materials are ‘spot on’ (Interview 3, mathematics lecturer) in explicating features of the genre found in students' writing and the chemistry lecturer underscoring the usefulness of the guiding questions and inductive approach taken in the materials. In line with a genre-based approach used in learning materials, as described by Tardy (2019) and Cheng (2018), the materials developed both clarify expectations and features of the genre and engage students in the process of discovery and exploration of features and choices made within students' texts, which keeps students actively involved in the process of building genre awareness and rhetorical consciousness-raising. The discipline lecturers interviewed have underscored the importance of explicating features of the genre while keeping students actively engaged in discovering these features in the materials developed, which, in part, has led to their perceptions of the materials as useful for students. In addition to the usefulness of materials, discipline lecturers discussed other benefits to students and staff from the collaborative, discipline-specific approach implemented, and these are discussed below.

#### **4.4 The discipline specialists' perceptions of benefits**

Two sub-themes related to the benefits of collaboration and the approach being implemented became apparent in the interviews. The benefits of collaboration between EAP and discipline specialists revealed in the interviews with discipline specialists include benefits to students and benefits to lecturers. Five of the discipline specialists interviewed emphasized their perception of the ongoing collaboration and materials development as beneficial to students primarily in terms of written feedback on assignments, which is more detailed for the lecturers interviewed and for at least one lecturer, is focused on more than justifying a grade as a result of the collaborative approach implemented. The incorporation of more detailed commentary for a more diverse set of purposes beyond justifying a grade may be indicative of a shift in assessment practices among the lecturers interviewed. While marking and commenting on students' assignments is a regular feature of lecturers' assessment practice, the lecturers interviewed mentioned that they have provided more detailed and more diverse marginal comments as a result of collaboration between EAP and discipline specialists and that they intend to continue include more detailed and varied comments when marking. The biology lecturer discussed this change in his comments on student writing, saying:

‘In some cases, I don’t put comments on the document itself. I put just a few comments on a sheet of paper in order to be able to propose a grade and to do a certain evaluation compared to the other projects, the other students, so I had a habit to write down several remarks just to help in proposing the grade, but this time since we had to prepare this for this project, mainly, so I had to take few time, more time to put some details on the document itself’ (interview with biology lecturer).

This will certainly be beneficial to students who may have previously received little feedback on writing from discipline lecturers, whose feedback and commentary, Hyland (2019b) argues, has the potential to convey to students the importance of writing in learning and in developing awareness of disciplinary literacy practices.

The process of providing these detailed comments has also been beneficial in raising lecturers' awareness of students' areas of difficulty and adjustments that needed to be made in assignment guidelines given to students. One example of this relates to the computer science lecturers, a

team of two lecturers, who mentioned in their comments on students' exemplars, as well as in meetings and one-to-one interviews, that students had clearly not understood the need for an introduction to contextualize their software development report, but this was not evident to the lecturers until they had gone back and provided more detailed comments to students. Providing more detailed comments gave them further insights into students' areas of weakness and further guidance needed in the assignment guidelines. Another example comes from the mathematics lecturer who plans to provide more ongoing feedback to students on text structure and analysis within students' texts because of the process of commenting on student exemplars and collaborating with an EAP specialist. She plans 'just to incorporate a bit of the ideas each time they send me a paragraph, a certain analysis or something. I try to incorporate this, just say *attention* [French], sorry...you should add this or that. This was very helpful in this way' (Interview 3, mathematics lecturer). This awareness-raising outcome among lecturers has been discussed in previous research on interdisciplinary collaboration between EAP specialists and discipline lecturers (Li, 2020b) and it is one that is highly desired (Mancho-Bares, Khan and Aguilar, 2022). At the university under study the impact of heightened awareness among discipline lecturers shows promise in changing assessment practices as lecturers have highlighted that they intend to continue to provide these more detailed comments on students' work and adjust assignment guidelines to provided more detailed instructions on the expectations of the genre. Insights gained because of the interdisciplinary collaboration will clearly be beneficial to both lecturers and students.

The interviews with discipline specialists point to important benefits for both students and staff in terms of washback on assessment practices, and these could be transformational, impacting entire cohorts of students, as they show promise toward lecturers integrating changes in their regular teaching and assessment practices, as Wingate (2018) has discussed regarding transformation of academic literacy support.

#### **4.5 The challenges faced by the discipline specialists**

While the benefits for students and lecturers discussed above are important, it is also important to identify challenges discipline lecturers faced, as well as their recommendations to address these challenges in future provision. In this and the next section, I discuss these. The literature on collaborative efforts between EAP and discipline specialists' makes clear that interdisciplinary

collaboration between EAP/language and discipline specialists is fraught with challenges (Wilkinson, 2018), including challenges to buy-in (Sloan and Porter, 2009), in personality and pedagogy (Li, 2020; Zappa-Hollman, 2020), in epistemological issues, in time commitments (Fenton-Smith and Humphreys, 2015; Dearden, 2018), and in differing ideas around the status and roles of EAP and discipline specialists (Hyland, 2018; Hyland and Hamp-Lyons, 2002). These challenges pose significant barriers to implementing discipline-specific academic literacy provision, which relies on collaborative efforts between EAP and discipline specialists. Interestingly, many of these issues were not found to be present in the interviews with discipline specialists. In this case, lecturers see the need for further academic literacy and language support for both themselves and students. For this reason, issues around lecturers' buy-in have seemingly been avoided thus far. This may be because of the context, a transitioning partial-EMI context, in which language-related challenges are typically recognized by both staff and students (Abouzeid, 2021; Kamaşak, Sahan and Rose, 2020). Issues around the roles and responsibilities of EAP and discipline specialists have also not been raised in the interviews with discipline specialists. This is important to note as this is an often-cited challenge in the literature (e.g., Li, 2021; Airey, 2011). Because of conceptualizations around language and literacy and the typically low-status role of EAP practitioners, there is often an imbalance in the roles of EAP and discipline specialists; however, in this case, lecturers refer to the language expertise of EAP specialists and their own deficiencies with language. Rather than relegating EAP specialists, these conceptualizations around EAP specialists' language expertise and discipline lecturers' challenges with English may have elevated their status.

The sub-theme related to challenges faced by discipline lecturers that did emerge in one-to-one interviews is language-related challenges. These language challenges include issues in providing written feedback in English on students' texts. While language-related issues in marking were only raised by two lecturers, language barriers posed a significant challenge for these lecturers. The electrical and mechanical engineering lecturer, for example, said, 'You know there are things that we don't know in the English language. This is obvious' (Interview 1, electrical and mechanical engineering lecturer). For the chemistry lecturer, language-related challenges added significantly to the amount of time he spent on marking, which he estimated increased from ten minutes per report to twenty minutes per report. This language issue faced highlights a possibly unique contextual limitation in the approach implemented which asks lecturers to provide written



feedback in English, something they have not previously done or received training and support for, a common situation for lecturers teaching through English in EMI settings (Macaro, Sahan and Rose, 2021; Macaro, Akincioglu and Han, 2020). This limitation could be addressed in part through collaborative marking (e.g., Northcott, 2019), but further support for lecturers providing written feedback in English is needed, possibly in the form of professional development programs including feedback (Hyland, 2019c) and assessment practices.

#### **4.6 The discipline Lecturers' Recommendations for Future Provision**

Often related to the challenges discussed by discipline lecturers in one-to-one interviews were recommendations for future provision. Recommendations offered by discipline specialists in one-to-one interviews centered on teaching and incentives. Their recommendations for future teaching include two sub-themes: language-related recommendations and instructional recommendations. Two discipline specialists pointed to students' language needs as a point of concern. The chemistry lecturer identified vocabulary, cohesion, and article usage as specific points of concern in need of further instruction, and the electrical and mechanical engineering lecturer pointed to the use of passive voice and personal pronouns as points of concern in student writing.

These language-related concerns may be due to conceptualizations of writing, and academic literacy more broadly, as technical and students' needs in terms of language top-up to reduce surface errors (Hyland and Hamp-Lyons, 2002). It is also likely due to lecturers' perception of students' language proficiency levels and language-related challenges, which, as I have discussed, are a common concern among EMI lecturers (Abouzeid, 2021; Galloway et al., 2020). While only two of eight discipline lecturers discussed students' language-related challenges, for these two lecturers, language-related challenges are an important issue, which need to be addressed.

Instructional recommendations refer to recommendations made by discipline lecturers on aspects of the target genre. Half of the discipline lecturers interviewed provided instructional recommendations. These instructional recommendations include, for example, teaching students the necessity of the introduction of the computer science report; areas of student need, such as plagiarism and source use in the biology report; and the format and timing of teaching in the engineering and chemistry reports. These instructional recommendations point to the need for

further and ongoing collaboration between discipline lecturers and EAP specialists regarding target genres, source use and citation practices, and mapping of academic literacy teaching to subject modules.

Two lecturers also made recommendations regarding incentives for participation in collaborative efforts. All but two discipline lecturers mentioned in one-to-one interviews that they did not receive any incentives for taking part in collaboration with EAP specialists. The two computer science lecturers did receive hourly pay to mark and comment on student reports at the rate of one-hour of pay per report, though it took them between three to four hours per report to mark and comment. When asked what incentives the remaining discipline lecturers might prefer, they mentioned workload reduction, pay for time spent on collaborative efforts, and recognition as among the most important incentives. The mathematics lecturer pointed out that 'Workload reduction is the best choice, *bes* [but], it's not feasible. *Yaani* [I mean], in the case of the faculty, I know I'm going to get a higher workload next year, so for me the logical way to go is the financial compensation.' The engineering lecturer also pointed to workload reduction, but also brought out the importance of recognition, saying, 'At the end of the day we work for recognition'. What format this recognition would best take needs to be further investigated, but one possibility is recognition in promotion applications.

#### **4.7 Summary of Findings and Conclusions**

Within some of the EAP literature, there has been a slow growing trend toward greater collaboration between EAP practitioners and discipline specialists (e.g., Dudley-Evans, 2001; Sloan and Porter, 2010; Zappa-Holloman, 2018), but it is far from common in practice. Within many EMI contexts, collaborative pedagogies featuring partnerships between EAP and discipline specialists are rare (Lasagabaster, 2018) as well, though there is widespread recognition in the EMI literature of the need for it (e.g., Alhassan et al., 2021; McKinley and Rose, 2022; Galloway and Rose, 2021). Through the one-to-one interviews with the discipline specialists, I sought to gain an emic perspective from the discipline specialists, whose buy-in and conceptualizations of academic literacy development are often cited as a challenge in the literature (e.g., see Sloan and Porter, 2010). Thus, identifying the views of discipline lecturers engaged in collaboration as well as factors that may affect their buy-in and ideas of academic literacy are crucial to research in this area. It is also important to highlight the positive experiences of those engaged in

collaboration, as Zappa-Holloman (2018) argues, as these also provide insights into effective collaboration.

The findings discussed in this chapter indicate that discipline specialists see the collaborative, discipline-specific approach that was implemented as feasible and beneficial to both staff and students, and in contrast to much of the previous research on collaborative efforts, which identify a lack of subject lecturer buy-in as a problem, this was not an issue mentioned by the subject lecturers in this study. Again, this may be due to a recognition within this context, a partial EMI context, of the need for further language support for students, as well as the fact that the subject lecturers do not see themselves as capable of addressing these language issues alone because this lies outside their area of expertise (Block and Moncada-Comas, 2022). Unlike subject lecturers in some other contexts, who may not see the need for further language and academic literacy assistance for students as necessary, the lecturers in this university, like in many EMI contexts (Macaro et al., 2018), do recognize this need.

The findings discussed in this chapter also identify challenges for the discipline lecturers around time and providing feedback in English. While these are important issues faced by the discipline lecturers, these challenges can be addressed through workload sharing, incentives, and further staff professional development, which EAP specialists can play an important role in (e.g., see a discussion in Wingate and Hakim, 2022; Lasagabaster, 2022b; Dafouz and Gray, 2022; Galloway and Rose, 2021). Each of these methods for addressing the issues in interdisciplinary collaborations toward academic literacy provision requires continued support from academic leaders, whose role in future provision and whose perceptions of the approach are essential, too. In this study, it became apparent that the academic leaders involved in collaboration (e.g., the biology professor who is also the dean of the faculty, the department chairs of the departments within the school of engineering, the civil engineering discipline specialist who is also the coordinator of final-year projects) concur with the positive perceptions of the genre-based, discipline-specific approach described by the subject lecturers. This certainly bodes well for the continuation of the provision in this university, but it also offers insights into possibilities for garnering support among academic leadership. Some of the academic leadership in this university were closely involved in the collaboration. This close involvement may not be practicable in all faculties at this university or in other universities, but where possible, it seems

this close involvement may play a role in their understanding of the benefits of such provision and may bolster their support of it.

One pressing, outstanding question within the EAP and EMI literature has been related to effective policy and practice that foster collaborative pedagogies between EAP and subject specialists (Hakim and Wingate, 2022). The findings in this chapter suggest one collaborative pedagogical approach, which is seen by the discipline specialists, including discipline lecturers, department chairs, and deans, as beneficial and effective. This is an important finding, which offers a significant contribution to the literature focused on interdisciplinary collaboration in higher education contexts, but continued research over the medium and longer-term would provide further insights into successful policy and practice, and it seems that some EMI contexts, where there may be recognition of student needs and top-down support for academic literacy provision, may provide fertile ground to conduct this research.

## **Chapter 5 The EAP Tutors' Perceptions of and Recommendations for the Discipline-specific, Genre-based Approach, Materials, and Collaboration with Subject Specialists**

### **5.1 Introduction**

In this chapter, I report on the one-to-one interviews held with seven EAP tutors. The seven interviews, lasting between twenty and forty minutes, have been held and audio recorded via Microsoft Teams and Zoom in the autumn and spring terms in one academic year (2021-2022). In these interviews with the EAP tutors, I sought to gain an overall understanding of their perceptions of the discipline-specific, genre-based approach (henceforth genre-based approach), the genre-based learning materials (following Tribble and Wingate, 2013), and ongoing collaboration with the subject lecturers. In the EAP tutor interviews, I also wanted to gain insight into the challenges the EAP tutors encountered during the design of materials, delivery of instruction, and in collaboration, as well as any recommendations they may have to address these challenges.

It is important to point out here that the three EAP tutors (EAP Tutors 1-3) who were interviewed in the autumn term (henceforth Tutor Group A) were involved in materials development and collaboration with a subject specialist. The tutors interviewed in the spring term (EAP Tutors 4-7) did not develop materials and did not collaborate with the subject specialist (henceforth Tutor Group B). In the spring term, materials development and collaboration with the subject specialist were conducted by me, the coordinator of EAP. I subsequently shared all materials and information gathered through collaboration with the subject specialists. This was a significant change from the autumn to spring term. While this change resulted from a decision made by the EAP tutors who opted not to be involved in the process of materials development, ultimately, it was a result of the part-time nature of their contracts and the amount paid as a stipend for materials development. Without a workload reduction to develop materials (not available to part-time staff) or a stipend that could compete for the tutors' time, it is unsurprising that they did not want to be involved in materials development in the spring term. Because the EAP tutors decided not to be involved in materials development in the spring term, the EAP tutors in Group A and Group B had very different experiences in implementing the genre-based approach. This did have an impact on their perceptions of the approach. I will discuss these differing experiences and perceptions below for the themes related to challenges and recommendations, where relevant.

The recordings from the interviews with the EAP tutors have been transcribed verbatim and analyzed following ‘thematic analysis’ (Braun and Clarke, 2021) in NVivo, as has been described in the Methodology chapter. From the interviews with the EAP tutors, I have identified three overarching themes: EAP tutors’ perceptions of the discipline-specific, genre-based approach, the challenges faced by the EAP tutors, and the recommendations they made. I have also identified eleven sub-themes, which fall under the main three overarching themes, each of which I detail and discuss in relation to the EAP literature below.

In Figure 4 below, I provide a visual overview and thematic map of the three overarching themes and their corresponding sub-themes. The three main, or overarching, themes include 1) ‘EAP Tutors’ Perceptions of the Discipline-specific, Genre-based Approach’, 2) ‘the challenges EAP tutors faced’, and 3) ‘EAP tutor recommendations’. Under each of these main themes, there are related sub-themes. I will not report on these in detail here, as I do so throughout the rest of this chapter, but I will mention here that the sub-themes under the theme ‘the challenges EAP tutors faced’ correspond line-by-line with the sub-themes in ‘EAP tutor recommendations.’ For example, the EAP tutors mentioned limited or lacking communication with subject lecturers as a challenge and recommended that communication be increased, particularly through face-to-face communication, as can be seen in Figure 4 in the first bullet points under themes two and three.

<b>EAP Tutors’ Perceptions of the Discipline-specific, Genre-based Approach</b>	<b>The Challenges EAP Tutors Faced</b>	<b>EAP Tutor Recommendations</b>
<ul style="list-style-type: none"> <li>• Feasible for EAP Tutors</li> <li>• New Materials Beneficial for EAP Tutors and Students</li> <li>• A Novel Approach</li> </ul>	<ul style="list-style-type: none"> <li>• Limited or lacking communication with subject lecturers</li> <li>• Instructional time</li> <li>• Low student attendance and engagement</li> <li>• Uncertainty with the new approach</li> </ul>	<ul style="list-style-type: none"> <li>• Increased face-to-face communication</li> <li>• Adjusting the instructional time</li> <li>• Incorporating student attendance and participation grades</li> <li>• Continued training and development</li> </ul>

**Figure 4:** Thematic Map of EAP Tutor Perceptions

## 5.2 The EAP Tutors' Perceptions of the Discipline-specific, Genre-based Approach

In the EAP tutor interviews, I sought to explore their perceptions of the genre-based approach and materials, specifically regarding the usefulness and feasibility of this approach. As I have discussed in the literature review, both the subject lecturers' and the EAP tutors' perceptions regarding the usefulness and feasibility of the approach and materials are critical to its success. In the interviews, the EAP tutors have indicated that they perceive the genre-based approach as feasible, beneficial for both staff and students, and as a novel approach, though they highlight several challenges, which are discussed later in the chapter. Each of these sub-themes (feasible, beneficial, a novel approach) that emerged in the interviews is detailed and discussed below.

### 5.2.1 Sub-theme 1: Feasible for EAP Tutors

The EAP tutors in both Group A and B perceived the genre-based approach to be feasible. When asked in the interviews about the feasibility of the approach given their current workload, each of the EAP tutors responded that the approach, as well as materials development and collaboration toward it, is viable. One EAP tutor did add a caveat to this, though. While she did agree that the collaborative approach and development of materials are reasonable within her current workload, she mentioned that she would like continued feedback on her teaching and the genre-based materials she developed to feel more confident in the approach. She said,

‘*Bes [but], I can do it of course, but I need your feedback, the feedback of the students, of the university to see if I was really fulfilling the purpose of this course, and really doing the job that I was requested to do. Again, I can do it, of course, but you know when you feel comfortable giving something, a course or a lecture? That was not my top choice.*’  
(EAP Tutor 3)

Her comments regarding her comfort level with the new approach and the need for further feedback are in line with the other EAP tutors, who discussed their insecurities with the new approach and a desire for more training and feedback. I will discuss these desires for feedback and training, which are expressed as recommendations by the EAP tutors, later when I discuss the recommendations made by them.

Like in previous research (Tribble and Wingate, 2013; Wingate, 2015), the EAP tutors here found the genre-based approach, along with the collaboration and materials development which

are part and parcel of it, viable. This is in line with the subject lecturers, who also find the approach to be feasible, as I have discussed in the previous chapter. The EAP tutors' perceptions of the feasibility of the approach and materials development show some promise in terms of the continued implementation of the provision across the university.

It is important to note here contextual information, which may have played a role in the EAP tutors' perceptions of feasibility. The EAP tutors, all of whom are part-time staff, were paid a stipend to collaborate with discipline specialists and develop materials for the target written genre, in addition to their regular pay for teaching the EAP course. This additional stipend for collaboration and materials development was not originally planned by academic leadership, but I advocated for the stipend for the EAP tutors, and after seeing ten EAP tutors drop out from the original cohort of tutors recruited to teach using the genre-based approach in the two months following the initial EAP tutor workshop, the academic leader overseeing courses where the approach was implemented agreed to allocate funds for EAP tutor stipends. In a regular monthly meeting between myself and the academic leader to coordinate EAP provision, the academic leader pointed out that the additional stipend for EAP tutors is a one-time expense. This understanding, that materials development is a one-shot process and funding toward it is a short-term expense, was echoed in the English language program report, which states that it takes about thirty hours to produce a set of genre-based materials and that the administrative load of the ESAP modules will be reduced significantly over time. This does not take into account the longer-term processes involved in EAP tutors' own genre knowledge development, much less the time it may take them to develop 'pedagogical content knowledge of genre' (Tardy et al., 2022; Worden, 2019), the time needed for professional development activities toward this, or time needed to update and adapt genre-based learning materials. Without the stipend for future iterations of the EAP course, the EAP tutors' perceptions of the feasibility of collaboration and materials development toward the genre-based approach may differ significantly.



### *5.2.2 Sub-theme 2: New Materials Beneficial for EAP Tutors and Students*

The interviews with the EAP tutors also revealed that the tutors in Tutor Groups A and B perceive the approach and new materials as beneficial to both staff and students although the tutors in Group A faced challenges developing them, which will be discussed later in this chapter.

One benefit of the genre-based materials that was discussed by the EAP tutors in Group A and B is students' development of 'genre-specific knowledge', 'the knowledge that writers hold of a particular genre or group of genres' (Tardy et al., 2020: 294). One EAP tutor interviewed discussed this genre-specific knowledge in terms of 'dos and don'ts', saying,

'Of course. 100% because now they have the do's and don'ts from these samples, and they have in parallel the remarks and the things that we added, that you added, actually, and that I delivered saying you should do that and that, some useful phrases and connection words, so yes, of course.' (EAP Tutor 3)

In this extract, the EAP tutor mentions that students benefit from the materials, specifically from what she calls 'the remarks.' Here she is referring to the summative and marginal comments made by the subject specialist and the annotations made by the materials developer, which highlight the moves of each sub-genre, as well as recurrent lexico-grammatical features, or what she calls the 'useful phrases and connection words.' The EAP tutor concludes that each of these features of the genre-based materials results in students better understanding the 'dos and don'ts' of the target written genre. These 'dos and don'ts' represent a pragmatic understanding on the part of the EAP tutor of students' growing genre-specific knowledge.

Another benefit of the discipline-specific, genre-based materials raised in the interviews with the EAP tutors is their practical relevance. EAP Tutor 1 discussed the practical relevance of the new materials as a benefit for students:

'You know this is gaining experience because we are orienting English for a special purpose in a feasible way. It's not theory; it's applicable, and that's what's different from the EAP from last semester. We were doing an excellent job, but it was quite theoretical, but here it's very pragmatic. It's more beneficial for our students. Especially when we are throwing them in the marketplace.' (EAP Tutor 1)

Rather than EAP teaching that is divorced from their subject courses, as it was previously, the new approach and materials are relevant to what students are currently studying and producing in subject courses, and for this reason EAP Tutor 1 sees them as more relevant and practical for students. This contrasts with the abstract and detached, or ‘theoretical’, as she puts it, approach used in previous EAP courses. This perception of increased relevance is also in accordance with the subject lecturers’ perceptions, as I have discussed in Chapter 4.

The EAP tutors also discussed the benefits of materials development for themselves, though the benefits discussed across Groups A and B differed. All the EAP tutors in Tutor Groups A and B discussed the new materials as beneficial. The tutors in Group A emphasized the role that materials development played in gaining a better understanding of the requirements of the assessed written genre, or ‘genre-specific knowledge’ (Tardy et al., 2020). One EAP tutor discussed this as sharpening her understanding of the sub-genres of the written report in the parallel subject course:

‘Exactly, you know when I used to describe the report, I used to say, okay, include the introduction, the body, conclusion, you know, but it was very ... not sharp on each and every point. This helped me, personally, on this.’ (EAP Tutor 3)

As EAP tutors sharpen their understanding of the target written genre and sub-genres within it, they continue to develop ‘specialized knowledge’ (Basturkmen, 2019; Ferguson, 1997) of the discipline and target genre, which is a critical component of an EAP specialists’ knowledge base and a well-recognized benefit of genre-based pedagogical approaches, as Cheng (2018) points out.

The benefits of the new materials for tutors that were mentioned by the EAP tutors in Group B dealt more with the role of materials in supporting their pedagogical knowledge. EAP tutor 7, for example, discussed the role of materials in helping her develop a better understanding of the genre-based instructional strategies (e.g., student-led move analysis) used in genre-based pedagogy. She said,

‘No, I thought they were really useful, and because I never thought of approaching the teaching this way, teaching by looking at other people's work and evaluating it and trying

to fix it; this is probably the best learning process I can think of right now.’ (EAP Tutor 7)

Here the EAP tutor points out the role that the materials played for her in better understanding how genre exemplars and student move analysis tasks, common to EAP genre-based pedagogy, are carried out. While the tutors in Group A emphasized the role of materials development in developing their genre-specific knowledge, the tutors in Group B emphasized the role that learning materials, already developed and provided to them, played in developing their pedagogical knowledge, one aspect of pedagogical content knowledge of genre (Worden, 2019) and another form of specialized knowledge of EAP practitioners.

The EAP tutors in Groups A and B both had to come to terms with content knowledge of genre, pedagogical knowledge of genre-based instruction, knowledge of learners, and knowledge of the curriculum all while beginning to teach a new EAP course, but this occurred under different circumstances and the result of this may be varying levels of the four different aspects of pedagogical content knowledge of genre. The tutors in Group A, who carried out genre analysis and subsequently developed teaching and learning materials, emphasized the role of the learning materials in their genre-specific knowledge development while the tutors in Group B emphasized the role of the materials in developing their pedagogical knowledge. While this was not explicitly raised by the tutors in Group B, the result of Group B tutors not carrying out genre analysis might be their uneven development of genre-specific knowledge. Undoubtedly, the Group B tutors did develop genre-specific knowledge of the target genre to some extent, as teaching would not be possible without it, but it is likely the extent of this genre-specific knowledge was affected by the fact that they did not carry out genre analysis and create their own materials. Teaching for genre awareness, Tardy et al. (2018) point out, requires sophisticated conceptual knowledge of genre, genre-specific knowledge, and knowledge of genre-based pedagogy. The tutors in both Groups A and B experienced the same in-service workshops, which aimed to support tutors’ conceptual and pedagogical knowledge of genre and provide a framework for materials development, but the tutors’ differing experiences with the materials likely resulted in their uneven development of genre-specific knowledge and may have impacted their teaching, too.

### 5.2.3 Sub-theme 3: A Novel Approach

Finally, it is important to acknowledge that the EAP tutors see the discipline-specific, genre-based approach as novel. The sub-theme, a novel approach, indicates that the EAP tutors perceive the approach as entirely new and a change to the previous approaches used. This was discussed by EAP Tutor 1 as a change for students from an approach requiring rote learning with the purpose of passing exams to one in which students actively participate and engage with genres. She put it this way:

‘This is the cliché of learning, so I took a lot of time to change this way of thinking, so it was like okay what do we have to memorize? What do we have to do? They’re used to, like, it’s a course, and there is a final exam, so we need to study for the final exam, study and do it. Here it’s totally different. We’re not talking about grades or passing a level. We’re talking about kind of self-enrichment with the material. The material is there, you take it and play with it, and do what you want. It’s the role of the student.’ (EAP Tutor 1)

In the genre-based approach, students carry out genre analysis of previous student sample texts, which actively engages them identifying moves and features of the genre (Tribble and Wingate, 2013). This is distinct from the previous approach discussed by this EAP tutor, who differentiated it as exam focused.

Five of the seven EAP tutors also discussed the novelty of the approach for themselves. EAP Tutor 2 noted that in addition to being unfamiliar with the target written genre in the redesigned EAP course, there were concepts and practices in the new approach, which were unfamiliar to her before the EAP tutor workshops were held. She specifically discusses her lack of familiarity with the concept of genre:

‘Yes, what is a genre as well. I had never heard of it before – the genre. This was... the whole thing was new to me.’ (EAP Tutor 2)

While the previous syllabus and materials were partially genre-informed, focusing instruction on a resume, a lab report, and a case study, for example, this EAP tutor has pointed out that she was not familiar with the term genre or with genre-based pedagogy prior to the workshop held for the EAP tutors while she had gained an understanding of genres and the target genre when implementing the new approach in her own class. This provides some evidence that the EAP

tutors, not only students, may be increasing in their ‘genre awareness’ (Tardy et al., 2020), or overall metacognitive understanding of genres.

The EAP tutors discussed differences in the new approach and previous ones they used, but they may still have underlying conceptualizations of EAP and students’ language learning as remedial and in need of correction to address deficits. These underlying conceptualizations of remedial EAP instruction have been discussed in the literature as supporting a study skills approach to academic literacy instruction (Wingate, 2006) and a generic approach to teaching EAP, or EGAP (Hyland, 2016). While the EAP tutors here did develop learning materials focused on explicating the conventions, moves, and features of genres and getting students actively involved in identifying the required moves and features of the target genres and sub-genres and expressed positive perceptions of the materials, the EAP tutors still frame their discussions of grammatical and lexical features of the text around correcting students’ errors. This becomes evident in one extract from EAP Tutor 1, who is discussing how she has been using not only the materials she prepared, which include previous students’ sample texts, but has also used her current students’ texts for genre analysis in class. In this extract, she emphasizes that she thinks students need explicit correction in addition to what she calls ‘hints’, referring to notations and marginal comments on the moves of the sub-genre, which are included in the new teaching materials:

‘Let’s say they write something; it takes me like hours to correct with them because if you just give them the hints, they go and they come back, they don’t understand or they correct unseriously, or if they want to take it seriously someone corrects it for them. What I’m doing is that I’m just correcting as possible. I mean out of 12 or 13 students I cannot correct more than 4 or 5 in detail every session. The rest I correct but like parts, not everything. Every time, by turn, I correct by turn so students will be treated fair enough.’  
(EAP Tutor 1)

Rather than discussing how they may have highlighted conventional lexical and grammatical features to students, a core feature of ESP genre-based approaches (Cheng, 2019), the EAP tutors still discuss lexical and grammatical features solely in terms of student errors rather than as realizations of or variations on rhetorical moves. This gives some evidence of tutors’ complex understandings of the genre-based approach. While they may find the new approach to be beneficial for both students and themselves in gaining genre-specific knowledge and find the

approach to be novel, they may still have underlying conceptualizations of EAP as an exercise in correcting students' language errors, which is distinct from ESP/EAP genre-based approaches (Tardy, 2020; Cheng, 2018; Wingate, 2015).

### **5.3 The Challenges the EAP Tutors Faced and their Recommendations**

The EAP tutors discussed four main challenges that they faced in implementing the new approach, but some of these differed across two groups of EAP tutors. The tutors in Group A discussed the challenges they faced related to limited or lacking communication with the subject lecturers and low student attendance and engagement. This is in addition to challenges related to instructional time in each EAP class session and the EAP tutors' uncertainties around adopting a new approach, which were challenges expressed across EAP tutor Groups A and B. For each of these challenges, the EAP tutors made corresponding recommendations. In this section of the chapter, I report on and discuss the challenges the EAP tutors raised and the resultant recommendations they made to address these challenges.

#### *5.3.1 Challenge 1: Limited or lacking communication with subject specialists*

As collaboration between EAP tutors and subject specialists is vital to the success of the genre-based approach, I sought to elicit the EAP tutors' perceptions of collaboration with discipline specialists in the interviews with the EAP tutors. Analysis of the interview data has made the challenges of collaboration with discipline specialists clear. One of the main challenges mentioned by the EAP tutors in Group A relates to limited or lacking communication with subject lecturers.

Two of the three EAP tutors in Tutor Group A discussed communication with discipline lecturers as limited or lacking. They described these issues in communication as including few meetings, little communication in any mode, and a lack of clarity regarding the timelines and topics of target written genres. A vivid example of this lack of communication and clarity is given by EAP Tutor 2 when she discusses the fact that she was not told when both the subject lecturer and topics of the assigned report were changed:

‘And he didn’t tell me he isn’t their professor. He didn’t even mention it. He could have told me that you should talk to the other instructor. He didn’t do it. He didn’t do it. I don’t

know why. And one of the students, by the way, told me, by the way Miss, these aren't the topics that we're going to cover in our lab experiments.' (EAP Tutor 2)

This lack of communication and clarity regarding who was teaching the subject course and changes in the topics of the assignment posed real problems for the EAP tutor, who had to change planned materials, instruction, and assignment deadlines quite late in the semester.

Given the extensive literature on challenges faced in collaborative EAP initiatives (e.g., in Costley and Flowerdew, 2017; Wingate, 2015; Mahboob, Chan, and Webster, 2013; Sloan and Porter, 2010), it is not surprising that challenges to collaboration, including lacking or limited communication and lack of clarity, were experienced by these EAP tutors. For the EAP tutors in Tutor Group A, the level of collaboration in this case reached the highest of Hyland's (2019a) levels of collaboration, direct collaboration in linked courses, which should allow for better collaboration and more direct communication; however, this collaboration was fraught with issues in communication regarding changes to the timeline and topics of assignments and changes to the subject teaching staff. Using Sloan and Porter's (2010) language, the content and material of the newly designed EAP course was 'contextualized' to a parallel subject course, 'embedded' into the departmental structures as a credit-bearing course and in terms of collaboration in a linked or parallel subject course, and 'mapped' so that instruction on target genres was at the point of need. However, this contextualization, embedding and mapping fell apart in implementation of two of the four EAP modules in the autumn semester because changes to staff and assignments were not communicated to EAP tutors.

While problems with a lack of collaboration and communication with subject lecturers were not raised in the one-to-one interviews with the EAP tutors in Tutor Group B, who did not have the opportunity to collaborate with discipline lecturers, this was raised in a final meeting with all the tutors in Group B. In this meeting, EAP Tutor 7 mentioned a desire for more collaboration and communication with subject specialists. Each of the tutors in the meeting agreed that they also desired collaboration with subject lecturers to ensure alignment and a mutual set of expectations around the students' report writing and to better understand students' needs and the curriculum of the subject course. Because the EAP tutors in EAP Tutor Group B did not directly collaborate with subject lecturers at all, this was expressed as a desire for collaboration rather than a challenge in communication as was done by the tutors in Tutor Group A. This desire, expressed

by the EAP tutors in Group B, is also understandable as the EAP tutors were in the process of developing pedagogical content knowledge of genre, which includes not only knowledge of genres and genre-informed instructional approaches, but also knowledge of students and the genres they encounter in the curriculum (Worden, 2019). Without direct collaboration with subject specialists, tutors in Group B were left with very little information on the students' genre knowledge or experiences, that is, the genres they have encountered or will encounter in their subject curriculum.

### *5.3.2 Recommendation for Challenge 1: Increased face-to-face communication*

Two of the three EAP tutors in Group A, who collaborated with subject specialists, mentioned their desire for communication to be face-to-face rather than online as has been done throughout the semester as a result of ongoing petrol shortages and Covid-19 hybrid working policies at the university. EAP Tutor 2 states her desire and recommendations for face-to-face meetings with subject lecturers and explains what she thinks should be discussed in these meetings:

‘I think that there should be more face-to-face collaboration. Not through emails. We should go meet the professors to discuss with them all the topics that they will be working on or covering. Things should be clearer before we start giving the classes, so there should be more coordination and more collaboration. In terms of dates, deadlines, and materials we’ll be working on, the subjects we’ll be working on.’

When the EAP tutors and subject lecturers did communicate or meet to collaborate on the EAP course and materials, it was done primarily through email or WhatsApp messages, though EAP Tutor 3 did meet once with the subject lecturer in person. EAP Tutor 2 makes it clear that the online modes of communication used were unsatisfactory for her in gaining greater clarity around the course topics, timelines, and materials. Both of these EAP tutors recommended face-to-face communication to resolve challenges around limited and lacking communication. The mode of communication in collaborative efforts toward EAP provision has not been addressed in the literature on collaborative EAP provision previously, likely because this may be a relatively recent issue resulting from Covid-19 restrictions on in-person meetings and working arrangements.



### 5.3.3 Challenge 2: Instructional time

All the EAP tutors discussed their concerns around instructional time. They agreed that more instructional time is needed for each sub-genre of the target written genre to cover the materials developed. EAP Tutor 2 discusses her perception of the need for more instructional time to cover student exemplar texts:

‘Yes, but we need more time. I worked on six student samples for each part, for each element of the lab report. For example, I had six abstracts, six introductions, to work on. We only worked on maybe two or three’ ... ‘because you have to explain first of all what are the main elements, and then we start working on the samples, so it takes some time.’  
(EAP Tutor 2)

EAP Tutor 2 mentions here that she sees that more instructional time is needed to cover all of the materials she has created for each of the sub-genres (e.g., the abstract and the introduction) of the students’ target written genre. EAP Tutor 3 also mentioned that she considers instructional time a challenge as some genre analysis tasks were quite time consuming for students.

While there is little research on novice or less experienced EAP practitioners implementing genre-based pedagogy, two studies on EAP practitioners implementing genre pedagogy and employing inductive student genre analysis tasks have also found that the EAP practitioners find instructional time in genre-based pedagogy to be challenging. Tardy (2017) has found that less experienced teachers, who were implementing genre-based pedagogies for the first time, changed course plans as genre analysis tasks took students longer than was originally anticipated, and that this posed significant challenges to these teachers. Tardy et al. (2022) also found that the tutors perceived the instructional time allotted in a course for genre-based pedagogical tasks to be insufficient as students’ genre analysis and scaffolding toward this are time consuming. Findings from these studies correspond with what the EAP tutors interviewed in this study discussed regarding instructional time and students’ need for more time to complete genre analysis tasks.

It is also important to note here another possible contextual factor which may help explain, in part, some of the EAP tutors’ perceptions of a need for increased instructional time. Both EAP Tutor 1 and EAP Tutor 2 described that they attempted to use samples of student texts from all

exemplars available in the student text bank rather than choosing them selectively based on instructional goals. For example, EAP Tutor 2 above mentions that she had six abstracts and introductions, and in that she is referring to all student samples she had available to her in the text bank rather than a selection she has chosen. That is, she asked students to carry out genre analysis on all student exemplar texts for each sub-genre. The issue of selection in EAP materials development is one that is recognized as problematic for EAP practitioners (Stoller, 2016). In this case, EAP tutors may not have understood that they did not need to cover all samples in the text bank/corpus, or that they could choose selectively based on features of the exemplar such as rhetorical moves and lexico-grammatical features and variations of these in student texts. This may also help explain one reason why EAP Tutor 1 and EAP Tutor 2 see a need for greater instructional time for each sub-genre. Still, as was mentioned in the paragraph above, previous research on the implementation of genre-based pedagogy by EAP practitioners implementing it for the first time has also found an increased need for instructional time beyond what had been initially planned.

#### *5.3.4 Recommendation for Challenge 2: Adjusting instructional time*

Six of the seven EAP tutors recommended that instructional time be adjusted in future iterations of the course. While most of these EAP tutors suggested that instructional time be increased to allow for more time for inductive student analysis tasks, EAP Tutor 3 proposed that instructional time be decreased. She recommended that instructional time be decreased because of the low number of students attending the class:

‘Uh, no, *bes* [but], just the to the length point, related to the number of students, there are few students, so you see in each session there’s four or five students maximum, so this made things go a big quicker than expected, so you will see, for example, on the session for the conclusion, I did not use the full two hours and a half. I used one hour and a half because I finished the material, and I’m not the type that will drag and fill one hour.’

(EAP Tutor 3)

She recommended that instructional time be decreased because the student genre analysis tasks went quickly due to the limited number of students attending. She attributed covering the materials in less than the time allotted in the course, two and a half hours per session, because of

the limited number of students attending. This low attendance is discussed in the next section, ‘Challenge 3’.

### *5.3.5 Challenge 3: Low student attendance and engagement*

Across interviews with the three EAP tutors in Tutor Group A, low student attendance and engagement in synchronous online sessions was raised as a challenge. Attendance varied across classes and sessions, but each of these EAP tutors mentioned they regularly had low attendance. In the four class sessions focused on the target written genre this was particularly problematic as much of the class focused on inductive student genre analysis tasks completed in small cooperative groups. This is difficult to implement with too few students in class to organize cooperative groups.

It is important to note here contextual circumstances that may also have played a role in the reported low student attendance and engagement. EAP Tutor 1 briefly mentions that ongoing shortages with both centrally supplied electricity and petrol used to power at-home generators (see The Guardian, 2021), what she refers to as ‘the situation in Lebanon’, may have impacted student attendance:

‘And some students are being absent. Either they have a problem with the connection. They come in and out. Sometimes there is no electricity. I’m a bit lenient with the students. I mean this is the situation. There’s a small space for this because of the situation in Lebanon.’ (EAP Tutor 1)

In addition to low student attendance, the EAP tutors in Group A cited low engagement, the degree of students’ attention and focus, in online classes. EAP Tutor 2 attributes this low engagement to the mode of delivery:

‘Actually, I think the online courses are useless. This is what I actually think. According to my opinion, I don’t know, but anyway, like two students were engaging in class, maybe three max. The others you have to call out their names so many times and they were telling you, oh my connection is weak.’ (EAP Tutor 2)

Low student attendance and engagement in academic language and literacy provision is common; however, low student attendance has been attributed in Anglophone contexts primarily

to the voluntary nature of this provision (e.g., Wingate, 2015; Wingate, 2011). In the case under study, EAP provision is compulsory and credit-bearing, and thus, this low student attendance and engagement cannot be attributed its voluntary nature. Rather, the EAP tutors in this case attribute lack of student attendance and engagement to the situation in Lebanon, the mode of delivery, and lack of attendance and participation grades, which in turn relates to the recommendations they made to address low student attendance and engagement, as I discuss in the next section. It is important to point out here that the challenge related to low student attendance and engagement was not raised by the EAP tutors in Group B, who taught in the spring term. Though attendance did wane over the course of the semester in some of the EAP modules, it was not reported by the EAP tutors to be as low as in the autumn term. The reason for this has not been established, but participation grades were included in the EAP modules in the spring term, which was a recommendation made by the EAP tutors in Group A, as I discuss next.

#### *5.3.6 Recommendation for Challenge 3: Incorporate student attendance and participation grades*

The EAP tutors in Group A recommended adding attendance and participation grades to the overall course grade to improve attendance. EAP Tutor 3 suggested adding attendance and participation grades as this would also align the EAP course with other courses in the parallel subject department, as can be seen in this exchange between EAP Tutor 3 and the interviewer (me):

EAP Tutor 3: ‘In the other mathematics courses we have 10% grade on the attendance, not the attendance being here or not being here but ...’

Interviewer: ‘On the participation?’

EAP Tutor 3: ‘Exactly.’

EAP Tutor 2 also recommended that attendance and participation grades be used to increase attendance and engagement because, as she concluded,

‘Grades are the most important thing to them, unfortunately.’ (EAP Tutor 2)

Her recommendation for attendance and participation grades corresponds with recommendations by EAP Tutor 3 and by the department chairs in the Faculty of Sciences.

#### 5.3.7 Challenge 4: Uncertainty with the new approach

I have discussed previously that the EAP tutors perceived the genre-based approach as a novel approach, which differs from previous EGAP approaches they have used in their EAP courses; here I address their perceptions of challenges related to uncertainty around this new approach. Six of the seven EAP tutors (two from Group A and four from Group B) indicated that they felt uncertainty with the new approach, though the level of uncertainty did differ between the tutors in EAP Tutor Group A and B. In the extract below, EAP Tutor 2 (Group A), who developed materials for the EAP module for the biology students, discusses her initial confusion with the approach and with the materials, in particular:

‘First of all, I was feeling, like, a little bit confused because everything was new to me as you already know, and I wasn’t used to that type of work at all, and since I’m like kind of new, if you want, if you can say in this realm, this teaching realm, so it was totally new to me. I had to go through all the materials that you have shared with us again on my own just to make sure that everything is clear to me, and as you already know, I was asking you about every single detail that wasn’t really clear to me, and you were there supporting me during this process, so the most confusing and difficult part was reading the materials.’ (EAP Tutor 2)

EAP Tutor 3 (Group A), who developed materials for the EAP students in a linked mathematics module, also expressed uncertainty around the approach, which she points out has impacted her level of confidence in teaching:

‘No, honestly, *yaani* [I mean], it’s been a new experience. Okay? If I tell you that I’m 100% confident and, *hayk* [that], feel like myself doing this, I’ll be lying.’

Each of these tutors expressed feelings of uncertainty, which manifested in feelings of confusion around the materials, and for some, this led to an initial waning level of confidence in teaching. However, the four EAP tutors in Group B indicated that while they experienced initial uncertainty with the approach, the learning materials, which were developed by the EAP coordinator, alleviated their initial concerns. EAP Tutor 4 mentions this in the extract below.

‘So I was, I was a little bit scared. I was panicking at the beginning because I felt like the material...there were so many handouts. I didn’t know how we’re going to work. Okay,

when you started to send us the emails and things, I felt like, okay, no, everything's here, and I'm on track, and it's okay, so take it easy.' (EAP Tutor 4)

EAP Tutor 4 mentions that she felt 'scared' and overwhelmed with the number of materials initially, but over time, after receiving weekly emails from the EAP coordinator which included the learning materials and guidance for the instructors, her concerns were eased. Later in the interview she attributed this, in part, to how organized the materials are. EAP Tutor 7 also discussed the role of the learning materials in reducing her initial feelings of uncertainty around the approach:

'Yes, at the beginning, I was worried about it, because I thought it would be too difficult or because it's something that is not related to my major, like the engineering part. But then with the materials that you are sharing with us, they are super helpful, at least to me, and to my students.' (EAP Tutor 7)

Here it is clear that the materials were helpful for her in reducing her initial uncertainty.

There is little EAP literature evidencing the experiences of EAP practitioners in pedagogical transition, as Li (2020a) points out in a study on the experiences of teachers in Chinese universities transitioning from teaching English for general purposes to teaching English for Academic Purposes. Alexander (2012), in her study of EAP tutors transitioning from teaching general English through a communicative language teaching approach to teaching English for Academic Purposes, discusses tutors' feelings of uncertainty, confusion and lack of confidence, which closely resembles the uncertainty expressed by the EAP tutors interviewed in this study. There are also only a few studies evidencing the experiences of novice or less experienced EAP tutors implementing genre pedagogies (e.g., Tardy et al., 2022; Tardy, 2017; Tardy, 2009), though the findings from the interviews with the EAP tutors in this study correspond with the tutors' uncertainty in implementing a genre-based approach in Tardy's (2017; 2009) previous studies. This literature does not differentiate between the experiences of EAP teachers implementing a genre-based approach and developing learning materials or using learning materials that have already been developed, though given the fact that there are few published textbooks adopting a genre-based approach (Tardy, 2017; Tribble, 2015), it is likely they developed their own materials. The divergence in the experiences of the EAP tutors, who were

actively involved in the development of learning materials and those who were not, provides new insights into the experiences of EAP practitioners using a genre-based approach for the first time.

#### *5.3.8 Recommendation for Challenge 4: Continued training and development*

As a result of their uncertainty with the new approach, four of the EAP tutors discussed a need for continued training and development. EAP Tutor 2 (Group A) emphasized that the discipline-specific, genre-based approach, the materials, and the target student genres were all very new for her, and thus, she desires more training in workshops. EAP Tutor 3 (Group A), too, suggested more training and professional development. She recommended more workshops and that continued professional development (CPD) for the EAP tutors include experience sharing from those tutors who have taught the EAP courses using the genre-based approach, developed materials using student samples, and collaborated with discipline specialists. EAP tutor 4 (Group B), who taught in the spring, also recommended more CPD for the EAP tutors, but she focused on self-directed development through reading. She discussed her recommendations and her own experiences with reading about the students' discipline and the discipline-specific genre-based approach:

‘My recommendation is not something specific. I would recommend to them to become, just to read some a little bit more about the discipline they're going to teach. This is what I did during the first two weeks. I read many things, articles. I wanted to see the purpose of this... That's it. That's basically nothing specific ... I read a little bit. I used the resources that you sent us, a little bit about that genre-based approach. I wanted to know more about it. And I read a little bit about the genre-based approach and the engineering faculty. I did some research to check, well, what to expect, what do the students expect, etc.’ (EAP Tutor 4)

In this excerpt, EAP Tutor 4, mentions that she read about the approach and the students' discipline to better understand the EAP module and the students' needs and wants. Although this is a less formalized form of CPD, this EAP tutor recommends that EAP tutors new to using the approach use readings to gain familiarity with the approach, students' backgrounds, needs and wants, and the students' disciplines.

The desire for CPD among EAP specialists is often cited in the EAP literature (e.g., Fitzpatrick, Costley, and Tavakoli, 2022; Kaivanpanah et al., 2021; Bocanegra-Valle and Basturkmen, 2019; Ding and Campion, 2016). The EAP tutors interviewed here did discuss their own individual professional development efforts through informal sharing with colleagues, reading, searching for discipline-specific and genre-specific materials available through online resources, and ongoing discussions with the EAP coordinator, but they want further CPD related to the genre pedagogy, subject-specific knowledge, target genres, and materials development. Charles and Pecorari (2016) point to teaching target genres and materials development as key aspects of EAP specialists' practice, and from interviews with the EAP tutors, it is apparent that these are important areas for which they see a continued need for training and development.

#### **5.4 Summary of Findings and Conclusion**

The interviews with the EAP tutors in both Group A and Group B have provided an in-depth look at their perceptions of the genre-based approach and concomitant materials, collaboration toward the approach and materials, challenges encountered by the EAP tutors, and their recommendations to address these issues. These interviews have revealed that the EAP tutors find the genre-based approach to be a novel approach, and although they find the approach and materials feasible and beneficial for students and themselves, they have encountered important challenges in collaboration and in grappling with new concepts related to genre-based pedagogy and conventions and practices surrounding an unfamiliar approach and genres. They have also revealed the divergent experiences of the EAP tutors who were and who were not directly involved in collaboration with discipline specialists, genre analysis, and materials development, which has important implications.

There are several implications for future implementation of the approach, which can be drawn from the findings discussed in this chapter. The first relates to collaboration and communication between EAP tutors and subject lecturers, which has significance for administrators, course designers, and EAP tutors implementing collaborative approaches. Prior to the semester in which the EAP modules utilizing the genre-based approach were delivered, formal meetings were held between the EAP coordinator and each EAP tutor and subject lecturer collaborating on materials development and delivery of instruction in the EAP courses. The purpose of this meeting was to introduce all relevant parties, share contact information, share course materials and student texts,



identify, and discuss target genres, align assignment (target genre) timelines, and begin to establish a culture of collaboration. The subject course materials gathered in these initial meetings and in multiple follow-up meetings meant that teaching materials in the EAP module were contextualized to the parallel discipline course. The EAP tutors were embedded into the Faculty of Sciences and School of Engineering academic teams and included on departmental communication. Assignments were mapped as a result of initial collaboration so that assignments would be introduced in the subject course, teaching would then commence in the EAP course and subject course, and marking would be staggered across the two courses so that students received feedback in both the EAP module and subject module before submitting a final draft in the subject module. However, changes were made to the timeline and assignments after these initial meetings, and these changes were not communicated to the EAP tutors.

One way that administrators, course designers, and EAP tutors embarking on collaborative pedagogies could avoid these communication issues is to implement mandatory regular meetings between EAP tutors and subject lecturers. These regular meetings would better ensure continued communication and collaboration between individual EAP tutors and subject lecturers, but this also needs to be supported by academic management with workload considerations for meetings and needs to be underpinned by a culture of collaboration and communication. Establishing a ‘community of practice’ (Wenger, 1999) on collaborative pedagogies across the faculty could help in the development of this collaborative culture and would have the added benefits of providing a supportive forum for EAP tutors and subject lecturers to share best practices, developing a body of knowledge all could draw from, and possibly of developing innovative collaborative practices. So that this is not seen by staff as a burden on their workload, this could alternatively take the form of experience sharing in regular faculty or departmental meetings.

Another important implication for EAP managers, course designers, and EAP practitioners relates to pedagogical change and in-service CPD for EAP practitioners adopting a discipline-specific, genre-based approach. The EAP tutors here made it clear that though they found the approach beneficial and feasible, they felt uncertainty around the new approach, and, for some, this meant a loss of confidence in their teaching. As EAP practitioners are fundamental to implementing a genre-based approach, and any pedagogical change in an EAP course, it is critical to address their concerns and needs around pedagogical change. Nation and Macalister

(2010) point out that successful curricular change and innovation involve short-term, medium-term, and long-term strategies to manage change, that each stage of this change requires careful planning, commitment, and financial support, and that continued in-service courses and CPD are one important way teachers can continue to be supported in adopting curricular and pedagogical change. Beyond the initial, short-term workshops to introduce the genre-based approach and raise EAP practitioners' awareness of the it, medium and long-term CPD for EAP practitioners implementing this approach should continue to work toward reducing tutors' uncertainties, engaging them with new ideas, and building their confidence. This CPD might include regular, ongoing EAP tutor study groups focused on genre and genre-based pedagogy or discipline specific genres, as Johns and Caplan (2020) recommend. Importantly, though, both initial workshops and long-term CPD also need to elicit teachers' underlying beliefs and 'cognitions' (Borg, 2006), which play a critical role in their engagement with and uptake of new pedagogical ideas, as Lamb (1995) argues, and thus, play a critical role in the sustainability of implementing a new pedagogical approach university wide.

Further toward the goals of eliciting teacher's underlying beliefs, assumptions and conceptualizations and addressing their needs in pedagogical change, future CPD ought to include a focus on reflective practice, a process by which teachers reflect on their own teaching, collect data, engage in dialogue with others, and make decisions about their own practice (Farrell 2015). Farrell (2016) has developed a reflective practice framework teachers can use as they do this. The framework includes a focus on teachers' philosophy, principles, theory, practice, and critical reflections on sociocultural, moral, and affective issues that might affect their practice (called 'beyond practice' by Farrell). This reflective practice can be encouraged by EAP managers in CPD in multiple ways, including through regular opportunities for blogging, journaling, meeting in study and discussion groups, in post-observation conferences, and in action research (Farrell, 2019; Tardy et al., 2022). Each of these provides a forum for tutors to reflect on their own practice and gain greater awareness of and confidence in their evolving practice.

The divergent experiences of the EAP tutors in Group A, who implemented the approach while developing their own learning materials, and those in Group B, who implemented the approach in their classroom but did not initially develop learning materials, also has important implications

regarding materials development. Materials development is a core skill of EAP practitioners, and much of EAP tutors' time is spent developing in-house materials tailored to meet students' specific needs (Basturkmen, 2021). Many EAP practitioners gain core competencies in teaching EAP, such as materials development, through experiential learning (Bond, 2020) and on-the-job experience with little support. It may be the case that this experiential learning for EAP practitioners is often a solitary activity. However, it does not need to be so.

Collaborative materials development, which Hyland (2019c) recommends, is one promising avenue to provide support for EAP practitioners developing discipline-specific, genre-based materials for the first time. This can be done in groups of EAP practitioners working together to develop such learning materials. This may help reduce the EAP tutors' feelings of uncertainty around the approach and provide scaffolded support toward their independent development of genre-based learning materials. As part and parcel of this, and where possible, more experienced EAP managers and colleagues, can offer mentorship to EAP practitioners who may be less familiar with producing genre-based materials. This mentorship, while underreported in the EAP literature (Bruce, 2021), may be one important aspect of EAP practitioner professional development, and this is possible for genre-based materials development, too.

Another possible method of support to alleviate EAP practitioners' initial uncertainties in materials development is in providing a bank of materials. Tardy et al. (2018) emphasize the important role that materials might play for teachers implementing genre-informed approaches for the first time. Because these novice teachers may be grappling with conceptions of genre while at the same time they are teaching, materials that are already developed can provide a source of information toward developing pedagogical content knowledge of genre (Tardy et al., 2018). A bank of materials can help EAP tutors implementing a genre-based approach with each of these components – a clearer idea of the target genre, instructional strategies evident in the materials, and information about the students and curriculum, which may be visible in the materials.

Providing EAP practitioners new to a genre-based approach with a set of materials to draw on may also provide a form of scaffolding toward independent development of genre-based materials. Ultimately, EAP practitioners must be closely and independently involved in materials development, as this is critical to gaining an understanding of disciplinary discourse practices,

genre-specific knowledge, and to their own ownership and agency. While the EAP tutors interviewed here did not explicitly cite concerns around their own ownership of materials or agency in producing their own materials, this may be because the interviews took place in the first year in which the genre-based approach was implemented. As the tutors gain a better understanding of the target genres and more familiarity with the students and genre-informed instructional approaches, they may prefer to have more room to develop their own materials. Still, for those EAP tutors in the early stages of adopting a genre-based approach, having a set of locally developed materials to draw on, along with opportunities for collaborative materials development with EAP colleagues, may be beneficial in alleviating EAP practitioners' initial uncertainties in developing genre-based learning materials.

Finally, there are also important implications related to genre-based pedagogy and research. The EAP tutors in this study find great value in the genre-based approach, identifying it as feasible and as beneficial for the development of genre-specific knowledge for both themselves and their students. A primary aim of ESP genre-based approaches is 'rhetorical consciousness-raising' (Swales, 1990) and the development of genre knowledge around the moves, features, and practices within and surrounding target genres. The findings here provide an indication that the EAP tutors in this study see the approach as having an impact on their own and their students increased genre knowledge, but the findings here leave some unanswered questions around students' text production.

Cheng (2018) emphasizes that while rhetorical consciousness-raising is a fundamental goal of ESP genre-based pedagogies, a focus on text production is equally critical. The text production stage, or the 'independent production' stage using Feez's (1998) language, has received less attention in the literature on ESP genre-based pedagogy. As a recent study (Crostaite, Sanhueza, and Schweinberger, 2021) points out, genre-based pedagogical approaches solely focused on inductive analysis tasks with little focus on text production run the risk of creating a gap between what students can recognize in a genre and what they can produce. Administrators, course designers, and EAP practitioners considering implementing a discipline-specific, genre-based approach, should consider how the role of text production might be addressed under such an approach and how it might be incorporated into teaching materials.

Advocates of genre-based pedagogies (e.g., Tardy, 2019; Cheng, 2018; Hyon, 2018) emphasize the importance of text production for students to notice the gap between their genre knowledge and their own text production, as well as for wrestling with variation and choice in their writing. They do even provide a few examples of what text production activities for a genre-based classroom might look like, but there is little empirical research evidencing how EAP practitioners actually address text production in their classrooms. Future studies focused on the implementation of genre-based pedagogical approaches ought to address the role of text production in genre-based classrooms to gain a fuller understanding of how both teachers and students see these approaches impacting not only their genre-specific knowledge and genre awareness but also the students' ability to produce a text within a genre and the EAP teachers' pedagogical practice in supporting them to do so.

## **Chapter 6 Genre-related Episodes as a Lens into Students' Developing Genre Knowledge**

### **6.1 Introduction**

As discussed in the Methodology chapter, observation is of particular importance in case study research as it allows for a situated, thick description of the context and phenomenon under study. In this case study, the focus of classroom observations is on what Tardy and Gou (2021) have called 'genre-related episodes' (GREs), instances in which participants evidence developing genre-specific knowledge and/or genre awareness while engaged in teaching and learning activities for discipline-specific student genres. Tardy and Gou (2021:567) offer clarity on what counts as a GRE:

'GREs include any part of a dialogue where the writers talk about the genre they are producing, question their genre use, or correct themselves or others in relation to genre. GREs may attend to genre-related content, rhetorical features, form, or composing processes, as well as to the writers' metacognitive awareness of genre.'

The direct observation of GREs makes students' developing genre-specific knowledge, or knowledge about the formal, rhetorical, and lexico-grammatical features of a target genre, and genre awareness, a metacognitive knowledge of genres, visible. GREs also offer insights into the usefulness of the genre-based materials, as well as insights into any challenges the students faced when using the materials. Below, I detail my analysis of the GREs included in the classroom observations.

### **6.2 Analysis of GREs**

In my analysis, I have selected GREs from eighteen recorded classroom observations. These classroom observations include seven groups of students from four, credit-bearing EAP modules, which occurred during the autumn and spring terms in one academic year. The classroom observations focus on groups of 2-5 students carrying out genre analysis tasks collaboratively for target genres including a laboratory report for physics and chemistry students and a design specification report for engineering students, for example. The classroom observation recordings, lasting between approximately 8 and 29 minutes, are taken from breakout room discussions in the credit-bearing EAP modules, which were held and audio-recorded on Microsoft Teams. The audio recordings were transcribed using a process for translating multilingual qualitative data,

which has been discussed in the Methodology chapter. They were subsequently coded in NVivo 12. Below, I present the findings from my analysis of the GREs coded in the classroom observation transcripts. I discuss three overarching types of GRE, including formal knowledge episodes, rhetorical knowledge episodes, and genre awareness episodes, each of which correspond to one area of genre knowledge in Tardy et al.'s (2020) model of genre knowledge. A full list of GRE codes is included in Appendix L.

### *6.2.1 Formal Knowledge Episodes*

The most common type of GRE in the classroom observation data analyzed is what I have called formal knowledge episodes. Formal knowledge episodes include instances in which students are engaged in dialogue, negotiation, questioning, or correction around the moves, text length, citations, register, formatting, and/or cohesion in a text. These formal knowledge episodes align with one component of 'genre-specific knowledge' (Tardy et al., 2020). In the classroom observation data, there were sixty formal knowledge episodes in total. In Table 5, there is a breakdown of formal knowledge episodes. Below, I discuss the three most common types of formal knowledge episodes.

**Table 5** Formal Knowledge Episodes

<b>GRE Type: Formal Knowledge Episodes</b>	<b>Count</b>
Moves	39
Text length	9
Register and style	8
Cohesion	2
Citation	1
Formatting	1
<b>Total</b>	<b>60</b>

As can be seen in Table 5 above, the most prevalent types of formal knowledge episode in the classroom observation data analyzed are episodes including the students' identification of rhetorical moves that were included in the successful student exemplars, or were missing in the less successful exemplars, used in the classroom learning materials. There were thirty-nine of these episodes, and they occurred across all recorded classroom observations. One example of a formal knowledge episode related to rhetorical moves is shown in the extract below, which is

from an observation of a group of students who were discussing the abstract of an engineering design specification report as part of a genre analysis task.

**Extract 1:**

S 1:

Okay, but there is no contextualization. Like they just started the objective or project design. The geotechnical part didn't ...

S 3:

Yea, it's a good idea.

S 2:

Yeah, they didn't give an overview, and also, there is no description of the mat. foundation and isolated footings.

S 1:

Okay, can you please write it down?

S 3:

Where should I?

S1

Yes. No, no under the... take notes here on the right, top right. Okay, first of all, no description. The aim of the report, the objective, yes, this is the aim of the report. Okay, um, I just, yeah, based on the calculation... those are the methods...Yea, but we do not have findings. No findings.

In this extract, the group of engineering students is identifying the rhetorical moves of the abstract (e.g., contextualization, aims, methods), which are included in the successful exemplars or missing in the less successful exemplars they are analyzing. These rhetorical moves were identified in the learning materials on one of the student exemplars through marginal comments written by the EAP specialist. The students then analyze subsequent student texts to identify these moves while annotating sections of the target genre exemplar, which was displayed on a shared screen in their Microsoft Teams breakout room.

The primary focus of the genre-analytic approach that has been adopted from Tribble and Wingate (2013) is to raise students' awareness of the communicative purposes and rhetorical moves conventional to the genres. Thus, it is to be expected that the most common GRE



observed in the classroom observation data includes episodes related to the rhetorical moves of the genre. As Tardy and Gou (2021) point out, GREs are situated and shaped by the learners and tasks included in the dataset. This is evident in this dataset, which includes classroom recordings of the students carrying out genre analysis tasks focused primarily on move analysis.

The second most common formal knowledge episode in the classroom observation data is text length. In these GREs, the students commented on the length of student exemplars used in the learning materials. The extract below, from a group of students completing an analysis task on the engineering design report, is one example of these.

**Extract 2:**

S1:

Yes. Okay, so this conclusion is very short for a conclusion, like two sentences.

S 2:

Yeah. Yeah, and I think it should include an overview of the project.

S 1:

Yes, of course.

Here the students briefly discuss the length of the conclusion and agree that it is too short. While they do not comment further in this GRE on the length, or relate it to the need for further development, their evaluation of this conclusion as ‘very short for a conclusion’ may relate to their knowledge of development within the sub-genre the conclusion, which will be discussed later in the section on rhetorical knowledge episodes. It is also noteworthy that this GRE evidences the overlapping nature of GREs as it includes an episode related not only to length but also to moves.

The third most common type of formal knowledge episode observed in the data relates to register and style. There were eight of these episodes across five observations. These episodes typically involved the students’ discussion of the use of first-person pronouns. Extract 3 below is one example of this.

**Extract 3:**

S 1:

Okay, so in the very first sentence, we can note that there is the first person. There is the usage of the first person, usage of the first person, which ...

S 2:

Yeah, it's not very good or very common, yea. We should try to avoid the usage of the first person.

In this extract, the engineering students briefly discuss the usage of first-person pronouns and conclude that it should be avoided. The guidelines provided to students on writing the engineering design report advise students to avoid the use of first-person pronouns. The engineering lecturer who marked the student exemplars used in the materials often commented on the usage of first-person pronouns as well, and so it is not surprising that the students discussed this when analyzing the exemplars. These guidelines and marker comments provide information to students in the form of 'meta-genres' (Giltrow, 2002) an important source from which students draw in order to build genre knowledge (Tardy, 2009).

The prevalence of formal knowledge episodes in the classroom observation data suggests that the genre-based, awareness-raising tasks help build students' awareness of the formal features of a target genre. This is not a surprise, but it is critical as students' awareness of a genre's formal features provides an understanding of the choices available within the constraints of the genre (Hyland, 2004). The students' verbal identification of rhetorical moves within the target sub-genres also suggests that the tasks may help them develop a meta-language to talk about writing, and specifically about the target genre. It is possible this meta-language reinforces genre-specific knowledge and may also allow for the 'recontextualization' (Cheng, 2007) of genre knowledge across genres and writing situations.

While formal knowledge episodes were the most common type of GRE in the classroom observation, GREs related to rhetorical knowledge episodes were also identified throughout the classroom observation data. These episodes are discussed next.

### *6.2.2 Rhetorical Knowledge Episodes*

Rhetorical knowledge episodes include instances focused on rhetorical knowledge of the target genre. Rhetorical knowledge, according to Tardy (2009: 24), includes an understanding of the

intended purposes, socio-rhetorical context, and audience/readers of a genre, each of which is critical to understanding the ‘dynamics of persuasion’ within a rhetorical context. There were four types of rhetorical knowledge episodes coded in the classroom observation data: the level of development or detail in a sub-genre, the content included in the sub-genre, the organization of content in a sub-genre, or the audience for whom the text was written. An overview of the frequency of each of these types of rhetorical knowledge episodes is shown in Table 6 below.

**Table 6** Rhetorical Knowledge Episodes

<b>GRE Type: Rhetorical Knowledge Episodes</b>	<b>Count</b>
Development and Details	16
Content Organization	3
Audience	2
Content in a Text Part	2
<b>Total</b>	<b>23</b>

As can be seen in Table 6, the most common type of rhetorical knowledge episode in the transcripts coded include episodes on the development of and/or details included in sub-sections of the text. Across six observations, students evidenced sixteen of these episodes. In these episodes, students discuss, question, or negotiate their understanding of the level of development and/or detail in the sample texts under analysis. Extract 3, included below, is an example of this type of episode.

**Extract 3:**

S 1:

From my side, I think it's a little bit, it's a little bit too broad and *enno* [well] they didn't go into details.

S 2:

Yes. They just did it, but ...

S 3:

I don't think... Yes, I agree with you.

S 1:

There's something missing.

S 2:

For me, really it can be developed a little more, I think. Yes, they can add details.

S 1:

Yeah. They gave the stated facts, but they did not give something to solidify the idea. It's like they cited them, but it's not really concrete.

In this extract, the students agree that the student exemplar they are analyzing needs to be further developed and include more detail to 'solidify' the writers' ideas and make them more 'concrete' for the intended audience. The episode in this extract provides some evidence of the students' understanding of the necessity to meet the readers' needs. In this case, the readers' needs relate to more details and development of the ideas in the text.

The remaining rhetorical knowledge episodes relate to the organization of content, the content included in a sub-genre, and the audience of the genre. In these episodes, the students discuss, negotiate, or question the organization and order of ideas in an exemplar of the sub-genre, the content that is or should be included in a sub-genre (e.g., a definition or example), or the appropriateness of a text given the audience(s) of the genre. While there were relatively few of these rhetorical knowledge episodes, the presence of these episodes in the classroom observation data suggests that the collaborative genre analysis tasks can and do elicit students' noticing and awareness of rhetorical features of the genre under focus. This 'noticing' may be a critical step toward students' use of rhetorical features in their own writing (Hyland, 2007).

### *6.2.3 Genre Awareness Episodes*

Genre awareness episodes are GREs that evidence a broader metacognitive knowledge of how genres work (Tardy, 2019). These episodes were realized in this dataset through students' comparison of texts in the same genre, or a discussion of parallels across genres and languages. In the classroom observation data, there were seven genre awareness episodes, which took place in five observations. A breakdown of these GREs is included in Table 7.

**Table 7** Genre Awareness Episodes

<b>GRE Type: Genre Awareness Episodes</b>	<b>Count</b>
Text comparison	5
Drawing on prior knowledge of other genres	2
<b>Total</b>	<b>7</b>

Five of the seven genre awareness episodes involved students comparing texts within the same sub-genre. An example of this is shown in extract 4 below.

**Extract 4:**

S1:

Okay. Do you want me to read?

S 2:

Yeah, go ahead.

S 1:

Okay, so, okay, the end of this report. Okay. Okay, well, *awl shi* [first of all], this report is three paragraphs for the conclusion. I think it was long, like we spoke. Let me see other reports to see for all the reports are like this.

S 2:

And this one is also three paragraphs.

S 3

Ay [yes], but this one is very good. It's very small. Just let's read it.

S 1

Let's begin from the first one.

In this extract, students discuss whether the exemplar conclusion they are analyzing is too long. In their discussion, they identify the need to compare the exemplars of the sub-genre that are in the learning materials in order to reach a decision about the appropriate length of the conclusion. This use of text comparison shows an awareness among the students of the role of analysis of exemplars of the same sub-genre to identify conventions around the length of the conclusion. While the students were instructed to compare exemplars of the sub-genre in a previous task, at this point, these students decided to do this on their own. The comparison tasks included in

previous sets of the learning materials may have invoked the students' further comparison in this later task.

Two genre awareness episodes in the classroom observation data involved students drawing on prior knowledge of other genres. In one of these episodes, the students compared an introduction they analyzed to a table of contents, pointing out that the list-like structure of the unsuccessful exemplar is inappropriate, and in the other, the students compared the abstract under analysis to a *resume*, a research summary used in the students' report writing completed in French in previous engineering modules. These genre awareness episodes evidence the role that prior knowledge can play in genre awareness. Tardy (2009) points out that this prior knowledge plays a significant role in students' development of genre knowledge overall. These episodes also evidence a developing metaknowledge of genre analysis as a framework that can be used to compare genres and the students' developing 'rhetorical flexibility' (Johns, 2008), an important goal of genre-based pedagogical approaches, which is necessary for writers to be able to adapt their existing genre knowledge to new contexts.

### **6.3 Summary of Findings and Conclusion**

In this chapter, I have discussed the analysis of the classroom observation data, which has been conducted with a focus on genre-related episodes (GREs). Seven groups of students were observed over the course of three to four weeks in their respective EAP modules. The analysis and discussion above have highlighted overall trends in the types of GREs taking place in the EAP modules where the discipline-specific, genre-based approach has been implemented. In summary, these results indicate that while formal knowledge episodes may be the most common type of GRE observed in the classroom observations, there were also a number of rhetorical knowledge episodes and genre awareness episodes. This suggests that the EAP genre-based approach may work toward both genre-specific knowledge and genre awareness. Given that both of these types of genre knowledge play an important role in students' genre learning (Tardy, 2019), and that they may be mutually reinforcing (Cheng, 2018), this is an important finding regarding students' genre knowledge development.

The findings from the analysis of GREs above may also offer further insights into how students interact with and perceive the tasks in the learning materials that have been developed as part of the implementation of the discipline-specific, genre-based approach. In the student focus group

interviews, discussed in more depth in the next chapter, the students mentioned their overall perception of the approach and materials as useful. In particular, three of the student groups pointed to positive perceptions of marker comments and the annotation of moves of the target genres in the learning materials. They see these as useful in learning to avoid mistakes. The GREs identified in the classroom observation transcripts shed further light into the usefulness of the materials for students. While the focus group participants may see the materials in helping them to learn to avoid common student mistakes, the GREs evidenced in the classroom observations make it clear that they go far beyond learning to avoid grammatical, lexical, organizational, or rhetorical ‘mistakes’ to gaining both genre-specific knowledge and, in some cases, broader genre awareness. The focus group students may conceptualize this as learning to avoid mistakes, but evidence from the analysis of the GREs makes it apparent that the value of the genre analysis tasks goes far beyond learning to avoid mistakes.

There are important pedagogical implications, which can be drawn from this analysis of GREs. The first is that the approach, and learning materials part and parcel of this approach, work toward students’ genre learning, specifically toward students’ formal knowledge, rhetorical knowledge, and genre awareness. Thus, in EAP courses where this is an important pedagogical objective, these results provide some further justification for the adoption of a discipline-specific, genre-based approach to teaching EAP. The second pedagogical implication, which is also related to the research implications I discuss next, is that genre-based task type has an important impact on genre learning in the classroom. There were no GREs related to process knowledge or subject-matter knowledge, two domains of genre knowledge according to Tardy et al. (2020), observed in the classroom observation data. As these are two critical aspects of genre knowledge, and thus are important for pedagogical consideration, teachers implementing this approach will want to incorporate additional tasks, which do work toward students’ development of process knowledge and possibly draw on or elicit their subject-matter knowledge. Genre-based collaborative composing tasks (Tardy and Gou, 2021), genre-based process tasks (Hyon, 2018), and interviews of discipline experts (Johns, 1997) might be additional possible task types that teachers could incorporate in an effort to work toward students’ development of process knowledge for a target genre.

There are also significant research implications for the possible future uses of GREs in studies focused on genre-based pedagogy. Previous studies focused on the implementation of a genre-based approach have identified students' learning outcomes in students' writing based on the post-analysis of students' texts (Miller and Pessoa, 2016) or their perceptions of the approach and materials based on an analysis of both student text samples and interview data (e.g., Crosthwaite, Sanhueza, and Schweinberger, 2021; Tribble and Wingate, 2013). The analysis of GREs in this study provides a further source of evidence, from direct observational data, toward the usefulness of the genre-based approach in supporting students' genre learning. Future research on genre-based pedagogy might focus on the analysis of GREs in classroom observations for a variety of other genre analysis tasks, collaborative writing tasks, or the variety of activities recommended for different stages of the TLC (e.g., in Tardy, 2019, Dreyfus et al., 2016; Hyland, 2004). Analysis of GREs that occur while students engage in the different stages of the teaching-learning cycle or in various types of genre-based tasks could provide useful insights into the roles that particular tasks play in classroom-based genre learning among students. Future research which utilizes the analysis of GREs in classroom-based studies might provide further insight into answering a critical question posed by Tardy (2009) in the conclusion of her book *Building Genre Knowledge*; that is, 'how can writing classrooms contribute to genre learning?' The analysis of GREs provides an additional lens through which students' genre knowledge development can be made visible and offers promise in providing a significant methodological tool toward answering this question.



## **Chapter 7 The Students' Perceptions of the Discipline-specific, Genre-based Approach and Materials**

### **7.1 Introduction**

In this chapter, I report on findings from four focus groups with students who have completed the EAP modules in which the discipline-specific, genre-based (henceforth genre-based) approach has been applied. The focus groups included students from the Faculty of Sciences and the School of Engineering, as these were the first two faculties in which the new approach was adopted before it was rolled out to subsequent faculties and departments. The focus group interviews lasted between 16 and 28 minutes, were audio recorded via Microsoft Teams, transcribed using Otter AI, and analyzed using 'thematic analysis' (Braun and Clark, 2006, 2021) via NVivo, as has been described in the Methodology chapter. An overview of the four focus groups and the participants in each is in the Methodology chapter. Unfortunately, I was only able to recruit students from four of the EAP modules that ran in the 2021-2022 academic year, but while the number of focus groups is few, there are still valuable insights to be gained from the data.

As I have discussed in the Methodology chapter, the focus groups were held following classroom observations and included students who participated in focal activities together and evidenced what are called 'genre-related episodes' (Tardy and Gou, 2021), instances in which participants evidence genre learning and/ or genre awareness while engaged in teaching and learning activities aimed at the analysis or writing of target genres. The purpose of these focus group interviews was threefold: to explore students' perceptions of English language and academic literacy provision in the university generally, to gain a more in-depth understanding of the students' experiences with the newly developed materials and genre-based approach that was implemented in the EAP modules, and, ultimately, to inform refinement of the questionnaire, which was sent to all students enrolled in the EAP modules.

In the focus group interview data, I have identified three themes, which are 'students' perceptions of the relevance of English provision', 'learning from students' mistakes', and 'a desire for model exemplars'. I discuss each of these in turn below.

## 7.2 Theme 1: The students' perceptions of the relevance of English provision

The first theme relates to students' perceptions of the relevance of English provision, including both EMI and EAP modules, to their disciplinary course. The students across the focus groups discussed three primary factors affecting their perceptions of English provision as relevant and to be taken seriously or irrelevant and not to be taken seriously. These include the students' perceptions of the academic leaders' (e.g., their department chair) attitudes toward English provision, the roles and prevalence of English in EMI and EAP modules within their respective departments, and the link between the EAP modules with a subject module. Each of these impacts their perceptions of English provision, which differs significantly in different departments, as is discussed below.

The students in Focus Groups 1 and 4 suggested that they see the English provision, in both EMI and EAP modules, offered in their department as important and relevant to their studies. The first factor impacting their perceptions of English provision was pointed out by a student in Focus Group 1, who said that this importance was signaled to him by the department chairs:

‘I think that in our university there aren't as many English courses that we take, only those few ones, and only I think ten in the whole of the university are English that we can major in English courses, so even though there are few English courses I think they take very seriously us learning English because in the past years every department *chef* [head] really takes English seriously. At the end of the semester, they tell us to meet with you honestly because they really want our honest opinion’ (Student 1, Focus Group 1).

In this excerpt, it becomes clear that the student sees the importance of English provision signaled by the department chairs in his faculty. This was reflected, in part, by the chairs encouraging students to meet with me in focus groups to discuss their perceptions of the EAP module.

The students in Focus Group 1 also mentioned two other factors impacting their perception of English provision as relevant. These are that EMI and EAP courses are now compulsory rather than optional, and that the EAP modules are linked to credit-bearing subject modules. As a result of these changes, one student pointed out that students, too, now see both EMI and EAP

modules as pertinent. She also pointed out that her perceptions of English provision have changed over the course of her studies:

‘It’s mainly optional courses which were in English. It wasn’t like important courses like now; fluid mechanics is an important course. It used to be like only optional courses if you know what I mean’... ‘Now it’s in parallel with an important course so we are taking it more seriously, and it’s better. We used to take in Level B just grammar and basic things like we used to take in school. Now it’s a whole different thing’ (Student 3, Focus Group 1).

This student brings out the importance of the link between the EAP and subject module. The fact that the current EAP module is focused not only on grammar but is linked with the subject module clearly impacts her perception of the relevance of English provision. These students enrolled in programs in the department of physics (Focus Group 1) went on to exemplify their perception of the relevance of English provision within their department in discussing the multiple written reports and oral presentations they have been required to complete in English in their subject modules, whether or not these were delivered through full EMI. The students in Focus Group 4 also remarked that English provision is related to their studies, and they exemplified this by listing a series of subject modules offered through EMI as well as the recent changes to EAP provision as reasons for this.

This differs from the civil engineering (Focus Group 3) and mathematics (Focus Group 2) students’ perceptions of the importance of English provision to their course. The mathematics students in Focus Group 2 reported that they had not taken any courses in EMI prior to the current term, nor had they been required to complete assignments in English previously. Students in Focus Group 2 expressed a desire for more English instruction and frustration with the lack of opportunities for instruction through English medium. Student 1 put it this way:

‘I think very few classes incorporate English, and I think it could be better. Some other classes could also be given in English, or when they, for example, explain something in French, like, tell us the equivalent in English. At least for the vocabulary or something’ (Student 1, Focus Group 2).

While this student is referring to EMI provision rather than the EAP module offered in his department, his frustration is important to note because it likely impacts his perceptions of all English support, including academic literacy support in the EAP module.

Different to the physics students in Focus Group 1, the students in Focus Groups 2 and 3 expressed frustrations in the lack of EMI modules offered and the few assignments they had completed in English. It is important to note here, as well, that the Financial Mathematics module, which was taught in parallel with and linked to the credit-bearing EAP module, is an optional module delivered through EMI, and it is the only EMI module offered in the mathematics department. This too seemed to discourage the students in Focus Group 2, as the EAP module was linked with an optional module of less relevance to their subject course and future careers.

The focus group data revealed that when the EAP modules were linked with subject modules which were seen by the students as important to their subject course, they viewed English provision as relevant. The importance of students' perceptions toward the relevance of academic language and literacy provision on offer by universities, faculties, and departments has been discussed in detail in some of the EAP literature. Wingate (2006) points out that EAP or study skills provision that is a 'bolt on' to curriculum, taught separately from subject courses, is perceived as irrelevant by students. Sloan and Porter (2010) emphasize the importance of signaling to the students that academic language and literacy provision is a core part of program curricula and re-designed postgraduate EAP provision so that students would perceive this provision as integral to their postgraduate studies. The extent to which academic language and literacy development is relevant to their course is also signaled to students through the designation of EAP provision as either voluntary or compulsory. Fenton-Smith, et al. (2017) point this out in their discussion of the development and implementation of university-wide, credit-bearing, compulsory EAP provision for international students in a university in Australia. The EAP literature cited here emphasizes that it is critical that students see EAP provision as connected to their program curricula and that they see the university, faculty, and their department as taking academic language and literacy provision, often offered through EAP modules, seriously.

But the students interviewed in the focus groups go beyond discussing academic language and literacy provision, implemented in the EAP module in each department, to discussing the role of English in their departments more broadly. The roles of English across faculties and departments within the same faculty differ significantly. English plays an expanded role in instruction and assessment in communications engineering and physics, including instruction in credit-bearing EMI modules, multiple assignments completed in English across these modules, and the discipline-specific EAP module. It plays a lesser role in civil engineering where it is used primarily for optional modules and in one discipline-specific EAP module and in mathematics where it is used for EMI in only one optional module and one discipline-specific EAP module. These varying roles render students' usage and development of English language and literacy as multi-faceted in some departments and restricted in others. The varying roles that English plays across these departments, and extent to which English is used for communication, teaching, and assessment, may be tied to the needs and expectations of the particular academic disciplines, but they certainly exhibit variations in implementation of university language policy. The university's Mission, Vision and Values statement, a forward looking policy document, states that the university is a trilingual university, utilizing French, Arabic and English, and university promotional documents list twenty degree-granting programs offered in English, but in the Faculty of Sciences and School of Engineering, partial EMI has been implemented very differently across departments by the department chairs and teaching staff, and this difference in language management and policy implementation too may shed light on students' diverging perceptions of English provision in their departments.

The findings from Focus Group 1 and Focus Group 2 in the Faculty of Sciences and Groups 3 and 4 in the School of Engineering offer an example of the contrast in student perceptions that results from two departments in one faculty, which have incorporated both EMI in subject modules and EAP provision differently. The physics students in Focus Group 1 and communications engineering students in Group 4 see English as relevant to their subject course because English is used as a medium of instruction across multiple modules and in one compulsory subject module is taught in parallel with a credit-bearing EAP module. The students in Focus Groups 2 and 3, however, do not seem to see English provision in EMI modules as integral to their course, and they expressed a desire for a more expanded role for English in subject modules. The students in Focus group 2 discussed the lack of relevance of English

provision because they have only taken one subject module through EMI, and though the parallel EAP module is credit-bearing, they question the relevance of the target written genre, a descriptive financial mathematics report, to both their current studies, in an optional subject module, and their future professional contexts, which are most likely not related to the subject module, Financial Mathematics. It seems just as is the case with academic literacy provision, these students may perceive EMI provision which is offered primarily or only in optional modules as a bolt-on to the curriculum rather than a core part of it. In this context, the students' perceptions of the EMI provision is crucial because it also impacts their views of the academic literacy support on offer. The focus group data shows that it is not enough to make the EAP modules compulsory and credit bearing if the parallel EMI subject course is optional.

### **7.3 Theme 2: Learning from students' mistakes**

The second theme that I identified from the focus group data relates to the students' perceptions of the usefulness of the learning materials. The focus groups revealed that students found the materials particularly useful for learning from students' mistakes. Individual students identified multiple features of the genre-based materials that they found helpful, including the highlighting and notation of each rhetorical move in sub-genres of the student samples and the discipline lecturers' and English language tutors' comments on the student samples. However, students across the four focus groups pointed to the utility of the learning materials in learning from what they perceived as previous students' mistakes in the target genre exemplars. One of the mathematics students pointed this out, saying:

‘The materials were great since we were able to see what older students wrote in their reports and learn what mistakes to avoid’ (Student 3, Focus Group 2, email communication).

Another student in Focus Group 2 mentioned the role of the discipline lecturers' and EAP tutors' comments in making these previous student mistakes apparent:

‘Yes, we learned from their mistakes, and also, if I recall correctly, there were some comments on the paper about the mistakes by the teacher. That was helpful, as well’ (Focus Group 2, Student 2).

The overall goal of the genre-based learning materials is to make explicit how high-scoring student exemplars may meet expectations of the genre through incorporation of the obligatory moves in the genre while highlighting the varying ways students do this and contrasting this with low-scoring student exemplars, which do not meet some of the expectations of the genre. The students in these focus groups pointed to the low-scoring examples and the markers' comments on them as particularly useful for them in understanding how and where students do not meet the expectations and requirements of the target genres, or mistakes, as the students in these focus groups discuss. This is similar to the students in Tribble and Wingate (2013), who also particularly appreciated the incorporation of student samples and commentary by markers. It also aligns with findings from a study by Crosthwaite, Sanhueza and Schweinberger (2021), who identified undergraduate and graduate students' perceptions of genre-based materials, which incorporate student exemplars, tutor annotations highlighting required moves, and collaborative student analysis tasks in an EAP module offered in a blended format. They report that the students perceived these genre-based materials, and particularly the tutors' comments on moves, as helpful in learning to avoid common mistakes made by students.

It seems that the students in the focus groups perceived the learning materials, derived from student-written exemplars, as useful for learning what *not to do*, but they also discussed a desire for learning materials that exemplify what *to do*. I discuss this desire, which comprises the third theme, next.

#### **7.4 Theme 3: A desire for model exemplars**

The third theme I identified in the focus group data relates to some of the students' desire for "perfect" model exemplars in addition to what they saw as imperfect student exemplars. Students across two of the four focus groups conveyed a preference for these model exemplars, though the types of exemplars requested differed between the mathematics students in Focus Group 2 and the civil engineering students in Focus Group 3. All three of the students in Focus Group 2 (mathematics) mentioned this preference. The exchange below between two students in Focus Group 2 provides an example of their preference for what they call "professional" or "real" examples:

Student 2: 'I think the current materials were good, but we could have benefited from examples of professional reports. I don't know. Not just student reports.'

Student 1: ‘Yea, like have real examples. In my opinion, it was maybe not very enough. I don’t know. It was beneficial, too, but we could have done other things.’

Student 3 from the same focus group mentioned this, as well, saying,

‘For the Financial Mathematics report, I think we should have studied a report published by a famous bank, in order to see what it really looks like.’

Each of these students expressed a preference for a focus in materials and instruction on what they call “professional” or “real examples” such as a report published by a bank. They contrast these “professional” and “real” examples with student samples.

The students in Focus Group 3 also communicated a desire for model exemplars, but they discussed the use of “correct” examples rather than “professional” ones as Focus Group 2 did. In the extract below, two of the students in the focus group discussed this:

Student 2: Maybe to see, like, more of a correct form of the way to write the report. So, we were seeing, like, paragraphs that are not correct. And then we're correcting them. And mentioning we do not have to correct this. But maybe to see, though, like we did last time in the introduction, writing a paragraph, the introduction, maybe you can see more of that. For the conclusion, for example, or the abstract.

Student 1: That yes, it helps a lot.

Several of these students seem to see the student exemplars that were included in the learning materials primarily as exhibiting mistakes to be avoided and, thus, want additional models. The approach that was implemented focuses instruction and learning materials on target genres from students’ discipline courses, and thus uses student exemplars, both high-scoring and low-scoring, as the basis for learning materials. This makes the learning materials targeted to student needs and relevant to their discipline studies; however, the students in two of the four focus groups mentioned that they want to see model exemplars in addition to students’ “imperfect” examples.

The students in Focus Group 2 expressed a desire for exemplars outside of their subject module, and there may be a few explanations for this based on the context. The first is that the students in this module, which is linked with the EAP module and provides the target genre for the EAP module and learning materials, is an optional module. All students in the Financial Mathematics



module are mathematics majors, but the majority of them do not go on to pursue further studies or work in industries related to financial mathematics. Thus, students may see a focus on the written report for financial mathematics as not particularly important for their studies (as this is an optional module) or their future professional contexts. In trying to find relevance, they seem to want to see a genre they perceive as legitimate – a professional report. This relates to another possible reason the students communicated a desire for professional exemplars, which is that they do not see the relevance of the report written in the optional Financial Mathematics module, as discussed above, so they want the teaching and incorporation of materials for a professional genre in English, which they see as legitimate.

Another possible explanation for both focus groups' requests for model exemplars relates to their conceptualizations of writing and expectations for writing instruction. The students in both focus groups shared a preference for model exemplars, either "professional" or "correct". This may reveal their underlying conceptualizations of writing as an object which can be perfected. It would then follow that the students might expect writing instruction to utilize "perfect" models. The use of idealized models in EAP writing may still be common in many contexts, which utilize a product approach. In a product approach, texts are viewed as objects, which exhibit the correct features of a text type. In this approach, writing instruction is prescriptive. The primary goal of instruction in a product approach is to train students to gain control over formal aspects of writing and avoid errors; the role of the teacher is to correct students' errors; and in classrooms where this approach is implemented, students often imitate formal features of model texts in controlled and guided writing tasks (Hyland, 2016). This is in stark contrast with genre-based approaches.

While there is a risk in genre-based pedagogy of teachers implementing a prescriptive approach (Hyland, 2018), contemporary genre-based pedagogies are not prescriptive. Rather, they aim to raise students' awareness of how to achieve the rhetorical goals of a discourse community through genres (Tardy et al., 2022). The primary goal of instruction in genre-based pedagogical approaches is consciousness-raising (Hyland, 2004) toward the development of both genre-specific knowledge and metacognitive genre awareness (Tardy et al., 2020). Rather than imitating models, students typically conduct genre analysis to identify conventional features of the text, discuss contextual and social practices surrounding the text, and identify the varying

choices writers make within the constraints of the genre. The students in the focus groups see the genre-based learning materials as helpful and were positive in their discussion of the approach, but they seem to continue to want “correct” exemplars and to expect a focus on correction of errors in their writing, and this may be due in part to their expectations around the pedagogical approach and the goals of academic literacy instruction. It is vital to the success of the genre-based approach that students see the value of using student exemplars. To this end, EAP tutors who adopt such an approach might need to spend more time justifying and explaining the benefits of using of student exemplars in the learning materials.

## **7.5 Summary of Findings and Conclusion**

The findings from the four focus groups show divergences in the students’ perceptions of the relevance of English provision. However, across the four focus groups there was general agreement that the genre-based learning materials are valuable, particularly in learning from students’ mistakes, which are made explicit in the materials through the annotation of required moves as well as the comments made by EAP and subject lecturers.

In terms of EAP course design and materials development, the implications of these findings are positive and provide some further support for the genre-based approach and materials. In terms of genre-based writing research, the findings discussed here raise a few questions and bring out further possible areas in need of research. What the students have identified as ‘mistakes to avoid’ may represent features of genre-specific knowledge regarding obligatory moves or lexical, rhetorical, and grammatical conventions, for example, and may represent different domains of genre knowledge, which Tardy, et al. (2020) identify as including formal knowledge, rhetorical knowledge, subject matter knowledge, process knowledge, and genre awareness, which is a broader metacognitive awareness of genres. Identifying the genre-specific features and domains of genre knowledge that may correlate with students understanding of ‘mistakes to avoid’ from the genre-based learning materials and tasks is crucial to better understanding how these learning materials and tasks support students’ in developing genre-specific knowledge and broader genre knowledge. Further research ought to focus on gaining this understanding. One method which may help reveal what students are referring to when they discuss ‘mistakes to avoid’ and which domains of genre knowledge they may correlate with, is the identification of ‘genre-related episodes’ (GREs). Through classroom observations of students involved in genre

analysis tasks, further clarity could be gained around students' developing genre-specific knowledge and genre awareness, and what the students interviewed mean when they discuss learning from students' mistakes, which they perceive to be a valuable benefit to the discipline-specific, genre-based materials. Analysis of GREs in classroom observations offer great possibility for genre-based writing research, too, in providing a glimpse into what types of genre-specific knowledge and genre awareness particular genre analysis tasks, as well as other genre-based tasks, may support.

The findings from these focus groups have further implications for academic literacy instruction in multilingual contexts where EMI has been implemented, like Lebanon. Students in the Lebanese educational system may have up to twelve years (Esseili, 2017) of experience in English language courses, as well as in French language courses depending on the medium of instruction in their primary and secondary school, before reaching university. They have long, complex backgrounds in language learning generally and in academic writing instruction more specifically. While it is impossible to generalize across the various experiences these students have had, it is fair to assume that much of the language and academic literacy instruction they have encountered has been focused on remedying deficiencies in general language proficiency. This is evidenced in part in the prevalence of university intensive English programs in Lebanon (Abouzeid, 2021), which focus on English for general purposes and EGAP, including at this university. In line with a study skills approach (Lea and Street, 1998), the focus of instruction in these English language programs is often on fixing students' errors. While elements of a process approach are often implemented, including multiple opportunities for drafting and feedback, at this university, English tutor feedback on student writing often includes tutors editing each student's drafts line-by-line focusing on issues in grammar and mechanics. Given the students' lengthy background in remedial English instruction similar to this, it is not surprising that the students have the desire for idealized models and may expect academic writing instruction to include an explicit focus on correction of errors. It may not be realistic to expect much of a change in students' conceptualization of academic writing or expectations for instruction in one term, but in an effort toward transforming provision which positions multilingual students as perpetually deficient, academic literacy in this and other multilingual EMI contexts ought to include dialogue around what counts as academic writing and as academic English (Lillis and Tuck, 2016), as well as a focus on how the students' may be able to draw on their multilingual

genre repertoires when writing discipline-specific genres in English (e.g., in a multiliteracies, multi-genre approach as advocated by Maamuuja and Hardacre, 2022). This may allow room for a greater shift in focus from “correction” to descriptions of conventions and variations within and across genres and languages.

Finally, in terms of institutional language policy and implementation, the findings discussed in this section demonstrate the stark variation in implementation of EMI across departments in the same faculty and the students’ discontent with the limited role of English in the departments of civil engineering and mathematics. EMI research in multiple contexts has found that macro-level (national) and meso-level (institutional) policies on EMI are implemented at the micro-level (classroom) in varying ways (e.g., Aizawa and Rose, 2019) even within the same departments (Sahan, 2021). In these cases (e.g., in universities in Japan and Turkey), the authors explain that either the teaching staff are unaware of EMI language use policies (Aizawa and Rose, 2019) or they are aware of language use policies but choose not to implement English as the medium of instruction (Sahan, 2021) because they do not think the students are able to access the content in English and thus use students’ L1 for a portion of teaching. The students in the focus groups here discussed their own perceptions of language and literacy support and the languages of instruction within their departments and offer a glimpse into the varying practices toward the language of instruction and language use across the department. This is especially valuable in the case of this university, where there is a lack of policy guidelines at both the institutional and departmental levels regarding the languages of instruction although there are clear guidelines on language and literacy support offered through the credit-bearing EAP modules. In this case, institution-wide policy on the medium of instruction is interpreted and implemented in an *ad hoc* fashion by each department. Further research across EMI contexts, particularly those without established national or institutional policy on language use and the medium of instruction, is needed to gain better clarity on how language policy is enacted in practice at the meso- and micro levels, the role that academic leadership (e.g., department chairs) play in these practices, and how these practices are understood and perceived by both staff and students.

## **Chapter 8 Findings and Discussion: The Student Questionnaire**

### **8.1 Introduction**

In the previous chapter, I discussed the results of the student focus group interviews, which were held before the student questionnaire. In this chapter, I continue to discuss the students' perceptions of academic literacy provision in the university by reporting on the findings from an online questionnaire that was sent to all the students enrolled in the discipline-specific EAP modules. The purpose of the questionnaire was to gain an overview of the students' perceptions of academic literacy support (operationalized in the questionnaire as support for reading and writing in English) in the university overall as well as their perceptions of the discipline-specific, genre-based approach (henceforth 'genre-based approach') implemented in the EAP modules and the learning materials which were under focus in this case study. The questionnaire included three main sections. Section 1 (Q1-Q9) aimed to identify students' overall perceptions of the university's support for academic literacy development and to identify students' perceptions of support within their discipline course. Section 2 (Q10-Q23) aimed to identify the students' perceptions of the genre-based approach that was applied in the EAP modules as well as the learning materials that were used in these modules. Section 3 (Q24-25) included two open-response items, which sought to allow the students to make recommendations for academic literacy support and the learning materials. A copy of the questionnaire is included in Appendix F.

The participants consisted of 103 third and fourth-year students who were completing a bachelor's degree in either the Faculty of Sciences or the School of Engineering (30 students from sciences and 73 students from engineering). 103 responses were received out of the 249 students who were sent the questionnaire, which comprises a 41% response rate. An overview of the participants is in Table 2 below. Next, I discuss initial piloting and item analysis before providing an overview of the results of the student questionnaire.

**Table 2 Overview of Questionnaire Participants**

School/Faculty	Major Discipline	<i>n</i>
Faculty of Sciences	Biology	17
	Chemistry	4
	Mathematics	8
	Physics	1
School of Engineering	Computer Science	2
	Civil and Environmental Eng.	26
	Communications Eng.	24
	Mechanical and Electrical Eng.	19
	Software Eng.	2
<b>Total</b>		103

## 8.2 Initial Piloting of the Questionnaire

Before sending the final version of the questionnaire to students, and in order to ensure that I had some initial constructive feedback on the questionnaire items, I consulted with an external data scientist and a colleague at the university where this study has taken place. Following recommendations made by Dörnyei and Taguchi (2009), I asked them both to read through the questionnaire and provide feedback on their reactions, responses, and the clarity of the items. Following separate brainstorming sessions with both of these individuals, I adjusted some of the language in the questionnaire items to be more specific and added examples to some questions to add clarity.

One example of this relates to my initial use of the term English for Academic Purposes, or EAP, when referring to the EAP modules the students had taken. Both initial pilot respondents advised that this term was not clear to them and may not be to the students either, so I instead referred to these modules by the university course level, Level A, which would be familiar to the students. To ensure clarity when I referred to subject lecturers or a subject course, I also added examples in brackets. For example, I would refer to a subject professor using an example in parentheses (e.g., a biology professor). Both respondents indicated that these changes made the questionnaire items clearer to them.

### **8.3 Post-hoc Item Analysis**

Following this initial piloting of the questionnaire, I aimed to recruit a set of students to take the questionnaire to pilot the questionnaire items. Unfortunately, I was unable to recruit a sufficient number of students within the necessary timeframe to do this in the autumn 2021 term after completing the student focus groups and before the questionnaire had to be sent to all students (at the end of the term). The timeline for the original planned mixed-methods, sequential design would have needed to be extended for there to be sufficient time for piloting and analysis before the end of the term, and this was not possible.

While piloting a questionnaire is an important check on the items used, when it is not possible to carry out a full pilot of the questionnaire items, Dörnyei and Taguchi (2009) recommend the use of post-hoc analysis. Dörnyei and Taguchi (2009) list three aspects of response patterns that must be checked during this post-hoc analysis: missing responses, the range of responses elicited by each item, and the internal consistency of multi-item scales. There were no missing values in the questionnaire responses. As I have discussed in the Methodology chapter, I used a commonly used measure for internal consistency in rating scales and Likert-scale items - Cronbach Alpha coefficient (Dörnyei, 2007). A reliability coefficient of 0.80 was taken to ensure internal reliability, which is consistent with a highly reliable measure of consistency (Cohen, Manion, and Morrison, 2017). Cronbach's Alpha tests were performed in SPSS, and each subscale in this questionnaire was greater than 0.95, well above the 0.80 minimum standard for internal reliability.

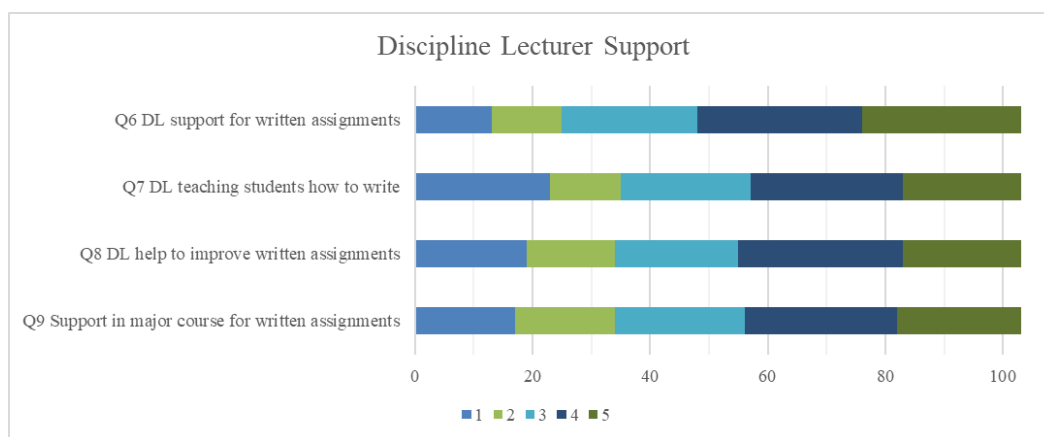
### **8.4 The students' overall perceptions of academic literacy support in the university**

The objective of the first section of the questionnaire (Q1 – Q5) was to gain insights into the students' perceptions of academic literacy support in the university. Overall, the students responded positively when asked about the academic literacy support available at the university but less so when asked about assistance from their discipline departments and lecturers, which is consistent with the focus group participants. For example, when asked to rate the support they have received to complete academic tasks in English (Q5), over two-thirds (72%) of the students responded they had received enough help. The majority of students also indicated that they thought they had received enough support to complete written assignments in English (77%) and to read for assignments (75%) in English. This paints a positive picture of university provision for the development of students reading and writing practices in English. It

is somewhat surprising that the majority of the students reported satisfaction overall with support in the university toward their academic literacy development, particularly as the picture was less positive regarding support in the students' discipline departments.

#### 8.4.1 *The students' divergent perceptions of support within their discipline departments*

While upwards of half of the students reported that they received enough support in their subject course and from their subject lecturers to write assignments in English (in Q6-Q9), the students' responses showed greater divergence in this part of the questionnaire than in Q1-Q5, which is consistent with the findings from the focus groups. On average, just over a quarter of the students reported that they did not receive enough help in their major course (33%) or from their subject lecturers (24%) to complete assignments in English. The participants were asked to indicate whether they thought there was enough support in their major course (e.g., biology or engineering) to complete assignments in English. In response to this, a range of answers were elicited, but over a third (33%) disagreed or strongly disagreed with this statement. Across this sub-section of the questionnaire, a quarter of the students consistently reported dissatisfaction with the assistance they received in their discipline courses and from subject lecturers. This highlights an important divergence in students' perceptions around support, which also emerged in the student focus groups (e.g., between the students in Focus Groups 1 and 4 who saw the relevance of the linked EAP and EMI modules and Focus Groups 2 and 3 who expressed frustration in the lack of support within their respective departments), and which I have discussed in the previous chapter. Figure 5 below shows an overview of the results of this sub-section of the questionnaire.



**Figure 5** Discipline Lecturer Support



It may be unsurprising that so many students reported dissatisfaction in the support provided in discipline courses and by subject lecturers given subject lecturers' often implicit rather than explicit understanding of disciplinary genres (Jacobs, 2005) and general reluctance to engage in support for students toward academic literacy development (Jenkins and Wingate, 2015). Yet many of the students reported that they do receive enough assistance from subject lecturers, for example to complete written assignments in English (53%). Student satisfaction with discipline lecturer help clearly diverged across students' subjects. This divergence highlights a contrast in the students' perceptions, which may partly be explained by the variation which exists across departments in support for students' academic literacy development as I have discussed in Chapter 7. While all the students were enrolled in the compulsory EAP modules, each of which followed the same instructional approach, the provision of EMI subject courses and incorporation of assessments in English varied significantly across departments. This is likely one reason for students' diverging perceptions of provision in their respective departments. Another may relate to the students' dissatisfaction with discipline lecturer feedback on written work and their subsequent desires for more formative feedback, which I discuss further in section 8.6.

### **8.5 The students' perceptions of the EAP modules and genre-based learning materials**

The second section of the questionnaire aimed to identify the students' perceptions of the EAP modules and the learning materials that were used in the EAP modules, each of which is an indicator of their opinions of the genre-based approach. In the sub-section related to the EAP modules, students responded to Likert items as I have described previously.

Overall, the students' questionnaire responses showed that they have positive perceptions of the modules and the learning materials. The majority of the students (70%) indicated that they were satisfied with the EAP modules, that it helped them in better understanding the requirements of their written assignments in English (77%), and in writing the target written genre (78%) (e.g., the engineering design report for the engineering students or the lab report for the biology students). Similarly, when asked to rate the usefulness of the learning materials, the majority of students (68%) responded that they found them useful or very useful. Two findings, in particular, in this section of the questionnaire are worth pointing out. The first is the students' consistently high rating of specific features of the learning materials such as the annotation of rhetorical

moves (75%), and the subject lecturer (70%) and EAP tutor summative comments (78%), although the students' satisfaction with the EAP tutors' comments was higher than with subject lecturer comments (78% for EAP tutor comments versus 70% for subject lecturer comments). The second relates to the students' satisfaction with the genre analysis tasks. Again, over two-thirds (72%) of the participants responded that the genre analysis tasks included in the learning materials were useful or very useful.

The findings of this section of the questionnaire suggest overall that the students see the approach, indicated through their positive perceptions of the modules and genre-based learning materials, as valuable. This is a positive sign in answer to the first research question of this study regarding students' perceptions of the usefulness of approach. This also aligns with previous studies that have explored students' perceptions of a genre-based approach to academic literacy instruction (e.g., Crosthwaite, Sanhueza, and Schweinberger, 2021; Tribble and Wingate, 2013). Similar to the students in the study by Crosthwaite, Sanhueza, and Schweinberger (2021), the students seem to perceive the genre analysis tasks in the learning materials to be helpful. These genre analysis tasks are central to the approach and learning materials, and it is important that the students do perceive the tasks as useful, for as Tardy (2009) has pointed out, students' perceptions of a genre-based task likely play an important role in its effectiveness. The students also regarded the text annotations which highlight rhetorical moves, as well as the marginal and summative comments made by the subject markers and the EAP tutors as particularly helpful. This also accords with what was found by Tribble and Wingate (2013), as I have discussed in the previous chapter, which focused on the findings from the student focus groups.

However, it is noteworthy that there was a divergence in the students' satisfaction rates with the subject lecturer and EAP tutor summative comments (70% for subject lecturers vs. 78% for EAP tutors), which are a key feature of the learning materials. It is possible that this is due to the types of comments provided by the subject lecturers, which may not give much clear direction regarding the target genre. An example of this is the biology subject lecturer's comments on one sub-genre of the laboratory report, the abstract, which were limited primarily to remarks identifying the proportion of plagiarism as identified by matching detection software, Turnitin, and surface-level errors. For this sub-genre, there was only one student exemplar in which the lecturer commented on the obligatory rhetorical moves that were omitted by the student who

wrote the abstract. In general, the literature on written feedback has found that students often see lecturer comments on their written work to be vague, hard to act on, and unrelated to assessment criteria, as Hyland (2019b) has summarized. The students here may also have found lecturers' comments less helpful as they often did not specifically address the rhetorical moves or lexicogrammatical features specific to the target genre unlike the EAP tutors' comments which did largely focus on these. Because a major objective of the learning materials and genre analysis tasks was to raise students' awareness of the obligatory and optional rhetorical moves of the target genre, the students were looking for specific guidance regarding these moves, but they could not typically find them in the subject lecturers' comments.

## **8.6 The students' further desires and recommendations**

The third section of the student questionnaire aimed to allow students more space to make recommendations through open-response items. Q24 and Q25 asked the students to identify any additional support or materials that would be helpful to write assignments, written in English, in their discipline courses. Following the analysis of the students' responses to these items, as has been described in the Methodology chapter, I have identified three themes: a desire for more exemplars, recommendations for the syllabus (e.g., more course content focused on the oral presentation and subject-specific vocabulary), and a desire for continuous, formative feedback. The most common recommendation made by the students was to increase the number of genre exemplars available to the students. The second most common recommendation made by the students related to additions to the EAP module syllabus. This was predominantly related to focusing more on oral presentations in the EAP modules (n=5) and an increase in focus on subject-specific vocabulary in the EAP modules (n=4). The third most common recommendation made by the students forms the third theme that I identified, which is a desire for more continuous, formative feedback on writing. I will discuss each of these themes next.

### *8.6.1 A desire for more exemplars*

Echoing the students in the student focus group interviews, the students reported a broad desire for more exemplars in the questionnaire. There could be a few reasons for this. The development of genre knowledge is complex. Tardy (2009) has theorized that some of most common

resources and strategies that assist writers in the development of genre knowledge are prior experience and repeated practice, textual interactions including textual borrowing, written feedback, and guidance through meta-genres, oral interactions with, for example, professors or peers, mentoring and disciplinary participation, shifting roles within genre networks, and available resources such as sample texts, feedback, and prior knowledge. Tardy points out that writers may draw on these resources and strategies differently depending on the situation, and that in the absence of one or more of these, they may rely more on another which is available. This discussion of the resources and strategies used by writers developing genre knowledge may help to shed light on underlying reasons that the students reported a preference for more text exemplars. In the relative absence of written feedback on their ongoing work from discipline lecturers and limited opportunities for prior exposure and repeated practice in gaining familiarity with a new target genre (e.g., the engineering design report), the students wanted additional samples to draw from.

Another reason for the students' request for more exemplars may relate to their understanding of the types of exemplars that were used in the learning materials, as I have discussed in Chapter 7. Some of the students who commented on the questionnaire that they desired more exemplars also specified that they wanted to see more examples which are 'high-scoring', 'correct' and 'professional', three descriptors used by the students in their response to Q25 to distinguish between the student examples that were used in the learning materials with the types of examples they want to see more of. Some of the students seemed to think that all the student exemplars used in the learning materials were examples of poorly written or low-scoring reports, similar to the students in Focus Group 3 who mentioned that they wanted to see 'more of a correct way to write the report.' An example of this perception voiced on the questionnaire can be seen in two students' responses to Q25 about additional learning materials which may be helpful for students. One student responded that he/she wants 'correct examples of written reports, not just examples of incorrect ones.' Another student commented similarly saying, 'to have for example the most scoring MDP report from the last year and not just analyze relatively bad or not very good MDP reports.' While the learning materials did explain that the student examples used in the materials included both high-scoring and low-scoring examples, it seems this was not clear to some of the students. This could be in part because there were no "perfect" models in the

materials, which the students may be accustomed to seeing in English language modules. It may also be a result of the ways that some of the EAP tutors discussed the exemplars during the modelling/deconstruction phase of the TLC used in the EAP modules. In addition to discussing the target genre's macro-structure, rhetorical moves, and lexico-grammatical patterns evident in the student exemplars, some of the EAP tutors also spent time, sometimes going line-by-line, identifying, and critiquing grammatical and mechanical errors in the student exemplars. This may have left the students in some of the EAP modules with the impression that most, if not all, of the exemplars used were "bad" examples. Because of this possible misunderstanding, it is critical that teachers explain the genre-based approach and emphasize the purpose and role of student exemplar texts to avoid the impression that only low-scoring, or poor, examples are used in the learning materials.

#### *8.6.2 Recommendations for the syllabus*

The second theme that I identified from the students' responses in this section of the questionnaire was 'recommendations for the syllabus.' Several of the students made recommendations for additions to the syllabi for the EAP modules. These recommendations included an increased focus on the oral presentations, which were assessed in the EAP modules and the linked subject courses, and on subject-specific vocabulary. While the course schedule included three class sessions focused on the students' oral presentations and one class session focused on strategies and resources for identifying and studying subject-specific vocabulary, the fourteen-week EAP modules were designed primarily around the target written genres from the students' linked subject modules, following what Hyon (2018) calls 'genre-focused' course design. In this type of genre-based course design, the course is organized around specific genres, making it narrow angled. The oral presentations comprised one of the target genres around which the EAP modules were organized, but it seems that some of the students wanted more time dedicated to this genre. Perhaps, the design of the course relied too heavily on writing. This may be reflective of the field of EAP more generally, which has had a primary focus on the teaching of writing (Wingate, 2015). Given the constraints on teaching time, this possible overemphasis on writing does come at the expense of more focus on other areas; however, it is often justifiable given the importance and weighting of writing in assessment.

Some of the students also recommended that more time be dedicated to learning subject-specific vocabulary in the EAP modules. One class session in the EAP modules was focused on strategies and resources (e.g., subject-specific vocabulary lists) for self-study of subject-specific vocabulary, but some of the students wanted more. Undoubtedly the students' receptive and productive knowledge of subject-specific vocabulary is critical to their participation in the literacy practices of their discipline. However, I do wonder if some of the students' raised this recommendation due to their conceptualizations of what it means to be able to participate in the literacy practices of their disciplines. In some of the class sessions and focus groups, it seemed as if some of the students thought that mastery of subject-specific vocabulary would open the doors to their ability to produce disciplinary genres. This may reflect an autonomous view of academic literacy and a conceptualization of disciplinary literacy practices as 'differentiated merely by specialist topics and vocabularies' (Hyland, 2002: 391) rather than a complex set of literacies specific to an academic discourse community.

#### *8.6.3 A desire for more continuous, formative feedback*

The third theme that I identified in the students' responses on the last section of the questionnaire was 'a desire for more continuous, formative feedback.' While only a few of the students expressed this in the questionnaire, it is an important one to discuss. It was also somewhat surprising at first to see these comments given that in each of the EAP modules the students received two rounds of written feedback on the drafts of their written work by the EAP tutor teaching the module as well as one round of feedback in the form of peer response before they submitted a final draft in the linked subject module. It is likely, though, that the students were referring to feedback from the discipline lecturers rather than only from the EAP tutors. One of the students' responses to Q24, which asks what additional support might be helpful for the students to complete assignments in their major course, points to a lack of feedback from subject lecturers. He or she responded, 'Any help from the teachers would be valid. Usually none is given.' This student's response underscores the absence of multiple drafts and a feedback-revision cycle, which are common in EAP modules, but which are largely absent outside of academic literacy classes (Hyland, 2019a.; Mancho-Bares, Khan and Aguilar-Perez, 2022).

Discipline lecturers may not see a need for multiple drafts nor see the increased workload that may be associated with providing feedback on multiple drafts as practicable or as part of their role. In a study focused on lecturers' practices and discourses surrounding student writing, Tuck (2016) found that the lecturers she interviewed saw writing work, including feedback on students' writing, as outside of regular disciplinary teaching, an extra requirement, which was often passed on elsewhere (such as in-session workshops or to graduate students). This view contrasts with students' wants for feedback from the lecturers who have expertise in their subject area and who mark assessments.

## **8.7 Summary of Findings and Conclusion**

The student questionnaire has explored the students' perceptions of academic literacy support in the university as well as their perceptions of the genre-based approach and learning materials. For the most part, the students responded positively regarding academic literacy support in general and regarding the approach and learning materials specifically, though they responded less positively about support from discipline departments and lecturers. These findings suggest that from the students' perspective, the approach that has been adopted is useful in supporting them to better understand the conventions and requirements of the target genres as well as to write these target genres. Still, several students were unsatisfied with the level of academic literacy support they received from discipline departments and lecturers, and this brings out an important caveat to the positive students' perceptions overall.

In this university, the implementation of university-wide academic literacy provision has primarily taken the form of discipline-specific EAP modules, and the learning materials have been developed in collaboration with discipline lecturers. While some of the discipline lecturers reported that this collaboration has led them to reconsider some of their assessment and feedback practices, as has been discussed in Chapter 4, some of the students have reported that they continue to want more formative feedback on drafts of their written work. For EAP tutors and program administrators looking to implement collaborative genre-based pedagogies, it will be important to consider how such collaboration might bring subject lecturers' assessment and feedback practices to light. This may offer an opportunity to extend collaboration between EAP and subject lecturers to include collaboration toward lecturers' feedback practices. Examples of

collaboration between academic literacy specialists and subject lecturers regarding feedback on written work can be found in several examples from Writing Across the Curriculum work in learning communities and workshops for subject lecturers delivered by writing specialists (see for example Gallagher et al., 2020 and the description of the ‘Tools for Offering Effective Feedback Workshop’ for subject lecturers at the University of Wisconsin <https://dept.writing.wisc.edu/wac/events/>).

Although further collaboration toward lecturers’ feedback practices may be fruitful, changes to feedback practices can be slow. In the meantime, EAP tutors would need to devise strategies to address students’ requests for more feedback. It may be that in the absence of more opportunities for feedback from discipline lecturers or repeated practice within the disciplines, EAP tutors would need to gather and make available more textual exemplars and add further comments to learning materials. Developing such a text bank of student exemplars is a gradual process, but ultimately, would be an excellent teaching resource and would provide learners with further resources to draw on as they continue the process of developing genre knowledge.

### *8.8 Reviewing convergences and divergences*

In Chapters 4-8 of this thesis, I have presented the findings from each of the data collection tools used in this study. Before I conclude the thesis with a discussion of key implications and contributions to the field in Chapter 9, it is important to discuss some of the key convergences and divergences that became apparent after the analysis of each individual data collection tool. It is important first to mention the convergences in the perspectives of the discipline specialists, the EAP specialists, and the students, of which there are many, as their collective perceptions of the genre-based approach overlap in many ways and thus provide a clear picture of how the approach has been received.

The first of these convergences relates to the shared perception of the genre-based approach as relevant to the students’ discipline courses. Another convergence relates to the EAP specialists’ and discipline specialists’ perceptions of the feasibility of the approach. Both staff groups see the approach as feasible within their current workload and sustainable over time. The EAP specialists, discipline specialists and students also agree that the learning materials are useful for making the conventions of the target disciplinary genres, as well as the expectations of the



subject markers, explicit. These shared positive perceptions of the genre-based approach and learning materials are critical to the success of the approach.

There were few divergences in the perceptions of the discipline specialists and the EAP tutors, but one worth pointing out is a divergence as relates to the challenges in communication that some of the EAP tutors reported. The discipline lecturers did not discuss any issues in communication, but two of the EAP tutors did mention that they faced some difficulty in communication with their partner discipline lecturer. As I have discussed in Chapter 4, this divergence between the EAP tutors and discipline lecturers is likely due to the fact that the onus was on the EAP tutors to receive student samples and feedback from the discipline lecturers, who may not have been aware of the necessity for timely and responsive communication in order for the EAP tutors develop the learning materials and adjust their teaching as necessary. Another important divergence relates to the students' perceptions of the English provision and related support on offer by their departments and from the discipline lecturers. As I described in Chapters 7 and 8, it seems there is some disparity across discipline departments in terms of the extent of English provision and the support available for students from discipline lecturers. Although the EAP module is compulsory across all departments and thus all students do receive support in the form of academic literacy provision taught by EAP specialists, some of the students reported dissatisfaction with the support they received from their discipline departments or lecturers.

## **Chapter 9 Conclusion**

### **9.1 Introduction**

The primary aim of this study was to explore the implementation of university-wide academic literacy provision, which was realized in ESAP modules. Specifically, it sought to address three overarching research questions:

1. What are student, staff, and academic leadership perceptions regarding the usefulness of institution-wide academic literacy provision in an EMI context?
2. How feasible is this approach to academic literacy provision from the perspective of EAP and subject specialists?
3. What challenges arise in implementing academic literacy provision in credit-bearing ESAP modules and in collaboration between the EAP and subject specialists in an EMI context?

In the following sections of the chapter, I provide a summary of the key findings of the research before discussing the contributions of this thesis to both the EAP and EMI literature. I then detail some of the limitations to the study. Finally, I describe a few recommendations for further research on academic literacy support in higher education institutions, collaboration between EAP and subject specialists, methodological tools used in genre-based writing research, genre-based materials and pedagogical approaches, and teacher development needs and support mechanisms for EAP practitioners transitioning to genre-based and discipline-specific approaches.

### **9.2 Summary of Key Findings and Implications**

Much of the EMI literature has not considered the applicability of a discipline-specific, genre-based approach for student support in EMI contexts (Wingate, 2022; Wingate and Hakim, 2022). The research in this thesis is the first study which does so. It is also the first to explore the institution-wide roll out of discipline-specific academic literacy provision with support from the highest levels of university management outside of Australia, where there have been a few examples of university-wide provision with such managerial support (e.g., see an overview in Humphreys, 2022). While scholars in much of the EAP literature have called for such an approach to be applied institution wide for all students (e.g., Wingate, 2015; Wingate, 2018),

there has been a persistent lack of support for this provision from university management, which has likely affected its uptake. The findings from this study offer further evidence in support of a discipline-specific, genre-based approach adopted across the university and underscore the importance of support from university leadership. In this section, I summarize these key findings and the implications that can be drawn from them.

#### *9.2.1 The EAP Tutors', Discipline Specialists', and Students' Positive Perceptions of the Genre-based Approach and Materials*

The findings from this study demonstrate that the EAP tutors, the discipline specialists, and the students all viewed the approach and learning materials positively overall. The EAP tutors and discipline specialists recognized that the genre-based approach and learning materials are valuable and relevant for students, unlike the previous EGAP approach used in the EAP modules, which they acknowledged was separated from the students' subject courses, exam driven, and largely irrelevant to the students. Each participant group mentioned that they found the learning materials to be useful for students. The discipline lecturers pointed out that the materials were helpful for students by making the conventions and expectations of the target genres clear for them. The EAP tutors indicated that they found the learning materials and tasks beneficial for students by helping them develop genre-specific knowledge. The students echoed this perception of the learning materials with a pragmatic understanding of 'learning to avoid mistakes.' The students also cited positive experiences with the active process of student-led genre analysis and text annotation, like those in the earlier studies which I discuss below.

The findings from this study complement those of earlier studies focused on the adoption of a genre-based approach. Previous studies (e.g., Tribble and Wingate, 2013; Crosthwaite, Sanhueza, and Schweinberger, 2021) focused on the application of a genre-based approach and learning materials and tasks, which include the annotation of rhetorical moves and marker comments, have also shown students' positive opinions of them. These findings are encouraging and further support the university-wide implementation of the approach. Genre-based approaches which include students' active participation in genre analysis and text annotation are not new, but this study demonstrates that the multiple stakeholders in the various departments and faculties involved in this approach view it and the materials as relevant and useful. The discipline-specific, genre-based approach has not been implemented across a university, and this

study offers further support for such an approach to be adopted. This evidence is crucial in gaining and maintaining the necessary support from university management.

### *9.2.2 The EAP Tutors' and Discipline Specialists' Optimistic Perceptions of Collaboration*

The EAP tutors and discipline specialists also viewed the collaborative aspect of the approach positively. Both of these groups of participants perceived the approach overall to be useful and feasible, and perceived collaboration, in particular, to be constructive. This contradicts some previous work on collaboration between EAP specialists and subject specialists (Li, 2021; Hyland, 2017; Mahboob, Chan, and Webster, 2013). While the subject lecturers did recognize that there may be additional time added to their workload in commenting on students' texts used for genre analysis by the EAP tutors and in collaborating with the EAP tutors, they reported that the approach is still viable within their current workload. Previous studies evidencing collaborative pedagogies toward tailored academic literacy support have highlighted added workloads for discipline lecturers as a possible barrier to such support (Mahboob, Chan, and Webster, 2013), but the findings from this study indicate that discipline lecturers do not find the added efforts to be unworkable. This is an important finding because of the crucial role of subject lecturers and because successful collaborative efforts do require investment on their part.

### *9.2.3 The Subject Lecturers' Heightened Awareness of Teaching and Assessment Practices*

This study has revealed some of the positive effects of the collaborative approach on subject lecturers' teaching and assessment practices, which have been underexplored in the literature. One of these impacts was heightened awareness among the subject lecturers regarding their assessment practices and written feedback on students' work. The subject lecturers mentioned that as a result of the collaboration with EAP tutors on materials development, they provided much more written feedback on the student exemplars than they typically would. The process of providing further written feedback focused on more than justifying a summative grade was useful for the subject markers in refining their understanding of students' specific areas of difficulty in written assignments. Some of the subject lecturers pointed out that they planned to alter their assessment practices (e.g., assignment guidelines, formative feedback, and classroom discussions of marking criteria) because of the process of adding marginal comments on the students' texts and collaborating with the EAP tutors. The awareness-raising outcome of the collaborative approach is quite significant because of the role that subject lecturer feedback can

play in students' academic literacy development. As Mancho-Bares, Khan, and Aguilar-Perez (2022: 251) point out, for language specialists working with subject lecturers, 'the arduous task ahead is to raise awareness among EMI instructors about the benefits of providing formative feedback for developing disciplinary literacy and genre awareness for novice learners in a community of practice.' The subject lecturers seemed to gain a heightened awareness of the utility of formative written feedback for students. The possible assessment washback effect discussed by the subject lecturers in this study is an important finding as it shows one collaborative approach which may lead to the hard-fought awareness raising discussed by Mancho-Bares, Khan and Aguilar-Perez (2022). It may also have a cascading effect, at least in these subject lecturers' courses, and has transformative potential in the university in terms of changing lecturers' assessment practices.

#### *9.2.4 The EAP Tutors' Uncertainty with the New Approach*

While the EAP tutors reported positive views of the approach overall, they did face uncertainty with the genre-based approach. Coming to terms with what genre entails, how to develop genre-based materials, and how to teach using an EAP genre-based approach posed problems for the EAP tutors who were not familiar with genre or genre-based approaches prior to the initial EAP tutor workshop. Previous research (e.g., Tribble and Wingate, 2013; Dreyfus et al., 2016; Mitchell and Pessoa, 2017; Mahboob, Chan, and Webster, 2013) that has focused on the implementation of genre-based academic literacy support has not always addressed the challenges faced by EAP tutors who are novices to these approaches. This is perhaps because those designing and implementing the provision are experienced EAP researchers and practitioners implementing it themselves or because their study did not detail the perceptions of the additional EAP staff who implemented it. Some EAP research has addressed the challenges faced by EAP practitioners adopting a genre-based approach in an EGAP context (e.g., Mapes et al., 2020; Tardy et al., 2022), but this study is the first to reveal the experiences of and challenges encountered by EAP tutors adopting a discipline-specific, genre-based approach for the first time.

The findings here suggest possible areas of focus for pre- and in-service support for EAP teachers. Prior to the EAP tutor workshop, the EAP tutors were unfamiliar with the concept of genre and had no formal education focused on genre-based approaches. One of the aims of the

EAP tutor workshop was to introduce genre theory and genre-based pedagogy, but the EAP tutors would certainly have benefitted from further discussion of genre theory, genre-based pedagogical approaches, and materials design earlier in the project. Because of resource constraints, there was only one workshop held before the tutors began working on the learning materials, and even though the EAP coordinator did support the EAP tutors while they designed the genre-based materials, they largely conducted genre analysis and materials development alone. One possible way to support teachers as they come to terms with the approach and develop new materials is through collaborative learning communities (or reading groups, as discussed by Johns and Caplan, 2020) who also work together on materials development. Particularly in contexts where there may be little funding available for teacher development, such as where this study took place, these collaborative learning communities offer a practicable, adaptable mode of continuing support. Given the evolving, complex nature of teachers' genre knowledge and pedagogical content knowledge, the continuing and flexible nature of collaborative learning communities may be the best mode of learning and support. Ideally, there would also be a significant role for professional associations, such as BALEAP, and EAP-specific qualifications, such as a post-graduate certificate in teaching English for academic purposes (TEAP), or mentorship through the BALEAP Fellow scheme, but in some global contexts, these EAP professional organizations and TEAP courses have little visibility or are out of reach for EAP tutors on local, part-time contracts. It seems locally developed and delivered in-service support is more practicable in some global contexts.

#### *9.2.5 The Role of the Learning Materials in the EAP Tutors' Development of Genre Knowledge and Pedagogical Content Knowledge*

The EAP tutors found the learning materials valuable for developing their own genre knowledge, though the types of genre knowledge they perceived gaining differed across the two EAP tutor groups. For those EAP tutors who co-designed a set of learning materials, this study provides evidence that EAP tutors perceived the process of developing the learning materials as working toward their own genre-specific knowledge. For the EAP tutors who received a set of learning materials from the EAP coordinator, it provides evidence that genre-based materials can assist EAP tutors in developing 'pedagogical content knowledge of genre' (Worden, 2019), which is a critical aspect of EAP teachers' practice. While a comparison of the two groups was not an

intended methodological choice or planned outcome of this research, this comparison of tutor groups provided an opportunity to better understand the experiences of EAP tutors, and the types of genre knowledge and pedagogical content knowledge of genre they may perceive building when developing learning materials themselves, or not. This is important insight into the experiences of EAP practitioners transitioning from EGAP to ESAP and will be helpful in understanding how best to support them in this transition.

The types of knowledge that the EAP tutors identified gaining through the learning materials may have implications for future teacher development for tutors adopting a genre-based approach for the first time. While this study shows that both active participation in materials development as well as having a bank of materials to draw on may support teachers in developing their own genre knowledge and pedagogical content knowledge of genre, it also demonstrates the importance of EAP practitioners' direct involvement in the development of materials. Without this active participation in the analysis of the target genres and the subsequent design and development of the learning materials, they may be left with a less comprehensive understanding of the target genres, and this may impact their confidence in teaching.

#### *9.2.6 The Students' Multi-faceted Genre Knowledge Development*

The analysis of the GREs brought to light that the students developed much more than just formal knowledge. In this study, it became apparent that the students developed genre-specific knowledge about the target genres but also began developing a greater metacognitive awareness of genre. This is a significant finding as some EAP genre-based pedagogical work has been critiqued for an overemphasis on the text and on form (e.g., Lillis and Scott, 2007) at the expense of other areas. EAP genre-based approaches have been criticized in some of the Academic Literacies and Critical EAP literature for taking a supposed normative approach, which may lead to simple mimicry of models (see a discussion in Hyland, 2018). However, the students in this study demonstrated multi-faceted genre knowledge development, including both genre-specific knowledge and genre awareness development. This is a far from simple mimicry and underscores the relationship between the development of both genre awareness and genre-specific knowledge. Rather than being conceived as entirely separate domains of genre knowledge, genre-specific knowledge and genre awareness are mutually reinforcing, as Cheng (2018) points out. The observations from the GREs in this study demonstrate how analysis tasks focused on genre-specific features (i.e., rhetorical moves and lexico-grammatical resources) may

work toward students' development of genre awareness. This is an important finding which may work toward debunking the critique that genre-based EAP pedagogies only lead to student conformity and imitation of models.

### **9.3 Contributions to EAP and EMI Research**

Overall, this research contributes to an understanding of the challenges and successes of implementing university-wide academic literacy support which is tailored to meet students' specific needs. This study contributes to the body of EAP literature, which deals with academic literacy provision, and which has called for empirical evidence of university-wide support (e.g., Wingate, 2022; Wingate, 2018) by providing a valuable example of this approach in practice. This case study evidences a rare phenomenon and because of this, it provides important empirical evidence toward model development (Yin, 2018). That is, it provides further evidence in support of a university-wide model of academic literacy provision targeted to students' discipline studies.

This study also addresses calls within some of the EMI literature (e.g., Rose et al., 2020; Galloway and Ruegg, 2020; Xie and Curle, 2022) for further evidence of discipline-specific support for students in an EMI context. This research found that in this case such provision is perceived as useful, feasible, and sustainable by multiple university stakeholders, and this provides further empirical support for the adoption and sustainability of university-wide academic literacy support for students where top-down support is garnered and maintained. For decades, universities have been trying out different models of student language and literacy support, and as some of the critical work from both Anglophone and older EMI contexts demonstrates they have often failed to adequately address students' language and literacy needs (Lea and Street, 1998; Willans, 2022). However, there has been little reported on university-wide provision outside of Australia where this support has been implemented primarily for targeted groups of students, such as international and EAL students (e.g., Fenton-Smith et al., 2017; Edwards, et al., 2021; Goldsmith et al., 2022), and the U.S. where generalized first-year writing programs are ubiquitous (Tardy and Jwa, 2016). Where language and literacy provision does exist in other Anglophone contexts, it is rarely implemented across the institution, seldom directed at students' disciplinary needs, and not often adopted with top-down support from the highest levels of university management, which is a critical component in its sustainability (Wingate, 2018; Fenton-Smith, Humphreys, and Walkinshaw, 2018). Without top-down support,



the longevity of academic literacy provision is likely short lived, as the example of the SLATE project in Hong Kong demonstrates (Mahboob, 2021, personal email communication). This study provides an example of the potential of discipline-specific provision implemented in an EMI context with strong support from university management.

Another important contribution to both the EAP and EMI literature relates to collaboration between EAP specialists and subject specialists. This study offers further evidence of the benefits of collaboration between EAP specialists and discipline specialists, which has been rare in the EMI literature, and crucially, it reports on collaboration which was described by those involved as largely successful. While the EAP tutors did report issues in communication (e.g., in receiving timely responses from the subject lecturers), the subject lecturers emphasized the benefits of the collaborative approach for students, particularly in terms of the materials and assessment. Some of them also discussed the changes to their own assessment practices that would result from the collaboration (e.g., in altering assignment guidelines, using written feedback for more than justifying a grade, and in classroom discussions of the marking criteria). This offers some evidence of the transformative potential of interdisciplinary collaborative pedagogies, which can go far beyond team-teaching in the classroom as it is described in some of the EMI literature. EAP practitioners have long turned to collaboration with subject specialists in order to deliver relevant academic literacy support for students (e.g., Dudley-Evans and St. John, 1998; Sloan and Porter, 2010), but these efforts are often fraught with challenges (Li, 2021; Zappa-Holloman, 2018; Wilkinson, 2018; Hyland, 2017) that hamper continued collaboration. Much of the EMI literature has called for more collaboration between language specialists and discipline specialists (Lasagabaster, 2018; Dearden, 2018; Lasagabaster, 2020; Alhassan et al., 2021), particularly in terms of team-teaching, but little collaboration has been evidenced in the literature. This study provides further evidence of successful collaboration between EAP specialists and discipline specialists and thus provides an important contribution to the EAP and EMI literature.

The research in this thesis also complements scholarship focused on the experiences of EAP practitioners transitioning from teaching EGAP to teaching ESAP. This research builds on the EAP literature which has provided a glimpse at the challenges faced by EAP practitioners in pedagogical transition by revealing the additional challenges faced by those practitioners transitioning to an ESAP approach. There has not been a study that investigates the perceptions

of EAP practitioners adopting a discipline-specific, genre-based approach for a group of EAP tutors all teaching ESAP modules. Given repeated calls within much of the EAP literature for such a move toward specificity, understanding the experiences of those EAP practitioners that do so is crucial. This study provides a closer look at the experiences of EAP tutors as they transition into teaching using a discipline-focused approach and as they grapple with developing the specialized skills and knowledge (e.g., genre analysis and pedagogical content knowledge of genre) necessary to accomplish this. This study also brings to light some of the affordances of tutors having an active role in materials development as well as having access to a bank of developed materials. These findings will be of interest for researchers interested in the experiences of EAP practitioners. They will also be of interest for EAP practitioners and EAP managers who support tutors who design discipline-specific and genre-based materials and could contribute to their understanding of means to support EAP practitioners in pedagogical transition.

Finally, this thesis extends research in genre-based writing studies, particularly in terms of the use of ‘genre-related episodes’ (GREs) (Tardy and Gou, 2021) as a methodological tool. This is only the second study to use GREs as a methodological tool and expands on the earlier study by Tardy and Gou (2021) by applying GREs to the observation of students while they are engaged in genre analysis tasks. GREs had previously been used to observe students involved more broadly in collaborative writing tasks, but in this thesis, they are targeted to observe students during the deconstruction phase of the TLC (Feez, 1998). Using GREs at different phases of the TLC, as well as when students are engaged in a variety of different genre-based tasks, can provide EAP researchers and teachers with valuable information about what occurs during and results from the different types of genre-based tasks that students are engaged in in the classroom. This study has focused on one task type and has provided further insights into the types of genre learning that result from student-led analysis tasks.

#### **9.4 Limitations to the study**

While single case studies do not necessarily set out to be generalizable, it is important to acknowledge the limitations of a single case study approach. This is most obvious limitation to this study – that it is based on one case, and thus, the findings cannot be generalized across contexts. Despite this limitation, this study offers important insights into a particular phenomenon, that of university-wide academic literacy support, and these insights may resonate

with researchers and practitioners in similar contexts and with those studying the same phenomenon, as Duff (2020) has argued. A multiple case study would offer several benefits in terms of comparison and possibly in terms of drawing generalizations but given the current state of academic literacy provision worldwide, which is typically limited and generic, this may not be a possibility anytime soon.

The study was also limited by its relatively short duration. The study was conducted over the course of one year, and while this timeframe allowed for a glimpse into the initial implementation of university-wide academic literacy provision, a longitudinal research study would be beneficial for investigating ongoing collaboration, continuation of materials development, and the experiences of the EAP teachers in the medium to long term. The longer-term issues that may arise in the implementation of and collaboration toward this provision still need to be addressed. Further research using a similar design, but which takes place over several years would be of value. Bearing in mind the limitations discussed here, I turn next to suggest possible areas for future research.

### **9.5 Future Research Recommendations**

Following on from the discussion of the findings and the limitations of this study, in this section, I propose five areas for future research to be conducted. The first of these relates to the literature focused on identifying and analyzing effective models of academic literacy provision. Future EAP and EMI research ought to concentrate on the medium to long-term implementation of university-wide academic literacy support, which is designed to meet students' discipline-specific needs. This study has explored the initial stages of the institution-wide roll-out of academic literacy provision, but there is much to be learned about the challenges and successes of implementing universal academic literacy provision in the longer term. Future studies focused on investigating these challenges and successes over a longer period will be important to better understand issues arising and to convince university management of the feasibility and benefits of a whole-of-university approach. Longitudinal studies focused on documenting a whole-of-institution approach are of importance in 'the big four Anglophone destinations' (i.e., United Kingdom, United States, Australia, and Canada) (Agnew and Neghina, 2021) which attract the largest numbers of international students and which continue to see an increasingly diversified student body due to widening participation efforts, but they will be of increasing importance in EMI contexts. As EMI expands, there is likely to be an increased recognition of the need for and

the subsequent implementation of support mechanisms to address students' academic literacy and language needs.

This longitudinal research will also be of importance to combat calls within some of the EMI literature for an expansion of generic student support. Unfortunately, the trend within some of the EMI literature has been to take the discussion backward by often advocating for a model of provision which uses a generic study skills approach. Further research focused on discipline-specific support in the EMI context is also needed to work against this trend. As has been said of EMI provision broadly (Galloway, 2017), the spread of EAP modules and a variety forms of academic literacy provision within EMI contexts has outpaced empirical research of it, and thus, EMI contexts offer fertile ground for exploring universal academic literacy provision over the medium to long term. This research is necessary to better understanding this provision and to combat some calls within the EMI literature for an expansion of generic academic English provision.

Future research should also focus on understanding the impacts of collaboration that have not been examined. This study has demonstrated the potential benefits of collaboration between EAP practitioners and subject lecturers, building on earlier studies which have identified some of the advantages and challenges of collaboration. However, as I have mentioned above, the possible impacts of collaboration on both EAP and subject lecturers' teaching and assessment practices have been underexplored in the literature. Future research should investigate how both EAP practitioners' and subject lecturers' teaching and assessment practices might be affected because of collaboration and how this, in turn, might impact students' experiences with and perceptions of academic literacy support in the university. This, too, would require a longitudinal study as changes to teaching and assessment practices certainly take time.

The third recommendation relates to research focused on genre-based materials and pedagogy. The observation and analysis of the GREs that took place as the students engaged in and negotiated their own understandings of the target genres offered a lens into students developing genre knowledge, making it clear that students began to develop in a variety of domains of their genre-specific knowledge (i.e., formal, process, and rhetorical knowledge) and genre awareness, but the focus of this study was, in part, on how students utilized the learning materials in the classroom, and thus did not observe students while they were involved in text production; that is, while they wrote independently outside of class time. Future research needs to be performed to

examine how learners turn their genre knowledge into text, particularly as some previous research has indicated that the process of moving from analysis of genre exemplars to individual construction may be problematic for students (e.g., Crosthwaite, Sanhueza, and Schweinberger, 2021). Future work that concentrates on the next phase in the TLC, the independent construction phase, which takes place after student-led analysis of student exemplars, would be very beneficial. Screen capture technology, which has been used in some EAP and writing research to observe student writing in progress (e.g., Wingate and Harper, 2021), could be a useful tool in conducting this research.

There is more to be done in observing students as they collaborate, too. The use of GREs in this study elucidated the students' developing genre knowledge while they were engaged in genre analysis tasks. The observation and analysis of GREs in this study was used to identify how students experienced the learning materials produced, but in future studies there are multiple opportunities for the use of GREs. Future studies could use GREs to examine the types of genre knowledge evidenced when students are engaged in the myriad of other collaborative genre-based tasks the EAP teachers use in genre-based approaches. The observation and analysis of these GREs could go a long way in addressing a long-standing question within EAP and writing research – 'how can we support students' genre knowledge development?' (Tardy, 2009). Genre scholars have proposed multiple approaches (see an overview in Hyon, 2018), materials and tasks and have interviewed students and examined their texts in order to answer questions about the most effective approaches for supporting students' genre-specific knowledge and genre awareness development, but the direct observation of students as they work through different types of tasks might offer more fine-grained evidence regarding which tasks support the development of different aspects of genre knowledge.

Finally, following on from the findings regarding the EAP tutors' challenges in adopting the approach discussed in this thesis, I recommend future research be conducted on ongoing EAP teacher development and in-service support. There is a persistent lack of focus on EAP practitioners within the EAP literature (Basturkmen, 2019), and this includes a dearth of research focused on in-service support (Fitzpatrick, Costley, and Tavakoli, 2022). Given the important role of in-service support for EAP practitioners (Ding and Campion, 2016; Bruce, 2021; Tardy et al., 2022) and the challenges that EAP practitioners face when adopting discipline-specific and genre-based approaches, future research which evidences in-service support for EAP

practitioners using these approaches is warranted. There may be several modes of in-service support that are useful for these EAP practitioners, but certainly, those which utilize ‘collaborative reflections’ (Tardy et al., 2022: 11) in workshops, discussions, reading circles, or action research show potential as they allow ‘a space to articulate struggles, pool pedagogical knowledge, and collaboratively develop new classroom resources and strategies’ (ibid.). Systematic research might help understand which of these, or to what extent, these modes of collaborative reflection, achieve these possible outcomes. As I have mentioned previously, ideally, there would also be a strong role for EAP professional organizations and TEAP courses in supporting EAP practitioners’ professional development, but in some global contexts, this seems improbable under current conditions.

## **9.6 Final Remarks**

To conclude, the interview, observation, and questionnaire data that formed the bulk of the data collected in this thesis suggest that the approach and materials that were implemented were perceived positively overall by staff and students. Despite a few issues in communication between the discipline specialists and the EAP tutors, both groups cited positive experiences and outcomes resulting from the collaboration. While the EAP tutors reported challenges in adopting the new approach, in general they described that the genre-based learning materials were useful for themselves and their students in gaining both genre awareness and genre-specific knowledge (as conceptualized by Tardy et al., 2020). Finally, even as the students mentioned a desire for more English provision, further genre exemplars and increased formative feedback from discipline lecturers, they reported a high level of satisfaction with the learning materials. There is tremendous potential for inclusive academic literacy support that is tailored to students’ discipline-specific literacy needs, as this study has demonstrated. However, it is crucial to acknowledge that it requires top-down support and continued investment by university management in funding and supporting collaboration and provision. The university in this study had support from the highest levels of the university management. I hope this study provides some of the evidence that might be needed to garner such support among the management in other universities.

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## Appendix A Sample of Student Materials

**Table 1 Student Materials**

**Task:** Read Example 1 with our analysis and then analyse Examples 2 and 3. Which functional requirements are included in the examples? Is there anything you consider (in)appropriate, in terms of information, format, or writing style? At the end, you will find the comments made by the professor who assessed these MPRs as well as some comments we made. To what extent do they align with your comments?

**Example 1 Project title:**

**4.1 Functional Requirements**

**[Introduction of hardware functional requirements]** The hardware of BEKY consists of various sensors connected to an Arduino UNO board that is linked to its core, a RPi. **[Description of hardware functional requirements]** It takes care of tracking the measurements assessed by the sensors. The electronic setup determines the patient's heart rate, glucose level, body temperature, movements (in case of a fall) and blood pressure. A ML algorithm takes the measurements as input and gives out a judgement regarding the patient's health (whether he is in a critical condition or not).

**[Introduction of telecommunications functional requirements]** As for the telecommunications aspect, it links the hardware part of the project to the software one. **[Description of telecommunications functional requirements]** The MQTT connection between both parts of our system is carried out over Wi-Fi. The data deriving from the RPi is first encrypted, then sent to the university's MQTT broker and finally published to our project's topic to which the medical center's database is subscribed. This whole process is automatically executed whenever the AI finds that the patient's vitals are alarming. However, if the AI judges that the sensors' measurements are normal, the data is sent to the database every 6 hours to keep the doctor up to date with his patient's state. In that way, BEKY ensures data exchange and prioritizes patients who present criteria that verify a state of emergency and need supervision.

**[Introduction of software functional requirements]** As for the software aspect of the product, a database stores the data received and doctors can access it through a website. **[Description of software functional requirements]** When critical measurements are received, an alert notification describing the current health state of the patient and his location are sent to the doctor in charge by email. However, the doctors can login anytime, using their ID, and are able to check in on any of their patients.

**[Software functional requirements, continued]** Our database is set up on Firebase, an online cloud-based service. It consists of a patient's personal information, previous health measurements and their doctor's ID for emergencies on one side, and of doctors' credentials on the other. Furthermore, an authentication process for the doctors was built using the Angular Firebase library. The whole exchange of data is very secure and confidential. Only doctors and, since we expanded our solution, patients and designated people are able to access a person's medical files. In fact, it is important to note that only the technical department can access the database directly and can sign users up manually in an attempt to avoid fraudulent people.

**Example 1 Professor Comments:**

Functional Requirements: Strong. Very clear description of all the elements of the project as well as the link between all these elements. Paragraph 3: This paragraph is very important to know all the details of the project. The linking of all elements is very clear.

Our Comments: The writers have clearly discussed the functional requirements in a well-organised section on requirements.

## Appendix B Ethical Clearance Letter Copy

03/11/2020

Angela Hakim

Dear Angela

Re: Implementing Academic Literacy Provision Institution-Wide in the EMI Context: A Case study

Thank you for submitting your Minimal Risk Self-Registration Form. This letter acknowledges confirmation of your registration; your registration **confirmation reference number is MRSP-20/21-21113**.

**IMPORTANT CORONAVIRUS UPDATE:** In light of the COVID-19 pandemic, the College Research Ethics Committee has temporarily suspended all primary data collection involving face to face participant interactions, unless the data collection fall under one of the exemptions and fulfils the criteria outlined by CREC at the link below:

<https://internal.kcl.ac.uk/innovation/research/ethics/applications/COVID-19-Update-for-Researchers>

### **Ethical Clearance**

Ethical clearance for this project is granted. However, the clearance outlined in the attached letter is contingent on your adherence to the latest College measures when conducting your research. Please do not commence data collection until you have carefully reviewed the update and made any necessary project changes.

Ethical clearance is granted for a period of three years from today's date and you may now commence data collection. However, it is important that you have read through the information provided below before commencing data collection:

As the Minimal Risk Registration Process is based on self-registration, your form has not been reviewed by the College Research Ethics

Committee. It is therefore your responsibility to ensure that your project adheres to the Minimal Risk Guiding Principles and the agreed protocol

does not fall outside of the criteria for Minimal Risk Registration. Your project may be subject to audit by the College Research Ethics

Committee and any instances in which the registration process is deemed to have been used inappropriately will be handled as a breach of good practice and investigated accordingly.

### **Record Keeping:**

Please be sure to keep a record of your registration number and include it in any materials associated with this research. It is the responsibility of the researcher to ensure that any other permissions or approvals (i.e., R&D, gatekeepers, etc.) relevant to their research are in place, prior to conducting the research.

In addition, you are expected to keep records of your process of informed consent and the dates and relevant details of research covered by this application.

For example, depending on the type of research that you are doing, you might keep:

A record of all data collected and all mechanisms of disseminated results.

Documentation of your informed consent process. This may include written information sheets or in cases where it is not appropriate to provide

written information, the verbal script, or introductory material provided at the start of an online survey.

Please note: For projects involving the use of an Information Sheet and Consent Form for recruitment purposes, please ensure that you

use the KCL GDPR compliant Information Sheet & Consent Form Templates

Where appropriate, records of consent, e.g., copies of signed consent forms or emails where participants agree to be interviewed.

**Audit:**

You may be selected for an audit, to see how researchers are implementing this process. If audited, you and your Supervisor will be asked to attend a short meeting where you will be expected to explain how your research meets the eligibility criteria of the minimal risk process and how the project abides by the general principles of ethical research. In particular, you will be expected to provide a general summary of your review of the possible risks involved in your research, as well as to provide basic research records (as above in Record Keeping) and to describe the process by which participants agreed to participate in your research. Remember that if you at any point have any questions about the ethical conduct of your research, or believe you may have gained the incorrect level of ethical clearance, please contact your supervisor or the Research Ethics Office.

**Data Protection Registration**

If you indicated in your minimal risk registration form that personal data would be processed as part of this research project, this letter also confirms that you have also met your requirements for registering this processing activity with King's College London in accordance with the General Data Protection Regulation (GDPR).

More information about how the GDPR affects researchers can be found here:

<https://internal.kcl.ac.uk/innovation/research/Research-Governance/howdoes-GDPR-affect-research/How-does-GDPR-affect-research>

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Please note that any changes to the storage, management, or type of personal data being collected should also be included in a modification request.

We wish you every success with your project moving forward.

With best wishes,

The Research Ethics Office

On behalf of the College Research Ethics Committee

## Appendix C Information Sheet

### INFORMATION SHEET FOR PARTICIPANTS

*Ethical Clearance Reference Number: MRSP-20/21-21113*

#### **YOU WILL BE GIVEN A COPY OF THIS INFORMATION SHEET**

##### **Title of project**

Implementing Academic Literacy Provision Institution Wide in the EMI Context: A Case study

##### **Invitation Paragraph**

I would like to invite you to participate in this research project which forms part of my PhD thesis research. Before you decide whether you want to take part, it is important for you to understand why the research is being done and what your participation 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.

##### **What is the purpose of the project?**

The purpose of the project is to gain an in-depth look at the institution-wide implementation of academic literacy provision developed through collaboration between English for Academic Purposes and discipline specialists in one university transitioning to English medium instruction (EMI), the perceived effectiveness of this implementation by teaching staff, students and university management, the feasibility of this approach to academic literacy provision, and challenges that arise throughout implementation of this approach in the EMI context.

##### **Why have I been invited to take part?**

You are being invited to participate in this project because of your role in collaboration toward or teaching of academic literacy provision in English for Specific Purposes courses or subject courses.

##### **What will happen if I take part?**

If you choose to take part in the project you will be asked to participate in interviews with the researcher. Participation will take place via Zoom and video recorded. As part of participation you will be asked to provide an overview of your involvement in the project, your perceptions of academic literacy provision at the university, your perceptions of the materials created, the feasibility of discipline-specific academic literacy approach as well as collaboration toward it.

##### **Do I have to take part?**

Participation is completely voluntary. You should only take part if you want to and choosing not to take part will not disadvantage you in anyway. Once you have read the information sheet, please contact us if you have any questions that will help you make a decision about taking part. If you decide to take part we will ask you to sign a consent form and you will be given a copy of this consent form to keep.

##### **What are the possible risks of taking part?**

There are no foreseeable risks.

##### **What are the possible benefits of taking part?**

There are no intended benefits of taking part.

##### **Data handling and confidentiality**

Your data will be processed in accordance with the General Data Protection Regulation 2016 (GDPR). To ensure compliance with the General Data Protection Regulation the following will be done:

- All data collected and stored will be pseudo-anonymized.
- The data will be maintained until the completion of the PhD research.
- Data will only be shared with the research team unless the participant has provided explicit consent otherwise.

### **Data Protection Statement**

Your data will be processed in accordance with the General Data Protection Regulation 2016 (GDPR). If you would like more information about how your data will be processed in accordance with GDPR please visit the link below:

<https://www.kcl.ac.uk/research/support/research-ethics/kings-college-london-statement-on-use-of-personal-data-in-research>

### **What if I change my mind about taking part?**

You are free to withdraw at any point of the project, without having to give a reason. Withdrawing from the project will not affect you in any way. You are able to withdraw your data from the project up until **01/12/2020** after which withdrawal of your data will no longer be possible due to the data being committed to the written report. If you choose to withdraw from the project we will not retain the information you have given thus far.

### **What will happen to the results of the project?**

The results of the project will be summarised in the researcher's PhD thesis and may be submitted for publication.

### **Who should I contact for further information?**

If you have any questions or require more information about this project, please contact me using the following contact details:

**Angela Hakim**

[Angela.f.hakim@kcl.ac.uk](mailto:Angela.f.hakim@kcl.ac.uk)

### **What if I have further questions, or if something goes wrong?**

If this project has harmed you in any way or if you wish to make a complaint about the conduct of the project you can contact King's College London using the details below for further advice and information:

**Ursula Wingate**

[Ursula.wingate@kcl.ac.uk](mailto:Ursula.wingate@kcl.ac.uk)

**Thank you for reading this information sheet and for considering taking part in this research.**

## Appendix D Informed Consent

### CONSENT FORM FOR PARTICIPANTS IN RESEARCH PROJECTS

Please complete this form after you have read the Information Sheet and/or listened to an explanation about the research

**Title of project:** Implementing Academic Literacy Provision Institution Wide in the EMI Context:  
A Case study

**Ethical review reference number:**  
MRSP-20/21-21113

**Version number:** 27/11/2020

	Tick or initial
1. I confirm that I have read and understood the information sheet dated 27/11/2020 for the above project. I have had the opportunity to consider the information and asked questions which have been answered to my satisfaction.	
2. I consent voluntarily to be a participant in this project and understand that I can refuse to take part and can withdraw from the project at any time, without having to give a reason, up until <b>01/12/2020</b>	
3. I consent to the processing of my personal information for the purposes explained to me in the Information Sheet. I understand that such information will be handled in accordance with the terms of the General Data Protection Regulation (GDPR) and the UK Data Protection Act 2018.	
4. I understand that my information may be subject to review by responsible individuals from the College for monitoring and audit purposes.	
5. I understand that confidentiality and anonymity will be maintained, and it will not be possible to identify me in any research outputs	
6. I agree that the <b>researcher</b> team may use my data for future research and understand that any such use of identifiable data would be reviewed and approved by a research ethics committee. (In such cases, as with this project, data <b>would not</b> be identifiable in any report).	
7. I consent to my participation in the research being audio recorded.	
8. I consent to my participation in the research being video recorded.	
9. I have informed the researcher of any other research in which I am currently involved or have been involved in during the past 12 months	
10. I understand that the information I have submitted will be published as a report	
11. I wish to receive a copy of the final report.	
12. I agree to be re-contacted in the future by King's College London researchers regarding this project.	

13. I agree that the researcher may retain my contact details so that I may be contacted in the future by King's College London researchers who would like to invite me to participate in future studies of a similar nature.	
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\_\_\_\_\_  
**Name of Participant**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Signature**

\_\_\_\_\_  
**Name of Researcher**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Signature**

## **Appendix E Student Focus Group Interview Protocol**

Welcome and overview: Thank you all for participating in this focus group.

1. Let's begin with some introductions. We'll go around the room and give everyone an opportunity to introduce themselves.
  - a. Can you tell us your name, your major and who was in your group?
2. Now, let's start out with some discussion about English support in the university. What do you think overall about English support in the university?
3. What do you think about how your subject professors support you in completing assignments that are in English?
4. Let's move now to the ESP course and talk about your overall impressions of the MDP materials used in your ESP course.
  - a. What did you think of the MDP materials used today/yesterday in your ESP class?
5. Try to think back to one section of the MDP materials.
  - a. What did you find helpful?
  - b. What did you think about how the parts of the introduction were identified?
  - c. What did you think of the professor's comments?
  - d. Was there anything that was confusing?
6. In class today/yesterday, your small group discussed ...
  - a. This section is to be completed after classroom observation and will focus on key events and episodes observed in group work.
7. If you could make one change to the materials used, what change would you make?
8. Do you have any other recommendations for materials and resources to help you write the MDP?
9. Is there anything else that might help you with your assignments that are in English?



## Appendix F Level A Student Questionnaire

**Instructions:** Below is a questionnaire that forms part of a PhD research project concerning how reading and writing are taught in the university.

There are no right or wrong answers, and all answers will remain anonymous. Your name and other identifying information are not collected as part of this questionnaire. When you have finished the questionnaire, please click on the submit button. Thank you for your help!

For the first set of questions, I am interested in your thoughts about how reading, writing, and research in English are supported by the university.

Please rate each one of the following statements by selecting one answer.

Questions	5. Strongly Agree	4. Agree	3. No opinion	2. Disagree	1. Strongly Disagree
<i>Academic Literacy Support</i>					
1. I have received enough support to <b>write</b> assignments in English.					
2. I have received enough support to <b>read</b> for my assignments in English.					
3. I have received enough support to <b>complete research tasks</b> (e.g., locating sources in the library) in English.					
4. I have received enough support to give <b>oral presentations</b> in English.					
5. Overall, I have received enough support to <b>complete academic tasks</b> in English.					
<i>Departmental Support</i>					
6. Professors in my major (e.g., biology or engineering) provide enough support to help me to complete <b>written</b> assignments in English.					
7. Professors in my major (e.g., biology or chemistry) <b>teach</b> students how to write assignments in English.					
8. Professors in my major (e.g., biology or chemistry) help me <b>improve</b> my written assignments in English.					
9. Overall, there is enough <b>support in my major course</b> (e.g., biology or engineering) to complete assignments in					

English.					
<i>Level A ESP Course</i>					
10. My Level A English course helped me to <b>understand the requirements</b> of assignments in English.					
11. My Level A English course helped me to <b>understand how to write</b> assignments in English.					
12. My Level A English course <b>helped me to write</b> assignments in English.					
13. My Level A course helped me to understand how to orally present presentations in English.					
14. My Level A course helped me to orally present in English.					
15. My Level A English course helped me to <b>improve</b> my academic English on assignments.					
16. <b>Overall</b> , my Level A course was useful.					

In the second set of questions, I am interested in your thoughts on the materials used in your Level A EAP class. Please rate each one of the following statements by selecting one answer.

Questions	5. Very Useful	4. Useful	3. No opinion	2. Not very useful	1. Not useful at all
<i>Level A Course Materials</i>					
17. How useful were the materials used in Level A for the written genre? (e.g., the chemistry lab report, the computer science report, the physics and chemistry literature review, or the engineering MDP report)					
18. How useful were the samples from previous students' reports?					
19. How useful were the in-text comments and marginal comments (in red) identifying the parts of each section of the report?					
20. How useful were the final comments					

made by the <b>subject professor</b> (e.g., engineering professor)?					
21. How useful were the final comments made by the <b>EAP instructor</b> ?					
22. How useful were the <b>analysis tasks</b> in the materials for the final year project/report?					
23. How useful were the <b>materials</b> for the oral presentations?					

24. What, if any, **additional support** would be helpful **for you completing assignments** in your major (e.g., biology and engineering) that are in English?

25. What, if any, **additional materials** might help you **to prepare for completing your final year project/report** in English?

26. What is your major?

- a. Biology
- b. Chemistry
- c. Civil and environmental engineering
- d. Electrical engineering
- e. Mechanical engineering
- f. Computer science
- g. Mathematics
- h. Physics
- i. Other
- j. Communications engineering

27. Who was your instructor?

- a. EAP Tutor 1
- b. EAP Tutor 2
- c. EAP Tutor 3
- d. EAP Tutor 4
- e. EAP Tutor 5
- f. EAP Tutor 6
- g. EAP Tutor 7
- h. EAP Tutor 8

28. In what semester did you take Level A?

- a. Fall
- b. Spring

## Appendix G Interview Guide – EAP Specialists

Let's begin today with some background.

1. Could you tell me about your experience here at the university?

Next, let's discuss the teaching approach and materials used in the Level A course.

2. I would like to get an idea of your experience with developing discipline-specific materials. Could you tell me your overall impression of developing materials for the Level A course?
3. Could you tell me your overall impression of delivering those materials in class?
4. Do you think developing the materials was useful for you to gain an understanding of the genres and writing requirements of students' subject courses?
5. Do you think the materials are useful for students to gain a better understanding of the genres and writing requirements of their subject courses?
6. Were there any challenges to developing materials from the subject course?
7. Were there any challenges to delivering teaching for the selected genres?
8. Would any further support have been helpful for you?
9. Do you think it would be feasible for you to develop and deliver discipline-specific materials again?

Now, let's turn to discuss collaboration.

10. I would like to hear about your collaboration with the subject professor. Could you give me an overview of how you have worked with the subject professor?
11. Were there any challenges to working with the subject professor?
  - a. Were you able to get all the necessary course documents, assignment briefs, rubrics, etc. from the subject professor?
12. Were there any benefits to working with the subject professor?

Finally, I'd like to discuss any recommendations you might have.

13. Do you have any recommendations for English instructors who may begin developing or delivering discipline-specific materials in Level A courses?
14. Do you have any recommendations for English instructors who may begin collaborating with subject professors for Level A courses?
15. Is there anything else you would like to add?

## Appendix H Interview Guide – Discipline Specialists

I first wanted to discuss a bit of background on your role in the department.

1. Could you tell me about your experience here at the university?

I'd like to get an idea of how you found the process of marking and commenting on the reports/projects.

2. How long did you need to spend on each report approximately?
3. Would it be feasible for you to include comments when grading reports in the future?
4. Were you given any incentives to work on commenting on these assignments, such as reduced workload?
5. What is your overall impression of the materials developed? (where applicable)
  - a. Do you think they will be useful for students?

I also wanted to ask about collaboration on this project.

6. We've spent a fair amount of time meeting, emailing, and discussing the reports, and you've spent quite a bit of time on marking assignments. With your current workload, do you have time to continue this type of collaboration?
7. Do you think it's feasible for other faculty members to provide comments such as the ones you have provided while they grade reports/projects?
  - a. Would it be more feasible if this were done with support from English teachers?
  - b. Are there other ways working with English teachers might be useful in your classes or on assignments and assessments, like reports/projects?
  - c. Have there been any challenges to this collaboration?
  - d. What, if any, positive benefits have there been to this collaboration?

Finally, I wanted to discuss any recommendations you might have.

8. Do you have any recommendations regarding teaching for the report?
9. Do you have any recommendations for discipline lecturers who may begin collaborating with English instructors for Level A courses?
10. Do you have any recommendations regarding collaboration toward teaching students' the report?
11. Do you have any recommendation regarding including the teaching of academic literacy into subject courses?
12. Is there anything else you would like to add?

## **Appendix I Interview Guide – Academic Leadership**

Let's begin today with some background.

1. Could you tell me about your experience here at the university?

The pilot for Level A ESP courses has involved changes to the materials and resources used so that they support students' writing and presentations in your discipline.

2. Have you had a look at the materials and resources?
3. What do you think of them?
4. Are they useful for students?

The pilot for the Level A ESP courses has involved collaboration between EAP and subject lecturers.

5. What has been your role in this collaboration?
6. Do you think continued collaboration for the ESP courses is manageable?
7. Do you think this collaboration has been useful for staff?

I'd also like to discuss any recommendations you might have.

8. Do you have any recommendations regarding support for students in the Level A ESP courses?
9. Do you have any recommendations regarding collaboration between EAP and subject specialists?
10. Is there anything else you would like to add?

## Appendix J - Observation Protocol

Details of Observation	Field Notes	Analytic Memos	Other Notes
<b>Date:</b>  <b>Time:</b>  <b>Location:</b>  <b>Space:</b>  <b>Topic and Goals:</b>	<b>Events and Activities:</b>		

## Appendix K Extracts from Institutional Policy Document ‘Mission, Vision, Values’

### Extract 1

La mission de l'Université s'articule autour de trois dimensions : la **création** de nouveaux savoirs (recherche), la **transmission** de ces savoirs (enseignement) et la mise de ces savoirs au **service de la société** (service). Pour mettre en œuvre cette mission, l'Université se positionne comme un établissement de langue et de culture **francophone**, qui privilégie le **biculturalisme** (français et arabe) et le **trilinguisme** (français, anglais et arabe). Accessible à toutes les classes sociales et à toutes les communautés, au service du pays et de la région, elle favorise, dans l'enseignement et la recherche, les questions de **développement** et de **justice** ainsi que les **questions de sens**. Ouverte à l'international, elle tient à bénéficier de l'extraordinaire potentialité que représente le réseau des universités jésuites de par le monde.

### Extract 2

Toujours **au service de l'excellence**, notre université devrait revoir et consolider ses programmes académiques dans un double sens : continuer, d'une part, leur alignement sur les exigences du processus de Bologne et mettre fin, d'autre part, aux programmes qui ont perdu leur pertinence avec le temps. Cette révision sera associée à une **meilleure identification de nouveaux programmes** correspondant à de réels besoins et à une meilleure prise en compte du développement durable et des concepts de justice et de responsabilité sociale.

Finalement, l'Université Saint-Joseph s'ouvrira à de nouveaux publics au Liban, dans le monde arabe et à l'international, d'une part en créant des programmes en langue anglaise et d'autre part en développant des programmes de formation continue pertinents.

### Extract 3

L'USJ entend répondre à ces questions, par un bouquet, dont chaque élément pris isolément ne la caractérise que partiellement, mais dont l'ensemble donne une « marque de fabrique » assez forte :

- Une université ouverte à tous : à toutes les catégories sociales, à tous les Libanais quelle que soit leur confession et aux étudiants de la région (Syrie, Irak, pays du Golfe...) et du monde entier.
- Une université soucieuse de développer la formation continue de ses anciens et des acteurs de la société libanaise et régionale.
- Une université de langue et de culture francophone qui privilégie le biculturalisme (français et arabe) et le trilinguisme (français, anglais et arabe).
- Une université au service du pays et de la région du Proche et Moyen-Orient, qui privilégie les questions de développement et de justice, et qui traduit cette option privilégiée dans ses enseignements et dans le choix de ses projets de recherche.
- Une université qui privilégie dans ses enseignements et dans ses recherches les questions de sens ainsi que l'enseignement et la recherche relatifs aux traditions religieuses présentes au Proche-Orient et particulièrement à leurs dimensions interreligieuses.



## **Extract 4**

### **Collaboration interdisciplinaire**

L'USJ croit au droit de chaque discipline de se développer de façon autonome mais encourage vivement à une collaboration interdisciplinaire au service de la personne.

### **Plurilinguisme**

L'USJ, même si elle a fait le choix du bilinguisme français et arabe, entend promouvoir l'étude et l'utilisation des langues dont l'acquisition s'avère pertinente.

### **Participation**

Les structures de l'USJ sont ouvertes à la participation de ceux qui forment la communauté universitaire à la construction de la maison commune : les enseignants, les chercheurs, les étudiants et le personnel administratif. Les limites de cette participation relèvent des compétences requises et de la responsabilité des acteurs ; elles sont précisées dans les statuts.

## Appendix L GRE Code List

Genre Knowledge Area	Domain	GRE Focus (Code)	Examples
Genre-specific Knowledge	Formal Knowledge	Formatting	discussing whether to write in bullet point lists
		Text length	discussing the appropriate length of a sub-genre
		Register	discussing linguistic choices related to register or style
		Stages and Moves	discussing the absence or presence of stages and/or rhetorical moves
		Cohesion	discussing the need for cohesive devices or better linking of ideas
		Citation	discussing the need to include a citation
	Rhetorical Knowledge	Audience	discussing the audience's background knowledge on a topic
		Level of Development or Detail	discussing the appropriate amount of detail or development in a sub-genre
		Content in a Text Part	discussing appropriate content for a sub-genre, or text part
		Content Organization	discussing the organization of content in a section of the text
Genre Awareness	Genre Awareness	Text Comparison	comparing texts in the sample genre
		Drawing on prior knowledge of other genres	drawing on genre knowledge across genres and across languages

## **Appendix M Reflective Memo**

13/02/2021

Last week, in my weekly meeting with the academic manager, we discussed the number of teachers dropping out of the pilot, the possibility of recruiting more teachers, and the issue of incentives. I mentioned that I think we may have a continued problem going forward in recruiting and getting teachers to stay on board if we do not provide incentives. I felt the strong need to advocate for the teachers producing the learning materials although I am concerned what impact this might have on the research and I debated whether I should do this given my dual role. We discussed what this might mean for the budget. He agreed that there is room in the budget to give a stipend to teachers for materials development. We also met with the Dean and chairs of the Faculty of Sciences this week where the academic manager raised the possibility of a stipend for teachers developing Level A materials and the Dean said that this is possible, though he asked to discuss specific pay amounts and arrangements separately.

It seems positive that there is recognition that teachers need to be paid for developing materials, but I am afraid it's coming too late. The loss of teachers may only be compounded by issues in scheduling. When we met with the Dean and chairs of FS this week, we set a date for the FS Level A classes in the fall to be on Thursdays between 3:00 and 6:00 p.m. There are three teachers who have previously indicated that they are not available on weekday afternoons. I've emailed them to confirm their availability but have not received responses yet.

## Appendix N Coded Interview Extract

### Interview Transcript – EAP Tutor 2 (EAP for Biology Studies)

Date: 5 Nov 2021

Time: 4:00 p.m. Beirut

Duration: 32:57 seconds

#### Transcript:

I: Okay, so as I said thank you very much for agreeing to talk with me today about the Level A course and your experience.

P: Thank you.

I: Let's start with some background information. Could you tell me about your experience at the university?

P: Actually, it was a very good one. I've been assisted a lot at the beginning. I cannot deny it by some, few, very few persons, not so many. So, there were some very cooperative colleagues, if you want, again, I emphasize that saying there aren't many, but some like two colleagues if you want were really cooperative. The previous coordinator of the English dept, the previous head of the English department was very cooperative. They were all like acknowledging my hard work, if you want. I don't know and they were like trusting me in every single mission, so it was a great experience, and I evolved a lot. I have like in a few years, I haven't been teaching for a long time. I've only been teaching for like five years now. Thank God, everything is going great and much better than I expected. Yes, in just five years, so usually for example, Level A classes weren't assigned for new teachers. Can you still hear me? Yes?

I: Yes, I can.

P: My connection is poor.

I: That's okay.

P: They weren't assigning new Level A courses for new teachers. Mrs. XXXX (former English department head) was telling me that she can really rely on me and she knows I can do it, and after just two years, yes, so they started assigning me Level A classes, and ... I was up to it if we can say so.

I: What else do you typically teach?

P: All levels B, C, mainly B, and A.

I: Mm hmmm okay. And before teaching at the university, were you doing another job, were you teaching?

P: No, I haven't been teaching at all. I'm actually a translator. I'm a sword translator, so I was doing freelance translations, and actually I'm registered on the UN portal so I translate

documents for the UN and as like freelance translations, as well. So that was my main job, if you want, and I'm still doing it.

I: You still do that as a freelance?

P: Yes, until the present.

I: Okay, it's good to know a little more about your background. Okay, now let's discuss the teaching approach and materials used in the Level A course. I want to first get an idea of your experience of developing the materials for the written report using the student samples. Could you tell me your overall impression of developing those materials for the course?

P: Yes, you're asking me about when I was preparing when I was developing the class materials? Before we started teaching?

I: Yes, exactly. And sometimes you make changes during the semester, but I'm kind of asking about when you were preparing before or if you made changes. Just the whole process, what was your overall impression?

P: First of all, I was feeling, like, a little bit confused because everything was new to me as you already know, and I wasn't used to that type of work at all, and since I'm like kind of new, if you want, if you can say in this realm, this teaching realm, so it was totally new to me. I had to go through all the materials that you have shared with us again on my own just to make sure that everything is clear to me, and as you already know, I was asking you about every single detail that wasn't really clear to me and you were there supporting me during this process, so the most confusing and difficult part was reading the materials. Once I had reread them, everything was clear to me and it was so smooth afterwards, so I didn't encounter any other difficulties while developing the materials. You see what I mean? I knew what to do.

I: Yeah. So, do you think it was confusing because you were still trying to understand the approach and materials not because of the lab report? Because understanding how to make the materials?

P: Actually, I don't know if I have to say it or not. I don't know if I have to say it or not. I cannot focus very well and I cannot really understand things if I'm doing it in a group.

I: I totally understand.

P: I have to work individually, and *yaani* [I mean], I have to do it individually and do it individually and take all my time and read the thing once, twice, maybe three times. You see what I mean?

I: I understand. I'm the same.

P: That's why maybe when you were explaining the things during the meeting, during the workshop maybe they weren't really clear to me so I had to go over them again and again and once they were really clear, and thanks to your PowerPoints as well, so everything was there actually. All the information was there. I just had to reread them and once I've read them then everything was clear.

I: Okay, do you think, I mean you mentioned that you needed individual time. Do you think there's anything we did in the workshop that would have made it easier to understand when we were talking about the approach?

P: No, as I told you there were some new concepts to me. See what I mean? I wasn't really familiar with these things, so I had to take some time and go over them again and again individually. Yes, this is the only thing that I needed.

I: Okay, and do you remember. I know it has been a long time...

P: And to a certain extent, as maybe you have noticed, I delivered, I submitted my materials. I was maybe the first one to submit the materials and I was even helping others. I don't want to mention their names. I was helping others to understand what they have to do, and I told them they have to reread the whole material that you shared with us, and this is what I think they did.

I: Okay, do you remember that one thing was difficult was that there were a lot of new concepts in the workshop and in the approach, do you remember which concepts were really confusing at first?

P: Everything. Writing a lab report, referencing, I haven't worked on referencing before, in-text citations and references. I have no idea about it because we've never done this in Level A or even Level B, so the lab report... the posters and the oral presentation, the seminars, they, it was fine, but the lab reports, so the main elements, you see what I mean?

I: Yea, so it was more things about the genre and academic skills like the lab report and the skills of referencing rather than what is a genre, and how do I analyze it.

P: Yes, what is a genre as well. I had never heard of it before – the genre. This was the whole thing was new to me.