

AN EXPLORATION OF PERCEPTIONS AND APPLICATIONS OF SPOKEN REGISTER: IRAQI STUDENTS AT A SOUTH AUSTRALIAN UNIVERSITY

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DECLARATION

I certify that this work contains no material which has been accepted for the award of any other degree or diploma in my name, in any university or other tertiary institution and, to the best of my knowledge and belief, contains no material previously published or written by another person, except where due reference has been made in the text. In addition, I certify that no part of this work will, in the future, be used in a submission in my name, for any other degree or diploma in any university or other tertiary institution without prior approval of the University of Adelaide and where applicable, any partner institution responsible for the joint-award of this degree.

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ABSTRACT

Register is a term used to describe how people use language to express different shades of meaning and thereby achieve a particular purpose or function within a particular social setting. In order to explain the processes involved in learning appropriate register, systemic functional linguists use three terms: field, tenor and mode.

Anecdotal evidence as well as a range of research studies suggests that misunderstandings between lecturers and university students with English as an Additional Language (EAL) occur frequently. This is particularly important in spoken language where the student does not have the time to check their errors and self-correct.

The literature suggests that register is often an issue for Arabic students studying in Western contexts, but most of it focuses on writing not speaking. As an Iraqi student myself, I wanted to see how spoken register affected Iraqi students studying in Australia. As an English teacher, I wanted to know how to teach academic register most appropriately to this cohort. Therefore, my PhD project focuses on a group of Iraqi students who studied a Masters in water management and agriculture at an Australian university. To help them with their English, they first attended English preparatory courses at the English Language Centre (called GEAP and PEP). Then they took some undergraduate disciplinary courses alongside a Bridging English course (BP) in preparation for their year of academic studies at a Masters level. I explore the three programs: The GEAP/PEP and the BP (English component) in terms of the application of register in the Programs and the students' perceptions and/or experiences of register while undertaking the programs.

In order to explore the students' perceptions of register, I analysed survey data (predominantly open-ended) from all 52 respondents and from follow up interviews with 15 of them which I thematically analysed using qualitative analysis software (NVivo10). For application, I analysed the publically available curriculum and materials used to teach the course using Critical Discourse Analysis. The reason for using this methodology was that it allowed me to focus on the specific linguistic choices, layout and structure of a text while at

the same time exploring the social and historical reasons for these choices (Janks 1997). I also used a thematic analysis of interview data from the Australian English teachers who taught these students in the various programs.

The student perception data revealed that the respondents strongly preferred the two English Language Centre courses the GEAP and more specifically the PEP because of their increasingly explicit focus on register for academic and non-academic purposes, the intercultural communication made possible by the different nationalities in the class and its practical discipline- appropriate activities. They criticised the BP because it was too long, focussed on Business English and therefore was inappropriate to their academic and disciplinary needs. Also, they did not like the fact that the cohort was only Iraqi students. An additional finding from the interview data was that mature-aged students have a particular need to take control of their own learning and become integrated within the learning and social environment.

The critical discourse analysis data and the interviews with the PEP teachers showed that the PEP curriculum had a progressive development of academic skills, genres and registers through tasks and interactions and this was spelt out explicitly in the PEP Student Handbook (the de facto curriculum for the course). The Handbook also revealed an active learning approach and an awareness of the role culture(s) play in developing academic and other registers. In the BP, on the other hand, there was less explicit information on genres, registers and cultures and the documentation mainly appears relevant to a different discipline (English within the Faculty of Humanities and Social Sciences) rather than the students' discipline of agriculture within the Faculty of Sciences.

This study suggests that in order to enhance academic register for EAL students, English courses need to be explicit, active and increasingly disciplinary and the students must be culturally integrated into the disciplines, university environment and local culture. This qualitative and interpretative study provides a rich and detailed description of the process of learning English and acquiring academic register and academic cultures. It is significant as it is the first study to focus on spoken register and the Iraqi cohort emerging from a conflict situation and relative isolation into a western academic environment.

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Chapter One

Introduction and Background

1.1 Introduction

This chapter describes the research cohort and research problem, literature about the problem and the research questions of this study on the application and perceptions of academic register by Iraqi students studying in Australia. Finally, it provides an outline of the main sections of the thesis.

1.2 Cohort & Problem

In the past five to seven years, the Iraqi government has made a concerted effort to develop the agriculture sector. The aim is to reinvigorate the Fertile Crescent, which has been deleteriously affected by the forced marsh drainage during the Iran-Iraq war, global warming changes, the War of Water (Clark and Gieve 2006; Pearce 2009; Sands and Latif 2009) and most recently the environmental devastation of the second Iraqi War and occupation. This policy heralds an attempt to move away from oil as the only economic resource, and to return to an emphasis on the agricultural economy. Part of this policy is to develop the knowledge-base of Iraqi agricultural scientists through sending postgraduate agricultural students abroad for further studies (Al-Bakry pers.Comm). In 2009, as a result of the signing of a memorandum of understanding between the Australian and Iraqi governments, a group of 52 Iraqi students went to Adelaide, Australia to study their Masters degrees in Agriculture at the University of Adelaide. This was because Australia has a similar climate and challenges regarding water resources and agriculture to Iraq. In addition, the University has a history of advanced agricultural research (Sachs 2011). All these students were of mature age between 26 and 42 and had senior positions in Iraqi universities and ministries.

This cohort of mature students were exposed to a limited amount of English instruction predominantly following the 'audio-lingual' and grammar translation methods (as is described in Chapter 2) many years before during their high school education, but did not receive English instruction as part of their university studies. Therefore, in order to refresh their English proficiency and prepare them for their studies, before entering their Masters

programs, these students participated in two or all of the following onshore programs in Australia: two pre-enrolment English programs (the General English for Academic Purposes Program (hereafter GEAP) and the Pre-Enrolment English Program (hereafter PEP) and a disciplinary bridging program (hereafter BP) which consisted of an English language component and a disciplinary component.

The GEAP program is tailored for students who are seeking to improve their International English Language Testing System (IELTS) score for university entry. This is a practical skills-based program. The 'academic' focus of this Program is primarily around the International English Language Testing System (IELTS) preparation; while the remainder of the program addressed what Cummins (Cummins 1980) calls Basic Interpersonal Communicative Skills (BICS). The GEAP program has 5 main levels, from Beginner to Advanced. There are no entry requirements – a student is placed in a class that best suits their particular needs (Coutts pers.Comm).

The PEP course is an intensive English for academic purposes course providing 'a skills-based, integrated learning experience' and introducing students to the generic 'educational demands in a university context' (Munday 2010, p1). Therefore, the course includes instruction both in English language and university culture – these two elements are often summarised as being 'academic language'.

Unlike the well-established GEAP and PEP English for (general) Academic Purposes programs, the BP was set up especially for this cohort, using already existing programs that had been set up for other purposes. It involved two components: auditing of undergraduate Water Management courses and an English course taught by the School of English.

The stated aim of all these programs was to enhance the students' academic English in order to prepare them for their studies. Because the GEAP focused on 'basic' English proficiency and this study is concerned with the academic English skills students need to cope in an Australian university, the curriculum part of this study focuses mainly on the other two programs which were more explicitly focused on 'academic language'. However, the students interviewed often referred to the GEAP, therefore, discussion of this program is also included in the interview data.

According to Galloway, Stude and Uccelli (2015, p1), 'academic language' is 'a set of co-occurring lexical, syntactic, and discursive features particularly useful for precisely and concisely communicating abstract content and ideas like those taught in [university] classroom'. Therefore, learning this 'academic language' in an additional language is far

more than the development of atomized skills, it cannot be assumed that merely completing the three programs would ensure that the students could participate fully in the Australian academic context. Indeed, a range of research studies suggest that misunderstandings between lecturers and university students with English as a Second or Foreign Language (ESL or EFL) are frequent (Aguirre-Muñoz et al. 2006; Martin 1996; Sattar, Lah and Suleiman 2009) despite students having participated in English programs focused on teaching academic language. These misunderstandings/difficulties are evidenced in students having difficulties understanding lecture content, listening in group work and in individual discussions with their lecturers, lacking confidence interacting with staff and other students, difficulty communicating ideas/questions clearly, reluctance to participate in or difficulty participating in group work and class discussions (Popov et al. 2012). They also struggle to 'unpack' and understand assessment requirements, have problems understanding lecturer feedback, and are unfamiliar with university culture and academic expectations (Bretag et al 2007; Carroll and Ryan 2005; Harmer 2008; Herrell and Jordan 2000; Scrivener 2005). Spoken language is particularly challenging, since there is little opportunity for self-correction.

The literature suggests that Arabic students in particular experience difficulties in fully participating in the academic environment, despite attending pre-enrolment academic English programs (e.g. Gauntlett 2006). For example, Singh et al (2015) note the problems of Arabic students within Malaysian universities where English is the lingua franca and Hassan (2002) noted the English language problems of students in the United Arab Emirates were intertwined with their ability or otherwise to participate in academic activities. In the Australian context, Gauntlett (2006) describes persistent difficulties of Saudi, Omani and Kuwaiti students studying in Australia with writing and structured academic speaking activities although all of them attended academic English programs. Perhaps these difficulties are because their original schooling involved many years of traditional teaching approaches including traditional grammar teaching methods which have failed to sufficiently address the fact that the development of academic language occurs within particular social contexts, and as part of participating in academic tasks (Galloway, Stude and Uccelli, 2015). It would therefore be difficult to counteract their academic language and academic skill problems with only a short pre-enrolment academic English program. In addition, it is unclear whether these academic English programs fully address the socially-embedded nature of language and academic skill development. To do this, researchers suggest that a holistic academic literacy/literacies approach is taken (Christie 1981; Bakhtin 1981; Long and Crookes 1992; Doughty 2001)

Like their regional counterparts, the research indicates also that the English language programs that Iraqi students were exposed to in their high school studies in Iraq were grammar-based and/or audio-lingual based (e.g. Al-Seady 2006) and that they had had little exposure to English after that. The Iraqi student cohort in this study would, therefore, be unlikely to have developed socially embedded language and literacy skills and would be likely to experience numerous misunderstandings during their studies like other students from the region and with similar cultural backgrounds.

Functional linguists suggest that the answer to enhancing academic literacy as a whole and develop high level academic language and academic skills is to teach students how to analyse a text, spoken or written, from a functional point of view and self-correct based on this meta-knowledge. In this thesis, the linguistic theories of Martin (2009) form the basis of the analysis. Martin analyses the way in which language is socially embedded in texts with respect to the three 'meta-functions' of language - interpersonal, ideational and textual. Martin (2009) views the teaching of academic language as a culturally embedded activity (including language cultures, academic cultures and disciplinary cultures). These 'cultures' include the teaching of genres which are groupings of ideas, interpersonal relationships, and discourse structures that have meaning in cultures (see Figure 1). Genres in turn, are realised through 'register' which consists of three variables: field, tenor and mode. Field is what is being talked about, tenor relates to the interpersonal relationships and mode is the channel of communication. These elements in turn impact on and are realised by the textual (the word choice), the ideational (the ideas expressed) and the interpersonal (the ways we interact with each other). Although the simple definition of register is that it is a variety of language used for a particular purpose or social setting, Martin's view of register encompasses cultures, genres produced within cultures and the meta-functions and their corresponding register variables. In this study, the way in which all these variables and meta-functions interact and are experienced by students within the complex social environments of an Australian university are the focus of exploration. In particular, the study focuses on spoken academic discourse and how it is affected by these elements.

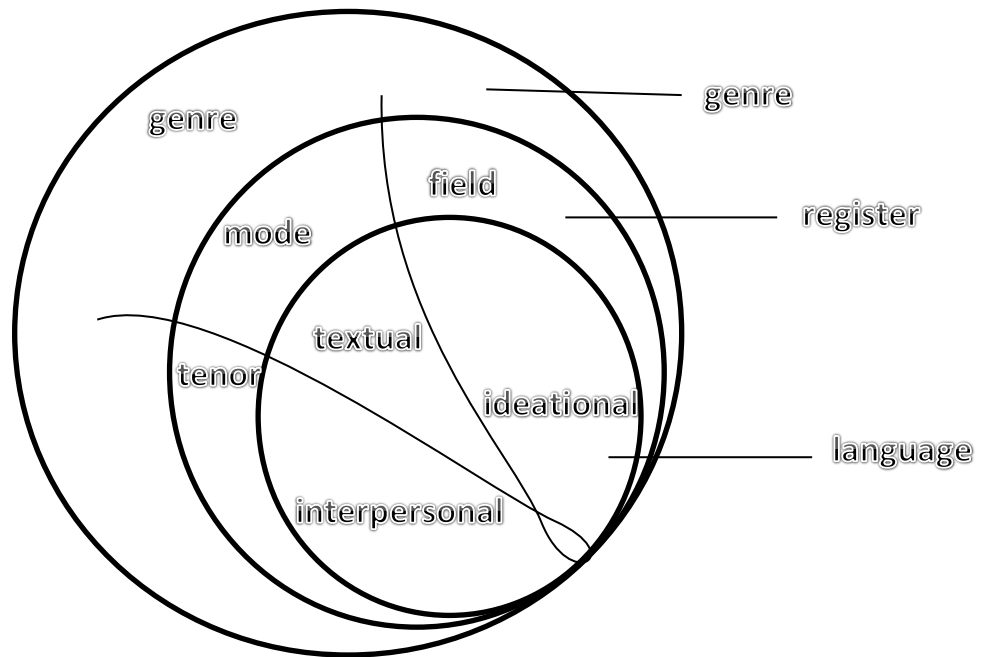


Figure 1.1: Meta-functions and register variables in relation to language, register and genre (Martin 2009, p12).

Functional linguists use the following more complex definition to describe register than the one above, they describe it as ‘semantically oriented grammars which show how people use language to make meaning in order to navigate their social lives’ (Cope and Kalantzis 1993, p139). To help their students to construct meaning within academic contexts, teachers require an understanding of the fields of knowledge written and spoken texts appeal to, the interpersonal relationships they construct and the modes in which students encounter the texts (Walqui 2010).

Halliday (1978) provides more specific detail on the register variables describing *field* is the social action in which the grammar is embedded, in other words, what is going on in a particular setting of space and time. It also includes what the interaction is about (the subject matter) and what the respondents know about it (shared knowledge). *Tenor* is the relationship between the respondents, which is visualized as a continuum of formality (from most casual to most formal). The social situation heavily affects the level of formality in a context, for example the acceptability and appropriateness of words, phrases and actions according to the different situations. How a speaker interacts with his or her listener is an example of tenor (Martin 1986) which relates to the enactment of social appropriateness. This enactment is vital to communication. The *mode* is concerned with the role played by

language in the context; what exactly is the language trying to achieve. The mode includes the channel employed.

In early studies of register, scholars divided mode into spoken and written modes (Biber 1988; Biber et al. 1999; Halliday 1989). However, more recently, scholars have acknowledged that academic spoken language has a number of features in common with written texts, while many informal genres (e.g. advertising posters) may have more in common with spoken language (Zwiers 2013; Gillett 2015). Therefore, the mode element in register is far more complex than merely a division between written and spoken modes. Spoken discourse is more than just mode, and academic register is more than just 'formal' structured register. As noted by Galloway, Stude and Uccelli (2015, p2), 'language exists along a continuum with no clear separation between 'academic' and 'colloquial' registers' making the teaching of academic language even more complex. A number of possible situations arise within a context through the opposition of mode; written texts can be read in silence or aloud, spoken texts can be spontaneous or prepared, and so on (Eggins 1994). It has been suggested that language teachers should not only teach vocabulary and grammatical structure, but also use classroom interactions to model and provide practice of real world inter-personal tasks (Aguirre-Muñoz et al. 2006; Firkins, Forey and Sengupta 2007; Swales et al. 2004) all of which include an understanding of field, tenor and mode.

In order for Iraqi students in this cohort to participate in the social practices of their Masters courses in Australia, consideration needs to be given to appropriate register. Acquisition of academic register is a highly complex process for students of limited proficiency in English such as this cohort, particularly with a short time in which to acquire these socially embedded practices. Therefore, this study focuses on the development of academic register within the two main EAP programs the Iraqi students participated in (with some reference to the GEAP), the students' perceptions of the programs and an analysis of actual materials provided in the program along with some explanations of the pedagogy by selected teachers.

1.3 Literature about problem

A limited number of studies have explored register and student writing (Aguirre-Muñoz et al. 2006; Artiles and Ortiz 2002; Evans and Green 2007; Greenleaf and Freedman 1993; Donald 1983; Painter 2000; Schleppegrell 2002; Figueroa 1994). For example, Christie (2002) showed that students' difficulty in producing the linguistic features within an academic

genre results from misunderstandings of the three register variables of field, tenor and mode, with mode and tenor being the most difficult for English learners (Aguirre-Muñoz et al. 2006). However, even fewer studies have focused on spoken register. These studies on register in academic contexts are explored in Chapter 3. There has also been considerable work on the difference between spoken and written corpora and discourse structure (e.g Biber et al. 2002; Aijmer 2005; Carruthers and McCusker 2010). However, in terms of Arabic learners, the focus has mainly been at a word level. Despite this significant work, only one comparative study has focused on the speech acts of Iraqi learners in English and in Arabic. This was conducted by Sattar, Lah and Suleiman in Malaysia in 2009. Their research compared requests in English made by Iraqis with their requests in Arabic. They discovered that misunderstandings occurred between Iraqi students and their general English lecturers due to differences in the degree of directness (Sattar, Lah and Suleiman 2009). However, the academic spoken register of Iraqi students has not been explored to date, particularly in the case of Iraqi postgraduate Agriculture students studying in Australia.

1.4 Research Questions

The aim of this study is to explore Iraqi students' learning of register in EAP and academic courses. In order to achieve this aim, the following research questions were asked:

1. How is the teaching of spoken register experienced by Iraqi students in the three programs?
2. How is spoken register reflected in the curriculum and teaching in two pre-enrolment English programs and the English component of a bridging program?

1.5 Organization of the thesis

This dissertation consists of ten chapters. This chapter, the 'Introduction and background' – provides an outline for the whole dissertation. It provides a description of the cohort and problem and it presents research questions of the study. Chapter 2 provides information about the contexts involved in this study to portray the whole picture of the cohort's background as well as the new context they became involved in. It explores the cohort's

home educational context, the Australian HE context and the Australian English for Academic Purposes (EAP) context.

Chapter 3 is devoted to the review of the previous studies on English for Academic Purposes programs and pedagogies, research on similar cohorts studying English abroad, work on register and related issues of epistemology, social practices and discourse. Chapter 4 is dedicated to the theoretical framework (interpretative and inductive) and methodology (a mixed-method approach utilizing statistical, thematic, and linguistic analysis) which form the foundation of the study. The relationship of the data collection and data analysis techniques to the research design is described as well as issues related to ethics, validity and reliability. A more detailed description of the data collection and analysis techniques used with each data set is provided in the data chapters.

Chapter 5 reports on the survey data of the entire cohorts' perceptions and evaluation of the teaching and the learning of spoken register in the PEP and BP. In Chapter 6, a narrative analysis of the students' interviews is provided. This is followed by the Critical Discourse Analysis of the curricula for two of the programs (PEP and BP) in Chapter 7 and 8. The narrative analysis of interviews with two of the Australian teachers is provided in Chapter 9. Finally, in Chapter 10, the research questions are reviewed and further analysis and discussion the relationship of the various data sets to each other is provided. Conclusions and recommendations for further research are also given.

Chapter Two

Context

2.1 Introduction

This chapter introduces the three major contexts of the study. Firstly, as this cohort is of Arabic background, the general Arabian background in terms of cultural traditions, core values, and religion and education are discussed. Also, because the cohort is Iraqi, it briefly outlines the historical background of Iraq relevant to this cohort. It further reviews the use and teaching of the English language in the Iraqi education context before and after the changes arising from the Iraqi War 2003 and onwards. It also includes a discussion of the ways in which the Iraqi teachers view the new English curriculum. Secondly, the Australian higher education context is introduced. This is followed by a discussion of the nature of English programs internationally and in Australia (EFL/ESL, EAP, and ESP). Finally, the particular details of the programs the Iraqi students were exposed to are provided. Before discussing the multiple contexts the respondents in this study are exposed to, the reason why a detailed discussion of context is necessary for this particular study is discussed by referring to the importance of discourse and knowledge of community in an interpretative study on register.

2.2 Discourse as social practice

There are a variety of definitions for the term discourse. Johnstone (Johnston 2002) claims that most discourse analysts consider the word 'discourse' to be a 'mass noun' referring to written or spoken communication or debate in general. However, discourse has been viewed as a 'count noun' referring to various systems of thought by Foucauldians. Fairclough (1992) views discourse as a mode of action through which members of a community may act upon the world and in particular upon each other in addition to modes of representation and that this mode of action involves 'a relatively stabilized form of social activity ...and every practice embedded in an articulation of diverse social elements within a relatively stable configuration, always includes discourse' (p1). Other scholars (e.g. Coupland and Jaworski 1999) see discourse as essentially unstable.

Van Dijk (1997) states that discourse involves social interactions, in written and spoken and other semiotic forms and their embedded genres in community, that has a complexity in its structures and hierarchies. This role, the social interactions, pursuant to Van Dijk (1997) is additional to the role of discourse as a form, meaning and mental process. He emphasizes that in order to give a complete description of discourse, the following datum need to be considered, 'a form of social interaction, and the context in which the discourse is embedded, the power which is the key notion in the study of group relation in society, and the ideology which establishes links between discourse and society' (p6-7). Although there is a lack of unanimity of a steadfast definition of discourse, all the scholars agree that it is a 'social practice' (Fairclough 1989) and there is general agreement on the importance of language in discourse, or in the words of Van Lier (1996, p147), 'language use in context'.

In this study, Fairclough's (1989, p 6) view of discourse based on Halliday's (1987) concept of systemic functional theory is followed and it is assumed that discourse involves three key functions: 'ideational' (representing ideas or concepts), 'identity' (representing individuals and/or groups' views of their own or others' essential characteristics) , and 'relation' (representing associations between things and interpersonal relationships between people). Fairclough (1989, p 6) assumes that both written and spoken texts 'are social spaces in which two fundamental social processes simultaneously occur: cognition and representation of the world, and social interaction'. Thus, discourse is embedded in social interactions and is composed of different ways of acting in daily life.

Discourse is the vehicle by which a community helps or hinders language learners to acquire the necessary skills and dispositions. In this study, the research cohort are involved in representing and learning to represent academic and disciplinary ideas and concepts as appropriate to their new context, developing new academic and disciplinary identities and new interpersonal relationships as part of their academic socialisation into this context and learning to use 'language in context'. Therefore, an in depth understanding of the contexts they have been exposed to is important to understand their academic and language socialisation process.

2.2.1 Communities and cultural-linguistic practices

The concept of community is related to discourse because it indicates a specific membership or 'association of individuals' (Romero 1998, p 52) as the context for the utterance and production of discourse. According to Romero (1998, p52), within a 'community', there are

common ways of sharing and... interpreting their experiences that builds a particular identity connecting individuals and groups reinforcing their common issues without effacing their differences' (Romero 1998, p52). In this way *community* gives to discourse a human 'face' and recognizes that discourse are expressed through human interaction.

A religious community is one of such communities. In the next section, a description of how Arabian, Islamic and Western discourses are embedded in the communities (international and local (Iraqi and Australian) that the respondents are exposed to is provided.

2.3 Core Arabian values

The central discourses that the students are exposed to are those of being Arab and Muslim. However, these discourses are so essential to this cohort that they can be described as 'core values'. Smolicz (Smolicz 1979; 1999) states that core values are important and have a central position in all social groups' cultures since their major role is to act as a symbolic reality for a given group. Social groups are identified by core values according to their religion, ethnicity, etc. Furthermore, core values can be viewed in their own original setting or in a plural society. A groups core values can involve one or more values, such as language, religion and family, and these are appraised in another way depending on cultural context. It has been suggested that time and moderation can change some aspects of the cultural values e.g. education system or a curriculum; however, other aspects fundamentally stay the same. The latter are considered as cultural and all social and identification systems revolve around them (Smolicz 1979; 1999).

The idea of core values is very useful in understanding how the Arab world labels itself in terms of the key cultural values which all those who call themselves Arab share. This helps in distinguishing between countries that are Arab and those that are Islamic, but do not share Arab values, such as Malaysia and Iran. Islamic religion and Arabic language are substantial core values for all groups in both the Middle East and the Gulf, whether they originate in North Africa, e.g. Egypt, Asia e.g. Syria or the Gulf countries, e.g. Iraq.

2.3.1 Language Identity and Language Socialisation

As is frequently indicated in the literature on language learning and teaching, educators and language teachers have long understood that there is a connection between language and

identity (Barnett and Antenucci 2009, p2). Thus, it is clear that 'the language spoken by somebody and his or her identity as a speaker of this language are inseparable' (Tabouret-Keller 1997, p315). This connection can be seen in the physical identities of students and learners such as age, gender, race, health and ability identities as well as some family links. This occurs because the learner is a member of a community whose people share some linguistic and cultural histories. Such histories, which are obvious to teachers in terms of classroom identities, can affect learners' use of a second language and their subsequent actions (Kanno and Norton 2003, p342).

The way a speaker speaks including his pronunciation, phonology, morphology, syntax and semantics generally gives an indication of his/her identity. This is because his use of a specific variety indicates his identity, and that the speaker's linguistic competence is an outcome of the variety s/he is engaged in implicitly if not explicitly to learn, and of the activities in which speakers routinely interact with each other (Ochs 1995, p 91)

2.3.2 Arabic Language and Islamic religion

Language is an order of symbols that is seen as having itself a culture value. Speakers determine the identity of themselves and other through their use of language; they view their language as a symbol of their social identity (Kramsch 1998). In Arabian countries, the Arabic language is an irreplaceable core value, in that it is not only a means of communication and a way of self-expression, it also serves as a means of self-labelling, and stands for the fact that Arabic language cannot be isolated from Islam and the beliefs and practices of this specific religion, or affinity to a certain society or group. The relationship between religion and language differs from one culture to another and is very intricate. It really depends on the extent of commitment to the community's language with regards to religion. The Arabic language is the key to reading and practicing of the Islamic faith. The Holy Quran, which is the central religious text of Islam, is an original form of Arabic which is shared by all Muslim people who are required to read it. Nevertheless in Arab countries, the everyday communication, both spoken and written, means is the Arabic language, whereas in, for example, Iran and Malaysia, they have their own languages (Watson 1992).

The Islamic community is a context in which there are specific ways to attend to and practice these beliefs. This community has a particular discourse that includes a moral and ethical world (Bell and Gardiner 1998). In this community, there are fundamental religious traditions. Furthermore, Arabic identities are found through pursuing a specific form of worship that is

embedded in the language identity. This religious language identity is exemplified in several genres of purposes which form part of the participation in religious activities. These genres including activities and language features are only used in Islamic worship. Every Muslim performs the same role, for example, in the prescribed prayer 5 times a day, and shares the same values which may be acquired from this religious activity. These include religious commitment and devotion to contributing to the community, and duties to care for one another, chastising one another and abandoning conflict as shown in the following text from the Holy Quran:

‘And if two factions among the believers should fight, then make settlement between the two. But if one of them oppresses the other, then fight against the one that oppresses until it returns to the ordinance of Allah. And if it returns, then make settlement between them in justice and act justly. Indeed, Allah loves those who act justly’

Surat AlHujuraat (49), Ayah (13)

‘وَإِنْ طَائِفَتَانِ مِنَ الْمُؤْمِنِينَ اقْتَتَلُوا فَأَصْلِحُوا بَيْنَهُمَا فَإِنْ بَغَتْ إِحْدَاهُمَا عَلَى الْأُخْرَى فَقَاتِلُوا الَّتِي تَبْغِي حَتَّى تَفِيءَ إِلَى أَمْرِ اللَّهِ فَإِنَّ فَاءَتْ فَأَصْلِحُوا بَيْنَهُمَا بِالْعَدْلِ وَأَقْسِطُوا إِنَّ اللَّهَ يُحِبُّ الْمُقْسِطِينَ’

[سورة الحجرات: 9].

The discourse which is employed in such activity is a very specific one, and it contains several prescribed words, chants and codes: For example, when meeting a fellow-believer in the mosque, it is common to say the following Hadith (Saying of the Prophet Mohammed):

‘O Allah send praise and blessings upon Mohammed and his progeny’

‘اللَّهُمَّ صَلِّ عَلَى مُحَمَّدٍ وَآلِ مُحَمَّدٍ’

This phrase cannot be used by a non-Muslim. However, there are many Arabs whose religion is not Islam, and who cannot correctly interpret this phrase used in the original formal Arabic religious discourse. They may interpret it as ‘God pray for Mohammed’ if directly translated, but actually its interpretation by Muslims is a request for God to bless Mohammed and all the faithful. Furthermore, this utterance serves a religious, ethical and moral purpose simultaneously and the language of this discourse is relatively formal in both spoken and written form as it is written in the Holy Quran.

Since they are predominantly Arabic Muslims, an awareness of different discourses with specific genres, activities and language features that are embedded in cultures, communities, core values and the identifies of the speakers/writers are an integral part of the respondents in this study’s experience. How this impacts on the respondents’ experiences learning English in Australia is described in more detail in the data chapters.

2.3.3 Personal Identity

Being identified as an Arab means that a person is connected to a certain ethnicity and, in most cases, religion. However, every Arab country has its own identity in the form of its own culture and values. Nonetheless, people from Arab backgrounds share many traditions and customs.

During the past three decades or so, the concept of identity generally and language identity in particular has attracted much attention (Hopkins and Reicher 2014; Lippi-Green 1997 ; Bucholtz and Hall 2004). This has included how different groups live with each other and have distinct identities enabling them to connect with some people and split from others.

Within the Arab world, there are a number of common elements impacting on identity formation, especially language, religion and some cultural elements. For example, the wearing of headscarfs by women, long robes and turbans by men and formalised methods of shaking hands and kissing by men when greeting. However, the unique history and other unchangeable cultural elements distinguish Iraqis from other Arab groups.

2.4 Iraqi’s unique personal identity

It has been suggested that it is impossible to understand society without reference to the historical circumstances experienced by this specific society (Williams 1985). In this section,

rather than focussing on specific historical details of many of the events, instead there is an attempt to deliver an overall picture of interrelated events and link their impact on Iraqi society and its role in the composition of this society.

2.4.1 Geographical background of Iraq ‘عراق’

Iraq is an Arab country located in the Levant. It is the only country inhabiting the eastern part of the geographical and historical environment called the Fertile Crescent. Iraq is located in the southwest of the Asian continent. It is situated to the north of Kuwait and Saudi Arabia, and to the south of Turkey, in the middle of Syria and Jordan, and to the west of Iran.

There are different opinions about the origin of the word Iraq, whereas some Orientalists think that the source is a city called Uruk. Uruk is an ancient Sumerian city and now called Warkaa. Some believe that Iraq was named after the word veins ‘أعراق’ linking the meaning to the Tigris and Euphrates rivers. These two rivers and their importance were described as veins ‘أعراق’ (if the word vein is translated into Arabic, it seems to have almost the same letters and pronunciation of the word Iraq). While some other historians believe it was called Iraq because of the veins ‘أعراق’ of the palm trees that grows abundantly in the southern and central regions of Iraq. Some Arabic linguists said that perhaps the word ‘vein’ ‘عرق’ in the Arabic language is derived from the name of this country, in fact that the oldest city of Uruk, which was the source of the word ‘vein’ ‘عرق’ and the traditions (Al-Wardi 1965)

The people who lived in Uruk were originally called the Sumerians. The Sumerians were the first to invent writing in the form of Cuneiform script. They also invented the tomographic writing method. This unique history demonstrates the emphasis placed on literacy and academic skills that have existed in Iraq for millennia.

2.4.2 Iraq’s history at glance

2.4.2.1 Ancient History

One of the very important key historical periods in Iraqi history is the Kingdom of The Sumerians which was the first distinguishable settled culture which started in the area now called Iraq and then spread north to the upper Euphrates. The most important Sumerian cities that arose at the time were Aizin, Kish, Ur, and Larsa (Guisepi 2008).

The second important stage of ancient Iraqi history was the Kingdom of Babylonia. Hammurabi (the most famous ruler of this kingdom) came and united the states of Babylon. Hammurabi, the ruler of Babylon, is best known for the development of a code of laws to regulate Mesopotamian society (Gordon 1960).

2.4.2.2 Arab-Islamic civilization in Iraq

Iraq had played an important role in the prosperity of Arab-Islamic civilization. The Islamic civilization was distributed from this country to many countries all over the world. As soon as the Arab Islamic state was established in Iraq with the three cities of Kufa, Basra, and Wasit in 637, a proliferation of mosques and religious schools, which were centres of scientific studies quickly evolved and expanded in that region (Davis 2005).

The Al Mustansiriya School was an example of those buildings. Al Mustansiriya is a school which was established in 1234, by the Abbasid Caliph Al Mustansir in downtown Baghdad. This school was one of the oldest Arab and Islamic universities teaching scientific studies, Islamic jurisprudence and other fields of knowledge. Its alumni since its inception to today have included a number of well-known scientists in various fields. The University, which changed its name in 1963 from the school of Al Mustansiriya to Al Mustansiriya University, has since its inception played host to students from various Arab countries (Al-Otaibi and Rashid 1997).

2.4.2.3 The Abbasid Dynasty

The following marked stage in the Iraqi history was the Abbasid state. The Abbasids established this kingdom in the city of Baghdad in 762. The Abbasid state reached its peak strength at this stage. In the reign of Harun al-Rashid, one of the Abbasids Caliphs, this kingdom was a well-known city for studying science. Islamic modern cities like Baghdad, Basra, Wasit and Mosul were established at that time, each with a large number of religious, civil buildings and schools (Armstrong 2007; Marozzi 2014). Historians and expatriate travellers from the early Moroccan Explorer Ibn Battuta who visited Iraq in 1326, to Gertrude Bell who was sent there in 1916 applauded the advanced architecture and beautiful Islamic arts in these cities. The buildings reflect at the same time a national Iraqi genius and creativity born from its long civilization as they express principles of the Islamic religion

(simplicity and respect for harmony) in their constructional and architectural elements and decorative formations (Museum With No Frontiers 2007).

2.4.2.4 Mongol invasion

In 1258 AD, Baghdad, the capital of Abbasids, was destroyed by Hulagu Khan the grandson of the (in) famous Genghis Khan, because of the weakness of the Caliphate and the preoccupation of the ruling caliph. Hulagu Khan killed almost 800,000 of the Iraqi people in Baghdad. As a result, Iraq fell under the Mongolian occupation (Hunt 2005).

2.4.2.5 Ottoman Empire

In 1533 AD, Sultan Suleiman I, the son of Sultan Selim, started to the daunting task of occupying Iraq and placing it under the control of the Ottoman Empire. In November 1534, Sultan Suleiman, one of the hereditary rulers of the Ottoman Empire, was able to seize Baghdad from the ruling of Mohammed Sultan Khan (grand, grandson of Hulagu). In the mid-sixteenth century, the annexation of Baghdad was achieved as one city of the Ottoman Empire. During the rule of the Ottoman Empire, Iraq was divided into three main states, Mosul, Baghdad and Basra (Hunt 2005; Kunt and Woodhead 2014).

2.4.2.6 British Occupation

After the end of World War I, the area constituting modern Iraq was placed under British occupation and then formally became Iraq became under the Mandate (Wien 2014). In 1932, Iraq then obtained its independence from the United Kingdom. At this stage, Iraq became a Kingdom, the Hashemite Kingdom of Iraq and King Faisal Ibn Al Hussein (originally from the area constituting modern-day Saudi Arabia) received Iraq's crown (Allawi 2014).

2.4.2.7 The Iraqi Republic

In 1958, after the overthrow of the monarchy, a new system of government started in Iraq with the transition to a republican system. Since then, the country has witnessed a number of military coups, the most recent being the coup that brought the Baath Arab Socialist Party to power on July the 17th, 1968 (Lukitz 2014).

Iraq has vast oil resources and oil constitutes 95 per cent of the country's resources in hard currency. However, when Saddam Hussein became president in 1979 replacing former president Ahmed Hassan al-Bakr, he was involved in several wars. The first was with Iran, followed by the second Gulf War as a result of the occupation of Kuwait in 1991. These conflicts and the international sanctions that followed adversely affected the previously strong Iraqi economic and social situation. The third most recent Gulf War was in 2003 which resulted in the occupation of Iraq by the US and coalition armies (Wolfe-Hunnicut 2014; Al-Ali 2014).

2.4.2.8 Wars in modern Iraq's history since its inception

Modern Iraq was first occupied in the First World War by the British led by General Stanley Maude in 1916 (Barker 2013).

During the 2nd World War, following Iraq's national revolution led by Rashid Ali in 1941, the second British occupation of Iraq occurred (Wichhart 2013).

Iraq then participated in the first Arab-Israeli war in 1948, after the announcement of the Zionist state in parts of Palestine in 1947 (Hunt 2005). It was at this stage that the Iraqi Jewish population were expelled (Abdullah 2014). It also participated in the third Arab-Israeli war in 1967, after the invasion of parts of Arab areas (e.g. Egypt and Syria) carried out by Israel (Abdullah 2014).

The fourth Arab-Israeli war occurred in 1973, and is called either the November or the October war depending on the nationality of the speakers (Moran 2014; Abdullah 2014).

The First Gulf War or the Iran/Iraq war occurred in 1980 as a result of an escalating border dispute at Shatt al Arab (the Arab River). This is sometimes referred to as the 'War of Water' (Moran 2014).

The Second Gulf War as a result of Iraq's occupation of Kuwait occurred in 1990 and once again Western forces were involved in a conflict in Iraq under the leadership of US President George W. Bush (Snr) (Bowden 2014).

The Third Gulf War occurred in 2003 was initiated by the US President George W. Bush (Jnr) as part of his war against the 'axis of evil' aiming to topple the Saddam Hussein regime and claiming to destroy his 'weapons of mass destruction' (Morrow 2013).

Most recently, in 2014, sectarian conflict in the Western and Northern regions initiated by foreign fighters from an organization called the Islamic State in Iraq and Syria or the Levant (ISIS/ISIL) or just Islamic State (IS) has occurred. This Al Qaeda-aligned group has played upon existing sectarian divisions and dissatisfaction among the Sunni minority in these regions (Smith, Brook-Holland and Page 2014).

2.4.3 The Modern Population of Iraq

The most unique factor of Iraq as a country is the diverse composition of its population that reflects the cross-fertilization of different religions, languages and cultures including various Arab sub-populations, Kurds Turkmen, Aesidein, Shabak and Faili.

2.4.3.1 Ethnicity

In terms of ethnicity, the majority group is Shiite Arabs (Ithna'ashari اثنا عشرية) (more than 60%). The remainder of the population consists of Sunni Arabs (about 20%); Kurds (15-20%); Turkmen (3%), Chaldeans (750,000), Assyrians (225,000); Yezidis (600,000), Sabian Mandaeans (5,000 - 7,000), Faili (Shi'a Kurds), Shabak (200,000), Dom (also called 'Gypsies') (60,000), Palestinian refugees, (25,000), Sarliya-Kakaiya and Baha'i (Minority Rights Group International 2009).

2.4.3.2 Religion

Although Iraq is usually considered a Muslim country, it is a non-homogeneous ideologically and culturally - at least in terms of Islamic communities as consisting of two major groups: Shiites and Sunnis. There are also other religions including various forms of Christianity, Mandaeans (based on early Gnosticism) and even Judaism (until 1948). The statistics show that the Shiites are the majority of Muslims in Iraq (65% or more including non-Arab Shiites), with Sunnis (even including Sunni Kurds) constituting about 30% of the population. Christians are about 3% (close to 8% before the 3rd Gulf War) and the remaining 2% consists of other religions (Minority Rights Group International 2009). After the incursions by IS, these demographics are likely to have shifted due to huge numbers of dislocated people.

2.4.3.3 Reasons for religious conflict

Although the majority of Iraqi population is Shiite, the relationship between the two sides has been impacted by the dominance of the minority (Sunni Arab) over the majority (Shiite Arab) from even before the Abbasids Dynasty (Carpenter 2014). From the beginning of the Shiite sect of Islam, the Sunni dominance has impacted on the Shiite majority. The rulers before the Abbasids Dynasty (the Bani Umayyah) who ruled over the Islamic states of the time set up their capital in modern-day Syria and established important cities in parts of modern-Iraq (Dungersi 1995).

The theology of the Bani Umayyah viewing the political leaders of Muslim society as the representatives of God on earth and responsible for the 'definition and elaboration of God's ordinances' (Dungersi 1995) was arguable responsible for the 1st Muslim Civil War. When Imam Hussein (the 3rd Shiite Imam) grandson of the Islamic prophet Muhammad and son of Fatimah Zahra (the only daughter of the Prophet and the recorder of the Holy Quran) refused to pledge allegiance to the Umayyad Caliph and travelled to Kufa responding to requests by its people, he was intercepted by the Umayyad army and beheaded (Dungersi 1995). By doing this, the Bani Ummayah became the first rulers of Iraq to openly support the Sunni sect over the Shiites. Imam Hussein's shrine in Karbala in the Middle of Iraq has remained a symbol of the division between the two sects and a flashpoint for modern conflict between the two sects (Dungersi 1996).

The Abbaysid who replaced the Bani Ummayah for a while appeared to reconcile the two groups. They claimed to be the true successors of the Prophet Muhammad because Abbas Ibn Abd al-Muttalib was one of the youngest uncles of Prophet Muhammad and they had a closer familial relationship to Him than the previous dynasty. At that time, Iraq became particularly important to Islam as they moved their capital from Syria to Bagdad. Initially, the early members of the Shiite sect supported the Abbasids dynasty in their war against the Ummayah. However, after taking power, the Abbasids dynasty embraced Sunni Islam. Although the Abbasids dynasty were less openly hostile to the Shiite sect than their predecessor, events at this time such as the murder of Imam Musa al-Kadhim (the 7th direct descendent of the Prophet) and the desecration of Shiite shrines caused continued distrust between the Shiite and Sunni populations of Iraq (Dungersi1996). Abbasids became the spiritual leaders of the Sunni Muslim world (Napier 2014) and periodically Hussein rituals were discouraged with high fees charged for entry to Shiite shrines, banning of observances and even at times punishment by limb amputation (Mohammed 2008).

The Ottoman Empire which ruled the Muslim World from 1258 until the British occupation was once again ruled by members of the Sunni (Library of Congress Country Study, 2014). These rulers also discouraged Hussein rituals with severe punishments including life-long imprisonment for adherents (Mohammed 2008).

The Sunni domination of politics in Iraq continued in the modern era. During the first British Occupation of Iraq, King Faisal, a direct descendent of the Prophet Mohammad was brought from present day Saudi Arabia and crowned as King. However, even though he was of direct descent as recommended by Shiite doctrine, he himself was a member of the Sunni sect and appointed Sunni sect leaders as rulers of all the major cities (Allawi 2014).

When the Baath Arab Socialist Party took power by coup in 1968, although nominally a secular party, all the major leaders were from the Sunni sect (Devlin 1991). Saddam Hussein although the 2nd leader of this secular party, claimed that he was descended from Imam Ali ibn Abi Talib (the husband of Fatima Al Zahraa, Prophet Mohammad's daughter, and the first Shiite Imam who was also the father of Imam Hussein) (Samari 2014). Despite these Shiite credentials, Saddam Hussein was himself of the Sunni sect and was particularly harsh in his treatment of Shiites especially, in the south region of Iraq. The height of his persecution of the Shiite sect occurred when he attacked the holy shrine of Imam Hussein with rockets in 1991 in the aftermath of the 2nd Gulf War and the subsequent Shiite uprisings (Sabhan 2011).

The first Shiite political power in the region occurred with the Iranian revolution and the founding of the first Shiite Islamic State in Iran in 1979 under leadership of the Grand Ayatollah Khomeini (Hiro 2013). In the same year, Saddam Hussein took over the leadership of the Baath Party and became Iraqi President. It is not surprising that Saddam Hussein transferred his fear and hatred of Iran onto his indigenous Iraqi Shiite population. Ayatollah Khomeini, during his long period in exile was living and lecturing in the Shiite Holy City of Najaf. From 1965 till he was expelled by then Vice President Saddam Hussein and went to live in Paris until the Revolution of 1979, he was a vociferous critic of the Baath Party and its anti-Shiite bias (Hiro 2013). Fears that the Shiite revolution would spread and undermine his political power as well as a desire to expand his territory, lead to the invasion of Iran under the leadership of Saddam Hussein in 1980. Despite the huge Iranian population, Saddam supported by the Gulf Arab States, United States and Russia, forced Iran to accept a peace treaty after 8 years of War. Despite the fact that the Iraqi Shiite population suffered alongside their Sunni and other sect compatriots from the intense bombardment by Iran, they were still stigmatized and falsely accused of supporting the Iranian regime (Karsh 2002).

Despite the historic religious conflict, on a social level, the differences between the Arabic Shiites and Sunnis was historically minimised by extensive intermarriage and social interaction as they generally lived in the same regions (e.g. Basra and Nasiriya) (Al-Wardi 1965). In fact, prior to 2003 and the 3rd Gulf War), despite government oppression of Shiites and other groups, most researchers point to the absence of open sectarian conflict in Iraq, as opposed to political conflict (Minority Rights Group International 2009).

2.4.3.4 An Iraqi Identity

The inter-related factors mentioned above make the Iraqi context a very complex one in relation to the Iraqi people's identities. An Iraqi can, on one hand, be a Muslim (either Shiite or Sunni) who does not have Arabic as his/her first language or who cannot even speak Arabic (e.g. some of Kurds), while, on the other hand, there are Christians and Mandaeans who have Arabic as their first language, but are not Muslims. Therefore, the culture is a unique mixture of religious and secular forces.

This mosaic identity ensures that Iraq is completely different from other countries in its region (Hunt 2005; Al-Wardi 1971).

2.4.4 Education in Iraq

Since 1976, primary school education in Iraq has involved 6 years of schooling, followed by secondary education which incorporates an intermediate level (3 years) and a university preparatory level (3 years). Secondary education has an academic (with separate literary and scientific curricula) and a vocational stream. These schools, together with the relatively few non-compulsory pre-schools as well as teacher training institutes (for primary school teachers), are under the authority of the Ministry of Education. The universities operate under the authority of the Ministry of Higher Education and Scientific Research, who is responsible for the country's science policy. In 1975, the Iraqi government established the right to free education lasting from primary to university levels, although only primary education was made compulsory (Ministry of Education Iraq 1976). As a result, education was provided free of charge at all levels.

The level of and expectations concerning education in Iraq have been declining as a result of 30 years of on and off war and UN sanctions. After 2003 and the foreign occupation, the system worsened due to instability, lack of security and sectarian clashes. Despite ongoing political strife in Iraq, in the late 1970s until 1991 there was a positive mood in Iraqi

education. For example, between 1976 and 1986, the number of primary-school students increased by 30 per cent; female students increased 45 per cent, from 35 to 44 per cent of the total and the number of primary-school teachers increased 40 per cent over this period. At the secondary level, the number of students increased by 46 per cent, and the number of female students increased by 55 per cent, from 29 to 36 per cent of the total (De Santisteban 2005; Alwan 2004).

With the advent of the second Iraqi war and continuing and even worsening during the subsequent war and occupation, Iraqi education that was once renowned in the region for its advanced system and 100 per cent literacy rate in the late 1970s, is now far behind most other countries in the Middle East. This decline is also clearly shown in a report that was issued by UNESCO in 2003 (United Nations Educational Scientific and Cultural Organizations 2004). The report showed that there was a shortage of 3590 schools in Iraq in 2003 resulting in double or triple shifts in school buildings. The majority of existing schools (about 70%) lacked basic resources such as clean water and latrines along with academic resources such as science labs, libraries and teaching equipment. Students generally also received poor quality education due to an out-dated curriculum, lack of teacher training and, staff absenteeism. All these issues resulted in a widespread phenomenon of private tutoring to supplement the inadequacies of the public system. This situation has not improved since 2003 and due to sectarian violence and foreign fighters (e.g. IS) has even deteriorated further.

The university system in Iraq suffered a similar fate to the school system. Many university professors have either been killed or fled the country to escape. There are, however, some indications that Iraqi education can be revived. The Iraq Education Initiative Scholarship Program (IEI) that started in 2008 has provided Iraqis with some hope. It is a national initiative that aims to send thousands of Iraqi students to study abroad at well-known universities in the United States, the UK and Australia. However, this mission requires that these scholars, before going abroad, should have basic English communication skills. This was one of the reasons why the Ministry of Education in Iraq implemented a new education system that can help in developing Iraqis' English language proficiency.

2.4.4.1 Teaching English in Iraq Background (prior to 2007)

Abdul-Kareem's (2009) article provides information about the historical stages of English teaching in the country from 1873. He refers to three different types of curricula used over the years in Iraq: an imported Egyptian English curriculum, an imported British curriculum

and locally developed curricula. During the Baath period, a locally developed English curriculum predominated, however, very little is known about the teaching of English from the 1980s until 2003 since Iraq had very little interaction with the outside world due to sanctions. Consequently, there is very little scholarship available on English teaching and Education in general during this period. One important exception was the book by Al-Seady (2006) an academic at Thi Qar University in Nasiriya. He notes that from 1970 until 2006, English was taught as a foreign language (EFL) in Iraq and that instruction started from the 5th year of schooling. The lesson duration was forty minutes and the students had six lessons a week. Another more recent article in Arabic that refers to the history of English teaching in Iraq is that of Abbas (2012). Both Al-Seady (2006) and Abbas (2012) describe how the locally developed curriculum originated.

In May, 1970, a committee was formed by the Iraqi Ministry of Al-Maarif (Education) to draw up the objectives of a new English programme in Iraq. As a result, the Ministry of Education published a series of textbooks. This series consisted of eight books called 'The New English Course for Iraq' written by Al Hamash et al (English 1, English 2 etcetera) which were used from 1970 onwards. These followed a set pattern of activities including at least one dialogue for each unit. The stated aim of this activity was to develop speaking and listening skills as well as vocabulary and grammar. As is typical in audio-lingualism, there was no explicit grammar instruction in the textbook, students were expected to simply memorize in form; although along with the repetition, there were some substitution and transformation activities (Al-Seady 2006; Abbas 2012). The dialogues were accompanied by a pronunciation activity with a list of words from the dialogues which the students would repeat after the teacher, sometimes in the context of minimal pairs and sets (Al-Seady 2006; Abbas 2012).

Unlike other parts of the world after the 1st Gulf War, the audio-lingual method did not involve the use of tapes or language laboratories. Instead, as noted by Al-Seady (2006) and Abbas (2012), the teachers would present a correct model of a sentence and the students would have to repeat it. Other elements of teaching practice also varied from audio-lingualism. For example, Arabic translation was provided by the teachers and the teachers commonly switched code from English to Arabic explaining the difficult words of the lesson or giving instructions to their students. They would also explain English pronunciation by using Arabic examples and sounds. Teacher-developed bilingual lists were also provided explaining the difficult words in the reading, the oral practice activities, reading comprehension passages, readers and literary material and homework assignments in the textbook.

Another issue of concern was that although the textbooks focused on productive skills as per audio-lingualism, the standardized tests administered by the officials of the Ministry of Education were almost completely lacking in test items measuring the productive ability of the learners and instead focussed on grammar and vocabulary testing. This is perhaps the reason why the Iraqi English teachers supplemented the drills with direct translation and explicit explanation in Arabic of rules and formulas (Abdulkhaleq, pers.Comm)

Al-Seady (2006) also notes that the dialogues in the textbooks involved Iraqi cultural contexts and situations where the students would commonly communicate in Arabic or their home dialect.

The textbook-driven curriculum, audio-lingual and grammar drill focus, teaching to the test and Iraqi cultural bias have not necessarily been positively received by Iraqi teachers, academics or Ministry officials. Al-Seady (2006) notes that many concerns were expressed by teachers and academics that as languages are embedded in culture these materials were inappropriate for teaching EFL.

The decontextualized nature of the textbook activities and instruction and the lack of native speaker models (through cassettes or CDs) were also of concern to a number of teachers, academics and even Ministry officials (e.g Abdulkhaleq pers.Comm).

Attempts were made, as reported by Abdul- Kareem's (2009), to remedy the curriculum. He describes how after a meeting of delegates of seven Arab Gulf countries in 1990 in Kuwait to develop a joint new English curriculum, there were plans to introduce a dramatically different curriculum in Iraq in 1990. However, the Iraqi occupation of Kuwait occurred in 1991 and due to political reasons as well as a lack of resources, the situation described above remained the status quo up until 2003 when, due to the foreign occupation, students started to have native speaker models.

2.4.4.2 The role of English in Iraq

Iraq is a non-English speaking country. However, from 1920 until the present day, the major language of international communication for the Republic of Iraq is English. English has become the first foreign language. In recent years, after the foreign occupation and reopening up of Iraq to western markets, Iraq has seen an explosion in the demand for English. With the move to a market economy by the Iraq government and the growth of international business, the Iraq Education Initiative Scholarship Program (IEI), an increasing number of locally born students who apply to continue their education at English-instruction

universities and increasing number of multi-national companies which are working in Iraq, knowledge of English has become the passport to a better paid job not only in the business companies and hospitality industries, but in many other enterprises.

Post 2003, English is still taught in primary and secondary schools. However, the teaching of English has extended to some fields at universities, and there is a proliferation of evening classes across the country teaching both adults and supplementing school instruction.

The democratic Iraqi government (first elected 2006) has indicated that it is aware of the importance of English language education in an increasingly globalized economy as the language of international (business and diplomatic) communication and is concerned to take measures to improve the English language proficiency of its people to make sure that they can compete. In order to assist in improving the textbooks of English in Iraq, in 2007, a new official curriculum was published through which English is introduced in Grade 3 of primary schooling (generally at age 8) as it has become one of primary education objectives and the government policy in Iraq. The new English language policy and New National curriculum for primary schools (together dubbed 'Iraqi Opportunities') had been introduced with the expectation that the early introduction of English would enhance language proficiency.

The stated aim of the English New National curriculum as reported by Abbas (2012) was to shift from a transmission mode of English teaching based on grammar and vocabulary to the development of students' proficiency in language use.

2.4.4.3 Teaching English in Iraq after 2007

2.4.4.3.1 Provision of English instruction

As mentioned above, within the Iraqi Opportunities curriculum, since 2009, English has been taught to children from grade 3 in primary school to the end of secondary school with five 45 minute periods a week stipulated (Iraqi Ministry of Education 2007). On the surface, this would appear to be a reduction in the amount of time for English for grade 5 upwards. However, the Iraqi school week has also been reduced from 6 days per week to 5, thus the overall percentage of class time spent on English has actually increased.

The teaching of English is now established in almost all primary and secondary schools in 18 provinces and cities throughout Iraq. However, due to the shortage of school buildings and English teachers, there are still some schools located in the remote rural areas and in the

highlands where fewer English classes are taught or teachers from other disciplines are used to teach English (Abdulkhaleq pers.Comm) In addition, due to incursions by IS, there is little or no information on whether English teaching has continued in the occupied areas.

2.4.4.3.2 Policy and curriculum goals

The English curriculum in Iraq is reflected in two Ministry of Education published documents: the teacher's guide and the student's handbook although there is no dedicated curriculum document. As in the past, the textbook has also become the de facto curriculum (Abdulkhaleq pers.Comm). These documents show a new focus on all four sub-skills (reading, writing, listening and speaking). As noted earlier, Abdul-Kareem (2009) suggested that up until 2003, there had been either imported or locally produced curricula and textbooks. Under the Iraq Opportunities curricula, a new phenomenon has emerged: imported textbooks, developed specially for the Iraqi context with local input.

There are a variety of different textbooks used in Iraqi schools as part of the new curriculum and the choice depends on the year level. In the next section, the fourth intermediate textbook is briefly described. The reason behind choosing this specific textbook was that the material in this textbook reflects the transition between two stages of secondary school: the intermediate level and high school.

2.4.4.3.3 The fourth intermediate textbook

The fourth intermediate textbook, Iraq Opportunities is published by Harris et al (2007) and was funded by the Iraqi Ministry of Education who also provided input regarding appropriate content. This is an official textbook which has been prescribed for use in all Iraqi secondary schools by the Ministry of Education.

The textbook indicates that there is an expectation, after 700 class hours in seven years of study, that students should have mastered 'basic' English phonetics and grammar and know a minimum of 2,000 vocabulary items in English. Also, it is suggested by the teacher's guide (2009) that students should be able to read materials at the same level as their textbook using a dictionary.

In the textbook, students are exposed to large amounts of text in the form of dialogues and authentic narratives (including humorous stories and extracts from the media) as well as audio recordings of native speakers interacting in authentic contexts. This exposure is followed by awareness raising activities involving identification of grammar structures and

their function as well as phonetic awareness. They are then also given short tasks in which they receive scaffolded instruction in producing the grammar and vocabulary items. Thereafter, students are required to utilize the vocabulary and grammar structures taught more creatively for their own communicate purposes in less structured activities. There is an emphasis on appropriateness of language to genre and situation which links with the concept of register which are both discussed in Chapter 3.

Despite the significant changes to the curriculum and textbook. It has not been universally well received. Some teachers and students feel that the material is already dated and that the communicative purposes of the students may be different to what is taught in the textbook developed in 2007. For example, there is a lack of topics and language related to information technology that is now ubiquitous in Iraqi society as elsewhere (Hussein pers.Comm).

An analysis of the fourth intermediate textbook as well as other levels suggests that a communicative language teaching approach predominates in this material as opposed to the previous audio-lingualism and grammar translation methods. However, despite this productive approach, remnants of the previous methods still remain in the teacher's guide where teachers are recommended to have students memorise vocabulary lists and dialogues.

2.4.4.3.4 Communicative Language Teaching (CLT)

It is not surprising that the new Iraqi English curriculum makes a use of Communicative Language Teaching (CLT) as a teaching method since CLT has become influential worldwide and is the dominant theme of EFL teacher training programs and is usually what is requested when governments and independent bodies commission textbooks and training (Li 2007).

According to McKay (cited in Li 2007), there are three central reasons for this: CLT is viewed as 'modern' and 'advanced'; is a well-respected foreign language that educators have supported in its use; and it is a commercially produced teaching material. Furthermore, CLT is dependent on a view of language as a structure for expressing meaning and its aim is to train learners to use the language for real life communication.

The 1970s witnessed the integration of CLT approaches into the design of the English curriculum in most western countries. Communicative Language Teaching (CLT) during the

late 1970s and early 1980s focused on the tasks that must be incorporated into the classroom. Brown and Principles (2001, p43) states that CLT is, theoretically informed unified group, but on a wide range of beliefs about the nature of language and language learning and education. While Harmer (2001, p84) claims that the communicative teaching method is the term which was given to a set of beliefs which included not only a re-examination of what aspects of language to teach, but also a shift in emphasis on how to teach. The 'what to teach' aspect of the CLT stressed the significance of language functions rather than emphasizing solely on grammar and vocabulary. The 'how to teach' aspect of the CLT is closely related to the idea that language learning will take care of itself, and that plentiful exposure to language in use and plenty of opportunities to use it are vitally important for a student's development of knowledge and skills.

2.4.4.3.4.1 Characteristics of CLT

Brown and Principles (2001, p 43) explains six characteristics of CLT:-

1. The components (grammar, discourse, function, sociolinguistic characteristics, and strategies) of communicative competence should be the goals that need to be focused on in the language classroom. Goals must accord with the pragmatic and organizational aspects of language.
2. Engaging learners in the pragmatic, authentic and functional use of language is taken into consideration in designing language techniques. Less focus is paid for organizational language forms, but rather aspects of language that enable the learner to accomplish those purposes.
3. Fluency and accuracy both play an important role as complementary principles underlying communicative techniques. Sometimes fluency may have to take on more importance than accuracy that is in order to keep learners meaningfully engaged in language use.
4. Ultimately, Students will have to join in a communicative class activities which help them to use the language, productively and receptively, in spontaneous contexts outside the classroom. Therefore students must be equipped with the skills by designing classroom tasks that necessary for communication in those contexts.

5. Opportunities need to be given to students in order to focus on their own learning process through an understanding of their own styles of learning and through the development of appropriate strategies for autonomous learning.
6. The teacher should play the role of facilitator and guide in the language classroom, not a font of all knowledge. Students are therefore encouraged to construct meaning through genuine linguistic interaction with others.

2.4.4.3.5 IO in Practice

As mentioned above, there is very little information/scholarship available on English teaching in general in Iraq and even less on the new initiatives in practice. Therefore, to gain information on this matter, five teachers and a school inspector/supervisor were interviewed in Iraq.

As mentioned above, CLT is a key element in the Iraqi Opportunities English language teaching policy and curricula. This is in line with the overall strategic intent behind *IO* which is to improve the quality of teaching English, by reducing the quantity of content and instead to focus on producing learners who are willing and able to be communicative and creative (Abdulkhaleq, pers.Comm).

According to these stakeholders, the *IO* initiative changes the roles of both teacher and student. It encourages students to take on a more active role in constructing their own understanding and applying their own learning in the English class, while teacher takes a step back by guiding and modelling appropriate procedures, instead of continuing the conventional role of direct instruction (Salah and Adnan, pers.Comm).

This change in roles has resulted in a change of pedagogy. For example, Mr. Abdulkhaleq (the teacher supervisor), noted that English language teachers should under the new curriculum) move away from rote or 'chalkboard' teaching and employ more engaging and communicative teaching methods.

From my interview with the stakeholders, it is clear that they were enthusiastic about implementing changes in their pedagogy. For example, Salah and Adnan described how they systematically guided their students through more learner-centred activities like group work and role play and cooperative learning using a communicative language approach. They also indicated that they attempted to adjust their teaching to better suit their students learning styles and abilities and to implement an interactive approach in their lesson delivery

(Salah and Adnan, pers.Comm). However, despite their best attempts, teachers face challenges in implementing the *IO*.

Practical considerations impact on pedagogy. For example, Salah mentioned that his attempt to employ technology (e.g. accessing YouTube or other native speaker material and even sharing emails with his students were foiled because of electricity blackouts during his lessons. Another teacher (Ali) described the challenges of teachers lacking the training to implement the new approaches (Ali, pers.Comm).

Another factor impacting successful implementation of *IO* is the continued use of the old high stakes national education system at the third intermediate (equivalent to Australian year 9) and sixth intermediate level (equivalent to Australian year 12). The structure and content tested in these examinations has remained the same with a focus on grammar and vocabulary testing. Consequently, despite the Iraqi MOE's goals of making English teaching and learning 'enjoyable', relevant and authentic' (Harris et al. 2007), many teachers continue with the old 'rote learning and drills' because, as noted by one teacher, the authorities expect excellent examination results; 'they are not too interested in the process of how they achieved the results, they are happy as long as they obtain the outcomes which they wanted' (Salah, pers.Comm). They also cannot reduce content if this content is tested in the examinations.

In this high stakes examination environment, teachers also do not always have the time to implement pedagogical reform. They complain of the challenges of coping with large classes of diverse learners and 'seemingly endless administrative duties' as well as the challenges of meeting the demands of the examinations (Ali, Salah and Abdulkhaleq pers.Comm).

2.5 Education in Australia

In order to understand the educational context my respondents were exposed to in Australia at an Australian university, the Australian education context is briefly described.

Primary education in Australia involves 7 years of schooling, sometimes 8 years if Reception is included, followed by secondary or high school education (5 years). After finishing these two stages the students can choose to either go to university or TAFE. It is compulsory for children to be enrolled in primary school by their sixth birthday, and government schools are commonly referred to as public schools while kindergarten is the same as preschool (The Department for Education and Child Development 2010) .

The state governments manage the school system, although there is now a National (core) Curriculum in certain subjects. This means that they provide the budgets and regulations for their schools. Both public schools and private schools exist in each state. The curriculum taught in each state or school may vary but the main learning areas are the same in all (The Department for Education and Child Development 2010).

Each state has a Vocational Education and Training (VET) or Technical and Further Education (TAFE) system. VET prepares people for work in a career that does not need a university degree. Each state manages their system and meets at a national level to coordinate their efforts. VET is transferable between all states. Study done in one state has the same status in another. Typically, a VET/TAFE course takes two years to complete (The Department for Education and Child Development 2010).

2.5.1 Higher Education in Australia

The higher education sector in Australia is made up of universities and other higher education institutions. Successive governments have made a commitment to higher education in order to develop an educated and highly skilled workforce and to secure national long term economic prosperity (Department of Industry, 2013) Thus, Australian higher education has played an important role in Australia's economic performance, by greatly increasing the workers' skills as well as its contribution to the increase of the rate of the production. The Australian Government supports the sector through policies, funding and programmes.

In the late 1990s, Australia developed a quality assurance framework for higher education including international provision and this has resulted in the auditing of universities by regulatory bodies (e.g. CRICOS (for auditing of international student issues, AUQA and now TEQSA)

2.5.1.1 University self-regulation

Australian universities are established under state and territory or Commonwealth legislation in a manner that they accredit their own courses and consider primary responsibility for the quality and standards of the degrees they award. The high priority internal quality assurance processes include: 'approval processes for new courses and units of study; regular review of

courses and units; internal reviews of departments, faculties and research centres; student evaluations of teaching; use of external examiners for higher degree research theses; surveys of graduates to assess satisfaction with courses; soundings of employers on the suitability of graduates for the workforce; and benchmarking of these areas against performance in other similar universities' (Australian International Education Advisory Council 2013).

Rigorous processes for assessing student achievement are the most important safeguard of academic standards. Australian universities generally have well-developed statements of expected learning outcomes for each subject and course, but expected levels of achievement are more difficult to specify. Most universities, at least formally, no longer use a norm for grade distributions. At undergraduate and postgraduate coursework level, assessments are generally moderated internally with external examiners used only in some cases for honours degree assessment (Bradley et al. 2008, p 130).

2.5.1.2 Internationalisation

Australian educational institutions and, in particular, universities have built Australia's third-largest export industry – in education services – in the last two decades. Consequently, a quarter of higher education students in Australia are from other countries and they make an enormous contribution to the economy (Australian International Education Advisory Council 2013).

As the only English-speaking country in Asia (except perhaps Singapore and the Philippines), Australia builds on its regional relationships and draws many international students with English as an additional language because it is viewed as a safe, English-speaking environment (Australian International Education Advisory Council 2013). The industry has also perhaps increased as Australia is convenient and close to home for many students from the Asia-Pacific region. Visa procedures in Australia are easier than in many other English-speaking countries, although visa costs are significantly higher (Birrell and Smith 2010).

The numbers of international students have increased from 21,000 in 1989 to over 250,000 in 2007. In 2005, Australia was ranked as the fifth largest recipient of overseas higher education students among OECD countries in 2005 and the third largest English-speaking destination for overseas students behind the United States and the United Kingdom' (Reserve Bank of Australia 2008, p15). By 2013, these figures had doubled and there were

526,932 enrolments by full-fee paying international students in Australia on a student visa (Austrad 2014).

2.5.1.3 Admission to Australian universities

All higher education institutions in Australia require a student to have acceptable level of English proficiency as well as meet the academic requirements those are necessary to study in Australia. These institutions identify whether the student meets the selection criteria set for the field of specialization who wishes to join in. These institutions will also consider the level and content of the study that was completed in Australia or in the country of origin.

2.5.1.3.1 English language proficiency

Potential students need to provide proof of English language proficiency, usually by means of a minimum cut-off score on the International English Language Testing System (IELTS) test and now in some cases The Test of English as a Foreign Language (*TOEFL iBT*® test) or Pearson Test of English Academic (PTE). This score is regularly set up by the receiving institution or department.

As an alternative, many if not all Australian universities now offer pre-university programmes as preparatory programs to tertiary study. These programs are provided through special English language centres that form part of the universities, or institutions have a commercial partnership with private institutes teaching English (Australian International Education Advisory Council 2013).

The respondents in this study attended the English Language Centre of one such semi-private institute (Professional and Continuing Education (PCE)) which is aligned to the University of Adelaide in South Australia. This centre offers a range of the English Language programs, including the General English for Academic purposes Program (GEAP) and Pre-enrolment English Program (PEP) which the respondents attended prior to starting their university program. It also has a number of short programs for school study tours and professionals. The GEAP and PEP programs are designed for students who meet all other university academic entry requirements, but who have failed to reach the cut-off scores (usually 6.0 overall on IELTS) required demonstrating English language proficiency for 'direct entry' into university courses. Such students who have achieved a minimum score of 5.0 overall on IELTS, are offered a place on their chosen university course, pending successful completion of the semester-long PEP and achieving an exit score that has been

pre-determined by the receiving department. They are not required to take the IELTS test again.

2.5.1.3.2 English language skills and academic preparation

In Australia, there has been heated debate in both the media and among university academics themselves regarding to the relationship between English language proficiency and successful study outcomes (e.g. Birrell 2006; Arkoudis and Davison 2008). Perhaps because many international students in Australia choose to later immigrate, a continued emphasis is being placed on the need to not only demonstrate the appropriate language skills to successfully engage in a university study, but also to be considered sufficiently competent to secure employment after graduation. Even to be successful in their studies, the achievement of a minimum score on a proficiency test is considered only a starting point since many who just meet the requirements still struggle with understanding the content of the course material needing to continue to improve their English language proficiency during their studies. Thus, both pre-and-post-enrolment English programs and support are an important aspect of Australia's higher education provision (Bradley et al 2008).

Many academics are concerned that students who achieve the minimum cut-off English language scores, and thus obtain direct entry on this basis, sometimes wrongly believe that they have the linguistic resources to complete their studies and complain about students' comprehension of content and ability to communicate their ideas (Arkoudis and Starfield 2007, p13) note that 'gaps' between the expectations and 'reality' of students and their lecturers is due to a lack of understanding of the 'complex academic language skills required in the university classroom'.

According to Murray and O'Loughlin 2007, p10), 'it can be argued the preparatory programs that allow for direct entry are meeting the needs of students entering their main course through a more comprehensive development of English language and academic preparation skills required as opposed to simply gaining a test score minimum'. This echoes the work by Cummins and Man Yee-Fun 2007, p801) who stated that English language learners 'require at least 5 years of exposure to academic English to catch up to native-speaker norms' since 'acquiring academic language is challenging for all students'. Other studies have suggested that commencing international students also suffer with the broader language related issues, such as academic literacy and conventions, taking an active part in seminars and team work (Braine 2002). Becoming accustomed to academic life in the host country is particularly challenging for students studying postgraduate courses since as noted by Myles and Cheng

2003, p248) they often have to 'become acculturated into a new academic and cultural community' while at the same time perform at a high level under extreme pressure of scholarship requirements and being accountable to their employers on their return to their native country.

The integration of local and overseas students on campus has for many years been the focus of much discussion (e.g. Smart, Volet and Ang 2000; Rowbotham 2008). It has been highlighted in the literature that one of important factors that can help into the completion of academic tasks at university and integration within the university and broader community is preparation for communication across cultures. The role of preparation programs in this regard is crucial, not just in terms of developing English language skills at a general level, but also in fostering among students the vital linguistic and cultural skills required for successful intercultural communication and integration into university life (Al-Sharideh and Goe 1998).

2.5.1.3.3 EAP programs (GEAP, PEP and BP)

The preparatory programs the Iraqi students were exposed to in the Australian context were GEAP, PEP and BP. The first two were pre-enrolment English programs (the General English for Academic Purposes Program (hereafter GEAP and the Pre-Enrolment English Program (hereafter PEP) and a disciplinary bridging program (hereafter BP).

The GEAP program is tailored for students who are seeking to improve their International English Language Testing System (IELTS) score for University entry. This is a practical skills-based program. The 'academic' focus of this Program is primarily around the IELTS; while the remainder of the Program addressed what Cummins (1980) calls Basic Interpersonal Communicative Skills (BICS). The GEAP program has 5 main levels, from Beginner to Advanced. There are no entry requirements – a student is placed in a class that best suits their particular needs (Coutts pers.Comm). The PEP course is an intensive English for academic purposes course providing 'a skills-based, integrated learning experience' and introducing students to the generic 'educational demands in a university (Munday 2010).

Unlike these well-established English for (General) Academic Purposes programs, the BP is predominately taught by faculty staff with support from academic language and learning staff. The BP was set up especially for this cohort, using already existing programs for other purposes. It involved two components: auditing of undergraduate Water Management

Courses and an English course taught by the School of English. The course used for the English component of the BP was a originally dubbed 'Professional English' and was predominantly taught to students undertaking a Business degree. The effect of using a course originally designed for other purposes for a specialised science cohort such as this are described in further detail in relation to the student survey and interview data.

The stated aim of all these programs was to enhance the students' academic English in order to prepare them for their university studies.

Chapter Three

Literature Review

3.1 Introduction

In the literature review, the history of the various approaches to English teaching are traced and how the early emphasis on language *form* and the later focus on *function* come together in the work on academic register as described by Martin (1992) is discussed. Previous work that has been done on the development of academic and spoken register with similar cohorts to the respondents in this study is also explored.

3.2 Chronology of English Language Teaching Approaches

In the field of English language teaching, there is a considerable empirical literature that has investigated and evaluated the various approaches to teaching English language. This field includes literature related to pedagogy (Education) and literature in the area of linguistics theory. Scholars within both literatures have debated the most appropriate ways to teach language (Yule 2014; Kramsch 2014). However, there appears to be a lack of convincing evidence for choosing one approach over the other to teach foreign languages, including English (Cook 2013).

Some scholars have argued that the art of teaching the English language should not only include a checklist of skills, but also include a cultural dimension to support students in their language development within a new socio-cultural discourse. In order to explore these debates; the developments of teaching English as a Foreign Language are followed chronologically. The aim is to show how each approach built on another and/or set itself up in opposition to previous approaches.

This history starts with Traditional Grammar which in this thesis is dubbed a focus on *form/forms* (Coffin, Donohue and North 2013; Yu 2013; Nassaji 2013). The next focus is research studies that emphasise how text is embedded in context which is called the *function* focus in this thesis (Moore and Schleppegrell 2014).

A parallel approach also focussing on function is the 'genre' movement. Linguists such as Swales (1990) use genres to help to distinguish categories of discourse whether spoken or written, with or without literary goals. The concept of genre was also a cornerstone in the early introduction of English for Specific Purposes (ESP) courses, which explored language functions in different types of writing (e.g. transactional writing like a business letter) within disciplines or communities of practice. A specific branch of ESP, English for Academic Purposes (EAP), added academic text types to the list of genres. However, later ESP researchers and practitioner including those in EAP viewed genres as relating to social contextual issues, e.g. looking at the entire function of an argumentative essay, rather just a single sentence or paragraph, as described by Swales in his earlier work (e.g. Swales 1990).

Despite the value of these approaches described above, some scholars have suggested that there was a need to find an approach that focused on bringing together form and function in a systematic way to enable the teaching of English. This led to the appearance of a new movement in the teaching of English known as 'The Sydney Genre School' which built on Systemic Functional Linguistic theory. In this history of EFL teaching approaches, therefore the first section explores approaches that focus on form.

3.2.1 Focus on Form

3.2.1.1 Traditional Grammar

English Traditional Grammar according to Cope and Kalantzis (1993) was inherited from the Greeks and Romans. It was passed down through the centuries as a way of helping scholars learn Greek and Latin in order to access knowledge that was stored in ancient and contemporary Latin texts of the time. During the Renaissance period, Latin was the language of international scholarship in Europe. Traditional Grammar was applied to vernacular languages such as English and was used in schools from the end of the Renaissance. In eighteenth century England, using appropriate grammar and understanding a formalised grammar was important, since English dialects were often so different that speakers from different parts of the country or from different social classes could not understand one another. Traditional grammarians were consequently concerned with establishing a standard written English language that was shared by speakers of different dialects.

Despite the value of Traditional Grammar in standardising language, scholars in the 1960s and 1970s like Prator (1979) strenuously criticised Traditional Grammar since they argued that the focus on the forms of the target language was insufficient to teach English as a

Foreign language. Christie (1981) describes Traditional Grammar as a *jail* for teachers since they are bound by the textbook and cannot develop authentic activities or materials for their students. Students are a *victim* of this approach because knowledge of grammatical features does not enable learners to engage in real-life communication (Long 1998). In addition, because it was usual for a student's mother tongue to be used predominantly in foreign languages classes, they would experience little active use of the target language. Furthermore, vocabulary tended to be taught in the form of lists of isolated words with little attention paid to the context of texts (Beck, McKeown and Kucan 2013; Pretorius 2014).

3.2.1.2 Formal grammar

In the progressive education movement that arose during the 1970s, a new approach to form arose which was dubbed Formal Grammar. Like Traditional Grammar, Formal Grammar looks at classes of words, including classes of phrases (Cope and Kalantzis 1993). Formal Grammar (also known as formal linguistics) is concerned describing the structure of individual sentences. It is strongly influenced by the work of Noam Chomsky who in the 1950s, created a revolution by showing how grammar of a language could be represented as a kind of algebra: an abstract list of rules such as those used by mathematicians or logicians (Chomsky 1965). Chomsky argued that these rules could be employed to explore the limits of language and that limitations were neurological in origin. Chomsky suggested that people, unlike animals, were born with an innate language faculty and formal linguists had the responsibility of discovering what this faculty was. This enterprise excited linguists worldwide and preoccupied them for more than a generation (Cope and Kalantzis 1993). Hence, Chomsky's theory views grammar as a set of rules which allow or disallow certain sentence structures. Despite the value of this innate set of formal grammar rules, some researchers have felt that the context within which certain structures are allowed or disallowed has not been sufficiently addressed. This led during the 1980s and thereafter to an emphasis on the communicative functions of language in English language teaching.

3.2.2 Focus on Function

3.2.2.1 The Natural Approach

The first development in this new focus on function was the Natural Approach developed by Krashen and Terrell (1983). This stressed comprehensible input, which means that the teacher, like a mother teaching her child language teaches using language the child can

understand. This approach also makes the distinction between acquisition, a natural subconscious process, and learning, a conscious process. Krashen and Terrell argued that learning cannot result in acquisition. The focus must be on meaning, not form (structure, grammar). In order to learn through the natural approach, students learning a language were encouraged to communicate with 'native' speakers of the target language.

Unlike Chomsky, Krashen's linguistic theory had an immediate relationship to language acquisition and learning. As a result his linguistic theories were brought to the attention of language teachers around the world (Hanak-Hammerl 2003). Their pedagogy was underpinned by 'input theory', which emphasises the teaching of huge amounts of passive language, or what Krashen (1979 p9) calls 'input + 1'. He argues that a learner's comprehension level is situated just after language input. Krashen claims that through context and extra-linguistics, for example, a mother talking to her child, and learners will pass to the next level and then reiterate the process. Krashen also contends that the message is more important than the form. In this pedagogy, teachers provide one-way input (pass the message), and learners use this input to communicate when necessary (Krashen 1981).

3.2.2.2 Communicative language approach (content/social rather than form)

Drawing on Krashen's natural theory, Communicative Language Teaching (CLT) emerged as the norm in second language and immersion teaching. Lockhart (1994) stated that second language learning is recognised as a highly interactive process involving teachers and other students in the classroom. This process provides students with the opportunity to practice their linguistic abilities. Brown states that 'interaction is the heart of communication' and that 'the best way to learn to interact is through interaction itself' (Kasuya 2008, p159).

Another element that contributed to CLT was the conceptualisation of the language class as interactions about language and interactions through language which are constantly juxtaposed (Breen 2000). This realisation of the importance of context led to the predominance of the Communicative Language Teaching (CLT) approach in most English-speaking countries from the early 1980s. This approach concentrated on providing rich contexts for learners to produce language (McKay n.d. cited in Li 2007).

The aim of the CLT approach for English second or foreign language teaching is functional communication with a notional *native* speaker of the target language.

The application of CLT in ESL/EFL setting has, however, been criticised. For example, Van Ek and Alexander (1975), as well as Wilkins (1976), state that CLT can lead to misinterpretations as the learner and even their teachers do not necessarily have access to native speakers. Ellis (2002) also points out that along with rich opportunities for interactive and communicative practice, ESL/EFL learners also need to understand the relationship between language and the context within which language is used. This is how individuals use language to orient and interpret particular communicative situations, and the ways through which these uses of language change over time. Therefore, some researchers came to criticise CLT because it provided learners with little content input (e.g. Nunan 1989; Larsen-Freeman and Celce-Murcia 2001). There have also been more recent criticisms that this privileging of the native speaker is inherently racist and colonialist (e.g. Braine 2013; Takahashi 2014) since native speakers are preferred above more qualified non-native speaking English teachers. In light of these criticisms, and as good practice, some theorists have suggested that more focus on texts and contexts is required. This came about through the genre approach.

3.2.3 Toward marrying form and function

3.2.3.1 Genre

In the last decade, genre has received increasing attention in both first and ESL/EFL teaching. In first language teaching, genre has been used for composition studies with both school students and adults studying at university in North America and Australia (Derewianka 2003; Paltridge 2001). In English as a Second Language/ English as Foreign Language (ESL/EFL) contexts, it has been emphasised in the teaching of English for Specific Purposes (ESP). The growing influence of genre methods is possibly because of its marrying of form and function in English language teaching. It teaches students to 'engage rhetorically' with recurring situations (Freedman and Medway 1994, p2).

The understanding of genre, however, is not uniform. For example, Swales' early work (e.g. Swales 1990), concentrated on genres in the broadest sense: viewing genres as tool to help to delineate categories of discourse (e.g. spoken or written; with or without literary goals). However, they did not explore the full spectrum of genres which range from literary to semi-literary forms. Also, this view of genre does not include the linguistic details of specific

genres (e.g. poems, narrative, exposition, lectures, and recipes and so on) which form part of the definition of genre from the Sydney school's perspective (Martin 2001) which draws on systemic functional linguistics as already highlighted in Chapter 1.

3.2.3.2 English for Specific Purposes (ESP) and English for Academic Purposes

English for Specific Purposes (ESP) is defined as a tailored English program to meet the specific needs of the learners. One subset of ESP is English for Academic Purposes (EAP) (Karimi 2014). The aim of ESP is to meet the English language learner's language use needs within a specific context, while EAP focuses on meeting specific academic and/or research communicative needs and practices within disciplinary contexts (Flowerdew and Peacock 2001; Jordan 1997). The goal an EAP program is to establish at least a basic knowledge and understanding of the social and linguistic demands of a discipline in relation to specific content and or practices. Student participation in academic and cultural contexts requires that they be equipped with academic literacy communicative skills (Hyland and Hamp-Lyons 2002).

3.2.3.3 Genre-based Approach

ESP and EAP courses included early instances of the genre-based English teaching approach. Genre-based approaches were developed from the genre theories described above and have been recognised as one of the major trends in English language teaching in the new millennium (Richards and Rodgers 2001). Derewianka (2003) shows how the genre-based approach developed from the pioneering work in genre analysis conducted by Swales (1981, 1990) and other scholars and this work has been further extended in Swales' later work related to EAP (e.g. Swales et al. 2004). However, alongside the specific ESP and EAP use of genre-based English teaching, the genre approach has been generalized to mainstream English Language Teaching for example in the Adult literacy programs in New South Wales (Lin 2006).

The genre approach has taken many forms and has built on diverse theories from Applied Linguistics. These include Rhetorical Structure Theory (RST) in North America, and Generic Structure Potential (GSP) theory in Australia (Lin 2006). Their main impact derives from genre analysis and discourse analysis. These theories share some key features. Since genre-based approaches start with the whole text as the unit of focus instead of sentences,

students are concerned with achieving specific social outcomes (Butt et al. 2000; Lin 2006). However, more recently, a genre approach which emphasises both form and function has developed from work in Systemic Functional Grammar.

3.2.4 Marrying form and function systematically

3.2.4.1 Systemic Functional Grammar

Despite the efficacy of the Communicative Language Teaching (CLT) approach to grammar teaching and early work on form at a macro-structural level in genre-based English teaching approaches, some linguists have suggested that more focus on form is needed. The theoretical basis of this work was functional linguistics. Unlike formal linguists, functional linguists generally have focused on addressing practical concerns of how grammar is applied (Cope and Kalantzis 1993). Functional grammar tries to solve problems posed by the teaching of grammar, for example, using words in their context (the link between text and context). Unlike the formal linguists, who were mainly interested in the relationship between grammar and mind, functional linguists were more sociological in orientation; they were more concerned with relating grammar to its function in society.

These concerns have led functional linguists to develop semantically oriented grammars indicating how people use language to make meaning in order to direct their social lives (Cope and Kalantzis 1993). This movement built on the work of Halliday and colleagues' linguistic theory which interprets language as interrelated sets of options for making meaning (1984, 1985), and is called Systemic Functional Linguistics (SFL) theory (SFL). SFL theory explores the function of language and how it is used to express different shades of meaning and thereby (Halliday 1989).

As noted in Chapter 1, to become familiar with this type of grammar, three components have to be understood: field, tenor and mode (Eggins 1994). The field is the social action in which the grammar is embedded, i.e. what is happening in a specific setting of space and time. It also includes what the interaction is about (the subject matter) and what the respondents know about it (shared knowledge). Tenor is the relationship between the respondents, which is visualized as a continuum of formality (from most casual to most formal). The social situation heavily influences the level of formality in a context, for example, the acceptability and appropriateness of words, phrases and actions according to the varied situations. The mode relates to the role played by language in the context; what exactly the language is trying to achieve. The mode includes the channel employed, whether written or spoken or a

combination of the two. Halliday and his colleagues (e.g. Biber 1994; Ortiz and Hernández 2014; Yeoh 2014) gave the term 'register' to these three interrelated variables. This is explored in more detail in the section on register.

Language choices are obviously affected by the register variables because they reflect three main functions of language. Halliday (1989) stated that these are ideational, interpersonal and textual functions. Ideational function uses language to represent experience (Martin 1997). It is realised in the field through the grammar's transitivity. The interpersonal function uses language to encode interaction and it creates interpersonal relationships. This is realized within tenor via the mood pattern of grammar used. The textual function uses language to organize information into a coherent spoken or written text which is realized in mode through theme patterns of grammar (Eggs 1994, p78). Consequently, if choice of word or grammar pattern is changed, then the meaning of the language spoken or written will frequently differ as well.

3.2.4.2 SFL/Genre Approach & ESL Teaching

Genre and SFL are now increasingly combined in ESL teaching. Genre provides information on the type of texts (context), while SFL provides the detailed and analytical information of form (including field, tenor and mode). The Genre Approach and SFL approaches have been applied in English Academic Purposes (EAP) and Professional English curricula extensively in Australia and elsewhere (The Department for Education and Child Development (DECS) 2010). An example of an SFL and Genre-based curriculum is the Australian high school ESL curriculum. In the document, it is noted that the curriculum is designed for students to develop their skills to live and work in the Australian community (DECS 2010). The students participating in this curriculum are from diverse ethnic backgrounds and are exposed to a curriculum is based on the communication genres, vocabulary and grammar that the students would need in their everyday activities such as cooking. A functional model of language, based on the work of Halliday and others, is promoted by the ESL Program. This was the basis of the ESL 'Scope and Scales' (Department of Education and Children Services [DECS] 2010) which were based on the premise of the complete interconnectedness of socio-cultural and linguistic activity (DECS 2010). The SFL emphasis in the school context has become mirrored in the University pre-enrolment programs that the respondents in this study were exposed to as is noted in Chapter 1 and 2.

3.2.4.3 Research on the acquisition of grammar functions by Arabic students learning English

Although some studies have researched ESL students' acquisition of grammar functions (e.g. Al-Ammar 2000; Al-Eryani 2007; Umar 2004), comparatively few have focused on Arabic students learning English. In the Arab context some work has been done on inter-language pragmatics within the framework of speech acts (e.g. Al-Eryani 2007). Speech acts are often described as functions of language, for instance, thanking, requesting, wanting, demanding, refusing, and inviting. In cross-cultural communication, refusals, as one of aspect the speech acts, are known as striking points for many non-native speakers (Beebe, Takahashi and Uliss-Weltz 1990). Refusals can represent ambiguous or delicate speech acts that are enacted linguistically and psychologically, because the possibility of offending the interlocutor exists in the act being performed (Kwon 2004). For example, in the context of refusing invitations, offers and suggestions, the research indicates that American English speakers regularly expressed their gratitude but this act was rarely done by Egyptian Arabic speakers (Nelson, Al-Batal and Echols 1996).

Despite the limited number of studies focussing on grammar of speech acts described above, few empirical studies on speech act behaviour involving the Arabic language or even native speakers of Arabic have been undertaken. One study is that by Umar (2004) who examined request strategies as used by Advanced Arab learners of English as a foreign language in comparison to those strategies used by British native speakers of English. Umar discovered that these two groups implemented similar strategies when they addressed their requests to equals or people in higher positions of authority or social standing. The subjects in this case depended on conventionally indirect strategies. Yet, when requests are addressed to people in lower social/hierarchical positions, the Arabic sample illustrated a tendency for using more direct request strategies than the British sample highlighted.

In another study, the semantic formulas used by Saudi Arabian and American male undergraduate students in the speech act of refusal were examined by Al-Shawali (1997). This particular research highlighted that Americans and Saudis use similar refusal formulae except in the case of a direct refusal. Saudi and Americans also varied in the use of semantic formulae in their refusals' actual content. In fact, it emerged here that Saudis use avoidance strategies such as postponement and hedging, or they provide non-specific responses. From these speech strategies, it is clear that the relationship between speakers and listeners (tenor) is different in Arabic and English-speaking cultures.

3.2.4.4 Iraqi Learners of Academic English in Other Contexts, e.g. United States/Britain)

Although grammar-related issues have been explored in inter-language situations, there is a dearth of literature focusing on Arab learners learning English in other contexts. One of the few studies, focusing on a mixed-ethnic ESL class, found that as the students' life trajectories were diverse, so were their learning experiences across the three classes (Haneda 2008). The classroom practices of the three teachers in this study, however, cannot be treated as representative of those of teachers more generally. Nevertheless, they do raise some general issues concerning the relationships among classroom practices, teachers' conceptualizations about English language learners' needs and their perceived roles in responding to these needs. The institutional contexts of the schools and school districts in which they are situated must also be considered. It should also be recognized that while grouped under the same category, English language learners constitute a diverse group of students whose first languages, cultural backgrounds and life experiences vary in many important ways.

3.2.4.5 Arabic/Iraqis Learning English in Australia

As mentioned before, very few research studies have been conducted on Arabic/ Iraqi international students studying in Australian context in general and particularly these students' experiences of learning English in Australia. However, a number of studies have researched Arabic students' experiences as international students in Australia. For example, Suliman and Tadros (2011) conducted a research study on nursing Arabic students to find out how these students settled down at Australian universities environment with English as a foreign/second language medium of instruction. The findings of this study demonstrate that this cohort used different strategies, such as problem-solving, the ability to control themselves, being involved in the international student community, and seeking social support. Suliman and Tadros also indicated that Arabic nursing students continued to change their accommodation/learning strategies over the time.

In relation to Iraqi cohort, only two studies have focused on Iraqi students learning English in Australia and they did not involve an academic context. The first study by De Courcey (2007) concerned a group of Iraqi refugees in a country town in Victoria, and their experiences of learning English as a second language and adapting themselves to a new community (De Courcey 2007). It indicated that these learners could participate in contextualized interactions beyond their immediate needs. They could ask for help and repetition and use

basic cohesive features, but unreliably so. They could use more common tense features and some question forms. Higher level learners became confident in English and in learning through English. They participated in expanded interactions with a supportive interlocutor. Most success was experienced in short, spontaneous utterances on familiar topics. There was a tentative use of polite request forms. This study shows how grammar issues needed to be contextualized for pragmatic purposes.

The second study was conducted by Sainsbury and Renzaho (2011). In their work, they showed that Iraqi student's parents have a basic knowledge about the different styles/models of Australian education system and have the real readability to help in an Australian style/model that involved the parents in their children's education. However, their study indicated that there are some barriers to this that were time limitation, lack of knowledge of the curriculum or school structure, interrupted schooling and English language proficiency. Thus, they recommended that Australian Professionals should work to provide parents with structural information about the key elements of the educational curriculum and the specific homework requirements at the school.

3.2.4.6 Research on Register in general

Limited research has been conducted on register and its relationship to English language teaching. Academic uses of spoken register, as suggested by Walqui (2010) involve a constellation of features that together construct texts that are difficult for students to understand because of: firstly, fields of knowledge they appeal to; and secondly, tenor of the interpersonal relationships they construct; and thirdly, modes in which the students encounter them. These multiple variations result in academic language registers, or the linguistic variation that results according to contexts of use. Walqui (2010) suggest that this development should be tracked over a unit of work that takes place over several classes, along a continuum, from most spoken to most written (Walqui 2010, p.14). Although a considerable number of studies have explored academic corpora (e.g. Swales 2004) and the use of academic register within texts, these have focussed at a word level, rather than encompassing the 'cultures', genres and registers as suggested by Martin (2009).

3.2.4.7 Research Studies on Register

A limited number of studies have explored register and student writing. For example, one study indicates that written registers are 'elaborate' and 'compress' discourse (Gray 2011). It also has been suggested that in order to increase student's use of appropriate academic written register, teachers are required to instruct his/her students to attend certain academic linguistic features, e.g. by asking them in providing different types of essay (formal and informal). However, more research is needed in order to provide clear 'articulation of systems' that support the development of this register (academic) in order to provide explicit examples of effective choices for classroom teachers (Corbo 2011). Ignatieva (2012) states that in order to successfully use appropriate academic register in a written mode, students will not only need to know how to cohesively link a larger number of themes, grammatical metaphors but also they need to know who will be their audience. Another study by Koyalan and Mumford (2011) suggests that there are four available methods for developing academic written register of EAL students: first acquiring language from professionals, peers, self-study and from individuals' reflections on the variety of registers.

Others scholars described student's use of variable registers as an indicator of knowing of different linguistics resources (e.g. Shin 2009; Gebhard, Harman and Seger 2007). Christie (1986, 2002a) indicates that without a detailed knowledge of background information (the context), students rely on their own interpretation of characters and events. This characteristic is revealed by: a lack of verbs that represent the writer's attitude concerning the story (e.g., attitudinal verbs such as resented, detested, and admired); lack of connectors that signal interpretation (e.g., because, although, if); and minimal references made to characters other than the main character. Christie showed that these qualities all indicate these students' difficulty in producing the linguistic features within academic language that comprises the three register variables of field, mode and tenor, with mode and tenor being the most difficult for English learners.

According to Christie (1986, 2002a), exposure to Academic Language content is defined in this context as coverage of functional grammar in the presentation of English Academic Language content topics. In particular, the degree to which teachers provided instruction on genre-specific language structures related to field, tenor, and mode to enhance students' comprehension of content topics and develop their skills in articulating their knowledge or producing targeted genres. She found that only very few teachers instructed students in the grammatical features concerning the register of academic texts, specifically, how to express opinions implicitly to communicate one's point of view in a detached manner. This leads to

the possibility that the spoken register of academic text registers is more difficult to teach than mode and field, and where evidence exists, represents high teacher expertise students.

As can be seen above, most of the research on register in particular has focussed on written mode (e.g. Lucero 2012; Chang 2012). Especially, English speakers across different professional environments has been the popular context, with some limited work looking at the processes of teaching and learning of academic register for ESL students studying in other countries. Although considerable work on the British Academic Spoken Corpus has been conducted contrasting it with written corpora (e.g Biber 1999), this has again been on the level of words and phrases, rather than cultures, genres and registers. In Australia, a very recent study was conducted by Al-Yousef who explored how Saudi students acquire register among other literacies in a Business Management course (Al-Yousef 2014). His study revealed that Arabic students preferred the group tasks which involved high volume of communication and problem-solving which in turn would enable these students to obtain disciplinary specific knowledge, and as a result would provide these students with different kinds of formal/informal register that they can utilize in their long-life experiences. However, the processes of learning and teaching of academic register for ESL students studying in Australia in English for Academic Purposes programs remains unexplored.

This study aims to contribute to this gap in the field. As mentioned in the previous chapters, this study is concerned with investigating students' perceptions and application of spoken register and to determine how students in English for Academic Purposes (EAP) courses in a South Australian University were taught to use apply academic spoken register in their university studies.

The thesis also provides a unique contribution as it is the first study of Iraqi students studying in South Australia exploring students' experiences in different EAP programs. In addition, it is the first to explore both the study context and the students' experiences thereof in detail.

Chapter Four

Theoretical Framework and Methodology

4.1 Introduction

The thesis examines the experiences of Iraqi students studying Water Resources and Agriculture in the formal pre-enrolment programs provided at a South Australian university to prepare them for work within their academic discipline. Because experiences are affected by 'fluid and changing' events and individuals experience events uniquely (Cohen, Manion and Morrison 2011, p17), an interpretative theoretical framework is appropriate for this subject matter. In this chapter, first the interpretative research paradigm is discussed. This is followed by a general description of the research design which involved a mixed-method approach. Then, the specific data collection and analysis methods are described and their relevance to the subject matter is outlined. These include a survey, curriculum analysis, and interviews with the Iraqi students and their Australian teachers. Within the description of each method, details are given on how the method contributes to the overall study design and its rigor. The chapter concludes with some information on ethical considerations and trustworthiness in interpretative research in general and this study in particular. The details of each of the data collection and data analysis techniques are described in more detail in the data chapters. This chapter focuses only on the overall design of the project.

4.2 Epistemology

Epistemology is the part of philosophy that examines the nature, and frontiers of human knowledge. In other words, it is the study of how we know/understand things. Micken (2012, p20) defines it as an 'episteme to know/understand and logs word, speech'.

Epistemology of utilizing discipline/academic language for different purposes/functions cannot be achieved by simply being a competent communicator and/or level of proficiency that communicator has. In order to epistemologically use academic/discipline register, the respondents of this study are supposed to be taught how they justify discipline language, and how they distinguish academic language from non-academic/discipline language.

There is a general interest in the relationship between epistemological beliefs and learning. This is especially the case in the field of students' development of using appropriate language (e.g. Carson 2014). Students' epistemological beliefs may be influenced by their perceptions of learning, and consequently their performance or ability to use the target language is affected. Therefore, a fuller understanding of epistemological beliefs held by students about the orderly process of the courses they enrolled in would be of much value to their academic achievements. Epistemological beliefs are likely to be formed by the socio-cultural context within which they are developed. This means that when students commence a study of an academic course they enter domains of human experience, which are defined by recognisable practices, literacies and modalities (Teramoto and Mickan 2008).

Perry's theory (1968) of epistemological beliefs is that personal epistemology is unidirectional and develops in a stable progression of stages. Perry argued that when students reach the later stages of their development, they can recognize that there are various potential ways for viewing knowledge and there are times when one should make a strong commitment to some conceptions. Accordingly, as described in Chapters 5 and 6, the respondents in this study thought that after finishing a specific course, e.g. PEP, they would be exposed to a more disciplinary course within which they could find materials and practices related to their particular discipline or field of study.

Mickan (2007) states that although students are able to transfer previous language competence to new field of language use, to succeed in subject-specific studies they need to participate in the multi-tasking of each subject and through participation learn to use the distinctive wordings and terminologies which constitute the subject (Mickan 2007).

The study of academic register in this thesis is based on the analysis of subject epistemologies, i.e. the representation of disciplinary knowledge in course materials and practices. This thesis discusses the necessity of recognizing the epistemological basis of pre-enrolment English language programs. In this case, disciplinary knowledge is enacted with discipline-specific practices or tasks and academic language in the form text that may lead to developing the students' academic spoken register. On the other hand, the epistemology of a subject frames the literacy events and social practice of a course of study. Thus the concept of epistemology provides an over-arching theoretical framework for this thesis.

4.3 Interpretivism as the Fundamental Research Paradigm

4.3.1 Subjectivity and Intersubjectivity

This study uses a mixed methodology involving qualitative and quantitative methods. However, the overarching paradigm of the study is interpretive as the aim of all the methods is to 'understand the subjective world of [the respondents'] experience' and 'to retain the integrity of the phenomena being investigated' (Cohen, Manion and Morrison 2011, p17). Because the aim is to understand experiences, the focus is on constructions of meaning. Geertz (1973, p446) explains this approach as follows: '[What] we call our data are really our own constructions of other people's constructions of what they and their compatriots are up to'. In order to fully understand the constructions of my cohort of Iraqi students developing academic registers within an Australian context, the focus is on their subjective experience and capturing how this phenomenon changes over time with all the complex interaction of factors it involves.

To be able to capture this complexity as with other interpretative studies, the assumption is that the individual Iraqi students 'create and associate their own subjective and intersubjective meanings as they interact with the world around them' and the study 'attempts to understand phenomena through accessing the meanings respondents assign to them' (Orlikowski and Baroudi 1991, p18). Therefore, the focus is on the 'subjective meanings' that Iraqi students 'assign' 'to their experiences learning English and their teachers assign to their experiences teaching this cohort. 'Intersubjective' meanings are explored by unpacking the curriculum documents of the programs. The role of the researcher within the interpretative paradigm is engaged and interactive since, according to Orlikowski and Baroudi (1991), the interpretive research approach for establishing a relationship between theory and practice is that the researcher can never assume a value-neutral stance, and is always implicated in a phenomenon being studied. This is particularly true in this study since the researcher in this study is of Iraqi origin and has experience studying in both Iraq and in an Australian context and has a greater awareness of the participant's world than a researcher of another background. The role of the interpretative qualitative researcher as described by Cohen, Manion and Morrison (2011) is to describe, summarize, interpret, discover patterns and generate themes. He/she should also understand idiographic features of individuals and groups –a process made easier by the intimate knowledge the researcher has of the contexts and cohort. The researcher is also expected to 'filter' and reduce and assemble data once the initial criteria have been established and to develop linkages between coding categories (Cohen, Manion and Morrison 2011).

4.3.2 Blumer-Mead's Interpretativism

In this thesis, a particular version of interpretative research is applied: Blumer-Mead's version of the theory of symbolic interactionism and the theory of interpretive interactionism (Blumer 1969; Deegan 2001). Blumer-Mead's theory is based on three hypotheses (Schwandt 1994). Firstly, the responses of the respondents to others, that is to say living beings and physical objects in the surrounding environment, depend on the fact that these living and non-living beings communicate with them. Secondly, meaning and understanding is obtained from social interaction since key actors communicate by signs and words and languages. Thirdly, meaning is instituted and modified through a process of interpretation. This mostly happens where key actors detect meaning and infer conclusions when they choose, examine, postpone, and reassemble into organized groups and convey experiences and interactions depending on the context within which they are placed. The meanings which unfold through this process affect and guide follow-up deeds. Therefore, symbolic interactionism demands the researcher to actively enter the worlds of the respondents to observe the situation as it is viewed or experienced by them. It means observing what they take into account from differing experiences and interactions and to see how they interpret them.

These experiences and interpretations are explored through narrative analysis in the interview data and the open-ended survey questions since, the ways in which identities are 'performed and strategically claimed' can be interpreted through the narrative structure and 'Master Narratives' used by respondents telling stories in interviews (Benwell and Stokoe 2006, p42-43). The process of interpretation is made coherent through the description of the respondents' words and actions and in turn, this produces meaning and understanding for the researcher (Schwandt1994).

The reason for taking this particular interpretive theory to inform the research design is to develop a coherent thread through the multiple sources of data including surveys, interviews and documents and focus on communication, interaction through language and the researcher's interpretation as an active participant in the cohort's world. The interpretative paradigm and Blumer-Mead's theories in particular were also selected because they provide a conceptual framework for studying the acquisition of academic language within a broader framework of literacy in society (Schieffelin and Ochs 1986). In addition, through the interpretive method, it was possible to develop ideas about the findings and relate them to the literature and to broader concerns and concepts.

This theory also allowed a look at the respondents' interactions with the world surrounding them, enabling the building of a clear picture of the respondents' ability to use appropriate register during their interaction with their surrounding environment as well as with me as interviewer.

The significance and functions of interviews for interpretive data collection have been addressed in several studies (Van Lier 1988; Nunan 1992; Merriam 1998; Saville-Troike, 2003). Other work, particularly in the field of ethnography, has focussed on the value of identifying key informants through survey data and the collection of artefacts (e.g. Babbie 2013). Although this is not an ethnographic study, as the respondents and their culture were not closely observed over time, like in ethnographic research in this study a range of interpretive methods are employed and enriched through quantitative data and analysis of documents. Also, as in ethnography, there is a mixture of qualitative and quantitative methods. However, these are not used as is common in 'mixed methods' studies to triangulate data. Instead, as described by Babbie (2013), the quantitative methods are used to identify key informants and issues which are then explore in detail in the qualitative data. Additionally the researcher's own possible influence on the data at each stage of the study is explored. Table 4.1 summarizes the data collection and analysis methods used in this thesis.

Table 4.1: Summary of Data Collection and Analysis Methods and Relationships to research questions

Type of Data	Collection method/ Research instrument	Analytical method	Related Objective
Survey of Iraqi students to ascertain their perceptions of their development of academic (spoken) register and experiences in the programs	Survey instrument with questions on student perceptions of the programs (GEAP/PEP, BP), demographic questions and open-ended narrative probes.	Quantitative data analysis using descriptive statistical analysis, interpretative analysis and coding of open-ended answers	Question 1

Curriculum materials from all three programs	Requested materials from course coordinators and individual teachers all material relevant to the broad definition of 'curriculum' (Kern 2009, p1) were included.	Textual analysis using Fairclough's (1995) framework: In consultation with teachers/ lecturers Identifying factors related to academic (spoken) register	Question 2
Iraqi student interviews	Interviewed and audiotaped interviews with Iraqi students	Interpretative and narrative analysis to ascertain their interpretation of events through language and signs, checked in communication with respondents	Question 1
Australian teacher/ lecturer interviews from all three programs	Interviewed and audiotaped interviews with teachers/ lecturers in the PEP; questions based on issues identified in the curriculum	Interpretative analysis of language and signs checked in communication with the respondents	Question 2

4.4 Respondents

English as Second Language (ESL) students of Iraqi origin participating in one of two English Language and academic skills courses were invited to participate. The PEP (Pre-Enrolment English Program) was run by the Professional and Continuing Education arm of the University of Adelaide, while the Bridging Program (BP) program was administered by

the School of Agriculture, Food and Wine at the University of Adelaide with an English course selected from the offerings within the School of English in the Faculty of Humanities and Social Sciences. Thirty-six Iraqi students completed a Masters degree in Agriculture in 2011/2012, while the remaining 15 completed a Masters degree in Water Resources in the same time period. One of the respondents in Agriculture failed the PEP and did not move on to participate in the BP (English or discipline components). Of this sample, 11 were female and 41 were male. The combined number of all students in each course group is provided in Table 4.2.

Table 4.2: Number of Respondents in each Course Group according to Gender

Program	Female	Male	Total
PEP only	9	28	37
Participated in both PEP and BP	11	41	52

All 52 respondents completed the survey. Further a deliberate selection of some of them was made (using the principle of reduction (Cohen, Manion and Morrison 2011) to probe their responses further. This selection was made on the basis of a representative sample in relation to gender and age and focussing on those respondents that expressed strong opinions in relation to the programs they attended in the open-ended questions in the survey. The aim was to discover the 'how' and 'why' of their responses.

4.5 Materials

4.5.1 The Questionnaire

4.5.1.1 Survey data collection

As described above, to identify the key informants who would provide more in-depth information on the experience of developing academic register, a survey questionnaire was initially used. Although this data is quantitative, the broad ontological approach was interpretative and the view was that by selecting different options in the survey the respondents were also engaging in story-telling and placing themselves in different roles, for example, as successful or otherwise language learners. Hence, although typical structured response categories (Marshall and Rossman 2006) commonly found in questionnaires were included, the focus was on the open-ended questions where the respondents could through language communicate their interpretations of events.

In order to 'maintain the integrity of the phenomena' studied (Cohen, Manion and Morrison 2011, p17), the questions were tested for bias, sequence, clarity, and face validity with a cohort of eight international students from other backgrounds who had also studied English in Australia.

In this study the aim was to identify key issues and key informants in a specific cohort of a bounded population (Marshall and Rossman 2006). The survey sample in this study is particularly valid since all members of the bounded cohort (52 Iraqi students studying Water Management and Agriculture) were surveyed and were asked the exact set/order of questions as recommended by De Vaus (2000).

The questionnaire in this research focuses on obtaining data from the respondents about their perceptions of their programs and how they experienced spoken register within the programs at different stages of their academic development. The survey (found in Appendix 1) consisted of open and closed questions, the close questions consisted of the following 4 sets of questions.

The first set of seven questions were demographic questions related to the respondents' ages, gender, religious, ethnic and cultural background and EAP programs completed at the University of Adelaide, and whether they would be commencing with their disciplinary studies. This last question was included as one of the participants failed the PEP and did not continue on with his disciplinary studies. The answer options are either dichotomous (only two possible answer) questions or simple open-ended short answer questions. The advantage of these question types is that they are not ambivalent and the respondents have to make definite choices useful for statistical purposes (Cohen, Manion and Morrison 2011).

In the second section, students were asked set a four of questions related to their English language proficiency. 'Ordinal' questions were used to be able to explore the level at which they rated their proficiency and ability to interact using English. They were first asked to rate their proficiency 'compared to fellow students' and then their 'proficiency to communicate with native speakers'. Students responded on a four-point rating scale, ranging from 'Poor' to 'Excellent'. These items are useful to gauge 'intensity of response' (Cohen, Manion and Morrison 2011, p387). The application of these abilities is tested in Question 10 with a dichotomous question related to their opportunities to use the language outside of the class and the open-ended Question 11 which queried how they applied this knowledge.

The third set of ten questions was related to the respondents' experiences of the EAP (PEP and BP) programs they attended. In this section, there was a mixture of dichotomous 'nominal' and rating scales 'ordinal' questions which targeted the respondents' knowledge and evaluation of these programs. The reason behind using this kind of survey technique was to collect data about the respondents' understanding and interpretation of events through signs, words and language.

The last three closed questions of the survey were rating scales 'ordinal' questions which were utilized to address the practice of academic language register in general and spoken register in particular. Through these set of questions the aim was to capture the likely range of responses to given statements. Again these 'rank ordinal' questions were used to explore the respondents' interpretation and understanding of events. To ensure that they all understood the concept of register, an everyday language definition of the term was given in English and Arabic. To ascertain the respondents' perceptions of their competency rating scales were used.

In order to allow free responses of the respondents and to determine inner perceptions and feelings of these respondents, the unstructured interview technique was used in the last four (open-ended) survey questions that had a similar structure to that of a story, where through stages involved a Beginning, Middle and End. There are a number of ways of thinking about narrative analyse, they are all underpinned by the concept that narrative production (or story telling) is one of our most important methods of representing experience (Bamberg 1987). Human experience is created through sensory and perceptive processes. To cope with that and in order to obtain the wanted free responses from my respondents, adopted the following open questions. These questions would increase the respondents' chance in communication with the environment surrounding them as well as interaction through language and enrich my interpretation:

1. What were the most useful things you have learnt about communicating with appropriate register in academic contexts?
2. Which specific tasks/ materials in your PEP, Bridging and degree curriculum related to register?
3. What recommendations do you have regarding the teaching of register in the PEP, Bridging and degree program?
4. Are there any additional comments about your PEP, Bridging and degree Program that you would like to make?

The questionnaire was trialled with the international students and redrafted before being mailed out to the respondents. The intention was to design a questionnaire that was short, attractive and relatively simple to complete. The questions on the survey were in English together with an explanation of register in Arabic. The questionnaire also served as a warm-up exercise for students for the semi-structured interview. Respondents were stimulated to think about the processes of teaching of English in PEP, Bridging, and the first year of their degree. In this way more depth to their closed responses was provided.

4.5.1.2 Survey data analysis

The analysis of the survey data was carried out using simple descriptive statistics and the Statistical Package for the Social Sciences (SPSS v. 19) for the closed questions. In addition to describing the results, between-course differences were analysed using the Mann-Whitney Test and the T-test and are also presented in this thesis. This additional layer of statistical analysis is important because some of the respondents completed only the PEP course and proceeded directly to their Masters degree, while others completed the PEP as well as the BP. In addition to examining overall frequencies, percentages, and other descriptive statistics, two statistical procedures for parametric/nonparametric data were applied: the Mann-Whitney Test and the T-test (to examine differences in survey responses across academic courses) and Spearman rank-order correlations (to examine relationships among the variables that were used in this study) to measure the perceptual and implementation dimension. In this analysis the difference between estimates is regarded as being significant if a five per cent level of significance is attained. This means that if the

value of the probability for the significant testing in the Mann-Whitney Test and the T-test (probability) is smaller than 0.05 for a difference, then the difference is considered to be significant (Fields 2005).

The open questions were analysed employing the same analysis methods which served for the analysis of interviews. First the narrative structure of each response was analysed to determine which issues were highlighted by the respondents through their 'storying' of their experiences (Kohler Riessman 2013). Then, the data was coded into broad themes. NVivo 10 was used to complete this initial analysis as well as the later more specific coding of the data.

4.5.2 Curriculum

4.5.2.1 Curriculum data collection and analysis

The initial sources of data for this study were relevant documents. Documents served three crucial roles in the data collection process (Bogdan and Biklen 1998; Hodder 2000; Punch 2013). Firstly, they constituted a significant source of data in their own right because they provided words for analysis. Secondly, data elicited from the analysis of documents for this study informed the development of questions for conducting the in-depth interviews. Thirdly, the documents contributed to a process of triangulation which enabled the collected data to be analysed from more than one angle.

The handbooks from the GEAP, PEP, and the English component of the Bridging Course were collected from the respondents and their teachers/ lecturers. Analysis consisted of identifying all references to spoken discourse and register in general. Tentative categories were suggested by the curriculum text and theoretical concepts that come to mind were noted down. According to Ball (1993b, 1994a, 2006), Bowe (1992) and Taylor (1997), the conceptualization of curriculum and curriculum analysis as a trajectory study manoeuvres it towards a quantitative approach, the predominant approach applied in this study. The 'contexts' (Vidovich 2002) were artificially segmented before a cross-sectional analysis was implemented. The process focused on document analysis and interview transcripts concerning 'what', 'when', and 'where', and explains 'why' and 'how' something occurred. For these reasons the qualitative research methods constituted an appropriate research approach used in this study.

As mentioned above, the principle of interpretivism (Denzin 2001; Schwandt 1994) was chosen as a research paradigm for this study with the aim of eliciting meaning and understanding from key actors and purposive agents (Crotty 1998) who were involved and engaged in the curriculum process. The underlying ideology encompassing an interpretive paradigm is a belief that human beings act in a certain manner for a variety of reasons, and these reasons are formed on the basis of meanings that they take away from events, circumstances and interactions with others.

The frameworks proposed by Ball (1993b; 1994a; 2006; 2008), Taylor et al. (1997) and Vidovich (2002) are essentially critical in nature, with a focus on power relationships. While interpretivism rather than critical theory was selected as the overarching approach knowledge in this study, the concept of power relationships remains relevant. That is, key actors actions and thoughts were determined and ascertained on their own and the researcher recorded how experiences constantly shifted between prior beliefs and interpretations and data being collected. According to Curry (1999) and Silverman (2005), this process enables the exposure of dominant and negotiated meanings and understandings. It thus applied particularly to the empirical research undertaken in this study concerning the context of practice and emphasizes the appropriateness of choice in the adoption of qualitative research and interpretivism as a predominant paradigm for this study.

4. 5.2.2 Analysis of documents

The handbooks from PEP, the Bridging Course and the Degree Course subjects formed an integral part of the data analysis. Bogdan and Biklen (1998) recommend such analysis. The data was compared and contrasted in order to identify concepts and the regularity with which they occurred. Ultimately, a number of concepts were identified through coding and memoing and some were developed into themes which in turn contributed to propositions.

4.5.2.2.1 The Approach: Critical Discourse Analysis

The approach taken to document analysis in this study followed Janks 's (1997) version of Fairclough 's (1995) critical discourse analysis. According to Janks (1997), discourses which stem from historical links, historical traditions, represent a set of beliefs, values, and practices in document issues. They often become objects which are spoken and are subject to articulation and re-articulation. The process of identifying reference points in document

analysis amongst spoken and text data is crucial to understanding the curriculum/document process and curriculum/document discourses (Howarth, Norval and Stavarakis 2000). Such data includes interviews, documents, surveys, observation and even, ideas themselves. There is an implication that social practices are tied to specific historical contexts and are the means by which existing social relations are reproduced or contested and different interests are served along the document trajectory.

There are three interrelated dimensions to critical discourse analysis. The first dimension refers to the object of analysis, for example verbal and /or visual texts which require me to conduct a descriptive or literal analysis of the text itself. The second dimension refers to the process by which the object is produced and received, for instance through reading, writing, speaking and listening by different groups and/or types of people. The researcher was required to process and conduct an interpretation of the text itself. The third dimension refers to social historical conditions which govern the process mentioned earlier. These required the researcher to explain the description and interpretation from the two earlier dimensions in the context of 'use', regarding the document. While the three dimensions are interdependent, each has independent characteristics. These dimensions are shown in Figure (4.1) below.

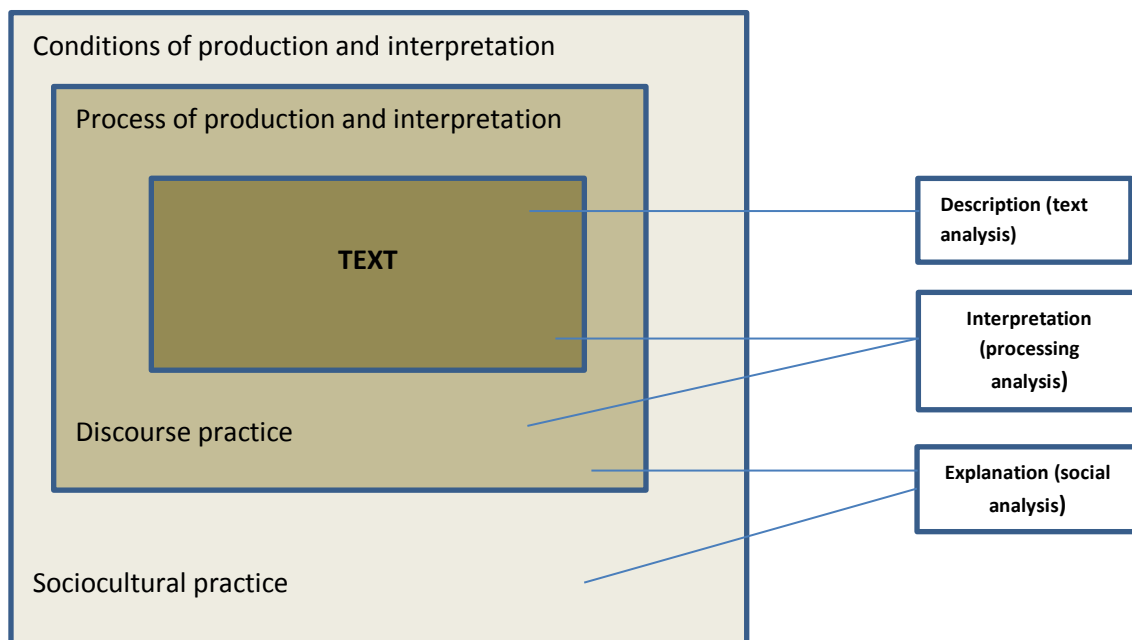


Figure 4.1: Fairclough's Dimensions of Discourse and Discourse Analysis (cited in Locke 2004, p42)

The conduct of each dimension is untidy and lacks linearity. The embedded boxes highlight the interdependence of these dimensions and the intricate back and forth movements between boxes. Thus, the boxes should be viewed three dimensionally. Such a three-dimensional representation highlights that an attempt to analyse any one box or dimension would break the interdependence between the boxes and require subsequent moves to re-insert the box back into its interconnected position. This implies that the researcher, in the conduct of critical discourse analysis on the contexts of influence and document text production, could begin analysing from any one box or dimension and would move work back and forth across the dimensions as he/she progressed until conclusions are drawn.

The analysis began with an exploration of the description found in texts and documents associated with contexts of influence and curriculum and document text production. This was aimed at filling in the gaps and unanswered questions raised by this limited and arbitrary introductory position. This was followed by a search for patterns which he could use to establish or substantiate discussions which were at work in the context of use regarding spoken register. This was followed up with confirming or disconfirming these hypotheses, making it possible to discover questions that needed answering with regard to social relations and discourses found in this text and others connected to it. In short, the analytical process started from box 1, with the clear understanding that this way only one perspective to consider the data was provided and move onto box 2 and 3 in order to explore other perspectives and ensure that tentative conclusions could be drawn. More details on the analysis of the curriculum documents are in Chapter 7.

4.5.3 Interviews with the students and their teachers/lecturers

4.5.3.1 Interview Data collection

An interpretative, qualitative analysis approach was used to develop the research questions. Qualitative researchers rely quite extensively on in-depth interviewing. In order to obtain this in-depth data, according to Groenewald (2004), 'refraining from any pre-given framework,

but remaining true to the facts' (p 5) is vital. Thus, unstructured in-depth interviews were conducted. Kvale (1996) describes this data collection technique as 'literally an interview, an interchange of views between two persons conversing about a theme of mutual interest,' where researcher attempts to 'understand the world from the subjects' point of view, to unfold meaning of peoples' experiences' (pp1-2). Kahn and Cannell (cited in Marshall and Rossman 2006) describe in-depth interviewing as 'a conversation with a purpose' (p149). As stated by Minichiello (1991), the interview depends very much on the skill of the interviewer. In this study, the researcher shared a common background with the Iraqi student respondents and their teachers, thus making rapport easier to establish (Minichiello1991).

During the interviews with the Iraqi student's respondents, detailed notes were made of visual clues and respondents' attitudes while probing their opinions of literacy development in the GEAP, PEP and BP courses. Interviews were audio recorded. An immediate quick 'rough and ready' translation was made within a week of each interview and respondents were invited to read the transcriptions to change, delete, or add any information they felt was misrepresented. This member-checking ensured that the researcher has 'a direct understanding of his or her [respondents'] perspective' (Maxwell 2005). Sometimes questions emerged from the respondents' responses to the transcriptions and the interviewer requested additional information from them in follow up emails or phone calls. The focus of the narrative prompts was the respondents' experiences of learning English, academic skills, and how register in academic spoken discourse influenced all aspects of their language learning related to register (including culture, genre, register and technical aspects of language).

In the case of the Australian English language teachers, several classes were observed and the curriculum documents were obtained, meaning that there was a common language to describe what has been observed. At the beginning of the student interviews rapport was established between the researcher and respondents through conversations about daily life and studies in general (Minichiello 1990, p111). The student respondents were asked to tell the 'story' of their development of English and generic academic skills. This is in line with narrative theory where the researcher wanted to allow each respondent to structure their own story and give prominence to what they view as most important (Chhuon, Kyratzis and Hudley. 2010). They were specifically asked to describe how academic register has influenced their language and academic skills development. The interviewer asked for clarification when necessary.

As with the open-ended questions in the survey, in the interviews, the aim was to access the participant's lived experience by examining 'the kind of stories [they] placed themselves within', how their identities were 'performed and strategically claimed', and why 'narratives were developed in particular ways and told in particular orders' (Benwell and Stokoe 2006, pp 42-43). Labov (cited in Cortazzi 1993) identified the following narrative elements which researchers in this kind of research attempt to access:

- 1) Abstract: This is information that is recalled by the participant, though it can also signal a future narrative; though often it is a summary for the speaker.
- 2) Orientation: Gives significant information about respondents and the setting (social context).
- 3) Evaluation: Gives the sense of meaning of the narrative which highlights the speaker's perspective on their experiences.
- 4) Complication: This indicates challenges within the narrative.
- 5) Coda: The end of the narrative.

In this study the focus was on the Abstract and Evaluation steps since, as Cortazzi (1993) maintains, these two elements are the most revealing of the narrator's attitude. To access these two elements, the following narrative prompts were given:

Narrative prompt 1: Tell the story of your experiences learning English thus far in Australia.

Narrative prompt 2: Tell the story of your experiences learning academic skills in Australia thus far.

Narrative prompt 3: Tell the story of how register in academic spoken discourse has influenced your learning in Australia thus far (Note: a brief definition of register was given to the respondents in Arabic).

Questions related to observations (made by the researcher in the PEP, Bridging or Degree classes) were also asked.

In the case of the Australian teachers/ lecturers, the focus turned to the PEP lecturers. This was because in survey and interview data of the students, it became clear that they unequivocally rejected the BP English course and felt that it did not develop spoken register. An exploration of the curriculum documents of the BP revealed that the English component of the BP addressed genres and disciplinary/academic cultures which were remote from that

needed by the students for their Water Management and Agriculture degrees with little or no focus on spoken activities or spoken register. Since the focus was on spoken register in this study, at the data 'reduction' stage of the study, the researcher decided to focus on the PEP teachers only in order to explore how they incorporated these aspects into the program. The PEP teachers' views on the teaching of spoken register in the academic context were explored. Interviewees were given a chance to respond to interim analysis of the student interview data and to points of interest in the curriculum documents. A rough and ready transcription of each interview was compiled immediately after the interview had been completed (Patton 2005). If this had not been possible, the nature of the explanations may have been lost (Ghauri, Gronhaug and Kristianslund 1995; Turell and Moyer 2008). Then the recorded data was member-checked with the respondents to ensure the gist or main elements of the 'abstract' had been identified. A more sophisticated translation/transcription was made after completing the member-checking and then in the case of the student interview data the translation was confirmed with the researcher's co-supervisor (also an Arabic speaker).

4.5.3.2 Interview Data Analysis

To analyse the interview data, narrative analysis was also used. Narrative analysis is consistent with the interpretative paradigm and, as suggested in the literature, through this kind of research educational researchers can access the lived experiences of teachers and/or students and transform this understanding into significant social and educational implications (Phillion, He and Connelly 2005). Narrative research is particularly valuable in Education as it provides educational researchers with an opportunity to validate the respondents' voice in important political and educational debates. A narrative analysis enabled the researcher to better understand the complex world of the classroom and the nuances of the educational enterprise that exist between teachers and students (Silverman 2013). A narrative analysis approach involves the creation of a re-story of the participant's story in order to make it more broadly comprehensible (Aspland 2003).

Using a narrative analysis consists of two main steps. Firstly, narrative researchers familiarise themselves with the structure and content of the narrative, and describe the narratives in terms of 'beginnings, middles, ends, narrative linkage and subplots connected to the overall narrative' (Murray 2003, cited in Benwell and Stokoe 2006, p144). Secondly, 'the focus is on interpretation which involves connecting the broader theoretical literature to the respondents' stories' (Murray, 2003 cited in Benwell and Stokoe 2006, p144). These two

steps lead in the end to the achievement of what Labov (cited in Cortazzi 1993) calls 'evaluation'.

Hycner's (1999) explication process was used to give the sense of meaning of the narrative in the following way:

1) Delineating units of meaning: the units of meaning were delineated by focussing on information highlighted by the respondents during their survey narratives and in the member-check responses. It was at this stage that the broad open coding described below occurred.

2) Bracketing and interpretative reduction: this stage was utilized to orientate (Labov cited in Cortazzi 1993) the researcher to the setting of the interviews and label the important data. Here 'parent nodes' were generated using NVivo (see below).

3) Summarizing each interview: each interview was summarised and member-checked/validated it; and where necessary the summary was modified.

4) Clustering of units of meaning to form themes:

In the 2nd and 3rd stages, the shared themes (from survey questions and interview data) were evaluated and linked performing the 'evaluation' and 'clustering' functions of gathering narrative data as suggested by Labov (cited in Cortazzi 1993). At this stage 'child-nodes' were generated using NVivo (as described below).

5) Extracting general and unique themes from all interviews and creating a composite summary: In this stage, any remaining themes were compared to the initial responses coded in the surveys. Constant comparison continued until all the transcripts were coded. This was the last stage of narrative analysis or 'Coda' as suggested by Labov (cited in Cortazzi 1993). This phase is described as 'axial coding' below and relationships between codes were explored using Nvivo.

During the process of organising the 'data elements into a coherent developmental account' (Polkinghorne 1995, p15), the researcher progressively accessed and read relevant literature since, as noted by Dick (2006), this can become a part of a researcher's data collection procedure.

The challenge, as with all narrative research, was to ensure that the story could appeal to the reader's understanding and imagination (Kerby 1991; Polkinghorne 1995; Spence 1984), yet at the same time stay true to the essence of what the narrator wished to express.

In order to achieve the hard task described above, Connelly and Clandinin (2000) have suggested, it is important that the relationship between researcher and participant be a mutually constructed one that is caring, respectful, and characterized by an equality of voice. If the researcher is unable to let go of the control that is typical in many styles of educational research, the narrative research process is not likely to succeed. Fortunately, the researcher had very good relationships with the respondents in the study which was strengthened by the fact that they were all from the same background as the researcher.

4.5.3.2.1 Open-Coding

The process of coding started with a broad 'open coding' stage where the broad categories were identified (Babbie and Mouton 2004, p 499). NVivo 10 was employed to complete this initial analysis because NVivo is 'more systematic, more thorough, less likely to miss things, more flexible and much, much faster' (Bryman 2010, pp602-603) than hand coding. For NVivo, open coding is accomplished through the creation of nodes (Bryman 2010). The first general labels for the nodes were as follows: course-related factors, learner-related factors and pedagogy-related factors. The data was broadly categorised under these 3 'parent' nodes. Then, by reading and re-reading each line, sentence and paragraph, the answers to the question of 'what is this about?' and 'what is being referenced here?' emerged. These labels or 'children nodes' summarised the 'nouns' and 'verbs' of the respondents' conceptual world. The lines, sentences and paragraphs were then coded using NVivo in these 'children nodes'. During this process additional 'children' and 'grandchildren nodes' emerged and some children nodes were collapsed into one. For example, in the initial stage of the data there were separate 'children' nodes for the fact that courses were 'time-consuming' and 'boring'. However, on closer examination of the data, it became clear that the length of time spent in those courses (particularly the GEAP) was what bored the students. NVivo made it possible to insert memos, descriptions and audio into the various nodes, children nodes and grandchildren nodes and allowed the transfer or linking of these to other nodes.

4.5.3.2.2 Axial Coding

To further understand the codes and their properties, the codes were linked to each other using the cluster analysis feature of NVivo. This axial coding used both inductive and deductive reasoning. In this case, the nodes (parent, child and grandchild) were clustered according to the word similarity within the node. The greater the similarity (or homogeneity)

within a factor and the greater the difference between factors is, the better or more distinct the clustering will be. By clustering the nodes and exploring their similarity to one another, the researcher could draw inductive conclusions about the data.

A horizontal branching diagram was provided by NVivo where similar items are clustered together on the same branch and different items are further apart. By using this technique, nodes having a higher degree of similarity based on the occurrence and frequency of words are shown clustered together. Nodes that have less similarity based on the occurrence and frequency of words are displayed further apart.

4.6 Ethical considerations

Ethics clearance for this research was granted (see Appendix 2) from the University of Adelaide's Human Ethics Committee. The respondents (Iraqi students and their teachers/lecturers) were provided with an Informed Consent Form. That is, they had the right to voluntarily participate and withdraw at any time from the study without penalty, and were fully entitled to anonymity and confidentiality, and no burden of risk, coercion or pressure to themselves. Furthermore they were entitled to receive feedback on the study's findings. They signed the consent form once they were satisfied that they understood what their participation required of them. An Information Sheet (see Appendix 3) was also given to each participant, with brief information about the study and the contact details of the primary researcher and his supervisors. Data was identified by using pseudonym and was stored separately from the Consent Form. Data will be stored for 5 years in a locked filing cabinet in the care of the researcher and the School of Education.

4.7 Trustworthiness

Although qualitative research deals with words rather than numbers, but there are some remarkable features that were particularly debriefed from the literature: first, through qualitative research an inductive insight of the relationship between theory and practice can be reached, by which the former can be the foundation of the latter. Second, in conducting a qualitative research, 'interpretivist' is considered as the epistemological position through which the focus of qualitative research is on the understanding of the social world by examining and interpreting that world by its respondents (Bryman 2004).

The literature showed that the main importance role of the qualitative approach is to examine the whole, in communicative natural setting, to explore the concepts from those being interviewed and/or observed (Lichtman 2006). Thus, the qualitative approach allowed the researcher to access the real-world data within set context of the research cohort. Furthermore, data analysis in qualitative research can also be described as inductive and reiterated. At the heart of qualitative analysis are the phenomenological ways in which investigators make sense of their data whilst using empirical literature to link conclusions, results and previous knowledge

Throughout the literature review, the importance of goodness of fit in relation to how these research studies were conducted was highlighted (Northcote 2012). The researcher engaged in many discussions with his main supervisor about the epistemological implications of various research paradigms and how epistemology impacts on research. As a result of these discussions, he took a strong epistemological stance and made it his focus to access the participant's lived experiences with an interpretative paradigm and to access their epistemological beliefs. This also along with the literature review guided and informed the research questions and choice of data collection and analysis methods (Borrego, Douglas, and Amelink 2009). The reason behind choosing mixed method of data collection and analysis was that this particular choice was informed by the research questions (Borrego, Douglas and Amelink 2009), the goal and context of the research (Creswell 2002), the nature of my research (Johnson and Christensen 2012), theoretical and methodological framework from which my research emerges (Cohen and Creabtree 2008) and by recognizing the views of my research respondents (Alvesson and Skoldberg 2009)

As this study is deemed as a qualitative interpretive paradigm, in order to evaluate the goodness of qualitative research, the problems is not just associated with choosing appropriate evaluating criteria, but also it is useful to explore the epistemological beliefs held by me as a researcher, the respondents of this research as well as the audience for whom the research findings are intended. Therefore, a set of criteria were applied (Viney and Nagy 2011) to evaluate the study. For example, the researcher evaluated whether the study was 'contributory' to find out whether the finding of the study would potentially contribute to the knowledge of its field. The study would potentially provide insights to teaching EAP at pre-enrolment and university level. It would also direct future focus of research (Schofield 2002). This study was also important as it was the first project to explore development of spoken register in relation to this cohort in Australia. This study design was also 'rigorous' because despite the complex methods which were used in the collecting, analysing, interpreting and presenting the data, a clear 'audit trail' was provided. All the procedures of these steps were

open, ethical and clear (Cohen and Carbtree 2008), this was approved by examining the goal and process of the research during the interviews and survey with the respondents.

The rigor of this study can also be seen in the resonance (Tracy 2010) which is obviously use of multiple sources, multiple voicing throughout this study (Gergen and Gergen 2000). The research design is assumed to be 'defensible', trustworthy and linked to the study's research questions. In order to ensure trustworthiness of interpretations, the interview data was triangulated with documents to test tentative conclusions before final ones were drawn. Furthermore the researcher explicitly aware of his own bias and subjectivity due to having worked in similar contexts, and consequently made a conscious effort to question the trustworthiness of his interpretations and conclusions (Glesne and Peshkin1992).

4.8 Conclusion

This chapter describes and explains the methodology, methods and research techniques used in this research. It first considers the approaches used for analysis and this is followed by explanations of data collection of surveys, documents, interviews and observations. The analysis was carried out using the following tools: SPSS v. 19 for the closed questions in the survey, Critical Discourse Analysis for the curriculum documents, and a combination of interpretative analysis and narrative analysis techniques as well as NVivo10 for the interview data. Examples of these analyses of interview data are presented. Ethical issues and trustworthiness of interpretations and findings are also addressed. The details of the specific methods of data collection and analysis are addressed in the data chapters. This includes length of interviews etcetera.

Chapter Five

Statistical Data

5.1 Introduction

As noted in the Introductory Background (Chapter 1), before entering their Masters programs, the Iraqi student respondents participated in one or more of the following onshore programs: a General English for Academic Purposes Program (hereafter GEAP), a Pre-enrolment English Program (hereafter PEP) and a disciplinary Bridging Program (hereafter BP) taught by University academics. The PEP course was an intensive English for Academic Purposes course providing 'a skills-based, integrated learning experience' and introducing students to the generic 'educational demands in a university context' (PEP Student Handbook 2011, section 3-2), while the BP was predominately taught by faculty of Science staff with the students participating in undergraduate disciplinary courses and with an English component taught by the Faculty of Humanities and Social Sciences in the School of English.

As mentioned in the Theoretical and Methodology chapter (Chapter 4), the quantitative survey data (Chapter 5) was on the entire cohorts' perceptions and evaluation of the teaching and the learning of spoken register in the PEP and BP. Chapter 5 (and Chapter 6) explores the data of the participant's perceptions of their programs and how they experienced spoken register within the consecutive programs. This retrospective data was collected after they had completed one or both of the programs depending on which they participated in. This chapter also aims to determine the respondents' comprehension of spoken register and their ability to use spoken register in its context appropriately.

The quantitative survey data was also used to identify the key informants who would provide more in-depth information on the experience of developing academic register. In addition, both the quantitative and qualitative (open-ended question) data served as a warm-up exercise for students for the semi-structured interview. Respondents were stimulated to think about the processes of teaching of English in PEP, Bridging, and the first year of their degree. In this way more depth to their interview responses was provided.

As indicated in the Theoretical Framework and Methodology chapter (Chapter 4), the descriptive results in this chapter were generated using the Statistical Program for the Social Sciences (SPSS). In this chapter, data about the following sections is provided: Section one provides the analysis results of demographic information which consisted of seven questions related to the respondents' ages, gender, religion, ethnicity, cultural background, EAP Programs completed at the University of Adelaide, and whether they would be commencing with their disciplinary studies. Section two explores the respondents' English language proficiency, they were first asked to rate their proficiency 'compared to fellow students' and then their 'proficiency to communicate with native speakers. This section is also concerned with the respondents' abilities to apply their English proficiency; as indicated in methodology chapter (Chapter 4) this was tested in Question 8 with a dichotomous question related to their opportunities to use the language outside of the class and Question 9 which queried how they applied this knowledge. Section three provided data about the respondents' experiences of the EAP (PEP and BP) programs they attended and their knowledge and evaluation of these programs. Section four was devoted the respondents' practice of academic language register in general and spoken register in particular. The open-ended questions (Section 5) are discussed along with the student interview data in Chapter 6.

In addition to the description of results, between-course differences are analysed using the Mann-Whitney Test and the T-test and are also presented in this chapter, section five explores the possible divining differences among the variables, e.g. the respondents' perceived satisfaction comparing between the two variables (attended PEP only, or attended PEP and BP). At the end of this chapter, there is a discussion of the data. The final Chapter of this thesis discusses the data again, but in relation to the other data and the research questions.

Although, this chapter focuses on the quantitative survey data, the broad ontological approach was taken that by selecting different options in the survey the respondents are also engaging in story-telling and placing themselves in different roles, for example, as successful or otherwise language learners. This data was built upon with the open-ended question data and interview data (Chapter 6).

5.2 Describing Demographics

Although the respondents were from a relatively similar demographic in terms of field of study and nationality and mainly religion (all the respondents except two were Muslim),

differences in age, ethnicity, cultural background, gender, pathway and PEP class composition were considered. This was done since these could potentially influence their perceptions of the courses and use of appropriate academic register and as described in Chapter 2, the Iraqi population is extremely diverse.

52 respondents participated in the survey. In addition, 15 of them were involved in the interview sessions. They came from 10 governorates out of the 18 governorates in Iraq. Figure 5.1 and Figure 5.2 show the survey respondents' distribution according to their gender and age. From the total of 52 respondents, 41 (78.8%) were male while only 11 were female (21.15). This is typical of the Iraqi work force. The variable of age was also not normally distributed; rather it was negatively skewed due to most of the respondents being 40-45 years of age (42.2%). This indicates that most of the respondents were mature learners. The literature on adult learning suggests that this kind of learner has particular features that may positively impact on their engagement with their studies:

1. Adults have accumulated life experiences and can apply these experiences to their new learning environments.
2. Adults tend to favour practical learning activities and/or materials that enable them to draw on their prior skills and are relevant to their needs and interests, talents and knowledge.
3. Adults are realistic and have insights about what is likely to work and what is not.
4. Adults have established opinions, values and beliefs.
5. Adults are intrinsically motivated and increase their effort when motivated by a need, an interest, and/or a desire to learn

(Wynne 2012)

Because of the age demographic of the respondents, the possible relationship of these characteristics of adult learners to the respondents' answers are explored when discussing the data on perceptions of proficiency, experience of learning the courses, and application/use of spoken register.

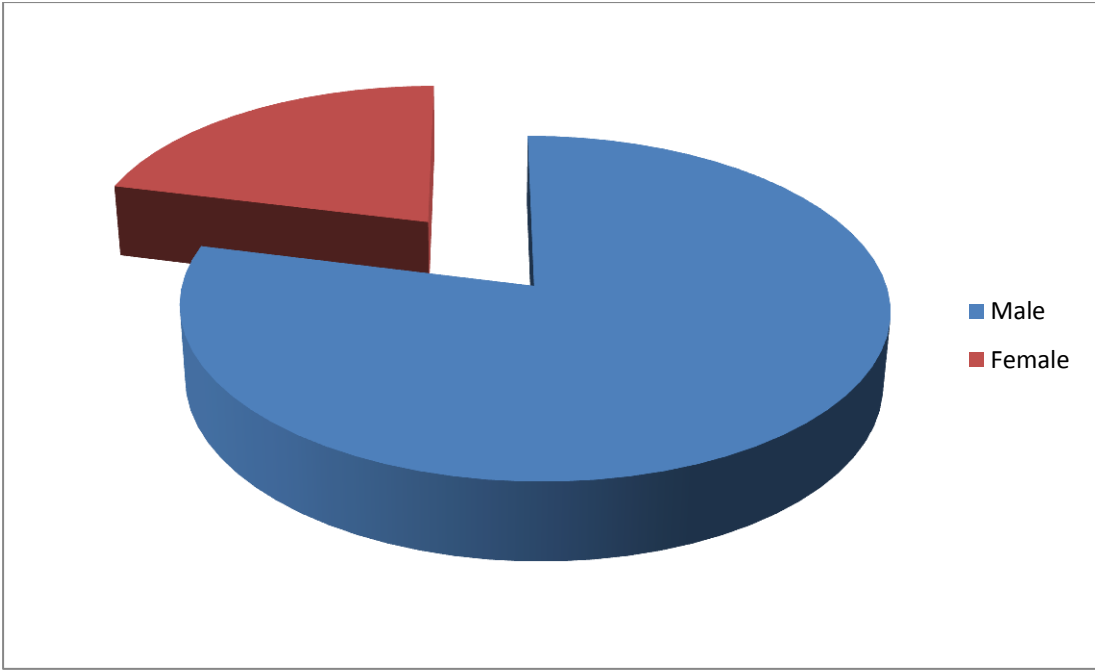


Figure 5.1 Gender balance of respondents

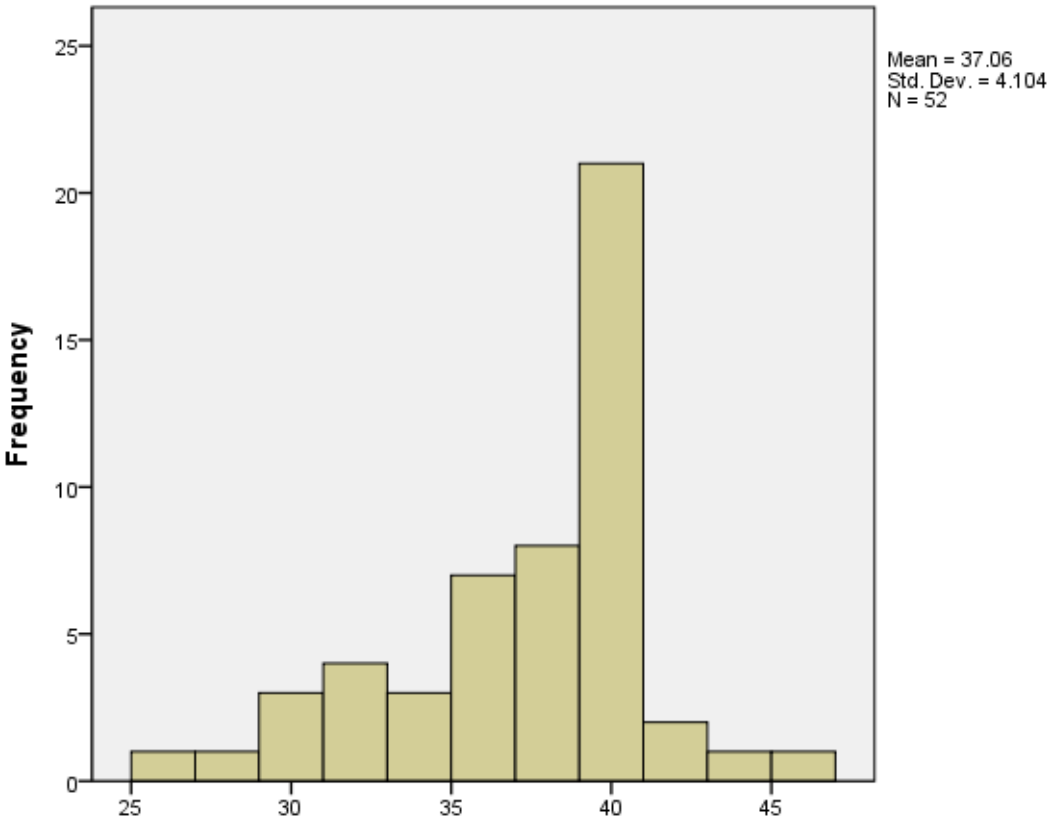


Figure 5.2 Age range of respondents

Figure 5.3 represents the participant's religious backgrounds. As is clear in the bar chart, the majority of the respondents were Muslims (96%), with only 2 members of the population who were Christians (almost 4%). The respondents had a diverse range of ethnicities and cultural backgrounds as represented in Figures 5.4, 5.5, 5.6 and 5.7. The two Christians were of Assyrian ethnicity. Of the 50 Muslims, the largest percentage were Shiites (32), constituting almost 62% of the population. Most of these were Shiite Arabs (31) with one Shiite Kurd (known as Faili). 18 of the respondents were Sunni (almost 37%), of these 13 were Sunni Arabs and 5 Sunni Kurds. The Kurdish respondents lived in the autonomous Kurdish region in the North of Iraq which was established in 1991 as a non-fly zone protected by the US forces after the 2nd Gulf War. Although this region had its own Ministry of Higher Education at the time of the survey, they were included in the program as a courtesy from the central Iraqi government. Also, as suggested by Gunter et al. (2004), prior to 1991, Kurds had seen themselves as Iraqis first and Kurds second, and even thereafter, many Kurds retained an Iraqi identity alongside an emerging Kurdish one. These figures reflect the diversity and complexity of Iraqi society as described in Chapter 2.

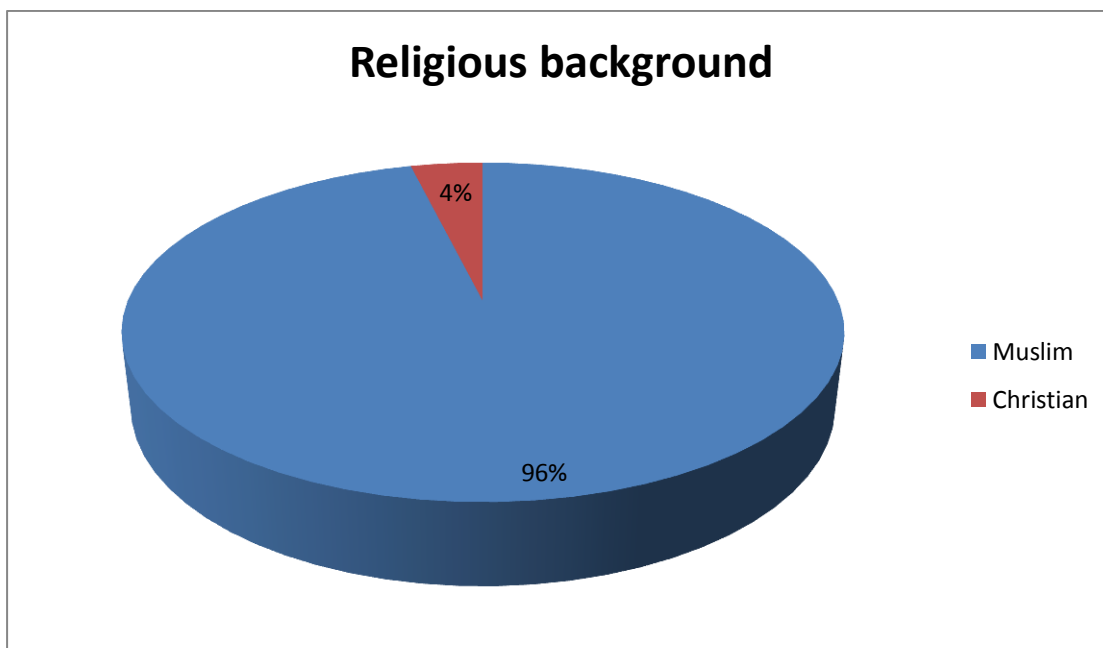
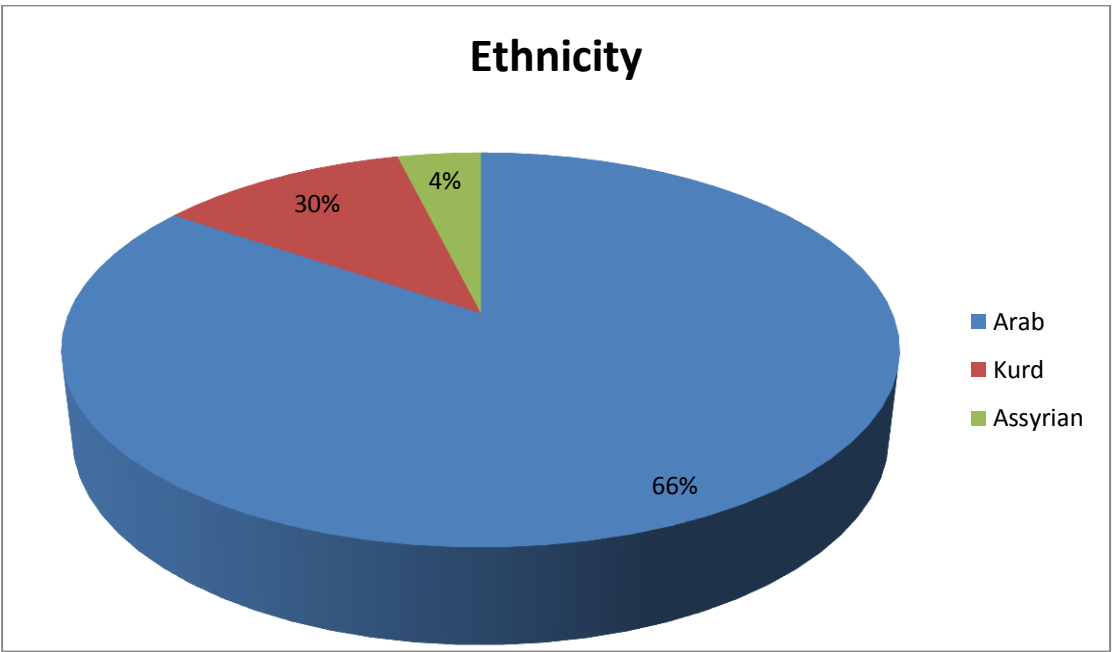


Figure 5.3 the respondent's religious backgrounds



Figures 5.4 The ethnicity of the respondents

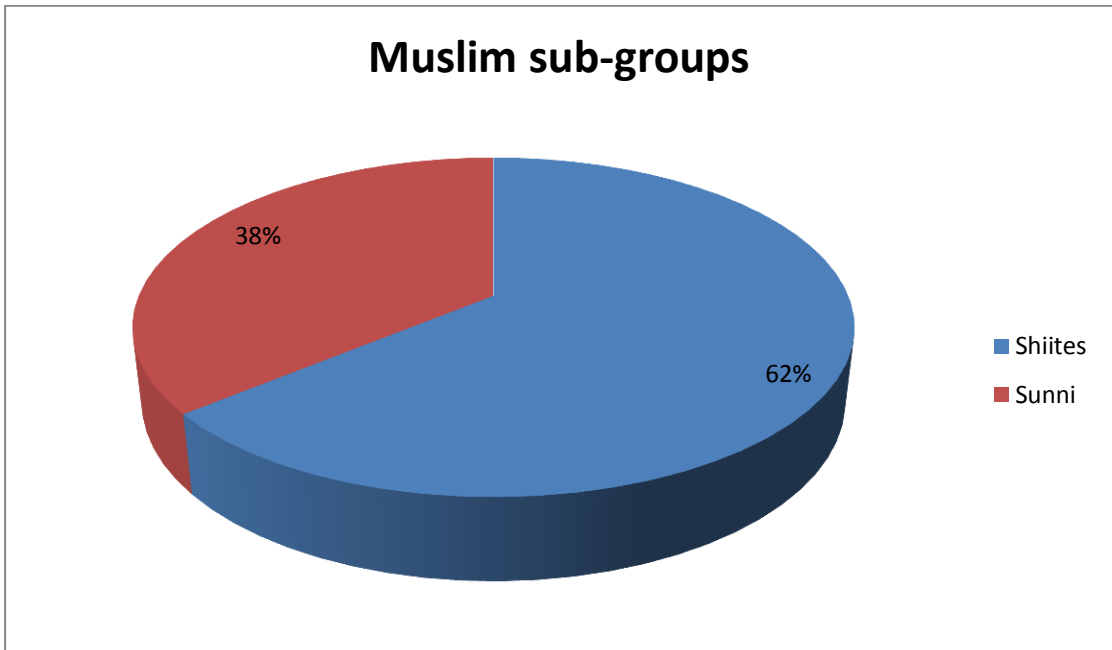


Figure 5.5. Muslims sub-groups

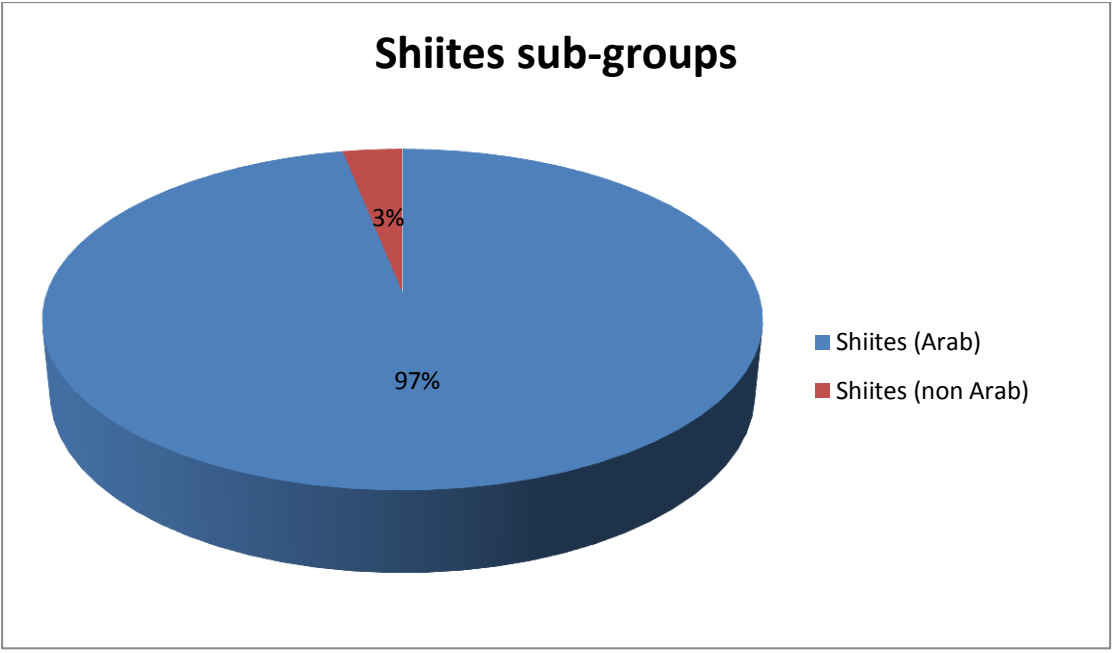


Figure 5.6 Shiite sub-groups

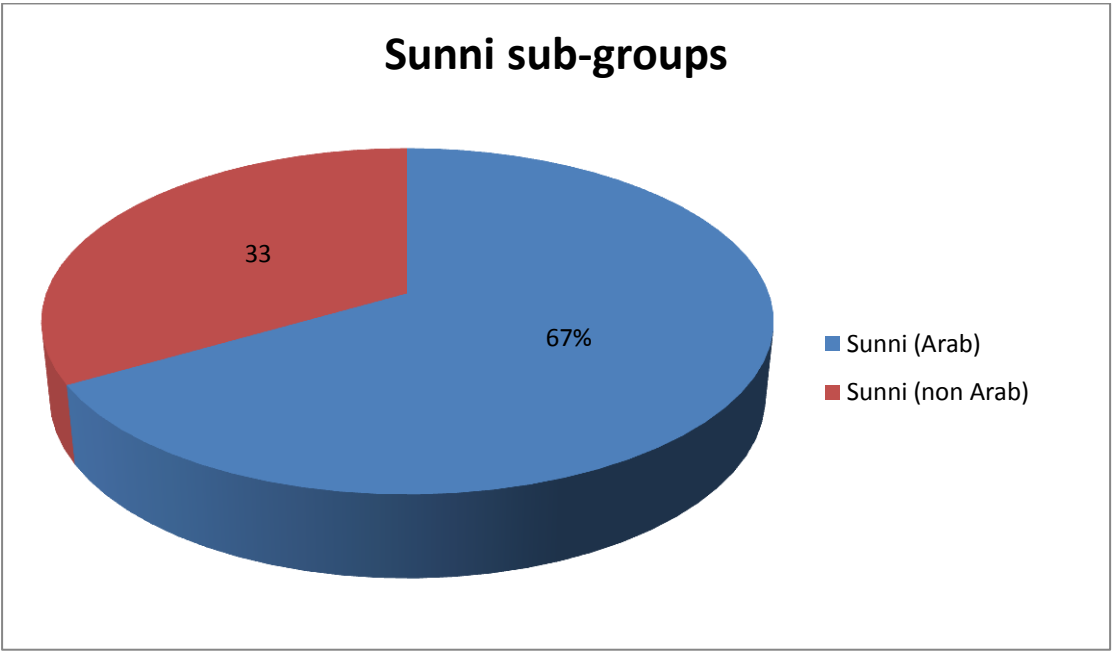


Figure 5.7 Sunni sub-groups

Figure 5.8 presents the respondents' future study plans at university. Almost all the respondents (98.1%) continued with their university studies in 2011/2012. Only one

participant (the participant who failed the PEP course) responded that he would not continue with his studies at university. This indicated that almost all the respondents were potentially extrinsically motivated to enhance their English proficiency by a need to continue and complete their studies through the medium of English. Motivation in this study, referred to 'the underlying attitudes and goals that [directly] give rise to action' (Ryan and Deci 2000, p54), rather than just a desire to act. Intrinsic motivation referred motivation arising from inherent satisfaction in a task, while extrinsic motivation referred to that arising from a separable goal (Ryan and Deci 2000).

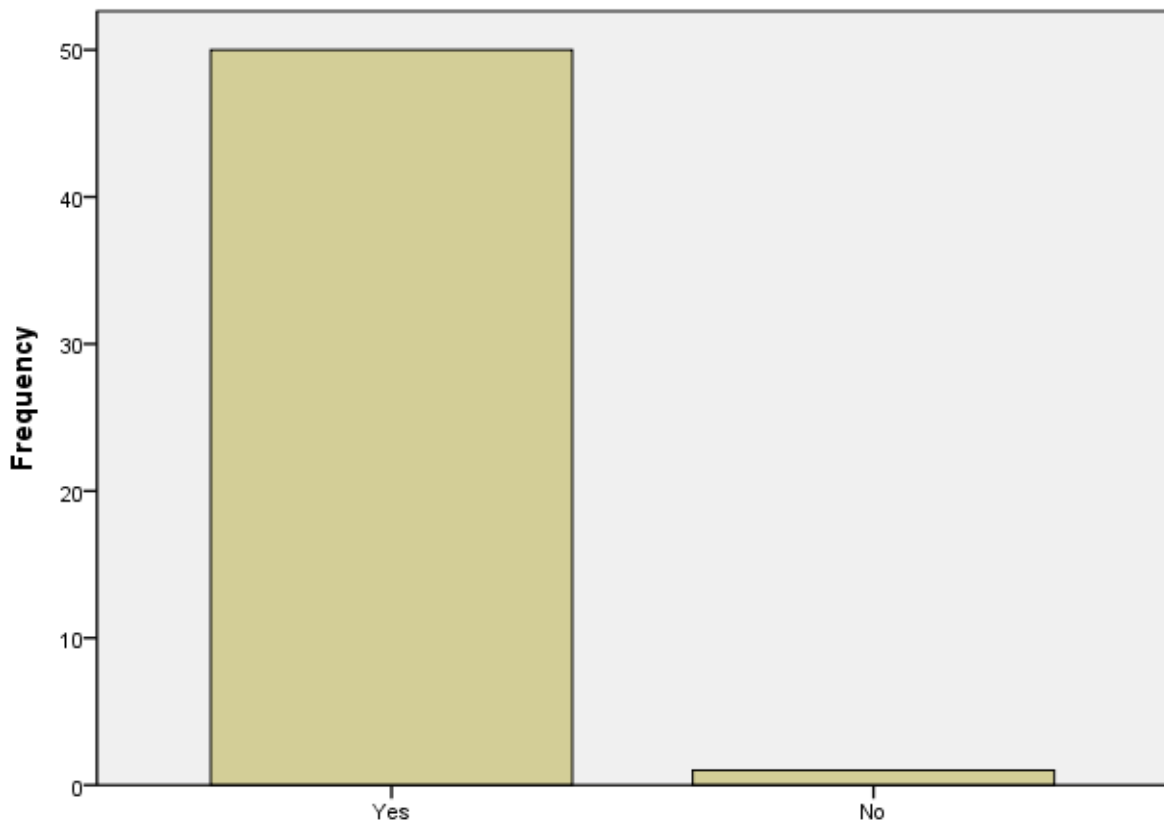


Figure 5.8 Continued study in disciplinary program

The respondents were distributed into 6 different classes in the PEP course. In every PEP class, there were 11-20 students from different cultural and linguistic backgrounds. The percentage of Iraqi students in each PEP class varied greatly from only one student in the class coded as A to twelve out of the fifteen students in the class coded as D. This class

allocation was made on the basis of the students' scores in the International English Language Testing System (IELTS), hence the unequal distribution of Iraqi students. The Professional and Continuing Education (PCE) commercial arm of the University that ran the PEP program proscribed a length of course based on students' IELTS scores (English Language Centre (ELC) website the University of Adelaide 2012). For example, the students in the class with 12 Iraqi students were all participating in a 15 week PEP program because they had achieved an overall IELTS score of 5.5 with a target for entering University of 6.5 overall. This translates as falling somewhere between 'a competent user [with a] generally effective command of the language despite some inaccuracies, inappropriacies and misunderstandings [who] can use and understand fairly complex language, particularly in familiar situations' (IELTS Band 6) and 'a modest user' [who] has partial command of the language, coping with overall meaning in most situations, though is likely to make many mistakes, [but] should be able to handle basic communication in own field' (IELTS Band 5) (IELTS 2009-2011).

Figure 5.9 represents the percentage of Iraqi respondents in class D, while Figure 5.8 represents the percentage of Iraqi respondents in class A. This demographic information was useful since the class demographics might enhance or negatively impact on the students' use of English. The remaining class members excluding the Iraqi students were a mixture of Asian nationalities mainly Chinese, Vietnamese, Indonesian and Malaysian students. There appeared to be no discernible difference between Iraqis of different ethnic or religious background and indeed the Language Centre were unaware of the diversity of Iraqi society when they made the class placements. For example, in class D, the majority were Arab Shiite (7) with Arab Sunnis (2) and Kurds (2) and one Christian making up the remaining numbers. This was representative of the Iraqi society as a whole and of the entire cohort. Therefore, class composition and placement were not examined in relation to ethnicity or cultural background and the classes were merely explored as 'Iraqi' or 'other'.

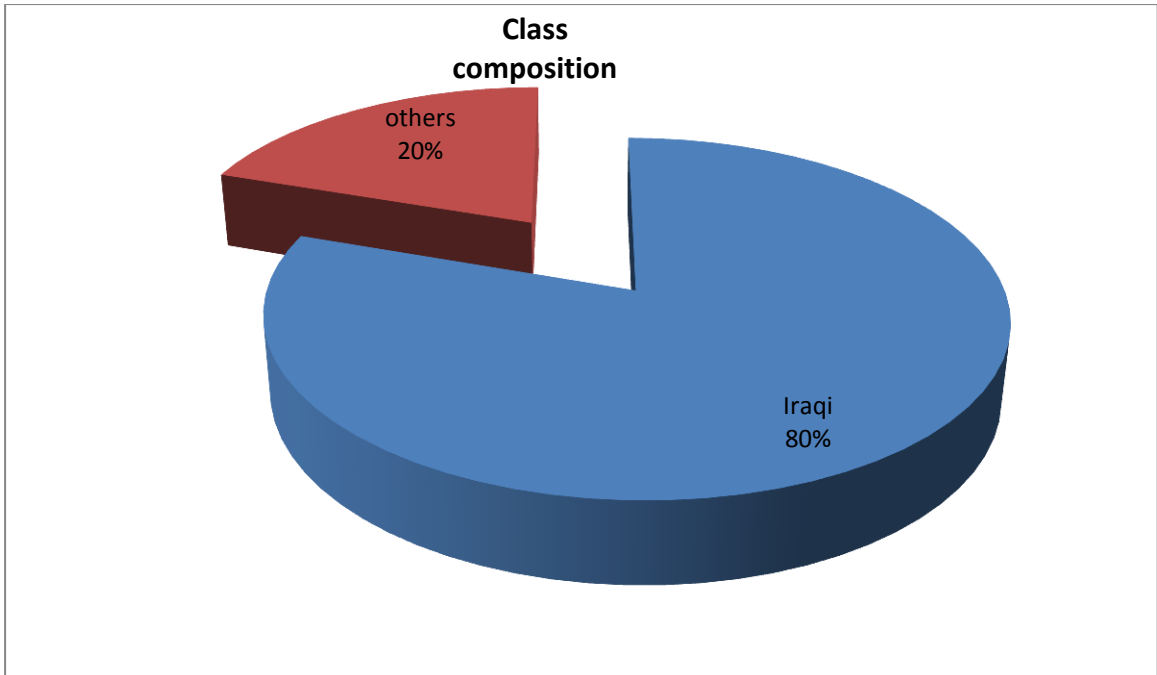


Figure 5.9 Class composition (percentage of Iraqis as opposed to other nationalities in class D)

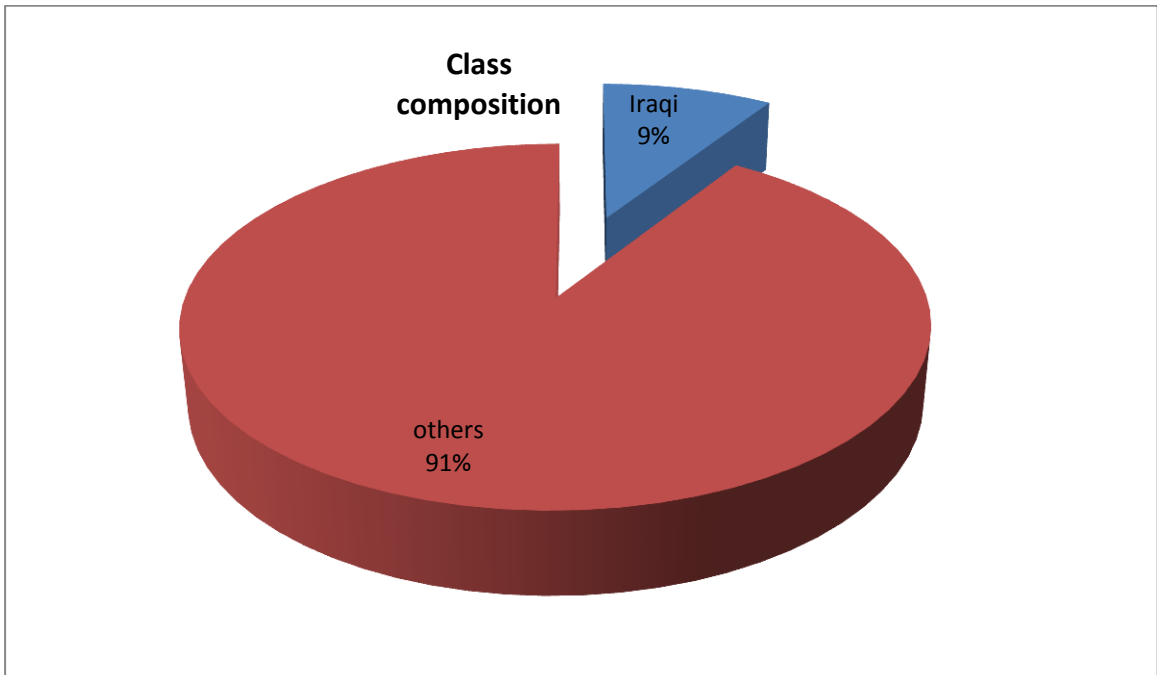


Figure 5.10 Class composition (percentage of Iraqis as opposed to other nationalities in class A)

All the respondents (51) attended the PEP program. However, some of the respondents (15) did not attend the BP. These were the respondents who achieved a higher IELTS score and attended only 15 weeks of PEP. The remaining 37 students attended a 20 week PEP program along with the BP.

5.3 Perceiving Proficiency

The literature on language acquisition suggests a close link between students' perceptions of their language proficiency, their confidence to use a language, motivation (both intrinsic and extrinsic), and language actual proficiency (Gardner 1988; Evans and Green 2007; Paul and Sinha 2010; Gow, Kember, and Chow 1991; Sha, Kalajahi and Mukundan 2014). These findings are confirmed in this study. Figure 5.9 presents data related to the Iraqi students' perceptions of their English language proficiency in relation to classmates. The data shows that more than three quarters of the respondents compared their language proficiency favourably to their predominantly Asian colleagues, describing their proficiency as Good to Excellent (84.6%) in comparison. These results, as is shown later in the chapter, correlate with their confidence to use appropriate English register in their studies and everyday life outside of the classroom. This is in line with the literature that suggests that perceived proficiency can be directly related to use of and confidence to use a language (Yoon and Hirvela 2004; Evans and Green 2007). Equally, the fact that all the respondents, except one, achieved the required English proficiency targets to enter their degree, suggests that there is a link between their perceived and actual proficiency levels.

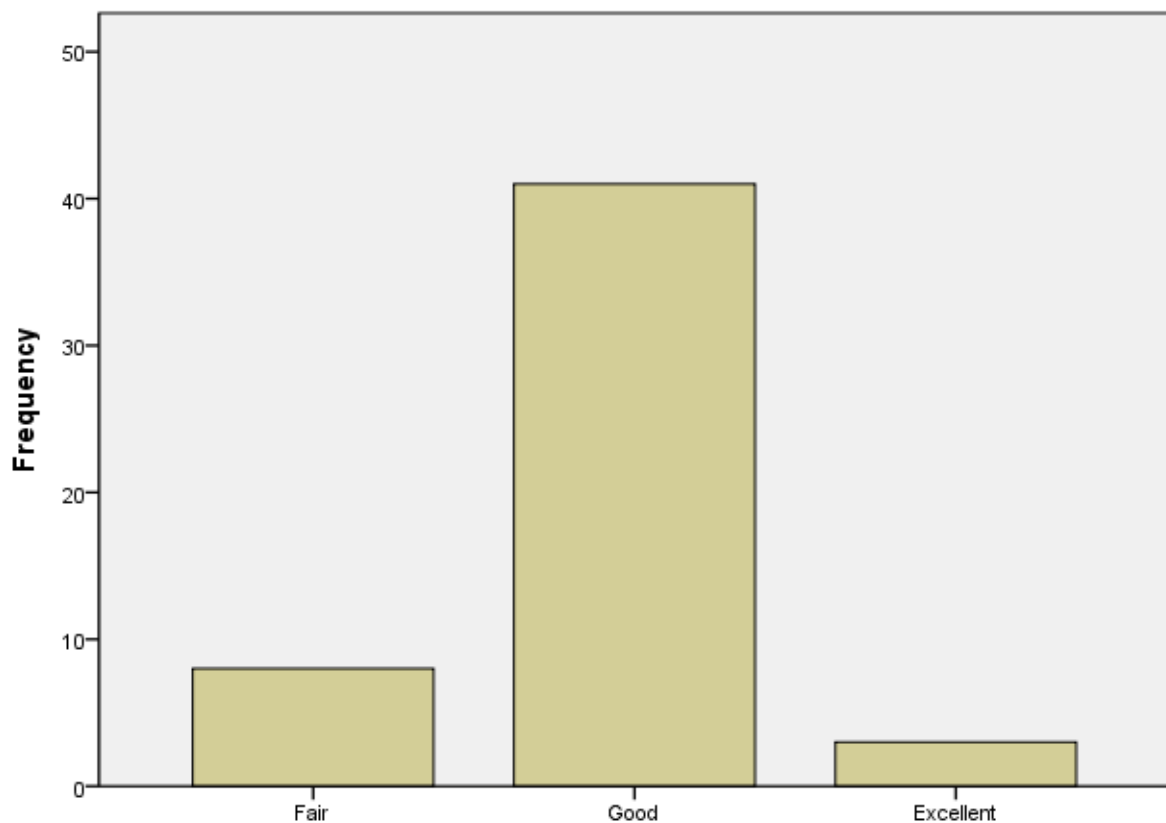


Figure 5.11 Perceived proficiency in comparison to peers

It is, however, difficult to accurately gauge proficiency, just by looking at their self-reported proficiency in comparison to other English for Academic Purposes classmates. Therefore, data is needed on the students' perceptions of proficiency in relation to and in communication with native speakers. Figure 5.12 reveals that most respondents (86.5%) responded that their English proficiency was 'Good' to 'Excellent' when communicating with native speakers. These native speakers include their PEP, Bridging or Masters' degree teachers/lecturers, friends from outside the class and the general public. It is interesting to note though, that in terms of classroom communication, in the PEP, the Iraqi students only had contact with native speaker teachers in the classroom. In the disciplinary BP, in contrast, they mainly attended classes integrated with local undergraduate Australian students to develop their content knowledge with additional academic language and learning assistance one day per week in a solely Iraqi class. During their Masters degree, the students were fully integrated with other Masters students (both local and international). Therefore, they received a gradual scaffolded development of academic and disciplinary language from the

PEP through to their degree. This involved negotiating of oral skills such as register. As indicated in other studies, students are likely to develop confidence, motivation and actual proficiency when this kind of verbal scaffolding occurs (Imber and Parker 1999; Thornton 1999; Bradley and Bradley 2004; Aguirre-Muñoz et al 2006; Watanab 2006). Again, as in the data on class placement, the ethnicity, cultural background and religion of the respondents appeared to have no impact on their perceived proficiency.

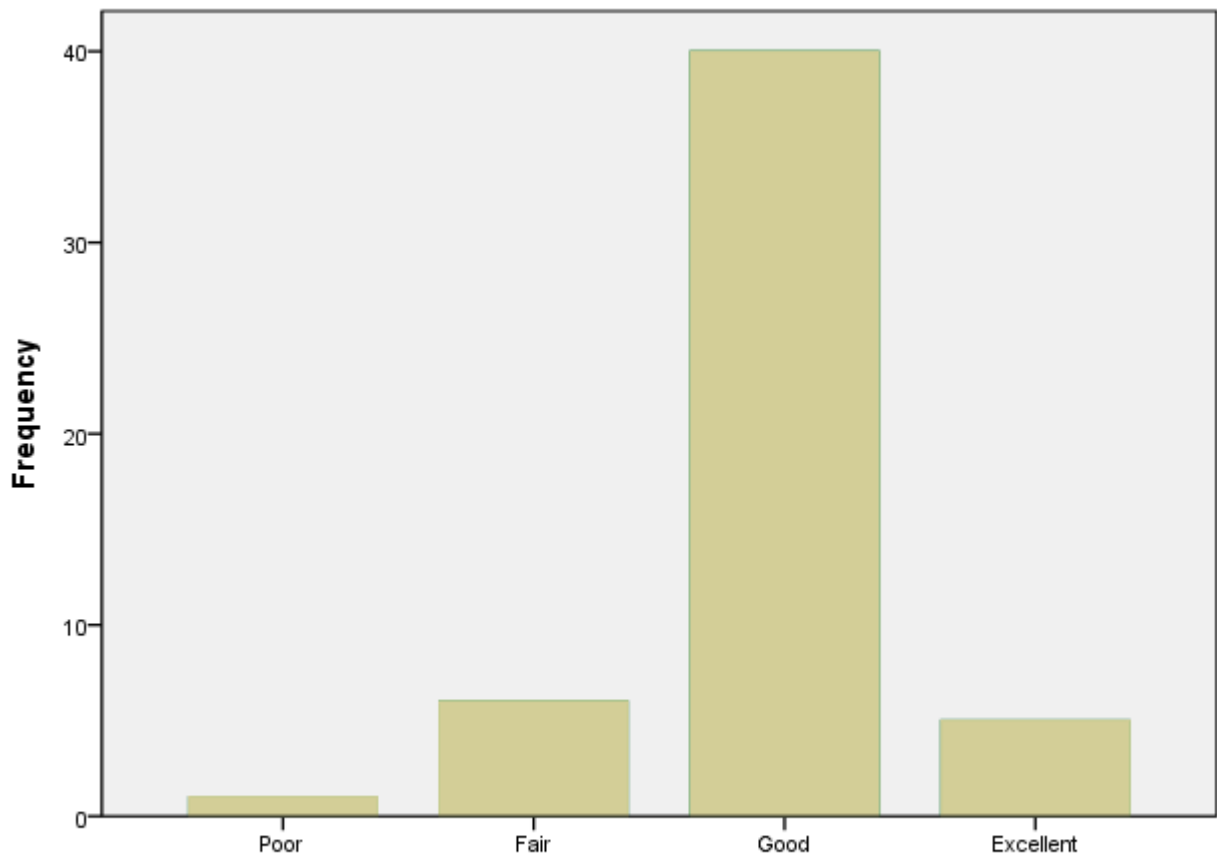


Figure 5.12 Perceived proficiency in comparison to native speakers

5.3.1 Perceiving practice of register

Along with scaffolded language development inside of the classroom, research also suggests that opportunities to practice outside of the classroom develop confidence, as well as perceived and actual oral proficiency. For example, studies have indicated that as a result of initiatives specifically designed to support interaction between local and ESL international students, students' perceived and actual oral competency is dramatically improved (Brinton

1997, McNamara and Skorka 2007). Likewise, one study indicates that individual ESL international students who deliberately sought interaction with English speakers outside of the classroom enhanced their confidence and perceived proficiency (Myles and Cheng 2003). Figure 5.13 shows that most respondents in this study stated that they were able to practice English speaking outside of the classroom. The 'No' responses were not gender specific or cultural background/ethnicity/religion specific. This was surprising since in Islamic cultures opportunities for females to communicate with non-family members are usually more limited than for men (Female= 2, Male= 4). Perhaps since all the female respondents were mature adults, their self-directed learning attributes contributed to their seeking out communication with native speakers. Also, as some of the female respondents had children attending Australian schools, they had opportunities for practicing different register varying from more formal (with principals) to informal (other parents and their children). However, all the respondents who answered 'No' were also over the age of 30 years. Their response may indicate work and/or family commitments limiting opportunities to communicate orally outside of the home. Adult learners are sometimes tired when they attend classes. Many adult learners are juggling classes with work and family responsibilities. Adult learners may also have logistical considerations including caring responsibilities such as childcare and/or eldercare, social commitments, and so on.

To find out what specific fields of register the respondents had experience of outside the classroom, they were asked in an open-ended survey question to explain the different opportunities for English practice that they had. Thematic analysis revealed several social situations in which respondents felt they practiced spoken register in English outside of the classroom. These situations can be divided into two broad social spheres: communication with non-English speaking peers and with native English speakers.

The most frequently reported English speaking opportunity by respondents (n=21) was of general chatting with their friends on non-academic topics, whether international or native English speakers. These friends were made either through their PEP, BP or Masters courses or participation in joint activities such as sport (e.g. playing soccer (n=5), attending social venues or their children's school-related events.

The next most important opportunities for using different spoken register were bus travel (n=18) either to the city or to university and shopping.

Some respondents had opportunity to practice more informal spoken register as a result of their accommodation (n=8). This was mainly in share house accommodation and for at least one student, a homestay context. Although the phone was also a popular medium to practice English, only one of the respondents responded that he used it to talk to English speaking friends. Rather, it appeared to be used most frequently for speaking English to make contact with agencies (n=8) including those related to university administration, government, travel and accommodation. Finding accommodation usually requires use of a phone when responding to advertisements; however, it was not clear from responses if the phone was used for this purpose.

Other opportunities for face-to-face communication included life skill situations such as paying bills (n=7), asking directions and visiting service providers such as the post office and consulate in person (n=4). The respondents also reported that their oral use of register was affected by listening to digital technology mediums such as the television or cinema. Two respondents reported that they had regularly travelled outside of Iraq and that this had provided them with English speaking opportunities prior to coming to Australia. Again, these respondents were of different cultural backgrounds (one Shiite Arab and another Sunni Arab). A number of respondents also communicated about academic tasks with their peers outside of the classroom (n=9). The respondents reported that communication with library staff provided yet another important field for practicing academic register (n=8).

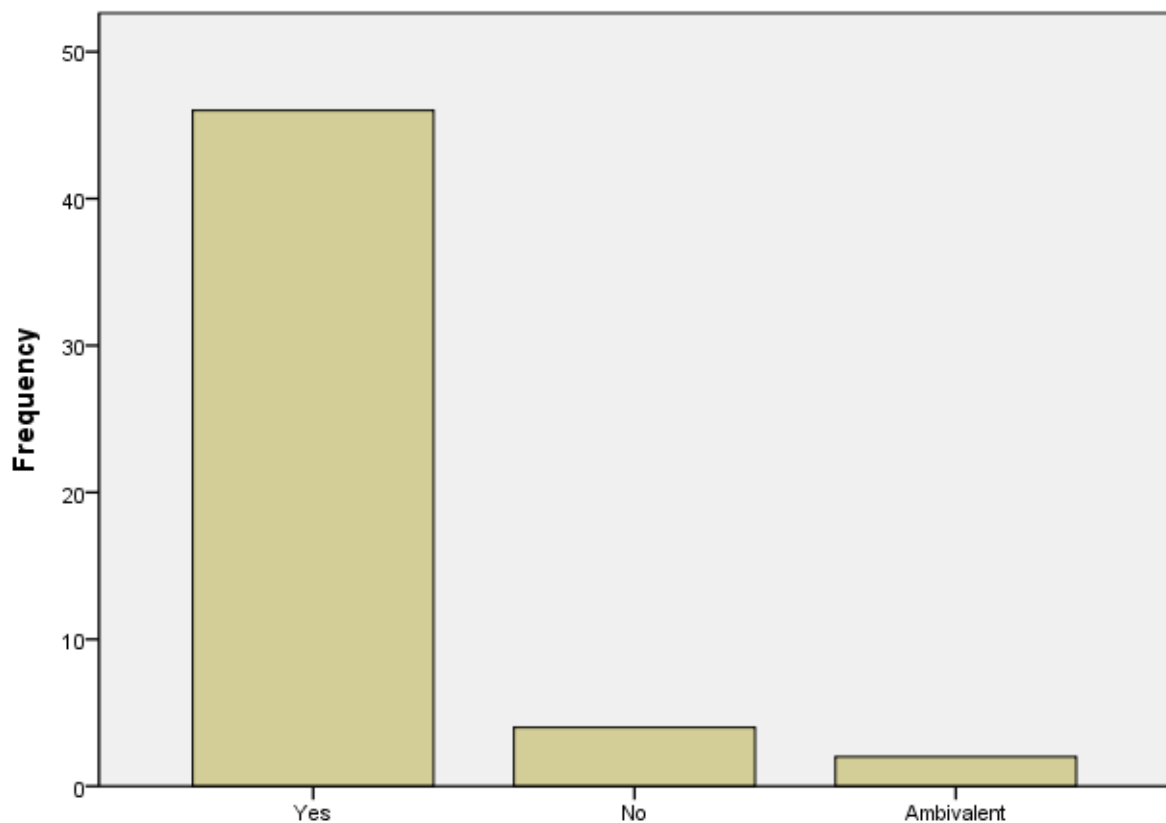


Figure 5.13 English practice outside of the classroom

5.4 Experiencing EAP and BP

English for academic purposes courses like the PEP are designed specifically to carefully scaffold the academic skills needed by university students. Thus, satisfaction levels with these courses are usually high and it has been suggested that the enjoyment of these EAP programs might positively influence the students' perceived and actual proficiency. This impact has even been shown quantitatively in other studies (Leahy 2004; Storch and Tapper 2009). Perhaps this is why the overall satisfaction results for with the PEP were high in this study since, as revealed by my analysis of curriculum documents (in Chapter 8), they were exposed to extensive explicit instruction in English for academic purposes skills (both spoken and written) in this course. In fact, equal weighting was given in the PEP to the four components: reading, writing, listening and speaking with speaking skills formally assessed (PEP Student Handbook 2010). All the respondents (52) responded to the questions regarding the PEP program. The overwhelming majority of the respondents (44) were highly

satisfied with the PEP course and only a few were ambivalent (5) or dissatisfied (3) (see Figure 5.14 below).

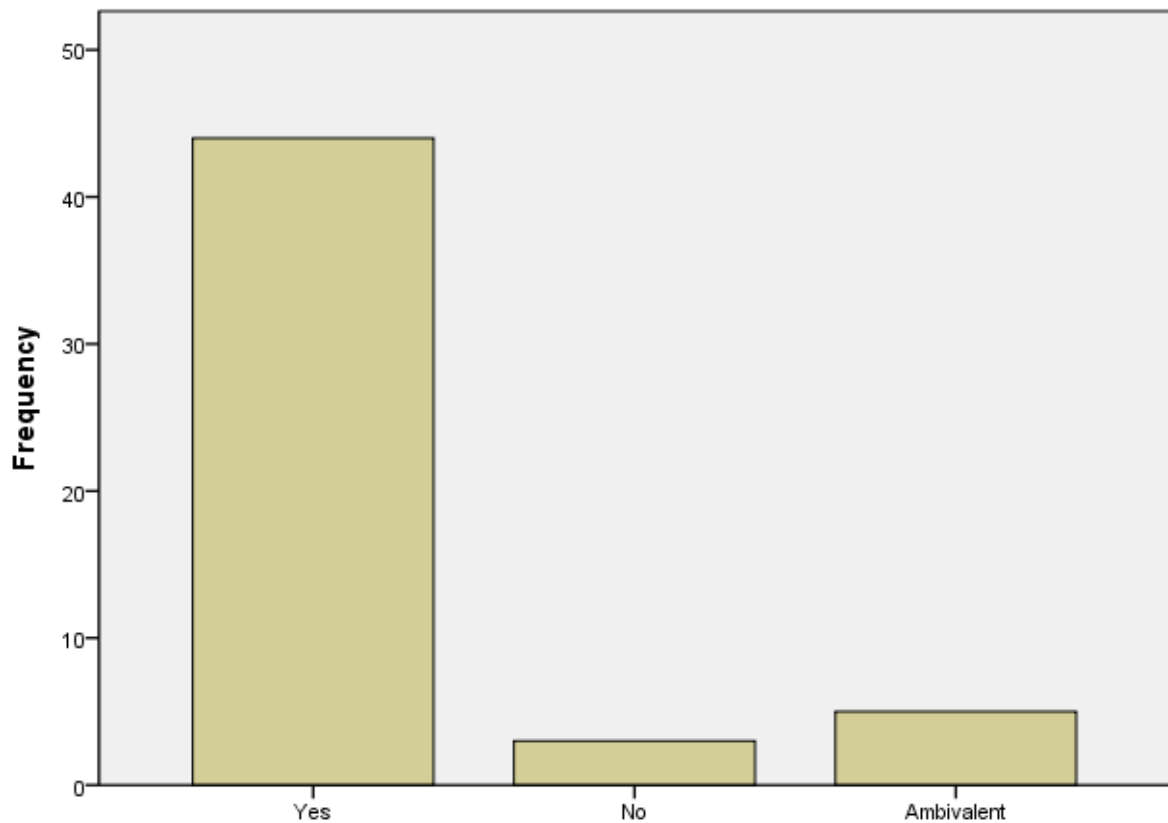


Figure 5.14 Overall satisfaction with Instruction in PEP

Equally, the respondents reported high levels of satisfaction with the specific teaching of spoken register in the PEP. Figure 5.15 presents the distribution of the respondents according to their satisfaction with the instruction in PEP on spoken register. Over three quarters of the sample responded that they were satisfied with the instruction (86.5%) on this issue, with a far smaller percentage ambivalent (11.5%) or dissatisfied or highly dissatisfied (1.9%). It is interesting though, that the ambivalence and dissatisfaction percentages are higher on spoken register than for satisfaction with the course in general. Perhaps this is because EAP courses traditionally focus more on writing than on spoken skills (Jenkins, Jordan and Weiland 1993; Hyon 1996; Jordan 2002) despite equal weighting of grades. This might also be because the focus is 'project-based' (PEP Student Handbook 2010, section 3-2). Therefore, despite the fact that the PEP has a broad 'genre focus' and register is implicit,

it is not explicitly mentioned in the documentation which may account for confusion in some of the respondents regarding this issue.

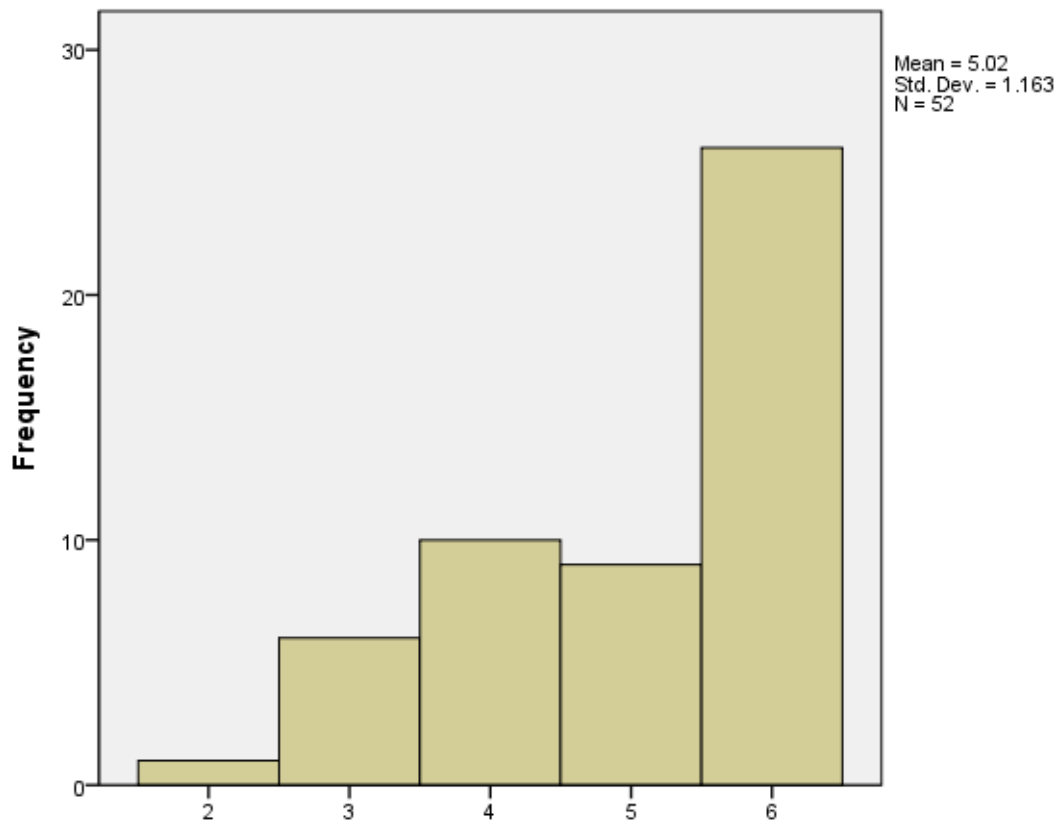
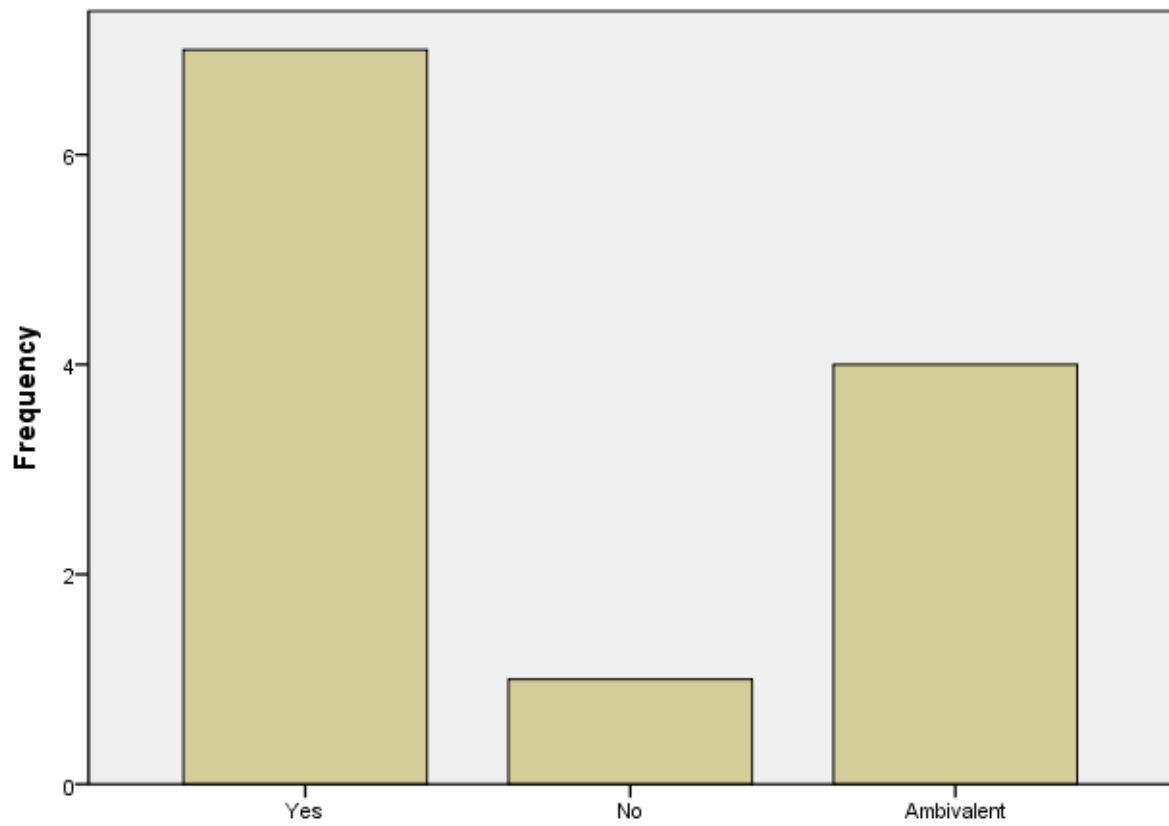


Figure 5.15 Satisfaction with instruction on spoken register in PEP

Despite the high levels of satisfaction with the PEP instruction, data regarding the English instruction in the BP was less clear. Of the respondents that participated in both programs (37), only a few (12) responded to the questions related to satisfaction with English language instruction in the BP. Of those who responded 13% were satisfied with the English instruction in the BP, one was dissatisfied and 4 respondents (7.7%) were ambivalent (see Figure 5.16 below). Perhaps this is because there were fewer classes (only one day per week were dedicated to English instruction in the BP) than in the PEP and the focus overall in the BP was on disciplinary skills. The English course that was taken one day per week in the BP was described as 'Professional English' and was given through the School of

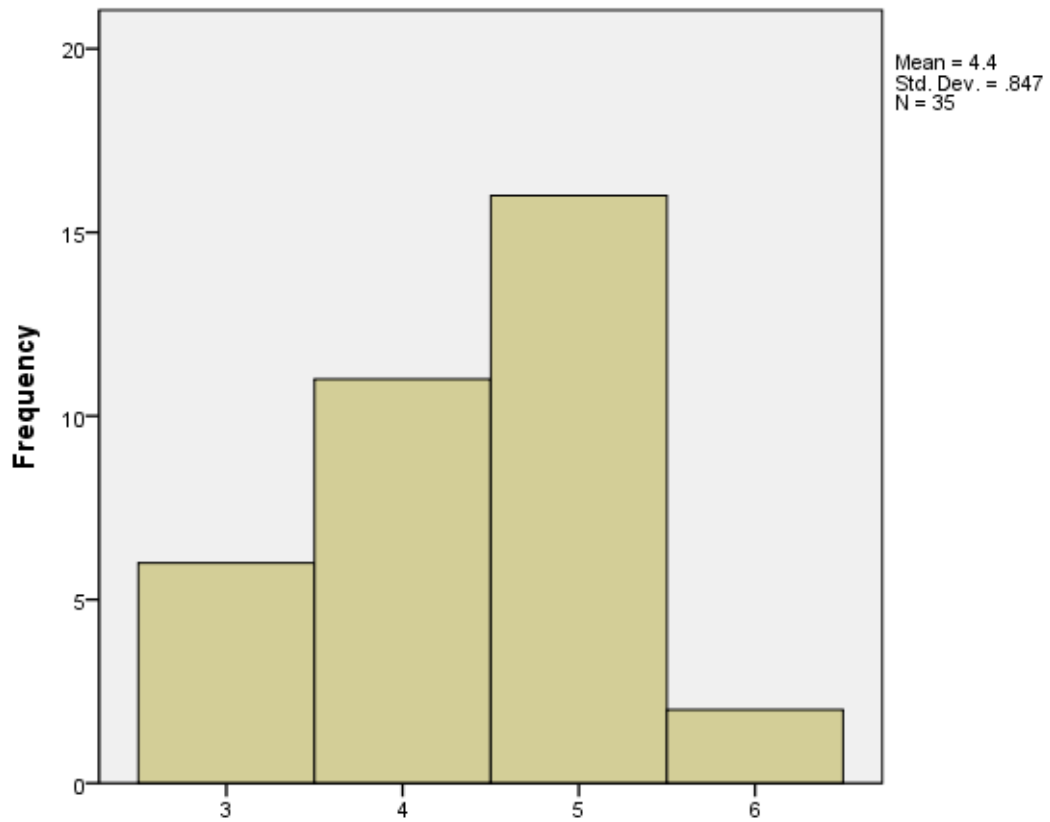
Humanities, Discipline of English. Repurposing a course in this way without taking the cohort into consideration appeared to compact strongly on the students' perceptions of the course.



		Frequency	Per cent	Valid Per cent	Cumulative Per cent
Valid	Yes	7	13.5	58.3	58.3
	No	1	1.9	8.3	66.7
	Ambivalent	4	7.7	33.3	100.0
	Total	12	23.1	100.0	
Missing	999	40	76.9		
Total		52	100.0		

Figure 5.16: Satisfaction with BP instruction

In contrast to the participation in the question related to instructional satisfaction in the BP, a large number of respondents (35 out of a possible 37) responded to the question on their satisfaction related to the teaching of spoken register in the BP (see Figure 5.17 below). Of this number, 78.3% agreed or strongly agreed that the instruction on spoken register was satisfactory in the BP, while the remaining 21.7% were either ambivalent (6 respondents) or did not answer the question (2 respondents). This is lower than the satisfaction with the teaching of spoken register in the PEP, although this response received a far higher number of responses than that related to overall satisfaction with the BP. Perhaps this reasonably high satisfaction level is related to the fact that register is referred to explicitly in the course outline and lecture notes (register is designated 'tone'). However, possibly the results are lower than for the PEP because the emphasis is on the written medium with only 10% of the assessment grade allocated to 'participation' in general. No other oral assessment is mentioned (Professional English 1&2 2011).



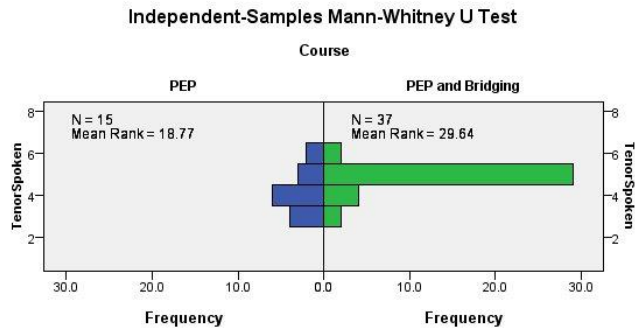
		Frequency	Per cent	Valid Per cent	Cumulative Per cent
Valid	Neither Disagree or Agree	6	11.5	17.1	17.1
	Agree	11	21.2	31.4	48.6
	Strongly Agree	16	30.8	45.7	94.3
	Absolutely Agree	2	3.8	5.7	100.0
	Total	35	67.3	100.0	
Missing	999	17	32.7		
Total		52	100.0		

Figure 5.17 Satisfaction with instruction on spoken register in BP

5.5 Diving differences

The data were also explored for possible differences among the variables. The results of the inquiry into the respondents' perceived satisfaction comparing between the two variables (attended PEP only, or attended PEP and BP) reveal that the satisfaction scores with the PEP program for the PEP/BP group are significantly higher than for the PEP only group (Mann-Whitney U (Z)= 7.241, p= .007, see Figure 5.18 below). Perhaps these results are a result of the fact that the PEP/BP group members were able to compare the instruction in the two courses and, as mentioned above, preferred the explicit focus on English and spoken communication in the PEP to the BP and thus evaluated the PEP more favourably after completing both courses.

It has been controversially claimed that students' language proficiency can actually decline during their disciplinary studies if specific attention is not paid to English language development alongside disciplinary skills and if the students congregate with their language compatriots (Birrell 2006; 2008). Perhaps it is for this reason that so many of the respondents were ambivalent about their satisfaction with the English instruction in the BP as indicated by their non-completion of the question, since there was less explicit focus on spoken English communication. Also, the 'Professional English' course which was taken once a week by the respondents was not directly related to their disciplinary program and the respondents were grouped for the English language instruction with other Iraqis as opposed to the PEP where they interacted with other nationalities.



Total N	52
Mann-Whitney U	393.500
Wilcoxon W	1,096.500
Test Statistic	393.500
Standard Error	43.109
Standardized Test Statistic	2.691
Asymptotic Sig. (2-sided test)	.007

Figure 5.18 Differences in satisfaction levels with PEP between PEP only and PEP/BP group

Likewise, with regards to the instruction on spoken register in the PEP, the Mann-Whitney test (Figure 5.19 below) showed the following results: $U (Z) = 2.579, p = .010$, revealing that the PEP/BP group were more satisfied with the instruction on spoken register than the PEP only group. Also, the PEP course was characterised by a more specific teaching style, and more time designated for conversation with peers and sharing ideas than is possible in the BP with their high disciplinary demands. This cohort also had more contact with native speakers in their disciplinary courses and therefore might value the structured teaching in the PEP more since it has helped them to communicate with their colleagues and lecturers, something they might not have appreciated while studying the PEP. The BP student handbook revealed that the course had no assessment items related to formal academic presentations. This is perhaps another reason why the BP/PEP group valued the PEP more in terms of instruction on spoken register than the PEP only cohort since, as recorded in the PEP student handbook, they received explicit instruction in and formal assessment of the academic presentation genre and associated register. This cohort, as postgraduate students, are required to present formally more frequently in their disciplines than

undergraduates. Our findings are in line with the literature which has revealed that postgraduate students in general have a greater need than undergraduates for formal speaking practice, including individual presentations and panel discussions (Mason 1995; Ostler 1980).

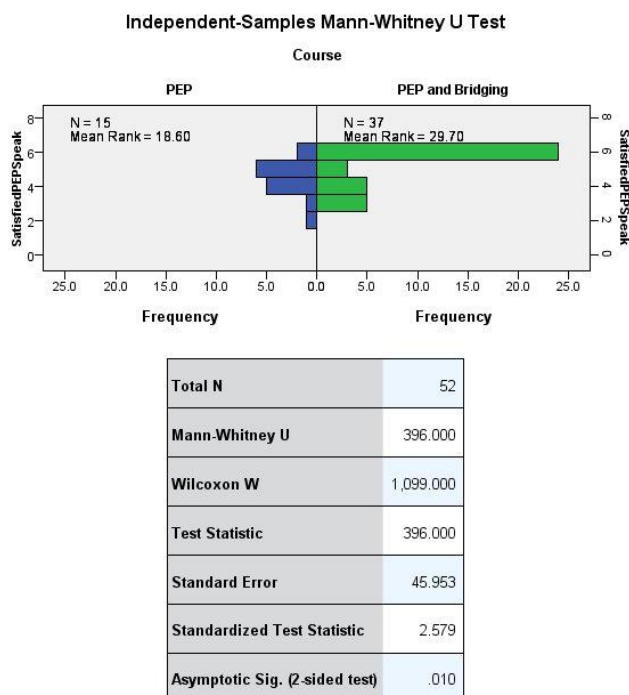
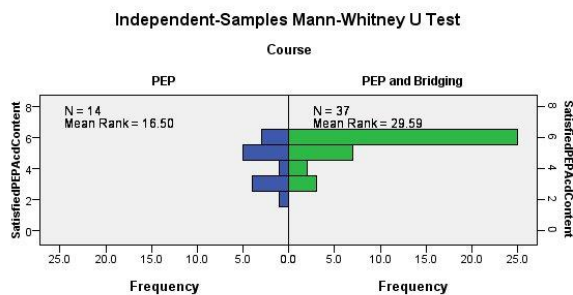


Figure 5.19 Differences in satisfaction levels with instruction on spoken register in PEP between PEP only and PEP/BP group

A significant difference was found between PEP and PEP/Bridging groups for responses about satisfaction with instruction on academic content instruction in the PEP, Mann-Whitney U ($Z = 3.102$, $p = .002$) (Figure 5.20). This result may be explained by the fact that in the interview data (Chapter 6), the respondents revealed that they found the PEP content particularly relevant to their studies, while the BP English course appeared largely irrelevant

to their disciplinary course (e.g. Younis, interview 1; Hamid, interview 1). Thus once again, students who attended both courses found greater value in the PEP than students who only attended the PEP. This may be because of the variety of academic tasks they completed in the PEP, whereas the BP was focused on ‘professional communication’ fulfilling an English for Special Purposes (ESP) function rather than an EAP functionality as expected by the students. Unfortunately, the ESP taught was designed for Business students rather than Agriculture and/or Water Management students. The results have duplicated similar studies such as the one by Valentine and Repath-Martos (1997) which showed that content-based instruction in EAP courses is more likely to meet the needs of discipline-based postgraduate students. This implies that EAP curriculum designers are able to identify disciplinary needs and develop appropriate lessons from content material to support them.



Total N	51
Mann-Whitney U	392.000
Wilcoxon W	1,095.000
Test Statistic	392.000
Standard Error	42.876
Standardized Test Statistic	3.102
Asymptotic Sig. (2-sided test)	.002

Figure 5.20 A significant difference was found between PEP and PEP/Bridging groups for responses about satisfaction with instruction on academic content instruction in the PEP

As the rest of items were not normally distributed a Spearman’s Correlation was used to test for relationships between variables. Only the significant correlations are shown in the below

figure (5.21). Overall the items were moderately related to each other; those for each scale being most strongly related to each other.

Spearman's Rho correlation

Item	1. Satisfaction with instruction in PEP	2. Satisfaction with using of spoken register (confidence)	3. The perceived proficiency
Satisfaction with instruction in PEP	1.000	.531	.512
Satisfaction with using of spoken register (confidence)		1.000	.766
The perceived proficiency			1.000

Figure 5.21 Correlation between satisfaction levels on academic content in PEP for PEP only and PEP/BP group

Valentine and Repath-Martos (1997) also demonstrate in their study that content-based instruction which meets the needs and goals of learners will motivate students to learn and be more successful academically. As mentioned above, the literature suggests a correlation between perceptions of their language proficiency, confidence to use a language, motivation (both intrinsic and extrinsic), and language actual proficiency (Gardner 1988; Evans and Green 2007; Paul and Sinha 2010; Gow et al1991). The findings supported Valentine and Repath-Martos (1997) in demonstrating the additional link between satisfaction with course content (particularly content-based EAP instruction), satisfaction with instruction and motivation. Figure 5.22 below demonstrates the strong correlation between satisfaction with

the PEP, satisfaction with instruction on spoken register, satisfaction with course content, confidence to use spoken register and perceived proficiency. Thus students who were satisfied with their course instruction and content were motivated to use register and were confident in their abilities. For example, the degree of correlation between the respondents' satisfaction with instruction in PEP and their perceived proficiency was (.512). Once again, Martin's (2009) view of register embedded in activities, genres and culture is demonstrated, since the students' satisfaction with register instruction was just part of their general satisfaction with the program and the academic culture within the program.

Spearman's Rho correlation

Item	1. Satisfaction with instruction in PEP	2. Satisfaction with course content in the PEP)	3. Satisfaction with using of spoken register (confidence)	4. The perceived proficiency
Satisfaction with instruction in PEP	1.000	.864	.531	.512
Satisfaction with course content in the PEP)		1.000	.521	.568
Satisfaction with using of spoken register (confidence)			1.000	.766
The perceived proficiency				1.000

Figure 5.22 Correlation respondents' satisfaction with instruction and course content in the PEP with their use of spoken register and perceived proficiency

Likewise, the respondents' views on satisfaction with instruction, satisfaction with course content in the BP were correlated with their use of spoken register and perceived level in relation to their peers.

Spearman's Rho correlation

Item	1. Satisfaction with instruction in BP	2. Satisfaction with course content in the BP	3. Satisfaction with using of spoken register (confidence) in BP	4. The perceived proficiency
1. Satisfaction with instruction in BP	1.000	.594	.332*	.464
2. Satisfaction with course content in the BP		1.000	.345	.551
3. Satisfaction with using of spoken register (confidence) in BP			1.000	.766
4. The perceived proficiency				1.000

Figure 5.23. Correlation respondents' satisfaction with instruction and course content in the BP with their use of spoken register and perceived proficiency.

* This correlation is not significant.

5.6 Coming to tentative conclusions

The quantitative results of this study indicate that the cohort of Iraqi students was relatively homogenous in their views irrespective of ethnic, cultural or religious background or genre. They valued the PEP course because of its content and explicit focus on register and spoken register in particular, while the BP level of satisfaction with content and instruction in general was lower. However, the explicit focus on register in the BP curriculum appeared to affect satisfaction levels with this component of the instruction positively. This once again appeared to confirm the literature which suggests that adult learners require content which is relevant to their needs and career goals along with explicit instruction. There was also a clear correlation among variables related to satisfaction with content, satisfaction with instruction, motivation to use spoken register and perceived proficiency in relation to native and non-native speakers. As is seen in the analysis of the qualitative data in the survey and interviews (discussed in Chapter 6) indicates that the respondents developed their awareness of register and practiced spoken register outside of the classroom as well as in it. They appeared to view register as related to daily tasks and perceived that their life-skills were affected by their proficiency of using the appropriate register. The respondents appeared to have a clear understanding that context (both academic and non-academic) affects register. They were able to distinguish between academic and non-academic, formal and informal and sub-registers within these.

The respondents also viewed academic register development as occurring through tasks and interactions. They expected speaking tasks that included interaction with the teacher as well as other class members. They viewed register as related to specific academic tasks and genres. This data supported content-based instruction around specific tasks and activities when teaching spoken register and other academic English content. It also supported the literature which suggests that adults tend to favour practical learning activities and materials.

Chapter Six

Student Interview data: a narrative analysis

6.1 Introduction

The quantitative data in the survey (Chapter 5) indicated that the respondents developed their awareness of register and practiced spoken register outside of the classroom as well as in it. The data in Chapter 5 also demonstrated that the Iraqi students preferred the PEP to the BP both in general and in terms of the teaching of academic register. However, the respondents' experiences of these courses and the reasons for their preferences required further probing.

Since this was an interpretative, qualitative study, it was necessary to further probe their 'lived experiences' (Khan 2012) of the various courses. Also, although the data in Chapter 5 showed that the respondents applied their knowledge of register in various contexts, how this occurred and how it impacted on their learning experiences in Australia remained unexplored. In order to understand these issues, this chapter focuses on factors which are related to the students themselves and their experience of the programs they attended (GEAP, PEP and BP) and the pedagogies within these programs. As in the remainder of this thesis, although there was an attempt to develop a holistic picture as is appropriate in the interpretative paradigm, the emphasis was on spoken register.

6.2 Delving into respondents' perceptions: open-ended survey questions

As noted in Chapter 4, the Iraqi students were provided with 4 open-ended questions in which they could 'story' their experience of acquiring academic register in the programs. These questions specifically focussed on what they had learnt about communicating with appropriate register in academic contexts (question 1), what specific tasks or materials in their courses related to register (question 2), their recommendations for the teaching of register in the course (question 3) and any additional comments they had about the courses in general (question 4). The responses to these questions were used to delineate the 1st initial units of meaning and/or 'parent nodes' in Nvivo 10. These meaning units were

identified through viewing what the respondents' highlighted in these responses/narratives, which ideas were repeated and emphasised in the narratives. The meaning units/themes were then linked to the broader literature. The main results from the open-ended questions are related below.

Although the first question focussed on academic register, it was found that the respondents' described a range of both academic and non-academic registers that they had learnt about and most of them described contexts and the registers that they needed in the various contexts. They appeared to view register as related to daily tasks and perceived that their life-skills were affected by their ability to use the appropriate register. The respondents also appeared to have a clear understanding that context (both academic and non-academic) affects register and they viewed register as related to specific academic tasks and genres. Some (the parents in the cohort) spoke of communicating with staff at their student's schools and noted that a mixture of formal and informal registers were needed in this context. Most (50 out of 52) spoke of communicating in daily life using a range of registers (e.g. at the bank, with the phone company etcetera). A few (4 of the younger men) spoke of playing football and other sport activities and the informal registers involved in these activities. All the respondents spoke of their academic presentations and the formal instruction they had received in order to complete these tasks in the PEP. In addition, a number of respondents (over half) referred to group work and other classroom interactions and the registers involved in these interactions.

Along with the oral presentation materials, many of the respondents (30) also referred to material in the PEP Handbook and classroom materials which assisted them in academic register. Only two referred to materials in the BP. Both of these spoke about the Business letter, however, one of the respondents mentioned that this appeared irrelevant to his studies or daily life. Many of the respondents (20) also spoke of the 'practical activities' they participated in in the PEP, especially learning how to use the University internet, library and participate in seminars. One respondent focussed specifically on his role as a leader in the seminar and emphasised that this had been extremely valuable experience to him. This is in line with the literature (e.g. Snow and Brinton 1997) that suggests that content-based instruction around specific tasks and activities is important when teaching academic English including spoken register.

In questions 3 and 4, the respondents were overwhelmingly positive about the PEP and the teaching of register in this Program and merely requested 'more of the same'. However, although not asked, some respondents (5) noted that they thought that the GEAP that had

preceded the PEP was overlong and ‘too general’. This is perhaps unsurprising since most of the respondents spent longer in this program than in the other two. A number of the respondents (20) noted that the BP was ‘boring’ and did not relate to their field of study. Because the respondents referred to the PEP and the GEAP, as well as the BP, therefore, in this chapter, data related to all three English programs is explored.

From the respondents’ answers to these questions, the following broad themes which become the parent nodes in Nvivo were identified: course factors impacting on register; pedagogical (‘teaching’) factors impacting on register; learner-related factors impacting on register. These three factors were member-checked with the respondents. There was, however, another factor that appeared but was mentioned under the other issues. Several participants reiterated that they were ‘adults’ or experienced professionals in a number of their responses. At this stage of the analysis, the fourth factor ‘adult learner’ remained part of the other three factors. Once again it is clear that register is just one aspect of the overall culture within a program as noted by Martin (2009).

6.3 Bracketing and interpretative reduction

During this stage, the researcher attempted to remove his interpretation of the data and in a sense ‘bracket’ his views. Instead, the researcher focussed on what the respondents’ revealed in their interviews. Fifteen respondents were selected from the entire cohort of 52 respondents; these respondents were selected because they had provided detailed responses in the open-ended questions which required further probing. They were also representative of the entire cohort with Sunni, Shiite and Kurdish Iraqi students represented as well as two women. These respondents were given the three narrative prompts to identify their experiences studying English in Australia, their experiences learning academic skills and their experiences related to register. Further probes were given if it was unclear what they meant or if the researcher needed to refer to the curriculum documents. After doing a rough translation and member checking and then checking the translation with the researcher’s co-supervisor, the data was ready for coding.

There were two rounds of interviews, each conducted once the respondents had finished their English courses and were at university doing their coursework course at the time of the interviews. Three students were interviewed in the first round (2 male and 1 female). In the second around, 12 students were interviewed (11 males and 1 female – this reflected the demographics of the group). They were reminded of the purpose of the interview, and

assured of the confidentiality of their names and personal details. Written consent was obtained. The fifteen interview participants were interviewed individually for between 20 and 60 minutes each, three weeks after the questionnaire was administered. The length of the interview was determined by the participant's willingness to continue and saturation of data (Morse, Barrett, Mayan, Olson, & Spiers, 2008). They were all asked the same narrative prompts in English; however, all of the interviewees seemed averse to expressing their deep feelings and reflections on the subject matter in English and soon switched to Arabic (i.e. Arabic). Since the researcher was an Arabic speaker, further prompts were given in Arabic.

The interview data was then summarised and coded in Nvivo 10 according to the initial 'parent' nodes identified in the survey open-ended questions and sub-nodes or 'children' nodes were created, focussing on the themes and language used by the respondents. Under the 'parent' node course factors, the following 'children' nodes were identified: academic and non-academic tasks related to register, academic and non-academic tasks related to register in GEAP, academic and non-academic tasks related to register in PEP, boring and monotonous teaching, learning environment, course limitations, less communication, time demanding, IELTS, recommendations for curriculum, Uni requirements, GEAP, and University studies. Under the 'parent' node pedagogical factors, the following 'children' nodes were identified: inside class English practice, outside class English practice, recommendations for curriculum, the educational outcomes, associated skills, communication, the teaching and learning methods, teaching and learning strategies adopted, engaged learning (conducive learning environment), students as consultant and teacher-student relationship. Under the 'parent' node learner-related factors, the following 'children' nodes were identified: adult learners, cultural issues, family commitments, low level of proficiency, intrinsic motivation, extrinsic motivation, new experiences, outside classroom English practice, seeking information, skill development and social sharing.

6.4 Cluster analysis

The use of cluster analysis revealed some similarities and differences. Similarities encompass many nodes such as 'academic and non-academic tasks materials related to register' and 'inside class English practice'. These relationships are shown in Figure (6.1) below.

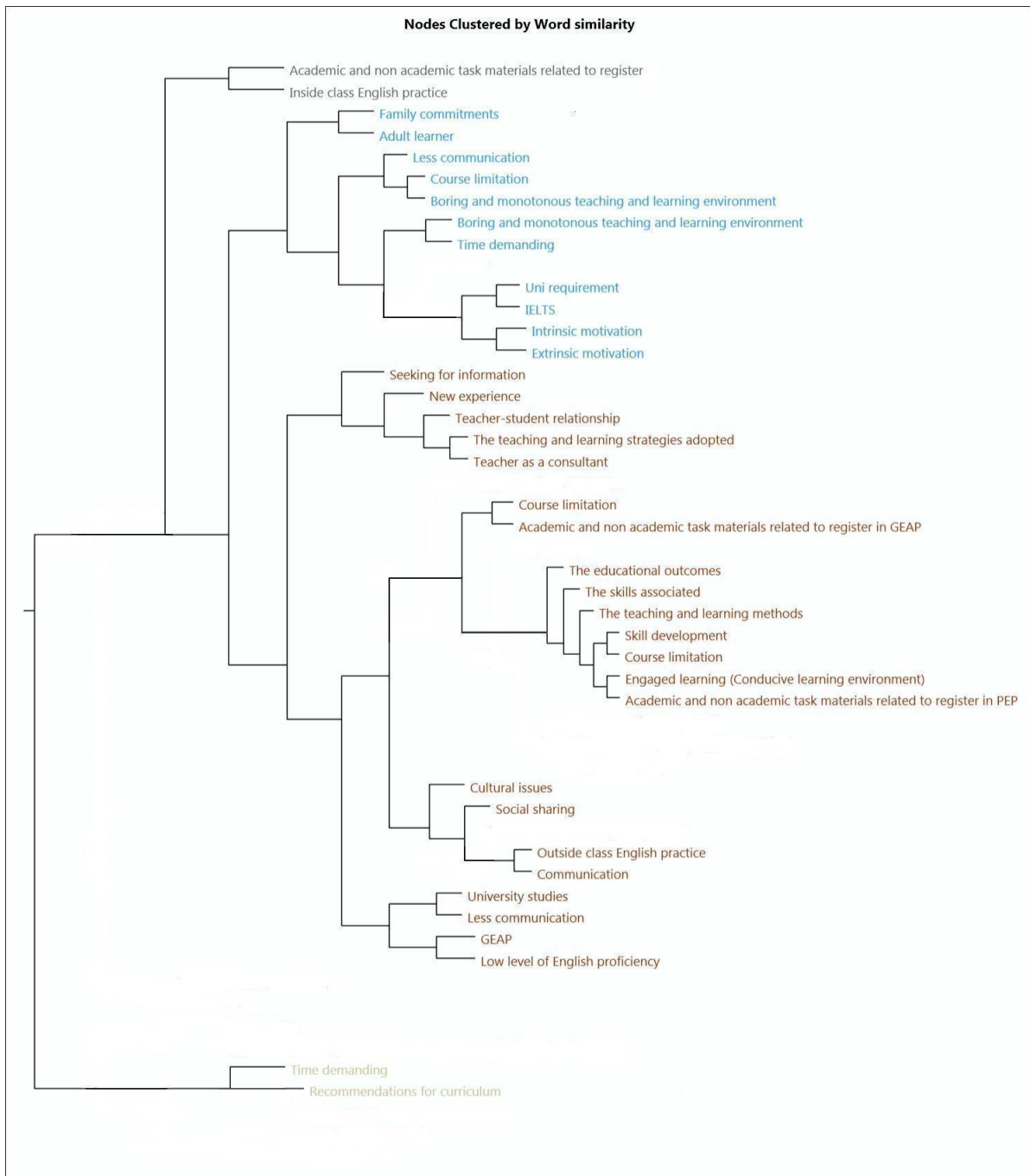


Figure 6.1 Nodes clustered by word similarity

6.4.1 Practicing of Register

One example of the high level of similarity or link between two nodes is ‘academic and non-academic tasks materials related to register’ (categorised as part of the course factor node) and ‘inside class English practice’ (categorised as part of the pedagogical factor node). These are documented in the above figure. This relationship implied that the respondents

were required to practice English in the classroom by taking on many academic and non-academic tasks and activities that related to register. The importance of this relationship lay in its connection to the respondents' perception of the courses. It has been suggested that a key criterion which students use to evaluate courses is their view of the tasks and activities which they undertake in each course, and the way in which these activities and tasks are introduced (Crooks 1988). This was emphasized by the majority of respondents in their comments with a significant positive response towards the PEP and to a lesser extent the GEAP and a correspondingly negative response to the BP. The value given to the tasks and activities in the PEP was revealed in Sana'a's statement below where she listed a series of explicit instructions provided by her PEP teacher:

خلال برنامج ال 'بيب' لقد مارست الكثير من فعاليات المناقشة التي ساعدتني في تطوير التحدث باللغة الانكليزية احيانا يشركني المعلم في فعاليات النقاش الجماعي الذي هو عادة يكون اقل رسمية من النقاشات التي اخوضها مع المعلمين انفسهم لقد درست حول كيفية استخدام العيون او لغة الجسد التي تستخدم احيانا لايصال المعلومات عند القائي لعرض شفوي لقد درست حول كيفية اختيار المواضيع الاكاديمية كي القيها في عرضي الشفوي لقد تعلمت ايضا كيفية الوقوف عند بعض العبارات وتشديد البعض الاخر خلال القائي الشفوي لقد تلقينا معلومات واسعة حول الأكاديمية الانكليزية معلم ال 'بيب' ساعدني كي اتمكن من اختيار الكلمات المناسبة ل كتابتي و كلامي الاكاديمي (سنا)

PEP is a very successful program; I have practiced many discussions activities during the PEP program which helped in development of my speaking of English language, sometimes the teacher got me involved in a group discussion which was less formal than when I was involved with teachers themselves. I have been taught on how to use eye contact and body language when I am giving my presentation. I have been taught on how to select academic subjects to do presentation on/about. I have even been taught on how/when to pause/stress while I am giving a presentation. I have received extensive information about academic English. PEP teacher helped me to be able to choose appropriate words for my academic writing and speaking (Sana'a).

Younis echoes this in his statement below showing that the students were given detailed instructions on the register of academic presentations down to the handing over to the following presenter:

خلال برنامج ال 'بيب' درست كيف القي عرضي الشفوي بطريقة اكاديمية وكيف احضر هذا العرض وكيفية اختيار الكلمات المناسبة واختياري لهذه الكلمات سوف يكون طبقا للذين سوف

يحضرون هذا العرض وموضوع هذا العرض. لقد درست حول كيفية بدأ هذا العرض فمثلا التحية سوف تكون في البداية وبعد ذلك اعطاء الفكرة الرئيسية للعرض وبعدها موجز الفقرات التي سوف اتكلم عنها وكيفية اعطاء الدور في الكلام للشخص التالي (يونس)

During the PEP program I have been taught how to present academically, have been taught on how to prepare my presentation/select appropriate words depending on whom I will give this presentation to as well as the subject of my presentation. I have been taught how to start my presentation, for example the greeting at the beginning and then give the main idea of the presentation following by outlining the things I am going to speak about and how to hand over to the following presenter if there is any, PEP is the most suitable course for ESL student (Younis).

The close relationship between written and spoken genres and the need for explicit attention to the minor differences between register in these genres is highlighted by Jaseb who notes the explicit instruction provided on referencing in the PEP program:

كانت الحلقات الدراسية واحدة من الأنشطة التي اعتدنا الممارسة عليها في داخل صف البيب هذا كان مفيد جدا لأنه يطور قدراتنا للنقاش بصورة رسمية مع معلمينا وبصورة اعتيادية غير رسمية مع زملائنا في برنامج ال 'بيب' لقد تعلمت خلال برنامج ال 'بيب' كيفية التحول من فكرة الى اخرى عندما القي عرضي الشفوي و ماهي التراكيب والعبارات المناسبة التي يجب علي استخدامها وكذلك درست حول كيفية استخدام النوع المناسب للفهرست والمصادر واين يوجب علي ان اضع هذه القائمة في الباور بوينت 'بيب' جعلني اشعر بالثقة بالنفس لاتكلم واكتب كلا الانكليزية الرسمية وغير الرسمي (جاسب)

The seminar was one of the activities that we used to practice inside PEP classroom; this was a very useful activity as it developed my ability to discuss formally with my PEP teacher as well as informally with my peers. I have learned during PEP how to do transferring from an idea to another when I am presenting, what are appropriate terms and structures should I use to do so. Have been taught how to use the correct reference style and where I need to locate the reference list in my PowerPoint. PEP made me feel confident to speak and write academic and non-academic English (Jaseb).

Some respondents indicated that they valued the quality and standard of academic and non-academic tasks and activities, which related to register, that were undertaken in both PEP and GEAP classes. For example, Hassan stated:

برنامج ال'جيب' علمني كيفية القيام بالعرض الشفوي، وكيفية إعداد الباور بوينت، وعلى اي مرحلة احتاج الى التركيز خلال العرض الذي اقدمه. برنامج ال'جيب' كان دورة جيدة لتهيئتنا للدورات المتقدمة في اللغة الانكليزية وكذلك لاجتياز اختبار اللغة الانكليزية (أي أه ال تي اس)
(حسن)

GEAP taught me how to do the presentation, how to prepare my PowerPoint, on which stages I need to focus during my presentation. I think that GEAP was a good course for preparing us for the advanced English courses as well as to pass the IELTS test (Hassan).

Despite this repetition of explicit instruction on academic and non-academic tasks and registers in the PEP and GEAP, none was made in relation to academic and non-academic task register in the BP. In all the cases above, the respondents saw many benefits of attending the PEP and GEAP programs. Namely, the above statements imply that PEP teachers and course designer(s) endeavoured to improve pedagogical practices in the PEP class. The key point of these statements is that PEP and GEAP teachers applied diverse classroom activities and materials to equip the students with a varied range of register in order to develop their ability to use appropriate register in both academic and non-academic environments.

6.4.2 Family as Supporter

The cultural aspects of learning and the respondents' personal cultures (as mature adult, Arabic learners on scholarships) also can be seen in the data. The relationship between the children nodes 'family commitments' and 'adult learner' was the second relationship that was indicated by the cluster analysis. Both of these 'children nodes' fall under the 'learner-related' parent node. Analysis of interview data showed that some of these respondents not only had study requirements, but also family commitments that they needed to manage. While the relationship between family commitments and adult learner was very strong, it was also clear that there was a strong connection between the need to complete the courses and family responsibilities, in the opinion of the respondents. This is noted in Leith's statement where he articulated that his family was pushing him to finish his study:

لدي عائلة التي يجب علي الاعتناء بها وانا ايضا لدي ولد و بنت متزوجين ومستقلين انا اشعر انه كل اعضاء عائلتي من ضمنهم زوجتي كانوا مثال للداعمين لي كي انهي دراستي (ليث)

I have family to look after. I also have independents son and daughter (who are already married). I feel that all these family members (including my wife) were just like a supporter for me to push me to finish my study (Leith).

Jaseb's statement indicated that he was struggling and thinking of leaving his study and going back to his home country. However, because of his wife's support as well as the financial support that his family received he was able to complete his study:

في البداية كنت في جميع الاوقات غير مستقر لانه تركت بناتي ورائي وفي يوم اتصلت بزوجتي كي اخبرها انه لم يعد باستطاعتي البقاء هنا و اريد الرجوع الى بلدي ولكن زوجتي قالت لي لا ترجع بدون اكمال الماجستير وقالت لا تقلق على بناتك اني سوف اعتني فيهن قلت نعم وكنت مطمئنا ومرتاح البال لانه هم يوجد لديهم دعم مادي للعيش (جاسب)

At the beginning, I was all the time feeling uneasy because leaving my daughters behind, one day I rang my wife to tell her I am no longer staying here I want to go back to my home country. But, my wife told me that I couldn't come back without my Master degree, she said that don't be concerned about our daughters I am going to take care of them. I said okay, giving in because I already had a peace of mind in relation to financial issues as my family is financially secure (Jaseb).

The same thought occurred to Hassan who said that the encouragement he received every day from his wife and his family's financial support received from the Iraqi government were the key points to completing his studies:

انا متزوج ولدي ثلاثة اطفال وموظف عائلتي تدعمني دائما بطلبها من انتهاء دراستي بنجاح والرجوع اليهم مع شهادة الماجستير زوجتي اعتادت على الاتصال بي يوميا لتشجيعي وانا بعيد عنها ليس لدي قلق فيما يتعلق بالامور المادية لانه الحكومة العراقية لا تزال تدفع راتبي (حسن)

I am married, have three children, I am already employed. My family always support me by asking me to finish my study successfully and come back with my Master degree. My wife used to call me every day to encourage me while I am far away from her. I don't worry about them financially as the Iraqi government still pays my salary every month (Hassan).

The above statements show that the respondents were receiving support from their family or partner. This kind of support provided motivation to encourage the respondents to complete their studies. McGivney stated that one important factor which contributes to persistence of adult students to complete their studies is a 'supportive family or partner' (McGivney 2004). Scholarship support complemented family support for these three respondents. Because of the financial support they received before they came to Australia, they felt supported and able to concentrate on their studies. This is in line with the literature such as McGivney (2004) which suggests that adult learners in receipt of financial support that can cover family costs are less likely to drop out of programmes and complete their studies.

6.4.2.1 Handling study and family commitments

When the respondents were asked how they could handle study and family commitments at the same time, their answers all reflected the theme of managing time. The respondents confirmed that they were able to overcome these difficulties by managing both their study and family time. Hamid in his statement below pointed out that he could handle both his study and family commitments by managing his time:

بالرغم من انه يجب علي ان اعنتي بكلا دراستي و عائلتي لكنني لم اواجه صعوبة لانه اني مسبقا
قمت بترتيب وقتي لفعل ذلك (حامدحامد)

Even though I had to look after both my family and study hard, but it was not difficult to handle as I already arranged my time to do so (Hamid).

One respondent, Younis, indicated that individuals who are married not only have family commitments which may have a positive or negative impact on their study or practice of English, but also religious and social limitations arising from their family commitments. The comment below reinforces the notion that family, religious and social commitments prevent adult learners going out and socialising/practicing English with native speakers:

انه ليس فقط الدين الاسلامي ولكن اذا كنت متزوجا لاتستطيع الخروج والاختلاط خلال عطلة نهاية الاسبوع. الالتزام الاجتماعي يوقف الناس من فعل ذلك (يونس)

It is not only about that the Islamic religion but it is that if you are married you can't go out and mix and mingle every weekend. The social pressure stops people from going out (Younis).

Thus these students are enabled and even pressured to study by a set of cultural and social pressures including family, obligation to country and scholarship and even a religious imperative. This data suggests that the 'core values' of the students as described in Chapter 2 had an influence on their performance and motivation.

6.3.3 Experience of Communication during GEAP, PEP and BP

The third relationship detected focussing on the respondent's experience of the courses was that between three children nodes: firstly, lack of communication; secondly, 'course limitations' (what was covered by the course (advantages and disadvantages)); and thirdly, 'boring and monotonous teaching and learning environment' (all these nodes fell under the course factor node). The responses indicated that the lack of communication opportunities for students in a course was linked to the limitations (the disadvantages) of that course which resulted in a being course boring and monotonous. The interview with Abbas, for example, showed that he experienced the BP course as a dull or boring one, not encouraging his English language skills development, as there was insufficient opportunity for communication and communication activities to take part in. Contrary to all his expectations, he found the BP course did not meet his future career needs.

عندما اخبرت انه سوف يتم تسجيلي في دورة ال (بيب) شعرت بالسعادة حينها لانه كنت اريد تطوير مهارات اللغة الانكليزية لدي على اية حال عندما بدأت هذه الدورة بدأت اكتشف انها دورة انكليزية عديمة الفائدة استطيع القول ان السبب وراء هبوط مستوى اللغة الانكليزية لدي هو دورة ال (بيب) هذا بسبب لم يوجد هناك ممارسة او تواصل باللغة الانكليزية على الاطلاق هذه بالطبع دورة مملة (عباس)

When I was informed that I would be enrolled in BP course, I was very happy as I wanted to further develop my English skills. However, when I started this course I started finding out that this was a useless English course. I can say that the reason behind of my English is going down was the BP course. That is just because there was no practicing on English and no communication at all, such a boring course (Abbas).

A similar experience was shared by Jaseb, who attended all three courses - GEAP, PEP and BP. He emphasised that his opportunities to communicate using the English language in the BP was very limited and the required tasks and activities were not clearly designed to meet his future career needs. Furthermore there were not many opportunities to deploy or develop his skills. That led him to say that this course was a 'dull' course.

المعلم او الاستاذ كان يركز على رسالة العمل او كيفية كتابة السيرة الذاتية التي لا احتاج لها في دراستي الجامعية لم يوجد هنالك ممارسة على الكلام او الكتابة دورة ال (بيب) كانت مضبعة للوقت و مملة اني فقط اردت التخلص منها (جاسب)

The teacher/lecturer was focusing on business letter and how to write a personal CV that I would not need for my university study. There was no practice in speaking or writing. The BP course wasted a lot of time and was a dull course; I just wanted to get of it (Jaseb).

The interviews with both Hamid and Bushra confirmed what they saw as a lack of communication, due to the nature of the classroom which consisted solely of Iraqi students. Therefore, it did not give them the opportunity to practice English:

في برنامج ال (بيب) كنا غير محظوظين كل مجموعتنا عراقيين الشيء الذي لم يشجعنا لممارسة اللغة الانكليزية التفاعل او التوصل كان فقط باللغة العربية نحن دفعنا ثمن ذلك ببقائنا متأخرين في الكلام وليس الكتابة (حامدحامد)

In the BP program we were not lucky, there were only Iraqis in our group during the course this did not encourage us to practice English. Interaction was always in Arabic. We paid the price by falling behind because speaking falls behind writing. (Hamid)

لقد تم تسجيلي في دورة انكليزية-فرع المعرفة اسمها ال (بيب) في هذه الدورة يوجد مكونين احدهما خاص بمجال اختصاصي والثاني خاص بالانكليزي . القسم الذي يتعلق بمجال اختصاصي كان مفيد جدا و لكن القسم الاخر الذي يتعلق ب الانكليزي كان عديم الفائدة. دورة الانكليزي كانت ليوم واحد اسبوعيا و لثلاثة اشهر جميع الطلاب كانوا عراقيين في ذلك الصف, هذا كان له تأثير

سليبي في التواصل باستخدام اللغة الانكليزية اضافة الى ذلك هذه الدورة لاتركز على المواضيع المتعلقة بدراستي الجامعية (بشرى)

I was enrolled in another English/disciplinary course BP. This course had disciplinary and English components. The disciplinary was useful, but the English one wasn't. The English course was one day a week for three months. The class was only for Iraqi students that had negative impact in communicating using English language. In addition, the focus of this course was not relevant to my university study. (Bushra)

The students' negative perceptions of the BP could also be related to their cultural and social expectations and pressures described above, since it has been suggested in the literature (Knowles, Nadler and Nadler 1989) that adult students usually know what they want to learn, and they like to see the program organized as reflecting their personal goals. Lieb (2005, p2) suggested that adult students are goal oriented and that adults are 'relevancy oriented', meaning that they want a reason for learning something and learning ought to be applicable to work or home (Lieb and Goodlad 2005). In addition, this data confirms Martin's (2009; 2010) view that register is developed within genres, cultures and activities.

6.3.4 Timing

The next relationship is that between 'boring and monotonous teaching and learning environment' and 'time demanding' (both falling under the 'course factor' node). Most respondents linked the nature of the courses whether or not they were boring to the fact that courses should not take more time than expected. This view was emphasized by respondents' comments revealing that the GEAP course was either dull or boring because of the long time it took to finish. For example, Sami's comment indicated that he was bored because the GEAP course took a long time to complete:

لقد امضيت تسعة عشرة شهرا في برنامج ال (جيب) طلبت من مركز اللغة لتقليل فترة هذا البرنامج على اية حال قد تم اهمال طلبي. اصبت بالاحباط متى يمكنني انهاء هذا البرنامج انها اصبحت بيئة مملة حقا (سامي)

I have spent more than 19 months in GEAP course. I have asked the language centre to minimise the time of this course, however, my request has been ignored. I was frustrated, when could I finish this course. It becomes really boring environment (Sami).

Karrar shared the same thought with Sami; he stated that the GEAP program went on for an unnecessarily long time:

امضيت سنة ونصف في برنامج ال (جيب) انه اصبح ممل انه كان مطول جدا ذهب هذا البرنامج لفترة طويلة من غير داعي (كرار)

I have spent 1.5 years in GEAB. It became boring. It was too long. It went on for a long time unnecessarily (Karrar).

6.3.5 Intrinsic/Extrinsic Motivation

The following relationship concerned the four nodes: university requirements (the researcher called it 'Uni requirements'); IELTS; intrinsic motivation; and extrinsic motivation. The first two nodes were categorized as children nodes belonging to the course factor node, while the last two were categorized as grandchildren of the learner-related factor node. University requirements and IELTS jointly form the basis of the respondent's motivation. In order to meet the university's requirements respondents had to be motivated enough to pass IELTS successfully. Hamp-Lyons (1999) reminds us of one infrastructural component documented in empirical studies worldwide and deemed to be the most significant in assuring effective language education – 'motivation to learn' (Hamp-Lyons 1999). It has also been suggested that motivation is vital in test performance. For example, if international students want to pass the IELTS test, they require high levels of motivation (Zhengdong 2009).

Many respondents articulated the view that they were motivated to pass the IELTS test in order to be enrolled in their chosen university course. The following respondents' comments illustrated this fact:

درست بجد من اجل اجتياز امتحان الكفاءة الانكليزية (آي آه ال تي اس) لانه احراز الدرجات المطلوبة سوف يؤهلني الى دخول الجامعة (ابراهيم)

I studied very hard in order to pass IELTS exam, as the achieving of the required scores will qualify me to the university entry (Ibrahim).

اردت ان اجتاز مرحلة اللغة الانكليزية لأحراز هذا بدأت الدراسة بجد و أدبت امتحان كفاءة اللغة (أي أه ال تي اس) ثلاثة مرات من ضمنها مرتين انا من دفع تكاليف هذا الامتحان (بشرى)

I wanted to pass the English stage to be enrolled in my university course, to achieve that I started studying hard and set for IELTS examination 3 times (2 times I paid the fees myself) (Bushra).

Again, Muslim articulated the same opinion as those above, adding that he required an IELTS score of 6.5 to qualify for university entry:

كان من المفروض ان اؤدي امتحان الكفاءة للغة الانكليزية بعد انهائي لدورة ال (جيب). واحدة من متطلبات دخول الجامعة هي احراز درجة (ست درجات ونصف الدرجة) في امتحان الكفاءة الانكليزية (أي أه ال تي اس) لقد وضعت هدفا نصب عيني وهو انه يجب علي تعلم الانكليزية من اجل الحصول على درجات امتحان الكفاءة الانكليزية المطلوبة لدخول الجامعة (مسلم)

It was proposed that I would be sitting for IELTS exam after finishing GEAP course. One requirements of the entry to the university is to achieve 6.5 scores in IELTS exam. I had had an aim in mind that I had to learn English and obtain the required IELTS scores to enter to the university (Muslim).

Oday linked the failure of one of his colleagues to an inability to pass the IELTS test. That is why he worked hard to obtain the required IELTS score to gain university entry:

عدد من زملائي رجعوا للعراق بسبب انهم لم يستطيعوا ان يلبوا متطلبات الجامعة وبالاخص امتحان الكفاءة الانكليزية (أي أه ال تي اس) فشلهم في الدخول للجامعة هو السبب الذي جعلني اعمل بجد من اجل التعامل مع هذه المتطلبات بنجاح

(عدي)

Some of my colleagues went back to Iraq because they could not cope with university requirements, especially IELTS exam. They failed to enter to the uni. That made me work very hard to cope with that (Oday).

The above statements attest to the importance students attach to both university requirements and the IELTS exam. More specifically they were intrinsically and extrinsically motivated to meet the university's requirements by achieving the required scores.

However, the emphasis on the IELTS exam, could detract from a general motivation to learn the language as reflected in the statements below where the respondents focus only on the IELTS, even to the detriment of their general English language learning:

*وضعتُ بنظر الاعتبار و بصورة جدية متطلبات الدخول للجامعة لذلك كنت سوف افعل اي شيء
استطيع فعله للتأكد انني سوف ألبى متطلبات الدخول الجامعة وكان جوهر هذه المتطلبات هو
امتحان كفاءة اللغة الانكليزية (أي أه ال تي اس) (سناء)*

I took the university requirements very seriously, so I would do everything I could to make sure that I would meet these requirements. The absolute core of these requirements was IELTS (Sana'a).

*جلست لأداء اختبار اللغة الانكليزية (أي اي ال تي اس) كنت فقط افكر في الحصول على الدرجات
المطلوبة ولم اكن مهتمة بما يتعلق بمتطلبات دخول الجامعة كنت متوترة جدا انا فقط اردت ان
احصل على الدرجات المطلوبة في امتحان كفاءة اللغة الانكليزية أي أه ال تي اس) (سعاد)*

I sat for IELTS test, I was just thinking to obtain the score I wanted, and I wasn't worry about the university requirements. I was much stressed; I just wanted to obtain the IELTS requirements (Sua'ad).

6.3.6 Applied Pedagogy

A relationship between five children nodes which all related to the way the students were taught was also detected (see Figure (1)). All these five nodes fell under the parent node 'pedagogical factors'. However, these five nodes were very different from each other. For example, there was a close relationship showing a high level of similar words between the

two bottom nodes, i.e. 'the teaching and learning strategies adopted' and 'teacher as a consultant'. These two nodes related somewhat to the other three nodes, i.e. 'teacher-students relationship', 'new experience' and 'seeking information'. The researcher discovered the relationship between the two bottom nodes as being very similar and then linked these nodes to the remaining three.

The respondents placed a huge emphasis on the way their teachers taught them, that is, via the pedagogical 'The teaching and learning strategies adopted' and related this to pedagogical practices, i.e. 'teacher as a consultant'. This was consistent with Vygotsky's theory of the Zone of Proximal Development (ZPD). ZPD established the foundations for many pedagogical practices that occur in today's schooling (1978 cited in Moreno-Lopez 2005). ZPD is defined as the learning that occurs when a novice (student) is consulted by or collaborates with a more experienced person (teacher).

The majority of respondents indicated that in the PEP they could get the best and most accurate guide/consultation from their teachers, and they felt they were learning something in a straightforward fashion. Since their teachers were ESL teachers and they taught standard Australian English, the students wanted more opportunities to have the teacher teach register explicitly and instantaneously. Hamid experienced how the PEP/GEAP teachers' teaching method was useful especially when they used to correct him straight away when he did his oral presentation:

قد نستخدم كلمات غير مناسبة بينما نحن نقدم عرضيا شفويا سوف يكون من المفيد جدا اذا قام معلمينا بتصحيح هذه الكلمات مباشرة لقد جربنا فائدة هذه الطريقة في برنامج ال (بيب) وبعض الاحيان في برنامج ال (جيب) (حامد)

While we were giving oral presentations, we might use inappropriate words. It would be very helpful if our teachers straightforwardly corrected these inappropriate words. We have experienced the benefit of this technique in PEP course and sometimes in GEAP. I would say that the teachers in were ESL teachers and they taught standard Australian English, therefore, I trusted their advice in using of appropriated forms of spoken English (Hamid).

The interview with Bushra revealed that she thought the same way concerning the benefits of her PEP teacher's teaching methods. She also mentioned that she consulted with her teacher about using academic and non-academic words for certain tasks and activities:

خلال وقت عمل الندوات الدراسية (اربع الى خمس طلاب يجلسون لمناقشة موضوع) اعتاد معلمنا في برنامج ال (بيب) التجول حولنا والاصغاء الى كلامنا ومحاولة التقاط استخدامنا للكلمات الاكاديمية وغير الاكاديمية. هي تظهر لنا ابتسامتها اذا سمعت استخدامنا للكلمات الاكاديمية ولكن عند سماعها استخدامنا للكلمات العامية هي اعتادت على القول ' اني انصحكم بعدم استخدام هذه الصيغة مرة اخرى'. اني اعتدت على استشارتها بما يتعلق في استخدام الكلمات الاكاديمية وغير الاكاديمية هي بالفعل كانت مشاورة جيدة. أردتُ منها اخباري عندما اخطأ وتزويدي بالصيغة الصحيحة مباشرة (بشرى)

During the time of doing seminars (3-4 students are sitting together discussing an issues), our PEP teachers used to walk around to listen to our speech and try to pick up our using of academic and non-academic words. If she heard a good use of academic words, she would show us her smile, but if she detected the use of slang words, she used to say 'I would advise you to not use this form again'. I used to consult her about my using of academic and non-academic words; she was really a good consulter. She corrected me; I wanted her to tell me when I got wrong and provide the correct form immediately (Bushra).

Jaseb experienced the same thing regarding his PEP teacher's teaching methods. He added that his teacher used to stop him immediately when he used non-academic words during his oral presentation. He also mentioned that repeated the correct word given to him by his teacher:

لقد اعتدتُ الوقوف على المنصة لألقاء عرضي الشفوي. احياناً احاول استخدام الكلمات التي اسمعها من الاستراليين خارج الصف الدراسي وذلك لإظهار نفسي اني اعيد الانكليزية بطلاقة. معلمتي اعتادت على ايقافي و تصحيحها بالأكاديمية. انا احاول تصحيح اخطائي بعدما صححتها معلمتي لي, من خلال التردد ورائها, هي اعتادت للمجيء الى منضدتي و ارشادي بعدم استخدام هذه الكلمات مرة اخرى (جاسب)

I used to stand on the stage to give my oral presentation; I sometimes tried to show that I am fluent in English by using some words that I have heard from my Australian native speakers outside the classroom. My teacher used to stop me and correct me with the academic ones. I tried to correct my errors after the teacher corrected me, by repeating after her. After finishing my presentation, she used to come to my desk and advise me on to not use these words again (Jaseb).

While the above respondents seemed keen to participate in pedagogical practice where their teachers guided, corrected and advised them how to speak English, some were slightly sceptical about using the same pedagogical practice for the writing mode, where they preferred a more formal pedagogical approach. For example, Karrar ruefully states:

عندما كنت أكتب مقالا، اعتدتُ الذهاب إلى أستاذتي لأوريها أول مسودة. هي قرأتها، وأشارت إلى استخدام التراكيب الغير أكاديمية. أستاذتي لا تقوم بتصحيحي، وليس مثل كما اعتادت أن تفعله حين كنت أقدم عرضا شفويا أو المشاركة في الندوات. كنت أريد منها أن تشير إلى ما هو خطئي، ولكن لا تعطيني الشكل الصحيح حتى أستطيع أن ايجاده بنفسى، وكانت سعيدة جدا للقيام بذلك وقالت: 'أنا لست محرر أو مصحح أنا مستشار أقول لك عن الخطأ الذي فعلت' (علي)

When I was writing an essay, I used to go to my teacher to show her my first draft. She read it and pointed out the using of non-academic structures. My teacher did not correct me, not just like what she used to do while I was giving an oral presentation or involved in seminars. I wanted her to point out what I got wrong, but not give me the correct form so that I can figure it out myself, she was very happy to do that she said, 'I am not editor or corrector I am just advisor to tell you about the wrong you have done' (Karrar).

Sua'ad, however, positively responded to the 'teacher as consultant' role of her PEP teacher:

في المشروع البحثي المتكامل (أي بي آر)، قمت بتنقيح حوالي ستة مسودات. في كل مرة ذهبت فيها إلى معلمتي في برنامج ال (بيب) للتشاور معها، خلال تلك المشاورات، لم أكن أتوقع منها تصحيح أخطائي، ولكن بالاحرى أردتُ منها أن تشير إلى بعض الأخطاء النحوية وكذلك الاستخدام غير المناسب لبعض الكلمات. كنت أريد منها أن تفعل ذلك لمساعدتي لتحسين كتابتي واستخدام قواعد اللغة الصحيحة والكلمات. هي حقاً كانت مستشار جيدة (سعاد).

In my Integrated Research Project (IRP), I revised about six drafts. Every time I went to my PEP teacher to consult her, during that consultation, I did not expect from her to correct my mistakes, rather wanted her to point out some grammar mistakes as well as inappropriate use of some words. I wanted her to do that to

help me to improve my writing and using of correct grammar and words. She was really a good consultant (Sua'ad).

In light of the above comments, it is evident that in pedagogical practice, a teacher's consultancy was a vital part of the learning activities and 'culture' of the EAP classroom. The respondents mentioned that the opportunity to consult with their teacher outside the classroom was an important way to discuss any weaknesses and/or progress being made. Leith elaborated further on the importance of aspects of his consultation with his teacher outside the classroom:

لقد كانت لدينا مشاورات مع مدرسينا في ال (بيب) في كل ثلاثة أو خمسة أسابيع لمناقشة التقدم المحرز الذي بدوره يساعدنا في معرفة نقطة الضعف في المهارات التي لدينا . كان كذلك لدينا مشاورات مماثلة لهذه في ال (جيب) ، ولكن ليس في (بي بي). اعتاد مدرسينا ان يكونوا الاستشاريين الجيدين الذين ساعدونا في العودة الى المسار الصحيح مرة أخرى من خلال التركيز على أكثر الممارسات على نقاط الضعف، وكان أسلوب التدريس رائع حقا (ليث).

We used to have consultations with our PEP's teachers every 3 or 5 weeks to discuss our progress that helped us to know in which skill we had a weakness. We had similar to these consultations in GEAP as well, but not in the BP. Our teachers used to be good consultants who helped to get us back on the track by focussing on more practice in the areas of weakness- that was a really fantastic teaching style (Leith).

As mentioned above these two nodes - 'the teaching and learning strategies adopted' and 'teacher as a consultant' - were related to the remaining three nodes, i.e. 'teacher-students relationship', 'New experience' and 'Seeking information'. The nodes that were closest to the two bottom nodes were 'teacher-students relationship' followed by 'new experience' and lastly, 'seeking information'. Hikmat highlighted the importance of students-teacher relationship and described this relationship as different from how he was taught in his home country:

خلال برنامج ال (جيب) بطبيعة الحال، المدرسين كانوا مرنين للغاية و كانوا يتعاملون معنا بطريقة مختلفة عن التي اعتدنا ان نعامل فيها في وطننا. انهم شجعونا للذهاب وممارسة اللغة الإنجليزية عن طريق الاستفسار عن الاتجاهات أو المصادر على سبيل المثال (حكمت).

During GEAP course, the teachers were very flexible and they used to deal with us in a way that was different from how we used to be treated in our home country. They encouraged us to go and practice English by asking for example about directions or resources (Hikmat).

The above comments show that these were new experiences for Hikmat. Another student, Younis also stated that he experienced this relationship with his teacher at weekly meetings:

لا يمكننا الحكم على أي شيء ولكن مع تجربتنا الخاصة من ممارستنا مع مدرسينا، هم كانوا لطفاء ومتعاونين للغاية. اعتدنا اللقاء معهم كل أسبوع، كنا نستخدم معهم اللغة الرسمية _ نحن نعرف حدودنا. أنا لا أقول أن المعلمين العراقيين ليست لطفاء، لكنهم اعتادوا على ان يكونوا صارمين للغاية في كلا داخل وخارج الفصول الدراسية (يونس).

We can't judge about anything but with our own experience with our practice with our teachers- they were very nice and helpful. We used to meet up with them every week and use with them formal language _ we know our limits. I am not saying that the Iraqi teachers are not nice, but they used to be very strict in both inside and outside the classroom (Younis).

Hassan elaborated on this further by comparing his teachers who worked in the different English programs that he attended. He articulated that his BP teacher was helpful but his PEP teacher was the easiest one to deal with:

أساتذتي في ال (جيب) وكذلك في ال (بيبي)، في الواقع حتى في (بي بي) كانوا متعاونين للغاية. وكان الأسهل للتعامل معه هي معلمتي في ال (بيبي). طلبت منا ان نحاول ممارسة اللغة الإنجليزية خارج غرفة الصف مع الناطقين الاصليين بها أو غير الناطقين الاصليين للسؤال عن أي شيء سنكون في حاجة الى معرفة المزيد من المعلومات عنه (حسن).

My teachers in the GEAP as well as in PEP course, actually even in BP were very helpful. But the easiest one to deal with was my PEP teacher. She asked us to try to practice English outside the class room with native or non-native speakers to ask about anything we would be in need for more information to know about (Hassan).

The above statements imply that these respondents experienced new ways in which to learn. They described the relationship between the teacher and students in the Australian context as one very different from Iraq and one where classroom and society are not so clearly differentiated. Auerbach (1995, p.9) points out that 'the classroom functions as a kind of microcosm of a broader social order' (Auerbach 1995). From this perspective, the walls of a classroom become permeable, with the social relations outside the classroom affecting what goes on inside, and social relations inside affecting what goes on outside. Thus the 'culture' within which genres and registers are developed (following Martin (2009) was not just a classroom one. Instead, the EAP teacher taught students how to operate within a broader academic and general community culture.

6.3.7 Course Evaluation

As can be seen in Figure (1), ten children nodes were clustered together as 'course limitation' (as mentioned previously this node consists of advantages and disadvantages of courses), 'academic and non-academic tasks and materials related to register in GEAP', 'The educational outcomes', 'The skills associated', 'The teaching and learning methods', 'skill development', 'course limitation', 'engaged learning (conducive learning environment)' and 'academic and non-academic task materials related to register in PEP program'. As with the previous clustered relationship, this relationship consisted, on one hand, of nodes which had high volume of similarity, e.g. 'course limitation' and 'academic and non-academic tasks and materials related to register in GEAP' and on the other hand, nodes which did not have a close relationship. This applied, for example, to 'the educational outcomes' and 'the skills associated'.

There was close similarity between the 'course limitation' node and 'academic and non-academic tasks and materials related to register in GEAP'. These two nodes were children nodes nested within the course factor node (parent). Respondents stressed the importance of course limitation (advantages and disadvantages). As discussed earlier, a large number of respondents faced lack of communications challenges and they related that to the disadvantages of certain courses. In contrast, the following comments show that these respondents valued the GEAP course highly for its academic and non-academic tasks and materials related to register. The course provided them with a high level of communication. This occurred in numerous quotes, for example:

ال (جيب) علمني على كيفية التعامل مع الشعب الأسترالي/ ثقافته. أنا الآن أعرف كيفية التفاعل مع مجموعة مختلفة من الناس، وأنا أعرف كيفية اختيار الكلمة الإنجليزية المناسبة للتفاعل مع مشرفتي. ال (جيب) أيضا ساعدني أن أكون على استعداد لاجتياز امتحان أي آه ال تي اس (مسلم).

GEAP taught me on how to deal with Australian people/culture. I now know how to interact with different group of people; I know how to choose appropriate English word to interact with my supervisor. GEAP was also helped me to be prepared to pass IELTS exam (Muslim).

لقد تعلمت أشياء عامة من هذا البرنامج، كان مخصص لتعلم اللغة الإنجليزية الأساسية، ولكن، بعض الأحيان في هذا البرنامج لقد تم تدريسي اللغة الإنجليزية الأكاديمية، لكنه لم تكن الأكاديمية حقا. على سبيل المثال كيف يمكن أن اتواصل مع صديق، كيف يمكنني اتواصل مع المعلم. كان هذا البرنامج مهم جدا بالنسبة لي لأنه بدون ال (جيب) كيف يمكنني ان اجتاز امتحان أي آه ال تي اس والذهاب إلى دورة ال (بيب) ومن ثم إلى الجامعة (علي).

I have learned general things from this program, it was for learning Basic English, however, sometimes in this program I was taught academic English, but it was not really academic. For example how can I interact with a friend, how can I interact with a teacher. It was very important to me as without GEAP how could I pass IELTS and go to the PEP course and then to then university (Karrar).

The statements above showed that respondents commented positively on their useful tasks and activities helping them to develop their awareness of using appropriate register, or leading directly to doing tests successfully. As illustrated in Figure (1), the two nodes 'course limitation' and 'academic and non-academic tasks related to register in GEAP' were related somewhat to the remaining seven nodes. One of these seven nodes was 'The educational outcomes'.

Crooks (1988) stated that the evaluation of educational programs has a substantial impact on students' education outcomes. As mentioned in the above statements, the prime emphasis was on how the implementation of classroom activities and tasks affects educational outcomes. The previous statements indicated that the benefits of tasks and materials undertaken in GEAP helped students to improve their use off appropriate register that led directly to the development of English language skills. The outcome was that of reaching education outcomes. In this case, the respondents linked the benefits of the GEAP course and materials to their education outcomes, i.e. the educational outcomes node which was a child node within the pedagogical factor.

In its turn, the educational outcomes node was linked to the skills associated node. These two nodes were children nodes of the pedagogical factor node. In the light of the comments below made by respondents, it was evident that skills like analytical, communicative, computer literacy, reflection and time management were acquired by them as a result of educational outcomes:

حافظ المعلمين في كلا برنامجي ال (بيب) وال (جيب) تدريسي كيفية توليف وتحليل المقال. كان ال (بيب) البرنامج الحقيقي الذي ارشدنا على مراحل الكتابة مثل المقدمة (مراحلها) والجسد والبحث الكمي والنوعي (سنا))

Teachers in both program PEP and GEAP kept teaching me how to synthesise and analyse an article. PEP was the right program guided us on the stages of the writing e.g. introduction (its stages), body and qualitative and quantitative research (Sana'a).

خلال مرحلة ال (بيب)، كنا قد تعلمناه كيفية توليف وتلخيص المقال وكذلك كيفية كتابة مقال التأمل الذاتي (مسلم).

During the PEP stage, we were taught on how to synthesise and summarise an article as well as how to write self-reflection essay (Muslim).

6.3.8 Preferred Learning Environment

The respondents described the PEP and GEAP pedagogy as taking them seriously and requiring their serious engagement with the ESL practical context. Practicing in context was key to achieving this objective (Nicholas, Rossiter and Abbott 2011). Equally, peer feedback helped to develop the students' communication and English writing and reading skills. This kind of interaction between students themselves, their peers and native speakers, within their learning context and linked with the evaluation helped the students to improve their spoken register within their zone of proximal development (ZPD) (Vygotskiï 1978).

Being engaged learning gave meaning to courses and the respondents' satisfaction in completing them. This is clearly shown by the following close relationship between two nodes: 'engaged learning (conducive learning environment)'; (grandchild of pedagogical factor node); and 'academic and non-academic tasks and material related to register in PEP' (child of the course factor node).

The respondents preferred not to be passive learners who were spoon-fed with information by teachers. Instead they wanted to engage actively in meaningful activities to practice their English, which is a form of active learning:

ارى ان هناك روح المبادرة في برنامج ال (بيب) لانه يحث الطلاب على اخذ دور اكثر فاعلية في بناء فهمهم وتطبيقهم للمهارات الانكليزية التي يتعلمونها هذا يتم عندما المعلم في هذا البرنامج يتخذ خطوة إلى الوراء من خلال توجيهه ونمذجة الإجراءات المناسبة (جاسب)

I view the PEP course initiative as pushing students to take on more active role in constructing their own understanding and applying their own learning of English skills. While the PEP's teachers take a step back by guiding and modelling appropriate procedures (Jaseb).

على عكس الطريقة التي كنا نُدرس في العراق، المعلمين في برنامج ال (بيب) لا يقولون لنا المعلومات ويتوقعون منا أن نتذكرها. بدلا من ذلك، المدرس لديه حرفة في جعلنا ننخرط في الأنشطة الرامية إلى المشاركة في التعلم النشط في / خارج الفصول الدراسية (حسين).

Unlike the way we used to be taught in Iraq, PEP teachers did not tell us the information and expect us to remember them. Instead, the teacher had a craft engaging us in activities to participate in active learning in/outside the classroom (Hussein).

The predominant view of the respondents was that they understood and could articulate the rationale behind the PEP curriculum unlike that of the BP classroom. The PEP classroom involved and engaged students in meaningful activities and enabled teachers to create innovative teaching pedagogical strategies that generated the best learning environment and experiences for the students.

Some of the above respondents also thought that BP was a traditional way that they considered as not being sufficient (Innovative teaching strategies). They thought this course not only did not meet their university aspirations, but also only taught these adults learners in a traditional and passive classroom. Moreover, they felt uncomfortable when the BP did not give them the opportunity to practice speaking English in front of their classmates as they did in the PEP. They said the PEP exposed their oral proficiencies (or otherwise) in front of their classmates, giving them the opportunity to improve their skills. In contrast the BP discouraged them from maintaining further conversations. Furthermore, they claimed that

they did not want their practice of conversations and presentations to be interrupted by the BP.

In Figure (6.1) the following relationship comprises five nodes. However, the relationships between the nodes were not the same, for example, the relationship between the 'cultural issues' and 'social sharing' node was not as close as that between the 'outside classroom practice' and 'communication' nodes.

The quotations below show that the teachers in the GEAP and PEP understood the cultural factors that shaped the actual processes of in/outside classroom instruction, hence enhancing the students' meaningful learning:

حسنًا، لدينا المعلم في ال (جيب) يتفهم تمامًا احتياجاتنا ، هي اعتادت على الطلب منا الخروج إلى الشارع والاختلاط لمعرفة المزيد عن الثقافة الأسترالية . في ذلك الوقت ، لم تكن نعرف شيئًا عن المجتمع و الثقافة الأسترالية . وهي أيضا طلبت منا أن نذهب و نعيش مع العوائل الأسترالية . مع ذلك ، انني رفضت ذلك لأنه إذا عشت مع شخص انا سوف اكون بحاجة لتناول الطعام معه / معها وكذلك عليّ المشاركة في أدوات المطبخ (على سبيل المثال الأطباق) . كما انه ثقافتي وديني يختلف عن هؤلاء الناس لذلك أكن أريد أن لا أضع نفسي في هذا الوضع الذي اشعر بالحرج منه . هذا لم يمنعني من الذهاب وممارسة اللغة الإنجليزية مع الناطقين الاصليين بها عن طريق التحدث معهم في مراكز التسوق والحافلات. في برامج ال (جيب) وال (بيب) ،نحن كانت لدينا اقامة للمناسبات الاجتماعية ، على سبيل المثال نهاية الفصل الدراسي ، عيد ميلاد ، وخلال هذه الحفلات كنا نتخالط ، ونمارس اللغة الإنجليزية مع الموظفين والطلاب الذين هم من خلفيات مختلفة (اشركنا في النشاطات الصفية التي تتطلب منا أن نذهب إلى الخارج 'أسترالية وغير أسترالية) و جمع بعض المعلومات ل إجراء مقارنة بين بلادنا و أستراليا (حامد) .

Well, our GEAP teacher fully understood our needs; she used to ask us to go outside and socialise to know more about Australian culture. At that time, we knew nothing about the Australian society and culture. She also asked us to go and live in homestay. However, I refused that because if I lived with a person I needed to eat with him/her I had to share the kitchen tools (e.g. dishes). As my culture and religion is different from these people so I did not want to put myself in a situation that I would embarrassed of. This didn't prevent me to go and practice my English with native speakers by speaking with native speakers in the shopping centres, buses etc. in GEAP and PEP programs; we used to have social events, e.g. end of semester, birthday, during these parties we used to socialise, practice our English with the staff and students who are from different backgrounds (Australian and non-Australian)'. We were involved in classroom activities which required us to go outside and collect some information to make a comparison between our home country and the Australian one (Hamid).

كانت هناك الكثير من الأنشطة في دورتي ال (بيب) وكذلك في ال (جيب) التي كانت مفيدة جدا بالنسبة لي كسيدة تطور ثقتها بنفسها، وخصوصا تلك التي كنت امارسها من دون أي ضغط على لي، على سبيل المثال الأنشطة الاجتماعية التي كانت لدينا في نهاية كل فصل دراسي أو فصلي. هذا كان يساعدي ويشجعني أن أتحدث أمام الطلاب والمعلمين. برنامج ال (جيب) ساعدني على أن اكون واثقة بنفسني عندما اتحدث مع أساتذتي وأقراني. أنا أسكن في شقة، على الرغم من أنني أعيش وحدي، ولكن لأنني استخدم نفس المطبخ مع جميع المستأجرين، كنت قادرة على ممارسة اللغة الإنجليزية مع الناطقين الاصليين بها وكذلك الناس الدوليين الذين يعيشون هناك خلال تناول الطعام ووقت الطبخ (سعاد).

There were heaps of activities in PEP as well as GEAP courses which were very helpful for me as a lady to develop my confidence, especially those that I was practicing without putting any pressure on me, e.g. social activities which we used to have at the end of each term or semester. This was helping me and encouraging me to talk in front of the students and teachers. The GEAP program helps me to be confident to talk with my teachers and peers. I am living in an apartment, although I am living alone, but because I am sharing the kitchen with all tenants, I am able to practice English with native speakers as well as the international people who are living there during the dining and cooking time (Sua'ad).

The above statements generally confirm that students were willing to deal positively with their teachers' pedagogical directions, except where they conflicted with their core values (as Iraqis as described in Chapter 2). The first direction was to instruct the students to go and share their lives with Australian people, for example homestay. The second one was how to deal with cultural issues in the classroom, such as social events and tasks of cultural comparison issues that used to be held inside the classroom. Despite some cultural constraints, most of the respondents could practice English by socializing outside as well as inside the classroom.

With the advice and activities noted above, the students had more opportunities to practice English outside the classroom and in turn this led to more confidence and more English communication as in the quotations below. This appears to confirm the relationship between the 'outside classroom practice' node and 'communication' node.

الطلاب القادمين الجدد بحاجة إلى ممارسة المزيد من الإنجليزية خارج الفصل الدراسي من أجل أن يكونوا قادرين على التواصل مع الآخرين بشكل مناسب. أقول ذلك لأنني جربت ذلك. وأنا الآن

وائق على التواصل مع الآخرين (ليث).

New upcoming students need to practice more English outside the classroom in order to be able to communicate appropriately with others. I am saying that because I have experienced that. I am confident now to communicate with others (Leith).

برنامج ال (جيب) جعلني اشعر بالثقة في التحدث باللغة الإنجليزية مع الناس، في التسوق، والحفلات والأماكن العامة وكيفية التواصل رسميا عندما اكون بحاجة إلى ذلك (مسلم).

GEAP made me feeling confident to speak English with people, in the shopping, bus, public places and how to communicate formally when I needed to (Muslim).

6.3.9 Experiencing Communication at the University's life

Many respondents articulated the view that they were now confident enough to use spoken register appropriately in different situations. They mentioned that they were able to do so as a result of their practicing of English outside of the classroom based on their GEAP/PEP teacher's guidelines. However, some respondents suggested there was a lack of communication during their university course. A close relationship between 'University studies' node and 'Less of communication' was discovered. These two nodes were categorized under the course factor node:

لا أعتقد أنه تم تحسين لغتي الإنجليزية في المستوى الجامعي ، والسبب لم يكن هناك قدرا كبيرا من الاهتمام كان قد أعطي خلال هذه المرحلة (سامي).

I don't think my English was improved in my university level course, the reason why there was no a great deal of attention has been given during this stage (Sami).

من وجهة نظري الشخصية ان مهاراتي في اللغة الإنجليزية انخفضت في المستوى الجامعي. عندما دخلت إلى الجامعة، كان التركيز فقط على مجال تخصصي. لم يكن هناك أي ممارسة على اللغة الإنجليزية بشكل عام أو اكايمي (مسلم)

My personal view of my English skills decreased at the university level. When I entered to the university, the focus was only on my field specialisation. I had no practice on English in general or academic (Muslim)

The comments above are from those who claimed that their English proficiency had declined while were studying at the university doing their Masters course. Some respondents said that the focus was only on the field of specialisation as and there were few opportunities to use English outside the classroom. This reflects some of the controversial claims in the literature that students' language proficiency can actually decline during their disciplinary studies if specific attention is not paid to English language development as well as their disciplinary skills. This situation worsens when and if students congregate with their language compatriots (Birrell 2006). However, this was not true of all the respondents. As seen in Hassan's statement below:

خلال سنة البحث في الجامعة، أعتقد أن الحجم الكبير من الاتصالات التي أجريتها مع مشرفتي طورت تحدثي في الإنجليزية (حسن).

During my research year at the university, I think that the high volume of communication that I had with my supervisor developed my English speaking (Hassan).

6.3.10 Selective Coding

Selective coding is defined as how a researcher can choose one category as the core category, and relate all other categories to that core. A single idea is developed along a single storyline; everything else is related to this key concept. There is a belief that such a core concept always exists (Babbie and Mouton 2004). In this study the respondents were adult learners with unique characteristics; the node 'adult learner' was the filter for selective coding. A salient pattern was developed where all others nodes appeared to be related to this selective node, some conspicuously and others indirectly; this relationship is illustrated in Figure (2).

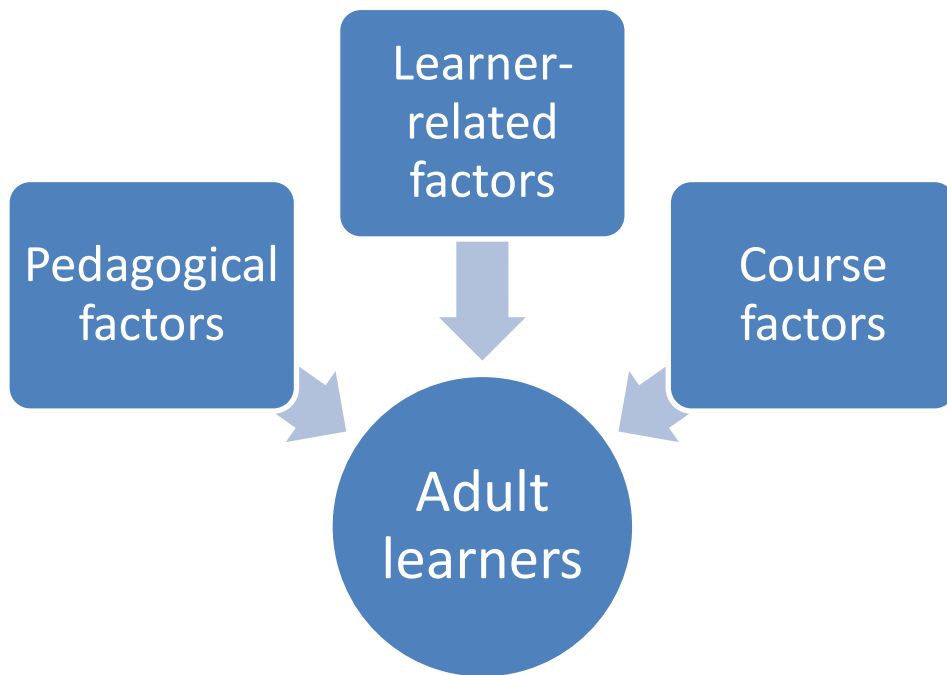


Figure 2: The empirical data

Most adults enter educational programs and manage their classes around work and family responsibilities. Additionally, most adult learners are highly motivated and task-oriented (Caffarella and Merriam 1999). These unique characteristics distinguished the adult learners in this study in that their family commitments had a negative or positive impact on their studies, their preferences of teaching style (to be treated nicely by their teachers), and the tasks and activities they preferred to have. As these respondents were adult learners, a characteristic typical of them was that they were able to determine the weakness of their course (Lieb and Goodlad 2005). Thus the important characteristics of adults should be considered when designing an EAP curriculum as well as the pedagogy to meet the needs of adult students.

In general, the adult learner respondents were positive about the GEAP and PEP that required them to practice English across academic and non-academic activities related to register. The varied range of register tasks enabled students to use it appropriately in academic and non-academic environments. As suggested by the literature, versatile use of classroom activities increased the students' opportunities and motivation to learn (Crooks 1988).

A critical factor that emerged from the research was that the adult learners articulated the importance of communication practice outside of the classroom, which gave them the opportunity to practice the English language's different registers. Thus their development of spoken registers occurred within activities and social contexts.

In contrast, a lack of ability to communicate created a sense of monotony and boredom outside of the classroom, as well as within. The BP curriculum was rated poor for using English outside and inside the classroom. It limited each student's ability to effectively practice English. In contrast, it was found that the activities in the GEAP classes were beneficial in helping students to improve the appropriate use of register.

It is clear that family support was a key motivating factor for respondents to put in the hours and practice required for them to complete their studies (McGivney 2004). Such practice should be relevant to their family and personal circumstances. From the student interviews, it appeared that the PEP and GEAP pedagogy provided an opportunity for respondents to feel they were being taken seriously, and for them to act as independent and engaged lifelong learners with respect shown for their experience and commitments.

These selective codes showed that ideal courses for adult ESL learners explicitly articulate their goals, respect the students' backgrounds, are linked to the students' learning needs and provide relevant practice both inside and outside of the classroom. A combination of these elements should help the adult learner to develop into competent and confident English speakers.

Chapter Seven

Critical Discourse Analysis of PEP Curriculum Documents

7.1 Introduction

This chapter explores the curriculum that the Iraqi students were required to follow in the PEP course. The aim is to further enhance the insights gained from the students' perspectives of the PEP course described in Chapter 5 and 6. The data analysis in this chapter provides some tangible evidence in the curriculum documents for the explicit approach in the PEP valued by the students in Chapter 5 and Chapter 6 and potentially insights into why the students were less appreciative of the BP curriculum (discussed in Chapter 8).

In this chapter and in Chapter 8, the term 'curriculum' is used in its broadest sense. Despite being used ubiquitously in the educational literature, the term 'curriculum' is still contested. In some contexts, there is a specific curriculum document, while in other contexts the textbook becomes the de facto curriculum. The role of educational policy documents in relation to curricula is also often unclear. Back in 1989, Kliebard identified four important aspects of the curriculum: 1) it highlights what should be taught and why; 2) it identifies who is taught what at which stage, and why; 3) it identifies the way in which content and skills are taught and what rules govern this; and 4) it denotes the interrelationships between aspects of the curriculum (Kliebard 1989). More recently, Kern has created a broad definition of the curriculum as 'planned educational experience' (Kern, Thomas and Hughes 2010, p1).

In this research, all documents were explored that identify the planning of the educational experience in terms of what, when, how, why, and according to what rules and interrelationships (Kliebard, 1989). Therefore, in this chapter the English Language Centre Pre-Enrolment Program Student Handbook 2010 is examined, despite the fact that along with curriculum information, this document also encompasses other text types, such as a local information guide and instructional manual. The implications of this curriculum document for the specific cohort were also unpacked.

7.2 Critical Discourse Analysis

In this chapter, the researcher drew on Fairclough's (1989, 1995) critical discourse analysis model for analysis of texts. This method of analysis was particularly appropriate since it provided three dimensions of discourse (in this case, the discourse involved in curricula and related documentation) the text itself (the object), the processes involved in the creation of the text (processes) and the socio-historical conditions underlying the creation of text. Each dimension of discourse had a corresponding method of analysis:

1. Object requires description of the content. In this case the researcher focussed on the description of:
 1. Thematic structure of the texts
 2. Lexicalisation (word choice)
 3. Modality (the writer's attitude or opinion as demonstrated by the use of grammatical modality and text-formatting)

These elements were linked with Halliday's (1973) 'speech functions' expanded by Smith (1983) which in turn were linked with genre later in the explanation phase.

4. Process-analysis requires an interpretation of the interpersonal relationships. In this case, the researcher unpacked how the content of the object relates to the interpersonal (the link between methods/dimensions of analysis)
5. How the discourse was produced and received (who wrote it, when was it given to students or teachers, and how etc.)—This also links with the methods/dimension of analysis related to socio-historical conditions)
6. Analysis of socio-historical condition involves an explanation of the context within which the discourse was produced. Here the researcher explored :
7. The history of the development of the document
8. The social context in which it was delivered (link with interpersonal)
9. The socio-historical context within which it was produced
10. The genre of the document and how this linked with the context in which it was produced

Janks's (1997) suggestion of systematically working through the document and analysing it in terms of the three dimensions and methods was employed: object, processes, and socio-historical conditions, simultaneously writing down what was relevant in each box and uncovering the links between the boxes. In the following section, the content is described and how the processes involved were interpreted, explaining the socio-historical mechanisms underlying the content of the PEP.

7.3 Analysis of the PEP Curriculum

7.3.1 Description of Content

7.3.1.1 Thematic structure of the whole text

The document started with a title page and table of contents. The title page showed the history of the course development through its provision of a long list of people involved in the development of the course, which included academics, the advisory committee, and 'the CLPD' (University Central Unit). The document was also dated on the title page. The table of contents included the following main sections:

Section 1: Welcome and staff details

Section 2: Student facilities

Section 3: General course information

Section 4: PEP curriculum

Section 5: Student consultations

Section 6: PEP final assessment

Section 7: Student forms and contracts

Section 8: Week One tasks

This brief listing of the main sections already indicated a thematic structure that was more comprehensive than a general curriculum document. It not only provided details of the 'planned [learning] experience', but also provided details of staffing, available facilities, and information about the University and City environment that the students would encounter outside of the classroom (Sections 2 and 3). Along with the general description of course content, assessment tasks were described (Section 6) and some were even given in their entirety (Section 8). This document also became a 'rule book' and a legal document indemnifying the University. It provided information on the expected behaviour both inside and outside of the classroom (Sections 3 and 5) and contained forms and contracts for the students to complete and sign (Section 7).

More details of the thematic structure of individual sections are provided in the section of this chapter regarding 'Processes', since the way in which the discourse was produced and received was closely linked to the thematic structure of each section.

7.3.1.1.1 Lexicalisation section 1.1 – 1.3

The lexicalisation of the first three sections of the PEP Handbook (Sections 1.1 – 1.3) reflected a mixture of speech functions as can be seen in Table 1 below. On the one hand, students were provided with information regarding the course in the customary style of an outline ('representational' information) and instructions were given regarding actions they needed to take (regulatory speech function). For example, the use of personal pronouns such as 'you' and 'yours', along with actions the student needed to take in using the University's learning management system, 'MyUni', identified this document clearly as a course outline or information text. However, the use, or even overuse, of juxtaposed adjectives describing the student's experience as 'challenging' yet 'exciting', although continuing to praise an undoubted experience at the Centre reflected what Smith (1983) calls a representational speech function advertising to the students, their families, and educational agents the positive experiences they would enjoy, and also to the academic community about the standards of the Centre.

The positive adjectives describing the people (e.g. 'friendly', also reflected an interactional speech function (Smith 1983), more specifically, an encouragement for people to 'get along' with each other. This reflected the position of the Centre as a private institution within a public university. There was also an element of the company prospectus in this section, with the possible proliferation of titles and description of roles of individuals. Also, the use of the pronoun 'she' after introducing the coordinator and teacher reflected the curriculum vitae speech function representation and advertising as in company prospectuses. Table 7.1 below provides a brief summary of a description of the lexicalisation, extracts exemplifying the description and the speech functions according to Smith (1983).

Table 7.1: Word choice, extracts and comparable speech function

Lexicalisation	Extracts	Speech Function
Disciplinary jargon	English as a Foreign Language, syllabus design, the international examinations IGCSE	Representational: jargon
Lexical juxtaposition of adjectives or adverbs	'challenging' and 'exciting'	Representational: advertising

Use of positive adjectives describing the positive experience	'Friendly staff are here to assist you', 'so relax and enjoy the experience', 'you will have made many new friends,' 'be a lot more comfortable with the English language' and later use of 'feel very much at home'.	Interactional: getting along with others
Pronoun use	repeated use of 'you' and 'your' linked with actions the students must take 'She'	Regulatory: controlling the behavior of others
Position naming	'the Director' 'Director of Studies' 'ELC', 'Academic advisor', 'Coordinator and teachers' 'PEP Coordinator', 'head'	Regulatory: titles regulating attitudes towards others
University insider language	'My Uni'	Representational: 'I've got something to tell you'

7.3.1.1.2 Modality: Section 1.1 – 1.3

A mixture of formal and informal modality (the level of belief, the attitude of the writer, or the level of obligation implied) was clearly reflected in this text, as indicated in the summary in Table 7.2 below. Like the lexicalisation, the modality also reflected a variety of speech functions or text types. In these three sections the modal verb 'will' was frequently used, but as an advertising device suggesting future positive experiences. It was also used as a veiled instruction, since the students were reminded that they '... will be working very hard'. This was once again a message to the University as well as to the students and their agents. Administrative instructions were less strongly emphasised than academic ones, with the use of 'can' to instruct students regarding the use of student cards. Informality was also juxtaposed with formality. The friendly use of first names was contrasted sharply with titles in other places. The fact that this was predominantly representational information speech

function (Smith1983) was emphasised by the frequent use of bold text to highlight any essential information, such as the name of the program and of key staff members.

Table 7.2: Modality, extract and comparable speech function

Modality (classifications)	Extracts	Speech Function
Modal verbs	Repeated use of 'will' E.g. 'The next 20 weeks will be a challenging and exciting...' 'but you will be working very hard with your studies' 'you will continue to develop your English language skills' 'You can pick up your student card'	Regulatory: titles regulating the behavior of others'
Bold	About the staff, (names in bold)	Representational: 'I've got something to tell you'
Informal	First names (Grant, Kathy) juxtaposed with titles in other parts	Representational: advertising

7.3.1.1.3 Lexicalisation section 2.1 – 2.8

In the second section of the PEP Handbook, the lexicalisation revealed additional speech functions to those already discussed above. For example, extra information was provided in relation to the use of the English language (only) in the computer room (2.1). Therefore, the document providing information in fact reflected an instruction, i.e. used a rule book regulatory speech function. In section 2.2, a sample letter began with the word 'Welcome', which reflected a formal welcome-letter representational and advertising speech functions, but was actually a teaching tool, showing the students how to access an information letter and models a formal letter for the students. This letter also was an example of a frequent juxtaposition of registers in this document (on the one hand, a friendly 'Welcome', but on the other hand, a formal information letter). The use of the arrows pointing to the different

information reflected its role as a teaching tool for students, to access information and unpack the register messages that are embedded in this document. In this section, personal pronouns such as ‘you’ and ‘yours’ were repeatedly used.

In sections 2.2 – 2.5, the text explained all the steps the students needed to follow in order to use the University’s learning management system (‘Access Adelaide’), such as ‘the library’s electronic resources’, ‘computer facilities’ at the Centre and University and in the Adelaide CBD and off-campus library facilities, discussion areas, photocopying facilities, and cooking and eating facilities on campus. This section also can be seen as a form of advertising showing the students (and their agents) the many available resources at the ELC, University, and in the city, suggesting that this is an accessible and user friendly environment. In section 2.6, the content focused on safety issues. Its lexicalisation reflected a form of neutral language and factual information and an advice-giving speech function, rather than focusing on warnings or dangers. Emergency contacts were listed in a table with position titles, areas they are responsible for, names, and phone numbers. In Table 7.3, a summary of the lexicalisation, some example extracts from the text and their speech functions are provided.

Table 7.3: Word choice, extracts and comparable speech function

Lexicalisation	Extracts	Speech Function
Disciplinary jargon	‘ELC’ ‘PCE/ELC’ E.g. ‘the computer room is part of the ELC’	Representational: advertising
Lexical juxtaposition of adjectives or adverbs	‘Welcome’ ‘a formal information letter’ ‘Available for student use WHEN not booked’	Interactional: ‘me and you’ Representational: jargon
Pronoun use	You, your	Regulatory: titles regulating the behavior of others’

University insider language	'Access Adelaide' 'the library's electronic resources' on campus, university's commitment, university community.	Representational: 'I've got something to tell you'
Position naming	staff members' 'floor wardens have the absolute authority' 'Fire brigade officer'	Regulatory: titles regulating attitudes towards others

7.3.1.1.4 Modality: Section 2.1 – 2.8

As in the previous section, the font style (bold or underlined) reflected modality. For example, the user name and password were underlined to show the student their importance. However, to emphasise the fact that the rules were consistent, capitalisation was used for the words 'ALL TIMES OF THE DAY' and to emphasise that students should avoid using computers inappropriately. Both underline and bold were used to state that 'Students using computers inappropriately will be denied access to the ELC computers', suggesting that this statement was of higher importance than any of the previous information and indicating a legal consequence of actions. The most prominent attention, as shown by capitalisation and bold, was given throughout to rules such as 'FOOD AND DRINK ARE NOT PERMITTED IN THE COMPUTER ROOM'. However, in these sections the most prominent attention, indicated by larger font, capitalisation, bold, and the use of ellipses was given to warning regarding fire safety advice. This regulatory, representational and authoritative speech functions was further strengthened by the use of bold in the contact numbers and possible types of critical incident/emergency. A great deal of attention was also paid in this section to the definition of a 'critical incident'.

In section 2.8, a social program labelled as 'The Language and Cultural Exchange Program' was advertised. The modality in this section changed from the short instruction modality of the previous sections to full sentences and factual information. Unlike the previous sections, in which short infinitives were used, e.g. 'Alert other occupants near you' (Section 2.7) and/or direct obligations were detailed, e.g. 'Students must pay for any usage over this quota'

(Section 2.3), or a more factual ‘prospectus-style’ information is given, e.g. ‘The Language and Cultural Exchange (Larsen-Freeman & Celce-Murcia) Program is a mutual exchange program ...’ In addition, there was positive reinforcement rather than obligation, e.g. ‘Students are strongly encouraged to participate in this program ...’ (Section 2.3). Again, the student handbook became an advertisement for the program, advertising the ‘product’ of interaction with native speakers as part of the offerings of the program. The first name and contact details of the person who was responsible for the project are given, suggesting more informality. However, this was juxtaposed with the position titles in the earlier sections, e.g. ‘Community Engagement Officer’.

Interestingly, the modal verbs ‘can’, ‘must’, ‘should’, and ‘will’ were used throughout this section to refer to the possibility, obligation, and imperatives with which students have to comply. Students were allowed options in some cases, e.g. ‘you can pick up your student cards from the student card office ...’ (Section 2.2). However in most cases, the student is obliged to follow the instructions, e.g. ‘Students should log off ...’ (Section 2.3).

There was repeated use of the infinitives and gerunds in Sections 2.1 – 2.8. The simple infinitive form, e.g. ‘To access all online services ...’ was sometimes used as a noun and was exactly equivalent to ‘accessing’. Thus in these cases, this phrase referred to the possibility to go online. However, elsewhere in the sections, the infinitive was used to indicate obligation, e.g. ‘Leave the building’. Gerunds were also used as a list form to define suspicious behaviours, e.g. ‘Trying doors’ (Section 2.6). The modality, example extracts and their comparable speech function according to Smith (1983) are provided in Table 7.4.

Table 7.4: Modality, extract and comparable speech function

Modality (classifications)	Extracts	Speech Function
Modal verbs	‘Can’ ‘must’ ‘should’ ‘should log off’	Movement between the ‘regulatory’ and complete ‘authoritative’
Bold	‘Accessing online services’ ‘Current Students’, (names in bold)	Representational: ‘I’ve got something to tell you’

Informal	First names (Jonie) juxtaposed with titles in other parts. 'Community Engagement officer'	Representational: advertising
Underline	Your student ID, password. Student using computers inappropriately	Representational: description
Infinitives	'To access all online services'	Movement between the regulatory and complete authoritative
Gerunds	'Accessing student email accounts'	Representational: description

7.3.1.1.5 Lexicalisation Section 3.1 – 3.5

The lexicalisation in Section Three of the PEP Handbook—all the subsections 3.1 – 3.5 are discussed in this section—predominantly consisted of jargon as summarized in Table 7.5 below. For example, the 'Table of Contents' for Section 3 followed a Course Profile text type, very similar to that used in the University as a whole, and the title used general academic jargon: 'General Course Information'. However, in this section very specific disciplinary jargon related to English language teaching was also used. For example, the section starts with the heading: 'Communication Skills'. This is a specific term used in English (EFL or ESL) language teaching. The content reflected the specific details of the demands that the student must fulfil in order to pass the course.

In Section 3.2 under the general heading, there was a predominance of Education and ESL/EFL jargon, e.g. 'project-based' and 'genre focus', with no mention of specific tasks. Under the Objectives section, however, the thresholds of the communication skills/tasks were spelt out using adjectives and adverbs qualifying expectations and nouns suggesting concepts related to expectations. For example, students were expected to achieve 'significant autonomy' in learning.

Under the 'Expectations' heading, once again the subsections follow a standardised Course Profile text type/speech function with 'Attendance', 'Late arrival to class', 'Participation', 'Meeting deadlines', and 'Classroom responsibilities' as subheadings. All these points focused on instructing students as to the required behaviours. Throughout this section, adjectives and adverbs implying obligation were juxtaposed with those implying advice. For example, 'students were expected to attend 90% of classes and other structured activities'. Here the obligation was even more strongly emphasised by the use of bold font. However, 'If possible, students should also send an email to class teachers'. Here the suggestion was that it was merely a recommendation or advice, but the use of 'should' was an implied obligation. Meanings referred to the obligated steps that students had to follow. The word 'Student' was frequently repeated.

Table 7.5: Word choice, extracts and comparable speech function

Lexicalisation	Extracts	Speech Function
Disciplinary jargon	'Project-based learner centered curriculum' 'skills' 'communication' genre' 'PEP curriculum'	Representational: advertising
Lexical juxtaposition of adjectives or adverbs	'expected' 'advised' 'strongly recommends' 'advice'	Representational: advertising
Use of positive adjectives describing the positive experience	'fairness' 'equity and justice' 'diversity' 'The University of Adelaide values the diversity of its community'	Representational: advertising
Pronoun use	repeated use of 'you' and 'your' linked with actions the students must take	Regulatory: titles regulating the behavior of others Movement between the regulatory and complete authoritative
Position naming	'the ELC Director'	Regulatory: titles regulating attitudes towards others

University insider language	'The academic culture of the university' 'Australian tertiary academic style' 'university Orientation program'	Movement between the Representational and Regulatory
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7.3.1.1.6 Modality Section 3.1–3.5

Once again, in this section modality was reflected by the font style used (bold or underlined). For example, the sentence: 'Lateness of 10 minutes or more will be recorded on the absentee sheet' was underlined. This was to make it clear to the students that they were expected to come to the class at the assigned time, pointing out that absence for that day would be noted. A bold font was also utilized for the headings of this section e.g. **'Philosophy and Objectives'**. This suggested that the designers of the course wanted to provide a detailed explanation of what was expected from both parties (the students and the teachers) and the purpose for creating the program. It also clarified for the students what skills they would be able to achieve by the end of this course.

The modal verbs 'may', 'should', and 'will' were used more frequently throughout this section. This movement between the 'regulatory' and complete 'authoritative' function of speech highlighted more strongly the areas in which students should of necessity capitulate. However, a synchronized modality was also shown, e.g. an embedded obligation: 'Students are expected to attend 90% of all classes ...' or admonishment/embedded obligation in 'It is strongly recommended that students buy...'. In some cases, strongly phrased admonishments were reinforced with adverbs and/or modulated with possible forms of redress or assistance (e.g. 'If, for any reason there are any problems in relation to this, students must inform...').

Regulatory and authoritative instructions were clearly spelt out in this section through the use of gerunds (primarily in lists) and infinitives (primarily in regulations). However, the infinitive was also used in less regulatory recommendations which attempted to modify by encouragement rather than force (e.g. 'Students are encouraged to speak English...' indicating that there was a possibility to speak in their own language if they would like to do so). Students were tacitly obligated in this section to put strategies in place within and beyond the classroom for further fluency development. On the other hand, gerunds (the verb form acting as noun) were also used as in lists to show the duties in which the students need

to comply in order to maintain the upkeep of all classrooms and the computer room, (e.g. 'Maintaining a clean environment', 'Leaving chairs and tables in an orderly fashion', and 'Ensuring all lights and air conditioning are turned off'). The modality, example extracts and their comparable speech function are highlighted in Table 7.6 below.

Table 7.6: Modality, extract and comparable speech function

Modality (classifications)	Extracts	Speech Function
Modal verbs	'should' 'may be considering leaving.....' 'may benefit from meeting' 'Students need'	Movement between regulatory and authoritative
Bold	'PEP philosophy and objectives, expectation, attendance'	Movement between regulatory and authoritative
Underline	'lateness of 10 minutes or more will be recorded on the absentee sheet', student who successfully completed the program'	Movement between regulatory and authoritative
Infinitives	'Students are encouraged to speak English only during their class sessions and public areas of PEC' 'To put in a place'	Movement between regulatory and authoritative
Gerunds	'Maintaining' 'Leaving', 'Ensuring'	Movement between the representational and regulatory

7.3.1.1.7 Lexicalisation Section 4

The lexicalisation in Section 4 signified a variety of speech functions as shown in Table 7.7 below. This section started with a title page and ‘Table of Contents’ (4.1) that explained the main skills (Reading and writing, Speaking, Listening, and Independent Learning Skills) and tasks that the students had to achieve throughout this course. By categorising these skills one by one, an order was provided to the discourse. The most important task came first and the less important followed etc. This suggested that the course focussed on reading and writing more than speaking and other tasks. Even though the order of discourse was given in this section, the main focus for all components of the curriculum was ‘English for academic purposes and independent learning situations’. It is clear from this document that the students would spend the same amount of time working on activities as those two skills, and that there would be a final exam (an essay for writing skills and an oral presentation for speaking skills – see Section 4.11). This was followed by a description of skill-based points, components, and sub-skills. This provided explicit awareness of skills and the requirements for skills that the students had to fulfil/would be exposed to. Students were provided with information in relation to the skills s/he would develop and own at the end of this course. For example, ‘Students will develop skills in using a variety of appropriate structures and vocabulary to convey information and arguments accurately and concisely.’ This means that the students would be exposed to a variety of tasks and by completing them they would be able to use appropriate modality structures. As appropriate grammatical structures were required for academic register, the register was explicitly spelt out in this section.

Table 7.7: Lexicalisation, extracts and comparable speech function

Lexicalisation	Extracts	Speech Function
Disciplinary jargon	<p>‘skill-based’ ‘components’ ‘sub-skills’ ‘explicit awareness of skills and requirements for skills’</p> <p>‘Writing sub-skills’ ‘Explicit spelling out of grammatical structures required for academic register’</p>	<p>Movement between the representational and regulatory</p>

Lexical juxtaposition of adjectives or adverbs	<p>'Students will be able to express ideas/opinions and negotiate within'</p> <p>'Respond appropriately in a range of academic speaking environments' ' Group work' 'oral presentations'</p> <p>'lead and participate in academic discussions'</p>	Movement between representational: advertising and regulatory
Pronoun use	'You' 'your'	Regulatory: titles regulating the behavior of others
Position naming	Student/Teacher	Regulatory: titles regulating power relationships
University insider language	'Independent Research Paper, IRP'	Movement between the representational and regulatory

7.3.1.1.8 Modality Section 4

As in previous sections, font style (bold or underlined) reflected modality. For example, 'Speaking expected' and 'contributing in small and large groups/in seminars' notified the student of the importance of these tasks where a detailed explanation of seminar participation was provided. The writer specified the objectives of the seminar task; he stated that through this task students had to prepare and lead a seminar discussion which involved all seminar respondents, to listen and participate by asking relevant questions as a follow-up and be able to respond appropriately to questions from the group and build academic discussion skills. However, some bold characters were a sign of a very important abbreviation, e.g. 'NB: One member of each team should submit a copy of the report to Safe Assign'. NB (the abbreviation for Latin 'note bene' [note well]) suggesting that this statement has higher importance than any of the previous information and indicating a required consequence of actions. A large amount of attention was also paid in this section to the description and explanation of the tasks.

In section 4.21 an oral presentation task was described. Change of the use of modality occurred here. In this section there were changes from the short instruction modality of the previous section to full sentences and factual information. Complete paragraphs were written to explain this activity as well as the specific weeks being provided. Unlike the previous sections in which short infinitives were used, this section made use of 'must', indicating direct obligations, e.g. 'Each member of the team must contribute equally ...'

The modal verbs 'can', 'could', 'must', 'should', 'may' and 'will' were used throughout this section to refer to the possibility, obligation, potentiality, and imperatives to which students have to react. Students were allowed options in some cases, e.g. 'the task could be related to the topic, theme, or genre ...'. However in most cases, the student was obliged to follow the instructions, e.g. 'Students should provide some background ...' indicating that there was a positive 'High politeness' relationship between the writer of this handbook and the readers (students).

As demonstrated in the previous section, there was a great amount of use of infinitives and gerunds in Section 4. The simple infinitive form, e.g. '... to develop effective reading and writing ...', was sometimes used as a noun and is exactly equivalent to '... developing effective reading and writing ...'. Therefore, in these cases, this phrase indicated the possibility of developing these skills. However, elsewhere in the sections the infinitive was used to indicate obligation, e.g. 'apply problem solving process'. Gerunds were also used as a list form to define the tasks/skills that the students need to achieve, e.g. 'clarifying task

requirements ...' A summary of these elements of modality, extracted examples and their speech function are provided in Table 7.8 below.

Table 7.8: Modality, extract and comparable speech function

Modality (classifications)	Extracts	Speech Function
Modal verbs	'will' 'May' 'May be' 'Need to' 'Teacher should' 'this task could be.....it could also' 'Each student must also complete.....'	Movement between the regulatory and complete authoritative
Bold	'Speaking Expected outcomes' 'Speaking sub-skills' 'Contributing in small and large groups/ in seminars' 'student Consultation'	Movement between the regulatory and complete authoritative
Underline	'Main skill-based component' 'listening sub-skills' 'speaking component' 'writing component'	Movement between the regulatory and representational
Infinitives	'To provide students' 'to apply problem solving process' 'to extract information'	Movement between the regulatory and representational
Gerunds	'Using tenses appropriate to genre task' 'Using formal and informal register appropriately' 'Using a high level' 'academic and varied lexis'	Movement between the regulatory and complete authoritative

7.3.1.1.9 Lexicalisation section 5.1 – 5.5

The lexicalisation in the fifth section of the PEP Handbook started with title page, 'STUDENT CONSULTATIONS'. Then the Table of Contents, the four consultation forms, were spelt out, e.g. 'Course Progress Consultation form'. This form was highly structured and provides a template for students to isolate specific skills or knowledge and to identify sub-skills. It also enabled critical reflection as to what level they had reached, as compared to that of their teacher and of their expectation of themselves.

The lexicalisation in this section included similar speech functions to those already discussed above as indicated in Table 7.9. For example, extra information was provided regarding the types of student/teacher consultation available. Thus, the document in providing information in fact revealed instruction or information text types. In section 5.2, a sample form is titled, 'English Language Centre Pre-Enrolment English Program'. Under this title there was the name of a sample form, 'Course Progress Consultation'. This form reflected a formal evaluation regulatory and completed an authoritative speech function, but worked as an evaluation tool, showing the students how and according to what criteria they would be evaluated. In section 5.4 another kind of consultation form, 'Individual student consultation', was provided. This form differed from the previous one in that it needed to be completed by the student rather than the teacher. The only thing the teacher would do on this form was write his/her comments. The text for this form explained all the actions (prior to, during, and after consultation) that the students needed to complete in order to fill out this form. For example, prior to the consultation, the student was asked to make sure that his/her '... concerns and action plans are specific ...'. In section 5.5, the third consultation form was shown. The form was different in terms of form from the two previously mentioned. This form portrayed a sample letter with the words 'Student at Risk', which reflected the 'regulatory' and completed the authoritative speech functions of a formal warning letter, and acted as a method of notifying students that they were at risk of not passing the course.

Table 7.9: Word choice, extracts, and speech function

Lexicalisation	Extracts	Speech Function
Disciplinary jargon	'English Language Centre Pre-Enrolment English	Movement between the regulatory and

	<p>Program'</p> <p>'Language in use'</p> <p>Integrated reading and writing'</p> <p>'General speaking competent'</p>	<p>representational</p>
<p>Lexical juxtaposition of adjectives or adverbs</p>	<p>'The course progress consultation is a compulsory....'</p> <p>'The discussion will be documented in writing' 'The individual consultation is an opportunity for students to meet with teacher(s) out of class time.....'</p>	<p>Movement between the regulatory and representational</p>
<p>Pronoun use</p>	<p>'you' 'your'</p>	<p>Regulatory: titles regulating the behavior of others</p>
<p>Position naming</p>	<p>'Student/Teacher'</p>	<p>Interactional: 'me and you establishing relative status'</p>

7.3.1.1.10 Modality Section 5.1 – 5.5

A regulatory speech functions is clearly reflected through the use of modality in this section, although there was less text than in the other sections. In Sections 5.1, 5.3, 5.4, and 5.5 no complete paragraphs were provided; these three sections were either a title page and 'Table of Contents' (Section 5.1), or samples of forms (Sections 5.3, 5.4, and 5.5). In section 5.2, however, complete paragraphs were written and there was a considerable use of the modal verb 'will', as part of the instructions for students to follow if deemed 'at risk' in future. It was also employed as a reminder for students to obtain feedback and act on it. The repeated use of 'will' indicated that the 'compulsory' nature of the interactions and instructions. The formal modality was also emphasized through the use of documentary evidence throughout, e.g. 'the discussion will be documented in writing'. In the remaining sections (5.3, 5.4, and 5.5) a high degree of formality was also used since students and teachers both needed to sign/date these forms. Extracts from the text and their speech functions are provided in Table 7.10 below.

Table 7.10: Modality, extract, and speech function

Modality (classifications)	Extracts	Speech Function
Modal verbs	'will' 'this task could be ... it could also' 'May' 'May be' 'Need to' 'Teacher should' 'Complete the student section of this form prior to your consultation, Ensure that your concerns and action plans are specific and detailed' 'Each student must also	Movement between the regulatory and representational Movement between Regulatory and complete Authoritative Personal: 'Here I come'

	complete ... you are seriously at risk of not meeting the following criteria'	Heuristic: 'Tell me why'
Bold	'Consultations guidelines and forms' 'Student at Risk (SaR)'	Movement between regulatory and complete authoritative

7.3.1.1.11 Lexicalisation Section 6

The lexicalisation in section 6 (as shown in Table 7.11 below) indicated the performance objectives for the Program. Clear information on the requirements to pass the course and instructions on how to meet objectives were given. The title page and Table of Contents revealed the heightened importance of this section with the use of the words 'final' and 'requirements' ('Final Assessment summary 2010', 'Requirements to successfully complete the PEP'). In the following section (6.2), a summary was given of the final assessment requirements and acceptable grades for each component. There were six possible grade outcomes: Unacceptable, Fail, Pass, Credit, Distinction, High Distinction. In sections 6.1, 6.2, 6.3 and 6.4 a schedule contained all the required tasks and grades and levels of achievement in each component needed to pass this course successfully. The grades were correlated with IELTS scores ranging from an IELTS 6.0 (pass) to an IELTS 7.0 (distinction). However, each program of intended study had its own IELTS requirements for each component/sub skill depending on the student's discipline and these are correlated with the PEP grades in sections 6.5 to 6.8.

In section 6.5, general information was given about the required grades the students need to achieve in order to successfully complete the PEP. As stated in the subtitle of this section, 'General information', a representational speech function is utilised, but these were basically the rules of the University of Adelaide, with which the students needed to comply in order to enter for their intended program of study at this institution. The lexicalisation reflected mandatory language, regulatory and authoritative speech functions, rather than focusing on general information as mentioned in the subtitle, e.g. 'Any skill area that receives a 'U' grade

for one of the tasks does not meet the criteria ... would therefore not have met the criteria to successfully complete the PEP’.

In Section 6.6, information for IELTS 6.0 courses was provided. While in Section 6.7, information for IELTS 6.5 courses was given, and so on. As mentioned above that the IELTS entry requirement varied from one student to another, the students’ disciplines or the University of Adelaide’s policy of entry requirements and the IELTS grade worked in tandem. Thus, each student would have to comply with their required IELTS grades. The lexicalisation specifically showed that a regulatory and authoritative speech functions was employed instead of an information one.

In Section 6.9, ‘Supplementary Exam – Information’ was listed. In this section there was information for the students who were unable to achieve the required grades mentioned above. However, this supplementary exam was for just a ‘Final Essay Exam’. The lexicalisation reflected information as well as advice text types, but this actually gave a final chance to students who couldn’t pass the final exam for the essay to take this exam again. To be eligible for this ‘privilege’, an absent student for The ‘Essay Exam’ had to be able to show a doctor’s certificate. A formal procedure was regulated in relation to the ‘supplementary exam’. There were two categories: first, if the student achieved the required grades for Final IRW (Integrated Reading and Writing) task, a teacher and screening panel would mark the supplementary exam. Secondly, if the student did not achieve required grades for the Final IRW task, the teacher would not attend a screening panel. The lexicalisation reflected the instructional nature of this section, but also reflected a form of advertising suggesting that this was a fair university, which dealt with its students as well as it treated the staff – equally. The equity matter was emphasised in the following section (6.10) when the student was given the right to appeal against a decision that was taken by the screening panel, and the student thought that this decision was not fair. The lexicalisation, example extracts and corresponding speech function are summarised in Table 7.11 below.

Table 7.11: Word choice, extracts, and speech function

Lexicalisation	Extracts	Speech Function
Disciplinary jargon	An IELTS 7.0 grade ‘IRW (Integrated Reading &	Movement between the regulatory and representational

	Writing'	
Lexical juxtaposition of adjectives or adverbs	'Final Assessment summary', 'Requirement to Successfully Complete the PEP'	Movement between the regulatory and authoritative
Pronoun use	'You', 'your'	regulatory: titles regulating the behaviour of others
Position-naming	Doctor's certificate	Movement between the regulatory and authoritative
University insider language	The English Language Centre	Representational: advertising

7.3.1.1.12 Modality Section 6

In this section the use of modality slightly deviated from the previous sections. The writer of this document (PEP Handbook) resorted to intensified modal verbs as well as an increase in bold and capitalised fonts to enhance the importance of the content. The modal verb 'must' proliferated. 'Must' was repeated in this section 23 times. This revealed that the section was a very important one as it is fully spelt out with obligations which if fulfilled would assist the student in passing the PEP.

Interestingly, the modal verbs 'can', 'could', 'will' and 'should' were rarely used in this section. Each one of these modal verbs was used only once in this section, with the exception of 'will' that is mentioned twice. 'Should' was utilised in Section 6.9: 'Teacher should discuss the student's result ...' It is very interesting that with this use the obligation

was not for the student – rather for the teachers themselves. They were obligated to discuss the student’s result with the committee during that meeting and to provide evidence for their decision.

As stated previously, the modality was reflected by font style (bold or underline). In Section 6, this kind of modality was used more often than in the other sections. For example, further information about the IELTS entry requirement is both written in bold and capitalised to show to the student the importance of the point: ‘**CAREFULLY CHECK THE INFORMATION FOR EACH IELTS ENTRY REQUIRMENT ON THE FOLLOWING PAGES**’. Further clarification about whether a student was eligible to sit the supplementary exam was underlined and presented in bold font to underscore the importance of that exam.

Infinitives and gerunds were seldom used in this section. One of the two examples was ‘To ensure that the process is objective and fairly based ... the class teacher(s) cannot provide ‘letters of support’ ...’. This simple infinitive was employed to show the possibility to make sure about the objectivity and fairness of decisions. The gerund was used three times as a list in Section 6.10. This list defined appropriate reasons why the final exam might not be passed successfully, e.g. ‘being nervous in exam’. These speech functions and examples were summarised in Table 7.12 below.

Table 7.12: Modality, extract, and comparable speech function

Modality (classifications)	Extracts	Speech Function
Modal verbs	Repeated use of ‘Students must’, ‘Need to’, ‘will’ ‘can’	Movement between the regulatory and complete authoritative
Bold	‘CAREFULLY CHECK THE INFORMATION FOR EACH IELTS ENTRY REQUIRMENT ON THE FOLLOWING PAGES’	Movement between the regulatory and complete authoritative

Underline	'For Further clarification about whether a student is eligible to sit Supplementary Exam'	Movement between the regulatory and complete authoritative
Infinitives	'To ensure that the process is objective and fairly ... the class teacher(s) cannot provide 'letters of support''	Movement between the regulatory and representational
Gerunds	'Being nervous in exam'.	Heuristic: 'Tell me why'

7.3.1.1.13 Lexicalisation Section 7

In the seventh section of the PEP student handbook, there were no additional speech functions reflected in the lexicalisation to those already discussed above. Rather, it increased in regulatory and representational speech functions as the analysis progress. This section started with a table of contents as almost all previous sections do, e.g. 'Student Information', 'Student Information Update' etc. There were forms provided, e.g. in 'Student Information', (Section 7.2). The English Language Centre collects demographic data on their students. A sample form was provided for the student to complete. There were some questions asked in this form about the student's personal details, such as 'Student ID', 'Date of Birth' and so on. However, there were some questions asked about the student's study background. This indicated that the form was not only for obtaining personal details but also to evaluate the student's educational background. In Section 7.3 another sample form was provided: 'Student Information Update'. This form guided/instructed the student on how s/he was going to update their personal details, especially in cases of changing the contact details, e.g. change of address and phone number. However, there was another option mentioned at the bottom of this section for the students to update their contact details without filling this form, which is by going online: 'Go to the university website'. This was a type of advertisement as well as fulfilling instruction speech functions. In relation to the representational: advertisement speech functions, this was to show the students that the technology options were available at this university. On the other hand, the regulatory

speech function was to instruct the students on how they could update their contact details online.

In section 7.4, a sample consent form was presented – ‘Permission form’. In this form the student needed to give his/her permission to the Pre-enrolment English Program Centre to use any of the student’s work when completed as an educational resource and for research purposes. Again, it acted as a representational: advertisement speech function that displayed that the policies of the University were ethical. Section 7.4 includes a sample form of contract that the student needed to sign to show their awareness of the activities that s/he will undertake during this program. This was to instruct the students on what kind of activities they were expected to achieve, as well as to advertise how well organised this University is. A new sample form was provided: ‘NEEDS ANALYSIS’. This was a brief qualitative and quantitative set of questions that the student was required to bring to their first report-review. In this form the student needed to spell out his/her name and the proposed degree as well filling a questionnaire. This questionnaire was about the student’s English language background. Throughout this questionnaire, the students were asked to evaluate themselves in regard to English language skills. In Section 7.8 an empty page appears. The students needed to fill this page with information about what they thought they needed to develop in order to achieve success in their proposed course. This indicated the representational: advertisement speech function, as this program (PEP) was able to provide the students with the English they needed. ‘Tell me what you need English for and I will tell you the English that you need’ (Hutchinson 1987). A summary of the lexicalisation, some example extracts from the text and their speech functions are provided In Table 7.13 below

Table 7.13: Word choice, extracts, and comparable speech function

Lexicalisation	Extracts	Speech Function
Disciplinary jargon	The English Language Centre (Larsen-Freeman & Celce-Murcia)	Representational: advertising
Lexical juxtaposition of adjectives or adverbs	‘reasonable effort’, ‘no condition’	Movement between the regulatory and representational

Pronoun use	'You', 'your'	Regulatory: titles regulating the behaviour of others
University insider language	The English Language Centre	Representational: advertising

7.3.1.1.14 Modality Section 7

As stated in the first section (1.1 – 1.3), modality is the scale of belief of the writer, or the level of obligation implicated. In section 7, modality was not clearly reflected, as the voice of the writer was not obvious. Rather a group of forms were provided. However, some modal verbs were detected in this section, e.g. 'need' in section 7.2: 'Do you have any medical conditions we need to be aware of?', although the use of 'need' here did not impact on the obligation for the student, but rather related to a regulatory or legal necessity. A frequent using of the modal verb 'will' was detected in the first four sections (7.1 – 7.4), but as an advertising tool giving information about further actions to be taken, e.g. 'This information will be filled in your ELC file.' This showed how administrative instructions were less strongly emphasised than academic ones, mentioned in the previous section (6).

What drew attention is the use of 'bold' as the only font style that was employed in this section for stressing a point. For example, '**PERSONAL DETAILS**' was spelt out by using the bold and capitals to show to what extent these details and the updating of these details were important for the ELC (English Language Centre) to have.

A limited use of infinitives and gerunds was found in this section. As mentioned previously, this section was almost full of highly structured forms and as a result the use of complete sentences and paragraphs was hardly found. However, quite a few infinitive verbs and phrases were detected to show the obligations to which the student needs to comply, e.g. 'Go to the university website', or 'Click on ...'. In the same vein, the simple infinitive form, e.g. '... to update your address ...' was occasionally used as a noun and is worth presenting as 'updating'. Thus, this phrase indicated the possibility to update the information by going online. Gerunds were also used in section 7.5 as a list form to define the tasks/skills of which

the students needed to be aware e.g. 'Reading and Writing' or 'Speaking'. These speech functions and examples are provided in Table 7.14 below.

Table 7.14: Modality, extract, and comparable speech function

Modality (classifications)	Extracts	Speech Function
Modal verbs	'need' 'will'	Movement between the regulatory and complete authoritative
Bold	'PERSONAL DETAILS'	Movement between the regulatory and complete authoritative
Infinitives	'Go to the university website', 'Click on...', 'to update your address ...'	Movement between the regulatory and complete authoritative
Gerunds	'Reading and Writing' 'Speaking'	Movement between the regulatory and representational

7.3.1.1.15 Lexicalisation Section 8

As in all the other sections, Section 8 started with a Table of Contents. This included the following information: Contents (Section 8.1): 'PEP Campus Tour', 'Websites for international students', 'Editing and Error Correction Symbols', and 'Editing and Error Correction Activity'. In Section 8.2 under the general heading 'PEP Campus Tour', students were required to go on a self-guided tour of the 'North Terrace' and so familiarise themselves with the university's layout and facilities. Open questions were asked about landmarks on the Tour, such as, 'In the foyer of the Student Centre what can you see on the walls?' The document provided a real-world opportunity for the students to apply their English language skills. It was made clear to students that class discussion about their individual tours will take place,

and all were encouraged to take part. Thus this curriculum document became an explicit teaching tool.

The lexicalisation in this section consisted of two speech functions: regulatory and representational. In regards to regulatory speech function, the activity instructed the students on how to be independent learners from the first step forward to the university. The representational speech function showed the students all the facilities and pleasant buildings of the university. This section also was an example of a frequent juxtaposition of registers in this document – on the one hand, a friendly ‘tour’, while on the other hand, a formal tour with academic information about the university. Learning activities were also involved because the students are asked to take notes about what they had seen and to discuss this matter with their peers. In this section, personal pronouns such as ‘you’ and ‘yours’ were repeatedly used. The lexicalisation reflected neutral language.

In the following section (8.2), under the heading ‘University’s Websites for International Students’, students were encouraged to become familiar with suggested sites to cultivate a deeper awareness of Australian lifestyles. A brief document asking open-ended questions was provided for students to again apply their current skills in the English language in a real-world context. For example, using the university’s website they were asked to write about University Terms, e.g. ‘what is the difference between a program and a course? Who do I talk to?’ They are also provided with ‘A guide to Online Services and Work/Life Balance’. The document provided a real-world opportunity to apply their English language skills. The students were given a chance to practise the academic register that they were taught at the ELC. However, unlike other sections where answers were given to the students, this section included open-ended questions that the students need to find an answer for. For example, ‘What are the opening hours for the university health medical clinic?’ ‘What number should the students call to make an appointment?’ By answering these questions the students were involved in practising another type of register – ‘daily life register’. This also was another example of a frequent juxtaposition of registers in this document.

In section 8.9 under the general heading of ‘Useful website for skill development’, there were websites, and a comprehensive list of academic English websites, software tutorials, and English language learning websites and more were listed, and the student was encouraged to determine which were easy to use and most informative. They were asked to save them to a folder, which assumes computer literacy, which might not be the case for mature or aged ESL students. The document again provided a real-world opportunity to apply the

students' English language skills. The lexicalisation revealed that the regulatory and representational speech functions were used in this section again.

In section 8.10, under the heading of 'editing and error correction symbols', a comprehensive document outlining the shorthand that teachers may use when providing feedback on assessments was presented in a table. The document provided a real-world opportunity to apply one's English language skills when students were asked to reflect on their understanding of the symbols by using a matrix to identify a) the meaning of a symbol, and b) an example of correction using that symbol. In this section, the lexicalisation showed that an example speech function was used to explain to the students what their expected errors would be and how those errors would be corrected by the teachers. Only one paragraph was written in this section; neutral language was employed. The lexicalisation, extracts from the text and speech functions are highlighted in Table 7.15 below.

Table 7.15: Word choice, extracts, and comparable speech function

Lexicalisation	Extracts	Speech Function
Disciplinary jargon	English Language learning websites	Movement between representational: advertising and information
Lexical juxtaposition of adjectives or adverbs	'Campus Tour', 'information about the university' 'plagiarism'	Movement between the regulatory and representation
Pronoun use	'You', 'your'	Regulatory: titles regulating the behaviour of others
University insider language	'University's Websites for International Students'	Movement between representational: advertising and description

7.3.1.1.16 Modality Section 8

The modality of this section showed that there was a repetition of the use of modal verbs, e.g. 'will' and 'should', as in previous sections. The font style (bold, underlined, or by capitalisation) reinforced the modality. For example, headings and subheadings were in bold font to show the student their importance. However, to assert the fact that the rules were consistent, bold and underline is used for the words 'using a computer at university' and to confirm that students should avoid using computers inappropriately, underline, bold, and italic is used in 'Academic English websites'. This statement was to show that this matter is of higher importance than any of the previous information.

In section 8.3, a social guide program, 'Academic Culture: a student's guide to studying at university' was advertised again. The modality in this section changed from the complete sentences of factual information in the previous sections, to short sentences and instruction modality. Unlike the previous sections in which more factual information was given, e.g. 'Students must meet the criteria' (6.3), in Section 8 short infinitives are used, e.g. 'Find the English...' or 'Academic Culture: a student's guide to studying at university ...', or 'Collect a copy of the library's opening hours' (Section 8.3). Once again, the student handbook tried to act as an advertisement for the program/University, advertising the 'opportunity' of practising the students' own culture/religion as part of the offerings of the program, e.g. 'On which level of Union House are the Islamic Prayer rooms?' (8.3). However, this was juxtaposed with finding academic books during this tour in the earlier sections. The use of gerunds was limited in this section. The only two examples were found in Section 8.7, i.e. 'Using a computer at the university' and 'Counselling Service'. However, these two examples did not fulfil instruction speech functions. On the other hand, infinitive verbs and phrases were used in this section to show the direct/indirect obligation with which the students had to comply. For example, in Section 8.3, 'Go to level 3' and 'List three ...'. These are simply infinitive phrases that obliged the students to go to that level to collect the required data. Table 7.16 shows examples of the modality, extract, and comparable speech function existing in this section.

Table 7.16: Modality, extract, and comparable speech function

Modality (classifications)	Extracts	Speech Function
Modal verbs	'should'	Movement between the regulatory and complete

	'will'	authoritative
Bold	'using a computer at university'	Movement between the regulatory and complete authoritative
Underline	<u>'using a computer at university'</u>	Movement between the regulatory and representational: description
Infinitives	'Go to level 3.' 'List three ...'	Movement between the regulatory and complete authoritative
Gerunds	'Using a computer at the university' 'Counselling Service'	Movement between the regulatory and representational: description

7.3.1.2 Process and Socio-Historical Analysis of the PEP Student Handbook

As well as exploring the structure of the discourse, lexicalisation and modality (described in the previous section), how these elements reflected interpersonal relationships was explored: namely, how this discourse was produced and received. This interpersonal analysis was also linked with the explanation of the context within which the discourse was produced. Thus in this section, Fairclough (1995) calls meso and macro discourse is straddled.

7.3.1.2.1 Sec. 1.1 – 1.2 Processes and Socio-historical condition

Section 1.2 (the 'Welcome from the Director' and the 'About Staff' sections) introduced the Director and most important staff members to the main audience (the students). This section could be seen as a representative of an advertising genre which linked to the representational speech function mentioned in the Object description above. An example of why this was characterised as an advertising genre, for example, was that although the Director was powerful and represents the whole Centre and by implication the University, she was still presented positively (selling an experience to a customer). She was smiling in her photo and used the positive reinforcing language mentioned previously. This advertising genre could also have potential other audiences such as potential students and their agents.

The use of words such as 'service' reflected the socio-historical condition within which students were positioned as 'customers' and universities as service providers. This 'student as customer' and/or 'university as industry' discourse has been decried in the higher education literature (e.g. Halbesleben, Becker, and Buckley 2003; Deem 2004; Baldwin 1994; Pitman 2000; Bejou 2005) and concerns have been raised that if students take on the customer role, they can have unrealistic expectations and lose out on the challenges of learning and that academics can lower standards and refrain from challenging students in order to provide the wanted 'service' of a pass at all costs. However, an opposing body of literature (e.g. Bejou (2005) advocates the (unproblematic) application of 'customer relationship management' to students. It is argued that 'it is cheaper to keep customers than to keep attracting new ones' and that this 'logic of customer retention' applies as much to higher education as to any commercial service (Eagle and Brennan 2007 p.46). On the other hand, Halbesleben et al. (2003, p.256) contend that it is more appropriate to view students as "partial employees" in the educational process rather than simply as customers. A refinement on the 'student as customer' discourse that has gained prevalence of late (e.g. Kotze and Du Plessis 2003) focuses on the importance of the 'student experience' in enhancing the quality of learning. The Director's welcome seemed to focus on this holistic element in the students' learning in that she referred explicitly to the role of the learning environment.

The Director did not, however, allow the students to fall into the 'tendency to possess an expectation of academic success without taking personal responsibility for that success', as suggested by Chowning and Campbell (2009, p 982). Instead, she flagged the fact that the environment would be different and challenging to the students from their previous experiences in fact taking a more traditional 'institutional excellence' discourse. Although her mention of the challenges of studying could be seen as a 'selling point' and part of the

advertising genre selling to the student customers, it could also be seen as appealing to another audience – the academics within the University who may potentially be concerned about lowering of standards in academic entry programs. Concerns about students with English as an additional language and their academic and language standards have been dubbed a ‘deficit discourse’ (Lawrence 2003). Although the Director did not seem to subscribe to this discourse, she seemed aware that students might face concerns about their levels of English and academic standards.

This section could also be seen as fulfilling a teaching purpose. Emmitt, Pollock and Komesaroff (2003, p 25) state that ‘language not only gives [students] the resources to acknowledge power and status relationship in [their] communication with others, but in doing so requires that [they] recognise these different relations when [they] speak’. In this course, students seemed to be prepared for a difference in culture and consequently in spoken register from what they were used to, e.g. in Iraqi context, by the explicit use of staff’s first names within a formal course outline and staff introduction as is common in the Australian context. The fact that this material was in the same document as other teaching material transformed it into a potential teaching tool for register. The researcher’s knowledge as an insider within the Iraqi context informed him that, in the Iraqi context, using a teacher or lecturer’s first name would result in stigmatization, as the student would be regarded as impertinent. As noted by Emmitt et al (2003), by giving the students access to the language that identifies and marks out distinctions between people, the students are provided with cultural insights that can assist in avoiding cultural misunderstandings and even culture-shock. Consequently, This University was seen as a particular socio-historical context that required adjustment and sets up challenges for the students. In order to comply with this, the writer(s) showed that the ELC followed/mets the requirements of the auditing organisations of the Tertiary Education Quality and Standards Agency ‘TEQSA’ and Australian Universities Quality Agency ‘AUQA of teaching English for international students. This could be seen as a compliance genre which related to the regulatory speech function that is mentioned above.

7.3.1.2.2 Sec. 1.3 Processes and Socio-historical condition

In Section 1.3, the other main staff members were introduced as a product of their life experiences, qualifications and job experience. Once again, an advertising genre was employed, with the ‘product’ being the staff as competent deliverers of the Program able to help students achieve their goals. American and British teaching experience is highlighted and seen as something that would sell the course to the students and make them feel as if

they are receiving a high level of education. This appeared to reflect a discourse of language and cultural 'imperialism' that has been highlighted in the English Language Teaching literature, most notably by Pennycook and Pennycook (1994) and Phillipson (2006)

There was, however, a list of names of the teachers who did not have their qualifications mentioned. Perhaps this was because of the nature of English Language Intensive Courses for Overseas Students (ELICOS) teaching in Australia where teachers are mainly casuals or on short term contracts. This kind of teacher could lose his/her jobs at any time if numbers drop, therefore, were not part of the selling of the experience. The genre in this section linked to the representational speech function as previously mentioned. The audience of this advertising genre was the students as well as international agents that were responsible for sending students to study abroad.

7.3.1.2.3 Sec. 2.1 – 2.8 Processes and Socio-historical condition

Section 2.1 was once again a Table of Contents, while section 2.2 (the 'Student Card' and the 'Accessing online services') instructed students formally on how and from where they could pick up their students' card as well as how to obtain online access. The main audience of this section were the students themselves, their agencies as well as the University and ELC staff members. The students needed to follow these instructions in order to get their ID. On the other hand, this document involved embedded permission to the administration staff members to issue these ID card for these students. It was very clear message to the students that the administrative procedures were distanced and not viewed as part of the role of the language centre. It was also clear that this section played the role of instruction genre. This kind of instruction genre here moved between 'regulatory' and representational speech function as already mentioned. The reason why it was assumed that this was an instruction genre was that the writer(s) provided a sample 'Welcome letter' which the students were supposed to receive on the first day of the PEP from the Student Centre. This letter explained to the students how to identify their username and password for online services, there were some steps only through which the students would be able to obtain their ID card as well as the online accessing, or else their access would be denied. This also could be an advertising genre to show to potential other audiences such as potential students and their agents that this university was well organised and provided online services.

Once again, of the use of the word 'service' (in 'online services') assumed that students were treated as 'customers' and the university as service provider. This linked to the socio-

historical condition within which 'student as customer' and/or 'university as industry' discourses operated. Within this socio-historical discourse there was also a focus on the financial. The students were made aware of financial issues affecting the Language Centre and even the University itself as a business and public institution. This reflected a recent focus in the media on funding regimes of Australian universities and the need for universities to justify their funding and even bring in outside funding. This emphasis was reflected in the explicit description of internet and printing quotas in the Handbook (e.g. international students were allowed '150mb' per semester and they 'must' pay for any usage over this quota). There appeared to be an assumption that the students might have difficulty understanding the administrative processes which was perhaps a new experience and genre for them. Therefore, this section once again fulfilled a teaching purpose. In this section, the underlined username and password were linked with the example letter and explanations using arrows. The section appeared to follow the manual genre, providing the students with an example and explanation/instruction of the genre. When this letter 'Welcome letter' was received, students were informed that they are officially enrolled in the university system 'academic discourse' and thus, the students would have username and password to log on online services as well as could pick up their Student Card. The socio-historical reason for distancing in language was the relationship of the Language Centre with University (i.e. it is a business unit within the university) and the enrolment as well as Student Card is managed by central administration of the University. This took the students through a variety of registers from legalise to instruction manual to rules and even implied threats.

Section 2.5 – 2.8, in section 2.5 other genres were employed, e.g. listing, information genre, like a phone book or map book. While in section 2.6 there was a combination of information genre and guidebook and rule book. These genres were linked to the regulatory and representational speech functions. This was a compliance genre showing that the University complied with copyright legal requirements – legalise. This reflected a socio-historical discourse of the obligation of universities to provide detailed local information to international university students as well as information on Australian culture and expectation of the culture and the institution and specific location. This 'safety' discourse arose from well publicised attacks on international students as well as policy documents and safety manuals provided to international students (e.g. living safely in Victoria and Australia, La Trobe University website 2012). This focus on keeping international students safe was therefore also a compliance genre where the university needed to demonstrate to government agencies (e.g. CRICOS and TEQSA) as well as international partners that they had fulfilled their duty of care.

In section 2.7-8 the writer(s) continued using a combination of a definition genre, instruction genre and information genre, advertisement, and encouragement/ expectation. As mentioned previously, the University was obliged to provide detailed local information to international university students, also information on the institution. In terms of the socio-historical, the Language Centres use of these genres reflected both a direct response to complaints about international students' lack of integration (e.g Birrell 2006, 2014) and a focus on international students', 'student experience' discourses. This section also shows how the Language Centre was reacting to local policy and drivers. For example, the 'Beacon of Enlightenment' Strategic Plan (Bebington 2012) noted the University's commitment to integrate international students and provide a distinctive learning environment to prepare educated leaders

7.3.1.2.4 Sec. 3.1 – 3.5 Processes and Socio-historical conditions

This section 3.2 (Philosophy and Objectives) appeared to be written for an academic audience. This was reflected in the lexicalisation which included a great deal of academic jargon such as 'Project-based learner centred curriculum'. Here the Language Centre appeared to be advertising its pedagogical credentials to an academic audience within the University. Consequently, although this was on the surface a curriculum document, the interpersonal relationship highlighted by this text was one of a hierarchy; the writer who 'knew', the academic readers who were meant to be impressed by this 'performance' of academic standards and the student readers who were likely to struggle to understand.

The use of phrases like 'international students' reflected the socio-historical conditions in Australia within which students were categorised into two distinct categories, 'domestic student' and 'international student'. On the one hand, international students, particularly those from Asia, were viewed as an important part of the country's economic vitality and long-term prosperity and are valued for delivering both economic wealth and cultural enrichment to Australian communities (Australian International Education Advisory Council, 2013; Gillard 2012). They were consequently viewed as important 'customers' within the previously mentioned 'student as customer and university as an industry' discourse. However, on the other hand, as mentioned already, they could be viewed as lacking in educational and language standards and in need of 'remedial' assistance (Chowning and Campbell 2009, p 982).

PCE as a semi-private institution (acting as a commercial arm of the university) needed to justify its work to the academic community both as a provider of a service to these important

'customers' and as a protector of the standards required by the academic community. To perform this public role, the writer(s) of this document spelt out all the general information about this course (PEP), e.g. PEP Philosophy and Objectives, Expectations in order to demonstrate how they met these requirements.

In the same section 3.2, there was another subheading 'Expectations'. Under this subheading the writer(s) wanted to cover a number of areas; Attendance (including a library tour); Late arrival to class; Participation; Meeting deadlines; Classroom responsibilities; Required texts; Recommended texts; Organisational notes. It was clear that this information had been written to specific audiences, students as well as their teachers. For example the 'Attendance' section deals with both the students as the side who had to obey this condition and to their teacher to take a further action, record in an absent sheet, in case of the students come to the class late. This was highlighted as an authoritarian register/genre as the text sets out the ground rules for students in the course. This kind of genre/register linked to the regulatory speech function that was mentioned above.

More recently in Western higher education, learners have been encouraged to be more active respondents and to be included in the development of curriculum (Cleveland-Innes and Emes 2005). This socio-historical movement towards student democratic voice and participation was reflected in the participation sub-section where students were told that, at the beginning of the term they should 'jointly' with their teacher, 'negotiate and comply with the ground rules'. However, there was no mention of the student's expectations of the university, teacher and course curriculum. Nor was there mention of how feedback on these issues from students could be provided during the term to the university.

In section 3.4, information about the end of the program was provided. In this section there was a less authoritarian tone and the student was treated as more of an equal. 'Please...' is used three times in the paragraph and the students are encouraged by the writer to consider and plan for the study break to make the best academic decisions. The socio-historical condition that was reflected here was that until the more recent past, it was the sole responsibility of the student to plan for an end of break. Due to the complexity of twenty-first century life, it was now recognised as a responsibility also of the university, as a duty of care to students, to support and encourage learners about how to plan for semester breaks. The writer(s) perhaps wanted to introduce the students to the new educational system as well as new society they were going to be part of. Auerbach (1995, p 9) points out that, 'the classroom functions as a kind of microcosm of the broader social order'. The relationship of the classroom to the outside world is a reciprocal one; the classroom is not determined by

outside world, but it is part of the world, both affected by what happens outside its walls and affecting what happen within it’.

From this perspective, the walls of classroom become permeable, with the social relations outside classroom affecting what goes on inside, and social relations inside affecting what goes on outside. It is true that ‘all societies are unequal, but some are more unequal than others’ Hofstede 1980, p.136 cited in Kasuya 2007). In other words, inequality exists in every culture; however, the degree of the tolerance is different in each society (Brown 1994 cited in Kasuya 2007). Building on all what is mentioned above, this section could be categorised as an advertising genre which linked to the representational speech function mentioned in the Object description above.

Section 3.5 deals with ‘Guidelines and Polices’. In this section there were a number of headings under which the writer(s) explained the policies of ELC. For example, English Speaking Guidelines, under this heading, the text spoke to the student through the use of the third person, ‘the student’. The text distanced the writer and student and was authoritarian. The socio-historical condition that was reflected is that of ‘student centred’ learning and student responsibility. This approach is criticised by Auerbach (1993), who notes that students are expected to pay a personal price for their improvement in English speaking skills. This is in contrast with the students as ‘customer’ discourse, where the institution takes the greatest responsibility.

In the next subheading ‘Fair Treatment Policy’ in this section 3.5, focussing on the way academics and students communicate, the concepts were straightforward. The document argued that there was fairness and equality for all students and staff and visitors on campus. As mentioned above in section 3.4, the discourse reflected in this document was that this society (Australian society) was an equal opportunity society where all have a ‘fair go’. The socio-historical condition was reflected in fairness and equity that were embedded in policy.

7.3.1.2.5 Sec. 4.1 – 4.29 Processes and Socio-historical conditions

In section 4.2, the writer(s) once again took on the role of academics writing for students. The first paragraphs introduced the student to the components of the curriculum and conveyed to them the purpose of sub-skills: reading, writing, speaking, listening, and independent learning skills. A table was provided with sections for each skill and its sets of sub-skills to provide students with a detailed outline of what skills they would develop and the specific outcomes these skills and sub-skills would provide. Information was provided in

dot point format and so was highly structured and conveyed to the reader the importance of the information. The formatting also made reading easy for the student and organised the information in a logical way. The criteria for demonstration of the attained skills and knowledge were provided by component specific assessment tasks (formative and or summative).

On the one hand, this could also be seen as a reminder for teachers or a visible/ explicit listing/ referral to the university staff. On the other hand, the writer(s) encouraged the students to work on the development of the sub-skills through in-class, out-of-class and self-direct activities. The use of words such as 'in-class out-of-class revealed the socio-historical conditions through which the writer(s) showed the extent to which these two environments would help the students to enhance learning formal and informal registers.

It has been suggested by a number of iconic research studies, (e.g. Friedlander et al. 1972; Krashen and Seliger 1975) that formal and informal environments contribute to second language competence in different ways or, rather, to different aspects of second language competence. It is not simply the case that informal environments provide the necessary input for acquisition while the classroom aids in increasing learned competence. Krashen (1981, p 48) points out that informal environments must be intensive and involve the learner directly in order to be effective. One might then distinguish 'exposure-type' informal environments and 'intake-type' environments. Only the later provide true input to the language acquisition device. He also notes that it seems plausible that the classroom can accomplish both learning and acquisition simultaneously. While the classwork is directly aimed at increasing conscious linguistic knowledge of the target language, to the extent that the target language is used realistically, to that extent will acquisition occur. In other words, the classroom may serve as an 'intake' informal environment as well as a formal linguistic environment (Krashen1981).

The format, lexicalisation, concepts and the use of different language (formal and informal) presented throughout this section were potentially a learning tool for students. It provided a template as to how to think critically, and to systematically 'unpack' ideas to more fully appreciate their structure and function. However, the PEP's mission, focus and pedagogy were also made explicit to the University audience and to the teachers as a reminder.

In section 4.11, a table (1) was provided. The tasks overview for the period of 1-20 week was included in this table. This table consisted of columns and rows, organising information in a chronological order. It showed the scaffolding of skills and competencies on previous

knowledge. It provided a template to students about how to structure information to isolate skills/knowledge, their application and links to curriculum tasks.

The discovery of the 'natural order' allowed the probing of this interaction between the use of simple and difficult language in this document. The 'natural order' (the child's order of acquisition or difficulty order) with which children acquire English as a first language is similar to the way in which acquisition of grammatical morphemes in obligatory occasions were developed in this document. Certain morphemes, such as 'ing' and plural, tend to be acquired relatively early, while others, such as the third person singular /s/ on verbs in the present tense (III sing.) or the possessive's marker tend to be acquired late. This discovery was extended to child second language acquisition by Dulay and Burt (1973; 1974a; 1975). It can clearly be seen that the writer(s) employed the simple language at the very beginning of this document with the use of certain morphemes, e.g. 'challenging' and 'exciting' at the first section (1.2), then the writer(s) began to make the language difficult to most difficult, e.g. possessive 'teachers' as well as using compound noun 'task-based approach'. By doing this, the writer(s) utilized this document as a teaching tool in order to teach these students how language works as performance. For example in section 4.13, the writer(s) acted as an academic writer for a student. It was informative and descriptive rather than casual or authoritarian. Tasks were chosen to align with the philosophy and outcomes of the program.

7.3.1.2.6 Sec. 5.1 – 5.5 Processes and Socio-historical condition

Section 5.1 started with a title page and table of contents. Three types of Students Consultations forms were included in this section. In section 5.2, under the heading of Consultation Guidelines and Forms, an explanation and instruction genre of how to fill and for what these forms could be used was provided. The students were informed about the 3 different types of consultation they could have with their teacher; course progress, individual and student at risk (SaR). These descriptive paragraphs provided an outline to students as to what to expect. For each type of consultation the student was able to keep a copy of the documented session. Once again the writer(s) the focus appeared to be to demonstrate that there was a fairness and equality for all students and staff in this Centre (Larsen-Freeman and Celce-Murcia 2001) and the university. It was suggested that the students had the right to receive a feedback about their progress during this program. For example, The Course Progress Consultation aimed to provide students with feedback on their progress in the PEP and in particular their development of general speaking, writing, listening and language in use, while the second consultations form (Individual Consultation) was an opportunity that is

given to the student to meet teacher(s) out of class time to discuss concerns they may have. It was proposed that the students could use this opportunity to practice the two environments mentioned above (in/outside classroom environment, which perhaps helped in the development of formal and informal registers. The third consultation, Student at Risk, was a kind of consultation that might help the student in focusing on his/her weakness in skill development. However, this time the teacher(s) him/herself requested the meeting or consultation when they found the students had failed to improve in the skill areas which were necessary to pass the PEP.

The socio-historical discourse reflected in this section aligns strongly with the philosophy and outcomes that claimed to be learner-centred, supportive and encouraging. The modern higher education discourse emphasises complexity and choice (Australian International Education Advisory Council 2013). For English as an Additional Language student there are added stressors and challenges related to learning to communicate complex thought in an additional language and meet the demands of day to day living in a new culture (Australian International Education Advisory Council 2013). These documents appeared to formalise opportunities for students and teacher to have one-to-one discussions and reflected a discourse of mentorship and informal counselling.

7.3.1.2.7 Sec. 6.1 – 6.12 Processes and Socio-historical condition

Once again this section starts with section 6.1 - a Table of Contents. A Final Assessment Summary was provided in section 6.2. In this Assessment Sheet, there were four main skill sections: Reading and Writing, Speaking, Listening, and Independent Learning Skills. Students had to meet criteria for each skill section, identified as Y/N. Depending on the section; a particular grade was required to meet the criteria. For example, the grade criteria to meet the criteria for the Speaking skill, was at least a Distinction for two of the three components. A formal, assessment socio-historical discourse was employed in this assessment sheet. The University logo on the right hand corner and a very structured format for the summary of 2010 Final Assessment Summary was provided. This sheet did not assess out of the class learning which was emphasised in the remainder of the Student Handbook. A formal genre was utilised here by the writer(s) which linked to authoritative/contractual speech functions.

In section 6.5, under the heading of Requirements to Successfully Complete the PEP, there was a general rule that two out of three components in each main skill section would allow

for at least a Pass. The exception was the Reading and Writing skill, which required a Pass on the Final Exam.

The socio-historical condition was an easy to follow scale conversion between IELTS scores and Criteria Grades. It was a compliance genre reflecting the role of the IELTS examination and what has been dubbed 'international language proficiency politics' (Feast 2002). It also played to the audience of university academics who might hold a 'deficit discourse' (Lawrence 2003) towards international students and require increasingly high language standards.

In section 6.6, the writer(s) tried to provide sufficient information about IELTS 6.0 equivalencies. In this section, each main skill section had the IELTS criteria score listed, as well as information pertaining to the students; General Requirements; Exceptions; and Possible scenarios (e.g., 'Scoring an F leads to a Supplementary Exam, which will require a P, as well as the exam being discussed by a Screening Panel, to either a) ensure criteria to enter PEP has been obtained, or b) determine that criteria has not been made and alternative University option requirements must be sought by the student'). This detailed description of the IELTS and PEP scores reflected the socio-historical discourse of accountability and what some have dubbed 'managerialism' (Meek 2010). The University was obliged to provide a wealth of information and details about the students and for the students. However, the complex language used could be confusing and intimidating to pre-enrolment PEP students and was more clearly written with an academic or legal audience in mind.

Section 6.9 was dedicated for Supplementary Exam-Information. All students who did not obtain a Pass on the Final Exam were eligible to take the Supplementary Exam. Being absent from the Essay exam required a doctor's certificate to enable eligibility. A Final Assessment Screening Panel that was comprised of the class teacher and qualified academics would be formed to moderate final results when warranted the PEP Advisory Committee oversaw the functions of these Screening Panels. The writer(s) continued using a formal information genre that was represented in authoritative/contractual and regulatory speech functions and reflected a legalistic discourse, protecting the University and Language Centre from potential lawsuits.

In section 6.10, the students were given an opportunity to appeal against the result of the final assessment if they were not happy with. The writer, again, wanted to show that in this society (Australia) there was fairness and equality for all students and staff and visitors on

campus. For example, Director of Studies or Academic Advisor was available to meet with students who did not meet criteria to pass the PEP. Options were discussed regarding the student's academic future and details of processes are provided. Once again, the detailed language appeared to target an academic and/or legal audience rather than a student with English as an Additional Language audience.

Information about PEP Assessment Certificate was provided in section 6.11. The writer(s) used this section to provide the student with a tangible document indicating their level of achievement for PEP.

The Student Handbook provided an A4 page to function as the PEP Certificate. A brief course description was provided, as well as the demographic and course details for the student. Two boxes were provided for the Director to indicate a) criteria had been met for the completion of PEP, and b) if ongoing language development was recommended. This 'example certificate' once again reflected the discourse of transparency of standards.

In section 6.12, a sample of Assessment Result is provided. In the sample there were only two outcomes for a student a) that they satisfactorily met the criteria to Pass PEP, or b) they did not satisfy the criteria to Pass. Previous information pertaining to the criteria was again summarised in this section. Which may be a doubling up of information, however the difference in working might allow the student to better understand how the criteria determine their successful completion of PEP or not. The writer(s) of this document still provided information genre in a formal way in this section which acted as movement between authoritative/contractual and regulatory and representational speech function.

7.3.1.2.8 Sec. 7.1 – 7.8 Processes and Socio-historical condition

The writer of this document again used the first page of each section as a Table of Contents. In section 7.1, a highlighted heading, STUDENTS FORMS AND CONTRACTS, was showed, under this heading a table of contents was provided. In section 7.2, the English Language Centre collected demographic data on their students. A form was provided for the student to complete. Demographics such as Full Name and Preferred Name, Student Number and Gender were asked for, as well as Address, Medical Conditions and an Emergency Contact. It seemed to be clear that the main audience of this section was the students themselves. A questionnaire genre was used to obtain the required information from the students; such a kind of genre is very much linked to instrumental and heuristic speech functions. Some of this information might be deeply personal to students of an

Islamic culture (cultural discourse), for example their preferred name might be one that only family members are meant to use. Also, they were required to provide their Emergency Contact and might not be comfortable with a person of the opposite gender phoning them, regardless of circumstances, yet they might be the only option available to the student to complete the form. Their IELTS score (most recent) was asked for as well as their intended further study course. While in section 7.3, a form of 'Student Information Update Form' was supplied. It was deemed critical that students inform their teacher of changes to their personal information', so that they and their emergency contact details are up to date. It was stated in **bold font** that it was the student's responsibility to ensure that their details are up to date. Online options for updating are also provided. On the other hand, in section 7.4 a 'Permission Form' was provided. This document enabled student's to give permission for their work in PEP to be used as an educational resource and or for research purposes, providing that their work was de-identified, such as through the use of a participant number and not their name. Section 7.5 was devoted to the 'PEP Student Assessment Contract'. The Contract was dated from April 30th, 2010 to February 3rd, 2010. The text provided outlined the understanding of what was required by the student to be part of the PEP Class, as well as to successfully complete the course. The student gave their name and student number as well as dating the document. The four main skills and their sub-skills were listed on the document. The audience of this section was students, The University and international agencies. Two genres were utilized by the writer here, information and instruction genre. These two genres were linked to 'regulatory and authoritative/contractual'.

In section 7.6, 'Needs Analysis' form (this form consisted of three pages) was provided for the students. This was a brief qualitative and quantitative set of questions that the student was required to bring to their first report-review. Open questions that tapped student experiences of English language learning were asked, such as, 'How long have you been learning English?'; and scales were provided, such as, 'How do you rate your skills in the following areas (the four main skill areas) on a scale, with the lowest rating being Poor and the highest, Excellent'. This reflected yet another type of questionnaire genre: the self-assessment form. There was no indication of whether this is part of the learning activities or merely for information purposes.

7.3.1.2.9 Sec. 8.1 – 8.12 (Week One Tasks (PEP Campus Tour) Processes and Socio-historical condition

Section 8.1 was used as a Table of Contents. In section 8.2, under the heading of 'PEP Campus Tour' information for the student on how to go on a self-guided campus tour is

provided. The students were required to go on a self-guided tour of the North Terrace and so familiarise themselves with the university's layout and facilities. Open-ended questions were asked about landmarks on the tour, such as, 'In the foyer of the Student Centre what can you see on the walls?' The document provided a real-world opportunity to apply English language skills. It was made clear to students that class discussion about their individual tours would take place, and all were encouraged to take part. In section 8.6, information about the University's Websites for International Students was showed. The students were encouraged to become familiar with the suggested sites to cultivate a deeper awareness of Australian lifestyles (a cultural discourse). A brief document asking open-ended questions was provided for students to again apply her current skills in the English in a real-world context. For example, using the University's website they were asked to write about 'Uni Terms' (e.g., 'what is the difference between a program and a course?' 'Who do I talk to?' 'Guide to Online Services and Work/Life Balance'. The document also provided a real-world opportunity to apply one's English language skills.

Section 8.9, was dedicated to providing information for the students about 'Skill Development Websites' in this section, a comprehensive list of academic, software tutorials and English Language learning websites were listed, and the student was encouraged to determine which were easy to use and most informative. They were asked to save them to a folder, which assumed computer literacy, which might not be the case for mature aged/ESL students. Once again this section again provided a real-world opportunity to apply one's English language skills.

In section 8.10, 'Editing and Error Correction Symbols' a comprehensive document outlining the shorthand that teachers might use when providing feedback on assessments was presented in a Table. It could be intimidating to look at initially, as arrows were linking symbols with key words in sentence examples, and the symbol in itself was likely to be confusing for ESL students. The document provided a real-world opportunity to apply the students' English language skills when they were asked to reflect on their understanding of the symbols by using a matrix to identify a) the meaning of a symbol, and b) an example of correction using that symbol. Once again, the writer(s) (designer) of this document still emphasized the importance of exposure the students to the informal environments that would help in involving the learner directly in order to be effective. As a result, the students practiced a variety of genres that could help them to identify the correct speech functions that needed to be applied in some real-world situations.

7.4 Conclusion

The results of the critical discourse analysis of the PEP handbook document revealed that the document had many different purposes besides that of a traditional curriculum document detailing the features of the 'planned educational experience' (Kern, Thomas and Hughes 2010, p1). The document also served the function of information/tourism document, an advertisement for the University and Language Centre, an instruction manual and a legal document detailing the rights and responsibilities of all involved. The PEP handbook also served an explicit teaching purpose with the writers using content-based instruction around specific tasks and activities in order to teach the students spoken register and other academic English content. The use of a variety of academic and non-academic registers served as a model for students as well as a teaching tool. The huge range of multimodal texts and speech functions used in this document reflected its multiplicity of purposes. The writer(s) tacitly reflected the idea that Individuals normally possess a number of codes or registers, which are used in different situations. This could be seen by the fact that the PEP Handbook shifted rapidly from register to register depending on the content and communicative purpose. This modelled for the students the fact that they too could switch from one register to another as appropriate to their needs.

The content of the PEP Handbook was clearly written with a 'customer' focus attempting to provide all the information and resources the students might need. The emphasis on students' needs was perhaps also because of the reporting and legislative environment within which the document was created, since language centres and universities in Australia have an obligation to provide detailed information support for their students (Australian International Education Advisory Council 2013 Council 2013; Gillard 2012). The style of the document reflected that it was clearly written for adult learners that required content which was relevant to their needs and career goals along with explicit instruction. The 'needs analysis' form at the end of the document was perhaps the clearest indication of the focus on students' needs and feedback since it explicitly stated that the curriculum would be updated based on the students' feedback. The document had a practical emphasis, perhaps taking into consideration that adults tend to favour practical learning activities and material (Wynne 2012).

The critical discourse analysis of this document provides some evidence for the results of Chapter 5 and Chapter 6. For example, the survey and the narrative results suggest that the students felt encouraged to communicate both inside and outside of the classroom with both

native and non-native speakers of English. The repeated explicit admonishment to students to speak English only (Sec, 3.5), to practice English outside of the class (Sec, 5.2) and information on resources they could use outside of the class (Sec, 2.2-5) all indicated that they 'are encouraged' to practice their English skills and registers. The document also explicitly linked the PEP classroom with the outside world as reflected in the sections on 3.2, 5 and 4.18, 25

In Chapter 5, the results also revealed that the respondents wanted a progressive development of academic skills and registers occurring through tasks and interactions and that they valued this aspect of the PEP course. The PEP Handbook explicitly spelt out the progressive development of skills and the proficiency levels that the students are required to achieve (Sec, 4.2-29).

A range of academic genres and consequently academic registers were formally and explicitly introduced through this document. The students were instructed on how to select a topic (Sec, 4.21), conduct a literature search (Sec, 4.22), how to refer to sources (Sec, 4.29) and so on. Academic terminology such as 'introduction' and 'conclusion', 'induction' and 'deduction', 'description' and 'interpretation', and the difference between 'quantitative' and 'quantitative methods' were all introduced in this document (Sec, 4.29)

In Chapter 5, the results revealed that the students appreciated the active learning approach that was employed in the PEP. This approach was clearly spelt out in the document, for example, in the description of the seminars (Sec, 4.20). The role of the teacher was presented as facilitators who assisted the student in developing his/her own meanings and skills, rather than transferring of information.

In addition to the elements that confirmed or provided evidence for the results in Chapter 5 and 6, the data from the PEP curriculum also indicated the important role that an understanding of cultures plays in developing academic and other registers. Culture provides the substance of meaning and the process in making meaning (Smircich 1983) in this document. In the PEP Student Handbook, the students were provided with explicit information about 'cultures' at a variety of different levels. Firstly, they were given information about Australian culture(s) in general (Sec, 2.4). Secondly, they were provided with information about the culture of the City (Sec, 2.5-8). Next, at a meso level, they were provided with information about academic culture(s) (e.g. Sec, 3.2), the University culture (Sec, 3.2), the Language Centre Culture (Sec, 3.3) and finally the expected classroom culture (Sec, 3.2). The document conveyed the idea that in order to learn another language,

the students needed to learn to understand the culture(s) within which individual communicative events occur.

This focus on culture in the Handbook was not only for the students. The writer's other audience was the teachers both within the Language Centre and the academics within the University as a whole. The explicit admonishments for students to be aware of cultural differences, but to respect each other and difference (Sec, 6.9), was also an admonishment to teachers that they needed to appreciate that individuals who spoke another first language possessed a different culture and a different way of creating meaning and reality. The teachers needed to accept what students from different backgrounds brought to the learning context and should not reject their language and customs as being inferior. Also, there was an emphasis in some of the sections (e.g. Sec, 2.10) on the students' rights, responsibilities and recourse if they perceived they had been unfairly treated.

Chapter Eight

Critical Discourse Analysis of the English Component of the Bridging Program Curriculum

8.1 Introduction

Like with the analysis of the PEP, Critical Discourse Analysis was used to analyse the curriculum documents. In this chapter, like in Chapter 7, all documents that identified the planning of the educational experience in terms of what, when, how, why, and according to what rules and interrelationships (Kliebard 1989) were explored. Consequently, in this research, a variety of documents given to the students in the English component of the Bridging Course in 2011 were examined. The documents explored were the Discipline of English Handbook of Policies and Procedures, the Course Profile for English 1104, and 2204 Professional English (ESL) 1 & 2, an example of the weekly Lecture Notes (Week 11), the handout on the Assessment Tasks, and an example of an old Examination provided to the students. Finally, the composite BP curriculum was compared with that of the PEP (reflected in the Student Handbook).

Like with the PEP Student Handbook, the Critical Discourse Analysis was conducted on three levels. First, the thematic structure of texts, lexicalisation and modality were described and these elements were linked with Halliday's (1973) 'speech functions' expanded by Smith (1983). Next, the interpersonal relationships were interpreted linking how the elements identified above related to how the discourse was produced and how it is received. Finally, the context within which the discourse was produced was explained including the socio-historical context and the genre of the document.

8.2 The first document Discipline of English (handbook of policies and procedures)

Although the Iraqi students studied most of their course within the School of Agriculture, Food and Wine and the Faculty of Science, they attended this course within the Discipline of English in the School of Humanities and Social Science. The title of the document clearly

reflected its purpose - a handbook of policies and procedures for the whole Discipline of English, rather than just this cohort. A table of contents was provided which followed a standardized template for a Disciplinary Handbook. The specific headings and subheadings were addressed in the discussion on the process and socio-historical context.

8.2.1 Lexicalisation in the whole 1st document ‘Discipline of English, handbook of policies and procedures’

As with the PEP Student Handbook, the lexicalisation within this document reflected a movement between representational and regulatory speech functions, since the document consisted of rules and requirements as well as information provided both to enhance students’ knowledge of the requirements of the context and to ‘advertise’ availability of resources and the quality of the teaching. A few extracts reflecting this movement are presented in Table 8.1 below. One example of juxtaposition was the movement in the headings between lexicalisation focussing on the wants/desires of the student (e.g. ‘student feedback’ and ‘student experience’) to that focussing on the policies and requirements enforced by the University (e.g. ‘University of Adelaide statement concerning plagiarism and related forms of cheating’)

Table 8.1 Word choice, extracts and comparable speech function

Lexicalisation	Extracts	Speech Function
Disciplinary jargon/ and academic jargon	‘English literature resources’; ‘The English homepage on the Barr Smith Library site has an excellent section on resources for English studies’	Movement between representational: advertising and information
Lexical juxtaposition of nouns	‘student feedback’, ‘student experience on	Movement between the regulatory and representation

	teaching and learning' 'student support' 'It is the students' responsibility to ensure they are familiar with these policies', 'University of Adelaide statement concerning plagiarism and related forms of cheating'	
University insider language	'My Uni' 'Barr Smith library' 'School of Humanities Office'	Representational language describing University specific facilities

8.2.2 Modality in the whole 1st document 'Discipline of English, handbook of policies and procedures'

Like in the PEP document, the modality (the writer's attitude) moved between a grammar representing necessity and possibility and reflecting a movement between regulatory and complete authoritative speech functions. This like in the PEP student Handbook was reflected in the movement between modals such as 'can' and 'may' and 'should' and 'will'. As in the PEP document, bold and underline were also freely used throughout the document to reflect varying degrees of obligation. Some extracts reflecting this movement are found in Table 8.2 below. Infinitives and gerunds were also used for modification of possibility and

necessity. Representational formal speech projecting the role and titles of all the teaching staff along with the subjects they teach were also presented in the document.

Table 8.2 Modality, extract, and comparable speech function

Modality (classifications)	Extracts	Speech Function
Modal verbs and positive adjectives	<p>'you should contact your tutor' 'you tutor will return your marked work to you' 'All assignments must be placed in the essay box' 'this can be annoying but it is an important' 'Students may apply improve the mark'</p> <p>'The English homepage on the Barr Smith site has an excellent section on resources for English studies'</p>	<p>Movement between the regulatory and complete authoritative</p> <p>Adjectives reflect Representational speech advertising resources</p>
Bold and underline	<p>' please be aware that it is your responsibility to keep a copy of all submitted written work'</p> <p><u>'you must keep it until the examination results have been announced'</u></p>	<p>Movement between the regulatory and complete authoritative</p>
Infinitives, questions and punctuation	<p>'Stop check! Is that the English essay box?'</p>	<p>Movement between the regulatory and complete authoritative</p>
Gerunds	<p>'Related forms of cheating which will also be treated with the utmost seriousness: Submitting work written</p>	<p>Movement between the 'regulatory' showing rules in a list form to the 'representational' providing information in heading form</p>

	by someone else on the student's behalf 're-marking or Redeeming Assessed Work'	
Formal forms of address	'Dr. Lucy Potter' title followed by first and last name	Representational: advertising of lecturers' qualifications

8.2.3 The whole 1st document 'Discipline of English, handbook of policies and procedures' 'Processes and Socio-historical condition'

In this section under a bold heading 'English Policies and Procedures', there were some subheadings. For example, there were the following: 'attendance at tutorials/seminars', 'essay and assignments', 'submission of written work', and so forth. All of these sections introduced the rules and regulations for both students as well as the staff in the School of English. Like in the PEP Student Handbook, The interpersonal relationship underlined by this text was one of a hierarchy: the writer(s) who 'formed/knew the rules', the academic readers who were meant to be impressed by this 'performance' of academic standards and the student readers who were likely to struggle to understand and sometimes to obey. This document was written in formal and academic language, distancing the writer from the ESL student audience, the language is authoritarian, and included legalise, reflecting the University's goals to protect itself and its staff from liability and providing the students with detailed information on their rights and responsibilities.

The use of words such as 're-marking or redeeming assessed work' and 'an excellent section on resources' showed the socio-historical condition within which students were positioned as 'customers' and universities as service providers (Bejou 2005; Cleveland-Innes and Emes 2005). This socio-historical context could be clearly seen in the University's role of providing facilities such as the Barr Smith Library as well as the description of the role of the lecturers who were described as being there to teach, evaluate, assess, and guide these students. Here, again the Discipline played the role of 'service' provider and the students as 'customer'.

This section's genre could be seen as a rules/instruction genre which swung between the regulatory and complete authoritative speech function mentioned previously. One example of why this was characterized as an a rules genre was that from the first part of the document, where the writer provided short paragraphs with bold headings that stipulate the 'should' and 'should not' rules related to issues such as attendance, assignments and assessments, submission of academic work (how and where), exam scripts, extensions, lateness and cut-off dates, marks scale, enquiries and consultation 'MyUni' and the library.

8.2.3.1 'Student Feedback section'

In the same document under the heading of '*Student Feedback*', there was a clear Juxtaposing with the previous sections. The document reflected a student-focused culture advertising its inclusiveness, connection and deeper learning within a supportive social environment. In this section also the students were asked to provide their feedback to assess the effectiveness of teaching practices, content and environments, for example, 'the Student Experience of Learning and Teaching (SELT) survey could be found on '*MyUni*' and students were informed that 'aggregate SELT data' is available for their perusal (link provided). The students were positioned as evaluators of the university's services. The university appeared to reflect that the students have the right to give their opinion about the services available for them. In this section the interpersonal relationships shifted from the 'ruler', writer, who had the power to form the rules, as showed in previous section, to a receiver who listened to the students' feedback.

The idea of provision of student feedback acknowledged the value and autonomy of students and of the trust in their opinion as to what enhanced or inhibited their learning experiences and reflected the fact that this university was seen as a particular socio-historical context that needed from time to time to adjust and set up challenges for the students as well as providing the students with sufficient information. To comply with that, the university provided the student with a link. The link was a courteous way to show students that transparency of results is readily available. The document showed that the university followed/met the requirements of the auditing organisations such as the Tertiary Education Quality and Standards Agency (TEQSA) and Australian Universities Quality Agency (AUQA). This could be seen as a compliance genre which relates to the regulatory speech function that mentioned above.

8.2.3.2 'Student Support section'

In the following section '*Student Support*' information about how to access support services at university and to whom students may turn to were provided. A table on page 4 with web links provided information on services related to the following issues: academic, international, counselling, student care and students with disability. It was clear that the audience of this section were both the student who played the role of support seeker and the staff member as support provider.

Once again using the words such as 'ongoing support', the document reflected the socio-historical context within which the students were treated as a 'customer' and the university as 'service' provider. This was apparent in the services available for students such as 'personal counselling for issues affecting study'. This was an advertising/information genre that linked to representational speech functions. However, the long list of student support URLs appeared to be merely a formality unless the students access the documents online and click directly on the URL. Students were unlikely to be able to type in these lengthy URLs since is room for error when typing in the address to the browser. There were no phone numbers, room numbers or contact names provided, limiting access and relationship building, thus this document appeared to merely be complying with a standardised template fulfilling legal requirements and not necessarily focussing on the specific needs of the students. It should be noted that this document ws a standardised university template used by all courses at the University, rather than one specifically developed for the course or cohort.

8.2.3.3 'University Policies and Guidelines section'

In the next section, under the bold title '*University Policies and Guidelines*', pertinent university policies and procedures that were beyond those specific to the Discipline of English were identified. A detailed table on page 6 contained web addresses of other policies and guidelines for the University of Adelaide. In bold beneath the table, it was made clear that familiarity with policies and procedures was the student's responsibility. This list of web links instructed students formally on how and from where they could pick up information they might need in relation to their assessment. The audience of this section was students as well as staff members. On the one hand, it was made clear that it was students' responsibility to be familiar with these policies and guidelines. On the other hand, staff members needed to put these policies and guidelines into practice. This instruction/rule

genre linked to the movement between 'regulatory' and complete authoritative' speech function as already mentioned.

Clearly as in the section above, the University management was once again demonstrating or 'performing' its regulatory and legal responsibilities to students and staff by providing links to these policies. The processes of 'performing' this legal and regulatory function operated within a socio-historical condition of the University as a strict hierarchy regulated by government and its regulations and managing its academic staff members and the students. This detailed description of University Policies and Guidelines reflected the socio-historical discourse of accountability and what some have dubbed 'managerialism'. This discourse of university 'managerialism' has been critiqued in the literature (Meek 2010; Teichler 2006) as interfering with academic freedom. The University was obliged to provide sufficient information and details about the students and for the students. However, the complex language used could be confusing and intimidating to ESL students and was more clearly written with an academic or legal audience in mind.

This managerial discourse commonly refers to the institutionalized ways that the management and organization of work are understood through language, however, in this case, whilst the responsibility was placed on the student to familiarise themselves with policies and guidelines, it was not made clear if students were shown how to do this. Policies were presented as 'numbers' at the end of a http address, for example, '1803' for Unsatisfactory Academic Progress by Coursework Students. A management, information and instruction genres were used in this section. As mentioned above, these genres swung between 'regulatory' and complete authoritative' speech function as already mentioned.

8.2.3.4 'University of Adelaide statement concerning plagiarism and related forms of cheating section'

In the next section '*University of Adelaide statement concerning plagiarism and related forms of cheating*' the writer made it clear to students what was considered to be plagiarism and other forms of cheating. Definitions and examples of forms of cheating were provided in list format. The rule genre was utilized which linked to complete an authoritative' speech function. The reason why it is assumed is because the writer used words such as 'penalty' and 'treated with the upmost seriousness'. This explained the extent to which this action (plagiarism) would have a bad impact on student's study. It could easily be predicted this

section was written mainly for the students to comply with these rules as well as for the staff to make sure that the students follow the rules. Although the language in this section reflected an authoritative and regulatory speech functions, it provided explicit instruction on the processes that students had to follow when completing their tasks in order to avoid plagiarism. Thus this document became a teaching as well as a regulatory tool. In particular, it directly linked to the next section which addressed 'referencing'.

This section reflected both legal and managerial discourse as well as a 'learner-centred' socio-historical context. This modern higher education discourse emphasises complexity and choice (Australian International Education Advisory Council 2013). Despite the harsh language and explicit instructions reflected in dot points, underline and authoritative modality, students were included as a part of the discussion through words such as the following 'it is the obligation of every member of the university...' and are provided with teaching points such as definitions. Thus the students were assisted to understand their responsibilities as scholars.

8.2.3.5 'MLA Reference Guide section'

The next section under the heading 'MLA Reference Guide' provided detailed information about how to ensure systematic and comprehensive referencing. It built on the information in the previous section on how to appropriately cite other authors and produce their own independent work by providing detailed information on the formatting of in-text citations and reference lists at the end of an essay or other academic task. However, the actual referencing style selected was problematic for this cohort, since according to the University Library guides, this reference style was most commonly used in the Humanities and Social Sciences (the University of Queensland website 2013). Thus this cohort was once again introduced to discipline specific material and practices more suited to the Discipline of English than that of Science which they were studying as their principal pathway. General hints were listed as well as correct examples of referencing in the MLA style. As with the actual referencing style selected, the examples were specific to the Discipline of English for example, 'if quoting from a Shakespeare play..... p.6'. A checklist was provided on page 10, so that the student could check that they had met the key criteria for MLA referencing. The audience of this section was the students as well as lecturer/staff member who needed to follow these instructions. This was once again a student-centred teaching tool.

Once again the philosophy and outcomes of this section reflected the need for the student to become independent learners. This linked to the socio-historical context of learner-centred discourse. Although this part of the text was easy to read, but it required the student to pay attention to minute details, such as when to use a comma or period, which might be a new skill to be learnt. Learning to use this style would enable students to present their writing in a systematic and academic format that was easily understood by other academics, to allow for checking of sources and building on knowledge. The checklist was an easy to use, straightforward way for students to learn MLA style and to practice going over their work and attending to the finer details. Instruction, rule and compliance genres were used which linked to 'regulatory' and complete 'authoritative' speech function as already mentioned. However, as mentioned above, the problem with this particular compliance genre was that the students had to comply with the required School reference style that was inappropriate to their discipline.

8.2.3.6 'Health and Welfare'

The '*Health and Welfare*' section dealt with university health, personal safety as well as how the welfare of others could be ensured. Evacuation procedures were presented in a table (p 11) with sounds to be heard for an Alert, 'Beep Beep' or an Evacuation 'Whoop...Whoop'. Procedures were provided. Posters in foyers were mentioned. First Aid and Emergency numbers and university buildings were given. Information and numbers were given for reporting accidents and damage to property. This section was clearly written to all people at the university e.g. Students, staff member or anyone who has been located at the University for business and non-business matters.

Despite its focus on all, acronyms such as 'PA' were used, which might be completely unknown to English second language students. Also the sounds, written out, might conflict with the vowels and syllable combinations of student's first language, so they were unable to interpret the sound when actually heard, thus decrease theirs and other's safety. No examples of posters were given, such as including in an Appendix, nor was there a map of evacuation procedures or links to sound podcasts. This required the students to find out all these information by themselves. Unlike the PEP document, where this kind of information was presented as a teaching tool, here it merely reflected 'regulatory' Discourse and the University fulfilling its obligations under health and Safety legislation.

8.2.3.7 'Courses and Teaching Staff section'

Section '*Courses and Teaching Staff*' provided a table (p 12) that consisted information about building level and subjects taught, staff name, number and email address. It was assumed that the reason behind providing this information was to aid student navigation and networking throughout the university. The School of English was required to have transparent information about staff, building level, subjects taught and so forth for students and others audience, e.g. international agencies, like all the other Education departments at Australian universities, published on the website. The document showed that the school of English/university met, followed and complied TEQSA and AUQA requirements.

The table might be difficult for ESL students to follow if they were unfamiliar with English subject names and or Australian phone numbers and extensions. However, students, in order to be independent learners, should discover, search and explore to find out the information they look for. So for example using the code of course, e.g. ENGL 4401A, encouraged the students to find out what did this code mean, how many units, what kind of materials this course had. The students needed to comply themselves with this system. A compliance genre, which relates to the regulatory and representational speech function as mentioned above was evident in this section.

8.3 The 2nd document 'the Course Profile for English 1104 and 2204 Professional English (ESL) 1 & 2'

8.3.1 Lexicalisation in the whole 2nd document 'the Course Profile for English 1104 and 2204 Professional English (ESL) 1 & 2'

The lexicalisation of the second document of BP program reflected a mixture of speech functions as could be seen in Table 8.3 below. Students were provided with information regarding the course in the standardized style of an outline ('representational' advertising information). A regulatory speech function was used through this document. For example, on page 5, the requirements of the course were detailed. To pass this course successfully the students must fulfil these requirements. One example of the advertising genre was the emphasis in the lexicalisation on words reflecting this course as a practical course for students who wanted to develop their English proficiency e.g. 'professional English (ESL) was practical course for students who were still developing fluency in written and spoken

English'. More extracts reflecting this mixture of speech functions are presented in Table 8.3 below.

Table 8.3 Word choice, extracts and comparable speech function

Lexicalisation	Extracts	Speech Function
Disciplinary jargon	'professional English (ESL) is practical course for students who are still developing fluency in written and spoken English' 'this course is for students whose first language is not English' 'fluency in writing and speaking' 'grammar, syntax and style'	Movement between representational: advertising and information
Lexical juxtaposition of adjectives or adverbs	'Dr' 'authentic business document' 'Final examination'	Movement between the regulatory and representation
Pronoun use	'We shall be working on business letter' 'submit your email assignment' 'you need to complete them successfully'	Regulatory: titles regulating 'the behaviour of others'
University insider language	' University graduate attribute' 'My Uni'	Movement between representational: advertising and description

8.3.2 Modality in the whole 2nd document 'the Course Profile for English 1104 and 2204 Professional English (ESL) 1 & 2'

As in previous document, in the Course Profile for English 2204 and 2204 Professional English (ESL) 1 & 2, the writer used a variety of modal verbs, different the font styles (bold or underlined), infinitives and gerunds. For example, the use of font style moved between the

regulatory and complete authoritative. On one hand the underlined font style was used to show the student the importance of timetable the students needed to check online e.g. ‘the full timetable of all activities for this course can be accessed from Course Planner’ ‘regulatory speech function’. On the other hand, the use of bold style showed the students to what extent their attendance for workshops was important ‘complete authoritative’. Extracts revealing the document’s modality were provided in Table 8.4 below.

Table 8.4 Modality, extract, and comparable speech function

Modality (classifications)	Extracts	Speech Function
Modal verbs	‘All students must complete all the assessment tasks’ ‘students will be provided with an article...’ ‘you need to do to accomplish them successfully’	Movement between the regulatory and complete authoritative
Bold and underline	‘ Attendance at workshops is compulsory ’ ‘the full timetable of all activities for this course can be accessed from <u>Course Planner</u> ’	Movement between the regulatory and complete authoritative
Infinitives	‘to improve their expression in the context of business’	Movement between the regulatory and complete authoritative
Gerunds	‘ cheating in examination and related forms’ ‘ ongoing support’	Movement between the regulatory and representational advertising

8.3.3 'The Course Profile for English 1104 and 2204 Professional English (ESL) 1 & 2' 'Processes and Socio-historical condition'

This document seemed to be general university course profile. It was written for the University as a whole. It followed the standardized university course profile, started with general course information giving all the course details and ended with a description of the course assessments. The main audience of this document was the students. However, that did not mean there was no any other audience or receiver of it. University staff might be one of these audiences as well as national agencies. It was written to provide the student with the following information: the semester details of their course in Professional English, the semesters the Profile was relevant to, School and Discipline involved, the delivery mode, number of units the course consisted of, and how many contact hours would be provided by the teaching staff. It was made clear that no prerequisites or assumed knowledge was expected for this course, restrictions to taking the course were outlined.

A description of the course, teaching staff and timetable were provided in short paragraphs with bold headings. Course learning objectives were listed numerically. A table was provided (p 2) to explicitly show students the relationship between Graduate Attributes and the six learning objectives of the course. Learning resources such as the prescribed text were formatted according to MLA referencing style. Other course material was provided by way of links to pages on the universities website. For example, MyUni had details on assessments and the course outline. Teaching and learning modes were outlined, with an emphasis on the business nature of tasks. Grammar, expression and the creation of workplace documents were the focus of workshops. The students 144 hour Workload was broken down into a table (p 3), for example online lectures of 1 hour per week would comprise a total of 12 hours across the semester. The Learning Activities Summary was a table on page 4; topics were identified for the 12 weeks of online lectures. The assessments were tabled and were intended to meet the universities principles of 'fair, equitable, rigorous and supportive assessments' for students. The table provided the Assessment Task, the Assessment Type (e.g. formative or Summative), the Due Date, Weight of marks and the learning objectives that the assessment aligned with.

It was made clear that attendance to workshops was compulsory, and incomplete assessments would receive 0%. Details for eligibility for a supplementary exam were also given, such as gaining a Conceded Pass (45%-49%).

Assessment details were given, such as the Week 10 in-class assessment for grammar; as well as creation of a Business Letter; email and revised business letter; Summary, Referencing, and Job application assignments; Participation; and the Final Examination. Details for grading were provided with a link to a page on the university's website.

Student feedback and Student support and University policies and guidelines replicated the information to be found in the Handbook.

The language was highly academic and the information dense, likely this was a difficult document for ESL students to understand and follow. It was helpful that the tables categorised the different parts of the information as this made it easy to read and to link to other information, such as learning objectives or how much time to put aside each week for study. The use of jargon such as 'co-requisites' was common and reflected the 'managerialist discourse' that linked to the socio-historical context within which the students as well as staff were instructed. A variety of genres were used here, such as instruction, advertising and information genre which linked to the regulatory frameworks and representational advertising.

8.4 The 3rd document 'Professional English (ESL) 1 & 2 (1104 and 2204) Semester 2, 2010 Assessment Tasks'

8.4.1 Lexicalisation in the whole 3rd document 'Professional English (ESL) 1 & 2 (1104 and 2204) Semester 2, 2010 Assessment Tasks'

The lexicalisation in the 3d document, like in the PEP Student Handbook as well as the previous documents related to the BP course had a movement between speech functions throughout this document. For example the use of disciplinary jargon for ELS students 'Grammar' moved between representational speech function and regulatory speech functions. The first was to show the students who attended this course that they would be taught English grammar and the second to make it clear to the students that there would be a grammar assessment task at the end of the course for which they needed to be prepared. Table 8.5 reveals a few extracts of the lexicalisation in this document.

Table 8.5 Word choice, extracts and comparable speech function

Lexicalisation	Extracts	Speech Function
Disciplinary jargon	'there will be Grammar and writing exercises to complete for homework'	Movement between representational: regulatory
Lexical juxtaposition of adjectives or adverbs	'assessment tasks' 'Final examination' 'Uncompleted assignment'	Movement between regulatory and representational
Pronoun use	'Unless you provide documentation that supports your absence' 'you will be expected to bring a draft...' 'we shall be working on emails'	Regulatory: titles regulating 'the behaviour of others'
University insider language	'University graduate attribute' 'My Uni'	Movement between representational: advertising and description

8.4.2 Modality in the whole 3rd document 'Professional English (ESL) 1 & 2 (1104 and 2204) Semester 2, 2010 Assessment Tasks'

The modality in this document was reflected in the use of modal verbs, bold and underlined font style, infinitives and gerunds. The movements between speech functions were also repeated in this document. For example gerunds were used to show, on one hand, the regulatory and complete authoritative speech functions where the students were instructed/obliged to develop their 'sharpening analytical skills'. On the other hand, the representational speech functions were also detected where the students were not only instructed/obliged to do these skills, but the document also used these functions as a tool of advertising to advertise to the potential students that this course would help them to develop these tasks. Table 8.6 shows some extracts of modality of this document.

Table 8.6 Modality, extract, and comparable speech function

Modality (classifications)	Extracts	Speech Function
Modal verbs	'Student must pass the final examination in order to pass the course' 'you will be offered a supplementary examination on academic grounds' 'you may complete the Referencing Assignment in'	Movement between the regulatory and complete authoritative
Bold and underline	' if you do not submit the photocopied pages you will automatically lose 10% compulsory ' <u>'Assignment description'</u>	Movement between the regulatory and complete authoritative
Infinitives	'to improve their expression in the context of business'	Movement between the regulatory and complete authoritative
Gerunds	'sharpening analytical skills' 'developing problem-solving skills'	Movement between the regulatory-complete authoritative and representational :advertising

8.4.3 The whole 3rd document 'Professional English (ESL) 1 & 2 (1104 and 2204) Semester 2, 2010 Assessment Tasks' 'Processes and Socio-historical condition'

In this document, the writer made it clear that 'grammar, expression and tone' were the key areas of learning for the students. The requirements for passing the subject were repeated as per the handbook of policies and procedures (1st document); all assessments had to be completed and the final exam passed. In bold it was made clear that all assessments were

due at 12pm on the due date. The cut-off date for assignments was highlighted in bold font, 'Friday the 5th of November'.

The table on page 4 of the Course Profile was repeated in this document. All the information for the Assessment Task was repeated (e.g., 'Grammar Test, 5%, due in class week 10') with additional information such as, how many words would be expected and comprehensive details about class learning and text book reading, leading up to week 10. The expected time of one hour for the grammar test was not able to be granted an extension without a medical certificate or equivalent.

The Business Letter/Email/Summary assessment was outlined in a similar way. Added to this section was the Graduate Attributes of the task, for example, 'The ability to communicate ideas effectively' (p 2). There was also a table to provide 'Evaluation Criteria and an Explanation of Criteria'. Resubmission for the Business Letter assessment was allowable, providing students with opportunities for peer-to-peer input to make necessary changes. A table was not provided for the Summary assignment as criteria 'will be discussed in class.'

The Referencing assessment was broken down into more detail using paragraphs of text. Detailed paragraphs outlined the purpose of referencing and review the importance of formatting conventions such as that of MLA. The three steps to complete the assignment were outlined, and students were instructed in bold font to submit photocopies of bibliographic information from their primary sources, this would be worth 10% of the grade.

The Job Application assignment was also given in details set out in paragraphs. It required the summary of 5 suitable jobs, a cover letter, a C. V. and selection criteria. Formatting conventions were to be discussed in class. Graduate Attributes aligning with the assessment were also listed.

Participation was described as 'ongoing' and weighted at 10% of the total grade for the class. Participation included attending online lectures, attending workshops and completing assessments. However, 5% of the mark was made up from an in-class analysis task. The Final Exam was weighted at 30% to test students' knowledge of; grammar business letters and email, referencing, informative summary and job applications. A table was then provided to show General Writing formatting (p 8).

The Graduate Attributes and Course Experience Questionnaire (CEQ) were included in a section linking assessment tasks and graduate attributes of those tasks with scales on the CEQ to be completed after completing the course.

An 'IMPORTANT NOTE' was identified by its centred all-caps formatting, to inform students that it was critical that they remain in Adelaide for their final examinations before flying to their home countries. The language was straight-forward and the sections were very detailed, making it easy for an ESL student to follow when reading. It was obvious that the audiences of this document were the students who attending this course. It was an added bonus that this document 'will be discussed in class to further ensure that all students are aware of what is expected of them'. The linking of assessments with university attributes highlighted the relevancy of the tasks to the students' career goals. Also, allowing resubmission for the business letter displayed a student focus on learning development through peer-to-peer support and critical self-reflection. The socio historical context could be clearly seen in the preparation of the students for the university assessment task as well as for the future workforce discourse. For this cohort, this discourse was shaping a new model of learning, skills initiatives and workforce development. Exam and career genres were used throughout this document, these genres moved between the regulatory and complete authoritative speech function.

8.5 The 4th document 'Example Lecture Notes (week 11)'

8.5.1 Lexicalisation in the whole 4th document 'Example Lecture Notes (week 11)'

There was very little disciplinary jargon in the lexicalisation of this document as summarized in Table 8.7 below. The only disciplinary jargon 'ESL' was found in the title of this document. Rather, the document was used to provide information about lecture notes. For example detailed information was provided about 'job application assignment'. As is shown in Table 8.7 below, pronouns were used to regulate the behaviours of others (students), e.g., 'your tutor is familiar with what is available on website and will be on the lookout for plagiarism'. The writer used these pronouns to instruct the students on the expected/appropriate/legal use of references, or else the students would be failed. This style of pronoun moved between regulatory and complete authoritative speech functions.

Table 8.7 Word choice, extracts and comparable speech function

Lexicalisation	Extracts	Speech Function
Disciplinary jargon	'ESL'	Representational:

		communicating information
Lexical juxtaposition of adjectives or adverbs	<p>'all student need to bring their covering letter and CV to class this for final check'</p> <p>'when you address selection criteria, you write about specific situation in which you have used the skills, qualities,common selection criteria'</p>	Representational: 'I've got something to tell you'
Pronoun use	'You need to show that you already have what you need to do the job' 'your tutor are familiar with what is available on website and will be on the lookout for plagiarism'	Regulatory: titles regulating the behavior of others' Movement between the regulatory and complete authoritative
University insider language	'the university of Adelaide'	Representational: 'I've got something to tell you'
Position naming	'Dr. Lucy Potter is a lecturer'	Representational: communicating information

8.5.2 Modality in the whole 4th document 'Example Lecture Notes (week 11)'

As in the previously described documents, font style (bold or underlined) reflected modality. For example, 'remember to sign the letter' 'bring everything you have done...with you to class in Week 11' notified the student of the importance of these tasks. The modal verbs such as 'can', 'must', 'should', 'may' and 'will' were employed in this section to reflect the possibility, obligation, potentiality, and imperatives to which students had to react. Students were allowed options in some cases, e.g. 'you can use the experience you have gained in non-employment related context'. However in the majority of cases, the student was obliged to follow the rules/instructions, e.g. 'by now you should have a summary of 5 job

advertisement'. Interestingly, unlike the PEP document, the use of formal title of lecturers was frequently used in this document e.g. 'Dr Lucy Potter'. Table 8.8 presents a few extracts of the modality of this document.

Table 8.8 Modality, extract and comparable speech function

Modality (classifications)	Extracts	Speech Function
Modal verbs	'by now you should have a summary of 5 job advertisement' 'you can use the experience you have gained in non-employment related context'	Movement between the regulatory and complete authoritative
Bold	' remember to sign the letter ' ' bring everything you have done...with you to class in Week 11 '	Movement between the regulatory and complete authoritative
Formal	'Dr Lucy Potter'	Representational: advertising
Infinitives	'Say where and when you acquired the skill'	Movement between the regulatory and representational
Gerunds	'formatting responses to selection criteria'	Representational: description

8.5.3 The 4th document 'Example Lecture Notes (week 11)' 'Processes and Socio-historical condition'

In this document, notes were provided for the Job Application assignment, as well as a breakdown of the steps to enable the student to complete each aspect of the task. A table was provided on page 1 to categorise the sections, lengths, headings and page numbers required. An example of a cover letter was provided with suggestions for each paragraph.

The selection criteria was not as detailed, however, the section on transferable skills at length encouraged students to think beyond the immediate job skills, and to reflect on skills that they had in other areas of their lives that would be applicable. Specific examples were provided.

Examples of how to include 'variety' in the student's writing voice were also given. The importance of including job duties from previous employment were also highlighted, examples are given. Common selection criteria were listed and alternative examples were also given. A list of important points to remember about selection criteria were also given in bullet format. The STAR Model for assessing criteria was outlined: situation, task, action, result. These were set out in a table (p 7) and examples of formatting the selection criteria were also given. A page and a half of an example of selection criteria being met in a job application was provided. In addition, a table on page 11 highlighted the structuring of answers for the selection criteria. Other tips for writing were given as well as examples of 'Expression problems'. Whilst the language was not overly academic, the lecture notes would be difficult for an ESL student to follow if they were not delivered in class with accompanying workshops and in-class discussion time. The level of detail was comprehensive, which aided the students in knowing what was expected of them. The examples and templates enabled students to know what to try and have a go of doing before branching out on their own. The interpersonal relationship which was used throughout this document was an instructor-trainer relationship. The writer/lecturer played the role of instructor and the students were the main trainers/audience.

Teaching/instructing the students on how to meet common selection criteria, design CV and prepare a cover letter was related to the idea of making this cohort ready for the workforce discourse which linked to the socio historical context within which the students were preparing for the future workforce. The instruction/preparing genre seen in this document was linked to the representational, regulatory and complete authoritative.

8.6 The 5th document 'The Final Examination'

8.6.1 Lexicalisation in the whole 5th document 'The Final Examination'

The lexicalisation in this document, as in previous sections/documents, started with the main purpose title page 'examination for the ordinary degree of B.A' instructional information and examination materials were provided for the students. For example, the allowance of

bringing dictionaries juxtaposes with the conditioned type of these dictionaries, e.g. 'Language dictionaries in book form are permitted' electronic dictionaries and organisers 'ARE NOT PERMITTED'. Table 8.9 below consists of more extracts about the document's lexicalisation. All these instructions as well as rules were provided for both the students and the examiners.

Table 8.9 Word choice, extracts and comparable speech function

Lexicalisation	Extracts	Speech Function
Disciplinary jargon	'ESL' 'Language dictionaries in book form are permitted'	Representational: 'I've got something to tell you'
Lexical juxtaposition 'noun'	'Examination booklet'	Representational: 'I've got something to tell you'
Pronoun use	'You don't need to include the email address of the sender....' 'Your task is to follow...'	Regulatory: titles regulating 'the behavior of others'
University insider language	'university of Adelaide'	Representational: 'I've got something to tell you'

8.6.2 Modality in the whole 5th document 'The Final Examination'

There is no difference from the modality described earlier, the use of modal verbs, font style and infinitive were found. However, the used of mentioned style of modality was limited as the document consisted of three pages only. It was interesting to find that importance of the examination was notified by using two types of modality, modal verb and bold font, e.g. '**All**

students (Level 1 and II) must complete part C. More extracts of modality are provided in Table 8.10 below.

Table 8.10 Modality, extract and comparable speech function

Modality (classifications)	Extracts	Speech Function
Modal verbs	'level 2 students must attempt question 1' 'students will write a covering letter'	Movement between the regulatory and complete authoritative
Bold and underline (capitalization)	' All students (Level 1 and II) must complete part C ' ' <u>PART A: GRAMMAR</u> '	Movement between the regulatory and complete authoritative
Infinitives	'Find two sentences' 'imagine that you....'	Movement between the regulatory and Representational

8.6.3 The 5th document 'The Final Examination' 'Processes and Socio-historical condition'

This document was an examination booklet to assess student learning of Professional English, a booklet with a cover page providing a list of Instructions and Materials. Part A was described as 'Grammar' and consisted of a passage to be read and two questions to be answered, requiring corrections to be made to the passage.

Part B was a 'Business Letters' and two situations were provided for the student to write about in 250-300 words (letter) and 100-150 words (an email). Part C was about 'Referencing' and eight fictitious references must be re-written in MLA style. Part D was the 'Job Application' and a cover letter must be drafted of 250-300 words for a job advertisement that was provided. The main audience of this document was the student, but that did not mean there was no any other audience. The examiner who made sure that the

examination's process met the university rules and legalisations was one of these other audiences.

The wording and tasks reflected that of the PEP Handbook, Course Profile and example of lecture notes. Students who completed their coursework and who attended lectures should feasibly be able to complete the final examination successfully. The genre of this document was an old/exemplar exam genre.

8.7 The BP curriculum document versus the PEP Handbook

This chapter presents findings based on a Critical Discourse Analysis of the English component of the BP in order to detail the curriculum objects themselves (description), the processes or interactions they implied (interpretation) and the social historical mechanisms underlying the words, structure and processes (analysis). In comparing the curricula documents in this chapter with the Critical Discourse Analysis of the PEP (Chapter 7), it was found that the PEP curriculum formed a unified document structure specifically focussed on the program and included a range of text types that had various audiences (the students (current and future) and the external stakeholders). The students were exposed to different academic registers in their course content, but also in the document itself which became a learning tool. It was also found that PEP curriculum consisted of a variety of practical tasks (e.g. listening and speaking). As outlined in the literature, these kinds of tasks are favoured by adult learners such as the cohort of this study.

In contrast, the BP documents operated on various levels: a Faculty level (in this case Humanities, while the students were Science students), a course level (using a generic University course outline) and a class level (including a breakdown of tasks week by week). The tasks themselves appeared to be focussed on a few text types related to Business English: the email, letter and job application. The first two BP documents were bureaucratic with little or no relevance to the cohort, while the third provided more detail of the actual material. However, none of the documents served an explicit teaching purpose. These results possibly provide insights into why the survey results showed that the Iraqi students strongly preferred the PEP to the BP since it was more relevant to their studies and was designed specifically for students like them. Instead of becoming more disciplinarily focussed, the BP in fact became less so. Further insights into what specific elements of the PEP the cohort valued are provided in the following chapter analysing the PEP teachers' interviews.

Chapter Nine

EFL (GEAP/PEP) teachers' experiences of both Curriculum and the Iraqi students

9.1 Introduction

The previous chapters reveal the positive experiences of the Iraqi student cohort in the PEP with a slightly less positive view of the GEAP. This was established in the survey data and confirmed in the student interview data and insights into why this was the case was reflected in the curriculum analysis data. Hence, following the principal of interpretative qualitative data reduction (Cohen, Manion and Morrison 2011) and to further probe the reasons for this, in this chapter, an analysis of the interviews conducted with two teachers from the English Language Centre is provided in order to further elucidate what elements of the pedagogy in these courses impacted on the students' perceptions of acquiring academic register in this context.

Both of these two teachers were ESL teachers who taught the Iraqi student cohort. Each one of these teachers played a key role in teaching the GEAP and PEP classes. These teachers taught within the English Language Centre and had between 12 and 25 years' experience as EFL teachers. The first teacher (pseudonym Pam) had taught in EFL in different roles at different institutions in Australia for 25 years. The other teacher (pseudonym Samantha) was an EFL teacher/trainer. In addition to her role as an ESL teacher for the previous 12 years, she had also worked as a TESOL trainer.

The interviews were conducted in order to explore the teachers' views on teaching spoken register in relation to the student's awareness of appropriate register as well as their experience in teaching Iraqi students. It further showed these teachers' role in developing students' awareness of register. The aim was also to explore the teachers' impressions, during the preparatory programs, about the Iraqi students' linguistic development in general and in relation to register in particular. The aim was to further consolidate the insights acquired from the students' perspectives of the two courses described in Chapter 5 and 6 as

well as the data gained from the critical discourse analysis of the PEP curriculum, Chapter 7. As with the student interview data, the respondents were provided with narrative prompts and then the researcher followed up with probes based on his observations of their classes and of the curriculum documentation. The initial narrative prompts were as follows:

1. Tell the story of your experience as an English teacher in general and at the Language Centre in particular
2. Tell about your experiences teaching the curriculum at the Language Centre, particularly in relation to oral communication
3. Tell about your experiences teaching the Iraqi student cohort
4. Tell about your experiences teaching academic register at the Language Centre

9.2 Initial Coding

Again, as with the student interviews, the researcher listened to the audio of the interviews and made a summary of each interview. Then, some common meaning units were identified and member-checked these with the respondents. These meaning units were then coded as 'parent nodes'. The following 'parent nodes' were identified: language acquisition context, sufficient qualifications and experience, successful language learner, the importance of intrinsic motivation, independent learners, linguistic confidence, communicative competence, learner autonomy, error correction, teaching of different genres, communicative classroom, well-developed PEP curriculum, zone of proximal development, activity ideas, from teacher-centred to learner centred approaches, awareness of different registers and approaches for teaching language. At first glance, it was not possible to determine the exact relationships between these different 'parent' nodes. Therefore, cluster analysis using NVivo 10 was performed in order to develop an understanding of the hierarchy and relationship between the various nodes.

9.3 Cluster Analysis

The figure below (Figure 9.1) represents the cluster analysis that was obtained by using Nvivo 10, focussing on word similarity in the various parent nodes. This figure summarises the clusters of themes.

9.3.1 Language acquisition knowledge and teacher qualifications

The first close relationship found was between the 'language acquisition context' node and 'sufficient qualifications and experience' node. In response to narrative prompts 1 and 2, the respondents reflected on their expertise in the field of second/ foreign language acquisition and teaching. They noted that they had learnt about how people learned second languages and the factors which had an impact on their learning. Their knowledge of this field had arisen both from their qualifications and extensive experience of teaching academic English. These views reflected the literature on EFL (e.g. Horwitz 2008) which shows that in order for the EFL setting to be an active and productive context, foreign language teachers should have sufficient qualifications and experience. They especially highlighted the knowledge of academic contexts as being of value in their teaching of the students at the Language Centre. For example, Pam stated the following:

In different roles at different institutions, I have been working in academia for all the 25 years. I have been teaching in this language centre for over eight years. Here at the English language centre of the University of Adelaide, I have been involved in teaching in the three enrolment English program, the PEP, also the GEAP, and for a short period of time just by an invitation I was also running a program for Chinese English teachers, but that was years ago. So my main focus is on teaching academic skills to international students. I am mostly and primarily a PEP teacher (Pam)

Samantha echoes this in her statement below showing that she had sufficient experience and she is able to teach a several ESL programs. She also had worked as a trainer to the people who wanted to become second language teachers:

I have been an English teacher over twelve years now- I have been working here since 2007- so that is almost four years. I have taught a variety of ESL programs- general English as well as academic. I am also a TEASO trainer- I train other teachers- somebody who wants to be an English teacher (Samantha)

Nodes Clustered by Word similarity

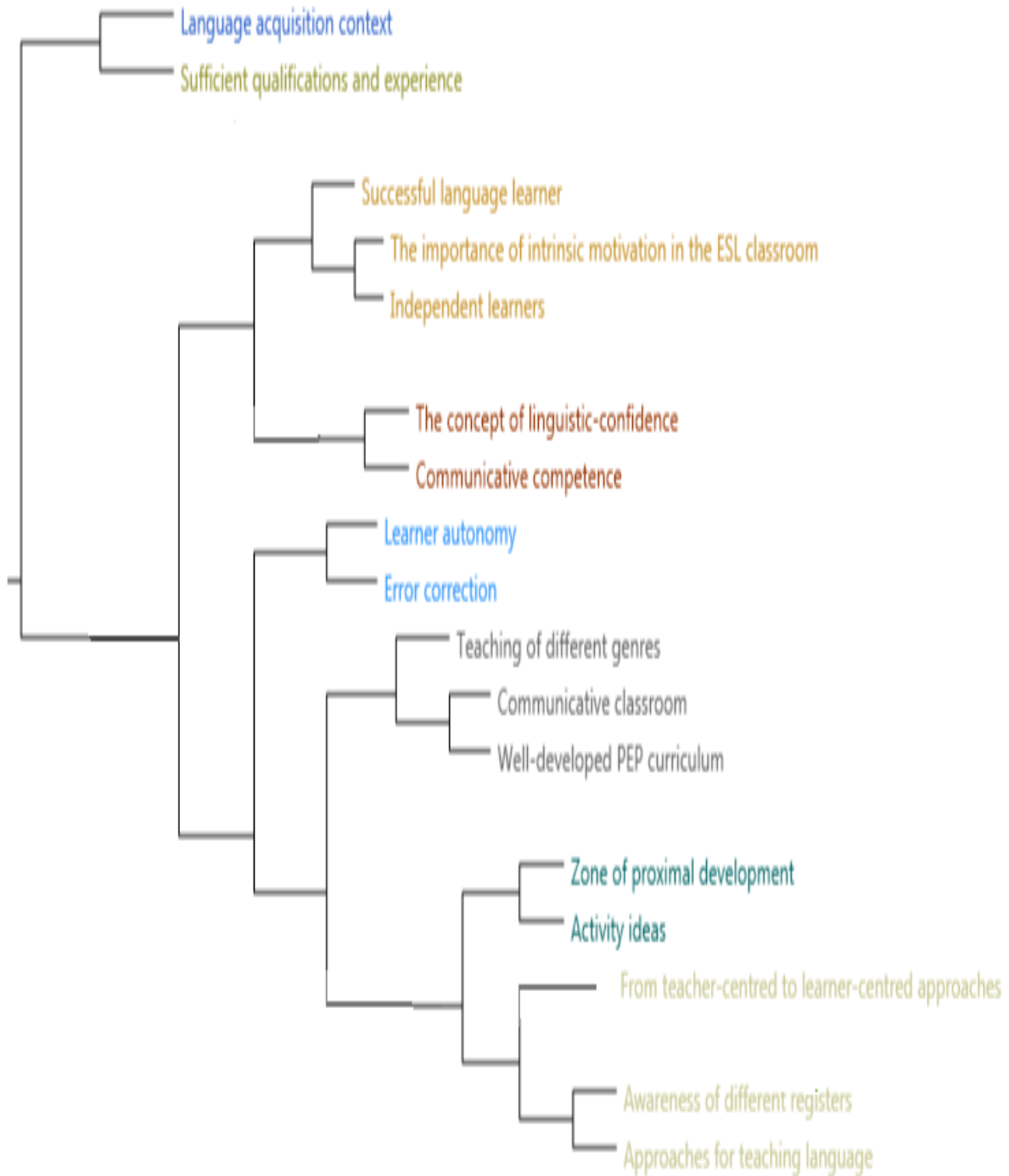


Figure 9.1 Nodes clustered by word similarity

9.3.2 The learner's role

In relation to narrative prompt 3, the relationship between the three nodes 'successful language learner', 'the importance of intrinsic motivation in the ESL classroom' and 'self-determination of learners' emerged as the second relationship that was revealed by the cluster analysis. This is in line with Deci and Ryan's (1985) theory of intrinsic/extrinsic motivation and self-determination. This showed the importance of intrinsic motivation and self-determination, a psychological term which explains people's internal motivation and determination in their behaviour, in helping language teachers to successfully teach ESL students and in turn have successful language learners. The notion here is that an intrinsically oriented/motivated student can begin to transfer themselves into more positive and successful students (Brown 1994). This was demonstrated in Samantha's statement where she articulated that her Iraqi students were eager and motivated to be higher achievers in the class:

I have a chance to teach Iraq students, last year I had a group of Iraqi students in the PEP. I have taught them for 15-20 week in the PEP class. I also taught Iraq student in my GEAP class. So I have experience working with Iraqi students. It was a relatively a new experience with cohort. These students were very energetic and eager to express themselves, so I really enjoy that aspect. In terms of achievement, I found that the group of Iraqi students I worked with they were very competitive and wanted to be challenged, they wanted to do well. So they were higher achievers. I found that this cohort is very hard working group, I really enjoyed that competitive and the competition with one another, they are always trying to improve themselves and towards the end of the course (Samantha)

The same thought occurred to Pam who said that the motivation was one of the very important factors that her students need to have in order to be successful learners:

I have worked with the Iraqi students, I have seen how much motivated they were to learn English. If you ask me to do a comparison between my students in relation to their achievement, I would say that the Iraqi students were very often among the highest achievers in the class. I found the Iraqi students very much focused, very enthusiastic, very determined, very more mature than other students, mostly I reckon because they are coming from established careers and they have life and work experience and they also had a very high level determination to succeed, so they were very hard working and very focused.

9.3.3 Confidence leads to competence

The third relationship detected, also arising from narrative prompt 3, and focussing on the respondent's experience with Iraqi students was that between two nodes 'the concept of linguistic-confidence' and 'communicative competence'. Dornyei and Ushioda (2013) stated that self-confidence in general refers to the belief that people has the ability to produce results, accomplish goals or complete performance of tasks. A self-confident person appears to have some of the same qualities of self-efficacy, but the term is used in more general sense: self-efficacy is always specific to a concrete task, whereas self-confidence is usually used to refer to a generalised perception of one's coping potentials, relevant to arrange of tasks and subject domains. Linguistic self-confidence was first introduced in the ESL literature by Clement et al. (1977, cited in Dornyei 2001, p56) to show how person's motivation to learn and make use of the language of different speech discourses is affected by a 'powerful mediating process in multiethnic settings'. Clement and his colleagues provided evidence that a huge motivational factor can be reached where different language communities live together using high level of communication. Thus, language competence would be developed since linguistic self-confidence will lead to high perceptions of the ability in using second language. This was also the case in the data explored in this chapter. The teachers of the English language centre stated that the Iraqi student were linguistically confident in using a variety of register and different genres. This was because of the availability of extracurricular contact provided by the teachers for those students. For example, the interviews with both Pam and Samantha confirmed what they saw of a high volume of the communication which involved different registers and genres used:

Due to the beautiful interaction with other students and their teachers as well, I think that they will achieve even a higher standard than other students. For example the Iraqi students were, during their interaction with both teachers and students, asking for clarification and help, I think that was the key for their success.....As we often do inter class activities, I had a chance to get to know basically the entire community and informally I had conversation and chat with many other Iraqi students from other classes that I was not teaching.....The Iraqi students were very good mentors helping the students from other nationalities who have less experience than the Iraqi do (Pam)

All the three curricula focus on enhancing register in general, so one of the criteria the students need to improve on is general speaking competence and that involves not only talking in an oral presentation or seminar but also generally speaking in the class, so working in groups working with others, listening and responding, being an active communicator and doing

it appropriately. This is part of their final assessment..... At times with some classes I find students quiet, but with the Iraqi students I found it different. These students were very energetic and eager to express themselves, so I really enjoyed that aspect (Samantha)

9.3.4 Autonomy and Errors

The next relationship was that between 'learner autonomy' and 'errors correction'. This data emerged in relation to both narrative prompts 3 and 4. Both respondents linked the nature of the method they used to correct their students' error/mistake to the fact that student should take responsibility for their own learning.

An *error*, according to Hendrickson (1979, p169), is defined as 'an utterance, form, or structure that a particular language teacher deems unacceptable because of its inappropriate use or its absence in real-life discourse'. An error could be a deviation from a phonological or grammatical rule, or an incorrect form or an expression in a particular situation, thus it could be an error of register. The literature suggests that experienced language teachers should be clear of the sequence of acquisition, and hold a positive attitude towards learners' errors. Moreover, they should be able to predict, analyse and treat learners' inter-language appropriately in order to help learners improve their language performances (Trappes-Lomax and Ferguson 2002). James (2013) suggests that some options such as non-threatening correction, student's preferences, and formal and functional focus correction can be useful.

The teacher could summarize feedback to the whole class through non-threatening corrections. If there are errors, the teacher could provide more detailed explanations and give more examples to make the students aware of how to use the register variables properly.

It has been suggested in the literature that ESL teachers need to emphasize on fostering learner autonomy in ESL classroom. One factor that can help in doing that is employing a sufficient way in correcting students' errors and mistakes. The purpose of correction is to help learners to acquire language awareness and to develop their consciousness raising their own capacities. The teacher is recommended to give explicit formal instruction to students to minimize mistakes and errors (James 2013).

The following statements revealed that the teachers in the language centre were instilling an appreciation for self-correction of errors.

At the beginning the students used to send me very casual emails, I advised them about that. I told them that we need to go through all of those emails to rewrite them in an appropriate register. Then they have learned how to write an academic email to their lecturers before going to the university. In this way I wanted to build the basis of independent learners..... During the class discussion I used to correct my students when they are making some typical mistake with register. So for example in the first week of the PEP when the students wanted to ask me a question they asked in this way 'I want to know' I told them to shift their register to use for example 'May I ask a question' (Pam)

Samantha articulated the same opinion as the above, adding that she used to do limited correction in the class and focused on giving the students a written feedback:

I won't tell them immediately about their mistakes, I would prefer the written feedback. This is the action I used to use to enhance their learning of appropriate registers as well as help them to be independent learners. So to bring their awareness about their speaking and what area they need to work on, I would make a note on paper rather than interrupt, so I write down the note not only the way they said it but also some options of the right alternative ways they need to say it, they were very motivated to find which is the best and appropriate way to be used..... So there was limited correcting happening in the class as monitor and give a feedback in terms of written feedback about their expression in the class. The students use this feedback for improving their future communication skills. So for example, in the seminar, sit at the back listening to the students writing the feedback and give this feedback to them to use it for improving their communicative skills. (Samantha)

The above statements implied that these respondents used different ways in correcting their students' errors and mistakes. They described the relationship between error correction and learner autonomy is very important in relation to enhancing the students' motivation.

A number of research studies and discussions (e.g. Benson 1991; Dickinson 1995; Ehrman and Dornyei 1998; Ushioda 1996a;1998) provide evidence that second language learner's motivation and learner's autonomy go hand in hand. It has been indicated, from cognitive motivational studies, that there is clear evidence that to successfully achieve the learning goals and to enhance motivation learners have to take responsibility for their own learning, they also have to be able to manage their own learning and recognise that learning success

and failure are to be attributed. Each of these 'conditions' is a feature of learner autonomy as it is described in applied linguistics.

In short, the most effective way to correct students' deviances is to help them to understand errors with explanations and to encourage them to self-correct mistakes and being independent learner (James 2013).

9.3.5 Genres, pedagogy and curriculum

As clearly can be seen in Figure 9.1, three other parent nodes were clustered together: 'teaching of different genres', 'communicative classroom' and 'well-developed PEP curriculum'. All of these three nodes fell under the same branch indicating that these nodes had high volume of similarity. These arose in response to narrative prompts 3 and 4. The respondents stressed the importance of well-designed curriculum and how this curriculum targeted the needed genre and registers through the medium of the communicative classroom.

As described in Chapter 3, Communicative Language Teaching has become almost ubiquitous in ESL/EFL teaching. However, as noted in Chapter 3, in Australia, this approach has become linked with a genre and systemic functional linguistic focus. The teacher's method is focused on teaching students to be able to communicate in a conscious way, taking into account real experience. Students will also be able to experience different genres and registers. The following statements showed that how the PEP curriculum focused on the teaching of different genres and registers within a communicatively focussed classroom. It was clear that consciousness and explicitness both from student and teacher is important:

The philosophy of the PEP is to prepare the students through different genres, through different activities, for academic live. And the spoken register is the most important part of the PEP curriculum, because the students need to express themselves appropriately in every situation. I think the students need to achieve this level of awareness of register in order to be able to use the appropriate level of formality. We do have a curriculum with very detailed a settle guideline, about all the genres, about all the tasks and skills development and on top of that we have this text book. So for this reason the PEP curriculum specifically and beautifully emphasizes how we should build these skills over twenty weeks, fifteen weeks or ten weeks depending on the intake depending on the IELTS level of the students. The PEP focuses very strongly on developing students for

academic life. As a result of this, we are consciously teaching our students how to use formality and we build into each in every day into our teaching the different levels of formality from the more casual since we do blogs as well to semi-formal up to very formal language use and different registers. So in other word, we put a great emphasis on tenor and we are actually teaching how to use formality in speaking and writing as well. So for example, during the seminar, students are discussing a chapter from Bricks' book and then link it to their experience then discussed what they have learned. We also are running post lecture tutorials which are managed by the students as well. In this activity we take our students to academic lectures and after that there is an hour follow up tutorial. This is another spoken genre and register through which we created a communicative classroom. Where they have to speak semiformal register and find an interaction with each other. The spoken register is also targeted in our daily class when we are discussing issues and question and answer activity. (Pam)

Samantha shared the same approach to Pam; she stated that the PEP curriculum helped her in teaching different genres which in turns result in creating a communicative classroom:

Many tasks were used by curriculum to enhance the use of appropriate registers, for example seminar, tutorial, an oral presentation and general speaking competence. So there is consist speaking in the class and we look at different modes of speaking. Because obviously oral presentation is more formal than the others form of speaking. We look at different styles of communicating in the PEP. For example, we look for different writing styles but also different speaking styles, how do we speak in an oral presentation, how do speak in a seminar or tutorial. So we have learned different forms of expressions, different registers and different appropriate registers for different tasks, so we did have emphasis on register. (Samantha)

9.3.6 Pedagogy and Activity

Narrative prompts 2 and 4 led to responses related to the following relationship between the two nodes 'zone of proximal development' and 'activity ideas'. The respondents articulated the view that they were consciously and intentionally choosing activities that scaffolded the students' awareness of using appropriate register. The following respondents' comments illustrate this fact:

Personally, I usually put a big emphasis, especially in the five week blog in the PEP program, on building the register. By giving opportunities to the students to first recognize and notice the different levels, so I do a stepping stone activity in my methodology that I am circulating different emails with different tones and styles and registers and the students need to create a continuum which one is the most appropriate which is not appropriate at all when they want to communicate with a lecturer. Then I move on to the next phase which is more like stepping stone practice, they have to correct the emails which are not in the right register and then they have to create one. So very often I use in my methodology, I love to deconstruct texts and then jointly construct texts before I let my students freely and individually to write on their own. (Pam)

In terms of recognition of the appropriated register, we are bridging this gap in the students' understanding since we are exemplifying through the use of texts and we are demonstrating through the videos how to use the formality in academic presentations. The students would need to first watch these videos, in pairs analyse them, then try to follow the same instructions in presenting their topics. So we put a great emphasis on making our students understanding and then active use of formality in their academic lives, so that is a big focus. (Samantha)

In light of the above comments, it was evident that in choosing joint appropriate activities were viewed as important in building students awareness of needed registers and genres. These activities could be recreated/ modified to fit the level and interests of the students and the educational setting. It appeared that teachers were on the lookout for spontaneous opportunities for conversations with the students and between students themselves. This was clear when the teachers provided a topic of true conversation, e.g. using the video. Golonka et al. 2014 emphasized that when students share their writing, speaking in an authentic, interactive social environment that motivates them to improve their writing/speaking. These activities combined with structured learning plans also allowed students to collaborate, discuss, exchange ideas and receive instantaneous feedback. This kind of interaction between students themselves and their teachers, within the context they were involved in, with peer-support and -evaluation helped students in their learning community improve within their zone of proximal development (ZPD) (Vygotsky 1978).

9.3.7 Learning approaches

From Figure 9.1 another relationship between three nodes spanned the responses to all four narrative prompts: 'from teacher-centred to learner-centred approaches', 'awareness of different registers' and 'approaches to teaching language'. The respondents were already emphasised in the activities and materials they used in the classroom. This relationship explored how these activities and materials were employed in the classroom. Unlike the classic teaching methods which focus too much on what teachers need to do, the below statements showed that these teachers used a content based approach as teaching method to shift from the teacher-centred approach the Iraqi students were accustomed to (see Chapter 2) to a learner-centred approach to enhance their students' awareness of different registers. This could be clearly seen in activities the respondents explained in the following statements:

As practitioner, I love different teaching methodologies. I do use different methods in order to teach tenor. E.g. exemplifying and demonstrating levels of formality in speaking and writing. For example I am using for assisting writing and recognition and then the active use. In relation to speaking I am using videos. I am also using role modelling through my own ways of speaking and interacting with the students, consciously highlighting now listen to how I am going to shift into a more formal register when I am giving you a mini lecture with PowerPoint which different from the way I am speaking to you in the class, semi-formal. Then I ask the students to take notes and give me feedback what they noticed in terms of the tenor the style the vocabulary I have used, transition. It was a good opportunity to these students to notice how different situation asks for different register to use. (Pam)

In terms of teaching methodologies, our teaching methodologies are on teaching learner autonomy-being an independent learner in developing skills to be able to improve your communication. So I wanted to show my students how to work a particular type of register, I had my students working in group's to figure out what is the appropriate register to be used in such situation (for example, oral presentations) and then had each group described their procedures to other students. In this way, the students would have listened to the appropriate register and sentence types when I explained the appropriate register. Then they would have practiced speaking using similar language when they worked in groups and again when they explained their group's effort to the class..... (Samantha)

The above comments serve as an indicator that teachers in the language centre followed the scaffolding theory of teaching cycle. It has been suggested that the teacher of second language learners has to facilitate that support, Then, 'as students become more proficient,

the scaffold is gradually removed' (Diaz-Rico and Weed 2002 p 85). It has been also suggested (e.g. Swales et al. 2004) that the using of content based approach as teaching methodologies enhance the student's awareness of the needed registers and genres and genre that these students will need for their future studies and careers.

9.4 Conclusion

The data from the Australian PEP and GEAP teachers revealed the approaches underlying the curriculum document (PEP Handbook) and elucidated some of the reasons why the Iraqi students preferred the PEP to the BP: an explicit approach to teaching of register and a deep respect for the learners as autonomous adults. The following chapter (Chapter 10) draws together the data from the entire thesis and comes to some tentative conclusions.

Chapter Ten

Discussion and Conclusions

10.1 Introduction

In this thesis, the phenomenon of 'register' was explored (and in particular academic spoken register) through an analysis of curriculum documents, perception survey data and interviews. In addition, the concept of 'register' as a theoretical and methodological tool was used.

The concept of register links together ideas about cultures; disciplinary epistemologies (e.g. Mickan 2012), ways of behaving, and language choices. As noted earlier for Martin (2009), our cultures (for example, language cultures, academic cultures or disciplinary cultures) are made up of a series of genres. Genres are groupings of ideas, interpersonal relationships and discourse structures that have meaning within cultures. For example, the researcher of this thesis was of Shiite religious background; however, he became an Australian citizen and spanned both nationalities and identities/cultures. He was also located within a disciplinary culture during the writing of this thesis - the culture of the discipline of Education and wrote within a particular genre – a doctoral thesis which operated within a strict formal academic culture. Genres in turn are realized through register and register consists of three categories: field (the topic), tenor (the interpersonal relationships) and mode (the channel of communication). Cultures, genres and registers all have their limitations. For example in this study, the behaviors were limited by the fact that the researcher was the thesis's writer and the principal readers of the thesis were examiners who had certain expectations. Also, the researcher's interpretation of the data was limited, yet at the same time strengthened by the fact that he was of Iraqi origin and had a unique relationship with his respondents and understanding of their views and could speak the same language. The researcher and his audience were limited and strengthened by their channel of communication. The researcher's ability to speak Arabic enhanced his oral communication with his respondents, but in the communication related to this thesis, researcher and his audience (examiners and readers) were limited to only communicating via the written channel with its limitations on word length and expectations of grammars and word choices and representation through words and in some cases figures. Therefore, culture constrained the genres could be used,

the used genres constrained the choice of registers and registers constrained the word choices, idea choices and the way of interaction with each other.

In the survey and interview data, the researcher attempted to access the interpersonal and ideational levels through spoken discourse and how the participants 'storied' themselves (in Arabic and in English), while in the critical discourse analysis of the curriculum data, the researcher accessed the tenor, mode and field, genre and culture (Socio-historical) through the purely textual.

This final chapter summarizes the discussions arising from the interpretation of the data, responds directly to the research questions and offers some final conclusions and practical implications for Academic English Language teaching at the university level. The whole study investigated the opportunities provided for developing registers in general and spoken register in particular in preparatory English programs (GEAP, PEP and BP) in Australia through the lens of the student perceptions and an exploration of the curriculum and teaching in these Programs. In the following section the research questions are addressed directly.

10.2 Students' perceptions of their own register and in the EAP Programs

With regards to the first component of question one, the study explored how Iraqi students perceived their own development of spoken register during and after completion of the GEAP/PEP and BP. In order to elucidate this aim, the survey data related to their perceptions of their own proficiency was pertinent as well as some of the responses to the open-ended survey questions and the student interview data from interviews collected after completion of the Programs.

What was interesting in relation to the survey data was that, although the participants came from diverse religious, cultural and ethnic backgrounds, their perspectives on their proficiency and ability to use spoken registers appropriately was almost uniform. There appeared to be one 'Iraqi' perspective which is ironical considering the current sectarian conflict in the country. Gender also had little impact of the results despite stereotypes of Muslim and Middle Eastern women being less confident or willing to move outside of the home and communicate with outsiders. Age was, however, negatively skewed with the

respondents being 40 to 45 years of age, so this might have accounted for the similarity of responses as well as the common nationality of the respondents. The fact that most of the respondents were mature learners resulted in them uniformly displaying certain characteristics of adult learners as identified by Wynne (2012) such as applying their accumulated life experience to their new learning environments, favoring practical and relevant learning activities, being realistic, and having established opinions, values, and beliefs that encouraged them to be intrinsically motivated. Their life experience also appeared to give them confidence to use spoken register outside the classroom in a range of activities and their success in these activities again enhanced their perceptions of their own proficiency. This data was also supported by the views of the PEP teachers who talked of the students' 'established careers', 'life and work experience' (e.g. Pam) and consequent confidence, motivation and proficiency.

The survey data also confirmed the literature on language acquisition showing that there was a close link between the students' perceptions of their language proficiency, their confidence to use a language, motivation (both intrinsic and extrinsic), and their actual language proficiency. The Iraqi students were highly motivated, consequently confident and had positive perceptions of their proficiency in relation to their (predominantly Asian colleagues) and even native speakers. These perceptions of the students were confirmed by their PEP teachers in the interviews (Chapter 9) who reflected positively on the role of the Iraqi students in the class as leaders and also on their general participation and use of English outside of the class.

It is interesting to note that during the PEP, the Iraqi students only had contact with native speaking teachers in the classroom, but through the encouragement of their PEP teachers and scaffolding of the use of various registers (reflected in the student and teacher interview data (Chapters 6 and 9), they were able to be fully integrated with native speakers in their everyday activities in shops, banks, in sport activities and interacting with their children's school teachers and hostel/house mates. However, on entering their Masters' degree program and the BP, the situation was reversed. They only encountered other Iraqi students in the BP. During their Masters' coursework, they encountered a range of different nationalities of local and international students, however, received no further explicit instruction on how to operate in the disciplinary environment. Therefore, although they had received effective scaffolding of the oral skills needed to operate in general in an academic environment in the GEAP/PEP and had developed confidence, motivation and actual proficiency as is common when this kind of verbal scaffolding occurs, they were unable to

develop a similar confidence in their specific academic environment and hence dubbed the BP a 'useless course' (Abbas) and 'not relevant' (Bushra).

In summary, the respondents appeared to positively perceive their own proficiency in general and their development of spoken register in particular in relation to their non-native peers and native speakers. However, they appeared more ambivalent about their ability to operate in English within the discipline and appeared to fault the BP for its lack of scaffolding of higher order registers.

10.3 The students experiences of spoken register within the EAP programs

The Iraqi students' experiences of the teaching of spoken register and academic skills in the three Programs were likewise reflected in the survey (Chapter 5) and student interview data (Chapter 6).

The overwhelming majority of respondents were highly satisfied with the PEP course and only a few were ambivalent or dissatisfied. Equally high satisfaction levels were reported with regards to the specific teaching of spoken register in the PEP. Over three quarters of the sample responded that they were satisfied with the instruction.

Despite the high levels of satisfaction with the PEP instruction, data regarding the English instruction in the BP was less clear. Of the respondents who participated in both programs (37), only a few (12) responded to the questions related to satisfaction with English language instruction in the BP. Of those who responded, only a few were satisfied with the English instruction in the BP. Also, although a significant number of participants agreed that the instruction on spoken register was satisfactory in the BP, this was far less than the satisfaction with the teaching of spoken register in the PEP. It is possible the results were lower than for the PEP because the emphasis was on the written medium in the BP with only 10% of the assessment grade allocated to 'participation' in general.

The results of the inquiry into the respondents' perceived satisfaction comparing between the two variables (attended PEP only, or attended PEP and BP) revealed that the satisfaction scores with the PEP program for the PEP/BP group were significantly higher than for the PEP only group. Perhaps these results were a result of the fact that the PEP/BP group was able to compare the instruction in the two courses and, as mentioned above,

preferred the explicit focus on English and spoken communication in the PEP to the BP. Also, the 'Professional English' (BP) course which was taken once a week by the respondents was not directly related to their disciplinary program and the respondents were grouped for the English language instruction with other Iraqis as opposed to the PEP where they interacted with other nationalities. These results were confirmed by the interview data where a number of the respondents complained of the 'Professional' focus in the BP and the lack of specific disciplinary language and registers. This was in contrast to the PEP which was lauded for its content-based instruction around specific tasks and activities when teaching spoken register. As Hamid noted about his PEP teacher, she gave 'straightforward correction.' The results in relation to question 1 once again appeared to confirm the literature which suggests that adult learners require content which is relevant to their needs and career goals along with explicit instruction.

In the following section, a focus on the actual teaching of register in the Programs as reflected in the curriculum documents (Chapters 7 and 8) and teacher interviews in the case of the PEP (Chapter 9) is provided.

10.3 Question 2: Curriculum and Teaching of Spoken Register

The way in which academic register and spoken register in particular were taught in the PEP and BP was reflected in their curriculum documents (Chapters 7 and 8) and the PEP Program was further clarified by the teacher interviews (Chapter 9).

Just like an English teacher who teaches academic cultures by teaching the genres which are realized through register and registers which in turn are realized through language, in exploring the curriculum documents, the researcher used a research methodology that explored how language impacts on and is impacted by register; register impacts on and is impacted by genres; and genres impact on and are impacted by cultures. Therefore, Critical Discourse Analysis was selected. The word choice (lexicalisation) was explored, modality and discourse structure to identify genres and consequently cultures or socio-historical conditions.

As noticed in Chapter 7, The PEP document served as a comprehensive curriculum document which included all aspects of the planned educational experience. The PEP document had many different purposes besides that of a traditional curriculum. For example, it served as an explicit teaching tool with the writers using content-based instruction around

specific tasks. The analysis also revealed that the PEP document had a mixture of academic and non-academic registers and a variety of continuing genres through which teachers at the Language Center needed to guide their students. This was supported by the PEP teachers who spoke of their specific emphasis on teaching of genres and the ‘marrying of form and function’ (as described in the literature review Chapter 3).

The BP curriculum documentation, on the other hand, consisted of a range of diverse documentation of different genres. Unlike the PEP document, these documents overarching focus, but instead appeared to reflect and repeat information at different organizational levels: the specific course level (materials), discipline level (course outline) and Faculty level (Policy and Procedures document). All of these levels, including the course level appeared to be focused on a different cohort than the Iraqi students – students studying within the Discipline of English and Faculty of Humanities and Social Sciences. Even the course level, was focused on ‘Business English’ rather than English for Science majors which was the specialty of this cohort. Like the PEP, the analysis revealed that the author(s) use content-based instruction around specific tasks and activities in order to teach the students written register and other academic English content. However, this was Business English and Humanities content (e.g. Humanities referencing style, Business emails) which was not linked to these specific students’ discipline. There was also some explicit content and skills development, but this related to written register only and this varied in different documents (e.g. Discipline of English Handbook of Policies and Procedures, which was different from the Professional English document). Much of the curriculum documentation appeared to be standardized Faculty level documentation for a compliance socio-historical purpose rather than focusing on the needs of the students. Out of class communication or communication with native speakers was not addressed in the BP documentation beyond standard course outline information (e.g. interactions with Education Welfare Officers). As a result, academic register was not sequentially developed and not made explicit to the students.

10.4 Limitations and Recommendations

Since the researcher is of Iraqi origin, he was able to bring a unique ‘emic’ (insider view) to this research (Morey and Luthans 1984). However, as an interpretative researcher, the researcher attempted to ‘bracket’ (Hycner 1999) this view and focus on the perceptions and experiences of his respondents. From the original survey data, it became increasingly

focused through the interview/narratives of the Iraqi students. This led to an in-depth exploration of the curriculum documentation of the PEP and BP. Because of the clear bias by the participants towards the PEP, the researcher further explored the reasons for this bias by interviewing the PEP teachers.

Based on this increasingly focused data, it became clear that mature-aged EFL students preparing for academic study like the Iraqi cohort require explicit instruction and focused practice in their EFL courses and responded positively to the marrying of 'form and function'. This was despite the fact that the cohort of this study had only experienced the audio-lingual and traditional grammar instruction in their original English courses in high school in Iraq. The data also suggested that EAP courses for similar cohorts should be carefully designed to become sequentially more disciplinarily and practically focused to provide students with the disciplinary and generic academic English skills and content they require. Developing a partnership between EAP teachers and disciplinary academics which involves joint planning could potentially help to facilitate the efficacy of such courses.

Of course as a small scale study, this study has some limitations and the findings cannot necessarily be generalized to other cohorts. Further longitudinal work would provide even more insights into the application and perceptions of spoken register.

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Appendix 1: The questionnaires

رجيستر:

يعرف بأنه اشتراك كلا المتحدث والمستمع ويرتبط ارتباطا وثيقا بقانون التناسق او التلائم الاجتماعي, وذلك يتضمن الطريقة او الاسلوب الذي يوظفه المرء للتحدث الى من يصغي اليه بدأ من اختياره للكلمات او الجمل التي توظف في حديثه الى الطريقة التي يتحدث بها.

على سبيل المثال لا الحصر:

اذ كنت استاذاً او طالبا في الجامعة وطلب منك ان تتهياً لاعداد عرضا عن احد المواضيع وقد اخبرت ان اكاديميون من الجامعة وضيوف من جامعات اخرى سوف يدعون لمشاهدة ماتعرض ففقت بتهيئة الباور بوينت ونويت ان تلقي التحية علي ضيوفك الحاضرين ماذا سوف تقول؟

اذا حبيتهم بكلمة مرحبه او شلونكم اغاتي او شلونكم عيني او الله يساعدكم! اليوم اريد اسولفلكم هاي السالفة؟ استخدامك لهذه المفردات العامية بدلا من الاكاديمية سوف يعطي ربما انطباعا غير جيدا لا ترغب به لدى من يصغي اليك. شيئا طبيعي ان هؤلاء الضيوف سوف يأخذون فكرة خاطئة عنك وعن استخدامك لهذه المفردات.

الشيئ نفسه موجود في اللغة الانكليزية اذا كنت في نفس الموقف وقلت في بداية حديثك:

“Hi everyone, or Hi guys, today I am gonna talk about such and such”

1. Age
2. Gender Male Female
3. Religion
4. Ethnicity
5. Cultural background
6. EAP Program
7. Will you be continuing your studies at University? Yes No

8. How do you rate your overall English language proficiency as compared to fellow students? (circle one)
 Poor Fair Good Excellent
9. How do you rate your overall English language proficiency to communicate with native speakers? (Circle one)
 Poor Fair Good Excellent

10. Do you have opportunities to practice English conversations outside of the classroom?
 Yes No

11. If yes, could you share what kinds of opportunities for English practice that you have?

Please circle the number that represents how you feel about the Programs you participated in

12. Did you enjoy learning English in your PEP Program?
 Yes No Ambivalent
13. I was satisfied with the instruction in PEP on speaking skills

Strongly Disagree						Strongly Agree
1	2	3	4	5	6	

14. I was satisfied with the language instruction in PEP

Strongly Disagree						Strongly Agree
1	2	3	4	5	6	

15. I was satisfied that I was taught register to speak appropriately in academic contexts in PEP.

Strongly Disagree						Strongly Agree
1	2	3	4	5	6	

16. I was satisfied with instruction on academic content instruction in the PEP

Strongly Disagree						Strongly Agree	
1	2	3	4	5	6		N/A

17. Did you enjoy learning English in your Bridging Program?

Yes No Ambivalent

18. I was satisfied with the instruction in the Bridging Program on speaking skills

Strongly Disagree						Strongly Agree
1	2	3	4	5	6	

20. I was satisfied with the language instruction in the Bridging Program

Strongly Disagree						Strongly Agree
1	2	3	4	5	6	

21. I was satisfied that I was taught register to speak appropriately in academic contexts in the Bridging Program.

Strongly Disagree						Strongly Agree
1	2	3	4	5	6	

22. I was satisfied with instruction on academic content instructions in the Bridging Program

Strongly Disagree						Strongly Agree	
1	2	3	4	5	6		N/A

Register in academic contexts:

23. I am confident that I can identify the register of written academic texts

Strongly Disagree						Strongly Agree
1	2	3	4	5	6	

24. I am confident that I can understand most register in spoken academic contexts

Strongly Disagree						Strongly Agree
1	2	3	4	5	6	

25. I am confident that I can communicate with appropriate register in academic contexts

Strongly Disagree						Strongly Agree
1	2	3	4	5	6	

1. What were the most useful things you have learnt about communicating with appropriate register in academic contexts?
2. Which specific tasks/ materials in your PEP, Bridging and degree curriculum related to register?
3. What recommendations do you have regarding the teaching of register in the PEP, Bridging and degree program?
4. Are there any additional comments about your PEP, Bridging and degree Program that you would like to make?

Appendix2: Ethics clearance



RESEARCH BRANCH
RESEARCH ETHICS AND COMPLIANCE UNIT

SABINE SCHREIBER
SECRETARY
HUMAN RESEARCH ETHICS COMMITTEE

THE UNIVERSITY OF ADELAIDE
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CRICOS Provider Number 00123M

3 November 2010

Ms N Maadad
School of Education

Dear Ms Maadad

PROJECT NO: *Exploring Iraqi student perceptions and applications of spoken tenor in the ESL classroom in Australia*
H-192-2010

I write to advise you that I have approved the above project on behalf of the the Human Research Ethics Committee. Please refer to the enclosed endorsement sheet for further details and conditions that may be applicable to this approval.

Approval is current for one year. The expiry date for this project is: 30 November 2011

Where possible, participants taking part in the study should be given a copy of the Information Sheet and the signed Consent Form to retain.

Please note that any changes to the project which might affect its continued ethical acceptability will invalidate the project's approval. In such cases an amended protocol must be submitted to the Committee for further approval. It is a condition of approval that you immediately report anything which might warrant review of ethical approval including (a) serious or unexpected adverse effects on participants (b) proposed changes in the protocol; and (c) unforeseen events that might affect continued ethical acceptability of the project. It is also a condition of approval that you inform the Committee, giving reasons, if the project is discontinued before the expected date of completion.

A reporting form is available from the Committee's website. This may be used to renew ethical approval or report on project status including completion.

Yours sincerely

Professor Garrett Cullity
Convenor
Human Research Ethics Committee

Appendix 3: The Information Sheet

INFORMATION SHEET

AN EXPLORATION OF PERCEPTIONS AND APPLICATIONS OF SPOKEN REGISTER: IRAQI STUDENTS AT A SOUTH AUSTRALIAN UNIVERSITY

You are invited to take part in a research project about your experiences as an Iraqi EAP student in a South Australian ESL classroom. The study is being conducted by Hayder Al Hamdany and will contribute to the completion of a thesis in Doctor of Philosophy at the University of Adelaide.

If you agree to be involved in the study, you will be invited to be observed in class where notes will be taken of your behaviour and spoken discourse, you will also be asked to complete a survey (appx. 10 mins) and you may be selected for an interview. The interview, with your consent, will be audio-taped, and should only take approximately 1 hour of your time. The interview will be conducted at your School, or a venue of your choice.

Taking part in this study is completely voluntary and you can stop taking part in the study at any time without explanation or prejudice. This study will not have any kind of effect on your studies at the University for the present time or in the future. You may also withdraw any unprocessed data from the study.

If you know of others that might be interested in this study, can you please pass on this information sheet to them so they may contact me to volunteer for the study.

Your responses and contact details will be strictly confidential. The data from the study will be used in research publications and reports to Education South Australia and to a journal of the primary researcher's choice.

If you have any questions about the study, please contact Hayder Al Hamdany and supervisors: Dr. Michelle Picard and Dr. Nina Maadad.

If you have any complaints regarding the way in which this study is conducted, please note the form attached, from the University of Adelaide Human Research Ethic Committee.

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