

UNIVERSITY OF NEW ENGLAND

**THE ENGLISH WRITING
REQUIREMENTS IN THE FIRST YEAR
OF A BACHELOR OF
COMMUNICATIONS IN OMAN**

Submitted by

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Abstract

This thesis reports the findings of a textography undertaken to inform the teaching of English writing in a tertiary college in Oman. Textography was selected as the methodological approach because it provides a framework for integrating discourse analysis and ethnographic techniques in order to examine how and why texts written by students in this setting make the meanings they do. The framework included a World Englishes approach, which examines how English is used differently to meet the different needs of users across the globe, categorised according to whether they are *Inner Circle*, *Outer Circle* or *Expanding Circle* users of English. The underpinning theory chosen for text analysis was systemic functional linguistics, as it provides the tools for theorising the relationships between texts and contexts. The texts examined were authentic samples of student assessment writing. These were contextualised with reference to teacher interviews, college and Oman Ministry of Education documents as well as researcher observations recorded in notes and pictures.

The study demonstrated that textography was an approach particularly well-suited to the requirements of teacher researchers working in Gulf Cooperation Council countries such as Oman where English is used as a medium of instruction in tertiary institutions. A model was developed for use by teachers to manage analysis of the range of data they can collect in a textography. The findings bring into question the delivery of "contentless" English for academic purposes programs in English-medium instruction contexts and suggest that closer cooperation between English Departments and departments teaching other disciplines is required to align the types of texts students are taught in the English Program with those they will be required to engage with in their discipline studies.

A further finding is that contrary to many reports in the literature, the students in this study appeared to be supported by their Arabic literacy skills and were able to transfer these effectively to English writing. Those teachers who had Arabic language skills also used them to good effect in their teaching with no apparent negative effect on the English language learning of their students. As a result, one of the recommendations expressed in this thesis is that translanguaging should be leveraged in English-medium instruction environments and that further research should be conducted into supporting the use of translanguaging by students and teachers. It is hoped that this insight will contribute to the research field of student academic writing genres in tertiary contexts where English is used as a medium of instruction.

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Certification

I certify that the work is original and has not been previously submitted for any other award.

I certify that any assistance received in preparing this thesis and all sources used have been acknowledged in this thesis.



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Chapter 1 English in Omani Higher Education

1.1 Introduction

The importance of English in our globalised world is beyond dispute. It is spoken by more than 470 million people in 101 countries (Noack & Gamio, 2015). It is by far the dominant language of academic publication (Ferguson, 2007; Sano, 2019) and accounts for more than half the content on the Internet (Wood, 2015). As a result, 1.5 billion people are currently reported to be studying English as an additional language (Noack & Gamio, 2015). However, the most sobering of all the statistics about English is that 82% of the world's population speak no English at all (Vos, 2012). Clearly, English is still an instrument of privilege, leaving countries without a strong English-speaking workforce disadvantaged. As a result, many countries have adopted policies to promote and support the acquisition of English language skills.

On the other hand, given the historical connection of the spread of English with colonisation, many people fear the use of English as a potential weapon of disempowerment and see it as a direct threat to their own languages and cultures. Their concerns are justified by the fact that the United Nations Educational, Scientific and Cultural Organisation (UNESCO) currently lists 2500 of the world's languages as endangered (United Nations Educational, 2017). The challenge for policy makers is how to define the appropriate role of English in a multilingual society. Ensuring equity of access to English language learning opportunities whilst supporting the maintenance of local languages has become one of the most important challenges in the globalised world. To avoid being left behind in the globalisation race, an astounding number of non-English speaking countries have taken the controversial step of adopting English as a medium of instruction (EMI), particularly in their tertiary sectors. EMI has been defined as the “use of the English language to teach academic subjects (other than English itself) in countries or jurisdictions where the first language of the majority of the population is not English” (Macaro et al., 2018).

Countries throughout Europe, Asia and the Middle East and North Africa (MENA)¹ regions have adopted policies that promote EMI, despite the fact that surprisingly little is known about the potential detrimental effect this might have on the learning of subject knowledge or whether it is even an effective way to learn English. In fact, a meta-analysis of eighty-three studies into EMI across the world (Macaro et al., 2018) found that key stakeholders in many of these cases have concerns about the detrimental effects on content learning of EMI policies. Unfortunately, the meta-analysis did not find enough evidence to confirm or allay these fears about the effects of EMI on learning in the disciplines nor its efficacy in terms of English language learning. Other studies suggest it is not an effective method of language learning (Humphreys, 2017; Rogier, 2012). Both Humphreys and Rogier used differences in students' International English Language Testing System (IELTS) scores on entry and graduation from their degrees to measure language learning, but both found the average increase to be very small.

Across the MENA region the uptake of EMI has been widespread. On the Arabian Peninsula, the six Gulf Cooperation Council (GCC) states of Bahrain, Kuwait, Oman, Qatar, Saudi Arabia and the United Arab Emirates have adopted EMI as an apparently necessary consequence of the rapid development that oil wealth has brought to the area since the early 1970s. Although there have been some more recent tentative steps away from the policy in some of the states, such as a partial reversion to Arabic-medium instruction in Qatar University from 2013 (Barnawi, 2017), the vast majority of tertiary institutions in the GCC states use English as the medium of instruction (Green et al., 2012). Since 1970, investment, and consequently expansion, in the Gulf education sector has been extensive; however, this unprecedented "massification of education" (Altbach, 2011, p. 2) has led to challenges in achieving qualitative improvement along with such dramatic quantitative growth, and by most accounts the results have been, at best, disappointing (Altbach, 2011; Hajee, 2013; Romani, 2009; United Nations Development Program & Regional Bureau for Arab States, 2009; Yahia, 2011). Despite the prevalence of EMI, graduates are said to lack the necessary English

¹ In most cases, I have chosen the broadly inclusive term MENA if referring broadly to the literature. However, because authors rarely define what countries they include in terms like MENA, Middle East or the Gulf, and definitions of these names can vary, when referring to specific research I have used the exact term used by the authors in an effort to more accurately represent their work, rather than aiming for consistency in the thesis.

communication skills to become productive participants in the GCC workforce with its high percentage of foreign workers, with Oman being no exception (Al-Issa & Al-Bulushi, 2012).

1.1.1 The research problem

In many ways, the Sultanate of Oman exemplifies the broader trends in education that can be seen throughout the six GCC countries. Despite a phenomenal growth rate in school and tertiary level places, the Omani education sector has largely failed to produce the hoped for results (Al-Jardani, 2014; Al Jabri et al., 2018; Al Zadjali, 2016; Baporikar & Ali Shah, 2012; Goodliffe & Razvi, 2012). There are strong indicators that Omani students struggle to meet the English literacy demands of their courses in a repeating pattern of underachievement from one level to the next (Altbach, 2011; O'Rourke & Al-Bulushi, 2010). For example, in Sultan Qaboos University, which is the most competitive in the country in terms of entry places, it has been reported that in some years less than 10% of new students had passed their national school English exit examination (Neisler et al., 2012). The remaining students, along with an estimated 80% of all tertiary entrants across Oman, are consequently required to complete between six months and two years of preparatory studies, known as Foundation Programs. Unfortunately, these foundation courses are largely unsuccessful in bridging the skills gap students experience between Arabic-medium school and English-medium tertiary study (Al-Mamari, 2012), resulting in students entering their undergraduate programs without the linguistic skills they require for success. By the time they reach tertiary level, students do not have the necessary English linguistic skills to read and write the texts of their disciplines. This is a crucial aspect of their education as these texts can be seen as apprentice texts in that they prepare students to engage with the literacy and communication requirements of their professions (Nesi & Gardner, 2012; Veel, 2000). Having failed to gain control of these texts in a tertiary setting, Omani graduates are not adequately prepared for the English communication demands of their chosen professions (Al-Mahrooqi & Denman, 2018; Al-Mahrooqi & Tuzlukova, 2014).

Although countering these substantial difficulties will most likely require heavily funded long-term strategies (Al-Issa, 2015; Al-Issa & Al-Bulushi, 2012; Al-Jardani, 2014; Al-Mamari, 2012; Borg, 2008; Neisler et al., 2012), one less considered factor that might more readily be addressed is a lack of explicit description of the English language and literacy requirements of an Omani undergraduate degree. Some of the challenges encountered in EMI might be somewhat mitigated by providing educators with this specific, detailed and contextualised knowledge about the writing students will be expected to produce in their

degrees. With this information, teachers would be better positioned to support students to develop the specific English language skills they will need to succeed.

1.1.2 Mapping first-year student writing in a Bachelor of Communications in Oman

The first-year writing requirements of a Bachelor of Communications offered by a college located in the Sultanate of Oman were investigated using the textography described in this thesis. A textography is “an approach to genre analysis which combines elements of text analysis with elements of ethnography in order to examine what texts are like and why” (Paltridge, 2008, p. 10). Genre analysis and its associated pedagogy is well established as an empowering tool in English language education (Dreyfus et al., 2016; Gebhard, 2010; Gomez-Laich et al., 2019; Macken-Horarik, 2005; R. T. Miller et al., 2014; Pessoa et al., 2017, 2019; Schleppegrell, 2013) because it can be used to make visible to educators and students the socio-semiotic resources needed for success. In a textography, ethnographic techniques are used to add a practical depth of understanding to genre analysis, exemplifying how and why texts function as they do in a particular context.

The analytical tools of the Sydney School genre theory, informed by systemic functional linguistics, have been used in this study to analyse students’ written assessment tasks, and the way these tasks were valued by teachers. These data were contextualised using ethnographic data that included teacher interviews, document analysis and the professional observations of the researcher while employed as a teacher in the English Department of the Omani college offering the Bachelor of Communications under investigation. Because of its associated pedagogy, the choice of genre theory as it is broadly understood, with specific use of some of the tools of genre theory emerging from the SFL tradition, facilitated a clear path from the findings of the investigation to proposals for classroom support for teachers and students. The detailed descriptions generated by the analysis are immediately usable in a genre-informed teaching program.

1.1.3 The research questions

The investigation of the first-year writing requirements of the Bachelor of Communications offered by the Omani college was guided by the following research questions:

1. What written English texts are required in the first-year assessments in the Bachelor of Communications in a tertiary institution in Oman, and what are the distinctive language features of these texts?
2. To what extent do the assessment genres in the English Department support student progress and achievement in the Communications Department?

1.1.4 The researcher's relationship to the study

This investigation grew as a natural extension of my professional practice. I have worked as an English language teacher for more than twenty years. Much of this work has been in tertiary Foundation Programs preparing students who do not use English as their first language for the demands of an English-medium degree. I have conducted this work in Australia, Asia and the Middle East. In every place the work is the same, and in every place it is different. It is the same to the extent that all English language teaching environments participate in the world-wide culture of English language teaching and all students struggle with the challenges of learning this language. On the other hand, it is different because of the unique aspects of each country, institution, classroom and student. This thesis attempts to articulate both this sameness and difference in regard to this particular college in Oman.

At the outset of this investigation, I was a teacher in the college which serves as the research site. This college is one of a number of government colleges located across Oman. Since the data collection period for this study, twelve of these colleges, including the research site, have been upgraded to become one university with many campuses, though they are still referred to as colleges on their websites. The English component of the Foundation Program offered to students prior to the commencement of their degree is administered by the English Department. The English Department also delivers four courses at undergraduate level which are compulsory for all students in all degrees. The undergraduate courses are designed to continue on with academic English from the point where the foundation courses ended. My responsibilities included teaching English at both of these levels. During this time, I was also a member of two college task groups which were relevant to the aims of this research. The first

was the Foundation Writing Group, which was established to identify and address reasons for the low level of student writing in the college. The aim of the group was to reconsider the teaching of writing in the college's foundation program. The answers to the research questions asked in this research will potentially inform the teaching of writing in the college in the future.

The second group relevant to this research was the English Department Research Group. In theory, the college has a commitment to supporting research undertaken by staff and students but the protocols around conducting research are still developing. This group had been tasked with encouraging a research culture within the English Department and developing the official protocols to support this. In conducting this study, I was the first researcher to seek formal approval from the college without applying for funding. The project, therefore, constitutes a prototype for the process of conducting unfunded research at the college.

Finally, the project fulfilled a more personal need within my own practice as a teacher. Teaching at the college challenged me and left me with the feeling that we were not doing the best we could for these students. My hope is that the outcomes of this research will provide a way forward for improvement.

1.1.5 Outline of the chapter

This chapter serves to briefly introduce the content of the following chapters by clarifying some terms and issues to be discussed and providing some relevant background information. Following this introduction, the chapter is organised into the following sections:

Section 1.3 establishes the contextual background to the study by providing some historical, political and social notes about the Sultanate, including some details about the languages in use.

Section 1.4 describes the pedagogical context of the study. This section includes a brief account of the historical development of the education sector in Oman and an overview of the current school and tertiary sectors.

Section 1.5 introduces the research design. It firstly introduces World Englishes theory as the conceptual framework for the study which will be discussed further in Chapter 2. Next, textography as the methodological approach for the study is introduced along with systemic

functional linguistics and the genre theory of the Sydney School as the informing theories for the data analysis. This section ends with reference to the significance of the study.

Section 1.5 provides a brief outline of the thesis to aid navigation through the text.

1.2 The Context of the Study: Oman

The Sultanate of Oman is a small country and perhaps not as well-known as some of its more high-profile neighbours. It is situated on the southeast coast of the Arabian Peninsula, sharing land borders with United Arab Emirates, Saudi Arabia and Yemen, and maritime borders with Iran and Pakistan. Omani territory also includes the important Musandam exclave in the north of the United Arab Emirates, giving Oman a controlling interest in the Strait of Hormuz which is considered to be “the world’s single most important oil passageway” (Al Jazeera, 2019, para. 1). The potential volatility of the area around Oman can add a level of insecurity for teacher-researchers and limit their inclination for long term planning or commitment. As it is not possible to understand the current educational situation in Oman without having at least some idea of the remarkable development story of the country and the rich diversity of its people, a brief summary of some of the more relevant aspects is offered below.

1.2.1 History

The region known today as Oman has a long history as a colonial power. In the past, the Sultanate, previously known as Muscat and Oman, controlled territory that included areas now controlled by Iran, Pakistan, Tanzania and Kenya. These influences are still evident in Omani society today (Al-Balushi, 2016; Eigenmann-Malik, 2011; Ministry of Information: Oman, n.d.) By 1861 the somewhat decreased territory was divided between two brothers competing for succession, and Zanzibar became a separate state (Barnawi, 2017; Kharusi, 2012). In 1891 Muscat and Oman became a British Protectorate. In 1932, when Sultan Said bin Taimur inherited the Omani throne, the country was so badly in debt his predecessor had abdicated for financial reasons. The period of Said’s reign is popularly cast as one of conflict and under development, despite his success in quelling some internal conflicts and eliminating the massive debts of his father (Phillips & Hunt, 2017). Certainly, Oman’s development prior to 1970, the end of Said’s reign, was limited. Oman had just thirteen practising physicians, making the physician to population ratio around 1 per 50,000. One out of every five children

born alive died before age 5, and the average life expectancy was 49.3 years (Alshishtawy, 2010). There were just 10 km of sealed roads (Dekeermaeker, 2011).

In 1970 Said bin Taimur's son, Qaboos bin Said al Busaidi usurped his father in a British-backed coup. Qaboos's first few years of rule were occupied with continuing the consolidation of the country, including controlling rebellions in some regions. The research site for this study is in the capital city of a previously rebellious regional area. By 1975 the territory of modern Oman, as it is known today, had officially been defined, resulting in a name change from Muscat and Oman to just Oman. Qaboos then embarked on a modernisation program now celebrated as the Blessed Renaissance. Today Oman has more than 5000 practising physicians, the pre-5 year old mortality rate has been reduced to 11.7 per 1000 and the average life expectancy is 71.6 years (Alshishtawy, 2010). Oman now boasts approximately 35,522 km of sealed roads and 31,744 km of unsealed roads (Oxford Business Group, 2020). The nation mourned the death of the much-loved Sultan in 2020 but remembering the impressive rate of growth under his rule remains an important unifying narrative for the country, with the start of the new era of modern Oman usually being dated from his accession in 1970, although it has been argued that the beginning of development could more precisely be linked to the inflow of oil revenue in 1968 (Phillips & Hunt, 2017). Qaboos was succeeded by his cousin, His Majesty Haithim bin Tariq Al Said.

1.2.2 Politics

The following information is drawn primarily from the Oman Ministry of Information website (Ministry of Information, n.d.) with additional sources as indicated. In Omani matters of state, the Sultan has supreme power but a board of ministers, the *Majlis Oman*, are responsible for practical duties. The *Majlis Oman* is made up of two main councils: the *Majlis Al Dawla* or Council of State and the *Majlis Al Shura* or Consultative Assembly. Members of the *Majlis Al Dawla*, are appointed by the Sultan, and must be over 40 years of age, of sound character and not affiliated with the military or other public service positions. The *Majlis Al Shura* was established by Sultan Qaboos in 1990 and meets the requirement under Sharia law of representation for all citizens (Barnawi, 2017). Accordingly, this council is popularly elected, with one or two members being drawn from each of the sixty-one *wilayats*, or provinces. Members of the *Majlis Al Shura* must have reached a minimum general education level (see 1.4.1), though they need only be thirty years of age. Having an educated, informed citizenship is an important requirement of this democratic aspect of the Omani political system.

There are more women on the appointed *Majlis Al Dawla* than on the popularly elected *Majlis Al Shura*, which is perhaps an indication of the progressive agenda of the late Sultan Qaboos (Goveas & Aslam, 2011). Oman also has an independent judiciary and a separate military court for members of the armed and security forces.

Oman is a member of the Gulf Cooperation Council (GCC) formed in 1981 (Karmani, 2010). These countries are often discussed together although it is important to remember that each one is actually quite unique in many ways (Davidson, 2010), which could have an impact on their relationship with English, for example, the percentage of foreign workers in the workforce in the country. On the other hand, these countries do share some common influential characteristics such as using Arabic as the official language, having a commitment to Islamic principles and some strategic policy goals in areas such as education (Al-Issa, 2015; Davidson, 2010; Karmani, 2010; Mahboob et al., 2017), so some trends can be usefully tracked in the literature across the six countries.

1.2.3 Society

Oman has a population of just under 4 665 000 of which around 46% are expatriates, with the three largest immigrant groups by far coming from India, Bangladesh and Pakistan, in that order, and the next largest groups coming from Egypt, the Philippines and Nepal (EUI & GRC, 2017). Oman prides itself on being an early and willing embracer of Islam. It is unique in the Islamic world in that while both Sunni and Shi'i Muslims are represented in the population, neither dominates in numbers or influence (Al-Rabaani, 2018). The majority of Omanis practise Ibadism (OKAWA, 2015; Oxford Business Group, 2020), a form of Islam considered to be internally conservative but tolerant of other beliefs and cultures (Alwahaibi, 2017; Ministry of Information, n.d.). In Oman, freedom of religion is protected by royal decree along with freedom of expression of opinion and of the press (The Basic Statue of the State (sic), 2011)². To enhance the effectiveness of this legislation, there is a public agenda of promoting tolerance of religious and cultural diversity and such attitudes are generally found in the broader community (Al-Rabaani, 2018; Times News Service, 2017; Times of Oman, 2014). Oman is historically tribal, and the family is recognised by law as the basis for society (The Basic Statue of the State (sic), 2011).

² This appears as *statue* on the ministry website as opposed to the more usual *statute*

1.2.4 Language

Oman has a rich linguistic makeup with several indigenous and non-indigenous languages in use (Eberhard et al., 2019; Kjeilen, 2009b; Moseley, 2010; Simons & Fennig, 2017b). This linguistic tapestry can be heard in the classrooms of the college which served as the research site for this investigation as students bring their diverse language skills to negotiate learning new ones. The following section introduces some of the most important Omani languages.

1.2.4.1 Arabic

The official language of Oman is Arabic. Arabic is a Semitic language used by over 200 000 000 people around the world (Agar, 1998; Simons & Fennig, 2017a). It is classified as a macrolanguage by the International Standard Organisation with the term Arabic encompassing thirty different language codes (SIL International, 2020), which means that each is considered to be a distinct language. Not all of these are mutually intelligible (Kjeilen, 2009a; Randa, 2021), and many have only spoken forms. Varieties of Arabic spoken in Oman include Omani Hadari, Shihhi, Bahrani, Gulf, and Dhofari. The variety of Arabic which is spoken by locals in the region of the research site has a relatively small number of users.

To facilitate communication between various Arabic language groups, Modern Standard Arabic (MSA) is used. MSA is the official language of twenty-eight countries and is one of the six official languages of the United Nations. Across the Gulf it is used for all official, non-religious purposes, written materials, and formal speeches, and is the variety of Arabic which must be considered with reference to academia (Abdelali, 2004; Abu-Rabia, 2000; Al-Marooqi & Denman, 2019). MSA is a modernised version of Quranic or Classical Arabic. Quranic Arabic is used for religion and ceremonial purposes and is considered the most exemplary model in both written and spoken form (Feghali, 1997). Being thus aligned to Quranic Arabic gives MSA broad intelligibility and stability of form compared with other versions of Arabic (Johnstone, 1990). Although there are around 274 000 000 users of MSA, it is not the first language of any of these users. In fact, even in those countries where MSA is the official language, only the well-educated have an adequate level of proficiency in MSA to perform academic or administrative tasks (Simons & Fennig, 2017a). This is partly because in those countries there are high numbers of speakers of other ethnic languages, but also because MSA differs considerably from local spoken varieties of Arabic. It has been said that all Arabic students learn to read and write in their second language (Abu-rabia & Taha, 2004), because

even for those students who speak Arabic at home, the Modern Standard Arabic used in the classroom is substantially different to their spoken dialect.

1.2.4.2 Other Omani languages

Arabic is just one of the many languages spoken in Omani homes. Oman also has a number of indigenous languages. Classified as Southern Arabian languages, all are unwritten, and some have dialects of their own. Examples include Mehri, Bathari, Harsusi, Hobyot, and Jibali. Some, such as Hobyot are spoken by as few as 100 people though others, such as Jibali, spoken by around 25 000 people from several tribes, are more widely used. Sadly, all are considered endangered languages (Moseley, 2010). In addition, Oman also has a number of imported languages which are culturally significant but now also under threat. These include the Iranian languages Balochi, Luwati and Kumzari as well as Swahili which is a remnant of Oman's involvement in the slave trade of the region. Some research suggests that the use of these languages gives the user less status in society, which could be contributing to their decline (Kharusi, 2012).

Figure 1.1 shows the dispersal of some of Oman's main languages. The majority of the students at any particular college are local although the Ministry of Education allocates students to a college according to their grade, preference and major, so the students attending any particular college can come from any part of the country.

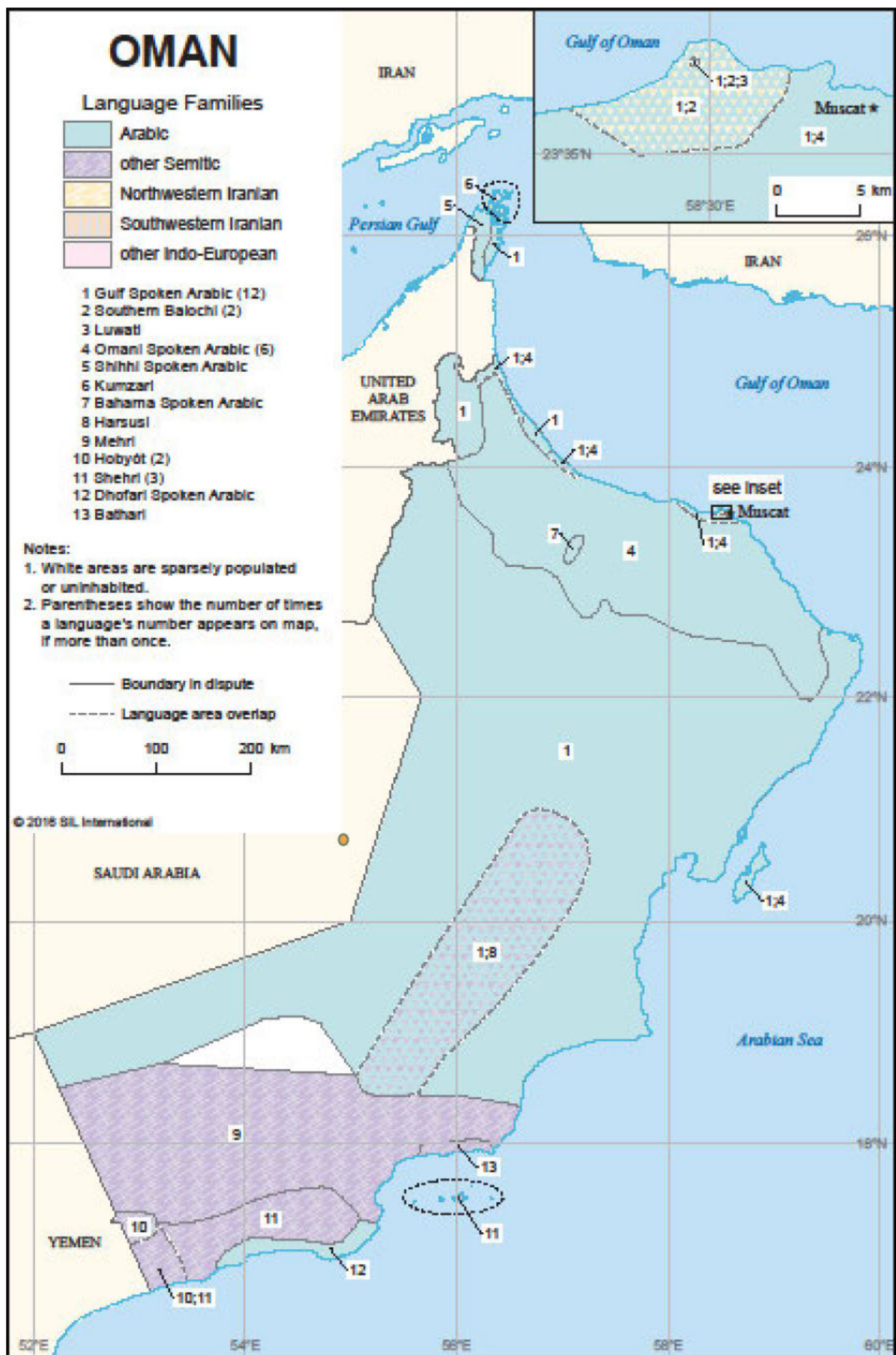


Figure 1.1: Omani Language Groups (“Ethnol. Lang. World,” 2017) used by permission.

1.2.4.3 The role of English

English is the only official foreign language in Oman and is considered to be an essential tool for modernisation and engagement with the global economy (The Basic Statute of the State (sic), 2011). English is also important to the domestic economy. The Omani workforce includes around 500 000 foreign workers. While these workers communicate in a variety of *lingua franca*, in the most prestigious highly paid contexts, English is frequently the dominant *lingua franca*. English is essential in the private sector and some government sectors, including the oil and gas industry. Tourism is another increasingly important sector which requires English, as the country looks to a future with a reduced dependence on the oil and gas industry. These industries are known to favour job applicants with good English communicative ability (Al-Mahrooqi, 2012b). To support Omanis to find work in these industries in response to the GCC policy to localise the workforce (Abdulla, 2018), English has been identified as an important element in education (Ministry of Higher Education, 2019).

1.3 The Pedagogical Context of the Study: Education in Oman

The existence of a national education sector is a relatively new development in Oman, and widespread literacy in any language has only been achieved in the most recent generations. The following sections summarise some of the key stages in the growth of the sector to date.

1.3.1 The school system

1.3.1.1 Pre-1970: Traditional education

Traditionally, if Omani children received any formal education, it was usually in a *kuttab* which was a traditional Islamic method of education utilised across the Gulf. The *kuttab* generally took place in mosques, private houses, or even outdoors, and were attended by both boys and girls. Students were taught to recite the Quran, and, generally some other subjects such as basic writing (particularly reproduction of religious texts), arithmetic and geography depending on the knowledge of the teacher (Al-Hasani, 2019; Al-Shibli, 2003; Alyahmadi, 2006; Findlow, 2008; Goveas & Aslam, 2011; Maryam AlNabhani, 2007). Although most sources in the literature state there were just three schools in Oman prior to 1970, providing education only to boys (Al-Mahrooqi & Tuzlukova, 2014; Dekeermaeker, 2011; Phillips & Hunt, 2017; Waterman, 2015), this seems rather dismissive of the value of the *kuttabs*. Furthermore, as well as the three government schools, there were a few private educational

institutes, at least some of which offered full day programs covering arithmetic and geography as well as Arabic reading, writing, grammar, and rhetoric (Nasser, 2016). Nasser identifies at least one such institute in Muscat that admitted girls as early as 1914. While “only three schools” is probably an oversimplification that fails to do justice to the traditional learning systems, what most sources agree is that the total number of Omani children in formal, modern style schooling in 1970 was around 900.

1.3.1.2 Post 1970: The Renaissance

"Let there be learning, even under the shade of trees."

His Majesty Sultan Qaboos bin Said (Ministry of Higher Education, 2019)

Since 1970 the education sector has grown dramatically, even though by Gulf standards, state investment has been moderate (Library of Congress: Federal Research Division, 1993). In the early years, reform concentrated on quantitative goals, emphasising the development of infrastructure to support access to schools and teachers, even for citizens in Oman’s remote areas. It should be remembered that at this time there were very few roads in Oman, let alone organised school transport. By 2017, there were over 565 000 students in over 1300 government schools. In addition, there are now almost 500 private schools catering to nearly 100 000 students. Oman now boasts close to 100% participation rate for eligible school age primary and secondary children (Ministry of Education: Oman and the World Bank, 2012) although attendance is not compulsory. Tuition at all government schools is free. Furthermore, just over half of four to five year old Omani children are currently enrolled in kindergartens (Ministry of Information: Oman, n.d.).

At first, teachers for the schools were mainly drawn from neighbouring Arabic-speaking countries, particularly Egypt. In 1981 the first teacher training institutes were established, offering two-year courses qualifying the first Omani teachers. By 2008/09, eighty-nine percent of school teachers were Omani (Matveev, 2013), although more remote areas such as the region where the research site college is situated still tend to have a higher percentage of foreign teachers (Ministry of Education: Oman and the World Bank, 2012).

1.3.1.3 1995: The second wave of reform

Having achieved the quantitative aims outlined above, in the second wave of reform there was a shift to a more qualitative focus, in answer to concerns about the low level of skills

of Omani school leavers. An emphasis was also placed on enabling Omanis to take on teaching and administrative roles in the Ministry of Education. From 1995 a major reform began in schools across the Sultanate. The changes included the introduction of a three-cycle system. Cycles 1 and 2 are Basic Education. In Cycle 1 children aged from six to nine years complete grades one to four. In Cycle 1 classes students are mixed gender but the teachers are mostly female. In Cycle 2 students aged from ten to fifteen complete grades five to ten. Genders are usually separated in Cycles 2 and 3, with female teachers teaching in female schools and male teachers teaching in male schools. Cycle 3 is Post-Basic education and includes grades 11 and 12. The Post-Basic level is required for tertiary entrance. The 'Basic' system has gradually been introduced to replace the previous 'General' system, bringing with it a substantial increase in annual schooling hours. Modern Standard Arabic is the medium of instruction in all state schools and English is studied as a foreign language. In the new Basic system, all students learn English from their first-year of primary school, with students usually attending between five and seven forty-minute English classes a week (Al-Issa & Al-Bulushi, 2012; Al-Jardani, 2014, 2015; Al-Riyami, 2016; Al-Shibli, 2003).

Along with these qualitative measures, there was a strong push to move teachers towards using a more student-centred critical approach in their classrooms (Borg, 2008). New school textbooks were produced by the Ministry of Education in response to recommendations by a study panel headed by David Nunan, one of the founding advocates of communicative language teaching (CLT), and these effectively became the new curriculum documents. However, it seems the uptake of an English-only communicative approach has been less than enthusiastic, and teachers in Omani schools still favour a passive rote learning style in teacher-centred classrooms (Al-Issa, 2005). There have been a number of departmental initiatives to encourage more participatory approaches (Al Zadjali, 2016) although there does not seem to have been very extensive research into the appropriacy of these approaches in current Omani classrooms.

1.3.2 The tertiary system

1.3.2.1 General Foundation Programs: Situating the research problem

Almost all Omani students are required to complete between six months and two years of a foundation skills program prior to their undergraduate program. These programs are delivered by the individual tertiary institutions but are monitored nationally (Al-Mamari, 2012). The aim of the foundation skills program is to ensure students have adequate skills in

mathematics, information technology, Arabic and English before commencing their tertiary level study. This step is necessary because of the low academic level of high school graduates (UNESCO, 2011), and the additional challenge of transitioning from Arabic-medium school to English-medium tertiary study. Despite a large scale initiative to improve the quality of these programs (Al-Mamari, 2012), most of the commentary about them concurs that they are not successful in preparing students for the English demands of their degrees (Albakri, 2017; Ismail, 2011).

The current practice of the majority of these Foundation Programs is to deliver a standard English for academic purposes (EAP) curriculum covering a broad range of English language skills. Currently teachers in Omani Foundation Programs are required to hold a degree relevant to the teaching of English and be a native speaker or have achieved a recent academic IELTS of 7.5 (CECNE, 2021). Because the number of Omanis with these qualifications is still relatively low, most teachers in these programs have no frame of reference to guide their delivery of these very broad EAP curricula other than their own study experiences. The majority of these English language teachers studied in universities in English-speaking countries, and may, therefore, not be delivering the most appropriate lessons to prepare their students for Omani tertiary study. To inform teaching within one of these programs, one aim of the study reported in this thesis was to provide clearer guidelines regarding Omani undergraduate learning needs.

1.3.2.2 Tertiary Institutions

In 2018 almost 120 000 Omanis were attending one of the sixty-three government and private tertiary institutions across the country (Higher Education Admissions Centre, 2020). Programs in almost all tertiary institutions are officially English-medium (Ministry of Education: Oman and the World Bank, 2012). These tertiary institutions are administered by various government authorities and private bodies. At all government tertiary institutions eligible students receive free tuition and a moderate study allowance. The government administered tertiary institutions at the time of the data collection are shown in Table 1-1.

Table 1-1: Government Administered Tertiary Institutions at the time of the data collection

Responsible Government Body	Ministry of Higher Education	Central Bank of Oman	Ministry of Awqaf and Religious Affairs	Ministry of Manpower	Ministry of Health
Institution	Sultan Qaboos University	College of Banking and Financial Studies	Institute of Sharia Sciences	Higher College of Technology	Oman Assistant Pharmacy Institute
	Military Technological College			6 Colleges of Technology	8 Nursing Institutes
	6 Colleges of Applied Sciences			6 Vocational Training Colleges	
				2 Fisherman's Qualifying Colleges	

At the time of data collection for this study, Sultan Qaboos University, which was established in 1986 and administered by the Ministry of Higher Education, was the only government university in Oman. It is located in Muscat. The Colleges of Technology, including one Higher College of Technology, were established in 1984 and were operated by the Ministry of Manpower, and located in six towns across Oman. Together, the Colleges of Technology represented the largest proportion of the student population. The Colleges of Applied Sciences, administered by the Ministry of Higher Education, represented the next largest proportion of the student population. These colleges were previously Colleges of Education but were transformed into the Colleges of Applied Sciences in 2006. In 2020 the Colleges of Technology and the Colleges of Applied Sciences were combined into The University of Technology and Applied Sciences. This is reflected on students' graduation papers but, as yet no other changes are apparent. The individual college websites still use the term *college* as opposed to *university* and each still identifies with either the Colleges of Technology or the Colleges of Applied Sciences. The site for the investigation reported in this thesis is one of these colleges. In the same city as the college which is the research site, there is one other college and a private university. In terms of high school grades required to enter these institutions, the college featured in this study requires the highest scores, followed by the other college. The lowest entry threshold is to the private university where students study at their own expense.

1.3.2.2.1 Communications degrees in Oman

This investigation focuses on a degree in Media and Communications offered by four of the government colleges. Bachelor's degrees in this field are also offered at a number of

other institutions in Oman. Sultan Qaboos University offers a degree in Mass Media. Also, the private Bayan College, which is affiliated with Purdue University in the United States of America and located in Halban just outside Muscat, offers only media-related degrees with majors including journalism, advertising, public relations and broadcasting. In addition to these degrees, related diploma-level qualifications are offered at other institutions.

1.3.2.2.2 Curriculum

In both the pre-tertiary foundation programs and degree-level programs, Omani institutions deliver curricula adapted from imported materials (Al-Riyami, 2016; Baporikar & Ali Shah, 2012; Kaur, 2012). The Omani Ministry of Higher Education favours a strategy of partnering with international institutions over inviting foreign universities to set up campuses in the country, as is the policy in many of the other Gulf states (Barnawi, 2017). This means that the materials used in the Foundation courses have almost always originally been developed for English as a second language (ESL) learners preparing for universities in English-speaking countries. In these countries, students are usually expected to have minimum English levels equivalent to an IELTS score of 6.5. In the case of the colleges in this study, the degrees were adapted for Oman by the New Zealand Tertiary Education Consortium (O'Rourke & Al-Bulushi, 2010). Although the New Zealand team attempted to modify the material to suit the Islamic sensitivities and expected English levels of IELTS 4.5 (equivalent) for students entering first-year study, none of the team members spoke Arabic or had experience living or working in an Islamic society (O'Rourke & Al-Bulushi, 2010). Another complication is that, due to poor school results, the students' English levels are well below that which the course designers were advised. Even when the materials had been adapted by the course designers, further adaptations were necessary to deliver the material in Oman.

To date, no systematic analysis has ever been done of the adaptations teachers in Oman make in order to deliver more appropriate lessons from the imported curricula used in most institutions, or how these adaptations might be reflected in assessment practices. That is to say, to date, it has not been established how the academic English required in an undergraduate degree in an Omani tertiary institution differs from the English academic language required in a degree in an English-speaking country. As Humphrey, Droga, & Feez (2012, p. 1) explain, the "variety of language we use at any time is determined by the context in which it is being used" but very little is yet known about the Omani tertiary context and its impact on the academic English in use. This research was designed to address this gap.

1.4 Research Design: Describing Texts in Context

In order to answer the research questions, a textography approach was used to examine successful student texts from four year-one courses from the Bachelor of Communications degree in the college. The deep discourse analysis of these texts was contextualised with reference to ethnographic data collected from the research site including teacher interviews and college documents.

The following section introduces the main features of this study, beginning with an introduction to World Englishes theory as the conceptual basis for the study. Next, textography is discussed as the methodological approach, before the scope and finally the significance of the study are discussed.

1.4.1 Conceptual framework: World Englishes

The conceptual underpinnings of the study were shaped by the literature from the World Englishes tradition, which examines differences in the way English is used across the world. Early World Englishes theory is associated with the work of Braj Kachru who proposed a three circle model theorising the spread of English out from its traditional centres (B. Kachru, 1986). The model is reproduced in Figure 1.2 including the countries and regions Kachru assigned to each circle in the 1990 version. The countries according to their historical relationship to English, moving from the *Inner Circle* English speaking countries such as the United Kingdom and the United States of America through the *Outer Circle* countries colonised in the British colonial era such as Singapore and India to the *Expanding Circle* countries such as Korea and Oman where English has historically been used as a foreign language. This circle is particularly interesting at this point in time because rapid development of English as a medium of instruction (EMI) in this circle is changing their relationship to English in ways that are as yet relatively unexplored (Macaro et al., 2018). Kachru was interested in the ways different language users have appropriated and subverted standard forms of English to fit their own cultural circumstances, thereby creating new “Englishes”, which he argued are as valid as *Inner Circle* varieties. Kachru’s broad categorising of language users according to country borders has been seen as a weakness in the model (Bruthiaux, 2003; Mahboob & Szenes, 2010), though findings in this study show this categorisation is still surprisingly salient. The three-circle concept was useful in directing the literature search reported in Chapters 2 and 3 which investigated trends in the way English is used in educational settings across the world.

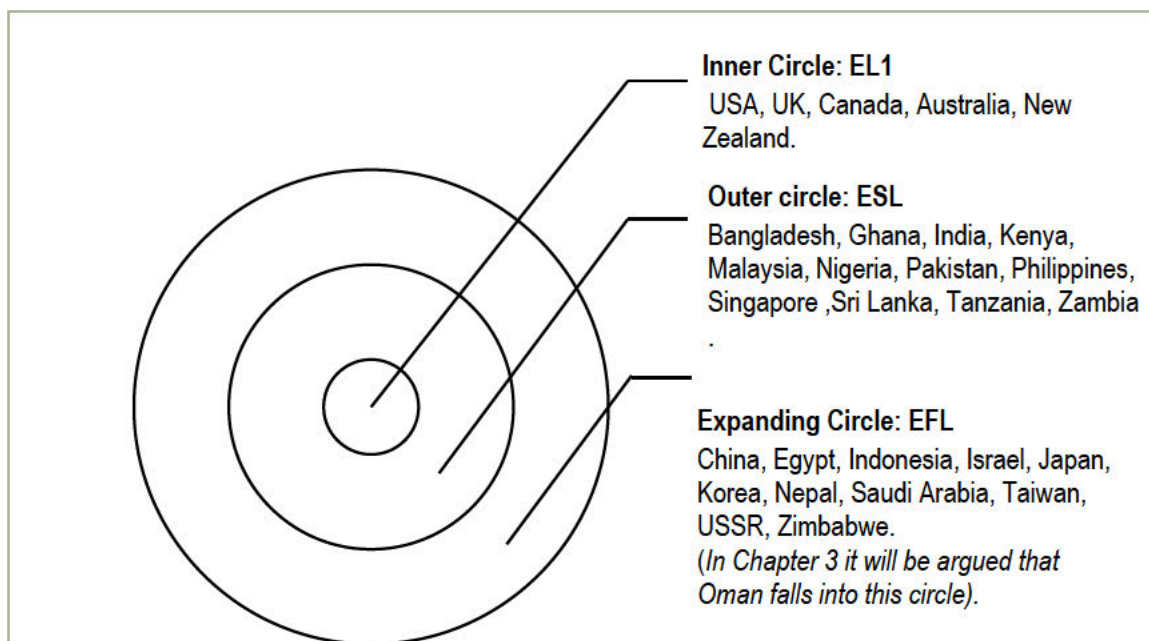


Figure 1.2: Kachru's 1985 conception of the Three Circle Model (adapted from Crystal, 2018) with the countries assigned to each circle in Kachru's (1990) version

More recent approaches to World Englishes have tended to move away from attempting to describe new varieties of English as artifacts with a stable form that can be identified and legitimised (Blommaert, 2010). In fact, it has been shown that this is not actually possible even with *Inner Circle* varieties of English (Chappell & Moore, 2012; Jenkins, 2000; Makoni & Pennycook, 2005). This has shifted the focus away from the variations between Englishes to the ways they are used in combination with other language resources available to people in various global contexts with concepts such as plurilingualism (Ellis, 2013; O. García & Sylvan, 2011) and translanguaging (Canagarajah, 2011; Kuteeva, 2020; Ollerhead et al., 2020). These developments are a shift of focus but in no way contradictory to the original Kachruvian approach which was “characterized by an underlying philosophy that has argued for the importance of inclusivity and pluricentricity in approaches to linguistics” (Bolton, 2008, p. 240). The World Englishes literature has consistently argued that the context in which language is being used determines the variety of the language which is appropriate for use.

1.4.2 Methodological approach: Textography

In order to understand the meanings made in student writing tasks in the setting, this study used an approach known as textography. The term *textography* was first used by John Swales in his inquiry into the textual practices of three departments occupying the same university building (Swales, 1998a). It has since been used by other researchers, most notably

by Brian Paltridge, whose theorisation of the approach has brought it into broader use (Paltridge, 2008; Paltridge & Stevenson, 2017; Starfield et al., 2014). Paltridge explains that textography “is an approach to genre analysis which combines elements of text analysis with elements of ethnography in order to examine what texts are like and why” (Paltridge, 2008, p. 10). Paltridge (2014) uses the term genre in a fairly broad sense, predominantly informed by the ESP tradition but open to understandings that have been brought to the teaching of writing from all traditions. The combination of genre informed text analysis with ethnography facilitates a deeper understanding not only of how a text is making meaning but also why those meanings are being made in that particular way. This foregrounding of meaning has been a guiding principle in the design of this investigation because it answers the criticism of past World Englishes research that there was too great a focus on structural variations, thereby limiting insight into meaning and semantics (Mahboob & Szenes, 2010). For this reason, genre analysis was particularly suited to the needs of this study.

1.4.2.1 Genre theory

Genre theories have in common a concern with recurring configurations of texts required to achieve particular goals in particular social contexts, and the relationship between these texts and agency and power in these contexts (Feez & Zhang, 2018). Academic success requires control of those genres which have been institutionalised in a particular academic context for the purpose of demonstrating the knowledge and understanding of a particular discipline. One way the ability to use a given genre appropriately can be acquired is through association with the discourse community of a discipline (Swales, 1990) and exposure to the texts that are valued in that community. Unfortunately, not all students have equal opportunity to engage with those particular discourse communities whose “ways of writing” (Hyland & Shaw, 2016, p. 5) are valued in academia which can perpetuate patterns of privilege in society. Most notably, students who speak English as an additional language or dialect (EALD) can be disadvantaged. A genre approach to teaching gives all students explicit explanations of the linguistic resources most often employed by students who successfully engage with the texts of their disciplines. This knowledge enables all students to compose the *apprenticing texts* they are required to write as they learn the ways of writing in their discipline (Dreyfus et al., 2016; Hao, 2015; Martin, 2002; Nesi & Gardner, 2012). In this way, genre informed pedagogy is capable of “democratising the outcomes of education” (Rose & Martin, 2012, p. 4). Over time, different schools of practice in genre analysis have developed. These reflect the needs of the contexts in which they have predominantly been situated. Three of these traditions are the

English for specific purposes (ESP) tradition, the rhetorical genre studies (RGS) tradition and the genre theory of the Sydney School which is grounded in systemic functional linguistics (SFL) (Hyon, 1996).

In the ESP school of genre study, a “genre comprises a class of communicative events, the members of which share some set of communicative purposes” (Swales, 1990, p. 58). Researchers associated with this school traditionally focus on the texts themselves, using text-based methods of enquiry such as discourse analysis. In this tradition genre is described as a class of communicative events. Texts are described in terms of *moves* and the smaller *steps* that make up these *moves*. This tradition is closely associated with support for ESL/EFL students, and practitioners working with these students across the world are notably transient, often working in countries outside of their home countries. They might be employed in the immediate context of the teaching situation in which they are researching but are often outsiders to the broader context of culture. As a result, researchers in this tradition have often adopted the etic view offered by text analysis, that is, looking from the outside to focus objectively on student texts (Sizer, 2019).

On the other hand, RGS and the closely associated Critical Literacies approaches consider genres to be “a typified rhetorical response to (or uptake of) a recurrent rhetorical situation” (C. Miller, 2015, p. 56). This tradition has grown from the need to support domestic students in North American universities where the practitioners may be more deeply embedded for extended periods of time in the broader academic culture. This affords them the opportunity to adopt a more emic view, that is, examining the practices of the specific communities of which they are a part. Researchers in this tradition have predominantly used ethnography to interrogate power relationships embedded in particular genres, thereby examining the contexts in which texts are created (Bawarshi & Reiff, 2001).

A third tradition of genre analysis is the genre theory of the Sydney School (Martin & Rose, 2008; Rose & Martin, 2012) grounded in the rich linguistic descriptions which can be made using SFL. In the Sydney School tradition, “genres are defined as a recurrent configuration of meanings, that enact the social practices of a culture” (Rose, 2010, p. 209). SFL can be seen as providing a theoretical bridge between the text focused approach of the ESP tradition and the context focused approach of the RGS tradition because it provides a model of text within context. SFL provides a framework for theorising connections between text and context, in order to describe how specific features of a text reflect the context in which

it was created and also how texts impact on their context. The SFL model of language is multi-stratal, with a relationship of realisation from one stratum to another. The language choices made at each stratum are the realisations of the meanings being made, and these meanings redound in patterns across the strata.

Importantly for World Englishes research, SFL models text within two layers of context: the context of the situation and the context of culture. The context of the situation is the immediate situation in which the texts are composed; for example, the immediate situation surrounding the majority of writing samples in this corpus was an examination in the college. The context of culture is the broader cultural environment that influences and is influenced by language choices in the texts. It is the sum of all the genres used to represent the discipline knowledge covered in the degree. These genres have been influenced by broader cultural influences, including the global EMI phenomenon, the English language teaching community and the professional community of practice in the communications sector in Oman. For research concerned with World Englishes, this dual-layered theorisation of context is particularly useful. World Englishes research is concerned with the capabilities of English for shared meaning making world-wide but also localised uses of English. In addition, SFL provides a framework for very detailed descriptions of the language features of a text but focuses on meaning over form. Using SFL to understand how meanings are made in different World English contexts has the potential to “contribute to theorization of language” in these contexts (Mahboob & Szenes, 2010, p. 597). Because it offers an analytical tool underpinned by SFL, the genre analysis of the Sydney School was selected as the analytical framework for the discourse analysis of the texts in this study.

By combining ethnographic inquiry with discourse analysis, textography as a research approach offered an extension to genre analysis that supported the needs of this study. SFL-informed genre analysis was used to develop detailed descriptions of the generic structure and associated language features of successful student writing in the college. The analysis of the ethnographic data collected from the research site was used to reach a more tangible understanding of why the particularly successful student texts are valued in this context. The aim was to make visible to educators and students the socio-semiotic resources needed for success in the first year of a degree in the college.

1.4.3 The scope of the investigation

By far the majority of tertiary students in Oman study in one of the twelve colleges which now comprise the University of Technology and Applied Sciences. Together the colleges meet the needs of students with a wide range of entry scores. For this reason, one of these colleges was selected as the case for this study with the aim of producing more transferable results. At the time of data collection for the investigation, the most popular degree at the selected college was Information Technology, followed by Communications (Higher Education Admissions Centre, 2015). Of these, Communications was selected as the example degree because it is considered the more linguistically demanding, as evidenced by language scores being weighted more heavily in the entry requirements. In summary, four courses from the degree program were selected for close analysis, two of which are delivered by the Communications Department and two by the English Department.

1.4.4 Significance of the research

The findings of this study offer the first detailed descriptions of instances of Omani EMI assessment writing tasks. A thorough linguistic description of the writing tasks Omani students need to produce in their degree studies has not previously been published. These results will therefore provide new information to support teachers and students. Furthermore, it is hoped that the model for analysis of data in a textography that was developed in this study, will support other teacher-researchers wishing to conduct a textography to inform their practice.

1.5 Outline of the Thesis

Following this Chapter 1 Introduction, the thesis is organised into the following chapters.

Chapter 2 reviews current research into English language teaching in the first two of the three of Kachru's (1976) circles. The review looks at the different traditions of genre analysis in the teaching of writing, particularly at tertiary level, and how they have informed our understanding of English as it is used in the different circles.

Chapter 3 continues the review with a focus on the *Expanding Circle* to highlight the Gulf region and in particular Oman. The specific problems of Arabic-speaking English language learners are explored in detail.

Chapter 4 describes the details of undertaking the textography. It presents a four-step model that was developed to direct the alternating views of genre-informed discourse analysis and ethnographic enquiry, and details how the model was enacted. This includes an explanation of a 4 x 4 framework that was used to direct the use of the systemic functional linguistic tools used for analysis. Each of the SFL tools used in the research is explained and its function in terms of describing the successful student texts is illustrated.

Chapter 5 presents the findings of the analysis of the data from the Communications Department at the college. Using the model and tools presented in Chapter 4, the schematic structure and language features of successful student assessment writing in two first-year courses are described and discussed. The chapter also includes a discussion of the lack of specific instruction, for teachers or students, provided by the course documents about how to construct successful texts.

Chapter 6 presents the findings of the analysis of the data from the English Department at the college. Again, using the model and tools presented in Chapter 4, Chapter 6 describes and discusses successful student assessment writing in two first-year courses. The way that facts are framed in the English Department is discussed with regard to helping students to avoid plagiarism.

Chapter 7 is a comparison of the findings of Chapters 5 and 6. The chapter reviews the extent to which the English courses can be said to support writing in the Bachelor of Communications. In light of this comparison, some questions are raised about the relevance of EAP curriculum in EMI settings.

Chapter 8, the conclusion to the thesis, adds some final comments about the findings of the study in relation to EMI and the role English language teachers do and potentially could play in these settings. The significance of the research is discussed. The chapter gives some suggestions for future research in Oman and other GCC states.

Chapter 2 Literature Review Part 1: World Englishes in the Inner and Outer Circles

“the defining topic of globalization: English in the world”
(Blommaert, 2010, p. 27).

2.1 Introduction

This and the following chapter aim to examine the accumulated body of knowledge about academic genres relevant to tertiary study and their use in English language teaching across the world. The conceptual framework for the review is grounded in World Englishes theory, as was briefly introduced in Chapter 1, with this chapter focusing on the literature from the *Inner* and *Outer Circles* and Chapter 3 being devoted to the *Expanding Circle*. World Englishes theory attempts to understand “how language is used in diverse global contexts to reflect and construe diverse cultural and human activities and beliefs” (Mahboob, 2010, p. 583). The theory suggests that there will be both similarities and differences in the genres in use in the research site for this study in relation to those in other tertiary settings. Exploring what it is about English academic writing that tends to remain the same, as well as what aspects tend to differ and how and why they differ, can bring much useful information to this quest to understand the particular genres in use at the research site.

Another concept central to this review is genre. While there is not a general consensus as to the meaning of the term, genres have been fairly broadly described as “instances of situated linguistic behaviour in institutionalized academic, professional, or other social settings” (Bhatia, 2006, p. 387). Genres are distinguished by their communicative or social purpose, in other words, the function which the genre has developed to fulfil. Texts of a given genre exhibit recurring textual conventions in the lexico-grammatical resources and discourse organisation patterns that have been employed to best achieve the purposes of the text (Martin & Rose, 2008). Adherence to these conventions gives a text its generic integrity. At the same time, genres are dynamic and potentially support innovation. In any given situation, genre conventions tend to be adapted as users “mould genres to their own communicative purposes” (de Silva Joyce & Feez, 2012, p. 16). However, genre conventions place limits on the degree of acceptable innovation. Any adaptations are usually realised within generic boundaries recognised by the relevant *discourse community* (Swales, 2016). Too much variation and a text

is no longer seen as an example of that genre and may not be as highly valued or as successful in achieving its social purpose. For example, in the context of academia, an assignment response that is too different to the marker's expectations may not be considered to have fulfilled the requirements of the task. Helping students recognise and construct texts with appropriate levels of generic integrity is a key objective in second language teaching. On the other hand, examining variations in genres in different contexts is a key objective in World Englishes research.

2.1.1 Search description

In order to conduct a literature review of relevant studies conducted in the field of English academic writing by English as an additional language or dialect (EAL/D) students, a search was conducted using the databases ProQuest, Academic Search Complete (EBSCO) and the Directory of Open Access Journals (DOAJ) as well as the University of New England library search tool, Google Scholar and Google. Google was used to ensure that the search strategy caught articles published outside mainstream *Inner Circle* journals. This was considered important given the focus of this study was on the *Expanding Circle*, because of acknowledged difficulties researchers from the *Expanding Circle* face having their work published in *Inner Circle* journals (Bolton et al., 2011; Flowerdew, 2001; Ingvarsdóttir & Arnbjörnsdóttir, 2013). This is known to be particularly so for researchers in developing countries (Bolton et al., 2011) including Oman (Buckingham, 2017). The search terms included combinations of:

*Oman** OR "*middle east**" OR *Arab** OR *MENA*
"*tertiary education*" OR *universit** OR *college** OR "*higher education*"
"*World Englishes*" AND *tertiary*
"*English language learning* OR *EAP* OR *EMI*
needs analysis

Checking the numbers of citations (using Google Scholar) as relevant articles were found, enabled the identification of key publications. After this, referring to the reference lists of these articles for further relevant articles was found to be one of the most productive search strategies. Another method of identifying key literature was using Mendeley (Mendeley Ltd, 2020) which is a free literature management system. The online features of Mendeley include the ability to follow other researchers and research interest groups to discover what literature they have read, as well as searching the literature according to other researchers' tags. This activity then directs

a personalised suggestion feed which often suggested relevant readings. Collected literature was managed using the Mendeley desktop application. This allowed for the annotation and tagging of articles to code them in order to track trends in relevant issues.

2.1.2 Organisation of the review

Following this introduction, this chapter proceeds as follows:

Section 2.2 gives an elaboration of the concept of genre in relation to the literature on student writing. This section discusses the different ways genre analysis has been used to theorise student writing. It discusses three of the main traditions of genre analysis: The English for specific purposes tradition, the rhetorical genre studies tradition and the SFL tradition.

Section 2.3 introduces textography as a practical approach for the implementation of an enquiry into student writing.

Section 2.4 discusses the role of Kachru's three circle model in the World Englishes literature. The review then proceeds to examine issues around learning and teaching of English in each of the three circles, with the first two circles covered in this chapter and the third circle covered in Chapter 3. Of course, the categorisation is problematic on a practical level as some studies cover more than one circle and researchers often write from one circle about another. More precisely then, the review could be said to be organised into themes most relevant to each of the circles.

Section 2.5 reviews the literature from the *Inner Circle*, looking first at the defining features of the circle, then issues raised around learning English in *Inner Circle* contexts. The section then summarises the major genre mapping that has been undertaken in the circle. These are the studies that describe what successful student writing looks like in contexts in that circle. Finally, the section discusses some issues identified in the literature around the challenges for English as a second language (ESL) students in *Inner Circle* tertiary contexts.

Section 2.6 moves on to examine the literature from the *Outer Circle*. It follows a similar pattern to the *Inner Circle* review, briefly stating the defining features of the circle then the issues around learning English in the circle. The section then discusses the mapping that has been done on genres in the circle, and finally reviews the English as a medium of instruction (EMI) literature.

Section 2.7 offers some concluding remarks regarding the literature from these first two circles.

2.2 Tools for Conceptualising Academic English

Knowledge of the key genres in academia has become one of the most essential teaching points in English language classrooms. English language learners need to build a repertoire of these "recognisable and expected ways of exchanging meanings"(Feez & Zhang, 2018, p. 233). Because academic genres are the proven patterns of achievement valued in a particular academic context, control of these genres enables learners to achieve their study goals. Genre knowledge provides learners with a way-in to the target culture by making visible the conventions for achieving specific social goals in particular contexts. Descriptions of genres explain how the contexts are reflected in the various ways texts have developed to meet the needs of the users in that context. These variations in genres "represent differences in the experiences, aspirations, attitudes, and belief systems of speakers of world Englishes" (Bhatia, 2006, p. 388).

A review of the literature referencing genre in language teaching, reveals three main traditions are most frequently cited. These are the genre in the English for specific purposes (ESP) tradition, the rhetorical genre studies (RGS) tradition, and genre in the systemic functional linguistics (SFL) tradition. All three are concerned with revealing recurrent conventions in texts and have an empowering pedagogic agenda of enabling students to recognise these conventions as genres of power. To achieve this, all three consider texts as they are situated in social contexts. These points are fundamental to all genre analysis and the associated pedagogies. Although there are some clear differences between the traditions, the ESP and RGS traditions can be seen as complementary perspectives rather than opposing schools of thought (Sizer, 2019), and SFL can be used to theorise the link between them as it provides a systematic theory for the connection of texts with their contexts.

2.2.1 The English for specific purposes tradition

The ESP tradition grew from a need to support second language learners to participate effectively in tertiary education or professional workplaces in English speaking countries. In the ESP tradition, a genre is seen as a community process enacted by a particular discourse community. The idea of a discourse community brings an understanding that "communications largely operate within conventions and expectations established by communities of various

kinds” (Swales, 2016, p. 4). The term *discourse community* in its broadest sense "which can include the concepts of disciplinary community, communicative community, rhetorical community and community of practice" (Swales, 1998a, p. 20) is central to ESP descriptions of genre because it is this “discourse community’s expectations, conventions and options” (Feez & Zhang, 2018, p. 234) that influence the textual features of the text.

In order to understand discourse as genre in the ESP tradition, it must be analysed with reference to the broad context in which it is situated “to account for not only the way text is constructed, but also for the way it is often interpreted, used and exploited in specific institutional or more narrow professional contexts to achieve specific disciplinary goals” (Bhatia, 2004, p. 23). This means that control of a given genre requires not only control of the surface level textual features but knowledge and understanding of the shared beliefs and practices of the relevant discourse community.

Despite the fact that ESP genre research situates text in context, it is generally associated with a focus on the texts themselves, using discourse analysis to map the structural *moves* within the texts (Bawarshi & Reiff, 2010). One criticism raised against this is that it may inaccurately represent these features as more rigid than they actually are (Lillis & Tuck, 2016), thereby leading to formulaic writing and a lack of creativity.

2.2.2 The rhetorical genre studies tradition

Originating from within the composition studies communities of practice in the North American tertiary sector, RGS, and the closely associated critical literacies tradition, both focus on enabling students to recognise the power structures that genres embody. In RGS, genres are seen as "typified rhetorical responses to recurring social situations” (Feez & Zhang, 2018, p. 235) that both respond and contribute to their social contexts. Texts are used as a tool to study contexts and social actions rather than models to be emulated (Bawarshi & Reiff, 2010). RGS theorists argue that specifically teaching academic genres does not support disadvantaged groups because teaching the genres of power further validates and perpetuates these genres, thereby solidifying the power of the controlling discourse communities (Bawarshi & Reiff, 2010). Students are encouraged to see these genres as contestable rather than fixed (Lillis & Tuck, 2016). This tradition is associated with the use of ethnographic resources to focus on the producers of texts and the contexts in which they are produced in order to adopt a critical orientation.

2.2.3 The systemic functional linguistics tradition

The SFL tradition originated with the work of Michael Halliday (Halliday & Matthiessen, 2004) and was later developed by researchers who came to be known as the Sydney School of genre analysis, such as James Martin and David Rose (2008, 2012). The Sydney School genre theory was developed in an Australian context to meet the needs of a migrant-rich population as well as domestic students from non-standard dialect backgrounds to succeed in Australian education and work environments. In this tradition genres are defined as “recurrent configurations of meaning [that] enact the social practices of a given culture” (Martin & Rose, 2008, p. 6). SFL provides an elaborate analytical architecture which supports very detailed analysis and description of both the conventional configurations of texts in their broadest context (genre) and variations that occur as a result of their immediate situational context (register). By modelling text in these two layers of context, SFL provides the theoretical structures for analysing both text as it is shaped by context, and context as it is influenced by text.

SFL is a descriptive linguistic architecture which can be used to describe and interpret the way language is used in social contexts (Eggins, 2004; Halliday & Matthiessen, 2004; Martin & Rose, 2008). In SFL descriptions, attention is paid to the meaning and function of language, with structure or form as the realisation of meaning and function. SFL offers a framework for understanding what a text means in a given context and why it is valued as it is in that context. SFL tools can be used to articulate how the features of a text result from a text’s relationship with the context in which and for which it was created. That is, these tools can be used to describe the reciprocal relationship between language and context, whereby the social context shapes the language used, and the language used has an effect on the social context.

In SFL descriptions language is modelled as a five stratal system of meaning, with three strata of language within two strata of context. This is usually represented as tangential circles as in Figure 2.1. The figure shows the SFL model of language where text (shaded) is modelled within two levels of context. In the genre theory of the Sydney School, context of situation is reconstrued as register and context of culture as genre.

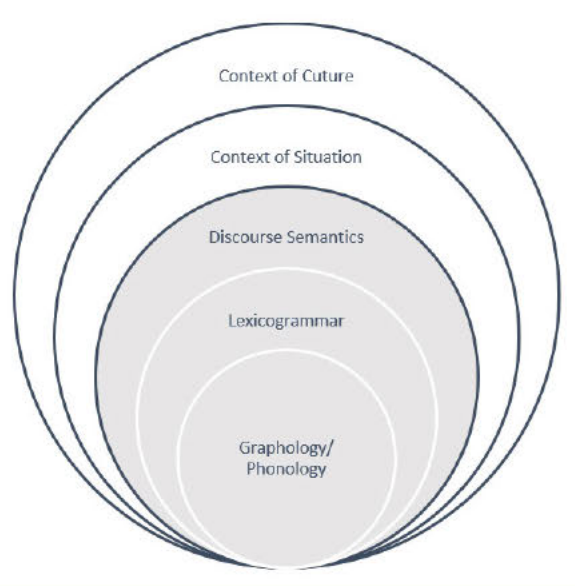


Figure 2.1: The SFL model of text in context (adapted from Halliday & Matthiessen, 2004)

In the SFL model of language shown in Figure 2.1, graphology and phonology are located in the lower centre. In the next stratum, grammar and vocabulary are modelled together as lexicogrammar. The third stratum represents discourse semantics, or the meanings being made at the whole text level. Two further strata represent the two layers of the context of a text; context of situation and context of culture.

By theorising the relationship between text and context, SFL can provide a bridging theoretical framework between a focus on text as in the ESP tradition and a focus on context as in the RGS tradition. SFL facilitates a sociolinguistic approach to text analysis, with an equal focus on function and form where the form is analysed as resulting from the function. The specific aspects of SFL theory that are most relevant to this investigation are elaborated in Chapter 4.

2.3 Textography

If SFL can be said to offer a theoretical bridge between the sometimes disparate approaches of the ESP and RGS traditions, the methodology of textography can offer a practical method of implementation of an SFL analysis. It therefore could be said to fall under the emerging field of linguistic ethnography. Linguistic ethnography has been referred to as "an umbrella term" (Shaw et al., 2015, p. 9) capturing the work of scholars across disciplines who combine linguistic and ethnographic approaches. Tusting and Maybin (2007) describe linguistic ethnography as "a cluster of research which studies relationships between the micro-

level of language practices and the broader context and social order, drawing on linguistics, social theory, and an ethnographic methodology" (p. 578). In the case of textography, it combines the use of genre informed discourse analysis with ethnographic techniques (Paltridge, 2008; Starfield et al., 2014).

A textography achieves a deep and grounded understanding of text with two types of analysis; firstly, discourse analysis that takes an etic perspective of target texts and secondly, ethnographic enquiry that takes an emic perspective of the meanings the texts are making in the context. The terms emic and etic, were adapted from their original use in phonemics by anthropologist Kenneth Pike in 1954 (Headland et al., 1990). Pike was interested in the cultural influences on the structure of language in use. He originally distinguished between *phonemic* or member-relevant accounts of language and *phonetic* or researcher-relevant accounts (Markee, 2012), and later developed the concept to more broadly associate an emic/etic view with an insider/outsider concept. An emic perspective is grounded in a phenomenological view of the world. "Emic perceptions are shared views of cultural knowledge from the insider's 'normative' perspective" (Fetterman, 2008, p. 249). In contrast "an etic perspective is the external social scientific perspective on reality. The validity of etic descriptions or analyses is based on logical scientific analysis" (Fetterman, 2008, p. 250). Enquiry with an emic perspective looks from within to fully study one context or culture whereas enquiry with an etic focus looks from a distance to take a cross-cultural focus (Fetvadjev & Van de Vijver, 2015).

Textography is particularly suited to enacting an SFL driven enquiry as it fulfils the requirement in SFL analysis to take a view *beyond the text* with an "exploration of more text, whether this involves observing activities, reading additional documents, or interviewing participants in a field of practice" (Hood, 2013, p. 2). By doing this, textography enables not two kinds of data but the two different perspectives on texts that the different approaches offer: an etic view of objective discourse analysis and an emic view for examining the practices of the specific communities of which they are a part or in which they are immersing themselves through ethnographic techniques. In short, textography meets the identified need in genre related studies for the use of "ethnographic methodologies which facilitate analysis of texts as part of contexts" (Lillis & Tuck, 2016, p. 39).

Swales described his seminal textography of the regular users of one building at the University of Michigan as "something more than a disembodied textual or discursal analysis,

but something less than a full ethnographic account” (1998a, p. 1). This makes the methodology far more accessible for EFL practitioners than traditional ethnography as it may not be feasible or appropriate for them to deeply embed themselves within a cultural context as is usually expected in an ethnographic enquiry. In ethnography, the object of study is generally the context itself. In contrast, in textography the text remains firmly the object of study, but it is viewed as a product of the context. For this reason, the text cannot be understood without also considering the context. Textography has been used to investigate a number of topics in a wide range of contexts. For example, it has been used to investigate critical thinking in Australian universities (T. J. Moore, 2011), how ESL academics in Spain established their authorial identity (Calle-Martínez & Madarova, 2019), business student writing in the Gulf Cooperation Council (GCC) (Alafnan, 2016; Uba & Souidi, 2020), on-line learning (Souza, 2012), Chinese undergraduate writing (Paltridge, 2007), and postgraduate art and design student writing (Paltridge, 2008).

The balance between discourse analysis and ethnography in textography has been modelled by Sizer (2019), as shown in Figure 2.2. Sizer emphasises that textography is particularly useful in contexts where researchers might have limited access within the site or scope to conduct research, claiming “needs analysis, via textography, can be small-scale, short-term and even unobtrusive research by focussing on accessible contexts, texts, and practices” (Sizer, 2019, p. 8). Teacher-researchers can make use of readily available data from their “routine writing business” (Swales, 1998a, p. 1). Another big advantage of textography is that, as with most research which includes text analysis, only a relatively small number of texts are required to make an adequate set for deep analysis (Lockyer, 2008). Sizer’s model highlights the divide between the two approaches of ESP and RGS as separate discourse communities. Note that in her model the textual analysis is the domain of English for academic purposes (EAP as a type of ESP) practitioners. This is the domain associated with the English language teachers in university preparation programs. The other half of the model, ethnography, is the domain of the learning development practitioners who work with degree level students and are more grounded in the RGS tradition.

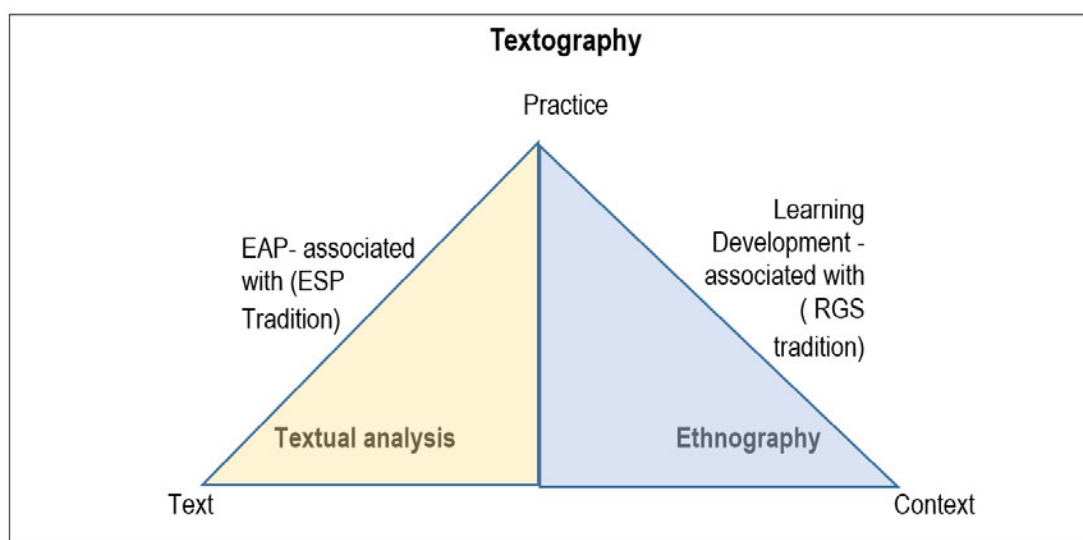


Figure 2.2: Textography offers a bridge between the ESP and RGS traditions (adapted from Sizer, 2019)

The divide between the two approaches of ESP and RGS was revealed in an interesting study which the authors claim was the first ethnographic research into tertiary student writing (Atkinson & Ramanathan, 1995); the study compared the teaching approaches and expectations of teachers from these two different communities of practice in a North American college. Over a ten-month period, teachers from the English Language Centre and the composition program investigated each other by collecting a range of ethnographic data. They found that the English Language Centre teachers favoured a very structured approach, but the Composition Centre teachers found this approach formulaic and stifling, and instead valued “implicitness and subtlety” (Atkinson & Ramanathan, 1995, p. 549).

Viewing the findings of the Atkinson and Ramanathan study through the lens of Sizer’s model, it is possible to deduce that the structured approach of the English language teachers is a product of practice grounded in the very text-focused approach that has characterised much of the research of the ESP/EAP tradition. This research has been an important influence on EAP practitioners. In fact, quality of being grounded in research has been said to be one of the main principles of EAP (Hyland, 2016). On the other hand, the composition teachers, informed by research which may have included interviews with lecturers for example, were able to capture the more subtle expectations of students’ assignments such as including their own voice by presenting an opinion without overt argument. However, knowledge of these expectations is insufficient without clear guidelines about how to realise them in a text. Textography, particularly one informed by SFL, offers a way to unite these two bodies of knowledge. For example, SFL can make visible how interpersonal resources can be used to subtly bring the

author's voice to a text. These specific SFL resources are discussed further in Chapter 4. The following section of the review moves on to discuss World Englishes theory.

2.4 A Model for Conceptualising English Around the World

This section begins the discussion of World Englishes theory by examining similarities and differences in the literature from the first two of the three circles in the Kachruvian model depicted previously in Figure 1.2. The third circle, which is the setting for the present study, is reviewed in Chapter 3.

Globalisation has resulted in the increased use of English as a language of wider communication to the extent that there are now more second language (L2) than first language (L1) users of English (Cook, 2016; L. E. Smith & Nelson, 2008). The spread of English across the world is almost total with few, if any, countries left in which English could be said not to play a role. All of these countries where English is used have different relationships with English because it is used there for different purposes. These contextually related uses have brought about variations in the English in use across the world. An acknowledgement of this evolution of different varieties of English has led to the development of World Englishes theory, which not only acknowledges but also legitimises “multiple varied models of English across cultures” (Hamp-Lyons & Zhang, 2001, p. 101). By respecting different models of English, the World Englishes literature has supported debate around issues such as “whether some rhetorical patterns should be privileged over others in written English discourse” (Hamp-Lyons & Zhang, 2001, p. 101). Questions have been raised about the ownership of English and who has the power to say what is good or acceptable English and what models should be used in English language classrooms (Chappell & Moore, 2012; Jenkins, 2000; Makoni & Pennycook, 2005).

One of the most influential methods of conceptualising the global spread of English has been the three circle model proposed by Braj Kachru (1990) (see Figure 1.2) which groups countries of the world into three circles according to their historical relationship with English. The three circles in the model represent “three distinct types of speech fellowships of English, phases of the spread of the language, and particular characteristics of the uses of the language and of its acquisition and linguistic innovations” (B. Kachru, 1986, p. 122). The *Inner Circle* consists of those countries where English is the first language of the majority of the population. In the *Outer Circle* English is used as a second or additional language usually due to historical

influences from English-speaking colonisers, but it is not the first language of most users. Finally, in the *Expanding Circle* English is used predominantly as a foreign or international language. It should be noted that categorisation of a country into one of the circles is not always clear or even possible and is always contestable. For example, Kachru points out that he has not attempted to categorise South Africa or Jamaica because of the complexity of the linguistic makeup of these countries (B. Kachru, 1990). This is potentially even more the case today with the increased mobility of the world's populations.

Central to World Englishes theory is the idea that a language can be appropriated and subverted to fit new cultural circumstances, thereby enabling the users to perform the necessary social functions specific to their unique contexts. These localised *ways of using English* (Eades, 2013) reflect local ideologies as well as social structures, such as power and gender relationships, because the needs of the users are realised in the formal features of the language in use (Halliday & Matthiessen, 2004). In other words, the context in which language is being used affects the features of the language. As Eggins explains, “context is in text: text carries within it, as part of it, aspects of the context in which it was produced and presumably, within which it would be considered appropriate” (Eggins, 2004, p. 7).

The Three Circle model has been criticised for using the inadequate political boundaries of a country to discriminate between groups of language users (Bruthiaux, 2003; Mahboob & Szenes, 2010). Broad categorisation by country cannot explain the intricacies of language use. In some ways Oman illustrates this limitation. Certainly, Omanis have richly varied language profiles. Many of the students in the college, which is the research site for this study, come from language groups that span the border with Yemen (See Figure 1.1). This fact, of course, indicates a far deeper cultural link. (One of my students once told me there is no difference between Oman and Yemen, though I doubt any of the students from Muscat, who do not speak these languages, would have agreed).

Country boundaries also fail to accommodate the increasingly complex patterns of migration and connections between people in the technologically supported globalised world. This has given rise to the concept of *superdiversity* which considers the influence of a range of factors such as immigration status, gender, age, and work experience on cultural associations (Jameson, 2007) and consequently language use (Blommaert, 2010; Pennycook, 2014). Blommaert (2010) argues that none of these are static influences and to understand this superdiversity, it is necessary to stop viewing languages as artefacts located in time and space.

This discussion has led to the development of concepts such as plurilingualism (Ellis, 2013; O. García & Sylvan, 2011) and translanguaging (Canagarajah, 2011; Kuteeva, 2020; Ollerhead et al., 2020) which value and support the ways language learners combine the linguistic resources they bring from their entire linguistic repertoire; using resources from all the languages they speak rather than English as a stand-alone language.

Despite criticism, there is a utilitarian benefit to dividing English users by their countries. Although it may not be possible to locate a language in time or space, individual instances of language use are necessarily located both temporally and spatially. There is value in the use of country borders to articulate these locations as these boundaries are not completely meaningless in terms of language use. Country-wide policies regarding languages in education, or official support for valuing and preserving local languages, are just two examples of important and meaningful influences of national boundaries on language use. The following section looks at the research from those countries in the *Inner Circle*.

2.5 The Inner Circle of English

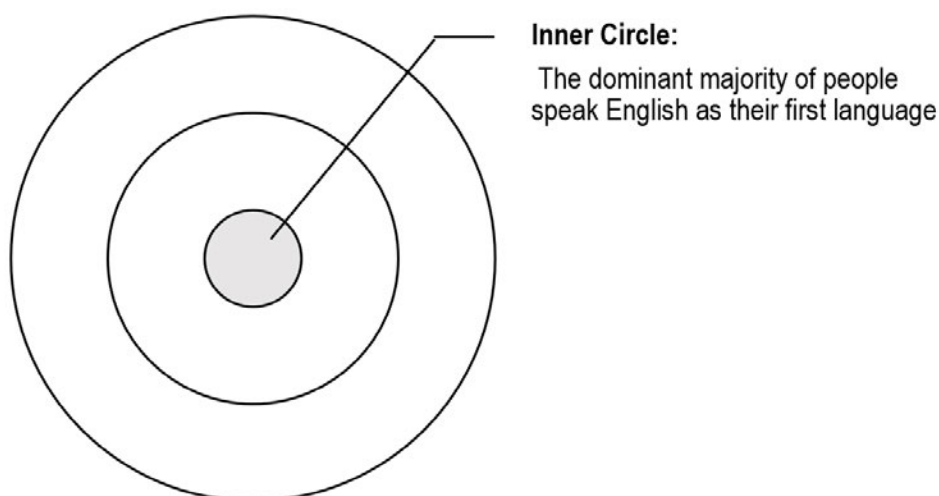


Figure 2.3: The Inner Circle of English

The first circle in Kachru's three circle model is referred to as the *Inner Circle*. It “represents the traditional historical and sociolinguistic bases of English in the regions where it is used as a primary language” (Y. Kachru & Smith, 2008, p. 4). including the United Kingdom (UK), the United States of America (USA), Australia, New Zealand and Canada. This circle is often said to represent the first diaspora of English speakers that spread across the world from the British Empire during the era of British colonisation (Bolton, 2006; B. Kachru

et al., 2006b, 2006a; Y. Kachru & Smith, 2008). In fact, the *first* part of this label cannot be fully supported in terms of the chronology of British colonialism. Rather, what this diaspora represents is the establishment of British settler colonies (Bolton, 2006). In this circle, the domination of English was as complete as the colonisers were able to achieve. Sadly, in most cases this was near to total. The legacy is that in this *Inner Circle*, English is used almost exclusively in all official areas including education.

In World Englishes theory *Inner Circle* English is said to be endo-normative or ‘norm providing’ (B. Kachru, 1986) meaning that other English users look to *Inner Circle* users for models of correctness. Because of this, the literature from this circle can have relevance to English learners in all countries. In practice this is problematic because even within the *Inner Circle* there is no agreement on what model of English should be taught as there is such variety amongst native speakers (Jenkins, 2000, 2008), particularly in terms of pronunciation. The aim of sounding like a native speaker has been shown to be not only close to impossible but also unnecessary, and potentially detrimental to a student’s sense of self identity (Levis, 2005; Munro & Derwing, 2006; Pennycook, 2014). On the other hand, adherence to *Inner Circle* models of academic writing appears to be more pervasive as evidenced by large numbers of error analysis studies which use these native speaker models as the standard against which errors are judged.

2.5.1 Preparing for study in Inner Circle tertiary contexts

Although the Three Circle model was originally proposed to account for the spread of English out from its traditional centre, an important recent issue is meeting the needs of people flowing into the *Inner Circle*, who use English as a second or additional language. These include permanent immigrants as well as large numbers of sojourning international students. Historically, learners with these backgrounds are referred to as English as second language (ESL) students. This section of the review of the *Inner Circle* investigates the issues facing these students.

Targeted EAP programs are a popular method for ESL students to gain the linguistic resources they will require in *Inner Circle* degrees. In an Australian English language intensive course for overseas students (ELICOS), students can typically expect to progress to the next level of study, making an improvement approximately equivalent to 0.5 IELTS, every three months (Murdoch Institute of Technology, 2017; Queensland University of Technology, 2020;

Swinburne University, 2020). As well as evidence of general improvement, there is also evidence that students can improve specific skills known to be useful in *Inner Circle* universities, during targeted language study courses. For example, one study by Lipovsky & Mahboob (2009) investigated the writing outputs of nineteen Japanese high school students at the beginning and end of a four month English language course in the USA. Using the SFL-based appraisal framework developed by Martin & Rose (2003) the study examined how students were able to express their beliefs and attitudes. This is an essential skill in *Inner Circle* academic environments where students are expected to argue for their opinions in an impersonal and analytical style (Calle-Martínez & Madarova, 2019; Hyland, 2002; Singhal, 2004). Lipovsky & Mahboob (2009) found that by the end of the course the students increased their use of some important linguistic resources, such as comparatives and superlatives and began using some they had previously not used, such as hedges (Lipovsky & Mahboob, 2009). These resources support students to moderate their arguments, increasing or decreasing the emphatic level of a claim.

These results contrast with those from another study that examined texts written as part of the International English Language Test (IELTS) (Coffin & Hewings, 2005). Taking the test score route to enter *Inner Circle* universities as opposed to the ELICOS direct entry route, potential students study the ways of writing that score highly in the test rather than those they need once in university. Coffin and Hewings (2005) also used the Appraisal framework, this time the specific resources of Attitude. These are the resources used to pass judgement and show emotional responses (White, 2009). The authors expected high scoring essays to avoid personal pronouns in order to argue for their opinions in impersonal and analytical style as is expected in academic writing (Ferreira & Zappa-hollman, 2019; Hammond & Hood, 1990). Contrary to these expectations, the writers' voices and rhetorical opinions were actually made prominent in these texts, by the use of self-mention resources (Hyland, 2005) such as “in my view” and “I personally believe” in sentence and paragraph initial positions (referred to as Theme in SFL) throughout the text. This made the subjectivity of the arguments explicit. It is possible that this finding is related to the general nature of these tests. Candidates are not expected to have any specialised knowledge other than how to use the English language, and therefore, under test conditions, can only be expected to draw on their own opinion. It should also be noted that writing in some disciplines, such as philosophy and sociology is more likely to use personal pronouns (Hyland, 2005). Even conceding this, there is an apparent misalignment between what is valued by IELTS examiners and what is valued by university

lecturers despite the fact that these students would have taken the ‘academic’ version of the IELTS test. This may explain why there is no strong evidence that a high IELTS score on entry to university correlates with academic success (Burdett & Crossman, 2012), and why academics have reported that the necessary score of 6.5 in IELTS is of “little value in itself when coping with an academic higher education course” (Kinnell, 1990, p. 21). This demonstrates that what is considered academic style in one context (IELTS) does not necessarily hold true in another context (an *Inner Circle* university).

2.5.1.1 Genre Pedagogy

The work of the Sydney School theorists has had tangible pedagogic outcomes that addressed findings from broader research which suggests that EAL/D speakers need very specific instructions about the writing requirements of their disciplines (Akazaki, 2009; Bloomfield, 2013; Hyland & Hamp-lyons, 2002; Joyce et al., 2014; Rose & Martin, 2012; Street, 2010; Swales, 2014). The Sydney School pedagogy is grounded in SFL theory which supports teachers to make visible those resources writers use to combine their own voices with the voices of others (Eggins, 2004; Martin & Rose, 2008). The pedagogy has a stated goal of “democratising the outcomes of education” (Rose & Martin, 2012, p. 4) by giving explicit explanations of the linguistic resources most often employed by middle-class English L1 speakers to achieve academic success, thereby “bringing genres of power or literacies of the privileged” (Belcher, 2006, p. 141) to students from other backgrounds who may not be as familiar with or proficient in these genres.

In the *teaching and learning cycle* (de Silva Joyce & Feez, 2012; Rose & Martin, 2012) used in the Sydney School pedagogy, students first learn to recognise the generic stages and phases as well as the linguistic features of texts of a particular genre before attempting to produce such texts themselves. The approach was a shift away from more student-centred, process approaches previously associated with the communicative method popular in ESL teaching (Rose & Martin, 2012). While genre pedagogy is not necessarily incompatible with communicative methods, by adopting a learning from doing approach, communicative teaching methods are often less explicit, and may not draw students’ attention to key language features. In fact, the teachers themselves, often native speakers of the language, need not even be aware of these features. Genre pedagogy requires teachers to have a very clear understanding of the linguistic demands of any given academic task, as well as the ability to articulate these demands

with an appropriate metalanguage (Gebhard, 2010; Macken-Horarik, 2005; Rose & Martin, 2012).

Ramírez (2016) details the benefits gained by a cohort of ESL freshmen students in a liberal arts college in the USA from a special support class employing genre-based pedagogy. The classes were designed around the *teaching and learning cycle* (Rose & Martin, 2012) most commonly associated with school level learning. Ramírez found the method “was instrumental in providing students with a solid foundation on academic text structure and development that increased their ability as writers of specific college related genres” (2016, p. 6). Similarly positive results were experienced applying the *teaching and learning cycle* in a teacher education program in Australia (Humphrey & Macnaught, 2011), demonstrating the pedagogy can be successfully used in tertiary settings.

2.5.1.2 Mapping student writing models in the Inner Circle

Genre pedagogy has been informed by a large body of work mapping the most important genres for academic success. In Australia, several large scale SFL-informed research projects have analysed examples of authentic student texts, including the marks and comments given to them by the teachers, in order to map the important genres in *Inner Circle* educational contexts (see Martin, 2000 for a summary). For example early work from the Sydney School researchers included two large primary school-focused projects, the Writing Project in the first half of the 1980s and The Language and Social Power Project in the second half of the 1980s (cited in Martin & Rose, 2008), followed by the Write it Right Project in the first half of the 1990s which extended the scope to secondary and workplace genres (Christie & Derewianka, 2008; Coffin, 2000; Feez & Zhang, 2018; Martin & Rose, 2008). Much of this work was carried out in Australian schools with a high percentage of students from EAL/D backgrounds. A recent example of an SFL informed study of secondary school assessment requirements, investigated business studies papers in the Australian Higher School Certificate examination. The analysis revealed that the highest scores were awarded to papers which included extensive use of dot points featuring the exact reproduction of the dot points in the subject syllabus documents (Weekes, 2016). This is a rather surprising finding in an Australian context where critical thinking is theoretically valued.

At the tertiary level, the work continued with projects such as the mapping of the writing requirements in a pre-service education program for school teachers (Joyce et al., 2014), tertiary biology assessment writing (Hao, 2015) and project report writing in science

and engineering (Drury & Mort, 2012). The genre families as described in the Sydney School tradition are amongst the most influential for teaching English academic writing in the Australian school system (Derewianka, 2011; Derewianka & Jones, 2012; Martin & Rose, 2008) and more broadly in ESL teaching (de Silva Joyce & Feez, 2012). The most important education genres identified in Sydney School genre theory are detailed in Table 2.1.

Table 2-1: Key school genres in the Sydney School

	genre	purpose	stages
Stories	Recount	Recounting events	Orientation Record of events
	Narrative	Resolving a complication	Orientation Complication Evaluation Resolution
	Anecdote	Sharing an emotional reaction	Orientation Remarkable event Reaction
	Exemplum	Judging character or behaviour	Orientation Incident Interpretation
Factual texts	Description	Describing specific things	Orientation Description
	Report	Classifying and describing general things	Classification Description
	Explanation	Explaining sequences of events	Phenomenon Explanation
	Procedure	How to do an activity	Purpose Equipment Steps
	Protocol	What to do and not to do	Purpose Rules
Arguments	Exposition	Arguing for a point of view	Thesis Arguments Reiteration
	Discussion	Discussing two or more points of view	Issues Sides Resolution

As well as these purely SFL informed studies, there have been other investigations into student writing which have incorporated different analytical frameworks. At a tertiary level, one of the most comprehensive investigations of the genres of student academic writing was a large scale investigation into assessment across four disciplinary groupings (arts and humanities, social sciences, life sciences, and physical sciences) in the British tertiary sector by Nesi and Gardner (2012). This study can be seen as an example of a large scale linguistic ethnography (Shaw et al., 2015) as it incorporated a variety of research techniques, “choosing whichever method best revealed the character of a genre, or best distinguished one genre family from another” (Nesi & Gardner, 2012, p. 11). The study incorporated corpus analysis methods using student texts from the previously compiled British Academic Written English Corpus (BAWE) of student assessment texts (Nesi, 2014), detailed discourse analysis and interviews with lecturers.

The researchers followed the work of the Sydney school theorists in grouping the texts into genre families by identifying the purpose and stages of texts. SFL tools, including the appraisal system (White, 2009) and mapping patterns of hyperNews (Martin & Rose, 2003), were used to identify the linguistic features associated with the stages of the genres. The identification of the genres was also supported by corpus analysis which involved tagging the texts for linguistic features grouped into grammatical functions, which facilitated a multidimensional register analysis following Biber (1988 cited in Nesi & Gardner 2012) to describe the texts according to five register dimensions: 1. Involved/Informational, 2. Narrative/Non-narrative, 3. Elaborated/Situation, 4. Persuasive, 5. Non-impersonal/abstract and impersonal. As Nesi and Gardner point out, “there is no general consensus about the meaning of the terms ‘genre’ and ‘register’” (Nesi & Gardner, 2012, p. 31) and Biber uses the terms somewhat differently from the way they are used by the Sydney School theorists.

To classify the texts into genres, Nesi and Gardner followed Rose and Martin (2008) in considering the cultural situation and the social purpose and staging of the text at the level of genre and the specific situation at the level of register. Within the specific situation, the aspects of the greatest interest to Nesi and Gardner were the academic year level of the writer and the discipline. They found the texts fit within thirteen genre families, all having the overarching social purpose to “demonstrate the acquisition of required skills and accepted knowledge” (Gardner & Nesi, 2013, p. 29). The finding that these genres differ from those described by the Sydney School is explained by Nesi and Gardner as being partly because their research was

influenced by research from a variety of research traditions, and partly because they aimed to develop the genres “by grouping similar assignments rather than imposing a classification developed for other contexts” (Nesi & Gardner, 2012, p. 11).

Two examples of differences of genre classifications are what Nesi and Gardner refer to as Explanations and Exercises, both of which “foreground demonstrating knowledge and understanding as their central purpose” (Nesi & Gardner, 2012, p. 61). Within the Explanation genre family, Nesi and Gardner include classifications and descriptive reports which both perform similar functions to report genres in the Sydney School classifications. In the Sydney School, reports are generally differentiated from explanations. However, Nesi and Gardner argue that in the British tertiary context it appeared that explanation is a key feature of student descriptions of classes of things written to demonstrate their understanding of those things, and therefore the researchers prioritised explanation as the predominant function of the genre. In explanations students need to describe and explain the importance of objects of study. Some Explanations contain bullet point lists which are not necessarily written in full sentences and generally have no lexico-grammatical links connecting the points. Exercises are generally shorter than Explanations and allow students to demonstrate their core skills and knowledge of key facts. Because both present facts, Explanations and Exercises both feature the use of present tense verbs and relational processes (processes of *being* and *having*), as in the following examples of bullet points from an explanation from the life and physical sciences group:

“Water **is** always available so plants **are** never stressed” (*being* - identifying relational process)

“It **has** the disadvantage” (*having* - attributive relational process)

The language of these explanations was found to be made very lexically dense using nominalisation to express complex technical processes as single word nouns such as *transfer* or *worsening* or sometimes into “quite complicated nominal groups such as *persistently raised blood glucose worsening*” (Nesi & Gardner, 2012, p. 82 italicisation from original).

Most of the genres identified in the BAWE are found across all four disciplinary groups, although the frequency of occurrence of the genres differed across the disciplines, as did the features of the assignments despite their common generic purposes. The authors show that these disciplinary differences result from the very different types of knowledge that needs to be demonstrated. This triangulates with the findings of ESP informed research which has

suggested that linguistic requirements vary across the disciplines (Ferreira & Zappa-hollman, 2019; Hyland, 2004; Starfield, 1990). Essays were found to be the most frequently occurring genre in the corpus, occurring more than three times as frequently as any other genre. This dominance of essays in *Inner Circle* tertiary settings is reflected in EAP curricular even when it is applied outside of the *Inner Circle*. The curriculum used in the English Department in the college featured in this study is just one example.

Another finding of the Nesi and Gardner (2012) study that is very relevant to this thesis is that the frequency of the occurrence of the thirteen genres varied not just across disciplines, but also across the years of study, with some genres featuring more in early years. The authors refer to these as “apprenticeship genres” (p. 172) as they lead into more complex genres in later years. They argue that the challenge for students in these assignments is not only to understand the information but to confidently use the highly technical language of their disciplines in a student assignment. The concept of early degree *apprenticing genres* is very relevant to the current study with its focus on first-year writing in order to inform the college Foundation program. In fact, Nesi and Gardner’s concluding recommendation with regard to apprenticing genres is that they be made a focus in university preparation programs (Nesi & Gardner, 2012).

Another interesting genre mapping project is an ongoing longitudinal case study at the University of Carolina in the United States (Danielewicz et al., n.d.) called the Genre Project. The study investigates the most commonly required genres in undergraduate courses by examining syllabuses and interviewing lecturers from undergraduate general education courses. The most common assessment type, as labelled within the study in humanities are thesis-driven essays, in social sciences analytical research papers and in natural sciences both proposals and reports are frequent. This is further evidence of differences in the writing requirements across the disciplines. The teacher interviews in the study to date have revealed what can be referred to as a *hidden curriculum* (Hood, 2004; Macken-Horarik, 2003; Martin & Rose, 2008), as faculty stated that they wanted students to read and think critically and follow scholars in the field in ways of writing, despite having not been explicit about this in their instructions to students. Unfortunately, the study is limited to theoretical descriptions of the tasks (in syllabus documents or from lecturers) as opposed to the realities of the tasks themselves as no examples of the completed tasks were analysed. This was a potential weakness in the project as it has been shown that markers can unconsciously value elements in a text that neither they nor the course documents have specified.

One problem highlighted in a number of studies including both the Nesi & Gardner (2012) and Danielewicz et al. (n.d.) is that terms such as *essay* have been shown to refer to a very broad range of writing. One study in the USA found that teachers referred to the same task as “reading reflection, summary, reading response, and even the looser term: essay” (Ramírez, 2016, p. 2). The Ramírez study also found assignment titles misleading, for example a summary which actually requires a text interpretation. For this reason, research that does not include analysis of actual student writing and the marks allocated to that writing would not capture any *hidden curricula* and may not reveal what is really implied by the naming of the tasks.

2.5.1.2.1 Academic vocabulary

As well as the way words are used, the words themselves have been found to be crucial to academic language learning. A common theme that has surfaced in the genre mapping literature is the difference between every-day English and academic English, both in terms of vocabulary and the way this vocabulary is organised to make meanings (Eggins, 2004; Martin & Rose, 2008; Ollerhead et al., 2020). One influential study, that looked specifically at this difference at the vocabulary level, culminated in the creation of the Coxhead Academic wordlist (AWL) (Coxhead, 2000). The AWL is claimed to be a list of the most frequently used academic words. The wordlist was compiled from a corpus of 3.5 million words of written academic text from twenty-eight subject areas. The words are academic, as opposed to general, because words previously identified as the most frequently occurring words in English generally (West, 1953, cited in Coxhead, 2000) were excluded. The list is not discipline specific as it only includes word families that occurred frequently in at least fifteen of the twenty-eight subjects represented in the corpus. Coxhead argues that this general applicability of the list is important for ESL learners as they may not be as familiar with these words as they are with the specific technical vocabulary they will encounter in their specialty fields (Coxhead, 2000). The AWL continues to directly inform EAP programs world-wide, including the curriculum and textbooks used in the focus college in this study.

2.5.2 ESL students in Inner Circle tertiary contexts

There is no doubt that international students using English as a second, or additional, language face more challenges than their native-speaking peers studying in the same educational settings. Apart from the obvious challenges of their more limited English linguistic resources (Akazaki, 2009; Al-Badi, 2015), two areas stand out in the literature as the most

common areas of difficulty for international students using English as a second, or additional, language. Firstly, knowing how to use the work of others appropriately may be challenging to those who are new to research and the requirements of referencing. Secondly, understanding precisely what is required in assignments can be almost impossible to students who are new to the academy as requirements can be implied rather than specified.

Firstly, international students are often accused of having inadequate skills in using their own and other's voices in their work (Egege & Kutieleh, 2004; Hood, 2004; Hyland, 2005, 2008; Hyland & Guinda, 2012; Mahboob, 2010). The skills required to do this are fundamental in English academia and, without them, students are unlikely to succeed in an *Inner Circle* university. Successful academic writers in *Inner Circle* contexts use quite complex linguistic resources to express their own opinions in a way which is grounded in an established body of knowledge (Butt et al., 2000; de Silva Joyce & Feez, 2012; Thomson & Droga, 2012). A key point is that the lack of these skills can mean ESL students have difficulty avoiding plagiarism (Al-Badi, 2015; Ferreira, 2016; A. I. García, 2019). Not only are these difficult linguistic skills for international students to gain control of, but also the reasons for doing so can be difficult to understand. In many cases, international students have come from education backgrounds with quite different expectations for referencing and citation (Akazaki, 2009; Egege & Kutieleh, 2004; Street, 2010).

The second problem area identified in the literature is that ESL students often have different expectations about what is required in written assignments due to different requirements in previous studies in their home countries (Akazaki, 2009; Street, 2010). As a result, it is suggested that ESL students need very clear and detailed instructions about assignment requirements (Bloomfield, 2013; Macken-Horarik et al., 2007). Of course, this is the case for all students but when there is the additional challenge of working in a second language, the need is all the more pressing. This has led to a call for the development of genre supported pedagogies which “feature clear language learning goals, explicit instruction on how to use target genres, [and] a metalanguage for talking about texts” (Feez & Zhang, 2018, p. 239).

Surprisingly, there seems to be no evidence that students can expect a substantial improvement in their English as a result of attending university in the *Inner Circle*. Although, according to Humphreys (2017), three Australian universities have tracked the increase in English levels of their students using IELTS as a measure, the results of only one of these

studies is available. This study tracked 564 undergraduate EAL students' linguistic progress over the course of their degree using the academic version of the International English Language Testing System (IELTS) pre-(when available) and post-study in an Australian university and found that on average, students improved their IELTS score by only 0.38 of a band score (Humphreys, 2017). There are many factors to be considered with regard to the significance of this result. The difference between this and the far greater expected improvements in an ELICOS program (see 2.5.1) can partially be explained because it is usual for lower-level language learners to improve more dramatically than higher-level learners. Furthermore, IELTS tests only very general EAP. It may not have captured the improvements students made in using the very specific English they require in their disciplines, and therefore will presumably require in their professions. However, just 0.38 of a band score suggests language learning is adversely affected by the other challenges faced by international students in *Inner Circle* universities. Of note in the results of Humphreys's (2017) study is that, at graduation, on average, the students scored lowest in writing, indicating that this remains a difficult skill for students for the duration of their degrees.

Another important consideration about language learning while undertaking a degree is that the very specialised language students learn in their degrees may mean that they do not acquire some of the more general English language they might require for everyday communication. Another study investigating the language skills of international students at Australian universities, found that even post-graduate students with above average IELTS scores "still need language support in everyday communication in order to express their feelings and opinions precisely and effectively" (Ngo et al., 2012, p. 5). Of course, the very specific language of their disciplines is important, but most universities world-wide include good communication skills as one of their graduate outcomes. Results such as these are very relevant to the discussion of the value of EMI programs world-wide in terms of English language learning and the strategy of adopting EMI as a fast-track to creating a bilingual labour force. The following section moves on to the literature from the *Outer Circle*.

2.6 The Outer Circle of English

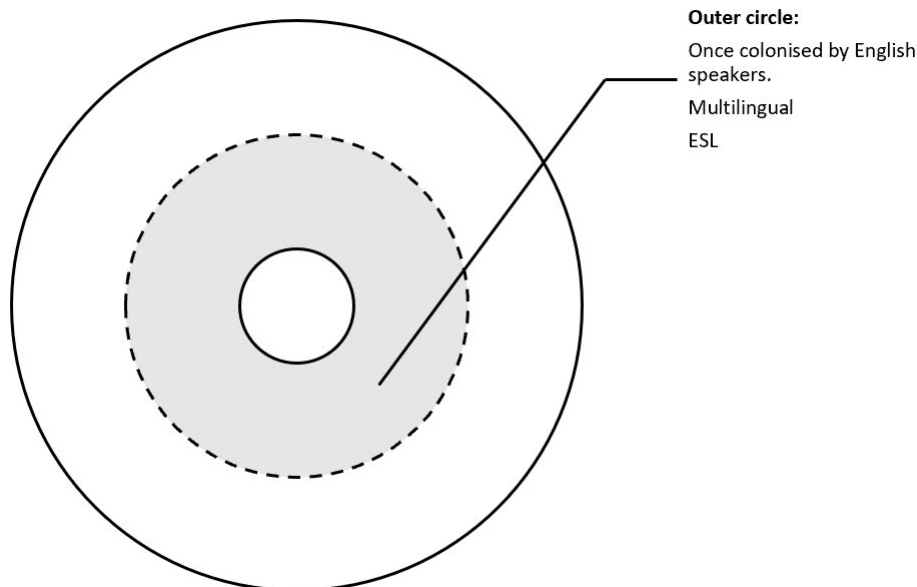


Figure 2.4: The Outer Circle of English is modelled outside the Inner Circle but still 'inside' compared to the rest of the world.

The second circle, referred to as, the *Outer Circle*, "represents the regions of the world formerly colonised by Britain and the USA" (Y. Kachru & Smith, 2008, p. 4). There is some common ground between this circle and the *Expanding Circle*, particularly with regard to EMI and therefore this literature is of interest in this study, but there are also some key differences. In the *Outer Circle* English is widely and officially used, generally because of an English colonial history, but it is not the first language for the majority of users. Countries in this second English-speaking diaspora were primarily, though of course not exclusively, administrative colonies rather than settler colonies, of both North America and Britain (Bolton, 2006), for example Singapore, the Philippines and India. These countries are vastly different from each other, but they have some similarities in their relationships to English. In these regions English is used as a second or additional language for intranational purposes such as governmental administration. Because of its role in official administration and the law, to a large extent English remains a, if not *the* language of power and is sometimes seen as a nonpartisan choice for administrative purposes in these multilingual countries (Mahboob, 2017a). Furthermore, it has historically been an important language in education, and is often the language of instruction, especially at tertiary level, which supports its use as a *lingua franca* (Foley & Deocampo, 2016; Iyer & Ramachandran, 2019; Mahir & Jarjis, 2007; Rahman & Pandian, 2018).

Much of the World Englishes dialogue about the *Outer Circle* has been written from a post-colonial perspective, exposing an over-riding theme of resistance to what is seen as the tyranny of English imposed during colonisation. This work points to the varieties of English in use in the *Outer Circle* which have resulted from people taking ownership of English and subverting it for their own artistic and functional needs (Ashcroft et al., 2002). In World Englishes theory, these varieties of English can be seen as norm-developing as there is a tension between the tendency to look back to the *Inner Circle* for linguistic norms and the reality of language use which often diverges from these norms. They are, therefore, both endonormative and exonormative (B. Kachru, 1985). This description appears to remain valid at least in terms of perceptions of language use (Honan et al., 2013; Mauranen et al., 2016) though such a claim is difficult to substantiate empirically (Hamid & Baldauf, 2013).

There is often a distinction between commonly used colloquial English and the formal English used for official purposes (see for e.g. Kachru, 1965 with regard to Indian English and Gupta, 1994 re Singaporean English). The latter must be learnt in higher education and is therefore often associated with privilege. The literature suggests these standardised formal varieties of English are closer to *Inner Circle* varieties. For example, unlike Singapore Colloquial English which has many distinctive features, Singapore Standard English, does not differ markedly from *Inner Circle* academic English (Fang & Yuan, 2011; Gupta, 1994; Leimgruber, 2009). The small variations are mainly in phonology and “the use of a small number of culturally-based lexical items” (Gupta, 1994, p. 7). English users in these *Outer Circle* communities have been found to alternate their use of these varieties to meet the demands of any given context (Bolton & Botha, 2017; Y. Kachru, 2006). While bilinguals might use very *Inner Circle*-like English to communicate to an exclusively *Inner Circle* audience, they might choose a more localised or norm developing form in other circumstances. It might, therefore, be expected that although these Englishes are said to be norm developing, the models used in academia might be similar to those used in the *Inner Circle*.

2.6.1 Preparing for study in Outer Circle tertiary contexts

For many tertiary students in *Outer Circle* countries, their English preparation for English-medium tertiary study will be in English as a foreign language classes during their school years. It is clear that in some cases this study is insufficient for preparing students for the linguistic demands of their degrees (Mahboob, 2020; Tsou & Kao, 2017). Different countries have taken different measures to address this problem. In some countries such as

Bangladesh (Shaila & Trudell, 2010) and Uganda (Ssempebwa et al., 2012), pre- or early degree programs offered by the tertiary institutions aimed at helping students acquire the broad range of skills they will need to succeed in an English-medium environment have been shown to be effective. In other countries, such as Tanzania, English-medium instruction has been introduced at primary school level in an effort to equip students for EMI study at tertiary level. There appears to be no evidence that this strategy is successful (Qorro, 2013).

Opportunities to learn English in the *Outer Circle* are heavily influenced by the economic development level of the country. For example, Pakistani education policy mandates the study of English as a subject in schools and English as a medium of study in universities. However, indications are that English proficiency of Pakistani middle school English teachers is lower than similar groups from Korea and Argentina (Kamhi-Stein & Mahboob, 2011). The researchers speculated that this result may have been due to a mismatch between the distinctive Pakistani variety of English and the *Inner Circle* variety of the test. As *Expanding Circle* countries, Korea and Argentina might look to *Inner Circle* standards as the norms, and therefore have matched their English more closely to test expectations. However, later research by Mahboob (2020) confirmed that many school English teachers, including those from elite private schools, had very low English levels. He raised serious doubts as to whether they would be capable of preparing students for English-medium tertiary study (Mahboob, 2020). Mahboob points out that this must be viewed in the context of Pakistan's struggling economy and overall poor education levels. These are problems that are shared by many countries in the *Expanding Circle*.

2.6.1.1 Mapping student writing models in the Outer Circle

A recent influential tertiary mapping project in the *Outer Circle* has been the Scaffolding Literacy in Academic and Tertiary Environments (SLATE) project (Dreyfus et al., 2016). This project mapped the literacy needs of students in a tertiary institution in Hong Kong. The project builds on the work of the Sydney School to develop detailed descriptions of student writing needs. The findings confirmed that the genres in use in this tertiary setting in Hong Kong had many similar features to those used in the same disciplines in the *Inner Circle*.

The outcomes of the SLATE project included the development of a number of resources to support teachers and students to write the specific texts required in their degrees. These include resources for scaffolding students to engage with course materials in order to build field in the prewriting stage of the *teaching and learning cycle* (Rose & Martin, 2012). The

project contributed to the model of the *teaching and learning cycle* by adding a three-stage feedback phase which included providing resources for teachers to support students to write these genres. This step was quite innovative in that the resulting support strategy was provided on-line.

The SLATE project appears to have been unique in the *Outer Circle* because it was based on a comprehensive needs analysis. It is not easy to find detailed information on the models that are actually followed in other *Outer Circle* contexts assessing student writing in this circle, but it is clear that extended writing in a general essay format is widespread as this review found evidence of essays being important in assessment use in Bangladesh (Shaila & Trudell, 2010), Hong Kong (Li & Casanave, 2012) and Pakistan (Mahboob, 2020).

2.6.2 ESL students in Outer Circle tertiary contexts

Education in the *Outer Circle* may be in a local language during the school years but is increasingly in English at tertiary level (Dreyfus et al., 2016). The literature on EMI has increased dramatically recently and will be more thoroughly discussed in the following chapter. This section presents just a few of the issues raised in the literature of the *Outer Circle* that also have relevance in the *Expanding Circle*.

The first issue is that EMI in the *Outer Circle* often seems to have been adopted without appropriate proof of need or scaffolding for implementation. There do not seem to have been any needs analysis studies that have been able to make a clear case for the implementation of EMI in these countries in terms of documented benefit or demand from key stakeholders. In fact, there is evidence that key stakeholders are wary of the potential threat of English cultural baggage that comes with English language instruction, and see it as a threat to their own culture and languages (Ferguson, 2007; Macaro, 2018). Negative attitudes are grounded in the historical facts of the detrimental impacts of colonisation on local languages and historical links between TESOL and a Christian agenda (Kim, 2019; Mairs, 2017; Pennycook, 2005). In contrast, one study of English as it is used in Pakistan (Mahboob, 2009) suggests that the norm developing status of *Outer Circle* English may provide some degree of cultural protection from English imperialism. In the study, samples of text from newspapers, language textbooks and theses found representations of Pakistan's Islamic values. The study concluded that users in this context have subverted Standard English into Pakistani English thereby expressing resistance to the colonial discourse. This is an interesting finding in relation to this thesis as

Oman is also an Islamic country. Not only do EMI policies not appear to be grounded in needs analysis, the implementation of EMI often does not seem to be well scaffolded with training and other support for discipline teachers, who may not be confident teaching in English. For example, discussing EMI in Malaysia and Myanmar, Kirkpatrick (2017) observed that “in most cases, the move to implement EMI has been undertaken without adequate planning and without adequate preparation for teachers and students” (p. 21).

As with ESL learners in the *Inner Circle*, one of the most noted challenges for learners in the *Outer Circle* emerges when their inadequate English linguistic skills lead to plagiarism (Dreyfus et al., 2016; Li & Casanave, 2012; Mahboob, 2017b). In an EMI program in Hong Kong, it was found that teachers often reduced early assessment tasks to multiple choice and gap fill type questions in order to match students’ low English literacy levels. Unfortunately this practice does not support students to develop their writing skills adequately, and, as a result, when they are eventually required to do an extended writing piece, they often have to resort to plagiarism to avoid failure (Mahboob, 2014b).

One of the skills students in the *Outer Circle* may lack is the ability to read critically. They may have sufficient technical skill to search the Internet for information but not the supporting literacy skills to deal with the overload of information that the Internet provides. This can result in inappropriate re-use of sources. Observing one student writing an assignment for a university in Hong Kong, Li & Casanave (2012) found that the student’s hit-and-miss approach to online searching led her to locate sources that were not suitable in terms of level. She then cut and pasted from the article abstract without trying to read the body of the article. Another student copied from Wikipedia, citing the original without actually reading it (Li & Casanave, 2012).

2.7 Conclusion

This review has shown that there is a large and well-established body of work which has contributed to detailed descriptions of the genres that are required for success in *Inner Circle* countries. Understanding these genres has proven to be useful to a certain extent in *Outer Circle* contexts, and in many ways, students from a non-English background in both circles require quite similar support. On the other hand, the differences in the circles bring contextual influences that must be considered when supporting students in *Outer Circle* tertiary institutions. Although this thesis only concerns a country in the *Expanding Circle*, the

complexities of the different relationships people have with English means that relevant issues are raised in the literature from all of the circles. For example, genres described in the *Inner Circle* remain influential models for all three circles and, as a high percentage of educational professionals in Oman come from the *Outer Circle*, the influence of that circle must also be considered. At the same time, the separation of the circles was useful in order to give some indication of salient contextual similarities between studies. The next chapter explores the more precisely relevant literature concerned with teaching and learning in the *Expanding Circle* in general and Oman in particular with a view to establishing what is already known about the writing requirements of Omani students.

Chapter 3 Literature Review Part 2: The Expanding Circle

3.1 Introduction

This chapter completes the overview of the World Englishes literature with an examination of the third group of countries in Kachru's three circle model which are those he refers to as the *Expanding Circle*. According to Kachru, the definition of the *Expanding Circle* cannot be understood without an acceptance of the dominance of English as the international language. Writing as early as 1985, Kachru claimed that English had already "won the race" (B. Kachru, 1985, p. 13) in this respect. English users in the *Expanding Circle* do not just use English as a foreign language, but also as the international language. If the *Outer Circle* is looking for a way out of the tyranny of imposed English, the *Expanding Circle* is looking for a way into the world of privilege that English is believed to offer.

In the World Englishes literature, there is substantially less coverage of research from the *Expanding Circle* than either the *Inner* or *Outer Circles* (Berns, 2005). The MENA region is particularly poorly represented (Elyas & Mahboob, 2020). A review of the top two journals concerned with varieties of English across the world found only eight articles representing just four countries in the Middle East (Mahboob, 2013). Oman is not included. Of these papers, only "three examine the use and structure of the English language as it is used in the region" (Mahboob, 2013, p. 2). This review confirms the claim by Atwell, Sharoff, & Al-Sulaiti (2009) that "little formal research has been done on the English used in the Arab world" (p. 1). In another study, Macaro et al. (2018) conducted a meta-analysis of 285 empirical studies into English-medium instruction (EMI) at all education levels. Only 12 studies took place in the Middle East and only one of these was in Oman. South America, with only 4 studies, was the only region from which less research was found than the Middle East. One limitation of this meta-analysis was that it identified the studies via the abstracts but included only abstracts which had an English version. However, even taking this limitation into account, with only 12 studies the Middle East still falls a long way behind the next lowest scoring region, which was Asia with 117 studies. A more recent study by Hillman et al. (2020) examined the volume and nature of primary research in the MENA area and confirmed that the "region is largely understudied and under-theorized" (p2) despite the number of studies in the past ten years being more than double that of the previous decade. The study found only five studies from a World

Englishes perspective from Oman and four of those were from the same author (Hillman et al., 2020). Not only is there a lack of research from a World Englishes perspective, but there is also an identified gap in the literature with regard to studies which specifically investigate assessment and writing requirements in EMI settings (S. Moore, 2017).

The review in this thesis was also limited to searching English only publications, and it is acknowledged that this is a limitation as it would seem likely to bring an inevitable bias in favour of the use of English in academia. However, as this study was not directly concerned with the attitudes of academics, this point was not considered to be prohibitive to an English only search strategy. Furthermore, the literature seems to indicate that the vast majority of research from and concerning the MENA region is in English. For example, one study of academic journals published in the United Arab Emirates (UAE) found 151 out of 157 journals accept only articles written in English (Bredan et al., 2011). Because in the Gulf Cooperation Council (GCC) countries higher education is almost exclusively in English (Green et al., 2012), it can safely be assumed that the vast majority of MA and PhD theses would also be in English.

The far more problematic issue seems to be the quality of the publications in which much of the research from this region appears. On searching the literature for this review, it was found that many articles appear in journals which could be said to be predatory publishers (See *Beall's List of Potential Predatory Journals and Publishers*, 2020) because they do not maintain due diligence in monitoring the quality or validity of the research they publish. Research into this problem found that in the two countries that account for the highest number of articles published in predatory journals, academics actually favour these journals due to the ease and speed of publication and do not mind paying for publication (Shehata & Elgllab, 2018).

Because the number of articles of interest published in these journals is considerable, and relevant articles published elsewhere are few, this review has not necessarily dismissed work published in known predatory journals but has read each work and judged it on its merits. At the very least these articles represent interest from the EFL industry in a particular topic. At times, information relevant to this study could still be found in the article even if the research findings were somewhat questionable. A good example is a study undertaken in one of the public colleges in Oman to answer the question; "What are the causal factors that affect students' poor performances in non-English speaking countries like Oman?" (Alami, 2016, p. 126). The study was published by Macrothink, a company which is identified on Beal's list as

a potentially predatory company. The study design clearly lacks credibility (Denzin, 2014). The methodology was to collect essays written on the topic by students under examination conditions. Clearly, what students write in an examination could, at best, tap into their perceptions of the topic, though even this would be limited by the fact that they are writing for their teachers who were the markers. Furthermore, the perceptions of the least successful students, who failed Foundation or first semester, would have been missed, as this was a second semester course. For these reasons, the finding of this research that poor teaching was definitely not a factor that contributed to the poor performance of Omani students, has to be held in serious doubt. On the other hand, the article can be used as evidence that the assessments collected in the study reported in this thesis are representative of those used in other colleges. Alami's (2016) study was undertaken at a different type of college than the one that is the focus of this study, yet there are parallels between the first-year practices in the college which was Alami's research site and the research site for the study reported in this thesis. Both use examination essays for first-year English assessment, giving students the choice of two prompts, one of which elicits a cause or effect essay. While the author's conclusions were not seen as particularly useful to this study, the article as a whole was still able to yield some useful information. For this reason, all research that was found was considered in this review.

In summary, relatively little is known about the varieties of English in use in the MENA region, either generally or in academic settings. Furthermore, even less is known about the assessment requirements in EMI settings. As a result, the genres in use in student assessment in these countries are very poorly understood. This review attempts to compile what evidence there is to form an understanding of student writing requirements in Oman.

3.1.1 Outline of the chapter

This chapter examines the *Expanding Circle* in the World Englishes model. In particular, it locates Oman in relation to the model. Following this introduction, the review of the available literature is organised in the following way.

Section 3.2 discusses the World Englishes perspective on the *Expanding Circle* and a case is made for situating Oman in the circle. Next, the presumption made in World Englishes theory that the *Expanding Circle* looks to the *Inner Circle* for norms and standards is interrogated.

Section 3.3 reviews the literature concerned with learning English in preparation for English-medium study in the *Expanding Circle*, while considering challenges common to all students who need to learn English as a foreign language, as well as those challenges specific to Arabic speakers.

Section 3.4 investigates what is known about Academic writing models in the *Expanding Circle*, including student English writing models, expert English user models and Arabic academic writing. The review has a focus on those models in use in the GCC countries, particularly Oman.

Section 3.5 reviews the literature regarding EMI in the *Expanding Circle*, considering first key stakeholder attitudes to EMI, then the effect of using EMI on discipline learning, and, finally, what is known about learning English through participation in EMI environments.

Section 3.6 provides concluding comments to the review in this, as well as the preceding chapter.

3.2 The Expanding Circle of English

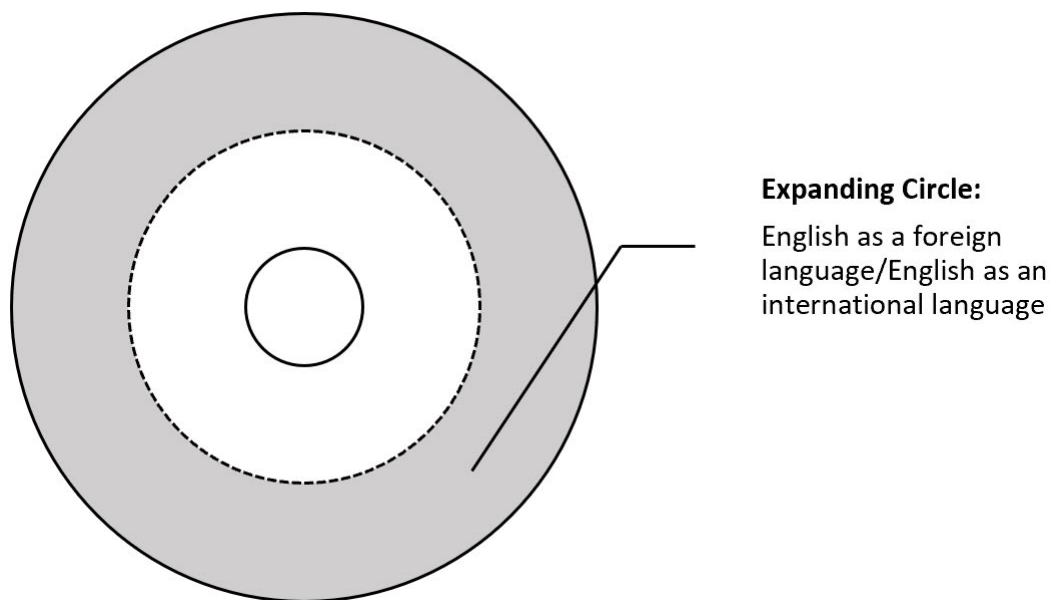


Figure 3.1: A model of the Expanding Circle of English following Kachru's 1985 model (in Crystal (2018))

The *Expanding Circle* is perhaps the most interesting of the three circles due to the apparent under-reporting of the use of English in this circle. The following section reviews some of the features common to countries of the circle, including Oman. It then discusses the

exonormative (B. Kachru, 1985) or *exocentric* (Bolton, 2008) status given to this circle in Kachru's model where the norms or standards are external, for example British or North American.

In the three-circle model, the *Expanding Circle* includes countries “in which English is primarily used as a medium of international communication” (Y. Kachru & Smith, 2008, p. 4), that is, those countries that use English as a foreign language. In this circle English is generally not the language of power, as government and other official business is not usually conducted in English. In these countries English is an increasingly important *lingua franca*, but it is rarely the only or most dominant one. Internally, *Expanding Circle* countries might use English quite differently to *Outer Circle* countries (Gerritsen et al., 2016; B. Kachru, 2006). While there might be some intranational use, this is less likely to be in any official capacity and English is not usually the medium of administration in most *Expanding Circle* contexts. This includes the education sector where English is increasingly the medium of instruction but is unlikely to be the medium of administration. In the broader community, English may be used as a *lingua franca*, but is generally only one of several, so the need or opportunity to use English might be less in the *Expanding* than in the *Outer Circle* countries.

3.2.1 Situating Oman in the Kachruvian model

World Englishes literature typically groups all the countries of the Middle East into the *Expanding Circle* in the same way all of Europe is usually assigned to this circle (see Y. Kachru & Smith, 2008). Oman would therefore be classified as an *Expanding Circle* country. Such broad classifications appear to require further investigation. One of the most common shared aspects of *Outer Circle* countries is an English colonial history, so it might be argued that having previously been a British Protectorate would suggest Oman should be classified as *Outer Circle*. However, it is not the history of colonisation in itself, but the resultant uses of English that gives these countries their *Outer Circle* status. To decide if a country has more in common with *Expanding* or *Outer Circle* countries, it is necessary to examine the way English is used in various aspects of life in the country. To assess the status of English in the Netherlands, one study involved the use of “a systematic application of the six criteria used by Kachru (1985)” (Gerritsen et al., 2016, p. 457). Comparing their evidence for categorising the Netherlands as an *Expanding Circle* country, criterion by criterion, with information from Oman, reveals strong similarities. Table 3-1 presents this information showing the parallel

information from each country, contrasting each feature with Kachru's six *Outer Circle* criteria in the left column.

Table 3-1: Comparison of the Netherlands Status as an Expanding Circle Country with that of Oman

Key	= relatively more <i>Expanding Circle</i> like aspects between the two countries	
	Netherlands	Oman
<i>Outer Circle features according to Kachru 1985 (in Gerritsen et al., 2016)</i>	<i>Expanding Circle features</i>	
	(Gerritsen et al., 2016)	Various sources
English is a code in the linguistic repertoire of the population.	Dutch is the only official language.	Arabic is the only official language (Ministry of Information: Oman, n.d.).
English has acquired an important status in the language policies; it is recognised as an official or an 'associate' official language.	English is not recognised as an official language. Proposed bill to maintain Dutch, to change the constitution and make Dutch the official language, English is the only compulsory foreign language in primary education.	English is not recognised as an official language. Laws to maintain Arabic, e.g. The invitation of a joint stock company must also be published in Arabic (Ministry of Information: Oman, n.d.).
English is used as a language of wider communication.	38% of people use English everyday (European Commission, 2006).	Most tertiary students use English out of class less than once a month (Crosbie, 2014).
English has a wide spectrum of domains in which it is used: <ul style="list-style-type: none"> • media • government • creative writing • higher education • scientific research 	Newspapers and broadcasts are available in English but are mainly internationally produced and aimed at non-Dutch-speaking residents. Government business is conducted in Dutch and partially translated to English for non-Dutch speakers. Creative writing rarely favours English over Dutch. EMI is increasingly dominant. Scientific research is overwhelmingly but not exclusively in English (Gerritsen et al., 2016).	Locally produced newspapers and broadcasts are available in English but mainly aimed at non-Arabic speaking residents. Government business is conducted in Arabic and partially translated into English for non-Arabic speakers. Some Omani English language fiction exists but these are predominantly translations of texts originally written in Arabic. EMI is almost 100% in tertiary education contexts.

Table 3-1 compares the evidence supporting the claim that the Netherlands should be regarded as an *Expanding Circle* country (Gerritsen et al., 2016) with similar evidence from Oman. It can be seen that despite Oman's historical links to the United Kingdom, the Netherlands and Oman are remarkably similar in their relationship to English. Only with respect to newspapers and news broadcasts does the Netherlands seem more *Expanding Circle* like than Oman. In this respect, Gerritsen et al. (2016) seem to imply that there is no locally-

produced English-language news in the Netherlands. This is not the case in Oman, where there are a number of English-language print and other media and news productions. On the other hand, with regard to general English use, Oman seems the most *Expanding Circle* like because people of the Netherlands are much more likely to use English with 38% of people using English every day. While there is no clear comparative figure for Omanis, one study of Omani university students found 21% of students use English out of class only once a month, and all other students use it even less (Crosbie, 2014). This extremely low figure for students currently studying in English suggests the general population is unlikely to use English anywhere near as frequently as it is used in the Netherlands.

3.2.2 Interrogating the norm dependent status of the Expanding Circle

According to Kachru's model, the Expanding Circle is *norm dependent* on *Inner Circle* varieties. Although recently there has been a popular rhetoric of valuing a variety of Englishes and a *multilingual turn* in the literature (May, 2020; Ortega, 2012), this is not reflected in matters such as hiring policy or textbooks (Al-Issa, 2014a; Clark & Paran, 2007; Luo, 2017; Watson Todd & Pojanapunya, 2009). On an official level, in matters of hiring staff and purchasing official resources, the varieties of English with the highest status in most *Expanding Circle* academic settings still reflect Kachru's norm dependent description. It seems there is a gap between "inclusive claims made at a fairly abstract level, and that of native-speaker centred, exclusive forces prevailing in reality" (Seidlhofer, 1999, p. 234). Despite this official maintenance of *Inner Circle* norms, this review will provide evidence that in practice, these models are actually being subverted as both students and teachers employ what linguistic resources they have to achieve purposes that might differ from those common to *Inner Circle* situations, but that little is known about these subversions.

3.3 Preparing Students for Expanding Circle Tertiary Contexts

Pre-tertiary English study varies greatly amongst the countries of the *Expanding Circle* depending on the usual English levels at which students graduate high school. In some cases students will enter directly into their degrees after high school but often they will be required to take focused English language classes prior to or during their undergraduate study (Al-Mamari, 2012; Makrami & Das, 2012; Özkanal & Hakan, 2017; Shaila & Trudell, 2010;

Ssempebwa et al., 2012), similar to English language intensive classes for overseas students in Australia (ELICOS) discussed in Chapter 2. In Oman these are referred to as Foundation Programs. While these can be effective, there are challenges for all students who learn English as a foreign or international language, and there have been some particular challenges identified for English language learners who use Arabic as a first language (L1)³.

Focused English language courses can be effective in *Expanding Circle* settings, just as they are in *Inner Circle* settings, both in terms of students' confidence to enter their degrees, and also in terms of demonstrated linguistic skills students have gained control over. In one example from Turkey where out of fifty-three state universities, twenty-three are English-medium, students surveyed on their graduation from a one-year intensive English preparation program were satisfied with their results although they felt they would have benefitted from more discipline-specific input (Özkanal & Hakan, 2017). Unfortunately, the study did not include a follow up survey in the following year to investigate how accurate their perceptions had been. A more precise measure of skill development was made in a study in Japan which investigated demonstrated skill as opposed to student beliefs. SFL-based discourse analysis was used to measure nominal density in student texts to assess their use of grammatical metaphor which is an important element in academic register. The student participants had originally underused this resource but their use of it increased over the duration of the course (Ferreira, 2016).

In contrast, English language programs in the GCC countries are frequently reported as unsuccessful. The very low English levels of school leavers (Prinz, 2017) make it necessary for all tertiary institutions to implement Foundation Programs to raise students' English to an appropriate level before they enter tertiary study. In Oman, students spend between six months and two years in Foundation Programs yet still do not enter Omani tertiary education with the English language skills they require to succeed in their degrees (Al-Issa, 2015; Al-Jadidi, 2009; Al-Jardani, 2015; Al-Mahrooqi, 2012b; Al-Mamari, 2012; Al-Seyabi & Tuzlukova, 2014). One reason cited for this is the very low English levels of Omani school graduates which sets up a pattern of underachievement from one level to the next. Entrance into a Foundation program requires high school leaving scores no lower than 70% (C) in English which is the equivalent

³ It was explained in Chapter 1 Arabic is not the first language of many students in Arabic speaking countries. However, it is likely to be their first written language.

of Band 2.0 in IELTS. In reality, however, it has been estimated that around 80% of students enter these Foundation courses well below this level, with actual English levels “which sometimes can be described as zero-level” (Al-Mamari, 2012). Students at this low level often struggle to reach the necessary level of IELTS equivalency of 4.5 by graduation from Foundation courses, but due to the large numbers of these low-level students, and lack of standardised assessment for tertiary entry, many college Foundation Programs pass students into English-medium tertiary courses despite their obviously low English levels (Al-Mamari, 2012, p. 3).

3.3.1 Challenges for L1 Arabic students learning English academic writing

Several factors have been identified in the literature as potentially having a negative influence on L1 Arabic English language learners. Some of these are shared with other EFL learners but others are more specific. One challenge that has been identified for most EFL learners is that they have few opportunities to use English out of class (Chappell, 2001). Research conducted in Dhofar University in Oman found twenty-one percent of students used English outside the classroom about once a month. All others reported using it less than that or not at all (Crosbie, 2014). Omani students have so few opportunities to use English that they have been reported to think that English is the only subject that does not exist outside the classroom (Al-Mahrooqi, 2012a).

Another challenge reported to face students in some *Expanding Circle* countries is that they may have not had previous experience of similar expectations of substantial reading in academia or even reading for pleasure. Moore (2017) found his Cambodian students did not enjoy reading in any language. Similarly, Oman has been said to lack a national reading culture (Al-Mahrooqi & Tuzlukova, 2014), although a more recent study refutes the body of evidence for a lack of reading culture with the finding that just over 68% of students interviewed in a tertiary institute in Oman said reading was one of their hobbies (R. Al-Mahrooqi & Denman, 2018). The tendency not to use written communication forms in society generally is often cited as contributing to students’ literacy challenges in GCC countries (Al-Qahtani, 2016; Elachachi, 2015; Feghali, 1997; Johnstone, 1991; Lovering, 2012), although reading on social media may be changing this trend somewhat (H. Rajab, 2015). When considering reading in English the situation may be even more complicated than reading in Arabic. By collecting student opinions

using questionnaires and semi-structured group interviews, Karmani (2010) found that some students in a university in the UAE were reluctant to engage with English language cultural items such as books or movies because of perceived negative cultural effects. Some participants felt that the content of English language cultural items did not focus one's mind on religious matters, as the content of most Arabic texts tends to do, thereby potentially leading people away from Islamic ethics.

Another potentially influential factor for L1 Arabic learners is that they may have had quite late exposure to written text. For some Arabic students, a culture of reading may not have been fostered early in their lives because their parents and older family members were illiterate. For example, in Oman, prior to 1975, very few Omanis received formal education outside of home. A study in 2014 at Dhofar University on the education levels of students' parents, found 48% of mothers and 43% of fathers had no formal education (Crosbie, 2014). In many Gulf contexts, even for those parents who did have formal education, education for them would almost certainly have meant an emphasis on rote learning of the Quran for recitation rather than reading for entertainment or even meaning (World Bank, 2002, cited in Elyas & Picard, 2010). Of course, this situation is changing rapidly as school participation increases right across the Gulf.

It may be that late exposure to text is compounded by the nature of the Arabic language and its many dialects. Arabic is a highly diglossic language, which means that the everyday spoken dialects are "totally different from literary Arabic, the language of books and school instruction" (Abu-Rabia, 2000, p. 147). According to Abu-Rabia (2000), some teachers and parents can be reluctant to expose young children to literary Arabic, believing it is too difficult and not useful. However, in an action research study, they found that exposure to literary Arabic at pre-school level did have a significantly positive effect on student reading comprehension in Years 1 and 2, demonstrating that late exposure to text may have been a disadvantage to L1 Arabic learners in the past (Abu-Rabia, 2000).

3.3.1.1 Rhetorical features of Arabic

Another factor which is frequently said to disadvantage L1 Arabic learners studying in EMI contexts is the significant difference between Arabic academic writing and English academic writing in terms of rhetorical structure, language features and content (Feghali, 1997; Mohamed & Omer, 2000; Rass, 2011). Some of the characteristic discourse and rhetorical

features of Arabic writing have been linked to two closely related aspects of Arabic culture: a high value placed on oral transition of knowledge and belief in Islam.

The oral culture of most Arabic societies is very strong. Traditionally, customs and knowledge were transmitted verbally, sometimes by memorising poetry (Davidson, 2010; Elyas & Picard, 2010). Furthermore, the Quran was originally a spoken text, and it is customary to memorise large sections for recitation. These traditional oral practices and the rhetorical style of the Quran are said to be reflected in features of Arabic texts as they are written to support memorisation and oral presentation. The most cited of these features are repetition, the use of coordinating conjunction and an emphatic affective style (Feghali, 1997; Johnstone, 1983b; Wege, 2013). There is a sizable body of comparative analysis studies that point to negative transfer for L1 Arabic students writing in English (Alahmadi & Kesseiri, 2013; Aljeradaat, 2018; Alluhaydan, 2016; Khatter, 2019; A. Rajab et al., 2016; Sabbah, 2015; Wege, 2013). These characteristic features are discussed in more detail below.

3.3.1.1.1 *Repetition*

الحمار يُعلم التكرار.

Enough repetition will convince even a donkey. (Arabian proverb)

Perhaps one of the most frequently mentioned features of Arabic writing is repetition of sense, or meaning, and also of form (Al-Sowaidi, 2011; Fakhri, 2004, 2009; Johnstone, 1983a, 1991; Mohamed & Omer, 2000). These patterns can be quite complexly layered into all levels of the text, from the morphemic structure of words to the whole text organisation. At word level, examples include the frequent use of word couplets matched by parallels in their morphological roots and/or lexical meaning. An example of such a couplet would be two verbs of the same form (Arabic has fifteen verb forms derived from various combinations of the three letter morphological root) such as التدمير والهدم (altaxribu wa al tadmiru/ destroy and demolish: both type two verb forms). Couplets can also feature the repetition of the same morphological root resulting in structures such as حدثت حوادث (hadathat hawadith/ occurrences occurred).

The repetitive patterns in Arabic are often facilitated using the coordinating conjunction و (wa/and) which has been noted as the most commonly used conjunction in Arabic (Mohamed & Omer, 2000), as in the example translation of a persuasive essay below.

They [the leaders in England] opposed them [nationalistic movements] in some cases, and endorsed them in other cases, and placed some restrictions on them in some cases, and advocated a policy of neutrality with regard to them in most cases. (Al Husri cited in Johnstone, 1991, p. 99)

The quote is from a long, published essay by Sati' Al-Husri, an influential 20th century Arabic writer. While Al-Husri's writing might not be typical of Arabic writing, as, although he was born in Yemen and lived predominantly in Syria and Iraq, he actually learnt Turkish and French before Arabic. However, his writing can be said to offer a model of what is considered good writing.

Additive coordinating conjunction is used in Arabic not only between words but also between sentences and even larger chunks of text. Of the four types of conjunction described by Halliday & Hassan (1976), Arabic texts use additive conjunction to a far greater extent than adversative, causal or temporal (Mohamed & Omer, 2000). This is interesting because the Mohamed and Omar study examined short stories which are quite a different text type to the more formal essays which feature in most of Johnstone's (1983b, 1987, 1991, 1990) work, suggesting the use of additive coordination features across genres. Johnstone explains that: "There are not many ways in Modern Standard Arabic to make clauses that are truly subordinate" (Johnstone, 1990, p. 227). The frequent use of this conjunction over any others has led to Arabic being described as additive (Johnstone, 1990; Mohamed & Omer, 2000). This additive conjunctive pattern is considered a key rhetorical device in Arabic. It helps to keep the pace and build excitement in a spoken text, so the "repeated words, phrases and rhythms move others to belief" (Feghali, 1997, p. 361).

Johnstone (1989, 1991, 1990) identifies several kinds of parallelism in Arabic writing. One kind, which she terms *listing parallelism*, organises the inclusion of examples and details with quite precise repetition. The example above is one example of this kind of parallelism. Between sentences, Johnstone claims that this listing technique can signal the inclusion of examples on the same level much like using *first* or *second* in English. This can be seen in another example (in translation) from the same essay by Al-Husri.

Because the policy of England in Europe was aimed - throughout the nineteenth century - at two basic objectives:

In the west of Europe: preventing the expansion of the influence of France to the coast of the North Sea.

In the east of Europe: preventing the arrival of Russia at the coast of the Mediterranean Sea. (Al-Husri cited in Johnstone, 1991, p. 100)

Overall it has been said that Arabic writing “strives for a balanced rhythmic coordination between its parts” (Wege, 2013, p. 42). These repetitive patterns are thought to facilitate memorisation and effective oral performance of the text. Furthermore, repetition of meaning in Arabic texts has been linked to the belief in the one true path of Islam, which sets up a dichotomy of absolute right or wrong. Belief is not a matter of personal decision-making for which an argument is required (Rass, 2011). If the claims in a text are true then the speaker’s task is to present the truth, or bring it to light, simply offering presentation as proof (Johnstone, 1983b), in the manner of letting the facts speak for themselves.

It is possible that the very repetitive patterns in Arabic contrast with English academic writing which tends to make a point, then explain, elaborate and exemplify the point to convince the reader, leading some researchers to conclude that this feature causes negative transfer for Arabic speakers. For example, one study used a contrasting analysis approach to examine English texts produced by L1 Arabic English learners and concluded they lacked the necessary range of cohesive devices for effective English academic writing, due to negative transfer (Zuhair, 2013). On the other hand, other researchers have challenged conclusions of negative transfer from these features of Arabic and claim that these problems are primarily developmental and merely represent as yet inadequate knowledge of the requirements (Al-Jarf, 1994).

3.3.1.1.2 *Affective, emotive style*

Apart from repetition, another rhetorical device that is said to add emotional appeal to Arabic writing is the use of very strong or extreme language which to English speakers appears to be exaggeration. This is thought to be influenced by the emotive and expressive language of the Quran which is considered to be the ultimate model text. This style might account for the

relative wordiness of Arabic over English (Feghali, 1997). As mentioned above, belief in Islam has been said to contribute to the prominence of dichotomy in Arabic writing where right and wrong are absolute. This has been linked to the frequent use of superlatives “leaving no room for doubt or compromise” (Rass, 2011, p. 207). According to Feghali (1997), such strong language can add credibility to an assertion in Arabic, though by English normative standards, it can appear to be overstatement as it contrasts with the tendency in English academic style to use hedging words such as *usually* or *most*.

One point that should be considered is that the observation of an affective style may have been made through an English speaker lens. Comparing academic journal abstracts, Huang (2009) found both similarities and differences between L1 English and L1 Chinese EAP writers. Using transitivity and lexical analysis, Huang found that the Chinese writers used more affective language than their L1 English counterparts (Huang, 2009). More evidence is clearly needed to decide if Arabic is affective in a global context or whether it is actually English that is the outlier in this respect. Given this consideration, and the difficulty of separating learner deficiencies from L1 interference, at the most, transfer can only ever account for a portion of students’ difficulties with English writing (Drid, 2019).

3.4 Academic Writing in the Expanding Circle

This section investigates what is known about student assessment genres in the *Expanding Circle*. In addition, the section reviews the literature that has mapped expert academic writing genres in the MENA region, beginning with those in English and then moving on to literature published in English about expert users of academic Arabic. Information from these expert users helps to give a more complete picture of the academic context of the study.

As was previously noted, the *Expanding Circle* has been substantially less researched from a World Englishes perspective than the other circles (Berns, 2005) and the countries in the Middle East are particularly under represented (Mahboob, 2013). To date, few studies have described the student assessment genres in use in the *Expanding Circle* and even fewer have specifically described student assessment writing in the GCC. This is not to suggest that there has been no research into student writing, but that there is a gap in the research literature regarding student assessment writing models specific to *Expanding Circle* contexts. Possibly because of the prevailing belief that the norms used in the *Expanding Circle* are identical to those in the *Inner Circle*, there is an abundance of research into student writing in the

Expanding Circle which takes a deficit perspective, such as error analysis studies based on *Inner Circle* norms (Al-zuoud, 2013; Alahmadi & Kesseiri, 2013; Bouziane & Harrizi, 2014; Ferreira, 2016; Haggan, 1991; Lirola & Cuevas, 2008; Quashoa, 2006; Shabana, 2018). However, presuming the genres in use in the *Expanding Circle* would or even should be the same as those in the *Inner Circle* is counter to what is known about the close connection between genre and context.

One study that sheds some light on the types of writing students need to do in order to succeed in *Expanding Circle* tertiary environments investigated assessment requirements in Years two and three in a Bachelor of Education (TEFL) in a university in Cambodia (S. Moore, 2017). Using a variety of methods, including interviews and focus groups, with university administrators, teachers and students, as well as document analysis, the study revealed that students were required to complete a wide range of task types including tasks requiring vocabulary in context (such as gap fill), short answers, and essays, as well as memorising key terms and key concepts. This was an important study as so little work of this kind has been undertaken, but unfortunately the study report did not explain the linguistic requirements of the different tasks. This information is essential for teachers to support students to succeed in these contexts, as it is currently not known whether these text types function in the same way in the *Expanding Circle* as they do in the *Inner Circle*.

A more thorough description of successful student writing in the *Expanding Circle* is given in the report of a textography that was conducted to analyse the writing component of Chinese College English tests (Paltridge, 2007). Textography was chosen as the research methodology in order to draw together the analyses of both text and context and then to make clear their relationship. This is important in any genre research, but it is particularly useful for EAP teachers who may be working outside their own countries and may not fully understand the contexts in which they are working. The study used a variety of source data including sample tests, college English teaching materials including textbooks, the college English curriculum, focus group discussions with College English teachers and individual interviews with test examiners. By creating a rich description of the context in which the texts were written, it was possible to understand the meanings of the texts which were not otherwise clear. The researcher concluded that students were definitely not writing to “native speaker norms” (Paltridge, 2007, p. 156), but that the norms were not always clear and could only be exposed by deep situational analysis. For example, the texts included frequent use of proverbs, a feature

most English language teachers would recognise from the writing of Chinese students in other contexts. The study found that in this context this feature is highly valued by the markers. An analysis of the text in isolation might have led an EAP-trained teacher to have asked the student to remove the proverb in favour of a quote from the disciplinary literature, which may not actually have impressed the markers as much as a proverb. The study also revealed that to write this genre of text successfully, students need to be aware of the audience (Chinese markers) who value the explicit inclusion of personal opinion but only from a particular point of view which might not be made clear in the task prompt. Students therefore need social and cultural knowledge of the context in order to succeed. Most importantly, very clear handwriting is needed to facilitate fast marking as examiners often grade up to 380 texts a day. This finding may shed light on the ‘halo effect’ detected in other *Expanding Circle* contexts, where lovely handwriting is rewarded in assessment essays (Newby-James, 2010). The value of studies such as this reaches well beyond the contexts in which they are conducted as they can support teachers of Chinese students elsewhere to highlight to their students the contextual differences that may require them to make adjustments in their writing.

One of the few EMI contexts in the Gulf in which student writing has been investigated from a genre perspective is in the Qatari branch campus of the North American based Carnegie Mellon University. This work has included collaborations between English writing teachers and teachers in disciplines such as information systems (Mitchell et al., 2021; Pessoa et al., 2019) and history (R. T. Miller & Pessoa, 2016; Mitchell & Pessoa, 2017), as well as investigating the compulsory English undergraduate units (Pessoa et al., 2014). The university caters predominantly for the expatriate community and international students, with just over a third of the students being local Qataris and is very elite. Although there is no official English score required for entry, Pessoa et al. (2014) suggest successful applicants have TOEFL English scores in the 100s (approximately equivalent to IELTS of 7). For comparison, the government run Qatar University requires TOEFL 61 or IELTS 5.5 (Qatar University, 2019), in keeping with other universities across the region such as King Abdul Aziz University which is the highest ranked in Saudi Arabia which also requires TOEFL 61 or only 5.0 in IELTS (King Abdul Aziz University, 2021) or Sultan Qaboos University which is the highest ranked in Oman and requires TOEFL 64 or IELTS 5.0. Despite this, students in Carnegie Mellon Qatar still encountered challenges due to a lack of “vocabulary knowledge, background knowledge, and reading stamina” (Pessoa et al., 2014, p. 127) and showed weakness in their writing even in the

fourth year, which was exacerbated by a lack of understanding of the genre expectations of English academic writing (Pessoa et al., 2014).

Carnegie Mellon Qatar prides itself on maintaining the same standards as the main Campus in the USA and these studies confirmed that the expectations for student writing exhibit features similar to established Inner Circle expectations (R. Miller & Pessoa, 2016). For example, in a first-year history course students were required to write six essays over a semester integrating primary and secondary reference material. The task specified an essay structure with a one paragraph introduction, several body paragraphs and a brief conclusion. The research findings revealed that to score highly, essays needed a clear and signposted organisational structure which included a very clear thesis statement (macroTheme) and topic sentences (hyperThemes). It was also necessary that the connections between the thesis and the paragraphs be made explicit. High scoring essays also showed two kinds of organisational structure. Firstly, orbital or taxonomic structure with each paragraph elaborating a different aspect of the thesis and secondly cascading, or serial structure, where the argument builds from one paragraph to the next. The researchers found that during the semester some but not all the students were able to improve their scores as a result of the teacher's feedback. They concluded that students would benefit from explicit genre instruction and called for closer cooperation to clarify expectations between the disciplines and writing preparation courses (R. Miller & Pessoa, 2016).

The writing requirements in the disciplines in Oman appear to be very under-researched although there is some evidence that the models used in English courses vary slightly from *Inner Circle* models. The report of a study conducted in a private university in Oman described the model of an opinion essay required for both a quiz and a mid-term examination as “an adaptation of one from a textbook” (Woerner et al., 2012, p. 27). Unfortunately, the textbook is not referenced so it is not clear what adaptations were made or why, but it is possible that the original was the more common five paragraph essay while the adapted version had only three paragraphs. The aim of the research was not to describe the writing requirements of the assessments but to report the positive results of a teaching intervention using very specific genre pedagogy. Possibly because of this, the report of the model itself is incomplete in this article, and the concluding phase was not described. The researchers did not explain the omission of this final phase from the description. What description is given of the stages and phases expected of the essay is represented in Table 3-2.

Table 3-2: Structural analysis of Opinion Essay as described in Woerner et al. (2012)

Opinion Essay	
Stage	Phase
introductory paragraph	hook background information thesis statement
body paragraph	topic sentence supporting point 1 details supporting point 2 details counter argument refutation
not described in article	3 phases not specified in article

The assessment rubric for the task included task achievement, organisation, vocabulary and grammar, all worth equal marks. Organisation appears to have been marked according to the number of stages included. None of the highest scoring texts actually had thirteen stages as in the table above; the highest had only twelve, but unfortunately there is no indication in this article whether some stages were obligatory or more highly valued than others. In the final examination, which was said to demonstrate the highest standard of the three assessments, high scoring essays averaged 281.5 words, but medium scoring essays averaged 329.3. This suggests word count in itself was not an indicator of success. It may also indicate that the high-level students were employing techniques such as the use of grammatical metaphor to pack information more densely into the writing, giving the texts the feel of a more academic register, which markers may have been rewarding. On the other hand, the longer texts may have contained irrelevant sentences, potentially causing them to be marked down under the task achievement category. Unfortunately, these details can only be speculated as they are not included in the article, nor are there any examples of student texts.

Apart from the insight the Woerner et al. (2012) study gives to the writing requirements of a private university in Oman, the results of the study are very promising with regard to the use of genre pedagogy in Omani tertiary settings. A teaching sequence which was quite similar to the teaching and learning cycle of the Sydney School pedagogy (Rose & Martin, 2012) helped the students write essays that more closely approximated what the markers value in this context. Students showed improvement with regard to the amount they were able to write within a given timeframe and the overall structure of their essays. The authors speculated that by automating the structural elements of the task, the students had a reduced cognitive load,

and were therefore able to allocate more cognitive resources for generating ideas. What is not specified in the article is the usual expectation of improvement in this course when there is no specific genre instruction. This is needed to judge the true value of the intervention.

3.4.1 Expert academic English users in the Expanding Circle

Although student genres differ from those used by experts, the literature on expert users in the *Expanding Circle* is relevant to this study as it can give some indication of the degree to which academia in the *Expanding Circle* remains norm dependent on *Inner Circle* models. One data source on this topic is the Written English as a Lingua Franca in Academic Settings (WrELFA) project (University of Helsinki, 2015). This is a corpus of work by expert users of English as an academic *lingua franca*, made up of research papers, PhD examiner reports and research blogs, not edited by an L1 English user. Because it is a world-wide corpus, it predominantly consists of authors from the *Expanding Circle* as these represent the majority of countries in the world. At the same time, even L1 English speakers are represented to make it a realistic indication of English as it is used as an international academic language. The corpus is an addition to the previous corpus of spoken academic English as a lingua franca (University of Helsinki, 2015), which, according to the website, is the largest and most widely studied corpus of this variety of English. Work using these corpora has revealed that English is used differently when it is used as an international academic language compared to when it is used in the *Inner Circle*. For example, there is a priority of meaning over form. Within fixed multiword units of language “forms are often approximate rather than entirely accurate” (Mauranen et al., 2016, p. 46) by *Inner Circle* standards, but their communicative purpose is recognisable, and so they function as effectively as more standard forms. This confirms other work that has referred to English as a foreign language users processing these language chunks with a focus on meaning over form (Blommaert, 2010; Carey, 2013; Vetchinnikova, 2014). These differences can be seen not so much as the use of different models of English, because there are no fixed standards, but rather comparable to the differences identified in people who speak non-standard forms of English in the *Inner Circle* (Eades, 2013).

Another study relevant to this thesis used a corpus created from English writing from the World-Wide Web (Sharoff, n.d.). Even though the corpus is not specifically academic, it is a corpus of the English on the internet, which makes it relevant to this thesis examining the writing needs in a Communications degree. In the study, a team from Leeds University (Atwell et al., 2009) interrogated a subset of the corpus from eight MENA countries (unfortunately not

including Oman) and compared the samples with a comparable British subset from the same corpus. Using an automatic genre classification program (Sharoff, 2007, cited in Atwell et al, 2009), the study reports that the MENA English corpus consisted of texts representing a similar range of genres to an equivalent English corpus, with the most common being discussion, followed by instruction (How to-s, FAQs and tutorials) and then propaganda (adverts and political pamphlets). Overall, this study shows that there is a reasonably broad range of text genres in use in the MENA area. Some differences were found in the frequencies of certain words. For example, there were clear reflections of the geographical context in the frequencies of local place names such as Bahrain and Saudi. A strong cultural influence showed in the high frequency of the word *Islamic*. Furthermore, the corpus had an unusual mix of formal and informal features, with greater use of the formal *shall*, but also higher use of informal contractions than in the English corpus (Atwell et al., 2009). The researchers claim that the corpus provides evidence that there is a distinctive MENA English emerging.

Further evidence of an emerging Middle Eastern academic English was found in an investigation of English language use in Saudi Arabia. Mahboob (2013) collected data from a locally produced English textbook series and interviewed Saudi nationals who are academic English experts. He found some potential emerging sub-versions of English syntax and lexical meaning that could be linked to the Arabic context. Examples included the inclusion of Arabic phrases within the text and the use of 'he' as the generic pronoun as opposed to more gender inclusive pronouns as is currently usual in most *Inner Circle* contexts. These differences were replicated throughout the textbook series and, given that it was a third edition, Mahboob argues that they cannot be dismissed as accidental, but instead represent standards of Saudi English. Given that the cultural behaviours the authors claim are reflected in the language used in the textbooks are quite commonly practised across the gulf, these findings may be generalisable across the region. On the other hand, it is possible that this is not related to Saudi culture in particular. A study of student and published academic writing from Singapore and the Philippines found that the use of gender-inclusive and gender-neutral generic pronouns in these contexts was also less than expected in *Inner Circle* contexts (Pauwels & Winter, 2004). It is possible that the use of gender-inclusive and gender-neutral generic pronouns is a specifically *Inner Circle* tendency, making its use the outlier in the global use of English.

Some generic mapping has been undertaken on English language academic texts written by Omani academics who are experts in their field. The findings suggest that emerging

academic genres in Oman also differ from *Inner Circle* models. One study investigating the academic voice of Omani academics, compared published English language research articles by Omani writers with those by writers from western countries. The researcher compiled two corpora, one of Omani writers published by the Ministry of Higher Education in Oman and another of authors from varied countries (including Oman). The findings showed that “Omani authors use a great deal more personal pronouns in their texts than the established communities of practice” (Macdonald, 2015, p. 63). The Omani texts used predominantly first person singular (over 93% of all pronouns used) and a smaller range of pronouns than the corpus of varied authors. The researcher referred to English as a second language (ESL) materials used in many Omani pre-tertiary Foundation Programs and pointed out that these texts make frequent use of the first person singular. He also theorised that *Inner Circle* English writers have been apprenticed into writing communities and do not see themselves as alone when they write an academic text, hence the greater use of first-person plural in the *Inner Circle* texts. Macdonald (2015) further claimed that the Omani writers made far less use of hedging, particularly in terms of the lexis used to denote possibility. Oddly, this conclusion is tacked on in the end of the paper and the study does not demonstrate how this last conclusion was reached.

3.4.2 Academic genres in Arabic

An understanding of aspects of Arabic academic genres may provide information on the contextual expectations of academic texts. Two studies considering genre in line with the ESP tradition mapped the generic moves of published Arabic writing in genres similar to those found in English academic writing. Alhuqbani (2013) systematically reviewed research article abstracts published in Arabic, and found only the medical research abstracts followed the move structures predicted in models by Bhatia (1993) or Hyland (2000). He found no consistent move patterns in the other disciplines (i.e. law, linguistics, policing studies). He points out that the requirement for an abstract is a fairly recent development in Arabic academic publishing, so this could still be a developing genre.

In another study Al-Zubaidi (2016) compared English and Arabic prefaces to publications in the discipline of linguistics using the genre framework by Swales (1990). Two moves in the Arabic prefaces were absent in the English versions. These were the opening, which was present in 100% of the Arabic prefaces and the closing present in 92.5%. Both of these were religious in nature. In addition, the researchers claim that the signing-off Arabic was more formal as they used academic titles, but the English sign offs used first names. All other

moves were found to be used less consistently in the Arabic than in the English prefaces (Al-Zubaidi, 2016).

3.5 English Medium Instruction in the Expanding Circle

Recently there has been a dramatic and sudden increase in attention to the topic of EMI in the literature of the *Expanding Circle*. Using information from British Council staff around the world, a research team from EMI Oxford estimated around 90% of private universities and 78.2% of public universities across the world now use English as their medium of instruction (Dearden, 2014). While this estimate may be somewhat inflated by the fact that only British Council staff were used as information sources, it is clear that the rise in EMI has been both rapid and recent. For example, Europe experienced a 239% growth in English-medium tertiary programs from 2007 to 2014 (Dearden, 2014). Yet EMI implementation policies appear to be astoundingly ungrounded in either empirical evidence of their worth or even anecdotal evidence of their acceptability from major stakeholders. A large scale meta-analysis of the world-wide research on EMI revealed that much of the research reported that “the key actors in the process of teaching and learning through this new medium have rarely been consulted by policy makers at a national level or by university managers at the institutional level” (Macaro et al., 2018).

After reviewing the dramatic rise of EMI in the Asia Pacific, Nguyen, Walkin & Pham (2017) concluded that in many Asia Pacific contexts

Policy on EMI is mandated and regulated in an ad hoc fashion; institutions struggle to adapt programs designed in Anglophone countries to local requirements; classroom academics wrestle with increased preparation loads, the limits of their own English language proficiency and that of their students (p.37).

Until recently all six GCC countries have followed the global trend of a rapid increase in EMI (Green et al., 2012; Macaro et al., 2018). The vast majority of the government tertiary institutions in these countries use EMI, and in addition, most have invited international *Inner Circle* universities to set up private branch campuses or, in Oman’s case, to partner with international universities to expand offerings in EMI. Between 2000 and 2009 the number of these foreign-affiliated campuses in the Gulf doubled (Weber 2011, cited in Macaro et al. (2018)). In Oman, English is now the medium of instruction in almost all tertiary institutions (Al-Seyabi & Tuzlukova, 2014). Even the law program at Sultan Qaboos University, which

covers Sharia law and was initially delivered in Arabic, moved to a predominantly English delivery mode in response to job market demands (Al-Issa, 2014b).

3.5.1 Attitudes to EMI

The overall attitude of both teachers and students in EMI situations is sometimes one of inevitability and pragmatic acceptance (Al-Bustan, 2009). One study conducted in Denmark suggests lecturers' attitudes are complex rather than a simple for or against (C. Jensen & Thøgersen, 2011). As was the case in the *Outer Circle*, research suggests that most teachers and students felt EMI was necessary for cultural and social advancement as well as financial and career benefits (Albakri, 2017; Belhiah & Elhami, 2014). It seems that throughout the world English is firmly associated with modernisation and progress (Barnawi, 2017; Macaro et al., 2018). Across the Gulf English is frequently associated with modern science and technology and international communication. On the other hand, Arabic is associated with traditional Arab Muslim culture and local issues (Al-Bakri, 2013). The literature from the Gulf clearly exposes a pragmatic acceptance of EMI but also underlying concerns for the cultural implications (Al-Bakri, 2013; Holtzhausen, 2011; Mouhanna, 2016). While much of this research has surveyed opinions of teachers and students in English-medium institutions where it would be expected they would accept the need for English, the results were the same in a study which captured the opinions of teachers and students from both Arabic and English-medium institutions (Karmani, 2010).

Some of the concerns voiced about EMI relate to the disassociation of Arabic with academia, as Arabic has a long history of use in the sciences (Al-Bakri, 2013). Questions have been raised as to whether EMI policy is actually supported by market needs or simply neo-colonialist power politics (Barnawi, 2017; Salah, 2009). There are fears that in reality “a strict EMI policy does not allow students to enhance their Arabic competence which is relevant for future employment” (Albakri, 2017, p. 3). In answer to dissenting voices, there have been some recent concessions to the English-only policy in the GCC countries. In 2012, Qatar University reverted to Arabic-medium instruction for some courses. In the UAE, in an effort to support students so they could avoid the need to undertake unpopular pre-degree English Foundation Programs, there has been a massive injection of funding for compulsory school English as a foreign language programs, even though research indicates 73% of school students have negative attitudes towards learning English (Mustafa, 2002, cited in Salah, 2009). At the same time, English-medium instruction remains at tertiary level, but entry requirements now include

pass marks in Arabic as well as English. This slight concession is aimed to allay fears that English poses a threat to Arabic in the UAE (Al-issa & Dahan, 2011; Hopkyns, 2015). Even among supporters of EMI, there are recognised difficulties involved in its implementation. The following section looks at some of the problems for learners and teachers in EMI contexts.

3.5.2 Inappropriately matched English language requirements

There appears to be a consensus of opinion in EMI settings is that students do not always have the necessary levels of academic English to meet the demands of their study. This is the case even in countries such as Sweden where there is a perception that everyone speaks English well (Airey, 2016), so it is not surprising to find English levels are an issue in EMI elsewhere. For example, a large study across several universities in the UAE found students and teachers believed students' low levels of English limited their ability to learn the subject matter of their courses (Belhiah & Elhami, 2014). Omani tertiary students have been found to hold similar doubts about their ability to achieve their true academic potential in English (Al-Mahrooqi et al., 2015).

In EMI contexts it is not only students but also teachers who face challenges working in English. This may negatively impact the quality of learning that takes place in EMI environments. Many teachers report that they struggle with the linguistic demands of teaching in English. This is such a prevailing problem that a review of the EMI literature found “more studies reported lecturers as identifying that they had linguistic problems than those that did not” (Macaro et al., 2018, p. 54). Macaro et al. also found that teachers taught strictly from the textbook more than they would in their first language because of a lack of confidence in speaking in English, a factor which clearly limits creativity in lesson design.

Another frequently noted problem is a lack of training for teachers to adapt their classes to EMI environments (Macaro et al., 2018). The English proficiency of students and teachers means that it is not feasible or desirable for teachers to teach their normal lessons (Prinz, 2017), and yet there is little evidence that discipline teachers have been given any support or professional development in transitioning to EMI. This was found to be the case in a range of contexts including countries in Europe (Dearden & Macaro, 2016), Scandinavia (Prinz, 2017), and the Gulf (Albakri, 2017).

In Oman the mismatch between students' actual English language skills when they enter their degrees and the curriculum they must negotiate to pass their degrees, is well documented (Albakri, 2017; Ismail, 2011). As head of the quality control body overseeing the university foundation programs nationally, Al-Mamari doubts that it is possible that many students have reached the required English level after just two or three semesters in Foundation (Al-Mamari, 2012). Even those students who do reach the required level of IELTS 4.5 equivalency may find this level to be inadequate because this pass level is set as the level students can achieve rather than the levels necessary for academic success. One study reports on an interview with an English Program Manager in an Omani college who admitted that an IELTS score of 4.5 is too low for successful tertiary study but a higher pass mark would mean an unacceptable number of students would not progress onto the degree programs (Albakri, 2017).

As with ESL students in the *Inner Circle*, the literature suggests the problems EFL students face in *Expanding Circle* EMI contexts are not just a matter of inadequate English grammar and vocabulary, but also differing expectations around texts due to rhetorical differences between their first languages and English. Quoting academics across Europe, Prinz (2017) demonstrates that even after years of school preparation for EMI many students enter tertiary study without an awareness of how to construct the thesis-driven writing required in an English-medium humanities course. Students in Iceland and Northern Europe can struggle in EMI humanities programs even though they have conversational English fluency. EFL study at school did not adequately prepare them to use academic English effectively (Dimova et al., 2015)

In Oman, the school English program has been criticised as inadequate for preparing students to engage with the genres they will require for tertiary study. Al Issa (2005b) analysed the English language text book series produced by the Ministry of Education and used in Omani schools: *Our World Through English* (Ministry of Education, 1997–98, cited in Al Issa, 2005b). Al Issa (2005b) found these textbooks confine their genre use to narrative, descriptive or instructional genres; types of text that encourage critical analysis are notably missing from the books. Furthermore, he found the language students are exposed to through the textbooks is “simplified and controlled in terms of the structural and lexical items they present” (Al-Issa, 2005b, p. 267). Unfortunately, because so little is known about the writing requirements in an

Omani tertiary environment, it is not possible to know the degree to which the students would be disadvantaged by only learning this range of language.

Apart from the macro level rhetorical issues involved in studying in a foreign language discussed above, there may be other challenges of a cognitive nature. Some critics of EMI suggest that it inhibits subject learning because of the added cognitive load students experience studying in a second language. Cognitive load is the total amount of mental effort used in the working memory. Working memory has a fixed and limited capacity (Baddeley, 2002; Fukuda et al., 2010; G. Miller, 1956; Ruchkin et al., 2003). There is strong evidence that the substantial orthographic differences between Arabic and English almost certainly add to the challenges L1 Arabic students face when they write English (Abu-Rabia & Awwad, 2004; Al-Busaidi & Al-Saqqaf, 2015; Fender, 2003; Hayes-Harb, 2010; Perfetti et al., 2007; Ryan & Meara, 1992; Thompson-Panos et al., 1983) with cognitive load emerging as a strong explanatory theory. A study conducted at a university in the UAE used a teacher observational checklist of classroom behaviours associated with visual processing strain to collect data from a number of classes in the university's Foundation Program. The study found evidence that the additional cognitive load of visually processing English script was potentially affecting students' ability to complete their work (Ball & Kashoob, 2016).

ESL learners not only need to actively employ the necessary cognitive skill, as all new learners do, before their text decoding becomes automatic, but they also need first to suppress the inappropriate ones, effectively doubling their cognitive load (Randall, 2007). For example, visual attention, and therefore eye scanning patterns are known to differ between Arabic and English due to differences in the orthographies. When reading Arabic, the initial eye fixation point is the middle of a word Randall & Meara (1988) whereas for English it is left of centre in order to initially capture the letters at the beginning of the word (White & Liversedge, 2006). Reading scanning strategies are known to be longitudinally habitual (Pollatsek & Rayner, 2005; Vaid, Rhodes, Tosun & Eslami, 2011) and Arabic L1 students have been found to maintain inappropriate scanning patterns when reading English even as their English proficiency increases (Randall & Meara, 1988). Poor scanning strategies not only slow reading but increase cognitive load thereby reducing the amount of working memory available for comprehension.

The evidence of the additional cognitive load students face in EMI setting, adds support for the use of scaffolding that might reduce the cognitive load in tasks. Scaffolding that supports student to step through stages of a task can free up part of working memory to concentrate on

specific aspects of tasks as discrete items and then, when they become automated students can begin to combine them. This understanding of the need to consider cognitive load in EMI classrooms adds weight to the conclusions of Woerner et al.'s (2012) study discussed above that subject-specific genre instruction has the potential to decrease cognitive load.

3.5.3 Learning English through EMI

There is a prevailing assumption that one of the main purposes of EMI is to increase students' English levels. Surprisingly, the few studies investigating the amount of English skill improvement students are likely to achieve in EMI contexts suggest this is actually very minimal. After surveying the published EMI research, Macaro et al. (2018) found no convincing evidence that students improve their English during EMI study. This is supported by the findings of a longitudinal study in a public university in the UAE, in which students demonstrated improvement of only about 0.5 of a band score on the IELTS scale after four years of degree study (Rogier, 2012). As reported in Chapter 2, this is the same level students in an intensive English course can expect to achieve in around three months. In an example from Oman, Al-Mahrooqi & Tuzlukova (2014) found that students across a wide number of colleges did not feel their college study made them confident in any more than the most basic English skills which they should have reached in primary school.

3.6 Conclusion

Research on teaching and learning in EMI contexts appears to have lagged behind the frantic roll-out of EMI across the world. As a result, there is very little known about what teachers actually teach in EMI contexts and how this is assessed. This is, perhaps, linked to the belief, which the above literature review has thrown into doubt, that in the *Expanding Circle* the models of English academic genres provided to students are merely duplicates of those in the *Inner Circle*. Still unknown is the extent to which the immediate context of the situation influences student writing as well as teachers' and assessors' expectations of that writing.

In Oman there has been little research that has looked directly at student texts. To date, there has been no published attempt to map English academic writing in the unique context of a tertiary institution in Oman. Studies that incorporate samples of students' assignments with teachers' feedback have been identified as potentially the most useful. Without thorough descriptions of target student genres, it is impossible to know whether the models and standards of *Inner Circle* academic writing currently prescribed in the curriculum are appropriate to the

Omani tertiary context. The gap has been acknowledged in Oman and the need for research in this area has been identified. For example, Al-Jardani points out “there is no point reforming the educational system without considering the needs of stakeholders receiving the outcome of the 12 years of learning at the primary level” (Al-Jardani, 2014, p. 353). Similarly, Al-Seyabi & Tuzlukova argue that clearly identifying Omani tertiary needs and expectations would help all stakeholders, including the Ministry of Education, to meet these needs (Al-Seyabi & Tuzlukova, 2014). In short, there is very little information about the needs of learners in the Omani context. Al-Jardani goes so far as to claim the biggest hindrance to education reform in Oman is “the lack of information within the context” (Al-Jardani, 2015, p. 47).

This study aims to provide some of this missing information about the learning needs of Omani students by investigating the assessment writing requirements in the first year of a Communications degree in one college. The research was designed to fill the gap in understanding of the actualities of student assessment writing in the context of an Omani tertiary setting by looking directly at samples of successful student writing. In order to fully understand the texts, it is acknowledged that a thorough text analysis needs to consider the setting, purpose, and content of the text, the expected audience, and the evaluation criteria they will use to judge the text. It is also necessary to understand the relationship between the reader, the writer and the background knowledge and values they share (Paltridge, 2007; Starfield et al., 2014). The following chapter describes how a textographic approach was developed to combine SFL informed discourse analysis with ethnographic techniques in order to add “an inside view of the worlds in which the texts are written” (Paltridge, 2007, p. 2).

Chapter 4 Methodology

4.1 Introduction

Investigating Omani student writing from a World Englishes perspective requires a methodology that captures both text and context in order to understand how and why texts make the meanings they do in this setting. Textography (Davies, 2001; Paltridge, 2008; Starfield et al., 2014; Swales, 1998b) is a methodology that meets this need by combining discourse analysis with ethnographic techniques. The research questions were addressed by using discourse analysis to map the linguistic requirements of four courses in a Communications degree in Oman using analysis informed by SFL. Ethnographic techniques, including interviews, observation and document analysis were used to deepen understanding about the context in which these texts are produced.

The pedagogic agenda of supporting teachers within the college English Foundation and first-year English Programs drove the inquiry. This agenda had resulted from the researcher's membership in the English Department writing group who had been tasked with improving the teaching of writing within the English Program. In order to better guide their students to acquire the linguistic skills they need to enter their degree level study, the English teachers must, firstly, be informed about what text types students will need to produce in their degrees. Secondly, teachers need an appropriate metalanguage to discuss the linguistic features of these texts with their students. As the English teachers are preparing students to write in their disciplines, ideally, this metalanguage would be shared with other departments. Thus, the contribution this inquiry aimed to make is to establish the most important linguistic skills required for success in this context, by providing detailed descriptions of successful student writing in an Omani tertiary institution, and mapping these with a metalanguage that can be shared by teachers and students. The specific questions addressed in this study are:

1. What written English texts are required in the first-year assessments in the Bachelor of Communications in a tertiary institution in Oman, and what are the distinctive language features of these texts?
2. To what extent do the assessment genres in the English Department support student progress and achievement in the Communications Department?

The texts used in the Communications Department are referred to as text types because, at the outset of the investigation it was not known whether any specific genres played an important role in student assessment in the department. On the other hand, The English Department assessment explicitly names particular genre requirements, which is why the term genre, as opposed to text type, is used to refer to these texts.

4.1.1 Outline of the chapter

This chapter documents the steps taken to design and carry out a textography in Oman. Following this introduction, the chapter proceeds as follows:

Section 4.2 explains textography as the methodological approach chosen to meet the contextual requirements and constraints of the college. The attributes of textography that made it particularly appropriate for this research are presented and the choices made in regard to ethnographic elements of the study are explained as is the selection of the student texts for deep analysis. Finally, the section presents some key theoretical concepts of SFL and the Sydney School genre analysis as the theoretical underpinning of the discourse analysis of the student texts.

Section 4.3 details the research design model and presents the model which was developed to guide the analysis of the data. This section explains the selection of the particular college as the research site, the Bachelor of Communications as the focus degree and the choice of participants. The section concludes by explaining the specific SFL based tools used in the research.

Section 4.4 details the procedures followed for the collection and analysis of the data, beginning with the collection of consent, then data collection, preparation and then analysis. This section also explains the significance of the final step of the four step procedure model, which ensured that the process resulted in tangible pedagogic outcomes.

Section 4.5 discusses the steps taken to maintain high ethical standards throughout the study.

In 4.6 the chapter concludes by explaining the links between this and the subsequent chapters.

4.2 Methodological Approach: Textography

This section will explain the selection of textography as the methodological approach for this study, by detailing some of the features of the approach that made it particularly suited to answer the research questions, while remaining within the appropriate boundaries for a teacher-researcher in a Gulf Cooperation Council (GCC) country. The section discusses the two types of inquiry that are incorporated in a textography, namely discourse analysis and ethnographic enquiry. The final element in the section is a presentation of the overarching principles of SFL in order to explain the theoretical underpinnings of the approach taken in this textography.

The methodology of textography was used in order to ground the deep linguistic analysis of student assessment writing in the context of a particular college. Textography (Swales, 1998a) is a qualitative approach, which makes it suitable for providing a deep understanding of the texts students need to produce to succeed in this context. Qualitative research is associated with rich description (Creswell, 2008), or what is sometimes referred to as *thick description* particularly when the descriptions have been built up through ethnographic inquiry. Geertz describes thick descriptions as those which provide enough interpreted contextual information to give a true representation of what is actually going on in the phenomenon under study as opposed to what may appear to be going on. Importantly, this requires informed interpretation of the contextual data (Geertz, 1976). Geertz's work was an important influence on Swales's original development of textography as a methodology (Davies, 2001).

In a textography, genre analysis of target texts is contextualised by an ethnographic style inquiry into the research site. Students who speak English as a second or additional language require very specific and detailed instructions about the texts they need to construct (Bloomfield, 2013; Macken-Horarik et al., 2007). In order to create these descriptions, it was necessary to examine examples of successful Omani student writing as well as the contextual influences that had shaped these texts. Because of the close relationship between text and context, there would have been little value in studying decontextualised texts (Eggins, 2004; Halliday & Matthiessen, 2004; Martin & Rose, 2008). The literature overwhelmingly suggests that "a deep and well-grounded understanding of learning environments is increasingly a requirement of effective EAP" (Hyland & Shaw, 2016, p. 9). A textography achieves this deep and grounded understanding of text with two types of analysis; firstly, discourse analysis that

takes an etic perspective of target texts and secondly, ethnographic enquiry that takes an emic perspective of the meanings the texts are making in the context. In this study the tools of SFL were used to understand two layers of the context; the broad cultural context and the immediate situational context.

4.2.1 Data

In the conceptualisation of textography taken in this study, the data were not viewed as two distinct sets. The division was in the two approaches to the analysis of these data, with a subset of the data being identified for close discourse analysis, which is only feasible for a relatively small number of texts as it is very time consuming. There was also not a fixed boundary between the two sets so, during analysis, data were moved between the two as required by the ongoing analysis. In this study, selected student texts were identified as a subset of texts which were targeted for deep discourse analysis. Other data, which included other student texts, teacher interviews, observational data, college documents and course materials including textbooks were used to understand the context in which the students' texts were created.

4.2.1.1 Ethnographic elements

The ethnographic elements of textography can incorporate a diverse range of data types in order to build thick descriptions of the meanings being made by texts in the context. In this study each data type analysed added something to the understanding of students' writing requirements, but each type also had its limitations.

Interviewing key stakeholders such as teachers or students has been used extensively to examine perceptions of and attitudes to Omani student writing (Al-Azani, 2015; Al-Badwawi, 2011; Al-Issa & Al-Bulushi, 2012; Al-Rawahi, 2015; Al-Seyabi & Tuzlukova, 2014; Al-Shibli, 2003; Al Sadi & Basit, 2016; Ali, 2012b, 2012a; Alkharusi et al., 2012; Ambu-saidi, 2010; Denman & Al-Mahrooqi, 2013). These opinions are obviously valuable sources of information but there are limits to the degree that these perceptions can add to descriptions of actual student writing. In this study, interviewing students was not included as a source of data. Evidence strongly suggests that language students are unlikely to know their real language learning needs (Elisha-Primo et al., 2010; Ferris, 1998; Lambert, 2001). Also, if the researcher does not speak the first language(s) of the participants, as was the case in this study, miscommunication is a significant risk in an interview.

On the other hand, language is less of a barrier in the case of the teachers in an EMI environment as all have high enough levels of English to be using English as the language of delivery for their lessons. It might also be expected that teachers would understand the students' writing needs, especially if the teachers are also the markers, although there is evidence to suggest that teachers can be largely unconscious of their marking agendas or are unable to articulate them clearly (Martin & Rose, 2008). Despite these limitations, including the teachers' opinions in the data was important to provide the teachers with the opportunity to have their voices heard and to feel included in the study. This improved the face validity of the study, or the degree to which the study was perceived as valid (Nevo, 1985), and increased the buy-in of the teachers as key stakeholders in the context. The teachers' insights were also valuable in this study as an element mitigating the potential lack of examples by expert users among the student writing examples in the immediate context of situation. Teachers were given the opportunity to express what they would ideally like to see in student writing, that is, to describe what the writing of an expert user *might* look like in this context.

Along with interviews, several other data types were used to contribute to the creation of thick description of the context. Observational data were recorded in notes and photographs taken by the researcher. One restriction on the collection of this type of data is that photographs featuring people are not permitted in many educational contexts and would not be appropriate in some MENA contexts if women were included. Also, observation in general is limited to the degree of access available to the researcher. Another potential source of data included college documents, such as course outlines, which offer useful theoretical descriptions of student writing requirements, although they do not necessarily expose teachers' actual marking practices. In addition, textbooks can provide examples of disciplinary registers, but in this case, they are all produced outside Oman so they cannot demonstrate any potential context-specific features of writing in Oman. Furthermore, textbooks "are problematic for EAP because their rhetorical organisation is based on pedagogical principles rather than disciplinary norms" (Hyland & Shaw, 2016, p. 10), so they may not model the specific genres students need to produce.

4.2.1.2 Discourse analysis

In any textography an important subset of the data consists of texts which will be deeply analysed using genre-informed discourse analysis (Paltridge, 2008; Starfield et al., 2014). In this study, selected student writing samples were identified as the subset of texts which were

targeted for deep discourse analysis using SFL informed genre analysis. The previously written and graded assessment tasks collected in this study are genuinely authentic materials, as they have been produced without any influence from the research procedure. The marks given to the texts are a crucial element in these data as they are the indicators of what is valued by the teachers, thereby ensuring the data shed light on real as opposed to perceived needs. An analysis of the actual marked texts, as opposed to administrative descriptions or teacher or student perceptions of the texts, is the best way to expose the reality of what is valued by markers in the context.

Despite the value of discourse analysis of student texts, there was one significant limitation of using this method of inquiry to answer the research questions. The information these texts can reveal is limited because even the highest scoring student texts do not necessarily represent texts produced by expert users in the context, which is the model required for pedagogic purposes. Expert users of a genre may appropriate and subvert conventional language patterns in order to better serve their own communication needs (Bhatia, 2006), but in learner texts it is not clear whether instances of non-standard language have resulted from purposeful crafting of the language or students' lack of ability to form a more standard response (Edwards & Laporte, 2015; Hamid & Baldauf, 2013). While successful student texts can be used to produce a model of what is currently required to receive a good mark in the course, they may still be far from the ideal model that teachers are ultimately aiming to help students achieve. In this study this limitation is offset with reference to analysis of the ethnographic elements such as the course objectives and teacher interviews. The discourse analysis of the student texts in this study was guided by the theoretical frameworks of the Sydney School of genre theory which is grounded in SFL.

4.2.2 Systemic functional linguistics

The genre theory of the Sydney School which is grounded in systemic functional linguistics (SFL) (Eggins, 2004; Halliday & Matthiessen, 2004; Martin & Rose, 2008) offers a theoretical framework to relate the findings from the discourse analysis to those of the ethnographic enquiry. In other words, SFL informed descriptions can support the theorisation of the relationship between these specific texts and their context.

In the genre theory of the Sydney School, Halliday's original concept of context of situation is reconstrued as register and the context of culture is reconstrued as genre adding an

additional level of analysis beyond register. The first layer of context, the context of situation or the immediate context of the text, can be described in terms of three variables: field, tenor and mode. Field describes the topic or subject matter of the social interaction or shared meanings made by the text. Tenor describes the relationship between users of the text. Finally, mode describes the medium employed for the text, which might be spoken and/or written language or image. These three variables of context are used to describe the register, or variety of language used in that particular social context. The second layer of context is the broader context of culture which also influences the text. Reconstructed as genre in the Sydney School model, this layer represents the social purpose or genre of the text. This two-tiered model of context fulfils a need identified in the World Englishes literature to use methodologies capable of capturing “both the universal essence of W[orld] E[nglish]ness as well as the distinct regional and social identities of different Englishes” (Valentine, 2008, p. 567). The model supports the discourse analysis of disciplinary texts from a World Englishes perspective because it enables an examination of the degree to which particular texts may be unique to their local contexts and to what extent they adopt the broad conventions of academic English.

4.2.2.1 Realisation

The relationship between the strata in the SFL model is explained by the process of realisation. This central concept of SFL can be understood as the meanings of the text redounding or repeating in patterns of patterns across the strata, “symbolising, encoding, expressing, manifesting and so on” (Martin & Rose, 2008, p. 10). This idea is illustrated by the concentric arrangement of the strata in the Sydney School model. Because genre is modelled at a more general level than register, genre can be understood as a pattern of field, tenor and mode. Genre realises generic register variations used to achieve similar purposes in the cultural context (Rose & Martin, 2012). An important aspect of realisation is that it happens in both directions. This means that not only are register variations realised in genre, but also the stages of any particular generic structure can be related back down to their linguistic realisations (Eggins, 2004). This makes genre analysis a powerful tool for identifying teachable linguistic features within a text. Because these features can be very specifically detailed and include discourse, grammatical, and even vocabulary features, genre analysis can be particularly useful in TESOL (Gebhard, 2010). This capability made SFL tools suitable for the purposes of this study, which seeks to create very detailed descriptions of text types that would be immediately applicable in an English language classroom.

4.2.2.2 Instantiation

Another concept articulated by SFL theory central to the design of this study is instantiation. The concept is described by Halliday (2004) in terms of two perspectives on language: language as system and language as text. The system does not exist as an independent object but is a description of the potential variants of the individual instances of language. Each piece of text in context is an instance of that particular culture. Conversely, a culture is the potential behind the range of texts that might occur. These perspectives are modelled on a cline of instantiation reproduced in Figure 4.1. The figure shows the cline between text and culture. One pole of the cline, language, is seen from a close perspective as an *instance* of text. At the other pole, language is seen from a distance as *system*, expressed as the culture. Along the pole from system the hierarchy of realisation is progressively narrowed to the reading of a particular text (Martin, 2008).

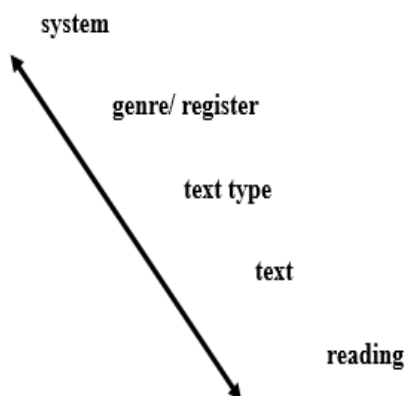


Figure 4.1: The cline of instantiation hierarchy: Increasing levels of abstraction relating language system to an instance of text. Modelled from (Martin (2008, p. 33)

The cline of instantiation theorises the relationship between text and culture as it moves through increasingly abstract groupings of instances of texts. At one pole there is a single instance of a text. Several of such single instances have been collected as some of the data in this study and the ethnographic elements of the data set are intended to shed light on what these texts mean in the context (the individual reading of a text). Next the cline moves to the recurrent patterns across the texts which enable the recognition of text types. This study is looking to find these recurring patterns within the sample texts collected for the study. Because the study is limited to just one time period in one college, it is limited in scope to examining texts only to this point in the cline. Following this view of text types, the cline moves through the most

distance view of the text as system, which is all the possible instances of a text, expressed as the culture. It is hoped that in the future the findings of this research will be collated with those from similar studies to better understand the systems at work in these contexts.

Halliday likens this relationship between text and system to that between weather and climate. On individual days we experience the weather, but the system made up of the many instances of daily weather is the climate (Halliday & Matthiessen, 2004). The concept of instantiation is central to the theoretical underpinning of the design of this research; it explains how it is possible to begin to map the writing system of the cultural context of this college from close examination of individual instances of texts created in this context. Instantiation is described by Halliday in the following way:

If we start at the instance pole, we can study a single text, and then look for other texts that are like it according to certain criteria. When we study this sample of texts, we can identify patterns that they all share, and describe these in terms of a text type. By identifying a text type, we are moving along the cline of instantiation away from the text pole towards the system pole (Halliday & Matthiessen, 2004, p. 27).

By producing detailed descriptions of the individual, high scoring assessment texts from the college, an understanding of the range of texts that are successful can begin to be built up to describe the culturally expected text types in student assessment writing within a Communications degree in Oman. It is hoped that as further research is undertaken in the context, these descriptions will be moved closer to describing the emerging genres in this context.

4.2.2.3 The metafunctions

The foregrounding of function in SFL is also important to research with a World Englishes perspective. It is this aspect of SFL that enables an understanding of the way language is used in the context. It enables descriptions of meaning-making as opposed to mere accounts of structural differences, again answering a need identified in the literature for semantic descriptions of World English varieties (Mahboob, 2014a). Central to this functional emphasis in SFL are the classifications of the metafunctions of language. These are sets of resources for making three different kinds of meanings: ideational, interpersonal and textual. Each of the metafunctions is linked to one of the three register variables: field, tenor and mode.

The ideational metafunction is concerned with construing experiences of the world and also linking those experiences logically. Because the register variable field is concerned with what is taking place, field is linked to the ideational metafunction. The interpersonal metafunction is concerned with enacting relationships so it includes the resources which enable us to interact with others and to evaluate our experience. As the register variable tenor is concerned with roles and relationships, tenor is linked to the interpersonal metafunction. The textual metafunction enables ideational and interpersonal meanings to be woven together into well organised texts. Because the register variable mode is concerned with what part language is playing in the communication, mode is linked to the textual metafunction. The relations between metafunctions and register variables are summarised in Table 4-1.

Table 4-1: The relationship between register variables and the language metafunctions

Register		Metafunction	
tenor	kinds of roles and relationships	Interpersonal	enacting
field	the social action that is taking place	Ideational	construing
mode	what part language is playing	Textual	organising

Table 4-1 shows the relationships between the three register variables explained above and the three metafunctions of language. Recognising these relationships can support understanding of the many meanings being made simultaneously by the texts. Looking through the three metafunctional lenses exposes the types of meanings most valued by the markers in the context.

Textography, as a methodological approach, offered a scaffold to bring all these useful elements together in an investigation suited to the needs and requirements of the context and research questions. The following section outlines the specifics of the design of this project.

4.3 Research Design

This section outlines the design of the study, and introduces the model developed to negotiate the quantity and variety of data collected. It then gives details of the target courses and participants before explaining the particular SFL-informed analytical tools used in the study.

The study was designed as a textography which gives equal weight to discourse analysis and ethnographic inquiry (Paltridge, 2008; Swales, 1998a). For this study, a four step process was devised to combine these two streams of analysis. Step 1 is a quantitative focus with reference to key course documents. This step is intended to direct further analysis by identifying significant or important texts from the data set, or by suggesting other data that need to be sourced. Step 2 is the discourse analysis of successful student texts. This requires an objective, etic view, of the features of the texts. Step 3 is an ethnographic contextualisation using broader data collected from the research site. This step allows the researcher to take a more emic view, bringing their knowledge of the site to the analysis.

Steps 2 and 3 were conducted simultaneously rather than in a linear manner, but Step 2 preceded Step 3 in the model because it was the discourse analysis that drove the analysis, with the ethnographic data enabling interpretation and explanation of the texts. This was not to say that the discourse analysis was considered more valuable than the ethnographic elements of the study; both types of analysis are of equal value, but the emergent themes came from the focus texts, rather than the ethnographic elements. For this reason, the ethnographic data were not coded using a constant comparison method that allowed themes to emerge from that data (Charmaz, 1996) in isolation from the student texts. Instead, as understanding or sometimes questions, arose from the discourse analysis of the student texts, these were explained and elaborated or sometimes triangulated by corroboration (Creswell, 2008) with insights from the ethnographic data. Step 4 was the pedagogic development informed by the findings. It was the construal of the key findings in a format useful to educators and students. The four steps of the study design are modelled in Figure 4.2.

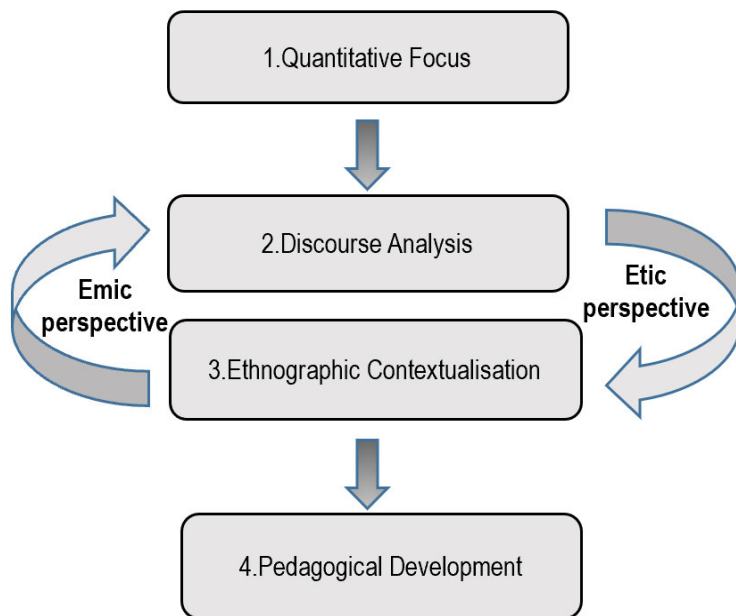


Figure 4.2: A four-step model for analysis in a textography

4.3.1 Case selection

The most influential factor in the choice of the college as the research site was that it was the researcher's place of work. This facilitated access and meant it was easier to gain the confidence of participants. However, other factors such as the importance of the colleges, the demographic of the campus and the popularity of the degree majors offered by the college all contributed to the final choice of the major on which the study was based.

At the time this study was initiated, the Omani Department of Education oversaw one university, Sultan Qaboos University, which offers places only to the highest ranked high school graduates. This meant results from an inquiry at this site may not have been very transferable. The Department also administered six Colleges of Applied Sciences and the Ministry of Manpower administered six Colleges of Higher Education. These colleges were more representative of tertiary institutes in Oman in terms of student levels. All twelve colleges have now been united into one multicampus university. One of these colleges was selected as the research site primarily for the opportunistic reason that the researcher was a teacher there and this facilitated easy access. Access is, of course, the most important consideration as without it, data collection cannot take place.

The choice of the research site is also justified as the college can be seen as a critical case. A critical case has "strategic importance in relation to the general problem" (Flyvbjerg,

2011, p. 307). The general problem this study addresses is that Omani tertiary students do not have the English linguistic skills they need to meet the demands of their degrees. Students from this college tend to score lower than the other colleges in the nationally standardised tests (Dafalla, 2017). The reasons for this are unclear, but may be because, as the farthest college from the capital, it tends to be low on most students' preference list and therefore does not attract the higher scoring students. Local students may also have been disadvantaged in their initial schooling because of a high turnover of teachers, again due to the relative isolation of the region. New, and therefore inexperienced teachers are allocated to the area but tend to transfer out as soon as they have served the minimum number of years. As a result, 42% of teachers in the region have had less than five years' experience, which is much higher than the national average of 26% (Ministry of Education: Oman and the World Bank, 2012). For this reason, successful student writing from this college fits the description of a critical case being one where it can be said, if a phenomenon can happen there, then it can happen anywhere (Flyvbjerg, 2011). This study seeks to describe what successful students do at this research site, with the presumption that the same could be achieved by all students.

The college offers four-year bachelor degrees in Information Technology (IT), Communications and International Business. Across all of the colleges, IT is the most popular major, followed by Communications (Higher Education Admissions Centre, 2015). Of these, Communications was selected as the example degree for this study, because it is considered the more linguistically demanding as evidenced by language scores being weighted more heavily in the entry requirements. Furthermore, the final factor in choosing the Bachelor of Mass Communications as the case to be investigated in this study was an initial meeting with the Head of the Communications Department, who confirmed that the study would have her support.

4.3.1.1 Bachelor of Mass Communications

The Bachelor of Mass Communications is offered at the three largest of the colleges which comprise the University of Technology and Applied Sciences. In line with all degrees at the colleges, the degree aims to “meet national and regional employment needs, prepare students for postgraduate studies and lifelong learning, equip them with the knowledge and skills necessary to excel as future professionals, and contribute to Oman’s economy and society” (Ministry of Information Oman, 2014, para. 3) The aim of the Bachelor of Mass Communications in particular, is to prepare students for professional careers in print,

broadcasting and new media. The four majors of the program are digital media, journalism, public relations, and advertising.

One of the original aims of this study was to inform the approach taken in the college Foundation Program. With this aim in mind, the scope of the study was limited to the writing requirements of first-year degree level courses. These are the writing tasks students will encounter immediately after they graduate from Foundation, and so it is essential that students graduate Foundation with the skills necessary to succeed in these tasks. An example of a typical first-year workload in the Bachelor of Communications is shown in Table 4-2. First-year Communications students usually take ten courses over two semesters. Courses from the Department of General Requirements are delivered in Arabic and so were not considered for this study. Mathematics and IT are delivered in English but require far less written work from students than the English or Communications courses. Considering these points and in order to limit the study to manageable proportions, only courses delivered by the English and Communications Departments were considered for inclusion in this study. Student writing examples were collected from the five courses which are shaded.

Table 4-2: First-year workload in the Bachelor of Communications

Semester	Courses	Credit hours	Department	Delivery Language
1	English for Academic Purposes 1 (E1)	4	English	English
	IT Fundamentals	3	IT	
	Introduction to Communications (C1)	3	Communications	
	Arabic Language Skills	3	General Requirements	Arabic
	Mathematics for Communication	2		
2	English for Academic Purposes 2 (E2)*	4	English	English
	Introduction to Public Relations (C3)**	3	Communications	
	Introduction to Journalism	3		
	Mass Media in Oman (C2)	3		
	Islamic Culture	3	General Requirements	Arabic

*EAP2 is the only course shown here that has a prerequisite. Students must pass EAP1 before taking EAP2.
 **This course was not included in the sub-set for discourse analysis but used as part of the broader ethnographic data.
 Sample texts were collected from the shaded subjects.

The three Communications courses, Introduction to Communications (hereafter referred to as C1), Introduction to Media Studies (hereafter referred to as C2) and Introduction to Public Relations (hereafter referred to as C3), were selected for the study by the Head of the Communications Department at the time of the study. As the scope of the study allowed only for the analysis of texts from two courses, two of the three were selected. C2 is the most broadly representative course as it is core for all students in all degrees, so this course was selected first. Of the remaining two courses, C1 was selected to give an example of a first semester course. The student texts and course outline from C3 provided valuable ethnographic data and to check the representativeness (Creswell, 2008) of C1 and C2 texts compared to other courses in the degree.

English for Academic Purposes 1 (hereafter referred to as E1) and English for Academic Purposes 2 (hereafter referred to as E2) are the only two English courses offered in the first year of any degree at the college and were therefore included as focus courses. Details of each course are given below.

4.3.1.1.1 *Introduction to Communications (C1)*

Introduction to Communications is a core course, compulsory for students in all majors of all the colleges in the group. It “develops a conceptual understanding of the communication process, oral skills and group interaction skills” (Course outline). There are no pre-requisites other than a pass in Foundation or equivalent and students usually take it in the first semester of their degree level study. There are three hours of classes a week for a total face-to-face study time of forty-five hours over the semester. Students are expected to do a further 105 hours of self-directed study. On successful completion of the course the students are awarded three credit hours. The assessment items in C1 are shown in Figure 4.3.



Figure 4.3: Timing and values of assessment items in Introduction to Communications (C1)

4.3.1.1.2 *Mass Media in Oman (C2)*

Mass Media in Oman, previously Media and Society in Oman (hereafter referred to as C2) is a core Communications course, compulsory for all Communications students and is available as an elective to students in other degrees. According to the course outline, the course

considers the impact of various facets of society on media and how media, in turn, impact on society. The focus is on media in Oman, particularly in contrasting media prior to the reign of Sultan Qaboos (pre-1970) with modern day Oman. There are no pre-requisites, and the course is recommended for first or second-year students. Classes and credit hours are the same as C1. On successful completion of the course the students are awarded four credit hours. The assessment requirements are shown in Figure 4.4.

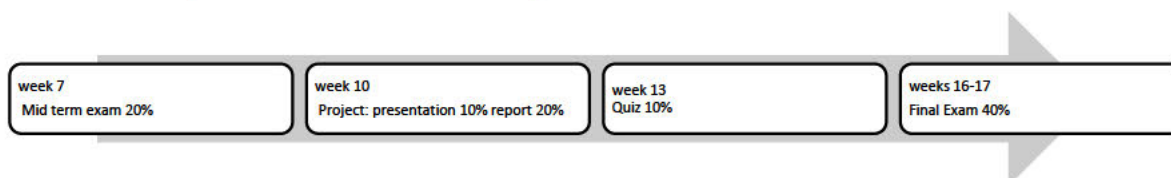


Figure 4.4: Timing and values of assessment items in Mass Media in Oman (C2)

4.3.1.1.3 English for Academic Purposes 1 and 2 (E1 and E2)

English for Academic Purposes 1, and English for Academic Purposes 2 are core courses for students in all degrees across all of the colleges. Students are grouped according to their discipline speciality (major), with Communications and IT students usually sharing a class. The English courses must be completed in sequential order. According to the course descriptions, E1 builds on the EAP skills acquired in the Foundation Program and E2 builds on those acquired in E1. In theory, students enter E1 with English levels of IELTS equivalence of 5.0 and E2 with 5.5. This figure was increased from the original entry levels of 4.5 and 5.5 to meet international accreditation requirements. In practice, the exit level of the Foundation Program did not change, so it can be presumed the actual entry level remains at 4.5, and these are still the level specified on the course outlines. Students attend five two-hour classes a week for a total face-to-face study time of 120 hours. A further three and a half hours per week independent study is expected. Each course is worth four credit hours. There are only two assessment items for both courses, as shown below in Figure 4.5.

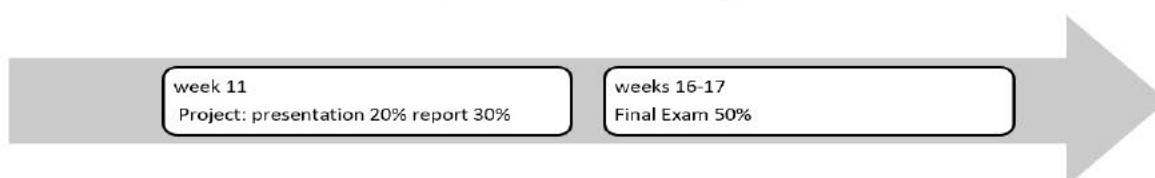


Figure 4.5: Timing and values of assessment items in English for Academic Purposes 1 and 2 (E1 and E2)

4.3.2 Participants

The participants in the study were students and teachers at the college that served as the research site apart from one teacher participant from a college of the same organisation in another city. The student participants were enrolled in an E1, E2, E3 or E4 (for Communications students) class at the college during the consent collection period from semester one 2017 up to and including semester 1 2018. Texts were collected from a total of 68 student participants including 53 females and 15 males, reflecting the uneven numbers of males and females in the college. According to the most recent figures on the colleges' website, 78% of the students are female (Sultanate of Oman Ministry of Higher Education, n.d.). This reflects a general trend in higher education in Oman. In 2000, 55% of Omani women aged twenty-five to twenty-nine, but only 17% of Omani men of the same age, had completed a tertiary qualification (Ministry of Education: Oman and the World Bank, 2012).

There were twelve teacher participants from the English Department but unfortunately no teachers from the Communications Department accepted the invitation to participate. Details of teacher participants are given in Table 4.7.

4.3.3 Analytic tools: Metafunctional frameworks

Among the tools used in Sydney School genre analysis is the 4x4 framework (Humphrey et al., 2015). This framework, based on the SFL model of language, was developed to represent comprehensive descriptions of the array of conventional language features used in specific types of texts in specified educational contexts. In this study, in contrast, the framework was re-purposed as an analytical tool to capture descriptions of previously unanalysed text types used by students in the Omani tertiary context. The 4 x 4 includes the metafunctions of language on the vertical axis and four levels of language (whole text, paragraph, sentence and word) on the horizontal axis. These levels of language are simplified conceptually to align with the SFL-modelled strata of language. Whole-text aligns with the context of the text, paragraph aligns with discourse semantics and sentence and word align with lexicogrammar. The columns intersect with the rows so that each of the four language levels can be considered in terms of each of the four metafunctions. The sixteen squares can thus be populated with particular linguistic resources required to make each of the four kinds of meanings at each level of language. The framework is included as Table 4-3.

As mentioned, there is not a strict divide between the texts placed in the subset for deep discourse analysis and the data in the ethnographic sub-set, but the difference lies in the analysis. Occasionally texts from the broader data set were selectively chosen for their potential to provide elaborating or contrasting information about a point of interest. Texts are defined as "authentic products of social interaction" (Eggins, 2004, p. 23). Defining texts broadly in this way allows for the inclusion of visual and multimodal texts such as photographs or textbooks. Visual texts were analysed using a similar framework to the 4 x 4, that was more specifically aimed at multimodal texts. This framework is included as Table 4-4.

Table 4-3: A 4 x 4 framework for text analysis (Humphrey, 2013; Humphrey & Robinson, 2012)

metafunction	Whole text	Paragraph/phase	Sentence/clause level	Word level
Language to express ideas Experiential meanings related to field				
Language to connect ideas Logical meanings related to field				
Language to interact with others Interpersonal meanings related to tenor				
Language to create cohesive texts Textual meanings related to mode				

Table 4-4: Image analysis along metafunctional lines (Devrim, 2018)

Experiential Lens: Field Transitivity: Processes: What is happening? Participants. Who or what is included? Generic or specific? Circumstances: What surrounding details are included?	
Interpersonal Lens: Tenor Why did I originally take the photograph? What is (or would be if this setting included people) the social distance between participants How am I positioned relative to participants? What kind of 'reality' or 'truth' is created in each image? – What is the atmosphere?	
Textual Lens: Mode How are the elements in the text organised? What patterns of organisation emerge? What level of detail is evident?	

Adapted from lecture notes: EDEE521: Grammar for Teaching English in the 21st Century, Dr Devo Devrim, UNE 2018.

Populating these frameworks is supported by SFL theoretical tools. Of the many SFL tools available, those that were most salient were suggested by initial analysis of the texts, which then suggested particular aspects requiring deeper investigation. This process is described more fully in Chapters 5 and 6. The SFL tools that proved most useful in this investigation are described below, grouped by the metafunctional meaning they primarily investigate.

4.3.3.1 Experiential meanings

The lexical resources used in a text are important for construing reality, or the ideational meanings. Lexical relations are an important cohesive device that contributes to unity in a text. These can be taxonomic, with items having a relationship of either classification or composition, or alternatively, there can be an expectancy relationship, which is a predictable relationship between a nominal and verbal element in the text. Further details of these relationships are given in Figure 4.6. Lexical relations are one of the most important elements in construing the field of a text (Egins, 2004), particularly texts concerned with describing and classifying entities, as are many of the texts in this corpus.

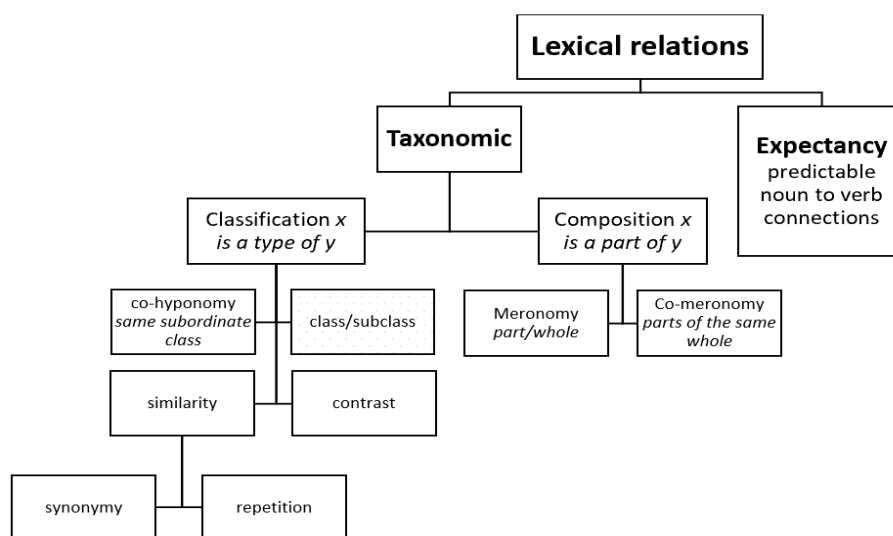


Figure 4.6: Lexical relation types for building field

Another important aspect with regard to the field of a text is expressing what action is taking place and who or what is involved. These aspects can be interrogated using transitivity analysis. In SFL, the system of transitivity or process type is the grammar of the clause as representation. It is the primary system for expressing the experiential meanings of a text as it maps the action of the text, who or what is involved in the action and where, how or why

(Eggins, 2004). Central to a transitivity analysis is the mapping of the processes throughout the text. Five main types of processes can be identified as shown in Figure 4.7. The people and things involved in these processes are referred to as the participants. Analysing the processes throughout a text can help to define the purposes of the different parts of the texts.

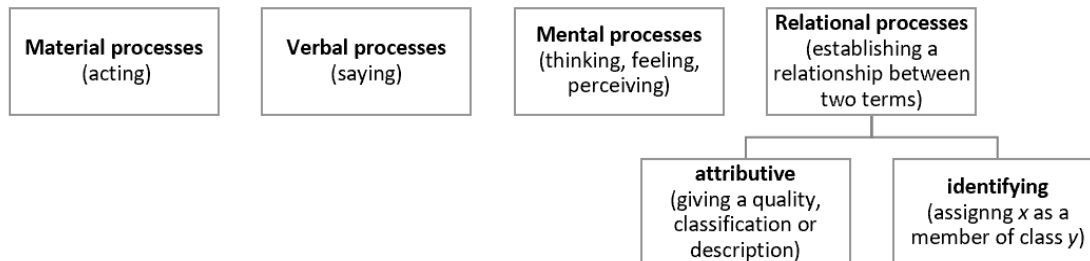


Figure 4.7: Process types in a transitivity analysis

4.3.3.2 Logical meanings

Logical resources support the development of ideational meanings as they are the resources to expand and connect ideas. Four main types can be identified as relevant to written texts.

- **Elaborating:** restating in different words or with details such as commenting or exemplifying.
- **Extending:** adding something new or pointing out an exception to it, or offering an alternative.
- **Enhancing:** qualifying with some circumstantial feature of time, place, cause or condition.
- **Projecting:** introducing a locution or an idea from an external source. (adapted from Martin & Rose, 2008).

4.3.3.3 Interpersonal meanings

In SFL the appraisal system is used to analyse the values, emotions and opinions associated with a text. Resources from this system that are important in the texts in this corpus are:

- **Attitude:** resources for making judgements and showing emotional/affectual responses

- **Engagement:** elements in the text that allow the author's voice to be heard including the resources of Projection (quoting and reporting)
- **Graduation:** resources for moderating the force of an argument, such as hedging (adapted from White, 2009)

4.3.3.4 Textual meanings

Textual meanings support ideational and interpersonal meanings to form coherent texts. Reference is the way that participants, in other words the *who* and *what* of a text, are tracked throughout the text. Referential devices can be homophoric, which means they refer to shared knowledge of the context of culture; exophoric, which means they link to shared knowledge from the context of situation; or endophoric, which means they refer to an item within the text. Endophoric references can be further divided into anaphoric if they refer to an earlier point in the text, cataphoric when they refer to a point which will appear later in the text, or esophoric when the referent is found within the same nominal group. This is illustrated in Figure 4.8.

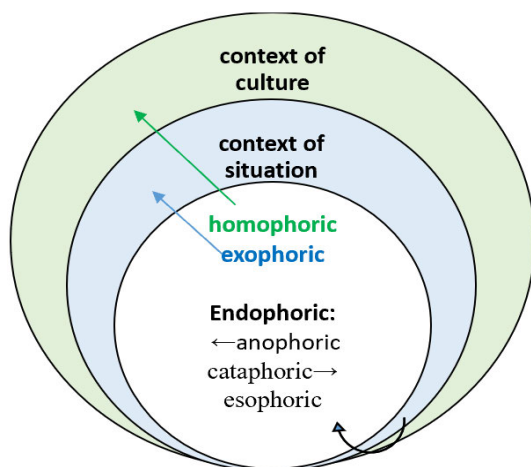


Figure 4.8: Reference types referring to elements within and external to the text

Another important textual resource is periodicity. This describes the way that information flows through a text in waves that package the information to make it easier to understand. These waves feature levels of Theme. Theme refers to the points of the text that are given prominence by their position at the beginning of the text (Martin & Rose, 2008). For example, a MacroTheme refers to the theme of the whole text and so is typically found in the introduction. HyperThemes are at stage level and are typically found in the first sentence of the stage. Stages are the major parts of the text; the steps it goes through to achieve its purpose. They are often associated with a paragraph. Finally, Theme at the level of the clause is the first

word or words of the clause. Because language works on three levels simultaneously, the lexical relations and conjunctions introduced above also serve a textual function in bringing cohesion to the text as a whole. Using the SFL tools and conceptual framework described above, the analysis was designed to produce very detailed descriptions formatted in a way that is accessible to teachers.

4.4 Procedure

Before the study commenced, approval was obtained from the college in Oman and the University of New England (UNE) Human Research Ethics Committee in Australia. The UNE approval number is HE17-078.

4.4.1 Consent collection

Student consent forms (Appendices 1-3) were collected by the first-and second-year English (Communications major) class teachers over three semesters from semester one 2017 to semester one 2018 inclusive. Although no writing examples were collected from second year English courses, it was necessary to collect consent from these classes in order to include any students in the target C1 and C2 classes who may no longer have been in E1 or E2. Students who had completed the form in the previous semester were advised that they did not need to complete it again unless they wanted to change their preference for participation. Students could choose to complete either the English or the Arabic version of the form. A total of 156 forms were collected of which 101 were accepted as adequately indicating consent. The protocol for acceptance or rejection was detailed in the audit log for consistency. A spreadsheet was created to indicate students' participation preferences and assign them a de-identification code. Collection of consent from the teachers generally coincided with conducting the interview and is therefore detailed in Table 4-7.

The consent collection process raised some important issues with regard to the apparently incommensurable requirements of an Australian university approving the study and the Omani college that was the research site. These are discussed in Chapter 8 as they are important considerations with regard to supporting teacher-researchers in the *Expanding Circle*.

4.4.2 Data collection

4.4.2.1 Collection of student writing samples

Student writing samples were collected between June 2017 and June 2018. Although no samples were from the 2018 semester, in some cases the texts were not obtained from the teacher or Head of Assessment until this time. The inclusion and exclusion criteria are given in Table 4.5. Examples from consenting students were de-identified, coded, scanned and stored on a password protected computer and the UNE Cloud. Originals were returned to the teachers.

Table 4-5: Inclusion and exclusion criteria for student writing examples

Student Writing Examples	
English	Communications
Inclusion Criteria	
Full class sets of Year 1 (EAP for Communications) assessment items for 2017 and first semester 2018.	A selection of high, medium and low scoring assessment items, from C1 and C2 as selected by the course teacher.
Exclusion Criteria	
Writer had not given consent.	Writer had not given consent
The teacher did not provide the signed consent forms to the researcher; some class sets were incomplete.	The writing was a group project in which one or more writers did not give consent.

The compiled student text corpus includes the work from the classes of six different teachers, three from the Communications Department and three from the English Department as shown in Table 4-6. The examples from the Communications courses were selected by the class teachers as examples of high, medium and low standard work. All samples provided by the teachers, for which consent to participate in the study had been collected from the writer, were included in the corpus. The English sets were full class sets to the extent that they were supplied by the teacher and the students gave consent. The items were written between second semester 2015 and second semester 2017 inclusive.

Table 4-6: Collected student assessment items

Class	Semester & teacher	Assessments collected	Date collected
C1 Introduction to Communications	Sem 2 2016 Teacher c1	3 mid-term exams 3 in class quizzes 2 group writing assignments	Jun-2017
		Course Total	
C2 Media and Society in Oman	Sem 2 2015 Teacher c2	3 mid-term exams	Jun-2017
	Sem 2 2016 Teacher c3	4 mid-term exams 4 in class quizzes 4 essays (3 group & 1 individual)	Jun-2017
	Sem 2 2017 Teacher c3	5 mid-term exams 5 in class quizzes 5 out of class individual essays (+ oral presentation marks) 5 final exams (+ answer key)	Jan-2018
Course Total		39 items	
C3 Introduction to Public Relations	Sem 2 2017 Teacher c2	3 mid-term examinations 1 project report	June 2017
		Course Total	
E1 English for Academic Purposes 1	Sem 1 2017 Teacher e4	16 projects 15 exams	June 17 Jun-18
		Sem 2 2017 Teacher e10	12 project reports
			12 exams
Course Total		55 items	
E2 English for Academic Purposes 2	S1 2017 Teacher e11	11 projects	Jun-17
		16 exams	Jan-18
	Sem 2 2017 Teacher e11	12 projects	Jan-18
		14 exams	Jun-18
Course Total		53 items	

4.4.2.2 Capturing the context

Throughout the data collection and analysis stage (these processes coincided) a two-part research diary was kept in the forms of a blog site on the WordPress platform (<https://englishuniprep.wordpress.com/about/>) and a hand-written diary. The WordPress site proved to be a tremendous procrastination device so, as the study progressed, it was used less in favour of the hand-written version. In addition, an e-mail folder was created which became the audit trail for the project being “a thorough collection of documentation regarding all aspects of the research” (Rodgers, 2008, p. 43). This included photos, e-mails, and relevant college and UNE documents. Finally, a further folder was created on my staff computer where potentially useful documents I came across in my daily routine could be easily saved. The ethnographic data were drawn from these four repositories.

4.4.2.3 Conducting teacher interviews

In 2016, pilot interviews were conducted with some English teachers who were not teaching first-year at the time in order to refine the teacher interview protocol. The interviews were semi-structured around the protocol, with teachers being encouraged to add further topics they felt were of importance to the teaching of student writing. Every teacher who responded to the e-mail invitation was interviewed either in January or April of 2016, according to their availability. Audio-recordings of the interviews were made on a mobile phone and then stored in Mp4 format on a password locked computer and on the UNE Cloud. These teachers were not asked to sign consent forms at that time as these data were not originally intended for inclusion in the final analysis. Instead, in keeping with the college protocols, each participant gave verbal agreement, while being recorded, to the use and publication of non-identifying findings from the interviews. Depending on the teacher’s experience, the interviews focussed on either the two English for academic purposes courses in the final year of Foundation, which is when students first study English for academic purposes as opposed to general English, or on the two second-year courses, being the last levels of English in all degrees at the college. The teacher interview protocol was adjusted to the final version in Appendix 7.

In semester one 2018, all teachers in Communications, as well as the past and present first-year English teachers, were invited by e-mail to be interviewed. Several English teachers accepted, and it was arranged that the interviews would take place in the final two to three weeks of the semester. Every effort was made to encourage the Communications teachers to be interviewed but all declined.

The end of semester one, 2018, was severely disrupted by a devastating cyclone in the area of the college. The examinations had to be delayed, and then managed with limited technology due to extensive damage to infrastructure in the region. The previously arranged interviews had to be abandoned as the college was closed at that time. When it resumed, teachers from both departments were very busy and stressed managing the challenging work situation as well as evacuations and flood damage in their own homes. Because it became obvious that there would not be the opportunity to interview many teachers, those teachers who had previously been interviewed were asked for permission to include their original interviews in the data set for this PhD. They were given the opportunity to view the transcripts of the interviews before they decided, but none took up this offer. All agreed to be included and signed consent forms at that time.

During this examination period only teachers who were invigilating or on stand-by for invigilation were present at the college. Although selective sampling of first-year teachers had been in the original research plan, a more opportunistic approach had to be taken. The researcher attended every day and asked those English teachers who were there and had not previously been interviewed if they were willing to participate. All agreed if they were on standby and therefore had nothing else to do until marking began. These teachers signed consent forms immediately prior to their interviews. Unfortunately, this included only three teachers with first-year experience. One of these had been interviewed previously about Foundation but agreed to be interviewed again as he had taught first-year for the first time that semester. One interview was also conducted with a teacher from another college of the same type in another city. Because she had been the first-year coordinator at her college and was, at the time, the assessment coordinator, she had been involved in national planning and moderation meetings attended by all first-year coordinators. As it was likely she had an interesting perspective to add, when the opportunity arose, she was invited to be interviewed. Table 4-7 describes the interview data set. Two of the three English teachers who contributed class sets to the study were interviewed. These are indicated with shading.

Table 4-7:Teacher interview schedule

Teacher Interviews			
Teacher code	Focus Level	Date recorded	Notes
Te3	Foundation Academic 1	30.01.17	
Te4	Foundation Academic 1	30.01.17	Previously first-year 1 class set collected
Te5	Foundation Academic 1 Year 1	30.01.17, 21.06.18	First interview pre-first-year experience Second interview post-first-year experience
Te12	Foundation Academic 1	19.06.18	
Te8	Foundation Academic 2	04.06.18	
Te9	Foundation Academic 2	06.06.18	
Te2	Foundation Academic 2	03.01.17	Second-Year experience
Te11	Year 1	21.06.18	2 Class sets collected
Te13	Year 1	28.06.18	Previous first-year1 coordinator and assessment coordinator in another college of the same type in another city
Te6	Year 2	29.04.17	
Te7	Year 2	29.04.17	Second-Year Coordinator
Te1	Year 2	2.01.17	Previously first-year teacher

4.4.2.4 College documents and teaching materials

At the time that this inquiry was being undertaken there was a high stakes general audit in progress for all higher education institutes in Oman. This created an underlying nervousness amongst staff at all levels towards interrogation of their practices. At one point the dean of the college banned all research. This was later modified to allow survey research only. Later still, and only after intervention by the then Head of the Department of Research, this study was given special permission to proceed on the condition that the college administration would not be approached for any information. As a result, many of the documents sourced for this inquiry were taken from the college or from Oman Ministry of Higher Education (MOHE) websites which in some cases were several years out of date. Other document sources were the course teachers and coordinators, and the researcher's day-to-day duties as a teacher and committee member. Examples of items relating specifically to each course are given in Table 4-8.

Table 4-8: Documents relating to specific courses

Documents specific to each course			
E1	E2	C1	C2
course outline project and examination marking rubrics project specifications course calendar three textbooks		course outline one textbook	Course outline Final examination marking guide e-mail description of tasks from teacher

4.4.3 Exiting the research site

At the conclusion of the data collection period a final comparison was made between the consent forms and collected data to ensure the students' participation requests were accurately reflected. The data log spreadsheet was modified to delete all references to non-participating students. Non-identifying information about participating students was checked for accuracy and completeness. Finally, the ends of the student numbers were deleted making reidentification impossible. The first four digits of the student numbers were retained for statistical information, as they indicate year of enrolment. Scans of the forms were stored on the UNE cloud, a password locked laptop computer and a USB drive. Hard copies were left with the Office of Research at the college. No hard copies of any data or related documents apart from textbooks were removed from the research site.

4.4.4 Data preparation

4.4.4.1 Software

A number of computer programs were used in the preparation and analysis of the data. The literature review had revealed that there are few studies conducted by teacher researchers in Oman. As a result, a secondary aim had developed for this research which was to document a research approach appropriate to GCC contexts which would be easily replicated by other teacher-researchers. English language departments do not typically have research agendas and therefore rarely have research budgets. For this reason, a decision was made to use only free-to-download software. The only exception to this was the use of the Microsoft Office suite, as it was expected that all teachers would have access to something similar.

Three main programs were used to support analysis in this research:

- the UAM corpus tool (Universidad Autónoma de Madrid) (O'Donnell, 2007), which supports manual and automated text coding with an SFL framework
- the VUE (Visual understanding environment) (TUFTS University, 2015), which is both a visualisation and analysis tool
- QDA Miner Lite (Qualitative data analysis software) (Silver & Lewins, 2007), which facilitates easy investigation of texts.

4.4.4.2 Student writing examples

All the student writing examples were processed at the level of individual answers to each question in each assessment. Each example was given an individual item code with embedded item information. An example code generator map for one course is given in Appendix 8.

Once logged, the two shorter question types from the Communications examinations were grouped according to question type (long/short), then compiled into one Microsoft word document, with the item code above each answer for ease of printing. That is, two Microsoft word documents were created for these answers, one containing all examples of short answers (Appendix 5) and one containing all examples of long answers (Appendix 6). These handwritten answers were not transcribed for this step because the layout and clarity of the handwriting was potentially important. Instead, the integrity of the data was maintained by inserting snapshots of the PDF images from the original scans into the word document.

This step was not necessary for the Communications projects or any of the English samples as these were all at least one page in length and therefore could just as easily be printed straight from the original PDF files. In these cases each answer was prepared for printing and analysis using the PDF Escape software (Direct ASP>NET integration, 2007). Each was thoroughly checked to remove any previously missed identifying information, such as names in the teachers' comments.

In some cases, additional versions of the same item had been collected in Microsoft Word format because the teachers had submitted hard and soft copies. These were coded in the same way as the PDF versions, with the addition of the words "submitted word version" when the code was added to the text itself. This was to distinguish these from any transcriptions of answers prepared during analysis.

At times, further preparation of the texts was undertaken as needed during analysis, such as converting the file to a plain text file or manual transcription in order to make use of analysis programs. For the purposes of computer analysis, it was often more useful to correct the spelling. A second copy was therefore made of each transcribed text, with spelling mistakes corrected. Grammar was not corrected, nor was apparently incorrect vocabulary. There is an acknowledged element of subjectivity to these corrections, as it was sometimes not clear whether the student knew the word but just misspelt it or actually used the wrong word. From a World Englishes perspective, there is also the risk of editing out emerging local variations. However, this spelling correction was required to perform any meaningful computer-assisted analysis.

4.4.4.3 Interviews

The audio files of the teacher interviews were transcribed and uploaded into QDA Miner Lite. This program facilitated easy search across the interviews and some coding.

4.4.4.4 Documents

A large number of documents had been collected as, until the analysis of the student essays was completed, it was not easy to know which documents might be useful. At the outset of the analysis period, the documents were separated into three folders. The first was for documents directly relating to teaching or assessing the target courses. These included course outlines, marking matrices or e-mails directly addressing the writing requirements of one of these courses. The second folder was for other resources that might also be useful, such as degree structures. The final folder was for any other document that might help to build a picture of the teaching environment. The documents in folder one were uploaded into QDA Miner Lite to assist analysis. The majority of these files were regular PDF files and loaded well enough into QDA Miner Lite without the need for pre-processing. There was some loss of formatting integrity, but this was not relevant to the analysis of these documents.

4.4.5 Data analysis

Four main steps of analysis were undertaken according to the model presented in 4.3. Each of these is described in more detail below.

4.4.5.1 Step 1: Quantitative focus: Initial overview of key course documents

The purpose of the first step was to direct the selection of the student texts for discourse analysis. This step was driven by the three probe questions introduced in Section 4.4.5.1:

- What types of written responses are required in these courses?
- Which response types are the most important in terms of the percent of student grades?
- In which response types do the students score the lowest grades?

Key texts included course outlines, task descriptions and spreadsheets of students' grades. This initial analysis was predominantly quantitative and involved collating the data into meaningful representations such as tables and graphs. The student texts were first sorted into task types with type being decided by the task description. This enabled the grouping of similar texts across courses. The percent of the grade each text type represented and their difficulty according to the percent of successful answers of the type were calculated to inform the selection of texts for close analysis.

Student texts were judged as highly successful on an answer-by-answer basis independent of whether the teacher had offered that assessment item (e.g., the whole examination paper) as an example of high/medium or low work. If the examination marker had assigned the individual answer a numeric grade which would convert to an A or B (including B-) grade (see Table 4-9), the text was judged successful. This level was set with reference to the level set for inclusion in the British Corpus of Academic Writing, which includes texts which scored 75% or more and therefore were judged as highly successful (Nesi & Gardner, 2012). The marking guides give the following description of these grades:

A = Exceptional performance: achieving all the learning outcomes of the course in an outstanding manner.

B = Very good performance: achieving the majority of the intended learning outcomes of the course (or more than two-third at least) in a thorough manner.

Table 4-9:Grade definitions

A	A-	B+	B	B-	C+	C	C-	D+	D	F
94.5	89.5	84.5	79.5	74.5	69.5	64.5	59.5	54.5	49.5	0

4.4.5.2 Step 2: Analysis of successful student texts

The purpose of the second step of the analysis was to examine closely the target texts identified in Step 1. The analysis in this step was directed by the 4 x 4 framework presented in Table 4.3. For each text selected for close analysis, a 4 x 4 framework was populated by analysing the text using an SFL tool appropriate to each row (metafunction) of the matrix as discussed in 4.3.3. The results were then compiled into one 4 x 4 matrix for each text type. These compilations are included as Appendix 12. The 4 x 4 matrices that described high scoring texts were then used to analyse samples with lower scores, to find which features appeared to distinguish high from low scoring answers which supported the categorisation of each feature as one of the three levels below.

- Required = the answer is unlikely to be successful without this feature
- Preferred = inclusion of this feature will increase the mark
- Optional = inclusion of this feature will not increase or decrease the mark

Close examination began with the short answers from the Communications courses. In this group there were a number of answers that had been awarded 100% so these were the first to be analysed. Because these questions were so short, and this data set is small, it was possible to read through all the successful answers to gain a first impression of these texts. From this first reading it appeared that vocabulary choice was important for success, and therefore a word-level analysis promised to be fruitful.

Firstly, the word-level ideational meanings in the texts were investigated by examining the students' use of the cohesive resource of lexical relations to interrogate how strings of related lexical items were assembled in these answers in relation to the question. This was facilitated using the VUE software program (TUFTS University, 2015) to diagram the lexical strings. Although this analysis followed the conventions outlined in Eggins (1994), sometimes decisions had to be made about how the language features were analysed. For consistency in decision making when creating the VUE maps, a protocol (see Appendix 9) was created as the analysis progressed.

In the simplest of the texts, the other metafunctional layers were also expressed on the VUE maps. For example, other cohesive resources used in the texts, such as reference, were shown on the VUE maps. This was achieved using the layers function in VUE which made it possible to draw a separate map layer, which can be hidden or revealed, to support analyses for each metafunctional layer of meaning in the texts. Longer texts were tabulated as this was found to be the clearest way to expose textual and interpersonal patterns throughout the text. Because the analysis of the course documents revealed the importance of the Coxhead Academic Word (AWL) list, the word level analysis included an investigation into the use of these words in the texts. This was achieved using the site: <http://www.nottingham.ac.uk/alzsh3/acvocab/index.htm> while it was working then later the site: <https://www.eapfoundation.com/vocab/academic/awllists/>. These sites identify words in an uploaded text which appear on the AWL.

While the focus on lexical relations and other cohesive devices worked well for analysing the very shortest of the texts in the data set, the complexity of the longer texts demanded analysis employing a wider range of SFL tools. For the longer answers, transitivity analysis was added to reveal the process type and participant configurations in the texts. This was done manually, working on the hard copy PDFs of the texts, as more information, such as physical layout, was clearly visible this way than if they had been digitised into the software. Transitivity analysis not only revealed new information about these texts, but it also helped to confirm the parsing of the texts for the purposes of mapping their schematic structure. This was mapped as indicated using the conventions from (Eggins, 2004) given in Table 4-10.

Table 4-10: Symbols used to describe schematic structure

Schematic Structure	
X ^ Y	stage X precedes stage Y (fixed order)
* Y	stage Y is an unordered stage
(X)	stage X is an optional stage
< X >	stage X is a recursive stage
[X]	**X is a desirable stage
** This annotation is added to the original from Eggins (2004) for use in this thesis.	

In order to reveal similarities and differences between subsets of the texts, for example between different classes or response cue types, features of the texts were compared using the UAM corpus tool (O'Donnell, 2007). All A or B scoring long answers were transcribed and

entered into the tool. A similar set of short answers was purposefully selected to match text for text with the long answers, matching as closely as possible for course (C1 or C2), grade and then topic in that order. In this way, two like sets could be compared using the general statistics tool in the UAM corpus tool to attempt to clarify any differences in the requirements of the different question types.

Analysis of the student texts from the English Department proceeded in the same way, although, because this was a much larger set, not all successful answers were analysed. Two or three examples of each text type were selected for analysis and then other texts in the set were compared to these to check the degree to which they were representative (Creswell, 2008). If new features were revealed analysis continued with more texts until all recurring features were mapped, that is, saturation of the data was reached (Charmaz et al., 2018)

4.4.5.3 Step 3: Contextualisation

The third step of the analysis was to consider the findings of the discourse analysis within the context of the broader ethnographic data. This included a deeper reading of the key texts surveyed in Step 1. The purpose of this step was to understand why these meanings are being made in the student texts in this context, in other words to analyse the nature of the need for these meanings. This step was driven by the following questions:

- What support or directions do teachers and students have for preparing the assessment texts required in these courses?
- What are teachers' perceptions and opinions about student assessment writing in this context?
- What other contextual factors influence these texts?
- What is the metalanguage used to discuss these texts?

The points of focus in the ethnographic data analysis were established by their relevance to points of interest in the student texts. Although a deeper understanding of the context was sought, this was not done in order to describe the context as an object of interest, as might be the case in an ethnographic study, but rather to further explain the student texts.

4.4.5.3.1 Interviews

The process of transcription was useful for becoming familiar with the contents of the teacher interviews. In addition, during the period of the discourse analysis of the student

samples, I listened to the teacher interviews several times each until I became very familiar with them. At times something in the text analysis would remind me of something I had heard in the interviews. I would then find the relevant part of the transcript in QDA Miner Lite and code it accordingly. The search function in QDA Miner Lite was used to search the transcripts of other interviews for similar content. No codes were created that had not been initiated by the text analysis. This was because this study was not concerned with teacher perceptions, but their actual practices for awarding marks.

4.4.5.3.2 Documents and textbooks

For all four courses the course outlines were the main source of information in Step 1 and point of reference throughout the analysis. All four were printed and the hard copies annotated by hand. The other important document from the Communications Department was a final examination marking guide for C2. This was interrogated using the 4 x 4 framework in Table 4-3 to map it alongside the student texts. This process is elaborated in Chapter 5. For the English Department, far more documentation was collected. To manage the analysis, a table was created to collate the data about the writing requirements of the course and the support and direction teachers had, across the various documents, for teaching and assessing the course. Further details are given in Chapter 6 and the table is provided as Appendix 19. A parallel but smaller version is included in Chapter 5 with regard to the Communications documents.

4.4.5.3.3 Photographs and observational notes

The observational notes and photographs were reviewed in light of the findings of the discourse analysis in order to locate information that may add to the understanding of those findings. Some photographs that appeared to capture important issues were selected for analysis through a metafunctional lens using the framework given in Table 4-4.

4.4.5.4 Step 4: A shared metalanguage

The purpose of the final step of the study was to conflate the findings from the 4 x 4 maps into a more accessible 3 x 3 map to inform teachers who may not have knowledge of SFL terminology. To meet the pedagogic agenda of the study, it was important to have an output that was meaningful to the teachers in the context. This stage involved careful re-wording of the created 4 x 4 frameworks into language that was familiar and shared by the teachers according to findings in Step 3.

4.5 Ethical Considerations

The design and implementation of any research requires guidelines to maintain the quality and integrity of the work. In qualitative research this is sometimes referred to as *trustworthiness* (Denzin, 2014; Shenton, 2004). In this study, the four criteria proposed by Denzin (2014) for increasing trustworthiness; credibility, transferability, dependability and confirmability, were used to guide the research design and implementation. Firstly, credibility is the degree to which the research is actually capturing what it aims to capture. This criterion is addressed in the research design by using authentic student assessment materials as data. Furthermore, Shenton (2004) recommends that thick description will help convey the actual phenomenon being studied as well as the surrounding circumstances. The use of textography facilitated rich descriptions of the writing samples in terms specifically related to the teaching environment.

The second criterion, transferability, is the extent to which the results can be applied outside the original research context (D. Jensen, 2008). Because data were collected from only one site, transferability is limited, although the coordination and moderation between the six colleges in the group would suggest that the results should be quite transferable between these colleges. Additionally, the detailed background information in Chapter 1 helps readers judge to what extent their own situations might be similar and therefore to what extent the results would be transferable to their situation.

The third criterion, dependability, measures the extent to which the research design is replicable. Because qualitative research generally embraces context, this criterion does not mean that a replication would necessarily achieve the same result as in the criterion of reliability in a quantitative framework. Instead, it means the research procedure could be replicated to add to the body of knowledge around the topic of enquiry. All effort has been made to facilitate replication of the research design in comparative situations. Thorough step by step details of the planned and actual procedures of the research have been given. Furthermore, the design incorporated only the equipment and software usually available to English language teachers. When specialist software was used, it was sourced from those available for free download, so the research design can be replicated in other low resource contexts. The exception to this was in undertaking the literature review. As a student in an Australian university, the researcher had privileged access to subscription only journals and books. This access was fully exploited in an attempt to compile a literature review that is

informative to other researchers working without such privileges. The freely available Mendeley software was used to facilitate this.

The fourth and final criterion, confirmability, refers to the degree to which the stated results have emerged from the data rather than the researcher's own agenda. This has been addressed by making my relationship to the research site explicit and keeping a detailed audit trail to facilitate self-monitoring and allow the overall trustworthiness of the study to be easily scrutinised by appropriate parties.

4.6 Conclusion

This chapter has documented the process of implementing the study. It first justified the choice of textography as the methodological approach, then presented the research design, including a model for analysis of the range of data in a textography. Finally, the chapter explained how the research design was enacted to examine the writing requirements in a Communications degree in Oman. The following chapter details the enactment of the procedures outlined above in order to analyse the data from the Communications Department, explaining precisely what analyses were undertaken with regard to specific texts and then discussing the findings.

Chapter 5 Student Writing in the Communications Department

5.1 Introduction

The analysis presented in this chapter describes successful student writing in courses in the Communications degree that are run by the Communications Department. It will be shown that there is a heavy focus on examinations as a means of assessment. In order to succeed, students need to know the discipline-specific knowledge to answer the examination questions, including memorised vocabulary and definitions. In addition, they need to control a significant range of English linguistic resources to be able to express this knowledge in three quite distinct kinds of texts found to be required in the examinations. The findings suggest that many students struggle to do this, and the course documents in both courses provide little specific information to direct teachers in supporting students' examination writing.

The two first-year courses from the Bachelor of Communications selected for close analysis, *Introduction to Communications*, referred to as C1, and *Mass Media in Oman*, referred to as C2, and a third course, *Introduction to Public Relations*, which was included as ethnographic data, were introduced in 4.3.1.1. The assessment requirements of the two focus courses are presented in Figure 5.1 with those items analysed in this study shaded blue. It can be seen that they are quite similar with only the weighting changing for some items.

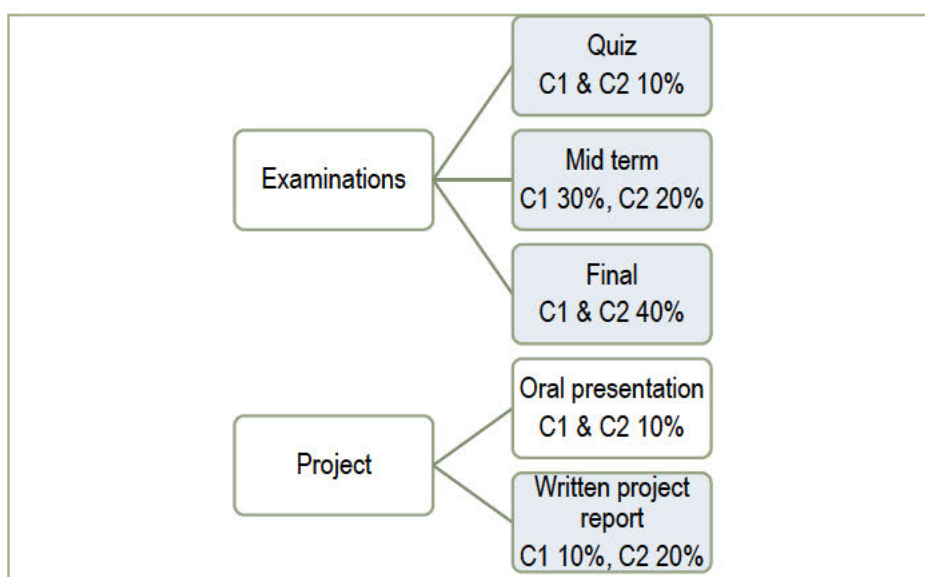


Figure 5.1: Assessment requirements in C1 and C2

The analysis followed the four-step model for the analysis of a textography presented in Chapter 4. This is represented in Figure 5.2. Only Steps 1 to 3 are presented in this chapter as Step 4 is presented in Chapter 7.

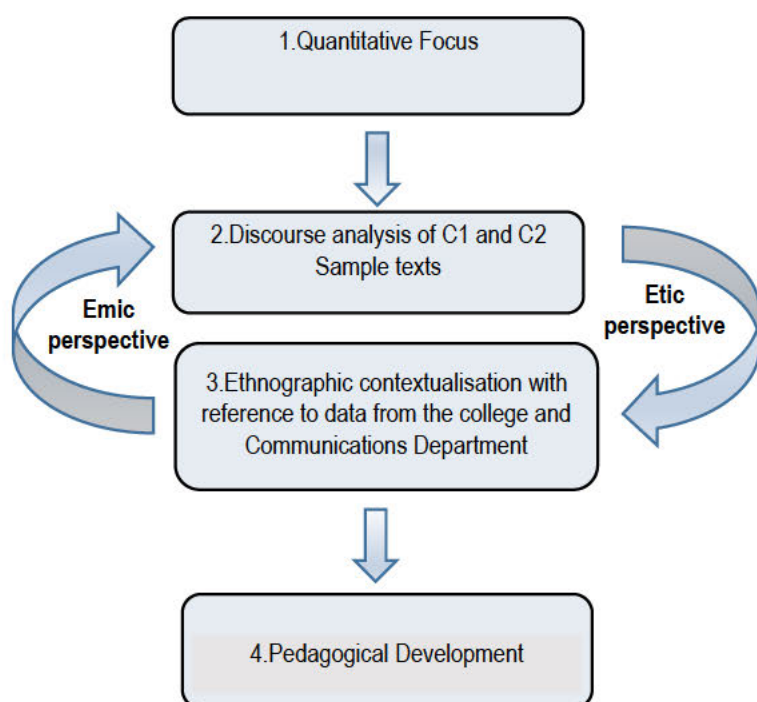


Figure 5.2: Four-step model for analysis of a textography applied to the Communications Department

The analysis was driven by the first of the two research questions in this inquiry:

1. What written English texts are required in the first-year assessments in the Bachelor of Communications in a tertiary institution in Oman, and what are the distinctive language features of these texts?

5.1.1 Outline of the chapter

The chapter is organised into three main sections corresponding to the first three steps of the model, although just as the analysis often moved back and forth between discourse analysis and ethnographic enquiry, so too does this report of the findings when a point can be made more clearly by doing so. To keep the thesis to a manageable length, only those findings which revealed the most salient aspects of the text are described here. After this introduction the chapter proceeds as follows:

Section 5.2 presents the quantitative overview of the assessment task types students are required to complete according to the descriptions of the tasks in the course documents. It examines which of these are the most important in terms of marks and which are the most challenging for students.

Section 5.3 begins the cycle of deep analysis of the texts from the etic perspective offered by discourse analysis drawing on the resources of SFL.

Section 5.4 is a contextualised consideration of the meanings of the theoretical perspectives of the findings of sections 5.2 and 5.3. It continues the analysis cycle with an emic view, problematising the official disciplinary knowledge as it is presented in the course documents. It also brings in broader contextualisation including the researcher's observations.

Section 5.5 is a summary the implications of the findings for understanding the literacy requirements of student writing in the Communication degree.

5.2 Step 1: Quantitative Focus - Initial Overview of Key Course Documents

This stage of the analysis was driven by three probe questions:

- What types of response cue types (writing prompts or examination questions) are included in the assessments of these courses?
- Which response cue types are the most important in terms of the percent of total grade for the course?
- To which response cue types do the students score the lowest grades?

Three key texts identified to inform this step were the Guide for Academic Programs 2005-2013 (Oman Ministry Of Higher Education, 2005) downloaded from the college website, which was the latest version available at the time of writing this thesis, the two course outlines from the target courses supplied by the teachers and spreadsheets of students' marks created from the collected student writing examples.

5.2.1 Type and relative importance of response cue types

The review of the examination papers and course outlines showed that five types of response cues, or question types, are used in both C1 and C2: micro, short answers, long

answers, project report and oral presentation. These names are specific to this particular Omani college and not intended to suggest alignment to question types in other contexts. Micro, short and long response cues appear in examinations. Examples of each are included as Appendix 10.

Micro response cues require only check ticks or single word answers, for example multiple choice, true/ false or gap fill. They are not named on the examination papers but are referred to in this thesis as micro response cues because they elicit the shortest responses.

The second response cue type is *short answers*, referred to as such on the examination papers and hereafter in this thesis.

The third response cue type is *long answers*, also referred to as such on the test paper and hereafter in this thesis, though it should be noted that responses to this cue type are still quite short, with high scoring long answers averaging around one hundred words.

The fourth response cue type is *project report*. These are longer assignments of several pages, completed in class time and at home with access to reference material. In the C1 sample set these were all completed as a group but in the C2 set some were group and some individual. On the C1 course outline these are referred to as a writing assignment and on the C2 course outline they are referred to as an essay; however, the term *project report* has been chosen to refer to them in this thesis because this term was used to describe them in personal correspondence to the researcher by a C2 teacher and by the head of the Communications Department. In the college, and on the C2 course outline, the term *project* is used to refer to the total of the three parts of the assignment: the research, the oral presentation, and the written assignment. Therefore, *project report* seemed the most accurate term to use when referring to the written component of the project.

The final response cue type is the project oral presentation which is a PowerPoint presentation of the project report. These were not investigated in this study. Table 5-1 lists the response cue types and the percentage of the course mark awarded to each.

Table 5-1: Weighting of the response cue types within each of the assessment items (%)

		Assessment item										C1 + C2 totals
		C1 quiz	C1 mid	C1 final	C1 project	C1 totals	C2 quiz	C2 mid	C2 final	C2 project	C2 totals	
Response cue type	micro	5	10	10	-	25	5	-	-	-	5	15
	short	5	10	20	-	35	5	10	20	-	35	35
	long	-	10	10	-	20	-	10	20	-	30	25
	project report	-	-	-	10	10	-	-	-	20	20	15
	oral	-	-	-	10	10	-	-	-	10	10	10
Key		= items are written under examination conditions										

Table 5-1 shows that the largest portion of the student's marks (80% in C1 and 70% in C2), comes from writing completed under examination conditions. Within these examinations in both courses the largest percentage of the grade comes from answers to short response cues, followed by micro in C1 and long in C2. The fact that answers to long response cues are worth more in C2 possibly represents a progression in the expectations placed on second semester students compared to first semester students. In C1 there is a greater emphasis on micro responses representing the learning of vocabulary and core facts but in C2 there is a need to know more about these key learning points. In their first year of study, Communications students will be expected to complete both C1 and C2. Totalling the marks for both courses, it can be seen that overall, in terms of percentage of marks, responses to short response cues are the most important for first-year students followed by responses to long response cues.

5.2.2 Most challenging response cue types

In order to discover which response cue types were most challenging for students, the marks students received for each task type were compared. With such a small data set, of course no statistical claims are being made here. This process was merely to give a suggestion as to which answer types might warrant closer investigation. Within the C2 writing set was one class set from 2015 when the course was usually taken by students in their fourth semester. These examples are useful for providing a more expert model of expected answers and were included in later analysis, but they are not included in the statistics below because the aim was to discover which texts are difficult for first-year students.

The Communications subset in the corpus for this study comprised high, medium and low scoring examples as selected by the teachers according to the overall score of the assessment item. This means that one example of a C1 mid-term examination included responses to micro, short and long response cue types from one student. If all response cue types are of equal difficulty to the students, it could reasonably be expected that for each response cue type there would be a similar percentage of high, medium and low scoring responses, drawn from the high, medium and low scoring examination papers. However, the graphs in Figure 5.2 show that this is not the case.

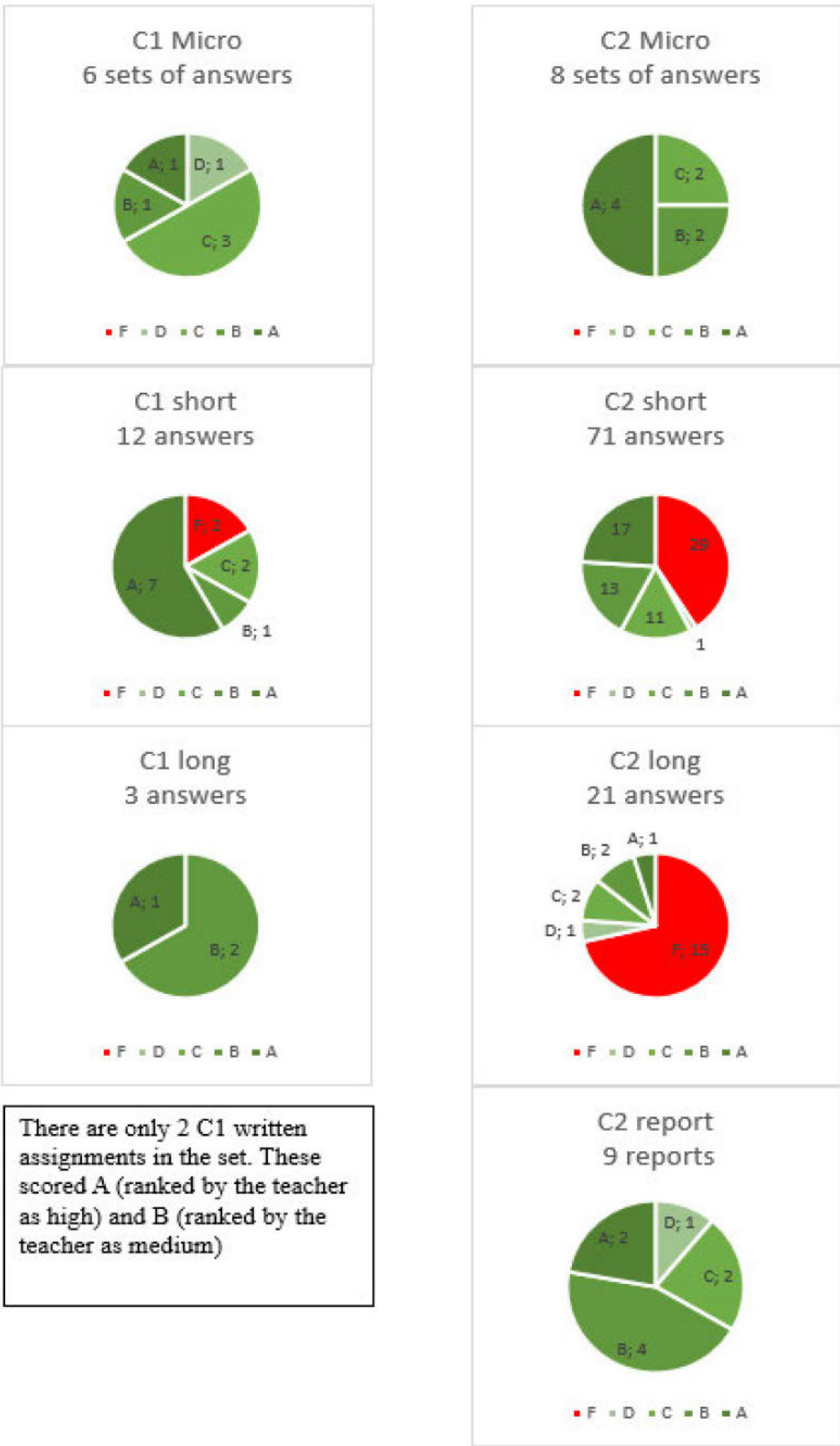


Figure 5.2: Number of responses to each cue type receiving each grade

Figure 5.2 shows that the micro response cue types do not seem to cause major problems for the students. No students in the sample failed this section of the exam. In C1 the majority score C or higher and in C2 the majority scored A. This is an interesting result because it might suggest that these students are successfully learning the core content knowledge of their discipline to satisfy the expectations of their teachers. Similarly, it can be seen that there were no failed project reports, with the majority of students scoring A or B for this type of task.

The more problematic response cue types are the short and long examination response cues, most notably in the C2 course. The fact that the grades are quite different between the courses is interesting, particularly as it is the second semester course in which the students scored the lowest, when it might be expected that their ability to answer examination questions would improve from one semester to the next. One possible explanation is that teachers mark the second semester courses at a higher standard, resulting in lower scores. To check this theory, the marks for responses to the short and long response cues for the third class set, Introduction to Public Relations, which is a second semester course, were calculated. These were found to be slightly higher than the C1 results, so it does not seem that teachers mark second semester courses at a higher standard.

Another possible influential factor is the year the texts were written. If the C2 data are split into separate sets for 2016 and 2017, the 2016 set looks closer to the C1 set, but the 2017 set is significantly lower. In the 2017 C2 set, twenty-two out of forty-seven short answers received a fail score, and an alarming thirteen out of the fifteen long answers failed. Remembering that none of these students failed the micro questions suggests it was the students' ability to give an extended answer, under test conditions, rather than their disciplinary knowledge that is the problem, suggesting that the student's English levels were lower in the 2017 class.

An emic perspective on students' English language levels

The decrease in students marks in extended answers but not in the micro answers is in keeping with the general opinion of the teachers that the students' English levels are decreasing each year. I am aware of this opinion amongst the English Department teachers and a conversation with the head of Communications confirmed that it is also the opinion of the teachers in the Communications Department.

Another interesting point is that the students were able to successfully write the project reports although they were the longest of these text types. This is potentially because of the additional support students have to write these as they are not written under test conditions so students can make full use of the Internet and other resources.

5.2.3 Summary of findings in Step 1

In summary, four text types were found to be required in written assessment in both courses. These are referred to here as micro, short, long, and project report responses. Of these, short and long responses are the most significant in terms of percent of course grade and the difficulty students have completing them, as judged by their marks. The other two also include aspects of interest. The questions cueing a micro response are of interest because they point to the core vocabulary students need to learn in their discipline. The project reports raise questions as to what enables students to write these extended pieces. Each assessment type is discussed further in this chapter as indicated in Table 5-2.

Table 5-2: Summary of Step 1 findings

Response cue type	Interest point	Where discussed
short	highest % of course grade	5.3.1
long	most challenging.	5.3.1
micro	core discipline-specific vocabulary	5.3.2
project report	extended writing yet students are able to complete it successfully	5.3.3

The following section discusses the findings from Step 2, which involved the discourse analysis of the student texts. While Steps 2 and 3 are grouped separately, it should be remembered that the analysis actually shifted back and forth between these two steps for clarity on any given issue. This is occasionally reflected in the reporting of the steps below.

5.3 Step 2: An Etic Perspective - Discourse Analysis of Student Texts

The purpose of this stage was to examine the assessment texts using discourse analysis. The analysis was supported by the 4 x 4 framework introduced in Chapter 4. Informed by the findings in Step 1, the most extensive analysis was undertaken on the short and long

examination responses. These findings are presented first. Following this, the micro and then the project reports are discussed.

5.3.1 Short and long examination responses

The targeted discourse analysis began with a close analysis of responses to the short and long examination response cue types, as both of these response cue types had been identified as important in terms of percent of the final grade and difficulty for students. The two class sets were analysed together as the quantitative overview had suggested similar text types are required in both courses. In fact, even after close analysis, no major differences emerged between the examination writing in the two courses with even the field or topic sometimes overlapping.

A total of ninety-four short answers were collected from both courses, thirty-two of which scored 100% (6 x 100% out of a total of 12 from C1 and 26 x 100% out of a total of 82 from C2). These thirty-two 100% answers were selected as examples of successful short answer responses for close analysis.

The subset of long answer responses was much smaller as these are not required in either the C1 or C2 quiz, and the number of long answers required in any assessment is always less than that of short answers. Furthermore, the percentage of successful answers in the set is much lower as indicated in Figure 5.3. There were no 100% long answer samples. For this subset all answers that received an A or B grade ($\geq 75\%$) were considered highly successful and targeted for close discourse analysis. The final subset of long answers included twelve answers addressing six different cue prompts: one from C1 and five from C2.

An initial brief reading of all the short answers suggested they fell into three categories differing in terms of length, grammatical complexity and purpose. Five responses from each of these categories were selected for discourse analysis using the 4 x 4 framework. This more detailed analysis largely confirmed the classification of the responses into these three categories but led to the reallocation of a small number of responses from one category to another. The categories are referred to hereafter as lists, definitions and explanations; labels which recur frequently in the literature regarding student writing, but which have different meanings in different contexts. These labels were chosen in this context with reference to commonly recurring words in the response cues for each group, and because they give an indication of the

purpose of each of the texts. The discourse analysis made visible the linguistic features that had prompted the initial intuitive division of the texts. While all of these texts “foreground demonstrating knowledge and understanding as their central purpose” (Nesi & Gardner, 2012, p. 61), they draw on different resources to do so, with definitions requiring control of more resources than lists and explanations requiring more resources than definitions.

After the three text types were established, the remaining high scoring texts in each group were then checked against the 4 x 4 descriptions to make sure the selected texts were representative. Next, the lower scoring texts were compared to the 4 x4 descriptions to identify which features appeared to distinguish high, medium and low scoring texts. Finally, these 4 x 4 descriptions were used to analyse successful responses to the long texts. It was found that long answers can also be categorised as lists, definitions or explanations, revealing that there were no clear distinctions between the requirements for long and short answers.

5.3.1.1 Comparison between long and short answers

An initial observation about the examination answers was the range in length of answers. From the successful answers it seems some questions within the same section of the examination and worth the same number of marks can be successfully answered with a few words and others appear to require a paragraph length response. The response cues, whether aligned with short or long answers, appear to give no real indication of the expected length or complexity of the answer. Table 5-3 shows a comparison between short and long answers. This comparison was undertaken using the UAM Corpus Tool (O’Donnell, 2007). For the purposes of these counts, all texts scoring A or B in each subset were included.

Table 5-3: Comparison of short and long answers scoring above 75%

Number of tokens including words, letters and punctuation	short	long
Average length	39.48	105.00
Minimum length	5	43
Maximum length	125	193

Table 5-3 shows that while on average long answers are more than double the length of short answers, there is considerable overlap between them. A successful long answer may have less than fifty words and a successful short answer may have more than 100 words. There is a zone between 43 and 125 words which can officially be either a short or a long answer. A

somewhat more salient difference seemed to be in the type of text common in each group, which, it will be shown, also accounts for the difference in word length. There is a tendency for lists and definitions to be short answers and explanations to be long answers, but this separation was not 100%.

The following sections present each of the three types, giving examples of successful texts in each. Only the most salient features of each text type are presented here. The first texts to be described are lists. The explanation of the analysis of the lists illustrates some of the challenges of describing “successful” student writing in this context with such a small data set.

5.3.1.2 Lists

The purpose of lists appears to be to demonstrate rote memorisation of key terms, dates or names. With the exception of one-word lists, lists always express taxonomic relations in that they are related to each other by their relationship to a broader concept, in either a compositional relationship as parts of a thing or a classification relationship as examples of types of a broader category. Only short answer response cues consist entirely of a list, although lists also feature as parts or aspects of answers to long response cues. In fact, lists feature as parts of almost all successful writing in the Communications Department. On average, lists are the shortest of the answer types. Successful lists range from a numbered three-word list to forty-nine words, with the average word length being approximately twenty words. These are also the simplest of the texts in terms of lexico-grammar, being, in many cases, simply lists of words or word groups according to the common sense understanding of a list. As a result, the overall lexical density of this subset is an extremely high 81%. Possibly because the focus is almost entirely on vocabulary in these answers, spelling mistakes are marked down in lists to a greater degree than in definitions or explanations.

The examination response cues were coded in QDA Miner Lite (see Appendix 11) to reveal patterns in the types of answers that were successful for each. The response cues that elicit list responses are generally characterised by some reference to quantity, which appears to indicate that more than one item is required in the answer, for example:

*“What are the **three**...”*

*“...**several factors**...mention them”*

The exceptions are response cues that apparently could be answered in one word or a single short word group, such as:

“When did...”

“How many...?”

The compiled 4 x 4 analysis are included as Appendix 12. Table 5-4 presents the 4 x 4 analysis of the recurring features of successful lists. This is followed by a discussion and some illustrative examples.

Table 5-4: A 4 x 4 framework of the recurring features of the lists

Lists				
Metafunction	Whole text	Paragraph/phase	Sentence/clause level	Word level
Language to express ideas Experiential meanings related to field	The text reflects the knowledge structure of the discipline.	One string of words related by either classification or composition holds the meanings in the paragraph together, keeping it on topic -Lexical relations. (No Irrelevant points)	Noun groups include classifiers when necessary	Appropriate discipline-specific technical terms and nominalisations, as well as Omani specific proper nouns are used.
Language to connect ideas Logical meanings related to field	Implied cohesion of addition			<i>and</i> is used to join pairs of words
Language to interact with others Interpersonal meanings related to tenor				
Language to create cohesive texts Textual meanings related to mode	Text unfolds in stages: (phrase or clause repeating main idea of question) ^ <discipline-specific nominalisations>	List items separated by commas or on separate lines marked by dashes (bullet points) or numbers		Proper nouns are capitalised Spelling is accurate

5.3.1.2.1 *Single and double word answers*

Amongst the short answer questions, there were response cues that appeared to require just single word answers. However, when this type of question was answered in the Sample texts collected for C1 and C2, single word responses were never given. Instead, at least one complete sentence, and some elaborating details were always given. This is illustrated by Sample text C1 where the writer has used a full clause and impressively added the relevant number of the royal decree. In this and all following examples the teacher's marking is in red unless otherwise stated.

In the example it can be seen that the wording in the response cue is non-standard English, which is a fairly frequent aspect of the mid-term examination and quiz papers, which are written by the individual class teachers. In all cases the exact response cue is reproduced. The transcription of all Sample texts from the Communications Department that are referred to in this chapter are included as Appendix 13.

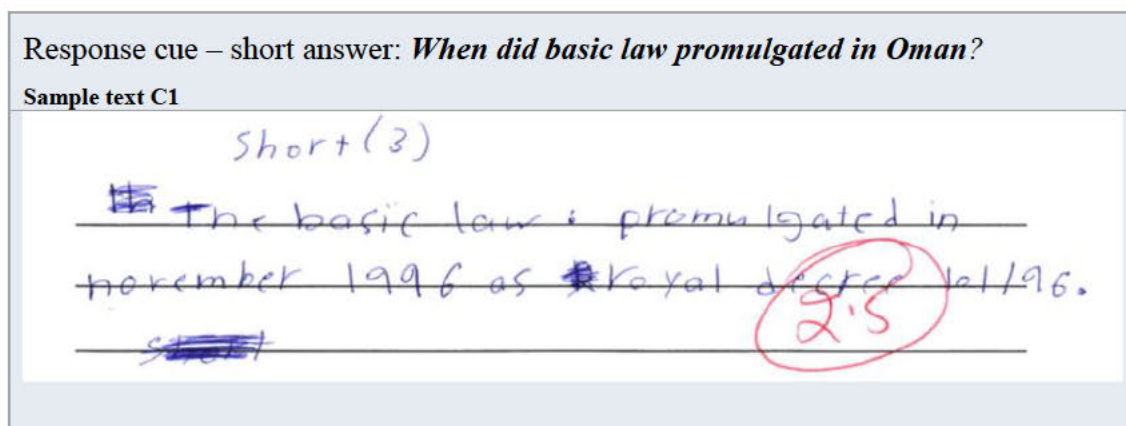


Figure 5.3: 'Over writing' of a single word answer

In Sample text C1, without explicit directions about the required length and complexity, the student may have wasted valuable test time adding facts when possibly just the date would have scored full marks. The strategy of checking with the third class, C3, was used in an attempt to clarify whether single word answers are permissible in this context. Three texts from this class are shown in Figure 5-5.

In the answer shown as Sample texts C3, a student has scored 100% for simply writing the correct name. This suggests that when responding to this task, adding additional information is a waste of precious examination time. On the other hand, it could be that this third class has different requirements, or that the teacher is a particularly lenient marker. Sample

texts C4 suggests the latter is the case as this answer, which does not even demonstrate understanding of the question, has received two out of a possible two and a half marks. The teachers is marking in red in the top texts and black in the bottom text. Transcriptions are in Appendix 13.

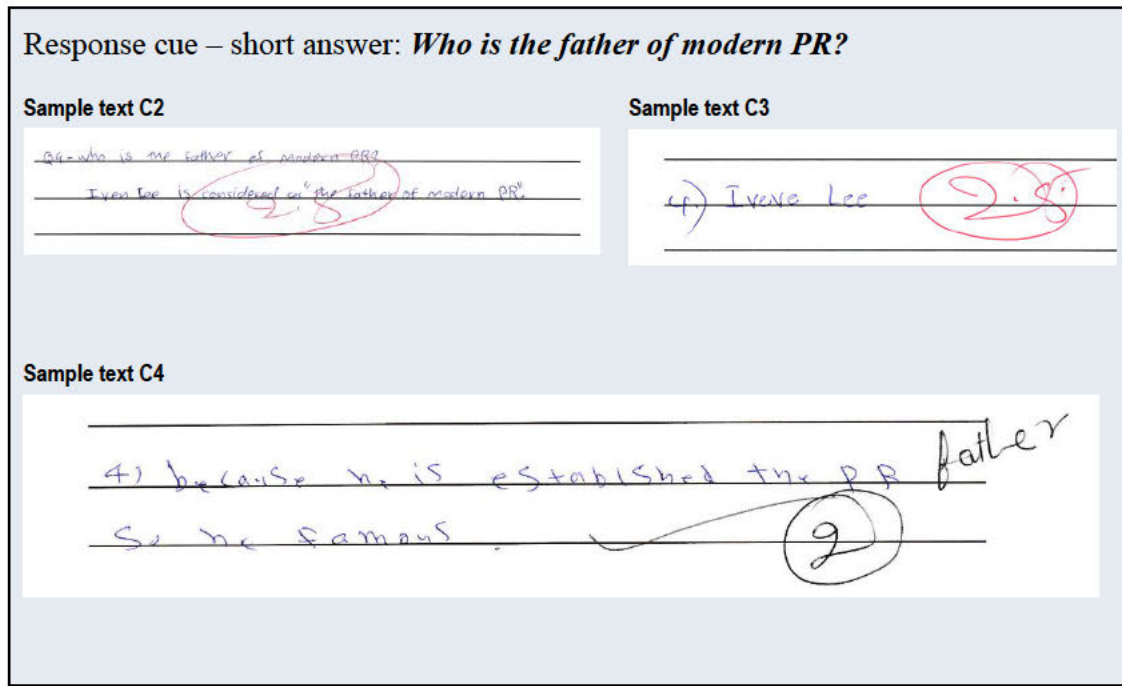


Figure 5.4: Potentially single word answers

In the Sample texts above, the top two responses to the same question both receive 100% demonstrating that when responding to this type of question, there is no advantage in using a full sentence. The bottom answer demonstrates the degree of leniency that is sometimes shown in the marking of these texts. The cue ‘who’ suggests a name is required in the answer, yet the text scored 80% without including a name. This leniency complicated the analysis as it meant that features of texts were not consistently linked to the marks they were given.

An emic perspective on lenient marking in Communications degrees

There can be institutional pressure on teachers not to fail students. When students have a low-grade point average (GPA), they are put on academic probation and given an academic advisor. Repeated periods of probation can theoretically result in dismissal from the college. I have been visited by one such advisor to tell me which of my students were on probation and to ask me to “help” them to avoid failing if it is only a matter of a few marks. In departmental meetings I have attended, teachers were advised to watch students’ marks and adjust them up if they fall just below the cut off for a particular letter grade. Ethnographic findings such as this raised questions much deeper than the original research questions and suggested further investigation is warranted into the nature and appropriacy of EMI in this setting.

To interrogate the issue of lenient marking further, it is necessary to consider this single item text type in the context of the broader list text type. Sample text C5 also shows the suggestion of quantity typical in list response cues: “How many” and then the plural nouns *governorates* and *willayats*. The answer is a two-item list simply joined with *and*, repeating the grammatical structure in the question without using a full sentence. This is further evidence that Sample text C1 is an example of over-answering, as a full sentence was not necessary for this text to achieve 100%. Over-answering is a recurring feature in these texts and appears to result from a lack of clarity about the requirements of the tasks.

Response cue – short answer: *How many governorates and willayats are in Oman?*

Sample text C5

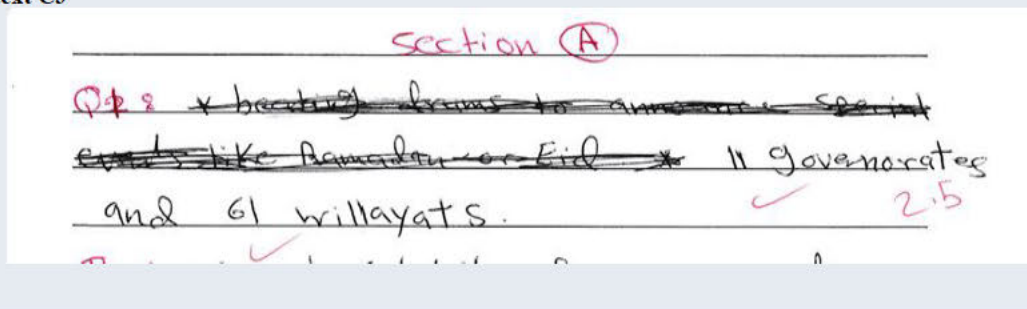


Figure 5.5: List with two pieces of information

Two problems that were encountered in this study are illustrated by these examples. Firstly, the data set for Communications is very small yet covers a wide range of response cues. This meant it was difficult to see patterns over isolated incidents. Secondly, there is a tendency for markers to avoid unacceptable failure rates, by marking very leniently. This makes the

process of mapping an ideal answer difficult because students are sometimes not penalised for leaving out features that teachers would ideally have wished to be included.

5.3.1.2.2 Schematic structure in lists

It has been shown that single word lists can be exactly that, a single word, or optionally, they may include the featured word in a clause. In dual item lists, the items can simply be joined with *and*. While one or even two words might not usually be considered to be lists, they are included in this category as they share other language features with other examples that belong to this category. The most common list types are multi-item lists. In terms of the school genres identified by Rose and Martin (2012), these lists can be seen as a very simple report, unfolding in stages of classification followed by a description, either of types or parts of a thing, although in these texts the classification is optional, presumably because it is given in the response cue and the descriptions may be only made up of one word. Three or more pieces of information are usually given as a list of words or phrases, either numbered or in bullet points. The list items are most often and probably most desirably nominalisations, but clauses are also sometimes list items. All three kinds of list may have an introductory clause, which usually closely paraphrases the question, but this is optional. Sample text C6 is an example of a multi-item list.

Response cue: short answer: Researchers have found the basis of human attraction links several factors, mention them?	Question
<p>Sample text C6</p> <p>answer (1). There are factors of human attraction:</p> <ul style="list-style-type: none"> - Proximity or geographic closeness - Similarity - Changes in self esteem - Anxiety - Isolation <p style="text-align: right;">5</p>	<p>Optional stage 1: presentation of super-ordinate term</p> <p>Stage 2: subordinate terms</p>

Figure 5.6: List using bullet point nominalisations

Sample text C6 has the following stages:

Task cue: indicates more than one item required.

Move 1: (Optional): Introductory clause presenting the superordinate term from the question.

Moves 2 and on: subordinate terms.

Using the symbols for describing schematic structure from Eggins (2004, p. 64), where

$X \wedge Y$ = stage X precedes stage Y in a fixed order.

(X) = optional stage

<X> = recursive stage

simple lists can be described in the following way:

(superordinate term) \wedge < subordinate terms >

5.3.1.2.3 ***Experiential meanings in lists***

Experiential meanings are foregrounded in these simple texts, as in most cases they consist almost entirely of content words. In about half of these texts almost all of the words are technical nominalisations in that they express as a noun a process relevant to the discipline, with up to 66% of these words in an answer being from the Coxhead Academic Word-List (AWL) (Coxhead, 2011) as calculated using Smith (2013). For the other half of the texts, similar percentages apply, but rather than words from the AWL, the content words are Oman specific terms such as *governorate* and *willayat*, as in Sample text C5, or Omani specific proper nouns, such as Omani regional names.

Precise vocabulary is the most important feature of lists. Successful answers all used exactly the same words, which were presumably the ones learnt in class. Using a synonym is likely to decrease the mark. Vocabulary is so important in lists that even when some structural words appear to change the meaning, if the necessary vocabulary words are included, the answer can still score full marks. In one example of this, one necessary list item should have read *Readership influences content*. The student wrote *Readership and influence content*, with no loss of marks.

The high number of content words in lists means that their main cohesive element is in the lexical relations. The lexical strings were mapped using the VUE software according to the theory of lexical relations outlined in 4.3.3.1 (Eggins, 1994). The minimal use of structural elements in these answers means that these texts are formed predominantly, or in some cases entirely, of a single string of content words. No list had more than one lexical string. This demonstrates that these answers are very narrowly focused on the topic. As a direct result of the questions often asking for parts of something, for example, the two questions in Figure 5.7 below asking for factors and sectors respectively, the most frequent relationship type between the items in the lexical strings is co-meronymy (see 4.3.3.1).

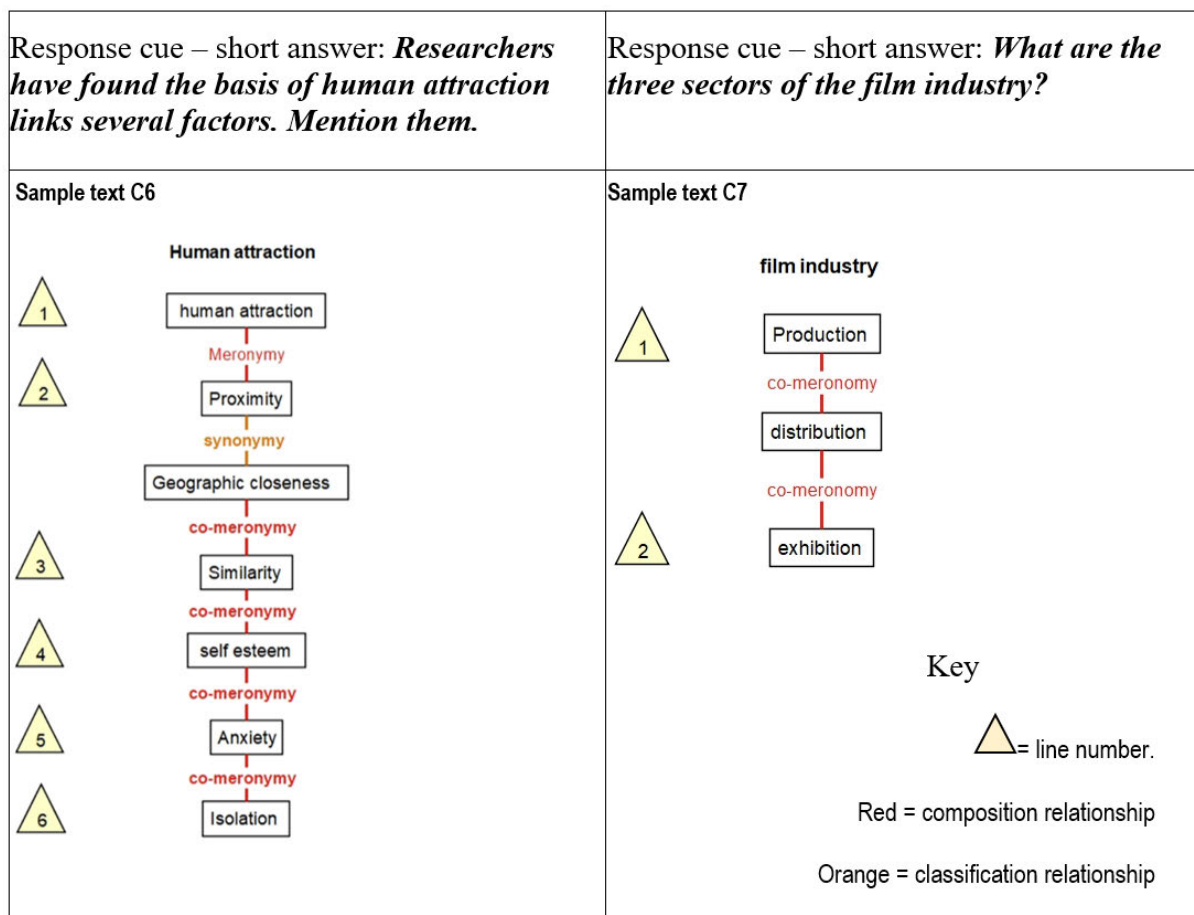


Figure 5.7: Lexical relations in lists

Figures in 5.7 shows the single lexical strings of two short answer lists. Each string represents all the words in the answer that are related in meaning to the same concept (Human attraction/The film industry). In this type of answer the words in the strings constitute a very high % (59% for the text on the left and 100% for the text on the right) of the total number of

words in the answer, showing the importance of very specific vocabulary in these answers in terms of building the field of these texts (Dreyfus et al., 2016).

Lists were found to feature as parts of the text types Nesi and Gardner (2012) found to be most common in the first two years of tertiary study in British universities. They noted several features that are similar to the lists in this corpus. The lists in both corpora often use bullet points of incomplete sentences which usually have no lexico-grammatical links between them. One difference between the findings from that study and this one is that Nesi and Gardner (2012) found high scoring texts used the students' own wordings, whereas these list samples suggested copying exact wordings was required. This difference may be related to the fact that the British texts were not written under examination conditions and so no learning is demonstrated by mere copying out of information. Under examination conditions, rewarding of rote reproduction of key facts is not without precedent. A study in which Business Studies papers in the Australian Higher School Certificate examination were investigated found students made extensive use of dot points memorised exactly from the syllabus (Weekes, 2016).

5.3.1.3 Definitions

The purpose of definitions is to demonstrate knowledge of the meanings of key disciplinary terms. Because the same chunks of text are identical in more than one answer, it can be assumed that like lists, these definitions have been memorised from textbooks or classroom notes. Stand-alone definitions are predominantly, though not exclusively short answers. Successful definitions are usually longer than lists, averaging around 50 words, and ranging from 7 to 160 words, although this upper word length might be misleadingly high due to over-answering (see 5.3.1). Also, the word length is raised because in some definition questions, two or more definitions are required in the same answer. This can be true of short or long answer definitions.

Definitions respond to response cues such as:

“What does...refer to?”

“What is ?”

or **“Define...”**

The following section presents the 4 x 4 analysis of the recurring features of successful definitions, followed by a discussion of the most important findings.

Table 5-5: A 4 x 4 framework of the recurring features of definitions

Definition.				
Metafunction	Whole text	Paragraph/phase	Sentence/clause level	Word level
Language to express ideas Experiential meanings related to field (parts)	The text reflects the knowledge structure of the discipline.	Lexical relations keep the text tightly on topic: Two or more strings of words related either by classification or composition. The strings most often have a compositional relationship to each other. (No Irrelevant points)	Noun groups include classifiers when necessary. Though not always accurate, verbs and noun groups are organised into comprehensible clauses. Sentences may contain lists of words to expand meaning. Prepositions are used to add circumstances. Prepositions may be used to add defining and/or non-defining relative clauses. Clauses are combined into simple compound and complex sentences. Relational processes are used to define and/or link attributes, i.e. what the term is and has. Material processes may be used to explain what the term does.	Appropriate discipline-specific nominalisations and Omani specific proper nouns are used. Noun groups include classifiers when necessary. The conjunction <i>and</i> is used to join pairs of words. Into lexical couplets Memorised fixed multi-word units of authoritative text, are reproduced (unreferenced).
Language to connect ideas Logical meanings related to field (parts)			Conjunctives are used for <u>Elaboration</u> : - <i>that, such as</i> used to introduce examples - <i>consisting of</i> used to introduce parts of the whole - <i>that are</i> used to introduce aspects. (although much of this language may be memorised).	Conjunctions (Discourses markers) may be used for extension <i>also</i> .

Definition.				
Metafunction	Whole text	Paragraph/phase	Sentence/clause level	Word level
Language to interact with others Interpersonal meanings related to tenor (prosodies)	Third person plural used throughout the text to generalise truths for all Omanis, but language is otherwise kept objective by not referring personal participants.		Third person plural as Actor in clauses regarding appropriate actions and beliefs reinforces social solidarity. Present simple tense is used to present points as facts.	
Language to create cohesive texts Textual meanings related to mode (waves)	The text unfolds in stages: (phrase or clause repeating main idea of question) ^ <nominalisations>	The target term fronts the text followed by a relating verb (<i>is /refers to</i>).	Appropriate punctuation is used to define sentences (sentences begin with a capital letter and end with a period)	Proper nouns are capitalised. Spelling is sufficiently accurate to make key words comprehensible. Articles and pronouns or repetition are used to keep track of people and things through the text. Conjunctions (Discourses markers) may be used for extension <i>also</i>

5.3.1.3.1 *The schematic structure of definitions*

Definitions build on the elementary text structures of lists in the sense that in most successful definitions the elaborations include lists of words or phrases, generally within sentences, or occasionally as a numbered list. Unlike lists, however, definitions always include full sentences, or at least attempts at full sentences.

The typical structure of these responses was made evident through transitivity analysis, which was used to identify the process types as described in 4.3.3.1, and their placement within the texts (Eggins, 2004). The analysis showed that definitions typically start with a relational process, for example, *X is Y*, or *X refers to Y*. These are most often identifying, connecting the term to a memorised description or attribute. Occasionally the relating verb is omitted, either because it is implied by punctuation, for example with a semicolon, or because of an apparent lapse in grammar, but responses do not appear to be penalised in the marking for omitting the relating verb.

In all successful definitions the initial definition is followed by at least one further elaborating clause, even though this may not be specified in the prompt cue. The elaboration may list constituent parts or features of the target term. The majority of elaborating clauses express relational processes, though sometimes material processes are also included. If material processes are included, they are always after the relational processes in the text. Successful definitions, therefore, first say what the target term is (identifying relational process) and the properties it has (attributive relational process), and then sometimes what the term does (material process).

Three examples of successful definitions are given below with the relational processes highlighted in pink, material in orange and verbal in yellow. The first two texts both scored 100%. It can be seen from the similarity of the answers that both contain a memorised description of the target term and some of its constituent parts. The second adds some examples but as the first text scored full marks without examples, they are apparently optional in this text type, at least when the cue is for a short answer. The third answer scored only 80%. This student has listed the constituent parts and included a verbal clause which brings interpersonal meaning to the text by adding the voice of the original author of the definition, but this does not appear to have been valued by the marker in this text type. This lower scoring text does not include the identifying clause which is the essential element in a definition.

Response cue – short answer: **Define culture**

Sample text C8

1. culture refers to the relatively specialised lifestyle of a group of people consisting of their values, beliefs, artefacts, ways of behaving and ways of communication. 2.5

memorised identifying description
List of parts

Sample text C9

1. Culture refers to the relatively specialised lifestyle of a group of people consisting of their values, beliefs, artefacts, ways of behaving and ways of communicating. I collected their languages, modes of thinking, art, laws and religions. 2.5

memorised identifying description
List of parts
examples

Sample text C10

1. According to Devita, he said that culture refers to beliefs, attitudes and the values we get from our society and family. And, he pointed out that culture is not synonymous with race or nationality. 2

reference to source of definition
List of parts

additional information

Figure 5.8: Schematic Structure and process types in definitions

Included in this group of texts is a small group that could more precisely be called descriptions but are included with definitions here because of their linguistic similarity. They differ from definitions in that the introductory clause tends to use an attributive relational process to identify the class of the target term rather than an identifying one. This type of text is used to give more in-depth descriptions of the types of things that can appear as constituent parts of larger concepts as in Sample text C11 below which describes a radio station which is a part of the Omani radio industry.

Response cue-short: What is the Holy Quran Service? Sample text C11	Cue
<p>⑤ <u>The Holy Quran Service:</u></p> <p>The Holy Quran service is an Omani Radio Station that focuses on the teaching of Islamic faith and aim to promote the Islamic values such as modernization, dialogue and tolerance in line with the reputation of Oman as a peaceful Arabians Country.</p> <p>its programs broadcast for 19 hours comparing to 8 hours when it started broadcasting in 2006.</p>	Heading
	Introduction
	List of what the thing being described does

Figure 5.9: Description style definition

Using the symbols for describing schematic structure from Eggins (2004, p. 64), where

$X \wedge Y$ = stage X precedes stage Y in a fixed order.

(X) = optional stage

<X> = recursive stage

* X = stage X is an unordered stage

The structure of a definition can be expressed as:

target term \wedge relating verb \wedge memorised description \wedge <elaboration using relational or existential process> \wedge <(elaboration using material processes)> *
list of at least two words \wedge (relational processes)

5.3.1.3.2 *Experiential meanings in definitions*

Like in lists, strong lexical relations is an important resource employed in definitions. These answers employ one main lexical string expressing the definition, and one or more substrings closely related to the main concept but clearly grouped together separately. The relationship between these substrings and the main concept is almost always meronymy because they are adding to the definition of the concept by listing its parts. The relationships between the terms within the strings can be either composition or classification but tends to remain the same throughout the string. This is illustrated in Figure 5.11 in 5.3.1.3.3.

Despite some additional grammatical structures, the overall lexical density of 69% for this subset is still well above what is expected in most academic writing (Halliday, 2002), and a high number of these content words tend to be contained in the main lexical strings of these answers, showing that lexical relations remain important in keeping these high scoring answers tightly on topic.

5.3.1.3.3 *Textual meanings in definitions*

As well as containing more than one lexical string, these texts can be distinguished from simple lists by the use of the cohesive resources of reference, specifically the definite article ‘the’ and pronouns, to track the participants throughout the text. At least one of these two reference resources are used in all definitions. These references are most often simple anaphoric reference with a pronoun referring back to a noun, but sometimes can be a slightly more complex reference back to a longer stretch of text.

The lexical strings and reference devices in two sample texts answering the same question are shown below. The full transcriptions are in Appendix 13. Both answers scored 100%. A comparison of these texts shows the relative importance of vocabulary over accurate grammar or spelling in the marking of these answers. The key relating verb is missing from the definition in the text on the right, although the order of the parts remains in place allowing the verb to be inferred. Also, *that* is inaccurately used to link the list with teachers of culture and there are spelling mistakes: *pocess* for process and *gorvement* for government, although, it should be noted that none of these mistakes seriously affect the meaning. In its favour, this text accurately classified the key term as a process, albeit with inaccurate spelling, so may have been rewarded for this additional information.

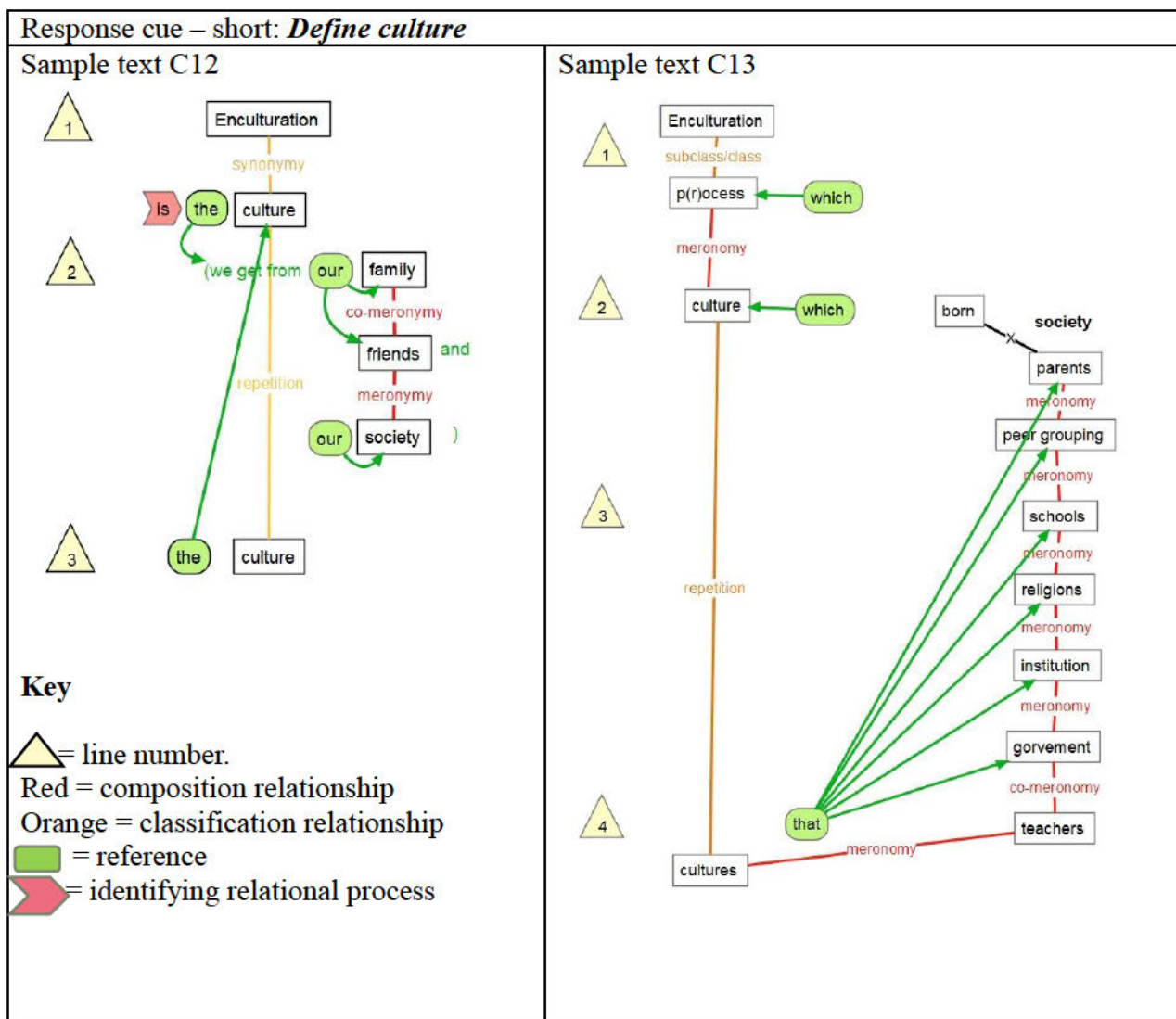


Figure 5.10: Lexical strings and reference in definitions

Sample texts C.12 and C.13 show the double lexical strings of two short answer definitions. The strings represent 40% of the words in the answer on the left and 52% of the words in the answer on the right. The green marks the reference resources which are generally not found in lists but are used in all definitions. The answer on the left contained the key relating verb “is”, marking this text as a definition. The answer on the right omitted this verb but was not penalised in the marking showing the weighting of lexical meanings even in these more complex texts.

In summary, definitions are similar to lists, but have some differences. In definitions the introductory clause differs from a list introduction in that it is compulsory and always expresses a relational process. No text in this category scored highly without an introduction

in this form. In addition, the supporting points are more developed than those of a list and are usually expressed as full sentences, but they are similar in that they are only related in an additive manner. This can be seen by the fact that in most definitions, the order of the sentences could be changed without changing the meaning. The processes in definitions are almost exclusively relational and material, and generally occur in that order. Definitions generally include lists, either within a sentence or as bullet points, and frequently include an example, although this appears to be optional.

5.3.1.4 Explanations

Answers in the final type of responses tend to express more complex ideas than lists or definitions. These texts conform to the common sense understanding of an explanation as “the details or reasons that someone gives to make something clear or easy to understand” (*Cambridge*, 2021, pt. Definition 1). Not all of the texts grouped in this text type in this study include logical meanings of cause and effect which are recurring in texts described as Explanations by the Sydney School. These texts more closely align to the purpose of the texts that Nesi and Gardner (2012) referred to as Explanations which “demonstrate / develop understanding of the object of study and the ability to describe and / or account for its significance” (p. 37). In the Omani context, explanations build on both lists and definitions by combining and extending them within one answer. This makes them the longest text with successful explanations averaging just under 80 words and ranging from 16 to 148 words. Although short response cues can also elicit explanation texts, this may have been due to over answering. It appears that long answers should always be explanations, although this is difficult to assess without any 100% long answers in this subset.

As with all of the examination texts, an important aspect of explanations is the rote reproduction of fixed multi-word units of text, but to a greater extent, explanations require students to manipulate and combine these units in meaningful ways. Memorisation alone is insufficient to succeed in answering explanations. Like Explanations in the UK tertiary sector described by Nesi and Gardner (2012), Omani explanations can have a similar function to Reports in the Sydney School genre classifications (Rose & Martin, 2012), but Omani explanations also make use of resources more commonly associated with persuasive genres such as expositions. On the other hand, the explicit requirement to elaborate and account for the significance of a phenomenon stated in the response cues for these texts suggests that

explanation is the dominant function of all the texts within this group, and this appears to be the function that has resulted in the similarity of resources employed in the texts in this group.

The relationship of explanations to lists and definitions is quite clearly one of expansion. The response cues that elicit explanations may require a single list item to be expanded:

Mention one of.... Explain how ...

or all items on a list to be expanded,

Discuss/Explain... (Plural term)

or a definition to be expanded,

What is... . Discuss

Explanation response cues are often differentiated from list or definition response cues either by this two-part structure which specifically asks for elaboration, or by asking about the relationship between two phenomena. An apparent exception to this two-part pattern is response cues that require a historical recount of the development of a phenomenon, for example of an industry sector in Oman, which is a regularly occurring response cue type in C2. However, it will be shown with reference to Sample text C14 in 5.3.1.4.1 below that in this context, this question asks about the relationship between two periods of time as opposed to a linear development. Table 5-6 gives a 4 x 4 framework of explanations in an Omani context.

Table 5-6: A 4 x 4 framework of the recurring features of explanations

Explanations				
Metafunction	Whole text	Paragraph/phase	Sentence/clause level	Word level
Language to express ideas Experiential meanings related to field (parts)	The text reflects the knowledge structure of the discipline.	Three or more strings of related words hold the meanings in the text together, keeping it on topic (Lexical relations). (No Irrelevant points).	<p>Noun groups may include classifiers, modifiers and/or quantifiers when necessary. (Although not always accurate, verbs and noun groups are organised into comprehensible clauses.) Prepositions are used to add circumstances. Prepositions may be used to add defining and/or non-defining relative clauses. Clauses are combined into simple, compound and complex sentences. Relational processes are used to define and/or link attributes (what the term <i>is</i> and <i>has</i>). Material processes are used to explain what the term <i>does</i>, and to give Omani specific examples. Mental verbal behavioural and existential processes may be used to explain properties, functions, uses, or the value of key concepts. Present and past tense verb forms are used appropriate to purpose.</p>	<p>Appropriate discipline-specific nominalisations and Omani specific proper nouns are used. Memorised fixed multi-word units of authoritative text are reproduced (unreferenced).</p>

Explanations				
Metafunction	Whole text	Paragraph/phase	Sentence/clause level	Word level
Language to connect ideas Logical meanings related to field (parts)		Conjunctives used for expansion: <u>Elaboration</u> : <i>that, such as</i> used to introduce examples; <i>consisting of</i> used to introduce parts of the whole; <i>that are</i> used to introduce aspects. <u>Extension and Enhancement</u> : Causal relationships are expressed in embedded clauses and prepositions. <i>Like</i> and <i>also</i> are used to introduce examples.	Clauses are combined into simple compound and complex sentences. Sentences may contain lists of words to expand meaning. Though not always accurate, clauses are combined into simple compound and complex sentences.	The conjunction <i>and</i> is used to join pairs of words. Prepositions are used to show cause and effect, reason, and relationships. Conjunctions are used to combine words, groups, and clauses.
Language to interact with others Interpersonal meanings related to tenor (prosodies)	The inclusion of Omani specific examples personalises the text to the audience (in long answers only).	.	Present simple tense is used to present points as facts.	Modal verbs of obligation are used appropriately although perhaps inaccurately.
Language to create cohesive texts Textual meanings related to mode (waves)	The text unfolds in stages which include a beginning, a middle and an end.	Points tend to unfold with point ^ elaboration ^ example. Sentences may be connected by Given-New structure. The target term is in Theme position.	Appropriate punctuation is used to define sentences (sentences begin with a capital letter and end with a period) Participants are tracked using cohesive resources: reference, substitution and repetition. Active and passive voice are used although sometimes inaccurately.	Discourses markers - Firstly, second – used to progress text. Articles and pronouns are used to keep track of people and things through the text. Punctuation is used to assist meaning. Proper nouns are capitalised Spelling is sufficiently accurate to make key words comprehensible

5.3.1.4.1 The schematic structure of explanations

Explanations vary in their structure although all successful explanations tend to have clear beginnings, middles and ends. As with definitions, this structure was exposed by a transitivity analysis. The usual pattern is for explanations to begin with a relating process, although in explanations these are less consistently identifying than in definitions. In the body clauses there may be a variety of processes as verbal and mental processes are sometimes instrumental in creating the interpersonal meanings that appear to be important in this text type. The body sentences in explanations almost always include at least one Omani specific example, often using a material process to express how the phenomenon happens in Oman. At least one final concluding clause gives a sense of closure by returning to the use of relating clauses. This pattern makes these texts seem more complete as stand-alone texts than either lists or definitions. Because of the variety in these texts, it is only possible to express their structure in the most general terms as:

topic ^ explanation ^ conclusion

where $X \wedge Y = \text{stage } X \text{ precedes stage } Y \text{ in a fixed order.}$

This structure is shown in Sample text C14.

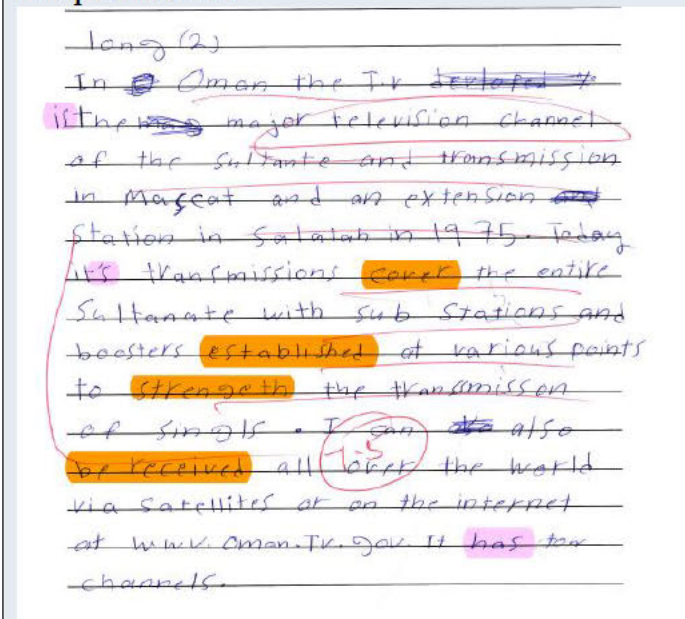
Response cue-long: Write about the development journey of Oman TV.	Response cue
<p>Sample text C14</p> 	Question indicator
	Introduction: (relational process)
	Explanation: material processes express what happened
	Conclusion (relational process)

Figure 5.11: Structural elements in an explanation

5.3.1.4.2 *Experiential meanings in explanations*

The additional word length in explanations is a result of the inclusion of three or more distinct lexical strings which are joined by a mix of compositional and classifying relationships and often include exact repetition. As might be expected these answers are the least lexically dense of the short answers, although the 58.79% lexical density of this set is still slightly above what might be expected in formal written text (Halliday, 2002). This could be due to the students' reliance on memorised key phrases, without quite having sufficient control of appropriate functional vocabulary to link the content vocabulary. Despite being longer, successful explanations remain tightly related to the topic.

One way in which explanations differ from lists and definitions is in the strategic use of vocabulary choices throughout the text. Unlike lists and definitions, the clauses in explanations need to remain in place to maintain the meaning of the texts. The pattern of lexical meanings created in Sample text C14 has been illustrated by diagramming the lexical strings in Figure 5-12. It can be seen that in the text the development of the first string relates to the physical spread of the reach of TV across the country. After two references to the entire country in the introduction, *Oman* and *sultanate*, TV spreads out from the capital *Muscat*, to the second largest city, *Salalah*, then covers the *entire Sultanate* before reaching *all over the world*. The only other major string is the constituent parts of the TV industry and then the very minor string of just two dates contrasts before and after the beginning of Sultan Qaboos's reign. The fact that this is a very small string, directly addresses one of the course objectives as stated on the course outline:

- To gain familiarity with the development of the mass media in modern Oman, in contradistinction with the pre-Renaissance [pre-Sultan Qaboos] era. (communications course outline).

Response cue-long answer: Write about the development journey of Oman TV.

Sample text C14

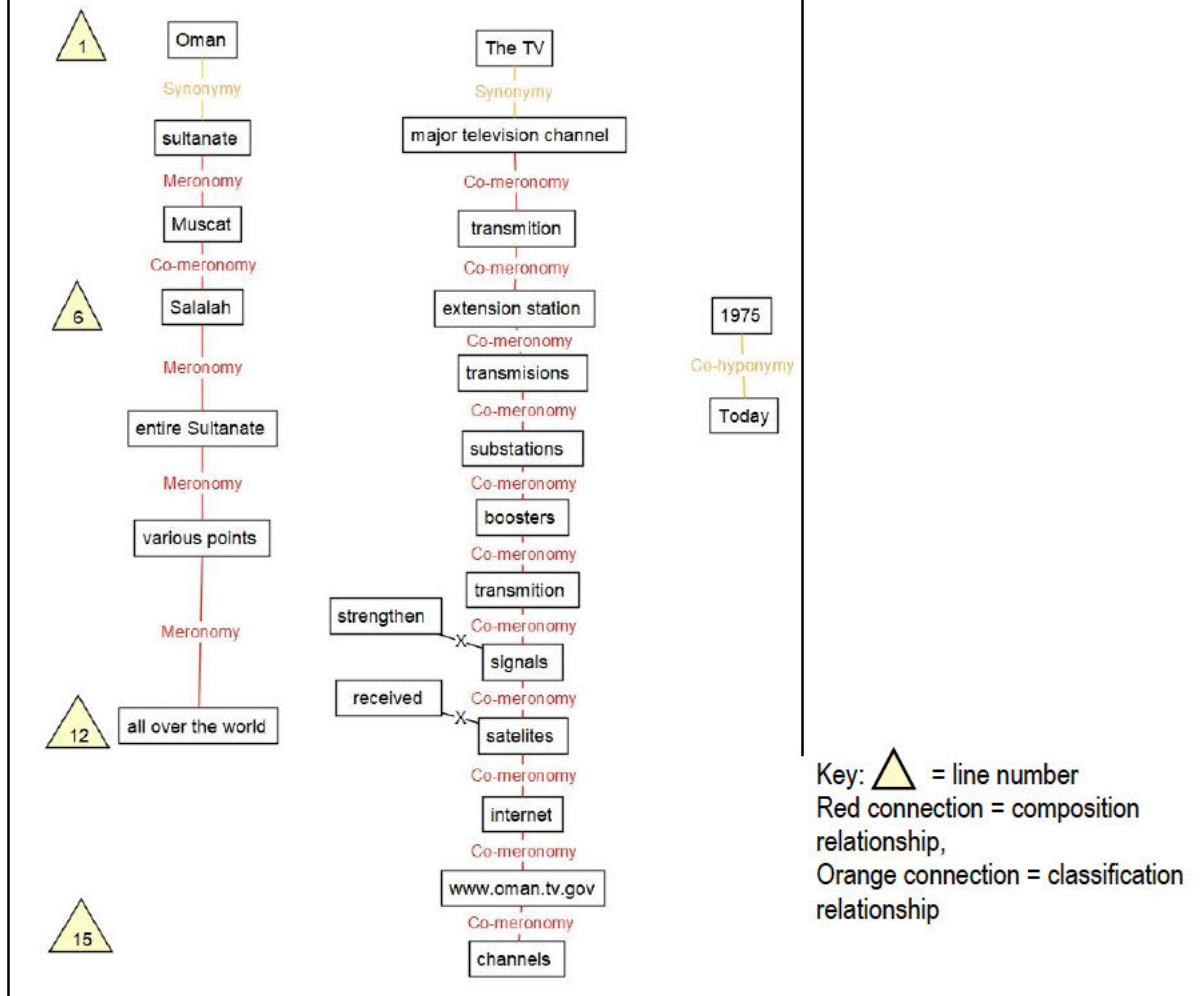


Figure 5.12: Lexical strings in Sample text C14

In Sample text C14 the development of television in Oman is explained by mapping the geographical spread in a string of place names. Just two date references contrast the pre-Sultan Qaboos era with modern day Oman, which will be shown to add significant interpersonal meaning to the text.

5.3.1.4.3 Logical meanings in explanations

Explanations differ from definitions in that the lexical strings are more complexly related so articulating these relationships requires a greater range of conjunctive devices. Like definitions, explanations make use of elaboration, to exemplify:

(like/ for example)

but explanations also feature prepositions and other conjunctive tools for enhancement, to show:

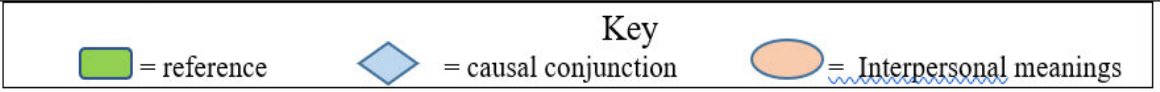
condition - (*If* X *then* Y),

purpose (X *to* Y) or

consequence (X *so* Y)

Figure 5.13 shows the four major lexical strings of a short answer explanation, with the enhancement resources, causal conjunction, marked with blue diamonds. The strings contain 41% of the words in the answer, showing that enhancement in successful explanations does not deviate from the topic. The pink ovals represent interpersonal resources, which are discussed in the following section.

Response cue short answer: *Mention one of Oman society's effects on the mass media. Explain how.*



Sample text C15

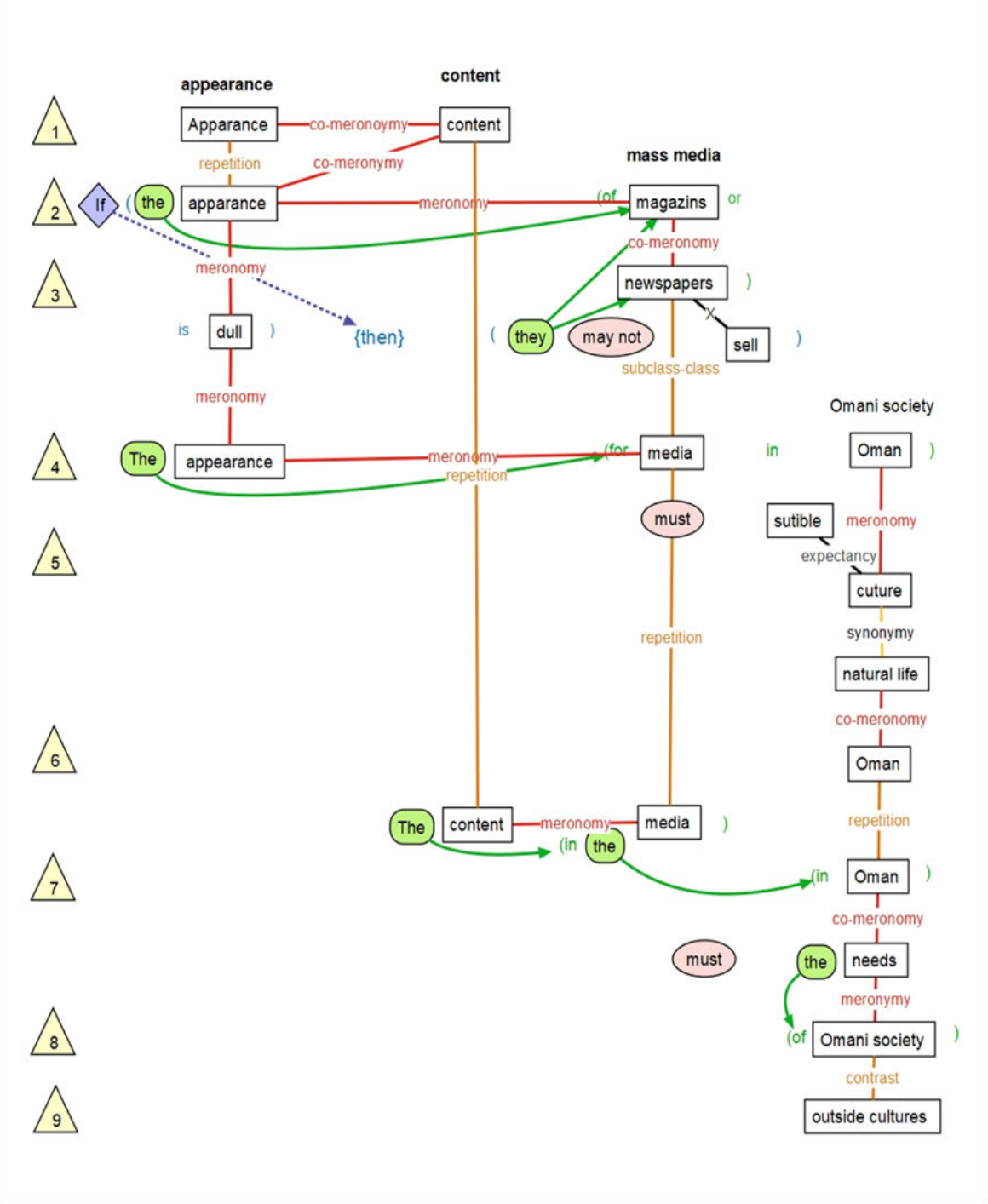


Figure 5.13: Cohesive resources in an explanation

5.3.1.4.4 *Interpersonal meanings in explanations*

Successful explanations often foreground interpersonal meanings more than is usual in lists or definitions, which adds a persuasive element not necessarily associated with explanations as described in other contexts. One example of this is the inclusion of mental and verbal processes, which results in a less objective stance; *not bother us/ we say let the government*. Explanations also sometimes feature the use of emotive adjectives; *bloody/ tragic*, and all use modal words to express opinion or obligation; *must/should*. Modal words have been included beside the lexical strings in Figure 5.13 because modal words are a feature of almost all explanations.

As well as using these surface level interpersonal meanings, explanations sometimes make use of homophoric reference to aspects of Omani society. These references situate the text in Omani culture and speak directly to an Omani audience. An example of this can be seen in Sample text C14. In the data set, there were several examples of answers to this type of response cue related to the development of an industry sector in Oman, but there was only one example of a successful student answer. It can be seen that the respondent in Sample text C14, unlike his unsuccessful peers, realised he was expected to include certain key points in this type of answer. While it might be expected that a text describing *the development journey of Oman TV* would be an historical recount driven by key dates in Theme positions (Rose & Martin, 2012), it was shown in the lexical strings for this text that there were only two time periods mentioned: pre Sultan Qaboos's reign and *today*. A marking guide in the data set for an answer to a response cue of this type requiring an account of the historical development of the print media in Oman (see Appendix 14) confirms that these are the only two time periods that need to be mentioned in this kind of text. The text thus can be seen as comparing and contrasting the two time periods, in order to explain why the situation is better in the second period.

In Oman, the ascension to the throne of Sultan Qaboos is referred to as the Blessed Renaissance. It is politically correct for development to be contrasted favourably with the situation prior to his reign. This is an important unifying social narrative which has been referred to as the Qaboos narrative (Phillips & Hunt, 2017). The real significance of these dates cannot be understood directly from the question cue or even the marking criteria but must be found in the course outline and from cultural knowledge of Oman. The successful writer must also realise that this is not a standard compare/contrast type text of the form that they study in

the English textbook, because the pre-Sultan Qaboos period is not described. This must be presumed with reference to the common practice in Oman of describing development of the country as beginning with Sultan Qaboos with a tacit presumption that nothing worth commenting on came before that time.

By describing the development in stages of geographical expansion after Sultan Qaboos's ascension rather than foregrounding a series of dates, Sample text C14 clearly attributes all development to Qaboos's reign. This requirement is confirmed by the marking grid which requires the development to be addressed in terms of increase in number and diversity without further reference to dates post-1971. It can be seen that conforming to the Qaboos narrative is a hidden criterion in these examination questions. Although it can be inferred from the course objectives, it cannot be known from the question itself, which may explain why students have difficulty with these answers. Furthermore, it will be shown in section 5.4.2 that social knowledge alone would not be sufficient to support students to answer this type of question as there are no clear standards as to when their own cultural common sense will support them and when it will not.

An emic perspective on the relationship of marking to the Qaboos narrative

The date of 1975 is often favoured in these texts, as opposed to 1970 when Sultan Qaboos actually came to power. Although Qaboos is generally said to have gained power in a bloodless coup (Hubbard, 2020), the early period of his reign was far from bloodless. During the five years between 1970 and 1975, the Sultan, backed by British forces subdued rebellious elements in the sultanate. This conflict resulted in a tragically high local casualty rate in the area where the college is situated. It was not until 1975 that the area currently known as Oman was officially united. It is interesting that the nationally written examination and marking guides tend to include development dates from 1970 but the texts written by the students at this college often favour the 1975 date.

5.3.1.4.5 *Textual meanings in explanations*

Another aspect of explanations that sets them apart from lists and definitions is the more careful sequencing of the clauses. As previously mentioned, these texts frequently display patterns of lexical repetition. This is sometimes a result of given – new structure, where the

known or given information is repeated before introducing new information. This is illustrated in Sample text C16 which begins the pattern with the given information from the question.

Response Cue - Long Answer: What <i>is</i> the relation between mass communication and culture						
Stage 1 introduction						
the relation between mass communication and culture	is	Very strong				
with	mass media and technologies	people	become more aware about	their culture	through	all ways and programs that provided to the audience
Through	the media	people	learn more about	their culture	like:	values, norms, traditions, religion also lifestyle.
Also with	media	people	know about	other cultures	and	their customs and traditions
Conclusion						
Other cultures	have	positives	and	negatives values		
The positive values	are	pace (peace), cooperation and respect others.	and			
negatives values	like	junk food bad language and drugs.				
Key	Existential and Relational processes	Mental processes	Lexical sting of culture related words	Lexical strings of Media related words	Interpersonal resources	Repetition

Sample text C16

Figure 5.14: Textual meanings in an explanation

Sample text C16 can be seen to be quite sophisticatedly crafted in three stages. Stage 1 functions as an introduction. It follows the pattern:

Participant realised as a noun phrase taken from question ^ relational process ^ adjectival phrase

Stage 1 is a general statement about the phenomenon which needs to be explained to answer the examination question. It is expressed as a relational process using the relating verb *to be*. The phenomenon to be described is stated using the exact words in the question: *the relation between mass communication and culture*. Using the exact words from the question and repeating them throughout the text is an important technique, not just in explanations, but in all the writing examined in this study. Colour-coding of the text has been used to show how these two key terms keep the text tightly on topic.

Stage 2 is a series of three clauses matched quite precisely in both form and vocabulary:

<Circumstance of manner realised as a prepositional phrase including one term from the question repeated *media* ^ same participant repeated *people* ^ mental process ^ participant realised using the same word from the question *culture* ^ expansion realised as a prepositional or noun phrase >

Where X ^ Y = stage X precedes stage Y in a fixed order.

<X> = recursive stage

Each clause expresses a mental process with *people* as the sensers and *their culture* or *other cultures* as the phenomenon. Each is developed with a circumstance or expansion on either side of the process. The initial circumstance is concerned with the media and has a preposition in Theme position (the third clause has a dual theme with the addition of the textual theme *Also* before the preposition), thereby highlighting that it is the relationship or the position of the media with reference to culture that is the important information in the clause. In this way the answer very clearly and obviously addresses the question: “What is the relationship?” There are two noun phrases in each clause, closely matched by either repetition or synonymy to the two noun groups in the question: *mass communication* and *culture*.

The third and final stage of the answer creates a sense of closure by returning in pattern to Stage 1, and then the final two participants are lists. The final two phases of this third stage

can be expressed as:

Noun phrase ^ relational process ^ adjectival phrase ^ Noun phrase ^ relational process
^ list

It can be seen that this high scoring text features both linguistic and structural repetition giving it a high degree of parallel form. The text therefore achieves maximum meaning making with minimal vocabulary.

This section has shown that in explanations, in Oman, students elaborate lists and definitions to demonstrate their knowledge of key disciplinary concepts including Omani cultural expectations. While students cannot rely completely on rote memory in explanations as they might, or probably must, to write lists and definitions, they are still expected to “put forward a shared view” (Nesi & Gardner, 2012, p. 37), and are not required to argue a point of view. Frequent lapses in meaning in explanations, as well as the lower average grade, show the students are struggling with the linguistic resources necessary to express this added complexity. The fact that a quite high percentage of the long answers are explanations could account for the lower average grade for these questions.

Although response cue types eliciting the three text types of lists, definitions and explanations clearly have different expectations as to the word length and complexity of the required answer, there is no clear way for students to know which text type is required. All three can occur in long or short answers, with the exception of lists that only occur as part of a long answer. A short answer single word list is worth the same marks as a short answer explanation if they occur in the same assessment. There are some clues in the prompts. list prompts tend to indicate more than one piece of information is required, and explanations might signal that elaboration is required while definitions usually do not; however, these clues are inconsistent. It is also not known whether students are aware of these clues. This lack of clarity about answer requirements could explain the frequent over-answering in lists and definitions.

5.3.1.5 Lists and definitions in other texts

Lists, definitions and explanations have a compositional relationship as definitions often contain lists and explanations often contain both definitions and lists. They may also be included as separate parts of another text. Lists appear in almost all texts, as couplets or triplets (see the bolded words in Sample text C16) or longer lists. Definitions are also an extremely important element of disciplinary writing in Communications as they appear in both short and

long answers in every examination in both C1 and C2. Definitions also form part of the marking criteria for project reports. The C2 project report marking guide allocates 3% for “Ability to give a clear definition of the topic and the main idea to be explored in the essay”.

One common combination of text types is a definition followed by a list. This combination can be found in examination answers and project reports. In other texts the two types are more complexly embedded, as in Sample text C17 below which asks students to *Explain the stage of listening (process)?* (The word *process* appeared in only one version of the examination). Although there are five stages required in the answer, the plural ‘s’ was omitted in both versions of the examination. Despite this, the students seem to have had no trouble inferring this implied plural as all students who answered this question included more than one stage, in an overall list format which is usually an implied requirement of a plural in the cue. In this answer the points have a sequential relationship which is indicated by the phrase “in order” in the introductory sentence, which is the only feature like an explanation. In all other ways the text is merely a combination of definition and list formats. The text has the form:

< target term ^ identifying relating verb ^ definition ^ list of synonyms of
the target word >

These stages in Sample text C17 are marked in Figure 5.15. This list which is made up of a sequential series of definitions, which in turn contain lists, demonstrates the layering of these two text types within one another.

<p>Response cue – Long answer: Explain (sic) the stage of Listening? Sample text C17</p>	<p>Response cue</p>
<p>Answer Answer Section C</p> <p>answer (2) Answer Regarding to De Vito's study of stages of listening. He tells us that there are 5 stages of listening, which they are in set order:</p> <p><u>Receiving</u> means 1- Listening: which to attend our mind to be <u>attention</u> focused what we will hear. Listening - Attending, Hearing</p> <p>2- Understanding: means that what we learned, understood and received from listening. Understanding - Learning, Receiving</p> <p>3- Remembering: It is recalling the information we received from our memory of mind. Remembering - Recalling, Retaining</p> <p>4- Evo Evaluating: we judge the information whether we expect it or whether not, or to put the information in our words. Evaluating - Judging</p> <p>5- Responding: means that giving feedback or answering the information we listen to or we receive it. Responding - Answering, Giving feedback</p> <p style="text-align: center;">9.5</p>	<p>Stage 1: intro specification of relationship between List points</p> <p>Stage 2: List points, definition structure Phase 1: elaboration by comma separated List.</p> <p>Stage 3: List points, definition structure Phase 1: elaboration by comma separated List</p> <p>Stage 4: List points, definition structure Phase 1: elaboration by comma separated List</p> <p>Stage 5: List points, definition structure Phase 1: elaboration by comma separated List</p> <p>Stage 6: List points, definition structure Phase 1: elaboration by comma separated List</p>

Figure 5.15: Layers of lists and definitions

5.3.2 Micro questions

Apart from long and short answers, the examinations also include micro answers. Because of the simplicity of these answers, and the fact that students tended to score relatively well in these tasks, they are not a focus of this investigation into writing, but they potentially shed light on aspects of the other tasks. Micro questions are true/false, multiple choice or single word gap fill answers. Vocabulary is therefore critical in these answers, both receptively (in reading and comprehending the question) and, at times productively, for example, in gap fills. As demonstrated above, memorising vocabulary and key terms is central to all the examination writing tasks. As with lists, inaccuracies in spelling are penalised in the micro answer section.

The content words from both the questions and the micro answers in all sets collected are listed in Appendix 15.

To successfully complete these questions, students need to know:

- facts:

Example question: *Mass media has the power to influence people's minds T/F*

- the meanings of terms:

Example question: *Keeping abreast of news from abroad, this is for (Gglobalized society \ limited society)*

- words and how to spell them

Example question: *Education and _____, without these two factors readership of printed media will dwindle.*

5.3.3 Project reports in the Communications Department

The final type of written assessment in Communications is the project report. It is usually, but not always, done in a group of three, and students are required to present as power point version as part of the total project. There are twelve examples of these texts in the data set, ten from C2 but only two from C1, all of which received at least a pass grade. Although the teachers were asked to provide high, medium and low examples, only a few marks separate the majority of the assignments. It would appear then, that this assessment type, like the micro answers, is not particularly difficult for the students. What is interesting with regard to these tasks is the question of how students manage to be so successful in this assessment type when it is the most extended and apparently demanding of the writing tasks.

Unlike the examination questions, there were some differences between the written components of the projects for C1 and C2. The C1 project report is worth 10% of the course grade and requires secondary research only. The project as a whole covers the following course learning objectives:

- Identify and practise the basic factors involved in basic communication.
- Understand the basic skill of writing in simple formats. (C1 course profile)

The C2 project report is worth 20% of the course grade and requires both primary and secondary research. The project as a whole covers the following course learning objectives:

- Explore what use the media are put to, and how media can influence Omani society.
- Identify the latest developments in communication technology used in the media and their impacts on society.

Although no guideline was found to instruct teachers or students about the expected format for a project report, some common elements can be found in most project reports as described below:

Front Matter including name class and topic ^ (table of contents) ^ introduction including macroTheme ^ approximately six hyperThemes organised into six body paragraphs ^ (titled) conclusion (including macroNew and or hyperNew) ^ bibliography (titled reference list).

C2 project reports include the results of a survey conducted by the students, which is represented in a graph and the figures on the graph are expressed in a paragraph, but this is always merely reporting the numbers without any interpretation of what they may mean. This section may come before or after the conclusion. A copy of the survey is included towards the end of the project report.

Most Communications project reports make use of headings such as *method* and *results*, but as they can use a range of different headings, these do not seem to have been given as a scaffold for organisation. Global organisation using macro- and hyper-Themes, whether or not these are reflected in the headings, may have been influential in differentiating high and medium scoring project reports but it did not seem to differentiate between low and medium scoring project reports. One high scoring text includes bold print in some paragraphs, but this appears to be a failure to reformat copied and pasted material rather than a style choice.

All but the lowest scoring project report include a bibliography, generally headed *reference list*, suggesting this is a compulsory stage for these texts, but only one high scoring project report includes related in-text referencing, with the exception of one in-text reference for a diagram in the lowest scoring project report. An interesting feature of the students' reference lists is the high percentage of references from Indian scholars. This may be because a high percentage of teachers in the Communications Department are from India although all

but two class sets collected from the Communications Department for this research had Omani teachers.

5.4 Step 3: An Emic Perspective - Ethnographic Contextualisation

The third step of the analysis supports a greater understanding of the social purpose of the assessments students are required to write in their degree. This step aimed to support the understanding of why these meanings are being made in this context, in other words to understand the nature of the need for these meanings. In this step the research questions are asked with reference to the broader ethnographic data, including a deeper reading of the key course documents surveyed in Step 1. By considering rich ethnographic data, this step aimed to open an emic view, moving from the broader context of the college which I already knew as a teacher towards a more specific view from the Communications Department, of which I knew very little before beginning this enquiry. In particular, this part of the enquiry examined support and direction for teachers in guiding students to compose the texts they need to succeed in their degrees. This stage was driven by the following questions as introduced in section 4.4.5.3:

- What support or directions do teachers and students have to prepare for the texts required for assessment in C1 and C2?
- What directions are given about the required length and structure of a written response?
- What other contextual factors influence these texts?

Ethnographic data sources included textbooks, Communications degree course outlines, other college documents from the website, related assessment items and marking matrices.

5.4.1 Problematising information on course documents

The first task of Step 3 was to re-interrogate the information on the course documents in the light of the above text analysis. Step 1 of the analysis revealed that there is a heavy weighting on examinations in first year in both C1 and C2. A review of sample C1 and C2 examination papers from the second to fourth years revealed that this format remains for the duration of the degree. In Step 2, it was found that successful student answers fell into three main text types, of cumulative complexity, but it was unclear from the response cues which

type of text was required. In light of this, the course documents were examined to find the information available to teachers about the expectations of student writing in examinations and how to help students to write these texts.

The main source of information on examination expectations available for this study was the marking key for the C2 final examination. The examination consisted of long and short response cues only, and the marking key has two sections for each type of response. Firstly, there is the specific answer to each question given in bullet points, and secondly there is a general marking guide to be applied to all questions. An example of the bullet points for one question is given in Figure 5.16.

Question2: What are the cultural values of books? (2X5=10.marks)

The answer should cover these points

- They are agents of social change and enlightenment from which change in attitude (early marriage, gender bias, racism, religious extremism) may be achieved
- They are a reliable repository of knowledge and culture
- They serve as windows to the past, reflecting culture and tradition
- They are important sources of personal development
- They offer entertainment and escape (plays, satires, novels, fiction)

Figure 5.16: Excerpt from final examination marking guide

It can be seen that the bullet points themselves are unhelpful with regard to knowing how to craft an answer, particularly a long answer. There are no guidelines about how to use the bullet points to construct a successful answer. Even the general criteria give no real guidance in this respect. The points from the general marking guide are included in the first column of Table 5-7, and the second column expresses the inadequacies of these directions for suggesting how these answers should be structured other than the direct replication of the bullet points.

Table 5-7: Difficulties of applying the marking criteria

<p>Bullet point marking criteria</p>	<p>The bullet points in the marking guide simply abbreviated facts or ideas that must be 'covered'. The extent of cover is not specified or even indicated by specifying an appropriate word length.</p> <p>It is never explicitly stated whether the bullet points are related and if so how, or if this relationship needs to be articulated in the answer.</p> <p>For many response cues there seem to be many possible responses but only those on the marking guide can score full marks.</p>
<p>Short answer marking criteria: Focuses right on the question</p> <p>answers it clearly. All major points covered.</p> <p>Well organised and expressed answer.</p>	<p>The questions are sometimes broad, and it is unclear what the scope of the focus should be. This implies the answer should be concise without elaboration.</p> <p>This implies elaborating details may be needed.</p> <p>This suggests these must be rote learnt as they are only ever some of the many possible major points.</p> <p>There are no guidelines about how to organise or express the answer.</p>
<p>Long answer marking criteria: (in addition to those in short answers) Presents a coherent, logical argument</p> <p>Evidence of analytical and original thinking shown</p> <p>Material is well developed with excellent use of examples</p>	<p>There is a lack of guidance as to resources that create "coherent and logical" texts.</p> <p>What does <i>argument</i> mean in the context of these answers?</p> <p>How are students expected to provide evidence of analytic and logical thinking within the confines of the answer bullet points?</p> <p>There are no guidelines about expected development or how to integrate examples.</p>

Although the marking guide outlines some theoretical differences between the long and short answers, these did not seem to be readily applicable to the range of texts students needed to write, nor do they appear to be reflected in the marking of these texts. For example, as only dot point reproductions seem to be rewarded, there is no apparent evidence of original thinking. Furthermore, the marking guides give no information about the required length of an answer. To interrogate the marking guide further, the dot point answer keys for short and long answers were compared using the UAM corpus tool to see if any differences in the desired answers could be identified. The results are summarised below.

The average length of the short answer keys is approximately half that of the long answer keys; however, as with the actual answers, this distinction is far from clear cut. Around half of the answer keys fall into the overlap area in the middle as the short keys range from 9 to 83 words and the long range from 59 to 125. Word length is almost, and sentence length is

exactly equal in the two sets. Lexical density is higher in the short answers, suggesting perhaps more non-content words are required in the longer answers to show causal relationships and other more complex phenomenon. This seems the most likely explanation as these additional non-content words are not textual markers because the answer keys consist almost entirely of bullet points. The other difference is the higher number of third-person references in the longer answers. These are *they*, *their* and *it* and refer to books, Radio Oman and advertising, and so are not used as an interpersonal resource.

Overall, no clear directions regarding length or structure of answers are given on the marking guides. What is clearly given is that for each dot point students can reproduce, they receive one point. This may have led to the prioritising of the rote memory of these points over other criteria such as *evidence of analytical and original thinking*, which are not so clearly tied to marks.

5.4.2 Examination culture

The very narrow criteria of the marking key dot points suggest that to support students to pass these examinations teachers would need to encourage rather limited rote learning. Taking the answer key in Figure 5.16 as an example, while there are potentially unlimited cultural values of books, the points in the answer guide are considered the main points and an answer cannot score highly if the “main points are missing”. This is a repeated teacher comment on the examination papers. This marking practice seems at odds with an official document from the Communications Department warning that with short answers “there is rarely only one possible answer to any question and certainly never any single way of phrasing an answer” (college internal document). These narrow answers may not lead to deeper learning if they are not seen as having a purpose beyond passing the examination and therefore do not need to be remembered after the examination.

This *test-forget* mentality is illustrated in Figure 5.17. After examinations for the disciplines, the halls outside the examination rooms are littered with abandoned books and notes that students have had with them to read right up to the last minute when they enter the examination room. It appears that students do not feel the need to retain the information as these papers and books will not be claimed after the examination and are just left for the cleaners to throw away. This phenomenon does not happen with the English tests, presumably because there is no content to memorise.



Figure 5.17: Abandoned notes after an examination

5.4.3 Uncertainty of homophoric reference

It was shown in 5.3 that, at times, it was necessary for students to refer to their understanding of Omani culture over and above what is directly referred to in the response cue. On the other hand, there seem to be some response cues where this would be counterproductive. The most striking of these were response cues which appeared to frame oral traditions as inferior and as something from history no longer in use. This framing possibly comes from the use of imported textbooks, written in *Inner Circle* countries but it cannot be appropriately transferred to Oman. Some required answers, such as suggesting that the oral transmission of knowledge is inaccurate, seem potentially offensive given that the Quran was originally received orally. At the very least, the framing of oral culture as something of the past is at odds with Omani students' lived experiences, as Oman appears to maintain a strong oral culture.

An example from my observational notes illustrates this well. It serves as a *verbal map* (Hyon, 1996), of the college campus. Not long after I had started at the college, a colleague, from Canada, and I decided to make a reading scavenger hunt for our students. We thought, as a fun way of getting these reluctant readers to read, we would send them around campus and have them find out information by reading various authentic texts. We set off to find some texts and prepare questions that would require the students to read them. We found a plaque in front of a Norfolk Pine explaining that it was from Australia (although sadly, not explaining why a Norfolk Pine was in the middle of a courtyard in Oman). The text was in both English and Arabic.



Figure 5.18: An Australian tree far from home

We also found signs behind the fire extinguishers explaining their use, again in both English and Arabic. Two of the buildings had a building name in English. In the corridor which houses the Communications teachers, most of the teachers had their name on their doors in English and there was a hand-written note on one teacher's door, but this did not look permanent enough to include in our scavenger hunt. In some other corridors there were names in Arabic. There was no menu or price guide in the cafeteria. There was no campus directory or any such sign at the entrance. We did not find any information posters or notice boards. There apparently had been a designated place for such things in the past but the Dean had had them removed saying they were eye pollution. We thought we would try the student centre, thinking surely this must have information for students. I had my phone at the ready to take photos of texts, so I snapped the photo below.



Figure 5.19: The student centre- not a sign or form in sight

It can be seen that our Australian and Canadian expectations of a student centre full of forms, signs directing students to do this or that for themselves before speaking to staff, and pamphlets to tell them how to do it were not available at the student centre. I took that photograph early in my teaching engagement to show the lack of written material the students are exposed to. It was interesting to perform a multimodal analysis of the picture several years later using the framework in Table 4.4 (see Appendix 16). From an ideational perspective, the dominant entity represented in the picture is the long counter. In hindsight I understand that the function of this structure has been subverted from service counter to an aesthetic cover for the shared office equipment tucked behind. This is really just the front wall of the student centre and it is necessary to walk through the small open gate at the end of the counter to enter. It would take me more than a year to understand this. From an interpersonal perspective this

picture highlights the power relationships between the foreign teachers and the Omani staff. As a new teacher I literally did not know how to approach someone for help. In time I would simply walk into someone's office on the other side of the counter and speak directly to a particular person. From a textual perspective, the repetitive intricate pattern down the counter dominates. The mode illustrated in this picture is oral. I would never have to submit a form in this student centre.

5.4.4 Plagiarism in student project reports

This section will use one student text example to highlight the difficult problem of plagiarism in the project reports. It will be shown that this is a complex issue and that much more than practices around the use of SafeAssign must be considered. The attitude of the college administration towards plagiarism and the way plagiarism is viewed in the broader academic context of papers published from outside the *Inner Circle* are also influential factors.

It is the usual practice for students to be required to submit a digital copy of their assignment to SafeAssign for plagiarism checking and a hard copy to the teacher for marking. One problem exposed by this enquiry is that the hard and soft copies of the assignments are not always identical, but that teachers may not be aware of this. Sample text C18 shows an excerpt from the submission into SafeAssign of a C2 project report. The look of this text is familiar to all English language teachers as the likely result of Google Translate from the student's home language. Another clear sign that there is a problem with this text is the full stops between words. This technique is used by students to baffle the SafeAssign plagiarism check.

Sample text C18

The.distribution.has.been..definite.by.researchers.of.mass.communication.between.which.broadcasting.is.referred.to.as.a.communal.funds.of..or.general.public.is.kept.informed.about.the.day.to.day.happenings.in.the.civilization....It.too.means.an.collection.of.all.communication.stations.that.usage.methods.of.making.a.lot.of.through.private.communication.among.the.communicator.and.the.public.

Figure 5.20: Safe assign submission of a C2 project report

The hard copy submission (Sample text C19) was far more coherent. It is clear that the original was actually English, but the student knew it was necessary to scramble the text

somewhat with Google Translate or similar, perhaps translating into Arabic and back into English.

Sample text C19

Introduction

The media has been variously defined by scholars of mass communication among which media is referred to as a collective means of communication by which populace or general public is kept informed about the day to day happenings in the society. It also means an aggregation of all communication channels that use techniques of making a lot of direct personal communication between the communicator and the public.

Figure 5.21: Hard copy submission of Sample text C18

In the bibliography the student has included the conference paper *Role of the Media in National Development* (Inuwa, 2007), which includes the same paragraph word for word. It might be concluded that the student has used a large chunk of the original article and made no attempt to paraphrase. For a student at this low level, this amount of “text borrowing” (Buckingham, 2014; Flowerdew, 2001; Li & Casanave, 2012; Plakans & Gebiril, 2012; Rose, 2009; Shi, 2012) might be acceptable, especially as they have included the source in their reference list. The College policy allows assignments to have 15% of a text matching without penalty, regardless of whether or not an attempt is made to reference the sources, and this student received 2 out of 2 for referencing.

Interestingly, in the broader context of publishing, by including a reference the student could be said to have done a better job than the authors of the article *Media and Development in Society: Continuity and Challenges* (Khalid et al., 2015) in the *IOSR Journal Of Humanities And Social Science* (IOSR-JHSS), which is published by a company identified on Beall’s list of Potential Predatory Journals and Publishers (*Beall’s List of Potential Predatory Journals and Publishers*, 2020). This article contains an even longer segment from the same paragraph, without variation from the original and without mention of the original author. The same extended cut from the paragraph appears again in a book chapter titled *Television as vehicle for community development: A study of Lotunlotun program on (B.C.O.S.) television, Nigeria*, from a book published by the publisher IGI Global, which has also been identified as a predator book publishing company (Eriksson & Helgesson, 2017). Again, the paragraph is an exact copy and the original source is not referenced in text or in the reference list.

This illustrates the different standards for referencing in many of the published papers that are relevant to issues in Oman and the MENA area. Possibly because of the documented challenges for academics outside the *Inner Circle* of being published in high ranking journals (Bolton et al., 2011; Flowerdew, 2001; Ingvarsdóttir & Arnbjörnsdóttir, 2013), academics in this area look to other outlets for their work and can become victims of predatory journals. These academics do not have the support of genuine editorial feedback and therefore the published papers can be substandard and make poor role-models for students, particularly with regard to using the work of others. Because students do not have access to subscription data bases, they are particularly vulnerable to stumbling across these papers via Google searches.

In fact, the student who submitted Sample texts C18 &19 most probably did not actually read any of these sources of the text because her whole project report is an exact replica of another project report collected in the data set for this inquiry from a different C2 teacher in a previous semester. While it has been shown how the student may have avoided detection from SafeAssign, it seems clear that this is not the student's own work, given the sample of her writing in the final examination shown in Sample text C20.

Sample text C20

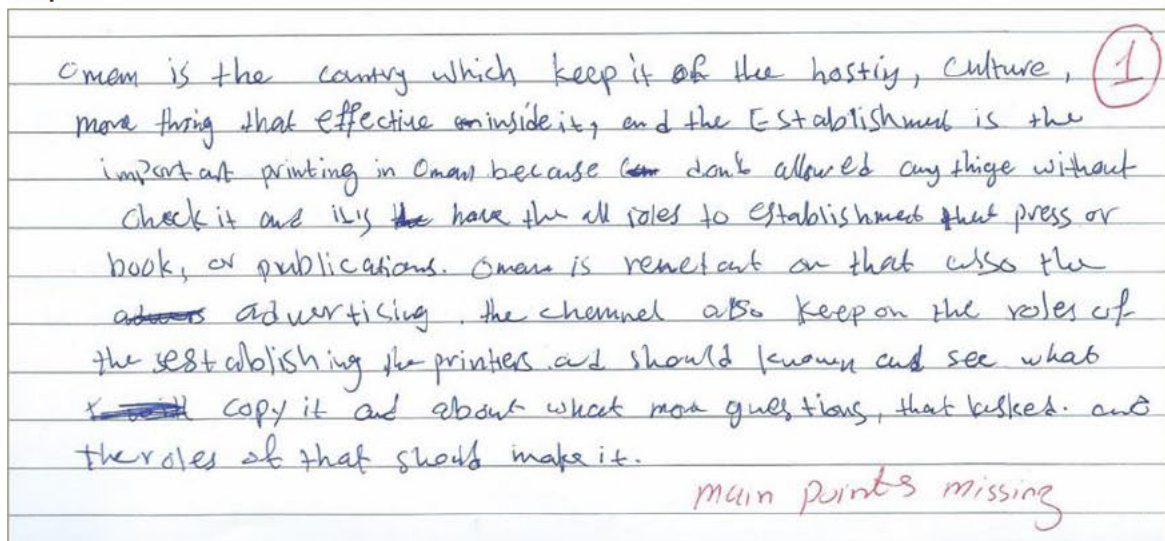


Figure 5.22: Excerpt from the final examination paper written by the same student who submitted Sample texts C18 & C19

The contrast between the examination writing and the project report is so stark it seems impossible the teacher did not suspect plagiarism. In a particularly telling lapse from the student, she has submitted this as an individual rather than as a member of a group, but when reporting the results of the primary research she has used the first-person plural 'we' instead of the singular 'I' because the project report she copied was written by a group. It really seems

unlikely the teacher did not know this was plagiarised. Interestingly, this text scored significantly lower than its predecessor. This suggests that the teacher was aware of the plagiarism but was still unwilling to fail the text.

An emic perspective on plagiarism in this context

The very complex issue of plagiarism is not a simple one to resolve. I was a member of the audit committee for the Foundation Program during 2017/2018. This committee was tasked with preparing the audit report for the Oman Academic Accreditation Authority. That the problem of report writing, and plagiarism runs deep was brought home to me in our first meeting. One of the English Department managers on the committee said when the audit committee come, they may quiz us on any page of the audit manual, and we would need to know the wording exactly. When I suggested they would want to see that we had enacted the manual requirements rather than memorised them, he assured me that was not our role as committee members. He seemed to see the primary responsibility of the committee as the audit report writers, was to be able to reproduce, exactly, large amounts of information from the primary source. Significantly, the official audit manual that guided committee members in preparing the project report, gave just one paragraph of information about the requirements for systems to be in place to prevent student plagiarism but the need for the project report producers to avoid plagiarism is mentioned in three separate parts of the manual.

5.5 Conclusion

This chapter has illustrated the range of writing required in assessments in the Communications Department. The findings point to some problems for students in completing these assessments. These included inconsistent alignment of the subject matter with Omani culture and lack of clarity in task directions. There is also a conundrum raised in negotiating the difficult territory between the expectation of memorised answers in the examinations and plagiarism in the reports. Plagiarism is an ongoing challenge in all academic contexts but this issue as it is relevant in EMI contexts such as Oman will be explored further in the following chapters.

5.5.1 Inappropriate programming

While much research in the GCC concludes that more can be done to promote a culture of written literacy (Al-Mahrooqi & Denman, 2016; Al-Qahtani, 2016; Golkowska, 2013;

Lovering, 2012), it seems unfortunate that in some of the colleges' examination questions literacy is framed as a superior replacement rather than an additional skill to enhance the oral culture which is clearly still an important part of Omani life. This places students in the position of having to answer in ways that do not reflect the reality of their lives and may even be offensive. This must be particularly confusing when there are other response cues that require them to rely on their Omani cultural knowledge.

The analysis has indicated that many of the students are limited in their achievement in their disciplinary assessment because of limited English linguistic skills. This reflects similar findings in EMI contexts around the world (Airey, 2016; Belhiah & Elhami, 2014). This finding was based on the fact that overall, students tended to score lower grades as the tasks became linguistically more complex. It suggests that students need clear direction and support to understand what is required of them in written responses. The indication from this analysis is that these requirements are currently not fully understood by many students.

5.5.2 Unclear expectations

The analysis of the high scoring answers in this small corpus, as well as the official marking keys, suggests that no clear boundaries are established between the different response cue types in the examinations. Both micro and short answers can be one-word answers and there is an overlap in the possible word length of short and long answer types.

The successful student answers were found to fall into three distinct text types, apparently independent of these official micro, short and long response cue types. In this study, these have been referred to as lists, definitions and explanations. There is evidence that students had difficulty judging which of the three types was needed for any given response cue. Although in some cases there are clues as to which type of answer is required, these are neither obvious nor consistent. A lack of specificity in task directions is known to affect student writing grades adversely. Research has shown that there is always a range of possible genres which can be employed in an assessment task response so students may not produce the genre their teachers want if they are not guided to do so (Miller et al., 2016). In this data set there was evidence of overwriting in that in some cases students wrote more than was necessary, thereby inefficiently using their examination time. On the other hand, there were no full scoring long answers showing students were unable to meet their teachers' expectations for this task type.

The aim of this research was not to make recommendations to the Communications Department, but the following points are raised for consideration. Firstly, it would seem that the three text types found in student writing could more suitably align with the three cue types as follows:

- The cues that presently elicit a list type response could more efficiently be covered in the micro section.
- The short answer cue could be aligned with the definition text type.
- The long answer cue could be aligned with the explanation text type.

Although a re-categorisation of the response cues, as suggested above, would give a better indication to students of what was expected in terms of the length of the answer, it still does not address how these different responses should be structured. The findings of this study show that there is little support for the Communications teachers to guide students to write successful answers. In fact, there is a contradiction in the marking guides between the heavily prescriptive dot points and the requirement for original contribution. It was shown that the allocation of marks only to the dot points is likely to encourage shallow rote learning. The education system in Oman has been criticised for being too examination driven (Al-Issa, 2005a; Macdonald, 2015), thereby encouraging students to “focus heavily on rote learning, factual transmission of knowledge and blind memorisation for examinations” (Al-Riyami, 2016, p. 135). The final examinations in the colleges are written at the national level in an effort to maintain standards and uniformity across the campuses. The undesirable consequence of this may have been disempowerment of teachers and a requirement to teach to the test.

The following chapter temporarily shifts the focus from the Communications Department to the English Department. Assessment in the English Department will be reviewed, before returning the focus to the Communications texts in Chapter 7 where the culmination of the analysis reported in this chapter is presented as a framework which may help teachers from both departments to support students to craft the specific writing types they need to deploy in order to succeed in their examinations.

Chapter 6 Student Writing in the English Department

6.1 Introduction

The analysis presented in this chapter describes successful student writing in two courses in the Bachelor of Communications degree that are run by the English Department. The courses, which were introduced in Chapter 4, are core courses in all degrees the college offers. The first is English for Academic Purposes One (hereafter referred to as E1) which is taken by all students in their first semester. For the purposes of this study, student samples were collected from two E1 classes, with different teachers, conducted in different semesters in 2017. The second course is English for Academic Purposes two (hereafter referred to as E2) which is generally taken by students in their second semester. For the purposes of this study, student samples were collected from two E2 classes with the same teacher conducted in different semesters in 2017. It will be shown that students need a range of linguistic resources to succeed in these courses and, unsurprisingly for the English Department, that form is prioritised over content. However, the findings suggest that this approach is potentially detrimental to students' developing critical literacy skills. A further finding is that teachers are under-supported in terms of understanding the overall aims of the program as well as the particular assessment requirements of their courses.

The assessment tasks for E1 and E2 were detailed in Chapter 4. To summarise, both courses have the same set of two assessment tasks: a written examination and a project. Figure 6.1 details the parts of each of these assessments, with those parts analysed in this study shaded yellow.

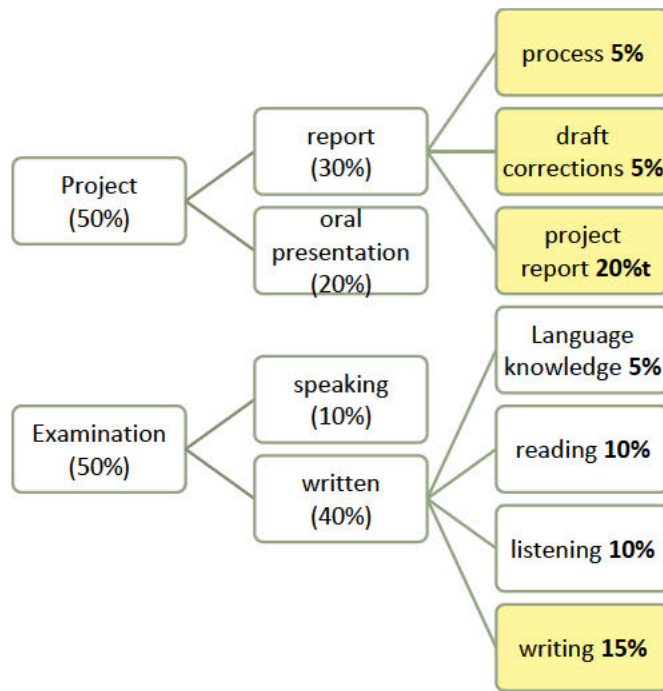


Figure 6.1: Constituent parts of the assessment items in E1 & E2

The analysis process followed the four-step model presented in Chapter 4 and first applied to the texts from the Communications Department in Chapter 5. Figure 6.2 shows the four steps in the analysis process as they were applied to the English Department data. The results of the first three steps are presented in this chapter as indicated in the outline of the chapter below. Step 4 of the model, relating to the pedagogical implications of the findings of the study, will be presented in Chapter 7.

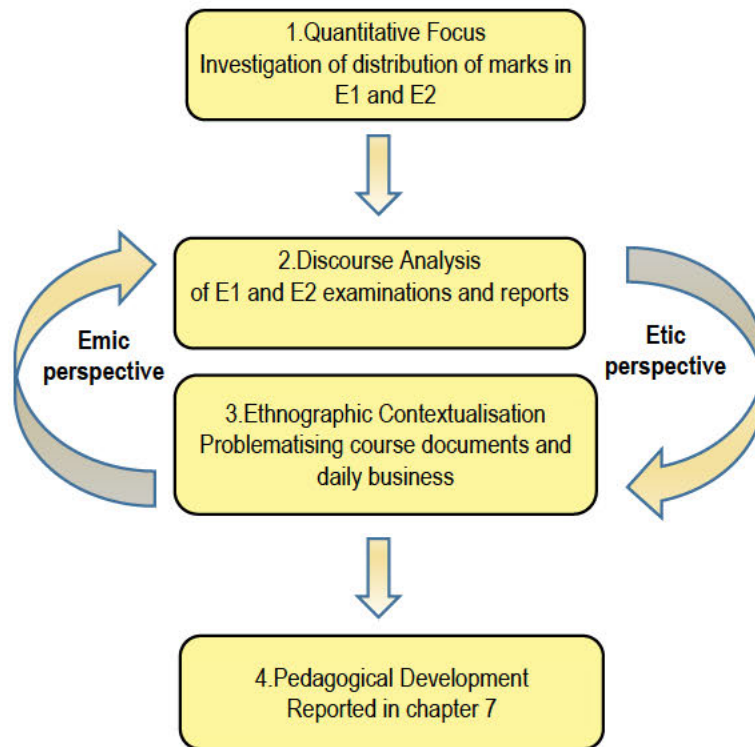


Figure 6.2: The four-step model for analysis of a textography in the English Department

By analysing texts from the English Department, this chapter works in combination with Chapter 5 to answer the first research question of this study:

1. What written English texts are required in the first-year assessments in the Bachelor of Communications in a tertiary institution in Oman, and what are the distinctive language features of these genres?

This chapter also works in combination with Chapter 7 to answer the second research question:

2. To what extent do the assessment genres in the English Department support student progress and achievement in the Communications Department?

6.1.1 Outline of the chapter

Following the introduction, this chapter is organised according to the four steps of the analysis model. Section 6.2 presents the results of the first analysis step which is the initial quantitative focus. For the English Department data, this step involved an analysis of the course documents to establish the nature of extended writing in the English Department assessment.

It considers the relative importance in terms of marks and difficulty to students of the various constituent parts of the assessment tasks. Although all the quantitative analysis is presented in this section, not all of the quantitative analysis was undertaken in the initial analysis period. As the analysis proceeded through Steps two and three, trends sometimes began to emerge which were then verified by further quantitative inquiry throughout the entire analysis process. While this happened during the analysis of all the data, it was more frequent during the analysis of the much larger subset of student texts from the English Department.

Section 6.3 presents the results of the discourse analysis of successful student texts utilising the tools of SFL directed by the 4 x 4 analysis framework introduced in Chapter 4. Two sets of examination essay responses are considered in detail, one from E1 and one from E2. Following this, the English project reports from both classes are examined.

Section 6.4 reports Step 3 of the analysis which was an ethnographic style investigation into the context in which and for which these texts are written. This included examining course documents, photographs of the research site, interviews with teachers and observation notes. The section first examines resources supporting teachers' understanding of the assessment task requirements, and then resources that help students and teachers to craft written texts to meet these requirements. It ends with some further observations about other contextual influences on these texts. In 6.5 the chapter concludes with a discussion of some of the key findings and what they mean for understanding the literacy requirements of student writing in the English Department.

6.2 Step 1: Quantitative Focus - Initial Overview of Key Course Documents

As with the analysis of data from the Communications Department, the purpose of the first step was to direct the selection of particular student texts for close discourse analysis. Key texts used to inform this step were the two course outlines from the target courses, the project specification documents and spreadsheets of students' grades created from the collected student writing examples. This step begins the work of answering the first part of question one of this inquiry:

1. What written English texts are required in the first-year assessments in the Bachelor of Communications in a tertiary institution in Oman?

To help drive the analysis further, this stage of the analysis was driven by the three probe questions introduced in Section 4.4.5.1:

- What types of written response cues are used for assessments in these courses?
- Which response cue types are the most important in terms of the percent of student grades?
- In which response cue types do the students score the lowest grades?

6.2.1 Types of response cue

The assessment requirements for English 1 and English 2 are basically the same. There are two major written components which are equally important in terms of the grade. Firstly, there is a final examination which is standardised across all of the colleges and worth 50% of the grade. It includes micro questions covering the subskills of language knowledge (grammar and vocabulary), reading, and listening. These differ from the Communications one or two word micro questions in that they can be up to five words long. The examination also requires one long, written answer, with a specified word length of at least 250 words. For this task in the E1 examination students must choose to respond to one out of two response cues. One cue will specify that the response should be a Descriptive essay and the other will specify a Narrative essay. In the E2 examination students must also choose to answer one out of two response cues which will specify ‘Compare contrast’, ‘Opinion’ or Cause and effect’ essays. These essays were the only examination task analysed deeply for this inquiry.

The second major written component in both E1 and E2, is a project worth the remaining 50% of the grade. It is scaffolded into three assessable stages. Firstly, students must submit an outline consisting of a suitable research question (1%); four references written in APA referencing style (2%); and an outline for the project report in the form of three hyperThemes (referred to as topic sentences) (2%). These steps, totalling 5% of the grade, are referred to as the project process. Although the steps involves only a small amount of writing, they can be seen as project report writing rather than answering micro or short answers because each is actually a constituent part of the project report. After the process is complete, a first draft must then be submitted through the plagiarism checker SafeAssign, and this draft is given written, and usually verbal feedback by the class teacher. In the final marking, a further 5% of the mark is awarded for the degree to which the students incorporate the teacher’s suggestions. Students then present their project report orally with an accompanying PowerPoint presentation

worth twenty marks for which they will be given brief oral feedback, and finally they submit the completed written project report for the remaining twenty of the total fifty marks for the project. The draft project reports including the teachers written suggestions, as well as the graded final versions, were collected and analysed for this study.

6.2.2 Relative importance of response cue types

Table 6-1 lists the English Department response cue types, and the percentage of the course mark awarded to each. On the table, yellow shading indicates texts analysed for this research. Speaking and listening account for 40% of the grade. The writing tasks are worth 45% of the grade. It can be seen that the most important individual items in terms of marks are the written project report component of the project followed by the essay component of the examination. Only these tasks are analysed in this thesis.

Table 6-1: Weighting of response cue types within each of the English assessment items

		Assessment		Totals
		Examination	Project	
Response cue type	micro	25%		25%
	essay	Described on the examination papers as : Descriptive or Narrative for E1 Compare contrast or Opinion or Cause and effect for E2 15%		15%
	project report		30% (includes 5% process and 5% response to feedback)	30%
	oral	10%	20%	30%

6.2.3 Most challenging response cue types

Not only are the examination writing section and the written project report fairly close in terms of percentage of grade, but they also seem to be similar in terms of difficulty for students, at least in E1. Figure 6-3 shows the number of students scoring each grade from A to F in each of the two main assessments. These figures were calculated from the class spreadsheets and so include slightly higher numbers of students than the data sets as they also capture the grades of students who did not give permission for examples of their writing to be included in the study. It can be seen that in E1 there is very little variation in marks between the examination writing task scores and the written project report scores. The numbers of highly successful texts, that is those scoring above 75% (A and B) are marginally higher in the

examination with 24 % than the project report with 22%. On the other hand, students were slightly more likely to fail the project report with 19 % failing the project report and only 16% failing the examination. In E2 there are more high scores and less low scores in both assessments than in E1. This is expected as the assessments are marked to the same standard regardless of the course. As the lowest students fail out of the college and other students improve from one semester to another, the class averages improve. At this level, more students were highly successful in the project report (64%) than the examination (46%) and slightly less likely to fail the project report. These findings suggested that both assessments should be investigated, beginning with the examination.

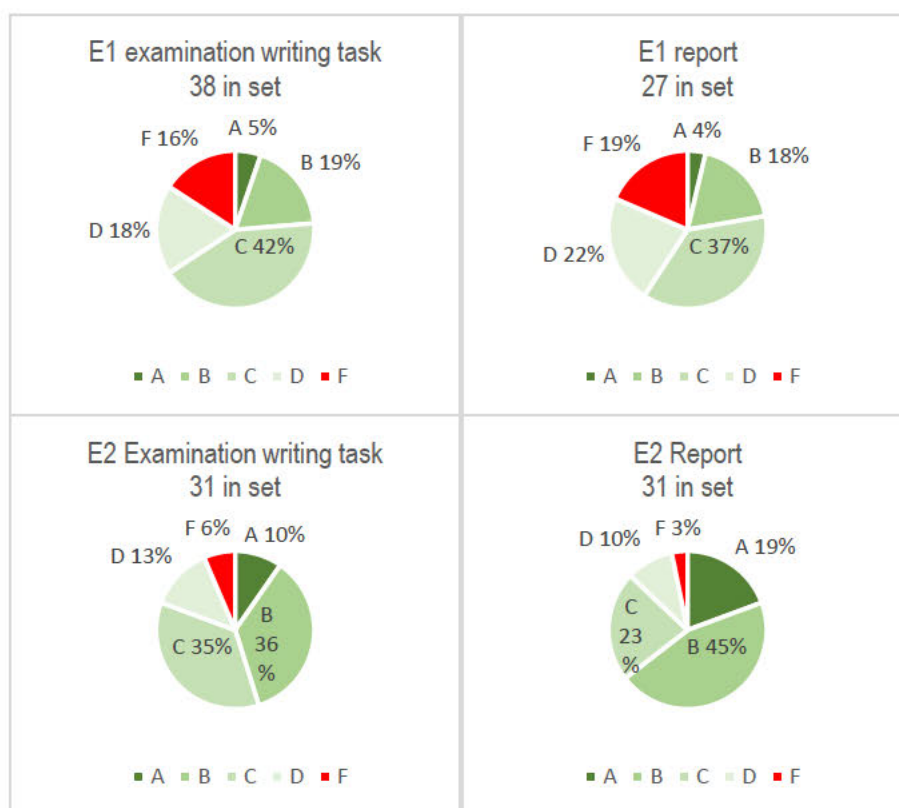


Figure 6.3: Comparison of examination and project report scores

6.2.3.1 Comparison of scores for examination essay response cue types

Comparing the responses to the different examination essay response cue types, it can be seen that the distribution of scores is fairly similar for the four essay types that were collected. The data set for this study does not include any Compare contrast examples as this was not a choice in either of the data collection semesters. Although these sets are too small to make any statistically valid conclusions, looking at the numbers of A and B scoring texts in each subset, the figures suggest that in E1 it is possible that Descriptive essays are slightly more

difficult than Narrative essays for E1 students. This was an unexpected finding as it had been predicted that students may have used a less academic register in narrative essays, and therefore failed to impress the markers. Narrative genres tend to use register features not typical of the objective fact framing in most academic writing such as first person, past tense and concrete nouns (Rose & Martin, 2012). This is true even of narrative recounts written as university assignments (Nesi & Gardner, 2012). This raised the question as to why Descriptive essays seem the most challenging for E1 students. In E2 a smaller percentage of students received a high score (A or B) for an opinion essays than for a cause and effect essays. This was predicted because of known issues for EFL students in appropriately bringing their own opinion to an academic argument (Egege & Kutieleh, 2004; Hafizah Anwardeen et al., 2013; Hood, 2004; Hyland, 2003; Kapp & Bangeni, 2005). These findings led to the focus in this investigation on responses to the descriptive essay response cues in E1 and opinion essay response cues in E2.

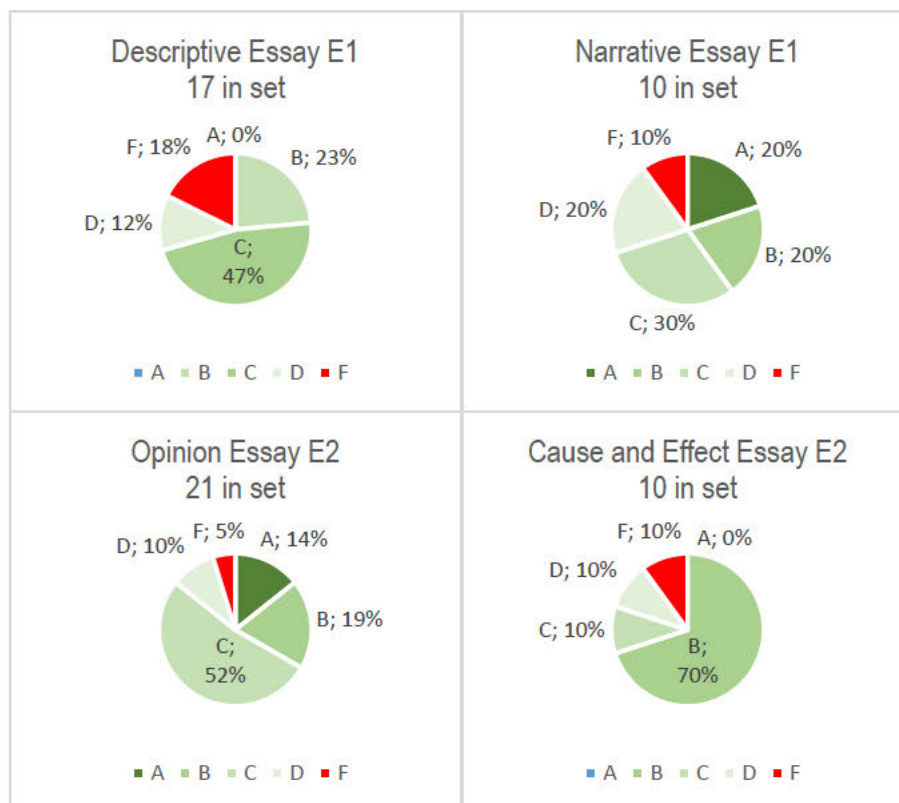


Figure 6.4: Comparison of scores from essays written in response to the different essay cue types in the examination

6.2.3.2 Comparison of scores for the stages of the English project

The writing of the English project is scaffolded into several parts. Figure 6.5 shows the distribution of scores in E1 for each of these parts in chronological order. Unfortunately, this breakdown was not available for E2. It can be seen that in E1, as students progress through the

written tasks, increasing numbers of students fail, (although few students failed the oral presentation) and fewer students achieve a high grade. This suggested that scaffolding in project reports warranted further investigation.

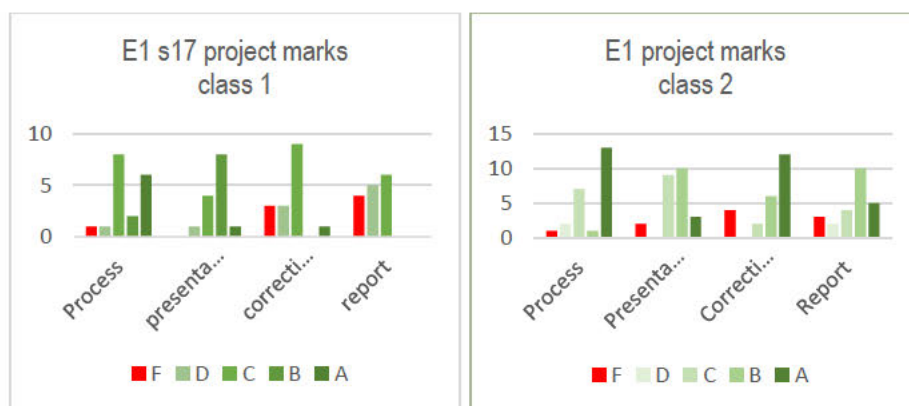


Figure 6.5: Comparison of scores for stages of project in two E1 classes

6.2.4 Summary of findings in Step 1

In summary, two main written assessment types are required in the English Department. These are the examination essay and the project report. The examination essay genres are specified on the examination papers. In E1 students choose between a Descriptive or a Narrative essay. Of these, the descriptive appears to be the most problematic for students. The E2 essay is a choice between two out of Opinion, Cause and effect or Compare and contrast essays. No compare-contrast essays were collected and of the remaining two types of essays, opinion appears to be the most problematic. The project report remains the same in E1 and E2 and seems to cause slightly fewer problems for students, particularly by E2 but as this difference is small the project reports still warrant investigation. Of particular interest is an investigation into why students' scores in the scaffolded parts of the project report do not appear to be maintained. These results are summarised in Table 6.2.

Table 6-2: Summary of findings in Step 1

Text type	Course	Significance	Where discussed
Response to descriptive cue	E1	Most difficult task type in E1	6.3.2.1
Response to opinion	E2	Most difficult task type in E2	6.3.2.2
Project report	E1 & E2	Scaffolding steps appear not lead to successful final scores	6.3.2

6.3 Step 2: An Etic Perspective - Discourse Analysis of Student Texts

The purpose of this step was to examine the assessment texts using discourse analysis. It begins the work of answering the second part of the first research question: What are the distinctive language features of these texts?

The analysis at this stage was directed by the 4 x 4 framework introduced in Chapter 4. In this step an etic view was taken whereby I, as the researcher, attempted to step out of my role as an English teacher and marker, and objectively look at the texts as they present. Informed by the analysis in Step 1, both the essay and the project report were examined. There was a focus on the texts that responded to the Descriptive essay task response cue for E1 and the Opinion task response cue for E2 and these findings are reported in that order. Next the English project reports are discussed. These were not separated by course level for analysis as there are no differences in the purposes or requirements of these texts in E1 and E2. The transcriptions of all sample texts from the English Department referred to in this chapter are included as Appendix 17.

6.3.1 Final examination writing section

The analysis of the English Department texts began with the writing section of the English examination. Given that the entire examination is three hours and that there are four sections, students have approximately forty minutes to complete the writing section. The students will have a choice of two essay types, both of which are covered in the writing textbook. The book specifies a schematic structure, referred to in the book as the rhetorical structure for each essay type, and focuses on one language feature associated with the text type. In the task response cue, the type of essay required is stated explicitly. There is space below the response cue for students to plan but this page is not included in the marking. An example response cue is given in Figure 6.6. The figure shows the first page of the writing section of the English examination. The response cue format remains the same for E1 and E2 with just the essay types changing to match those covered in the course.

Section Four: Writing

Choose **ONE** of the essays: **A** or **B**. Write **an essay** with a minimum of **250** words.

Essay A: Descriptive essay
Describe what you can do to be a successful student at college.

OR

Essay B: Narrative essay
Write about an experience that changed your life.

Plan for Essay _____ [write A or B]

Use this space to **plan** your essay – you can make **notes** or a **diagram** to help you.

Figure 6.6: Example of English examination writing section task response cue

An emic perspective of plans in the English writing examination

The plan on the front page of the examination essay task does not directly contribute to the student's mark. Indirectly, however, it can influence the mark. As a marker, if I could not quite follow a student's essay, I would refer to their plan to see what they were trying to say and sometimes that helped me to understand the intended unity of their paragraphs.

6.3.1.1 E1: Responses to descriptive essay response cues

The texts in this subset were written to respond to one of the following response cues.

- 1 *Describe what you can do to be a successful student at college.*
- 2 *Describe one phone app that you think has revolutionised (totally changed) the way we live our lives.*

The data set contains seventeen examples of descriptive essays with scores ranging from 6% (F) to 86% (B), with the median score being 62% (C). In length, they ranged from

182 to 297 words, with a mean of 233 words. This essay type is introduced in the second chapter in the writing textbook which explains the purpose of descriptive essays as being to “tell how a subject looks, sounds, smells, tastes or feels” (Savage & Mayer, 2012, p. 33). In contrast, the purpose of the five most successful essays in this subset appears to be to explain a procedure. This is a quite logical response to the question response cue beginning: *Describe what you can do to...*. Interestingly, the title of the first example descriptive text in the textbook, *How to Eat a Guava*, seems to suggest that this text might also be a procedural text, and may have been used by the test writers for inspiration. However, the textbook example does not actually give instructions about how to eat a guava but describes a woman’s “memories of the guavas she ate as a child” (Savage & Mayer, 2012, p. 29). Despite their apparently instructional purpose, the highest scoring texts in this subset have all grouped the steps thematically rather than chronologically as is more usual in a procedural text. They have also added reasons for conducting each step. They might, therefore, be seen as protocols. Rose and Martin describe protocols as types of procedural texts “which assume you know how to do something but need some guidance on how to do it properly” (Rose & Martin, 2012, p. 40). This thematical organisation enabled them to more closely match the schematic structure prescribed in the textbook.

The final text in the set that answered the second structure could be classified as an exposition which is a type of argument text that argues for a particular point of view. The 4 x 4 analysis of all top six texts revealed that their shift in purpose from description to protocol or exposition also caused a shift in the language used away from what might ordinarily be expected in a descriptive text.

The following section discusses the findings of the 4 x 4 analysis of the six highest scoring descriptive essays in the data set. The five highest of these each scored B and responded to response cue 1 above. The sixth highest essay responded to cue 2 and scored 74% (C). Although this text was just below the *highly successful* criteria of above 75%, it was included in the analysis in order to capture any variations resulting from the different topic.

Table 6-3: A 4 x 4 framework of texts responding to the descriptive essay response cues

Key: Obligatory and desirable features included together. Apparently optional features are prefaced with 'may'				
Metafunction	Whole text	Paragraph/phase	Sentence/clause level	Word level
<p>Language to express ideas Experiential meanings related to field (parts)</p>	<p>The topic is maintained throughout the text for example through lexical relations</p>	<p>Material processes are the most dominant process in body paragraphs but other processes may also feature.</p>	<p>Errors in sentence structure do not interfere with meaning. Noun groups include 3 to 4 words displaying ability to use different parts of speech. Clauses include material processes to express events and may include other processes</p>	<p>5/7 major strings of accurate, on topic vocabulary Use of vocabulary from response cue At least two not "everyday" words some successful manipulation of key topic word forms some accurate complex verb groups</p>
<p>Language to connect ideas Logical meanings related to field (parts)</p>			<p>Accurate conditional (if)/causal (when) sentence structure Complex sentences used to explicitly show causal relations. Some cause within the clause Appropriate conjunctions</p>	<p>Prepositions <i>unless / if/ so</i> used to indicate causal and conditional connections between causes. Preposition <i>to</i> used to introduce circumstances of reason.</p>

Key: Obligatory and desirable features included together. Apparently optional features are prefaced with 'may'

Metafunction	Whole text	Paragraph/phase	Sentence/clause level	Word level
<p>Language to interact with others Interpersonal meanings related to tenor (prosodies)</p>	<p>First person plural may be used throughout.</p>	<p>modals used to temper counter opinion or strengthen macroTheme. Conclusion presents direct opinion in 1st person. Conclusion may contain an imperative in 3rd person plural. Mental processes (eg I think) mainly used in intro and conclusion. 1st person singular may be used in introduction.</p>	<p>Present simple tense used to express points as facts.</p>	<p>A range of strengths of modals of obligation may add weight to opinions. Some hedging using modal verbs Modals used to give advice/obligation The male pronoun is used as the default to show avert gaze from women.</p>
<p>Language to create cohesive texts Textual meanings related to mode (waves)</p>	<p>Macro and hyperThemes may come directly from task response cues in structure and content. The essay meets minimum word limits. The overall drift of ideas fairly clear. The text unfolds in stages of Theme, arguments, reiteration. Paragraphs are identified clearly with an indent and may also have missed a line. Orbital Structure with each paragraph relating separately back to the macroTheme.</p>	<p>The plan is written in English and possibly Arabic Excellent paragraph unity Sentences sometimes progress logically by content introduced by meaningful discourse marker for each sentence. HyperThemes are previewed in the introduction. The macroTheme in the introduction may repeat form and content from the response cue. Claims are supported with examples and expansion</p>	<p>Sentence punctuation is accurate. Discourse markers in the Theme are appropriately delineated from rest of sentence with comma. The first sentence in each stage states Theme and hyperTheme Frequent use of imperative mood (protocol)</p>	<p>Repetition of exact words (up to 20% of answer) from response cue Synonyms and other lexical strings of words from response cue Some attempt at the use of grammatical metaphor Few spelling errors Capitals discriminated only by size may be inaccurate handwriting clear Appropriate discourse markers are used to mark arguments, and to introduce examples. Pronouns are used to refer back to people and sometimes sections of text. Articles are used correctly.</p>

6.3.1.1.1 *Schematic structure in Descriptive response cue responses*

The schematic structures of the texts are coded as follows:

$X \wedge Y$ = stage/phase X precedes stage Y in a fixed order.

(X) = optional stage/phase

<X> = recursive stage/phase

* X = unordered stage/phase

[X] = desirable stage/phase

In this chapter, the notation [X] is added to the notations from Eggins (2004) to represent a desirable stage/phase. These are features that markers seem to reward, but which are not included in the majority of successful texts. Given a larger data set from expert users, these features may have emerged as obligatory features, but with this small data set with no A scoring answers, it is difficult to judge this. In the analysis, if any of the highest three texts included a feature, it was classed as desirable. If only some lower texts included the feature, it was considered optional.

The functional descriptions of the main stages and smaller phases of each of the six highest scoring descriptive essays are plotted in Table 6-4 alongside the structure prescribed by the textbook. The description includes the way periodicity unfolds in the texts tracking information flow using the textual resources of macro and hyperThemes as introduced in Chapter 4. It can be seen from Table 6.4 that, broadly speaking, the highest scoring texts all progress through the expected stages of a five-paragraph essay as recommended by the textbook. Two of the essays include a plan in the space provided on the examination paper. For the purpose of this analysis, the essay plan is interpreted as a preliminary stage. In each essay the stages are clearly identified by their layout using indents and/or a missed line between the paragraphs. The overall schematic structure of these texts can only be expressed in the broadest of terms if all these texts are to be included, as the functions of the stages of the first four texts are quite different to those of the fifth text. The structure of these texts must, therefore, be broadly expressed as:

[plan] Introduction \wedge body \wedge conclusion

This is evidence that although the English examination paper specifies a particular genre with each task cue, it is not necessary for students to produce a text of that genre in order to gain a high mark.

An emic perspective of the format of a successful examination writing in CAS

This physical layout of a successful text featured in several of the teacher interviews. One teacher described the clear physical delineation of paragraphs, either by missing a line or indenting, as the pass or fail point of an essay, saying

Teacher 13: I should be able to look at it and see that there are separate sections whichever method they've used.

Interviewer: Otherwise it's not an essay?

Teacher 13: Yes, otherwise it's a paragraph.

(Excerpts from the teacher interviews can be seen in Appendix 18.)

There are similarities in the introductions across all six highly successful texts in the Descriptions subset. Each performs the classic function of an introduction in orienting the reader to the text to come, by progressing through the expected phases of an introduction to an academic essay. The beginning is a preliminary phase of some sort. The textbook suggests a hook which it describes as a sentence to catch the reader's attention such as a question or interesting fact. Three of the texts use this technique but two use what could more accurately be described as a general statement to orient the reader to the topic, and one student omitted this phase all together. Unfortunately, as these are not full scored full scoring texts, it cannot be concluded that these omissions or subversions mean the feature is optional as the texts may have been marked down for this aspect. As the highest scoring texts included this feature, it is classified as desirable.

The following phase in the introduction stage, background information, is also classified as desirable because two lower scoring texts omitted this stage. More consistently, the macroTheme, or main point of each text (referred to in the textbook as the thesis statement), is given towards the end of the introduction. As is typical of the macroTheme of a procedure, the five texts that answer question one, all explicitly state the purpose of the procedure, by picking up the circumstance of reason introduced with the preposition *to* from the question: *to*

be a successful student. In this way the five highest scoring essays demonstrate the successful use of the technique of repeating both the form and content of the task response cue in the main organising features of the essay. The sixth text states its main argument, that *it [WhatsApp] makes the life easy*, as is typical of the macroTheme of an exposition. Although it is not suggested in the textbook, all the texts also preview, at least to some extent, the hyperThemes, in other words the main ideas, of each of the next stages. This preview is included either immediately before or immediately after stating the macroTheme.

After the introduction stage, each text then includes three repeated body stages. The functions of these stages vary from the textbook. For the five texts that responded to response cue 1, rather than giving descriptions as the textbook suggests, these phases give steps which should be taken, in other words rules, with reasons for these rules. Explaining the steps in a procedure cannot be achieved by detailing the sensual attributes of the subject, fore-fronting adjectives, as the textbook suggests for a description. Instead, it needs to direct actions, by fore-fronting verb groups. The function of the stages of the sixth essay is to present the arguments to support the macroTheme of the essay, in keeping with the overall purpose of the essay to persuade the reader to a particular point of view.

The first phase in each of these stages includes one of the hyperThemes and sometimes also a reference to the macroTheme, in what is referred to in the textbook as the topic sentence. This seems to be an obligatory phase, being omitted from just one paragraph in one essay. Of note is the fact that the highest scoring essay consistently refers to both the hyperTheme and the macroTheme in the first phase of each of the body stages. This is a feature of most of the very successful essays in the English data set. The tracking of these levels of Theme is supported by the use of the lexical cohesive device of repetition. Overall, lexical relations also support the unity of these stages.

The final stage of these essays is the conclusion which has the function of bringing the text to a logical end. The structure of this stage is the least consistent across the texts. The textbook suggests the writer gives their opinion and two of the students follow this, explicitly giving their opinion using the interpersonal resource of first-person voice. Three texts give what is referred to in this thesis as a morality point, a type of opinion of an ethical nature but given as an objective truth. In this case the writers use the more subtle interpersonal resource of using the simple present tense to frame information as a universal fact. Morality points can also be introduced using a conditional clause or modal of obligation. An example from the

above texts is quoted below. As with most examples of student writing included in this thesis, the spelling (but not the grammar) has been corrected for ease of reading.

...it is a great thing if you want to be successful student in colleges. Because that will make your life successful, interesting and nice. (Sample text E3)

Three of the texts include a macroNew in the form of a restatement of the macroTheme in the final stage, two include some or all of the hyperThemes and one includes both. A more complete schematic structure of these descriptive texts could be said to be:

Stage 1 introduction: [hook or general statement] ^ (background information) ^ *macroTheme *hyperTheme

< Stage 2 body paragraphs: *(macroTheme) hyperTheme ^ procedural direction ^ justification >

Stage 3 conclusion: Opinion or morality point ^ macroNew (hyperNew).

Table 6-4: Schematic structure of successful responses to a descriptive essay response cue

Structure of Examination Descriptive Essays							
mT = macro Theme hT = hyperTheme							
stage/phase	textbook	Sample text E1 86% Cue 1	Sample text E2 82% Cue 1	Sample text E3 80% Cue 1	Sample text E4 78% Cue 1	Sample text E5 77% Cue 1	Sample text E6 74% Cue 2
	Plan	Plan in English	No plan	No plan	Plan in English	No plan	No plan
Introduction	Hook	General statement on topic	General statement on topic	General statement on topic	Hook		Hook
	Background	Background	Background	Background			Background
	mT (Thesis statement)	mT (Purpose)	mT(Purpose)	hT1	mT(Purpose)	mT(Purpose)	mT
		hTs 1,2 & 3	hTs 1,2 & 3	mT(Purpose)	hTs 1,2 & 3	(pronoun reference to hyperThemes)	hTs 1,2 & 3
Body 1	hT1 (Topic Sentence)	mT/hT1 (Step 1)		hT1	hT1/mT/HT	hT1	hT1/mT
	Description	reason step example	steps	steps reason	reason steps	example reason	description 1
Body 2	hT2 (Topic Sentence)	hT2/mT	hT2	hT2	hT2	hT2	hT2
	Description	reason step	steps	reasons	reason	steps reason	description 2
Body 3	hT3 (Topic Sentence)	reason	hT3		hT3		hT3/mT
	Description	hT3/mT	reason steps		reason HT3		description 1
Conclusion	Writer's opinion	Opinion /mT	Morality point	Morality point/prediction	Opinion /mT	mT	mT
		Morality point	hTs 1,2 & 3	hTs 1,2 & 3	hTs 3,2 & 1/mT	Background	

6.3.1.1.2 *Experiential meanings in descriptive response cue responses*

An analysis of the lexical relations of successful texts responding to the descriptive response cue shows that all are kept tightly on topic by repetition of key content words throughout the text. This is true not just for this subset that answered the descriptive response cue but all the English Examination texts. Figure 6.7 lists the eight main lexical strings in Sample text E4 demonstrating how highly repetitive the language in these texts can be, allowing students to craft texts with very limited vocabulary. On the other hand, it seems to be important for these texts to include at least some non ‘every-day’ language such as *individuals* instead of *people* or *avoid* instead of *not do*. Particularly if these words are long words (ten letters or more), they seemed to impress the markers, and appear to be influential in separating a B from a C grade. All successful texts contained some words from the Academic Word List (Coxhead, 2000), which is included as part of each of the English 1 - 4 curricula, but including more of these did not necessarily correlate with a higher grade.

Successful	Help	Student	Plan	Note	Important	Working	Hard
Successful	Help	College	Time	Note	Important	Working	Hard
Successful	Help	Student	Plan	Note	Important	Working	Hard
Successful	Help	Student	Time Plan	Note	Important	Work	Hard
Successful	Help	Student	Time		Important	Work	Hard
Increase	Help	Study	Time Time			Work	Hard
Successful		Remembering	Sometime				Hard
Successful		Student	Plan			Work	Hard
Successful		Exam	Day				
Successful		Student	Week				
			Plan				
			Time				

Figure 6.7: Lexical strings in Sample text E4

A transitivity analysis of these texts was done manually rather than in the UAM corpus tool to try to better capture the students’ intended meanings when they used non-standard clausal constructions. This is shown in Table 6-5. It can be seen that material processes dominate, which provides further evidence that these are, in fact, procedural texts, concerned with giving directions for actions. Mental processes are also important in most of these texts because the field being construed is study. Interestingly, this is less the case for the highest scoring text which more frequently repeated the relational process *be successful* from the response cue. Material processes are also important in the sixth text showing the text constructs an argument in favour of WhatsApp in terms of what can be done with the app. One point of

note within each text is the similarity of the body paragraphs throughout, because the body paragraphs demonstrate frequent repetition of form.

All the texts demonstrate their conformity to the expectations of a standard essay introduction by featuring relational verbs in the introduction which function to give background definitions and descriptions of the phenomenon to be discussed. Similarly, several of the conclusions feature mental processes as a result of the students specifying their thoughts on the matter in the conclusions.

Table 6-5: Process types in responses to descriptive essay response cue

	Sample text E1	Sample text E2	Sample text E3	Sample text E4	Sample text E5
Introduction	5 material	5 relational	3 material	6 material	1 relational
	3 relational	3 material	3 mental	4 relational	1 existential
	2 mental	1 mental	2 relational		1 verbal
		1 verbal	1 verbal		
		1 existential	1 existential		
Paragraph 1	5 material	7 material	9 material	10 material	2 mental
		1 mental	2 mental	3 relational	1 verbal
			1 verbal	1 mental	1 existential
				1 existential	1 material
Paragraph 2	5 material	9 material	9 material	6 material	6 material
	2 relational	2 mental	2 mental	1 mental	3 relational
		1 relational	2 relational	1 relational	1 existential
Paragraph 3	6 material	5 material		8 material	6 material
	5 relational	3 mental		4 relational	3 relational
		3 relational		1 mental	1 existential
Conclusion	3 material	2 material	2 material	3 material	7 material
	2 relational	2 relational	2 relational	3 mental	3 mental
	2 mental	1 mental	1 mental	2 relational	3 relational
					1 existential
	24 material 12 relational 4 mental	26 material 11 relational 8 mental 1 existential 1 verbal	23 material 8 mental 6 relational 2 verbal 1 existential	33 material 14 relational 6 mental 1 existential	20 material 10 relational 5 mental 5 existential 2 verbal
Total processes	40	47	40	56	42

6.3.1.1.3 **Logical meanings in descriptive response cue responses**

In order to construe convincing reasons for following the prescribed steps to become a good student, these texts use tools of enhancement such as external conjunctions of consequence, including condition, to link causes to effects, and purpose to explain reasons why. The highest scoring text (Sample text E1) manages these quite difficult sentences with accuracy and variety; at times putting the condition first and at other times putting the consequence first:

If you manage your time in the right way, you will find your way to success easy.

...they don't accept any opportunity if they have one. (Sample text E1)

The text repeats the use of the consequential conjunction of purpose, *to be a good student*, used in the task response cue but they are also able to use this resource in other sentence structures:

to arrange your time

The accurate use of these conjunctive resources appears to have been highly valued by the markers.

6.3.1.1.4 **Interpersonal meanings in descriptive response cue responses**

While the responses to the four different response cue types show more similarities than differences, there are some points of difference between the sets. The texts that respond to the descriptive response cue subset stand out for their use of imperative mood. This is a result of their actual purpose to outline a procedure as opposed to giving a description. On the other hand, Sample text E6 does not feature imperative mood. Imperative mood is a break from the more common clause structure in essays which uses the declarative structure: subject ^ verb. In imperative clauses the verb takes the point of prominence at the beginning of the sentence. This structure is common in procedural texts where prominence is given to the action that must be undertaken, as in this clause complex excerpt from a successful text:

Second things is the organise time and study the subject in the class study more at home.
(Sample text E5)

With regard to other language features, these texts are more representative of the other texts in the corpus. One example is pronoun use. While first person singular is used mainly in

conclusions to directly offer the writer's opinion, first person plural is quite commonly used throughout the text as in the following examples:

We must organized our idea (Sample text E2)

help us to be (Sample text E4)

With this resource the texts align themselves with Omani society as a whole. Another aspect of pronoun use that may reflect Omani values is using the male pronoun for general reference. Examples include:

*Will success in **his** life* (Sample text E1)

*So **he** has to improve* (Sample text E1) – both texts were referring to all university students.

Similar examples using the male pronoun can also be found in college documents, for example: “Feedback is giving the student information on what **he** is doing and how **he** is performing” (Newby-James, 2010 emphasis added). While this usage is outdated in *Inner Circle* countries, it has been suggested that it remains in use in the Gulf as a reflection of the respectful attitude of not unnecessarily focusing on women (Mahboob, 2013). This custom is demonstrated in Figure 6.8, a photograph from the college website. Although female students by far out-number the male students in the college, it is only the males that are in focus and the females are in shadow behind. This is a common framing of photographs for public use. By using the male pronoun for general reference, these texts align with Omani cultural values.



Figure 6.8: College publicity photograph taken from a respectful perspective, with the female students out of focus

One other interpersonal resource that was examined in these texts was the use of emotive or evaluative lexis. If these texts also included features of descriptive texts, it would have been expected that they would have included higher than average use of emotive lexis such as emotive adjectives and adverbs, as instructed in the course textbook. However, a comparison of the use of these features made using the UAM corpus tool did not find any apparent differences in the use of these resources as compared with their use in the responses to other essay response cue types.

6.3.1.1.5 *Textual meanings in descriptive response cue responses*

It is clear from the structural analysis of these successful texts that the textual resource of periodicity is used consistently to organise the texts. It was shown that the macroTheme is always stated in the introduction, usually towards the end. Also, at the end of the introduction, the hyperThemes are almost always previewed. These will be repeated one by one in each phase, usually in the first sentence. Finally, all hyperThemes and the macroTheme will be repeated in the conclusion. The organisational pattern in these texts, as it was with almost all the successful texts in the English set, was orbital, with each hyperTheme relating directly back to the macroTheme. This was found to be true even of the texts that responded to the narrative essay response cue, which might be expected to be organised sequentially (Rose & Martin, 2012). The use of macro and hyperThemes to organise the information flow, or periodicity

(Martin & Rose, 2008), was found to be one of the most important elements in all student assessment texts written in the English Department.

The importance of macro and hyperThemes in these essays is clearly demonstrated in Sample text E6 in this high scoring subset, shown below. In this copy of the original, the macroTheme and hyperThemes have been highlighted to expose the pattern of their use across the text. The writer has managed to include these elements very clearly, if not always elegantly. She has even specifically drawn the marker's attention to the fact that she understands appropriate information flow in an essay (circled in green in Figure 6.9) stating

in this essay I will describe three main ideas. Each paragraph will explain these ideas, The first idea is (Sample text E6)

It can be seen that over half of the text is taken up with these Themes and their explicit introduction. On reading the text (see Appendix 17), there are not actually three ideas as two of the paragraphs repeat the same information. The student has not demonstrated that she can enact this level of textual organisation; she has merely demonstrated that she knows what should be done. This is perhaps one aspect that kept this text at 74%, just outside the B mark range. There is also evidence in lower scoring texts in this set that use of this standard structure of periodicity, or at least demonstration of attempted use even if not wholly successful, can differentiate a pass from a fail text.

macroTheme hyperTheme 1 hyperTheme 2 hyperTheme 3

explicit marking of hyperTherms

Sample text E6

what is joyful to have a media Apps in our phones. That app is whatsapp. The ~~most~~ whatsapp is one of the media apps in the phones. it makes the life easy in this essay will describ three main ideas, each paragraph will explain these ideas. The first idea is of the importance of whatsapp. The second idea is how whatsapp change our lives. The third idea is the way we live our lives.

The whatsapp had many things posior. The whatsapp can of impuald apps in the phones. whatsapp is very impuald in our lives. it makes our live easy, it makes the communcal only between the countries and cultures.

The whatsapp change alot of things of our lives. it makes the communcal way between the members of the Family. For example if the family members is different places they can commc with each other easily.

The way that we can comm. too in our lives. that the whatsapp comes on the phone. it makes our live easy. The whatsapp make the life easy to communcal with other countries and cultures.

Finally, the whatsapp make alot of change of our lives and our society. the whatsapp is very impat impuald to live in this world. The whatsapp change the way that we live in our lives. I think the whatsapp is apart of our lives. we can live without whatsapp.

Stage 1: Introduction

Stage 2: Body 1

Stage 3: Body 2

Stage 4: Conclusion

Figure 6.9: Periodicity in a text answering a Description response cue

The student who wrote Sample text E6 achieved this level of textual organisation using only a very limited range of vocabulary by making extensive use of repetition. This is shown by the tabulation of the macro and hyperThemes in Table 6-6. The use of repetition has enabled the student to construct the text with a high degree of parallel form. Repetition of textual themes, particularly those drawn directly from the task response cue is common in many of the most successful texts in this corpus.

Table 6-6: The economy of vocabulary in construing macro and hyperThemes throughout Sample text E6

	macroTheme	hyperTheme1	hyperTheme 2	hyperTheme3
Introduction	<i>it makes the life easy</i>	<i>the importance of WhatsApp</i>	<i>How WhatsApp change our lives</i>	<i>the way we live our lives</i>
Body 1	<i>it makes our live easy it makes the ...easy</i>	<i>The WhatsApp one of important apps in the phone WhatsApp is very important</i>		
Body 2	<i>It makes the ...easy easily</i>		<i>The WhatsApp change a lot of things in our lives</i>	
Body 3	<i>it makes our lives easy. The WhatsApp make the life easy</i>			<i>The way that we can live in our lives when the WhatsApp comes on the phone</i>
Conclusion		<i>the WhatsApp is very important</i>	<i>the WhatsApp make a lot of changes of our lives</i>	<i>The WhatsApp change the way that we live in our lives</i>

Achieving this level of textual organisation often involves reconstruing processes using the resource of grammatical metaphor (Eggs, 2004). Successful students almost always manage this to some degree, and this enables the tracking of hyperThemes throughout the text. In Sample text E6 the student has managed to nominalise the first hyperTheme, recasting the process as a noun phrase.

hyperTheme 1: WhatsApp is important → *the importance of WhatsApp*

For the next two hyperThemes she was less successful and could not nominalise the processes. However, she has named the process which is an important first step in learning this difficult skill.

hyperTheme 2: WhatsApp changed our lives → *How WhatsApp change our lives* (changed might have been nominalised to changes, facilitating her to discuss these)

hyperTheme 3: We live our lives → *the way we live our lives*. (live might have been nominalised as living)

The ability to use grammatical metaphor was found to be highly regarded by English Department markers across the responses to all four text types, even if some inaccuracy occurs. Interestingly, no teachers specifically mentioned this in their interview, which suggests they might be unconsciously rewarding this common feature of academic register.

Overall, the analysis of highly successful texts that responded to the Descriptive essay response cues found these texts could be better described as Protocols and an Exposition than as Descriptions. Furthermore, these text types were found to be appropriate to the purposes of the response cues as the students interpreted them. Because these were all high scoring texts, it can be concluded that the markers did not actually require a descriptive text in response to this response cue.

6.3.1.2 E2: Responses to Opinion essay response cues

The texts in this subset respond to one of the following response cues.

- 1. Do you think it is better to start your own business from zero or to buy a franchise? Support your opinion with reasons.*
- 2. Autistic kids should be taught in different schools. Do you agree or disagree? Support your opinion with reasons.*

The data set contains twenty-one examples of texts responding to opinion essay response cues with scores ranging from 38% (F) to 97% (A), with the median score being 72% (C). In length, they ranged from 253 words to 413 words with a median word length of 266 words. This text type is introduced in the fifth chapter in the writing textbook, which explains the purpose of opinion essays as being to “convince the reader of a point of view on a controversial issue” (Savage & Mayer, 2012, p. 110). This type of argument essay is sometimes referred to as an exposition (Rose & Martin, 2012). Unlike the essays that responded to the descriptive response cue, the highly successful opinion essays in this set all met the expectations of the textbook for this text type in that they all explicitly state the writer’s opinion on the topic and argue in defence of this.

The following section discusses the finding of the 4 x 4 analysis of the six highest scoring essays in this sub-set. For this analysis the six highest scoring texts in the set were

included which captured three A and one B scoring answers to response cue 1, and two B scoring answers to response cue 2. The 4 x 4 framework is presented in Table 6-7.

Table 6-7: A 4 x 4 framework of the recurring features of responses to opinion essays response cues

Key Obligatory and desirable features included together. Apparently optional features are prefaced with 'may'				
metafunction	Whole text	Paragraph/phase	Sentence/clause level	Word level
Language to express ideas Experiential meanings related to field (parts)	Lexical relations keep the text tightly on topic:	Body paragraphs dominated by material processes are the most dominant process but relational existential and mental processes also feature to describe sequences of action. Claims are supported with examples and expansion.	Errors in sentence structure do not interfere with meaning. Lists of clauses within sentences (up to 4 clauses long) Lists of noun groups within sentences up to 8 groups long. Clauses include material processes to express events and may include other processes	5 to 8 major strings of accurate, on topic vocabulary At least 2 or 3 specialised content words Some successful manipulation of key topic wordforms Some attempt at nominalisation May use 'They' for general pronoun male pronoun for general reference Uses simple present tense Noun groups include 3 to 4 words. some accurate complex verb groups
Language to connect ideas Logical meanings related to field (parts)			Complex sentences used to explicitly show clausal relations. May be unable to express cause within the clause: Use of "reason" to set up including cause in the clause but still using explicit causal conjunction "so". Enhancement: "Because" / "When" "so" used to indicate causal connections between clauses	.

Key Obligatory and desirable features included together. Apparently optional features are prefaced with 'may'				
metafunction	Whole text	Paragraph/phase	Sentence/clause level	Word level
Language to interact with others Interpersonal meanings related to tenor (prosodies)	May use 1st person and direct address in body paragraphs.	Reference is made to external 'facts' that need not be true, bringing an external authoritative voice to the text A counter argument is presented in final paragraph or conclusion giving the impression of a considered argument. Subjective nature of arguments identified by modals in sentence Theme position in Hyper-themes. Modals used to temper counter opinion or strengthen macroTheme. Conclusion presents direct opinion in 1 st person. Mental is the dominant process used in introduction and conclusion, personalising these sections Material processes dominant throughout body to give impression of objectivity in consideration of sequences of actions	Present simple tense used to express arguments as facts.	Strong modals of obligation add weight to opinions. Appropriate project reporting verbs used to reference external facts (according to/ claim) showing writers' opinion. Some hedging using modal verbs. A 3rd person plural used to align reader opinion with writer's
Language to create cohesive texts Textual meanings related to mode (waves)	Meets minimum word limits. The overall drift of ideas is clear. <u>The text unfolds in stages of (plan) introduction ^ body ^ paragraphs ^ conclusion.</u>	May include a plan in English or Arabic Highest scoring (97%) Introduction proceeds with classification ^ background information ^ counter argument ^ macroTheme.	Appropriate punctuation is used to define sentences (sentences begin with a capital letter and end with a period)	Handwriting clear. Few spelling errors Spelling errors rarely affect meaning. Capitals identified only by size (eg xX, oO may not be accurately

Key Obligatory and desirable features included together. Apparently optional features are prefaced with 'may'

metafunction	Whole text	Paragraph/phase	Sentence/clause level	Word level
	<p>Paragraphs are identified clearly with indent and missed line.</p> <p>Parallel structure (repetition of form) is used.</p> <p>There are some slips in accuracy of grammar as a result of striving for form.</p>	<p>The Introduction may begin with three question hooks ^ MacroTheme ^ HyperTheme 1 ^ HyperTheme 2</p> <p>Stages proceed with hyperTheme ^ argument [opinion ^ fact ^ interpretation ^ structure.</p> <p>Phases begin with Theme and hyperTheme.</p> <p>Phases may include hyperThemes only.</p> <p>Logical flow between sentences created by repetition of theme or given/new progression.</p> <p>Excellent paragraph unity (no irrelevant sentences)</p> <p>Conclusion paragraph proceeds with MacroTheme ^ hyperTheme1 ^ hyperTheme 2.</p> <p>Writer's opinion is included in the conclusion.</p>	<p>Grammar is sufficiently accurate to convey meaning.</p> <p>Sentences introduced by a range of meaningful discourse marker in Theme position to introduce examples and arguments.</p> <p>Discourse markers are appropriately delineated from the rest of sentence with a comma.</p>	<p>sized but other capitalisation is accurate.</p> <p>Pronouns are used to refer back to people and sometimes sections of text.</p> <p>Lexical strings of repetition and synonyms of words from response cue.</p>

6.3.1.2.1 *Schematic structure of opinion response cue responses*

The functional descriptions of the main stages and smaller phases of each of the six highest scoring responses to the opinion essay prompts are plotted in Table 6-8, alongside the structure prescribed by the textbook. As with the responses to the Descriptive response cue, this includes the way periodicity unfolds in the texts to track information flow using the textual resources of macro and hyperThemes. The table shows that the highest scoring texts all progress, as recommended by the textbook, through the expected stages of a five-paragraph essay: introduction, three body paragraphs and conclusion. In addition, the five highest scoring responses made use of the planning space on the test paper to plan the structure of their essay. These stages represent the main steps that the essays progress through to achieve their purpose of persuading the reader. The phases within each of the stages are also detailed in the table. In each essay the stages are clearly identified by their layout; four essays use indents at the stage beginnings and a missed line between, but two use only indents. The structure of opinion essays can be expressed as:

[plan] Introduction ^ body ^ conclusion,

where $X \wedge Y = \text{stage/phase } X \text{ precedes stage } Y \text{ in a fixed order.}$

[*x*] represents a desirable stage and no brackets represents an obligatory stage.

The introduction stage of all the texts serves the purpose of orienting the reader to the essay. In the introduction, all but one of the high scoring essays make their opinion clear with regard to the best choice from the two options presented in the response cue. The remaining essay presents a more even case for both sides. In each essay, the writer's opinion is the macroTheme of the essay and is included towards the end of the introduction. This appears to be the only obligatory phase of the introduction. As with the descriptive essay, the textbook states that the introduction should begin with a hook in the form of an anecdote, a question or surprising statement or fact. Only three of the introductions begin with what could be described as a hook, and in each case, it is a three-sentence hook. The textbook gives three suggestions for types of hooks: an anecdote, a question, or a surprising statement or fact. All three of these answers use three questions, apparently choosing to emphasise what they interpret as an important phase by repetition of form. It may be possible these texts are following the form (three things) rather than the content (an anecdote, a question, or a surprising statement or fact) of the textbook. Two of the other introductions have a sentence opener; one a definition and one a general statement on the topic, but one introduction does not begin with any such device.

Similarly, only two of the introductions contain a phase giving background information and only two preview the hyperThemes of the body stages as the textbook suggests. This is interesting as this is fewer than the descriptive essays, for which the textbook did not recommend previewing the hyperThemes. This suggests that students are not necessarily following the textbook structures for these essays. In addition to these recommended phases, three of the introductions refer to a counter argument. Because only some of the highly successful texts contain them, all these phases may be optional parts of the introduction. On the other hand, as they are included in high scoring texts, they are most probably desirable, meaning their omission will not result in a fail grade but their inclusion may result in a higher grade.

Table 6-8 shows that there are two different structural patterns used in the highly successful opinion essays. Sample texts E3, E5 and E6 progress through the stages and phases suggested for an opinion essay in the textbook. Sample text E2 does not present the counter opinion until the conclusion but in other ways can be said to conform to the opinion essay structure outlined in the textbook. These three essays use arguments to support their opinions as hyperThemes in the expected position of the beginning of each stage. Of note is the specific instructions given by the textbook of the three-step method of making a point. The way a point is made in a text can vary across the disciplines and so is an important skill for students to learn. In this case the textbook instructs students to firstly give reasons, facts and explanations, then follow this with a factual example and, finally, they must add their own interpretation. It appears from Table 6-8 that to some degree students have attempted to follow this format.

In contrast, Sample texts C1 and E4 use an overall structure which is more similar to a typical ‘compare and contrast’ essay type, which the students also study in E2. This is a result of both these essay response cues asking for a choice between two options. These essays give their opinion and the counter opinion as hyperThemes at the beginning of just two body stages which accordingly present the information about the two options.

The final stage, the conclusion, brings the essay to a logical end. The textbook specifies two phases for the conclusion. Firstly an obligatory restatement of the writer’s opinion, and an optional “warning, prediction or other type of comment” (Savage & Mayer, 2012, p. 110). As Table 6-8 shows, four out of the six essays refer back to the main theme of the essay but two refer only to the first hyperTheme, suggesting this is an optional alternative to this phase. Five of the essays also include a final optional phase with a comment. Interestingly, the highest

scoring is the only essay that does not include this, so it is perhaps not highly valued by the markers.

Table 6-8: Schematic structure of opinion essays

		Text 1	Text 2	Text 3	Text 4	Text 5	Text 6
	Textbook	Sample text E7 Q2 97%	Sample text E8 Q2 96%	Sample text E9 Q2 95%	Sample text E10 Q1 86%	Sample text E11 Q1 85%	Sample text E12 Q2 80%
		Plan in English	Plan in English and Arabic	Limited plan in English	Limited plan in English	Plan in English	No Plan
Introduction	hook: anecdote, question, surprising statement or fact	classification	3 question hooks	General statement on topic	Disadvantages of author's choice	2 sentences of advice	3 question hooks
	Background	Background	Background facts (clearly wrong)				
	can include details of what the people involved want		refutation	counter argument	counter argument		
	T (writer's point of view)	T (opinion)	T (opinion)	T (opinion)	T as refutation	T (opinion)	T (opinion)
			HT 1			HT1	
			HT 2			HT2	
Para 1	Topic sentence supports writer's main argument	T (opinion)	HT 1 (claim)	HT 1 (claim)	counter argument	HT 1 (claim)	HT (claim)
	reasons facts & explanations	fact 1	fact	Fact	T as refutation		
	factual examples		example				
	interpretation	interpretation	interpretation	interpretation		elaboration	elaboration
			interpretation			HT1	
		fact 2		Fact			
		interpretation		interpretation			
	contrast with opposing opinion						

		Text 1	Text 2	Text 3	Text 4	Text 5	Text 6
	Textbook	Sample text E7 Q2 97%	Sample text E8 Q2 96%	Sample text E9 Q2 95%	Sample text E10 Q1 86%	Sample text E11 Q1 85%	Sample text E12 Q2 80%
		Plan in English	Plan in English and Arabic	Limited plan in English	Limited plan in English	Plan in English	No Plan
		fact					
		interpretation					
		list of examples					
		interpretation					
para 2		opposite opinion	HT 2	Claim	refutation	HT2	
		fact (opposite)	fact (clearly wrong)	elaboration	elaboration	elaboration	elaboration
		fact (opposite)	example				
			interpretation				
para 2b				example			
				HT3 (fact)			
				example			
				interpretation			
paragraph 3	counter argument			counter argument		counter argument	
				interpretation		refutation	
				T			
				HT 1			
conclusion		Thesis (opinion)	Thesis (opinion)	HT1	counter argument	HT1	Morality statement
		fact 1	Opposite opinion			elaboration	
		fact 2	T (opinion)		Opinion		T (opinion)
			Morality statement	Prediction	T	warning	

6.3.1.2.2 *Experiential meanings in Opinion response cue responses*

As with the texts responding to the descriptive response cue, the transitivity analysis of the essays highlights the different purposes of the stages of the text. It can be seen from Table 6-9 that, unsurprisingly in these essays about the writers' thoughts on a topic, mental processes generally feature across all parts of the essays, but there is a tendency for them to occur as a higher percentage of the processes in the introduction. This supports the purpose of the introduction to give the writer's opinion explicitly. Notably, the highest scoring essays use some existential processes in the introductions to add weight to their arguments by representing facts as simply being so, as in these examples from the three highest scoring opinion essays:

There are many schools

there is many kids have autism

There are many parents...There are many reasons

Material processes are also important throughout the essays, including in the introductions, three of which contain more material processes than any other paragraph, but it can be seen that material processes are most important in the body paragraphs where they are by far the predominant process. This shows that the information presented in the body of all of these essays is concerned with what the participants in these processes actually do, and the tangible actions that are taking place. Of course, mental processes are still important in these paragraphs which support the writers' opinions. By the conclusion, relational processes feature more heavily than they do in previous parts of the essays as the writers move from presenting their point as an opinion, to stronger wording restating their points as facts, and adding comments as objective truths.

Table 6-9: Process types in texts responding to opinion essays response cues

	Sample text E7 97% Q2	Sample text E8 96% Q2	Sample text E9 9% Q2	Sample text E10 86% q1	Sample text E11 85%q1	Sample text E12 80%q2
intro	4 mental	4 material	4 material	4 material	5 mental	8 mental
	3 relational	1 mental	3 mental	3 relational	4 material	4 material
	1 existential	1 existential	2 existential			
			1 relational			
body	14 material	13 material	21 material	14 material	21 material	18 material
	5 mental	4 relational	6 mental	4 mental	14 relational	5 relational
	4 existential	2 mental	5 relational	2 relational	10 mental	3 mental
			2 existential		2 verbal	
conclusion	2 mental	7 relational	3 relational	4 relational	5 material	8 material
	1 material	2 material	2 material	2 material	2 mental	4 relational
		1 existential	1 mental	1 mental	1 relational	3 mental
	15 material 11 mental 5 existential 3 relational	19 material 7 relational 3 mental 2 existential	27 material 10 mental 9 relational 4 existential	20 material 9 relational 5 mental	30 material 17 mental 15 relational 0 existential 2 verbal	30 material 14 mental 9 relational 0 existential
Total processes	34	31	50	34	54	53

6.3.1.2.3 Logical meanings in Opinion response cue responses

The texts in this set made similar use of the tools of logical tools for enhancement as the texts in the descriptive subset. In fact, a comparison of the sets of successful answers for all four essay response cue types was conducted in the UAM corpus and no significant differences were found in the numbers of conjunctions or prepositions used in the texts. In the opinion essay responses, the texts also need to construe convincing reasons to enhance their arguments using external conjunctions, for example:

If an autism kid watch all his classmate playing football they will get encouraged to play.

*They will find same treating **because** all of them are autistic.* (Sample text E8)

6.3.1.2.4 Interpersonal meanings in Opinion response cue responses

An interesting phenomenon in these texts is that they appear to be rewarded for including what are clearly false facts and fabricated examples. This possibly serves the same function as bringing in an authoritative voice to an argument, for example by quoting experts. In this subset, the three highest scoring essays include clearly untrue *facts* to support their hyperThemes, and even the most outrageous '*facts*' such as the examples from Sample text E8 below appear to have been rewarded by the markers.

“In 2008 about 66% of autistic kids in Russia become fine because they study in one school with a normal kids”

“According to Forbes magazine about 78% of kids in the United States are having autism because of parents careless”

These false facts, presumably used to demonstrate an understanding of the role of research in an essay may play a decisive role in discriminating A scoring from B scoring texts as none of the three B scoring texts in this set included such ‘facts’. The way they are included in the stages of the text may also be important as described in the following section.

6.3.1.2.5 Textual meanings in Opinion response cue responses

It was shown when discussing the schematic structure of these opinion texts that the textbook specifies a three-step method for making a point in an opinion essay:

1. Firstly, give reasons, facts and explanations.
2. Secondly, use a factual example.
3. Thirdly add their own interpretation.

The three highest scoring essays incorporate this pattern in their paragraphs, as in the example below. The first sentence introduces the hyperTheme for the stage. The second sentence refers to a research statistic in support of the hyperTheme, although the ‘fact’ is clearly made up. The third sentence serves as the hyperNew, as it is a recasting of the hyperTheme in light of the example. Interestingly, the three lower scoring essays do not include the middle step so it seems that this step for including these ‘facts’ is valued by the markers. Table 6-10 maps these three steps in Sample text E8.

Table 6-10: Making a point in opinion essays, Sample text E8

hyperTheme (reasons facts & explanations)	Playing all the kids around may affect the autistic kids physically.
<i>‘factual’</i> exemplification	In 2008 about 66% of autistic kids in Russia become fine because they study in one school with a normal kids.
HyperNew (interpretation)	For instance, if an autism kid watch all his classmate playing football they will get encouraged to play with them thus, the autistic kid will move.

The essays in this set demonstrate the same strong patterns of macro and hyperThemes as those in the previous set. They also demonstrate similar use of patterns of repetition and

parallel structures. One difference that was found between the opinion essay responses and the Descriptive essay responses was the more frequent use of internal conjunction, such as *For instance* and *Moreover*. These discourse markers add cohesion to a text by making explicit the logical connections between the parts of the text. It seems likely that this difference is more to do with the fact that there were more A scoring texts in the opinion group than to the difference in topic or text type. The use of these discourse markers was quite highly rewarded by the markers. It was apparently not possible to overuse them. Some high scoring texts use these to start almost every sentence. These features are illustrated in Table 6-11 which summarises some of the parallel parts of two body paragraphs within a text. For ease of reading the spelling has been corrected.

Table 6-11: Repetition and parallel form between paragraphs in Sample text E8

hT1	Studying	all the kids together may affect on autistic kids	mentally.
hT2	Playing	all the kids around may affect the autistic kids	physically.
Example Paragraph 1	For instance,	if two kids are helping each other	the autistic kid will start thinking of having a chat
Example Paragraph 2	For instance,	if an autism kid watch all his classmate playing football	they will get encouraged to play with them
conclusion paragraph 1	Moreover,	when all the children are <u>studying</u> together	the autistic kids will feel that they are normal.
conclusion paragraph 2	Furthermore,	it is better the action in the school	can help in autism

The analysis of the texts in this set has shown that they have similarities to those responding to the descriptive response cue in terms of language use, although these higher scoring texts make greater use of internal cohesion to link parts of the text. In addition, examples from this group were used to demonstrate the phenomenon of including false ‘facts’ which is rewarded by markers. The following section gives a brief comparative summary of all four text types, including the two that were not described in detail in this thesis.

6.3.1.3 Comparison of four essay types

The analysis reported in this section has shown that students do not structure their essays according to the text type in the response cue, and that markers do not require this. Differences in structure arise from the approach the students decide to take to answer the response cue, but overall, the resources successful students employ do not vary greatly across

the text types. This is true across the responses to all four texts, and not just the two highlighted in this thesis. This data set is too small to draw statistically significant conclusions, so numerical comparisons are suggestive only, but the review of key data for each subset compiled in Table 6-12 shows the level of their similarity. Two differences that can be seen might be explained by the text types. First person reference is more frequent in response to narrative response cues, which is expected as these response cues asked students to recall an incident in their own life. On the other hand, third person is most common in responses to opinion texts. Again, this may come directly from the response cue instructing students to write about a third person (children with autism) and how they should be treated by other people. Different questions for the same text type response cue may not have displayed similar features. Another difference is in the average word length. Texts that answered the descriptive response cue tended to be shorter than the other essays. These were the lowest scoring texts, so this is likely to be connected to their length, but the reason why students had difficulty with this response cue type is unclear. A final difference is in the lexical density of the responses to the cause and effect response cues, suggesting they use more densely information packed writing with a more academic register, but it was not clear why this should be the case.

Table 6-12: Comparison of responses to four essay response cue types

Comparison of highly successful texts responding to four different response cue types				
	cause and effect	descriptive	narrative	opinion
Number of texts	5	5	4	7
TEXT COMPLEXITY:				
Av. Letters in Words	4.18	4.05	3.92	4.36
Av. Words in Text	300.6	240	340.75	304.57
Min. words in Text	279	198	239	268
Max. Words in Text	343	312	574	456
LEXICAL DENSITY:				
Lexemes % of text:	47.84	41.08	43.14	44
REFERENCE DENSITY:				
1p Reference:	0.998	2.667	12.179	2.064
2p Reference:	0.532	6	0.88	2.345
3p Reference:	4.258	3.667	3.888	6.332

Overall, this section has shown that successful English examination essays must clearly show a three-stage structure of introduction, body and conclusion. They should also clearly indicate macro and hyperThemes in a pattern of periodicity that indicates information flow throughout the text. Whether or not information does flow appears to be optional

although additional points can be scored by including false information. Grammatical accuracy is rewarded but not necessary if the meaning can be understood. It is clear that in these essays structure is rewarded over content and repetition and parallel construction is apparent in most successful texts.

In Step 1 of the analysis model, it was found that students had only marginally more difficulty writing the examination essay than they did writing the project report and that both were very important in terms of percent of grade. In fact, the project report, which is the written component of the project, is the single most important assessment item, being worth 30% of the grade. Furthermore, because these texts include draft versions with teacher comments, they provide clear evidence of the textual features that teachers value in this context. This aspect of the project reports will be examined in the following section, and then further contextual influences on these texts will be examined in section 6.4.

6.3.2 Project reports in the English Department

The project reports for E1 and E2 were analysed as one set as there are no differences in the requirements between the classes. Although it might be expected that there would be a difference in students' ability to complete the task, that was not an issue of interest in this inquiry. Both the E1 and E2 projects are secondary research projects, which means that the students use Internet searches of other peoples' writing to inform their work. The final project should be a minimum of 1000 words. The project is scaffolded over a number of stages, but it was shown in the first step of this research that success in these first steps does not always translate to success in the final project report. This point will be considered in section 6.4. This section will discuss an example of a text that was successful.

The analysis of the examination essays has shown that markers (teachers) place great value on clearly defined macro- and hyperThemes throughout the texts. This proved to be also true of the project reports. All the highly successful research project reports showed good control of periodicity. Figure 6.10 shows the layers of macro and hyperTheme in a high scoring E2 project report.

Sample text E13

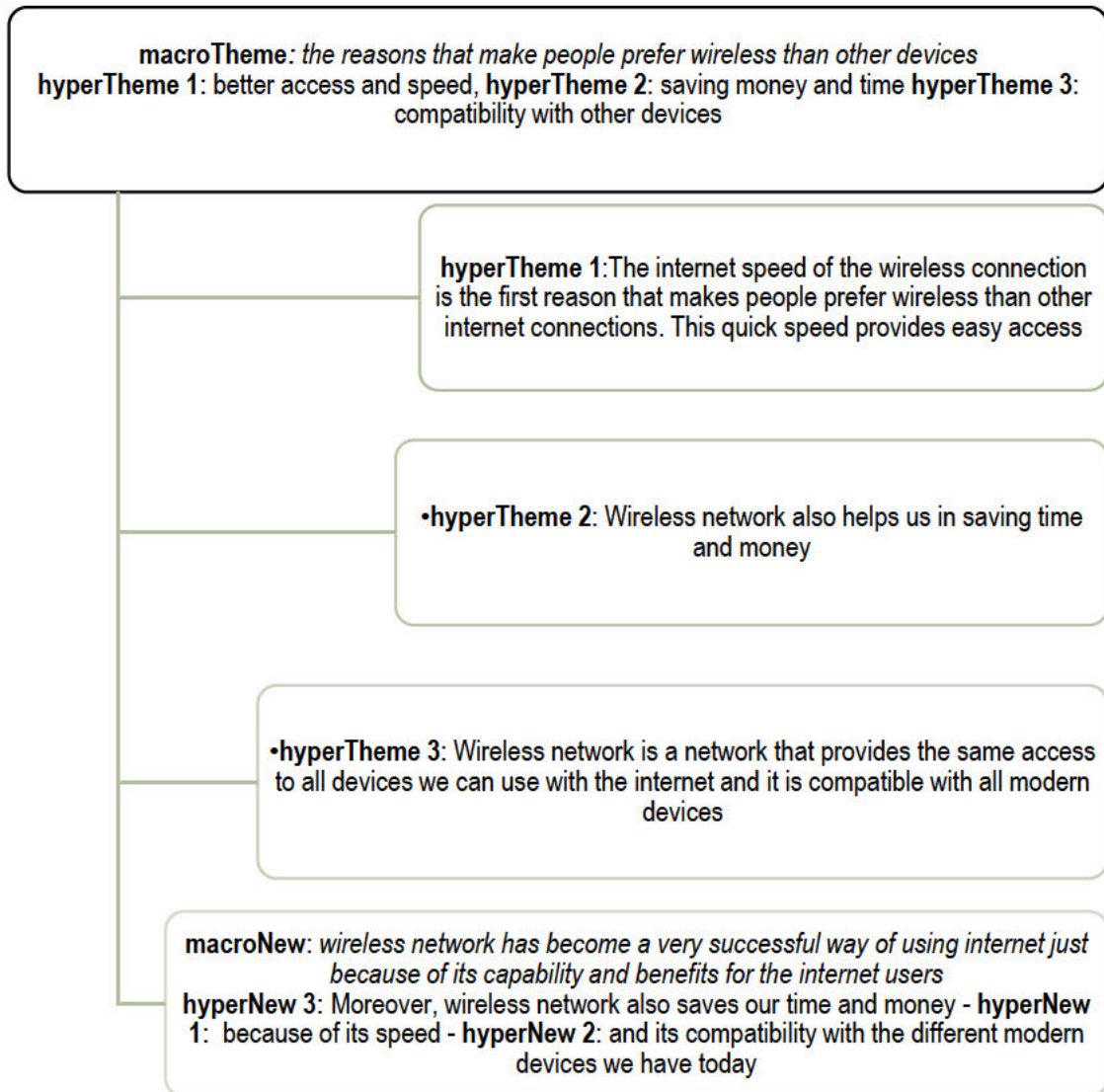


Figure 6.10: Layers of macro and hyperThemes in a successful project report in English

From the corrections on the draft version of this text (Figures 6.11- 6.13), it can be seen how the teacher supported the student to achieve this organisational periodicity. The teacher has given very clear and precise feedback, written by hand onto a hard copy of the student's first draft. She has commented on all levels of language, correcting graphemes (spelling and word form), lexico-grammar and schematic structure. While most of the comments are in English, there is also a small amount of Arabic in some parts. Figure 6.11 shows the draft version of the last lines of the introduction to the project report with the teacher's corrections in red.

Sample text E13

these reasons are the advantages of using the wireless internet connection. Moreover, in this study I will explain about better access to the internet and about save time save money with high quality network and also about its compatible with virtually all devices.

Figure 6.11: Corrections to draft introduction

The teacher's feedback offers two key pieces of advice. Firstly, she has helped the student nominalise the hyperThemes for the essay and, secondly, she has helped him stay on track to name them as a nominal group. It can be seen that she has instructed the student to insert the nominal group term *reasons* to introduce his hyperThemes and helped with the nominalisations of *save time* to *saving time* and *is compatible with* to *compatibility*. She has also taken out several unnecessary words which has the effect of increasing the lexical density of the writing, giving it a more academic tone. From the teacher interviews it was clear that other teachers also try to help their students adjust their register by using "more formal words for their essays" (*Teacher 6*).

Throughout the text the teacher has guided the use of hyperThemes to begin each stage realised as topic sentences at the beginnings of paragraphs as in Figure 6.12. Of note is that she stresses that he should use the exact word.

Sample text E13

~~Better Access to the Internet:~~
Topic sentence should be about better access
Wireless is the most useful way internet users around the world. It helps us to use internet out

Figure 6.12: Instruction to repeat exact word in hyperTheme

Interestingly, the student had included the correct hyperTheme as a heading, but this has been crossed out. Headings were not used in any of the successful English project reports. Another interesting point is that the teacher has not commented on the use of first-person plural, *us*, in this section nor does she elsewhere and yet she does cross out all instances of first person singular. In her interview, this teacher, like several teachers, said first person was only allowed in the conclusion. The use of first-person plural was found in other highly successful project reports, as it was in highly successful examination essays.

Perhaps the most interesting aspect of this high scoring essay is that some of the claims it makes are untrue. In some cases, this could be explained by students' lack of ability to

understand the readings. Figure 6.13 offers a good example. The Gregson article discusses company productivity, not individual users and the figure is eight hours not ten. Also, the productivity gain is due to the mobility of wireless not the speed. The student has not fully understood the article nor managed to get the details right. This could be excused as a lack of reading comprehension, but his solution to the teacher's criticism that the survey was not recent was simply to replace the reference to cite a different reference from his list (one that has no date so can't be too old) without changing the content of the paraphrase. Clearly, he did not feel it was important to represent his sources accurately. As this is a high scoring essay, it seems the markers, also did not feel this was important.

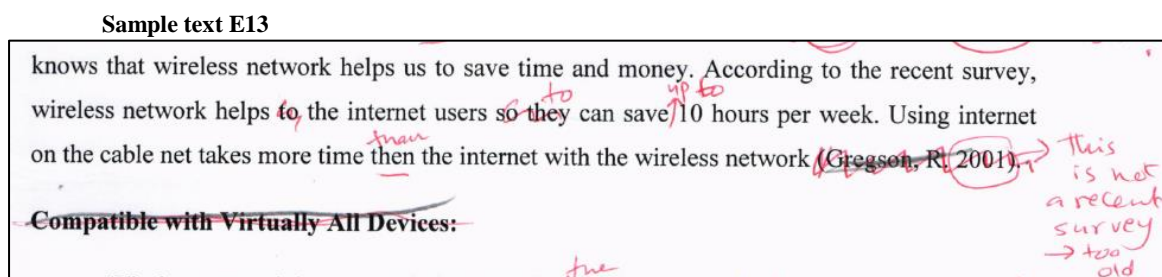


Figure 6.13: Example of student misrepresenting from source text

The above example highlights the tokenism of 'research' in this context. At this level it appears to be more important to demonstrate a knowledge of what to do than the ability to do it. In fact, the student has achieved two of the criteria from the course profile:

- *Show some understanding of what plagiarism is and why and how it is to be avoided.*
- *integrate a source into a text through direct quotation or paraphrase (E1 and E2 course outline)*

Accuracy aside, he has integrated a source. By including a paraphrase and citation, the student has demonstrated that he is aware he *should* read sources and cite them. On the other hand, he has not done this with a level of accuracy that could be said to have actually achieved the task. The danger here is that students could misinterpret what is presumably intended as a developmental step as the correct way to incorporate references.

Section 6.3 has reported Step 2 of the analysis which used discourse analysis to reveal the most important features of successful student writing in the English Department. Unsurprisingly, the focus in this department is on form rather than content. In the following

section, problems this may cause students will be discussed with reference to the specific context of the college. The section will also examine the support that is available to teachers to help students craft successful written answers.

6.4 Step 3: An Emic Perspective - Ethnographic Contextualisation

With regard to the English Department, the contextualising step of the analysis was not so much a process of discovering new information, because these were my lived experiences as an English teacher in the college, but rather a process of becoming conscious of what had become normalised for me in that situation in order to critically re-examine it in the light of the findings of the first two steps of the analysis. To help drive the analysis further, this stage of the analysis was driven by three probe questions:

- What support or directions do teachers and students have about the assessment texts required in E1 and E2?
- What information is given about how to structure and word a written response?
- What other contextual factors influence these texts?

The section discusses and elaborates the analysis tabulated in Appendix 19: Problematising information on English course documents. In the table, the writing-related learning outcomes from the course specifications document for first-year English are considered with reference to other contextual data including other college documents such as marking guides, and the project specifications as well as textbooks, researcher observations and insights from the English teacher interviews. Although most teachers were not teaching first-year at the time they were interviewed, their attitudes and knowledge are representative of the English Department teachers in general. The right-hand column of the table summarises difficulties teachers may have in using the college materials to support students to demonstrate the learning outcomes in an assessment text. It is these issues that are discussed in this section. First of all some general points about documentation at the college are discussed and then two key documents are used to illustrate some of the challenges of the context, firstly the marking guides and then the project specifications.

6.4.1 Documents and policy

In the English Department at the college there is sometimes confusion around which documents are ‘official’ and which have been created by teachers without official sanction.

Even among the official documents, there can be several versions in circulation with no clear way to judge which one to use. This is partially a result of different document repositories in use at the different levels of administration. These layers of administrative management do not always corroborate and can lead to confusion over the actual requirements for student assessment.

This confusion was very evident in the teacher interviews. For example, there seemed to be confusion over the word limits of some assignments, including the first-year project and whether, in fact these were limits or minimum expectations. There was also a lack of clarity over applying the marking criteria. For example, a teacher in the final year of the Foundation Program discussing the criterion on the marking sheet of including a thesis statement commented:

Teacher 9: at that level I don't know what was expected of them for the thesis statement

He was also unclear about how to apply the marking criteria:

Teacher 9: but for five marks and for four marks it was exactly the same

Another teacher said she did not think it possible to structure a project report within the guidelines:

Teacher 13: We've always had to ignore the word limit

6.4.2 Marking guides

The college marking guides specify four criteria for marking all student writing:

1. Task achievement
2. Organisation
3. Language mechanics which in the examination marking is split between grammar, vocabulary, punctuation and spelling
4. Referencing

The relative marks for each criterion in both the examination and the project report are shown in Table 6.13. Some issues around the implications of the criteria for teaching and marking are discussed below.

Table 6-13: Compilation of marking matrices for English examination and project report

	Task achievement	organisation	Language mechanics			referencing
			grammar	vocabulary	Punctuation, spelling and mechanics	
Examination skills section			5			
Examination writing	3	3	3	3	3	
project report	5	5	5			5
process		3	5			2
Total	8	11	21			7

The first criterion of task achievement is described in the marking guide as “a ‘gateway’ criterion, that is, a criterion that establishes whether or not the script should be marked in full”. If more than 50% of the text is judged to be off topic, then the highest mark it can receive as the total mark for the essay is 2. All the teachers interviewed agreed that writing on topic is the pass or fail point. However, the analysis in Step 2 revealed that there is quite a degree of subjectivity involved in this step and there is no guide on the marking framework as to how to judge whether any given part of a text is on topic. Another problem with this requirement is that there is no need for this “on topic” writing to make any sense. Analysis in Step 2 revealed that a pass mark can be achieved by repeating the words in the question many times over, even if not much comprehensible text comes in between these words. In the project, task achievement “considers whether the student answered the question”. Unfortunately, when marking the project, markers often do not know the question. Students usually put a title on their cover page rather than the question. This means students are disadvantaged if they do put the question on the cover.

Under the second criteria of *organisation* for both the essay and the project report, teachers are asked to judge:

structure – division into functional sections (introduction – body – conclusion)

functionality – the extent to which the sections perform their jobs – and

linearity – the extent to which ideas flow in a logical manner

Teachers are not given any instruction on what these terms might mean in this context, so they have to come to their own decisions. With regard to *structure*, the Step 2 analysis revealed that teachers reward only visual layout as structure, which means clearly separating of paragraph blocks. This requirement was triangulated by teacher comments.

Regarding *functionality*, teacher interviews revealed that there is a lack of consistency in expectations for the functions of the stages and phases of assessment tasks. While some were very definite about what they wanted to see:

Teacher 12: only two sentences are needed in an introduction. First one will be an opener, second will be basically their thesis or their statement that tells us what they're going to write about in it. And I will model it. I will model certain things almost completely for them for them to get it right.

Others were more tentative. Below is more on thesis statements from teacher 9 who was quoted above saying he didn't know what was expected of the students in this context.

Teacher 9: I think I read somewhere the thesis statement should be backed up by your subject paragraphs, so the thesis statement is kind of tying up what's in your essay so maybe the thesis statement and the conclusion are very similar.

It should be noted that this quote is not from an inexperienced teacher. He has had very extensive experience with Arabic L1 speakers, having previously taught for three to four years in each of Qatar, Iraq, Saudi Arabia and Libya. He had also had previous experience in the Omani college system, in another city when the colleges first opened. He is very well qualified. Being British, he completed all of his schooling and undergraduate degree in England and then a masters in American literature in the USA. It seems unlikely that he is

unsure about the structure of an essay, yet he somehow seems unclear about what purpose these elements of an essay are meant to serve in this context.

With regard to *linearity*, almost all teachers discussed thesis statements and topic sentences. The analysis of the marked texts confirmed that these are amongst the most important elements of successful texts. An important technique seems to be repeating the hyperTheme word for word. Teachers spoke of the orbital arrangement of hyperThemes around the macroTheme. Interestingly the only teacher who discussed development of the hyperThemes with supporting details that flow from one stage to the next was also discussing what resources students could bring from Arabic to their English writing (Teacher 11).

It can be seen that the third criterion, *language mechanics*, in theory at least, makes up the majority of students' writing scores, which implies accuracy is important. However, there is a contradiction in the marking guides between this apparent direction to mark for form and a further direction to mark for meaning. The guide specifies that full marks can still be awarded as long as "Errors do not interfere with expression of meaning". There is no elaboration as to how to actually enact this marking. It was clear from the teacher interviews that teachers do mark for meaning. As one teacher said:

Teacher 13: When we're marking the essays I'm not actually thinking is that sentence totally correct. I'm thinking did they express themselves well enough that I know exactly what they're saying (hesitations omitted).

On the other hand, it clearly left her with a sense of uncertainty as to whether this was what she should be doing:

Teacher 13: I see it at its worst all the time and I think you kind of get fooled. Like this student, I know exactly what they're talking about, so then I'm like 'oh thank God I'm impressed' but I'm not actually scrutinizing it enough, so their mistakes are just going over my head ... I think I'm just a rubbish teacher.

As with all the teachers interviewed, this was a very experienced teacher, who also had experience teaching elsewhere in the Gulf, but the contradiction between marking for form with an *Inner Circle* perspective and marking for meaning in the context she was in caused problems for her.

Some challenges teachers mention that they face when implementing course requirements relate to the unrealistic scope of the English program. The scope of the course content is too broad to be practically achievable, but teachers have no guidance as to which aspects are most important. For example, although some particular grammar points are singled out for attention due to their association with the target text types, theoretically students are expected to have gained control of the aspects of grammar and vocabulary covered in the Foundation Program. The Foundation Program covers elementary to intermediate level General English as well as an introduction to Academic English. The course covers a range of traditional grammar forms as well as vocabulary that is too extensive to be addressed let alone learnt within the class time available. It is also unclear how students are expected to demonstrate such a range in their written assessments. As was shown in Step 2, the essays sometimes require the use of the first conditional whereas the Foundation Program covers first, second and third conditionals. In the same way, most high scoring essays used present simple tense to depict claims being made as generalised truths, but the Foundation Program covers a range of tenses including past and perfect forms.

With regard to the fourth criterion of referencing, several teachers expressed their frustration at the inability to catch all of the plagiarised essays. Two teachers added that they felt they could prove students had plagiarised their essays but would not bother because the college policies meant the students would pass anyway.

A final problem with the marking matrices is that teachers are guided to consider whether students are using appropriate register. One problem with this is that the English Examination task response cues are rarely ‘academic’ and therefore do not facilitate the use of academic register. A good example can be seen in one of the Opinion response cues from section 6.3, which begins with the words *Autistic kids* rather than the more appropriate *Children with autism*.

Perhaps the biggest challenge for students in using academic register is that they have little to no exposure to appropriate register models. Of their textbooks, the reading text *Inside Reading* (Burgmeier, 2012) has a magazine style designed to make the readings more interesting. The listening and speaking textbook, *Lecture Ready* (Sarosy & Sherak, 2013), primarily models spoken language, albeit academic spoken English, in pseudo lectures. It explicitly teaches about phrasal verbs (*point out*) and idiom (*get the picture*), which are forms not generally used in academic writing. Even the writing textbook *Effective Academic Writing*

(Savage & Mayer, 2012) sometimes features very personal emotive language using first person or direct address not typically associated with academic language. In particular, it tends to feature a less academic style text at the beginning of the chapter in order to “build field” (de Silva Joyce & Feez, 2012; Rose & Martin, 2012).

6.4.3 Project specifications

An emic perspective on teaching research skills in this context

The Foundation Program at the college, like the undergraduate programs, was written by a consortium of universities from New Zealand. In the final two semesters of Foundation, students take academic English which is designed to introduce them to the process of researching a topic. An example learning activity from the program required students to identify ten different types of sources they might use to find various pieces of information. No more than two could be on-line. Two examples are:

The steps you need to follow to bake a carrot cake.

The names of the seas and oceans that surround Australia.

The designers had attempted to Omanicise the task, with other items referring to the cost of products given in Omani currency and a question about Sultan Qaboos. The first item was no doubt intended to elicit the answer of a recipe book, but none of my students had a recipe book in their home because, as they explained, their mothers already knew how to cook. Not only did they not have any recipe books, there was only one girl in the class who thought she might know what a recipe book was from having seen it in a movie. The concept was, quite literally, foreign to them. Similarly, with regard to the second item, none of the students had ever seen an atlas in their under-resourced schools. We did not have one in the college library. Of course, in class we could look at examples of all of the types of reference items online, but without experience of the more tangible physical versions, it was difficult for the students to grasp why all ten answers to questions prefaced “where would you find out about” were not simply “my phone”.

As well as the description on the course outline, the project, which is the combination of the written project report and a PowerPoint presentation, has a separate project specifications guide. The project is described as “a small-scale piece of secondary research” (internal college document). For almost all students this will be a new type of assignment, apart from one very small-scale researched essay in the last semester of Foundation, as this is not the type of writing usually done in the Omani education system. Teacher 11, who attended school and university in Oman; said she had not done a researched essay until her very last year at university.

The project has several scaffolding steps, as shown in Figure 6.14. In Step 1, it was shown that although most students are able to score quite well on the scaffolding steps for the project, this often did not culminate in a good grade for the project itself. These steps are listed with contextualising notes beside each step that shed light on why these steps sometimes do not lead to the desired outcomes.


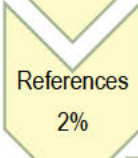
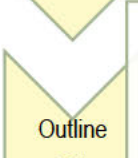

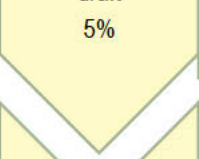

PROCESS	
 <p>Research Question 1%</p> <ul style="list-style-type: none"> •Select and narrow down a research question with help of teacher •Select 3 hyperThemes 	Chosen before students do any research. Officially they cannot change but in practice they often do.
 <p>References 2%</p> <ul style="list-style-type: none"> •Source 4 references which must be formatted in APA stle •at least 1 must be hard copy 	Students do not have the necessary critical literacy, or even reading comprehension skills to do this. The college does not have many hard copy resources, so it has become accepted practice to use a book title from Amazon that they have not read.
 <p>Outline 3%</p> <ul style="list-style-type: none"> •The following outline must be given •Introduction: should be written in full •3 hyperThemes (as topic sentences) •Conclusion 	This step is actually impossible to do without having first done the research. It is a demonstration of knowing the form without attention to any meaning making from the content.
WRITING	
 <p>draft 5%</p> <ul style="list-style-type: none"> •First draft submitted to SafeAssign for plagiarism check and corrected by teacher. •The 5% is achieved only from incorporating teacher corrections into the final draft. 	This step helps the high-level students a lot as was shown in section 6.3.2. Low level students will have most of their first attempts rejected for being plagiarised, not research at all or off topic. They will then have to re-write the final draft without support.
 <p>presentation 20%</p> <ul style="list-style-type: none"> •Topic presented with a PowerPoint and feedback given by teacher. 	Most students do well at this stage, but it is too late in the process to leverage this at all.
 <p>final draft 20%</p> <ul style="list-style-type: none"> •Marked against 4 criteria: Task achievemnet, Organisation, Referencing, Language mechanics, each worth 5% •Marked by 2 teachers. No feedback received. 	

Figure 6.14: Scaffolded steps of English project

The challenges of writing the project report must be understood within the temporal context of the college semester. The timings of the scaffolding are shown in Figure 6-15. The research question is due in Week Three. Weeks One and Two are ‘add and drop’ weeks for signing up for classes. Therefore, no real work can happen until Week Three. Teachers will

not be permitted to collect the textbooks until this time when they are given a definite teaching assignment and they know the numbers in their class. This is the best-case scenario. In my first semester of teaching first-year, I did not see my class until Week 5. This does not give students much time to choose a topic and have help from the teacher to narrow it down to manageable proportions.



Figure 6.15: E1 and E2 assessment items over a 17-week semester

References and outline are due in Week Five. Classes have one class a week in the computer room for students to do their project. Not all students have access to a computer at home and staying back at college is not an option, for the female students at least, because busses take them back to their villages at the end of lessons. In the Foundation Program, students will have practised some critical search skills, but this is still not a strong point for most students. There is only a very short time for one teacher to help every student find and format four suitable references. One particularly problematic aspect of the project is the requirement to reference at least one hard copy source because the college library does not actually have many suitable sources. As a result, these book references have become token, with students merely searching Amazon or Google Books for any book with a likely sounding name.



Figure 6.16: The college library; only a few small bookshelves but a fabulous chandelier

The tokenisms of the book reference is demonstrated in Figure 6.17 which is an extract from the project report discussed in 6.3.2. The reference list claims the book is from Google books. Note that the teacher has not correct the n.d., even though, as published book, it would clearly have had a publication date. Other aspects of the in-text references have been corrected. This covers the second half of the dot point learning outcome mentioned previously. "Show some understanding of what plagiarism is and why **and how it is to be avoided** (E1 and E2 course specifications – my emphasis). Accuracy in the mechanics of avoiding plagiarism is required but accuracy in the content of the references is optional.

Student text E13



Figure 6.17: Corrected reference in first-year project

The course documents do not clarify exactly how students must demonstrate awareness of, as opposed to being able to 'do' the skill. This leaves the point very open to interpretation by the markers. Interestingly there are four other writing objectives of a similar kind:

- *Display an **awareness** of the importance of unity and coherence in a paragraph*
- *Display an **awareness** of the structure of the short (3-4 paragraph) essay*
- *Show **awareness** of the structure of descriptive writing as a rhetorical mode*
- *Show **awareness** of the structure of narrative writing as a rhetorical mode (E1 and E2 course specifications)*

This kind of objective does not occur in the learning objectives with reference to other skills (reading, listening, speaking, grammar). Possibly because English writing is reported to be a particularly difficult skill for L1 Arabic students (Benahnia, 2016; Randall, 2010), the program designers attempted to make the writing objectives easier for the students to achieve. Unfortunately, it creates a vagueness about exactly what the students are required to do which is not helpful to teachers.

The next important week is Week Seven. It is important for two reasons. Firstly, students will have mid-term examinations for their majors in this week. Students may feel it is more important to prioritise study for the examination before beginning work on their essays which are not due until after the examinations. Week Seven is also important in terms of the college attendance policy. The official policy is that students must attend 80% of their classes. The actual policy is that if a student exceeds the 20% absenteeism rate in any subject before the midway point, they will be excluded and will not be able to sit the mid-term examination. On the other hand, any student who is not excluded before mid-term, and passes their mid-term examination, will not be excluded after that time. By the time they have reached the first year of their degree, after several semesters in the Foundation Program, students have learnt this unofficial policy and consequently, after mid-term, attendance begins to drop off rapidly. In addition, class time throughout the semester is always reduced through holidays and events at the college. This is not a problem unique to this particular college as it was noted as a problem right across the Omani education system (Matveev, 2013). These time pressures can influence the quality of a student's first draft.

According to the project specifications, students complete their draft by "reviewing other people's work, that is, by reading what they have said about a topic" (internal college document). Students must search for suitable material online, then read and evaluate information. Most students simply do not have the English reading skills to do this. The average reading score in the examination for these two E1 classes was 10.9 out of 20. Bearing in mind the expected English at graduation from E1 is still only IELTS 5.0 equivalency, it can

be assumed that, at best, most of these students would be able to skim an article for gist but certainly not critically evaluate it.

For all of these reasons, on reaching Week Nine many students will resort to plagiarism. Although they will not lose marks for this, the essay will be rejected, and they will need to write a new one without the benefit of teacher feedback. Some students will also plagiarise their final submission. Several Foundation and first-year teachers interviewed in this study said they felt some students had plagiarised in their final assignment but SafeAssign had not detected it.

The issue of plagiarism in first-year English assignments was investigated more thoroughly by looking at the individual student scores in three assessment items: the written project report, the oral presentation of the project and the writing section of the examination. The logic of this analysis was that if a student had handed in a plagiarised essay, it is less likely they would be able to speak about the topic well in the oral presentation or be awarded a similarly high score in the examination writing section. In three of the four classes, most students scored close to or slightly higher on the examination relative to their project report score. By examining the papers of those who scored much lower on the examination, it can be seen that these students were judged to have not written on the topic, as opposed to writing poorly constructed essays. The presentation scores for E2 were not available but for the spring E1, all students presented their topic well, receiving a higher score than their written project report. In contrast, in the fall E1 class, only three students scored higher in the examination than the essay and only seven out of twenty-four were able to present their topic well compared with their project report. Of course, this does not offer proof of plagiarism by the students in this class; another possibility could be support from the teacher when writing the project report, but it does suggest that some classroom environments may be more susceptible to plagiarism than others. Interestingly, this teacher was the only non-Arabic speaking teacher. The E2 teacher said she had fewer problems with plagiarism because she taught the project classes completely in Arabic until students understood what was needed. The spring E1 teacher also speaks Arabic quite well, including some local dialects, and said he used it extensively in class. Both E2 classes in the data set had the same teacher, so no comparisons can be made there. This suggests that translanguaging, that is, supporting teachers and students to bring their diverse linguistic skills to the English classroom, can be of benefit for understanding complex concepts like plagiarism. Comparing the E1 classes, for final achievement, the class which had the teacher who used Arabic in class was the class in which

students were best able to achieve a similar mark in their examination writing as their project, suggesting the use of translanguaging was actually supporting a deeper level of English learning, supporting students to acquire more transferable skills.

6.5 Conclusion

This chapter has shown that first-year students need to use a variety of linguistic resources to complete their assessment tasks in English. Most importantly they need to be able to control macro and hyperThemes to structure texts effectively. To do this effectively, they require knowledge of grammatical metaphor and group nouns. They also need to use internal and external conjunctive resources, including pronouns to track participants within their texts, but they need to be aware of culturally sensitive uses of these pronouns. In addition, students must be able to read critically and use APA style referencing. However, it was shown that at this level, there are unclear requirements as students do not need to show they can actually use some linguistic skills but merely that they are aware that these skills should be used. This appears to confuse some issues around avoiding plagiarism.

An element of tokenism was identified about the performance of these tasks. For example, ‘facts’ could be included even when they were clearly not actually ‘facts’. This phenomenon is not uncommon in English language learner writing. IELTS preparation courses even sometimes include ways to include these to make invented material seem more believable (Wattam, 2017). It appears to stem from the belief that English teachers teach how to write rather than what to write, a belief with the potential to validate practices, such as inventing references, that could lead to plagiarism.

A final finding of the investigation into the English Department is that teachers sometimes feel unclear about assessment requirements and how to guide students to achieve these requirements. Because the scope of the course is beyond any real expectations, teachers seemed unsure of what the actual expectations were.

In the following chapter, the role of the English language course at the college will be investigated. In this chapter some comparisons are made between the programs in the English and Communications Departments to interrogate how well the current English language program is supporting students to write in their discipline.

Chapter 7 Supporting the English Department to Support the Communications Department

7.1 Introduction

In order to assess the relevance of the English courses in supporting students in their major, this chapter compares the findings from the analyses of the data from the Communications Department with those from the English Department. The analyses reported in Chapters 5 and 6 addressed the first research question:

1. What written English texts are required in the first-year assessments in the Bachelor of Communications in a tertiary institution in Oman, and what are the distinctive language features of these texts?

It was revealed that in both departments there is a lack of specific guidance teachers can access in order to support students, particularly low-level students, to learn to craft texts which are successful in this context.

Chapter 5 showed that, in the Communications Department, examinations account for the main component of the mark. In these examinations, although three types of questions appear on the examination papers (micro, short and long), no clear directions are given about the differences in expectations for these different task types. The question cues do not specify to the students the required length or format of an answer. The marking guides contain two sets of instructions. The first set provides extremely inflexible answers to each question. These are written in bullet points only and, usually, one or two marks are allocated per point. All points must be included for the answer to be awarded full marks and providing additional or alternate points does not seem to be rewarded with extra marks. The second component of the instructions comprises two generalised marking matrices, one for long and one for short answers. These describe the desirable features of all answers of that type, such as "evidence of analytical and original thinking shown" (C2 marking guide) which are sometimes difficult to reconcile with the very specific dot points. Not being specialised language teachers themselves, the teachers from the Communications Department are faced with the difficult task of supporting students with limited English language skills to craft successful answers, with few useful guidelines to direct them. The marks allocated to successful texts suggest that

the additional matrices are ignored by the markers in favour of accurate reproduction of the dot points.

In the English Department, teachers also face problems with regard to specific directions about student writing requirements. The scope of the learning objectives identified on the course outlines is far too broad to be practically achievable given the level of the students at the start of the courses, and the actual class time available. Having an unachievably broad scope has led to the acceptance by teachers and co-ordinators that not all course learning outcomes can be achieved, but there is no guidance about which might be the most salient outcomes on which to focus.

This chapter follows on from this analysis of the two departments presented in Chapters 5 and 6, in order to consider the second research question:

2. To what extent do the assessment genres in the English Department support student progress and achievement in the Communications Department?

In order to answer this question, the findings from Chapters 5 and 6 are compared and considered to determine what this means in terms of the English language program at the college. It will be argued that the difficulties faced by both English and Communications Department teachers could be mitigated by closer engagement between the two departments, and that this would also better support the students. The findings of this study support the delivery of very specific, as opposed to general EAP, and this can only really be achieved by close engagement between the English Department and the other departments.

This finding leads to Step 4 of the analysis model which is to identify the pedagogic implications of the study. In order to promote a shared metalanguage for teachers to consistently support student writing between the departments, a 3 x 3 writing tool will be presented that teachers from both departments can use. This chapter will also discuss the advantages of supporting students and teachers to use their other languages as a resource in English-medium classrooms.

7.1.1 Outline of the chapter

After this introduction, this chapter proceeds in the following way:

Section 7.2 presents a comparison of types of written assessment in both Communications and English, comparing, first, similar text types and then discussing the significance of the dissimilar text types.

Section 7.3 presents Step 4 of the analysis which includes a 3 x 3 framework that teachers can use to discuss student texts in their classes.

Section 7.4 gives a brief concluding comment.

7.2 Comparison of Written Assessment Task Types in Communications and English

The assessment writing requirements in the four focus courses were described in Chapters 5 and 6. In summary, Figure 7.1 shows the two main categories of assessment writing in the Bachelor of Communications: examinations and project reports. Examinations are conducted under closed book test conditions, whereas project reports are completed in class and/or at home with access to the Internet and other reference sources. In the chart, shaded areas show points of similarity between English and Communications assessments.

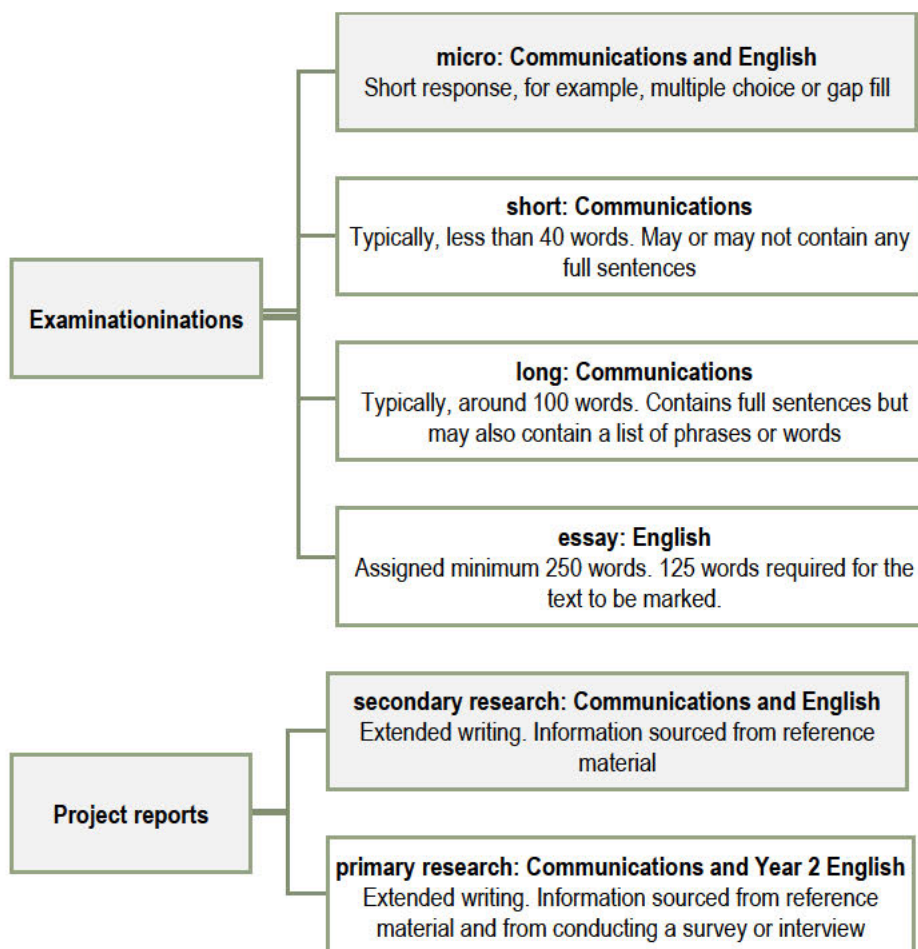


Figure 7.1: Types of writing required in the first year of a Bachelor of Communications

While all four courses require both examination writing and project reports, some differences between the departments were found within each category. Only two of the assessment task types are common to both first-year communications and first-year English, the first being one of the examination tasks (referred to as *micro* in this thesis) requiring responses such as multiple choice or gap fill, and the second being a research project. It will be shown in the following sections that even between these two apparently similar tasks, there are some significant differences between the departments. Furthermore, the relative percentage of grades allocated to each task means these common assessment types have less importance in Communications than in English. The relative distributions of the marks for the different task types across the four subjects is summarised in Figure 7.2.

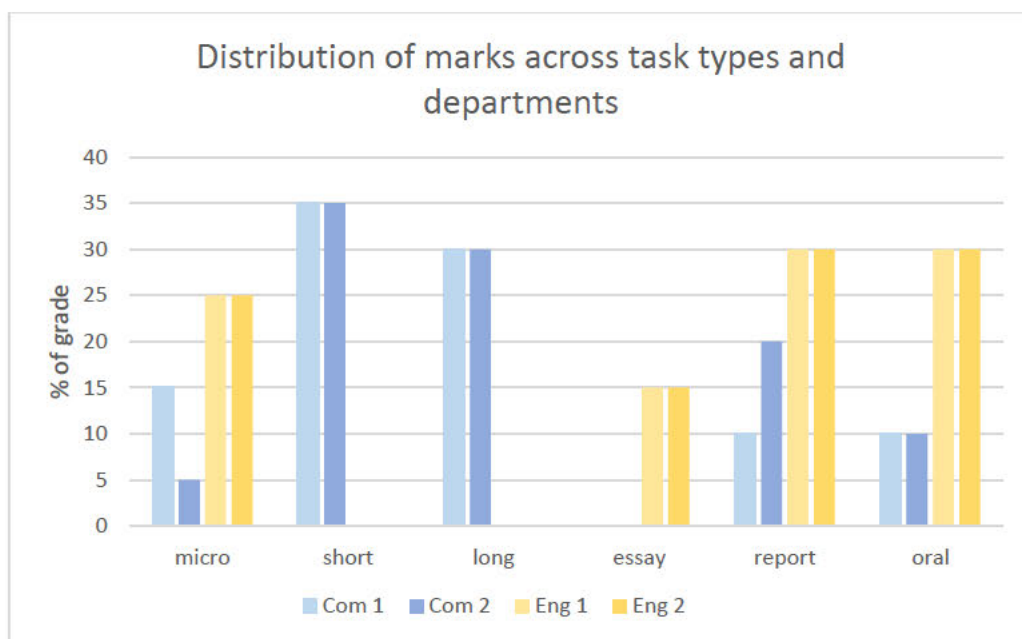


Figure 7.2: % of mark by task type

Figure 7.2 shows the relative percentages of the total course mark of the different task types across the four courses, with the Communications courses in blue and the English courses in yellow. It can be seen that the two short answer types (short and long) which are the most important in terms of percent of grade in Communications, are not included at all in English examinations. In the same way, essays, that is extended examination answers, are not included as an assessment item in Communications.

Closer examination of the texts revealed that even the similar text types had variations across the departments but, at the same time, there were some linguistic features in common across all texts. This is discussed in more detail in the following section.

7.2.1 Similar assessment items

7.2.1.1 Micro-answers

In examinations, the only common question type between the two departments is the micro type. As the writing in these is predominantly only single word vocabulary, the most relevant question is whether the English Department is supporting students to learn this vocabulary. According to the course outlines, the target vocabulary for students to acquire in E1 and E2 is the Academic word list (AWL) (Coxhead, 2000; Victoria University of Wellington, n.d.). In order to get some indication of the relevance of the AWL to the Communications micro-section, the content words (or open class words) in both the questions

and the answers of all the Communications micro tests collected for this project were recorded. The questions were included to capture the vocabulary that students need to acquire receptively, and because it enabled the inclusion of multiple choice, select one and yes/no question types that otherwise would not have been captured. A total of 201 different words were found in the Communications micro-answers, 69 of which were from the academic word list. This means that just under 35% of the required words would have been targeted if the whole AWL had been studied. Unfortunately, first-year English covers just 75 of the 570 word families on the AWL each semester, so it could only be expected that students will have come across a very small percentage of their discipline's specialty words in their English class. Of course, the AWL covers only the targeted specialised non-everyday words so it is possible other words in the questions may have been learnt incidentally in English classes, including the general English vocabulary already studied in the Foundation Program. However, considering these micro-questions are testing the students' discipline-specific knowledge, incidental, general English learning may not account for many of the words. Therefore, it can be concluded that the vocabulary required for the micro-answers is not specifically supported by the current English program.

7.2.1.2 Project reports

At the other end of the scale to the micro-answers in terms of length, the project reports in E1 and E2, and C1, were quite well aligned. All require secondary research and both departments reward a similar schematic structure, with a title page, introduction, body paragraphs, conclusion and, finally, references. There are some differences in the requirements around referencing, which will be discussed next, but overall, successful secondary research project reports in both departments are very similar in terms of schematic structure. This is not unimportant; while project reports represent a low percentage of the mark in first-year, if this degree program, designed by academics from a New Zealand university, follows the pattern of other *Inner Circle* universities, project reports are likely to become more important for students later in their degrees (Nesi & Gardner, 2012).

In the project reports students write for both departments, references must be included. The analysis revealed that there is a difference in the referencing requirements between the departments because of the different purposes of the texts. There are also clear problems with the way referencing is taught in the English Department. These two factors may combine to adversely influence students' ability to avoid plagiarism.

In their first year of Communications study, students are required to demonstrate that they know the fundamental facts and ideas of their discipline. As with much early-years undergraduate study, they are not expected to question this accepted body of knowledge (Nesi & Gardner, 2012). High scoring texts often use third person plural to bring in this shared voice re-enforcing the idea of a body of agreed knowledge. Demonstrating knowledge of accepted facts does not usually require referencing. For this reason, the Communications project reports did not have in-text referencing. A bibliography at the end was sufficient to show that the student had completed required reading.

For the English Department, in-text referencing is required because the information is framed as opinions which need to be assigned to a particular source. However, in high scoring project reports, often one reference is randomly assigned at the end of each paragraph. Checking the reference sometimes revealed that the reference article has nothing to do with the paragraph or provides evidence opposite to what is actually claimed. Some references appear to have been plagiarised from other students' assignments. There is a sense of tokenism about these references, similar to the invented references included in the English examination answers. Students are simply required to demonstrate an awareness of the conventions of referencing rather than genuinely referencing material they have read. This may be related to the mismatch between students' reading and research skills and the requirements of the project. Teacher interviews revealed that teachers believed this level of research was too difficult for most first-year students. In fact, the Course Specifications require students only to "show some understanding of what plagiarism is and why and how it is to be avoided" (E1 and E2 Course Specifications). The English teachers have judged that inaccurate referencing does, at least, show some understanding.

This institutionalised blurring of the lines around plagiarism may be confusing to students who are learning the conventions of secondary research for the first time. They firstly must understand the difference between the purposes of the two kinds of project report. As the departments are unaware of each other's assignments, it seems unlikely teachers make this clear to students at present. Students must try to disentangle when they are required to use in-text referencing and when not, when they must include facts exactly as they appear in the textbook and when they should change the wordings and when they can include false facts and references. These must be very difficult concepts for the students to grasp. Of note was the fact that of the three first-year teachers, two mentioned using Arabic to explain the project

report requirements. Evidence presented in Chapter 6 suggested this helped students avoid plagiarism and had no apparent detrimental effects on their English language learning.

Understanding complex ideas like plagiarism and transferring positive linguistic resources from Arabic such as repetition and parallel structure to written English, are strong arguments in favour of using translanguaging in Omani college classrooms. Translanguaging has been defined as people's "ability of multilingual speakers to shuttle between languages, treating the diverse languages that form their repertoire as an integrated system" (Canagarajah, 2011, p. 401). This study found no evidence that the use of Arabic in these classrooms had any negative effect on student learning. On the contrary, even in relation to the skill of listening, where it might be thought that students would have less exposure to English, and therefore less practice at listening, the classes where translanguaging was supported by the teacher actually outscored the monolingual class.

7.2.1.3 Similarities across all texts

One clear feature across all the texts was that repetitive patterns of form, and meaning were used. The texts from both departments contained very repetitive lexical strings and clear parallel structures. While the use of repetition has previously been identified as a detrimental factor in Arabic-speaking students' English writing (Alluhaydan, 2016; Zuhair, 2013), the analysis in this study found the use of repetition had a positive impact on students' marks in both departments in this context. It is not clear whether this use of repetition has its origin in a convention used in written Arabic, as the literature suggests (Alluhaydan, 2016; Fakhri, 2004; Feghali, 1997; Johnstone, 1991; Mohamed & Omer, 2000). This study found no overwhelming evidence that the students used other devices often cited in the literature as causing negative interference from Arabic such as elaboration and exaggeration (Feghali, 1997; Wege, 2013) to any greater extent than is usual in student texts, although this study did not include a comparative analysis that specifically looked for this feature. Being the only Arabic-linked feature to stand out in this analysis, it may be that the use of repetition is not related to Arabic. Alternatively, it may be that the students are able to selectively use only the resources from Arabic that are helpful to them in English.

7.2.2 Dissimilar assessment items

7.2.2.1 Primary research project report

One finding of this study is that there is a misalignment between the two faculties, English and Communications, in sequencing the teaching of the project report types. In C2, which is usually taken in the second semester of the first year, a primary research project is required. In contrast, only a secondary research project report is written in the first year (E1 and E2) in the English Department, and a primary research project report is not written until the second year (E3 and E4). Students, therefore, will not have supported practice in writing this kind of project report before they need to do so in their major.

In the C2 project students will conduct a survey in Week 6 after a "guidance lecture on how to carry out a media survey" (C2 Course Outline). In Chapter 5 it was shown that a copy of the survey questions, a graph representing the results and a summary of the results are obligatory stages of the C2 project report. It was also shown that the summary element was generally poorly done. In most cases the sample texts fell short of the relevant course objective "to gauge the nature of media use among different classes of audience in Oman through surveys" (C2 Course Outline). Students showed little understanding of why they were undertaking the survey and in what way the results could inform their inquiry into the topic. Both high and low scoring sample project reports demonstrated the students' ability to display statistics in graphical form, but none attempted to interpret these in a meaningful way. Rather, they simply restated the quantities of each answer as displayed on the graph, without comment on potential reasons for, or implications of, the results. There was no evidence that the students know how to use appropriate linguistic resources to discuss statistical displays.

In Chapter 6 it was explained that the learning outcomes of the English courses are so broad in scope that teachers must choose only a few outcomes to focus on. In E1, one learning outcome that is generally not addressed is "Carry out a simple piece of observational research. Present the results in chart form" (E1 Course Specifications). The same applies to "Carry out a survey. Present the results in chart form" (E2 Course Specifications) in E2. Without knowing that this is important in the Communications examination and knowing that it is not included in the English assessment, these tasks are generally not done by the E1 or E2 teachers.

Interestingly, even in the English course there is no mention of a discussion of the results of the survey. This raises questions as to the purpose of the inclusion of the survey and

its graphical representation as a first-year English course outcome. Bearing in mind that students must also study mathematics in their Foundation programs and the first year of their degrees, the mechanics of graphical representations of statistics would seem to fall under the domain of mathematics. It seems more appropriate for the English Department to support students to learn the linguistic skills needed to discuss the significance of the data as illustrated by any trends or points of interest in the graphs.

Asking students to report numbers without considering what the significance of those numbers might be is a missed opportunity to support their critical literacy. "The ability to critically evaluate their own work and the work of other practitioners" (Sultanate of Oman Ministry of Higher Education, 2005, p. 26) is an intended graduate outcome of the Bachelor of Communications. It is supported by the E1 and E2 course objective "to enable students to read and reflect on short academic texts using appropriate strategies" (E1 and E2 Course Specifications). Reading research articles with any level of critical evaluation requires an understanding of the language of quantitative research.

The need to foster the development of critical enquiry skills of Omani tertiary students has been identified elsewhere in the literature (Al-Issa, 2015; Al-Jardani, 2015; Ali, 2012a) and was raised in the teacher interviews in this study. For example, one teacher said:

Teacher 1: They're reporting back to me what number of casualties number of businesses being affected but they're not necessarily demonstrating to me what that implies; so this higher order like this higher learning. OK you're able to recall and identify for me but what does that mean? Like delve in further here. So there seems to be an element of critical thinking or critical inquiry which needs to be addressed. (hesitations omitted).

This teacher's comment that critical inquiry is a skill that students need time to learn to control is important. Research has suggested that students will not bring these skills with them from Omani school (Al-Issa, 2005b), so it seems important that students begin, from semester one, to practise the linguistic skills that will underpin their developing critical literacy.

Surprisingly, even in English 3 and 4, where students do undertake primary research, the course objectives still do not specifically mention discussion of the graphs. However, from

the interviews it was clear that second-year teachers expect students to write about their graphs in a meaningful way. One E4 teacher explained:

Teacher 7: responding to statistics and graphs; bar graphs, pie charts and being able to critically analyse the results. Not just described them but what is the meaning of those results which I think is important which students struggle with

In English 3 students practise the necessary linguistic resources to do this such as the use of comparative and superlative adjectives, as this E3 teacher describes:

Teacher 6: it's all about like introducing percentage and all of this so the smallest amount the most significant results things like that

Unfortunately, this comes too late for students in C2 who will not usually take E3 until the following semester.

7.2.2.2 Examination essays in English

In the English Department, only half the students' marks are scored in examinations and the other half are scored from the project. The examination includes an essay which is similar to the project report in terms of the schematic structure. Many of the lexico-grammatical resources required in these texts are common to the Communications texts; however, it was shown in Chapter 6 that the English teachers focus heavily on textual features at the whole text level of genre and register, as opposed to the lexico-grammatical level, with a particular focus on the role of periodicity in signposting the schematic structure of the text.

The organisation of a text using layers of Theme was mentioned specifically by several of the English teachers interviewed for this study as being amongst the most important features of all writing in English although they used the terminology of *thesis* and *topic sentence*. Using this resource of periodicity was considered second only to writing on topic. High scoring English examination essays and project reports conform to the expected schematic structure of a paragraphed essay which is well documented as highly valued in *Inner Circle* settings (de Silva Joyce & Feez, 2012; Thomson & Droga, 2012), relying heavily on textual meanings made using fixed structures of periodicity typical of an essay, that is, using macro- and hyperThemes. Strong control of periodicity is essential in the English assessments because the ability to use this resource differentiates high and low scoring texts

in the English examination writing task and in the English project report task. The same pattern of periodicity throughout a text appears to be valued in Communications as high scoring project reports in Communications also demonstrate control of this resource, although the small subset of communications project reports in this data set does not indicate that this is a defining feature in terms of high or low marks.

7.2.2.3 Short and long answers in Communications

Assessment in the English Department does not include either of the most important text types in the Communications assessment, the short and long answers. The analysis in this investigation established that in the Communications courses, examinations account for the largest percentage of the grade. It is in these examinations that students must demonstrate knowledge of course content they have learnt throughout the semester. Even the longest of these examination answers in Communications are much shorter than the English test essays, and generally incorporate chunks of memorised information. Paragraph form is not a requirement, and answers often incorporate lists and dot points which may or may not be full sentences. This type of answer is quite typical in tertiary degrees (Gardner & Nesi, 2013), especially in first-year courses where the main purpose of the texts is to demonstrate awareness of an established body of disciplinary knowledge.

Given that most English teachers are unaware of the examination requirements of the Communications Department, it can be assumed that the English teachers are not specifically preparing students to write short examination answers. While most if not all of the lexico-grammatical features found in successful short and long answers in Communications are also found in successful essays and project reports in English, as discussed above, these are not the main focus in the teaching of writing in the first year. Students are not receiving specific instruction on how the lexico-grammatical resources in their English texts might be used in shorter texts, or even how the resource of periodicity might be used to advantage in these texts. This is a significant problem because short and long answer types account for such a large percentage of the mark in both C1 and C2.

In Chapter 5 it was shown that although writing in Communications relies heavily on memorised chunks of information, the most successful Communications test answers incorporate this information using quite complex layers of meaning. These included not just the ideational meanings of the facts themselves but also textual patterns as well as obligatory interpersonal meanings, in order to fully answer the question in these brief pieces. Because so

few students in the study managed to achieve even a pass grade for these questions, particularly the long questions, it is clear that students could benefit from more specific support to write these examination answers than they currently receive. The following section looks more closely at the range of resources required in the Communications examinations.

7.3 Step 4: Pedagogic Implications

The analysis reported in Chapters 5 and 6 revealed that in both departments there is a lack of specific guidance teachers can access in order to support students, particularly low-level students, to learn to craft texts which are successful in this context. This section discusses what kinds of support might be beneficial to teachers and presents a 3 x 3 tool that teachers can use to discuss the language features that are most salient in the examination answers in the Communications Department. As such, it brings the focus of the English teachers in line with the E1 and E2 course objective, that is, to support students in their major areas of study.

In Chapter 4 the concept of the cline of instantiation (Halliday & Matthiessen, 2004) was introduced. The cline represents increasing levels of abstraction from a subjective reading of an instance of a text at the lower pole to the generalised meaning potential or system of language, which is an overview of all these instances of texts. It expresses two perspectives on language. At one pole of the cline, language is viewed from a close perspective at the level of the context of situation, theorised by Martin & Rose (2008) as register; from this perspective attention is paid to individual *instances* of language. The analysis above has revealed that this is the perspective of the Communications teachers, who are concerned with helping students construct individual texts to express the various aspects of the knowledge of the discipline. At the other pole of the cline, language is viewed from a distance, from the context of culture, theorised by Martin & Rose (2008) as genre; from this perspective, language patterns recurring across the texts emerge as a system. It is this system pole of the cline that concerns the English teachers. They are attempting to help students gain awareness of the generic patterns that are common amongst the texts they will write in their academic study. This is modelled in Figure 7.3.

English Department focus

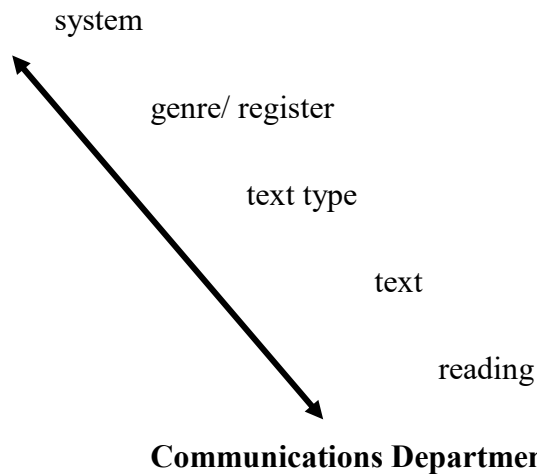


Figure 7.3: The cline of instantiation hierarchy: Increasing levels of abstraction relating system to instance (Modelled from Martin (2008, p. 33))

The findings of this study suggest that the English Department and the Communications Department focus on opposite poles of the cline. In theory, the two perspectives should reinforce each other, with the instances providing examples which could be used in descriptions of the system and the system providing a map for the use of the features required in each instance. Unfortunately, this relationship appears to have broken down at the college because the English teachers are not aware of the specific genres that the students need in their disciplines. They are working with systems built up from instances of texts in a completely different context; that of *Inner Circle* universities. To better support both the students and the Communications teachers, the English teachers need better awareness of the texts that students require in their discipline. The following section explores this finding further.

7.3.1 A shared metalanguage

In Chapter 3, a 4 x 4 framework (Humphrey, 2013; Humphrey & Robinson, 2012) was introduced as the overarching analytical tool in this study. The sixteen-cell framework was used to support the application of the systemic functional linguistic (SFL) theory to analyse and describe successful student writing samples. It was found that genre descriptions of texts valued in *Inner Circle* contexts as described by the Sydney School were not particularly useful

in explaining differences in marks scored in this context. On the other hand, the findings suggested that particular register features are highly salient in this context.

Although the sample was very small, strong enough patterns emerged in the data from the Communications Department to identify texts with three levels of length and complexity as three important text types. These were referred to in this thesis as lists, definitions and explanations. It was shown that these text types build on each other, with definitions containing lists, and explanations containing definitions. For this reason, it was possible to conflate the three matrices and show all the most salient language resources in one framework. In this section these features will be simplified into a 3 x 3 framework that can be used as a support tool for teaching the specific writing required in the first year of the Communications degree. This simplified version of the framework is based on the 3 x 3 version used by Dreyfus, Humphrey and Mahboob (2016). While the 4 x 4 version (Humphrey & Robinson, 2012) was used for analysis because it offered the most thorough tool for the deep analysis of the texts, a more accessible version was created to present to the teachers.

This nine-cell version of the framework maintains the metafunctions of language on the vertical axis, although it does not separate experiential and logical meanings as the 4 x 4 does but rather includes them together in one row representing all ideational meanings. Similarly, on the horizontal axis, sentence/clause level is conflated with word level into one column. This conflation is supported by the finding that the Communications Department texts contained memorised multiword units as well as important discipline-specific individual words. More explanation is added to the framework to make it more user-friendly for teachers who may not be familiar with SFL theory. The metafunctions are referred to by the type of meanings they make as well as their more technical SFL labels. The register variables associated with each metafunction, field, tenor and mode, are retained in the row headings as these terms are known to most English language teachers. The horizontal axis of the framework is also explained with more familiar terminology, referring to the language strata as three levels of language immediately recognisable to language teachers. Genre and register are referred to in combination as “whole text”, discourse semantics as “paragraph” and lexicogrammar as “sentence and below”. The SFL terms are also retained as some teachers would be familiar with them and they are technically more accurate. For example, a phase in many of the successful student texts in Communications was not actually a paragraph; for example, some were lists, sometimes using bullet points, or combinations of paragraphs and lists. Furthermore, moderations to the wordings of the descriptions of the language features

within the framework have been informed by the teacher interviews. As far as possible words that teachers used in the interviews to describe language features are used in the framework. As with the example of 'paragraph', there was sometimes a trade off in terms of accuracy in favour of accessibility but as these more commonly used terms should also be more accessible for the Communications teachers, this seemed justified.

The framework represents the key resources successful students employ to write Communications short and long answers. The language features required in these text types were identified as the most important for Communications students because of the percentage of the course mark attached to these answer types and the low success rate students had in answering these question types. On the other hand, project reports in the Communications Department were found to be less of a priority in terms of creating support resources as they represented a smaller percentage of the marks and were completed relatively well by the students. Furthermore, the analysis revealed that the examination text types of list, definitions and explanations are often the building blocks of project reports. The framework, therefore, also supports the language used in project reports, but the schematic structure of project reports was not identified as a priority teaching target and is therefore not included.

The final element of the framework is the addition of the elements of the examination marking matrices from both departments. These are colour-coded in the framework. Adding these sometimes broad, theoretical elements on the grid beside the concise descriptions of the most important language features in the Communications examinations could help teachers know what those examination requirements would ideally look like in this context.

The end result is a guide that teachers from both departments can use to ensure students are practising the precise and full range of linguistic skills they need for success in their examinations. In Table 7.1 the black writing includes those features found to be most salient in distinguishing high from low scoring short and long answers. The English examination marking guide is in brown. It can be seen that although the tasks for the two courses seemed very different at first, there is potentially a great deal of overlap in the language features on which the English teachers could most beneficially focus. The Communications short answer marking matrix is in blue and long in bolded blue. By including these on the framework, Communications teachers can clearly see the specific resources student can use to craft successful answers. Most importantly, both departments can have a

shared metalanguage to discuss these resources so students will be supported to transfer the skills they learn in the English Department to their disciplinary study.

Table 7-1: A 3 x 3 tool for supporting student writing

Key: English examination marking guide points

Communications short answer marking guide

Communications long answer marking guide

Most important language resources in Communications exams

Communications examination answers			
Text levels Metafunction	Whole text (genre and register)	Paragraph/phase (discourse semantic)	Clause, group and word (lexico-grammar)
<p>Ideational meanings Resources for constructing specialised and formal knowledge of Communications (field)</p>	<p>Addresses assigned topic directly; coverage is comprehensive; no irrelevance. <i>Focusses right on question</i> <i>All major points covered</i> Strings of related words hold the meanings in the text together, keeping it on topic (Lexical relations). (No Irrelevant points)</p>	<p>Appropriate use of cohesive devices Conjunctions used to <u>elaborate</u>: <i>that, which</i> to introduce examples; <i>such as, like, also</i> to introduce parts of the whole; <i>consisting of</i> to introduce aspects. <i>that are</i> used <u>Extension and Enhancement</u>: Causal relationships are expressed using prepositions (to), and conjunctions (because)</p>	<p>Shows range of grammatical structures required for the task Basic and complex structures* largely error free: Errors do not interfere with expression of meaning. Shows range of vocabulary required for the task – choice of vocabulary is accurate and fairly precise Few spelling errors Appropriate use of cohesive devices <i>Answers question clearly</i> Memorised fixed multi-word units of authoritative text are reproduced (unreferenced) Processes and ideas are named with appropriate discipline-specific noun phrases (nominalisations) and Omani-specific proper nouns. Noun groups may include adjectives and quantifiers (most).</p>

Communications examination answers

Text levels Metafunction	Whole text (genre and register)	Paragraph/phase (discourse semantic)	Clause, group and word (lexico-grammar)
			<p>Although not always accurate, verbs and noun groups are organised into comprehensible clauses.</p> <p>Sentences may contain lists of words to expand meaning.</p> <p>Prepositions are used to add circumstances explaining how (by) where (at, in, near), when (in, on) or why (to).</p> <p>Prepositions may be used to add defining and/or non-defining relative clauses.</p> <p>Clauses are combined into simple, compound and complex sentences.</p> <p>Key terms are defined (is) and its attributes are given (has).</p> <p>Action verbs are used to explain what the term <i>does</i>, and to give Omani specific examples.</p> <p>Other verbs may be used to explain the properties, functions, uses, or the value of key concepts.</p> <p>Present and past tense verb forms are used appropriate to purpose.</p> <p>The conjunction <i>and</i> is used to join pairs of words.</p> <p>Present simple tense is used to present facts.</p> <p>Though not always accurate, clauses are combined into simple compound and complex sentences.</p>

Communications examination answers			
Text levels Metafunction	Whole text (genre and register)	Paragraph/phase (discourse semantic)	Clause, group and word (lexico-grammar)
Interpersonal meanings Resources for convincing the reader (tenor)	Register is appropriate: standard academic English Presents a coherent logical argument Evidence of analytical and original thinking shown The inclusion of Omani specific examples personalises the text to the audience (in long answers only).	If source material is used, it is referenced in text with an attempt at APA conventions.	The smallest unit to be considered as plagiarism is the sentence. A choice of words appropriate to the type of text Modal verbs of obligation (should) are used appropriately although perhaps inaccurately
Textual meanings Resources for organising clearly scaffolded texts (mode)	Meets minimum word limits (Material copied from the Reading cannot be included in word count.) Overall drift of ideas clear and development is linear <i>Well expressed answer</i> The text includes an introduction, a body and a conclusion.	Functional, complete introduction and conclusion, clearly prefiguring/summing up body Paragraphs indented or separated by spaces. <i>Material is well developed with excellent use of examples</i> The target term is in the beginning of the paragraph. Points tend to unfold with point, then an example introduced with an appropriate conjunction (such as/ for example). Sentences may be connected logically or by the structure: <i>previously stated information followed by new information.</i>	Punctuation may be simple but is correct. Capitalisation accurate Proper nouns are capitalised. Spelling is sufficiently accurate to make key words comprehensible A range of conjunctions used to clarify the relationship between clauses discourses markers- <i>Firstly, second – furthermore</i> – used to organise text Articles (the) and pronouns (it, they) and repetition are used to keep track of people and things through the text. Active and passive voices are attempted although may sometimes be inaccurate.

Informing the English teachers about the language requirements that students face in their disciplines, ultimately would benefit both departments, as the English Department could deliver a more genuinely targeted program. This would ensure that the students were learning the linguistic skills that are immediately applicable in their majors.

An emic snapshot on student support

When I first approached the Head of Communications about conducting this study, she was very supportive. I spoke to her for some time to discuss ideas for the direction of the study and the only specific target she mentioned was vocabulary, saying that if we could support the students to learn some specific vocabulary it would be a great help.

Helping students to learn to use “accurate and fairly precise” (English marking framework) discipline-specific vocabulary is perhaps one of the most important contributions the English Program could potentially make. If the English teachers knew the important target vocabulary, it would not only have the obvious effect of giving them a more appropriate vocabulary list to work with, but also help them to select other linguistic resources students require to be able to write about these concepts. For example, the analysis revealed that students need to be able to unpack the nominalisations important for their discipline back into the original verb and adjective forms to explain what happens in the processes referred to by the nominalisations. They may also need to use other discipline-specific nouns, thereby demonstrating the relationship between these entities. In addition, they may require articles to add participants in order to explain who or what is involved in the process, or perhaps they may need to use the passive form to avoid adding participants. They may also need to use prepositions to add circumstances in order to explain where, how, when or why the process happens.

In Chapter 5 it was shown that most students can write lists of vocabulary words and even memorised definitions fairly successfully. It is the explanations of these words and definitions that cause students the most problems. Unpacking these technical nominalisations ensures that students have the linguistic resources to be able to combine the lists and definitions into explanations. This would not only support students to write explanations in their examinations but also to listen to and understand these explanations in class. Of course, the challenge here is that these are discipline-specific terms and their meanings as used in the

disciplines may elude the English teachers. This is another reason why it is important for the departments to cooperate.

One advantage of mapping the English marking framework onto the collated 4 x 4 description of Communications student writing was that it helped to untangle the rather problematic note on the English marking criteria that “the smallest unit to be considered plagiarism is the sentence” (English Marking Framework Appendix 20). The Communications Department assessments require recall of not just discipline-specific words but fixed multi-word units. This was the single most important feature across all text types in Communications. These multiword units need to remain as precisely reproduced chunks of language because they represent discipline-specific ways of writing. They are groups of words that cannot be separated because these collocations hold meaning. It can be presumed that these chunks would be found in the exact same form throughout the literature and reproducing them exactly would be considered *legitimate textual borrowing* (Petrić, 2012). If the English teachers also knew these fixed units, they would be able to recognise this appropriate borrowing from a source text as different from less appropriate borrowing demonstrating a deficit in the necessary linguistic skill of paraphrasing.

7.4 Conclusion

This comparison of the findings from both departments has made a case for closer engagement between the English and Communications Departments. A 3x3 framework was presented with descriptions of the most salient linguistic resources in Communications expressed in a language that is familiar to all English language teachers and accessible to the Communication teachers. Sharing this metalanguage would enable the teachers to give consistent advice across the disciplines. The framework is mapped onto the examination marking matrices for each department to assist teachers to know the specific linguistic features required under each criterion.

A second aspect of the findings is that translanguaging appears to be being used in the college to positive effect. Two of the three English teachers said they were using Arabic in their classes and the student texts from the English Department show evidence of the potential influence of Arabic rhetoric. Unfortunately, there were no teacher interviews with Communications teachers to learn more about their use of other language resources in the classroom, but the high scoring student texts showed the same Arabic-like rhetorical features

as those of the English Department. This finding supports the use of translanguaging in Omani college classrooms. The following chapter will consider the implications of these findings in terms of teaching recommendations and areas of inquiry for the future.

Chapter 8 Conclusion

8.1 Introduction

This thesis has documented a textography undertaken to examine the writing demands in a tertiary institution in the Sultanate of Oman. The aim was to make visible to educators and students the socio-semiotic resources needed for success in the first year of a Bachelor of Communications degree in a specific tertiary institution. The first year of study was targeted because data analysis previously undertaken at the college had revealed that first year has the highest drop-out and failure rate. As the study proceeded, or at times failed to proceed, it became evident that conducting research as a foreign teacher-researcher, outside the funded Ministry of Education framework, was relatively uncharted territory. As a result, a secondary aim of the study emerged, which was to identify and develop an appropriate methodology that met the requirements and restrictions of teacher researchers working in Gulf Cooperation Council (GCC) countries.

The study focused on four compulsory courses in a Bachelor of Communications, two of which are delivered by the Communications Department and two by the English Department. The courses from both departments are compulsory courses within the Bachelor of Communications and therefore the findings from the analysis from all four courses contributed to answering the first of the research questions in this study:

1. What written English texts are required in the first-year assessments in the Bachelor of Communications in a tertiary institution in Oman, and what are the distinctive language features of these texts?

It was then necessary to compare the analysis of the two departments in order to answer the second research question:

2. To what extent do the assessment genres in the English Department support student progress and achievement in the Communications Department?

Assessment writing from the four courses was analysed using analytical tools derived from SFL. The findings from this discourse analysis were contextualised with ethnographic data collected from the research site to achieve a deep description of the writing demands at the Omani university. The findings suggest that there would be benefits to both teachers and students from closer cooperation between the English Department and the Communications

Department. The findings also indicate that supporting students and teachers to utilise the linguistic resources they bring from other languages into the English classroom would have positive results.

8.1.1 World Englishes

Although the scope of this study was limited to the use of English-medium instruction (EMI) in one college in Oman, similarities can be drawn between some of the key findings in this study, and trends in the broader World Englishes literature. Within this literature, comparisons between Englishes used across the world have suggested differences between the English used in *Inner Circle* countries where English is the first language for the majority of users, the *Outer Circle* where English is a well-established second language due to English colonial influence, and the *Expanding Circle* where English is a foreign language (EFL) and is used primarily as an international language (EIL) and has no official status. It was argued in this thesis that Oman falls into this third circle.

Despite the differences that have been found in English use across the world, the World Englishes literature also draws common threads across the three circles. For example, the implementation of EMI appears to pose some challenges right across all three circles. Chapter 2 identified challenges which have been reported in *Outer Circle* countries (Kamhi-Stein & Mahboob, 2011; Mahboob, 2020; Qorro, 2013; Shaila & Trudell, 2010; Ssempebwa et al., 2012; Tsou & Kao, 2017) and even in an *Inner Circle* context (Humphreys, 2017) including debates about whether English for academic purposes should be taught by specialised English language teachers or by the discipline-specific specialists who know the specialised ways of writing for their disciplines.

The recent sense of urgency in the implementation of EMI world-wide (Macaro et al., 2018) has seen many of the same problems re-occurring in the *Expanding Circle* but the very different contexts raise different issues that must be considered as the challenges are met. English users in these countries grapple with questions about what needs English serves in EIL contexts, and exactly what EIL means in a digitalised, globalised world. The findings of this study are very specific to the requirements of first-year assessment in a Communications degree in Oman, and yet similarities have been highlighted between these results and those found in other *Expanding Circle* contexts. It was expected that similarities would be found between this case in Oman and those reported from other GCC states, but it was surprising to

find similarities in such diverse contexts as Iceland (Dimova et al., 2015) and Japan (Ferreira, 2016), demonstrating that the Kachruvian three circle model remains a useful tool for discussing World Englishes.

The thesis has outlined a case for the use of textography (Paltridge, 2008; Starfield et al., 2014; Swales, 1998b) as a research approach particularly suited to language teacher-researchers. This approach offers the flexibility to adapt the design to meet any particular restraints or requirements of the context. By utilising text analysis and ethnographic data, textography can build rich descriptions of texts in context. On a practical level, it allows teacher-researchers to collect the most readily available and useful data, and the collection plan can be very flexible. Importantly for researchers in developing countries, or in departments without research budgets, textography is a research approach with no specific requirements for expensive equipment or software. A model for data analysis which can be used with a textographic approach was developed during the study. This model is re-presented in this chapter in order to discuss its use in other research contexts.

8.1.2 Outline of the chapter

Following this introduction, the chapter reviews the use of textography as an appropriate methodology for teacher researchers in GCC countries. It discusses the four-step model presented in this thesis as it might be applied in other contexts. The chapter then goes on to discuss the key findings. In particular, it discusses the relevance of teaching EAP in EMI settings in the *Expanding Circle*. After acknowledging the limitations of the project, the chapter concludes with some recommendations for the English language program in the college and also for further research with regard to EMI in *Expanding Circle* contexts.

8.2 Conducting a Textography in a GCC Country

An emic snapshot of a textography



Figure 8.1: The corridor between my office and the classrooms

Looking at this picture now, I remember how much I loved walking down this corridor at the college and taking in the two views it offered. I could, at the same time, look out to that rather impressive, if somewhat out of place, Australian pine dominating the courtyard, or I could look in, to the beautiful shining corridor which goes "*smoothly ... to the second point*" (*Teacher 11*, speaking about Arabic writing) with its repetitive pattern of windows. It reminds me of when I was trying to learn to read Arabic and could not distinguish the letters amongst the lines. The teacher said, "count the houses". What was needed was a shift of perspective from a focus on the lines to a focus on the spaces between them. It symbolises a textography to me; constantly shifting between two perspectives, and not letting my Australian gaze be fixed on that tree, as if it is the picture, rather than just one element in a scene.

The choice of textography as a methodological approach was made in response to the challenges of selecting data collection and analysis procedures that were appropriate to the contextual requirements and restrictions of a tertiary college in Oman. Navigating the practical and bureaucratic landscape when conducting research in educational settings is always challenging. For teacher researchers working outside their home countries, there can be additional requirements and restraints that come from being an outsider. These can include

language barriers, a lack of agency or control in the context, minimal access to resources or potential data sources. Another issue of particular relevance in the GCC area is cultural appropriacy of research methods and procedures. For student researchers there can be the need to meet requirements from their own country, as well as those in the context they are researching which, at times, can seem incommensurable. Textography provided both the flexibility and scope required to meet these challenges.

Textography, as described by Paltridge (2008), Paltridge & Stevenson (2017), Starfield et al. (2014), and Swales (1998b), is an approach that combines the etic view of deep text analysis, generally associated with the English for specific purposes and English for academic purposes (ESP/EAP) traditions, to reveal how meanings are being made in a particular context, with the emic view of ethnography, generally associated with the rhetorical genre studies (RGS) tradition, which helps to explain why the texts mean what they mean. There are no real limits to the types of data collected in a textography, which is what makes it such a useful approach for EFL contexts (Sizer, 2019), as types of data and associated methods of collection can be matched to the needs and restrictions of the context. Furthermore, data collection may be ongoing until the project is completed. This allows a flexibility to adapt the research design if data collection does not go to plan due to lack of researcher agency in the context. The positive experience of using textography for this study supports other researchers' claims that it is a useful approach for researching academic writing in general (Paltridge, 2008; Swales, 1998b) and in EFL contexts in particular (Sizer, 2019). Teacher-researchers who recognise some similarities in their contexts to those described in this study may also find it a useful approach.

Two challenges that arose in applying a textographic approach were placing pragmatic limits on the type and quantity of data to be included for analysis and deciding how to manage the analysis of the data. In Chapter 3 a model for analysis in a textography was presented that was developed during this project to guide these processes. In the following section, this model is reviewed and discussed with reflections on how it may be applied more generally.

8.2.1 A four-step model for textographic analysis

The four-step model was developed specifically for use by teacher-researchers. In addition to the usual two phases in a textography of discourse analysis and ethnographic enquiry, in this model, two additional steps are included. An initial step has been added to

give the data collection and analysis a focus. As with much qualitative enquiry, the collection and analysis of data can coincide, so ideally an analytical model will also support data collection choices. The final step is less an additional step than a reconstrual of the findings into a more tangible pedagogic approach appropriate for teacher researchers. The model is shown in Figure 8.2.

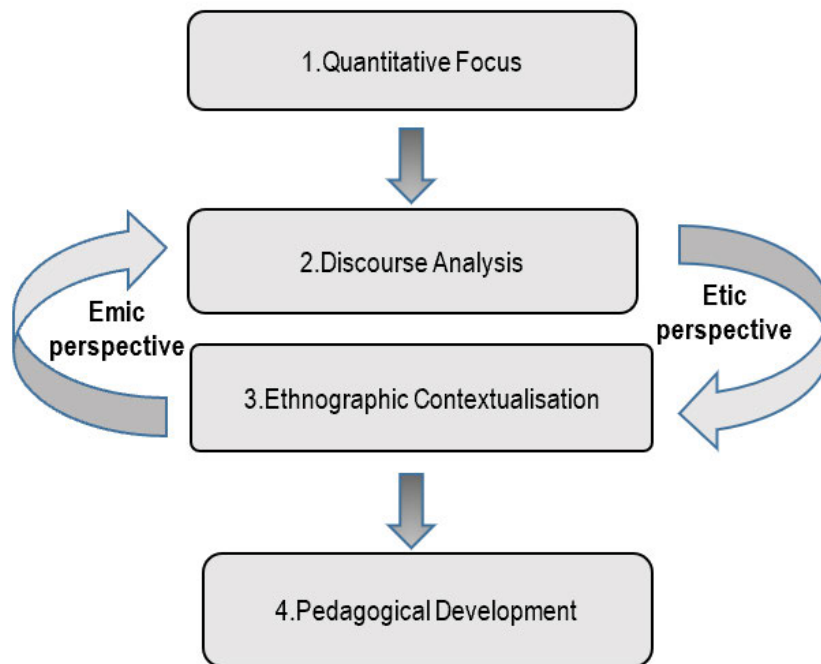


Figure 8.2: Four-step model for analysis of a textography

8.2.1.1 Step 1: Quantitative focus

Step 1 of the model uses systematic prioritisation to manage the large quantity of data potentially available. For an embedded researcher (McGinity, 2014) there is almost no limit to the quantity of data that can be collected. When human participants are involved there will be limits in place that are set by the consent process, but one of the advantages of textography is that it facilitates the use of data types that do not require the collection of participant consent (Sizer, 2019). In this study, this step involved an initial survey of the college Communications degree plans before the four target courses were selected. This was followed by an analysis of the course documents to establish what types of student writing were the most important in terms of percentage of the final grade. This proved to be a crucial step in this study because the deep discourse analysis required in Step 2 was very time consuming and, therefore, only conceivably applied to a limited number of texts. This step is designed to enable researchers

to take a broader, more objective view, in order to identify what is actually important as opposed to what their current day to day practices suggest is important.

8.2.1.2 Step 2: Discourse Analysis

Step 2 is the deep discourse analysis of the key texts flagged by the findings in Step 1. For the purposes of this research, texts were defined as "authentic products of social interaction" (Eggins, 2004, p. 23). Defining texts broadly in this way allows for the inclusion of visual and multimodal texts such as photographs or textbooks. Chapter 1 presented a framework for the analysis of a visual text which was used to analyse selected photographs of the research site in this study. Conceivably, a different study could be based predominantly on visual data such as this. However, although this contributed to the analyses presented in Chapters 5 and 6, the main data set for discourse analysis in this study consisted of students' written assignments. These were analysed using a 4 x 4 framework (Humphrey, 2013, 2017). Both the 3 x 3 used for image analysis and the 4x4 used for written text analysis, are underpinned by the analytical tools of SFL. SFL was chosen as the theoretical framework for the analysis because it provided a way of theorising the relationship between these texts and the immediate context of the college's Bachelor of Communications degree. Although SFL tools were selected for analysis in this study, they have not traditionally been used in textography and other researchers may choose different frameworks for the discourse analysis, while still working within this four-step model.

8.2.1.3 Step 3: Ethnographic contextualisation

Parallel to the deep discourse analysis, Step 3 applies an ethnographic approach for the triangulation and elaboration of the findings emerging from the analysis of the focus texts. This facilitates a more tangible understanding of the relationship between the texts and the context, as theorised by the SFL analysis in Step 2.

The use of the term *ethnographic* addresses the deep embedding of the research processes in the context thus leveraging the teacher-researcher's unique advantage of a truly emic view. One challenge with this step is to select data that can be shared with other teacher-researchers in ways that help them recognise the similarities and differences between their own context and that of the research site. Ethnographic data analysed in this study included other texts from the site, photographs, interviews and observations.

Chronologically, Step 3 preceded Step 2 in this study because I was already embedded in the research site before the study began. I imagine this is most likely always the case for teacher-researchers as it is their teaching experience in the context that suggests the need for the research. However, in the analytical model used for this study, this step is modelled after the discourse analysis to reinforce that it is not a full ethnography which looks into the context as an object of study, but rather, it is examining the connections between the text and the context. Therefore, the ethnographic data were not analysed separately using the tradition of grounded theory, allowing themes to emerge from constant comparison method (Bohm, 2004; Bryant & Charmaz, 2007; Charmaz, 2008); rather, the themes were made visible by the deep discourse analysis and the broader data were searched for confirmation, contradiction or further explanation of those themes. The model shows a circular movement between Steps 2 and 3, because these steps were not completed in a linear fashion but rather, the analysis moved from one to the other to maximise the two perspectives they brought to the understanding of the texts. There was also no real separation between the data used in Step 2 and in Step 3; texts may be included in either step as the analysis directs the focus, until a level of saturation has been reached, that is, until additional data do not seem to be presenting new information (Bryant & Charmaz, 2007). For example, the pictures taken for the research were mainly used as visual entries in my research diary, but occasionally a photograph was picked out for deeper analysis as described above.

8.2.1.4 Step 4: Pedagogic implications

Step 4 is the reconstrual of the research findings as more tangible pedagogic recommendations. It is intended that this step reconfigures the findings into a form that is more directly applicable in the teaching situation and, therefore, it represents the overall aim of the research process. In this study, this step resulted in the construction of a 3 x 3 matrix describing the most salient linguistic requirements in first-year Communications in the college. The following section reviews the broader findings that resulted from the application of the model in the context of a Communications degree in Oman.

8.3 Discussion of the Key Findings

8.3.1 The relevance of EAP to Expanding Circle EMI programs

This study combined genre-informed text analysis with ethnographic enquiry to facilitate deeper understanding not only of how meanings are made in successful student texts but also why those meanings are being made in that particular way. This led to questions being raised about the genres currently used for assessment in the English Department. The analysis reported in Chapter 5 revealed that the skills prioritised in the English Program are not based on the needs of the students in this context, but rather on those which are known to be important for constructing the genres students encounter in *Inner Circle* universities. Both the Communications and the English Departments use curriculum driven by *Inner Circle* textbooks and resources. It was shown that Omanicising these curricula is not a simple matter of including some local examples. Irrelevancy and inappropriacy of some topics covered and the framing of other topics were highlighted by the analysis. Furthermore, it was shown that the language learning targets in the English Department are driven by an assumption that students in *Expanding Circle* tertiary contexts are faced with the same English literacy demands as students in the *Inner Circle*. The college curriculum appears to have been grounded on the assumption that the English in use in this *Expanding Circle* context would be norm dependent on *Inner Circle* models. This research sheds doubt on these assumptions, at least for first-year students.

The college EAP curriculum is driven by three textbooks, all produced in and for *Inner Circle* contexts. The findings of this study suggest that many contextual features at this college create student learning needs that are not best met by this textbook-driven curriculum. Most notably, the scope of the program is too broad to be unachievable for students attending the college. The writing textbook is genre-based and outlines how to write a five-paragraph essay in a variety of genres. This curricula goal results from essays being by far the most important text types in *Inner Circle* tertiary degrees (Nesi & Gardner, 2012). In contrast, in first-year courses in the Communications degree in this college, essays account for only a small percent of the grade. The more important question type by far are varieties of short answers; yet, how to construct a short answer text is not directly addressed by the textbooks or any part of the college English curriculum. Furthermore, although the writing textbook introduces linguistic features at all language levels (whole text, paragraph, sentence, word), the interviews and text

analysis showed that the teachers focus heavily on the whole text level rather than on lexicogrammatical features; therefore, those features that might be transferable for students from essays to short answers are not emphasised.

Because previous English language study has failed to equip these students with the language resources they require for success in an EMI environment, it is crucial that the focus of their language learning is directed to the most essential skills for their disciplinary writing. Unfortunately, like most EAP programs which have originally been conceived for ESL students moving into *Inner Circle* environments, the focus of the college EAP program moves from a general corpus at the beginning of the program in Foundation to the more specific EAP corpus only at the end of the program when students have already entered their degrees. The logic behind this progression is that students will first learn to control the *everyday language* (Martin & Rose, 2008) before moving on to the more specialised and difficult academic language. ESL textbooks, like those used in Omani Foundation Programs, usually present topics which could be said to be in *the every-day domain* (de Silva Joyce & Feez, 2012). They function on the premise that these familiar every day topics do not require great effort from the students to understand so the focus can be on the language. It is also the language that students are hearing every day and therefore are the most likely to be familiar with. It is usually presumed that students should gain control of this language before moving to the *specialised domain* of the disciplines.

Unfortunately, this premise may not prove true for students in the *Expanding Circle*. Teachers interviewed in this study project reported that they found they needed to search for more relevant topics to present to their class because those covered in the textbook were unfamiliar and uninteresting to Omani students. These topics do not come from the *everyday domain* of their lives. Both the topics and the vocabulary necessary to discuss them are often completely new. For students in the *Expanding Circle*, the more familiar domain is their *specialised domain* because it is their special interest area and one about which they are likely to already have some understanding to peg the new language structures to. In *Expanding Circle* settings, such a broad scope of language to be learnt, from General English to ESP, is not only very difficult to achieve but possibly also unnecessary for the immediate needs of the students. These students might not have the same need for everyday English. Although English is the language of delivery for lessons in the college, Arabic is the language of administration and social interaction on campus. Therefore, in an *Expanding Circle* EMI

context, it seems more logical to start with the very specific language students require in their disciplines and then move out to general English as students expand their linguistic repertoires. It would be more achievable if the English Program was built around the textbooks the students will encounter in their disciplines. In order to achieve this, cooperation between the departments is required to inform the English Department about the specific linguistic requirements of the disciplines.

8.3.1.1 Fact framing in EAP

The first research question in this study asked: What written English texts are required in the first-year assessments in the Bachelor of Communications in a tertiary institution in Oman, and what are the distinctive language features of these texts? It was revealed that assessment texts in the Communications Department are based on memorised discipline-specific content. In contrast, the English Department assessments are longer texts in which the content has been rendered so unimportant that students can simply make it up. The enquiry into the texts in the two departments raised questions with regard to the nature of the texts used in assessment in the English Department.

One of the consequences of students not having the English language and literacy skills they require to complete their assessment tasks is that they submit plagiarised work, either intentionally or through lack of understanding of the requirements around using the work of others. This was not a surprising finding as it is the lived experience of every EAL teacher and has been formally noted in other EMI settings (Dreyfus et al., 2016; Li & Casanave, 2012; Mahboob, 2017b). This thesis has argued that the contentless nature of EAP in this context, delivered independently from the disciplines, may further confuse students as to the requirements related to referencing the work of others in academic contexts. The devaluing of facts and evidence due to the lack of genuine content results in an acceptance of clearly inaccurate content and references in student assignments. Presumably this convention has arisen because in EAP students are not being tested on their subject knowledge, but it appears to set a confusing precedent as students cannot apply the same standards in their discipline. The issue is further complicated by the fact that in their disciplinary writing, as first-year students, they are primarily referring to the common knowledge of the discipline which does not require referencing. Students may be left understandably confused about exactly what needs to be accurately referenced and what does not. This is likely to be a

problem with any English preparatory program which is delivered in isolation from the disciplines.

8.3.1.2 Inappropriate Programming

The second research question this study sought to answer was: To what extent do the assessment genres in the English Department support student progress and achievement in the Communications Department? The analysis revealed that the vastly different expectations for assessment in the English Department did not provide a good foundation for student to write the assessments from the Communications Department. This appears to result from curricula derived from Inner Circle contexts. Matching students' needs more precisely is crucial to student success.

This study found evidence that many of the students in the college, like many other students in EMI contexts around the world (Akazaki, 2009; Al-Badi, 2015; Dimova et al., 2015) are limited in their success in this context because the English language demands of their courses are not tailored to the students' current levels of English language and literacy proficiency or need. One piece of evidence for this finding was the fact that students tended to score lower grades as the tasks became linguistically more complex. This evidence was triangulated and confirmed in teacher interviews. Inevitably it appears that this issue will be faced in many EMI contexts, requiring institutions to find mechanisms to better support both teachers and students. The results of this study suggest that, in the case of the college in Oman, the English and Communications Departments are not as effective working apart as they might be together.

8.4 Statement of the Importance of the Results

This study sought to answer two questions. Firstly, what written English texts are required in the first-year assessments in the Bachelor of Communications in a tertiary institution in Oman, and what are the distinctive language features of these texts? The findings strongly suggest that in the first year at least, short answer responses are by far the most important text type that students need to write. It was found that these require quite complex lexico-grammatical structures and sometimes interpersonal meanings that are not made specific by the response cue. The second question asked was: To what extent do the assessment genres in the English Department support student progress and achievement in the Communications Department? The findings suggest that the lexico-grammatical features

required in these short answers are covered by the English courses but that the focus on essay structure may be unnecessary in student's first year of study.

Through close examination of parallel EMI discipline study and EAP courses, this study has contributed to the understanding of some of the issues previously identified in the EMI literature, such as supporting students to overcome the limitations of inadequate English literacy skills and avoiding plagiarism. The results have made visible to educators and students the most important socio-semiotic resources needed for success in the first year of a degree in the college. The study appears to be the only detailed mapping of these linguistic requirements of an Omani tertiary degree undertaken to date and raises questions about the appropriacy of generic EAP courses in EMI contexts.

8.5 Limitations of the Study

This research is specific to the context of a particular college, which limits the transferability of the findings. Even within this context, the scope of this study allowed for investigation into just four courses in one degree. The findings do not necessarily indicate the writing requirements more generally in all degrees or even in other courses in a Communications degree. Therefore, future research comparing different courses in different tertiary-level degrees would be of interest.

Another limitation of the study is that the data subset from the Communications Department is made up of only a few examples of each assessment item. However, this limitation is fairly well mitigated as the teachers supplied examples of high, medium and low scoring work. Therefore, although the subset is small, the items do make up a quite precisely targeted maximum variation sample. Furthermore, three of the four core courses for first-year Communications degrees are represented, so the data give a fairly comprehensive picture of the students' writing needs. A more significant limitation of the data from the Communications Department was that no teachers from that department volunteered to be interviewed, so it is not known what insights their voices might have brought to the analysis.

Possibly the biggest limitation of the study is the time required to undertake it. As mentioned in Chapter 1, Oman's education sector is developing rapidly. The college which was the focus of this study has now combined with another college in the city and has been upgraded to a university. It is not yet clear if and how this might affect student writing requirements.

8.6 Recommendations

In answering research question 2, it became clear that teachers and students could benefit from closer cooperation between the English and Communications Departments. Some models for co-operation between departments in developing ESP courses have previously been suggested in the literature (Cheng, 2011; Dudley-Evans & St John, 1988). Ideally the English learning material could be sourced directly from the Communications course content. Specific texts might be recommended by the Communications teachers which could be used by the English Department to develop text-based lessons. A fundamental first step would be for the English Department to be supplied with a list of key vocabulary and definitions from the Communications courses.

It is also recommended that the requirements of the student projects are reviewed in both departments. These are clearly too ambitious for students in their first year. It is recommended that students are given the source texts for their first projects and these are read together as a class. These readings could replace the less relevant readings in the reading textbook. This strategy would not only make the task achievable, and therefore a genuine learning opportunity for students, but it would make marking it more achievable for the teachers. Currently, it is not feasible that teachers would have read all of the references on each student's reference list. Teachers marking in the disciplines do not need to have done this because they know the *content* of the materials. If a source is misrepresented in a student essay, the teachers notice that the 'fact' seems questionable and can check the references only if needed. Without awareness of these established 'facts' in the disciplines, English language teachers cannot judge how accurately the students have represented the source article. Having a fixed set of source articles would alleviate this problem.

It is not suggested here that these are simple, quick fix solutions and it is acknowledged that there would be challenges in their implementation. Co-operation between departments can be difficult as shown by my inability to secure an interview with a Communications teacher. Careful framing of the partnership is required to ensure the Communications teachers understand their English skills are being supported not judged. Furthermore, on a purely practical level, during my time at the college it often proved impossible for the head of the English Department to schedule even one meeting a semester for our department due to constantly changing plans and schedules. In this context, regular interdepartmental meetings may prove to be too great a challenge. There is also the problem

that materials development takes time, and few teachers sign up for additional duties so how such a project would be facilitated is unclear.

8.7 Suggestion for Further Research

8.7.1 Translanguaging

One area of interest emerging from the study reported in this thesis is the use of translanguaging in the Omani tertiary sector. Previous research in English language teaching has tended to focus on the linguistic resources that learners do not bring to the classroom. There has been far less focus on those resources they do bring with them, and how these could be leveraged to enhance learning. In Oman, students are skilled at using an array of multilingual resources in their everyday lives, as indeed are many of their teachers.

An interesting finding is that all the teachers interviewed who could speak Arabic were using a mix of Arabic and English in their classrooms, and those that knew a local language also used that language. Evidence collected during this study suggests that students might transfer linguistic skills from Arabic and that these aspects of texts are valued by markers in both departments. It seems that the question to be asked is not if translanguaging should be used in Omani EMI classrooms but how it is used and how it can be supported. This thesis has mentioned only the use of Arabic but teachers in Omani classrooms bring a wide range of languages that are in regular use in GCC countries, most notably those from the sub-continent. Enquiry into how these resources might be leveraged to upskill students as international communicators would undoubtedly be fruitful.

8.7.2 Balancing English and Arabic in Omanisation

Another relatively under-researched issue that is closely related to translanguaging in tertiary classrooms is the differing roles of Arabic and English in modern Oman, and how these are best supported in tertiary study. Even for graduates who find employment in international companies which use English, the language used outside their immediate work environment, including instances where their work interacts with the broader context of the profession, for example, complying with relevant legislation, or other administrative bodies, will most likely be Arabic. The need for graduates to use a professional register of Arabic might be an overlooked area of study that could potentially impact on students' employability, especially as Arabic is not the first language for many students in the college.

This study focused on writing but what role speaking might play in EIL contexts has not been given as much attention. This might be a particularly interesting question in the Gulf area where oral communication is such an important aspect of the context. Initially, it needs to be established which spoken language or languages will be most important for Omani graduates. An interesting point to explore in examining the role of spoken English in an Omani degree is that it was noted that students generally scored highly in the presentations of their projects in both departments. A topic worth more consideration, therefore, is how to leverage these strong oral skills to develop students' writing. Finally, a related area worth investigating is the actual status of formal written assessment in this context. There may be other important but informal factors in judging student success and progression through their degrees that were not captured by the narrow focus on formal written assessment in this study. Furthermore, it is important to understand by what criteria graduates will be judged by the industries they aspire to enter.

8.7.3 Research protocols

This study has presented a model that can be used to guide analysis in a study conducted in a GCC context but there are many issues associated with the ethical conduct of research which must be considered before this point is reached. To support further research in similar contexts, more thought needs to be given to the issue of consent. In the data collection period of this study, the collection of consent from the students was, by far the most challenging aspect of the process. The dean of the college was not in support of the process but acquiesced only in support of my PhD. The teachers who collected the consent from their classes were unanimous in pointing out the inappropriateness of the *Information Sheet for Student Participants* (Appendix 2) that was a requirement of the Australian University in which I was undertaking my PhD. Asking participants who are not confidently literate to sign anything is potentially stressful for them. Furthermore, creating any record of agreement in politically volatile situations is not something ever taken lightly. Previously harmless alliances can become liabilities after a power shift. Issues around introducing the collection of consent in medical situations have begun to be investigated in Oman (Al Balushi, 2019), but we clearly do not know enough about this issue in current Omani tertiary contexts. In the effort to progress academic scholarship in the *Expanding Circle*, this is a first and crucial consideration.

8.8 Concluding Remarks

This thesis has presented a snapshot of assessment in one degree in one college in Oman. It seems a tiny and specialised focus, but it is hoped that it can add something to the under-researched area of student writing requirements in EMI contexts. Most importantly, the findings of this study suggest that some of the challenges encountered in EMI settings in many contexts might be somewhat mitigated by providing educators with the specific, detailed and contextualised knowledge about the writing students will be expected to produce in their degrees. With this information, teachers will be better equipped to support students to develop the specific English language skills they will need to succeed.

In the thesis, a model has been presented that can be used to support the implementation of a textography to improve understanding of the English language demands in EMI in *Expanding Circle* contexts. The model represents my own way through the maze of conducting research as a foreign teacher in a GCC country. It is a type of travelogue of an English language teacher-researcher. In a rather lovely point of closure, as I have been writing the final parts of this thesis, some of the first students I taught in the college, in the Foundation Program, were sending pictures of their graduation on Instagram. The tremendous journey that they have undertaken from entering Foundation to completing their degree is so impressive and I am proud to have been a small part of it.

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Appendices

Appendix 1: Consent form for participants

Appendix .2: Information sheet for student participants

Appendix 3: Student information and consent form Arabic

Appendix 4: information sheet for teacher participants

Appendix 5: UNE approval

Appendix 6: Communications short answers complete set

Appendix 7: Communications long answers complete set

Appendix .8: Teacher interview Protocol

Appendix.9: Sample text code generator

Appendix.10: Protocol for creating lexical strings in VUE

Appendix. 11: Examples of Communications examination response cue types

Appendix.12: Coded examination response cues

Appendix.13: Compiled short answer 4 x 4 analyses

Appendix.14: Transcriptions of sample Communications texts

Appendix.15: Sample text C19

Appendix.16: C1 report sample

Appendix.17: Historical development marking guide example

Appendix 18: Communication micro vocabulary

Appendix 19: Image analysis Student Centre

Appendix 20: Transcriptions of sample English texts

Appendix 21: Sample text E13

Appendix 22: Problematizing the English course documents

Appendix 23: Teacher transcript excerpts Add Appendix 6.3 English Marking guide

Appendix 24: English marking guide

CONSENT FORM
for
[REDACTED]

Research Project: Mapping English Academic Genres in an Arabic Speaking Country

I,, have read the information contained in the Information Sheet for Participants and any questions I have asked have been answered to my satisfaction. Yes/No

I agree to participate in this activity, realising that I may withdraw at any time. Yes/No

I agree that research data gathered for the study may be quoted and published using a pseudonym. Yes/No

I am older than 18 years of age. Yes/No

.....
Participant Date

.....
Researcher Date

Appendix .2: Information sheet for student participants

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INFORMATION SHEET
for
STUDENT



I wish to invite you to participate in my research project, described below.

My name is Jennifer Ball and I am doing this research as part of my PhD in the School of Education at the University of New England, Australia. My supervisors are Dr Susan Feez and Dr Elizabeth Ellis.

Research Project	Mapping English Academic Genres in an Arabic Speaking Country
Aim of the research	<p>The research aims to study student writing in the Bachelor of Communications Degree of the College of Applied Sciences (CAS), Salalah. It looks to find examples of how and what students need to write in the degree course. There will not be any direct benefit to you if you choose to participate in this research but you will be helping teachers support students in their degrees.</p> <p>I would like to collect from your teacher copies of some of the assignments from your class. To be in this research you do not need to do anything other than sign a consent form. Your teacher will not give me a copy of any of your assignments if you do not sign the consent form. Your teacher will be the only one who will know if you choose not to participate. I will only know the names of those who do participate. There is no advantage or disadvantage to either you or your teacher whether you choose to participate or not.</p>
Confidentiality	<p>I will not save any information or personal details about you apart from on the consent form which will not be shown to anyone other than your teacher and my supervisors. Your teacher will take your name and student number off your assignments before giving it to me. No individual will be identified by name in any publication of the results. If you agree I might quote some of your writing but if I do I will use a pseudonym.</p>
Participation is Voluntary	<p>Please understand that you do not need to join this study if you do not want. You can also change your mind and leave the study at any time and I will not collect any more of your assignments. You do not need to tell anyone why if you decide not to join or you decide to say no in the future.</p>
Use of information	<p>I will use information from your assignments as part of my doctoral thesis, which I expect to complete in October 2021. The information may also be used in journal articles and conference presentations before and after this date and I will always make sure no one knows whose writing I am using.</p>



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صفحة المعلومات للطلبة المشاركين

أرغب بدعوتكم للمشاركة في مشروعني البحثي المفضل أدناه.

إيسي جينيفر بول وأقوم بهذا البحث كجزء من رسالة الدكتوراة في كلية التربية في جامعة نيو إنجلاند، أستراليا. المشرفون على البحث هم الدكتورة سوزان فيز و الدكتورة إليزابيث إيسن.

مشروع البحث	متطلبات المهارات الكتابية في إحدى مؤسسات التعليم العالي العماني التي تدرس باللغة الإنجليزية.
هدف البحث	يهدف البحث إلى دراسة مهارة الكتابة للطلاب في درجة البكالوريوس في الاتصالات في كلية العلوم التطبيقية (CAS) بصلالة ومحاولة إيجاد أسئلة على كيفية وما يحتاجه الطلاب من مهارات الكتابة في التخصص. المشاركة في هذا البحث إختيارية ولن يكون هناك أي فائدة مباشرة لك إذا قمت بالمشاركة في هذا البحث ولكنك سوف تقوم بتقديم المساعدة لمدربي المرحلة التأسيسية لإعداد الطلاب الجدد لتخصصاتهم.
السرية	أود أن أقوم بجمع نسخ من واجباتكم في الصف لكي تشارك في هذا البحث ليس عليك سوى التوقيع على نموذج الموافقة. لن أقوم بجمع واجباتك لهذا البحث إذا لم تقم بالتوقيع على نموذج الموافقة. لن يعلم أحد بعدم مشاركتك غير أساتذا الصف. و الباحثت ستعرف أسماء المشاركين فقط. مشاركتك في البحث إختيارية كما ان عدم مشاركتك لا يترتب عليها أي سلبات. سوف لن أقوم بحفظ أي معلومات أو تفاصيل شخصية عنك و لن يطلع عليها أحد غير أساتذا الصف و المشرفون على البحث. أساتذا الصف سيقوم بزراع اسمك و رقمك الجامعي من أوراق واجباتك قبل تسليمها لي. سوف لن يتم تحديد أي فرد بالاسم في أي موضع عند نشر النتائج. إذا كنت موافق، قد أقوم بإقتباس بعض من كتابتك ولكن لن يعلم أحد عن الشخص الذي أقتبس عنه لأني سأستخدم أسماء مستعارة أو رمزية.
المشاركة إختيارية	الرجاء ان تفهم انه لا يجب عليك المشاركة إذا لم تكن ترغب بذلك. أيضا نستطيع ان نغير رأيك في المشاركة ونخرج من البحث في أي وقت و سلووقف عن جمع واجباتك. لا يتعين عليك أن تذكر الأسباب في حال قررت عدم المشاركة أو رغبت بالانسحاب من المشاركة في البحث مستقبلاً.
إستخدام المعلومات	سوف تستخدم المعلومات التي يتم جمعها من خلال الواجبات الخاصة بك كجزء من رسالتي للدكتوراه، والتي أتوقع أن يتم اكتمالها في أكتوبر 2021. ويمكن أيضا أن تستخدم المعلومات في مقالات المجلات والعروض في المؤتمرات قبل وبعد هذا التاريخ. وسوف أتأكد دائما أنه لا أحد يعلم لمن تعود الكتابة التي استخدمها.
تخزين المعلومات	سوف أقوم بالاحتفاظ بنسخ مطبوعة من الواجبات و سيتم حفظها في خزائنة مغلقة في مكتبي في كلية العلوم التطبيقية في صلالة. سيتم الاحتفاظ بأي نسخ إلكترونية على جهاز كمبيوتر محمي بكلمة سر في نفس الخزائنة. فقط أنا و المشرفون هم من سيتمكنون من الإطلاع على النسخ. سوف يحتاج المشرفون إلى الإطلاع على المعلومات للتحقق من عملي.
من الشخص	سيتم الاحتفاظ بكافة الواجبات التي تم جمعها في هذا البحث لمدة لا تقل عن خمس سنوات بعد

نموذج الموافقة للمشاركين في البحث

مشروع البحث: متطلبات المهارات الكتابية في إحدى مؤسسات التعليم العالي العماني التي تدرس باللغة الإنجليزية.

- أنا لقد قمت بقراءة
المعلومات الواردة في صفحة المعلومات للمشاركين في البحث وأن أي سؤال سئلته قد تمت
الإجابة عليه بشكل يرضيني
نعم / لا
- أوافق على المشاركة في هذا النشاط وأدرك أنه يمكنني الإنسحاب متى شئت.
نعم / لا
- أوافق على أن البيانات التي يتم جمعها من أجل الدراسة يمكن اقتباسها ونشرها باستخدام اسم
مستعار.
نعم / لا
- عمرى فوق ١٨ سنة.
نعم / لا

.....
التاريخ

.....
المشارك

.....
التاريخ

.....
الباحث



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Isamedin A. Ibrahim - English Language Lecturer - CAS



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INFORMATION SHEET
for
TEACHER

I wish to invite you to be part of my research project, described below.

My name is Jennifer Ball and I am doing this research as part of my PhD in the School of Education at the University of New England, Australia. My supervisors are Dr Susan Feez and Dr Elizabeth Ellis

Research Project	Mapping English Academic Genres in an Arabic Speaking Country
Aim of the research	This research aims to study student writing in the Bachelor of Communications Degree of the College of Applied Sciences, Salalah (CAS). By participating in this research you will be contributing to the body of information on which teachers can draw in order to prepare students for their degrees and to support them during their degrees.
Confidentiality	I would like to invite you to share your thoughts about student writing in a confidential interview. I am particularly interested in what features teachers want to see in student writing in the context of CAS, Salalah. I will not collect any information or personal details about you. I will not record your name anywhere. No individual will be identified by name in any publication of the results. If you agree I might quote some of your feedback but I would refer to you by a pseudonym.
Participation is Voluntary	Please understand that you do not need to join this study if you do not want. There is no advantage or disadvantage to you whether you choose to participate or not. I will be the only one who knows whether you do or do not join. You do not need to tell me why if you decide not to join. You can also change your mind and leave the study at any time. If you decide to leave the study in the future I will destroy any data related to you.
Use of information	I hope this research will help us improve how we teach writing in CAS. I will also use the information as part of my doctoral thesis, which I expect to complete in October 2021. The Information may also be used in journal articles and conference presentations before and after this date including a presentation at CAS to which all interested staff will be invited. I will always make sure no one knows who participated in the research.
Storage of information	If you agree, I will record the interview and then transcribe it. If you prefer not to be recorded I will take notes and verify those notes with you at the end of the session. I will keep all notes from the interview in a locked cabinet in my office at CAS Salalah. Any digital recordings



Ethics Office
Research Development & Integrity
Research Division
Armidale NSW 2351
Australia
Phone 02 6773 3449
Fax 02 6773 3543
jo-ann.sozou@une.edu.au
www.une.edu.au/research-services

HUMAN RESEARCH ETHICS COMMITTEE

MEMORANDUM TO: A/Prof Susan Feez, A/Prof Elizabeth Ellis & Ms Jennifer Ball
School of Education

This is to advise you that the Human Research Ethics Committee has approved the following:

PROJECT TITLE: Mapping English Academic Genres in an Arabic Speaking Country
APPROVAL No.: HE17-078
COMMENCEMENT DATE: 29 April, 2017
APPROVAL VALID TO: 29 April, 2018
COMMENTS: Nil. Conditions met in full

The Human Research Ethics Committee may grant approval for up to a maximum of three years. For approval periods greater than 12 months, researchers are required to submit an application for renewal at each twelve-month period. All researchers are required to submit a Final Report at the completion of their project. The Progress/Final Report Form is available at the following web address:
<http://www.une.edu.au/research/research-services/rdi/ethics/hre/hrec-forms>

The NHMRC National Statement on Ethical Conduct in Research Involving Humans requires that researchers must report immediately to the Human Research Ethics Committee anything that might affect ethical acceptance of the protocol. This includes adverse reactions of participants, proposed changes in the protocol, and any other unforeseen events that might affect the continued ethical acceptability of the project.

In issuing this approval number, it is required that all data and consent forms are stored in a secure location for a minimum period of five years. These documents may be required for compliance audit processes during that time. If the location at which data and documentation are retained is changed within that five year period, the Research Ethics Officer should be advised of the new location.



Jo-Ann Sozou
Secretary/Research Ethics Officer

Communications short answers C1

C1f16TmAq?B1Fass 80% \$

Section B: Answer the following questions. (2x 2.5:5)

1. What does the word "Culture" refer to?

1. ~~Ex~~ According to Devito, he said that culture refers to beliefs, attitudes and the values we get from our society and family. And, he pointed out that culture is not synonymous with race or nationality. 2

C1f16TmAq?B2Fass 100% \$

Section B: Answer the following questions. (2x2.5:5)

2. Define "enculturation".

2. Enculturation is the culture we get from our family, friends and our society. We learned the culture as we born.

2-5

C1f16TmAq?B1Fmab 100% \$

Section B: Answer the following questions. (2x2.5:5)

1. What does the word "Culture" refer to?

1. culture refers to the relatively specialised lifestyle of a group of people consisting of their values, beliefs, artefacts, ways of behaving and ways of communication. 2.5

C1f16TmAq?B2Fmab 40% \$

Section B: Answer the following questions. (2x2.5:5)

2. Define "enculturation".

2. Enculturation is most common form of learning about culture

C1f16TmAq?B1Frry 100% \$

Section B: Answer the following questions. (2x2.5:5) Section B: Answer the following questions. (2x2.5:5)

1. What does the word "Culture" refer to?

1. Culture refers to the relatively specialised lifestyle of a group of people, consisting of their values, beliefs, artefacts, ways of behaving and ways of communicating. I included their ~~of~~ languages, modes of thinking, art, laws and religions.

2.5

C1f16TmAq?B2Frry 100% \$

Section B: Answer the following questions. (2x2.5:5)

2. Define "enculturation".

2. Enculturation is a process by which you ~~learn~~ learn of culture into which we are born. Parents, peer grouping, schools, religions, institutions and government ~~from~~ that main teachers of cultures.

2.5

C1f16TmAx1?B1Fass100% \$

Section B: Answer any TWO from the following questions: (2 x 5 = 10 Marks)

1' Researchers have found the basis of human attraction links several factors, mention them?

answer (1). There are factors of human attraction:

- Proximity or geographic closeness
- Similarity
- Changes in self esteem
- Anxiety
- Isolation

5

C1f16TmAx1?B2fass 100% \$

Section B: Answer any TWO from the following questions: (2 x 5 = 10 Marks)

2. Define the following: Communication, theory, and model?

answer (2). Define communication, theory and model:

Communication: is the act by one or more people, of sending and receiving messages, that are distorted by noise, occur within a context, have some effect, and give some opportunity for feedback.

Theory: is an explanation of the reason something happens, or the way that it happens. It is generalised based on research.

Model: is a diagram which symbolically represents ~~theoretical~~ ideas.
theoretical

5

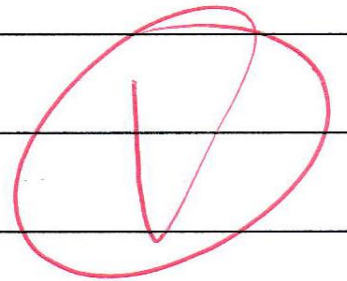
C1f16TmAx1?B1Fmab 20% \$

Section B: Answer any TWO from the following questions: (2 x 5 = 10 Marks)

1 Researchers have found the basis of human attraction links several factors, mention them?

S B 1-

- energy
- similarity
- cut part
- ages
- looks
- emotion
- anxiety
- an relaxs



C1f16TmAx1?B3Fmab 60% \$

Section B: Answer any TWO from the following questions: (2 x 5 = 10 Marks)

2. Define the following: Communication, theory, and model? (student has numbered the Q 2 but appears to have answered 3)

3. What is non-verbal communication and mention its functions?

2. Communication :-

1 - is act for one or more people

2 is sending and receiving messages

the theory :-

- communication comes from communications and community

model :-

~~model~~

3. Non verbal is a body movements that ~~model~~: that use to communicated with the other ~~medium~~.

1. Non verbal communication is not words is body is personal body movements that occur as a reaction to person's physical or psychological state and to "non verbal is not words is movement" that means the word they are ^{have} 700,000 body movement

- functions

to help

to play

to fiuros

to learn

to relax

3

C1f16TmAx1?B1b Frry 60% \$

Section B: Answer any TWO from the following questions: (2 x 5 = 10 Marks)

3 What does effective communication means and what are the skill areas for effective communication?

B- 1. professional writing.
2. interpersonal ^{skills} of one-to-one interaction
3. interpersonal for group.
effective communication is an understand sort
for interperson and social.

C1f16TmAx1?B4 Frry 90% \$

Section B: Answer any TWO from the following questions: (2 x 5 = 10 Marks)

4 Mention the barriers to listening? (five at least)

1. Our mind thinking of our self.
2. We think this subject is not important.
3. we not start to listening.
4. Isolation or worry
5. we feel tired.

Communications Short Answers C2

C2f16TaAx1?A1FamsNQ 100% \$

Please attempt four short questions out of six. Each question carries equal marks. Mark: 2*5=10

Q1-How many governorates and willayats are in Oman?

Section A:
Q 1: Oman have 11 governorates ~~title~~ and in this governorates have 61 willayats. 2.5

~

C2f16TaAx1?A2FamsNQ 60% \$

Please attempt four short questions out of six. Each question carries equal marks. Mark: 2*5=10

Q2-What are Traditional means of communication in Oman?

Q 2: Traditional means of communication in Oman like:
drum, ~~Shooting~~ Shooting cannot, ~~messenger's~~ messenger's foot, and
written in walls. 1.5

~

C2f16TaAx1?A3FamsNQ 80% \$

Please attempt four short questions out of six. Each question carries equal marks. Mark: 2*5=10

Q3- Write the difficulties of oral culture.

Q3: difficulties of oral culture like,
(1) The messages not going to all people, because it have many people, and maybe different languages. 2
(2) death ~~of people~~ people who have information or ideas that will end this ideas, because it keep just in mind.
(3) information may be lose ~~of information~~ by messenger's foot, so the messages will ~~be~~ be not clear and have less information.

~

C2f16TaAx1?A4FamsNQ 60% \$

Please attempt four short questions out of six. Each question carries equal marks. Mark: 2*5=10

Q4-How does literary culture promote development in Oman?

Has answered 5: Discuss Council of Oman.

Q4: Council of Oman; _____
~~is one of the~~ it have 2 councils like (council of state)
and (council of Al Shura) and its head is Sultan Qaboos,
~~council of Oman~~ he will choose the head and members.
It help to put plans for development in Oman.
1.5

~

C2f16TaAx1?A1(b)Fmma40% \$

Please attempt four short questions out of six. Each question carries equal marks. Mark: 2*5=10

What is New Communication Technologies?

(A)
Q1: This term refers to the rapidly changing
2 equipment, gadgets and systems used in the innovation
of mass media and mass communication.

~

C2f16TaAx1?A2(b)Fmma30% \$

Please attempt four short questions out of six. Each question carries equal marks. Mark: 2*5=10

Q2- Explain Globalization?

1.5 Q2: refers to the way in which the barriers of
distance and cultures are being reduced by the mass media.

~

C2f16TaAx1?A2(b) Ffrac 20% \$

Please attempt four short questions out of six. Each question carries equal marks. Mark: 2*5=10

Q2- Explain Globalization?

② Explain Globalization? Development in mass and
China became Oman and another Country.
Development in mass became easy for society how they can knowleg about more information and how they can receive in one time. Can use technologies easy they can make advants in the book or magazen about New work or new reastrant.

.5
main points
missing

~

C2f16TaAx1?A3(b) Fmma30% \$

Please attempt four short questions out of six. Each question carries equal marks. Mark: 2*5=10

Q3-List the names of the Governorates in Oman.

1.5 ③ Governorates: Dofar and Muscat, Al-dahra, Aldaklet, ALSarkeat
ALSarkeat ALdaAleh
~~Albatena~~ Albatena,

~

C2f16TaAx1?A4(b) Fmma30% \$

Please attempt four short questions out of six. Each question carries equal marks. Mark: 2*5=10

Q4- What do you know about the Consultation Council?

1.5 Q4: The Consultation Council is a Parliamentary body whose members are elected by Oman electorate to represent are willayats.

~

C2f16TaAx1?A2(c)Fmaa 100% \$

Please attempt four short questions out of six. Each question carries equal marks. Mark: $2 \times 5 = 10$

Q2- What is mass media? Discuss its type.

2

Mass media is the way media means use medium to send messages to mass audiences, its type: 2.5

- 1- Electronic media (Television, Radio, Telephone) technical
- 2- Print media (Newspaper, Magazines)
- 3- New media (Internet)

~

C2f16TaAx1?A3(c)Fmaa 100% \$

Please attempt four short questions out of six. Each question carries equal marks. Mark: 2*5=10

Q3- What was as traditional communication in Oman? Discuss.

- ③
- ② Traditional communication in Oman?
- ① Use cannons and beating drums to announce of advent of Ramadhan or Eid.
- ② Postings public message in public places, for example songs.
- ③ Use the word of mouth especially for opinion leaders such as walis to the rest of the community 2.5
- ④ Use ~~messagen~~ messengers to deliver messages to the near or long distance on foot or camel back.

~

C2f16TaAx1?A4(c)Fmaa 80% \$

Please attempt four short questions out of six. Each question carries equal marks. Mark: 2*5=10

Q4- Oman Radio is including many services. What are they?

~~mona~~

4

Oman Radio Services.

- ① Arabic services ✓
- ② Holy Quran services ✓
- ③ Youth services ✓
- ④ English services ✓
- ⑤ classic music services ✓

2

~

C2f16TaAx1?A5(c)Fmaa 100% \$

Please attempt four short questions out of six. Each question carries equal marks. Mark: 2*5=10

Q5- -Discuss the Consultation Council.

5 Consultation council mean "shawra council" this council established in ~~the~~ ^{propose} ~~process~~ ^{process} of democratic, the member are elected by citizen to represent their wailayat, and if there are wailayats more than 30,000 people that must be two persons who will represent their wailayat. the member of council have ability to voice the citizen opinion or wishes, they also can voice their opinion about plans and development that happen in sultant of Oman.

2.5

~

C2f16TaAx1?A1Flam 100% \$

Please attempt four short questions out of six. Each question carries equal marks. Mark: 2*5=10

Q1-How many governorates and willayats are in Oman?

section (A)

~~Q1: * beating drums to announce special events like Ramadan or Eid *~~ 11 governorates and 61 willayats.

✓ 2.5

~

C2f16TaAx1?A3Flam 60% \$

Please attempt four short questions out of six. Each question carries equal marks. Mark: 2*5=10

Q3- Write the difficulties of oral culture.

Q3: * not suitable for mass audience
* not have any form of storing. * The 1.5
ideas not recorded or stored from messenger.
* The death of the source of information
or ideas this lead to end of these ideas.

~

C2f16TaAx1?A5(b)Flam 100% \$

Please attempt four short questions out of six. Each question carries equal marks. Mark: 2*5=10

Discuss Council of Oman.

Q5: The Council of Oman has two
main councils: ① Council of State →
its members elected by the Sultan Qaboos 2.5
based on reputation, education and experience.
It is time to put the ideas for development
the Sultanate to the Sultan. ② The
consultation council → its members elected
be citizens and its goal is gives
the citizens opportunities to ^{put} ~~voice~~ their
voice to the government to develop the
country and also they help to the plans and
Programmes.

~

C2f16TaAx1?A6Flam 100% \$

Please attempt four short questions out of six. Each question carries equal marks. Mark: $2*5=10$

Q6- What are the three sectors in film industry?

Q6 % ① Production ② distribution
③ exhibition

140

2.5

~

C2f16TaAq?B1Fmaa80% \$

Each question carries equal marks. Marks: $2.5*2=5$

Q1- Mention one of the Omani society's effects on the mass media. Explain how.

① Religion and traditions: The content of Omani media should be suitable with Omani values that linked to Islamic faith and Omani traditions. That save our tradition and values from other cultures that came by media.

~

C2f16TaAq?B2Fmaa 100% \$

Each question carries equal marks. Marks: $2.5 \times 2 = 5$

Q2-What is APATHY? In the media impacts.

② Apathy: We as audience ~~are~~ see and read about tragic news from around the world and it become an usual thing to see and read news about the wars and deaths. Wich makes us not interesting on them any more. We become involved and we depend on government, and does not care about victims in wars as it happen in syria. ✓ 2.5

~

C2f16TaAq?B1Flam 100% \$

Each question carries equal marks. Marks: $2.5 \times 2 = 5$

Q1- Mention one of the Omani society's effects on the mass media. Explain how.

Q1: (Appearance and content).
If the appearance of magazines or newspapers ~~is dull~~ is dull, they ^{may} not sell. The appearance for media in Oman ~~must~~ must suitable to culture and natural life in Oman. The content in the media in Oman must include the needs of Omani society not from outside cultures. 2 1/2

~

C2f16TaAq?A2Flam 100% \$

Each question carries equal marks. Marks: $2.5 \times 2 = 5$

Q2-What is APATHY? In the media impacts.

Q2: (APATHY) We are spend a lot of times in the ~~listen to~~ ^{listen to} the news or breaking news in the car or in the work or in the browsing the internet. So the important issues or news not bother us like: The bloody news in Syria become ^{daily} normal news and we say: (let the government help them, we can not do anything). Also when listen the news about accidents ^{which} that taking alot of lives, we say: (that is must be occur)!

2 1/2

~

C2f16TaAq?B1FamsNQ60% \$

Each question carries equal marks. Marks: $2.5 \times 2 = 5$

Q1- Mention one of the Omani society's effects on the mass media. Explain how.

Section B

1 1/2

Q1: Ethics and law is one of Omani Society's effects on the mass media, and its very important to be in the mass media ~~the mass media~~, and it take from Omani Society that ~~the~~ take from their religion ~~and~~ and ethics sides, so it should be ~~the~~ respect ~~in~~ in the mass media.

Ethics and law also coming from the government, and it ~~be~~ be limited and clear for all of people, and all of mass media in Omani, so when any media or person make ~~the~~ changes in law or do any unethics things, that will have problems with the government.

~

C2f16TaAq?B2FamsNQ 0% \$

Each question carries equal marks. Marks: $2.5 \times 2 = 5$

Q2-What is APATHY? In the media impacts.

Q2: APATHY: is one of the media impacts, and its meaning lose time ~~the~~ when using the mass media, and that will take ~~the~~ long time from person's life, when he watching programmes TV or others.

~

C2f16TaAq?B2Fmma 0% \$

Each question carries equal marks. Marks: $2.5 \times 2 = 5$

Q1- Mention one of the Omani society's effects on the mass media. Explain how.

(B)

① the omani society's effects on the mass media first one App

~

C2f17TaAf2?A5Msmm 0% \$

Section A: Short Answers

Answer any **FOUR** from the following questions: (Four out of Six)

($4 \times 5 = 20$ Marks)

5. List **Three** media literacy skills. (NB answer key says 5)

[Short answer]

5) List three media literacy skills.

* education and literacy.

* Religion and tradition.

* Appearance and content.

α

not related

~

C2f17TaAf2?A5Msmm 0% - No it isn't

Section A: Short Answers

Answer any **FOUR** from the following questions: (**Four out of Six**)

(4x5 = 20Marks)

5. List **Three** media literacy skills. (**NB answer key says 5**)

4 (3) qu 1 ~~and~~ Ability to understand media of Connect ✓
2 - understanding and respecting ✓
3 - Ability to think critically. ✓
3
incomplete

~

C2f17TaAf2?A1Msmm 20% \$

Section A: Short Answers

Answer any **FOUR** from the following questions: (**Four out of Six**)

(4x5 = 20Marks)

1. Define Mass Communication and List **Three** of its features.

[Short answers]

1) Define Mass Communication and List three of its features.
Mass communication the role for communicate between others and it is about what it or
the thing in it or what is about such as: Print media (book, magazine) ✓
new media (internet; iPhones) ✓ Print Media (T.V, Film). ✓ 1

not related

~

C2f17TaAf2?A1 Fraf 40% \$

Section A: Short Answers

Answer any **FOUR** from the following questions: **(Four out of Six)**

(4x5 = 20Marks)

1. Define Mass Communication and List **Three** of its features.

section A

1 - Mass Communication: a process of communication by which the source or sender uses mass medium to shared the meaning or send across to the message of the mass audience.

1- Print media: book, magazine

2- electronic media: TV, Radio ~~X~~ not related

3- New media: internet, smartphone

~

C2f17TaAf2?A2Msmm 30% \$

Section A: Short Answers

Answer any **FOUR** from the following questions: **(Four out of Six)**

(4x5 = 20Marks)

2. Define any **TWO** terms from the following :

- Apathy

- Agenda setting

- Media literacy Modeling

2) Define any Two terms from the following :-

- Apathy

- Media literacy Modeling.

* Apathy: The feeling when we know anything bad from news about Palestine war and people are killed that is make your heart suffer and pain and your feeling not good when you listen to this news: 1.5
incomplete

* Media literacy Modeling: The media of literacy are changed anytime for industrial in the world and anyone can have confidence from this media and study or for information and change modeling for it. not related

~

C2f17TaAf2?A2 Fraf 60% \$

Section A: Short Answers

Answer any **FOUR** from the following questions: (**Four out of Six**)

(4x5 =20Marks)

2. Define any TWO terms from the following :

- Apathy
- Agenda setting
- Media literacy Modeling

2. ² Agenda setting: they type of connser or programing they carry the personality they interview. 1

2. Apathy: is see the news for list for new news sad news but not feel but for that because my feel it late. (ciller) 2

~

C2f17TaAf2?A4Msmm 0% \$

Section A: Short Answers

Answer any **FOUR** from the following questions: (**Four out of Six**)

(4x5 =20Marks)

4. With reference to Oman Establishment for Press, Publications and Advertising

(OEPPA). Write a short note about it and its role.

4) With reference to Oman Establishment for Press, Publications and advertising (OEPPA). Write a short note about it and its role.

*The (OEPPA) make the press or the person who work it can talk and give he the freedom in any place and anywhere and he took photos in countries they have problems and this (OEPPA) like the shield its protect the press anytime and give it the relax and any thing to work good.

not related

~

C2f17TaAx2?A1Fzht 20% \$

Section A: Short Answers

Answer any **FOUR** from the following questions: (Four out of Six)

(4x5 = 20Marks)

1. Define Mass Communication and List **Three** of its features.

1. mass communication is the process of the media and it is important in our life (1) general answer given

features is ▶ 1- how is the delivery the message can be done
2- they can't tell for mass of people our for public
3- they can send only short message & not related

~

C2f17TaAx2?A2Fzht 40% \$

Section A: Short Answers

Answer any **FOUR** from the following questions: (Four out of Six)

(4x5 = 20Marks)

2. Define any TWO terms from the following :

- Apathy
- Agenda setting
- Media literacy Modeling

2. Apathy ▶ it is about filling when people see allways some context their filling will be dead they see that context is normal and dont fill bad (2) main point is given

media literacy modeling ▶ they told about the cloth and dress and about modeling to change another lifestyle & not related

~

C2f17TaAx2?A4Fzht 0% \$

Section A: Short Answers

Answer any **FOUR** from the following questions: (**Four out of Six**)

(4x5 = 20Marks)

4. With reference to Oman Establishment for Press, Publications and Advertising

(OEPPA). Write a short note about it and its role.

3. 4. it is a company of advertising in oman
they make the advertising and get many
the role of (OEPPA) is the tell about eslam
fiath they buy advertising only for oman
and advertis about some thing is good
for ~~people~~ people x
not related

~

C2f17TaAx2?A5Fzht 0% \$

Section A: Short Answers

Answer any **FOUR** from the following questions: (**Four out of Six**)

(4x5 = 20Marks)

5. List Three media literacy skills. (**NB answer key says 5**)

5. three media literacy skills

1- to get the information or new information
2- to shew the Cultur
3- to buy and sell and to get strong
Communication with others x
not related

~

C2f17TaAf2?A1 Frsi 40% \$

Section A: Short Answers

Answer any **FOUR** from the following questions: (**Four out of Six**)

(4x5 =20Marks)

1. Define Mass Communication and List **Three** of its features.

Section A: Short Answers

Q1) Mass Communication is a process of communication which used Mass Medium to share meaning and to send a message or the contact to Mass audience, and there are three main features including :-

① print media (newspapers, magazines, books).

② Electronic media (TV, Radio, Film).

α not related

③ New media (i phones, internet, digital camera, websites).

~

C2f17TaAf2?A2 Frsi 70% \$

Section A: Short Answers

Answer any **FOUR** from the following questions: (**Four out of Six**)

(4x5 =20Marks)

2. Define any TWO terms from the following :

- Apathy

- Agenda setting

- Media literacy Modeling

Q2) first; Apathy, when we hear or see a lot of bad things or hurt (injure) things such as (wars, Killings, conflict, accidents) we feel so sad because of this things, sadly we don't care about what we see or hear in TV or Radio and we don't give attention because we always say let the Government do it and we say simply it already will happen, and it is very sad that people do nothing for the conflict between palastain and Israil and the conflict or war in Sorya.

2.5
clear example

Second: Media literacy Modeling, we see a lot of people doing something is different, they influenced and followed other culture and not followed their culture, they would like to be interesting and influence it not only their, home, schools, and their family they influenced many things especially cartoon such as: tom and jerry, superman, batman, and also the brand such as: KFC and even the actors such as tom Cruise and Angelina Jolie. ①
incomplete

C2f17TaAf2?A5FrSi 0% \$

Section A: Short Answers

Answer any **FOUR** from the following questions: (**Four out of Six**) (4x5 = 20Marks)

5. List Three media literacy skills. (**NB answer key says 5**)

Q 5) Three media literacy:

1 Education and literacy.

2 Religion and tradition.

3 Appearance and content.

not related

C2f17TaAf2?A4FrSi 20% \$

Section A: Short Answers

Answer any **FOUR** from the following questions: (**Four out of Six**) (4x5 = 20Marks)

4. With reference to Oman Establishment for Press, Publications and Advertising

(OEPPA). Write a short note about it and its role.

Q 4) as we know there are a strong relation between Oman Establishment for press and publications and Advertising, and there are a lot of press media for newspapers and magazines, also the books (print media) such as: al watan, al shabiba, Oman news, and muscat diary) by the Advertising on TV or Radio (electronic media) or publications (OEPPA) news can run many times.

main points missing ①

~

C2f17TaAx2?A1Fmmk 40% \$

Section A: Short Answers

Answer any **FOUR** from the following questions: (Four out of Six)

(4x5 = 20Marks)

1. Define Mass Communication and List **Three** of its features.

~~1. Define Mass Communication~~, it is the tools of communicate between others, and away to ~~unfasted~~ transmitting the message between people any things can't connect together and communication have some tools or features. ~~5~~ 2

Clear example

1- printing - (newspaper, magazine, book)

2- electronic (phone, computer, smartphone, TV)
radio

not related

3- New media - (internet, ...)

Then we can use it to communications with around the world on in the regions or in any where that help to communicate and know what others need, and that make easy to send fasters to arrived the message.

~

C2f17TaAf2?A2Fmmk 50% \$

Section A: Short Answers

Answer any **FOUR** from the following questions: (Four out of Six)

(4x5 = 20Marks)

2. Define any TWO terms from the following :

- Apathy
- Agenda setting
- Media literacy Modeling

~~(2)~~ ~~is the~~ impact media on people like

- Apathy this when people go to work or any where the listen to radio or news in any things to listen or see or read it, every day same news, likes, Cwerry, criminal, aged and killing) more that can change the feeling of some people because every day every time same news, that make can not give any comment or any feeling just listen and leave it. and may people feel sad to that, involuntarily to this news can not move the feeling of people.

2.5

All points covered

- Media literacy Modeling.

not related

X

in this times every things is change it and it's development on ~~the~~ society and the children have special hero in his life and pick up and do any things he do it such as bat man, superman they effective from, cartoons, film, famous people, dramas, any things he seen it, know many actors in ~~the world~~, hollyhodes or bootgood, the childrens make same study, same hair design any things but it same him. that is effectiveness media on the people and become to be famous.

Appendix 6: Communications short answers complete set

~ C2f17TaAf2?A3Fmmk 20% Section A: Short Answers \$

Answer any **FOUR** from the following questions: (**Four out of Six**)

(4x5 =20Marks)

3. Identify 5 sources of media financing.

(3) In media its effect on the society through 5 sources media financing.

1. The first is ~~the~~ ^{system} economic in the media is the advertising because the demand more ~~more~~ expensive to print or establish and printers around and it is hard work, Mass media can't do any things without advertising, because it help to product or good brand to get creating mood, and make good image for ~~the~~ customers.

2. Second sources of media is the entertainment is the popular part on media, many people research and want to some this media and to happiness, and for children want to games go to and play in and watching any thing it make happy. It is profit media.

The Answer Not related to the question

3- also the printing it is the most part in the media for publicment, books, newspaper, that use for information and know about the news. The print is hard process in media in Oman have some printers ~~factory~~ to ~~the~~

4- also the media has development in the tools or new technology that effective on people or social media, like mobil phone it small machine but can't arrived around the world and make the world is smaller, also can get the answer faster, and talk watching there through mobil phone.

5- Media is have hard news, that have effective on the society.

not related

Appendix 6: Communications short answers complete set

~

C2f17TaAf2?A3Fmmk 20% Section A: Short Answers \$

Answer any **FOUR** from the following questions: (**Four out of Six**)

(4x5 =20Marks)

3. Identify 5 sources of media financing.

3- ③⁹⁴ 1 - ~~business~~ ~~advertis~~
2 - Advertising ✓ ① not related
3 - media
4 - Prodeact
5 -

~

C2f17TaAf2?A4Fmmk 20% \$

Section A: Short Answers

Answer any **FOUR** from the following questions: (**Four out of Six**)

(4x5 =20Marks)

4. With reference to Oman Establishment for Press, Publications and Advertising

(OEPPA). Write a short note about it and its role.

(4) Oman Establishment for Press, Publications, and advertising.

Oman is the country which keep it of the history, culture, 1 more thing that effective ~~inside~~ it, and the Establishment is the important printing in Oman because ~~can~~ don't allowed any thing without check it and it's ~~the~~ have the all roles to establishment that press or book, or publications. Oman is reluctant on that also the ~~advertis~~ advertising, the channel also keep on the roles of the establishing the printers and should know and see what ~~it's~~ copy it and about what more questions, that asked. and the roles of that should make it.

main points missing

seen the roles of the governments and the informations to print or establishment the press or ~~advertising~~ advertising.

should see the ~~argument~~ argument of that.

and respect the culture in the country and respect the Society

✗ main point missing

~

C2f17TaAq?B1Fmmk80% \$

Section B

Each question carries equal marks.

Mark: $2.5 * 2 = 5$

Q1- Mention 4 of the Omani society's effects on the mass media.

- ① 1- ~~appreciated~~ Communication studies in the University, college through developed the mass media the people the need it to in workplace
- 2 - ~~advertising~~ norm and cultural that effect through ~~the~~ x one point missing
3. Religion and traditional that effective through connected with the people and know the values of them, and the side ②
- 4- Education and literacy that effect through the people become want and need it ~~the~~ to learning and development itself also for ~~social~~ Society. and and how the education in mass media

~

C2f17TaAq?B2Fmmk 80% \$

Section B

Each question carries equal marks.

Mark: $2.5 \times 2 = 5$

Q2-What is APATHY? In the media impacts.

(2) Apathy this about the daily of people when he going to job and listen to radio also when reading the newspapers that reflect the apathy some people, and how the media impact on this people and make some change in our life. they are see in one side not all life just when they enjoyed and happen, ~~can't~~ complete that believe what I want do. and that feeling some changing in around around the world or society. when you see, war and problems politics, that feeling sad for that. maybe some people ~~can't~~ can't feeling. and that reflects on people suddenly ~~when~~ you need change that. also can believe that as can not feeling again.

(2)

General answer given!

and open major for PR and in any jobs that need it to profit the

~

C2f17TaAx1?A1Fzht 100% \$

Please attempt four short questions out of six. Each question carries equal marks Marks: 2.5 *4 =10

1 Discuss Mass Media types

1- Types of media ? 2.5

New media → i-Phone - internet all points clear

electronic media → TV - films - radbu

print media → book - Newspaper - magZing

~

C2f17TaAx1?A2Fzht 80% \$

Please attempt four short questions out of six. Each question carries equal marks Marks: 2.5 *4 =10

Q2 Explain Globalization

2- Expling Globalization ? missing points

technology and media meet together and to 2

Common between people in the part of the world incomplete

~

C2f17TaAx1?A4Fzht 20% \$

Please attempt four short questions out of six. Each question carries equal marks Marks: 2.5 *4 =10

Q4. What do you know about the Consultation Council

world incomplete

4- it is give the security for public 1.5

Appendix 6: Communications short answers complete set

~

C2f17TaAx1?A1Fzht 80% \$

Please attempt four short questions out of six. Each question carries equal marks Marks: $2.5 * 4 = 10$

Q5 – How did the industrial revolution started

(Q5) How did the Industrial Revolution started?

5- because of Johan gotomborg they started
Print.

2

missing
points

6- Youth service is started in 2007 it is

~

C2f17TaAx1?A1Fmmk 60% \$

Please attempt four short questions out of six. Each question carries equal marks Marks: $2.5 * 4 = 10$

Q1 – Discuss Mass Media types.

① Mass Media is the channels part of communication.
to communicate to others and help to reach the
in for millions such as ✓

1.5

1. broad classes (news papers, magazines, books)

2. ~~social~~ communication (TV, radio, phone, I)

3. Modern (internet, network)

These channels can be used to connect between others
and around the world. This ~~ways~~ types help the people
to get new and modern information, communication together

~

C2f17TaAx1?A2Fmmk 60% \$

Please attempt four short questions out of six. Each question carries equal marks Marks: 2.5 *4 =10

Q 2 Explain Globalisation

(2) Globalization is the way of the communication but have faster change for around, and make modern world and small ~~village~~ village - and the information is can be in all the world its same, and its effectilly on the society such, TV, radio, phones, all this its has sepecially ~~use~~ ways to use it and in every years is developed. For example, Hollywood, its development in all the world and have many changed

1.5

~

C2f17TaAx1?A1Fmmk 80% \$

Please attempt four short questions out of six. Each question carries equal marks Marks: 2.5 *4 =10

Q3- List the names of the Governorates in Oman.

(3) Sultan of Oman have 11 governorates and 61 wialiy and the governorates, (Muscat, Dhakir, Wajmah, Dakkiah, Masqadah, Al Sharjyah, Al Jahrah, South batinah, North batinah, Al barimi)

2

~

C2f17TaAx1?A1Fmmk 80% \$

Please attempt four short questions out of six. Each question carries equal marks Marks: 2.5 *4 =10

Q4- What do you know about the Consultation Council?

④) The Consultation Council, is the Council included the public ~~at~~ the society in the past. Not here it but. The Sultan ~~Q~~ about he related to it on October 2007 and can be the citizens heard and ~~choose~~ the best person he can be leader that, and now called is "Majlis Alshura". It comes after 3 years and can discussion the about public, people, what's new it can be change for society and help them, and solution the problems in the society.

~

C2f17TaAx1?A1Msmm 80% \$

Please attempt four short questions out of six. Each question carries equal marks Marks: 2.5 *4 =10

Q1- Discuss Mass Media types.

①: Discuss mass media types?

1) Print media (Books, Magazines).

2) Show media (TV, Radio)

3) New media (Laptops, iPhones).

~

C2f17TaAx1?A2Msmm 0% \$

Please attempt four short questions out of six. Each question carries equal marks Marks: 2.5 *4 =10

Q2 - Explain Globalization?

Q2: Explain Globalization?

- Converse or change the Plans ^{or ideas} For Country in the since intive the country for the future.

~

C2f17TaAx1?A3Msmm 100% \$

Please attempt four short questions out of six. Each question carries equal marks Marks: 2.5 *4 =10

Q3-List the names of the Governorates in Oman.

Q3: List the names of the Governorates in Oman?

- Muscat, Dhofar, Al wusta, Al Dkhilia, Alsharqia north, Alsharqia South, Al Batina north, Al Batina South, Al Burimi, Musandam, Al Dahira.

~

C2f17TaAx1?A1Msmm 80% \$

Please attempt four short questions out of six. Each question carries equal marks Marks: 2.5 *4 =10

Q4-What do you know about the Consultation Council?

Q4: What do you know about the Consultation Council?

Majlis Al Dawla: is responsible of the Security in Oman in this Majlis The Sultan Qaboos Meet the officers in army and biggest persons from the country their worked in Counsils.

Majlis shawka: is worked to change things intive the country (wilaiat) and that Majlis opend For citizens in Oman by Vote.

Appendix 6: Communications short answers complete set

~

C2f17Taq?B1Msmm 0% \$

Each question carries equal marks. Mark: $2.5 \times 2 = 5$

Q/- Mention 4 of the Omani society's effects on the mass media.

~~Q1 - Watch Movies Channels, styles of the west, Mobile Phones.~~
The media can put any news to the peoples to sure this news
but this news can destroy the people and their country.

4
not answered

~

C2f17Taq?B2Msmm 60% \$

Each question carries equal marks. Mark: $2.5 \times 2 = 5$

Q2-What is APATHY? In the media impacts.

Q2 - When we see the news of PalaStaine and what they have many
problems and they are killed by israelian army, wee fell sad about
them and they have bad life and that is bad thing for us The Arab and
Muslims and we don't fell anything.

1.5
missing
points

~

C2f17TaAx1?A1FrSi 100% \$

Please attempt four short questions out of six. Each question carries equal marks Marks: 2.5 *4 =10

Q1 – Discuss Mass Media types.

Q1 - there are three type of Media

2.5
All points covered

① - print Media such as: (Magazine, Newspaper, and books).

② electronic Media such as (Radio, TV, and Film).

③ New Media such as: (Internet, digital Media, i phones, and website).

~

C2f17TaAx1?A1Fraf 100% \$

Please attempt four short questions out of six. Each question carries equal marks Marks: 2.5 *4 =10

Q1 – Discuss Mass Media types.

Q1 Discuss Mass Media types.

All points covered
2.5

1- print media: Newspaper, books and magazines

2- New media: internet, Digital media and iPhone

3- electronic: Radio, film, TV

~

C2f17TaAx1?A1Frsl 100% \$

Please attempt four short questions out of six. Each question carries equal marks Marks: 2.5 *4 =10

Q3- List the names of the Governates in Oman.

and web site).

Q 3- there are 11 Governates include: (Muscat, Dhofar, Musandam, Buraimi, Al-Dhahira, Al-Dhakiliya, Al-wusta, Al-Batinah North, Al-Batinah South, Al-Sharqiyah North, Al-Sharqiyah South).

all points covered 2.5

~

C2f17TaAx1?A1Fraf 40% \$

Please attempt four short questions out of six. Each question carries equal marks Marks: 2.5 *4 =10

Q3- List the names of the Governates in Oman.

③ list the names of the Governates in Oman?
Muscat: busher, muscat, Matrah, Amert, Seeb, Qurayfat
Dhofar: Salalah, Marbat, Taqha, Sohar, halaniyat, magshir
Thamveet, Shleem
Brahmi: braimi, bniseh, Mdhul
Dakeliah: Rasstaq, Suwayq, Sohar, Shnaif, bakhar, Maseina
Masndm = Sh Karp, Madhar, Dakhar

1
complete

~

C2f17TaAx1?A1Fraf 60% \$

Please attempt four short questions out of six. Each question carries equal marks Marks: 2.5 *4 =10

Q4- What do you know about the Consultation Council?.

4) What do you know about the Consultation Council?
Council? ~~is there etc~~ four part Majalis Oman
It Majalis Dawlat who member are appointed by the Sultan
Majalis Shura who member are elected by citizens

X
1.5
incomplete

~

C2f17TaAx1?A1FrSi 60% \$

Please attempt four short questions out of six. Each question carries equal marks Marks: 2.5 *4 =10

Q4- What do you know about the Consultation Council?.

Q4 - The Consultation Council is also known as (Majlis A'shura) which is made up of members who are selected by people (society), also the consultation was created in October 2007 at the first time.

missing points
1.5

~

C2f17TaAx1?A1FrSi 40% \$

Please attempt four short questions out of six. Each question carries equal marks Marks: 2.5 *4 =10

Q6- Write about the Youth Service.

Q6 - youth service it is a General Radio Service it is speak about the activities and aim, passions of youth and young people.

main points missing

~

C2f17TaAq?B1FrSi100% \$

Each question carries equal marks. Mark: $2.5 \times 2 = 5$

Q1- Mention 4 of the Omani society's effects on the mass media.

Q1- Mention 4 of the Omani society's effects on the mass media.

Q1) 1- Education and literacy. ✓
2- Religion and tradetion. ✓
3- Development of Communication in Colleges and Universities. ✓
4- Readership and influence Content. ✓

2.5
All points covered

~

C2f17TaAq?B2FrSi 100% \$

Each question carries equal marks. Mark: $2.5 \times 2 = 5$

Q2- What is APATHY? In the media impacts.

Q2) Apathy it is one of media impact, we see and hear a lot of (wars, conflicts, killing, and accidents) such as: the conflict between palestane and Israel but we don't care and give attention about what is happen and why people espically children will die because we say "let the Governments do that" and we say that is already will happen. ✓

2.5
All points covered

Appendix 6: Communications short answers complete set

~

C2f17TaAq?B2 Msmm 60% \$

Each question carries equal marks. Mark: $2.5 * 2 = 5$

Q2- What is APATHY? In the media impacts.

Q2- When we see the news of PalaStaine and what they have many problems and they are killed by israelian army, wee fell sad about them and they have bad life and that is bad thing for us The Arab and Muslims and we don't fell anything.

1.5

missing
points

~

C2f17TaAq?B2 Fraf 80% \$

Each question carries equal marks. Mark: $2.5 * 2 = 5$

Q2- What is APATHY? In the media impacts.

~~1- They serve the economic system by selling ~~to~~ people to advertising~~
~~2- Just as in every day in which people use narrow~~
~~3- Every day print electronic and new media brings us news about Government~~
~~4- Economy manpower development.~~
~~1- culture and norms 2- getting out 3- 4- modeling~~
2) We spent amount of time to listening to radio ~~and TV.~~
for children, always we feel sad and some time
some people take be careful for every thing
will attachment to for any thing not
good. we feel boring and we not feel this 2
important ✓ clear examples

C2f17TaAq?B2 Fraf 80% \$

Each question carries equal marks. Mark: 2.5*2 =5

Q1- Mention 4 of the Omani society's effects on the mass media.

1) An informed ✓ examples
2 Keeping abreast of news abroad ✓
3 Study College and university ✓
4 Social delivery ✓ .5
many points missing

C2f15Ax1?A3 Fmss 100% \$

Q3- When did basic law promulgated in Oman?

③ The basic law promulgated in 1996 as the main law that governs the functions of government arms and authorities. It has 81 articles divided into 7 chapters.

~
C2f15Ax1?A4 Fmss 100% \$

Q4 What are the limitations of oral culture?

④ Limitations of oral culture:-

① It is not suitable to use when communication involving mass ~~audian~~ audiences, oral culture can't be ~~use~~ use effectively ~~in~~ in societies that have different people from different cultural backgrounds because as many new settlers joined to society ~~language~~ language diversified and meaning became hard to manage.

② Since it can not be stored or recorded, most of the messages ~~are~~ are forgotten or missed out by the messengers, resulting in incomplete or inaccurate ~~transmit~~ transmission from the sender to the ~~receiver~~ receiver.

③ There is no reliable means ~~for~~ for the transmission of information other than what the mind could remember.

④ The death of the source of information, ~~knowledge or skills~~ knowledge or skills led to the end of such ideas.

~

C2F15Ax1?A5 Fmss 100% \$

QS)What is The Holy Qur'an Service?

⑤ The Holy Qur'an Service:

The Holy Qur'an service ~~is~~^{is} an omani Radio Station that focuses on the teaching of islamic faith and aim to promot the Islamic values such as modernization, dialuge and tolerance in line with the reputation of Oman as a peaceful ~~Arabian~~^{Gulf} Country. its ~~is~~ programs ~~broadcaste~~^{broadcast} for 19 hours comparing to 6 hours when it started broadcasting in 2006.

~

C2f15Ax1?A6

Fmss

100%

\$

⑥ There are 9 daily newspaper published in Arabic and English language.

*⁵ Arabic daily newspaper published in Muscat are

{ Alwatan, Al Shabeba, Oman, Al zaman, Al Ruya }

*⁴ English daily newspaper are { Times of Oman,

Turbiun, Oman Daily Observer and Muscat daily }

~

C2f15Ax1?A Fnha 60% \$

Q6: How many newspapers in Arabic and English language are getting published in Oman?

Short ↓

Q6 → There are many newspapers in
Oman. That are in Arabic and English
language. For example in Arabic we have
5 daily [AlWatan, AlRoaiq, AlShabab, Oman and one more]
and in English we have Oman daily Observer
and Times of Oman.

~

C2f15Ax1?A3 Fnha 100% \$

Q3 When did basic law promulgated in Oman?

Q3. When did basic law promulgated in Oman?
I was promulgate the first law in Oman in November
1996. This law has a function of all government use In
Article 81. It divided into chapters.

~

C2f15Ax1?A5 Fnha 100% \$

Q5-What is The Holy Qur'an Service?

Q₂ → FM 97,9 in Mascat oral to 2, in Salalah. It was promote the education Holy Quran.

It also promot the Islamic value and moderntation and tolerance.

It help to spread the Islamic to other country.

~

C2f15Ax1?A Fnha 100% \$

Q1-What are the three bodies which function as the parliamentary arm of government?

Short ↓

Q1 → Headed by his Majesty. It helped the

Majesty to drawing up and drawing and

development plan that is designes to

a period of five years. 2011 - 2015 is eighth

five plan used in Oman.

~

C2f15Ax1?A Moaa 60% \$

Q1- What are the responsibilities of Council of Ministers?

~~Short~~

~~4~~

Short (3)

Council ministers have important responsibilities of each ministry and, also they manage it. Moreover they help Sultan Qaboos to finish the works in Oman country.

1.5

~

C2f15Ax1?A3 Moaa 100% \$

Q3- When did basic law promulgated in Oman?

Short (3)

The basic law is promulgated in November 1996 as Royal Decree 101/96.

2.5

~

C2f15Ax1?A4 Moaa 60% \$

Q4- What are the limitations of oral culture?

4-

(short) (4) This is it was not suitable for communication involving in ~~mas~~ audiences. ~~and as men~~
This is about the societies enlarged and and people lived further and ~~as~~ apart it became hard to use oral culture effectively as news settlers joined, language and ~~the~~ meaning and ~~in~~ it became difficult to manage since they were forgotten or missed out by the messengers in incomplete or inaccurate transmission from the sender to the receiver.

C1Ax?C2 Fass 95% \$

Section C: Answer ONLY ONE from the following questions: (1x 10= 10 marks)

1. Explain the stage of listening?

~~Answer:~~
Answer Section C

answer (2)

~~Answer:~~
Regarding to DeVito's study of stages of listening. He tells us that there are 5 stages of listening, which they are in ~~set~~ order:

Receiving means
1- Listening: which ~~to~~ attend our mind to be ~~attention~~ focused ~~what~~ we will hear. Listening - ~~Attending~~, Hearing

2- Understanding: means that what we learned, understood and received from listening. Understanding - Learning, ~~Receiving~~

3- Remembering: It ~~set~~ is recalling the information we received from our memory ~~of~~ our mind. Remembering - Recalling, Retaining

4- ~~Ex~~ Evaluating: we judge the information wether we expect it or wkther not, or to put ~~the~~ information in our words. Evaluating - Judging,

5- Responding: means that giving feedback or answering the information we listen to or we receive ~~it~~. Responding - Answering, Giving feedback

9.5

C1Ax?C2 Fmab85% \$

Section C: Answer ONLY ONE from the following questions: (1x 10= 10 marks)

2. Explain the stage of listening?

SC = 2

Receiving: to receiving a messages from the speaker

understand: to understand the speaking messages
the speaker messages

Remembering: to remembering the important things
in the messages

Evaluating: is as same as remembering

responding: to give the answer or the
feedback

↗ (8.5)

C1Ax?C2b Frry 85% \$

Section C: Answer ONLY ONE from the following questions: (1x 10= 10 marks)

2. Explain the stage of listening process?

- c- 2 - a. Receiver → sending and receiving the messages
b. understanding → making or taking some not in my main
c. Remembers → remember some important words the
speaker talk about.
d. judging → The receiving say some things about
the object.
e. feedback → The listener feedback on speaker
something simple such as yes, good

8.5

~

C2f16Ax?B1a FamsNQ 85% \$B

Please attempt one long question out of two. Each question carries equal marks. Mark:

1*10=10

Q1- What is the relation between mass communication and culture?

* Section B :

Q1 :

Mass media and mass communication help a society to develop their culture by its programmes and project to public. Mass media and communication send messages to people to learn their culture, like Omani culture. It interest their culture by some programmes that be in Islamic culture because Omani people part from Islamic culture, so mass media and communication work to put programmes that have Islamic culture like: information about Halal food, prayer times, verses in the Holy Quran, and others. Mass media and communication maybe take programmes from foreign media, so that maybe positive when it take a good programme like (unity, peace, etc), but the problem when it be negative programmes like (smoking, fast food, etc), because that will effect on mass communication in Oman and their culture.

~

C2f16Ax?B2b Fmma 60% \$C

Please attempt one long question out of two. Each question carries equal marks. Mark:

1*10=10

Q2- Write about the development journey of TV in Oman?

(B)

Q2: The development of TV in Oman my introduction
in the such as in Oman due directly and general Oman
and cultures Oman and ~~the~~ Oman Sports and Majan
braivat canels. also in Oman the best you don't
have any developmant. and to he go Mageste Soultan
Qaboos began 1974 born TV in Muscat and
next in seralah 1975. So with Mageste Soultan
Qaboos he cam you development in Oman.

Appendix 7: Communications long answers complete set

~

C2f16Ax?B2a Fmaa 80% \$B

Please attempt one long question out of two. Each question carries equal marks. Mark:

1*10=10

Q2- Define Culture.



Define culture:

Culture means the way of ~~how~~ people live "their life style, value, norms, traditions, also religion" and Oman culture is generated from Islamic faith, that structures the Omani attitudes, values and norms, and that shows in way that Omani treat visitors, also in traditional occasions such as: Ramadan, Eid and their marriage, custom, importance of family and respect others. The Omani culture also effected media through the type of news, images, music, films. you can see culture of Oman through media like land ~~place~~ ^{markes} masterpieces: fort castles, alaj and local interperu like fishing and making pots and weaving cloth. Through mass media also representing foreign cultures, the audience ~~can~~ ^{is} more influenced by ~~the~~ other cultures in two ways:

① Positive: we can learn about other culture in the world and learn about hard work, tolerance, respect other people

② Negative: Media may show violence, immoral and intolerant stuff that people may copy their life style for example unhealthy life style: like junk food and many things.

~

C1f16Ax?B1 Flam 90% \$A

Please attempt one long question out of two. Each question carries equal marks. Mark:

1*10=10

Q1- What is the relation between mass communication and culture?

section (B)

Q1 : The relation between mass communication and culture is ^{very} strong. With ~~new~~ mass media and technologies, people become more aware about their culture, through all ~~ways~~ and programmes that provided to the audience. Through the media, people learn more about their culture like: values, norms, traditions, religion and also lifestyle. Also with media, people know about other cultures and their customs and traditions. Other cultures have positives and negatives ^{values} ~~aspects~~. The positives values are: peace, cooperation and respect others. And negatives values like: junk food, bad language and drugs.

Appendix 7: Communications long answers complete set

~

C2f17Ax?B1 Fmmk 50% \$D

Please attempt one long question out of two. Each question carries equal marks. Mark:

1*10=10

Q1- Discuss the limitation or problems of oral Culture.

(B) 1) Oral Culture: is the different and difficult to understand, and many of people it has different culture between others and is difficult to communicate with us. because, the problems of the oral culture. In the way of successful communication of audience they cannot contact with others because they not have more information to connect with them, also the another culture come to gather and they have different behaviors and values. also when the ~~city~~ recorded and stored their

is hard that, forgetting information and should be careful for
 is will be

lestine and forces for the words. Then when dashed the resources and information knowledge will be lead to the end such ideas.

This problem when come to oral culture and change the ~~society~~ society. because the culture has many way to connect to others, like, ~~rel~~ tradition, education, values, beliefs and behaviours. of people or group of people. should learn more about others culture and known about ~~them~~ it. Cultures is different between others cultures.

~

C2f17Ax?B2 Msmm 20% \$F

Please attempt one long question out of two. Each question carries equal marks. Mark:

1*10=10

Q2- Write about the development journey of TV in Oman?

S, B / Q ②: Write about the development journey of TV
in Oman?

Before The Sultan Qaboos came President of Oman no TV in Oman or
radios but when he President he built the foundation of FTV in Oman.
in 1970 he ~~but~~ rule to make FTV ~~channel~~ channel in Muscat after one
year he make the same in Salalah then radio and magazines.
Here, Oman go to the future very fast year after year because
the roles of Sultan Qaboos to change Oman from down to the future.



~

C2f17Ax?B1 Fraf 20% \$F

Please attempt one long question out of two. Each question carries equal marks. Mark:

1*10=10

Q1- Discuss about the limitation or problems of oral Culture.

Section B

Q1 Discuss the limitation or problem of oral Culture.

The audience not suitable for communication

a mass audience

They were ^{subtle} ~~stardet~~ or ~~stardet~~ _{subtle}

They was recorded messages of strong

feedback was difficult in a mass

mass communication most use of people

The death ^{of} souls of people.

death

(2)

main point
missing

Appendix 7: Communications long answers complete set

~

C2f17Ax?B2 Frsi 40% \$F Please attempt one long question out of two. Each question carries equal marks. Mark: 1*10=10 Q2- Write about the development journey of TV in Oman?

??

in the past The media in Oman was so decrease but
 now with a new equipments and with new technology
 also with a New Matera, The media in Oman become
 so better and it is called now mass media in Oman
 also it have a strong relationship between Mass
 Media in Oman and Mass Communication. with Mass
 Communication by verbal or non-verbal, the media was
 completely development, so we can see the media by
 TV, Radio, and even Social Media or Social Network
 Today we can see development of many things such as
 Journey in different way by magazine, newspaper
 in addition books. The Journey and TV become increase
 and Mass in Oman, with new media Journey
 development with new plans, and good aims, today
 all the people know about news it is easy to know
 and listen because the media already change our
 life and effect, also TV is the better way to
 know about historical and culture things and becomes
 so wide by satellites.

Main
 points
 missing

Appendix 7: Communications long answers complete set

~

C2f17Ax?B2 Fzht 65% \$C

Please attempt one long question out of two. Each question carries equal marks. Mark:

1*10=10

Q2- Write about the development journey of TV in Oman?

2- TV is come first in Muscat in 1974 then in Salalah in 1975. TV first they don't have a culture and no one see it. ~~The~~ ~~in~~ ~~to~~ that time. but new TV is development and make better. New TV have a good color and sound. TV have a lots of channels of different language. Oman have private and general TV. Private is sanad and general channel is Oman TV, Oman sport and Oman live. TV is the mean thing to know the another culture and know about foreign life style and TV have positive and negative effect for Omani culture a good effect is a news come fast and to know what Omani government do to people and to development of country and to show the people what is the Omani culture. and the bad effect is forget his culture because of following TV and another culture and another lifestyle.

~

C2f17x2?B1 Fmmk 20% \$F

Section B: Long Answers

Answer any TWO from the following questions: (Two out of Four) (2 x 10 = Marks)

1. Write in detail about the historical development of the print media in Oman.

Section B

Q The print media in Oman is going slowly and want to change it in some tools. In 1990 all thing is ~~so~~ older not have ~~developments~~ development. In the past the not have electricity and printing, ~~can't~~ couldn't or paper to do it that is have a few materials. In the past just a few printer, and they talk about the society or national day and any news about the Majority or Sultan Qaboos, some ~~this~~ news about events, around the social it's limited, ~~around~~ the country, and in the ~~not~~ new times they can ^{just} do news local and in the Gulf. just that and make some printer, like, Al-Ra'ayh, Al-Sha'ebikh, Al-Wafiq, -kita, but ~~to~~ now ~~the~~ every things is development, ~~the~~ ~~more~~ and the new new technology to printing and publications also ~~establishment~~ press. Now the journalist the have jobs and the want to get good ~~has~~ news and have printing the news. Should keep it the rules. And ~~to~~ now the printing more developing before past and it have good function to do it that.

in Oman the governments the imposing the printing not ~~go~~ with out the rules of the Oman culture and should keep it and retention that also working on that, because that reflect the transitional and educational for outside.

(2)

main point
are missing

~

C2f17Ax2?B3 Fmmk 40% \$F

Section B: Long Answers

Answer any TWO from the following questions: (Two out of Four) (2 x 10 = Marks)

3. What role was Radio of Sultanate of Oman expected to play when it was first established in the early 1970s?

11

3) Radio is ~~the~~ electronic media that transferring the news of the sounds and have limited times to working and have ² some station rides in market establish was in 1970 in ~~skatun~~ scudalah 1971- . ~~also~~ the stations, in ~~gum~~ ~~skat~~, FM.. AM. , Quran, royal, wasal, Ahlan, also when that came news, like English service, youth series, women radio, some stadium that through it can listen and calling to them to connect with them, and the interesting in the past just in national day ¹ as ~~Ramadan~~ Ramadan, Eid they reestablished in radio. But ~~+~~ in presenting the have many station to talking like the (FM, AM, wasal, halay, - and Quran, can listing in 24 hours and not stopped, but in the past 14 hours can working.

- In this time the people listening the radio can share with us and give them opinions about the anything in the social.

~~Also~~ can listening in phone in car when they go to work

- Also can be listening to music ^{classical} ~~classical~~, Quran, anything different channels.

It has some ways to listening the radio -

~~But~~ It different between the TV, Radio, they can be see pictures, as voice, But Radio just ~~the~~ voice.

(X)

Incomplete

~

C2f17x2?B1 Fraf 30% \$F

Section B: Long Answers

Answer any TWO from the following questions: (Two out of Four) (2 x 10 = Marks)

1. Write in detail about the historical development of the print media in Oman.

section B

1. ⁽¹⁾ development of the print media in Oman was good and quickly in print media was written on the paper very tired and some time the line is not clear so some person get the problem with the print but with development there are a lot for read and write and the first magazine is Alwatan in 1971 also do the magazine in arabic and English for some person live in Oman but he or his can't speak or read or write arabic so that easy. 3
Magazine Alwatan, Alshadiqa, Al Zamann. So this good development. main points missing

~

C2f17Ax2?B1 Msmm 20% \$F

Section B: Long Answers

Answer any TWO from the following questions: (Two out of Four) (2 x 10 = Marks)

1. Write in detail about the historical development of the print media in Oman.

[Long Answers]

1) Write in detail about the historical development of the print media in Oman.

* When we talk about the historical development of the print media in Oman we say the news papers because in the past before 1970 Oman don't have big news papers or historical news papers now Oman have some of historical news papers inside Oman and intive the world and this news papers is: AL-Shabibah, and AL-Watan, and some sports news papers such as AL-Riadh in this time this news papers working from that time to now and it's amazing now and very usefull.

(2)
main point 3

missing, General
answer given

~

C2f17Ax2?B2 Msmm 10% \$F

Section B: Long Answers

Answer any TWO from the following questions: (Two out of Four) (2 x 10 = Marks)

2. What are the cultural values of books?

2) What are the cultural values of books?

* The books very important because it has information about any culture you can't know about any culture when you don't read about it you must read about any culture to know all information about it and all of this you can see it inside this books of history and cultures.

(1)

incomplete

~

C2f17Ax2?B1 Fraf 30% \$F

Section B: Long Answers

Answer any TWO from the following questions: (Two out of Four) (2 x 10 = Marks)

1. Write in detail about the historical development of the print media in Oman.

section B

#1. ① The development of the print media in Oman was good and quickly in print media was written on the paper. People were very tired and some time the line is not clear so some person get the problem with the print but with development there are a lot for read and write and the first magazine is Alwatan in 1971 also do. ③
The magazine is in Arabic and English for some person live in Oman but he or his can't speak or read or write Arabic so that easy. (main points missing)
Magazine Alwatan, Alshahida, Al Zaman. So this good development.

~

C2f17Ax2?B4 Fraf 30% \$F

Section B: Long Answers

Answer any TWO from the following questions: (Two out of Four) (2 x 10 = Marks)

4. What are the negative effects of advertising on society?

2 Qu(4)

The negative effects of advertising, some advertising not good for children for example, advertising for smoking or any thing not good for person health, some advertising not becafull for smoking say take the smoking and this not good and some advertising not say the afact offer about any thing when the people buy th they get about onther thing so advertising leax so that will go the society to negatives.

incomplete

~

C2f17Ax2?B4 Fraf 30% \$F

Section B: Long Answers

Answer any TWO from the following questions: (Two out of Four) (2 x 10 = Marks)

4. What are the negative effects of advertising on society?

2 Qu(4)

The negative effects of advertising, some advertising not good for children for example, advertising for smoking or any thing not good for person health, some advertising not becafull for smoking say take the smoking and this not good and some advertising not say the afact offer about any thing when the people buy that they get about onther thing so advertising leax so that will go the society to negatives.

3

incomplete

~

C2f17Ax2?B4 Frsi 20% \$F

Section B: Long Answers

Answer any TWO from the following questions: (Two out of Four) (2 x 10 = Marks)

4. What are the negative effects of advertising on society?

Section B : Long Answers

Q4) there are a lot of negatives that is effects of advertising on society, as we know the media in Oman it Control Very well to society, because the people in society or the citizen learn their our history, tradition, values, Culture, language not only in schools or home but they learn it from media alot of people see the news and tv and radio and also hear if and read it from magazines, newspaper, and books. So media in Oman must show the society this things, but in the other hand we see a lot of bad advertising in Oman and it is not help the media in Oman for example: the advertisers show the audience thing that is not really good to see especially for kind and that will be effect on them, So the media should be aware about what is good to show it and introduce it on tv or radio, also the second negative is when the advertisers doing advertising and noone are interasting the advertising will be lose and will lose also their money that they are spend it in the project or the advertising. *missing main.* (2)

~

C2f17Ax2?B1 Frsi 30% \$F

Section B: Long Answers

Answer any TWO from the following questions: (Two out of Four) (2 x 10 = Marks)

1 Write in detail about the historical development of the print media in Oman.

Q 1) firstly the print press or print media was so small because the Government have not materials and they also have not new technology, and also the government have a Communication to show it to audience, but today with new technology, with new details, and new equipment the print press or print media was development and effect it to the audience and the society, the print media still write about many things such as: lifestyle, language, values, pace, and most thing is the history of Oman, and print in press still introduce it to people or Omanis to know more about their history and their culture, and to keep it and impact them, and the most thing which is important to save and not followed or influenced the other culture and its history, so that why the media in Oman still write it in newspaper, magazines, books, and that is the reasons to keep it (history) in our minds, so this is the reason to develop history in Omani people, we know the role that it control society by the media, and this is the good things for people and all society, they know that the media show the people for important news and the history and culture because the media in Oman don't show all about political thing or about security thing.

3

Main points missing

~

C2f17Ax2?B1 Fzht30 % \$F

Section B: Long Answers

Answer any TWO from the following questions: (Two out of Four) (2 x 10 = Marks)

1. Write in detail about the historical development of the print media in Oman.

Long Answers

1. Print media is about books and newspapers and magazines. The print media became because of the revolution of Gutenberg. They discovered the print media and because of the Gutenberg, the people want to learn and to read. because of print

media in Oman we have a lot of newspapers and the first newspaper in Oman is Al Watan 1970 and we have ~~not have~~ another newspaper like Al Shabiba and ~~Al~~ in all the years the print media is developed we have a lot of newspapers and magazines in Oman

(3)

incomplete

~

C2f17Ax2?B4 Fzht30 % \$F

Section B: Long Answers

Answer any TWO from the following questions: (Two out of Four) (2 x 10 = Marks)

4. What are the negative effects of advertising on society?

4. the negative effects of advertising on society in first they play your mind to sell the product or some thing, second they can advertise about some thing is not will be safe save for children. third, advertising can make ~~of~~ problems in society for ~~example~~ example they advertising about some thing is not suitable for children our adults. fourth, some time they tell about some thing to ~~buy~~ buy and people is believe about that product and buy it for example, if the when person have mobile phone when they see advertising about new mobile phone they go to buy it and they don't think it that

~

C2f115Ax1?B3 Fmss 95% \$A

Q31 Why literacy culture has become more popular? Write impact of Gutenberg Revolution in the development literacy culture.

~~Section B~~ Section B

The literacy culture refers to period when people start read ~~and~~, write and use letters ^{and} numbers. it ~~is~~ allow people to print books and ~~pamphlets~~ pamphlets. This effect people in the ^{way} of communicating, so communication can be between a wider community e.g. from Muscat to Salalah. ~~the~~ people also can store and record information, knowledge and ideas. Information can be pass from one generation to another without miss ~~the~~ details.

The language and meaning become more ~~is~~ uniform.

~~The~~ All of these reasons make the literacy culture more popular.

* The impact of Gutenberg Revolution in the development of literacy culture:

* ~~Reading~~ ^{reading} become necessity not luxury.

* literacy ~~expand~~ and educate expanded.

* people became empowered ~~as~~ as they have knowledge and ~~are~~ good

* ~~new~~ ideas ~~emerge~~ ^{they} understanding of how the world lived worked,

ignorance replaced by knowledge

* New ideas emerge in many field such as sciences, Art, economic and soon.

furthermore, Gutenberg revolution led to the ~~industrial~~ ^{industrial} revolution.

C2f115Ax1?B4 Fmss 85% \$B

Q4 What is Oman Establishment for Press, Publications and Advertising (OEPPA)? Write about ONA.

④ Oman Establishment for press, publications and Advertising (OEPPA) it's officially and administratively independent. OEPPA is the largest press establishment in Oman. It's published ^{newspaper} in Arabic (^{called} Oman) and in English Oman Daily Observer. ~~are~~ It's also published one of the best known Oman's ~~a~~ magazine called Nizwa and other magazines such as Maaty {lifestyle}, Al Fousal Al'Arbaa {four seasons}.

* Oman News Agency (ONA):

it's the only news agency in Oman with 100% Omani staff and correspondents in many ^{foreign} capitals ~~for~~ ^{ONA} transmits

It's ~~also~~ local, national and international news and events ^{language} in Arabic and English via satellite and on the internet.

Many Radio stations and newspapers rely on ONA in order to get national and international news, events and photographs.

ONA operates the Subj mobile telephon SMS service which offers subscribers news updates

~

C2f15Ax1?B4 Fnha 75% \$B

Q4- What is Oman Establishment for Press, Publications and Advertising (OEPPA)? Write about ONA.

long →

Q4 → (OEPPA) → It is the largest press Establishment

in Oman. It have Arabic and English daily press

for example Arabic daily is Oman and English daily

is Oman daily Observer. So it publishing cover

the popular culture and arts and culture to gives the

event on all day. It publication are best known magazines

, Nizwa, as well as Hayaati, Alfursoo al Arba.

(ONA) → It is the Sultanate's official agency.

that publishing the ~~magazine~~ ^{magazine}. And it publishing

Arabic and English news in Satellit and website.

So that one saving and publishing for the

audience. Most print media and radio stations in Oman
rely on OMA for news and photographs. ~~I wanted to~~

#

~
C2f15Ax1?B3 Fnha 75% \$B

Why literacy culture has become more popular? Write impact of Gutenberg Revolution in the development literacy culture.

long — ↓

Q3

This refers to the invention of the printing

press by the German, Johann Gutenberg. It helped

in the development of the literacy culture through

the printing of books, posters, pamphlets and other printed media, allowing the mass circulation of the beginning of mass communication through

the press. The impact of Gutenberg Revolution:

- 1 - The ability to read became a necessity and not luxury.
- 2 - Literacy spread and education expanded.
- 3 - New ideas began to emerge and most of the here led to bodies of knowledge.
- 4 - People became empowered through possession of knowledge and understanding of how the world in which lived works.

~
C2f15Ax1?B2 Moaa 75% long \$B

Q2- Write about the development journey of Oman TV?

long (2)

In Oman the T.V ~~developed~~ is the ~~main~~ major television channel of the Sultanate and transmission

in Muscat and an extension ~~and~~ station in Salalah in 1975. Today its transmissions cover the entire Sultanate with sub stations and boosters established at various points to strengthen the transmission of signals. It can ~~also~~ also be received all ^{1.5} over the world via satellites or on the internet at www.oman.tv.gov. It has four channels.

~

C2f15Ax1?B3 Moaa 75% \$B

83- Why literacy culture has become more popular? Write impact of Gutenberg Revolution in the development of literacy culture.

(long)

(3-) This is about the ability to read became an necessity and not luxury. literacy spread and education expanded (new ideas, science, technology)

humanities, arts) began to emerge and most of these led to the bodies of knowledge (theories, philosophies, ~~the~~ disciplines of study, technologies.

And also people became empowered through possession of knowledge and understanding of how the world in which they lived worked.

Appendix .8: Teacher interview Protocol

Interview protocol

Thank you for agreeing to be interviewed today – I know you are very busy. Did you have a chance to read the e-mail about the research? (explain research aims and the role of the interviews if necessary). Stress confidentiality.

Did you have any questions?

Do you mind if I record the interview?

Background information:

I am collecting some background information about the teachers. Of course, like all of the questions you don't need to answer if you don't want to.

How long have you been teaching in Oman?

Have you taught in any other countries?

Where did you do your degree(S)

What was the language of instruction?

Where did you go to High school?

What was the language of instruction?

How many languages do you speak?

Ok – let's move on to the actual interview

Can you tell me what writing tasks students need to do in First Year English/Communications

Did you choose these tasks or were they already in the course outline when you took over the course?

What is (do you think is) the purpose of having those particular tasks?

Attachment 4.1 Example Code Generator.

These code generators served also as a method of mapping exactly what samples were collected. as each sample is recorded on the far right of the chart and shape-coded to represent the question type (short/long/project) as well as colour-coded to represent the score (high/medium/low). This facilitated easy selection of different types of answers for different types of analysis.

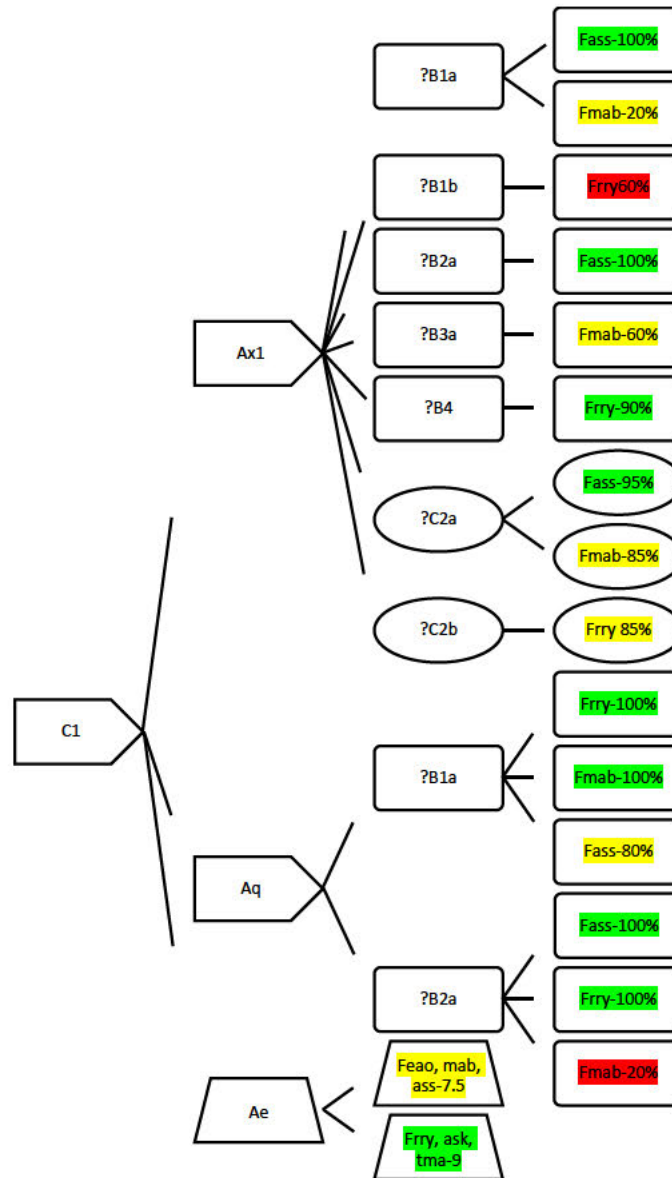


Figure 8.3: Code generator for naming data

Key: high medium low

Short answer= square Long answer= circle Essay= trapeze

The map shows (from left to right) course, semester, teacher, assessment, question number, student's gender, then non-identifying code and the mark the answer was given (expressed as a %).

Creating lexical strings and reference chains in VUE

Lexical Strings

The big question of this kind of analysis seems to be at what level Level of delicacy should the text be broken up Because initial analysis of the data suggests that vocabulary knowledge is very important, in most cases the strings show the text is broken down into to individual words.¹ The exceptions to this are:

- noun groups that appear in a list in the text in which other list members are single words. This allows all members of the list to be treated the same way.
- Attributive adjectives before a noun that are acting as ~~an epithet~~ or qualifier (eg Omani culture – many people (anything that tells me which ones) are entered as a group along with the noun **IF** they are going to define a string: Korean culture. If the 2 words can go in separate strings they are split. Should they stay together otherwise?
I think adjectives that only express an opinion about the thing only add to the interpersonal meaning and should not be included in lexical strings which should focus on experiential meaning.(so not epithet
- Noun groups that the student seems to use to refer to one thing. Eg *mass media and communications*. The word Communications does not appear on its own so this whole phrase is treated as a compound word.

All content words that form a string of two or more words are included on vue maps. The exceptions to this are:

¹ This seems the best strategy for the very short texts but has not proved as effective for the longer texts. In essay length texts, strings created with all individual words become unwieldy and fail to show the waves of textual meaning throughout the piece.

Appendix. 11: Examples of Communications examination response cue types

The following are examples of examination response cues from C2 2017.

Micro response cues:

Section A

Each question carries one mark.

Mark: 1*5=5

Q1- The Mass Media serve the economic system by selling people to advertising. 3.5

Q2- The Mass Media have the power to influence people's minds. (T\F)

Q3- Keeping abreast of news from abroad, this is for ((Globalized society \ limited society)

Q4- By walking to raise fund, we can show solidarity with the less privileged and needy causes. (T\F)

Q5- Education and literacy, without these two factors readership of printed media will dwindle. 1.5

Short answer response cue

Section A: Short Answers

Answer any **FOUR** from the following questions: **(Four out of Six)**

(4 x 5 = 20 Marks)

1. Define Mass Communication and List **Three** of its features.
2. Define any **TWO** terms from the following :
 - Apathy
 - Agenda setting
 - Media literacy Modeling
3. Identify 5 sources of media financing.
4. With reference to **Oman Establishment for Press, Publications and Advertising (OEPPA)**. Write a short note about it and its role.
5. List **Three** media literacy skills.
6. Write the definition of Advertising according to "American Advertising Association" and state the different classifications of advertising

Appendix. 11: Examples of Communications examination response cue types

Long answer response cues

Section B: Long Answers

Answer any **TWO** from the following questions: **(Two out of Four)** **(2 x 10 = Marks)**

1. Write in detail about the historical development of the print media in Oman.
2. What are the cultural values of books?
3. What role was Radio of Sultanate of Oman expected to play when it was first established in the early 1970s?
4. What are the negative effects of advertising on society?

List of retrieved segments

Category	Code	Case	Text	Coder
Apparent text group	Display	C Short and long Answer Q no highlight	C2f17Ax2?B3	Admin
Answer type	L	C Short and long Answer Q no highlight	long	Admin
Apparent text group	Display	C Short and long Answer Q no highlight	C2f17Ax2?B4	Admin
Answer type	L	C Short and long Answer Q no highlight	long	Admin
Apparent text group	Explanation	C Short and long Answer Q no highlight	C1Ax?C2	Admin
Apparent text group	Explanation	C Short and long Answer Q no highlight	C2f17TaAx1?A1	Admin
Answer type	S	C Short and long Answer Q no highlight	short	Admin
Apparent text group	Display	C Short and long Answer Q no highlight	C2f17Ax?B1	Admin
Answer type	L	C Short and long Answer Q no highlight	long	Admin
Apparent text group	Explanation	C Short and long Answer Q no highlight	C2f16	Admin
Answer type	S	C Short and long Answer Q no highlight	short	Admin
Apparent text group	Explanation	C Short and long Answer Q no highlight	C2f16	Admin
Answer type	S	C Short and long Answer Q no highlight	short	Admin
Answer type	S	C Short and long Answer Q no highlight	short	Admin
Apparent text group	Explanation	C Short and long Answer Q no highlight	C2f17TaAx1?A4	Admin
Answer type	S	C Short and long Answer Q no highlight	C2f16 short	Admin
Apparent text group	Display	C Short and long Answer Q no highlight	C2f17Ax2?B3	Admin
Answer type	L	C Short and long Answer Q no highlight	long	Admin
Apparent text group	Definition	C Short and long Answer Q no highlight	C2f17TaAf2?A4	Admin
Answer type	S	C Short and long Answer Q no highlight	short	Admin
Answer type	S	C Short and long Answer Q no highlight	short	Admin
Answer type	S	C Short and long Answer Q no highlight	short	Admin
Apparent text group	Historical development	C Short and long Answer Q no highlight	C2f17Ax?B1/ C2f16Ax?B2	Admin
Answer type	L	C Short and long Answer Q no highlight	long	Admin
Apparent text group	Historical development	C Short and long Answer Q no highlight	C2f17x2?B1	Admin
Answer type	L	C Short and long Answer Q no highlight	long	Admin
Apparent text group	Display	C Short and long Answer Q no highlight	C2f16	Admin
Answer type	S	C Short and long Answer Q no highlight	short	Admin
Apparent text group	Display	C Short and long Answer Q no highlight	C2f17TaAf2?A3	Admin
Answer type	S	C Short and long Answer Q no highlight	short	Admin
Apparent text group	Display	C Short and long Answer Q no highlight	2f1	Admin
Answer type	S	C Short and long Answer Q no highlight	short	Admin
Apparent text group	Display	C Short and long Answer Q no highlight	C2f17TaAx1?A1	Admin
Answer type	S	C Short and long Answer Q no highlight	short	Admin
Apparent text group	Display	C Short and long Answer Q no highlight	C2f17TaAf2?A5	Admin
Answer type	S	C Short and long Answer Q no highlight	short	Admin
Apparent text group	Explanation	C Short and long Answer Q no highlight	C2f17TaAq?B	Admin

Appendix.13: Compiled short answer 4 x 4 analyses

4x4 framework Communications short answer. Lists

metafunction	Whole text	Paragraph/phase	Sentence/clause level	Word level
Language to express ideas Experiential meanings related to field (parts)	1	5 Strings of related words hold the meanings in the paragraph together, keeping it on topic -Lexical cohesion ().	9 Though not always accurate, verbs and noun groups are organised into comprehensible clauses (3). Noun groups include classifiers (1) and quantifiers (1). Relating verbs used to show parts of whole (1).	13 Spelling is sufficiently accurate to make key words comprehensible (5) Appropriate discipline specific or topic related content words are used including nouns (5), verbs (3) & adverbs (1) Auxiliary verb forms are used to express tense appropriate to purpose (1).
Language to connect ideas Logical meanings related to field (parts)	2	6 Text connectives, and conjunctions, are used to connect the ideas effectively - Logical relations (3). List numbers indicate sequential order (1).	10 Clauses are combined into simple (1) and compound (2) sentences.	14 Conjunctions are used to join words (1), word groups (3) & clauses (2). Relating verbs are used to define (1).
Language to interact with others Interpersonal meanings related to tenor (prosodies)	3	7.	11	15

Appendix.14: Transcriptions of sample Communications texts

Transcriptions of communications sample texts

Sample text C1:

The basic law: promulgated in November 1996 as royal decree 101196.

Sample text C2:

Q4-Who is the father of modern PR?

Iven Lee is considered as the father of modern PR.

Sample text C3:

Ivive Lee

Sample text C4:

Because he is established the PR so he famous

Sample text C5:

11 governorates and 61 willayats

Sample text C6:

Answer (1). There are factors of human attraction:

- Proximity or geographic closeness
- Similarity
- Changes in self esteem
- Anxiety
- Isolation Q6: 1 Production 2 distribution 3 exhibition

Sample text C7:

Q6: 1 Production 2 distribution 3 exhibition

Sample text C8:

Appendix.14: Transcriptions of sample Communications texts

Culture refers to the relatively specialised lifestyle of a group of people consisting of their values, beliefs artefacts ways of behaving and ways of communication.

Sample text C9:

Culture refers to the relatively specialised lifestyle of a group of people consisting of their values, beliefs artefacts ways of behaving and ways of communicating. Included their languages modes of thinking art laws and religions

Sample text C10:

According to Devito he said that culture refers to beliefs attitudes and the values we get from our society and family. And he point out that culture is not synonymous with race or nationality.

Culture refers to the relatively specialised lifestyle of a group of people consisting of their values, beliefs artefacts ways of behaving and ways of communicating. Included their languages modes of thinking art laws and religions

Sample text C11:

What is The Holy Qur'an Service?

The Holy Qur'an Service is an Omani Radio Station that focus on the teaching of Islamic faith and aim to promote the Islamic value such as modernization, dialogue and tolerance in line with the reputation of Oman as a peaceful Arabian gulf Country. It's programs broadcast for 19 hours comparing to 6 hours when it started broadcasting in 2006.

Sample text C12:

Define "enculturation".

Enculturation is the culture we get from our family friends and society. We learned the culture as we born

Sample text C13:

Define "enculturation".

Appendix.14: Transcriptions of sample Communications texts

Enculturation a process by which you learn of culture into which we are

born. Parents, peer grouping schools religions institution and government, that the

main teachers of cultures

Sample text C14:

In Oman the T.V is the major television Channel of the sultanate and the transmission in Muscat and an extension station in Salalah in 1975. Today it's transmissions cover the entire Sultanate with Substations and boosters established at various points to strengthen the transmission of signals. It can also be received all over the world via satellites or on the internet at www.oman.tv.gov. It has two channels.

Sample text C15:

Q1: (Appearance and content). If the appearance of magazines or newspapers is dull, they may not sell. The appearance for media in Oman must suitable to culture and natural life in Oman. Culture refers to the relatively specialised lifestyle of a group of people consisting of their values, beliefs artefacts ways of behaving and ways of communication.

Sample text C16:

Response Cue - Long Answer: What is the relation between mass communication and culture

the relation between mass communication and culture is Very strong with mass media and technologies people become more aware about their culture through all ways and programs that provided to the audience Through the media people learn more about their culture like: values, norms, traditions, religion also lifestyle. Also with media people know about other cultures and their customs and traditions. Other cultures have positives and negatives values The positive values are pace (peace), cooperation and respect others. And negatives values like junk food bad language and drugs.

Sample text C17:

Regarding to De Vito's study of stages of listening. He tells us that here are 5 stages of listening, which they are in order:

1 - listening which means to attend our mind to be fouced (focused) what we will hear. Listening – Attending, Hearing

2 – Understanding means that what we learned, understood and received from, listening. Understanding – learning, receiving

Appendix.14: Transcriptions of sample Communications texts

3 – Remembering: is recalling the information we receive from our memory of our mind.
Remembering- Recalling, Retaining

4 – Evalating (evaluating) we judge the information wether we expect (accept) it or wether not. Or to put the information in our words.

Evalating - judging

5 - Responding mean that giving feedback for answering the information we listen to or receive it.
Responding – Answering - Giving feedback

18

Appears in main document

19

Appears in main document

MCDR 1102 MASS MEDIA IN OMAN ESSAY- Fal 2017

ASSESSMENT GUIDE - 20 MARKS

Ability to give clear definition of the topic and the main idea to be explored in the essay	03% 2
Relevance and clarity of information in the body of the essay	10% 9
Accuracy of grammar and fluency of ideas	05% 3
Citation of sources of information and references	02% 2
Total	20% 16
Classroom presentation of main points	10% 9.5



Sultanate of Oman
Ministry of higher education
College of Applied Sciences Salalah

**How have the mass media in Oman contributed
to the development of the Sultanate?**

Done By:

Submitted to:

Course: Media and Society in Oman (MEDA2222)

Group: 10

Content	page
Introduction	3
Research Methodology	4
Research Findings	5
Findings Discussion	6
Challenges confronting the media in Oman	7
Recommendation	8
Conclusion	9
References	10

Introduction

The media has been variously defined by scholars of mass communication among which media is referred to as a collective means of communication by which populace or general public is kept informed about the day to day happenings in the society. It also means an aggregation of all communication channels that use techniques of making a lot of direct personal communication between the communicator and the public.

Mass media in Oman now is totally different than before because it faced lots of changes that made it coincides with the new media era. These changes are for example, the sorts of newspaper that are publish every day, sorts or kinds of programmed that are broadcast and new media. All these things enable the mass media in Oman to have a good reputation between readers, watchers, listeners and society in towards realizing the development goals of Oman (political stability, security and peace, national unity, economic progress, preservation of culture, tourism, etc).

Moreover, government seeks to achieve more good performance therefore mass media in Oman has totally changed to the best by the righteous orders of His Majesty Sultan Qaboos. It passes through several levels and stages until it stands as it is now. Many newspapers, programs, and channels have been produced because of the improvements of Oman's media. However mass media in any country in the world is always surrounded by a number of setbacks and Oman as any other country has such challenges.

This research aims to identify how have the mass media in Oman contributed to the development of the Sultanate?

Research Methodology

The method that used in collecting data and information are primary and secondary sources;

Primary sources (questionnaire)

Secondary sources (research publications)

Literature review

Development refers to a change process geared at improving or making better, the life and environment of the people. Dudley Sears (1985), posited that development includes the creation of opportunities for the realization of human potentialities.

Where the media comes in development process is through what is so-called "development communication". These roles of media in national development lie in their capability and capacity to teach, manipulate, sensitize and mobilize people through information dissemination - (Ucheanya 2003, as mentioned by Chinenye Nwabueze). The media also chart a course for the community in line with the agenda setting theory, thereby creating in the minds of the people, matters that should be viewed as priority matters including development programmes and policies - (Nwabueze, 2005).

According to (Inuwa, 2007) some roles of media in national development include;

-The media leads to formation of attitude through establishing of values for the nation or society and thereby building a climate of change in the society or nation.

-Safety of Social Justice is another role of media in national development, in that the media are not only expected to record, constitute or report account of events and stories just as the historians do, but the media are also expected to analyze facts and issues contained in the news, in line with the need and interest of Social Justice. Dr. Stanley Machebu said here that the press "is subordinate to a far higher goal" , the goal of ensuring that private and public conduct is directed towards the greatest possible measure of justice in society.

- In demand to ensure a peaceful national progress and coexistence, the media have before them the task of discouraging such negative issues as, dictatorship, ethnicity in leadership as the military rule and of course dishearten embezzlement of public funds.

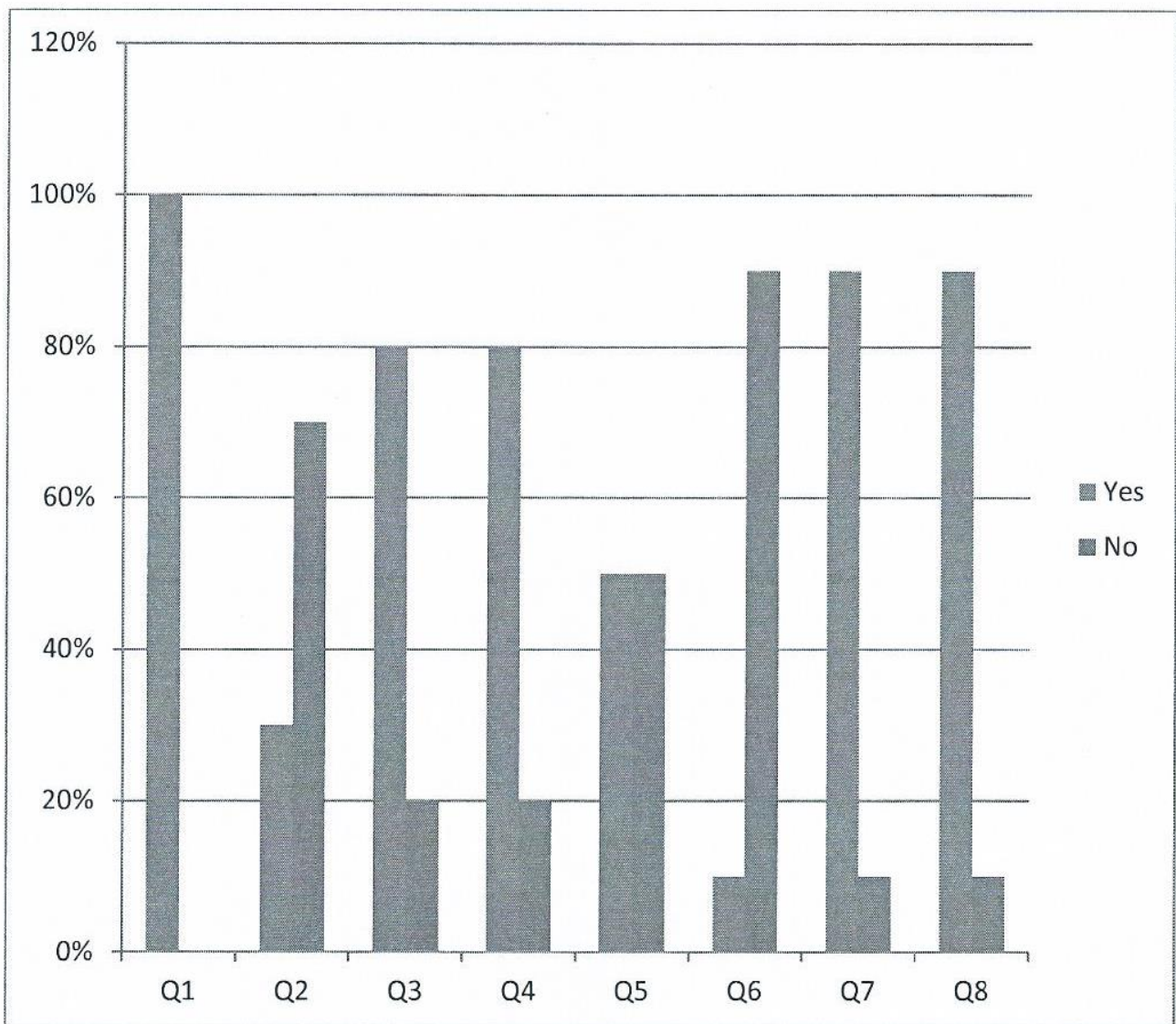
-The responsibility of telling people about development programs and projects is another major role of media to national development. Such programs designed and planned by policy makers could be completely new to the people at whom they need to be educated, enlightened and mobilized by the media.

-Offering solutions to problems is also another developmental role of the media, in that they are not only expected criticize government officials and denounce their activities, but also as watchdogs of the society, they should analyze, review, criticize or appraise as the case was. Activities of government agencies and programs such as the Re-capitalization of banks and the Economic and Financial Crime Commission (EFCC) media has to offering solutions in the areas where they are failing or lacking and suggest ways to their modification.

Research Findings

Through the survey that we distributed on 50 people, we found that:

Section A (8 closed questions)



- 1) 100% they said the press played a major role in changing public thinking.
- 2) 70% agreed that the Omani media reach to the finest levels. While 30% did not agree.
- 3) 80% of target sees that the media play a role as Agent information. However 20% are not.
- 4) 80% said the media have contributed to the achievement of political stability and peace. But 20% are not.
- 5) 50% of target sees that media in Oman focused on material gain. While 50% see it focused on delivery of information.
- 6) 90% see Omani media are achieving the requests of citizens. Only 10% don't see that.
- 7) 90% see Omani media arrived the correct image of tourism in Oman. But 10% are not.
- 8) 90% are agreed that Omani culture emerged through media. While 10% are not.

Section B (2 optional question)

- 1) 50% of the target says that the Omani media lacks for financial support, and 30% says it lacks advanced equipment's and freedom.20% says for professionalism.

- 2) 80% describe Omani television as up-to-date. 30% describe as interactive, while 50% as an attractive.40% describe it as boring and repetitive. But 30% see it as imitative.

Section C (2 open question)

1) Most of the target said that the media has contributed to the development of the Omani society through programs broadcast in the Omani TV, through awareness programs and programs that transmit external events to Omani society. Also the Internet increased the culture of the people in the community and knows them with the latest things that are invented and innovation.

Social media also contribute to the development where people can communicate to people from different cultures and natures and thus taking what is useful from other cultures and civilizations.

A small percentage of target said that media has no contribute to the development of society.

2) Most targets agreed that the difficulties facing the Omani media are the lack of professionalism, competence and experience well. And that the Omani media are very restricted. Also the lack of sufficient number of workers in this area, here is no desire to join the media because of cultural reasons and intellectual. Media in Oman not support people who work with them; therefore those people tend to go outside Oman for working with high salary and supporting.

Findings Discussion

From previous analyzes, we find that;

- Omani media demonstrate to citizens how deep the relations and ties between the countries cooperating with Oman, that leads to the promotion of a culture of peace among Omanis.
- Omani media also has contributed to the development of the Sultanate in the political area through a group of television programs such as current affairs program and daily news bulletins that include the political side which promotes political awareness and make the Omani citizen aware of the events around him.
- Omani newspapers contribute to spreading political awareness through allocated sections for the political side for example, Times of Oman, Oman Observer, Oman Daily and Alwatan newspaper.
- These newspapers are available on the Internet and many mobile applications are available, such as Oman News application.
- Media in Oman contributed to development of the culture of the Sultanate. For example it allocated private magazines as cultural magazine. There is Oman encyclopedia, which includes 11 parts, the most important Omani cultural projects.
- For tourism, media allocated television programs for it especially in kharif season such as kharif spray program and from Salalah program. Also the website Oman Guide. There are some applications for smart such as Tour Oman and Salalah Tourism Festival.

Challenges confronting the media in these aspects:

As a consequences of the effects of technological development and the era of new media, Omani media facing lots of challenges in many aspects such as:

Political stability, peace and security: these days many political groups have been emerged especially during Arabic spring revolutions. Such groups have their own vision and political and religious beliefs. These beliefs may be going against the Omani political. In addition they have their own media (TV channels, accounts on social media), that allow them to distributes their polices. They have a strong manner of persuasion people about their adopted issue, specially they target teenagers and youth. Therefore, Omani media can't predict the effect of such group in our society as it can damage our political stability.

National unity: nowadays there are many concepts that became underused by many people, this is due to many social media accounts and other type of media. As a result of this people became aware about many things that may affect their unity as a cohesive society. Some example of these issues can be include; race and religious doctrines. Such issues receive special attention that many people can interpret it as, "if you are not like me then you are my enemy", this has led people to don't understand their differences, which affect their national unity.

Culture: under the slogan "openness to the other world", many cultures have been affected by that. As a result of many satellites many channels from different countries and cultures are available in our houses. However, these can affect our culture by replacing some cultural values with others not relate to our traditional cultural.

All of these challenges comforting the Omani media in the development of the previous aspects, and it's something out of their control. Therefore it should work hard to strengthen its role in overcoming these obstacles.

Recommendation:

Based on analysis of the data, there are a number of recommendations that Omani media must be taken into account:

As it plays an important role in the formation of opinion and change people's thoughts, it should exploit that by providing clear information in an effective manner in order to help the receiver to make informed- decisions about local and international issues.

Not focus on profit, but it must focus on the delivery of the information in a correct and attractive way.

An increased focus on programs that belong to Omani economy and providing it in a simple style, that makes the receiver understands the economic issues affecting them in their daily lives.

Attempt to gain more financial support in order to provide the media with the latest technical means, which make it update with technological development. This has a direct impact on attracting more followers.

Need more transparency and freedom when discussing varies issues.

Conclusion:

All in all, no one can deny the strong role that Omani media has been played in many aspects in order to develop the country. However, there are many challenges that facing it as a result of global mass media, new media and technological advance. Therefore Omani media must be aware about their role and responsibility towards the citizens. At the same time Omani media must be up dated with high technical advanced, also it should works constantly to develop new ways in order to obtain the public's satisfaction and to be able to capture their attention.

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We are doing a research project titled "How have the mass media in Oman contributed to the development of the Sultanate".

Thank you for the time you are taking in completing this questionnaire. The answers will be held in the confidentially.

Questions	Yes	No
1-Is the press played a major role in changing public thinking?		
2-Do the Omani media reach to the finest levels?		
3-Is the media play a role as information tool?		
4-Do the media have contributed to the achievement of political stability and peace?		
5-Media in Oman focused on financial gain more than the delivery of information?		
6-Omani media did not achieve the requests of citizens?		
7-Is the Omani media contributed to the delivery of the correct image of Omani tourism?		
8-It is emerged Omani culture through media?		

1) What is the most significant feature that the Omani media lacks?

- Financial support
- Advanced equipment's
- Professionalism
- Freedom
- Underdeveloped

2) Choose three adjectives that you think best describe Omani television?

- Attractive
- Up-to-date
- Interactive
- Boring
- Repetitive
- Imitative

1-How the media has contributed to the development of the Omani society?

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2-What are the difficulties faced the media in Oman?

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The Importance of Communication in our Daily Life

Sultanate of Oman
Ministry of Higher Education
College of Applied Sciences, Salalah

The Importance of Communication in our Daily Life

Students
14 and 15
and 16

Medium



Word count: (725)

Teacher
2

The Importance of Communication in our Daily Life

The social life is divided into groups and human belongs to these groups. People acted distracted by the their nature. Communicate is the basic characteristic of human nature. We tries to stay connected with his fellow beings all the time. It is very essential to him. Our daily life consists of a variety of needs such as social, business, academic and so on. To fulfill these needs, we need to communicate with each other. We may use a number of tools to communicate such as audio, video, actions and even body movements. Audio communication consists of speech, radio and other sounds. Video communication includes TV, cinema, computer and so on. Beside these, we uses print media in the form of newspapers, books and magazines. We may even use our eyes, hands and other body parts to communicate. The latest tool in the act of communication is cell phone which is perhaps the most revolutionary one. So, many tools have been used in communication because it is very important. This short essay will show why communication is so important in our life.

First of all, communication is important to the social life of human beings. Communities are built around social fabric and the basic element of this social fabric is the family and other relationships surrounding it. Unless there is a good communication between the different members of this basic social unit, there is no unity and strength in the society. Therefore, these units of a society need to communicate everyday to share their needs and feelings, so that there is a sense of security among all the members. There is a sense of belonging which is very necessary. The world is a global village today and different members of a family and a community are not able to live in one place as it happened in the past. These members have to move around the world for jobs, food, shelter and for other requirements. Fortunately, tools of communication have improved in the same measure up to that level and have helped members of community to keep up communication and keep connected. Computers, televisions and mobile

The Importance of Communication in our Daily Life

phones have kept the communication alive and perhaps that's why relationships between humans have survived. If we are alone, without communication for a while, with the family members and friends, we feel lost and depressed. So, we can understand why communication is so important in our social life.

Secondly, communication is important in our academic life too. In the past days, there was communication between the teacher and the students in a classroom only. This was adequate as far as academic life was concerned. However, things have changed today. Communication in the classroom is very little and most of the communication has to take place outside classroom to complement the class. This has become necessary as academic life has changed drastically. No teacher would be able to impart enough information in the classroom so that a student would be adequately informed to succeed in tests – academics as well as real life. The amount of information required and available in the internet is huge, and a student needs to use other tools beside the teacher's guidance. Today, there are enough tools of communication in this regard. So, communication is essential to a student to do well in academic life.

Lastly, communication is also important in business. Business or trading is the act of selling and buying products or services. How can products or services be sold without communication? In the past times, things were sold and bought in market places. A lot of bargaining took place before things were bought. Even today, the definition of trading has remained the same. However, the market place has expanded to the whole world. Things are sold and transported from one part of the world to the other. The same goes for services too. In such a scenario, communication forms are vital to link and we cannot imagine trading without communication between buyer and seller.

The Importance of Communication in our Daily Life

In conclusion, we can say that without communication, there is practically no meaningful existence of human being on the earth. There are no societies or communities without meaningful communication. No students can succeed academically without good communication. Business cannot thrive unless the flow of free communication is there. So, we can conclude that communication is very important in our lives.



The Importance of Communication in our Daily Life

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Section B: Long Answers

Answer any TWO from the following questions (**TWO OUT OF FOUR**)

Marking: 2 x 10 = 20 Marks

Question1: Write in details about the historical development of the print media in Oman. (2X5=10.marks)

The answer should cover these points

- The first newspaper to be published in Oman was *Al Watan* in 1971. It was followed by the government-owned *Oman* in 1972.
- Among the leading dailies published in Muscat, 5 are in Arabic (*Al Watan, Oman, Al Shabiba, and Al Roya*). *Times of Oman, Oman Daily Observer, Tribune, Muscat Daily* are published in English. Popular magazines published in English include *Oman Economic Review, Business Today, Al Mara'a* and *AutoOman*.
- Today, Oman's growing print media sector includes 9 daily newspapers published in Muscat and more than 80 daily, weekly or fortnightly newspapers, magazines and other special publications.
- Recently, there has been a number of free magazines in both Arabic and English such as *The Week, Y, Hi, Al Isbou'a* and *Al Futoon*.
- Almost every publication has an on-line edition.

Appendix 18: Communication micro vocabulary

Words to talk about	C1	C2
economics		Economic system, selling, advertising, raise funds
growth and achievement	effective, Importance, measuring success, achievements, practical needs, growth, increasing, reinforce, derives, occur, less, more, becoming, contributions, selected, substitutes, better	dwindle
communication	communication, effective communication, barriers to communication interaction, connect, interactive, convey, , contact, speak, the interaction model of communication, one-to one, verbal, non –verbal, affect displays, personal body movements, facial movements, physical, linguistic, writing, professional writing, listening, hearing, in response, responses, reaction to, messages, feedback, interpersonal, unique person, images, symbols, convey intended meanings, words, interpersonal communication, ambiguous, the action model of communication	Keeping abreast of, news, mass media
globalization	globalization, information technology	abroad, globalized society

Appendix 18: Communication micro vocabulary

society	people, each other, culture, cultural identities, in common, family background, growing up, identification, society, certain groups in society, social roles, others, women, men, in public, generation, collectivist cultures, tradition, conformity, passed down, different, different from, shared, interoperations, raised, the group as a whole, identity, social needs, members of a culture	solidarity, privileged, needy, causes
feelings	emotional, experiences, affected, psychological, psychological state, personal, seek, aware emotional meaning,	
ethics	ethics, ethical guidelines, behaviour, ways of behaving interpersonal skills, influence, reconsider, benevolence,	power, influence, people's minds
literacy		Education, literacy, readership, printed media
packaging nouns/ theory	theory, explanation, reason, elements, consists of, research	factors,
work	workplaces, organization, skill areas, goals	

Appendix 18: Communication micro vocabulary

introducing other voices	according to,	
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- C1
3 quiz's and 3 mid term exams: 45 questions
AWL
Sublist 1 areas consists derives identification identities identity occur research response responses roles theory
Sublist 2 achievements affect affected cultural culture cultures elements seek selected tradition
Sublist 3 contributions interaction interactive physical reaction technology
Sublist 4 communication goals professional
Sublist 5 aware contact generation images psychological substitutes symbols
Sublist 6 displays
Sublist 7 globalization unique
Sublist 8 ambiguous conformity guidelines reinforce
Sublist 9 ethical ethics
Sublist 10 none

- C2 micro
8 quizzes: 40 questions
C2 vocab
Sublist 1 economic factors
Sublist 2 none
Sublist 3 funds
Sublist 4 none
Sublist 5 none
Sublist 6 none
Sublist 7 media
Sublist 8 none
Sublist 9 none
Sublist 10 none

Image analysis along metafunctional lines

<p>Experiential Lens: Feild</p> <p>Transitivity: Processes: What is happening?</p> <p>Participants. Who or what is included?</p> <p>generic or specific?</p> <p>Circumstances: What surrounding details are included?</p>	<p>By avoiding taking pictures of people the action of the scene is largely absent but in the student centre it is rare to see people in this front area. The action does not happen here. It happens behind in people's offices. In this space – even mid semester – there is a sense of emptiness.</p> <p>The people are rarely there. They are “around” which means they are not but there is some chance you will see them if you come back later.</p> <p>There is no do it yourself action here as in an Australian student centre where there are stands of pamphlets of information – racks of various forms to complete to initiate some process – signs of actions that must be taken. None of this exists in the CAS student centre.</p> <p>The only way to initiate action is to walk to the far end of the counter and through the gate between the counter and the wall, which is open, and speak to someone directly in their office.</p> <p>As far as I know the people are all Omani women. They have enough English to speak with me quite easily but their daily business is conducted in Arabic.</p> <p>The counter that dominates the picture appears to have no function other than decorative. It is sometimes possible to make someone come to the counter by waiting there, but this does not seem to be the correct protocol and will never get a result.</p>
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Sample text E1

Many Individuals around the whole world, dreams of want to be a successful person in his life. To be successful person, you should follow many things. In this essay, I'm going to describe three main thing you should follow to be successful, they are time management, Study hard and finally, avoid shiness and accept good opportunities.

NO WON will success in his life without managing time. If you manage your time in the right way you will find your way to success easy. For example, you could make a time table to arrange your time on it.

Also, studying hard will let you to be a success person. If any student have an exam they must study hard or they will not pass the course, unless if they cheated, but cheating is not allowed of course.

Finally, some Individuals are shy and they don't accept any opportunity if they have one. This will make them to lose being successful in their carear. So, they should avoid being shy and accept the opportunity to have a chance to become a success person.

In conclusion, I believe that if any person, either students, teachers, managers, etc, want to be successful in their career life, they should follow the three ways that I have written about. And, being successful person makes my family proud of me.

Sample text E2

Everyone want to be a successful Person in their life. There are many ways do it to be successful person. Success are not easy, it are very difficult rode. We must be carefully and has big energy in these way. In these essay I will talk about what you can do to be successful student at college on what can do your time table, your pysologeral.

Appendix 20: Transcriptions of sample English texts

First we must organized our idea and put it in the right way. don't let anyone noise you. Do all your homework at the time, don't let it to another day. All the success Student take the study in a hard way. So, don't think you will take it in fun way.

To organize our life study must you make timetable. Studied at the time, be attention in your lecturer. When you arrived at home write your homework, study all subject. Also remembering your last lecturer you study it. Take few break to be strong and eat good food. Sleep at 10:00 am.

The most important thing in your life study is your psychological. When you feel happy you will do more but, when you feel bad you don't do any things. Put in your mind other student cannot do anything for you. Also say with your self I have ability to be successful student, then you will do more more.

Finally, these ways are hard to success it. you must think on your future. Do all jobs in the appropriate time. The time table and psychological are important in our life study.

Sample text E3

Any students in colleges went to be a successful and graduate with perfect rate. There are many students they don't know how become a successful in college. Some students they put a plan but they doesn't follow the plan. In this essay I will tell you how can the students become successful in colleges.

First, put in plan but you have follow the the that you put in. Try to don't ignore any lesson for the first and second month. Study all the lesson you take it in each week and write a summary for each lesson because the summary will help you for final exam. you can talk with the teacher that teach you the subject if you don't understand any lesson in the subject. You must get not less than 45 of 50 in total mark.

Second, don't forget to relax and sleep enough and hang out with your friend. If you do this three thing that will help you in the end and you will feel nice. Because of you push your self and didn't do this three thing make you a normal person and you will happy even you are study.

In conclusion it is a great thing if you want to be successful student in colleges. Because that will make your life successful, interesting and nice. you will become what you want to be.

Sample text E4

What can we do to be a successful student in my college? in this essay I will describe the point it will help us to be successful student. The point is plan my time, get or take note and the last one is working hard.

Plan my time is important for my body but because we are student the important way to be successful is plan our time, make your time as a gold you use that time very well so get your time from the zero get some time for study and some time for eat health food and get rest and make sure you will read the plan for all day or you can make it for all week.

get not it will help you to be successful in your college and it will help you to study well and remember the important point also it help so makes with student and it help in the exam so the not one of important way to be successful. Work hard or working hard is so important for all student if they want to increase the mark. And to be in the successful world there is nothing will come without work hard and with fall down if you work so hard will help you to find your way out, you will find it so tired and so unhealthy for you but in the end it will worth it and you will be so happy and the work hard is the hard weapon for the successful.

Finally, I think if I want to be successful girl in College, I need to work so hard and for that. I will need to plan my time and to get some not, and I will be a successful at my College.

Sample text E5

There are many different reasons to be a successful student at college. In my essay I will talk about this things.

Appendix 20: Transcriptions of sample English texts

The first reason is many student don't get the plan for study. For example they don't understand the semester. They not ask the teacher. If the student understand the plan they will be know the subject of studies.

Second things is the organize time and study the subject in the class, study more at home will become easy for the student and not retied for exam. They have many ways to study can helping they, internet or LRC have many books for the student to help you.

Finally the student if you can to be a successful for study life, will do it. but get this reasons in you plans. Also they can do many exercise for the subject to easy for study for exams. Many students would like to use technology in class. There are student who like to study when finish the class we went to study with friends group and will get successful in the college.

Sample text E6

~~what is beatiful to have anew modern phone, That phone is Apple ohone, its the most modern phone is the socity. In this essay, I will decribe about three ideas and I will explain these ideas in three paragraphs. The main idea that i will take about is Firstly the importance of apps Apple phones, secontly the step of chaning the applephones, thirdly the way that we live in our lives.~~

~~The applephone is importantin our lives, its like the apple phone is a part of our lives. We cant live a modern life without itthe apple phones had many positive side, like it's make our lives easy, and it makes communication between cultures and countires easy.~~

~~There are many changs of the apple phones. The first change is the camera is xome better than old apple phones. The second chanfe is the size bigger than olf apple phones and the apps.~~

~~There are many ways to live a in our lives.~~

Appendix 20: Transcriptions of sample English texts

What is beautiful to have a modern apps in our phones? That app is whatsapp. The whatsapp is one of the modern apps in the phones, it makes the life easy. In this essay I will describe three main ideas, each paragraph I will explain these ideas, The first idea is the importance of whatsapp, The second idea is How whatsapp changes our lives, The third idea is the way we live our lives.

The whatsapp has many things positive, The whatsapp one of important apps in the phones, whatsapp is very important in our lives, it makes our lives easy, it makes the communication easy between the countries and cultures

The whatsapp changes a lot of things of our lives. It makes the communication easy between the members of the family, for example if there family members in different place they can connect with each other easily.

The way that we can live in our lives when the whatsapp comes on the phones, it makes our lives easy. The whatsapp makes life easy to communicate with other countries and cultures.

Finally the whatsapp makes a bit of changes of our lives and our society, the whatsapp is very important to live in this world. The whatsapp changes the way that we live in our lives. I think the whatsapp is apart of our lives, we can't live without whatsapp.

Sample text E7

Autistic kids are a special kind of people who

need more care. They have a problem with their brain. Their brain is unordered. However, they like studying and they need to study at schools. There are many schools but autistic kids need to different schools.

Appendix 20: Transcriptions of sample English texts

In my opinion, I see that autistic kids should be taught in different schools. There are many reasons. First, autistic kids need extra care. So, in the different schools, they will find more care. Second, they will find same treating, because all of them are autistic. They will study together, feel happy, understand each other and not feel shy or scared, because all of them same, contrast when they study with normal people without autism. Also, there are specific teachers who understand them and help them to study. Also there are flowers, special food for them, special programs, more care, every things clean, games, TV and materials. All of these things will help them to study more and more and can understand the life.

In another side,

Finally, I believe that autistic kids should be taught in different schools, because they need to more care and special treat.

some people believe that autistic kids shouldn't be taught in different schools, may be because there are some reasons, such as when autistic kids study with normal people who don't have autism they will learn from them new thing experience and new life. Also, they will try to doing like them and they will forget their illness and play with normal people and will be like them.

Sample text E8

Plan in Arabic – actually planned for both essays and then chose one

How should people behave with autistic kids? are they really different? Should they learn in different school? All of that and more are going to reveal in this article. Nowadays there is many kids have autism because of many reasons. According to Forbes magazine about 78% of kids in the United States are having autism because of parents careless. However, giving them taught in a different schools is not a solution. Providing education for the autistic kids with a normal kids may affect

positively in their lives mentally and physically

Studying all the kids together may affect on autistic kids mentally. Normally, when a child watch others have a contact they would try to have an interaction with people. For instance, if two kids are helping each

other, the autistic kid will start thinking of having a chat also. Watching each other could change their feeling and the way they think. Moreover, when all the children are studying together the autistic kids will feel that they are normal.

Playing all the kids around may affect the autistic kids physically. In 2008 about 66% of autism kids in Russia became fine because they study in one school with a normal kids. For instance if an autism kid watch all his classmate playing football they will get encouraged to play with them thus, the autistic kids will move.

All in all, I strongly believe that keeping autistic kids study with all other kids in one place can be more beneficial than let them away in one place. However, lots of people think if the autistic kids studying in one place that will make them feel more comfortable and free, Keeping them have the education normally with other may help them more. We should keep all the people same because we are not perfect and all the human being are not complement.

Sample text E9

There are many parents who have Autistic kids around the world. Some of them prefer to put their child in any school because they think that will help them to interact with normal children. Nevertheless, in my opinion I bilefe that the Autistic kids must have to study at special school for them. There are many reasons of my opinion.

First of all, the Autistic child has to develop his skills. For instance, autistic child cann't make eye contact so he has to improve it. Anaddition, he cann't interact with his peers at school. Therefore he need to do some practies with his parents to be able to interact with his friends.

Secondly, autistic child needs healthcare more than normal child. Therefore they need to have special schools which have some doctors for their autistic students.

Finally, the autistic children can't speak quickly as normal children. Also they can't make some things. An example of this is waving goodbye. All of these things need to be developed by special teachers who will help them to be as any normal child in their life.

In contrast, there are some people who claim that the autistic children need to study and share with normal children and that will help them to be interacting in society. Nonetheless, we have to be careful with them and put them to study at special schools because they need special skills not as normal children.

I hope all parents which have autistic child take care with their behavior and try to develop his skills because they are very smart so they may be very famous person such as: Einstein.

Sample text E10

Starting any business from the very beginning is not an easy thing to do at all because it could cause you many things like money and time, and at the end you could fail and all your hard work goes for nothing unlike buying a famous franchise which is already known to the public and people are interested in it but you still could lose if you don't manage it.

A lot of people will choose the second option which is buying a franchise because it will save time for them but on the other hand it will cost a lot of money but if you manage it very well you'll get more money than you paid.

In my opinion I think buying a franchise is not a good choice because you'll be handed everything without doing anything except buying it and you could also lose everything very quickly unlike if you start from the beginning with a small business and start to develop it and make posters and advertisements about it even that it will take a lot of time from you but you will be proud that you completed everything by your own and you won't lose money as much as when you buy a franchise even if you lose it won't hurt as much as when you own a franchise.

Having a franchise is a good thing and start from beginning is good also but the reason for your success and your failure will be manging as much as your mange is good everything will go like what you want.

Sample text E11

Nothing worth have come easy. That what people should believe on when they plan or thought to start a business. Also, They had to know that every franchise in the world was a small business. So, I brefer to stert my own business because I will learn some good lesson and the important thing that hthe business will be full of my own thought and style.

To start off, starting business from zero will teach you how to be patriant and hopful. Almost everyone how fail in the bigging of business give up. They forget about the important manner which is to be patient. Because they still at the bigging and may not know how is going around them. They have to know what people want and try to advertise for their own goods. After all of that they should wait a little whil until everyone know how they are and what have. Being patiante and helpful is what make human happy not only in business project even if they want to success any thing in life.

Moving to my second point, my own business will have my own thought and my own style. That is great because of several reasons. Firstly, I can express what I love through my own business. Secondly, when people ask about my business, I can answer them Confidently without missing information. Also, I will manage it as i wont and not be under prusser of anyone else. That's will lead me to have Courses to learn how to be creative and good business owner, etc...

Somebody say to buy a franchise is good because you will find every thing prepared for you. Albite, they will follow a stroke rules that will make under prusser. They may not understand that they will have a havey responsibility because if they don't manage the franchahise that they have, therest of the partner and the main owner will lose. So, they might buy for the problem that they done and it cause a lot of one million dollars.

All in all, starting a business from zero will make successful in all of your life. That's because you will learn more and more. So you will have great experians and may be some will look up for me. I think if we

learn about many things, we may avoid many problem in the future. However everyone have to know that every business may succeeded or lose or alternative to another things.

Sample text E12

Do you think that autistic kids need to go to different schools? Do you think that the autistic kid is different than other kids? Do you agree that Autistic kids should be taught in different schools? will I agree and disagree with that The Autistic kids need big help in the beging but in my opinion I believe that Autistic kid should go to the normal school after 8 years old so they can communicate with others in good way.

first, the Autistic kids are not different than normal kids they just need extra help and target them to develop their delated skills and the reason why I said that they need to go to different schools in the first 8 years because they are not able to make eye contact and they struggle in three areas wich is communication, social lisiny and behavior by the 8 years the Autistic kid will be in good level to go to normal school with normal kids and this way will help them a lot to develop their skills in short time.

Second, the Autistic kids parnets will feel good if their kids are going to school with normal kids and that will help them more because the Autistic kid will have a tchans to play with normal kids and this way will help them to develop the three areas I mention before and the parnets should take their Autistic kids to the Autistic specialist to give them some help and giede them so that means that when parnets send their Autistic kids to the normal schools is not meaning that they stop going to the specialist to help them.

In the end I think people should not push Autistic kids away because they need us to stand by them side and not let go of them and Autistic kids are not different than other kids they are the same even the Autistic kid is so special they are like angels and so pure and I hope people can send their Autistic kids to normal school with normal kids we have to give them shows to show us what they can do.

Sample text E13

Attached separately

What are the reasons to go wireless?

Reasons To Go Wireless

Introduction:

Wireless is the most useful and reliable invention in the history of the internet. Wireless technology provides us a wire less or cable free internet connection with better internet speed. Since internet started working it is developing new techniques and ideas to provide internet facilities to its users. Wireless is one of the best inventions that help us to use internet on our devices without any wire connected with the device. Wireless word comes from the cable free strategies as it is named as wireless. However, ^{it} wireless started working in 1991 when NCR invented wireless technology with the help of the WaveLAN (Ciampa, ~~M~~, 2007). It was used for the first time by NCR with AT&T corporations in cashier system. These days ^{it} wireless is being used by every internet users as many users use wireless on their mobile phones, iPads, Computers and also on Laptops. There are so many reasons that make us to go wireless and all these reasons are the advantages of using the wireless internet connection. Moreover, ^{in this} study I will explain ^{about} better access to the internet and ^{about} save time save money with high quality network and ^{also} about its compatible with ^{virtually} all devices.

~~Better Access to the Internet~~

Wireless is the most useful way internet users around the world. It helps us to use internet on our devices without using a cable or wire ~~of the internet~~. The internet speed ^{at} on the wireless connection is also better ^{than} ~~the~~ cable internet ((Michael, ~~D~~, & Mattord, ~~J~~(n.d.)). We can use wireless anywhere while walking in our home, or working in an office or even sitting in the bedrooms. Mostly internet users prefer downloading data with wireless connection because of its speed and less charges. In simple words, wireless connection makes us free to use our devices to use the internet on them (Ciampa, ~~M~~, 2007). If someone uses cable internet then it will take more time to download a 1GB data from the internet. But a user of wireless network can download ^{the} same data in ~~the~~ less time. Wireless network provides internet speed because of the better access of the internet from the sources that provide internet connection. Wireless network also help us to do our work even when we are lying in our bed and we have no need to worry about any cable

You seem to be talking more about speed than "better access" although your ^{first} point is "better access"

What are the reasons to go wireless?

or weak signals. Wireless internet always works in the same speed as per Mbps of the connection that a user uses (Ciampa, ~~M~~, 2007).

~~Save Time and Money:~~

Wireless network also helps us in saving time and money. For cable internet connection we have to distribute the internet with the help of the cables from a computer to another computer. But, while using wireless network, we just need to access the wireless and provide password if there is any. So, wireless users do not have to pay extra money for the cabling or networking of the internet. Wireless network also helps to use internet on all devices that are available ^{at} home with the same price we use ^{for} one device (Gregson, ~~R~~, 2001). For example, if in ~~a~~ home there is a wireless connection, then every member of the family can use the internet for ~~the~~ same price. Wireless network also help us to browse fast and download data with more speed. These days ^{if we asked} to the people in different communities ~~then~~ there are more people who will prefer using wireless network ^{than} the cable network (O'Hara, ~~B~~, 2004). Every ~~internet~~ ^{user?} knows that wireless network helps us to save time and money. According to the recent survey, wireless network helps ~~to~~ the internet users ^{so} they can save ^{up to} 10 hours per week. Using internet on the cable net takes more time ^{than} the internet with the wireless network (~~Ciampa, R~~, 2001).

~~Compatible with Virtually All Devices:~~

Wireless network is a network that provides ^{fast} same access to all ~~the~~ devices we can use ^{for} the internet. As we know people use mobile phones, computers, laptops, iPads, and many other devices ^{to get access to} for the ~~uses of~~ the internet. With the wireless connection we can use all these devices in the same time with the same internet speed. With the cable internet we cannot provide ^{fast} same internet speed to every device but with the wireless network it is possible in many ways (Patrick, ~~n.d~~). Wireless network plays a vital role in the history of the internet because it is ^{the} most helpful invention for the users of every community. Wireless is the only way ^{for} of using internet with any device with ~~more~~ neat and clean internet connection. There is also more security on the wireless network ^{than} the cable internet. There are also so many benefits of the wireless internet ^{than} the DSL internet, dialup internet and also other types of the internet. Wireless goes viral in

*This is not a recent survey
→ how old*

*2001
2004
2007*

*2001
2004
2007*

What are the reasons to go wireless?

the very short time and that is just because of the benefits of using the wireless network *with different devices*

I. (ndj).

Conclusion:

In summary, wireless network has become *a* very successful way of using internet just because of its capabilities and benefits for the internet users. These days' internet users use internet on devices while studying, while lying in bed and ~~easy~~ while working in the offices. Wireless network makes internet users free from the cable or wire and they can take their device anywhere in the range of the wireless network to use the internet. Moreover, wireless network also save *our* time and money because of its speed and easy ways of using internet. We can get internet on any device just by accessing the wireless and we can go wireless till we want to use the internet. *Every* internet users go wireless when they found wireless connection because of the benefits of the wireless network. In addition, as *I* mentioned above every internet user prefer using wireless internet connection *then* the DSL or cable or other types of the internet.

Not clear

make from

What are the reasons to go wireless?

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Why to go wireless?

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What are the reasons to go wireless?

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The internet speed of the wireless connection is the first reason that makes people prefer wireless than other internet connections. This quick speed provides easy access in different places and on different devices (Michael & Mattord, n.d). We can use wireless anywhere while walking in our home or working in an office or even sitting in our bedrooms. Most internet users prefer downloading data with wireless connection because of its speed and less charges. In simple words, wireless connection makes us free to use our devices to use the internet on them (Ciampa, 2007). If someone uses cable internet then it will take more time to download a 1GB data from the internet, but a user of wireless network can download the same data in less time. Wireless network provides internet speed because of the better access of the internet from the sources that provide internet connection. Wireless network also helps us to do our work even

What are the reasons to go wireless?

when we are lying in our bed and we have no need to worry about any cable or weak signals. Wireless internet always works in the same speed as per Mbps of the connection that a user uses (Ciampa, 2007).

Wireless network also helps us in saving time and money. For cable internet connection we have to distribute the internet with the help of the cables from a computer to another computer. But, while using wireless network, we just need to access the wireless and provide password if there is any. Therefore, wireless users do not have to pay extra money for the cabling or networking of the internet. Wireless network also helps to use internet on all devices that are available at home with the same price we use for one device (Gregson, 2001). For example, if in a house there is a wireless connection, then every member of the family can use the internet for the same price. Wireless network also helps us to browse fast and download data with more speed. These days if we ask people in different communities, then there are more people who will prefer using wireless network than the cable network (O'Hara, 2004). Every internet user knows that wireless network helps us to save time and money. According to a recent survey, wireless network helps the internet users to save up to 10 hours per week. Using internet on the cable net takes more time than the internet with the wireless network and this means work will take more time (Michael & Mattord, n.d).

Wireless network is a network that provides the same access to all devices we can use with the internet and it is compatible with all modern devices. As we know people use mobile phones, computers, laptops, iPads, and many other devices to get access to the internet. With the wireless connection we can use all these devices in the same time with the same internet speed. With the cable internet we can not provide the same internet speed to every device and it is

What are the reasons to go wireless?

always difficult to use a cable that is compatible with all of these devices (Patrick, n.d). There is also more security on the wireless network than the cable internet. This compatibility makes it easier for people to do more activities, business and entertainment in different places than relying on a cable in a fixed place. People can even check their work and activities if they are on planes or in very remote areas. This compatibility of wireless makes many companies, schools, hotels, hospitals and other places to use wireless in different facilities and with many devices not only computers. As a result, this has improved all sectors whether education, health or business and makes work go faster and easier.

In summary, wireless network has become a very successful way of using internet just because of its capability and benefits for the internet users. These days internet users use internet on devices while studying, while lying in bed and even while working in their offices. Wireless network makes internet users free from the cable or wire and they can take their devices anywhere in the range of the wireless network to use the internet. Moreover, wireless network also saves our time and money because of its speed and its compatibility with the different modern devices we have today. After the invention of such a great help in the world of the internet we don't know what else can be better than the wireless.

What are the reasons to go wireless?

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PMM project marking matrix

EMM exam marking matrix

Learning outcome E1	reference in other supporting documents look at textbooks – project book – project calendar	How assessed – marking matrix Project Exam	Difficulty/problem
be able to use the core grammar and vocabulary presented in the Foundation Programme	Grammar is taught explicitly using Effective Academic Writing and some of this would be revision of what was covered in EAP	<p>There are very few flaws in the grammar. Verb tenses have been used correctly and syntactic structure is well formed... and the essay is fully comprehensible.</p> <p>PMM</p> <p>Language Mechanism: This criterion covers range, complexity and accuracy of grammar and lexical use. Range refers to whether or not the text displays the structures necessary to carry out the task. Complex structures</p>	<p>The foundation program covers grammar to a general English Intermediate level. This is a very broad scope and there is no indication what amongst this might be ‘core’</p> <p>syntactic structure : teachers don’t mark for grammatical correctness but meaning as suggested by the 2nd part of the marking grid</p> <p>This footnote as included in the PMM is a cut from an extended version on the EMM. However,</p>

		<p>would include subordinated clause sentences, multi-item noun and verb phrases, multi-item adverbial phrases, conditional structures, Perfect tense use, and modal verb phrases. PMM footnote</p> <p>There are only a few spelling mistakes PMM</p> <p>Errors do not interfere with expression of meaning</p>	<p>unlike the EMM the PMM has not specific reference to complex structures in the grid itself so it is unclear what the purpose of these structures is.</p>
<p>Use 75-100 words on the Coxhead Academic Word List</p>	<p>Inside Reading – each chapter has a list of target words from the AWL and they are featured in the 2 readings for that chapter, and there are exercises directly targeting the words.</p> <p>The level coordinator circulated a word family worksheet where students can fill in all the forms of the words (eg noun, verb, adjective)</p>	<p>the student has demonstrated extensive lexical knowledge PMM</p> <p>This criterion... considers the common consequences of a lack of lexical range: misuse of words, circumlocution, and the simplification of ideas through the use of general words. It also considers register, appropriacy and the use of Academic English. PMM</p> <p>micro parts of exam</p>	<p>The project, being related to students' major in terms of field, has more scope to fulfil this.</p> <p>Exam topics are rarely academic and therefore do not really facilitate the use of these words.</p> <p>The students have had very little, if any modelling of academic register</p>

		<p>potentially in writing section of exam</p> <p>Shows range of vocabulary required for the task</p>	<p>Inside reading has more of a magazine style to make the readings interesting</p> <p>Lecture ready primarily models spoken language albeit academic in pseudo lectures NB the explicit teaching of of phrasal verbs (point out) and idiom (get the picture). Clearly designed to help students learn to listen to native speakers.</p> <p>Even the writing textbook tends to feature very personal emotive language using 1st person or direct address which are not typical in academic language. It tends to feature a less academic style text at the beginning of the chapter in order to “build field”.</p>
<p>Use a standard thesis + support paragraph structure</p>	<p>These are taught in the writing textbook.</p>	<p>The essay is very well organised. PMM</p>	<p>This is clear for a position or argument essay but in the genres covered in year one “support” is an</p>

Appendix 22: Problematising the English course documents

	<p>The use of a thesis is highlighted in the process documents of the project</p>	<p>development is linear</p>	<p>unclear word for the body paragraphs. the 5 paragraph essay may not be linear but 3 separate points</p>
<p>Display an awareness of the importance of unity and coherence in a paragraph</p>		<p>The ideas have been clearly presented and the various aspects of the topic have been clearly distinguished one from another in the body paragraphs of the work. PMM Addresses assigned topic directly; coverage is comprehensive; no irrelevance EMM Task Achievement: This criterion covers the extent to which the assignment has successfully answered the topic question and the overall relevance of the assignment content. It considers whether the student answered the question he/she set out to answer in a complete and substantive way,</p>	<p>This wording “an awareness of” is vague for something they could demonstrate in their writing. Marking matrix seems broader in scope ie whole essay than objectives. Also this seems likely aimed to address unity but the wording actually addresses scope. eg E2s17arFmay 96% 3x3</p>

		<p>whether all aspects of the question were considered and addressed, and whether appropriate concessions were made to alternate opinions. It also considers the extent to which the content of the assignment supports the student's answer. PMM</p>	
<p>Display an awareness of the structure of the short (3-4 paragraph) essay</p>		<p>The essay has been presented in a fully comprehensible and cohesive manner.</p> <p>Functional, complete introduction and conclusion, clearly prefiguring/summing up body EMM</p> <p>The essay requires no effort to read and the use of language</p>	<p>This is too marking criterium is too broad. This level student will not likely be 'fully' anything. It seems to be the total of the small points and unnecessary</p> <p>teachers often mark the reports without even knowing the question – just the title – if students don't put it on the title page</p> <p>Being so general this encourages teachers to add or</p>

		<p>enhances the readers understanding of the subject</p> <p>Organisation: This criterion covers the organization of the text above the level of the sentence, so at a paragraph and text level. It assesses structure – division into functional sections (introduction – body – conclusion), functionality – the extent to which the sections perform their jobs – and linearity – the extent to which ideas flow in a logical manner.</p>	<p>subtract marks at will – giving strength to hidden agendas</p>
<p>Go through a simple planning-drafting-editing writing process</p>	<p>Project process book</p>	<p>Project process marks</p> <p>Corrections from 1st Draft: This criterion covers all corrections and improvements made by the</p>	<p>Doesn't capture verbal feedback if marked by other teachers Clearly should be marked by teacher but</p>

Appendix 22: Problematising the English course documents

		<p>student between the first and final drafts of the assignment. It considers both improvements and corrections made based on the teacher's advice, and improvements and corrections made by the student unprompted. It considers improvements to structure and content, as well as to grammar and vocabulary. (PMM)</p>	<p>this was stopped to stop (cheating by teachers ?)</p> <p>My experience of teacher saying he couldn't mark it because I had given global comments. Students will actually be rewarded if the teacher gives fewer corrections.</p>
Use mind-maps and other brainstorming techniques	<p>Plan in essay.</p> <p>Possibly used in project process</p>		
Show awareness of the structure of descriptive writing as a rhetorical mode		E1 exam	
Show awareness of the structure of narrative writing as a rhetorical mode		E1 exam	
Use both simple and compound sentences			What degree of accuracy is needed?
Use conjunctions and punctuation to avoid 'run-on' sentences			

Appendix 22: Problematising the English course documents

Use adjectives in descriptive writing			
Use prepositional phrases in descriptive and narrative writing			
Use sequence markers in narrative writing			
Use subordinating conjunctions (e.g. before, after, when, while) in narrative writing			
Use Present Simple and Present Continuous in descriptive writing			
Use basic APA referencing conventions.		<p>BOTH the bibliography and in-text referencing have been completed in strict accordance with the Harvard APA System of Referencing.PMM</p> <p>Referencing: This criterion covers both in-text referencing and the bibliography. It considers whether all paraphrased sources are fully referenced, both in-text and in the bibliography, and the extent to which the referencing</p>	<p>Teachers are not very clear about this (as in many teaching situations – Griffith eg)</p>

		<p>complies with the Harvard APA referencing system. PMM</p>	
<p>Show some understanding of what plagiarism is and why and how it is to be avoided.</p>	<p>Report marking matrix:</p>	<p>PLAGIARISM: The teacher should not rely solely on the Blackboard percentage in assessing plagiarism, but should consider his/her prior knowledge and experience of the student’s writing and by comparison with the source material.</p> <p>Plagiarism will affect the mark given for Paraphrasing, and for Language Mechanism (all copied, part copied or google translated material should be disregarded with regard to assessing Language Mechanism). In addition, for plagiarism above 15% of the assignment, 2 marks should be subtracted for each 5% above 15% (15-20 = 2 marks, 20-25 = 4 marks etc). If the essay is more than 45%</p>	<p>Not marked by teacher</p> <p>There is not a clear understanding of what must be referenced by the teachers or the students – you can actually plagiarise nearly ½ the essay and still pass. They are almost expected to plagiarise 15% this direction is sadly misworded</p>

		<p>plagiarized (i.e. the majority of the body paragraphs), then the student will be given an overall mark of 0 for the final draft. PMM</p> <p>All the sources of the paraphrased elements are fully acknowledged, both in-text and in a full bibliography.PMM</p>	<p>Safe assign does not find all the instances of plagiarism. Students do not even try to do this because they don't understand they are meant to.</p>
<p>Carry out a simple piece of observational research</p> <p>Present the results in chart form</p>		<p>Being so general this encourages teachers to add or subtract marks at will – giving strength to hidden agendas PMM</p>	<p>This is not actually assessed in E1 but because it is in the marking grid it throws into question all other points: Are there others that can be ignored for E1</p>
<p>Carry out an online search for information</p>		<p>The student has shown excellent comprehension of the subject matter.</p> <p>The essay provides a full and relevant answer to the topic question.</p>	<p>Teachers don't see the original.</p> <p>The severe language restrictions make this impossible</p> <p>These are broad topics – how can a teacher know what is a full answer when it is impossible to cover even all the major points in</p>

Appendix 22: Problematising the English course documents

			just 3 body paragraphs. “develops 3 relevant points would be better.
E2			
Show awareness of the structure of opinion essay writing as a rhetorical mode			
Show awareness of the structure of comparison and contrast writing as a rhetorical mode			
Show awareness of the structure of cause and effect writing as a rhetorical mode			
Distinguish statements of fact from opinion			
Recognise counter-arguments and refutations			
Use quantity expressions (e.g. most, some, a lot of, many) in writing			
Use connectors to show support or opposition in writing			

Appendix 22: Problematising the English course documents

opinion essays junctions and punctuation to avoid 'run-on' sentences			
Use connectors to show similarity and contrast			
Use comparatives in writing			
Recognise and use causal chains in writing cause and effect essays			
Use Future Simple (will)			
Use will + so that			
Use Conditional I and II structures			
Use basic APA referencing conventions.		report	
Show some understanding of what plagiarism is and why and how it is to be avoided.		report	
Integrate a source into a text through direct quotation or paraphrase		report	
Show awareness of the structure of opinion essay		E2 exam	as a rhetorical mode suggests the generic features should be the

Appendix 22: Problematising the English course documents

writing as a rhetorical mode			priority but they are not. (probably rightly so if the student has achieved the task without them
Show awareness of the structure of comparison and contrast writing as a rhetorical mode		E2 exam writing	as a rhetorical mode suggests the generic features should be the priority but they are not. (probably rightly so if the student has achieved the task without them.

Appendix 23: Teacher transcript excerpts

Teacher transcript excerpts:

In order of reference in thesis – NB some teachers are not referenced directly but are included as examples of points made generally.

Teacher 13:

Interviewer: yeah so task achievement in your opinion

0:00:21.689,0:00:26.280
what

0:00:26.280,0:00:27.359

Teacher 13: for me well in my opinion I think
tasks achievement to achieve the task you

0:00:27.359,0:00:29.019
should write an essay

0:00:29.019,0:00:30.500

Interviewer: and how are you
gonna define what's an essay

0:00:30.500,0:00:33.050

Teacher 13:an essay is

0:00:33.050,0:00:40.980

divided into so it has to be 4 or five
paragraphs and the first paragraph has to have a topic sentence

0:00:40.980,0:00:44.462

Interviewer: and how do you decide if it's a
paragraph

0:00:44.462,0:00:46.440

Teacher 13: so they depending on what

0:00:46.440,0:00:50.430

method the teachers have given them they
either indent the first word of a new

0:00:50.430,0:00:51.360

paragraph or they put a space between

Interviewer: okay
so a physical layout

0:00:51.360,0:00:52.876

Teacher 13: yes a physical

0:00:52.876,0:00:54.570

Interviewer: a physical physical

0:00:54.570,0:00:58.438

layout is that make or break of whether
it's a paragraph

0:00:58.438,0:00:59.820

Appendix 23: Teacher transcript excerpts

Teacher 13: yes so I should be

0:00:59.820,0:01:03.690
able to look at it and see that there
are separate sections whichever

0:01:03.690,0:01:04.620
method they've used

0:01:04.620,0:01:06.708
Interviewer: otherwise it's not an essay

0:01:06.708,0:01:08.100
Teacher 13: yes otherwise it's a

0:01:08.100,0:01:18.110
paragraph so and then yes so that
makes such an essay

Teacher 13: because I suppose for our project we
used to say 1000 words and don't go over

0:13:18.730,0:13:24.760
1200 but like you know with this new
this new thing where we're only allowed

0:13:24.760,0:13:31.510
to use a 500 word for the project we our
biotech students cannot physically write

0:13:31.510,0:13:39.850
the biotech essay so they could be 1200
1300 they've always had big essays

0:13:39.850,0:13:45.220
because it's scientific stuff and they
can't you can't shorten it and you can't

0:13:45.220,0:13:49.930
dumb it down and it can't be a simple
question there is no simple question so

0:13:49.930,0:13:54.970
we've had between we've always had to
ignore the word limits with a biotech

0:13:54.970,0:14:02.350
and and because even the student will
bring us the essay and we will try to

0:14:02.350,0:14:07.960
cut it down and you just can't you just
can't cut it down so you might get almost

0:14:07.960,0:14:15.010
2,000 words I
remember saying to some of them having

Appendix 23: Teacher transcript excerpts

0:14:15.010,0:14:23.320
a word limit is it's not it can also
like students are more thinking oh my

0:14:23.320,0:14:26.850
god how am I going to write a thousand
words but when you look at the biotech

0:14:26.850,0:14:31.540
that's another skill that we have to
have is how to edit and cut down an essay

0:14:31.540,0:14:35.460
to fit within the limit but we just
can't do it for that topic

Teacher 13: 18:16.100,0:18:22.220
have this thing I think that when you're
I remember this with the Korean students

0:18:22.220,0:18:29.240
that I had in Australia you you start to
accept their use of the wrong word when

0:18:29.240,0:18:33.590
it's appropriate and that's all
it's like you're thinking but this is

0:18:33.590,0:18:34.090
their

0:18:34.090,0:18:35.344
Interviewer: like it's konglish

0:18:35.344,0:18:38.510
Teacher 13: yeah and you
yeah and I remember one particular thing

0:18:38.510,0:18:44.630
was they called fireworks five flowers
and now I don't see what's wrong with

0:18:44.630,0:18:46.580
that
that's like I don't know whether that

0:18:46.580,0:18:51.919
translates to Korean that's exactly what
they call fireworks or is that what they

0:18:51.919,0:18:56.000
named in English because that's what it
looked like to them and that's how they

Appendix 23: Teacher transcript excerpts

0:18:56.000,0:19:01.669

could describe it but I think we do
that here when we're marking the essays

0:19:01.669,0:19:06.110

we're not an act
I'm not actually thinking is that

0:19:06.110,0:19:10.130

sentence totally correct I'm thinking
did they express themselves well enough

0:19:10.130,0:19:15.559

that I know exactly what they're saying so the
vocab may not be correct you know what

0:19:15.559,0:19:16.540

I mean

0:19:16.540,0:19:23.630

Interviewer: correct in the context

Teacher 13 yeah I can understand what they're

0:19:23.630,0:19:28.480

saying and I think if I can understand
what they're saying I'm kind of fooled

0:19:28.480,0:19:35.450

into not being specific enough with with
marking vocabulary or grammar because I

0:19:35.450,0:19:41.030

see it all the time and I see it at its
worst all the time and I think you you

0:19:41.030,0:19:46.309

kind of get fooled like this student is
I know exactly what they're talking about so

0:19:46.309,0:19:51.650

then I'm like oh thank god I'm impressed but I'm not
actually I'm not actually scrutinizing

0:19:51.650,0:19:55.160

it enough
so they might their mistakes are just

0:19:55.160,0:19:58.429

going over my head because it's like
when I speak to them

0:19:58.429,0:20:01.910

I have to use my brain to work out what
they're telling me doesn't stop me

0:20:01.910,0:20:07.490

understanding and they're not speaking
to me in the correct language I think

Appendix 23: Teacher transcript excerpts

0:20:07.490,0:20:13.220
I'm just a rubbish teacher but then
again if we were like that those marks

0:20:13.220,0:20:19.000
would have to be marked up by the head
of department because they wouldn't pass

Teacher 9

Interviewer: yes same as me yeah yeah okay so
tell me about those tasks

0:05:34.610,0:05:40.039
Obviously I know but why I'm asking part of what I'm
looking at is you know different people

0:05:40.039,0:05:48.080
use different words to talk about
things that are the same things so I'm

0:05:48.080,0:05:49.440
kind of interested what words people use
to talk about the tasks

0:05:49.440,0:06:00.650
Teacher 9: so yeah the the I think the idea behind it one of
the ideas was to get the students to do

0:06:00.650,0:06:07.069
a process so the first part of the
process was to pick a topic and then

0:06:07.069,0:06:14.270
they picked a topic and narrow the topic
down and then from that from that

0:06:14.270,0:06:22.279
narrowing of the topic they chose
question and then they had to produce a

0:06:22.279,0:06:29.840
thesis statement and to be honest I
wasn't hard enough on them when I think

0:06:29.840,0:06:33.400
when they produced a thesis statement at

0:06:35.620,0:06:40.849
that level I don't know what was
expected of them for the thesis

0:06:40.849,0:06:41.349
statement

Appendix 23: Teacher transcript excerpts

0:06:41.349,0:06:48.050

Interviewer: Do you think that's an issue not knowing like that the teachers don't

0:06:48.050,0:06:49.820

know what is expected of a thesis statement

0:06:49.820,0:06:50.320

Teacher 9: I think so

0:06:50.320,0:06:54.289

Interviewer: do you think we've got an agreement of what a thesis

0:06:54.289,0:07:00.420

statement is?

0:07:00.420,0:07:00.920

Teacher 9: No. I mean we we had the meetings with (*level coordinator's name*)

0:07:00.920,0:07:03.920

Interviewer: Did we didn't talk about the thesis statement I don't remember it

0:07:03.920,0:07:06.770

Teacher 9: we didn't talk about the thesis statement we talked about simple things

0:07:06.770,0:07:07.270

like topic choice and a topic question you know those are pretty easy to do

0:07:07.270,0:07:12.439

so

0:07:12.439,0:07:18.080

Interviewer: I know for me from marking you know when we had to say does it have a thesis

0:07:18.080,0:07:23.260

statement

0:07:23.260,0:07:23.760

Teacher 9:hmm

0:07:23.760,0:07:24.860

Interviewer: to be honest I wasn't sure what counted as a thesis statement

0:07:24.860,0:07:25.789

so

0:07:25.789,0:07:30.140

what what would you say is a thesis statement when you were doing that marking how did you

0:07:30.140,0:07:37.130

Appendix 23: Teacher transcript excerpts

decide yes it does no it doesn't

Teacher 9: I don't I don't really know and in the

0:07:37.130,0:07:37.630

marking rubric

0:07:37.630,0:07:38.739

Interviewer: how did you decide

0:07:38.739,0:07:42.560

Teacher 9: which we only got I think
a week or so before we were actually

0:07:42.560,0:07:51.170

marking it was five marks for the the
structure of the essay with the with the

0:07:51.170,0:07:59.300

conclusion and with topic sentences and
the thesis statement but for five marks

0:07:59.300,0:08:04.681

and for four marks it was exactly the
same

0:08:04.681,0:08:07.080

Interviewer: yes I noticed that

0:08:07.080,0:08:08.810

Teacher 9: so I gave a lot of mine three

0:08:08.810,0:08:16.190

marks for the thesis statement if if
they put if they put a topic question in

0:08:16.190,0:08:22.970

I kind of accepted that and also if they
said in my essay I'm going to talk about

0:08:22.970,0:08:31.820

Bill Gates why why did he give so much
to charity and what what is his

0:08:31.820,0:08:39.680

motivation for me that was a topic a a
thesis statement

0:08:39.680,0:08:41.380

so I was happy with that

0:08:41.380,0:08:47.159

Interviewer: so a sort of summary of what they are going to say

0:08:47.159,0:08:47.659

Teacher 9: yeah

0:08:47.659,0:08:48.751

Interviewer: At this level or at every level?

Appendix 23: Teacher transcript excerpts

0:08:48.751,0:08:49.400

Teacher 9: I think every level

0:08:49.400,0:08:59.290

and I think I read somewhere the thesis statement should be backed up by your

0:08:59.290,0:09:08.360

subject paragraphs so the thesis statement is kind of tying up what's in

0:09:08.360,0:09:13.480

your essay so maybe the thesis statement and the conclusion are very similar

Teacher 12

Teacher 12: a very visual way on the board gets them to understand that these are the three

0:08:25.570,0:08:30.099

pieces that you need and then from those two boxes I make it as simple as

0:08:30.099,0:08:35.110

possible so I only put two paragraphs in the introductory paragraph I'll put the opener

0:08:35.110,0:08:37.500

which is just sort of a taster it's just sort of you know if

0:08:37.500,0:08:42.780

I'm talking about iPhones or phone technology or something then it will be

0:08:42.780,0:08:46.100

just a very general statement about technology in the world these days and

0:08:46.100,0:08:53.010

so bullet point 2 only two sentences are needed an introduction first one will

0:08:53.010,0:08:58.320

be an opener second will be basically their thesis or their statement

0:08:58.320,0:09:02.250

that tell us what they're going to write about in it and I will model it I will

0:09:02.250,0:09:08.280

model certain things almost completely for them for them to get it right

Appendix 23: Teacher transcript excerpts

Teacher 11

Interviewer: Is that do you think the formatting is very different to what their Arabic writing

0:14:12.869,0:14:16.439
experience is

Teacher 11: No- no -no - some people would say its

0:14:16.439,0:14:22.410
different but its actually not because in Arabic if you don't have something to start

0:14:22.410,0:14:28.300
with
If you don't start in a smooth way say it

0:14:28.300,0:14:34.279
is not a good writing its not its not good writing but you don't you will not have

0:14:34.279,0:14:44.059
it as in English like indentation and then body paragraph 1 body you would have it

0:14:44.059,0:14:48.660
Yes there is introduction and you would feel and you would feel that the writer is leading

0:14:48.660,0:14:54.449
you to the topic and then he or she would start with 1 point and talks more about that

0:14:54.449,0:15:03.749
1 point with Supporting details and stuff and then again smoothly he will go to the

0:15:03.749,0:15:07.309
2nd point
This is this is a good writing yeah

0:15:07.309,0:15:14.739
But we don't have like strict format like English like you have to have indentation

0:15:14.739,0:15:20.759
Topic sentence concluding sentence and then you move to the 2nd paragraph and so on and

0:15:20.759,0:15:22.679
so forth

When it comes to instructions like serious

Appendix 23: Teacher transcript excerpts

0:25:00.159,0:25:06.620

ones I talk in Arabic and especially research
everything in research I mean

0:25:06.620,0:25:15.470

We have like 5 classes 5 classes a week
The research class every week is in Arabic

0:25:15.470,0:25:19.889

from the very beginning

J: Do you think that they then understand

0:25:19.889,0:25:22.779

because I don't think mine do

K: they understand yeah

0:25:22.779,0:25:24.590

its only after

its only after I talk

0:25:24.590,0:25:29.769

Because I tried to Explain when I first taught
the cause I tried to explain it in English

0:25:29.769,0:25:46.280

and it didn't make any sense to them

Interviewer: well its a Huge leap for them

0:25:46.280,0:25:54.259

Teacher 11: so I explain it in Arabic. { That's why
I think, my suggestion is that they have a

0:25:54.259,0:26:02.220

research course in Arabic

With everything we expect them to do we

0:26:02.220,0:26:08.399

are trying to get them to understand paraphrasing
referencing in text citation we have that

0:26:08.399,0:26:12.629

in Arabic too

So they need to have a course in Arabic maybe

0:26:12.629,0:26:16.029

before taking the one in English so at least
they understand the concept

0:26:16.029,0:26:20.730

Interviewer: In year 2 not in year 1. They have enough
to do in year 1

0:26:20.730,0:26:24.600

Teacher 11: they do it later they do it later but not
even they do it even after even after they

0:26:24.600,0:26:30.230

Appendix 23: Teacher transcript excerpts

finish year 2 classes

Interviewer: well research like Primary research is

0:26:30.230,0:26:33.630

usually post grad not year 1

Teacher 11: yeah I didn't do any research when I

0:26:33.630,0:26:36.840

was doing my bachelor degree

0:26:36.840,0:26:44.100

Teacher 11: all in class writings final exams and this

Interviewer: I mean did you do researched essays

0:26:44.100,0:26:46.970

Teacher 11: no I mean nothing like this

0:26:46.970,0:26:50.190

Interviewer: They do primary research where they do interviews

0:26:50.190,0:26:57.950

Teacher 11: no I did it only in the last semester
no I mean they need to understand the concept

0:26:57.950,0:27:07.539

of research and all its related processes
and it should be in Arabic first they understand

0:27:07.539,0:27:10.340

it and then in English

Teacher 4

Teacher 4: thing they had more problems with the
main task of writing the report because

0:03:36.720,0:03:42.860

I as far as I know we don't have a
writing program so they don't really have

0:03:42.860,0:03:48.870

much writing by the time they come to
level B and level C they probably write

0:03:48.870,0:03:55.709

about family or cities but nothing
related to to writing an actual research

0:03:55.709,0:04:00.810

project to go and search for the
information and then get it and put it

0:04:00.810,0:04:04.019

into their own words which is very

Appendix 23: Teacher transcript excerpts

difficult that was on the problems that

0:04:04.019,0:04:08.670

I encountered a lot of it was was like I
you tell them you stole this information and they all go no no I didn't
steal it but that was the main problem

0:04:08.670,0:04:10.850

and

0:04:13.160,0:04:19.860

so that not

0:04:19.860,0:04:20.820

plagiarising

0:04:20.820,0:04:23.060

you think that level before they're
just using their own

0:04:23.060,0:04:24.930

the level before it was pretty much structured you know
everything was just done for them they

0:04:24.930,0:04:30.800

just supply the information they needed like the structure at the
sentence level they just have to supply the name or the age or
information related to what they were writing about but not to
actually sit down and write and what they wrote on

0:04:43.370,0:05:02.610

their own had a lot of grammar problems a lot of vocabulary problems
because we don't teach them how to write and I think thats the main
problem in this whole program the fact that by the time they get to
year one
or even level A we expect them to

0:05:02.610,0:05:06.900

put a little research paper but we
don't practice that before they get

0:05:06.900,0:05:12.740

there we made the assumption that a lot
of stuff is done before they come to us

0:05:16.190,0:05:22.170

so in an ideal world where you could
teach them what are the things that you

0:05:22.170,0:05:24.750

think that you would they would need to
be told

Teacher 5:

Teacher 5: students need to learn

Appendix 23: Teacher transcript excerpts

0:07:40.410,0:07:41.670
need a big

0:07:41.670,0:07:47.040
vocabulary and this is one of the
downfalls is that they don't actually

0:07:47.040,0:07:51.600
have the vocabulary to be able
to express themselves in their essays

0:07:51.600,0:07:58.410
Interviewer: and what do you do about that?

0:07:59.300,0:08:08.220
Teacher 5: somehow you have to introduce a lot more
vocabulary so thesaurus exercises etc

0:08:08.220,0:08:15.750
where you have allocated 10 words a day
that you spend a period of time looking

0:08:15.750,0:08:22.920
at all the words that mean the same I'm
just building on the vocabulary because

0:08:22.920,0:08:28.020
that then gives them the ability to say
the same thing but in many different

0:08:28.020,0:08:34.219
ways which helps their essay writing

0:08:36.800,0:08:44.340
Interviewer: what about grammar

0:08:44.340,0:08:47.940
Teacher 5: gramma is another
poor point but it's really through lack

0:08:47.940,0:08:57.690
of early training early school grammar
so this is also a hindrance to some of

0:08:57.690,0:09:04.560
the students who have come from regions
where there wasn't maybe an adequate

0:09:04.560,0:09:07.940
English program

0:09:25.260,0:09:31.855
and so it's sort of another there are many little brick walls that the
students encounter and some have more than others

Appendix 23: Teacher transcript excerpts

Teacher 8

Teacher 8: plan and or like organization is important so that they have this thesis

0:10:10.120,0:10:16.760
paragraphs topic sentences introduction
conclusion supporting ideas some

0:10:16.760,0:10:24.080
examples and try to paraphrase use that
what what do they do is just copy paste

0:10:24.080,0:10:32.720
and just change some words they open the
dictionary and use the synonyms only and it looks

0:10:32.720,0:10:41.420
like there again not their aah plagiarised work
so but I had some which were plagiarized

0:10:41.420,0:10:46.070
I guess again but they most of my
students kept this

0:10:46.070,0:10:49.910
at least organisation they had all this
you could see that they have this

0:10:49.910,0:10:56.509
paragraphs introduction body paragraphs
conclusion thesis outline after at the

0:10:56.509,0:11:01.310
end of introduction like I'm going to
talk about this this this

0:11:01.310,0:11:07.329
topic sentences those most of them had
which I guess it was at least something

0:11:07.329,0:11:15.170
result in terms of result
paraphrasing not much but organization

0:11:15.170,0:11:25.000
was there

Teacher 1

Teacher 1: what I have seen is its factual
information that they give to me I see

0:06:17.720,0:06:23.720
that they they can recall information
they're able to identify certain

Appendix 23: Teacher transcript excerpts

0:06:23.720,0:06:30.500

concepts like for example right now
where some of the kids have decided to

0:06:30.500,0:06:41.400

write about how terrorism affects how
how terrorism works so my students right

0:06:41.400,0:06:46.220

now are in international business but
they've decided to work they decided to

0:06:46.220,0:06:53.810

address their writing tasks writing
tasks as a final project on terrorism so

0:06:53.810,0:06:57.000

many of them have decided several of them
had decided to address terrorism in

0:06:57.000,0:07:03.390

developing countries they're reporting
back to me what

0:07:03.390,0:07:06.880

number of casualties number of
businesses being or types of businesses being

0:07:06.880,0:07:12.920

affected but they're not necessarily
demonstrating to me what that implies so

0:07:12.920,0:07:20.180

this higher order like this higher
learning ok you're able to recall

0:07:20.180,0:07:26.390

and identify for me but what does that
mean like delve in further here so there

0:07:26.390,0:07:35.110

seems to be an element of critical
thinking or critical inquiry which needs

0:07:35.110,0:07:43.030

to be addressed it's it's that the kids
are great at recalling reporting factual

0:07:43.030,0:07:51.720

things but telling them or asking them
well what does that imply what does that

0:07:51.720,0:07:54.810

mean it takes them a little bit more
time to actually process that line of

0:07:54.810,0:08:02.880

thinking because it definitely involves

Appendix 23: Teacher transcript excerpts

a higher order of thinking if that makes sense

0:08:02.880,0:08:06.110
that's for the final project

Teacher 7

Teacher 7: I think it's also good academically

0:03:54.910,0:04:01.540
to be able to construct a good argument
in which you are able to argue both

0:04:01.540,0:04:08.200
sides of an opinion and be able to play
devil's advocate if you like and be able

0:04:08.200,0:04:14.200
to critically think about the other
person's opinion before you're able to

0:04:14.200,0:04:22.270
kind of give your all own ideas and
opinion so the classification essay I'm

0:04:22.270,0:04:29.979
not so sure about that's very much
responding to statistics and graphs bar

0:04:29.979,0:04:35.620
graphs pie charts and being able to
critically analyze the results not just

0:04:35.620,0:04:40.690
described them but what is the meaning
of those results which I think is important which

0:04:40.690,0:04:48.080
students struggle with

Teacher 6

Interviewer: they wouldn't really have

0:12:40.760,0:12:46.040
read have they read much research do you think?

0:12:46.040,0:12:48.529
Teacher 6: I think that's the struggle
teaching here in the middle East it like

Appendix 23: Teacher transcript excerpts

0:12:48.529,0:12:52.910
it everything is introduced for the
first time everything got explained for

0:12:52.910,0:12:57.830
the first time there's not much
background maybe they took a couple of

0:12:57.830,0:13:05.470
surveys themselves in Arabic or asked to
participate in a survey have they done

0:13:05.470,0:13:14.360
any kind of reading about it I don't
think so it's definitely first time like

0:13:14.360,0:13:24.500
J:we're recording this okay yes so do you
think there's any special vocabulary

0:13:24.500,0:13:26.212
that you need around that

0:13:26.212,0:13:29.089
F:yes there
is a special vocabulary

0:13:29.089,0:13:33.260
introduced and there's lots of exercises
this kind of helps them with that and

0:13:33.260,0:13:38.930
it's all about like introducing
percentage and all of this so the

0:13:38.930,0:13:40.680
smallest amount the most significant
results things like that etc

Appendix 24: English marking guide

Year 1: Project: Rating Scale and procedure for assessing report

1. Assess for **Task Achievement** first.

	5	4	3	2	1	0
TASK ACHIEVEMENT	<p>Addresses assigned topic directly; coverage is fairly comprehensive; little irrelevance.</p> <p>Meets minimum word limits</p> <p>Source material is consistently referenced using APA conventions.</p>	<p>Addresses assigned topic but some points may not be covered or some irrelevance may appear</p> <p>Roughly meets minimum word limits</p> <p>Source material is referenced with some attempt at APA</p>	<p>Addresses assigned topic but contains irrelevant points and some relevant points are not dealt with.</p> <p>Not less than 50% of target word limit</p> <p>Some attempt is made at referencing</p>	<p>Limited relation to the assigned topic: shows some attempt to address the issue but contains little relevant material.</p> <p>May be short.</p> <p>Despite SafeAssign report the script gives cause for suspicion of plagiarism</p>	<p>Answer bears no or almost no relation to task.</p> <p>Despite SafeAssign report the script gives cause for suspicion of plagiarism</p>	<p>No assessable sample i.e. nothing legible on the page or no report submitted</p>

2. If the script meets the 3 criteria, continue to mark the script. If not enter 1, 2 or 0 on the mark sheet.

Appendix 24: English marking guide

ORGANISATION	<p>Functional introduction and conclusion</p> <p>Overall drift of ideas clear and development is fairly linear</p> <p>Generally appropriate use of cohesive devices</p>	<p>Functional introduction and / or conclusion</p> <p>Overall drift of ideas fairly clear but development is not linear i.e. may meander or backtrack a little</p> <p>Appropriate use of some cohesive devices</p>	<p>Functional if limited introduction and / or conclusion</p> <p>Reader can work out overall drift of ideas but lack of linearity causes problems</p> <p>Limited use of cohesive devices</p>	<p>Barely recognizable introduction and/or conclusion</p> <p>Overall drift of ideas unclear – reader forced to conjecture</p>	<p>Little apparent organization of ideas</p>	<p>Baffling</p>
GRAMMAR	<p>Shows range of structures required for the task</p> <p>Complex structures attempted where required but with errors</p> <p>Basic structures error free.</p> <p>Errors do not interfere with expression of meaning</p>	<p>Shows most of the range of structures required for the task</p> <p>Some attempt at complex structures, but with systematic errors - basic structures largely error free</p> <p>Overall meaning is not obscured</p>	<p>Lacks the full range of structures to tackle the task – overall meaning not obscured but may cause simplification of ideas</p> <p>Errors in basic structures</p>	<p>Lacks range for task</p> <p>Major problems in basic constructions</p> <p>Meaning confused or obscured in places</p>	<p>Major problems in basic constructions</p> <p>Meaning obscured – reader struggles with overall sense</p>	<p>Almost no control of grammar at all</p>

Appendix 24: English marking guide

<p style="text-align: center;">PUNCTUATION</p> <p style="text-align: center;">SPELLING AND MECHANICS</p>	<p>Few spelling errors</p> <p>Punctuation may be simple but is correct</p> <p>Capitalization accurate</p> <p>Paragraphs indented</p>	<p>Occasional errors in spelling, punctuation, paragraph marking or capitalization but meaning not obscured</p> <p>Handwriting legible</p>	<p style="text-align: center;">Errors of spelling, punctuation, paragraph marking or capitalization.</p> <p>Handwriting legible</p>	<p>Errors of spelling, punctuation, capitalization, and paragraphing</p> <p>Handwriting illegible in parts</p>	<p>Dominated by errors</p> <p>Handwriting frequently illegible</p>	<p>Illegible or very difficult</p>
<p style="text-align: center;">VOCABULARY</p>	<p>Shows range of vocabulary required for the task</p> <p>Register is generally appropriate</p>	<p>Shows most of the range required though some words may be imprecise or some circumlocution may be necessary</p> <p>Register generally appropriate</p> <p>Occasional misuse of vocabulary may appear</p>	<p>Lacks the full range for the task – overall meaning not obscured but may cause simplification of ideas or comprehension difficulties</p> <p>Lapses in register appear</p> <p>Some misuse of vocabulary may appear</p>	<p>Significant lacks in vocabulary either limit the answer to very simple ideas or cause overall comprehension difficulties</p> <p>Lapses in register</p> <p>Misuse of vocabulary</p>	<p>Lacks in vocabulary mean little or no attempt can be made at an answer</p>	<p>Almost no lexical resource</p>

TASK ACHIEVEMENT: This is a ‘gateway’ criterion i.e. a criterion that establishes whether or not the script should be marked in full. The criterion includes the aspects formerly covered in *Content* but also includes other aspects of the treatment of the

assignment, including text length and plagiarism. It does not include marks for originality of content as this is felt to be too subjective. It attempts to answer the question: has the student attempted to construct a text, in more or less their own words, that attempts to address the question?

With regard to irrelevancy: the distinction between 2 and 3 is quantitative: to score 3 a script may have irrelevant material but this must constitute less than 50% of the text. A text with more than 50% irrelevancy must score 2 or lower. The difference between 3 and 4 is qualitative. For 4 the script may contain irrelevant material or omit relevant points. For 3, the script will show both.

With regard to plagiarism: HETEE writing tasks are designed to facilitate integration of ideas drawn from a reading, and possibly a listening, text but only as a partial source. Tasks should never permit even the partial answering of a question simply through a regurgitation of reconstructed reading material. Marks are awarded for appropriate use of source material through quotation or paraphrase but under Task Achievement, the concern is only with inappropriate use i.e. sections of text simply copied without acknowledgement from the reading text or elsewhere and presented as the student's work.

It is recommended that the marker scan the script quickly with the reading text to hand and underline or block any sentences copied verbatim without acknowledgement from the reading or elsewhere. Note, the smallest unit to be considered as plagiarism is the sentence. If a student is able to manipulate words, lexical chunks or phrases encountered in the reading and use them more or less appropriately in their writing, this is to be considered – in most cases – as evidence of learning. To score 3, any such material must not exceed 10% of the total text. Where such material is identified it should simply be left unmarked i.e. not assessed for grammar, vocabulary etc.

ORGANISATION: This criterion covers the organisation of text above the level of the sentence, so at paragraph and text level. It assesses structure i.e. division into functional sections (introduction – body – conclusion), functionality i.e. the extent to which the sections perform their jobs and linearity i.e. the extent to which the ideas flow in – to Western readers - a logical manner.

GRAMMAR: This criterion covers range, complexity and accuracy of grammar use. ‘Range’ refers to whether or not the text displays the structures actually necessary to carry out the task in. For example a task that required a writer to describe a sequence of events in a linear way (first A , then B, then C) would require use of the Past Simple and perhaps the Past Continuous. A more complex task would be to describe a sequence of events in a non-linear way (i.e first B, then back to A and then forward again to C) and this would require use of the Past Perfect, as well as the other two tenses. ‘Complexity’ is related to range. In this rating scale the common – but contentious and misleading - distinction between ‘simple’ and ‘complex’ grammar is used. Simple structures would include one clause sentences, or *co-ordinated* two clause sentences (e.g. He lives in Muscat but he works in Nizwa), noun phrases with no more than three components (e.g. determiner-adjective-noun), single verb verb phrases, adverbs rather than adverbial phrases, Past Simple for narrative, Present Simple for description. Complex structures would include subordinated clause sentences, multi-item noun and verb phrases, multi-item adverbial phrases, conditional structures, Past Perfect in narrative, Present Perfect on the narrative/descriptive boundary, modal verb phrases.

VOCABULARY: This criterion also covers range in relation to the task but also considers three common consequences of a lack of range: the use of circumlocution, the simplification of ideas through the use of general words, misuse of words. It also considers register, by which is meant a choice of words appropriate to the type of text and the context of use. In an exam we expect standard academic English and should penalise colloquiality.

MECHANICS: This covers hand-writing, spelling, punctuation and capitalization.