Investigating the relationship between Language Teacher Cognition and Student Learning through the 'Tutelage of Thinking': A complex dynamic systems perspective

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Abstract

Investigating the relationship between Language Teacher Cognition and Student Learning through the 'Tutelage of Thinking': A Complex Dynamic Systems Perspective

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This thesis presents the findings of an exploratory study that investigates the effects of language teacher cognition (LTC) on learning. Despite decades of LTC research, criticisms have been levelled at the dearth of studies linking LTC to learners and their learning in classroom learning environments (LEs). Research shows that LTC is an important mediator of teacher decision-making and behavioural practices in these contexts. This study makes a unique contribution to understanding how LTC relates to learning through the multidimensional concept of 'the tutelage of thinking' which functions on both macro and micro levels through cognition.

This longitudinal, qualitative study explores LTC on a university EAP programme in the Kurdistan Region of Iraq (KRI). Employing complex dynamic systems theory, it investigates three classrooms as case studies using classroom observations and semi-structured interviews with teachers and learners, and documentary analysis of teaching and learning materials and assessed work.

Past experiences of language learning (such as EMI schooling) and related beliefs were significant in mediating cognitions, intentionality, behaviours, perceptions of self, imagined future selves, identities, first and second language orientations, and the organisation of interaction patterns within the LE. While external contextual factors were significantly related to the stability of cognitions, the multifaceted tutelage of thinking was key to teacher and learner coadaptation and change within the LE and was the central link between LTC and learning.

The study further illustrates how learning occurs through the interaction, mediation, and organisation of interconnected system components as they are dynamically assembled into new configurations. It presents insights into LTC on both micro- and macro-levels, respecting the complexity constitutive of LEs as nested systems in wider contexts. It poses pedagogical challenges for classroom participation, interaction and identity formation and advocates further research into the tutelage of thinking to better understand LTC in learning in EAP contexts.

(Keywords: language teacher cognition, student learning, tutelage of thinking, complex dynamic systems theory, English medium instruction, classroom interaction)

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List of abbreviations

AL	Applied Linguistics
AS(s)	Attractor State(s)
AWL	Academic Word List
BAK	Beliefs, Attitudes, and Knowledge
BALEAP	British Association of Lecturers in English for Academic Purposes
CDS(s)	Complex Dynamic Systems
CDST	Complex Dynamic Systems Theory
CEFR	Common European Framework of Reference (for Languages)
CELTA	Certificate in English Language Teaching to Adults
CLIL	Content and Language Integrated Learning
CLT	Communicative Language Teaching
CO(s)	Classroom Observation(s)
CPD	Continuing Professional Development
DELTA	Diploma in English Language Teaching to Adults
EAP	English for Academic Purposes
ELT	English Language Teaching
EMI	English-Medium Instruction
EMIBL(s)	English-Medium Instruction Background Learner(s)
FFI	Form-Focused Instruction
FL(s)	Foreign Language(s)
FonF	Focus on Form
FonFs	Focus on Forms
HE	Higher Education
IATEFL	International Association of Teachers of English as a Foreign Language
IELTS	International English Language Testing System
ITE	Initial Teacher Education
JALL	Journal of Academic Language and Learning
JEAP	Journal of English for Academic Purposes
KAL	Knowledge about Language
KRI	Kurdistan Region of Iraq
LE(s)	Learning Environment(s)
LLC	Language Learner Cognition
LPP	Legitimate Peripheral Participation
LTC	Language Teacher Cognition
L1	First Language
L2	Second Language
MDF	Module Descriptor Form
ME	Middle East
MHESR	Ministry of Higher Education and Scientific Research
NEST(s)	Native English Speaker Teachers
NNS(s)	Non-Native Speaker(s)
NS	Native Speaker(s)

PGCE	Post-Graduate Certificate in Education
PGDE	Post-Graduate Diploma in Education
PTE	Pearson Test of English
RQ(s)	Research Question(s)
SELT	Secure English Language Test
SLA	Second Language Acquisition
SLL	Second Language Learning
SLTE	Second Language Teacher Education
TE	Teacher Education
TEAP	Teaching English for Academic Purposes
UG	Undergraduate
VESAL	Visible Conference on Education and Applied Linguistics
VLE	Virtual Learning Environment
WTC	Willingness to Communicate

1. Introduction

This study is an exploratory investigation into how language teacher cognition (LTC) influences learning for both learners and teachers in an English for Academic Purposes (EAP) context in a tertiary institution in Iraq. The institution hosts an EAP department of well-qualified and experienced language professionals with developed theories about learning, but whose daily practice often appears to be a challenging, complex configuration of wider contextual factors in learning; teaching at variance with beliefs; and perplexity at teaching without seeing desired learning outcomes. As a university lecturer in the Kurdistan Region of Iraq (KRI), aware of how multiple global trends in English language teaching (ELT) were shaping my own context, and the increased pressure to ensure retention, learning and progression, I became more concerned with the central relationship and processes of teaching and learning. Resisting notions that students could somehow 'purchase' learning and progression (Groccia, 1997:32), I initiated multiple conversations with colleagues regarding their beliefs about teaching and learning, and their views on how contextual issues influenced their practices in language teaching. I became both curious and concerned about how teachers were delivering EAP courses where learners' English levels ranged from elementary to intermediate, and how they created effective learning environments (LEs) that led to the achievement of learning goals in these contexts. I was also intrigued by the interface of the dynamics of their classrooms and the extent to which teachers were teaching according to their beliefs. As part of my own professional development and borne out of my concern for effective teaching and learning, I wanted to explore how these language teachers understood their worlds, how their cognitions were at work in their LEs, and the pedagogical and developmental implications for learning deriving from these. Thus, the current study is an attempt to see their worlds through their eyes and pursues a design with methods commensurate with this aim.

1.1 Background to the current ELT landscape

The need for academic research in the field of education to be responsive to the felt needs and concerns of educational practitioners and policy makers is now commonly argued for (Lally, 2014; Wilson, 2014). In the field of language learning, globalisation has intensified the unprecedented expansion in the ELT industry (Crystal, 2003; Macaro, 2018), and this proliferation has resulted in greater scrutiny of the central processes of teaching and learning in many contexts across the world (Borg, 2016). Notably, the

increase in English-medium instruction (EMI) (Doiz, Lasagabaster, Sierra, 2013; Dimova, Hultgren and Jensen, 2015) and EAP, (Jordan, 1997; 2002; Benesch, 2001; Hyland, 2006) have characterised the increased internationalisation of higher education (HE) (Macaro, 2018). Large international student populations have become typical in HE in English-speaking universities (Andrade, 2006; Ennew and Greenaway, 2012), and the increasing trend for such universities to develop EMI campuses elsewhere, as well as the motives for, and implications of doing so is widely debated (Groccia, 1997; Birrell, 2006; Healey, 2013). Accompanying the global increase in the number of people studying English, there has been a growth in interest in the issues of implementing quality assurance (Groccia, 1997; Kaghed and Dezaye, 2009), efficient learning processes (Dornyei and Ryan, 2015), and improving attendant learning outcomes through more effective teaching (Freeman, 2016). Leading journals within the field of second language acquisition (SLA), applied linguistics (AL) and ELT are testimony to the vast range of scholarly debates and research activities associated with this growth.

As a corollary of the ELT expansion, public and policy concerns about standards (Birrell, 2006), the quality of preparatory second language teacher education (SLTE) and continuing professional development (CPD) programmes (Richards, 1998; 2012), the efficacy of teaching as assessed by measurable learning outcomes, and the validity of these processes (Borg, 2016) have also increased. This has inevitably resulted in greater scrutiny of practices and the implementation of frameworks for development, which are ostensibly aimed at improving teaching and learning in education and research (British Council, 2015; Department for Business, Innovation and Skills, 2016). Within the UK, for example, such frameworks reflect the growing expectation for continual evaluation of teaching and learning, consideration of learner voice and experience, the need to be perceived to deliver good value for money to consumers (Groccia, 1997), and essentially a newly-defined, contractual teacher-learner relationship buttressed by legal specifications (Skeleton, 2005; Neary, 2016). Such initiatives demonstrate a global trend to regulate teaching and learning processes and the attendant relationships more effectively. Across the globe, as research reflects these developments, the need to set the teaching-learning relationship at the heart of the financial, legal, and educational enterprise is of primary importance. How teaching and learning are shaped in a wider situation which Walker (2006:11) has called ‘market idolatry’ is additionally an ethical requirement of research.

Reframed by these multiple, concurrent trends, the teaching and learning process is a dynamic, but problematic area of academic inquiry. This is because of the questionable, but unarticulated assumption underlying many debates and policy decisions: teaching causes learning in a linear and straightforward way (Brophy and Good, 1986). Despite being a problematic premise for making crucial educational decisions, this purportedly axiomatic notion prevails (Biesta, Osberg, and Cilliers, 2008), and informs highly influential CPD programmes which are dependent on performance indicators of competency frameworks (Shulman, 1986), and which are used to evaluate teachers assuming that their role is to enact instructional systems (Parlett and Hamilton, 1976:100).

1.2 Background to the literature

Whilst a historical concern for effective teaching and learning has long been present in the field of education (Gage, 1963; Travers, 1974), the focus of empirical research was traditionally on effective teacher behaviours. During the 1970s, for example, the dominant approach was typified in the 'process-product' studies, which focused on the relationship between certain types of behaviour and corresponding learning outcomes (Clark and Peterson, 1986; Dunkin and Barnes, 1986; Freeman, 2002). Although highlighting some desirable practices, the limitations of such studies were soon seen in the lack of success when trying to transform itemised behaviours, measured by frequencies of occurrence, into prescriptive practices assumed to effect changes in learners in a consistent and homogeneous way (Erickson, 1986; Shavelson, Webb and Burstein, 1986; Wittrock, 1986). The complexity and interactive mediations of the real classroom had been overlooked (Yinger, 1986) in an empirical quest for predictable behaviours identified through behaviourist observation and explanations of causality, which Fenstermacher (1986:41) has called "methodological isomorphism with the natural sciences."

More germane to the field of language education specifically, conceptual and methodological changes have arisen from a focus on teaching and learning processes. Walberg (1972) is attributed with introducing the term teachers' '*mental lives*', which signified a departure from the prevailing epistemological approaches of his time. He advanced a critique of the empirical and interventionist approaches of behavioural psychology asserting their inability to understand the effects of teaching. Walberg emphasised the contribution made by studies investigating teacher decision-making and

thought processes as a step in the right direction but went further in arguing that decision-making and perceptual constructs can help us understand the mediational links between the socio-psychological context of teaching and teaching behaviour and between teacher behaviour and student learning. Intention, he argued, is the key element linking perception to behaviour. Consequently, to better understand teaching and its connection to learning requires insights into these 'mediational linkages' (Walberg, 1972:33) that connect classroom processes at different levels and across different domains through the intentional interaction of participants in the teaching and learning endeavour. In setting out his understanding of the research terrain, Walberg both captured the *zeitgeist* of the new research agenda and stimulated further conceptualisations of teachers' mental lives.

1.3 Current conceptualisations

The notion of teachers' mental lives has become highly influential as a concept and is a frequently researched phenomenon (Elbaz, 1983; Burns, 1992; 1996; Johnson, 1992; 1994; Woods, 1996; Borg, 1998a; 1999a; 1999b; 2001; 2003; 2006; 2009, 2012; Burns, Freeman and Edwards, 2015; Kubanyiova, 2015; Kubanyiova and Feryok, 2015; Couper, 2017; England, 2017; Burri, Chen and Baker, 2017; Graus and Coppen, 2017), establishing itself as a subdomain of AL (Kubanyiova and Feryok, 2015). Arguably, the mainstream definition in the field is Borg's (2006:1) classification of LTC as 'what language teachers think, know and believe.' This seemingly unproblematic, commonsense definition encompasses mental processes from educational and psychological domains related to teaching practices (Graus and Coppen, 2017:643). However, challenges have been directed at static notions of cognition with critiques disputing the cognitivist, information-processing underlying this view of mental activity, and claiming that cognition is closely intertwined with both emotion and motivation (Dornyei and Ryan, 2015). Some scholars maintain that a more ecological and dynamic view of cognition representing teachers' inner ecologies (Kubanyiova and Feryok, 2015:436) is more appropriate for meeting the needs of research and theory. Thus, the exploration of LTC in relation to student learning necessitates ontological, epistemological and methodological advances. As LTC is not very well understood in relation to learning, salient omissions exist and the LTC field awaits what is potentially its greatest contribution. Understanding how LTC affects learning will enable us to better prepare teachers (Tarone and Allwright; 2005), and support them in practice and professional development, as well as to better understand how learning processes are

shaped by the dynamics of an interactive LE (Johnson, 2015). In the area of language learning, an epistemic reconfiguration of the concept of cognition has been advanced (Kubanyiova and Feryok, 2015:442) and a repeated call made for demonstrating the relevance of LTC to learning (Borg, 2006; 2016; Kubanyiova and Feryok, 2015:442; Sfard, 2008). However, to date there is a paucity of empirical studies employing these conceptualisations. The present study aims to make use of recent developments and address this need. It does this by identifying and illustrating the tutelage of thinking, a concept originating in this study, to explain the multifaceted, emergent adaptations that teachers make in creating, managing and negotiating specific LEs to direct learners toward learning goals.

1.4 The context: Iraq

The Middle East is an area experiencing a range of demographic and developmental changes with the rapid population growth of recent decades beginning to decline, and (wars aside) an improvement in economic conditions (Clawson, 2018). Characteristic of the region, Iraq is currently experiencing trends of increased globalisation. This has led to an expansion of both public and private sector tertiary institutions for a significant sector of the population which is eligible for a university education. Besides the output from medical teaching hospitals and universities, little educational research exists in the country although some universities have recently started online journals and collaborative conferences in education (VESAL, 2016). Research interests are growing and are widely encouraged, particularly as the government now publishes national ranking details of universities online (Ministry of Higher Education and Scientific Research, (MHESR), 2018). As a corollary, there is an accompanying growth of interest in quality assurance (Kaghed and Dezaye, 2009).

The Iraqi government promotes top-down implementation of EMI and the adoption of international standards of English in academic courses and assessments (MHESR, 2010). This is not unproblematic however, as at times pedagogical practices and learning traditions have conflicted with the direction set by government policy. For example, in his study of EMI lecturers' perceptions of English language in 13 public universities in Iraq, Borg (2016) discovered significant inconsistences between policy and practice, and suggests that despite governmental endorsement, the implementation of EMI is neither straightforward nor successful, with English used in the classroom approximately 50% of the time on EMI courses in Iraqi-Kurdish contexts. Moreover, lecturers attributed this

behaviour to the limitations of their students and stated that learners did not have adequate levels of English to be studying in an academic context (Borg, 2016:2). His findings show that "the most salient challenge in EMI highlighted by lecturers was the low level of English among students" (Borg, 2016:19). This is an insightful but worrying situation in the KRI as the expansion of EAP continues in a climate where lecturers state that learners do not have the necessary proficiency levels to study at university level.

In Iraq, instructors in EMI universities face serious challenges in attempting to develop the academic English required for the successful completion of degrees. Low proficiency levels limit students' ability both to comprehend content in English, and to perform successfully in exams. Borg (2016) points out that this situation raises serious issues regarding the validity of assessments being conducted in English by these universities. Additionally, in his study, he found that many lecturers lacked confidence in their own English language abilities, a factor he has elsewhere related to knowledge about language (KAL) in particular (Borg, 1999a, 1999b, 2001). Thus, in Iraq, despite 12 years of English at school, instructors reveal that university entrants have beginner or elementary level English language proficiency, whilst intermediate or upper intermediate levels are required for undergraduate (UG) study. This misalignment has led the effectiveness of teaching and learning to be called into question as students perennially experience language difficulties and poor learning outcomes (Borg, 2016).

The institution selected in this study is characterised by its mission to become a high-ranking international university. In line with this vision, teacher recruitment aims to attract candidates from English-speaking countries and teachers with a high level of competence in English. The teachers in the study came from the UK, Australia and Europe and were qualified to BA/CELTA or master's level. They also all had relevant teaching experience teaching EAP (Table 8, p.58). The EAP pre-sessional programme which focused on reading, writing, listening, and speaking skills was designed to prepare learners to meet the UG entry requirement (equivalent to an IELTS 6 score). The in-sessional modules aimed at ensuring all students attained a minimum B2 level of proficiency and the academic English to complete their degrees. Support was available to students throughout their degree programmes although year 3 and 4 students did not have formal modules. The teachers stated that they had considerable freedom in designing and delivering courses as they were able to choose materials or create their own. They also worked collaboratively whilst planning courses, writing, standardising, and marking

assessments, and two participating teachers had published two journal articles together. However, there was no formal professional development implemented on an institutional level. Section 3.4.2 presents further details about participants. Class sizes varied from 8 on engineering in-sessional modules to 25 learners on the pre-sessional (Section 7.4). Whilst many in-sessional learners join courses as direct entrants from private international schools, pre-sessional learners mainly come from local schools where English is taught as a subject for around three hours a week.

1.5 Rationale for the study

In the area of SLTE, Borg's influential research reveals that teachers' beliefs, perceptions, decision making, knowledge and theories about teaching are key elements in mediating their practice (Borg, 2003; 2006; 2016). Teachers' mental processes are perceived to be research-worthy because they influence how they establish and engage in LEs and interact with their learners. *Unobservable* LTC (Borg, 2006) is a key factor in shaping teaching practices. Consequently, government policies, curricula, knowledge, and personal beliefs are mediated through the construction of LEs. To understand language learning in the Iraqi context, we must understand these interacting processes and how they relate to learners. Whilst the relationship between LTC and student learning has been unduly evaded by the research community, partly due to the significant methodological and theoretical challenges this poses (Kubanyiova and Feryok, 2015), it is imperative that these issues are addressed. Although research reveals that LTC is a powerful mediator in teacher development (Almarza, 1996; Johnson, 2009a, 2009b), we still lack knowledge of *how* it mediates LEs and student learning, areas central to our understanding of teaching (Johnson, 2015). Borg (2006) is explicit in pointing out the most crucial and salient unresearched issue in LTC, which he argues has the unrealised potential for major advancements:

> "This is the relationship between teacher cognition and student learning...research on learning and research on teacher cognition have developed in parallel to one another without any signs of converging." (Borg, 2006:284).

Recent scholarship (Kubanyiova and Feryok, 2015:442; Borg, 2016) calls for greater relevance in LTC research to the areas of learner cognition and learning. This call has been reiterated throughout the history of research into LTC. As far back as the 1980s,

Clark and Peterson (1986:292) concluded their review of research acknowledging that there was still a lack of research investigating "teachers' thought processes in relationship to teachers' actions and their effects on students." Similarly, many authors who have made significant contributions to our understanding of LTC call for research which explicitly relates it to students' learning, noting the dearth of such studies (Fives and Gill, 2015:4) and highlighting that this is a salient gap which threatens the significance of the field as a whole (Dunkin and Barnes, 1986; Woods, 1996; Freeman and Johnson, 2005; Borg, 2006, 2009; Ellis, 2009; Johnson 2009a; Tsui, 2011). Ultimately, unless we understand how LTC relates to teaching and student learning, it will lack relevance to the central issues of language learning. Gains in research have been vitiated by the failure to explore the impact of LTC on student learning despite calls from scholars (Kubanyiova and Feryok, 2015). Thus, this is a key research objective in the study. It is achieved through gradually presenting my own concept of the tutelage of thinking which, as I propose, is at the centre of capturing the interactive relationship between LTC and student learning. As the thesis progresses, this concept will be developed in each of the findings chapters, with a full discussion of its elements and significance, illustrating its form and meaning in chapter 9.

1.6 Aim of the study

The main aim of this exploratory qualitative case study is to investigate the role of LTC in student language learning and teacher development in EAP. It aims to make explicit use of the recent theoretical conceptualisations and methodological refinements outlined above and to contextualise them in the dynamic setting of a KRI university. As a researcher in this context, I draw on the explanatory potential of complex dynamic systems theory (CDST) (Larsen-Freeman and Cameron, 2008a) to inform the study and to understand the multiple interacting socioeconomic, political, cultural, institutional, methodological and conceptual contexts that comprise the naturalistic locus of the study into cognition and learning. This is in accordance with endorsements from scholars whose contributions have shaped the field (van Lier, 2007; Ushioda, 2012; Burns, Freeman and Edwards; 2015; Mercer, 2016). Whilst acknowledging that teaching and learning are dynamic processes which are nested in these wider contexts (Burns and Knox, 2011:8), the current study adopts a bottom-up, classroom-based approach (Bogdan and Biklen, 2007) to exploring the cognitions and experiences of the central participants in the teaching and learning environment, aiming to understand their perspectives.

1.7 Outline of thesis

The thesis comprises three main sections. Firstly, chapters 1 to 3 introduce the study; situate the topic in the literature; present its conceptual framework and research questions; and explain the research design, data collection methods and analysis respectively. Then, chapters 4 to 8 present the findings in order of the research questions guiding the study. Finally, chapters 9 and 10 provide a discussion of the findings and their implications for pedagogy and future research, as well as the related limitations of the study.

1.8 Summary

In this chapter, I have introduced the study and its aims, illustrating the significance of LTC to learning and the need to research its effects. I have highlighted the wider global changes, theoretical and empirical developments, and regional and institutional factors which provide the context for the study. CDST, which is increasingly employed in studies investigating the dynamic nature of interacting systems, informs this study. This will be presented further in the next chapter which reviews the relevant literature in the domain.

2. The Literature Review

2.1 Introduction

Chapter 1 established the wider context for the study, the need for research in LTC in relation to learning, and the increasing appeal of CDST to shed light on classroom-based learning processes and language development. In this chapter, I provide an overview of the literature that is specifically relevant to the historical, cultural, conceptual and theoretical exigencies of the present study. In section 2.2, I review the EAP context relevant to the study with a focus on the issue of KAL. A chronological overview of LTC is presented in section 2.3 which is followed by the introduction of CDST in section 2.4. Section 2.5 introduces the reconceptualisation of cognition in line with broader theoretical developments in the field. Current scholarship on LEs is presented in section 2.6 and associated concepts of intentionality, agency, self-related concepts and identity in sections 2.7 to 2.8. The research questions guiding the study are presented and discussed in section 2.9. Finally, the chapter ends with a summary of the main content (section 2.10).

2.2 EAP

EAP has expanded precipitously as English has come into ascendancy as the language for the dissemination of academic knowledge and research (Hyland and Hamp-Lyons, 2002: 1). Table 1 below summarises key characteristics of the current EAP context.

Table 1. Features of EAP as a specific domain

Professional associations	• BALEAP
Journals	• *JEAP* • *Researching EAP Practice* • *Journal of Academic Writing* • *JALL* • *International Student Experience Journal*
Books	• Hyland, 2006 • Alexander, Argent and Spencer, 2008 • Hewings, Thaine and McCarthy, 2012 • De Chazal, 2014 • Paterson, 2013
Training and development	• BALEAP • British Council • IATEFL • CELTA • DELTA
Academic programmes	• Degrees, PGDE, TEAP
Curriculum development	• Needs analysis (Carkin, 2005) • Corpus-informed (Carkin, 2005) • 4 skills, academic study skills, academic vocabulary and grammatical structures (Hinkel, 2003) • Problem-solving (Kiely, 2004) • Communicative competence in functional language for academic and research purposes (Alexander, 2012)
Linguistic features	• Specific grammatical structures (Carkin, 2005) • Academic vocabulary e.g., AWL (Evans and Green, 2007; Coxhead, 2000; 2016) • Cohesion (DiCerbo, et al., 2014) • Decontextualisation (Carkin, 2005)
Expertise and conventions	• Academic literacies, copyright, plagiarism (Jordan, 1997; 2002)
Pedagogies	• CLT (Valeo and Spada, 2016) • FFI (Burgess and Etherington, 2002; Ellis, 2015) • FonF (Ellis, Basturkmen and Loewen, 2002; Ellis, 2015) • FonFs (Laufer, 2006) • Focus on Meaning (Burgess and Etherington, 2002) • Feedback (Unlu and Wharton, 2015) • CLIL (Breeze *et al.*, 2014)

Table 1 illustrates the increasingly specialised development of EAP as a professional domain with its associated academic programmes, pedagogical practices, publishing sector, associations and issues. The table is not exhaustive, as the proliferation of EAP activity in all areas continues to grow rapidly across the globe. Empirical evidence has buttressed the recommendation for commencing EAP study at progressively earlier stages to augment pedagogical efficacy and overcome the significant problems continually faced by learners (Mourao and Lourenco, 2015). In many parts of the world, English is increasingly taught in mainstream primary or secondary education (Graddol, 2006). This is partly because challenges often persist at tertiary level in English in terms of academic writing, grammar, style and cohesion, but also in terms of academic speaking (pronunciation, accuracy and fluency), and the debilitating effects of limited vocabulary repertoires (Evans and Green, 2007). Struggles faced by EAP learners and the corresponding challenges for teachers have been well-documented in an international context (Borg, 2016).

The apparently pragmatic response to the global demand for English has triggered a critical examination of ELT as a lucrative business serving 'the academic socio-political status quo' (Hyland and Hamp-Lyons, 2002:9). Firstly, the international preference for 'native speakers' (NSs) (Coskun, 2013) has led to tensions about status from 'non-native speakers' (NNSs) and the establishment of professional movements to redress issues of inclusion (Kamhi-Stein, 2016). A related issue highlighted in the literature concerns the quality and quantity of NSs teaching at all levels in different contexts (Chang, 2016). Secondly, the genres, texts, and modes of communication have been interrogated for reflecting the values of the powerful, serving their positions (Canagarajah, 1999; 2005) and presenting a need for acculturation in order to achieve L2 success (Hinkel, 1994). However, there is some evidence that paradigm shifts are beginning to redress the absence of a local voice in globalisation through redefining pedagogical trajectories assumed to be internal to language (Canagarajah, 2016). Related issues of identity in and through language learning have become a focus in academic, social and material relationships and their negotiation (Norton Pierce, 1995; Norton, 2000; Block, 2007). Finally, the implications for cultural cohesion and identity are important as English is taught by practitioners whose activity may undermine L1 cultural continuity. The ethical consideration of perpetuating widespread linguistic dominance so that NNSs can share in perceived economic and cultural prestige whilst their own customs and languages are

weakened at a rapid rate during the process is a professional as well as a political conundrum (Hinkel, 1995; Pennycook, 1997; 1999). Consequently, in EAP, what is taught, by whom, and how, has implications at individual, organisational, and regional levels in the areas of cognition, values, identity and culture because language is intertwined with, and expresses all these areas.

2.2.1 Knowledge about language

Because clarity and precision are important to academic communication, accuracy in language use is an important element of EAP (Hinkel, 2013). KAL is often referred to as what teachers should know in order to teach language effectively (Fillmore and Snow, 2000). In this sense, it is often used prescriptively in relation to teacher education (TE) depicting the information required by teachers to teach learners from diverse linguistic or socioeconomic backgrounds in a range of specific contexts. Borg (2005:325) refers to KAL as "the collection of attitudes towards and knowledge about English grammar which teachers possess." Andrews (1999) uses the term to signify metalinguistic awareness through which teachers reflect on their explicit knowledge base of language systems and understand the implications for teaching and language use. Thus, KAL is about understanding language in such a way as to make teaching maximally beneficial to learners. In this study, KAL merges insights from these definitions to refer to knowledge about language as knowledge and attitudes about language systems (grammar, lexis, phonology and discourse), and how this is used in pedagogical contexts to make language learning maximally beneficial to learners. Whilst the widespread influence of communicative language teaching (CLT) led to a reassessment of the status and centrality of KAL (Bygate, Tonkyn and Williams, 1994; Valeo and Spada, 2016), the precision required in academic texts has meant concern remains in EAP for the teaching and learning of academic grammatical structures (Spada, 2007). Burgess and Etherington (2002:450) express the situation clearly:

> "The EAP context demands high levels of grammatical accuracy and communicative effectiveness from learners and thus is an area in which a Focus on Form approach would appear to be particularly appropriate."

While some scholars deny the need for grammar instruction (Krashen, 1982), many teachers adopt a position of focusing on meaning and retaining form-focused instruction (FFI) (Celce-Murcia, 2002; Valeo and Spada, 2016).

Studies linking KAL to cognition have found that both teachers and learners believe some FFI is important but may differ on the degree and teaching methodology (Burgess and Etherington, 2002; Andrews, 1999; 2007; Valeo and Spada, 2016). For example, in their study of EAP teachers in British universities, Burgess and Etherington (2002:441) noted that while teachers preferred to adopt discourse-based approaches to FFI, their learners often expressed preferences for more explicit instruction because of their own expectations and the feelings of security derived from this. Barnard and Scampton (2008) adapted Burgess and Etherington's (2002) questionnaire for a survey in New Zealand and found similar preferences expressed regarding teaching grammar through texts rather than in decontextualised samples. However, they point out that follow-up interviews revealed a focus on detailed error correction and methodical grammar practice suggestive of focus on forms (FonFs) rather than an integrated, contextualised focus on form (FonF). Other studies show that teachers also teach KAL for their own pedagogical reasons, such as classroom management and fulfilling student expectations (Borg, 1999a). Schulz (2001) conducted a large-scale survey study in Colombia and the USA to elicit perceptions about the role of explicit grammar instruction in language teaching and learning. She found general convergence between groups of students and groups of teachers. However, there was considerable difference expressed between students and teachers with students in both cultures stating strong positive beliefs that explicit grammar instruction was important in language learning in contrast to teachers. Schulz warns that language learning could be impeded in contexts where both learners and teachers have strong beliefs and perceptions about effective teaching and learning, and where expectations based on these beliefs are not met. She recommends that teachers explore learners' perceptions and make necessary pedagogical adjustments to avoid situations where potential conflict may occur. Similar studies confirm these findings (Basturkmen and Lewis. 2002; Siebert, 2003) and show that learning outcomes are weaker where beliefs are in conflict (Roche, Sinha and Denman, 2015:38).

The area of KAL has attracted researchers exploring the adequacy of teachers' knowledge bases (Andrews 1994; Mitchell, 1994; Borg, 1999b), and the pedagogical skills required to teach grammar in the ways learners require (Andrews, 1997; 1999; Bartels, 1999; Chang, 2016). Andrews (1994) found that many NS teachers lacked knowledge and training in KAL, experienced feelings of insecurity and inadequacy, and teacher trainers felt the level of KAL was at times unsatisfactory. Lack of KAL, and consequently

confidence, also led to the avoidance of teaching grammar (Borg, 2001). Borg (2003:100) suggests that teachers' language learning and teaching experiences often have a greater impact on their beliefs about teaching grammar than training (see also Lortie, 1975). Andrews (2007) asserts that an adequate KAL base is an essential characteristic of a competent teacher. However, he also acknowledges that it is difficult to identify causative associations between KAL and learning outcomes. This pedagogical conundrum means that we do not know how LTC, or specifically KAL, is made available pedagogically for students to construct their knowledge bases, if it is (Bloor, 1986).

Grammar teaching based on itemised rules for acquisition, and communicative approaches which avoid explicit grammar instruction have both failed to equip learners with the requisite accuracy and communicative competence (Nassaji and Fotos, 2011). Consequently, many L2 teachers and researchers have reinstated FFI within a broader CLT context in recognition of the importance of grammar instruction for accuracy (Nassaji and Fotos, 2011:135). Hinkel and Fotos (2002:1) state that "[t]here may be no single best approach to grammar teaching that would apply in all situations to the diverse types of learners a teacher can encounter" (see also Borg, 1998b; Borg and Burns, 2008). However, a growing consensus recognises grammar must be taught to achieve advanced levels of proficiency (Ellis, 2002). Richards (2002:39) argues that communicative approaches have focused on the development of fluency at the expense of accuracy, and suggests that communication at times takes place despite, rather than through, language. Adult learners often regard grammar as central to language and expend effort understanding the features they notice (Ellis, 2002; 2008). Nonetheless, some aspects of KAL (e.g., teaching articles through rules) require cognitive processing that far outweighs the attentional capacity available to produce them and thus, are not practicable for classroom teachers (Bartels, 2009). Teachers and learners need knowledge which is useful for real-life tasks. Thus, teachers often aspire to KAL in order to guide pedagogical activities and develop language competence in their learners (Williams, 1994).

Approaches to grammar change according to conceptualisations. Recent developments from a CDST perspective (section 2.4) view grammar as an emergent, open system in a state of flux as language changes over time and in specific contexts through interacting speech communities (Larsen-Freeman, 2011a:49). This is a move away from negative views of grammar as rules which demand accuracy and compliance, but which limit choice. Indeed, Larsen-Freeman (2002:107) has suggested that grammar should be

approached as a system which enables choices to be made about how and why things are expressed in a certain way. Grammatical forms exist for the purpose of meaningful expression. Furthermore, as learners participate in language-based social activities, they adapt and organise language through a process of 'soft-assembly', a dynamic adaption of variegated possible forms in context (Verspoor, Lowie, and van Dijk, 2008; Larsen-Freeman, 2015). Thus, language is about 'grammaring' (Larsen-Freeman, 2003) rather than rule-abiding prescriptions. It is used in interaction within different environments and interlocuters, changing as it is used to communicate, and developing continually as a resource which can be imitated and soft-assembled in bottom-up, intentional responses to context (de Bot, Lowie and Verspoor, 2007). The dynamic interaction between language and learner means that preferred states or patterns of behaviour are mutable rather than static (Larsen-Freeman, 1997). The use of the language is dependent on individual agency (Larsen-Freeman, 2018), (section 2.7). Thus, language use is both socially and cognitively constituted. The nature of LTC in the existing literature is explored in the next section.

2.3 Language teacher cognition

During the 1970s, general educational research was dominated by the prevailing behaviourist approaches of the time. Empirical attention was directed towards investigations of effective teacher behaviours in the 'process-product' studies (Dunkin and Biddle, 1974; Clark and Peterson, 1986; Freeman, 2002). The rationale was to discover and disseminate the behaviours of effective teachers so that these could be incorporated into training, with the expectation that successful learning would ensue. Research was characterised by documenting the frequency of occurrences of predetermined categories of behaviour in classroom observations. The assumption was that these could convert into prescribed observances which could be learned by other teachers and implemented in an unproblematic way to produce relatively uniform success in terms of learner outcomes. However, such an understanding reflected the dominant behaviourist theoretical lens and was soon criticised for being reductionist, restrictive in its categories, causal and unidirectional (Erickson, 1986). Such criticisms reflected a growing methodological dissatisfaction within the research community which began studying different aspects of teacher cognition thought to inform behaviour. Consequently, Shulman (1986) argues that the deficiencies in behaviourist explanations

of teaching and learning processes were a contributing factor to the rise in interest in teacher cognition.

As the central tenets of behaviourism were problematised, researchers began to draw on the term teachers' *mental lives* which was coined in an attempt to promote understanding of classroom learning, by concentrating on the '*mediational linkages'* (Walberg, 1972:33) that shape the central processes of teaching and learning. Although Walberg's conception of learning did not lead to immediate change, it was a fundamental component in shaping the direction of subsequent research which applied other approaches. Lortie (1975) investigated teachers' experiences, developing the notion of the 'apprenticeship of observation' through which 13,000 hours of classroom practices as a pupil shaped the beliefs of future teachers. Lortie asserts that once formed, such beliefs are resistant to change even when exposure to TE programmes presents opposing beliefs and practices. Whilst the perceived benefits of such an apprenticeship include a formative foundation for thinking about teaching and learning, without 'access to mediational spaces' (Johnson, 2019:172), self-awareness and contextualisation, teachers are in danger of simply reproducing practices inappropriate to their current contexts. The apprenticeship of observation may explain the practical retention of traditional pedagogies despite enthusiasm for CPD which exposes teachers to new methods and the durability of language learning experiences on practice (Borg, 2003).

Whilst acknowledging the need for greater conceptual and methodological clarity, and the conundrum of investigating the *unobservable* area of teachers' mental lives, LTC scholars remained research-intensive. Anticipation that findings would lead to better practice, better informed teaching and learning processes, and more refined theory stimulated the interest. Research activity has led to a profusion of terms in the literature (Pajares, 1992; Fives and Buehl, 2014). This has been an issue of concern (Borg, 2006; Burns, Freeman, and Edwards, 2015) and led to attempts to disambiguate concepts (Abelson, 1979; Elbaz, 1983; Shulman, 1986; Nespor, 1987; Clandinin, 1992; Grimnett and MacKinnon, 1992; Pajares, 1992; Fenstermacher, 1994). However, Woods (2009:513) suggests that there may be strengths in the multiplicity of terms used as it demonstrates the continuing struggle to explicate "the interwoven and dynamic complexity of teacher cognition." It may also indicate that researchers have become sensitive to the many ways in which beliefs or 'personal theorising' (Levin, 2015:54) function. The possible weaknesses are that the proliferation makes it hard to compare

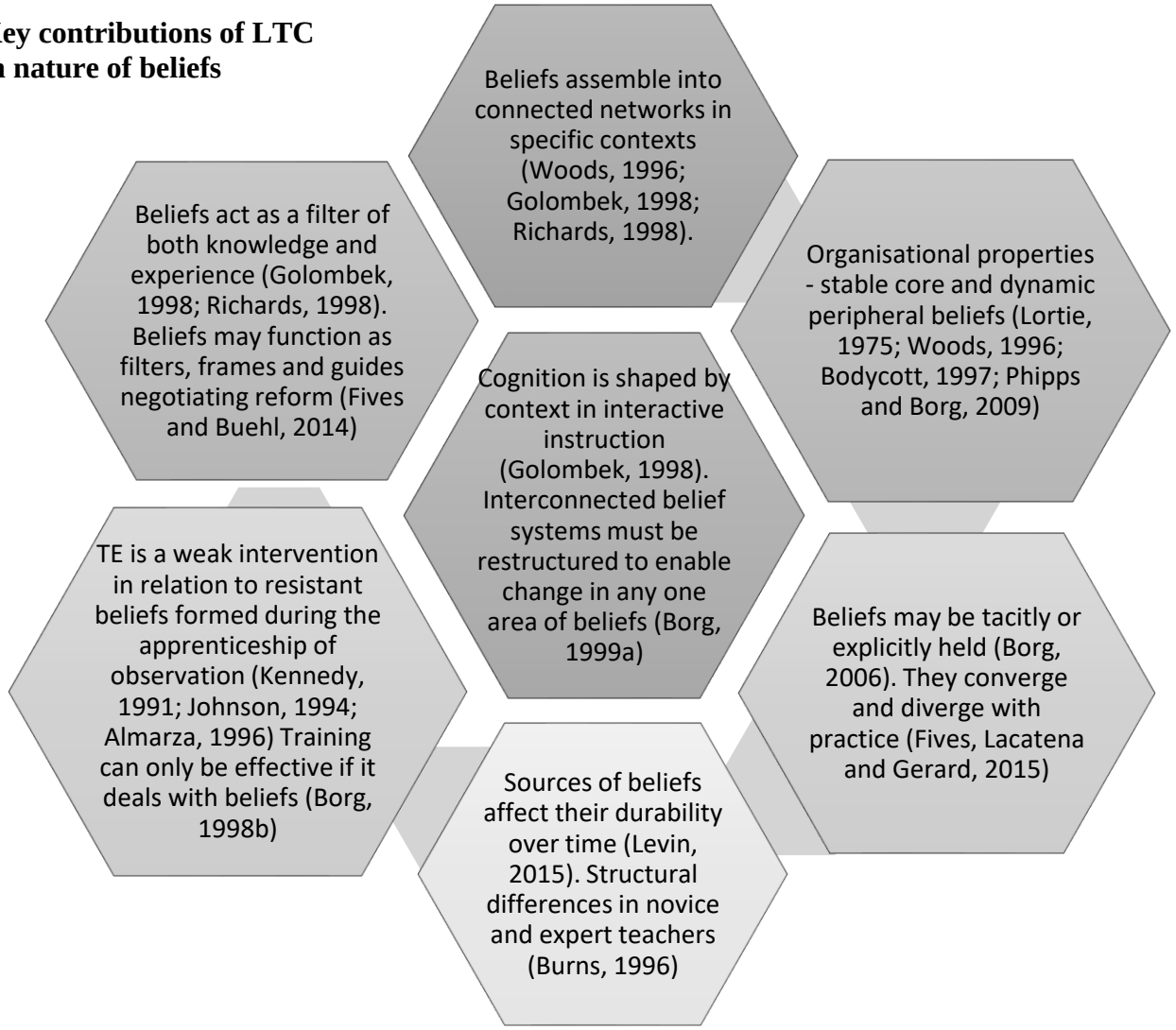
findings and different kinds of beliefs may be conflated in research. Table 2 below provides a very brief synopsis of the scope of LTC studies during this time.

Table 2. Scope of the LTC domain

'Teachers' mental lives'	•Walberg, 1972
Conceptual clarification / organisation of manifold types of cognition	•Abelson, 1979, Shulman, 1986; 1987; Nespor, 1987; Pajares, 1992; Fenstermacher, 1994
Planning and practice	•Clark and Yinger, 1987; Burns, 1992; 1996; Bodycott, 1997; Borg, 1999a; 1999b; Gatbonton, 1999; Breen *et al*., 2001
Teacher training and education	•Kennedy, 1991; Brookhart and Freeman, 1992; Kagan, 1992; Johnson, 1994; Almarza, 1996; Richards, 1996; 1998; Burns, 1996
Types of knowledge	•Elbaz, 1983; Carter and Doyle, 1987; Wilson, Shulman and Richert, 1987; Zeichner, Tabachnick, and Densmore, 1987; Calderhead, 1991; Clandinin, 1992; Grimnett and MacKinnon, 1992; Golombek, 1998
Teachers' decision-making	•Shavelson and Stern, 1981; Binnie-Smith, 1996; Woods, 1996; Ulichny, 1996
Teachers' reflection practices	•Schon, 1988; Calderhead, 1989; Farrell, 1999
Teachers' experiences	•Lortie, 1975; Calderhead and Robson, 1991; Almarza, 1996; Bailey *et al*., 1996; Kennedy, 1991
Phonology/Pronunciation	•Baker, 2014; Nagel, Sachs and Zarate-Sandez, 2018
Reading	•Collie-Graden, 1996
Writing	•Lee, 2010; Junqueira and Payant, 2015
Speaking	•Baleghizadeh and Nasrollahi Shahri, 2014
Listening	•Emerick, 2018
Language awareness and grammar	•Andrews, 1994; 1997; 1999; 2007; Borg, 1998b
Autonomy	•Barnard and Li, 2015
Technology	•Howard, Chan, and Caputi, 2015
Reviews	•Borg, 2003; 2006; Basturkmen, 2012; Fives and Gill, 2015
Methodological approaches	•Burns and Barnard, 2012

As Table 2 illustrates, recent decades have brought a proliferation of research into areas of LTC characterised by fundamental changes. On an ontological level, there was a gradual departure from behaviourist approaches to effective teaching behaviours and measurable learning outcomes, and a move to embrace more complex realities. Cognition was no longer perceived in terms of computational views of the mind (Burns, Freeman and Edwards, 2015). On an epistemological level, there was a reaction against an unproblematic stimulus-response view of TE. Finally, the themes of investigation were contingent on methodological refinement, as data collection instruments were enhanced to accentuate a growing awareness of complexity and emic (based on the subjective meanings given to situations by participants), rather than etic approaches (based on identifying the objective meanings and constructions of researchers) to social realities (Cohen, Manion, and Morrison, 2011:190). Findings from studies have made substantial contributions to our knowledge. Figure 1 below summarises some of the most notable in the area of beliefs.

Figure 1. Key contributions of LTC research on nature of beliefs



Notwithstanding the substantive contributions of LTC research in providing valuable insights in novice and expert cognition (Kagan, 1992; Burns, 1996), and the complex, even apparently contradictory ways in which beliefs relate to practices (Burns, 1992; Johnson, 1992; Collie-Graden, 1996; Ulichny, 1996; Borg, 1998b, 1999b, Breen *et al*., 2001; Phipps and Borg, 2009), limitations of studying dynamic phenomena with static concepts presented both ontological and methodological challenges and led to further reconceptualisations of language itself and teaching and learning. People act on their understandings and perceptions of reality rather than any sense of objective reality (von Glasersfeld, 1995; Kvale, 1996; Bandura 1997), interpreting situations in which they find themselves as real (Berger and Luckmann, 1967). These developments, alongside classroom observation developing into an emic tool (Evertson and Green, 1986), led to an appreciation of the complexity of the classroom and an interest in the perspectives of participants rather than simply frequency measures of behaviours defined as important by researchers (Flanders, 1970; Freiberg, 1981).

Research attempted to establish the complex links between thought and behaviour through the widespread use of self-reports (Clark and Yinger, 1977; Nespor, 1987) and later, stimulated recall (Johnson, 1996; Almarza, 1998; Breen, et al., 2001; Basturkmen, Loewen and Ellis, 2004). Such methods aimed to overcome the deficiencies of behaviourist research and explanations, and to obtain valid, systematic and thorough descriptions of cognitive processes. However, issues of validity plagued many studies as concerns remained regarding the accuracy with which reports could be provided in retrospect (Feimen-Nemser and Floden, 1986) and a failure to account for how perception affects cognition (Munby, 1982). Shulman (1986) argued that cognition, as a mediator between the teacher and learner, is research-worthy, and that the construction of meanings given to teaching by teachers and learners should be investigated using ecological approaches to provide a 'thick description'. He advocated a focus on interaction, reciprocity, dynamic processes, nested contexts, and unobservable processes as sources of data to better understand teaching and learning in its complexity in context.

One notable study displaying the dynamic, complex nature of cognition in the classroom is by Woods (1996). His conceptualisations and findings presented some of the most interesting possibilities that related to future research trajectories in three areas. Firstly, he argued that beliefs, attitudes and knowledge (BAK) were emergent as teachers

responded dynamically to activity that shaped the classroom. Secondly, his notion of 'hotspots' depicts points of change that develop through contradictions or conflicts in the teacher's BAK (such as teaching grammar to respect learner agency even though teachers are not convinced by its efficacy). Thirdly, Woods discerns the quality of 'interconnectedness' of BAK which "means that a change in any one aspect will have an effect on other aspects" (Woods, 1996:293). BAK do not function independently or in isolation. Core beliefs will be more resistant to change than less densely connected peripheral beliefs. As beliefs are organised in interconnected networks, "...for change to occur, there will have to be some deconstruction of beliefs before another set can be constructed" (Woods, 1996:293). However, Woods' conceptualisations were related to BAK without reference to how they relate to students' learning.

From 2000 onwards, the field of LTC continued to expand. The area of convergence and divergence between practices and beliefs or pedagogical principles continued to yield more complex insights (Cabaroglu and Roberts, 2000; Breen, et al., 2001; Borg, 2001, 2006; Schulz, 2001; Verloop, van Driel, and Meijer, 2001; Burgess and Etherington, 2002; Davis, 2003; Diab, 2005; Andrews, 2007). Phipps and Borg (2009) found that divergences between teachers' practices and beliefs are mainly due to responses to students' expectations or classroom management issues, and that core beliefs about learning more generally usurp other more language-specific pedagogical decisions when they come into conflict. Furthermore, their findings confirmed that interconnected belief systems must be restructured to enable change in any one area. One significant illustration of this is Kubanyiova's (2006) Slovakian study, where a 20-hour teacher development course for in-service teachers was delivered with the aim of exploring teachers' roles in creating motivational learning environments. The limited effect of the intervention in Kubanyiova's study is similarly confirmed by a review of studies (Fives, Lacatena and Gerard, 2015) in which teachers retained lay views but adapted different (constructivist, student-centred) terminology, or abandoned constructivist views to which they had been exposed in training when encountering classroom realities. The findings suggest that whilst the sources of change in professional development are often initially perceived to be experts transmitting knowledge, teachers subsequently perceive personal experience as a vital source of development and change. These findings suggest that reflection (Calderhead, 1988; Farrell, 2015) and self-monitoring (Richards and Farrell, 2005) may be particularly important in contexts (such as Iraq) where fewer formal opportunities exist

for CPD, and teachers must use experience and expertise to frame their own learning from classroom/institutional contexts. Indeed, this may not only be a means of helping teachers become aware of tacit cognitions but may be the key to contemplation and possible action (Calderhead, 1989; Borg, 2006).

Despite growing understanding of the complexity of LTC and its interaction with the LE, Borg's (2006) criticism, that the field had failed to produce clear insights related to student learning remains pertinent, and has more recently been restated (Kubanyiova and Feryok, 2015:442; Borg, 2016) as the field suffers from the paucity of studies that relate LTC to student learning. Little has changed since Shulman (1986:24) criticised the growing distance between LTC studies and learner processes, commenting that remarkably little had been achieved through studies which had become ends in themselves rather than journeys towards learners and their learning. In fact, Kubanyiova and Feryok, (2015) rightly raise the issue of the ultimate relevance of LTC if there is a failure to address this fundamental issue that concerns the central relationship in language learning.

Before concluding this section, one study is worth considering because of its significance in building tentative links to learning. Freeman and Johnson's (2005) US study with an individual foreign languages (FL) schoolteacher suggests that the relationship of teaching to learning as exemplified by their participant, is a *relationship of influence*. They argue that teaching influences learning, but that this is largely mediated through the organisation of physical and conceptual tools (objects or concepts used for a purpose). As teachers and learners participate according to their perceptions of the activity, they dynamically shape the lesson using tools to actualise learning purposes. Whilst Freeman and Johnson's (2005) study was important in drawing together learning processes, interaction and the LE, it focuses on teacher learning, and does not offer a sufficiently emic description of LTC or relate it to student learning outcomes. However, the theoretical and conceptual framework moves toward a recognition of the complexity of the processes involved in teaching and learning. Their work rejects the notion that cognition is conducted exclusively inside the learner's head: rather, it is seen to be effectively distributed between people in interaction, involves the (concrete and abstract) artefacts they use, and features of the environment. From this perspective, teaching and learning is not about the transference of a body of knowledge or skills, as though filling empty containers (Freire, 2000; Sfard, 2008), but a continuous process of

reconceptualisation and recontextualisation of knowledge between teachers and learners. Learning is thus a participatory, transformative process, engaging and altering the intrinsic dynamic or inner worlds of participants. Johnson concludes:

> "a major challenge for the future of L2 teacher education will be to uncover how teachers' professional learning influences their teaching and, in turn, how that teaching influences their students' learning" (Johnson, 2006:116).

Despite the advances the study makes, Johnson's statement reflects the continuing lack of connection between LTC and learning, a major objective of the present study.

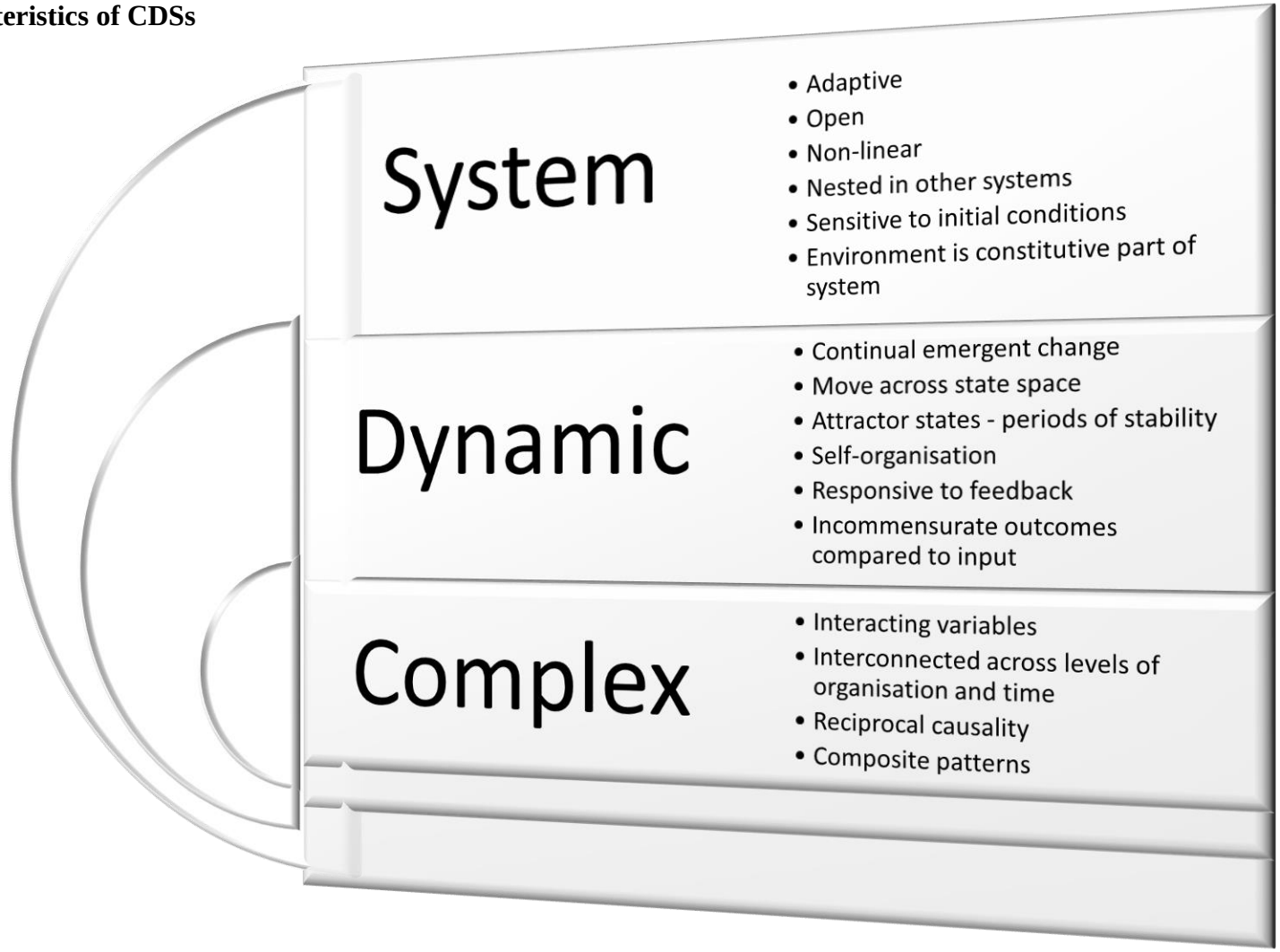
2.4 Complex dynamic systems theory

Freeman and Johnson's (2005) study reveals the fundamentally social nature of learning (Lave and Wenger, 1991; Lantolf, 2005; 2007a; 2007b; Johnson, 2006; 2009; Wenger, 1998, 2009). It sets forth the importance of analysing participation, collaboration, shared engagement and goals in the LE, and the need to grasp the complexities of classrooms and learning through an ecological approach (van Lier, 1997). This has been further conceptualised through reframing theoretical boundaries to investigate these phenomena as complex, dynamic, adaptive systems (Burns and Knox, 2011; Larsen-Freeman, 2016a). Indeed, many LTC, SLA and SLTE researchers are increasingly drawing on the explanatory potential of CDST (Davis and Sumara, 2006; de Bot, 2008; Byrne and Callaghan, 2014) to better understand the interconnected nature of language classroom processes.

CDST (Thelen and Smith, 1994; Larsen-Freeman and Cameron, 2008a; Larsen-Freeman, 2015) has helped reframe discussions of language teaching and learning. Complexity theorists point out that language learning, teacher cognition, and classrooms are complex dynamic systems (CDSs) (Ellis and Larsen-Freeman, 2006, 2009; Feryok, 2010; Burns and Knox, 2011). Koopmans and Stamovlasis (2016: 1) define *complex* as the "behaviour of a larger systemic constellation that cannot be readily reduced to that of its individual members." The approach necessitates a holistic, ecological view of behaviour in context because all components constituting the teaching and learning context are interconnected and arise from that context. Larsen-Freeman and Cameron (2008a:2) state that behaviour in a complex system "emerges from the interaction of its components." A state in which the whole is bigger than the sum of its parts emerges. Secondly, CDSs are dynamic in that constant change occurs (Larsen-Freeman, 1997; 2015). Koopmans and Stamovlasis

(2016:1) portray this dynamism in education arguing that "current behaviour is understood in terms of deviations from past behaviours." More specifically, change occurs through mutual adaptation of components and reciprocal causality because such systems are interconnected. In terms of learning experience and behaviour, trajectories of complex systems are a more meaningful focus for complexity theorists than standardised test results as measures of learning. Set within the social and cognitive constraints of the individual and the context, learning is a 'condensation of [the] heterogeneous components' that trigger its assembly (Thelen, 2005:261). Learning, and the mechanisms which generate it, are deeply interconnected (Biesta, Osberg and Cilliers, 2008) and the emergence of higher levels of understanding or learning may subsume previous levels but manifest in a distinct way. Table 3 summarises the key characteristics of CDSs (Larsen-Freeman, 2015).

Table 3. Characteristics of CDSs



As illustrated in Table 3, CDSs are characterised by dynamism, emergence and change (Larsen-Freeman, 2015:11), much like living organisms. Thus, systems can be individuals, groups, or institutions which change continually although they may enter periods of stability. Change is perceived as movement on a trajectory across a state space where systems are attracted to certain areas and may be repelled by others. Emergence describes the way in which a system's components interact without external direction but self-organise to produce new patterns or properties that are greater than the sum of the component parts (Dornyei, 2009a: 112; Larsen-Freeman, 2015). Practically, this leads to investigating systems as wholes rather than isolating variables in highly simplified, reductionist ways as CDSs are distinguished by reciprocal causality and sensitivity to initial conditions that can radically affect the nature of a system's trajectory. As CDSs are open, continual interaction with the environment, or other nested systems occurs, and as such, there is no final state. Thus, there is a preference for thinking in terms of second language *development* rather than acquisition (Larsen-Freeman, 2011b), and a recognition that the researcher is a constitutive part of the environment in the research context.

Applied to cognition in a language learning context, CDST offers an integrative framework for many related concepts in the literature. Table 4 summarises some of the key concepts applied empirically to language learning contexts within a CDST framework.

Table 4. Complexity studies in language learning

Focus of study/paper	Authors, researchers	Teaching and learning or research context
Language as a CDS (position paper)	Beckner et al., 2009; Larsen-Freeman, 2018	Theoretical paper
Variability in L2 development	Verspoor, Lowie and van Dijk 2008	Reinterpretation of longitudinal study and case study of rapid L2 development periods
Oral and written language of Chinese learners	Larsen-Freeman, 2006	Complexity, fluency and accuracy in 5 Chinese learners of English in USA
Group work dynamics in L2 interactive tasks as CDSs	Poupore, 2018	10 students in conversation class at Korean university on 20-week TESOL course
Learner beliefs and mediation of affordances	Peng, 2011	Longitudinal, multiple-case study in Chinese EFL context
Critical incidents and language learning	Finch, 2010	Korean university - 30 graduate and 44 undergraduate reflections on previous critical incidents in English
Stages of development/state spaces	Lowie and Verspoor, 2015	Re-evaluation of variability and variation in second language acquisition order studies
Learner agency as a CDS	Mercer, 2011a	In-depth interviews and narratives over 2 years investigating single female tertiary-level EFL learner in Austria
Learner in context	Ushioda, 2015	Theoretical review using a range of studies
Language learning, motivation, language advising as CDSs	Castro, 2018	Longitudinal qualitative case study of learning trajectory of Brazilian EFL university student in relation to advisory agents
Attractor states and student silence	King, 2013	Multi-site study of oral initiation and participation using structured observations of 924 Japanese university students
Reflection as a CDS	Kiss, 2012	Investigated thinking and learning processes of 5 postgraduates on intensive SLTE course in the Philippines using reflective journals

Table 4 Complexity studies in language learning (cont.)

Focus of study/paper	Authors, researchers	Teaching and learning or research context
CDSs and teacher learning and identity formation	Garner and Kaplan, 2018	Investigated single male (physics)*teacher on professional development course. Data from questionnaires and written prompts
LTC as a CDS	Feryok, 2010; Feryok and Oranje, 2015	Used microgenetic analysis and interview to investigate LTC in German teacher in New Zealand
Classrooms as CDSs	Burns and Knox, 2011; (2005)	Re-evaluation of prior (2005) research with 2 MATESOL students in Australian university through observations and interviews
Self as a CDS	Mercer, 2011b	3-year longitudinal case study of single tertiary-level female using journals and in-depth interviews at Austrian university
Teacher agency and professional identity	Hiver and Whitehead, 2018	4 Korean English language teachers in Korean state schools studied using video-observations and semi-structured interviews
Attractor states; Language teacher immunity	Hiver, 2015; 2017	Focus groups with 44 L2 practitioners and teacher educators. Questionnaires and in-depth interviews used for retrodictive qualitative analysis in Korea
Learners and initial conditions	Verspoor, 2015	Theoretical paper drawing on previous SLA studies
Emerging motivational guides/possible selves	Falout, 2016	Factor analysis of previous research (Falout and Maruyama, 2004) to investigate past demotivating experiences and present affect
Teacher collaboration processes	Yuan, Zhang and Yu, 2018	Investigated collaboration among 10 teachers and 1 principal in secondary school in Shanghai using semi-structured interviews

* *This study does not focus on language teaching and learning.*

In addition to the substantive domains represented in Table 4 above, there have been increased links to CDST from scholars arguing for greater ecological research (van Lier,

2000; 2004a; Hetherington, 2013) despite the challenges in investigating interconnected systems in which non-linear behaviour results in unpredictability (Dornyei, 2009a: 110-111; Dornyei, MacIntyre and Henry, 2015: 1). The acknowledgement that we are *"*fundamentally social beings embedded in multiple layers of contexts of social relationships stretching across time and place*"* (Mercer, 2015:73), leads to epistemological and methodological challenges in applying CDST to L2 research (Hiver and Al-Hoorie, 2016) and requires longitudinal designs to understand timescales of change. Research must be understood within the wider, interconnected context (including the research context) and the internal ecological contextual subsystem of the learner or teacher.

2.5 Reconceptualising cognition

Applied to the area of cognition in development, Thelen (2005:261) outlines three key points about the structure and behaviour of CDSs. Firstly, *complexity* refers to the "many interacting parts that work together to produce a coherent pattern under particular task, social, and environmental constraints". Learning is an embodied process involving perception, emotion, and cognition. Secondly, systems move into states dependent on previous states and each level of organisation develops on different time scales which are nested in, and coupled to, one another. Thirdly, CDSs are characterised by dynamic stability (Thelen, 2005:262). Patterns of organised behaviour have different degrees of stability and flexibility. However, stability is not to be understood as fixed or unchanging, as patterns are soft-assembled within parameters (Thelen and Smith, 1994: 60) and potential for flexibility and change remains. Indeed, systems change precisely because they become unstable and susceptible to other attractor states (ASs). Each state provides the initial conditions for further development. Thus, CDST stresses the prominence of the environment as a component interacting with the system it hosts and helps constitute. Cognition is both embodied and socially constructed (Thelen and Smith, 1994:321). Indeed, development occurs through participation in a sociohistorical context where thought and language are shaped (Thelen and Smith, 1994:328; Thelen and Bates, 2003: 387). Meaning itself is viewed as a contextualised product reflecting sociocultural processes because "[m]ind is activity in time" (Thelen and Smith, 1994:338). Ellis (2019:40) links insights from cognitive approaches to CDST, conceptualising cognition as embodied, environmentally embedded, enacted, and encultured, as well as socially

distributed and emergent and maintains that these are essential to a theory of language cognition.

Notwithstanding the theoretical strengths of CDST in overcoming static conceptualisations and reductionist explanations in research, methodological challenges result in a dearth of studies relating LTC to student learning. How cognitions emerge in specific environments and how they are involved in structuring LEs and learning processes is still poorly understood yet necessary for the relevance of the domain (Kubanyiova and Feryok, 2015). The epistemological shift in CDST conceptualisations of cognition overcomes depictions of cognition as reified, static entities largely responsible for, and convergent with behaviours, and is an important step in moving towards linking LTC with learning. Table 5 below outlines key features of cognition within a CDST.

Table 5. CDST and cognition in learning

Emergent	Embodied	Participatory
• Emergent sense making in action (Kubanyiova and Feryok, 2015) • Dynamic, meaningful reengagement in learning experiences as evolving outcomes of interaction (Skott, 2015:24) • Cognition is situated. The setting in which it occurs is part of the phenomenon (De Bot and Larsen-Freeman, 2011; N. Ellis, 2019) • Language classroom is a sensitive ecological environment (N. Ellis, 2019) with emergent affective states interacting with self-concept and identities (Arnold, 2011; Barcelos, 2015) • Beliefs-emotions-identities (BEI) exist as interdependent, dynamic, context-dependent clusters (Barcelos and Kalaja, 2011) • Cognition is subject to dynamic stability as a CDS. Change can be transformative as new attractor states emerge during timescales (Thelen and Bates, 2003)	• Cognition is embodied and enacted (Damasio, 1994; Barsalou, 2008; N. Ellis, 2019) • The body is the locus of multifaceted interactions with the environment involving affect, bodily perception, sensory motor responses, and spatial-temporal positioning (M. Johnson, 1989; Atkinson, 2010) • Ecological approach involving affordances leading to meaningful interaction of learner with the environment to permit learning opportunities (Williams, Mercer and Ryan, 2015) • Physiological states are both responses to and causes of cognition e.g., reading comprehension can be enhanced when affective states occur in response to a text (Barsalou, 2008) • Intention links cognition to agentic behaviour, Bandura, 2001; Kubanyiova and Feryok, 2015)	• Teachers and learners participate in communal acts (Kubanyiova and Feryok, 2015) • Agentic person in practice; 'Patterns of participation' (Skott, 2015) • Participation in historically-evolved, distributed cognition symbolised in artefacts and language (Salomon, 1993; Cole and Engestrom, 1993) • Cognition is extended to involve others in mutual, cooperative adaptation and interpretation of meaning in the environment (Atkinson, 2010) • Intrinsic dynamics of individuals lead to multiple variables in reciprocal influence in participatory acts. These may influence control parameters (Thelen and Smith, 1994) • Cognition is both embodied and socially constructed through participation in a sociohistorical and cultural process (Thelen and Smith, 1994; N. Ellis, 2019)

The rising influence of CDST in the study of SLA and LTC has led to a greater consideration of the LE from ecological perspectives which are able to reflect the complexity that is increasingly acknowledged to be constitutive of reality. The research agenda is increasingly concerned with LEs where emergent learning occurs through affective, embodied, distributed cognition in culturally enacted participatory acts through which affordances emerge (N. Ellis, 2019). As Table 5 illustrates, the reconceptualisation of cognition has led to the development of several related concepts germane to a constructivist 'person-in-practice' (Skott, 2015:24) view of the LE. Although often considered separately for theoretical purposes, phenomenological unity characterises the experience of affect, agency, intention, self-related concepts and identity which are reciprocally constitutive, emergent, nested systems within the LE (Williams, Mercer and Ryan, 2015).

Because cognition is both embodied and participatory, it is indivisible from emotion (Lantolf and Swain, 2019) and self-concepts which also mediate each other in internal interplay (Barcelos and Kalaja, 2011:285). Thus, LEs are socioemotional contexts (Senior, 2006; Rubie-Davies, 2015) in which belief systems and self-understandings formed through 'lived experience' (Hult, 2019:139) structure and continue to be structured by the LE through social action. Preconceived epistemological ideas derived from subconscious observations or consciously participating in learning events, mediate learning processes. Emotions may amplify beliefs, filter and guide information, and make beliefs more resistant to change (Clore and Gasper, 2000; Frijda, Manstead, and Bem, 2000; Barcelos, 2015). Teaching is considered emotional labour (Sutton, Mudrey-Camino and Knight, 2009; Benesch, 2018; 2019) where ideologically informed regulation of emotion (Hochschild, 1979) for achieving desirable professional outcomes creates dissonance (King, 2016). Teachers co-construct LEs which convey and influence their emotional states and in turn their decision-making, which in turn shapes the context for student learning (Gill and Hardin, 2015:240). Thus, emotion is a constitutive component of LTC, and research is increasingly investigating its inextricable link to SLTE (Prior, 2019) as part of the 'emotional ecology' (Zembylas, 2007:356) of teacher-learner relationships in the LE (Cowie, 2011); in improving socio-political conditions under which teachers work (Benesch, 2019); and in developing skills to reduce burnout (King, 2016).

2.6 Learning environments

In the first instance, LEs comprise inner clusters of beliefs constitutive of multifaceted conceptions of self (Mercer, 2008; 2011a; 2011b). CDST enables conceptualisations of self as the most immediate context of learning and, consequently, learners experience different LEs. Learners in context are not L2 abstractions (Ushioda, 2012:67), but are contextualized within temporal, cultural, situational, and social settings. Thus, macro-socioeconomic, institutional and familial perceived realities inform cognition within the LE (Gallagher and Robins, 2015). For example, in Iraq, the influence of family, and more specifically family expectations on learning orientations and goals, although not widely covered in the literature or empirical research (Woodrow, 2012), is part of the constellation of learners' experiences and motivations. Firstly, families in the Middle East are situated between preserving culture, language and customs in an increasingly global context where English as a dominant means of participation in internationalisation, education, and commerce undermines this influence (Hopkyns, 2015). Secondly, whilst research affirms that a positive attitude exists toward English language learning and its dominant social role in the Middle East (Hagler, 2014; Hopkyns, 2015), wider social and cultural changes have led to conflictual identities within current family generations. O'Neill (2017) found Emirati families subscribe to an ideology of multilingualism at home, with many family members switching between languages for different social and relational purposes. However, whilst grandparents and sometimes parents insist on the use of Arabic, many children, used to EMI institutions from kindergarten, only use Arabic for interactions with older generations and increasingly identify with western cultures. Thirdly, because learners are embedded in their families, they represent, and indeed may become the spatial locus of family expectations. Yet, these aspirations are outworked in a context which threatens cultural identity as the dominance of English replaces Arabic as a lingua franca (Randall and Samimi, 2010). Thus, the complex LE of the classroom contains nested systems with intrinsic and extrinsic learning orientations and defies analysis through the traditionally polarised dichotomous frameworks that have typified research and theorising in this area. For example, a focus on causality or meaning in quantitative or qualitative dichotomies have often limited potential insights through alternative frameworks which take a more complementary approach. It also means that behaviour is powerfully influenced by group dynamics and values (Forsyth, 2019) which are renegotiated in new contexts.

The current literature concerning individual differences does not adequately capture the nuances of how some learners are socialised into their learning orientations, self-regulatory practices, goals, and identities in different cultural and learning contexts (Holliday, 2013). This ostensible bias in the literature may be a result of the prevailing individualistic views of many theorists in the field. Ushioda (2009:215-6) argues persuasively for a 'person-in-context' view to theory and research that locates people in historical and cultural contexts rather than as a mass of variables in limited research contexts. From an epistemological viewpoint, learners may embody multiple selves although they do not experience themselves in such fragmentary states (Mercer, 2016). In learning contexts, *ideal* L2 selves enjoy some stability because they embody the aspirations of learners in a future vision (Dornyei, 2009b). However, they can be revised positively or negatively as a result of feedback or assessments (Henry, 2015:83), so some dynamic change occurs incrementally in different directions. Over time, selves can act as ASs which are consolidated through the trajectories of other subsystems or wider nested systems converging toward these.

An understanding of nested systems and mediated agency in the LE has also brought a focus on self-regulation and processes rather than products (Dornyei and Ryan, 2015:165). A learner's self-concept is not simply a cognitive construct but has an emotional aspect which links to learner self-esteem and is heavily dependent on beliefs. Dornyei and Ryan (2015) contrast current epistemological insights into the nature of beliefs:

> *"*A belief becomes more than a simple rational interpretation of the world once it is entwined with issues of personal identity, social context, and emotional attachment…Thus, those beliefs that are deeply entrenched, to which we feel some form of emotional attachment, and which we consider central to our self-concept, are less susceptible to change. They also tend to have the greatest impact on how we approach tasks.*"* (Dornyei and Ryan, 2015:191).

Belief systems about knowing and knowledge or 'personal epistemologies' influence teaching approaches and student learning (Lunn, Walker, Mascadri, 2015:322). The importance of looking at the moment-by-moment construction of teaching and learning in the classroom where epistemologies frame the dynamic interaction and interdependence that utilises tacit beliefs and inspires practice has the potential of revealing learning complexities. That beliefs as a form of mediational link shape the approach to tasks is key to the perception and identification of affordances, the unique

opportunities for learning that emerge through the interaction between the learner and the environment (Gibson, 1979:129). Gibson interprets the latent potential for learning as that which materialises from the perception of the individual learner in interaction with the possibilities that lie within the properties of the environment. In this way, learning is highly individualised and situated as different learners perceive the environment to be furnished with different possibilities.

2.7 Intentionality, agency, self-efficacy

Moving from the ways in which LEs and learners are constituted to the related issue of how they function and interconnect in ways that produce both continuity and change leads to consideration of intentional learning behaviour. Meaningful engagement in LEs through evolving participation (Skott, 2015) leads to a reconceptualisation of cognition as comprising intention and agency. Kubanyiova and Feryok (2015:436) argue that intentionality links the 'ecologies of language teachers' inner lives' to behaviour which impacts learners within the LE. Intentionality is an emergent phenomenon, derived from, and constrained by environments which carry the potential for creative behaviours within them (Kostoulas and Stelma, 2016). According to Bandura (2001), the central notion of agency is dependent on intention. Agency can be understood as 'the socioculturally mediated capacity to act' (Ahearn, 2001:112), and more specifically in teaching and learning, the mediated active engagement of learners in creating the 'terms and conditions' of their own learning and the power to shape its context (Lantolf and Pavlenko, 2001:145; Lantolf, 2013). Agency is a relationship with the context rather than a property to be possessed and is consequently situated and variable (Larsen-Freeman, 2019). Whilst there are often 'situational inducements' (Bandura, 2001:6) for specific types of behaviour, they do not determine responses. Human intentions involve planning courses of action to achieve goals. These plans are formed as representations that can stimulate motivation and lead to expectations of specific outcomes. This in turn can inspire self-regulation and reflection. Additionally, Bandura argues that groups function in a similar way, sharing intentions, goals, cognitions, affect, behavioural patterns and situational stimuli in embodied learning experiences. The notion of shared intentionality (having shared goals and intentions) (Tomasello and Carpenter, 2007:121) and shared cultural cognition has also been advanced with the aim of deepening our understanding of the LE. These experiences create common psychological ground between learners who are skilful at understanding the intentions of others and use joint means to achieve goals.

These shared cognitions may also provide insights into how parents' beliefs help shape children's sense of self-efficacy, leading to higher academic achievements (Bandura *et al*., 1996). This sense of self-efficacy may persist in the form of self-regulation, part of the social/behavioural profile germane to success in academic contexts in Bandura *et al*'s (1996) study. The close, but *mediated*, relationship between socioeconomic factors, academic outcomes and such profiles was also reported. Beliefs arising from such cognitions affect context-dependent and culture-dependent attributions (Gonzales, 2016), perceptions of communicative rights within the classroom (Kumpulainen and Wray, 2001) and feedback-seeking behaviours derived from perceptions, learner goals and mindsets (Papi *et al*., 2019). Given the complexity of this network of interacting components, causality is understood as a complex relationship of reciprocal influences.

2.8 Self-related concepts and identity

An important aspect of cognition in the LE concerns the beliefs that individuals hold about themselves. The self may be understood as a stable mental representation of interconnected self-beliefs which serve as a reference of continuity for a conscious mind (Damasio, 2003:254; Sedikides, Wildschut, and Grouzet, 2018). Self-beliefs are closely intertwined with affect (Williams, Mercer and Ryan, 2015) and identity (Lamb, 2013; Toohey, 2018), as well as a range of self-constructs such as self-concept, self-esteem, self-regulation, and self-efficacy (Mercer, 2011c; Dornyei and Ushioda, 2009). One ecological development that is now established as a central concept in SLA and SLTE which links the interacting components of cognition, culture, and the LE to individual beliefs is that of self-concept (Mercer, 2008; 2011c). Viewed as incorporating both the cognitive and affective elements of one's self, "it concerns an individual's self-perception" (Mercer, 2008:183) available as "a complex, multi-layered, multidimensional network of interrelated self-beliefs" (Mercer, 2011c:335). Whilst context is important in developing self-concept, Mercer argues it is less dependent on context than other aspects of self, such as self-efficacy (see section 2.7). Because language learning is an inextricably social activity, fundamentally related to one's sense of self, theoretical and empirical work has attempted to understand its role in learning and the implications for pedagogy and SLTE.

During the process of learning, the self is in continual interaction with the abstract and physical elements of the LE and is the basis for the enactment of agency (Bernstein and Haines, 2018). Each intertwined component is dynamically changing and adapting as it

interacts with others, and none is to be perceived as a monolithic entity. According to Mercer (2016), whose work is informed by CDST, context itself must be considered to include micro-level interaction and macro-level diverse cultures. Mercer suggests two main influences have shaped the way micro-level conceptualisations of self-concept have developed. Following the socio-cognition of Bandura (1986) and Mead's (Morris, 2015) case for a social rather than behaviourist understanding of self, Mercer maintains that cognition is embodied in a specific dynamic context from which the individual cannot be meaningfully abstracted (Mercer, 2016:16; Larsen-Freeman, 2016b:xi-xii). She maintains that self is both active and reflective, past and present, dependent on perception and interpretation, and responsive to context. Furthermore, it is both dynamic and stable (Markus and Kunda, 1986; Markus and Wurf, 1987). Individuals are situated in nested systems where reciprocal influences occur through interaction. Thus, context is not viewed as a stable, independent variable. Mercer suggests that in language learning,

> "[a] learner's sense of self is part of and defines the context for that individual, and contexts (past, present and future) define that individual's sense of self…self and contexts are both inherently within each other" (Mercer, 2016:18).

Furthermore, Mercer sees complexity as a characteristic of these interacting, nested systems, and argues that the self and the contexts in which it is situated can be conceptualised as CDSs. The self, comprising emotions, cognitions, evaluations, motivations, and contexts, can be considered ecologically through nested systems. Notwithstanding the methodological challenges of investigating multi-componential, reciprocal, dynamic processes occurring at different levels over time resulting from conceptualisations of interconnected CDSs (Dornyei, 2009b), Mercer calls for research designs that address the complexity of the phenomenological states of learners.

Research has shown that self-concept is a situated, multidimensional construction based on the entirety of our beliefs about ourselves with both cognitive and affective aspects (Mercer, 2012:10-11). Self includes evaluations of competence in global terms and is considered a dynamic construct with degrees of stability related to structure (core-peripheral), function, and longevity. Mercer's (2012) research suggests self-concept is situated in different ways depending on context, (interpersonal) relationships, (intrapersonal) perceptions of self across different domains, and (temporal) processes over time. For example, discrepancies between an ideal self and self-concept, in terms of the distance between potential and perceived competence in an achievement domain, can

lead to negative experiences of self-esteem or self-worth (Harter, 1999), whilst positive self-esteem may lead to motivational perceptions of change (Seto and Schlegel, 2018). Mercer calls for further research to better understand the interactions between beliefs, self-concept and affect. The present study sheds light on these interactions in the context of learning.

Core beliefs, such as epistemological beliefs relating to theories of knowledge, tend to be stable over time and have a greater effect on learning (Lunn, Walker and Mascadri, 2015). For example, mutable theories which view humans as having a developmental potential may facilitate learning. In contrast, entity theory views intelligence and learning as fixed. These conceptualisations have led to work on growth and fixed mindsets (Williams, Mercer, and Ryan, 2015:70), as well as how self-continuity is constructed over time and in different cultures in relation to mutability beliefs, cultural individualism, and collectivism (Becker *et al*., 2018). Attribution theories are an important part of learner beliefs as they concern the beliefs about who or what is responsible for success and failure, and whether learners attribute them to external or internal factors. These conceptualisations of guiding belief systems known as implicit theories or *mindsets*, represent the "fundamental, core beliefs that individuals hold about the nature and malleability of various aspects of the human condition" (Ryan and Mercer, 2012:74). Research shows that learners may have multiple mindsets which are domain-specific, perhaps seeing one area of language learning as a fixed ability, and another as responsive to effort and the application of strategies and motivation (Ryan and Mercer, 2012). In language education, learners with growth mindsets anticipate change, and there may be evidence that upward learning trajectories and increased motivation are likely, particularly where a growth mindset is explicitly taught (see Blackwell, Trzesniewski and Dweck's 2007 maths study). Mindsets interpret and evaluate success and failure and inform motivation and attrition. In fact, the impact of beliefs has led Mori (1999:381) to suggest that

> "[s]tudents who believe that intelligence can be increased…could eventually outperform those who are initially equal or even superior in ability but believe in fixed intelligence."

While Mori stresses the multidimensional, complex, interrelated nature of beliefs, particularly between general epistemological beliefs and those pertaining to language learning more specifically, she also asserts that her study "demonstrates that a strong

belief in innate ability is associated with lower achievement" (Mori, 1999:408). Beliefs in intelligence and ability as malleable are thus more facilitative to learning (Rubie-Davis, 2015).

Applied to wider cultural contexts, studies have shown a marked difference in perspectives that teachers and students hold in terms of causal attribution for success and failure. Bahraini secondary students, for example, believed their own practice and the support they received from family and teachers were key to their success, factors which were viewed as much less significant by teachers (Williams, Burden, and Al-Baharna, 2001:178-179). The influence of Middle Eastern cultures was also noted in the study, in terms of the perceived importance of the family's influence on studying and academic achievement. Additionally, attitudes towards learning English were considered as more significant than the amount of effort spent, giving support to the claim that mindsets guide the interpretive processes occurring in learning (Dweck, 2006:209).

The presentation of the self to the social world is achieved through identities (Block, 2007; Ushioda, 2011). In a wider context of globalisation, the ascendancy of English as a lingua franca, and the impact of digital technologies reducing the effects of national boundaries and reframing communication for learning, many scholars argue that there is less identification with traditional English-speaking countries and cultures and greater assumption of transportable identities reflecting global citizenship (Lamb, 2004, 2009; Ushioda, 2011:205). The use of English has become a global life skill (Graddol, 2006). Identities are widely understood to be 'socially constructed, self-conscious, ongoing narratives that individuals perform, interpret and project' (Block, 2007:27). However, they are constructed in interaction with the communities of practice (Wenger, 1998) in which learners participate and are subject to the mediations and constraints of these relationships. Identities are multiple, multifaceted, multi-layered and situated (Clément and Noels, 1992), linking multiple self constructs with the accruement and deployment of various forms of capital (social, cultural, economic) to successfully realise intentions (Block, 2007). Thus, identities link notions of agency to social structure (Block, 2013), without giving primacy to either as the origin of learning phenomena, but recognising the importance of their interaction, not only in understanding changes in identity, but also continuity (Norton, 2000; MacIntyre, MacKinnon and Clément, 2009; Ushioda, 2009). This is because identities are shaped by subjective, 'discursive' or ongoing engagement

with the social world (Block, 2007:18) in which they situate themselves, are situated in turn by others, and yet maintain a core sense of self continuity in changing contexts.

2.9 The Research Questions

The purpose of this exploratory qualitative case study is to investigate the role of LTC in student language learning and teacher development within a selected EAP context in Iraq. Given the multifaceted nature of cognition, comprising beliefs about learning, affect, self-related concepts, agency, and identity, the study necessarily engages with the complexity of intertwining multi-layered constructs and assumes that the interaction of these components will illuminate understanding of LTC and learning. Given the proliferation in the literature of these interrelated domains, it is surprising that links between LTC and learning are under-researched more than a decade after Borg's (2003; 2006) seminal work. The present study adopts a 'soft' approach to CDST (Mercer, 2011b) recognising its benefits in overcoming issues of reduction and linear causality of isolated variables, and the irreconcilable issues of setting agency and structure in competing positions of influence in understanding social phenomena. It deliberately explores the constellations of interconnected components (Dornyei, 2009c), which result in emergence and are not reducible. In setting boundaries for an inevitably challenging study, the following research questions guide the investigation:

1. How do teachers' and learners' cognitions about learning EAP emerge within an Iraqi-Kurdish context?
2. How do teachers' and learners' cognitions about knowledge about language in this EAP context emerge?
3. a. How do language teachers create and make sense of environments for meaningful learning?
   b. Do teachers learn from these environments? If so, how?
4. How do language learners in this context make sense of these environments to learn?
5. What factors might explain the emergence of variable learning experiences and outcomes?

As a starting point, the study aims to explore the emergence of cognitions about learning EAP and KAL rather than simply state what they are. Given the complexity of beliefs, it was anticipated that better quality data would emerge from a longitudinal approach to

ascertain change in these areas. Question 3 is designed to explore the bounded setting of the LE but assumes this is a nested context and aims to understand LTC in the creation and sense-making of the LE as the locus for the formal learning community. It raises the possibility of teacher learning from engagement with these contexts. Question 4 takes the learners' perspectives as the focal point and surveys their cognitions and learning processes as they participate in the LE and respond to LTC in process. Thus, both teacher and learner sense-making within the LE are explored. The final question examines cognitions about assessed work and the evidence for learning offered by teachers and learners.

2.10 Summary

This chapter has discussed relevant literature germane to the present study and its central constructs. Within EAP, the need for effective KAL for teachers, and a pedagogical grammar for learners is a pragmatic concern as research shows that differing beliefs in this area negatively influence learning. The chapter then provided an overview of LTC and how it has been reconceptualised in accordance with CDST. This approach purports that beliefs are not fixed entities but fluctuate according to personal ecologies and wider contextual factors. Thus, they can be stable and dynamic, mediated by affective factors, intentionality, agency, and a range of self-dynamics and identities. An important cognitive-affective-social aspect of self is mindsets as these are largely stable ASs which may be domain-specific and hold explanatory power for performance and competence. Finally, a consideration of LEs demonstrates how learners and teachers function in multiple nested contexts, including self, groups such as families, and the classroom. Learning that takes place is mediated through these systems in interaction with the LE through the exploitation of affordances. Whilst the field of LTC has developed, and research has proliferated in many associated conceptual areas, the scarcity of research linking teaching to learning in this well-established field is an unsatisfactory situation. The present study contributes to reducing this gap through the intentional exploration of LTC in relation to learning. In the next chapter, I discuss the research design and methods used in the study to achieve this fundamental link.

3. Methodology

3.1 Introduction

The aim of this exploratory qualitative case study is to investigate the role of LTC in student language learning and teacher development within a selected EAP context in Iraq. Thus, I am interested in the cognition of both teachers and learners in the LE. The main questions pertinent to this objective are presented in section 2.9 above.

The purpose of this chapter is to provide an overview of the epistemological and methodological rationale underpinning the classroom-based study, and to set out explicitly the methods and procedures adopted during the data collection and analysis phases. I give an account of the ontological assumptions underlying the design and their suitability for the topic. I explain my research design and justify decisions made against potential alternatives. After a brief discussion of the pilot study, I present the context of the main study, the participants involved, and methods employed. I then examine and reflect on the data collection and analysis procedures used. Finally, I scrutinise my own conduct and management of the research by considering methodological, ethical and reflexivity issues germane to the study.

3.2 Research Framework

The research questions presented in section 2.9 are commensurate with research designs exploring meaningful human experience assumed to constitute social reality (K. Richards, 2003). The philosophical paradigm underlining the constructivist interpretive stance adopted in this study is outlined below.

3.2.1 Ontological assumptions

Judgements about appropriate topics of investigation are based on ontological assumptions or specifications of existence (Newby, 2014:35). The philosophical orientation of my study is social constructivism (Kim, 2001; Daniels, 2012; Palincsar, 2012). From this perspective, the social world is not viewed as an objective reality that is external to individual human agency. It does not assume that objective knowledge in the form of quantifiable relationships or laws can be extracted through nomothetic methodology and hypothetico-deductive reasoning. Such approaches are (questionably) modelled on the natural sciences and typified by positivism (Machlup, 1961; Seale, 1999; Bryman, 2012; Neuman, 2014). While positivist research has made meaningful contributions to the field (Dunkin and Biddle, 1974), Johnson (2009:8) concludes that,

> "the level of abstraction that is necessary for research to meet positivist standards of methodological rigor tends to strip both the contexts and the particulars from an understanding of the activity of teaching."

In attempting the use of scientific paradigms in the study of human behaviour, positivist approaches view meaning and knowledge production as unproblematic derivations stemming from the reality of social structures, and often employ reductionist methodologies that reify or deny the *very meaningful* behaviour that should itself be the subject of investigation (Machlup, 1961; Seale, 1999; Rubin and Rubin, 2005). Table 6 below summarises the differences between quantitative and qualitative approaches to research. These may be situated on a continuum.

Table 6. Differences in quantitative and qualitative research

Assumptions	Quantitative (positivist)	Qualitative (constructivist)
	←	→
Reality	Objective existence, factual, stable, pre-existing	Fluid, subjectively experienced, socially constructed
Knowledge of reality	Through discoverable laws, structures or patterns	Through understanding the meanings embedded in social action
Human nature	Determined or shaped by external forces	Meaningful, voluntary agency
Research aim	To discover laws, to predict and control patterns or relationships	To describe meaningful action so that it can be understood
Methods	Experimental, hypothesis-testing, quantifiable, replicable	In-depth 'thick' descriptions, case studies, ethnography
Environment	Artificial settings	Naturalistic settings
Focus	Variables: large-scale samples	Processes: situated, small-scale
Researcher stance	Value-free, distant, external	Value-laden, part of the research, bracketing, reflexive
Findings	Generalisable claims of objective truth	Situated understanding; truth resonates with other contexts

(Holliday, 2007; Stake, 2008; Creswell, 2009; Cohen, Manion, and Morrison, 2011; Bryman, 2012; Neuman, 2014)

I reject the positivist paradigm of the social world outlined above based on its fundamentally different and incompatible view of reality, and consequently, its inability to address the research questions framed in this study which do not presuppose the

existence of deterministic variables that can be measured to produce numerical relationships. Weiss (1994) maintains that such approaches result in artificial uniformity at the cost of depth and coherence in research. Given that the *social* world uniquely reflects *human social experience* which neither exists nor can be understood in the same way as inanimate matter (Creswell, 2009; Palincsar, 2012), a paradigm such as social constructivism provides greater scope for understanding agentic, meaningful behaviour (Creswell, 2009) commensurate with the aims of my study.

Social constructivism consists of more than one perspective (Palincsar, 2012) depending on the degree to which representations of knowledge conform to notions of objective knowledge. Fosnot and Perry (2005) assert that as people are constantly constructing reality, their participation in the sociocultural context transforms the context itself. Cognitive structures and development can only be understood and observed in a historical-cultural context in which the interplay between cognition and culture leads to negotiation, adaptation, and dynamic self-reorganisation. Human agency has an important role in mediating the world as individuals actively interpret events. It follows that reality itself is to be understood from the perspectives of those acting in meaningful ways to achieve their goals within their historically, socially and culturally situated contexts constituted by their varying understandings of their experiences (Cooper, 1993; Kim, 2001; K. Richards, 2003; Child, 2004). As a result, researchers working within this paradigm aim not to reduce human behaviour and experience to measurable variables for empirical expediency, but deliberately investigate "the complexity of views" (Creswell, 2009:8) that inevitably constitute participation in the social world.

It is clear to see how the origins of social constructivism have informed theory and research in education, particularly in establishing the methodological viability of researching interaction within the context in which it would naturally occur. It is assumed that it is not possible to separate participants from the context in which their actions arise and from which meaning is derived. Learning and cognition are culturally and socially situated and are indivisible from the contexts in which they are nested (de Bot, Lowie and Verspoor, 2007; N. Ellis, 2007). Learners and language classrooms are thus assumed to have their own identities, constructed in and through these complex contexts (Darvin and Norton, 2015).

In sum, the ontological position outlined above necessitates knowledge creation that is at variance with the quantifiable, law-generating approaches of positivism. It assumes that the social world is a dynamic and continually revised construction of its members. Reality is perceived to be pluralistic (Bryman, 2012), and accessible in different forms in time and space (Savin-Baden and Major, 2013). Thus, research presents a version of reality as constructed and understood by situated social actors and avoids claims of obtaining absolute truth related to a single objective reality. This has implications for notions of validity and reliability which are discussed in section 3.5.1 below. The large number of studies adopting this approach in the area of teacher cognition, and the scarcity of studies from a positivist approach is testimony to its expediency for knowledge generation within the field (Borg, 2006; 2012). Consequently, the kind of knowledge generated by this study is dependent on inductive understanding and interpreting situated human experience. In the following section, I outline the epistemological approach adopted in this study.

3.2.2 Epistemological perspective

Constructivism is often combined with an interpretivist epistemology of social reality (Creswell, 2009). Moving away from questions of *what* is real to *how* people come to understand what is real, and the knowledge they construct on this basis, leads to issues of epistemology (Creswell, 2009; Bryman, 2012). Interpretivists hold that people are active participants in constructing the social world based on their interpretations of situated action and subsequent conscious, meaningful behaviour (Bryman, 2012:30). This position embraces the unique contribution of social actors that makes social research distinctive and highlights the incontrovertible epistemological differences that exist between the natural and social worlds. Individuals acting meaningfully and expressing agency to achieve goals cannot be treated as inanimate matter. Consequently, the goal of the researcher is to gain access to the meanings and interpretations constitutive of social action. Understanding and theory generation are situated, contextualised meanings arising out of the interaction of social processes that construct self and reality (Valsiner and van der Veer, 2012). This approach rationally extends to the use of research methods that depend on investigating the meanings of participants, and their perspectives and interpretations of events, and which is ethically positioned to value and illuminate their insights into teaching, learning and professional development.

My study is concerned with the tacit, unseen area of cognition and how this affects LEs and learning. In education, what teachers *think* is not in isolation from what they *do* (Borg, 2003). Thus, it is important to understand how cognition and behaviour are associated and interact in specific contexts. I am interested in accessing perspectives, priorities and interpretations of teachers and students involved in the teaching-learning process and how they come to understand each other in interaction whilst moving towards teaching and learning goals. CDST approaches (section 2.4) complement constructivism because they view the social world as comprising CDSs, that is 'systems' of entities (classrooms, learners) or processes (cognition) made up of multiple heterogeneous components where constant change occurs (Larsen-Freeman and Cameron, 2008a:28). Teachers and learners are variably affected by the interaction of multiple, reciprocally causal factors from both internal resources (e.g., memory of past experiences or prior learning) and external resources (e.g., artefacts in the LE) as they develop or construct new learning in an iterative way (de Bot, Lowie and Verspoor, 2007). Viewing learning as emerging from interactions of nested CDSs necessitates social inquiry taking place in authentic, natural settings, which are constitutive elements in the interaction between agents in temporal and spatial contexts (Larsen-Freeman, 1997). The researcher must seek to understand and make explicit the views of the participants involved in a socio-historical and cultural context (Kramsch, 1998; Davis and Sumara, 2006). Accessing participants' intra-and-interactions in situated contexts (where social, cognitive, and linguistic components interact) under particular control parameters can reveal the system dynamics that lead to self-organisation and emergent, transformative learning (de Bot, Lowie and Verspoor, 2007; Aslan, 2015).

In sum, ontology and epistemology must relate to methodological choices if research is to be fit for purpose. Complexity is a property of human social experience and engagement in a changing social world that is reshaped by the aggregation of actions and cognitions that constitute it. The quintessential characteristic of being human is not an unfortunate deficiency to be reduced for ostensibly scientific research purposes, but one which qualifies meaningful social research itself (Machlup, 1961; Varela, Thompson and Rosch, 1991). Adoption of the approach outlined above to address the research questions requires a research design which incorporates context as part of the unit of analysis, generates data that can be analysed at different levels, reflects processes of change, and is time-sensitive, overcoming the limitations of static views of cognition and learning.

The following section outlines the methodological approach taken commensurate with these aims.

3.2.3 Methodological approach – Case Study

The main strength of research situated in a constructivist interpretive framework is the potential for yielding in-depth, first-hand knowledge and perspectives of human participants' cognition and (inter)action (Weiss, 1995; K. Richards, 2003; Holliday, 2007) within their academic learning communities (Wenger, 1998). Given this focus on the classroom, a case study making use of multiple data collection methods (semi-structured interviews, observations, and document analysis) was considered to be the most strategic and advantageous design as it allows for the multi-faceted investigation of observable and reported activity relevant to the classroom situation and its wider context. Additionally, recognising the dynamic nature of classroom contexts over time, my research is designed to address the specific criticism concerning the paucity of longitudinal LTC research designs sensitive to change across different timescales (Borg, 2006:278). Furthermore, scholars in the field advocate the use of case studies to investigate classrooms, language development, teachers, learners, and LTC itself as CDSs (Larsen-Freeman, 2011b; Feryok, 2010; Mercer, 2011b).

Case studies are advantageous designs for situations in which the focus on lived experience or reality from the perspective of participants is unlikely to be meaningfully reduced (Denzin and Lincoln, 2008). They reflect complexity and permit description and exploration of interpretations because of their amenability to an insider *emic* focus based on the subjective meanings given to situations by participants (Bailey and Nunan, 1996; Tudor, 2003). Because they encourage a comprehensive perspective of the setting, case studies tend to be strong on ecological validity (Cohen, Manion and Morrison, 2011) incorporating credible portrayals of the natural context and its constitutive micro- and macro-level learning processes such as perception, interaction and affordances in connection to larger nested systems within the LE (van Lier, 1997). This approach enables exploration of the emergence of developmental factors through the perceptual and social engagement of participants (Thoms, 2014:725). Thus, it enables holistic description of multiple perspectives from knowledgeable insiders (Weiss, 1994). This ecological strength in case studies produces examples that tell a wider story (Neuman, 2014) and challenges the commonly asserted criticism that case studies do not allow for generalisation (Cohen, Manion and Morrison, 2011:294).

Much debate exists around the topic of generalisability in case study research. At one end of the spectrum, assertions are put forward that generalisations are not possible because they depend on context-free applications to other populations (Lincoln and Guba, 2000). Gomm, Hammersley and Foster (2000) assert that criticisms denying the generalisability of case studies are often naïve. They suggest that patterns of events can be applicable to other settings whilst some contextual features are absent, and that this leads to general relevance because patterns represent stable – but not deterministic - properties of *social* life. Stake (2008:130) argues that while some representativeness is desirable in all research, the "potential for learning is a different and sometimes superior criterion to representativeness." However, he acknowledges that researchers are usually concerned to maintain a balance between learning from a particular case and making generalisations to wider contexts. Whilst the typically small purposive sample characteristic of my case study does not allow for grand generalisations, it can inspire vicarious resonance, a form of learning through the rich narratives of research participants. Stake terms this form of learning "naturalistic generalization" (1995:42). More formal generalisations can also be generated through the discovery of patterns in cases. Stake sees these as being the qualitative equivalent of correlations in quantitative research, reframing generalisation for qualitative research discourse (Duff, 2008). Finally, Stake concludes that if the case exists, it is likely that there are others like it, to which it speaks. In this way, qualitative research is transferable, or applicable to other situations, and participants' accounts promote reflection, resonance, and learning in the reader.

A case study design includes the key principles of "boundedness or singularity, in-depth study, multiple perspectives or triangulation, particularity, contextualization, and interpretation" (Duff, 2008:23). The central issue of boundedness is important for research informed by CDST due to the interconnected nature of systems (Larsen-Freeman, 2010; Hetherington, 2013) and how cases can be viewed as integrated systems (Stake, 1995:2). Illustrative of these interconnections and singularity, my case concerns LTC in relation to learners and learning within a LE, itself set within a spatially and temporally bound classroom embedded in a specific Iraqi university EAP context.

In sum, case studies often aim to produce a 'thick description' (Geertz, 1973), a concept denoting the requisite understanding of different levels of meaning from the perspective of participants (Seale, 1999); and the obtaining of nuanced, subtle, refined meanings through rich narratives, illustrations or well-developed explanations (Rubin and Rubin,

2005). Additionally, central to this methodology is the interrogation of participants' key terms and the vivid relaying of holistic descriptions which allow the reader to grasp situations from the participants' perspectives (Weiss, 1995). Duff (2008) suggests that case studies seek to understand the complex, dynamic nature of the particular entity under study, and to discover systematic connections among experiences, behaviours, and relevant features of the context. This includes action and cognition in context. These aspects make case study, with its flexibility of methods, thick description, potential for triangulation, and in-depth focus on particular contexts the most suitable methodological framework for my research.

3.3 The Pilot Study

A pilot study was conducted for the purposes of methodological refinement. This included practice with data collection methods and techniques, testing research questions, using Nvivo 11 software, trying manual data analysis strategies, and informing the choice of site for the main study. The pilot study took place 28 April - 22 May 2016, after ethical approval was received from the University of Leicester. It consisted of data collection at three different universities in the KRI and comprised four classroom observations (COs), and four semi-structured interviews involving three teachers and one student. Teaching materials were also collected where possible. The pilot sample was deliberately diverse because I was exploring potential sites for the main study. Three research-active universities were chosen, including my place of work. Initial contact was made with the respective deans of the English schools of two of the universities, and with the vice-chancellor of the third. Formal letters were issued to two vice-chancellors and one dean asking permission to conduct research, and this was granted. I approached participants based on gatekeepers' suggestions with respect to the first two universities, and my own institutional circumstances in the third. All participants gave written consent to being observed and interviewed in response to an information letter outlining the purpose of the research. During the pilot, I made judgements about the suitability of the contexts for the main study.

COs and follow-up interviews were conducted on the same day except one. Conducting four observations helped sharpen my own awareness of activities that would generate data. During COs, I focused on making descriptive notes of the LE, teacher and student activities, interaction patterns and engagement with tasks. This helped me to develop awareness of the classroom as a learning system, self-organising based on multiple

influences, within the constraints of the instructional context (Burns and Knox, 2011). COs also facilitated my understanding of how CDST could be applied to a classroom. For example, I noted coadaptive behaviour between Naomi, a teacher, and specific learners. As Naomi contextualised the topic (festivals), learners drew on their expert knowledge of the context and meaningfully adapted the target language. Additionally, I observed Naomi's challenge to get through the required section of the textbook and was aware that the classroom, as a nested system, is deeply affected and penetrated by wider institutional procedures which she believed often hindered learning.

At the second university, I became aware of how COs also highlighted the issue that even in non-participatory observation, the presence of the observer can cause an initial level of curious excitement (Gebhard, 2012). Learners were unaccustomed to foreign teachers, appeared distracted by my presence, and requested two introductions. The teacher asked me about British culture, and I was cast into the role of a guest speaker, contributing cultural knowledge out of respect for my host. This was not a 'situational identity' (Angrosino, 2005:734) that I wanted, but it became an ethical duty to perform. This observer impact or *Hawthorne effect* (Newby, 2014) which has been well-documented in the literature and experienced by other researchers (Borg, 2006; Humphries, 2012), became very real to me at this site, and although it is likely to diminish over the course of a longitudinal study (Adler and Adler, 1994), it became clear that such interest could be problematic for a non-participating observer if renewed with each data collection phase. I realised that having secured the consent of the teacher in writing, I had not asked for the consent of the learners, so the element of having an outsider in what is usually a closed setting was heightened. I realised that it was important to secure informed consent from all the learners in accessing a classroom, and not just the teacher. I implemented this in the main study.

The *Hawthorne effect*, which refers to behaviours being stimulated because of the observation situation itself, is connected to the role of the observer as an insider or outsider (Dwyer and Buckle, 2009). There are multiple ways in which the researcher may be both an insider and an outsider. At this stage of my research, I considered myself an insider-teacher. However, my outsider researcher identity to the specific setting and classroom culture was more prominent for participants. Observations in the other universities were conducted without special interest in me as a researcher. Indeed, in my own place of work, where teachers conduct research and peer observations, I was able to

assume my researcher identity and position in the class purposefully. Additionally, being exposed to a familiar situation as an outsider-researcher became strange (Holliday, 2007; Neuman, 2014). Yet, however much sharing an institutional, professional, and language base may have legitimised and normalised my role (Dwyer and Buckle, 2009), leading to easy acceptance and access as an observer, I was aware that as an interviewer of Iraqi learner participants, I was once again an outsider to their culturally-shaped experiences with the interplay of family, status, tribe and face-saving adding to the complexity of the observation and interview situation. Fay (1996) points out, we must distinguish between *being* and *knowing* when coming to understand and interpret the experiences of others. I concluded that the insider-outsider dichotomy in qualitative research is a reductionist oversimplification of reality, obscuring the nuanced ways in which researchers – holding both insider and outsider identities - intersect with their participants on multiple planes of differences and similarities (Dwyer and Buckle, 2009:60).

Interviews were recorded using a digital voice recorder. Changes were made to the interview schedule in terms of question order and adding more follow-up items. On the last occasion, the interview questions were given in advance after the CO. This enabled the teacher to reflect on both the observation and the questions before the interview. The teacher was appreciative, and it is likely that the reflection led to improved quality of data as there were more references to contextualised teaching concepts in comparison with other teacher interviews in the pilot. This procedure was implemented in the main study with teachers. The learner interview was conducted with a pre-sessional learner, Jumeira, and was rich in data, metaphors, and metalanguage related to grammatical terminology. This demonstrated the benefits of having articulate students who can talk meaningfully and in nuanced ways about their learning. Finally, feedback on the questions was positive from all participants and only minor adjustments in wording were deemed necessary. None of these experienced teachers produced a formal lesson plan as a document (Clark and Yinger, 1977; Richards, 1998; John, 2006), but the resources they used, such as slides, teaching materials, course books and handouts had been personalised and contextualised.

Overall, the pilot was successful in enabling me to check that the kind of data being generated was of sufficient depth and relevance to answer my research questions. Participant previews of questions and my own familiarity with data collection processes, such as more targeted probing, led to increased time efficiency. A second issue that was

addressed based on the pilot was that there was little explicit focus on grammar in the observed classrooms. Teachers embedded language structures as part of the topic, presenting brief references to form or lexicogrammar, a structural and lexical complementary system of meaning (Tucker, 1998). This finding informed my decision to look more broadly at KAL in the main study and revise the questions according to what I had witnessed in the classrooms. The refinements were introduced in the main study which is outlined in the following section.

3.4 The Main Study

The University was chosen because of the advantages of getting more representative and trustworthy data as an insider, and for the convenience of access in a wider conflict zone. The study demonstrates bounding of the population (Miles and Huberman, 1994) in that purposive sampling within the organisation was chosen to optimise what could be learned from experienced teachers. In this sense, the sampling was criterion driven. Cognition and teaching and learning processes were targeted within classrooms whilst the same institutional setting allowed for greater comparative analysis. Each observation was 1.5 hours long, conducted in three phases at the beginning, middle and end of the semester**.** The sample was studied in-depth and in context, so that as Miles and Huberman (1994:27) argue, the 'logic and coherence' of social processes occurring in their natural settings could be preserved. Case studies typically depend on a few different data collection strategies (Stake, 1995; Yin, 2003; Denzin and Lincoln, 2008). However, the choice of these strategies must be fit for purpose (section 3.2.2), and commensurate with theoretical frameworks and research aims (Burns, 2010). In the following section, I introduce the context and participants involved in the main study.

3.4.1 Context

Data for this study were collected at a university situated in the north of Iraq during the war against ISIS. The institution is one of the leading universities in the area, offering a range of undergraduate and postgraduate degrees. It is an EMI institution on an urban campus. Whilst the Iraqi government is keen to promote EMI, Borg states, "in many contexts the conditions required for EMI to be effective are not in place" (Borg, 2016:3), with 46% of lecturers in his study stating that students lacked requisite English levels for academic purposes. Borg recommends case studies of EMI practices and assessment of learners in this context. Teachers and learners in this context experience the effects of political decisions which directly affect the university. For example, the government

allocates students to degree courses depending on grades from school leaving exams and publishes policies which require universities to change assessment procedures. The KRG also seeks support from international organisations in developing and internationalising its wider education system but does not have systems and structures (capacity, recruitment, training, accountability) in place to implement positive changes with optimal effect (Vernez, Culbertson, Constant and Karam, 2016:iii). In the selected institution, some learners are required to do tasks which are beyond their English proficiency levels in an EMI context. This is suggested by both teachers (Sarah in section 6.3.1) and learners (Emily in section 4.3.1).

Table 7. Outline of cases in the study

	Case 1 Victoria	***Case 2 Sarah***	***Case 3 Robert***
Number of COs	3	3	4
Duration of each CO	1.5 hours	1.5 hours	1.5 hours
Type of programme	In-sessional	In-sessional	Pre-sessional
Level of learners	B1-B2	B1-C1	B1-B1+
Learners interviewed	Nasreen (2), Zrary (3), Lara (1)	Emily (3), Welf (1), Safin (2)	Adam (3), Yara (3)
Number of learners in class	8	20	25

Table 7 provides a summary of the numbers of learners involved in classroom observations and interviews, as well as their CEFR levels and programme information.

3.4.2 Participants

Purposive sampling (Creswell, 2009; Borg, 2012) was used in this study. Experienced EAP teachers and students who can communicate about their teaching-learning experiences were invited to participate. It was anticipated that the quality of the data was likely to be positively affected by increased EAP teaching experience. Studies have illustrated how novice and experienced teachers have different schema, levels of conceptual knowledge, ability to articulate the dynamics of their classrooms, and pedagogical content knowledge (Calderhead, 1989; Johnson, 1992; Kagan, 1992; Woods, 1996; Borg, 2003). I recruited three teachers as knowledgeable participants (Weiss, 1994). Each had a minimum of five years full-time EAP experience in Iraq as a threshold

for cultural understanding. This served to complement the choice of qualitative interviews, which are most effective when knowledgeable participants supply data (Kvale, 1996; Rubin and Rubin, 2005). Furthermore, each teacher was asked to recommend two students from their observed classes who were invited to participate in interviews directly after the lesson. This procedure was predicated on the assumption that teachers know their students' suitability, language abilities, and profiles. A summary of the profiles for the participating teachers is given in Table 8 below:

Table 8. Teacher experience and qualifications

	Victoria	Sarah	Robert
Country	Europe	UK	Australia
Teaching experience	8 years	20 years	20 years
EAP experience	5 years	10 years	7 years
Iraqi HE experience	5 years in Iraqi universities	7 years in Iraqi universities	7 years in Iraqi universities
Qualifications	BA, MA, TEAP	BA, M.Ed., PGCE	BA. CELTA
Teaching contexts	Schools, universities	Commercial, FE, universities	Kindergarten, schools, universities

The teachers in the study were part of a wider team. They reported considerable freedom in terms of curriculum development. They also felt that they taught in accordance with their preferred language skills and strengths. For example, Robert enjoyed teaching speaking and listening and taught this exclusively. Likewise, Victoria only taught reading and writing in accordance with her preferences. The EAP coordinator, who also participated in the study, enjoyed business English, but had more diverse teaching assignments. The team worked well, had weekly lunches, occasional breakfasts and socialised with each other on special occasions. The wider conflict also had the effect of deepening relationships as teachers shared updates, contingency plans and concerns for their own welfare and that of others. The conflict also led to a high turnover of staff, which was understandably accepted, and the continual challenges this produced were embraced with renewed commitment by those who remained. During the regional economic crisis of 2015, teachers even went without pay but continued to work. In this

sense, the study illuminates EAP teaching in unique and especially challenging circumstances.

Although the teachers in this study were my colleagues and (with others) had helped to develop my initial ideas for the study, all teachers initially expressed mild anxiety about being observed (Lasagabaster and Sierra, 2011). Victoria reflected on having someone in her classroom which was normally a closed community. Robert would often quietly explain his actions in a commentary that punctuated the observation with his own rationale for the schedule of events (Henderson, 2015). Sarah reflected on previous observation inspections that had been a cause of stress and which resulted in an unfavourable and unjustified evaluation of her classroom management and timing given her extensive knowledge of the learners in that situation. This illustrates the need to listen to the voices of those who know the contexts in which they work, and how dangerous and undermining it can be when outsiders make evaluations that are unilateral, or only informed by theoretical assumptions of what should take place in terms of the workings of a classroom (Davies, 1999; MacBeath, 1999). I managed these anxieties by reassuring the participants that the purpose of the observation was not to produce evaluations on the quality of the teaching, but to observe the interactions, behaviour and activities that shape learning as defined by the teachers and learners. The teachers involved in the study had a cumulative total of almost 50 years' experience in teaching in different contexts. However, despite the apprehensions, they gave more than was asked of them in terms of time for interviews, preparation and follow-up on questions, and offering additional information, such as access to emails and statements of teaching philosophy.

I informed teachers that I wanted their input for selecting learners whom they thought would be able to articulate meaningful responses about their learning experiences. This was perhaps a weakness in that the study started at the beginning of the semester, when all classes were newly formed, and the teachers did not have much prior knowledge of the learners apart from access to profile information and English levels from registry. Both Victoria and Sarah made general suggestions about several learners as a guide but left the ultimate decision to me. In his group of 'B1+' learners, Robert thought that the more articulate learners might be able to talk about their learning experiences in a more advantageous way. I had already decided that I would like to have a male and a female learner from each group, and that I would approach them individually. In my journal, I made a note of how I chose learners. Victoria felt that all her learners were good

candidates for the study, so I selected the female learner randomly according to the first arrival in the class. This decision resulted in the participation of a learner with a B2 level of English who demonstrated a 'deep' approach to learning (Prosser and Trigwell, 1999). I selected the male learner because Victoria recommended him as a "keen learner," (Journal entry 2 November 2016) who would be able to articulate his experiences. Different data would have been generated by different learners, but once again, I discovered that these participants provided rich, detailed, and illuminating data. Sarah had only general ideas about appropriate participants at the time of the first observation. However, she identified Emily as a 'returning' Kurd, one who had spent 4 years outside of the KRI, and Welf, who conversely had initially studied in Kurdish, and was later moved by his family to an EMI institution. My journal entry on 13th January noted:

> "Robert had no particular preferences for the choice of learners and so together we chose two randomly. This turned out to be a good choice comparatively because Adam had attended an EMI school and Yara had attended a Kurdish-medium school."

All learners were between 18 and 22 years old. On a few occasions, a learner was absent from an observation and the teacher and I decided on another learner who was invited to participate. This led to a wider range of learner proficiencies being represented in the sample and brought the total number of participating learners to eight. A summary of learner profiles with their chosen pseudonyms is presented in Table 9 below:

Table 9. Participant learners' education and language profiles

Nasreen	•CEFR B2, EMI/International school, no pre-sessional •Speaks Kurdish, Persian, Turkish, English
Zrary	•CEFR B2, Arabic elementary school, EMI/International secondary, no pre-sessional •Speaks Kurdish, Turkish, Arabic, English
Lara	•CEFR B2, EMI/International school, no pre-sessional •Speaks Kurdish, English
Emily	•CEFR C1, EMI/International school, no pre-sessional •Speaks English, Kurdish, Persian
Welf	•CEFR B2, Kurdish elementary, EMI/International secondary, no pre-sessional •Speaks Kurdish, Persian, English, understands Arabic
Safin	•CEFR B1, Kurdish schools, 1 year full-time pre-sessional •Speaks Kurdish, Arabic, English
Adam	•CEFR B1, Kurdish elementary school, EMI/International secondary, 1 year full-time pre-sessional •Speaks Kurdish, Turkish, Arabic, English
Yara	•CEFR B1, Kurdish schools, 1 year full-time pre-sessional •Speaks Kurdish, Arabic, English

Table 9 shows the impact of a newly established phenomenon in the KRI. This is the emergence of international EMI schools now covering the entire compulsory education phase, the effects of which are creating new challenges for classrooms in EMI universities which have traditionally provided pre-sessional courses for learners. The pre-sessional EAP courses are typically populated by entrants from Kurdish or Arabic-speaking schools aiming for PTE scores of 45+ (equivalent to IELTS 5.5), but since 2015, an

increasing number of learners, who have studied in EMI schools have a strong B2-C1 profile and are direct entrants into the undergraduate programmes. This results in mixed-ability and mixed-tradition in-sessional EAP classes, as learners enter undergraduate programmes with considerably higher English levels. As a result, some undergraduate classes have learners ranging from B1 to C1 studying for a major together. The relationship between higher English language proficiency levels, costly private international schooling, and superior socioeconomic status is an expression of internationalisation in the KRI.

Another interesting feature of the table is the rich linguistic diversity that is commonplace in the KRI. Learners who participated in the study typically moved between three or four languages daily, principally Kurdish, Arabic, Persian, Turkish and English. This linguistic phenomenon was explored in the interviews and data revealed a situated instrumentalism with different languages being used for different social purposes according to context and interlocuter. This confirmed that participants were well-qualified to discuss language learning drawing on their expertise as multilingual users.

3.4.3 Data collection strategies

In this section, I outline the three forms of data collection used in the study that correspond to the theoretical approach outlined in section 3.2 and with the type of knowledge to be generated through investigating the research questions. I chose a triad of observations, interviews, and document analysis (Denzin and Lincoln (2008:34) because of the benefits these combined strategies offer.

3.4.3.a Classroom observations

COs were used to collect data on the events, interactions and activities which constitute the naturalistic environment in which teachers and learners participate (Stake, 1995; Neuman, 2014), and where behaviour can be understood in context (Miles and Huberman, 1994; Nunan, 1996). CO has been used to explore social behaviour and learning through interaction (Newby, 2014) and is a meaningful way to connect the cognition and conversation expressed in interviews to behaviour and action in lived experience. Indeed, Borg (2003) has warned against investigating cognition independently from teacher behaviour and observed practice. As an insider in my own workplace, known by staff and learners, there was a reduced need for doing prior observations to desensitise participants to my presence. This may also have minimised

the risk that in follow-up interviews participants say what they believe the researcher wants to hear (Weiss, 1995; Silverman, 2017). Because learners were familiar with my presence in the University, and may have interacted with me in different contexts at the start of term (through admissions or induction), they may have been more likely to provide information on their learning as feedback rather than try to conform to ideas of what they thought the researcher might want to hear.

Observation strategies exist on a continuum of highly structured, non-participant observation to ethnographic participant observation (Adler and Adler, 1994; Newby, 2014). As a non-participant observer, I focused on recording interactions, participation, behaviour, and language in the classroom context through making field notes (Bogdan and Biklen, 2007). This was important to generate a thick description and convey natural exchanges with minimised observer effect. Savin-Baden and Major (2013) maintain that observation is a tool for collecting nuanced contextual information, including aspects of behaviour that participants do not notice or may not be willing to share explicitly in interviews. One of the challenges for the observer is to notice their own biases and stance during observations and to seek to distinguish this impact on the reality of others. This involves enlisting the senses to document a 'written photograph' of the context (Erlandson *et al*., 1993) and to account for sensory data put into the fieldnotes. Sensitivity to context, participants' histories, interpretations, motivations, intentions, contradictions, or changes, are important in providing a dynamic, experiential understanding of teaching and learning. Newby (2014:350) describes this as a holistic approach and identifies it as one of the strengths of observation.

On a practical level, I arrived at the designated classrooms before the start of the class, asked where the teacher would like me to sit, reminding them that I wanted to be as inconspicuous and unobtrusive as possible with no participation in the lesson. Most of the time, I was allocated an unobtrusive front corner seat. I set up and checked the audio-recording equipment, positioning it unobtrusively on the edge of the teacher's desk. Although participants had given their consent to being recorded, the equipment and the process of being recorded was so discreet that it is unlikely to have affected behaviour. I also read through the guidance notes on my observation schedule.

During the observation, I focused on making contemporaneous notes, documenting events in detail, particularly from the vantage point of the teacher, learners, interaction

and activities. Occasionally, the classroom layout was rearranged for group work, and I moved to a more convenient position to observe one group in more detail. This involved moving from a 'wide' to a 'narrow-angle' perspective (Merriam and Tisdell, 2016:150). This enabled me to observe small-group, mixed-gender interactions in the LE and the learning processes occurring through interaction. At these times, I sat away from the group on a separate table but close enough to hear and focus on the conversations that were taking place, and in full view of facial expressions and non-verbal communication between learners.

Immediately afterwards, I filled in extra detail, annotating the fieldnotes in colour. I completed the observation schedule and added thoughts or questions. Then, usually on the same day, I typed up my hand-written notes using a more detailed observation schedule (Appendix 1) to organise my observations around themes. These were designed to be a post-observation reflection commentary (Appendix 2). These three stages of observation (Newby, 2014) are particularly important in research designs like mine where a pre-designed fixed observation coding schedule is not being used. This had the benefit of structuring the observation event and provided a rigorous, methodical procedure of documentation, annotation, and reflection addressing multiple areas for each observation. In most cases, I used these notes to inform follow-up interviews, which were usually conducted on the same day. When this was not the case, I was able to reflect further on the observation and related fieldnotes, highlighting features to follow-up in the next interview. I also kept a research journal (L. Richards, 2009). Entries included questions, reflections and ideas that came to mind from the literature or data (Appendix 3). At the end of the working day, I completed contact summary forms (Bogdan and Biklen, 2007) to provide a more reflective summary of the event (Appendix 4). These informed the subsequent stage of data collection. For example, in the second round of teacher interviews, each schedule started with an exploration of five topics specific to the previous observation. Observation data collection enabled me to witness events in all classes that may not have been reported by teachers (e.g., impromptu responses, learners challenging teachers or complaints of learner boredom). Table 10 below illustrates key strengths yielded by CO data and the learning potential afforded.

Table 10. Key value of classroom observation data linked to learning potential of qualitative research

Naturalistic contexts
Observation of situated real-life phenomena in context Preserves context as part of phenomena generated
Effective for high inference contexts*
Permits thick descriptions of classroom or group culture from multiple perspectives (learner(s), teacher, activities, interaction) Researcher enters the 'phenomenological complexity of the world' (Adler and Adler, 1994: 378) with rich, nuanced, wide- and narrow-angled observations
Access to the familiar and unfamiliar permits new insights
Unobtrusive access in familiar setting with unfamiliar location in classroom and its relations Least potential for 'observer effect' (Labov, 1972)
Not bound by pre-determined categories
Effective for observing change, adaptation and processes Emergence of themes and potential for researcher to posit linkages

**High inference contexts involve cautious observer judgements about implied meanings of observable behaviours. Low inference contexts often use indicators that require less interpretation. (Seale, 1999)*

(Adler and Adler, 1994; Neuman, 2014)

Table 10 depicts the strengths of observation as a data collection strategy and its suitability for gaining an *emic* perspective (Freeman, 2012) in a naturalistic, and therefore, high inference setting. Making the familiar strange (Holliday, 2007) is a process of reflexive engagement to become aware of personal judgements, to suspend them during observation, and to think critically about events from the perspectives of participants. Sitting in the learners' territory for the duration of a lesson was part of this process as this provided opportunities to be attentive to learner difficulties and use of affordances: those properties of the environment perceived by learners as offering potential learning opportunities through further action or participation (van Lier,

2000:252). Additionally, taking a narrow-angle perspective enabled me to learn about processes of engagement, disengagement, and group leadership as it related to language background and proficiency levels. Consequently, the interaction between participants and the environment was documented in detail in narrative fieldnotes (Appendix 5).

Observed classroom phenomena were followed-up in the semi-structured interviews and coded retrospectively during analysis (see section 3.5). However, as teachers adopt similar behaviours for different reasons (Breen et al, 2001; Borg, 2006) and what is observed as practice may be different from what is presented as talk, observation alone cannot reliably inform us about the specifics of cognition and learning.

3.4.3.b Semi-structured interviews

To check the meaning of observation inferences, better understand participants' interpretations, and enhance the trustworthiness of findings (Gebhard, 2012:123), I chose to conduct individual semi-structured interviews. The aim was to connect behaviour with cognition, an important aspect of my research design, as self-reports can differ from observed behaviour (Borg, 2006; Savin-Baden and Major, 2013).

Semi-structured interviews were selected because they allow participants to develop their own voice, concepts, and themes, and to describe socio-historical contexts of importance to their experiences, that is, to explicate their life worlds (Kvale, 1996) in a focused, generative, research context, thus relating behaviour and action to thought and talk. Structured interviews would have proved too limiting for such a purpose and, due to the predetermined nature of the questions, would not have allowed the necessary flexibility, depth, and density to develop the coherence of participants' internal experiences (Weiss, 1994; Newby, 2014). Unstructured interviews may have led to digressions and not addressed the themes represented by the research questions. Thus, probes and follow-up questions (K. Richards, 2003) were used to help teachers fully articulate their interpretations of multifaceted notions such as 'student-centred', 'engagement', and 'what works and what doesn't work'. Unless explored, these notions remain on a level of abstraction that communicates very little about what teachers mean by them. I aimed to develop a plausible, but 'deliberate naivety' (Kvale, 1996:31) to explore such taken-for-granted tenets that in general conversation are often overlooked due to assumed shared understanding. Additionally, criticality in pursuing the meanings was important. For example, through probing, Sarah moved from espoused beliefs stating that learner needs

were at the centre of everything she does, to acknowledging that time limitations meant her lesson preparation was in fact '*minimally acceptable*.' It was clear from my interviews that different types of knowledge emerged (Kvale, 1996), confirming the ontological holism of cognitive and affective factors in human experience (Dornyei, 2009a; Kubanyiova and Feryok, 2015; Waninge, 2015). Additionally, to construct an *emic* (Silverman, 1993) focus on cognition and learning and engage with the life worlds of interviewees (Kvale, 1996), I elicited concrete examples, stories, real life illustrations and applications from observed lessons, moving iteratively between participants' themes. The aim was to reveal largely tacit but embodied cognition, exploring both stability and dynamism assembled in situated practice (Kubanyiova and Feryok, 2015).

An additional positive recommendation for conducting interviews concerns validation during the interview process itself (Kvale, 1996). Kvale points out that ideally interviewers should verify their understandings and interpretations of participants' responses during the interview. Retaining knowledge generation from previous interviews, making connections with later responses, presenting interpretations for (dis)confirmation were all part of the interviews. Thus, I deliberately planned questions on the interview schedule (Appendix 6) to achieve such aims, even using leading questions as reliability checks on previous responses (Kvale, 1996:158). However, this technique was never used with learners who may have been more eager to provide answers in keeping with any leading questions asked, less sure of their responses and more aware of the power dynamic involved in the interview (Maley, 2012). I also spent a little time in social conversation to build rapport and put learners at ease for this reason. I conveyed to all participants that they were able to share their expertise as language teachers and learners (Bogdan and Biklen, 2007), and assured them of my sincere appreciation of their involvement (Gebhard, 2012). Teachers often commented on how the interviews themselves were beneficial spaces for them to reflect on their lessons and use these reflections for planning subsequent ones. This learning process mirrored the way the interviews also provided data for informing subsequent interviews.

The first interview (Appendix 6) started by exploring cognition related to language teaching and learning; the second primarily focused on the actions and interpretations of events in the observed classes; and the final one concentrated on teaching and learning as it related to an assessed piece of work, thus progressively focusing from ideas about learning to interpreting examples of learning in action and then assessed learning (Parlett

and Hamilton, 1976:84). Together with the observation fieldnotes and documents provided by the teachers, these data provided a longitudinal perspective capturing developments and dynamics over time, a key characteristic of complexity approaches (Mercer, 2011b; 2011c; 2016). All interviews took place during working hours on campus in the researcher's office (as more neutral private library rooms were being refurbished). This reduced the need to consider extra security measures in a context where this would otherwise have been vital. It also reduced risks to participants who would ordinarily have been at the University campus and limited distractions for teachers.

Interviews were transcribed with the readership in mind (Kvale, 1996; Bogdan and Biklen, 2007). Whilst significant non-verbal communication was noted on interview schedules, and transcription was done as soon as possible after the events, the sheer volume of audio-material to be transcribed meant that the process was not completed until the beginning of May 2017. Table 11 below details the volume of all transcribed and documentary data collected in the main study. Transcription was done verbatim, documenting the words that were said. Emphases, pauses, interruptions, indecipherable speech, latching and significant changes in tone were included in the transcription to preserve some of the authentic features of the communication and its validity (Appendix 7). Following such procedures enhanced the rigour of the validation processes regarding the transcription. Punctuation which preserved the meaning of sentences was also included for the purposes of clarity and readability. This served to accentuate natural units of meaning within the interview.

Language is central to meaning in interviews. Learner participants were given the choice of conducting interviews in either English, Kurdish, or Arabic. All participants chose English. This is perhaps explicable, however, for two reasons. Firstly, the University issued a formal decree that the medium of English was to be the sole means of communication. Thus, learners may have been unwilling to compromise this. Secondly, relying on their L1 for communication in an EMI context would detract from their newly established identity as English-speakers, and the perceived social status it bestows (Grenfell, 2004: 98). Whilst their decisions were respected as an ethical priority to participants and the institution, it is arguable that some may have better articulated their responses to penetrating questions about learning in their L1, and this possible limitation to the study is acknowledged. To overcome potential shortcomings in language, I repeated or rephrased questions and asked for concrete examples where possible to

support the interview conversation for the less proficient learners. To reinforce validity, I also avoided abstractions or conceptual ideas that would have been too challenging. On two occasions, I provided help with the meaning of words and asked for practical indicators and examples to support and substantiate responses involving the words 'motivation' and 'engagement' which compensated for the vagaries of interpreting imprecise or ill-defined constructs (Svalberg, 2009) which are difficult for even scholars to define.

An additional area of decision-making regarding interviewing was whether to follow-up observations of classroom events with focus groups or individual interviews. Consideration of the wider cultural framework led to my deciding against focus groups. As a region, the Middle East is often typified by in-group collectivism (Chhokar, Brodbeck and House, 2008). Scholars have interpreted the commonly identified notion of collectivism in various ways in Iraq, documenting for example, the political installation of tribal hegemony and cohesion through the social and cognitive creation of the *mukhtar*, or tribal village leader (Bashkin, 2009); the historical, political and colonial sanctioning of religious and tribal cohesion (Dodge, 2003); and of a collective consciousness promoted through the power of the tribe alongside the power of the mosque (Al Musawi, 2006). Such scholastic views of the predominance of collectivism at an organised, societal, or communal level resonate with my experience of working in Iraq, and I anticipated that the need on the part of learner-participants to satisfy tacit cultural and tribal expectations in a group could either obscure or render meaningless any attempt to elicit views that transgressed the collective. Additionally, departure from cultural expectations might mean losing face or compromising social standing in front of others, so bringing unethical, unintended consequences. Individual semi-structured interviews conducted confidentially were less exacting culturally, particularly as they involved a foreign *outsider* as the researcher. Preserving participants' communicative liberty was an ethical decision (section 3.6) secured through consideration of the context and the choice of methods.

Completing contact summary forms (Bogdan and Biklen, 2007:122) (Appendix 8) at the end of the day, noting impressions and writing questions in memos (Appendix 9) also strengthened the rigour of my procedures for handling data, responding to them in a time-sensitive manner and reflecting on the data collection event in a systematic way. Not all participants were equally articulate when discussing their work (Kvale, 1996; Bogdan

and Biklen, 2007). For example, in interviewing Robert, I soon realised that I had to adopt a more active role in managing the interview (Kvale, 1996; Bogdan and Biklen, 2007) not only through probing by but making statements of clarification, dialogue summaries, leading questions and seeking validation (Rubin and Rubin, 2005). I discovered that far from being threatened or simply acquiescing to a researcher-led statement, this more pro-active approach served as a validation procedure, helped generate more robust responses, and facilitated communication. The need to be sensitive and adaptable to different participants, flexibly adopting strategies that move the interview towards the goal of generating rich data is crucial. I came to view this as a form of mediation between the participant and the data, realising that some participants simply need more help to articulate their thoughts. It also offers support for the proposition that qualitative researchers do not believe that more valid responses are necessarily obtained through the standardisation of procedures and techniques as they respond to individuals (Bogdan and Biklen, 2007:107).

3.4.3.c Documents

Documents, primarily in the form of teaching materials and assessed work were part of data collection. The purpose was not to gain self-reports, but rather to understand documents as artefacts and meaningful expressions of teaching-learning cognition within the LE. Savin-Baden and Major (2013:403) suggest that "[p]eople inhabit worlds that are increasingly documented." Documents are expressions of self, designed to convey messages to specific audiences. They are therefore endowed with contextual value (Silverman, 2005) and often depict participants' perspectives towards their audience. These documents were analysed as data to verify the perceptions and interpretations of participants and provide data for the purposes of triangulation (section 3.2.3). Atkinson and Coffey (2004:78) caution against an unquestioning approach to the validity of documents in research arguing that they "are not…transparent representations of organizational routines, decisions-making processes, or professional diagnoses." My aim was to analyse cognition, intentionality and the related meanings held by authors and users of the documents.

One of the first observations that I made concerning documents was that the experienced teachers in the study did not use conventional lesson plans. Only once did a teacher (Robert) produce a discrete 'plan' which consisted of four words on a piece of A5 paper. As the custom in the University is to provide presentation slides to learners on the virtual

learning environment (VLE), the slides served as the lesson plan and the core content. Sarah printed her slides and made annotations. Victoria worked from slides and teaching materials in class and did not refer to any other notes. Robert did not base his lessons on slides but briefly used them on two occasions for information and feedback respectively. Copies of slides were collected alongside the assessed work and grading rubrics where used. Assessed work was discussed in detail using rubrics during the final interview. Document summary forms (Appendix 10) were completed in the same way as for observations and interviews as this meant that they were treated systematically in post-observation reflections and their components analysed (Appendix 11).

Savin-Baden and Major (2013) also suggest that documents should only be used where they contain material relevant to the research questions. Content, sequencing, tasks, indications of participation included in the documents provide data about teacher and learner activities and may be used for reflection and possible change or development. Because of their centrality in the classroom and the teachers' use of them as *core learning materials*, slides are part of the teaching-learning culture at the University. They show what is considered important by the teacher who created them, and their mandatory submission to the VLE (instituted by the Director of Quality Assurance) demonstrates their value to the University administration. Such documents are expressions of intentional, technologically mediated cognition with the audience in mind, convey an impression of preparedness, and provide a focus for stability in classroom management.

Qualitative researchers are interested in documents because they inform about their authors and how they think about their social world (Atkinson and Coffey, 2004; L. Prior, 2004). Given that documents actively construct academic culture and that universities may be considered at one level 'documentary culture[s]' (Atkinson and Coffey, 2004:78), it is an apposite form of data collection in qualitative research in a university context. Whilst researchers vary on the way they categorise documents, they all converge on the view that the authorship, readership, language, register, purpose, use and function are important ways in which documents can be usefully analysed (Appendix 11). In terms of the documents gathered for my study, they provide data on learning content, usage, academic culture, and writing. Table 11 below depicts the document type and number forming data sets alongside CO, fieldnotes and interviews.

Table 11. Data set (by word count) and documents (by type and number of pages)

CO = Classroom Observation FN = Field Notes TI = Interview

Victoria

- CO1 - 7020
- CO2 - 5670
- CO3 - 5482

- FN1 - 4727
- FN2 - 4905
- FN3 - 5759

- TI1 - 7342
- TI2 - 6987
- TI3 - 16,117

- Learner Interviews:

- Zrary 1 - 8563
- Zrary 2 - 5411
- Zrary 3 - 5430
- Nasreen 1 - 4937
- Nasreen 2 - 4056
- Lara 1 - 3184

- Documents:
- CO1 - 23 slides, 4 handouts, 4 worksheets
- CO2 - 17 slides, 1 handout, 1 worksheet
- CO3 - 24 slides, 5 assignment sheets, 1 rubric, 3-page teaching philosophy, 15 pages of learners' assessed work.

Sarah

- CO1 - 4711
- CO2 - 5490
- CO3 - 6356

- FN1 - 4209
- FN2 - 5490
- FN3 - 5345

- TI1 - 13,742
- TI2 - 14,573
- TI3 - 19,984

- Learner Interviews:

- Emily1 - 3985
- Emily 2 - 3875
- Emily 3 - 4785
- Welf 1 - 9502
- Safin 1 - 3374
- Safin 2 - 2524

- Documents:
- CO1 - 4 slides. 3 handouts, 2 learner summaries
- CO2 - 7 slides, 9 pages from coursebook
- CO3 - 9 slides, 10 pages from coursebook, 2 learner reflections, 2 learner assessment sheets

Robert

- CO1 - 9751
- CO2 - 5906
- CO3 - 8962
- CO4 - 6974

- FN1 - 4853
- FN2 - 3386
- FN3 - 6390
- FN4 - 5165

- TI1 - 6725
- TI2 - 7931
- TI3 - 13,457

- Learner Interviews:

- Adam 1 - 3405
- Adam 2 - 5837
- Adam 3 - 3772
- Yara 1 - 4505
- Yara 2 - 3972
- Yara 3 - 5712

- Documents:
- CO1 - 1 handout
- CO2 - none
- CO3 - 7 slides , 4 handouts
- CO4 - 7 handouts, 24 pages of assessed learners' work (6 test papers)

Table 11 portrays the type and volume of the data sets for the study over the 14-week data collection period. The next task was to move from data collection to data analysis, although it will be clear that some measure of analysis had already been done in the handling procedures implemented in the field. Due to timetabling issues, the first scheduled observation was of Robert's first class with the group. As this primarily consisted of covering course information and very little activity that Robert felt was actual teaching, we decided to conduct another observation where Robert felt that he was teaching the class.

3.5 Data analysis

Approaches to qualitative data analysis vary according to the perspectives used for representing and reconstructing phenomena and the principled choices researchers make in the process of their repeated interaction with the data and their conceptualisations (Coffey and Atkinson, 1996). In this study, the data in the form of transcribed interviews, observation field notes and documents were organised into files according to case, initially in hard copies and then on the computer for analysis using Nvivo 11.

Documents

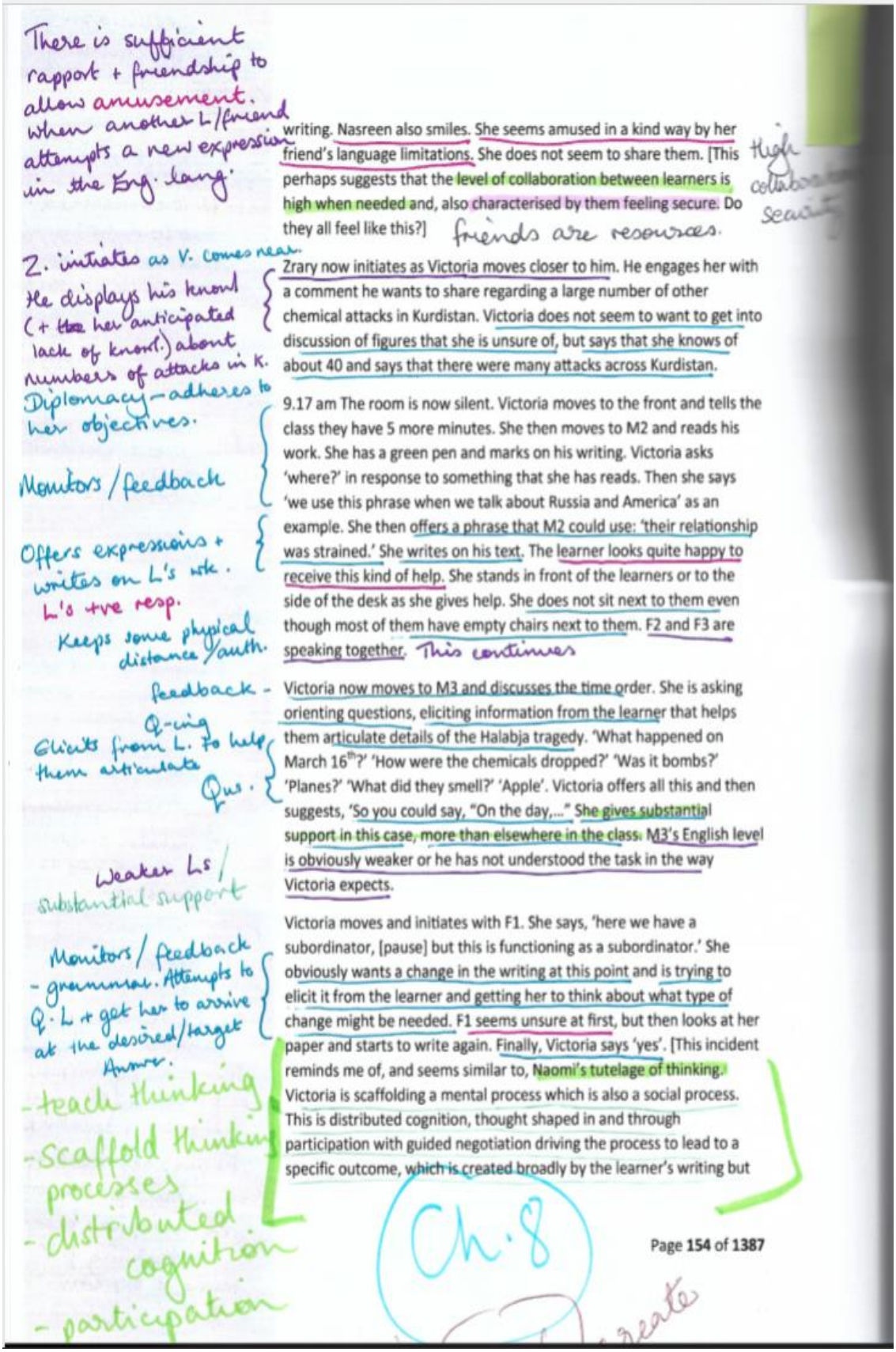
The analytical procedures for documents consisted of reading, annotating, summarising and recording components that supported classroom observation in terms of lesson organisation, participation and activities (Appendix 11). Documents were primarily useful in supporting the observations and served as points of reference both during and post COs. Slides often provided an overview of the plan, content, organisation and sequencing of the session and often contained handout questions enabling me to examine learner tasks. Thus, documents often overlapped or intersected with CO and interviews (Mason, 2002). Document analysis also enabled comparison of lesson components across classes. However, given this more supportive role, data analysis in this section primarily focuses on CO, fieldnotes, and interview data.

Classroom observations, fieldnotes and interviews

Section 3.4.3 describes the compilation and focus of fieldnotes during CO. A hard copy of these data sets, along with CO and interview transcription were printed off into 4 booklets with wide margins on either side of double-spaced text. The first stage of analysis consisted of multiple literal readings (Mason, 2002). The purpose was to

immerse myself in the data (Holliday, 2007), reading the entire chronological data set for each class as a unit and to become sensitised to the language, concepts and themes of participants (Coffey and Atkinson, 1996). During the second and third readings, I read interpretively and reflexively (Mason, 2002:148), annotating the transcription, making initial notes and summaries as I reflected on the data in connection with the research questions and examining ways in which I co-constructed accounts (Roulston, 2013). This consisted of a colour-coded system underlining, highlighting and annotating the text. Notes on the inside margin were more analytical in nature, including reflections or questions that occurred to me as I interacted with the data. The purpose was to continue engagement with the data but also to start the process of condensing the vast volume. Image 1 below illustrates this stage of analysis and Appendix 12 provides further examples.

Image 1. Annotated hard copies of fieldnotes during initial analysis



There is sufficient rapport + friendship to allow amusement. when another L/friend attempts a new expression in the Eng. lang.

writing. Nasreen also smiles. She seems amused in a kind way by her friend's language limitations. She does not seem to share them. [This perhaps suggests that the level of collaboration between learners is high when needed and, also characterised by them feeling secure. Do they all feel like this?] friends are resources.

High collaboration security

Z. initiates as V. comes near. He displays his knowl (+ ~~the~~ her anticipated lack of knowl.) about numbers of attacks in K. Diplomacy – adheres to her objectives.

Zrary now initiates as Victoria moves closer to him. He engages her with a comment he wants to share regarding a large number of other chemical attacks in Kurdistan. Victoria does not seem to want to get into discussion of figures that she is unsure of, but says that she knows of about 40 and says that there were many attacks across Kurdistan.

Monitors / feedback

9.17 am The room is now silent. Victoria moves to the front and tells the class they have 5 more minutes. She then moves to M2 and reads his work. She has a green pen and marks on his writing. Victoria asks 'where?' in response to something that she has reads. Then she says 'we use this phrase when we talk about Russia and America' as an example. She then offers a phrase that M2 could use: 'their relationship was strained.' She writes on his text. The learner looks quite happy to receive this kind of help. She stands in front of the learners or to the side of the desk as she gives help. She does not sit next to them even though most of them have empty chairs next to them. F2 and F3 are speaking together. This continues

Offers expressions + writes on L's wk. L's +ve resp. Keeps some physical distance / auth.

feedback – Q-ing

Elicits from L. to help them articulate Qus.

Victoria now moves to M3 and discusses the time order. She is asking orienting questions, eliciting information from the learner that helps them articulate details of the Halabja tragedy. 'What happened on March 16th?' 'How were the chemicals dropped?' 'Was it bombs?' 'Planes?' 'What did they smell?' 'Apple'. Victoria offers all this and then suggests, 'So you could say, "On the day,..." She gives substantial support in this case, more than elsewhere in the class. M3's English level is obviously weaker or he has not understood the task in the way Victoria expects.

Weaker Ls / substantial support

Monitors / feedback – grammar. Attempts to Q. L + get her to arrive at the desired/target Answer.

Victoria moves and initiates with F1. She says, 'here we have a subordinator, [pause] but this is functioning as a subordinator.' She obviously wants a change in the writing at this point and is trying to elicit it from the learner and getting her to think about what type of change might be needed. F1 seems unsure at first, but then looks at her paper and starts to write again. Finally, Victoria says 'yes'. [This incident reminds me of, and seems similar to, Naomi's tutelage of thinking. Victoria is scaffolding a mental process which is also a social process. This is distributed cognition, thought shaped in and through participation with guided negotiation driving the process to lead to a specific outcome, which is created broadly by the learner's writing but

- teach thinking
- scaffold thinking processes
- distributed cognition
- participation

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Whilst terminology may differ, the process of thematic analysis involves becoming familiar with the data, reducing, categorising, interpreting, and structuring them in relation to explanatory concepts or frameworks (Braun and Clark, 2006). Bogdan and Biklen (2007:159) identify two phases to analysis. Firstly, 'the analysis-in-the-field mode' involves checking interpretations, reviewing data for themes, asking analytical questions of the data, allowing data collection to be informed by previous observations, and keeping a log comprising observer comments about ideas generated and what is being learned. They point out that such practices are beneficial to novice researchers and facilitate engagement with data at the point of collection. This is exemplified in my study (section 3.4.3) above where my engagement with the data at the point of collection is illustrated.

The second phase is analysis and interpretation of data after collection. At this stage, I imported all fieldnotes, CO and interview data into Nvivo 11. Because these data sets resulted in 1387 pages of transcription, I decided that management of the data would be best served using software (L. Richards, 2009; Gibbs, 2013). This would enable more systematic coding through furnishing me with the tools to divide, refine, organise, and retrieve coded data. It is important to note that software is used as an organisational support for analysis, especially with large volumes of data, and is not analysis itself (Gibbs, 2013). However, the functions of software allow for investigating data, running queries, visualising relationships, and noting frequencies that would not have been possible to conduct in a more efficient way. I then systematically coded the entire data sets, generating initial codes.

The issue of what to code, and with which technique, was an immediate one. Whilst the literature contains a variety of recommendations for qualitative researchers, Lofland *et al* (2006) provided a practicable guide and fit with the analysis I had already done in the first stage. Thus, I coded for actions, activities, processes, participation, relationships, contexts and meanings. Open, inductive coding strategies were adopted (Corbin and Strauss, 1998) to capture the essence of the meaning of the data. This involved attributing a code or label to a portion of data. This process involved making judgements about the data (Saldaña, 2009), deciding what is important and decoding meaning in terms of participants' stories and my own involvement. Saldaña (2009) argues that the process of labelling data is one of encoding. This entailed generating coding definitions in an open-ended process of drawing phrases from the data and applying phrases to link datum to

each other. Some codes were generated *in vivo* using words or short phrases from the data. For example, teachers often spoke about 'contextualisation' and all references were coded accordingly. This was also conceptualised in similar ways by teachers. Further definitional clarity was established as other concepts used by participants were much broader. For example, 'negative emotion cognition action' initially started as 'negative emotion' but as further repeated application of the code revealed that emotion was multifaceted and reflected in the cluster of emotion-cognition-action, the code name was extended to represent the conceptualisation of cognition present in this study. Judgements regarding coding definitions took place on four levels and included:

- Participant concepts coded *in vivo,* thus, maintaining an emic focus and curtailing researcher's preconceived notions and interpretations
- Synonyms of these concepts or metaphors where used to represent these concepts
- Examples or illustrations of concepts even where no explicit reference was made
- Broad descriptions/occurrences of a phenomenon that contain attributes of the concept

Whilst a code such as 'contextualisation' drew on participants' own language, definitions and practices, both reported and observed, other codes, such as 'L2 self-presentation and management' were created from the interaction between data, literature and researcher as an agent. Whilst there were no *in vivo* references to this code, there were 74 applications in data sets across 11 sources that contained examples or broader descriptions of learners performing or reporting thoughts and actions related to the presentation and management of the L2 self. Such codes often overlapped with others revealing that the same chunk of data represented a range of related phenomena. Analysis of the strength of relationship between overlapping codes could then be explored using Nvivo functions such as coding queries and comparisons. Some were evident from the readings during the first stage of analysis, such as 'variations in learner approaches' and 'student role in learning' (Appendix 13). Others were not anticipated. For example, coding analyses revealed that both Robert and Sarah connected 'feedback' to 'language development' more often than Victoria who presented feedback as a foundational part of her teaching philosophy (Appendix 14). Other coding analyses revealed what was unique about specific participants, such as Welf's references to the important role of culture (section 4.3.1). Some codes such as 'interaction patterns' were coded from CO data and whilst conceptually easy to code, resulted in multiple 'child' nodes depending on who initiated

the interaction, nomination, voluntary participation etc. This resulted in a hierarchy of nodes for multiple codes. Whilst these codes also represented processes, analysing them for their emergent properties was important for understanding issues of control and power relationships in COs, particularly in terms of peer-peer interaction in mixed ability classrooms.

Early in the analysis phase, I realised that this process was a triadic researcher-data-concept-driven transformative task of making meaning from the data set (Lofland *et al*., 2006), typified by abductive processes of linking data with concepts beyond the data and established theory (Coffey and Atkinson, 1996). Judgements are continuously made at all stages and levels of coding and categorising in a deliberate process of refining emergent meanings from the perspective of the research questions and the utility of the theoretical framework in augmenting the concepts used. As an accountability measure for the quality of my judgements, I re-coded selected data sets three months after the first coding to check for consistency. I selected Victoria's case using the set of fieldnotes, CO and interview which were the first data sets coded. I then compared the coding across the sets. Selected sections of the codebooks for the entire project and the recoded data sets and are included in Appendices 15 and 16 respectively. Whilst not every code from the full codebook was applicable to Victoria's case, and not all codes from Victoria's full data sets were applicable to the data sets from the first stage of data collection, there is a high degree of consistency in many coding labels. Furthermore, I began the painstaking process of comparing data coded to these nodes and documenting the outcomes in my journal. For example, the entry dated 25.05.18 showed 17 exact matches to the code for *Affect-Encouragement*, whilst 19 out of 25 for *Classroom Management*. The other items were interpreted and coded under pedagogical categories which also affect classroom management. Some items were coded to several categories, while other categories were relevant to only one case. Whilst I felt that a high level of consistency had been achieved in coding, the re-coding process also led to a refining of categories and labels which themselves give meaning to data. For example, willingness to communicate (WTC) was included as a child node under 'interaction-participation' in the recoded data. Greater familiarisation with the data, the influence of further engagement with the relevant literature, and the process of coding itself may have led to these more nuanced coding interpretations and a degree of divergence from the original codes.

After coding and recoding of these selected data sets was complete, I moved into a further stage of analysis in which I used the research questions and theory to guide my assessment of the codes. This is recommended as a way of thinking with the data (Coffey and Atkinson, 1996). This stage involved checking that coding was done at different levels so that states and processes could be organised meaningfully; indexing data by taking keywords (for example, '*culture*'), and producing denser analyses of codes related to these through using Nvivo 11 functions to explore the significance of codes and their relationships to others. For example, running coding queries enabled me to see the overlap between nodes, while other functions enabled me to see frequencies (e.g., references to affective factors), significance (e.g., 'thinking' as a target for language and academic development), and comparisons (e.g., while all teachers professed student-centred approaches, only Sarah related this to differentiation). Appendices 17-19 provide examples of Nvivo analyses conducted to explore the data. This led to an understanding of emerging relationships between nodes and further illumination of the meanings of the data. Focused coding (Saldaña, 2009) was used to link the most frequent and salient codes to produce overarching linking categories for more meaningful units of analysis and exploring how LTC relates to learning. Marginal codes were also confirmed and their contribution to understanding the major themes assessed. At this stage, I also reviewed the analytic memos (Appendix 20) to inform my judgements about interpreting the categories and themes.

The systematic process of coding data resulted in a list or codebook as shown in Appendix 15 (Gibbs, 2007:39). Whilst I used Nvivo functions to explore codes and became aware of emergent connections, it was also useful to consider Charmaz's (2015:69) questions about how structure and context serve to 'support, maintain, impede or change' actions or statements of participants. This is important in considering how cognition is mediated in the LE and pertinent to my own research questions. It was also a factor in my decision to move to a manual exploration of how categories could make sense of the emergent connections. After using the codebook in Excel and then printing hard copies, I started to work on codes in terms of structure and context. At this stage, I produced multiple 'sketches' of possible connections (Appendix 21), but I was not satisfied with any. Finally, I printed and cut up the entire codebook, and using post-its, I labelled, re-labelled and moved interacting codes and categories around, aiming to reflect the connections from previous analyses and to actively interpret the relationships in terms of the research

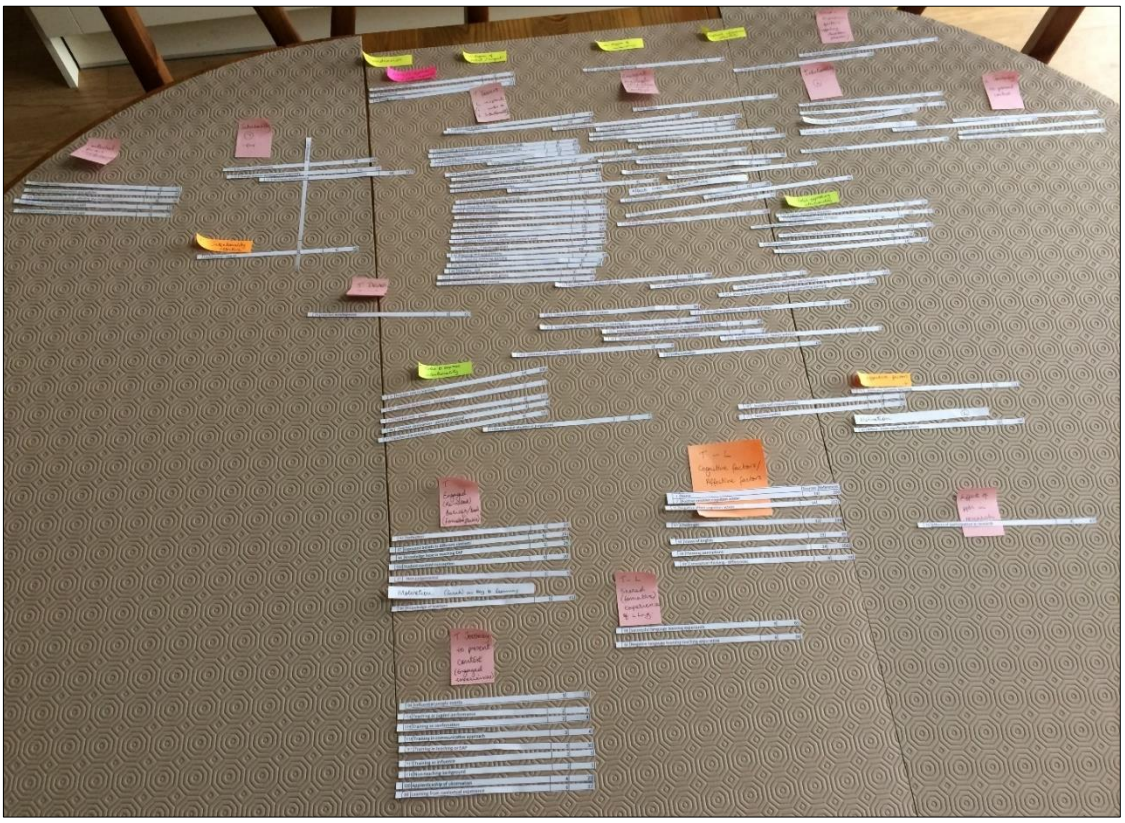
questions and provide a structure for understanding the connections. I strategically reassembled nodes and categories, moving them both horizontally and vertically in relation to labelled categories to capture the precise dimensions and properties of this complex process (Image 2 below).

Exploring analytical functions augmented the process of organising and reconceptualising the data, recognising in line with Coffey and Atkinson (1996:46) that,

> "[t]he move from coding to interpretation is a crucial one. Interpretation involves the transcendence of "factual" data and cautious analysis of what is to be made of them."

My own agentic building of links across the data set is at the core of the interpretive analysis (Miles and Huberman, 1994; Weiss, 1994; Rubin and Rubin, 2005; Seidman, 2006; L. Richards, 2009; Newby, 2014). This requires linking codes to categories and then to concepts and research questions. As I considered the role of structure and context, I made advances in creating a connected model of teacher and learner cognition (Figure 16, p.187) that was relevant to my research questions and a CDS framework. I was able to categorise nested sociohistorical, structural beliefs and the more fluid, mediated, emergent beliefs operating at different levels of the LE and assemble them into a more coherent framework that reports the findings. This process is illustrated in Image 2 below:

Image 2. Manually building links between codes and interpretive categories



This process enabled greater heuristic expression with the codes. I clustered, linked, made Venn diagrams, added coloured *post-it* notes, and rearranged codes to explore relationships. An extract from my journal entry on 12.06.18 illustrates the new creative and intellectual energy inspired by this heuristic engagement:

> "I turned a corner doing this, and suddenly I felt a lot more freedom and creativity with the data, able to interact with them without constraints. Doing everything on the computer had constrained me more than I realised! I could now feel movement in the data, and connection and flow between nodes that I had not previously seen. I was able to think structurally, but also about spectrums and layers. The data started to feel 3D."

The manual interaction resulted in making sense of the data and understanding how categories were nested and interconnected; how cognition was being dynamically experienced; how change occurs; and how a new contribution to understanding cognition in teaching and learning – the tutelage of thinking – is at the core of this process. Finally, I examined the meaningfulness of this interpretation in relation to the quantity and quality of data included in answering each research question. A preview of the themes relating to each case and research question is provided in Table 12 below:

Table 12. Preview of themes for each case by research question

Victoria's class	Sarah's class	Robert's class
•**RQ1** •Nested, engaged beliefs, apprenticeship of observation •(Non) EMI background and L2 identities •**RQ2** •Engaged beliefs: language learning experiences (people) •KAL central learner (identity) conception •**RQ3a** •Teacher role and tutelage of thinking •**RQ3b** •Victoria identifies areas for development and engages in action •**RQ4** •(Non) EMI background, goals, agency, distrust •**RQ5** •Perceiving and thinking in terms of new academic standards	•**RQ1** •Nested engaged beliefs, training and critical incidents •(Non) EMI background and L2 identities •**RQ2** •Engaged beliefs: language learning experiences (events) •KAL central learner (identity) conception; learners as language resources; status •**RQ3a** •Context, misalignment, mixed abilities and tutelage of thinking •**RQ3b** •Sarah identifies areas for development but does not currently engage in action •**RQ4** •EMI background learners ownership and mediation of LE; goals; agency •**RQ5** •Perceiving and appropriating new academic discourses; deficiency mindset	•**RQ1** •Nested engaged beliefs, participation, preparation for future •(Non) EMI background and L2 identities •**RQ2** •KAL at elementary levels, confidence •KAL central learner (identity) conception •**RQ3a** •Teacher and learner roles, affect, tutelage of thinking •**RQ3b** •Robert does not identify nor act on any major areas for development •**RQ4** •(Non) EMI background, goals, agency and self-regulation, L2 identities, distrust •**RQ5** •Agency and self-regulation, variable grading systems, conflicting teacher-learner views on effective LE

The themes previewed in Table 12 are key to the findings presented in chapters 4 to 8.

3.5.1 Issues of validity, reliability and triangulation

As section 3.2.3 shows, many scholars do not accept the imposition of positivist conceptions of generalisability on qualitative research (Donmoyer, 2000; Duff, 2008), Debates concerning validity and reliability have also led to reconceptualisations. Validity as a construct broadly relates to the truthfulness of a measure. Valid research investigates what it sets out to investigate and not something else. However, in empirical research, measurement of CO_2 emissions or white blood cells is very different to measuring subjective beliefs or multifaceted learning. Validity, as a concept, must be defined in terms of whether research is fit for purpose. The multiple forms of validity designed for robust quantifiable studies do not easily fit the purposes of qualitative research with its focus on meanings and interpretations (Neuman, 2014; Cohen, Manion and Morrison, 2018). The essence of validity is the need to demonstrate truthfulness (Neuman, 2014). In my study, validity is conceptualised as *credibility* (Seale, 1999; Rubin and Rubin, 2005; Bryman, 2012), meaning that the findings are considered believable based on the suitability of the research design in relation to research questions, the transparency of procedures; detailed, nuanced, descriptions; rigour of analysis; the strength of knowledge claims commensurate with the findings, and reflexivity regarding the role of the researcher.

I committed to a theoretical paradigm that is consistently maintained throughout the study. The ontological, epistemological, and methodological paradigms are chosen to fit with the research questions, augmenting theoretical integrity. The 14-week data collection phase was designed for meaningful engagement with participants in their LEs and to provide longitudinal insights. The adoption of different interviewing procedures such as using leading or repeated questions at intervals to provide checks on consistency (Kvale, 1996) bolster validity as credibility. Different types of data were compared for detail and augmenting understanding of situations. Additionally, confidence in the findings was enhanced through participant validation (Savin-Baden and Major, 2013:175) involving carefully checking information during interviews, following-up items for clarification in subsequent interviews, and providing summaries of transcriptions for member checking. This enabled participants to check my understanding of their information and to correct or take out data if they wished. Providing summaries was anticipated to be a more user-friendly approach to member-checking than providing copious pages of transcription that are unlikely to be read and are very likely to prove

burdensome (Borg, 1998a: 39). Additionally, the accuracy of the interviews, being audio-recorded, is not in question (K. Richards, 2003), but rather validation of the interpretations of participants' meanings that are being targeted. These actions also reveal ethical conduct and respect for the private worlds of participants (Stake, 2003). Additional measures included documenting procedures in my research journal in the interests of transparency (section 3.4.3.a). Whilst researcher impact on the context is discussed more fully in section 3.6 below, the role of a non-participating insider researcher in a familiar context was adopted to reduce the potential observer effect (Bryman, 2012). Knowing the rules, being less threatening and obtrusive helps preserve the ecological validity of the study (van Lier, 1997; Rubin and Rubin, 2005).

Dependability (Seale, 1999; Rubin and Rubin, 2005), the qualitative research conceptualisation of reliability, is the degree of consistency reflected in research procedures, and is more meaningful for my study than its counterpart used in quantitative research. Reliability assumes that research done under the same conditions, using the same instruments will yield the same results (Creswell, 2009:190). Hence, reliability presupposes replication of a study is viable (Cohen, Manion and Morrison, 2011:201), and as such, it is not a directly transferable concept in qualitative research which seeks 'fidelity to life' (Cohen, Manion and Morrison, 2011:203-4). My position assumes that attempts to impose inter-rater reliability or other standardising strategies are ill-suited to the project because they assume it is possible for researchers to converge on a single, objective form of reality (Kvale, 1996; Neuman, 2014). Such research aims to negate the multiple interpretations directed by the active construction and interpretation of the researcher that my study assumes to be a strength (Hammersley and Atkinson, 2007). Because reality is assumed to consist of multiple interacting nested systems, different interpretations may be generated even where consistent procedures are used.

Confirmability, or the degree to which data and interpretations based on them interrelate and correspond is an important criterion for evaluating robust qualitative research (Patton, 2002). This is enhanced through the triangulation of methods in this study (Seale, 1999; Denzin, 2012). The concept of triangulation refers to the use of multiple methods, data sources or theories to provide a fuller understanding of the phenomena being studied (Bogdan and Biklen, 2007). Many researchers regard it as worthwhile in enhancing confirmability, credibility, and dependability (Farrell, 2012; Borg, 2012; Brown, 2012). Despite enthusiasm for triangulation as a strategy, some scholars warn against a naïve

form of triangulation as accomplishing scientific validity (Brown, 2012:42). Borg (2012:25) argues that triangulation "may enhance, but not ensure, validity or trustworthiness." He points out that specific illustrations of how triangulation serves to enhance the quality of data analysis is a strength of research, but beyond this, greater claims cannot be justified.

Whilst different forms of triangulation exist (Neuman, 2014:166), I used multiple data collection methods to explore consistency over time (Patton, 2002). For example, I followed a similar strategy to Canh (2012:98) in rephrasing and repeating questions in subsequent interviews as a form of time triangulation to check consistency of views over time (Brown, 2012). This strategy was also important in classroom observations while exploring *observed* disengagement compared with *reported* claims of engagement and so enabled a fuller, richer account of the episode. In this way, triangulation served to generate better understanding of these events than any one data source by itself. This also demonstrated how observations can be a useful triangulation check on self-reported data, providing a more in-depth understanding of episodes beyond the level of preferred L2 self-presentation, such as Sarah's self-report about student-centred classes, and potential bias conveyed in interviews (Denzin, 1989; 2012). This was a more fine-tuned reflection on actual observed classes rather than an espoused pedagogical belief that she hopes to put into practice. It demonstrates the efficacy of multiple data sources in researching LTC. Such research findings in the area of cognition underscore Borg's (2003) assertion that it is important to understand teacher *action* in connection with their *cognition*. It also confirms his findings that contextual factors are often implicated in the apparent divergence between action and cognition. This illustrates the efficacy of triangulation in enabling greater rigour in data collection as internal checks and probes lead to a more trustworthy, thicker description.

3.6 Ethical considerations and reflexivity

Decisions affecting the participants and the research setting must be ethically defensible (Cohen, Manion, and Morrison, 2011). Throughout my project, I used Stutchbury and Fox's (2009) ethical analysis grid to consider ethical decisions. Firstly, I obtained access through contacting the Vice Chancellor's office by letter for permission to conduct the research at the University. On securing permission, I contacted all participants with a written explanation of the research, the procedures involved, a statement explaining how anonymity and confidentiality would be safeguarded, the time required for participation

and the duration of data collection, an indication of the benefits of participation, and assurance that it was acceptable to withdraw from voluntary participation at any point. This was important in obtaining participants' informed consent, notwithstanding the philosophical debates concerning this term (Hammersley and Traianou, 2012). Additionally, in terms of consequential ethics, which considers the consequences of actions, learners in observed lessons were also asked for written consent even though most would not be interviewed. This was to inform all concerned, thus overcoming issues encountered in the pilot study (section 3.3). Furthermore, all data collection was scheduled during the normal working day and environment to reduce potential risks related to working in a conflict zone. This document constituted the informed consent letter submitted as part of the University of Leicester's ethical approval procedure.

On a deontological level, in which consideration is given to the duty of the researcher to conduct herself with integrity research virtues (Macfarlane, 2009), I experienced a degree of conflict in principles. I was ethically responsible for safeguarding anonymity and confidentiality, but also wanted to include ample, nuanced, situated detail about the context, both of which demonstrate research excellence. However, I had to make decisions to prioritise the anonymity of the participants, not just by providing pseudonyms, but by adjusting the level of detail included about participants and the institutional context multiple times. Anonymity was found to require situational ethics meaning only general descriptions of participant biodata and the institution are presented. No changes were made that affect the research results. Furthermore, there were also ethical challenges in managing learner interview conversations containing contradictory views of teacher practices as I had to remain neutral, bracket evaluation and judgement, and encourage free expression and detail without in any sense undermining colleagues' professional practice. Indeed, ethical mindfulness meant demonstrating decision-making that exceeded the simple application of models and meant carefully self-regulating behaviour well beyond securing formal University ethical approval so that virtues did not become vices (Pring, 2001).

Validation or 'member checking' (Creswell, 2009:191) also demonstrates respect for participants. Whilst this is well-documented in the literature (Cohen, Manion and Morrison, 2011:181; Borg, 2012; Savin-Baden and Major, 2013), there was limited feedback from the teachers in my study. Where feedback was available, it was mainly at the beginning of the project, and mainly clarifying or confirming concepts for further

discussion in subsequent interviews. Two possible reasons may account for this. Firstly, teachers gave more feedback independently at the beginning of the semester before their responsibilities for grading and course administration increased. Secondly, teachers were more comfortable providing feedback on the initial concepts which related to themselves but did not necessarily have the reflective awareness readily available in their busy schedules for more detailed reflections on the content of the interviews. Interview schedules were also sent beforehand, and in most cases, teachers looked at the questions before the interview. Where used, this led to better quality data as participants were able to marshal pertinent experiences or include relevant information upon which they had reflected. This type of reflection was not required of learners as the immediacy of their responses was valued and reflection may have led to attempts to provide answers that they thought I was seeking. Two teachers asked for some feedback from the research, so preliminary findings and emergent themes were presented in a session at the University in June 2017. On a relational level, where consideration of respect for each participant is addressed (Stutchbury and Fox (2009: 492), the issue of confidentiality between teacher participants who knew each other was raised. During the feedback meeting, I overcame this by only reporting on issues which were shared in common, and no reference was made to specific episodes from LEs.

In terms of relational ethics, attempts were made to foster beneficence. For example, to demonstrate collegiality (Macfarlane, 2009), I conducted searches for resources to help teachers who shared difficulties. Additionally, there were also deliberate attempts to preclude maleficence, for example, in decisions to avoid discussion of more sensitive topics (issues of boredom, criticisms of teaching) outside the data collection setting as I did not want my colleague-participants to feel vulnerable about interviews conducted with their learners. I became very aware at the outset of the project that despite many years of experience and consenting to participation, teachers in the sample were still vulnerable and sensitive to evaluation (Walker and Adelman, 1975). However, their willingness to share and discuss difficulties, as well as their notetaking in the feedback session demonstrated their engagement with the project and suggests they experienced participation as a beneficial platform for thinking about issues. This is a positive consequential result of the project. The adoption of ethical decision-making guidelines had the benefits of providing a principled approach toward the people and processes involved in the research. It presented me with obligations to respect participants and the

institution on different levels and not simply treat them as a means of data generation (Cohen, Manion and Morrison, 2011). Throughout my project, they served to remind me that research is ultimately for the benefit of the teaching and learning community (Davies, 1999; Bogdan and Biklen, 2007).

My own interpersonal relationships with participating teachers are of course unique to the research context. Professionally, I worked well with all participating teachers on different teams at different times: attending meetings, developing programmes of study, and standardising and assessing work. Socially, I also mixed with these teachers as friends, but had closer social relationships with Victoria and Sarah who also displayed greater interest in the research project from its inception. In this sense, I felt that I was not 'above' the research context (Bott, 2010), but situated alongside colleagues, whilst investigating perspectives that I had only partially accessed on a superficial level prior to the research. These relationships meant that as a researcher, I was not cast into an outsider or hierarchical power role, but was a familiar colleague aiming to understand the professional worlds and practice of participants. However, familiarity had to be made unfamiliar also through interrogating the language and meanings of teachers (section 3.4.3.b) in order to avoid interpreting their narratives with my own meanings. Understanding beliefs and experiences in the context of teachers' histories and their current work was of primary importance in avoiding pitfalls and assumptions of familiarity with their perspectives and recognising that their journeys were very different from my own. Each teacher had their own unique history and contribution to the research, but the familiarity, and to some extent the security, of our interpersonal relationships may have facilitated their ability to articulate their perspectives and interpretations. Learners related to me in multiple ways as I sought to establish a researcher identity with them. Safin, felt comfortable reporting his academic and employment challenges and, as the only learner in the study in this type of employment situation, conveyed this as a worker and not only a student. This life experience, and the fact that he was a few years older than most other learner participants, brought a sense of greater of equality into the research context. Learners were confident in relating their experiences, and the fact that frustrations were shared (section 8.4.2) suggests that learners were sufficiently at ease to express a range of events.

3.7 Summary

This chapter presents the study's design and its ontological, epistemological and methodological rationale. It has outlined the strengths of qualitative case study in serving the research purpose. A discussion of the pilot study and its limitations followed, outlining changes that were made. The chapter then discussed the design of the main study with details of participants, context and data collection methods. Data analysis procedures were outlined before a discussion of the related issues of credibility, dependability and conformability, including the benefits of triangulation. It concludes with ethical and reflexivity considerations. The descriptions and presentations are intended to assist the reader in evaluating the transparency and rigour of the study. It also provides the basis for understanding the findings discussed in chapters 4 to 8.

4. Findings – Research Question 1

4.1 Introduction

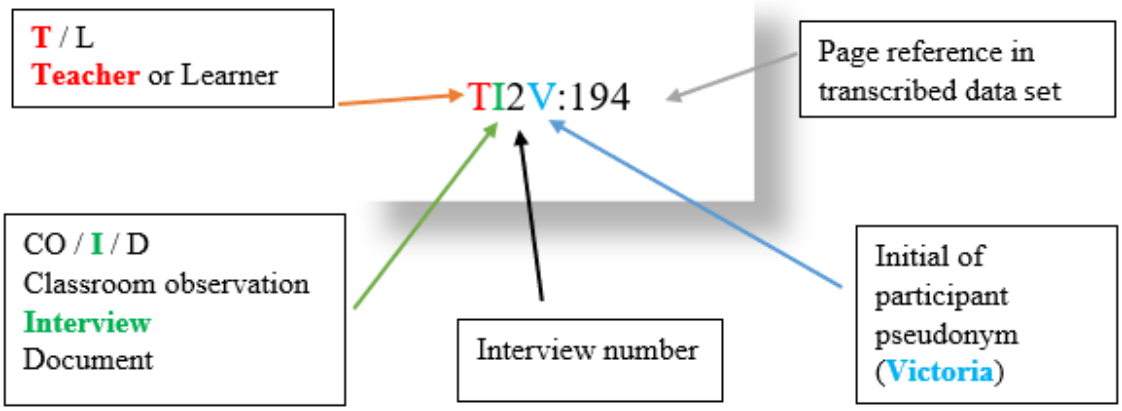
Chapters 1 to 2 introduce LTC, its importance to the field of SLTE, and the absence of research connecting it to learning. Chapter 3 has given a detailed description of the methodological design, data analysis and related ethical and reflexivity issues. In the following five chapters, I present the findings related to the research questions at the centre of this study. The findings are presented chronologically by case. Each case starts with an overview of the teachers' understanding of learning in the context of EAP, observed components of their lessons, and a discussion of what they perceive as significant influences on their teaching. Ways in which LTC emerges with reference to practice is presented. This is followed by an exploration of learners' cognitions and how they emerge. Similarities and differences evident from the analysis are then discussed. The chapter ends with a summary of the main findings presented.

In this chapter, I present the data related to the first research question:

RQ1: How do teachers' and learners' cognitions about learning EAP emerge within an Iraqi-Kurdish context?

The sources of data used to answer this question comprise the classroom observations, interviews, and documents outlined in section 3.4.3. References to data are explained in Figure 2 below which provides an example of data referencing in the chapter.

Figure 2. Data source identification references

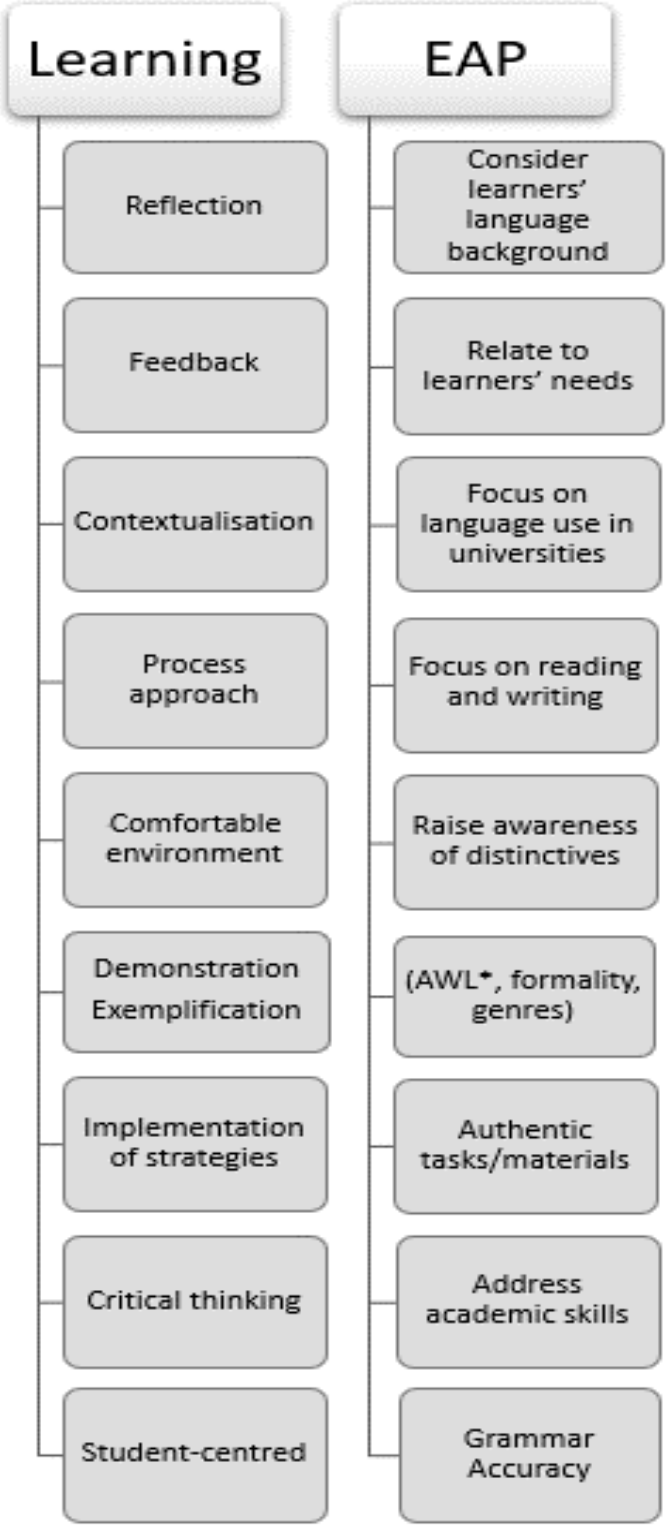


4.2 Victoria's classroom

Victoria has been teaching EAP for five years. She has extensive language learning experience of nine languages at varying degrees of proficiency developed through travel and work in different international contexts. She considers knowledge of multiple languages to be a valuable linguistic resource in her EAP teaching. The observed class consists of 8 science undergraduates and the size permits whole class collaboration as well as some group work. Victoria's class focuses on reading and writing skills with an additional form-focused grammar track of weekly worksheets.

Victoria's aims and approaches towards language learning in the EAP classroom are a constellation of many past influences, experiences, and types of knowledge engaged in her current context. Table 13 below provides a summary of key elements which Victoria identifies as shaping her EAP teaching. They were captured in interviews with Victoria.

Table 13. Features of Victoria's LTC about learning and EAP



**AWL Academic Word List*

The elements presented above were also evident in COs, and in the selection, preparation, and use of course materials and related learning strategies. In her three observed sessions,

Victoria used sample academic texts on a variety of contextualised themes, such as studying at university and the Halabja genocide. CO data analysis revealed that formative feedback was given on an individual basis several times in every session, lasting at times for up to 4 minutes with an individual learner. The source and importance of this practice is clearly stated in interviews:

> I could see Heather, I think that she was the person who inspired me the most because she, she had a special connection with the students and she also, she always had time to give them feedback and the way that she was always sort of tweaking the questions was something I learned a lot from. I could see it made a difference in the classroom. (TI1V:58)

Victoria's practice is interconnected with the continuing influence of a former colleague whose teaching practices produce positive affect in Victoria due to the effective interpersonal bond she maintained with learners. Additionally, the provision of feedback, reflection on, and refinement of questions was instructive for Victoria as she perceived marked benefits from this pedagogical model. The ongoing influence of these principles emerges in interview data analysis in which Victoria states that she notices learner errors and learns about their language use as she monitors for feedback and that she does not set practice tasks unless there is time for formative feedback.

Victoria expresses her views on 'student-centred' language learning in EAP as a far-reaching concept embracing learner identification with content, consideration of learner background, contextualisation for access and engagement, participation, and critical thinking:

> I think it's not possible for students to learn if they can't somehow connect it to themselves, so wherever they come from, or whatever they know, or whatever their situation is, whatever I teach them, I feel it's important that it links into them, but I suppose it also means that when I stand in the classroom, I try to engage them, it's not just lecturing, it's involving them and make them think about what I talk about. (TI2V:194)

This extract provides insight into cognitions guiding practice as observed in the first CO. Victoria is concerned to connect learners' experiences through their participation, notably through thinking. She chooses a text about studying at university and learning to deal with distractions (Appendix 22). Learners discuss ways in which they identify with the content before completing a series of written tasks involving analysing and summarising the text (Appendix 23). In the following extract from this episode, Victoria's questions

are designed to coach and guide thinking as well as to provide an example of how to implement strategies:

V: What should you include in your summary?
M1: The text
M2: What it's talking about
F1: Shortly describe the whole thing
V: Shortly describe the whole thing?
F1: Yeah
V: How do you choose what's important in these summaries?
F2: The main points
V: The main points, good, so main points [writing on board], and is there a strategy that you can use to figure out what the main points are? What did we already do?
M1: Skim
V: Mm?
M1: Skim the text
V: We could skim the text yeah, we did it already, we also looked at the introduction, right? We looked at the title, because you know that gave us quick information about what the text was about, we've already done it. But a good thing is to make sure you ask the wh-questions, so you make sure you include relevant elements, so for instance, something about who, who, who did we hear about?
Lara: The students
V: Students
Lara: The authors
V: The authors
Z: Friends
V: Friends, ok so would it be relevant to talk about students in this summary?
Ss: Yes
V: Would it be relevant to talk about friends?
M: No
V: Why not?
Z: Because the main topic is about the students
V: *Exactly*, you can still use the question to reflect upon who is mentioned in the text, but after that you need to actually select what is a main point, ok? So, who, [writing on board] er what, what is the text about? Why did the authors write it? When was it written? Er,
F: How?
V: Sorry, how? How do the students overcome the distractions? (CO1V:31-33)

In this exchange, learners participate actively through voluntary contributions while Victoria directs them away from potential errors using increasingly focused questioning techniques; eliciting evaluation; helping learners to distinguish between main and subsidiary points in the text; and explicitly and enthusiastically affirming the right answer. Victoria demonstrates her tutelage of thinking stemming from her own articulated beliefs (Table 13), as she creates and directs interactive pathways between text and learners through 16 questions with the overall objective of equipping learners with the academic thinking requisite for successful completion of tasks. Her lessons are structured with tasks which are amenable to her approach. An overview of Victoria's lessons based on components observed during CO is presented in Table 14.

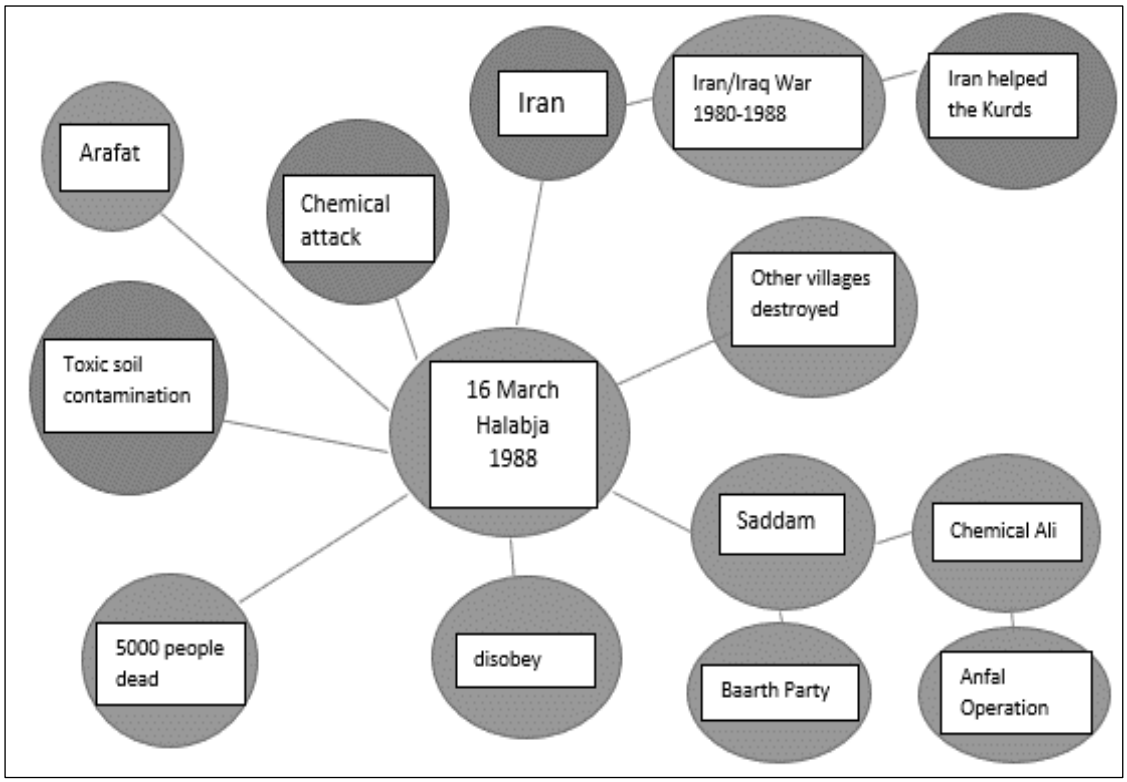
Table 14. Components of Victoria's lessons

Lesson components/stages	Lesson 1	Lesson 2	Lesson 3
Shares lesson aims	✓	✓	✓
Orientation to topic	✓	✓	✓
Teacher presentation	✓	✓	✓
Tasks on worksheets or slides	✓	✓	✓
Read short texts	✓	✓	✓
Write task in class	✓	✓	✓
Language focus	✓	✓	✓
Vocabulary	✓	✓	x
Peer-review	x	✓	x
Model/sample answer provided	✓	✓	✓
Group work	✓	x	✓
Collaboration	✓	✓	✓
Homework check	✓	✓	x
Reflection	✓	✓	x

The lesson components above are shaped by the LTC elements presented in Table 13. The use of questions, as exemplified in the previous extract, typifies her approach to each lesson component, realising her tutelage of thinking as key to bridging beliefs, goals, and learning. Mid-semester, during CO2, Victoria selects the contextualised topic of Halabja, anticipating that the learners' expert knowledge will provide the content of the lesson which must then be organised as a chronological paragraph using transitional signals. The

content originates through a process of elicitation, negotiation, and affirmation as the class collaborate to create a writing framework as in Figure 3:

Figure 3. Collaborative learner brainstorming exercise on board



During the brainstorming exercise, Victoria asks 32 questions as she progressively structures and refines plentiful learner contributions. Her tutelage of thinking emerges dynamically through guided classroom talk, but it is also shaped by sedimented experiences (Gudehus, 2016) transported from her past that are relatively stable guides for her current practice. These experiences and relationships which were captured in the first interview, emerged through data analysis, and are displayed in Table 15:

Table 15. Victoria's engagement with influential past experiences

People	Events
• Positive view of French teacher • Negative view of German teacher • Influential colleague – Heather	• German teacher's classroom environment • Work experience in school • Affirmed by training (PG Cert in TEAP) • Studied learners' EAP books

Engagement with influential language learning experiences resonates through management of the LE in COs. Thus, Victoria is guided away from the negative example of her German teacher who neither promoted engagement nor challenge, but rather let her 'hide'. Consequently, Victoria feels she never learned German successfully. By contrast, she has a positive evaluation of her French teacher:

> I think it was her approach erm, she was very calm with us and she would not let anybody hide, she would just ask us questions which meant that we were always really prepared for her lessons, erm, and I, I learned to speak erm French in three years, like I could converse in French so I thought you know that was a pretty amazing development in just three years yes, so I remember this as *the most successful language experience* really. (TI1V:45)

The description conveys Victoria's perception of an effective approach which deliberately engages each learner through questioning, and the consequent successful learning outcomes. Interestingly, Victoria's description contains phrases echoed by her own learners in describing Victoria (Nasreen and Zrary describe her as calm and promoting participation). This suggests the influential role model encountered in her apprenticeship of observation (Lortie, 1975) is still a powerful engaged influence, albeit mediated by her current context. Whilst these core beliefs and engaged experiences are stable cognitive sources, her expressed tutelage of thinking is soft-assembled, as she adapts to the requirements of her context. Soft-assembly is the self-organisation of a system's components in interaction with its external environment and its internal resources. The system does not conform to a predetermined pattern but adapts and reorganises to form a further complex order. Victoria's emphatic statement that it was the

most successful language experience is in relation to the nine languages with which she has experience and informs her perception about features of a conducive language learning environment.

4.2.1 Learner cognition in Victoria's classroom

Nasreen has been educated in English since grade 1 and is more confident in her use of English than her mother tongue Kurdish. This confidence stems from the early foundation in English:

> Well, in Adnaniyah, it's actually a *really* good school, they don't let you talk in any other language in classes…so you feel confident in talking in English…so I learned really well from that…if I had not done writing in Adnaniyah, I would not know what was going on today in class. (LI1N:84, 91)

Nasreen explains that her confidence was built during her EMI experience. Her emphatic positive evaluation of her school is premised on prohibitions on L1 use, widespread error correction, and the emergent confident learners with abundant experience of academic tasks. This sedimented experience informs her new context. The description portrays an important aspect of Nasreen's apprenticeship of observation. Years of EMI have resulted in her present linguistic appraisal:

> It's better for me if I talk in English, I make Kurdish mistakes. (LI1N:86)

Nasreen's L2 self-perception clearly illustrates that English has become her primary means of accurate communication as her proficiency level exceeds that of her L1. Despite a setback at grade 10, when she moved to a school in which English instructors commonly reverted to a regional Kurdish dialect that she could not understand, Nasreen continued her own language development independently. Exploiting both academic and non-academic means, Nasreen identifies herself as a keen reader who enjoys the universality of English:

> Er, because English is the most useful language, wherever you go you'll need it, and I think most of the people try to learn English nowadays, mostly people use English so it's useful, that's why I'm into it. (LI1N:86)

Nasreen's perception of English is premised on its ubiquitous utility as a lingua franca. This perceived popularity denoted by her idiomatic expression, conveys her personal, active interest in English along with membership of an increasingly large majority of

users. In the classroom, participation, specifically asking questions helps her learn. Identity management is key to this participation and engagement:

> …well she gave me the chance to participate a few times and I did. I like participating, it shows how much I know. Well, I like being confident, so if I participate, she will know I'm confident and that I know what I'm saying, yeah…then…she will think maybe I know something and count me as *smart* [broad smile]. (LI1N:102-3)

Participation affords opportunities for displaying knowledge and confidence directed at influencing the teacher's perception and securing a favourable appraisal. However, longer term intentionality is also a source of motivation:

> Well, thinking about my future, the goals I want to achieve motivates me…If I need motivation, I'll just start thinking about how it's going to be worth it at the end, and I need to do it for my future. (LI1N:102)

Deliberately engaging in thinking about future goals helps Nasreen internally source her motivation. Her cognitive appraisal justifies and imbues current efforts with value. Securing teacher affirmation is an important reward in her journey. This is gained through feedback provided in the observed class which she explains in her interview:

> Yeah, it's a motivation for me, if she thinks I know something, or she tells me that I'm right or that I did well in some writing or in an exam maybe, it will motivate me to do better. (LI1N:102)

The importance of this interplay of seeking and gaining affirmation, and her expressed willingness to try until its procurement, illustrate a significant process of socially constructed, dynamic, emergent, distributed cognition developing and interconnecting with positive appraisal and associated self-regulation.

Zrary has a pragmatic view of languages. This seemingly emerges from his daily multilingual experiences in which he converses with his mother in Turkish and his father in Kurdish, while his parents speak L2 Arabic to each other. He attended an Arabic elementary school before five years in EMI. Like Nasreen, Zrary also spent time in an EMI context where teachers showed a preference for speaking Kurdish, and he feels his language development slowed during this period. Zrary's cognitions about language learning draw on the help he received from 'native' English-speaker teachers (NESTs). He asserts that getting close to the language in this way is the best method for language learning where residence in an English-speaking country is not possible. Turkish, Kurdish

and Arabic surrounded him in his formative years, but he distinguishes between those languages and English, which he had to learn and enjoys:

> Well, when I was born, I could already speak three languages, so I don't enjoy them, I just speak them, but English is a language I learned, so I enjoy it. (LI1Z:115)

This enjoyment is augmented by wider social functions stemming from the language. Zrary cites his English-speaking friendships as evidence of his motivation to continue practising and learning the language. His perception of his teacher as a source of learning, and the respect she deserves as a result, is an important part of this L2 engagement. He is observed insisting on the use of English among his peers in the LE. In the post-observation interview, he explains:

> I was worried. I like the teacher to be able to understand what we are discussing and what we are talking about so in respect to her, I thought we should speak English. (LI1Z:122)

Zrary is concerned about this key English-speaking relationship and maintaining Victoria's access to the group interaction. When probed further about how he understands Victoria's role, he expands:

> Well, her presence makes our learning worthy…It's not like she's forcing us to learn, it's *all up to us* if we learn or not, but she makes us feel like the things we're learning today, and any other day, is worthy of learning. (LI1Z:126)

Zrary's perception of Victoria significantly comprises affect, value, and motivational components. The impact on Zrary of Victoria's tutelage of thinking is exhibited in his admiration of the value in learning that her presence affords. Like Nasreen, Zrary is positive about the role of Victoria's feedback and specifically correction:

> I just like to be corrected…I like it because this is the key to learning. (LI1Z:128)

Zrary's positive view of correction as a mechanism of learning fosters coadaptive behaviours between Victoria's monitoring and feedback and his own learning goals and self-regulation. He perceives learning is taking place as correction instigates change. Physical proximity to the teacher is also important to him and he asserts that sitting at the front helps him to be engaged and maximise potential learning. Additionally, his family reputation is also enhanced by his studying engineering (his parents, sisters and brothers-in-law are all engineers) but more specifically at an EMI university. That their reputation

thrives or suffers in relation to his learning and future occupation is an extra external source of motivation/pressure, and one intensified by being deeply embedded in wider familial and cultural systems.

Like Nasreen and Lara in the same class, Zrary views EAP as a continuation of the English he studied at school, only more advanced. His EMI background and his participation support his socially mediated access to learning as he is aware that he does not share the inhibitions and shyness about making mistakes characteristic of some of his peers. His participation is a product of learner agency based on relational and affective factors. Greater participation is stimulated by the properties of the relationship and the corresponding parameters of his self-regulation as he explains in interviews that Victoria's interests stimulate his own. However, Zrary also expresses self-regulation in managing the challenges in the wider context of conflict:

> …even though I get sad about it…I don't allow *myself* to think about it. I just think about other things like suppose something bad happened today, I would just go home and play piano, and *make* myself happy. (LI1Z:142)

Self-regulation is not simply a matter of employing learning strategies but of cognitive management necessary to focus on learning in a conflict zone. Zrary's musical talents are an internal resource enabling him to get beyond constraining circumstances and maintain his positive mindset as a learner. Thus, these examples of interaction between internal resources and external factors lead to continual self-reorganisation and development for Zrary when considered as a CDS.

Lara is an active and confident contributor in all COs but was interviewed just once in the final phase of data collection. She studied in an EMI school, and like Nasreen and Zrary was moved to another EMI with less effective teaching. Consequently, she states that she forgot how to write. Like them, she has English-speaking relationships, and like the rest of the class, uses their WhatsApp chat daily. She represents herself as engaged by working through feedback methodically:

> Er, I try my best to reflect because whatever the teacher says, that's what we should do, so I have to remember what she said so er, so I take her comments and suggestions and always put them into my work (LI1L:432).

Lara's self-regulation is coupled with deference to the teacher's input. She explains that reflection on feedback leads her to independent research. Lara's background furnishes

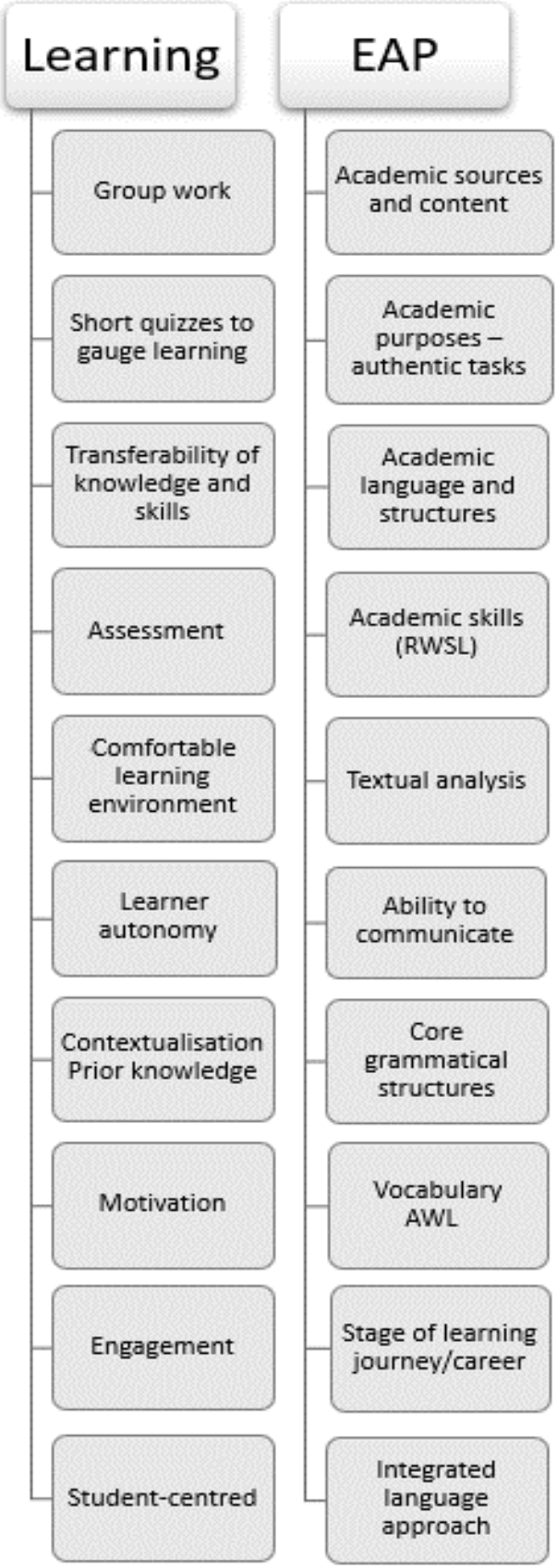
her with the confidence to access and participate in classroom interactions and make voluntary contributions. She engages with the continuous writing tasks, regaining what she felt she lost during years of 'EMI' delivered in Kurdish, sensitively self-regulating and adapting to teacher input.

The three learners in this case share similarities in profile, confidence, participation, self-regulation, and expressions of agency. Nasreen and Zrary move between future selves and past experiences as reciprocal influences on current engagement and self-regulation. For all three, L2 future selves are accessible, augmented by Victoria's tutelage of thinking assisting their cognitions as future professionals and peripherally participating in the language and genres of their field. Thus, EMI backgrounds, current affordances in the LE, and responsiveness to Victoria's tutelage of thinking, means these learners are equipped to sustain themselves as growth systems maximising the learning potential of the LE.

4.3 Sarah's Classroom

Analysis of CO data of Sarah's classroom revealed diverse language abilities, interactions, and roles between more or less dominant participants. Some learners took recourse to their L1 to complete tasks despite being on an in-sessional programme. In this context, Sarah's self-reported principles about language learning and EAP based on interviews are outlined in Table 16 below:

Table 16. Features of Sarah's LTC about learning and EAP



Sarah's principles have developed through her own language learning experiences, 20 years of teaching experience, in-sessional teacher training, and continuing to engage in professional development. Table 16 reflects her LTC developed in multiple ways over time and in different contexts. Yet, the need to contextualise learning is considered a key to fostering engagement in any context. Like Victoria, Sarah is committed to connecting learners to texts:

> I think the fact that *we* were producing those model texts ourselves which were linked into a Kurdistani context was <u>really</u> interesting. We could tailor it to exactly what we wanted to include, and the fact that it had the Kurdistan context for the students, it made it far more engaging. I remember in the past we'd done, erm, the gender gap in Alaska [laughs], not too many students in Baniyah really care about the gender gap in Alaska…whereas when you could start looking at things in their region, they were far more engaged. They had prior knowledge to share. (TI1S:481)

During interviews, Sarah illustrated her journey in producing her own materials and the effects on learning. Moreover, she discovered the impact on learner engagement and participation based on their cultural identification. Based on three observations, lesson design included the components in Table 17 below:

Table 17. Components of Sarah's lessons

Lesson components/stages	Lesson 1	Lesson 2	Lesson 3
Shares lesson aims	✓	✓	✓
Quizzes/short assessments/self-assessment	x	✓	✓
Tasks on worksheets or slides	✓	✓	✓
Read short texts	✓	✓	✓
Writing tasks in class	✓	✓	✓
Language focus	x	x	x
Vocabulary items, definitions	✓	✓	✓
Critical thinking	x	✓	✓
Model/sample answer provided	✓	x	✓
Group work	✓	✓	✓
Homework check	N/A	✓	✓
Link to last class	✓	✓	✓

Post-observation interviews reveal Sarah's LTC behind many of these components through which she implements many of the principles espoused in Table 16. However, she also engages with influential positive and negative experiences which shape her practice in the classroom, some of which are described as critical incidents. Table 18 presents the people and events that are important in structuring her professional practice as captured in interviews.

Table 18. Sarah's engagement with influential past experiences

People	Events/experiences
• Negative – Latin teacher humiliated learners • Negative – MFL teacher produced fear of errors (learners standing on desk) • Negative – After completion of her French degree, a French friend told her to speak English because he could not understand her French	• Love of languages and different cultures • Worked for prestigious institutions • PGCE in-sessional training

Sarah's own language learning experiences have left a formative influence on her practices. She immediately retrieves negative language experiences from her memory such as being exposed to teaching regimes that used humiliation, threat, and fear as penalties, and a disappointing watershed incident on the completion of her French degree when her interlocutor could not understand her French and told her to speak English. Reaction to these painful, negative experiences guide her commitment to providing a comfortable LE where affective factors do not threaten learning. Sarah's in-sessional PGCE training continues to inform the nature of her teaching, particularly regarding group work and assessments. Field notes recorded during CO1 illustrate the successful nature of Sarah's group work tasks in stimulating engagement and collaboration between learners:

> She now moves to the front of the class again and seeks to get everyone's attention. After failing to secure this, she says with rising intonation, 'hello'…The degree of difficulty in getting attention seems to demonstrate the level of learner engagement. (CO1S:440)

That Sarah initially failed to draw the task to a close is evidence of the enthusiastic connection with the task and the efficacy of the groups. She was observed using group work in all three classes, and in 2/3 she conducted assessment quizzes as used in her training. Like Victoria, Sarah depicts her goal in teaching as a mission that will promote societal change and one that is student-centred:

> I guess it goes back to my teaching philosophy you know that people's needs are central here. Here the region has such a need for competent people whose degree

> means something…That's my ultimate goal I guess it's to make life better here and to help them see how they can do that. (TI1S:518-9)

In this extract, Sarah locates the needs of people within the needs of the region. She perceives her role in teaching as contributing to meeting some of those needs by enhancing the competence levels and vision of learners. Her own accomplishment in working for prestigious institutions (Table 18) continues to yield inspirational benefits that inform her vision of exciting possibilities for the future. This sedimented experience remains an important component in Sarah's internal resources.

4.3.1 Learner Cognition in Sarah's Classroom

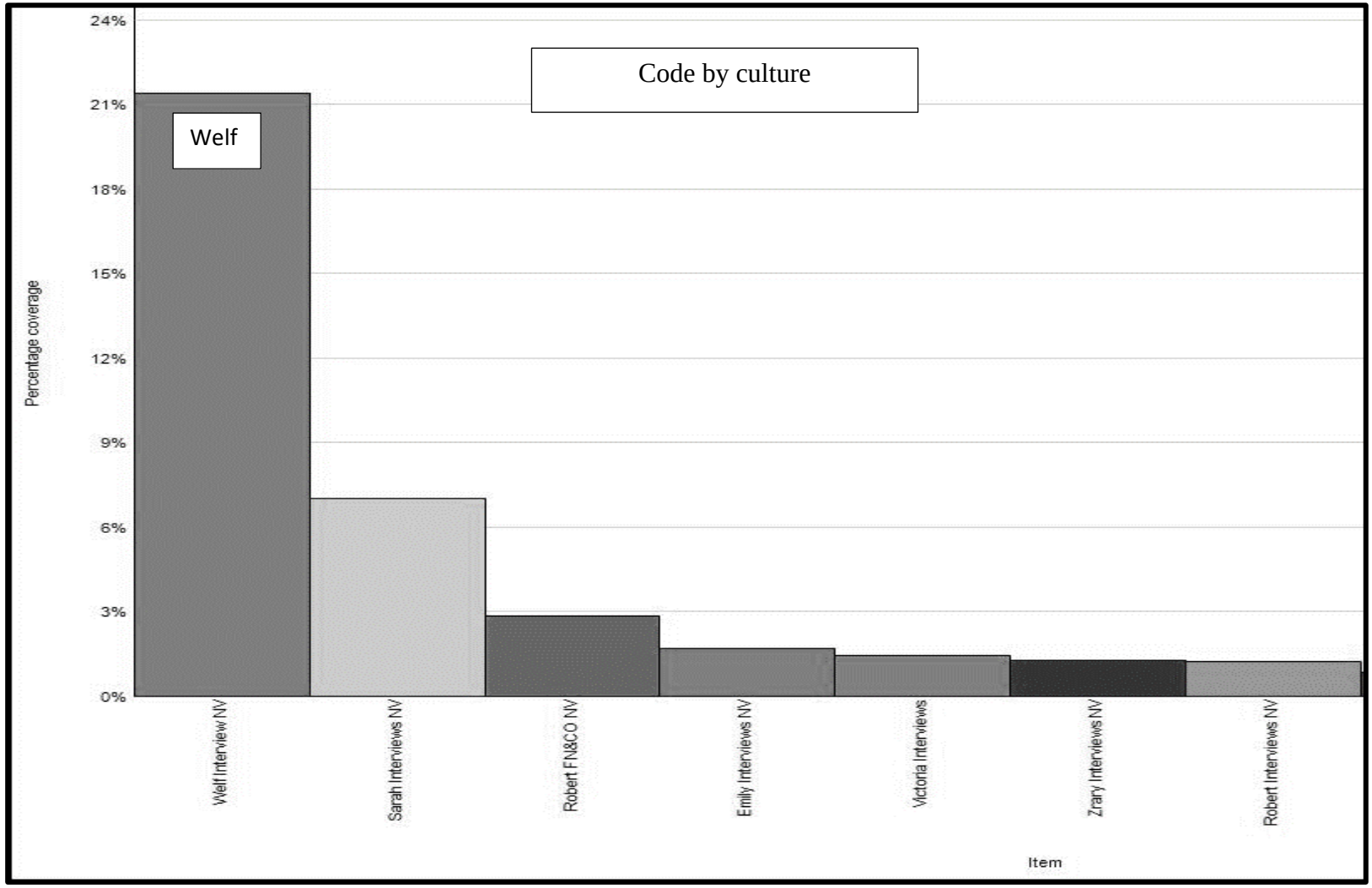
Sarah's classroom is made up of 20 mixed ability learners although attendance varies from 9 to 16 in COs. Some learners come from EMI institutions and have high levels of proficiency whilst those who studied in Kurdish have much lower proficiency levels. Analysis of CO1 revealed that the more proficient learners established themselves as leaders within group work and sustained the flow of communication during the task, generating ideas and supervising the writing done on behalf of the group.

Emily was born in the States and returned to Kurdistan to start grade one in an EMI school. Despite being born to Kurdish parents, and Kurdish being her mother tongue, she no longer speaks Kurdish with her parents or friends and has chosen to conduct her life in English. In response to questions about her cultural identity, Emily states, "I think [I am] more American" (LI1E:533), and it is this self-perception and identity that continues to emerge in her cognitions in her current context. Interestingly, she identifies her relationship with the girl in her group as a Kurdish-speaking one, pointing out that this particular learner always replies in Kurdish when addressed in English, and intimating that the learner's proficiency level is not adequate for the nature of the interactions in the LE. Emily states that her own English is better than her Kurdish and she is only able to conduct academic tasks in English, having never been schooled in Kurdish. Like EMI-background learners in Victoria's class, she exhibits confidence, enjoys group work and participation and demonstrates ownership and leadership in group tasks.

Welf dropped out of the course after attending just a few sessions but chose to attend the final exam. I interviewed Welf once for 47 minutes. Prior to starting his undergraduate studies, he attended an EMI school for seven years. Even before this, he had used his father's English books independently to try to learn English. He narrates his encounters

with English literature with energy and enthusiasm, conveying something of the world that opened for him through this. His experience persuaded him that English is a more expressive language than his other three languages. He also views it as essential for travel and international study, ambitions he holds. Welf's perception of language is deeply connected to culture, having accessed the language through literature at a young age. This pervades his interview conversations and his experiences of learning Persian and Arabic, as well as English. Sarah reports that he takes notes on the cultural aspects of her course content. Like all EMI-background learners (EMIBLs) in the study, he boasts English-speaking social relationships, and although conscious that he makes mistakes, he does not allow this to place limits on his oral participation in the classroom: an espoused view for which there is some evidence in the CO data. However, Welf is distinguished by his L2 future-self guide (Dornyei, 2009b) which is articulated in terms of having access to, and understanding of, the culture that is so intertwined with the language as depicted below in Figure 4. Coding for culture followed the four-part procedure outlined in section 3.5 (p.77).

Figure 4. Coding of culture by sources in interviews and classroom observations



Welf wants to develop an insider's understanding of the language and insight into how culture affects the way NSs see and think, not just about academic learning, but about customs and values of English-speaking cultures:

> Well in English in university…there'll be something new that I have not learned already…something that you learn out of your own people…there are many things you can learn from your culture…*You people*, in UK, foreigners, know, so I think it would be nice to learn something new, something that's off the books, off the education, off the school… just know…the way *you* write and the way *you* think, and the way *you think before the writing* and everything else too…We need to be involved in other stuff in order to use the English language properly, so things you learn that you do not learn in school that are maybe taught in university to prepare for life. (LI1W:560-1)

These cognitions are part of his past language development, which involved accessing culture through literature, and are engaged in his current approach to English. It is also accentuated by his future intention to live in the UK or Canada.

Like Emily, Welf views those learners who did not attend an EMI-institution as weaker academically and as 'starters' in English. For example, the summary writing task is referred to as 'the basics' (LI1W:526) which he covered in school, but which remains essential for others. Similarly, Welf enjoys the group work in class and sees this as good for confidence-building, relational development, and communication. However, he feels learning primarily stems from being guided by your own interests, ideas and questions.

Safin has found learning English challenging. From the outset of the first interview, Safin compared his English language learning unfavourably with learners from the EMI schools, highlighting the privileged education that he did not have. He perceives his relative confidence in speaking-based tasks, such as academic presentations, and acknowledges progress in the areas of vocabulary knowledge and reading, but he states that he 'hates' writing and continues to experience difficulties in the area of grammar. Additionally, having to work nightshifts in paid employment negatively affects his studies. The social, economic, and cultural capital that he perceives as organising educational experience dominates classroom relations with his more affluent, privileged peers:

> …when I sit with them, of course they have more experience, they knows more than me because they went to the Adnaniyah…they are quite rich, they that went to Adnaniyah…it's very expensive, and our financial economic wasn't good

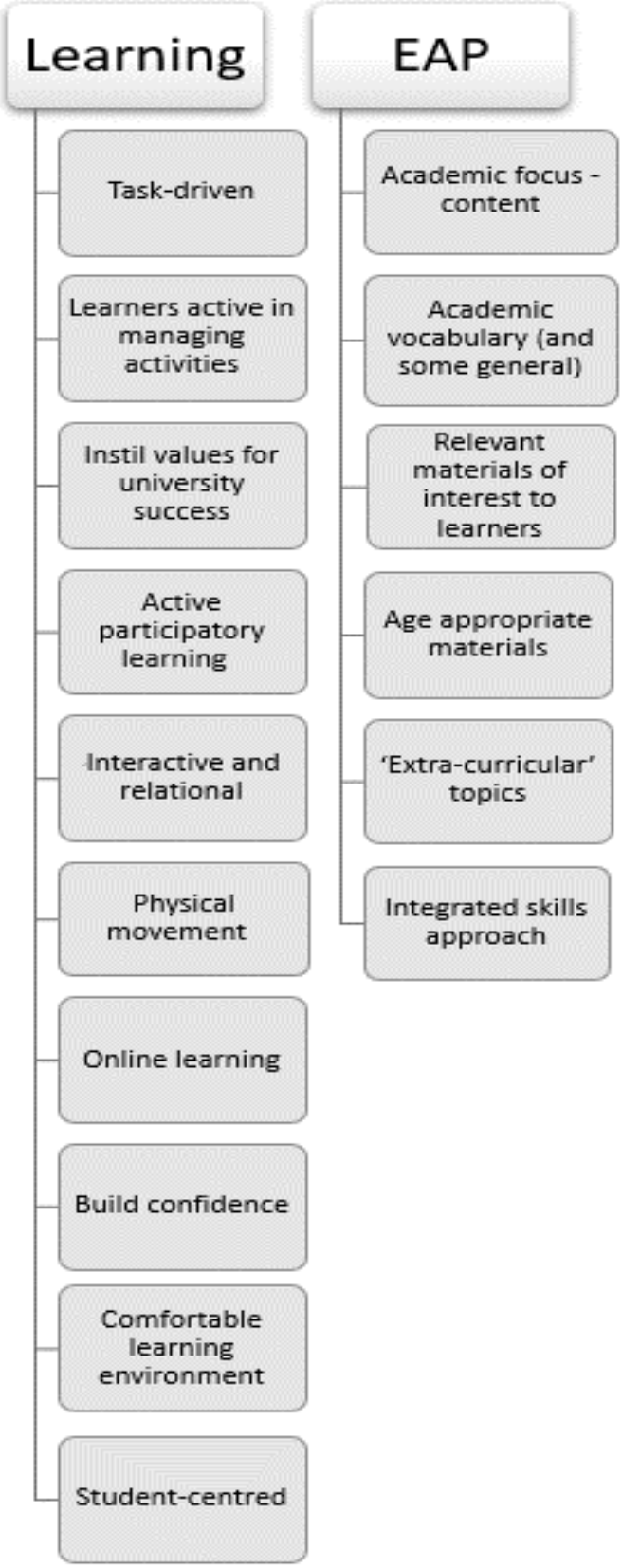
> that's my parents', that was the reason…100% if you participate, that make you feel comfortable, you can communicate with the teachers as much as you want, but if you don't participate, you just have to sit down and listen to her and what the other students want to say…I wasn't in the Adnaniyah…so my English is not good to participate and go into detail with the teachers. If she talked with me in er English, I can answer her in Kurdish. (LI2S:715-7)

In the second interview, Safin states that he tries to be like EMIBLs citing how he spent a week studying hard for a quiz and achieved 17/20, whereas Welf arrived 20 minutes before the quiz after prolonged absences, looked at the slides and attained 19/20. This makes him feel discouraged, and he has been considering leaving the University for some time. Safin's cognitions about learning emerge from his self-perception and identity formed in relation to his socioeconomic background and his more privileged peers. Commensurate with confidence levels, he enjoys interacting in small groups and feels he can learn in this way. This participation is mediated by affective cognitions depicted in interviews as 'shy', 'nervous' (LI1S:716); and 'afraid to make any fault' (LI1S:717). These cognitions illustrate his ambivalent feelings about participating in class.

4.4 Robert's Classroom

Robert explains that he entered teaching primarily so that he could travel and work abroad while having the opportunity to see students develop and grow over time. After teaching for some time, he completed a CELTA but is critical of what he perceives as the very prescriptive and inflexible approach to language teaching that such a teacher training course propounds. While asserting that CELTA is 'rigid and stuck in their ways' (TI1R:995), he gives himself the same evaluation. His self-reported cognitions are set out in Table 19 below:

Table 19. Features of Robert's LTC about learning and EAP



Robert's background in teaching in a kindergarten has strongly affected his ideas about the EAP classroom. COs provided evidence of many aspects of Table 19, particularly in terms of a focus on participation, vocabulary, and the change of tasks roughly every twenty minutes. Unlike Victoria and Sarah, Robert does not speak any other languages, having abandoned a brief attempt at learning Japanese saying he lacked perseverance. His list of espoused beliefs and principles differs from both Victoria's and Sarah's in that learning is depicted in terms of interaction, task completion, socialisation of learners into behaviours and practices, taking on the delivery and management of classroom activities and engaging physically in the LE - all of which were evident in COs. He also prioritises online learning and the inclusion of topics to challenge and inspire critical thinking in young adults. There were three data collection phases (at the beginning, middle and end of the semester as shown in section 5.3), but two COs were conducted during the first phase in Robert's class (at the beginning of the semester). This was deemed necessary by both the teacher and the researcher (p.73). Table 20 presents components of lessons during four COs in Robert's classroom.

Table 20. Components of Robert's lessons

Lesson components/stages	Lesson 1	Lesson 2	Lesson 3	Lesson 4
Slides for course information/presentation feedback	✓	x	✓	x
Quizzes	x	x	✓	✓
Tasks on worksheets	✓	✓	✓	✓
Read short texts	✓	✓	✓	✓
Listening tasks	✓	✓	✓	✓
Speaking tasks	✓	✓	✓	✓
Language focus	x	✓	x	x
Vocabulary items, definitions	✓	✓	✓	✓
Critical thinking	x	x	x	x
Sample answer provided	x	x	✓	x
Group work	✓	✓	✓	✓
Collaboration	✓	✓	✓	✓

In notable contrast to his colleagues, Robert does not share learning objectives for each session and slides are not used as the core resource for presentation of the session. Homework consists of an online learning platform which gives learners feedback after they complete a range of listening, speaking, and vocabulary tasks. The key events and people who have influenced his classroom practice are indicated in Table 21 below:

Table 21. Robert: key influences on teaching

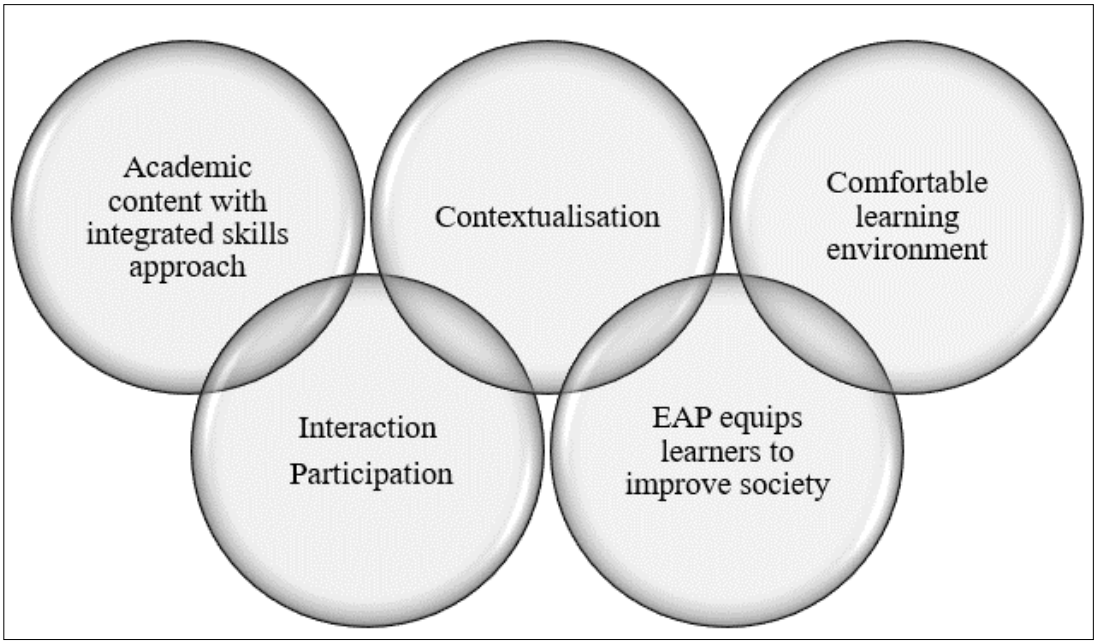
People	Events/experiences
• Current EAP colleagues	• Desire to travel • Kindergarten background • Curriculum and resources

CO analysis reveals that Robert's classroom practices represent some of his espoused cognitions expressed in interviews. His extensive travel, combined with teaching experience, inform both his cultural understanding and his socialisation objectives. He perceives that his practice and cognitions are also strongly affected by his kindergarten background as articulated in the following interview extract in which he explains how he evaluates the core constituents of an effective lesson:

> I think basically if I can see that the students are participating, and they seem to be paying attention and following along and they work well with each other, they're not sat in one place for an hour and a half, but they're sort of up and moving around, I believe every twenty minutes or so I need to [laughs] move on…It comes from kindergarten…I have a kindergarten background as well, basically the kids have like a fifteen-twenty minute attention span and then you need to move on to the next topic…and I think it's the same with these, even though they are adults, I believe every twenty minutes I need to move on to something else [laughs]. (TI1R:1387)

Robert's personal epistemology on adult learning emanates from his previous kindergarten experiences and the extract depicts how this continues to structure his practice as evidenced in COs. Whilst he also perceives his colleagues as an important influence on his teaching, stating that he stays informed about team practices, curriculum development and resources, they do not appear to affect such stable beliefs and practices. However, as Figure 5 below illustrates, he shares several pedagogical beliefs and practices with Victoria and Sarah:

Figure 5. Similarities in LTC shared by all three teachers



Analysis of espoused cognition, lesson components, and influences on teaching across cases show the five components in Figure 5 above are held in common by teachers in the study. All teachers adopt an approach in which EAP content is delivered through the integration of the skills of reading, writing, speaking, and listening, as well as work on vocabulary and grammar. Likewise, they assert the importance of communicative methodologies, emphasising interaction and participation, with Robert notably perceiving learning in the practice of these processes. Contextualisation of content and task was not only espoused but regularly observed, with Robert deliberately pursuing the socialisation of learners into what he perceives as western values in preparation for employment in international companies. The importance of a comfortable LE is asserted by Victoria and Sarah in reflection on negative language learning experiences at school, but Robert's beliefs concern the affective need for learning to be enjoyable and the limitation of anxiety. This demonstrates that similar beliefs can arise from different affective states or mental constructs. These commonalities are likely renewed through departmental activity. As such, rather than being fixed or reified, core beliefs may be reinforced through their distribution among colleagues. Additionally, all teachers identify a wider mission is to instil values, skills, or behaviours, not only for academic success, but for employability and socioeconomic and political change.

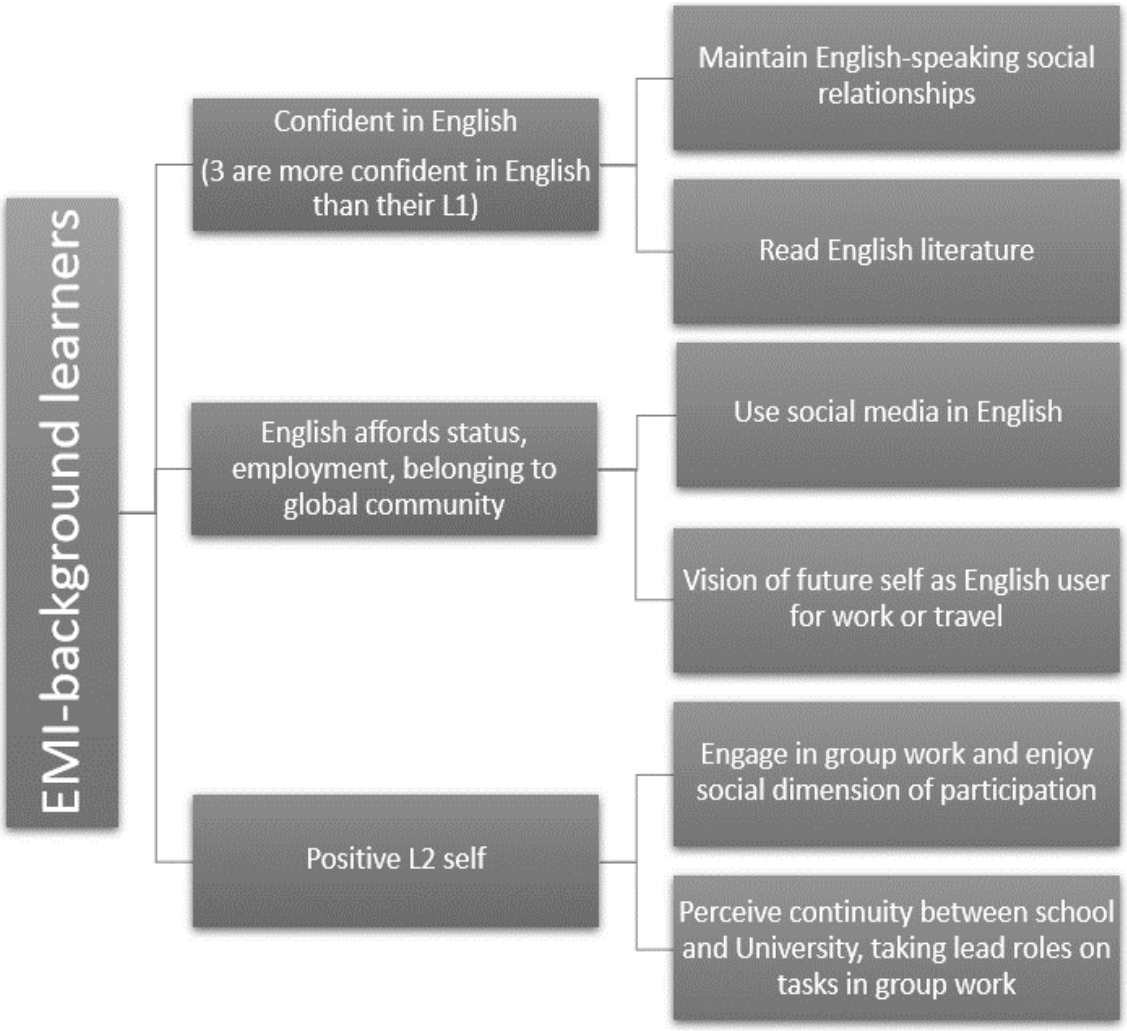
4.4.1 Learner Cognition in Robert's Classroom

Adam was educated in an EMI high school but missed the English criterion for direct undergraduate (UG) entrance by one score on the academic version of Pearson's Test of English (henceforth PTE). Like other EMIBLs, Adam's cognitions are shaped by and continue to emerge from core beliefs formed through past experiences and his perceived future self. His EMI background has equipped him with confidence as a user of English which he perceives as the global language, admitting users to a community comprising academia, business and international travel. As his goal is to pursue postgraduate studies after his degree, he wants to enter the English-speaking academic world. More immediately, he identifies personal benefits in studying EAP to become a better reader and writer. Like all EMIBLs in the study, he enjoys the high levels of interaction observed in Robert's classes and the way this helps students overcome their shyness and improve communication. Adam draws inspiration for learning from his family and reading English literature. Common to all EMIBLs is the confidence expressed in owning and leading tasks. In Adam's case, this is stated explicitly. He sees the opportunity to help others through participation as a means for them to learn from him as he enacts a leadership role. Here he explains collaboration with a female peer in CO2:

> I teach her. I don't just give her the answers…I tell her first you have to write this in this way, first you have to do this. (LI2A:1192)

The way in which EMIBLs' cognitions lead them to mediate access to tasks and roles within the LE is a notable finding in the study (see 7.3.2 and 7.3.3). In the above extract, Adam perceives his role as an instructor to his peer, whom he perceives as less proficient and in need of his counsel. Such unabashed confidence stemming from his cognitive appraisal and L2 identity is also central to his agency in developing his own strategies to improve his listening skills (see 5.4.1). A summary of attributes shared by all EMIBLs in the study is presented in Figure 6 below:

Figure 6. Commonalities between EMI-background learners across all cases



Adam, like his EMIBL peers, shares a rich linguistic educational experience that shapes core beliefs and L2 identity in similar ways. Such learner cognitions remain intact over the semester, but new areas are subject to development as learners express agency in appropriating and self-assembling elements of the tutelage of thinking which they encounter (6.2.3). Interestingly, Adam states that he does not trust his peers or learn from them and prefers to learn from the teacher: a learner attribute he shares with Yara in the initial stages of the course. Whilst he believes the speaking and listening practice is beneficial in class, he is not a member of the class Viber group and chooses to be independent of his peers.

Before her entry to the pre-sessional EAP course, Yara was educated in Kurdish schools where she had weekly English lessons mainly conducted in Kurdish. She perceives a vast difference between her previous English provision in school and EAP, noting rapid

vocabulary development during the first week. However, she also feels that some of the tasks in the speaking and listening module are unnecessary:

> I want er reading and writing. They are very important, but listening and, until this week I didn't find anything useful, like fill in the puzzle, you don't need it. For example, for PTE, you don't have that. It's a waste of time. (LI1Y:1052)

Yara's focus and criteria for evaluating tasks is in terms of usefulness to her: how well they prepare her for taking the PTE and gaining the skills to improve her academic English. Whilst she lacks the linguistic and social confidence displayed by EMIBLs, she is intentional about her learning, wanting to minimise the time given to acquiring the requisite English levels for progression. She perceives teacher-learner relationships as being of paramount importance:

> When I love someone, I will study, because maybe you will expect me to be a good student. I don't want to disappoint you. (LI1Y:1055)

'Loving' the teacher inspires commitment and effort. This profound influence is not just a motivational factor in learning but is active in validating and co-constructing L2 academic identity (compare Nasreen and Zrary in 4.2.1). Yara states that she will respectfully listen to her peers but will not take what they say so seriously. The teacher is the main medium for learning in the classroom, and the feedback that comes from the teacher is valued and respected. Whilst she enjoys the active nature of Robert's sessions, and elements of competition, Yara believes PTE preparation should be a greater part of the EAP provision. Yara would like to have a book that she could use for review and to see her progress through the content and skills on the module. Perceiving herself as shy, Yara feels inhibited in making contributions in front of the class and asserts that a book and preparation time would help her confidence.

At the beginning of the semester, Yara states that she does not feel that she learns from the example of, or language used by, her peers. However, in the final interview, she concedes that she learns vocabulary from her peers and finds their explanations of words a beneficial source of learning:

> The thing that I get benefit from it is the er presentations and the speaking skills with the discussion between the student. (LI3Y:1352)
>
> Int: So, have you been able to learn from your peers?

> Y: Yeah, for example, there's a word I don't know it and they will explain it to me. (LI3Y:1359)

In these two related extracts, Yara gives examples of how she perceives learning from interaction with peers, a key change brought about by classroom experiences. Firstly, she notes the efficacy of tasks, and secondly, how shared vocabulary knowledge meets her learning needs. Her cognitive appraisal changes quite dramatically during the semester. However, she remains frustrated that Robert does not post on the VLE, and that she cannot review effectively as there are no resources available. Whilst believing that knowing test topics in advance would help her prepare, she feels she has no clear strategies for how to improve her speaking and listening in preparation for PTE. She would also like to have learning objectives clearly stated, use a book or other printed resources, get individual feedback on work, and understand the grading criteria. Regarding the lack of learning objectives, she expresses the impact on her feelings of confidence:

> It's a really bad feeling. If you know what you're going to do, you will feel more confident. (LI3Y:1366)

Yara's cognitions emerge through classroom experience, prior beliefs and her expectations of an effective language teacher. She also frames her attitudes in terms of cognitive appraisals of current experiences and expectations. For example, she initially has reservations about online work and learning from peers, but changes in both areas during the semester. Although still perceiving her L2 self as shy and unable to communicate in English, Yara acknowledges that her speaking and listening has 'kind of' improved.

4.5 Summary

This chapter has presented findings on how both teacher and learner cognition emerge in an Iraqi-Kurdish EAP context. Past experiences provide a stable consistency to cognition, often in terms of guiding beliefs. The teachers encounter contextual, institutional, curricular, social, and cultural factors which lead to changes in cognition as they make sense of new contexts. However, change is mediated by elements of that context in interaction. Consequently, and in line with the literature, not all espoused beliefs are demonstrated in practice because contextual, institutional or behavioural elements contribute to the control parameters of the LE as a CDS. Appeals to learner future selves and social development link LTC with wider relevant contexts. Teachers and learners in this study do not share the same perceptions or beliefs on important aspects of language learning, and this may lead to frustrations and attrition. EMIBLs share many commonalities in terms of their perceptions, feelings of confidence, familiarity and continuity with academic customs of English, L2 identities, English-speaking relationships, and access to and membership of a global community. These experiences distinguish learners within the study. L2 future identities are more strongly articulated by EMIBLs.

5. Findings – Research Question 2

5.1 Introduction

Chapter 4 established the ways in which cognitions emerge about learning EAP. KAL is a specific area of language that provokes different attitudes and approaches (section 2.2.1). In this chapter, I present the findings related to the second research question:

How do teachers' and learners' cognitions about knowledge about language in EAP emerge within this Iraqi-Kurdish context?

The chapter examines each of the three cases from the perspectives of teachers and learners. Firstly, a summary of observed teacher practices is presented. These practices are explored through the perspectives offered by participating teachers in interviews to gain their understandings of KAL from an emic position, focusing on what they say teachers should know and teach. The aim is to explore their situated practice of KAL from their reflective viewpoint, understanding the dynamic changes and stable patterns that emerge in learning processes. Learner cognitions are explored capturing changes and stability over the course of the semester.

As section 2.2.1 indicates, Borg (2005:325) refers to KAL as "the collection of attitudes towards and knowledge about English grammar which teachers possess." This includes both implicit and explicit knowledge and attitudes (Andrews, 1999) and how teachers understand the pedagogical implications of their knowledge, attitudes and beliefs in order to make teaching maximally beneficial to learners (Fillmore and Snow, 2000). Thus, scholarly consensus confirms the importance of understanding both the interrelated knowledge and pedagogical bases of KAL (Woods, 1996; Borg, 2003). Nespor argues that: "to understand teaching from teachers' perspectives we have to understand the beliefs with which they define their work." (1987:323). The implications of KAL cognitions for SLTE are central to this debate (Fillmore and Snow, 2000; Borg, 2003; Andrews, 2007) as many studies question the adequacy of the knowledge base of teachers in ESL settings (Freeman, 2016). However, the knowledge that teachers perceive as useful is rooted in their wider belief systems regarding the language and its use, and in their own confidence in that knowledge base (Andrews, 2007).

5.2 Victoria's classroom

Table 22 below summarises observed pedagogical practices related to Victoria's KAL in three lessons. Each column heading contains cells for COs 1 to 3 respectively. The shaded rows represent class/group treatments whereas the white rows beneath show individual applications.

Table 22. Observed features of Victoria's KAL

	Grammar			*Morphemes*			*Sentence-level*			*Discourse*			*Meaning*			*Spelling*			*Punctuation*			*Pronunciation*		
	CO1	CO2	CO3	CO1	CO2	CO3	CO1	CO2	CO3	CO1	CO2	CO3	CO1	CO2	CO3	CO1	CO2	CO3	CO1	CO2	CO3	CO1	CO2	CO3
Questions focused on			2				2	1	1	15		1	8			1								
		1	2							1			3	2	1					2				
Elicitation							1		3	15	2	4	4											
			1								4	8		2						1				
Teacher explanation		1	3			1	5			3	1		4						2	2				
	1	3	1								1	2												
Terminology	5	3	7				7	4	1	5	14	7	2						4					
		5	2				1		1		12													
Examples			4				2		1	3		3	4											
Correction			1			1			1		1		1							1				
	1						1									1			1		1			

Table 22. Observed features of Victoria's KAL (cont.)

	Grammar			*Morphemes*			*Sentence-level*			*Discourse*			*Meaning*			*Spelling*			*Punctuation*			*Pronunciation*		
	CO1	CO2	CO3	CO1	CO2	CO3	CO1	CO2	CO3	CO1	CO2	CO3	CO1	CO2	CO3	CO1	CO2	CO3	CO1	CO2	CO3	CO1	CO2	CO3
Language analysis integrated in text			3				1		1	1		4			9	1								
Isolated language analysis			1*						1*															
Individual feedback on tasks																								
	5	2	1				5		1	3	2	12	1	2	1	1			2					
Class/Group feedback on tasks			3							1		1	8		8				1	1				

**Denotes 10-minute activity using grammar worksheet (Appendix 24)*

Table 22 shows the frequency of Victoria's treatment of KAL by CO session. Given that the focus of Victoria's EAP course is on reading and writing, it is expected that academic genres, features of discourse and meaning are prioritised. Alongside these aspects of KAL, sentence-level grammar, parts of speech and clause constructions were also prioritised mainly through a 'grammar track' consisting of a series of worksheets addressing discrete aspects of grammar. Victoria's extensive language learning background makes her very comfortable with teaching grammar in texts and explicit FFI:

> I still feel that I learned *a lot* of grammar patterns when I learned Latin and I still use that when I'm teaching. (TI1V:63)
>
> I feel confident in grammar…I know I make mistakes and I don't see all their mistakes, but I think having been exposed to so much language learning in my life, I feel really confident in grammar systems. (TI1V:70)

Grammar is one of five areas Victoria considers important in the knowledge base and teaching practice of EAP teachers as well as an area of perceived professional proficiency. Based on interview data, her stated beliefs are presented in Table 23 below:

Table 23. Victoria's stated beliefs about what teachers should know and teach

Correct English	Lexis	Academic texts	Mechanics	Grammar
•Identify and correct errors •Raise learner awareness of formality	•AWL •General vs academic •Awareness raising •Reflection on lexical range •Extend vocabulary	•Different text types •Recursive writing process •Layout and organisation •Paragraphs •Cohesion •Sentences & thesis statements •Referencing	•Punctuation •Spelling	•Noun phrases •Verbs •Complex sentences

Whilst chapter 4 established Victoria's EAP cognitions, Table 23 presents Victoria's beliefs about the necessary knowledge base for teachers within the area of her own expertise in reading and writing. In CO3, her treatment of grammar indicates how it is

embedded in wider systems within her view of EAP, interconnected with other elements in Table 23:

> V: OK, I just like to review noun phrases with you. Erm, very nice to see your use of noun phrases in your last paper. Some of you, and you Zrary, are using long noun phrases well, and it's something that you can develop even more…The student submitted the assignment [writes sentence on board]. You can see that these two nouns here are in bold, ok? Now the reason why I like you to look at noun phrases again is because when we talk about academic writing, there is this focus on our nouns, right, because we want to say a lot about the nouns and then we have less focus on our verbs. Now, the exercise here is for you to add pre-modifying words to both nouns, and in this way, you will give more information about the nouns. Why is that important when you are writing an academic paper? Why is it good to write noun phrases?
>
> Z: To give more informations
>
> V: To give more information, but not spend so many words on doing so, exactly. (CO3V:310-311)

In the extract, Victoria returns to the topic of noun phrases, which she had briefly discussed in the first observed lesson, after which she commented:

> I felt that some of them, they learned about noun phrases, because I taught it shortly and I was not expecting them to actually produce noun phrases, but since the question came up…I started sort of talking about noun phrases, even though I didn't have any sort of visuals to support them, I really think that some of them nailed that part of it. I was really pleased to see that they could produce this level of English. (TI1V:67)

In CO1, Victoria discusses noun phrases in the context of teaching summarising skills while in CO3, she returns to teach it in more depth using a grammar exercise in which learners insert pre-modifiers in sentences. Whilst Victoria was not expecting learners to produce noun phrases after her brief explanation in CO1, she was pleasantly surprised at the output in their writing which she states is incommensurate with the perceived input. The emergent nature of the topic in CO1 is a property of her coadaptation to learners exhibiting a learning need. Victoria responds by briefly teaching about noun phrases although this was not originally planned. The subsequent writing itself is self-assembly of a range of composite linguistic patterns and comprises teacher and learner responses to emergent affordances within the LE which shape dynamic change. Additionally, Victoria's lack of preparation and resources demonstrate a spontaneous response to the

LE and indicate an ability to re-engage and utilise knowledge and previous learning experiences in emergent contexts.

In CO3, Victoria focuses on noun phrases within the context of writing effective thesis statements for classification papers in which learners are required to categorise concepts or objects. The above extract from CO3 illustrates how she relates noun phrases to efficiency and conciseness in writing whilst achieving the goal of maximising available information. The example sentence in need of modifiers is a contextualised one, enabling learners to relate to a familiar topic and consequently, to more easily produce relevant modifiers as attentional capacity required on content is reduced. The insertion of composite patterns consisting of adjectives, nouns and prepositional phrases furnishes learners with choices as they respond to input from across the class in a participatory task. Both the stable nature of Victoria's grammar input and the dynamic nature of moment by moment sentence construction organised using internal and external resources occurs within this classroom episode. It also enables Victoria to link sentence-level grammatical features to punctuation, lexis, the organisation of information to preview essay structure and error correction, elements which are represented in Table 23 above.

Victoria's classroom practices reflect her priorities in integrating grammar in academic composition. As she gives feedback in CO3, Victoria is concerned to illustrate how grammar works in texts as she deals with many issues of error correction such as active and passive verb forms, organisational issues in paragraphs, and linking devices, moving between grammar and text-level issues. The three COs suggest that Victoria prefers to deal with errors in this way, as part of formative feedback and in the context of advising learners to implement principles and practices for improving their writing. For example, she teaches learners to link the structure of the thesis statement with the organisational preview of the paper:

> I see a lot of student papers where there is no thesis statement, so writing that thesis statement is the most important thing, ok. So, apart from indicating what the topic of the entire paper is, we might also get some organisation out of reading the thesis statement…So let's look at some examples of what that could look like. (CO3V:289-290)

The extract indicates how Victoria encourages attention to sentence-level language to facilitate clear organisation and communication at a textual level. She provides textual examples for analysis of language, punctuation and structure in a targeted manner, giving

feedback on an individual basis several times during the task. Her KAL is continuously engaged in these tasks based on the texts under discussion and formative feedback that learners can implement with immediate effect. However, it is also noticeable that grammar work occurs in an isolated manner, independent of texts studied, when delivered through the discrete grammar track with customised worksheets based on specific language areas such as noun phrases.

5.2.1 Learners' KAL in Victoria's Class

Table 11 (p.72) shows the number of times each learner was interviewed. Based on interview data, learners in this case reported changes in KAL during the semester although they were not initially aware of differences between high school experiences of English and EAP. Both Nasreen and Zrary identify areas of development in writing, vocabulary, grammar and the impact of feedback. Tables 24 and 25 below outline their stated beliefs and areas of development regarding KAL.

Table 24. Nasreen's stated beliefs about KAL

Grammar	Vocabulary	Feedback	Writing	Pronunciat-ion
•Most important •Foundation •Basis of accuracy •Basis of fluency •Improves through speaking*	•Understand-ing* •Input for reading •Develops through reading •Improves writing* •Appropriacy*	•Identify errors •Error correction •Monitor errors •Self-regulation •Language develop-ment*	•Referencing * •Punctuation * •Organisation * •Awareness of audience*	•Fluency •Practice necessary

** Denotes areas in which learner identifies language development during the course*

Table 24 shows nine reported areas of language development. While Nasreen identifies areas which she feels are important in KAL, she also comments in the second and third interviews on new aspects of learning that she had not been aware of before the course. This is most salient in the areas of academic writing where she identifies four new areas including consideration of the reader and the importance of organisation in writing. Nasreen perceives weaknesses in her English as a result of her previous schools. These

schools did not meet her expectations for EMI provision, and were a departure from her earlier Adnaniyah experience, as she relates in the first interview:

> If I had not read books after I left Adnaniyah, I would have forgotten my English…my other two schools wasn't into English, they were Kurdish, but the lessons were English. (LI1N:94)

Despite these schools officially being EMI institutions, Nasreen assesses the impact on her language development of her previous EMI provision in an international school, compared with what she describes as Kurdish schools with lessons in English:

> Yeah, most of the students I know from Nouriah, they came from Adnaniyah to there, they forgot English. (LI1N:94)

This insightful description of attrition partially explains how Nasreen adjusts to new content on her EAP programme. Additionally, Nasreen asserts that her vocabulary usage has become more refined through understanding vocabulary in context. The need for more careful choices to achieve precision and clarity of communication are also recounted.

Whilst feedback is not an area of KAL, it occupies a central position as a mechanism of change by shaping learner responses as part of development trajectories. Thus, it occupies a central explanatory function for both Nasreen and Zrary in tables 24 and 25 respectively. Victoria's emphasis on the importance of feedback is targeted to help structure new forms through the processes of negotiating meaning, editing and peer review. Table 25 displays Zrary's cognitions and perceived language development regarding KAL, detailing feedback as the key to learning. For Zrary, the increased ability to monitor, self-regulate and self-correct are evidence of development.

Table 25. Zrary's stated beliefs about KAL

Grammar	Vocabulary	Feedback	Writing	Pronunciation
•Basis of language •Advanced (not repetition of school) •Complex sentences* •Problem solving* •Pragmatic	•Develops through reading •Gradual development •Learning scientific vocabulary* •Advanced (differs from school)	•Idenitfy errors •Error correction •Monitor errors* •Self-regulation (strategies and correction)* •Key to learning	•Organisation * •Formality* •Cohesion* •Awareness of audience* •Pragmatic	•Communica-tion only •Pragmatic

** Denotes areas in which learner identifies language development during the course*

Like Nasreen, Zrary views grammar as being foundational to language learning. He realises that more advanced grammar and the solutions it affords to be new areas of language development. He identifies four new areas in writing development, citing the effects of his experience at Adnaniyah compared with a Kurdish EMI in which teachers were often more comfortable speaking in Kurdish and did not emphasise writing skills. He perceives the frequency of writing assignments as especially beneficial to his language development. However, Zrary articulates a pragmatic view of all aspects of English dependent on situational requirements for users. He asserts that language is about communication taking place in context, emphasising the goal of being understood rather than purely academic standards for specified levels of accuracy, fluency or clarity that may be superfluous to requirements in specific contexts of use.

Lara was interviewed only once during the third phase of data collection. She recognises that KAL develops through continuous engagement with the language and particularly through the frequent writing assignments. These are perceived as the best practical aid to her language development and Victoria's feedback is once again cited as the key mechanism in this process:

> Her feedback is more useful than anything else. (LI1L:429)

Lara states that having been educated in an EMI school, much of what she is doing on her EAP course is useful revision, but formative feedback on an individual basis has led to development in both vocabulary and organisational aspects of writing.

Over the course of the study, learner participants gradually articulate emphases that occur in Victoria's KAL, such as the importance and benefits of feedback. This process of convergence with the teacher's KAL is one way in which LTC shapes learning: this involves group and individual formative feedback that structures learners' experiences and provides new areas for development and an accompanying means of measuring progress. All three learners reported written language development in areas of which they were unaware at the beginning of the course. As Victoria engages with learners, she begins to structure a learning experience in conjunction with her learners and introduces them to new aspects of KAL that are gradually reflected in their own language and reported cognitions. This suggests cognitive appropriation or the 'condensation' (Thelen, 2005:261) of multiple elements triggering soft-assembly by learners which increasingly opens and structures new opportunities for learning. Condensation is used by Thelen (2005:261) to capture emergent learning phenomena and processes which are outcomes of the assembly of components which emerge in interaction between internal variables and the external environment. The teacher responds to learners' cognitions in deliberately structuring input towards her learning goals. The learners are cooperative participants actively regulating their engagement in shared cognition which is gradually and increasingly shaped by the teacher in the classroom.

5.3 Sarah's classroom

Sarah's classroom was also observed during three sessions at the beginning, middle and end of the semester. Table 26 below summarises features of Sarah's KAL as observed in three lessons.

Table 26. Observed features of Sarah's KAL

	Grammar	*Morphemes*	*Sentence-level*	*Discourse*	*Meaning*	*Spelling*	*Punctuation*	*Pronunciation*
	CO1/CO2/CO3	CO1/CO2/CO3	CO1/CO2/CO3	CO1/CO2/CO3	CO1/CO2/CO3	CO1/CO2/CO3	CO1/CO2/CO3	CO1/CO2/CO3
Questions focused on				7 1	1 3 1			
Elicitation				5 3	2 2			
Teacher explanation			1	6 1	1 2 2			
			1					
Terminology	1			6				
Examples				3	1 1			
Correction				1				

Table 26. Observed features of Sarah's KAL (cont.)

	Grammar	*Morphemes*	*Sentence-level*	*Discourse*	*Meaning*	*Spelling*	*Punctuation*	*Pronunciation*
	CO1/CO2/CO3	CO1/CO2/CO3	CO1/CO2/CO3	CO1/CO2/CO3	CO1/CO2/CO3	CO1/CO2/CO3	CO1/CO2/CO3	CO1/CO2/CO3
Language analysis integrated in text			1	5	2			
Isolated language analysis	1							
Individual feedback								
				2 1	1			
Class/Group feedback				2 1	1			

Table 26 above presents Sarah's observed KAL activity which centres around discourse and meaning. She makes several references to the language and skills checklists, published learning resources found at the end of each unit of the course book used on Sarah's course. This seems to alleviate Sarah of some of the input that is necessary for the class. Sarah also assesses learners on their integration of the requisite target language and skills during assignments. In CO2 and CO3, she provides feedback as they practise during class, openly comparing learner or group performance in terms of their use of target language and eliciting comparative judgements from learners in their feedback to others. Sarah is aware of the diverse language differences in her class, and she views the language and skills checklists as a useful resource which ensures learners have a model of the language that is required without giving extensive coverage to teaching grammatical structures in class. Whereas Table 26 reflects the exigencies of the LE with a focus on discourse and meaning in communication, Table 27 below shows Sarah's wider beliefs about the pedagogical basis for KAL:

Table 27. Sarah's stated beliefs about what teachers should know and teach

Levels	Lexis	Grammar	Writing	Phonology
•Awareness of competence •Awareness of errors •Academic skills •Research skills •Plagiarism •Copyright •Referencing	•AWL •Integrated in texts •Thematic •Range and appropriacy at different levels •Register •Awareness of notional/ functional language	•Core structures: simple, compound, complex •Different types of sentence •Verbs and tenses •Related punctuation •Analysed in texts	•Academic genres •Organisation •Structure •Cohesion •Coherence •Enable analysis of texts •Process, practice, iterative •Awareness of formality	•Enable decoding of phonetic entry in dictionary •Error correction where communicat-ion is impeded

As Table 27 illustrates, Sarah's focus and priorities in KAL centre on systems related to writing, grammar and lexis, as well as the need for EAP teachers to understand issues germane to different proficiency levels. Less emphasis is given to phonology, but the ability to decode phonetic entries and correct errors which impede communication are

considered important. She illustrates the effectiveness of her KAL in resolving issues with the previous curriculum that she believes contributed to the disengagement of learners in class. After Sarah's team decided to write their own resources, based on issues in the region and target the language and forms they believed would best meet the learners' needs, the level of KAL utilised by both teachers and learners was augmented:

> S: Whereas when you could start looking at things in their region, they were far more engaged. They had prior knowledge to share, but they had no prior knowledge about Alaska. So, we were trying to build on their prior knowledge and then expand it and get them to start thinking about the sentence types erm, so we would analyse this paragraph structure, we'd look at the cohesive devices being used, and I think probably one of my erm, one of my messiest lessons would have been with one of these model texts, I mean we would move from paragraph level on to essay level but then we would go through, in the paragraph level we'd identify the topic sentence and then you'd look at the second sentence and at how did they connect together and the students would work together…and they'd be circling and drawing arrows and then we'd have it on the board, and I think they really got a sense of understanding when they could see all these circles you know for the concluding sentence how it went back it really showed, it showed them what cohesion actually meant. (TI1S:481-2)

Sarah is excited about the highly interactive ways in which learners engage with the text. Not only do they use their prior knowledge of the context with which they are familiar but also work together to identify anaphoric referents, explore linguistic devices, and build the cohesive structure of a relevant, contextualised text on a sentence, paragraph, and textual level, applying KAL at different levels to deconstruct and analyse the text. The extract is a rich illumination of multiple learning processes occurring through participation and collaboration on a task. It contains a range of verbs depicting learner engagement, action, affordances involving identifying and analysing textual features, depicting connections, bringing order, structure, relationship and cohesion out of 'mess'. It depicts nonlinear learning processes under construction, and the gradual process of self-assembly that grants a purchase on KAL for learners.

5.3.1 Learners' KAL in Sarah's Class

Three learners in this case were observed and interviewed during the semester. Emily was interviewed three times. Her stated beliefs about KAL are presented in Table 28 below.

Table 28. Emily's stated beliefs about KAL

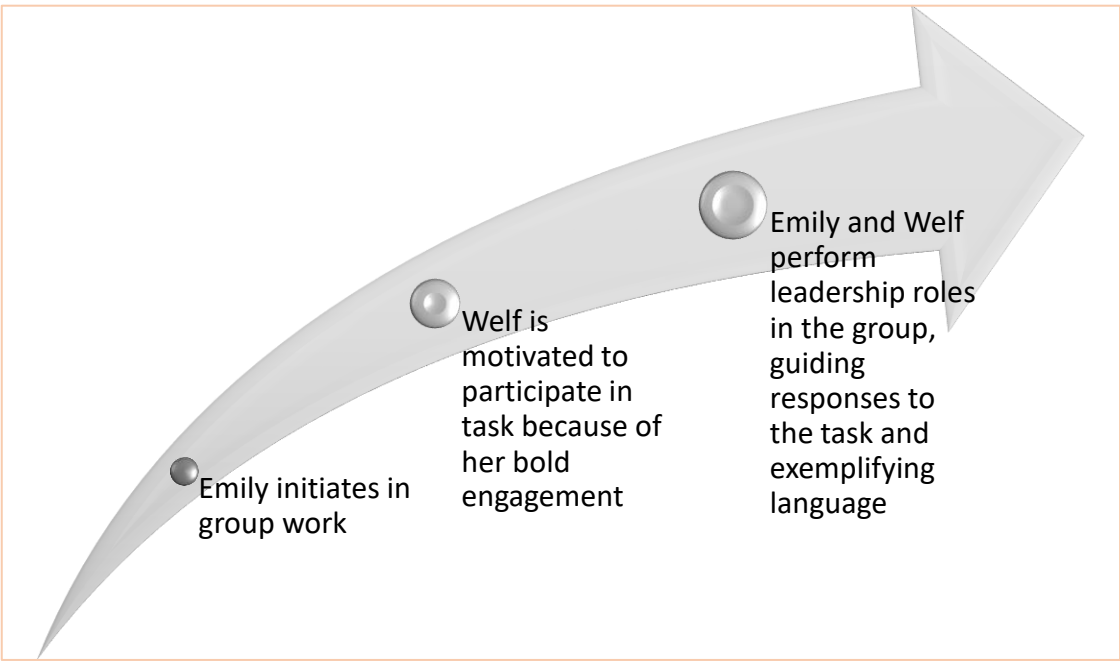
Grammar	Vocabulary	Writing	Listening	Pronunciat-ion
•Structure of language •Important for speaking •Important for writing •Permits communicat-ion	•Develops through reading •Strategic discrete study •Functional and academic language* •Professional language* (Business)	•Organisation and structure •Cohesive devices* •Formality* •Range of new genres* •Referencing * •Process writing*	•Non-academic sources •English media	•Enhanced through instruction

** Denotes areas in which learner identifies language development during the course*

Analysis of interview data suggests that Emily's beliefs about KAL are not fixed entities but are changing and dynamic. In her second and third interviews, she identifies changes in her own language development as presented in Table 28 (see also Table 40, p.231) indicating that she finds new things to learn which were not apparent in her initial interview. Changes in Emily's learning are also confirmed by Sarah (Table 40, p.231). Other learners also experience dynamic change (see Nasreen and Zrary in section 5.2.1 and Yara in section 5.4.1). As an EMIBL, Emily is initially unsure of what more there is to learn through the EAP course, yet she identifies seven areas of language development and describes how she adapts to models and examples presented on the course, developing her language skills accordingly. She detects areas of learning in which her own cognitions are structured by her participation in the LE and the language provided by Sarah. During Emily's final interview, for example, she made 13 references to the language and skills checklists that she had increasingly integrated into her classroom performance and written assignments in response to Sarah's continual emphasis on the use of notional-functional language. This tutelage of her thinking comprises an adaptive process of shared cognition occurring during the semester through participation in a structured LE targeting specific language learning outcomes. In discovering new strata of linguistic knowledge previously concealed or unnoticed in texts, Emily finds new features in academic writing and lexis, is advancing in her understanding of these, and participates in the LE using them to structure and interpret her language experience. This

has a wider impact on the learning trajectories of her peers as depicted in Figures 7 and 8 below based on her participation in CO1 and CO3 respectively.

Figure 7. Emily's observed participation and impact on peers in CO1



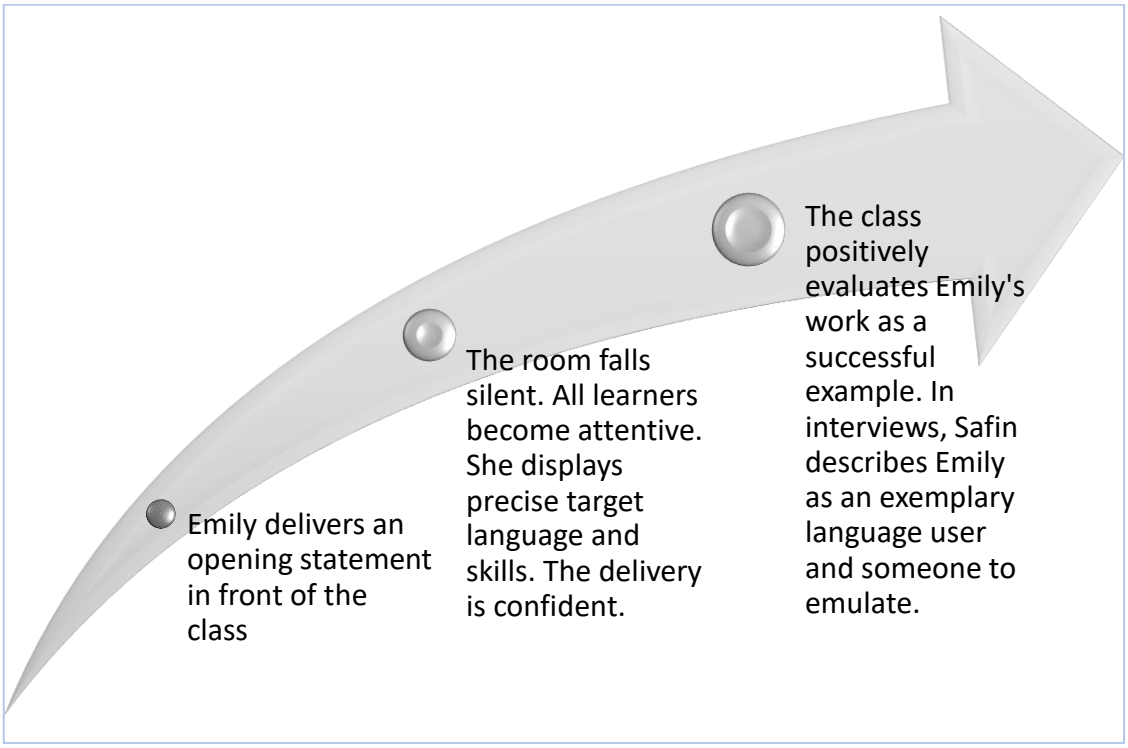
Whilst Emily is observed participating through voluntary contributions, responses to Sarah's nominations, and questioning and comments on tasks in all observed classes, during CO1, she initiates contributions in her group. Welf's commentary on the effect this has on his own participation and that of the wider group illustrates her effective mediation:

> Well, when Emily spoke up, like I was quiet and everything and I was just waiting for someone to speak. She just spoke up in front of everyone else, she was confident enough, she was more confident than me and everyone else around us too, and because she spoke up, I just felt the need to, you know, be just like her and talk in front of everyone else too…and I saw the way they looked when she spoke, and I just felt the need to…They were lost. (LI1W:571)

Welf provides rich insight into this classroom episode in which Emily leads on task engagement. Not only does she initiate responses to the task in terms of content, but inspires the social dimension of learning, bolstering Welf's WTC and setting in motion the group interaction. Welf is aware of the group response, even admiration, toward Emily's initiative, and this stimulates his collaboration with her which leads to their shared intention; interactive learning as their ideas interplay and develop; and joint

leadership of other group members. Emily's impact on learners as an example to emulate is similarly distinguished by Safin in his interviews.

Figure 8. Emily's observed participation and impact on peers in CO3



Based on CO3 transcription and fieldnotes, Figure 8 depicts Emily's role as a catalyst for others in the LE, exhibiting target language that secures attention and engagement. Her own learning of target and professional language furnishes her with the knowledge to mediate the learning of her peers, exemplifying Sarah's learning goals and providing a beneficial demonstration of the completed task. Safin, for example, perceives Emily as a highly proficient learner, whose contributions and language help scaffold his own learning:

> …because for instance if you look at Emily…she graduated from high school, Adnaniyah…I try my best, I want to be like them. (LI2S:879-880)

Safin reports how he writes down language items from those he perceives as more proficient than himself (section 7.3.2) illustrating how EMIBLs such as Emily structure the development of KAL in the LE. As she shares her own higher-level thinking processes about the range and structure of academic language in accordance with Sarah's tutelage of thinking, she mediates learning for her peers.

Welf was interviewed once after CO1. His stated beliefs about KAL are displayed in Table 29 below.

Table 29. Welf's stated beliefs about KAL

Grammar	Vocabulary	Writing	Culture	Pronunciat-ion
•Reflects educated status •Drives communicat-ion •Mastery requires attention to detail •Errors should not inhibit learners	•Develops through reading •Actively looking up words •Use of media (internet, films) outside of class is beneficial for learners	•Most important in relation to other skills in academic context •Dependent on grammar and vocabulary •Pass on ideas of a culture •Access cultural dimension •Advanced skills	•Cultural access to the language - like a NS •Understand how NSs approach reading and writing •Access thinking of NSs in academic contexts •Seeing what other people think helps one learn	•Develops through listening •Not suitable for discrete instruction in class •Use of media (internet, films) outside of class is beneficial for learners

Whilst Welf's beliefs about KAL are comparable to those held by Emily and EMIBLs in Victoria's classroom. The most salient difference is his perspective on culture in language learning (section 4.3.1). With respect to his beliefs about KAL, he reiterates that language and culture are indivisible. Here he stresses the need to gain greater cultural access to NS language usage and the thinking behind their approaches to academic tasks. Whilst he perceives grammar and vocabulary as foundational systems to writing, it is the higher-level cultural functions of writing that particularly interest Welf. He aspires to see from the cultural perspective of 'NSs' and gain what he perceives as an insider's experience of English:

> You people, in the UK, *foreigners, know*, but we are new to it, so I think it would be nice to learn something new…the way *you* write and the way *you* think, and the way you *think before the writing.* (LI1W:560)

It can only be surmised whether the incongruity between his learning goals and that of the course led Welf to disengage from the class. Certainly, his perception of language is strongly coupled with, and nested in culture and was perhaps less amenable to change

and restructuring. Welf never fully adapted to the language learning that Sarah's LE afforded.

Safin was interviewed twice and his beliefs about KAL are outlined in Table 30 below.

Table 30. Safin's stated beliefs about KAL

Grammar	Vocabulary	Writing	Listening
•Problematic •Records models and examples from peers on a sentence level* •Listens for grammatical structures in class	•Gains new items from peers* •Course materials are a key source* (Language & skills checklists) •Some items are difficult •Reverts to L1 for meaning	•'Hates' writing •Organisation •Structure* •Referencing*	•Non-academic sources •Media

** Denotes areas in which learner identifies language development during the course*

As Table 30 indicates, Safin stated more about his learning experiences and emergent cognitions than beliefs about KAL. Whilst he develops strategies for learning from his peers and identifies affordances in the LE, he is keenly aware of the differences in L2 identity that characterise EMIBLs. Safin's interviews are dominated by the theme of his comparatively disadvantaged socioeconomic status and the educational privileges of those with whom he studies. However, he is also aware of his measured progress, notably in writing and vocabulary development, as indicated in Table 30. In the final interview, he points out how he benefitted from the role-play performed by Emily's group. This interactive modelling provides further socio-cultural and linguistic scaffolding for Safin, as one of the less proficient learners in the group, to conduct his own role-play later (van Lier, 2004b: 158). Additionally, Table 30 illustrates how he perceives his language development as mediated by others within the LE. His strategy of noticing and writing down sentences and vocabulary items used by peers is a key part of his learning as he often silently participates by identifying language and content that is useful to him and that helps him resolve problematic areas of language use and communication. Safin's learning is nested within this wider peer system where his language is continually

developing based on the interaction of his internal resources with those afforded by his peers as a constitutive component of the wider LE.

5.4 Robert's classroom

This class, which was observed four times, is sequenced around multiple tasks that facilitate practice of notional-functional language. Integrated into these tasks are grammatical structures, vocabulary work, and multiple opportunities for communication. Robert states that he avoids teaching grammar explicitly, and while grammar models are provided, data analysis shows divergence between his reported views and classroom practices as presented in Table 31.

Table 31. Observed features of Robert's KAL

	Grammar				*Sentence-level*				*Discourse*				*Meaning*				*Spelling*				*Punctuation*				*Pronunciation*			
	CO1	2	3	4	CO1	2	3	4	CO1	2	3	4	CO1	2	3	4	CO1	2	3	4	CO1	2	3	4	CO1	2	3	4
Questions focused on						5							18	9	7		1	2										
Elicitation						1							2		11	1			3									
Teacher explanation						1						1	11	8	5	1			1									
Terminology	1											1	1	2							2							
Examples		3				1								7	4										3		2	
Correction			1												2				2		1						2	

Table 31. Observed features of Robert's KAL (cont.)

	Grammar	*Sentence-level*	*Discourse*	*Meaning*	*Spelling*	*Punctuation*	*Pronunciation*
	CO1 / 2 / 3 / 4	CO1 / 2 / 3 / 4	CO1 / 2 / 3 / 4	CO1 / 2 / 3 / 4	CO1 / 2 / 3 / 4	CO1 / 2 / 3 / 4	CO1 / 2 / 3 / 4
Language analysis integrated in text	1 1			20	2		3
Isolated language analysis				1 2	1		
Individual feedback							
		2		3 1 2			
Class/Group feedback	1			13	1 1	3	

Robert's KAL is demonstrated most frequently and comprehensively in dealing with issues of meaning. In all COs, there was a focus on vocabulary from the reading and writing modules involving use of synonyms, thematic presentations or listening extracts, and games. Robert elicited synonyms, provided antonyms and examples to increase understanding and exposure to academic vocabulary. CO2 included a discrete task on sentence construction and question forms. Pronunciation was briefly handled in response to learner needs in listening tasks or to clarify communicative errors. Robert's overall stated goal for the semester was to get learners participating in communicative activities which build their confidence (TI1R:1006). Table 32 provides an outline of his beliefs about language teachers' KAL.

Table 32. Robert's stated beliefs about what teachers should know and teach

Grammar	Vocabulary	Speaking	Pronunciation
•Noun phrases •Prepositions and prepositional phrases •Common errors for correction •Integrated in texts •Avoids FonFs and explicit explanations	•Thematic •Synonyms •Awareness raising and collaborative tasks •Spelling •Extend vocabulary through resources and participation	•Tasks that allow participation •Fluency •Accuracy •Practice builds confidence •Working together	•Modelled •Not a focus

Table 32 suggests espoused pedagogical priorities are generally consistent with Robert's practices albeit based on a limited number of COs. Robert both espouses and practises grammar instruction, yet this is in sharp contrast to his evaluation of his own teaching ability. In interviews, Robert is frank about his own knowledge base:

> R: [laughs] To be honest I don't have to have a lot of knowledge, I just need to have the ability to get the tasks done…a lot of the jargon that you guys use I have absolutely no idea what it means [laughs]…people would be surprised how little I actually know, like my grammar knowledge is atrocious and that's part of the reason why I don't go out of my way to teach grammar, like I know something's right and something's wrong but to actually break it down and you know [laughs/sighs] what I learned last week [laughs], I was doing the [name of student coursebook] and we were doing um possessive so it was sort of you know using the s and the apostrophe sort of thing, I *never* learned, I *never* realised until last

> week that Jack's books so the apostrophe comes after the k, between the k and the s um parents' car you know the apostrophe comes at the end but I didn't realise until last week why it comes at the end [laughs]. (TI1R:1008)

That Robert laughs five times as he recounts his learning experience from a student coursebook with an elementary class is illustrative both of his slightly embarrassed awareness of his lack of grammar knowledge and the amusement caused by the sources he uses to learn. However, he is confident that he can teach with little grammatical knowledge if he can 'get the tasks done'. Because he retains a focus on facilitating learner participation in collaborative tasks and can identify and correct errors, Robert's perception is that learners are actively developing their own language through use, and do not require the explanations, presentations, or explicit FonFs which he feels unable to provide with his current knowledge base. He goes on to state that he regularly 'Googles' a grammar item if he anticipates any difficulty during his preparation for classes, confirming the two main strategies he uses to help him deal with grammar. During the four observed sessions Robert referred to parts of speech but in line with his assertions, he never used classification terminology such as 'subject' and 'object'. Robert is content with building his own KAL in this way:

> Because otherwise I'd be out there memorising rules and all that which, this is sort of how they learn, they memorise all the rules of the grammar and all that, but they don't really know how to use it. I know how to use it but maybe I don't know the rule. (TI2R:1152)

This extract offers interesting illumination on Robert's perspective on teaching grammar. Acknowledging that learners memorise rules but lack the competence to use them proficiently in communication, Robert identifies his own proficiency as the requisite solution, and his lack of knowledge as negligible. Thus, his emergent cognition takes into consideration the capabilities of learners, particularly in terms of their internal resources and how they can be coupled with external resources, including his own proficiency and modelling of language, in order to facilitate development of grammar as a component of fluent and accurate communication.

Despite accuracy being an espoused principle, there is only one grammatical error correction (CO3R:1138) when Robert recasts a learner contribution and changes '*get there easy*' to '*get there easily*'. Robert maintains that he corrects grammar based on a review of common errors across the class, but there was no evidence of this practice in

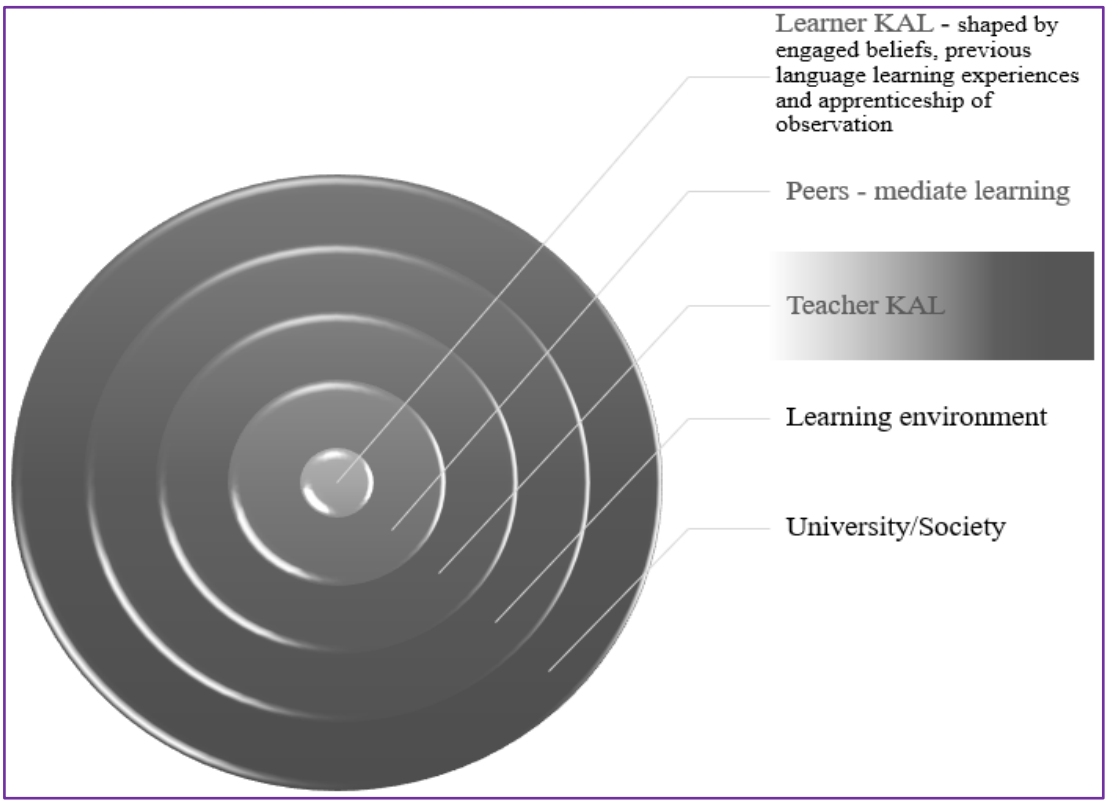
the observation data set. Correction of listening quizzes never extended to grammar correction or remedial work. Indeed, there were incidents of repeated spoken grammatical errors in all data collection periods that were not corrected in COs. One salient example is Hamed's repeated question, 'What means that?' and 'I didn't got it'. (CO3R:1261). Whilst in the first interview, Robert asserts that correction of spoken grammar is a normative approach for him, the lack of evidence in the data set suggests that Robert's emergent cognition about correction and the practices he implements are not based on these beliefs. Rather the parameters for learning are distinguished by the overall cognitive-affective aim of confidence-building for communication even though he maintains the perception that he responds to errors:

> Int: So, you correct spoken grammar /as well as/
>
> R: /Oh yeah/ *definitely* the grammar and all that. (TI1R:1007)

Arguably, Robert's decision not to correct errors may contribute to their stability over time. As they are maintained and repeated, and where communicative goals are achieved despite inaccuracies, they present themselves as an attractor state of fossilised errors.

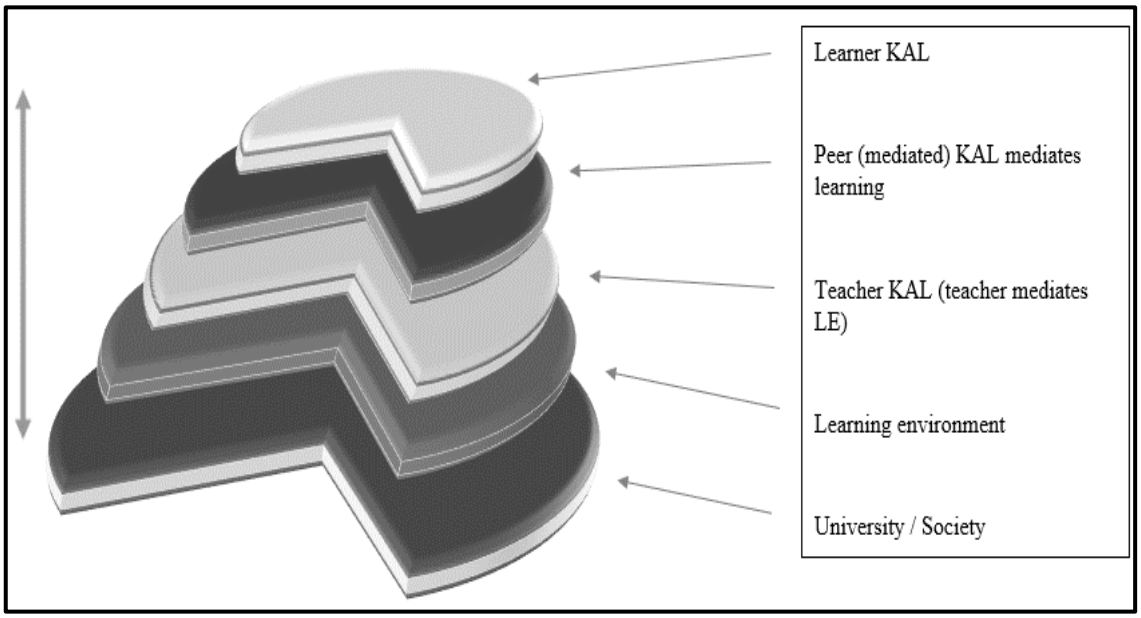
All teachers across the cases influence learners through a tutelage of thinking. This happens in more explicit ways for learners in Victoria's class where frequent, extensive, formative feedback is given on an individual basis in all observed lessons. Additionally, lesson design, tasks, and continual questioning serve to augment Victoria's influence in shaping learner KAL by keeping her involved at several junctures in the iterative writing processes of learners. Learner KAL, and language more widely, can be considered as a CDS nested within the LE. Teachers interconnect learners to the LE in various ways, situating learning in nuanced ways for different learners (as Victoria does for Mariwan in section 6.2.3). Likewise, peers may function as highly influential components and resources within the LE, further augmenting learning opportunities through participation that stimulates incremental progress towards learning goals (Figure 7). The LE is itself situated within the University, which itself is shaped by wider society which is a mutually constitutive element. This can be depicted diagrammatically as in Figure 9.

Figure 9. Learner KAL as a nested system in the LE with component CDSs



As Figure 9 depicts, learner KAL as a CDS interconnects with all the systems within which it is nested. External influences of University policy or family interact with the LE and other systems so that multiple environments interplay within the context of the LE. In Sarah's LE, learners with mixed abilities experience changes in KAL, progressively condensing and connecting new language with the skills to exhibit its use, assembling them into their own new formations. The study indicates that perceptions of language as both a cultural construct and a means to convey culture may influence expectations and learning goals on the part of learners (see Welf in section 4.3.1). Where this diverges with the learning goals of the module, it may lead to learners seeking other contexts to achieve their own learning goals. For example, this may explain why Welf left the course and only returned for assessments (section 5.3.1, p.140-141). Thus, there is continual movement and change in terms of teachers and learners adjusting and negotiating teaching and learning processes within the LE. A cross-section of Figure 9 is presented in Figure 10 to depict the interconnected nature of CDSs and the potential influence at different levels of its constituent structure.

Figure 10. Interconnected nested structure of CDSs in the LE influencing learner KAL



Learners in Robert's class experience less of his KAL than the tasks which enable them to collaborate with their peers and negotiate language meaning. As learners experience the struggle to understand and be understood, they use both internal and external language resources to continually present their L2 selves. Robert's tutelage of thinking comprises KAL deficits in his own perception, but these do not preclude learning opportunities. Learners with greater agentive capacity find new strategies emerge in response to the LE, but others struggle to find the locus of effective learning commensurate with their own goals and imagined future selves.

5.4.1 Learners' KAL in Robert's Class

Two learners were interviewed three times during the semester. Adam's views about KAL as captured in these interviews are summarised below.

Table 33. Adam's stated beliefs about KAL

** Denotes areas in which learner identifies language development during the course*

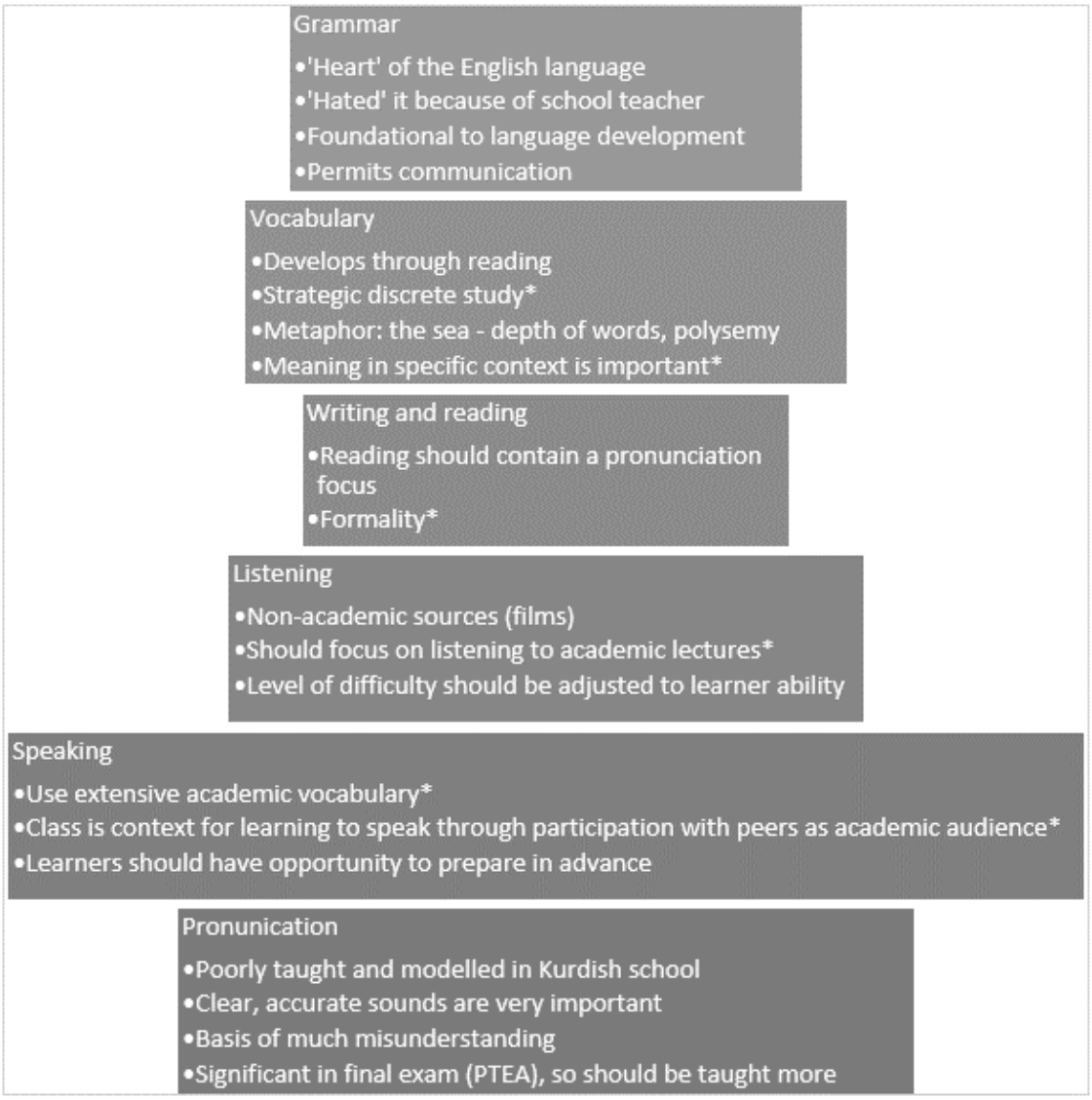
Table 33 illustrates that Adam concurs with all other learners in stating that grammar provides the basis for language and communication while vocabulary affords expansion and is achieved through reading and developing strategies to incorporate it into usage. Benefitting from an EMI-background, Adam states that his English is better than others in the class:

> I went to Ihsan. That's why my English is maybe, it's better than others in the class. (LI1A:1022)

Adam does not identify development in grammar, which he regards as a foundational area in which the less proficient have substantial difficulties. However, he identifies progress in several areas including various vocabulary and spelling strategies. Adam conveys that learning is the task of the learner rather than the responsibility of the teacher. This is in keeping with his self-presentation as an active learner, making decisions and expressing agency. For example, he judges the accuracy of learner written contributions on the board in terms of spelling, grammatical accuracy and meaning. He suggests that EMIBLs have a considerable advantage in all aspects of English, and particularly in vocabulary as they often study hundreds of words in their feeder schools. His L2 self-presentation is consistent throughout the semester in terms of his agency represented in independent strategy and skill development, and his gradual adaptation to an academic environment. While he points out that there are no substantial differences between learners in his class, he notes that at times learners from Kurdish or Arabic schools experience hindrances in communication because they have problems with syntax. Adam's focus on achieving his learning goals structures the emergent nature of his cognition concerning KAL. He identifies six areas of language development related to improved academic communication.

Yara was also interviewed three times during the study. Her stated beliefs about KAL are summarised below.

Table 34. Yara's stated beliefs about KAL



** Denotes areas in which learner identifies language development during the course*

Table 34 summarises Yara's stated beliefs conveyed in three interviews. During the first interview, Yara provided details of the shortcomings of her KAL based on experiences in her Kurdish school. By the second interview however, Yara considers her KAL has increased significantly: 'it improved *too* much' (LI2Y:1214). She embraces challenges such as delivering presentations but would like more feedback than Robert makes available. At this stage and through to the third interview, she states that the speaking and listening module has not helped her grammatical and lexical development despite providing opportunities to practice. Yet, in the second phase, she states that vocabulary activities are the most useful part of the lesson. However, in a rather measured way, she concedes that the module has helped build her confidence overall. Yara initially asserts

that her peers are not a source of KAL development in the first interview and is distrustful of their input, but this perception diminishes between the second and third phases of data collection. This seems to be the result of greater collaboration on tasks during the semester, learning the way Robert does his class and benefitting from the principles and practices he considers important for learning.

In the final interview, Yara confirms that she benefitted from presentations, pair-work and discussions with peers. She identifies peers as a useful resource for developing her own KAL, citing specific cases of learning new vocabulary (e.g., *phenomenon*) from a peer and not the teacher (section 4.4.1). She perceives that some vocabulary items in Robert's classes are still too difficult and does not feel there is adequate grammar coverage on the module. Additionally, her perception is that Robert focuses on testing rather than teaching speaking skills and she is unable to identify a focus on relevant subskills. Whilst Yara identifies some progress in listening, she is ambivalent about the development of her own confidence in speaking, mentioning her lack of confidence and dislike of presentations as well as the comparatively disadvantageous position she perceives herself to be in:

> The one who studied in English schools, they know how to speak. For example, when I came here, it was the first time that I speak in English. Yeah, it's hard. (LI3Y:1374)

Yara's KAL development represents both stability and change. Despite initial reservations and resistance, there is clear adaptation to the LE's resources, including peers, tasks and pedagogies. However, whilst Yara is on a learning trajectory, moving from her initial position regarding some beliefs and experiences, she is unable to make sense of certain aspects of her new environment. Robert does not meet her expectations in terms of specific content, subskills, tasks, provision of learner preparation time, level of task difficulty, extent of feedback, and available resources. Thus, Yara continues to experience difficulties in KAL development based on the reciprocal interaction of multiple factors. At the end of the semester, she appears to settle into an attractor state of ambivalence, seemingly unable to develop in the ways she desires for her future goals but attempting to make use of the new resources she now perceives are available to her (see also section 8.4.2 where she states in both phases 2 and 3 that she does not know what she is doing, lacks confidence and continues to experience struggles. However, she also identifies peers as learning resources and benefits from the wider environment).

5.5 Summary

This chapter has presented findings related to the second research question on the emergence of cognitions about KAL using a CDST framework. While Victoria's classroom practices are most congruent with her espoused beliefs, observation data sets reveal all teachers diverge from such beliefs as they respond to institutional, classroom, and individual factors. All teachers' tutelage of thinking results in learner change, even in situations where learners were initially unaware of possibilities of change. Victoria's KAL was largely shaped by her multiple language learning experiences and proved to be effective in furnishing learners with new language development. Sarah's KAL focus was also largely shaped by experience and training with a current contextualised focus on discourse and meaning within the observed group. Despite struggling with mixed abilities, the influence of her tutelage of thinking on Emily led to a wider impact on the rest of the class with learners of different abilities. Like Nasreen and Lara, Emily started the module questioning the learning potential for EMIBLs, but later identified new areas of learning and could articulate and evaluate language production in new ways. However, L1 identities were (unwittingly) devalued by learners in pursuit of English as the international lingua franca. Finally, despite his candid self-evaluation and lack of confidence in teaching grammar, Robert's tutelage of thinking also results in changes described by Adam and Yara. Robert engages in elementary level grammar, learns from learner resources and avoids grammar beyond his knowledge base. Adam demonstrates agency in response, strategising and taking responsibility for his learning whilst maximising the practice the LE affords. Yara is more resistant, holding divergent goals, rather like Welf, and is less amenable to change. However, forms of adaptation are in evidence and some learners are less aware of the changes that occur over the course of the semester because they continue to experience struggles with language. Thus, LTC related to KAL is highly influenced by re-engaged past experiences and is largely stable. Yet, practices and espoused beliefs differ. This is to be expected because teachers respond to highly situated and specific contexts in which they continually adjust to the persistently evolving LE. Here, learners are repeatedly negotiating meaning and along with it, their language. Given the multiple factors involved in the emergent cognitions related to KAL, it is a significant challenge to create and manage effective LEs directed toward a learning goal. In the next chapter, I present findings related to the third research question on how effective LEs are created by teachers.

6. Findings – Research Question 3

6.1 Introduction

In this chapter, I present the findings related to the third research question:

a. How do language teachers create and make sense of environments for meaningful learning?

b. Do teachers learn from these environments? If so, how?

This chapter starts with a presentation of findings from each case germane to the issue of creating and making sense of environments for meaningful learning. This means learning that converges with participant learners' own emergent goals, expectations, and access to learning interactions. These findings relate to six interconnected elements within the LE, notably external factors, beliefs, intentionality, behaviours, learning processes and evidence of emergent learning. Building on the analysis of EAP and KAL beliefs and practices in chapters 4 and 5, the chapter examines the context of the LE to better understand how meaningful learning is achieved and the interactive processes through which it occurs with regards to teacher cognition.

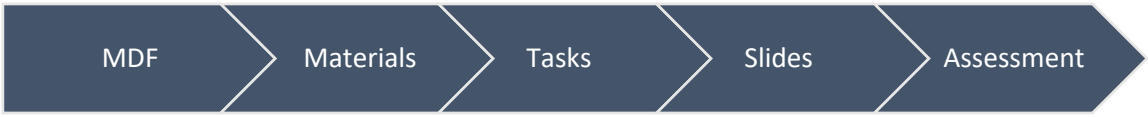
From a CDST perspective, the LE is a complex construction of the dynamic interactions of agent and environment (Dornyei, 2009c). Both cognitive and social processes, comprising internal and external resources result in reciprocal causality as they interact in the activity of participants adopting approaches, performing processes and creating or completing tasks with language (Dornyei, 2009c). CDST recognises the influence of previous states on a CDS (Beckner *et al*., 2009), and this longitudinal perspective is important in the analysis of external factors and beliefs which are nested in systems external to the classroom. CDST necessarily consists of an ecological perspective towards the LE because the wider environment is a constitutive element of the spatial-temporal LE, in which agent-language-environment influence each other in unpredictable ways (Dornyei, 2009c:238). Such an approach retains the complexity of learning processes and gains and treats them holistically. However, for the purposes of analysis, factors considered in this chapter are treated individually. After presenting findings related to environments for meaningful learning, consideration is given to the second issue of whether teachers themselves learn from these environments, and the ways in which this occurs.

6.2 Victoria's classroom

6.2.1 External factors

Based on interview data and COs, the main external factors which shape Victoria's LE concern the interaction between the institutional requirement of complying with the module descriptor form (MDF) in Appendix 25 and perceptions of effective learning cultures. Figure 11 below is based on analysis of interview data and shows Victoria's approach to planning informed by her institutional setting.

Figure 11. Flow chart representing Victoria's planning sequence based on TI1V



Each stage of Figure 11 represents a complex process of decision-making influenced by Victoria's institutional context and her understanding of learners' needs. Contextualised materials are selected or created in accordance with her perceptions of learner levels, interests, and academic suitability, and have been refined, adapted, and developed each year as Victoria evaluates their efficacy in contributing to learning outcomes. She has a clear idea of the input and writing output/tasks for each session and produces accompanying slides. Like the MDF, slides are an institutional requirement, and contain the tasks, model answers, and information about related assessments. Whilst the MDF is a stable component, the subsequent processes are adapted to the specific LE. Within the EAP department in which the curriculum is developed, culture mediates her planning on different levels. For example, Victoria asserts that the creation of an effective LE necessitates a change in the thinking culture of learners, and this informs the scope of learning:

> we are part of shaping the students, but I'm not sure I as an individual will shape one student so much, but I'm sure that all of us, together as a *Western influence* on them here, in that I'm telling them to think for themselves, and Robert is telling them to think for themselves, and you tell them and Sarah tells them, okay, we are getting somewhere together, but it *has to be in cooperation*, and that's why it's such a big problem that other lecturers are not building upon their critical thinking skills. It's not something that we can teach students in one year…we might give them a good start with English and with emerging critical thinking

> skills, but it's something that has to be developed throughout their academic career in my opinion. (TI3V:356)

In this extract, Victoria explains how collaboratively teachers are agents in shaping learners and instigating changes in thinking in line with '*Western'* ideas of independent/critical thinking which she perceives as beneficial (Kubota, 2002). Victoria identifies critical thinking as an important element of learning generally (Table 13, p.92) and prioritises this in her approach to what is required in her LEs. In her opinion, this is in contrast to the prevailing learning cultures experienced by learners (section 6.2.5). She distinguishes between this positive influence and the failure of local/regional lecturers to engage with this process of fostering critical thinking, and thus implicitly reinforce the prevailing learning culture of young learners in the KRI:

> You can't expect young people to immediately see, oh ah, these are different and deeper learning strategies, so yeah, their age is also, I think. Their age and their high school background I think explains their level of critical thinking. (TI1V:77-78)

In the extract, Victoria explains that two factors shape the level of critical thinking in learners. Firstly, age reflects more limited experience of learning. Secondly, high school background is an important experience which has shaped previous learning and informs future learning. These factors constrain learner ability to recognise, and thus respond to, learning contexts which are designed to promote 'deeper' engagement with learning processes and which institute critical approaches. This is an important initial condition that Victoria targets through her selection and use of course materials and questioning techniques.

6.2.2 Beliefs

During interviews, Victoria identified important elements of an effective LE and reflected on the strengths of her own, presenting the elements shown below:

Figure 12. Elements of an effective LE - Victoria

Figure 12 demonstrates a concern with a combination of affective and cognitive factors. Victoria prioritises connecting learners with content and context (section 4.2), and this is illustrated here on the level of affective engagement in a personally meaningful LE. Thus, the relational, pedagogical and language considerations are controlled through planning. With a clear sense of working as an agent of change regarding critical thinking, Victoria shapes her LE by employing practices to structure learning experiences. The small group of eight learners in this class means she can provide a highly responsive classroom experience with plenty of monitoring and individual feedback as evidenced by the CO data sets. A cluster of beliefs (section 4.2) informs her practices in complex ways. For example, in all three interviews, Victoria discusses the need for a comfortable LE for effective teaching:

> I don't like any student to sit in my classroom and feel anxious and not relaxed, because I feel if they are afraid, it could be either because they feel they are not good enough or they feel that they are too good, or they feel it's not useful for them, then they close their ears, right? So, it is important that they understand why they are in the class. They should understand it's useful for them…it should be meaningful for them before I think they would feel it's nice. (TI2V:213)

The identification of a range of affective factors provides Victoria with indicators of learner disposition toward the LE and is perceived as a decisive component in whether they engage with the learning context. Victoria seeks to incorporate specific elements that nurture a positive affective climate by articulating clear learning goals, selecting contextualised, interesting materials, fostering participation and WTC, building confidence through feedback, and adapting to learners' needs as they arise. Thus, in the same interview, she makes a distinction when she elaborates that her role is not just to teach but to help learners see the importance of the content for their own lives. This means being guided by learners' responses and needs as she identifies them emerging in the classroom. At times, this means giving personal attention to individual engagement:

> Well, in the beginning, Adnan, who is one of the weaker students, he was sitting you know with his hands in his pockets, not actually completing the task, yeah, I'll do it at home kind of behaviour, and I actually had a chat with him saying, you know what, you've scored 45 on the PTE and you've been accepted on this programme, you're good enough to give feedback on the other student's paper, because he didn't feel he was good enough. So, we were sitting together one day when all the other students had left, and after this, he changed. I felt that it really helped him to feel that he could also contribute with something to the class even though he might not be so fluent in English. So, sometimes just talking to them gives them a little bit of confidence. (TI2V:214)

This story of Adnan's transformation and subsequent engagement is echoed later with regard to Laith, another learner whom Victoria identifies as requiring individual attention to access learning through overcoming negative affect:

> Sometimes I'll actually pull up a chair and sit next to him in class when the others leave and just give him a lot of feedback and encouragement, and he has really developed a lot, nicely. I thought he was at risk of failing the module…I'm very pleased to see that he's sort of hanging on in there and that his grades are also sort of increasing, so very pleased yeah…He's a bit anxious about not being good enough, but he's making a lot of nice progress and actually in his postscript…he wrote that he was honestly very happy about the progress he had made, and that made me so happy, right. As a teacher, you live for those sweet comments. (TI3V:350-351)

These examples are rich illustrations of core beliefs re-engaged in specific contexts. Victoria is guided by her understanding that on the levels of affect-cognition-motivation, learners present diverse needs. Adnan's non-verbal behaviour is interpreted as an indicator of apparent disengagement, concealing the deeper issue of anxieties about his

L2 self, whilst Laith is identified as being at risk of failing. Victoria addresses both learners on an individual basis, recognising that the control parameters of their L2 self-perceptions place some limits on learning potential. Victoria provides external input helping to deconstruct negative cognitions and emotions through feedback and encouragement. Being responsive to her feedback, both learners begin to adapt to new learning states and learning outcomes improve. Whilst the examples demonstrate participatory sense-making in action, they also serve to illustrate how emergent affective states interact with cognition, the beliefs which structure self-concept, and learner identity (section 2.5). Additionally, in CO1, Victoria sanctions the use of learners' L1 as part of her aim to preserve learners' willingness and ability to participate and thus, seeks to ensure that the content is meaningful and student-centred. Despite this contradicting official University policy, Victoria aims to protect individual access to learning. Where use of the L1 advances this purpose, it is sanctioned within the LE.

6.2.3 Intentionality

Section 2.7 argues that intentionality is the property which links LTC to behaviours, and thus to an impact on learning outcomes. LTC is perceived in reported cognition and in behaviours, and particularly where evidence is forthcoming in both areas. This section thus links the beliefs presented in section 6.2.2 to the behaviours outlined in 6.2.4 through the notion of intentionality as exhibited in Victoria's classroom. The evidence is derived from COs and demonstrates that intentionality provides the basis for navigating challenging circumstances and securing participation when this is not forthcoming. In the third phase of data collection, Victoria is presented with some challenges in relation to Mariwan, a learner whose attendance on the course has been inconsistent and who has been at the University for five years and is currently retaking UG1. Fieldnotes describe Mariwan putting his head in his hands, resting his head on the table, reclining in his chair, using his phone, and looking disinterested, bored, and staring into space. This occurs 4 times between 8.30 am (when the class starts) and 9.10 am when he makes his first of three requests to leave class. As Victoria starts to monitor work, she moves towards Mariwan and fieldnotes capture part of their exchange:

> He asks her what else will be covered in the lesson today, and whether it will just be the writing. He then asks her if he can leave. Victoria doesn't seem to engage with his request but asks about how he feels. He says he doesn't feel well. Almost half the session has passed, and he hasn't done any work. (CO3V:278-9)

Victoria politely refuses to make the decision or grant Mariwan his request. She makes known that the decision is his and moves on to give feedback to others. Mariwan starts to read his handout for the first time. Victoria comes back to his desk again about five minutes later. Again, Mariwan asks if he can leave the classroom, and this time adds he would like to go for five minutes. Victoria reminds him that he knows how she feels about him leaving her classroom (explaining later in her interview that this is familiar behaviour and a frequent request). He acknowledges understanding of this and she moves away stating once again that it is his decision. Mariwan starts to read the handout again and gets a pen from his bag.

After three unsuccessful attempts at securing permission to leave the classroom, Mariwan then asks Victoria whether he must do the writing and if he can do something else. Victoria informs him that he will be behind if he does not do it. Again, she retains her central focus on the learning aims when challenged more directly by him about the content of the lesson as the episode develops:

> V: OK, what do you suggest?
> M: I don't know
> V: No, no, you tell me because I planned the lesson, and this is my idea, but you don't like my idea, so you tell me.
> M: You don't have like a plan B? (CO3V:304-5)

Victoria remains calm and informs Mariwan that it takes too long to make multiple plans but is conciliatory in both her tone and counsel as she goes on to demonstrate flexibility and explain that the topic is less important than the classification structure that is central to the organisation of the writing. She then withdraws from his desk, leaving him to determine his own topic, but having restated the central learning aim. When she next returns to his desk at his request, Mariwan has written something and accepts Victoria's feedback. She frames her comments in question form, attempting to trigger prior learning and encourage critical engagement. She modifies her scaffolding techniques to support thinking processes as she draws his attention to the relevance of some of the content and annotates his work. Fieldnotes highlight the subsequent change and adaptive behaviour:

> [Mariwan] seems to be open to her input and is no longer trying to negotiate his exit from the room or the content of the writing. His demeanour and application are more compliant. (CO3V:280-1)

Victoria manages the situation in stages. Firstly, she acknowledges how Mariwan is feeling and states how she feels about his leaving the classroom. Then, she calmly negotiates the content of the writing when she is told directly that he does not want to do it. She is not defensive but grants him autonomy and demonstrates respect for his ability to choose another suitable topic to fulfil the writing criteria. She deals with the cognitive-affective aspects of the situation, skilfully de-escalating the potential for further resistance and inspiring a level of practical engagement with the learning objectives for the session. Once Mariwan starts writing and receiving feedback, periods of concentration and engagement with the task are recorded in the fieldnotes despite Victoria having to make significant content and organisational interventions in two further individual feedback episodes – one of which he initiates - where she helps him simplify and develop an adequate structure for his work. The final episode suggests that, at least on a superficial level, Victoria's tutelage of his thinking has been successful as Mariwan's attitude and temperament have changed and come in line with the prevailing agenda of the class. It also suggests that Victoria has to some extent successfully facilitated his entrance into an individually meaningful LE:

> He asks a few questions…looking up at Victoria with more open body language and disposition. Victoria makes more comments and as she moves away, [Mariwan] says 'Thank you'. (CO3V:282)

Four elements of change indicate that Mariwan, as a CDS, moves into a new state space. Firstly, Mariwan elicits feedback on his writing for the first time by initiating the exchange with Victoria. This suggests not only a level of flexibility and adaptation, but also new patterns of organisation in the original cognitive-affective variables influencing the system. Secondly, he asks questions related to the content and organisation of his work as he adapts in dialogue with Victoria, indicating that emergent engagement is a product of the interaction, being soft-assembled within changing control parameters. He is no longer passively resistant in class or actively attempting to leave, but is finally using the LE, and Victoria as part of that, along with his own internal resources which alter his internal affective-cognitive dynamics. This results in a third change exhibited in open and engaged body language. His new responsiveness to feedback, Victoria's input at different times, his changing disposition, and his engagement with the LE (reading the handout, producing writing) are illustrated in open body language. The elements of an effective LE presented in Figure 12 above are progressively emergent particularly in terms of

Mariwan becoming relaxed, attentive and engaged. Finally, Mariwan expresses gratitude (Helgesen, 2016). His unsolicited expression appears to relate not only to Victoria's input regarding the content and structure of his work, but to her role in helping Mariwan exit his disengaged, disaffected state and find a new affective-cognitive learning trajectory.

6.2.4 Behaviours

Victoria's intentionality discussed above illustrates that goal-directed strategic behaviours are employed to secure behavioural and learning outcomes in stages. Section 2.8 shows that self-concept is central to the behaviours that shape the roles assumed for intentional purposes. Whilst the previous section displays many behaviours in relation to securing an individual learner's engagement with a focus on intentionality and Victoria's tutelage of thinking, this section will discuss them as socio-cognitive phenomena (Bandura, 1986).

In interviews, Victoria identifies herself as a calm teacher. The perception is one she believes her learners also maintain:

> I've been so fortunate to receive emails from my former students where they said they missed my calmness. (TI3V:355)

This extract reporting the impact of her calm attributes on learners illustrates how her perception and professional practice harmonise in her LTC and is confirmed by learners who experienced and described her in this way. Victoria's reference to her calm French teacher, who had a powerful effect on her during her apprenticeship of observation (section 4.2), accentuates the sense of past beliefs and experiences being re-engaged in present interaction. This self-perception is key to Victoria's self-concept, providing the stability and continuity for her own agency in the classroom. It is also fundamental to her professional self and characterises both her interactions with learners and the mood of the LE. She responds with calm flexibility to the expressed needs of specific learners, such as when Lara requests a model example at the end of Victoria's instructions for a writing task. Victoria provides the requisite example, making changes to suit and support the learners. She demonstrates that she is guided by learner needs. In her commentary on Lara's assertive demand, Victoria states:

> I wasn't actually sure whether they needed me to give an example…but when Lara, and when Lara says we need an example, *I know* we need an example [laughs]. (TI3V:335)

Victoria supports learners in their sense-making of tasks through recognising and accommodating their learning needs in impromptu ways within the LE. She identifies Lara as a strong learner and is not perturbed by the anxiety of learners in relation to writing tasks but accepts the request as an indicator that the whole class needs further scaffolded support. She permits learners the autonomy to make decisions within the parameters of clearly communicated learning goals as demonstrated with Mariwan above and intervenes to ensure access to learning.

Victoria's behaviour is harnessed for pedagogical purposes in establishing what she believes is a conducive LE. An important role she performs within the LE is as a guide:

> I think being a *guide* is probably how I see myself. (TI1V:60)

Victoria discusses this role three times in interviews, elaborating how she guides learners through the module and supports them in their academic journey. She offers plenty of praise and affirmation in CO1 and refers to learners' work as examples for the whole class, thus deliberately bolstering confidence on a different level to the behaviours exhibited in relation to individuals such as Adnan and Laith in section 6.2 above. She guides the class towards specific insights and learning outcomes through channelling responses and directing follow-on questions (section 4.2: CO1V:31-33). However, in interviews, she also maintains the need to confront issues which affect the LE directly. For example, as each learner can be considered a CDS, negative affect may constitute part of their systems and consequently, the LE as a whole. Victoria reports addressing disengagement in the LE:

> It can be contagious unfortunately, but I haven't seen it happen in the case with Adnan, perhaps because I addressed it early. And I actually, in front of the whole class said what do you think if I sit with my hands in my pockets and look like this [leans back on chair, chilled out] and then Zrary said you look like someone who doesn't give a damn [laughs], so I said ok, and this is what you tell me, right? So, I also say it's not acceptable to so clearly demonstrate that you're not interested. I find it quite rude actually and you know I had to tell them that I don't accept it. (TI2V:216)

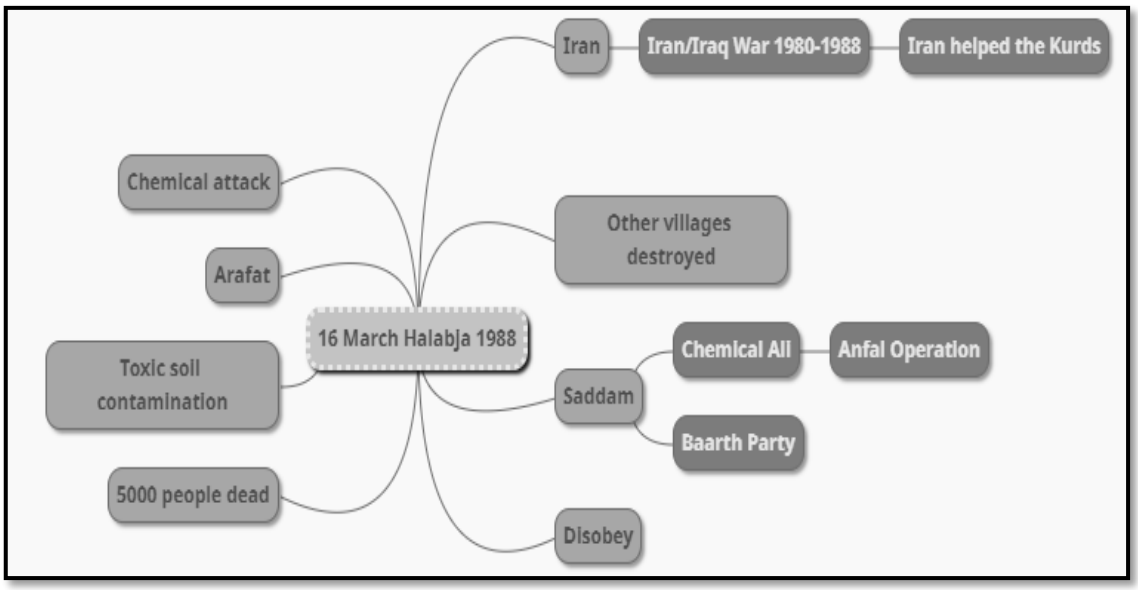
Victoria is not simply a guide in terms of the module content but also a behavioural guide, challenging the affective-cognitive factors that introduce negative elements into the LE. In this graphic description, she presents an uncompromising admonition to learners,

exemplifying her point with a dramatic illustration. The importance of dealing with such issues is vital from a CDST perspective as the environment is part of the system.

6.2.5 Processes

The most salient example of effective processes converging to create a meaningful LE is in CO2. Guided by Victoria's questioning techniques, but dependent on learner participation and collective intentionality (Kubanyiova and Feryok, 2015), the entire class produce a joint, highly interactive, personalised account of the Halabja genocide. Whilst clearly shaped by Victoria and the instructional setting, the brainstorm depicted in the board work below was jointly constructed through learner contributions:

Figure 13. Board work from CO2 - mind map produced by class



Whilst this classroom event was introduced in section 4.2 in terms of contextualisation and prior knowledge, it is the interactive processes of practice and feedback in the context of a task that is of interest in this section. In CO2, Victoria depends on learners to create the input for the writing task as depicted in Figure 13 above. This necessitates high levels of participation, interaction, discussion and negotiation. Victoria suggests that dealing with learner expectations of the university LE is important at the start of the course as high levels of participation are uncharacteristic of previous learning experience:

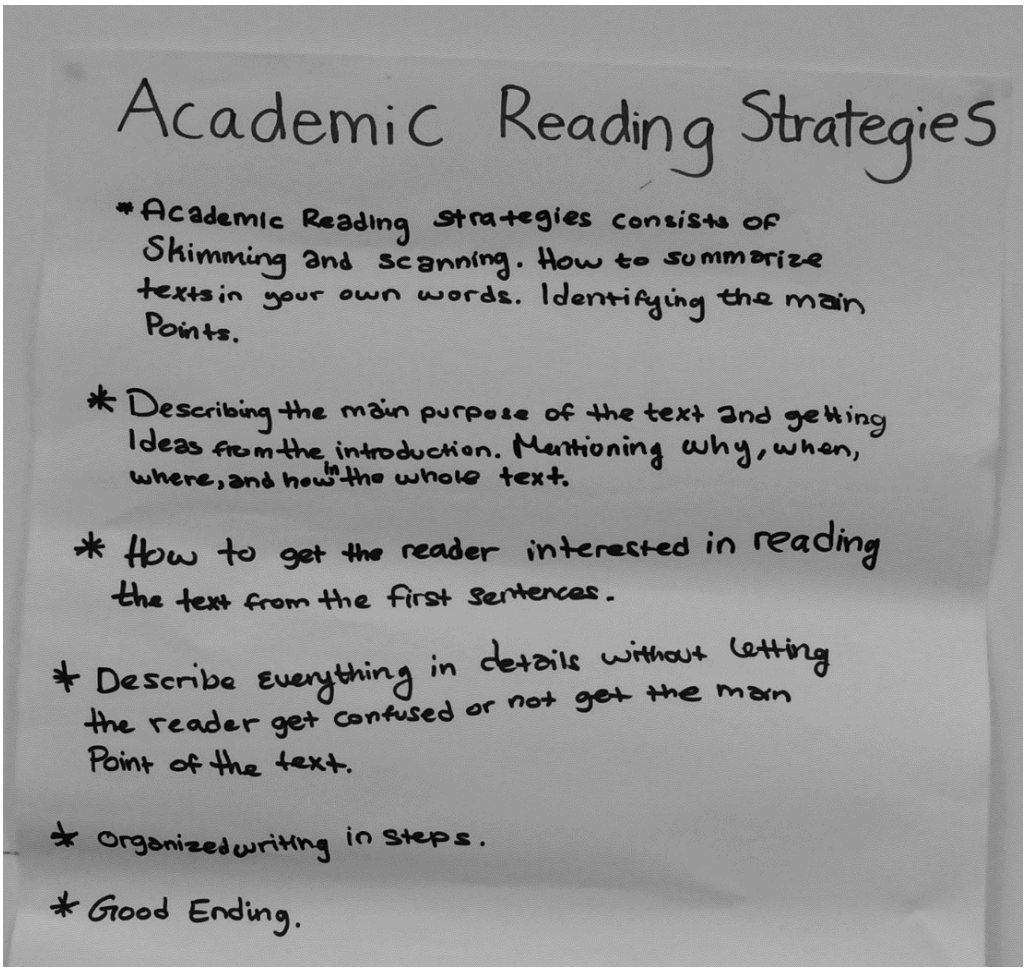
> I think it would come back to what they are used to, and they are used to being told what to learn. So, I think to some extent they expect this to happen in class. They are used to being spoon-fed, and I think they still expect this when they come to university. (TI1V:78)

The ‘spoon-fed’ tradition she depicts is in symbiosis with learners’ levels of critical thinking:

> Well, in terms of their critical thinking, I definitely think that because of their high school, the previous school learning experience which is still based a lot on rote learning and memorisation and not a lot about analysing things and pulling things apart and seeing the deeper levels of things: it’s really a lot of surface learning. (TI1V:77)

Whilst Victoria states that she attempts to gently guide learners away from the dependence on classroom practices which she feels characterise school learning, she is puzzled by the output of the female learners’ group for their poster on academic reading strategies. Image 3 shows the poster which was produced as a result of their small-group discussion, but it does not converge sufficiently with Victoria’s expectations.

Image 3. Female group poster on academic reading strategies

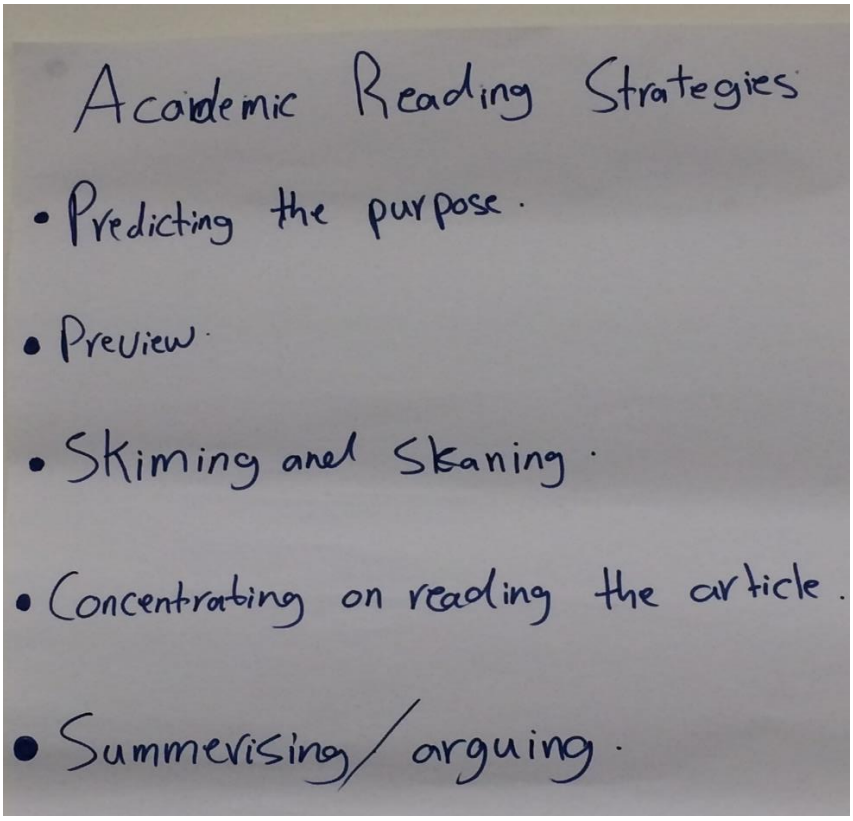


Victoria attributes this lack of convergence to deficient analytical abilities:

> something like being able to analyse the different stages in my presentation…for me it was super simple, you have the word in bold and that's the reading strategy and I said that at the beginning of the class, and secondly, I wrote it on the board, and I said that now we're talking about it…but when they did their posters, they were different right, they were not just these points that I mentioned. (TI1V:76-7)

The extract illustrates that Victoria does not readily accept the poster as a representation of the learning content because it diverges from her expectations of repeating the strategies on the worksheet, written on the board, and highlighted as points in her oral presentation. Despite processes of monitoring, targeted feedback, and group collaboration, Victoria deems the final result as divergent from her learning goals. However, the poster produced by the male group in Image 4, which is almost entirely a reproduction of Victoria's points in bold, is accepted as evidence of learning.

Image 4. Male group poster on academic reading strategies



Victoria's evaluation of the analytical processes guiding the production of the two posters shows that teacher expectations of learning outcomes influence their perceptions about whether learning has taken place. No contradiction was perceived on Victoria's part between reproducing the points in bold and a lack of critical thinking processes.

6.2.6 Emergent learning

The processes outlined above lead to highly participatory experiences of learning in which learners' affective-cognitive states change as they adapt in varying degrees and at various times to Victoria's tutelage of thinking. This is the highly nuanced, macro-to-micro-level, intentional, pedagogical adaptation of teachers to learners' emergent affective-cognitive-behavioural needs in a specific LE context to achieve (negotiated) learning goals, and the coadaptation of learners in response. Convergence to Victoria's tutelage of thinking as evidence of learning and as a trajectory towards academic English is the targeted outcome in the production of academic posters in section 6.2.5. Victoria's assessment of the female group poster may be subject to fixed expectations, but the poster demonstrates aspects of the reading strategies in the learners' *own words* which may suggest engagement with content and emergent learning. Similarly, Figure 13 depicts a

new story emergent from the shared understanding of a tragic historical event which is the outcome of the contributions of the whole class. Affordances are optimised as those who know little about the genocide enquire of their peers as an external learning resource rather than the teacher. For Victoria, this is a welcome departure from conventional learner behaviour in this context. Various learner-led interactions advance task completion, entailing a reconstruction of a historical event as learners respond to each other, adding, contesting, correcting, refining, negotiating, and affirming details, sequences of events, and important factors to retell the event in a contextualised, situated, time-specific, collaborative way through this distributed cognition (Salomon, 1993). Victoria facilitates the process, affirming contributions respectfully, but keeping a focus on the learning goal of writing about processes, rather than the accuracy of the information volunteered by learners.

6.3 Sarah's classroom

6.3.1 External factors

Sarah starts the semester with many challenges. Data from interviews refer to delays in the arrival of books into the conflict zone of Iraq. Thus, Sarah starts her course without the books in the library. Additionally, she has no list of registered students and attendance varies considerably over the first few sessions. However, interview analysis reveals two central concerns which impact Sarah's LE. Firstly, Sarah's perception of the dissonance between EMIBLs and non-EMIBLs; and secondly, the related issue of what Sarah explains as a misalignment between the local and international systems in terms of standards and benchmarks. These factors are shaped by the specific cultural context of HE in the KRI more widely and the University specifically. In a detailed description of the effects of the two systems, Sarah expresses how this brings new challenges to the LE:

> I do think it can be quite significant because you've got people in the group who've come from private schools and you've got people coming from Kurdish medium, so you've essentially got different sort of social levels in there and everybody needs to be able to access the knowledge not just those who've had the more privileged backgrounds…it's a difference in income levels, it's a difference in the privileges they have on a daily basis, educational levels they've had…the ones from the lower income families are the ones with weaker English and more needs…they're all paying, but meeting the needs of the ones who have had English throughout their whole life, there's a lot of new things for me as a teacher to try to figure out. (TI1S:512-3)

In this extract, Sarah identifies the pervasive effects of socioeconomic background in all areas of daily experience, and notably in educational and linguistic advantage for the wealthier learners. In reflecting on the challenging pedagogical implications this presents, Sarah suggests that a partial solution to bridging the gap across these distinct groups is to use the wealthier learners, who often enjoy foreign travel and its related privileges, as learning resources to help their peers access knowledge. Sarah acknowledges that the situation is a challenge for her despite over 20 years of teaching experience. This phenomenon, which Sarah perceives as framing the context of her LE, has implications for planning:

> I don't have the time to be able to plan lessons that are differentiated enough…you've got two very clearly different sets of needs…I've not been exposed to such differences. (TI1S:496-497)

Sarah asserts that she has never been in a context with such diverse learning needs. Like Victoria, Sarah understands the importance of establishing new practices and access to learning in the early stages of the course. As CDSs, learners are particularly sensitive to initial conditions. She suggests that the level of differentiation that is required exceeds the time available to her and presents an on-going problem. In her third interview, Sarah suggests that the University management do not understand the issues created in the LE by this phenomenon, pointing to that the impact of their policy which permits learners with a PTE score of 45 to enrol on UG programmes alongside those who score 70+. She perceives this as part of a fundamental misalignment in standards.

Schools in the KRI have their own tests and grading systems which are not benchmarked against international standards (Vernez, Culbertson and Constant, 2014:32). As such, the first area of misalignment that Sarah observes reflects the way in which learners obtain outstanding high school grades on their government school leaving exams in English only to sit a University placement test, using the Common European Framework of Reference (CEFR) benchmarks, and obtain vastly different results. She illustrates this with a recent example of a learner who scored 82 on his school exam but A2 on her placement test. This results in the considerable difficulty of adjusting learner expectations because they distrust the assessment that reinterprets their competence:

> Students I still think have this overinflated impression of themselves…when they're coming out of high school with these really high grades, what else would they think? You know, if you're going to tell me that I'm doing really, really well,

> and then another person tells me that I'm doing really, really well, then I'm going to think that I'm doing really, really well, and I'm probably going to question the person who tells me that I'm not doing really, really well…It's difficult for them to adjust, so I think amongst students there's this idea that their English is good enough and for a large number of them, it's not. (TI3S:809-810)

The extract expresses the considerable challenge and contrasting ASs experienced by learners, some of whom score 95-99% on school exams. Sarah explains that the misalignment leads to a crisis of confidence among learners who do not readily accept her CEFR assessments. This can be understood as a perturbation in the CDS, sometimes producing new behaviours or parameter changes. Sarah sees inevitable negative influences stemming from such misalignment in terms of a lack of motivation to learn EAP. Whilst EAP teachers are held responsible for such learning outcomes, she suggests that this contrasts with other departments who by-pass requisite academic skills. Thus, she questions the validity of the entire endeavour:

> I think things are misaligned, so we spend huge amounts of time helping people with reading strategies: how to predict content, how to identify an author's purpose or position from the language used, but these skills don't seem to be important in the authentic classroom in UG. (TI1S:499)

Whilst Sarah's professionalism informs her continued engagement with delivering the EAP content that she knows would be required in other academic contexts, she concludes that such skills do not appear necessary to obtaining degrees within the University. She gives an insightful evaluation of the current situation for learners:

> everything is misaligned here and that affects the students' perception of themselves and the need they have to continue learning so it's difficult because *we know* that they are not where they would need to be at all, but through no fault of their own, they don't share that same belief…Again, sort of referring back to the descriptors, I feel when I look at the students who are in the IELTS 5.5 to 6 range, they can't extract meaning from a text and they are going to spend four years studying for something that is questionable. (TI1S:518)

Lack of international benchmarking leads learners to have irreconcilably divergent assessments of their proficiency. Such perceptions lead to reduced motivation for further learning despite international frameworks made available to them signifying that they cannot demonstrate the academic skills required to obtain a degree. This situation confirms Borg's (2016) findings which question the validity of HE assessments conducted in English in KRI universities in which requisite academic skills exceed

proficiency levels. Such external internationalisation policies have a huge impact on relations, resisted identities, motivation levels and engagement in the LE.

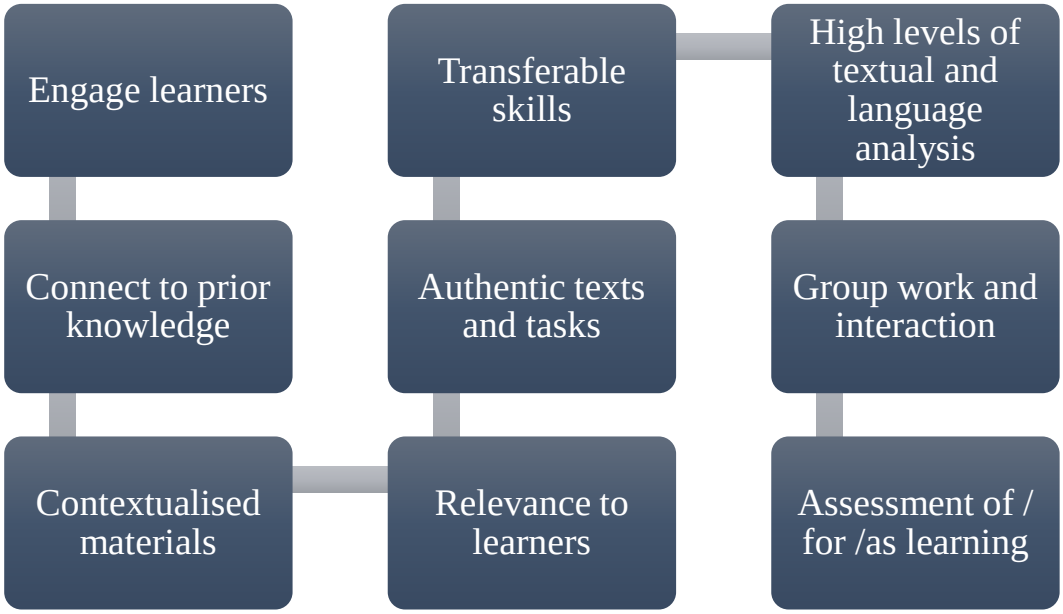
6.3.2 Beliefs

Contextual factors are cited for some of the limitations Sarah perceives in establishing an effective LE and putting learners at the centre of planning and preparation. In addition to the misalignment outlined above, Sarah shares Victoria's aim to encourage learner agency in sharp contrast to the prevailing culture:

> they're so used to being sort of spoon-fed and trying to bridge that gap but sort of pull away gradually and try and help them to become more independent learners…I don't think it's something I've been very successful at since being here. I think in this context people are so used to having everything done for them. (TI1S:476)

Sarah perceives that the learning cultures of both private and public schools reflect the wider societal culture in which dependency on authorities or external agents is commonplace and continues to be a guide for expectations. She identifies the need to help learners become part of a new learning culture characterised by independence whilst acknowledging the incongruity with the wider context. She also perceives limitations in her own efficacy in fostering independent learners. Interview data evidences Sarah's accompanying beliefs that the LE should be comfortable for learners, and this is a criterion by which she assesses her LEs and learner WTC. Maintaining a comfortable LE whilst attempting to change learning expectations and experiences continues to be a challenging task. From a CDST perspective, multiple components are interacting, and ASs have been established through re-engagement with previous experiences. However, because CDSs are open systems, new influences, variables and pedagogies used to redefine the LE produce change. Figure 14 below is based on interview data and portrays Sarah's ideal interconnected approach to establishing a meaningful LE.

Figure 14. Interconnected elements for a meaningful and effective LE - Sarah



The elements outlined above reflect Sarah's LTC reported in section 4.4. and relate in complex, interconnected ways to the behaviours and learning processes observed and presented in sections 6.2.4 and 6.2.5 respectively. Like Victoria, Sarah prioritises learner connection with contextualised materials and authentic tasks. Linking her own training to her practice, she also seeks to build and demonstrate the transferability of academic skills across tasks, contexts and assessments. However, she now feels some concern about the lack of academic literacy in the UG programmes and is worried that academic skills are not considered relevant or valued in the Baniyah context:

> one of the biggest challenges is that they don't seem to *need to read*. They don't seem *to need to use the skills* that we've been teaching them since Foundation, and I think that's made me question *a lot* over the last couple of years, because I'm not *really sure* that what we're doing is, *is necessary*. It would be *elsewhere.* (TI1S:488)

Sarah concludes with a sobering assessment that the requisite academic skills germane to UG studies in universities generally may not be necessary for gaining a degree at Baniyah. This suggests attempts at changing the culture of learning through EAP provision are nullified during UG studies as these programmes are reflective of different cultures of learning.

6.3.3 Intentionality

Like Victoria, Sarah perceives her pedagogical practices as part of a wider concern to see societal change and regional development (section 4.3). Similarly, she is guided by learning objectives derived from MDFs, which CO data show feature at the start of lessons and are referred to or reviewed during the lesson. Additionally, interview data show Sarah's reflections include comments on whether the learning goals of each session were achieved. The challenges of her mixed ability group result in Sarah giving greater emphasis to skill development and assessment, veering away from the areas of language which require levels of differentiation she feels she cannot deliver (section 6.2.1):

> In the past, when we would have had a more homogeneous group in terms of language level, I would have done more work on the language itself and looked at structures, but because of the diversity of the levels, I tend to focus far more on skill. (TI3S:777)

In the extract, Sarah explains that the focus of the curriculum is largely determined by the nature of the group. She does not feel able to provide a richly differentiated language experience for the diverse abilities and levels she currently teaches. Consequently, she aims to address the academic skills that she perceives all learners need.

An important aspect of Sarah's tutelage of thinking is to address L2 self-perceptions stemming from the misalignment of systems rather than specific academic skills. As a corollary of learners' perceptions of their school performance, many do not feel they have anything else to learn:

> On the whole here people think that they've got enough English, you know people who have been to English medium schools seem to think that they know everything. There's some who do recognise that even if they have attended an English medium school, they still don't know everything…but I'd say that they're the minority and I think it comes back to the fact that they have left school with such high scores…so there's a misalignment there. (TI1S:517)

The greater challenge for Sarah's tutelage of thinking is to address the misalignment between learner perception of their levels and internationally recognised standards of proficiency. Like Victoria, interview data analysis shows Sarah believes learners will engage when they feel there is something to learn, and that negative attitudes 'can be like a virus that just spreads around' (TI2S:671). Similarly, in interviews, Sarah relates examples of how she speaks to individuals to address their levels of engagement.

Attempts to address this and accompanying high levels of absenteeism on the course are evident in CO2 where Sarah aims to demonstrate to learners that there are things they do not know and therefore need to engage with the course:

> Sarah: I want to do a quick review of what we have done so far, as I hope you are keeping this active in your minds as it will help you with your presentation next week…
>
> Sarah: Try to do it by yourselves because…this is purely for you to see do I need to go away and do some studying this weekend, and I think the answer is/
>
> Zhyr: /is yes. (CO2S:608-609)

In this classroom episode, Sarah gives the learners a review test which she explains in the follow-up interview was partly to show absentees what they *did not* know. During the test, a proficient learner asks to look at the coursebook, but this is refused. After the first question, learners seek help from one another, but Sarah asks them to work individually to establish what they know. She reminds them that the review will also expose what they need to do. Zhyr, a proficient learner, completes her sentence affirming that there is a need for further study. In this way, Sarah successfully helps learners chart their progress and make their own assessments about additional work. At the end of the review, Sarah gives a gentle admonition affirming that more work needs to be done. Zhyr's endorsement seems to bring further weight to Sarah's position. As a proficient learner, with some absences, she is not able to answer the 6 review questions quickly or thoroughly. Whilst the perception of the course as easy may not be altered, learners are confronted with the slightly embarrassing reality of their lack of competence in answering what should have been quite straightforward review questions. Sarah comments in the follow-up interview that the review took more time than she had anticipated because it was clear learners did not know the answers to the questions and that this may serve as a timely intervention to secure desired academic learning behaviours. Proficient language alone is not sufficient to pass the course, but challenges remain for Sarah as she attempts to change perceptions of learning on the course, and the culture with which it is done. This represents another perturbation in the system within the LE and the learners as CDSs.

6.3.4 Behaviours

Sarah's roles involve behaviours that are adapted to the needs of the group. Interview data present a situational view of her role as she explains that she performs the role of a facilitator for higher level groups but has a more defined pastoral role with lower level ones. CO data reveal Sarah managing and facilitating more autonomous learning through setting up tasks that utilise group work, collaboration, consultation, identification, analysis and evaluation. She places emphasis on learner familiarity with rubrics to facilitate a greater degree of learner agency in evaluating tasks against criteria. Emily perceives Sarah as key to learning processes in the classroom, guiding them through tasks while augmenting affordances found in interaction. Welf recognises her pedagogical efficacy in how she promotes communication through group-work:

> Well, the miss in the class, the teacher, she will put us in groups…she just changed the places, switched around the people, to be more confident around each other…You see the thing is, I would never have wanted to work with these people, like I didn't want to go and work with the group…but the thing is that it really helped us. (LI1W:566, 580)

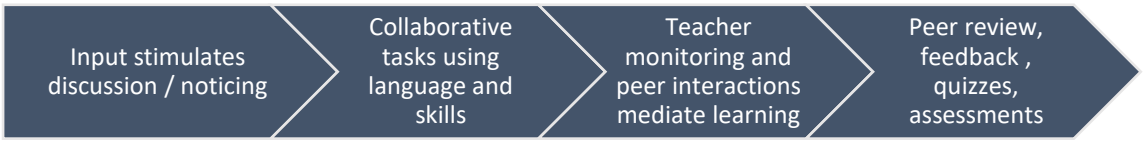
Echoing Sarah's own feelings toward group work during her PGCE training, Welf describes a situation which stimulates initial cognitive dissonance, but later recognises this as the irrefutably significant element of the LE. He goes on to point out that all tasks and texts can be studied independently outside of the class, but Sarah facilitates initially undesirable, but beneficial interactions which build confidence and constitute participatory learning.

6.3.5 Processes

Sarah's tutelage of thinking is demonstrated in the practices, tasks and feedback which structure the core interactive activities of the LE. The first observed session provided an orientation to the course, stimulating learner thinking about cultural diversity and engaging learners in discussions using their own knowledge of culture as a basis for exploring others. The perceived social and affective benefits of such interaction are evident in the extract from Welf in the previous section. Each of the three observed sessions included input; noticing structure and organisational features (Swain and Lapkin, 1995:371); references to the language and skills lists relating to input; and collaborative tasks requiring joint attention, collaboration, and cooperative

communication (Tomasello and Carpenter, 2007:121). Figure 15 below summarises learning processes observed in Sarah's LE.

Figure 15. Processes shaping learning in observed sessions for Sarah's LE



These processes provide affordances for learning through shared intentionality on a task, peer interaction and teacher monitoring, and feedback both on an individual and group level. Creative tasks such as making posters, group presentations, and role-plays also allow for learner agency to be expressed within a group context. Class-level feedback bring group contributions together and enable the sharing of insights. Finally, comparing answers, peer review, quizzes, or assessments are observed practices providing further opportunities for emergent learning or consolidating understanding of skills and language. In each CO session, there are frequent teacher-led initiation-response-feedback patterns of interaction that last several minutes, often eliciting information from a text or audio-recording and targeting specific responses.

6.3.6 Emergent learning

Sarah recognises the need for greater differentiation to enable equality of access to learning but feels both ill-equipped and lacking in time and resources to deliver this. However, she facilitates affordances by contextualising tasks; stimulates thinking with questions; sets collaborative group tasks; presents model answers for scrutiny; and finally, creates tasks from real-life situations, such as getting learners to prepare posters of 'do's and don'ts' for new foreign teachers arriving at the University. In this way, Sarah builds the context for high levels of learner participation and the potential for drawing on personal experience, group ideas, and learning resources before more challenging tasks such as producing a poster and identifying aspects of their own culture with which they are so familiar. Additionally, as Sarah monitors, she shares personal stories of her own experience. The elements of this pedagogical sequence are intended to build a richer LE in which the potential for affordances are prioritised.

The organisation of group work is also considered important for the facilitation of affordances. Learners use peers as learning resources for scaffolding or mediating

learning so that they can gain fuller access. While the degree of moving around and talking to others can produce some cognitive dissonance, both Sarah and Welf respectively report experiencing positive affect and exploit learning potential through group collaboration:

> I mean I hated all the moving around and the group work, but I do it myself now…I mean it has strengthened me as a person. (TI1S:473)

> You see the thing is I would never have wanted to work with these people, like I didn't want to go and work with the group…but the thing is that it really helped us. (LI1W:580)

Both Sarah and Welf identify significant benefits from group work, with Sarah perceiving personal effects related to her self-concept and identity, and Welf recognising it as the key element that helped learners. Exploiting the LE in this way to yield affordances is not the only necessary component of learning. Dealing with aspects of the LE, including motivational and affective trajectories, which inhibit learners and learning is of paramount importance. Sarah reports that, in general, many learners who come from EMI schools do not easily identify learning potentials because they do not feel they have anything to learn (section 6.2.1). In her first interview, Emily unwittingly echoes Sarah's perspective as she acknowledges that there are business terms to learn for professional communication, but reports that she has learned the EAP she needs for university at school:

> I'm just going with the flow; I mean I'm not too motivated. I don't know what more there is to learn, so I'm not too motivated. (LI1E:529)

Given that not all learners have the same access to affordances in the LE due to language or content, the possibility of homogeneous learning outcomes is improbable, and the need to provide practice in identifying affordances and exercising agency is vital. The negotiation and degree of adaptation of components in Sarah's LE result in a variety of outcomes when viewed as a CDS. Some proficient learners do not fully appropriate her tutelage of thinking and 50% either leave or fail the course. Others discover new learning trajectories as they interact with system components and negotiate their L2 selves as nested systems within it. Sarah's continual challenge is to facilitate learning in the context of the perceived misalignment and its ramifications which she identifies as shaping her professional world.

6.4 Robert's classroom

6.4.1 External factors

CO data analysis reveals that Robert starts the semester with an overview of the syllabus which sets out the behavioural expectations and learning outcomes for the course. He gives a considerable amount of time to this in the first session highlighting the importance of punctuality, bringing equipment, academic integrity, submission of assignments, and the prohibition of L1 use in class. Behavioural considerations are prioritised as he is concerned about learner preparation for future employment. Interview data illustrate his perception of teaching as achieving individual personal development and this is implemented in the LE through his tutelage of thinking. Learners are presented with tasks to increase knowledge of the world, and responsibilities for engaging in the LE in ways which foster skill development. For example, data from CO1, which was the first-class Robert taught with the group, focus on the issues mentioned above and the importance of upholding the cultural values governing the behaviour and practice of international companies in which many learners may find future employment. He adds emphasis to the special status of the University by contrasting it with its competitors and the achievements of its graduates in terms of gaining employment in Western companies:

> you need to follow the University rules and policies. This is not Khandiah University. This is not Al-Quwah University. It's not Nahurain…The fact that we dismiss people from this University shows all the companies, especially the Western companies, that we are strong and honest, and that is why in the future, inshalla, you will get the best jobs. Last week, I went with Sarah to Ashtarq Oil. It's a Gulf oil company over in Towers. We met with 30 people, 8 of them were University of Baniyah people, old students, which shows you how much they recognise UoB students and this University. If you have friends in Khandiah and Al-Quwah, I hope they do very well, but you have a better chance than they do to get the good jobs in the future. (CO1R:935)

Robert emphasises what he perceives as the distinguishing feature of the University: the ability to maintain standards through adherence to policies and practices that align with international (Western) business culture and academic principles, establishing his LE as a nested preparation site for participation in a wider globalised world (Block and Cameron, 2002). As learners benefit from the reputation of the University, measures are taken to maintain that reputation. Robert takes all aspects of this preparation seriously.

At the end of the first session, he recalls learners and quizzes them. Finally, one learner discerns his purpose in recalling them:

> S: The chairs
>
> R: Yeah, the chairs. When you've finished, push your chair in. If your mother is coming to the University to push your chair in, no problem. Otherwise, push in your chair, ok. Push in your chair. Put your trash in the trash can. Why? (CO1R:950)

The extract illustrates how Robert deals with infractions of the 'Western' behaviours he propounds. He is unafraid to challenge cultural practices typified by the role of mothers clearing up after their children. He begins to explore why learners should now conduct themselves in a different way and the messages signalled by such behaviour. He monitors behaviour instituting fines for learners through a class taxation system (a small sum of money later donated to a charity chosen by the class). The promotion of Western culture and its conflation with desirable academic standards corresponds with Victoria's perception outlined in section 6.2.1 above.

6.4.2 Beliefs

Chapter 4 outlined Robert's cognitions about EAP learning and his rejection of what he perceived to be the inflexible, rigid approaches of CELTA dogma. Interview data reflect Robert has a strong a sense of control over his LE and, whilst his line manager has input in his modules through curriculum development meetings, she has never observed his classroom practice. Robert's prior experience of working in a kindergarten informs the construction of the LE. CO data show that Robert changes tasks approximately every 20 minutes in line with his declared belief that adults benefit from such change in the same way that kindergarten children do (section 4.4), and this is central to his understanding of a successful LE. He asserts that due to fixed attention spans, children and adults need physical, cognitive or social interaction change. However, this also means dealing with learner resistance and pedagogical expectations, important components in learner adaptation to the LE he creates:

> Here, I think they expect chalk and talk basically, and so for a lot of them, like I've been in schools here and watched them sort of teach, and well this is the public schools, and so basically the students are just sort of sitting there and the teacher's just sort of rambling you know and so for them to see a different style

> and to be more involved in the whole process, I think it is er, *different for them*, yeah. (TI1R:1017)

Learner involvement and participation in the LE are priorities for Robert but contrast with his perceptions of observed schools. Robert's classes introduce learners to a very different pedagogical style, and one that he knows requires adaptation from learners. His understanding of a more appropriate 'student-centred' approach involves maximising mentoring opportunities that arise in the LE:

> I like to try to make it more student-centred, so having a student up at the board taking down the answers, further down the track, I will actually have someone, a student take on my role, so they would elicit the answers from the students. (TI1R:1015)

An interesting aspect of learning in Robert's LE is the way in which learners are encouraged to take on Robert's leadership role, being responsible for managing feedback whilst performing according to their observations of Robert's example. Thus, Robert 'mentors' learners in presentation and communication skills to enhance employability. This is commensurate with his perception of teaching to prepare a future generation for leadership and employment and his own example as a role model.

6.4.3 Intentionality

Analysis of interview data shows that Robert defines his pedagogical goal for the first semester in terms of getting learners used to speaking English and being comfortable with his teaching methods:

> For the first semester, to purely just speak; to get used to the various formats, the various things I do and all that; be comfortable. (TI3R:1303)

In the first and third interviews respectively, Robert often articulates this in terms of confidence-building and getting learners to feel comfortable, depicting the LE with the same language used by both Victoria and Sarah, albeit conceptualised differently. However, Robert is open about the need to deliberately furnish learners with a way of thinking and behaving that he believes will lead to success and which shape his own tutelage of thinking:

> R: I think that we're presenting values that *they should* take on board…we have sort of indoctrinated them you know.
>
> Int: Right, and are you happy about that?

> R: Yeah, I think so yeah, because basically we're going to send out a new generation of leaders of the future. (TI2R:1149)

Robert declares his intentionality in changing learners' values as part of his agenda to raise future leaders who depart from current cultural values and practices. To this end, his tutelage of thinking involves deliberately planning elements of his class around dealing with the thinking and behaviour that he wants to target. This is evidenced in the second interview:

> Int: One of the other things you said was that it is important to instil values and to set up learners for life and that that was a deliberate part of your teaching, erm, do *you actually plan* for that?
>
> R: Ah, a lot of the time *I do*, yeah. I consciously think of something that I want to address in class.
>
> Int: Right, can you give me an example?
>
> R: Well yeah, we were talking about subsidising…we talked about the things that the government subsidises, you know, oil and petrol, bread and then I was basically asking them 'why would they subsidise bread?'... I got them to the point at the end where basically, if someone is hungry, they are more likely to rise up and revolt than someone who has a full stomach [chuckles]. (TI2R:1148)

As indicated in the previous section, Robert is intentional about preparing a new generation, and notably one equipped with the type of thinking that questions the status quo, motivations of governments, and taken for granted aspects of Middle Eastern life, while being furnished with (Western) ideas and behaviours that lead to success in a globalised world. Thus, he is intentional about inculcating a sense of responsibility and critical thinking in learners as well as a broader understanding of the world and particularly their region. Robert uses activities to engage learners with wider issues at the start of each lesson to overcome what he feels is the narrow focus on degree subjects and a failure to understand current affairs and regional issues. In this way, his input is a potential perturbation moving learners across a state space to new ASs which are compatible with his LE.

6.4.4 Behaviours

CO data shows that Robert manages the LE with strict time management, regulation of mobile phones, high levels of movement, participation, and engagement based around 20-minute tasks focused on the development of speaking and listening skills whilst

stimulating thinking about wider issues beyond learners' academic disciplines. In creating a LE with these components, Robert defines his role in the following way:

> The students are doing more of the work and interacting with each other. I'm just there as a guide or a facilitator. (TI3R:1285)

Robert's aim throughout the semester is to increase speaking and confidence, and in this extract near the end of the semester, Robert is happy with the role he performs and the level of participation among learners. He perceives himself as a facilitator of a 'student-centred' LE:

> Ah basically, it's that the students are doing more in the class, so a lot more pair work, group work, having students lead activities. (TI2R:1143)

Robert's understanding of a 'student-centred' LE revealed in the two extracts above is reiterated in similar ways throughout the interview data sets. He believes that targeted learning occurs during participation, so he structures the LE to maximise peer interaction. Additionally, he sees his role is to open leadership learning spaces:

> By having students lead the activities, they then get an understanding of what it's like to lead at the front and to teach basically, and then they need to look at how they present information or elicit information…[if] the activities fall apart, I tend to just leave them go and let it run its course. (TI2R:1143)

Within the LE, Robert facilitates different kinds of learning affordances. In this extract, he explains how learners are tasked with leading and managing activities. He points out the benefits, not only in terms of the situated communicative demands on the learner, but also their need to manage difficulties or failures in communication. Robert was observed in 3 sessions following his policy of non-intervention when learners encountered difficulties while leading activities. Other learners typically intervened with advice about proceeding appropriately as Robert watched them problem-solve. Like Victoria, Robert believes the cumulative effect of continued exposure to the behaviour and example of foreign teachers is a positive means of producing change. Thus, his tutelage of thinking is expressed in facilitating both thought and behaviour that learners will adopt, furnishing them with resources for future leadership and employability.

6.4.5 Processes

Analysis of CO data sets shows consistent classroom processes. The LE is created for high levels of participation and interaction, with learners often leading tasks, presenting

information or collaborating in changing contexts (e.g., 'speed dating') or groups. Speed dating is a term Robert uses for arranging learners in two rows facing each other with one group moving on to the next person after a brief specified time. As a classroom activity, it is intended to be highly interactive, permitting learners to speak with multiple partners. Consideration of affective factors is a priority for Robert as he makes clear in his account of what constitutes a comfortable LE:

> So, I mean the students *don't face* my lessons with dread…the classic example is Victoria talking about natural resources students and she can see by the look on their faces they don't want to be there, you know, they think they don't need to be there. So, if the students approach my class, it's not a class that they dread. They're happy to be there. They feel that they'll get something out of it, or at least be entertained. (TI2R:1165)

Whilst Robert's endeavours to build a comfortable, meaningful and entertaining LE may appear to be in conflict with his practices of withholding learning objectives, appointing learners to lead activities, and in his own words keeping learners 'on edge' to maintain an 'air of unpredictability' (TI3R:1287), the interaction of these cognitive-affective variables serves his purposes to engage learners and facilitate affordances, balancing affective elements of entertainment and learning. For example, in the first three observed lessons, Robert included humorous, entertaining activities, (video, song, and game) two of which were used for language development purposes. In CO2, Robert is observed eliciting suggestions from learners concerning why he had shown the (penguin) video. After 8 learner suggestions, he explains:

> The *only* reason I showed you this video is it's a nice video. It's a funny video. (CO2R:970)

Thus, as a CDS, belief and practice are interconnected on different levels and at different times. Interview data illustrate Robert's deliberate strategy in creating the affective climate of the LE and the important role of such videos:

> One video that I always show in a class at some point, it's of these penguins, and they're walking along the beach [laughs]…and it's got absolutely no purpose to the lesson, but it's a nice video and it has a good feel in it and it makes people chuckle. (TI2R:1165-1166)

The need to address the wellbeing and affective needs of the class is a priority for Robert's management and strengthening of affective learner experience (MacIntyre, Gregersen

and Mercer, 2019). Additionally, analysis of CO data show that apart from feedback to individual learners on their participation in leading activities, Robert almost always gives general feedback to the whole class (for example, concerning presentations) as he attempts to maintain a 'relaxed' LE. Robert is aware that there are learners who do not want to do the module because they failed the English entry criteria, as well as learners who are 'scared' of the new LE with such unfamiliar teaching methods. Fostering adaptation between diverse individuals, who are themselves nested in other systems, requires creating and adjusting components of the LE which bring about continual emergent change on affective and socio-cognitive levels.

6.4.6 Emergent learning

Robert's chief contribution to facilitating learning affordances in his LE is to open learning spaces where change can occur on different levels. During all observed classes, Robert introduces tasks in which learners work together in collaboration on a task to achieve outcomes. CO data analysis shows Robert actively providing prompts, monitoring, stimulating thinking by asking questions, and at times instructing learners to "talk about anything" (CO4R:1248), tasking learners with maintenance of communication with their interlocutor. In contrast with both Victoria and Sarah, who spend a considerable amount of time engaging learners on skill-based tasks to ensure they demonstrate specific features, Robert provides opportunities with broad guidelines and lets learners create and practise language using internal and external resources in the LE:

> …at the beginning, they were interacting with each other, and you know, there was a lot of speaking happening…for twenty minutes they were speaking pretty much continuously and that I see as basically my role. You could argue that, *I'd* argue that it's learning. It's a speaking and listening class and they were speaking. (TI3R:1290)

Robert perceives participatory interaction as learning. He facilitates contexts in which learners gradually utilise peers as learning resources, engaging in communicative tasks and making use of mediational tools as they negotiate meaning. For Robert, learning is in speaking because learners organise their own language and respond to the feedback of peers. In his third interview, Robert explains his belief that learning is in speaking because learners organise their own language and respond to the feedback of peers (see section 6.4.6). He also prioritises speaking as the means of learning in sections 6.4.3, 6.4.4 and

6.4.5. Section 7.4.6 shows that both Adam and Yara converge with Robert's perspective and state that such tasks are important for learning.

6.5 The LE as a CDS

The structure of these LEs as CDSs presented in this chapter can be best understood as multiple interconnected and reciprocally causal elements in constant interaction. Figure 16 (p.187) below illustrates the discernible structure of the influence of beliefs rooted in elements of the CDS as they impact identities, practices and learning.

Figure 16. Negotiated adaptive cognition and behaviour of teachers and learners as CDSs

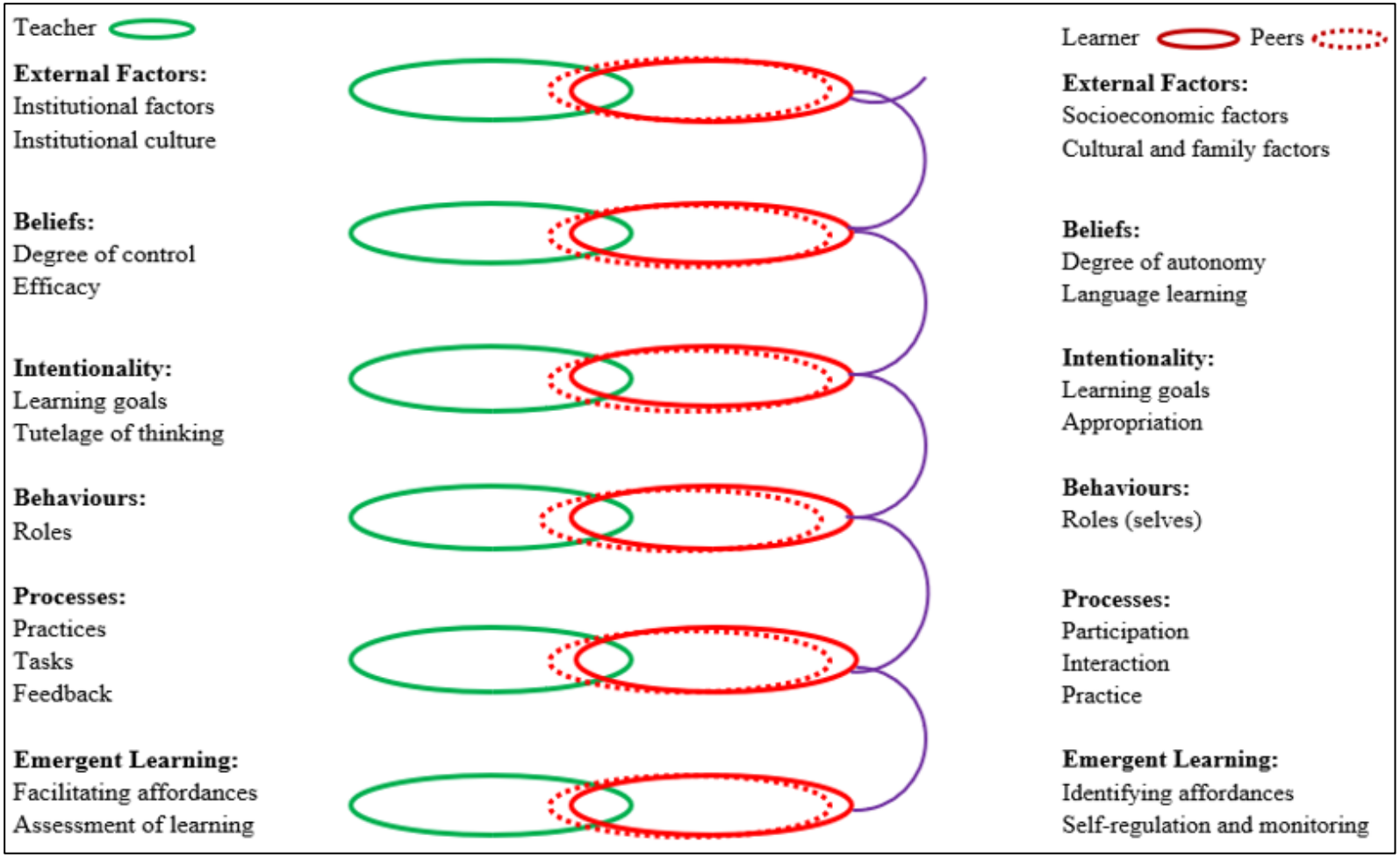


Figure 16 (p.187) presents the organisation and negotiation of teachers and learners as CDSs within the LE as a CDS. It depicts the interactive and interconnected cognitive influences on behaviour and thus, links chapters 6 and 7. The categories were derived from data analysis across all cases. The interconnection explores the negotiated adaptive behaviour of learners and its variability. The chapter has shown that all components differ for each case, but they are interrelated and mediated in the LE. For example, culturally divergent critical thinking skills and pedagogies, the misalignment of local and international standards, and the LE as a catalyst for preparing learners for employability in a globalised world all feature strongly as external factors in the three LEs and provide the context for the expression of re-engaged beliefs. Findings show that components at the top of the Figure such as external factors and beliefs are more stable in their impact on both teachers and learners' cognitions while those more susceptible to the tutelage of thinking are more malleable and dynamic. In this context, the situated intentionality of the tutelage of thinking influences perceptions, behaviours and processes which ultimately furnish the LE with potential learning affordances through which learning emerges.

6.6 Teacher learning

The second part of the research question at the start of this chapter asks:

Do teachers learn from these environments? If so, how?

To answer this question fully, language teachers' perceptions of their own learning from their interaction with the LE was explored.

6.6.1 Victoria

Interview data analysis shows that external opportunities for teacher learning were identified, usually through international organisations. Victoria sees her *Grammar for Peace-building* course as a response to observing needs presented in the classroom. This led to her own small-scale research into the subject and the development of the course. She also submitted articles on this project to international journals as a way of processing her own thinking and disseminating ideas. This was the clearest example of teacher learning from the dynamic interactions within the LE. However, she identified her participation in the current research as important because of the reflective nature of the interviews:

> I suppose talking to you has made me think a lot about my own role in the classroom and learning from what affects the classroom environment. (TI3V:354)

Victoria's own reflections on her practice during interviews had a recursive effect on her planning and practice. She identified areas where changes were needed, such as the potential of warmers to manage situations where latecomers impact the start of the session, and the issues of teaching at different levels because of the mixed abilities present in the classroom. Finally, Victoria's participation in the research and the reflections it stimulated about her teaching prepared her for writing her own teaching philosophy as part of a job application:

> I could see that the questions that I had to answer for my own teaching philosophy were similar to the questions you'd asked me throughout this semester…I was actually able to answer the questions because I'd thought about them before. I think participating in the project helped me verbalise how I teach. (TI3V:357)

In this extract, Victoria explains how participation in the project and the reflection it required furnished her with the advantage of unwittingly verbalising her teaching philosophy ahead of a career move. Given that this was unforeseen at the time of the participation, Victoria's reflections led her to being better able to communicate the rationale for teaching practices as well as providing a context for debriefing difficult aspects of her classroom experience.

6.6.2 Sarah

Data analysis reveals that Sarah's immediate response to the needs she identifies in her LE is further teacher training. As the discussion in this chapter illustrates, Sarah finds teaching mixed abilities on a misaligned programme extremely challenging. However, as she reflects further on the issue, Sarah realises that experts from outside her context are unlikely to provide a solution:

> but then would you even have it, I mean this situation wouldn't even occur in the UK because you would have a minimum of an IELTS 6.5, so is there somebody? Maybe it's not somebody out of the country actually. Maybe it's peers in other institutions. Maybe it's that we must learn from each other. (TI3S:823-4)

Through extended reflection, Sarah realises that solutions for her teaching needs must be situated in the context in which she works because the institution of an IELTS 6.5 for degree programmes in other contexts removes the misalignment which structures her experience. She moves forward in her thinking as the following extract shows:

> I don't actually know who could really…help with that. Yeah, my automatic quick answer would have been, yeah somebody from outside, but…it would probably need to be somebody who's experienced what we're going through and has worked out strategies. I mean if you think about…the old programme that we had…was just a programme from the UK transplanted into Baniyah. It didn't work. We used *our experience* of being here to figure out what would make it work, and that's the sort of thing I think we would need to do again. (TI3S:825)

During interviews, Sarah's reflections led to planning solutions for some of the problems she identified in her classes, particularly in terms of differentiation for mixed abilities and giving meaningful practice to those with full attendance while addressing the considerable gap in content for those with poor attendance. These emerged from her reflections in interviews which provided valued space for Sarah:

> Normally [I do] a quick reflection back on the class I've just delivered…you know it's a couple of minutes…whereas to reflect on the first set of questions on the observed lesson, I *really thought*…I think it's made me sort of vocalise the fact that I don't think it's just me that has these problems…it's a difficult situation to work with. (TI3S:822-3)

Despite significant teaching experience, the extract demonstrates that without enough time and context to reflect meaningfully, the likelihood of teachers being able to learn from their LEs is greatly reduced. Given the gravity of the challenges and its wider ramifications as international students experience greater mobility across the globe, it is a pressing need for experienced teachers to be able to problem-solve within these contexts. It is a practical ethical benefit of the project that Sarah had this context for a semester.

6.6.3 Robert

Robert's participation in a local conference, including delivering a presentation on the topic of online learning, demonstrates his engagement with teacher development opportunities. However, he openly states that he is not interested in pursuing further courses online or doing a master's:

> I'm a teacher. I'm not an academic…Part of the reason I'm not going for a master's is I've met too many people in my work experience who have had their master's and they've been crap teachers…I don't think holding a master's makes you a better teacher. It might give you more information, but I don't think it makes you a better teacher. (TI3R:1305)

Robert asserts that he does not need more linguistic information to be a better teacher, but rather to be continually open to try new ideas in the classroom. He reflects at the end of each class on what could be improved either in terms of organisation, levels of explanation, interaction, or his own objectives. In this sense, he informs future planning with the reflections on his classes and implements incremental changes. He believes his efficacy as a teacher learning from his context is refined through this process.

6.7 Summary

This chapter has explored the ways in which language teachers create and make sense of LEs for meaningful learning. It presents the complex nature of the LE but necessarily simplifies this in diagrammatic form in Figure 16 (p.187). Findings are presented using the interconnected, adaptive, negotiated components of LEs as CDSs with outcomes depicted as possible ASs forming across a dynamic, highly interactive and sensitive learning landscape. The LE comprises reciprocally causal factors in continual interplay on an affective, cognitive, and social level. Finally, teachers' reflections on their learning from participation in these LEs are outlined revealing the important role that reflection plays in shaping the worlds they inhabit in their professional lives. How learners make sense of these LEs is explored in the next chapter.

7. Findings – Research Question 4

7.1 Introduction

Whilst chapter 6 presents the findings related to teachers' sense-making in their LEs, in this chapter, I present the findings from the perspective of learners. As discussed in section 1.5, criticisms have been levelled against the adequacy of LTC research because of the lack of relevance to its effects on learners and learning. The current study attempts to address this shortcoming. Consequently, findings presented here are based on learner participation and meaning making in response to teacher activity in the LE and relate to the fourth research question:

How do language learners make sense of these environments to learn?

Figure 16 (p.187) presents a model depicting the interactive and interconnected cognitive influences on the behaviour of teachers and learners as CDSs in the LE and thus, links chapters 6 and 7. Whilst this interconnection is at the heart of situated learning, findings related to learners are presented here without negating the inextricable situated connections. The findings are based on data analysis of COs and 18 learner interviews. The number of interviews with each participant by class (case) is outlined in Table 35 below.

Table 35. Number of learner interviews by class

7.2 Victoria's Learners

Whilst the aim was to interview each participant three times, absence did not always allow this to be realised. Thus, in two cases, a third learner participant was interviewed (section 3.4.2). In this section, Victoria's learners are discussed, but particular reference is made to the learner participants: Nasreen, Zrary, and Lara because they were interviewed as well as observed. The class is a UG1 mandatory EAP reading and writing

module consisting of 8 engineering majors in which learners range from low B1 to high B2 CEFR levels according to SELT results.

7.2.1 External factors

Six interviews were conducted with three learners from Victoria's class. Analysis showed a range of external influences that were either experienced by learners or identified as significant within the classroom. These are presented in Table 36 below:

Table 36. External factors by learner in Victoria's LE

Factor experienced	Nasreen	Zrary	Lara
EMI education	✓	✓	✓
Speaks other languages	✓	✓	✓
Future career motivation	✓	✓	✓
Lack of prior knowledge/experience	✓	-	✓
Family expectations	-	✓*	-
Factor identified			
Personality	-	✓	-
Wider political situation	-	✓	-
Lack of EMI education ±	✓	✓	✓
English level	✓	✓	-

* Denotes strong influence or 'force' ± Lack of writing instruction specifically mentioned

As Table 36 shows, a consensus was reported regarding significant shared experiences. For example, all three learners had had an EMI education for several years before spending time in Kurdish/Arabic schools where they felt their English deteriorated. Learners also identified the lack of EMI education and the associated differences in English levels as a pertinent factor, establishing different learning trajectories according to the access to learning obtained. Data included examples of how these participants provided support to non-EMIBL peers through using their L1 to negotiate access to learning and deepen understanding in targeted ways. Thus, peer interactions related to

tasks are at times structured by the linguistic cleavages based on EMI/non-EMI background. All learners in the study spoke other languages but the issue of an EMI education was perceived as a key factor in shaping learners' experiences within the LE. All 3 learners noted the lack of writing instruction in non-EMI contexts puts some learners at a disadvantage.

7.2.2 Beliefs

Language learning is not only a cognitive experience, but one deeply embedded in relationships (Lantolf, 2000; Lamb, 2013), particularly mediated participation (Lantolf and Pavlenko, 2001) expressed through overt interactions and covert learning gains (Breen, 2001). More proficient learners across the case studies convey the importance of English-speaking relationships, and this is a prominent theme for all EMIBLs. They openly perform more confident participation roles, but also support peers, such as when Lara provides vocabulary translations for specific items to help Arveen (discussed in section 7.2.4 below). These practices emerge from perceived differences in the linguistic organisation of their relationships. Zrary, for example, is intentional about his use of Kurdish with non-EMIBLs in the classroom:

> Whenever I use Kurdish, the classmate of mine who came late, he used to be in Foundation…he said he never knew like English in the twelve years of studying academical reading it was all useless, but he studied one year in Baniyah and this was really useful. So, he's different from me, it's not like I'm being arrogant and that I'm over him, I always try to be with him and so I always try to bring him to the same level…this takes me to speak Kurdish. (LI2Z:271-2)

Zrary uses Kurdish to mediate access to learning for the latecomer, recognising the language limitations of some of his peers and identifying the most economical way to reach this aim. Zrary's almost apologetic explanation of the differences he perceives and the negative ramifications that could be inferred indicate that he is not comfortable with his assessment that the learner's needs for access are best served by L1 intervention. In his next interview, Zrary points out that some of his peer relationships are conducted in English. When asked about using Kurdish with these peers, he states:

> It seems unnatural, I feel like I'm talking to a different person. (LI3Z:410)

The extract reveals Zrary's understanding of the inextricable relationship between language, the construction of L2 identity and the maintenance of social relationships. The impact of Kurdish and English-speaking relationships on learning and identity will be

explored further from a different perspective through Safin's experiences in Sarah's class (section 7.3.2).

7.2.3 Intentionality

On entry to the University, some learners, particularly those educated in EMI contexts, lack clarity on which academic and language goals are apposite as they have yet to notice any deficiency in their academic skill repertoire and have not appropriated the teacher's tutelage of thinking. This is illustrated in the following classroom episode where Victoria initiates and monitors the discussion:

V: Do you have an outline?
Nasreen: She just started
V: You just started without organising your sentences
Arveen: No, I just [inaudible comment]
V: Now, you're risking making an error in talking about some of these events in the incorrect order if you use these
Arveen: No, I'm not talking about any of these things
V: Ok
Arveen: Ok, shall I continue?
V: Mm
[Arveen and Nasreen speak quietly while Victoria walks away]
Nasreen: She said we have to do our outline first. (CO2V:180-1)

In the third interview, Victoria suggests that Nasreen was initially not aware of how her language and academic skills needed to develop (section 8.2). In the above episode, in line with Victoria's observation that learners write with little intentionality towards the audience, Arveen starts to write without planning. Interestingly, after the discussion with Victoria, Nasreen (who is identified by Victoria as starting the course in the same way) counsels her friend to produce an outline first, something Victoria describes as "totally absent" in her writing at the outset of the course. This direction, now in evidence, shapes the subsequent intentions of the two learners and is clearly developed in response to Victoria's input during the session, albeit not overtly accepted from her in the episode. As the gap between their production and Victoria's reception of their work continues, it becomes clear that further learning needs to take place to communicate in an effective academic manner:

V: What do you mean by 'pass out'? They died?
Arveen: It doesn't make sense? [rising intonation, sounds surprised]

V: Well, what do you mean by ‘pass out’? When we say pass out, we mean you faint. Is that it? That’s the first meaning. (CO2V:186)

Arveen is not aware of the meaning of this phrasal verb and questions Victoria in disbelief, signifying that the meaning is clear to her and possibly that the teacher may be unnecessarily obfuscating her writing. Rather than offer a direct answer about meaning, Arveen quizzes Victoria. However, as these learners are subject to Victoria’s tutelage of thinking, they begin to implement organisational strategies and receive peer reviews (as took place immediately after this episode) that challenge them to communicate with greater clarity. In this way, functioning as CDSs, their own intentionality is shaped during the course itself by means of participation in the LE and through the reciprocal flow of feedback from teacher and peers.

7.2.4 Behaviours

Data analysis reveals that learner roles develop over the semester with support and leadership emanating from EMIBLs to non-EMIBLs. By the third phase of data collection for example, Zrary, who initially describes himself as uncomfortable in the first few weeks, is engaging with other learners in a supportive manner through the class WhatsApp group and presenting himself as an engaged L2 learner who eagerly incorporates Victoria’s input. He explains his role as one of inspiring other learners by being an example that they can follow:

> I try to inspire them, but they haven’t all got inspired. One or two have got inspired by me, because I told them to do [an assignment], because I’ve already done it so maybe I will be an inspiration to them. (LI3Z:411-12)

Both Nasreen and Lara also grow in confidence during the semester, participating and collaborating with others and contributing to the social media forum although they do not articulate their influence in the inspirational leadership capacity with which Zrary understands his role. In terms of individual relationships, both learners perceive themselves to be supportive of others. Nasreen benefits from Arveen’s superior knowledge of the Halabja genocide and the content of the class, but gives significantly more support to Arveen who did not study in an EMI school, and who is consequently identified as needing support in writing and academic practice:

> Just how I ask Arveen she asks me too, *like a lot*. She does it more than I do because she wasn't in Adnaniyah before, so she hasn't done such things before. (LI2N:232)

The mutuality that Nasreen describes is expressed in vocal exchanges from opposite sides of the classroom at times as learners become comfortable with one another and the context. This is captured in the following classroom episode involving Victoria monitoring:

> V: What do you mean by this?
> Arveen: Well I don't know how to say it, but they're like *too* Kurdish.
> V: They are *too* Kurdish?
> Arveen: Yeah, I know in Kurdish [laughs and asks her friend in Kurdish]: /nɪʃtĭmɑːn pɒrwɒr/ نیشتمان پەروەر
> Lara: Ah, nationalistic
> V: Ah, nationalists
> Lara: Yeah, nationalist, that's better, patriotic
> Zrary: Yeah patriotic
> Lara: That's what she means
> V: Ok [gentle laugh]. (CO2V:182)

Arveen actively seeks help from peers to mediate communication with Victoria. Not only is this a use of L1 that Victoria sanctions, but it demonstrates that Arveen is comfortable enough to elicit help from a friend seated on the other side of the room. After Lara refines her own translation, Zrary confirms the best choice of word, and Victoria finally comprehends the communicative goal. Such collaborative participation supports the realisation of communicative goals and is a behaviour which characterises Victoria's LE.

7.2.5 Processes

CO data analysis reveals that participation and interaction characterise the LE as learners build the knowledge base of topics together. The following episode displays how this operates when preparing to write a chronological paper on the Halabja genocide:

> V: What do you know about Halabja?
> Nasreen: I have no idea…I only know there was an attack or something [the two girls laugh]
> Arveen: *Or something*!
> V: Ok, well let's start with that. There was an attack. And what kind of attack was that?
> M: Chemical

V: It was a chemical attack.
Zrary: Most of them /were/
M: /Over/ 3,000 people died
Arveen: M [speaks in Kurdish challenging him about the number and suggesting it was higher]
M: 5,000
Zrary: 5,000…
V: Ok…Lara you said Iran, what was the thing with Iran at that time?
Lara: The Iran-Iraq War
V: The Iran-Iraq War
Zrary: Miss, despite of the War, Iran still helped the Kurds
V: Ok
Lara: Iran rescued them, right?
Zrary: Well, a lot of refugees, a lot of Kurds went to Iran, right Miss? (CO2V:168-171)

Learners build on the previous contribution but also debate details as they negotiate an acceptable version of events. A wide range of differences is observed here. While some display considerable knowledge of events as they reconstruct the chronology of the historical tragedy, Nasreen claims little knowledge of the events leaving Arveen aghast. Victoria echoes contributions, directing as necessary. Joint attention and collaboration, exemplified in the production of a knowledge base which all participants can then use to write, is observed in all three classes and demonstrates the mutual causality of CDSs interacting in the LE. Learners in all phases of data collection appeared comfortable with this as a classroom practice during COs. Analysis shows this practice is adopted for collaboration on grammar work, exemplified in CO3 when learners display their knowledge of pre-and-post-modifiers while working on noun phrases. It also supports the process approach to writing (Tribble, 1996; Badger and White, 2000), with its iterative practice of integrating feedback and submitting drafts for review, as it lends itself to maximising participation and the identification of affordances as presented in the next section.

7.2.6 Emergent learning

Analysis conveys considerable learner self-regulation. This is recognised as a situated experience inseparable from the context in which it occurs (Dornyei and Ryan, 2015). Zimmerman and Risemberg (1997) suggest that self-regulation functions environmentally, behaviourally and personally. Learners self-regulate in these ways according to the benefits they perceive from the feedback loops available to them within

the LE. Learners' self-presentation and the regulatory effects of peers and teacher are constantly negotiated in the dynamic socio-cognitive context of the LE. Zrary, for example, is keen on demonstrating engagement in Victoria's class throughout the semester. Nasreen enjoys displaying her linguistic knowledge, particularly where she perceives the potential reward of Victoria's appreciation of her intelligent contributions and the prospect that she will be considered smart (section 4.1). Lara suggests learning takes place through the activity of assignment completion as this demands the gradual smooth assembly of multiple subcomponents:

> Int: What do you learn from assignments?
> L: Many things, like how to write, how to think, how to brainstorm, how to *everything*…Like for example, researching and editing and making it like just changing and changing until you get the final result and just thinking about it and using your own mind too. (LI3L:419)

CO data analysis reveal that pre-assignment work starts in sessions well before the assignment task is set. Thus, teacher input, questioning, feedback, and peer reviews conducted in class help Lara realise that there is more to be learned, particularly in the development of academic skills. Victoria identifies her as a good writer, but one who finds the effective organisation of information difficult. She notes that the organisational features of her writing are emerging and is pleased with her development over the semester. This view concurs with Lara's self-assessment as she is guided by Victoria's feedback and attempts to carefully implement it:

> Her feedback is more useful than anything else…when she was describing how to organise, that was the most useful because that's what I was confused about. (LI1L:429)

Lara demonstrates that she is sensitive to teacher feedback, diverging from past behaviours in dynamic response. Accordingly, she adapts and practices self-reflection as a strategy for improving her writing, demonstrating a keen reliance on the efficacy of feedback when it is available:

> I try my best to reflect because whatever the teacher says, that's what we should do so I have to remember what she said so I take her comments and suggestions and always put them into my work. (LI3L:432)

Lara makes a striking profession of faith in the teacher's guidance in this extract, exemplifying how she readily negotiates and appropriates Victoria's tutelage of thinking.

The self-assembly of language components in her work demonstrates emergent learning as it is no longer based merely on variables external to the system. Lara's careful reflection equips her with new perspectives on changing her work through integrating feedback. However, environmental, behavioural, and personal self-regulation do not necessarily mean compliance with tasks as the following episode elucidates:

> V: Now it is time to write about your life
> Lara: This is going to be boring
> V: It's going to be boring!
> Lara: Yeah
> V: I'm sure, I hope, I mean I hope that it will be formal, ok? It's not the same as boring in my opinion…Are you happy to write it now or do we need an example?
> Lara: Do an example. (CO3V:294)

Lara's self-regulation extends to frankness regarding her dissatisfaction with the nature of the writing practice set by Victoria. Not only does she find the topic uninspiring, but she confirms in the follow-up interview that she was confused about organising and classifying it. However, as section 8.2.3 conveys, Lara's self-regulation and responsiveness to feedback finally leads to the assembling of multiple elements to produce what Victoria assesses as a very successful and sophisticated classification paper.

7.3 Sarah's Learners

Three learners from Sarah's class of 20 were interviewed (section 4.3.1) and observed in interaction with Sarah and their peers (Emily, Welf, Safin). Some convergence with the learners from Victoria's class exists and is highlighted in this section. However, the context of Sarah's UG1 EAP course with a focus on business communication is different, being much larger in size and containing greater linguistic diversity as learners range from B1 to C1 in abilities.

7.3.1 External factors

Table 37 below summarises external factors by learner.

Table 37. External factors by learner in Sarah's LE

Factor experienced	Emily	Welf	Safin
EMI education	✓	✓	x
Speaks other languages	✓	✓	*
Future career motivation	✓	✓	✓
Lack of prior knowledge/experience	✓	✓	✓
Personality (shyness)	-	✓	✓
Socioeconomic position	✓	✓	✓
Factor identified			
Lack of EMI education	✓	✓	✓
English level	✓	✓	✓

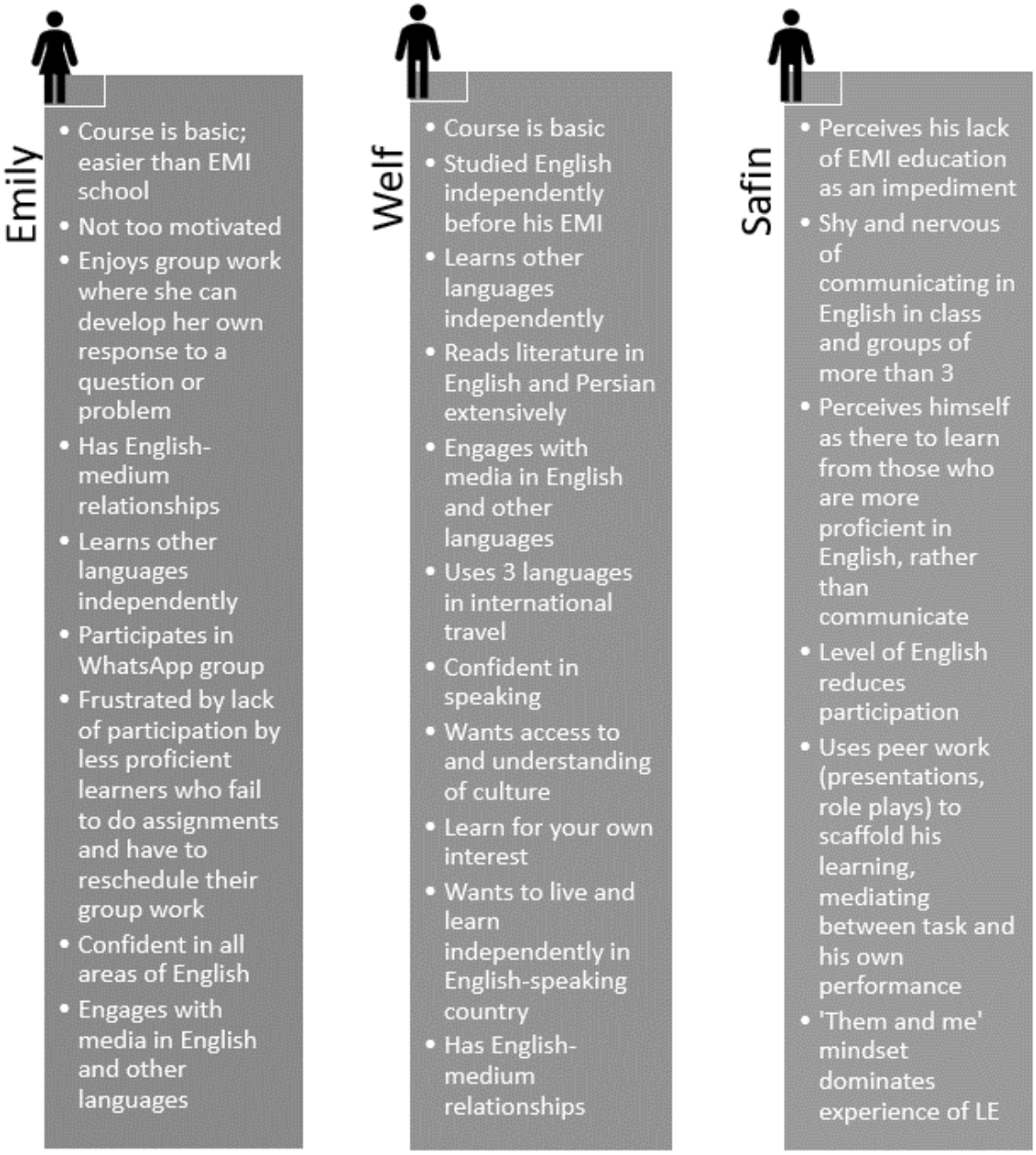
* Understands some Arabic and Turkish

All 3 learners recognised their family's socioeconomic position as an important contributory factor in either access, or lack of access, to an EMI education. For learners who enjoyed this privilege, it consequently furnished them not only with superior English levels in their view, but with the acquisition of relevant prior knowledge, familiarity with Western culture and experience of its academic literacy conventions. Personality factors such as shyness were also considered important by Welf and Safin in terms of shaping interaction and participation levels. These factors influence the context of the LE. However, learners are not passively propelled through learning (Larsen-Freeman and Cameron, 2008a), rather those interviewed expressed agency by negotiating their sense of self and actively structured the LE in ways they perceived viable, as illustrated in the following sections. Part of the diversity between learners means that even where an external factor is considered important, divergent views may be held on how or why it is operative in the LE. For example, in Table 37, while Welf perceives shyness as situational, for Safin it is a product of an inferior socioeconomic and educational background.

7.3.2 Beliefs

Learner beliefs and perceptions are presented in Figure 17 below. Welf and Emily, who both attended EMI schools share a range of commonalities.

Figure 17. Learner beliefs and self-perceptions regarding language learning in Sarah's class



Classroom episodes illustrate some of the beliefs and practices indicated in Figure 17. For example, during CO1, Emily and Welf are in the same group of four learners for a task that requires them to produce a poster. Emily starts the interaction and Welf responds acknowledging in the follow-up interview that he wanted to contribute after being inspired by her boldness:

Welf: Get some ideas down
F: How do you write that down?
Welf: Change your perspective to a British person
Sarah: Yeah, that's it, who says one thing and means something else.
Welf: The thing is that when it comes to Kurds, they're very welcoming even when it comes to people from a different culture, they don't get offended easily because they understand the difficulties that people face.
M: You think that's always?
Welf: That is a fact. Write this, write this for your good. It's for yourself, بنووسه. (CO1S:462)

In this episode, Sarah monitors and walks away after her comment while Welf instructs a less-proficient learner to write down his contributions, finally resorting to a Kurdish imperative after three failed attempts to achieve his goal. Preference for L1 to express emotional resonance has been found in other studies (Dewaele and Pavlenko, 2002; Dewaele, 2019). Both Emily and Welf adopt the role of idea-generators, taking the lead on the task. In contrast, Safin demonstrates his agency in the context of learning from EMIBLs, making notes on their language structures and the expression of their ideas. The following interview extract reveals his notetaking in response to the benefits he identifies from Emily's group work being presented to the class:

Int: So, did that give you some ideas?
S: Yeah, lots of ideas and I wrote it down.
Int: Ok, so did you make notes about it?
S: Yeah, yeah. (LI3S:876)

Safin's agency is revealed in his practice of using EMIBLs as resources in the LE. In the following extract, Safin describes further how he uses the knowledge of more proficient learners to scaffold his own language when dealing with tasks:

> When I sit with them, of course, they have more experience. They knows more than me because they went to the Adnaniyah, and the new vocabulary I also write it down like when they said 'salver' yeah, I didn't know that before, so new vocabulary I just get from them and just write it down and the way they are talking…and the sentence they are using it. (LI2S:714)

As a more silent participant in their groups (Breen, 2001), data analysis reveals that Safin feels he cannot compete, cannot be like 'them', considers leaving the University, and believes that his hardest efforts are always overshadowed by the brilliant performance of others such as Emily and Welf, learners he directly mentions in his interviews as peers

with a decisive and elitist advantage. Despite Welf's multiple absences, Safin reports that he is still able to maintain his privileged access to the course content:

> For the quiz I study, I studied one week: day and night…I would sleep 6pm till 12 and…woke up I studied till 4 or 5 ok and did that till the day of the exam. I got 17, 17 out of 20. Welf, he just came, and because he studied before in the Adnaniyah…he just see the slides, 'oh that was that one, oh' [imitates Welf's revision] and he got 19. So, this is it. Do you see? *That* is the difference. (LI3S:881-2)

The unpleasant comparison with Welf's success is a confirmation of the influence of the external factors pertinent to Safin's experience of the LE. Socioeconomic and educational background shapes learning trajectories and outcomes in the LE, being reconstructed through linguistic proficiency and participatory hegemony in the EAP setting.

7.3.3 Intentionality

Intentionality has so far been discussed in individual terms. However, CO data analysis reveals that group work restructures individual activity and learning goals which may be mediated through the group. Learners who are required to collaborate on tasks with others develop and implement self-regulation strategies or seek to control elements of the LE, including other learners, to secure their learning goals. In CO1, for example, Zhyr, an EMIBL, participates in her group by assuming leadership of the discussion and becoming the locus of interaction. Fieldnotes illustrate the classroom episode in which she (F6 below) asserts her dominance:

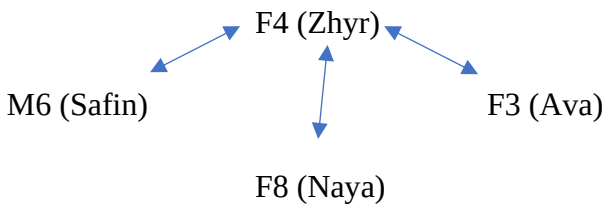
> In Group 4, the scribe (F6) directed and documented what she saw as significant in the discussion. She acted as a gatekeeper disagreeing at times with contributions that she managed to negotiate out of the poster. M8 and M9 may be slightly exasperated with F6. Some disagreement is expressed, and facial expressions show some mild dissatisfaction and disengagement. M8 turns his body away to the side and looks away so that he no longer directly faces the rest of the group…Whilst there are smiles and sometimes laughter expressed in other groups, there is no humour or laughter shared in Group 4. (CO1S:441)

Zhyr is identified by Sarah as a learner who takes leadership roles when groups are assigned. In her third interview, Sarah reports agreeing with peer feedback to Zhyr that she was 'overpowering' in her roleplay. Sarah reflects on Zhyr's motivation for her dominant performance:

> I've got the impression that possibly Zhyr scripted the whole thing and then shared the parts…maybe she was worried about working with people who are weaker than she is…maybe she was worried that if the others didn't perform so well with the language, that would affect her. (TI3S:776-7)

The following diagram from fieldnotes portrays these possibly precautionary interaction patterns throughout the assessed roleplay. Zhyr assumes leadership by directing and managing the task, allocating roles, dealing with learner contributions, translanguaging, and making decisions on the use of the content in the course book.

Figure 18. Interaction patterns in group roleplay in Zhyr's group



During group work with 3 other peers, Zhyr initiates interaction, takes the role of chair, uses Kurdish with others, leans over to point to sections of Safin's book, uses Kurdish to communicate with Safin, responds to each individual learner in turn, answers Naya's question (directed towards her). Zhyr initiates interaction and remains central to all contributions. Group members do not interact with anyone but Zhyr. In this way, the natural flow of group interaction between all members is disrupted and controlled.

7.3.4 Behaviours

The multiple attitudinal challenges perceived by Sarah are recognised by learners to some extent. Emily, for example, sees the impact on the whole class when some individuals fail to comply with assessment work schedules:

> I mean it does slow it down a bit because again those two boys behind us they hadn't done their work. They don't attend most of the classes, so you know that kind of slows everything down. I mean like next week, instead of doing something else, we've got to listen to the meeting that was supposed to be done today. (LI3E:868)

Emily typically assists learners and expresses that she would like to see how other groups perform, but their frequent failure to submit work produces empathy for Sarah as the teacher:

> I try my best to explain it to them because I understand that it might be difficult for them…but like today they didn't do it *again*, and it's *two groups*, and yeah I feel bad for her [Sarah] as well and now Sunday we have to *give time for them* to do their meetings. (LI3E:870)

Supportive behaviours are marshalled in the LE as Sarah contemplates bridging the gap between poor attenders and lower-performing learners by setting mini-presentations for the more proficient learners, giving them meaningful practice whilst covering missed content. Patient assistance with vocabulary is given to Dan (section 7.3.6), and such examples are typical of the class. However, it is clear from the CO data sets that as well as collaborative behaviours and support, there is a range of controlling behaviours which serve to unwittingly limit or even intimidate other learners within the LE (Storch, 2001; 2002).

7.3.5 Processes

As noted in Figure 18 above, learner interactive processes are mediated by the roles adopted. CO data analysis reveals that the classroom is not equally constructed. While the teacher is a figure of authority, power, and knowledge, in Sarah's classroom, more proficient learners are observed assuming dominant roles which mediate the task and outcomes for others. Zhyr's influence in Figure 18 depicts this, as does Welf's imperative use of بنووسه (write) to a less proficient female speaker. In these ways, the socioeconomically privileged, more proficient English speakers assert greater control over the type of interaction and participation patterns of their peers. Essentially, they frequently mediate components of the LE for others through higher levels of participation and the perception held by learners such as Safin, that their interactions are linguistically superior and worth emulating (de Saint Leger and Storch, 2009). This produces silent compliance from learners such as Safin, Ava, and Welf's scribe. As seen in extracts from Safin, there are empowering benefits from their language and performance, but also an intimidating effect on his own participation which influences his motivational and emotional trajectories (Swain and Deters, 2007: 823) and identity formation (Wenger, 1998).

7.3.6 Emergent learning

For learning to take place, learners must identify that there are new things to be learned (Swain and Lapkin, 1995; Schmidt, 2010). CO data analysis shows that Sarah places emphasis on the target language and skills that must be demonstrated in tasks and

assignments. However, CO data reveal that proficient learners display the language and skills on tasks more frequently than the less proficient. In the following classroom episode, Dan volunteers to read his prepared homework describing a visual about CO_2 emissions by OECD and non-OECD countries. He is asked to stand and face his peers. Zhyr follows on from this and asks permission to read the extract she has prepared:

> Dan: The graph talks about how the CO_2 emissions rise in every five years and how the er modern times and how the er non-OECD, which is er, what was it called?
> F: Dan The Organisation
> Dan: The Organisation for Economic, er
> F: Dan Cooperation
> Dan: Cooperation and Development rises while the OECD has less.
> S: Mm, thank you.
> Zhyr: Miss, can I read mine?
> S: Yes, Zhyr, ok. We'll listen to one more and then we're going to compare with a model, and we'll see what features you have
> Zhyr: As we can see from the first graph which shows two types of countries, OECD countries and non-OECD countries. It shows the development through the years from 1950 to 1990. The vertical line represents the CO_2 emissions in millions of tonnes. The horizontal line shows the time. The solid line shows the global, and the broken line is the O, the OECD countries' total, and the, the dotted line shows us the non-OECD countries.
> S: Thank you, right. How does your description differ from Dan's?
> Zhyr: In mine, there's more details.
> S: Yeah, I'd say it's perhaps got more details in there. I liked your use of the language from the homework about different types of lines. It's important to start practising the language that I'm giving you from the different exercises and trying to incorporate it. [Sarah plays audio recording after Zhyr's contribution]. (CO2S:601-2)

The episode demonstrates how learners perform in very different ways in the class, but also how much the more proficient learner, Zhyr, has accessed the language and skills provided in the course book to embellish her description of the visual, imbuing it with detail and greater precision, and using a wide range of vocabulary appropriate to the task. Dan, on the other hand, produces a description that lacks detail and reference to the target language. He does not seem to access the content available to him in the learning resources in the same way as Zhyr and does not comment on the differences between the two lines. More proficient learners, such as Zhyr and Emily, access the content with immediate effect and can produce work that more closely approximates the target

response for the task. In the above case, Zhyr's work shares commonalities with the model answer presented on an audio recording directly after the above episode. The developing academic and professional discourse being fashioned through the adoption of the target language occurs at a faster pace for the more proficient, a possible case of the rich getting richer (Stanovich, 1986) albeit without the poor necessarily becoming poorer.

Sarah's LE affords different types of knowledge. However, some learners already perceive themselves as enjoying legitimate peripheral participation (LPP) in Western cultural communities and do not avail themselves of the cultural knowledge and understanding afforded by the LE (TI1S:576). Conversely, Welf makes notes on details of British culture that many others seem to miss. Welf believes the best way to learn languages is to "be involved in the language" (LI1W:550), viewing it as both a mediational tool and as an expression of the culture he aspires to further discover and become literate in. Consequently, he suggests that the point of learning must not be diminished to what the teacher provides or requires in a task:

> You may find what you're looking for the teacher but not find what you are interested in or what excites you. (LI1W:570)

Welf is alert to the affordances in the LE, not only for task completion for stated learning objectives, but affordances which equip him with cultural understanding that is of particular interest to him. He has the accumulation of academic assets that enable him to make richer sense of cultural nuances that others may miss. Other expressions of power relationships also influence the identification and exploitation of affordances. F5, the girl instructed by Welf in Kurdish in section 7.3.2 is of interest. Field notes describe how the group manage her contribution and how her language limitations seem to determine her restricted participation. This is noticeable in comparison to the more obvious LPP of the EMIBLs whose knowledge generation, provision of language for tasks, and informed cultural perspective provide a pool of resources for those who do not, or cannot, participate in the same manner:

> F5 has the task to write. F5 writes 'Doe' and F4 takes the paper and turns it over. She then directs F5 more carefully. (CO1S:439)

In this extract, F4 physically intervenes after noticing F5's attempt to write 'dos and don'ts' incorrectly. Taking, and turning over the paper, then setting it in front of her peer, F4 begins to instruct F5 in greater detail regarding spelling and layout. The interaction

further strengthens the roles and identities of these learners in relation to each other and confirms the direction and management of learning processes through mediated participation in the episode. These patterns of interaction are also found in episodes with Zhyr over the course of the semester. It has already been noted in section 7.3.3 how Zhyr attempts to control aspects of the LE to realise her goals. While Zhyr's group showed signs of resistance to her reported dominance in CO1, there is no challenge to her role and input in CO3 where all interaction either originates with her or is directed towards her as depicted in Figure 18 above. Zhyr also rephrases other learner contributions, making them more intelligible for the rest of the class. In this way, she appoints herself as a mediator between individuals and the class by providing recasts. This phenomenon raises the question of how less proficient learners (such as Safin and Yara) experience the LE through the mediation of others' input.

7.4 Robert's Learners

In this section, Robert's learners are discussed. This is a large class of 25 learners. Discussion of findings is based on analysis of CO and interview data and relates to several learners, but particular reference is made to those who participated in the research: Adam and Yara.

7.4.1 External factors

Participant learners in Robert's class reported the external factors shown in Table 38 below as important in shaping their own experience of learning and accessing content.

Table 38. External factors by learner in Robert's LE

Factor experienced	Adam	Yara
EMI education	✓	x
Speaks other languages	✓	✓
Future career motivation	✓	✓
Lack of prior knowledge/experience	x	✓
Family expectations	✓	✓
Demotivated by PTE score	✓	✓
Factor identified		
Lack of EMI education	✓	✓
English level	✓	✓

Factors experienced by Adam and Yara are perceived as formative in their current learning journeys. Those identified in the second part of Table 38 are considered influential in their current LE academic careers. It is noteworthy that EMI backgrounds continue to represent an important dynamic in language learning experiences, and again this is clustered with other factors such as speaking multiple languages, reading a range of literature in English, use of online resources and social media, and conducting relationships in English.

7.4.2 Beliefs

Adam and Yara have different beliefs about, and experiences of, agency and language learning. As an EMIBL, Adam approaches Robert’s LE with confidence and positive L2 self-presentation. Table 39 outlines findings on stated beliefs for Adam and Yara.

Table 39. Learner beliefs and self-perceptions regarding language learning in Robert's class

Adam	Yara
English	
EMI background positive asset	Perceives lack of EMI education as an impediment
Able to engage with English media/sources	Low level of English reduces participation
Reader of novels in English for pleasure	
Enjoys English-medium relationships	
Agency	
Learns languages independently	During semester, starts to learn from peers despite initially refuting the possibility
Develops learning strategies	Teacher is an important resource for learning and shapes her response to subject
Searches for resources and online sites	Has clear ideas on how she would like to be taught by the teacher
L2 Self	
Confident, can do attitude	Shy, nervous about speaking, especially in front of the class (e.g., presentations)
Self-motivated, inspires himself	

As these data show, Adam exhibits confidence in comparison with Yara whose English levels leave her feeling reluctant to participate in groups or in front of the class. Adam anticipates very high PTE scores at the end of the course and has confidence in how to approach and manage learning. In contrast, Yara does not conjecture about her final PTE outcome. She is initially teacher-dependent with clear ideas of how Robert should teach, but gradually perceptions change, and she learns to use peers and other aspects of the LE as learning resources. This demonstrates changes in belief occurring through interaction with the LE over time.

7.4.3 Intentionality

Adam assimilates to Robert's LE, reporting progress particularly in listening over the course of the semester. He highlights his own agency in the development of the strategies he uses and his increasing confidence in listening quizzes and use of the media:

> For example, before I was just looking at the text and then the answers, but now I don't. Before it starts, I just read all of it, I skim it and then I leave it and I listen to the speaker…now I learned the strategy what's the answer…Now I listen

> better. Before I was listening to CNN, maybe 30% I was understanding, but now no 80% I understand. (LI3A:1340)

The claim to such an impressive gain is reported as a product of developing more effective strategies which Adam identifies as the solution to the challenges of listening comprehension. He perceives himself as exercising autonomy in developing his own strategies and responsible for the progress he is making in English:

> Well, first helped me how to listen make a strategy and you know the way of listening, it's not like listening to a song, you have to listen to everything and discuss it and think about it and then retell the lecture…it's like training. (LI3A:1343)

In contrast, data reveal that Yara's adjustment to the elements of Robert's LE is less certain in terms of expressions of agency. Whilst she adapts to many aspects of the classroom management and enjoys Robert's attention to the affective dimensions of the LE, she struggles with some of the pedagogical elements. Like Adam, she is motivated by future prospects but is unable to make sense of the LE and strategise either inside or outside of the classroom in the same way. Unlike Adam, who freely expounds on his progress, Yara cannot perceive hers. She wants to learn and prioritises PTE preparation. However, she finds the lack of stated learning objectives confusing and disorientating, judges some vocabulary items as ineffectual, and perceives a lack of overall connection between the elements of the course. Unlike Safin, Yara's clear pedagogical expectations means she has a sense of ownership of the LE and responds with negative affect to situations where its efficacy is threatened. Ultimately, although she can see some progress in both her speaking and listening, at the end of the semester she still feels that she lacks confidence, has received little formative feedback to help her improve, and is not sure the course has been very useful to her. However, Yara perceives benefits from the wider academic climate and the opportunities for daily practice more generally within the University. Although Yara moves away from seeking teacher input as the main source of learning, she is not able to fully develop strategies on her own but uses her peers to mediate tasks and develop her vocabulary (section 4.4.1). Rather like Safin, she expresses how she learns vocabulary for example from a peer:

> Y: Yeah, for example, there's a word I don't know it and they will explain it to me
> Int: Can you give me a clear example of that?
> Y: Phenomenon [laughs]

Int: Phenomenon, ok so who used that first?
Y: Yad (LI3Y:1359).

Through recognising affordances made available through peers, Yara starts to make progress in new ways, positioning herself to maximise learning through their contributions, and expressing a degree of trust in doing so. However, she exhibits some aspects of L2 identity based on a deficiency rationale. However, this is not as deep or as pervasive as with Safin. She is still a more peripheral member of the classroom community due to a lower level of language. She is viewed as legitimate within the pre-sessional group, but as Adam makes clear regarding learners non-EMIBLs, the language challenges are significant:

> Sometimes they say something, and it doesn't make sense. (LI3A:1349)

The differences in adaptation to Robert's tutelage of thinking are evident. However, Adam remains in his privileged position as Yara does not have the academic infrastructure and EMI background that might equip her with the confidence to express more agency to navigate classroom-based contexts and secure her own learning goals.

7.4.4 Behaviours

Observation data analysis reveals that learners perform a range of roles and behaviours in the LE. Robert's goal of socialising learners into managers of the LE is seen early in the following classroom episode. Miran attempts to check answers for the whole class by simply providing the answers, but is coached on the leadership task by several peers:

Miran: First one, first one means remote
Hamed: You should ask the students
Eva: Ask us
Hamed: You should, you should write for the students; you should ask
R: Miran You don't have to write it all, just get the answers
Eva: Ask us!
Hamed: You should ask us first, second
Miran: OK. First one, Hamed. (CO2R:1126-7)

Learners now understand that they are to conduct feedback or take a lead in the same way as Robert, who successfully appears to socialise the learners into his value system for the management of the classroom. Here the most vocal female and male learners are quick

to feedback to Miran how he should be doing the task. It becomes a joint affair which encourages the exercise of learner autonomy and greater ownership of the LE.

Adam, acknowledges that peers can contribute to learning, but he confesses a lack of trust in them in two interviews:

> Do you know what? I don't trust my students. Mostly, I trust the teachers, they know more. (LI2A:1191)

Although he maintains the professed distrust of peers, he is an active group member and partner. He is observed taking leadership roles. This is clear from the surprising but revealing instructional role he assumes with learners like Karwa and Abeer (section 4.4.1). Adam's perception that he *teaches* Abeer is striking, highlighting the construction of his L2 self and strong self-concept. He enjoys working with other learners where he is observed consistently taking this role. When asked about working with a peer, Abdul, on a vocabulary task in the third interview, Adam's response is equally self-confident:

> Int: And did you find that you had all the words that you needed to discuss the topic?
> Adam: Yes, I gave him everything. (LI3A:1338-9)

While Adam becomes less sure about his own grades over the course of the semester, his confident leadership of his peers does not diminish.

Change occurs in Yara's perceptions about sources of learning. During the first interview, she categorically states that she cannot learn from peers. In CO2 and CO3, she works with peers, and data show a change in attitude as she alludes to how working with Theo results in them helping each other. However, by the end of the semester, she can immediately identify specific ways in which she has learned from peers (as with Yad in section 7.4.3) and a willingness to trust their input emerges. Despite these learning gains, she continues to state that she has no confidence:

> The one who studied in English schools, they know how to speak. For example, when I came here, it was the first time that I speak in English. Yeah, it's hard…[It's] useful to speak in front of all of the people, but me, I can't. (LI3Y:1374-5)

Yara continues to define her L2 self on the periphery based on perceived deficiencies and a lack of confidence. The stability of her lack of confidence over the semester indicates

the strength of her non-EMI background as a sedimented experience (Gudehus, 2016) informing her present and future learning orientations and mindset.

7.4.5 Processes

CO data reveal that high levels of participation characterise the LE. In all observed classes, Robert nominates learners to participate in the management of tasks. As learners adapt to Robert's expectations, they learn to manage parts of the lesson as he himself would and develop the confidence to take control in English. However, this does not always prove to be a straightforward replacement of the teacher. At times, learners respond differently to one of their peers taking charge, particularly during times when Robert decides not to intervene with disputed answers. In the following classroom episode, Miran is in charge and Robert does not intervene in the dispute:

Miran:	Er, ok, to keep from occurring? Er, Hamed?
Hamed:	To keep from occurring, I put prevent
Ss:	No, avoid, avoid, avoid
Miran:	Who said prevent?
Olivana:	It's the same prevent and avoid
Ss:	Avoid, avoid, prevent [dispute, multiple voices]
Abdul:	Avoid is to keep away
Adam:	Kaka, it's avoid
Abdul: Me	Is it avoid or prevent?
Ss:	[Laughter]. (CO2R:1128)

Learners collaborate and participate, but a stalemate is reached. Finally, Abdul asks me which answer is right, causing an eruption of laughter, as Robert leaves learners without a clear answer and in a state of confusion. Robert's limited feedback is also an issue raised by Yara in interviews. That everyone must interact and participate and there is no place for learners to hide illustrates Robert's pedagogical priorities, and this appears to be the objective at times.

7.4.6 Emergent learning

Robert sets up jigsaw style tasks designed to promote interaction on a range of topics so that learners can practise effectively, yet except for vocabulary, which is treated on a level of meaning and usage, Robert does very little explicit teaching of speaking subskills. In contrast with both Victoria and Sarah, who spend a considerable amount of time engaging learners on skill-based tasks to ensure they demonstrate specific features, Robert provides guidelines or printed IELTS questions and lets learners practise and create language from

their own resources or using their peers as resources. Both Adam and Yara refer to these jigsaw tasks in their interviews, stating that they are very useful for practising fluency, accuracy, and vocabulary. It is during such episodes that Yara has come to view peers as a learning resource rather than simply as other people in a classroom. Learners create their own learning relationship networks using language from their environment which is appropriated and becomes their own. Swain and Deters (2007:831) describe this kind of 'languaging' as "the process through which the social is internalized, and the internal self is expressed to the external milieu." The act of using the language is an act of continuous identity construction (Lave and Wenger, 1991). Affordances in this context are manifold as learners interact with their environment, including their peers as fellow learning resources, to mediate complex tasks and their L2 identities through participation with others and use language to constitute their learning community (Johnson, 2006; Wertsch and Tulviste, 2012).

During CO4, learners mix multiple times, changing pairs and using IELTS prompts to discuss topics together using all the linguistic resources they have. Adam reflects on this in his interview:

> One was the teacher and one was the student…my English is better…and as I told you in the last interview, I talk without thinking, like Kurdish…it was making your speaking faster…I got many skills. (LI3A:1332)

Through such speaking tasks, learners get a chance to rehearse elements of their oral contributions and develop greater fluency. For Adam, the learning gains generate a perception of his L2 self that is increasingly comparable to his L1 in terms of fluency and cognitive capacity. In this context, such affordances are not necessarily open to the whole class but are encountered on an individual basis as learners exploit features of their situated, nuanced, nested LE and learn to self-regulate their responses and strategies. Learners, like Adam, also monitor and assess their own performance in relation to these contexts and their own varied learning aims.

7.5 Summary

This chapter has presented findings on how language learners make sense of the LE for learning. It has shown the importance of EMI-background on linguistic relationships as a component in the LE across all three cases. Beliefs, perceptions and L2 identity construction are informed by this component and also differ, with the use of L1 reinforcing peripheral identities and non-participation. Proficient learners are better positioned to manage interactions, influence others through mediation, use self-regulation strategies and access the tutelage of thinking in affordances to secure their learning outcomes. They also perform supportive leadership roles affording access to learning for non-EMIBLs. However, control and dominance were also in evidence with Zhyr recasting contributions and functioning as a gatekeeper to the legitimacy and access needed for fuller participation in the learning community (Wenger, 1998). Less proficient learners respond to affordances which are contingent on mediated participation. Adam and Yara pursue their learning goals with some independence from the course but use it where possible. Whereas Adam is more positive about his own agency in using academic and linguistic resources to strategically achieve his goals, Yara does not perceive herself as accessing the same resources and struggles to make sense of Robert's LE to achieve hers. Both Safin and Yara begin their interviews by drawing on their experiences of a non-EMI context, giving prominence to the issue and using this as a contrast to the learning background and current performance of EMIBLs. This theme, which emerged in data analysis of interviews, is revisited on multiple occasions by both learners. The frequency of occurrence and the explanatory capacity of these experiences indicate this theme is important to understanding their cognitions about learning. Emergent learning occurs where learners are best placed to maximise the affordances that they identify within the LE and the importance of EMI background continues to shape this. This analysis is a crucial precursor to exploring how learning outcomes vary and the factors that may cause this. Chapter 8 presents findings on this question.

8. Findings – Research Question 5

8.1 Introduction

Chapters 4 to 7 have established the ways in which cognitions about language emerge and are negotiated for teachers and learners in specific classroom contexts. Multiple factors and experiences shape the development of these cognitions which are subject to constant change as they interact with elements of the LE. Chapter 7 presents findings from the perspective of learners' participation in the LE, illuminating their cognitions and conceptualising these as socio-cognitive and affective constructs which can be understood as a CDS (Feryok, 2010). Understanding LTC in context means situating it into the dynamic context of the LE and the interactions with learners who help shape teachers' inner worlds and their engaged beliefs. To address the shortcomings of previous research and the calls for connecting LTC to learning (section 2.3), this chapter presents findings related to the fifth research question:

> What factors might explain the emergence of variable learning experiences and outcomes?

The chapter explores both teacher and learner cognition in assessing learning and how evidence of learning is articulated. It is organised by exploring findings related to learner experience and followed by relating this to learning outcomes. Whilst individual factors are explored, confirming the rich and diverse ways in which learning occurs, the appropriation of the tutelage of thinking in guiding cognition and action is of central importance in achieving learning outcomes and in evidencing that learning has taken place. Variability in learning outcomes is explored through individual themes relating to each learner's experience and perspectives on learning offered by teachers.

8.2 Victoria's class

Findings relating to learning experiences and outcomes in Victoria's class are presented drawing on data from Nasreen, Zrary, and Lara, but observation data analysis reveals a range of learning behaviours across the three phases of data collection relating to the class as a whole. These are displayed in Figure 19 below:

Figure 19. Learner behaviours in Victoria's LE

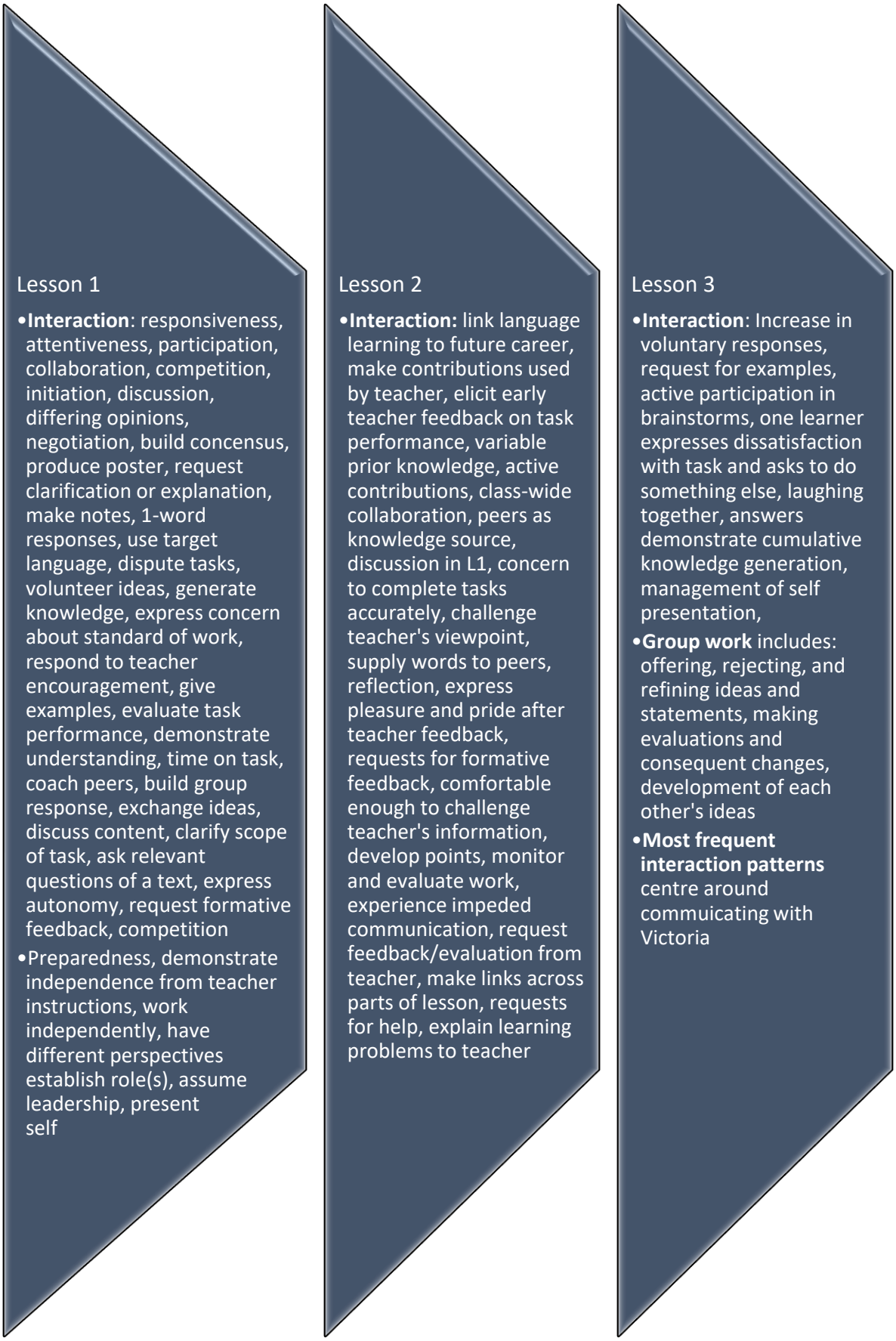


Figure 19 presents the behaviours that Victoria's learners demonstrate in response to the LE at three stages across the semester. These behaviours exist on a spectrum, being exhibited to different degrees and involving different roles. It is noticeable that learners vastly increase their voluntary responses during the semester. This increase is characterised by greater self-assertion and knowledge generation in response to peer input. That is, learners respond to each other in more varied and perhaps authentic ways which together provide richer contexts for learning to take place. However, at the end of the semester, CO3 shows that interactions which centre on Victoria remain the most dominant in terms of both frequency and length. Notwithstanding this AS in the LE, learners progressively draw on one another as sources of knowledge. They also maintain their high levels of active participation and ask for specific formative feedback on their work. On an individual level, as demonstrated in sections 8.2.1 and 8.2.3 below, learner monitoring and evaluations begin to reflect the appropriation of Victoria's tutelage of thinking, as learners begin to use *her language and criteria* in their own cognitions about their work. This not only happens in group work inside the classroom, but it is reflected most powerfully when learners work on written assignments which originate in class but are then completed individually. Learning is reflected in the written work which is itself an articulation of the learner's shared cognition and participation in Victoria's tutelage of thinking, leading to new patterns of cognition.

8.2.1 Nasreen

Variable learning experiences: noticing the gap and questioning her own work

Data analysis reveals that Nasreen demonstrates changes in cognition during the semester which lead to learning. In her second interview, she reports that paragraph reviews, grammar worksheets with a focus on forms, word form review, and review of tenses were beneficial for her improvement in grammar and vocabulary. Additionally, both Nasreen and Victoria point to her development in writing as a notable accomplishment. For Victoria, the increase in Nasreen's questions about her own work exemplifies an important new cognitive learning space that did not exist at the beginning of the semester:

> And the other thing is that I've noticed over the past few weeks, she has asked me so many questions, like she would say, are you sure, er, I'm not sure I'm doing the right thing, she's been asking me whether it was good enough and how was that? (TI3V:386-7)

From Victoria's perspective, Nasreen started the semester more engaged with her friends than with the work in the classroom. She intimates that Nasreen may have thought there was nothing new for her to learn (a perspective conveyed by Sarah and Emily in section 6.3.6). Moreover, Victoria states that Nasreen's academic skills were lacking:

> Well her academic skills, in terms of how do we organise information that we need to present to a professor here in the University? How do we write in formal, academic English? What are the tips and tricks like transition signals and in-text citations, and thesis statements? All these elements, they were totally absent. (TI3V:385)

Victoria sees Nasreen's engagement stemming from her noticing differences between her performance and understanding of academic skills and the demands of her new university context:

> Her questions? Well I think she realised that there was something that she didn't know in terms of writing an academic composition and how it's different from high school essays, and that's something new for her that she needs to understand…she wants me to confirm that she's doing the right thing because that's something new that she's learning. It's something that she's trying to understand. (TI3V:387)

Victoria's comments echo those made by Nasreen who recognises and describes these changes in her work:

> Well organising it, and er, when to use which word, and how to do it in details and everything like that…First, I wouldn't organise it, I would just start and write whatever comes into my mind, but now I've learned that it should be organised so that it will be easier for the reader. (LI2N:226)

The extract depicts how Nasreen begins to think using terms, concepts and evaluative criteria supplied by Victoria (Appendix 26), opening new dialogic learning spaces in her cognitions about language. Structuring discourse for the reader, whom she had never previously considered, provides evidence of a developing sensitivity to the concept of audience in her writing skills.

Variable learning outcomes: meeting academic grading criteria

Nasreen finally brings together all aspects of her learning in a new way at the end of the semester when she attains 96% on her classification paper (Appendix 27). Victoria summarises many of the aspects of learning that Nasreen has demonstrated through her

appropriation of Victoria's tutelage of thinking. She describes the paper as 'brilliant' citing the consistent development of the relevant topic, challenging vocabulary, sophisticated grammatical structures, elegant topic sentences, effective use of cohesive devices and transition signals, interesting examples, a good relationship between the illustrations and the writing, accurate in-text citations, the list of figures, and the inclusion of references. Whilst these elements are highlighted, Nasreen's assembly of linguistic elements, internal resources, use of affordances and system constraints suggest this is an example of Thelen's (2005:261) definition of learning as a 'condensation of heterogeneous components' that trigger its assembly (section 2.4).

8.2.2 Zrary

Variable learning experiences: identifying affordances in the LE

Classroom observation data (see 7.2.5) confirm that Zrary demonstrates engagement, actively contributing to the LE and assuming leadership among his peers. He reports his responsiveness to feedback from both peers and teacher. He is also attentive to learning opportunities as they present themselves in the LE:

> It's when they ask questions. Some questions don't come up to my mind. I'll think I'm up here but when a friend asks a question and then I'm like, I didn't know that. (LI3Z:394)

The extract suggests Zrary recognises his linguistic advantage and strengths, but peer contributions open further socio-cognitive learning spaces, corresponding to Nasreen's experience with Victoria's input in the above section. This is an aspect of learning that is not anticipated but signifies to him what he does not know, and the way others think. Additionally, Zrary is attentive to monitoring his written work to strengthen his academic skills, finding errors as a way of developing and improving:

> throughout those seven weeks, I have found a lot of mistakes and that's really good, because if I had not found any mistakes, I would be like, oh my English is really fine and I'm there, and I'm not there. I'm nowhere near there. (LI2Z:251)

When he identifies mistakes, Zrary seeks Victoria's input, whether in terms of information, identifying and fixing problems, or formative feedback to guide him. He takes her suggestions, pointing out that he cannot simply improve alone. However, he is clear that the teacher is not the sole source of learning and that focus is ultimately to be on the whole LE:

> I learned a lot of different things from the teacher, but people shouldn't only be concentrating on the teacher herself, people should be concentrating on the surrounding environment and this is how it's beneficial. This is how people learn and if you won't choose this style of learning, you won't learn anything. (LI2Z:267)

The extract illustrates Zrary's view that learning occurs through interaction with the environment. Data analysis shows the following elements are important sources of affordances for Zrary:

- learners' questions
- oral feedback given to others
- classroom language and exemplars from the teacher
- interaction between teacher and peers
- use of the L1 where it enables access to learning/deeper knowledge generation
- use of materials which can be used for meaningful practice, information, or learning/problem-solving tasks.

Section 7.2.5 illustrates many of these elements using classroom data.

Variable learning outcomes: learning what he did not know

Zrary monitors and evaluates his own learning, stating that there are several areas where he has learned during the semester:

> now I feel I'm way more confident in writing paragraphs and assignments…I learned the organisation of pretty much everything, learned the transition signals and I use them better now, and besides that my vocab improved more, so I feel more confident, like before I used to write informally but *I didn't know*, now I know the difference between what is informal and what is formal. (LI3Z:391)

While Zrary's EMI background equipped him with a base in academic English, it is his discovery of what he '*didn't know*' that signals an unexpected area of change. Understanding formal, academic register, with the implications for grammatical structures and vocabulary, has transformed Zrary's written style. Classroom data illustrates part of this process of discovery:

> Victoria: Right, right, right, I forgot something actually. You see the two paragraphs here on the worksheet, right? We underlined the topic

	sentences, but I forgot to talk about er, *the style* of these topic sentences.
Lara:	It's a question.
Victoria:	It's a question. What do you think?
Arveen:	Do we have to do it the same way?
Victoria:	No. Actually, in many cases in academic writing, er these rhetorical questions are considered a little bit informal, ok, so I'd actually planned a little exercise for you to rewrite these topic sentences into formal sentences…
Victoria:	…Er, so how can we make that a better topic sentence? Instead of saying, 'How do nuclear reactors produce electricity?'
Zrary:	Nuclear /reactors produce electricity/
Lara:	/Electricity is produced by nuclear reactors/
Victoria:	in the following way. Just like that, good. (CO2V:178-9)

The extract shows how an affordance arises for the whole group while Victoria is monitoring the early stages of a writing task. Seeing Zrary's topic statement written in a question form, Victoria draws the attention of the whole class to issues of style and formality. Other learners' contributions are used to build exemplars which then become available for the whole class.

Finally, Zrary reports good initial feedback on the organisation of his classification paper about infrastructure. However, Victoria eventually gives him a grade lower than he normally achieves for his work. She explains:

> I think one of things that went wrong for him was that the day before submission, or two days before submission, he decides to change his topic, and if you don't have that time to go through the writing process, it's not so polished as his other work, where he was really focusing on details and you know *every sentence* is cared for. (TI3V:366)

In relation to this submission, Zrary explains that his attention was reduced in sessions on the classification paper due to the untimely death of a relative, bringing the reality of trauma, which accompanies life in a conflict zone, into the LE and portraying how it can mediate learning and particular outcomes.

8.2.3 Lara

Variable learning experiences: responding to feedback on writing

As established in chapters 4 to 6, Victoria prioritises formative, oral feedback to learners in the classroom. This proves to be a principal tenet in shaping the learning that takes

place, and all participant learners comment on the centrality of her feedback. The responsive appropriation of feedback on topic sentences, organisation and other elements of writing result in learning. Lara directs her learning through paying attention, participating actively in class, and then specifically incorporating feedback:

> I just did what she said to do. So, for example, the topic sentence needs to be like this, you should include, or you should talk about this specific thing…Then I think of it myself, and then at home, I would research or something or check for vocabulary words or something like that (LI3L:424).

The extract illustrates how Lara subjects her work to multiple processes of action and thought on different levels, such as organisation, ideas, research, and content-related vocabulary. She implements her perception of Victoria's tutelage of thinking in the multifaceted construction of her writing. Lara produces a 'sophisticated' classification paper according to Victoria's assessment. Both Victoria and Lara perceive the writing process, with regular feedback and monitoring, as vital. For example, Victoria makes the following comments on Lara's draft and final piece:

> Then in her introduction, she wrote something like a bridge is a construction that will take you from one place to the other. And I said Lara, come on, I mean [laughs]. And there was something like there are many bridges around the world, and it was like er, so I said this is boring. It is too general. You have to come up with something that actually grabs the reader's interest, and then she wrote this introduction here, which is so interesting and really, you know, fantastic. I was so pleased when I saw it. I said this is exactly how you should do it…Very sophisticated. (TI3V:373)

Lara responds to the feedback in class by producing a paper on art movements (Appendix 28) countering Victoria's assertion that her draft was boring but venturing outside of the designated topic area of civil engineering. The diligent care for every sentence and the sophisticated understanding she demonstrates in each of the assignment elements leads Victoria to celebrate Lara's progress in learning at the end of the semester.

Variable learning outcomes: learning how to think as the teacher thinks - academically

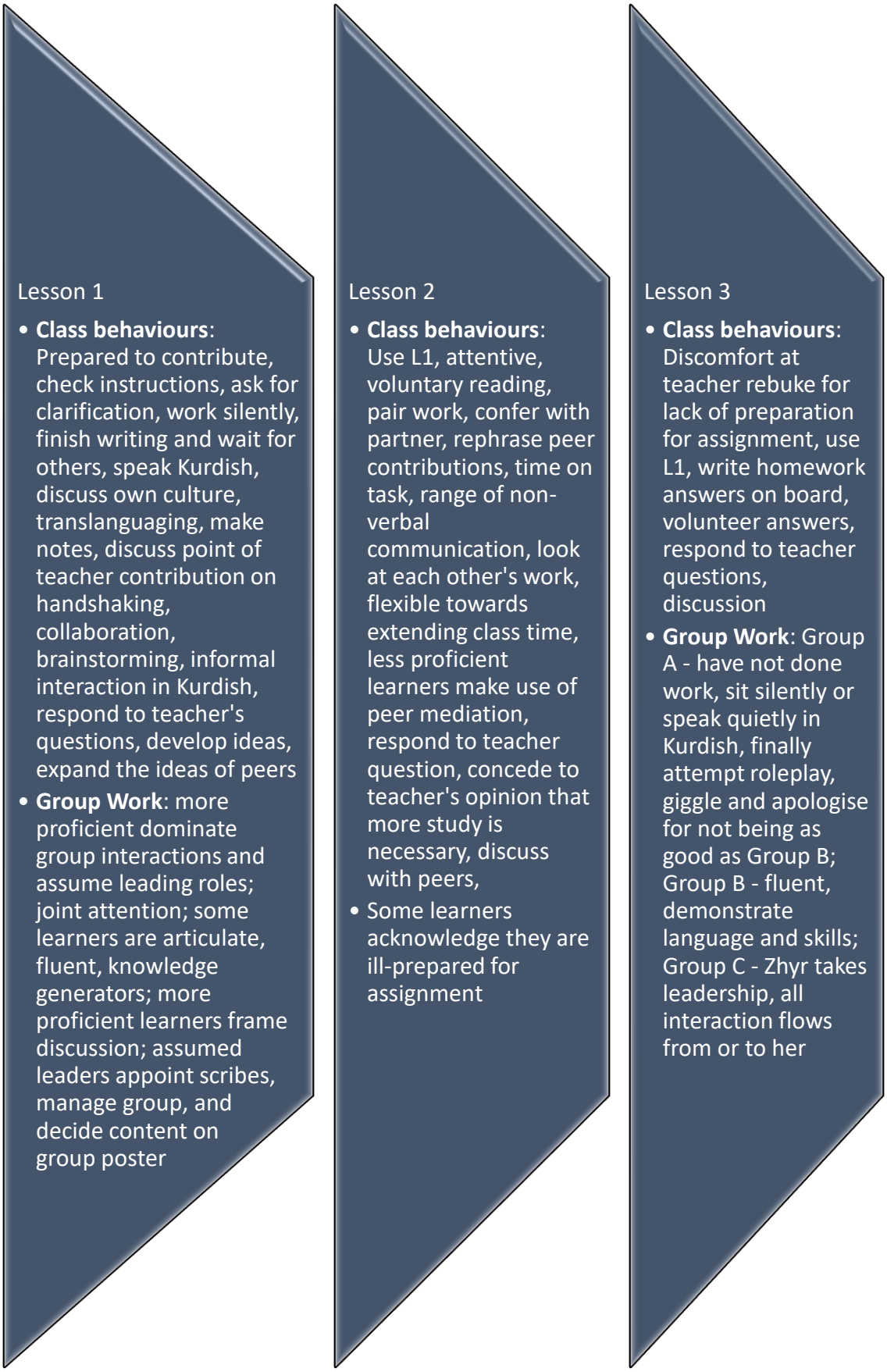
Regarding the final assessment, Victoria points out that Lara's assignment is well-organised, with clear topic sentences and transition signals. It contains noun phrases with modifying clauses, and 'sophisticated' vocabulary and grammar in terms of precision and relevance to the topic as marked against the criteria of the grading rubric (Appendix 26).

Additionally, it is assessed as being coherent with the new elements of using illustrations and references being successfully achieved. Victoria awards her 72% stating that the level of sophistication distinguishes the paper in several assessed areas despite not fulfilling all criteria in the grading rubric. She believes that Lara has come to understand every element of the assignment, and that learning is clearly evidenced in comparison to the start of the semester where her work lacked these features. Section 7.2.6 illustrates Lara's cognitions regarding the usefulness of Victoria's feedback and how engagement with assignments has opened new cognitive learning spaces and furnished her with a new ability to think differently. More specifically, Lara adopts the teacher's revealed thinking on writing, which is an important step in becoming a successful writer of formal, academic compositions in this context. Lara's soft-assembly of language in response to Victoria's tutelage of thinking help her reach her own learning goals. Learning, and the cognitive-participatory mechanisms which generate it, are deeply interconnected (Osberg, Biesta and Cilliers, 2008), resulting in outputs that incorporate multiple learning processes but are not reducible to them.

8.3 Sarah's class

Learners in Sarah's class develop diverse responses to making sense of their LE and achieving learning outcomes. In contrast to both Victoria's class with smaller numbers, and Robert's class grouped by ability, Sarah's class comprises 20 mixed-ability learners. Data analysis reveals the more proficient learners assuming leadership roles, framing discussions, mediating tasks, and controlling decision-making for others. How these processes influence learning is considered in this section. Figure 20 below summarises the observed diverse range of learner behaviours in Sarah's class as documented across all three phases of data collection.

Figure 20. Learner behaviours in Sarah's LE



The Figure illustrates the frequency of collaborative participation in group work in this communicative language class. Groups perform oral tasks in front of peers, as well as make group decisions and engage in tasks with shared goals.

8.3.1 Emily

Variable learning experiences: thinking in academic and professional discourse genres

CO data analysis shows that Emily starts the group discussion in CO1, provoking Welf, who draws attention to this occurrence in his interview, commenting on her confidence as exemplary inspiration for the rest of the group. Yet, as the most proficient learners in the group, Emily and Welf quickly assume the role of organising the interactions, appointing the group scribe, dictating what should be written down to a less proficient scribe (as with Welf's imperative use of بنووسه (write) in section 7.3.2). Emily and Welf generate ideas, augment (mainly each other's) contributions, frame the discussion and control task completion. In this way, the socioeconomic divisions behind the cultural capital of English usage reassert themselves in the classroom learning experience. The less proficient learners experience learning mediated by their more able peers.

Emily gradually recognises her own need to develop her English further, especially for a professional career in business. She points out that while writing is the most important skill she needs to develop, this is best achieved through the participatory tasks done in groups. The adaptation of her own thinking to Sarah's tutelage is seen through analysis of her development through successive data collection phases. During the first phase, Emily reports an enjoyment of group work because of the benefits of seeing what others think and the affordances this can produce, describing it as even more beneficial than listening to the teacher or working alone. Her use of Kurdish is to "help" the less proficient learner (scribe) in the group whom she feels is unable to function at the level required for satisfactory task completion, and whom she jointly appoints and directs. She states that peers are there to help and accesses their contributions as learning resources.

In the second phase, Emily reports that she has learned from the sessions on academic presentations, referencing, citations, and research skills. Despite not previously enjoying writing, she is enthusiastic about process writing, peer review/feedback, and editing and refining before submission. She expresses the importance of learning from mistakes and has her own examples of work that could be improved based on what she has learned:

> I listen to the teacher, like the first guy he read his [paper] and she commented about some things that he needed to improve, and the girl did hers next and hers was even better, you know, she paid attention to detail and that showed through, and then we looked back at our papers and thought like we have to add some stuff, so that was really helpful. (LI2E:703)

In the extract, Emily emphasises the importance of teacher input and oral feedback on a written task which helped Emily evaluate her own work. This episode, comprising learner exemplars, teacher feedback and learner reflection on writing is a beneficial learning process for Emily and a context in which she relates Sarah's tutelage of thinking to her work and begins to move across a new state space.

In the final phase of data collection, Emily reflects on how she has learned "a great deal" (LI3E:850) and has been "upskilled" on the module. In line with Sarah's focus on skills, Emily recognises the academic skills she has developed, and the necessity of using the language and skills checklists in assignments. Elements of professional discourse are emerging in Emily's growing identity as a future businesswoman. However, a salient change in Emily's thinking is her assertion that the teacher is the key to the learning processes that take place in class. She perceives Sarah as being the catalyst for learning whilst allowing learners substantial space for participation, autonomy and regular reflection.

Variable learning outcomes: internalising Sarah's tutelage of thinking

Over the semester, Emily gradually appropriates Sarah's tutelage of thinking. This process is illustrated in Table 40 below which illustrates their converging perceptions of areas of learning:

Table 40. End of semester assessed learning from the perspectives of Emily and Sarah

Area of learning	Emily (timescales shown)	Sarah (Ph3)
Presentations - Organisation	Ph2 Learned content for introductions, main points, conclusions, transition signals p.690. p.692	Well-organised, demonstrated clear structure for introduction, body, conclusion p.835
Cohesion	Ph3 "*because like my last presentation I did get a bit nervous and it kind of affected it but I did finish it but I do get kind of nervous of that sort of thing and it ruins everything*" p.858	"*cohesion, I gave her a 'below standard A'. I think possibly because of nerves, there was a huge overuse of 'you know' to the point where…it was just all over the place*" p.835
Delivery	Ph2 "*I really needed that because I just kind of read off of it, so I needed some more information where I could have just presented myself without the slides*" (p.692-3)	Reading from slides denotes lack of preparation and inability to sustain communication with audience p.836
Vocabulary	Ph3 "*those language checklists at the end of the unit, those have been really helpful and for most of the exercises she gives us we have to go back and refer to those language checklists*" p.853 "*you have to use like certain words or phrases when you give a presentation, or like in a meeting for the roles you have to use like certain phrases and stuff in your role*" p.852	Use of linking phrases; presents outline of what she will cover with effective transitions is evidence of learning and was not there before. Work informed by appropriate terminology. "*The reason that Emily didn't do so well is that she's not aware of needing to have a more formal lexis in her presentation*" p.836.

The table uses data extracts or summaries to exemplify Emily's learning at multiple levels. She gradually adopts the language, skills focus, and principles of Sarah's tutelage of thinking, making parallel evaluations when reviewing her work and responding to tasks in a way that Sarah would endorse. The assessed presentation under discussion in Table 40 provides further evidence of Emily's learning journey assimilating Sarah's academic thinking approach. Awarding Emily 72% for her academic presentation, Sarah

reports that her work is well-organised and well-developed. Emily, herself points this out as an area of learning in her second interview. Sarah feels Emily's nervousness undermines the cohesion of the presentation, an area in which Emily also reports some difficulty. Furthermore, Sarah identifies that Emily lacks the expected sophistication of vocabulary that would have demonstrated an in-depth treatment of the topic, but rather exhibits a limited range marked by repetition and informal register. Sarah calls attention to the overuse of informalities such as 'you guys' (TI3S:835) and suggests that Emily is not yet aware of the inappropriate nature of such colloquialisms. Table 40 thus compares the areas in which both Emily and Sarah converge in their identification of learning. Appendix 29 shows Emily's completed grade sheet for the assignment.

8.3.2 Safin

Variable learning outcomes: thinking with a deficiency mindset

Chapters 4 to 6 have provided findings on Safin's cognitions which mediate his experience of the LE. A more detailed analysis of CO and interview data illustrate how he negotiates learning within his cognitive framework. His academic struggles were observed and reported (see sections 4.3.1 and 7.3.5). In CO2, Safin is the only learner whose answers are frequently wrong. He seems to lack comprehension during the feedback on an audio recording in the following classroom episode:

> Sarah: Does he [the speaker] talk about every single statistic?
> Safin: Yes
> Ss: No, no,
> Sarah [Laughs] No, no
> F: It's for the last 40 years! (CO2S:606)

Safin does not demonstrate understanding of what seems obvious to other learners in this episode. Sarah's laugh conveys some surprise and one learner expresses the same sentiment adding that the statistics in the recording cover a period of 40 years. Later in the same lesson, while reading a short text, Sarah nominates Safin again to answer a question in turn:

> Sarah: Safin, what's the next point?
> Safin: [Reads] Another technique which helps is key points. You have to make key points
> Sarah: Erm
> Safin: [inaudible, reading]

Sarah: OK, it's in line 25, I think that's what you're referring to, isn't it?
Safin: Yeah
Sarah: [reads from text, line 25] Still another technique which helps to emphasise the key points is careful /*repetition*/
Safin: /repetition/
Sarah: So, *careful repetition* of the key points. (CO2S:619)

Safin does not fully grasp the point of the text which he reads, and this becomes clear to the teacher and to the more proficient learners in the class. Sarah stresses the target answer in relation to his answer to emphasise what she was looking for. Whilst other less proficient learners also get answers wrong, none do so as frequently as Safin. Such experiences lead to some of the negative affect and even alienation already documented in Chapters 4 to 6.

During phase 2 interviews, Safin opens with a reference to the education he did not have and explains that his learning experiences are shaped by this and by the very demanding paid employment that he does at night, often arriving at University from work, and returning after lectures. Safin is now in his third year at the University and feels that he has become comfortable with delivering presentations, has learned how to organise academic papers and has developed knowledge and skills through the input of the teachers:

> I didn't study in the private schools and with these instructors that they teach me and they learn me, I can see my English and my vocabulary it's quite good. I wasn't like that before. (LI1S:711)

Safin can identify his own progress and development in academic areas and deems the instruction that he has received as key in this process. However, the language limitations he experiences lead him to conclude that he cannot discuss topics in detail in the classroom environment. He experiences shyness and a fear of making mistakes and deduces that he must learn in another way. In the following description, he suggests the LE comprises inner circles of participants and outer circles of more silent spectators, who are not able to fully experience ownership of the LE and shape it effectively towards their learning needs:

> If you participate, that make you feel comfortable, you can communicate with the teachers as much as you want, but if you don't participate, you just have to sit down and listen to her and what the other students want to say…but we are going back to the same point, that I wasn't in the Adnaniyah or the other English

> university so my English is not good to participate and go into detail with the teachers. If she talked with me in English, I can answer her in Kurdish. (LI2S:717)

Sarah's tutelage of thinking is mediated through Safin's locus in the 'state space' (Larsen-Freeman and Cameron, 2008a:46) of the LE at this point in time. A state space is "a multidimensional landscape that represents all possible states of the system" (Larsen Freeman and Cameron, 2008b:204). A CDS changes on a trajectory through a state space. Safin's position itself is a function of the constellation of contributory elements of internal learner and external LE resources: affective, cultural, and socioeconomic; individual differences; mindsets; learning processes; learner task; linguistic resources and needs; peer and teacher interactions; and the constant, dynamic adaptations that go on between these factors.

Safin perceives benefits from small group work, with analysis revealing that his reasons comprise the security which fosters his WTC and share his own knowledge, and the potential for mutual help that can be exchanged in these contexts. He also reports learning from the audio recordings where good and poor examples of target language are provided. Part of his sense-making comprises using the work or performance of other groups of learners to help scaffold his own learning (Huong, 2007). This a benefit that is perhaps more meaningful to him than others who are more proficient in language as he makes notes on the way his peers organise their work and use lexico-grammatical structures. However, it may also reinforce his position as a silent participant, at least until he is nominated.

Variable learning outcomes: a focus on developing skills

Safin maintains that the most useful aspect of the LE for his learning is from his spectator role:

> The most useful? I'm going back to the same point, just focusing on how they transfer each other and how they exchange the language to speaking to each other and they are asking that has happened because of this and the other one, how they asking questions politely. (LI2S:875-6)

Whilst lamenting his lack of EMI background in relation to current linguistic efficacy, Safin uses his more proficient peers to improve his learning outcomes. Sarah, who is aware of his employment situation and financial pressures, assesses his work and awards him 72%. Sarah's focus on skill rather than language as a practical way of managing the

diverse ability levels (section 6.3.3) also has the desirable effect of augmenting Safin's strengths in the assessment. Sarah points to his effort in preparation, demonstrable non-verbal communication skills in terms of eye contact, posture and being 'at ease' in his delivery, effective organisation, and ability to deliver a presentation without dependence on reading notes as evidence of his skill development and learning (TI3S:841). She highlights that others with much better language skills, who did not attend the course, were not able to incorporate the target language and skills and achieved drastically inferior grades. Safin eventually passes the course.

8.4 Robert's class

Four observations took place in Robert's classroom, two of which were in phase one. Data analysis reveals that learners in this LE become accustomed to a teaching style that involves high levels of peer interaction in speaking tasks. Learners reflect on tasks and work out the meaning and benefits for themselves rather than having stated learning objectives. All learners are expected to manage class feedback in turns, eliciting answers from their peers while learning to write clearly on the board and manage peer behaviour. Learners find themselves at the heart of activities, not present to listen to a lecture, but to engage with each other and the flow of changing tasks to make learning happen. As a community, learners complete tasks dependent on cooperative, interactive behaviour. Figure 21 below presents learner behaviours documented in the LE across four observed sessions.

Figure 21. Learner behaviours in Robert's LE

Lesson 1

- **LE behaviours**: write on the board, read handouts, make suggestions, introduce yourself, mark partner's work, volunteer contributions, read aloud, interact with peers, tidy class, elicit and record answers on board, check answers, volunteer responses, seek clarification, express anxiety, offer suggestions, give directions, talk about interests, provide definitions, give details and examples, line up in alphabetical order, ask for information from peers, guess
- **Responsibilities**: read policies, manage feedback

Lesson 2

- **LE behaviours**: Express positive affect, express fear at layout of room, 'speed date' introductions, move around and talk to peers, practise speaking and listening, share information, check partner's spelling, watch video, guess meanings and objectives, self-assemble into groups, arrange room, check partner's work, time on task, joint attention and engagement, spell words, explain and illustrate, speak Kurdish, play word games
- **Responsibilites**: Lead feedback and games

Lesson 3

- **LE behaviours**: Work together, volunteer contributions, collaborate, discuss and problem-solve, give feedback, listen to audio recording, spell words, confer with peers, deliver presentations, use academic vocabulary to complete task, instruct learners on task management, compare answers and check, check instructions, dispute answers, play word games
- **Responsibilities**: manage class feedback, elicit and write answers on board, nominate learners to contribute

Lesson 4

- **LE behaviours**: time on task, speaking to each other, joint attention, cooperation, listen to audio recording and complete tasks, deliver presentations, practise test questions, seek clarification, use humour to negotiate desired outcomes, advocate for absentees
- **Responsibilities**: monitor time for presentations, adjust physical aspects of LE

Figure 21 summarises the observed behaviours in CO1 to CO4 respectively. The frequency of tasks involving peer work and learner responsibility for managing aspects of tasks are noticeable. A wide range of interactive behaviours are present as well as activities or features to foster positive affect. The multifaceted interactions that structure participation in this community of practice (Wenger, 1998) promote learning through collaborative tasks within the control parameters of Robert's instruction. It is in this nested setting that Adam and Yara's learning experiences are constructed.

8.4.1 Adam

Variable learning experiences: a resourceful, strategising learner

Data analysis from the first interview shows that Adam distinguishes himself from other learners, mentioning his superior English level and describing how he was confounded on receipt of his PTE score of 44. Adam has a strong sense of ownership for his learning which is not limited to the classroom LE. He is active in pursuing learning resources, media, web resources, and English-speaking relationships outside of class, learning behaviours which apparently precede his registration at the University. For example, he reports daily conversations with his cousin, a 'returning Kurd' from America, to improve his fluency and vocabulary. Within the LE, Adam is alert to affordances, explaining that he listens for detail in conversation to help with his own pronunciation:

> For example, when I talk to you in English, your first language is English, so you pronounce better than me, so when I talk to you, maybe I might make a mistake, but I will correct it by listening to you. (LI1A:1028)

The extract illustrates how Adam makes opportunities to learn from his surrounding environment, including interlocuters who present him with (unintentional) input. Interview data reveal that Adam values the tasks which promote interaction between peers because he feels shyness is broken and communication flows, but he also argues for the primacy of input from the instructor and the need for learners to revise daily. Making sense of the LE for learning is guided by teacher input into interactive activities.

By phase two, data analysis shows that Adam can clearly see his progress in learning and his confidence has developed, having delivered his first presentation without referring to notes and deeming it a success. He interprets Robert's LE as a space for practice and a relaxed place for talking to his friends while using academic vocabulary for tasks. He suggests that he can learn from his mistakes in this environment. The most

useful task is identified as pair work with either information exchange or jigsaw tasks because of the interactive benefits and scope for developing fluency, using new vocabulary, and 'breaking shyness,' themes to which Adam frequently returns. During this phase, Adam also makes assessments of the improvements in his listening. While he does not specify listening subskills, he claims that the continuous practice in class and the recycling and revision of academic vocabulary has led to his marked increase in comprehension. He makes the effort to employ content from other modules to inform his speaking and listening, making links across his learning landscape. Adam's lack of trust in his peers is also articulated during this stage of the semester. He does not feel he *learns* from them but rather *practises with them*. Perceiving his own strengths, he expresses reservations about being guided or helped by learners who think they know something but may be in error:

> Also, the students on the board, when they write on the board with the wrong spelling is good…It makes you more focused and to think about the words. (LI2A:1192-3)

Adam conveys the need to be alert to errors from peer contributions and how such errors can be used to his advantage, pointing out how they demand greater focus and thought. Such a view boosts his role as a guide to others which continues to be an AS for his L2-self as illustrated in section 7.4.4.

Rather than appropriating Robert's tutelage of thinking, Adam appears to find individualised effective strategies for working within the parameters it sets. For example, referring to the lack of stated learning objectives and orientation to topics, he asserts:

> Of course, it's better if you know what you're discussing about or talking about…but now I know him, I know the tasks. (LI2A:1197)

At the start of the semester, he reports asking peers about the class and wondering what was going to happen, but this is no longer required. He makes his own judgements about the purpose of the tasks, (Bygate, Skehan and Swain, 2001:11) and increasingly views the module as an opportunity for practice. Additionally, his focus increasingly turns to constructing strategies for his own learning:

> Before I was just looking at the text and then the answers, but now I don't. Before it starts, I just read all of it. I skim it and then I leave it and I listen to the speaker. (LI3A:1340)

In this example, he reports a strategy for listening tasks, such as reading the task sheet questions carefully to elicit the right information from the audio. Additionally, he deliberately inspires himself and maintains a positive attitude toward learning challenges by memorising inspirational quotes from motivational books which he reads.

By the third phase, Adam demonstrates developments in his autonomous strategies by substituting vocabulary in sentences to develop his language. He remains sceptical about the possibility of learning from peers. Although he acknowledges that such a phenomenon exists, he could not provide a personal example of its occurrence despite conceding that his peers use unfamiliar vocabulary. Rather, when asked about his pair work with Abdul on a vocabulary task in CO3, he remarks:

> Yes, I gave him everything. (LI3A:1339)

In this short extract, Adam clearly continues to perceive himself as a resource for others in a way that is not reciprocated for his own benefit.

Variable learning outcomes: variable grading and interpretations of learning behaviours

In the final interview, Robert comments on three of the fortnightly assessed quizzes: one from the start, the middle, and end of the semester. He does not mark against any set criteria for the more subjective aspects of the quiz, such as notetaking, but makes judgements on the adequacy of the content in representing the main idea contained in the recording. Using a bank of IELTS, PTE, and TEDx audios, Robert varies his marking criteria according to the IELTS and PTE tests respectively, or his own criteria for TEDx talks. Although TEDx talks are reportedly suitable for academic contexts (Wingrove, 2017), they are not SELT testing materials. Adam's grades are presented in Table 41 below:

Table 41. Grades and timescales for Adam's assessed work

Quiz (Timescale)	Grade
Week 2	30/38 (79%)
Week 6	34.5/45 (77%)
Week 14	31/47 (66%)

Robert states the importance of learning test-taking techniques, and he prioritises learner exposure to various testing designs and marking systems. However, despite these measures to familiarise learners with test-taking demands, Robert's perspective on Adam's effort and results contrast with Adam's own views as the following extracts reveal:

> I think the summary on Adam's here, he didn't really, he didn't really attempt it basically. He tends to be hot and cold when it comes to exercises so, yeah, he could do a lot better if he wanted to. (TI3R:1319)

> …just in the quizzes it's like roller coaster. One quiz is high mark and one quiz is low, bad, good, bad, good. I don't know why. (LI3A:1334)

Analysis suggests that this divergence in interpreting fluctuating grades exposes a more fundamental deviation in understanding motivations and behaviours. Although Robert acknowledges that some of his tests are rather challenging, and Adam criticises the speed and level of vocabulary of some tasks, neither report the influence of these factors in connection to assessed work grades. Robert perceives fluctuations in Adam's effort, whereas Adam's response is one of confusion. Additionally, whilst the table presents percentages for ease of analysis, learners simply receive the first grade out of variable marks (Appendix 30), making it more difficult to appreciate trends and variations over time. However, Adam's highly developed sense of L2 self, comprising resourcefulness, confidence, self-reliance, ownership of learning, and maintenance of learning goals, equips him to navigate a LE in which he accommodates Robert's tutelage of thinking. Interview data analysis demonstrates that Adam largely perceives the LE as a space for enjoyable practice, and this becomes a recurrent theme in later interviews. However, the grading of quizzes remains problematic for him.

8.4.2 Yara

Variable learning experiences: conflicting views on a desirable LE

Data analysis reveals that Yara's learning objectives guide her sense-making of the LE. Her desire to improve her general and academic English, as well as successfully attain the required grade on PTE, informs her judgements about the class. She is less tolerant of aspects of the LE which she perceives are not tailored to these goals although she enjoys the sessions and is fond of Robert. She states that the LE would be more effective and meaningful if learning objectives were clearly established; tasks were informed either by exam requirements or future professional usage; preparation for listening and speaking tasks was mandatory; lessons were structured through use of a book or sequenced teaching materials that would enable both preparation and review; more detailed feedback was given; and greater attention was given to subskills, such as enhancing pronunciation in relation to test-taking criteria. With these aspects of the LE either absent or inadequately provided in her perception, Yara asserts that some tasks are a '*waste of time*' (LI1Y:1052; 1222) and of no perceivable benefit, a statement she makes in 2 out of 3 interviews.

Despite the shortcomings she identifies, Yara engages with certain aspects of the LE. She enjoys competition as this provides a stimulus to be better than others in the class:

> If someone is better than me, I will try to get higher than them. (LI1Y:1061)

Competition drives her attention and effort in class, and the research and review that she conducts afterwards. However, the learners who provide competition in the first phase, later become a learning resource despite her initial misgivings about their role.

Phase 2 presents a consolidated position on her view of the LE. Like Adam, Yara views the LE as a space for practice, using the vocabulary, grammar, and content from the reading and writing module. Nevertheless, she does not feel the practice is effective and is unable to find developmental purpose in it. A defining principle for Yara's sense-making of the LE is presented in her statement about the purpose of the course. She has goals and expectations which she believes should be met and explains that:

> they [teachers] have to do what students want to do. (LI2Y:1223)

That Robert does not deliver his course in the way Yara would like to experience is a source of frustration for her:

> …but he *have* to tell us the quiz is on this or this, but he's not doing that…he will just say tomorrow it's quiz. (LI2Y:1225)

Such practices are not meaningful to Yara and she does not feel they enhance her learning. She concludes that difficulties occur because topics appear to be random and vocabulary is not related to the topics on the course. The overwhelming issue is trying to make sense of the LE when she does not know Robert's learning objectives:

> I don't know, when I go to Robert's lesson, I don't know what I'm going to do. (LI2Y:1228)

Viewed as nested in a CDS, Yara is moving on a trajectory in which she is unsettled in the wider LE. She reports experiencing confusion, feeling uncomfortable and lacking in confidence. She reiterates that she would prefer to learn by listening to the teacher but acknowledges that being in an English-speaking environment has helped her English develop significantly. She does not attribute her progress to Robert's LE despite his assertion that his learning objective for the semester is to build confidence in speaking. Yara's cognitive appraisal differs as she reports a fragmentary experience of tasks which are questionable in terms of overall value, and at times, the level of difficulty. This undermines her confidence and the purposefulness of her learning experiences, but she remains attentive and active in class.

Phase 3 finds little change in Yara's sense-making of the LE. She repeats her comments on the need to know learning objectives in order to build confidence and struggles with Robert's methods:

> It's a really bad feeling. If you know what you're going to do, you will feel more confident. (LI3Y:1366)

However, Yara begins to view her peers as valid sources of learning as she works in participation with them and acknowledges the beneficial corollary of reducing her shyness. Analysis reveals that Yara's L2 self remains shaped by perceptions of shyness and lack of confidence at the end of the semester because practices such as task preparation, and detailed, constructive feedback are missing. Nevertheless, Yara appreciates the entertaining and affective features of Robert's LEs.

Variable learning outcomes: interpreting the divergence

Given the discrepancy between Yara's sense-making of Robert's LE and the beliefs with which it is structured, the assessed work is of considerable interest. Yara's grades are presented in Table 42 below.

Table 42. Grades and timescales for Yara's assessed work

Quiz (Timescale)	**Grade**
Week 2	29.5//38 (78%)
Week 6	28/45 (62%)
Week 13	27/47 (57%)

Robert's interpretation of the above results emphasises the general improvement in following recordings, reading transcriptions with missing or inaccurate words, and listening for gist. He concedes:

> Some of them are still struggling to listen and to take notes, but then also the listening track is more difficult. It's probably more difficult than it should be, but it's a way of challenging them. (TI3R:1311)

Robert's admission that the listening track is difficult does not seem to inform his subsequent choices of test materials or his handling of grading during the semester. Robert explains that Yara's spelling is weak, and this brings her marks down even though she understands the comprehension questions and can effectively list points from an audio in her notes. He points out that she produces better summary writing based on the recordings in comparison with Adam and others in the class. However, Yara does badly on some exercises where spelling is marked. Robert puts both types of question in quizzes and marks them in different ways according to the testing body's assessment criteria. Furthermore, there are questions which Robert feels Yara should be able to answer accurately but does not:

> R: Yeah, she's done bad on that. She's on 5, yeah, it's an IELTS. She should have done better on that I mean.
>
> Int: Why do you think she didn't do so well on this one?

> R: Um, the start was a little bit confusing, so most people didn't get number one…She's got the date of birth, but she's missed the address, and the address was pretty clear…it's an IELTS section one so it's the easiest bit…she should have 7 or 8 out of 10. (TI3R:1322)

Robert provides limited analysis of Yara's performance on the test. He is aware of her weakness in spelling which specifically affects the IELTS grading but is unable to explain further or surmise Yara's reasons for being unable to perform according to his expectations and what he views as the easiest part of the IELTS listening task. At the end of the semester, she maintains a critical perspective on the value of Robert's approach to teaching, learning, and assessment.

8.5 Summary

This section shows how learners across cases demonstrate changes in cognition as evidence of development in their learning. In each case, appropriation of the teacher's tutelage of thinking is central to this development. The LE is a learning space where distributed cognition is negotiated and mediated, and where, ultimately, learners gradually exploit affordances and embody their understanding of learning in the terms and concepts of the teacher, making cognitive changes as they display them with increasing sophistication in academic compositions. Although some learners in the research sample start the semester relatively unconvinced of the need to learn further academic English skills, most move in the direction of appropriation and learning as defined by their teachers. Learners demonstrate agency on many levels and make strategic decisions about their own learning as they respond in different ways to the parameters of the LE, the tutelage of thinking and peer mediations. The implications of these findings along with those of the previous research questions will be discussed in the next chapter.

9. Discussion

9.1 Introduction

This chapter will discuss the implications of the findings presented in chapters 4 to 8. The study has presented teacher and learner cognition as a dynamic, distributed, and embodied phenomenon with affective and behavioural elements. Findings support the framework outlined by the Douglas Fir Group (2016) (a group of scholars who developed a transdisciplinary framework for SLA and published under this name), in which ideologies, beliefs and emotions affect action at all levels of the LE, language is identity work, agency is an iterative means of learning (Larsen-Freeman, 2019), and mediation occurs through beliefs, participation and interaction. Furthermore, sedimented experiences (Gudehus, 2016) from the past influence the perception, interpretation and orientation to the present and future. Learning is understood as change within a CDS, occurring through the interaction of multiple levels of interconnected cognitive elements negotiated in context. These comprise external factors, beliefs, intentionality, behaviours, and processes which lead to various states of emergent learning. The interaction of these factors has led to significant insights concerning EMI-backgrounds, internationalisation, L1/L2 identities, structural features and self-regulatory strategies of participatory learning, distrust of peers, the influence of beliefs and past experiences, and the role of the tutelage of thinking. The chapter will examine these themes in relation to the relevant literature, the research questions guiding this study, and implications for teaching and learning.

9.2 The role of EMI backgrounds

Understanding cognition as a CDS requires comprehending its location in nested relation to wider systems at different organisational levels and has the advantage of expanding our conception of classrooms (Larsen-Freeman, 2016). Whilst this broadens traditional views of cognition, it integrates both macrosocial patterns of stability (Gallagher and Robins, 2015) and microgenetic variability (Verspoor, Lowie and van Dijk, 2008), overcoming the dichotomous divide (van Lier, 2011). As outlined in Figure 6 (p.118), EMI schooling, rooted in advantageous socioeconomic position, shapes interactions in the LE at different levels and as such, is relevant to all research questions. It shapes cognitions about EAP, KAL, affects the sense-making and interactions within the LE and the nature of agency expressed. In Sarah's case, it is a factor that brings

challenges to the organisation of her LEs as diverse mixed abilities present different learning needs.

The effects of EMI backgrounds are multiple. Firstly, the confidence displayed in English language usage, higher levels of participation in classroom tasks, the adoption of leadership roles, and the ability to mediate tasks and social relations is considerably greater. Whilst confidence is often observable in these behaviours, it is the interconnection with cultural capital (Bourdieu, 1983) afforded by privilege and accompanying status that enhances learning experiences. Learners hold perceptions of membership in an imagined global community (Pavlenko and Norton, 2007), anticipate professional jobs in international companies in which English is the lingua franca, travel, aspire to participation in academia in English-speaking contexts, and enjoy familiarity with English literature and social media which legitimise peripheral participation (Wenger, 1998). Furthermore, EMI backgrounds promote positive L2 self concepts (Mercer, 2012; 2016). Thus, the social dimensions of classroom interaction, participation and learning are familiar spaces for L2 self-management and presentation. The apprenticeship of observation (Lortie, 1975) experienced by EMIBLs furnishes them with greater understanding of their English-speaking academic cultural context. Conversely, non-EMIBLs experience a different LE characterised by more restricted or silent participation, which is attributed to lack of confidence, shyness, anxiety, fear, or deficiencies of self-related concepts on an affective and cognitive level. The higher proficiency levels of EMIBLs inform the organisation and experience of participation (Breen, 2001; de Saint Leger and Storch, 2009) and different self-regulatory learning strategies are employed to maximise learning affordances (such as with Safin in section 7.3.2 and Yara in section 7.4.3). This inherently leads to less ownership of learning spaces for non-EMIBLs and, as a corollary, less legitimacy within the LE. The latter do not perceive themselves as peripheral, but *marginal* in interactions, maximising learning through the mediations of their more proficient peers. Moreover, non-EMIBLs are characterised by emergent L2 identities (Ushioda, 2015; Mercer, 2016) constructed through mindsets reflecting greater degrees of linguistic, confidence and self-related deficits. Thus, there is some evidence to suggest interaction in English, as a code and commodity of privilege, functions as a mechanism for structuring inequality (Hawkins and Norton, 2009).

EMIBLs perform roles which contrast with their peers. These include leadership functions, such as inspiration and support of others; supplying translation or vocabulary; reminding peers of teacher instructions for task completion; providing input for collaborative knowledge generation; managing interaction between peers in group work; directing others; managing and filtering contributions from peers; administrating translanguaging (Pecorari and Malmstrom, 2018); adjusting language production (Breen, 2001); and initiating and framing responses in group work. Within the LE, EMIBLs often demonstrate ownership and self-regulation in response to input and are well-positioned to identify and exploit affordances as they display greater control in processes of emergent learning. The consistency of these behavioural attributes across the learner cases suggests that classroom learning consists of much more than equally accessible learning tasks and collaboration, but it is at times constitutive of the reassertion of previously secured educational privilege reconstructed through interaction in the LE. Emergent learning includes the more proficient skilfully using new language and skills and thus, more rapid development of their professional and academic discourse. Additionally, cultural aspects of knowledge and content are more readily perceived and utilised by EMIBLs. This consolidates their advantage in exploiting affordances and influencing the direction of learning and adaptive teaching. Conversely, non-EMIBLs are implicitly prescribed responsive roles to the leadership of their EMI-background peers.

Because cognition is central to teaching and learning processes, it is crucial in considerations of classroom pedagogy and teacher education. The findings of this study indicate that cognition, being a complex phenomenon, is both stable and dynamic and not a uniform, reified abstraction. This is because it is comprised of interconnected nested components which are subject to change to different degrees over different timescales. External components (Figure 16, p.187) provide stable frames of reference, filters of experience, and beliefs that constrain the CDS, resulting in less propensity to the types of change characteristic of coadaptation to the tutelage of thinking. Hence, the salient potency of socioeconomic factors/EMI background is manifest in its influence on learners' identities, which are rooted in socioeconomic experiences and constituted by learner agency. Given the malleability of some aspects of cognition, and the entrenched nature of some beliefs, it seems imperative that structuring beliefs, such as those stemming from socioeconomically derived experiences of education, should be

managed more explicitly in the LE because of the confident-leadership/confidence-deficit mindsets that emerge when in interaction with others. These are manifest on a spectrum in the study, with Safin exhibiting a clear example of a deficit mindset, and Emily, Welf and Adam exhibiting confident leadership.

Figure 6 (p.118) depicts findings showing commonalities of EMIBLs. Sensitivity to initial language learning conditions constitutes early L2 confidence, greater cultural familiarity, increased potential for employability and membership of a perceived international/global community, and positive L2 self-perception and management. These commonalities serve as a distinct advantage in the subsequent university LE, one that can be harnessed positively for peer learning and implicitly consolidating learning hegemony. That teachers showed no awareness of how the group work and interactions were structured according to these deep socioeconomic cleavages between the more and less privileged is an issue requiring attention so that access to learning and the exploitation of affordances for all can be established. Coadaptation occurs as learners mediate both pedagogical practices and the organisation of learning to their advantage, with the more privileged learners securing dominant roles. Uncritical implementation of CLT methods may serve to foster such outcomes in contexts, such as the KRI, where EMI/non-EMIBLs are taught together. SLTE must include more critical awareness of how socioeconomic factors are reconstructed through cognition on a micro level in the classroom, and classroom practice must address this in turn. The classroom may be experienced as an unequal environment, favouring those who can maximise cultural capital and limiting the development of economically disadvantaged learners. It is also an underutilised forum for critical explorations of such issues in SLTE (Hawkins, 2011a).

Cognition, as a CDS, is an assemblage of sociohistorical and cultural contexts engaged in situated interaction. Areas of contradiction between components may persist. Thus, while Safin passes the module, achieving his learning goals on a level of intentionality, and remains at the University, his stable beliefs and L2 identity are still highly responsive to the initial conditions of his learning experience as a non-EMIBL who is at a disadvantage in comparison to the perceived privileged position of his EMIBL peers. Cases such as these evidence how change at one level does not permeate all levels of cognition (Borg, 2003) and affirms the intra-variability of CDSs (Larsen-Freeman, 2016).

9.3 Internationalisation, globalisation, and misalignment

The internationalisation of HE (Daniels, 2013), the increase in English provision in mainstream schools in non-English-speaking countries (Blair, Haneda and Bose, 2018), and the escalating use of English in global business, media, technology and tourism (Nakane, Otsuji and Armour, 2016), are products of globalisation as well as catalysts for further globalisation (Graddol, 2006). As a recent phenomenon, it structures experience and relates to all RQs in this study as it provides the wider contextual setting. The complex, concurrent, and at times contradictory trends in globalisation mean that as English grows as a 'global' language, its role as a 'foreign' language may be in decline (Graddol, 2006; Bianco, 2014). However, this study indicates that both trends may interact in the same classroom as EMIBLs have a differing global purchase on English in comparison with their non-EMIBL peers in the HE EAP context. The economic division reflected in access to English education remains at the heart of these experiences which continue to shape learning (McKay, 2012). It is unsurprising that L2 self and identity issues emerge as the learning cultures established by teachers in this context are based on Western CLT with an emphasis on critical thinking and exposure to Western culture. Thus, Robert and Sarah insist on an English-only LE, implicitly relegating the L1 to a less desirable status in academic contexts (McKay, 2012), or even as problematic (as with Robert's ban).

The misalignment identified by Sarah (section 6.3.1) is a function of local-global interplay. Institutions attempting to promote their international profiles are caught between processes of maintaining local learning cultures and standards and global ones, which may involve contradictory benchmarks and result in learner confusion. The 'inflated' grades to which Sarah refers are drastically reinterpreted within the CEFR used at the University. Local standards are rejected as there is a convergence to external, monolithic, global standards as codified in the CEFR. Concerns have been raised about the extensive use of the CEFR to contexts 'beyond its original purposes' (Hamp-Lyons, 2014), questioning its desirability and applicability in some contexts (Fulcher, 2004), and its implications for degree/ELT programmes. Hamp-Lyons argues that what was intended as a 'framework' is in fact being 'increasingly used as a metric' (2014: A2) resulting in increased homogenisation of language systems globally.

The teachers in this study held in common the view that they had a positive role in shaping learners according to Western academic culture and critical thinking. However,

the approach implicitly comprises an uncritical view of the role of English as more desirable for academia, and its spread as 'natural, neutral and beneficial' (Kubota, 2002: 20). Despite historical oppression of Kurdish people under Saddam Hussein's dictatorship, there was limited evidence that the expression of national identity through English was explored. In its place, teachers promoted the potential of English as a 'marketable commodity' (Heller, 2002:47) through which membership of a global, economically successful, technologically advanced, superior community is achieved (Block, Gray and Holborow, 2012). Cameron (2002) has insightfully argued that the standardising effects of teaching aspects of EAP such as communication skills (prominent in two of the modules in this study) is evident in routinised behaviours and speech combinations. This may also have a standardising effect on identity construction and conformity to available role models (Anderson, 1991).

9.4 L2 identities and L1

Cognition and behaviours pertinent to RQs 1 to 4 are related to language and the performance of identities. An issue related to both EMI background and globalisation is the emergent L2 identity vis-à-vis the L1. Firstly, findings reveal situations in which the L1 is increasingly and deliberately marginalised as it is replaced by the L2 (Cook, 2008). A situation emerges characterised by an intergenerational language shift in which the L1 is retained for specific social and cultural functions, particularly related to communication with family or older generations as a symbol of respect or necessity (O'Neill, 2017). However, the appeal of the L2 and its associated identities in media, culture and the West result, not in neutral, functional global identities related to economies and employment, but in distinctly Western ones with 'native speakers' as role models. This is bolstered by diminishing experiences of L1 literacy and learners' perceptions of it as problematic for them. Thus, the subtle implication that their L1 is inferior or surplus to modern requirements is strengthened, and English is given linguistic hegemony (Obondo, 2007). The EMIBLs in this study admitted not being able to read, write or complete basic academic tasks in their L1. Their L2 defined their experience of literacy as an English, Western phenomenon associated with *English* literature and academic norms. Literacy for the more elite and privileged learners is essentially constituted by being literate in English. As their access to English language and Western culture increases, the L2 identities that they choose to perform are

consolidated. The ascendancy of such neo-colonial views of English and its associated Western culture (Pennycook, 2007) may undermine national identity and literacy.

Cognition as a component of identity construction is also influenced by learner perceptions of the status of English and its utility compared to either L1 or other acquired languages. These cognitions, which are often based on recursive experiences, are carried to other educational domains and span timescales in terms of past and future perceptions of self. Van Lier (2004a:93) argues that this projection of selected life experiences on the world comprises "a reciprocal relationship between the individual and his/her world", that is a conception of self which is inextricably intertwined with identity. Learners, such as Nasreen and Emily, who maintain English-speaking relationships and confess to making mistakes in their L1 express intentionality in their L2 self-presentation, identifying their future selves and (professional) goals in terms of greater engagement with English. The benefits of English were well-articulated by all participants, and Safin notes its importance in securing the job he currently does. Such perceptions of English are central to the construction of identities, which can be understood 'as projections as well as projects of the self' (van Lier, 2004a:96) engaging learners to achieve their goals through mediated agency and identity work.

The study shows that teachers affirmed the status of English as a unique language offering benefits in terms of employment, travel, and membership of an academic and future professional community. Associated norms were expressed by Victoria in terms of critical thinking (implicitly conveyed as a preserve of Western education), and by Robert and Sarah in relation to international employment opportunities and the need to at least understand, if not actively emulate, associated Western values. The participant teachers did not perceive their practices as cultural imperialism but clearly framed their views in terms of the benefits of acquiring the values which underlie academia and international business. The linguistic hegemony of English and the associated economic and cultural significance attached to its use (Hinkel, 1995; Pennycook, 1997; 1999) has already been considered in section 2.2, but teachers have a responsibility to critically examine their role in the positioning of learners in relation to both English-speaking and L1 cultures. This is particularly important in contexts of persecuted minorities where teachers identify a lack of critical thinking in prevailing academic traditions. Learners must be guided to apply critical thinking to the social and cultural role of the language they are learning. That such applied critical approaches are largely absent from both pre-

service and in-service teacher education results in a lack of empowerment for both teachers and learners (Hawkins, 2011b; Zeichner, 2011). Learners willingly engage in practices that reduce their effective involvement with, and consequently the preservation of, their L1 (Hopkyns, 2015; O'Neill, 2017). While most EMIBLs in the study appear comfortable with their language gains in class, the very process of learning English resulted in confining the role of their L1. The L1 linguistic limitations found in this study represents a particularly sensitive issue with regards to Kurdish which is still prohibited in many official contexts in Turkey. These learners identify using their L1 for increasingly limited social and relational purposes and pursue cultural identities commensurate with the increasingly dominant role of English in the Middle East (Randall and Samimi, 2010; Hagler, 2014). In this context, teachers have an ethical responsibility to encourage greater critical thinking about the role of English in Middle Eastern tertiary education and the consequential impact on culture. This is especially important in the context of this research where teachers were actively advocating at least an appreciative understanding of Western values and culture, and at times, a broad acceptance related to academic and occupational success. Such issues should be on the SLTE agenda as they are critical to professional practice.

9.5 Participatory learning, interaction, and distrust

The nature of participation and interaction in the LE is most relevant to RQs 3 to 5. For some learners, attendance at an EMI university signals participation in an L2 'imagined' community (Pavlenko and Norton, 2007) which leads to social, economic and academic mobility (McKay, 2012). However, issues arise during participation which relate to the organisation and efficacy of interaction within the LE. While participating in groups that produced consistently high standards of work in the target language, Emily received decreasing benefits from the class and turned her focus to the key role of the teacher towards the end of the semester. This provides support for findings that show that more proficient learners may be better positioned to participate but do not benefit equally from classroom interactions. Rather, their contributions positively mediate the learning gains of their less proficient peers (Breen, 2001: 128).

Breen's insight sheds light on the findings of the study and Emily's increased focus on the teacher as a learning resource at the end of the semester. Additionally, learners such as Safin, and to some extent, Yara, are engaged in covert language learning as they benefit from more proficient or more knowledgeable peers (Huong, 2007) in the course

of interaction. They devise individual strategies commensurate with their position within the group interaction including translanguaging (Pecorari and Malmstrom, 2018) and mediated vocabulary learning (Payant, 2015). Conversely, proficient learners were often guided by their own interests and learning goals in relation to teacher input. Thus, variability in emergent learning is a significant outcome of participation in group work (Breen, 2001).

Beliefs about the efficacy of learning through participation in group work are fundamental to CLT (Spada, 2007) and task-based learning (Poupore, 2018). Indeed, such approaches are premised on the assumption that learning occurs in interaction (Long and Porter, 1985). Whilst this study supports the view that learning occurs in interactions between more and less proficient learners as stated above, there are important caveats that introduce caution to ubiquitous endorsement of learning through interaction. In contrast to teacher beliefs in the efficacy of group work/peer interaction (Sato, 2013), learners in the study expressed distrust of their peers. Such gaps between teacher and learner beliefs can reduce learner confidence and willingness to participate in activities (Horwitz, 1988) as well as increase the sense of threat and exposure (Breen, 2001). Trust affects the orientation of learners to the message and meaning of their peers and teachers. In the study, distrust was expressed towards learning from peers with concerns related to errors, content, knowledge, and pedagogy. Some learners articulated the need for self-reliance and independence and engaged in 'asymmetric[al] patterns of dialogic communication' with the aim of regulating peers (Ahmed, 1994: 160).

Whilst theorists propound the view that formal classroom learning is maximally effective when it is 'participatory, proactive, communal, collaborative' (Bruner, 1996: 84), and emphasise meaning construction rather than reception, learners express alternative views. Some prioritise accuracy and knowledge and do not perceive the value or learning potential of communicative activities in the same way as teachers (Graus and Arno-Coppen, 2017). The issue of trust is at the heart of authentic interaction but is an under-researched area in SLL (Candlin and Crichton, 2013). Apart from the area of distrust towards learner peer reviews and the validity of peer responses (Brammer and Rees, 2007), little research exists. Some research has investigated classroom interactions and found that where dominant learners took non-dominant roles, there were increased numbers of negotiated solutions (Yule and Macdonald, 1990); learners in dominant-passive interactions were least effective in terms of language knowledge retained

(Storch, 2002); and participation in pair or group work led to improved production of target language forms (Breen, 2001) even where learners did not perceive activities as useful (McDonough, 2004). Whilst findings of the study may provide support for some aspects of these research outcomes, these studies have not investigated how distrust affects the orientation to interactions. Trust is situated and varies according to the context and learner position in interactions (Khodabakhshzadeh, Kafi and Garmabi, 2017), but lack of trust (expressed by 3 out of 8 learners in this study who perceive peers as lacking in knowledge and as a source of potential error and misguidance: sections 5.5, 7.4.4 and 8.4.1) informs learner orientations and research is needed to investigate how this affects learning in contexts where so much is premised on the efficacy of interaction and participation (Poupore, 2018). Additionally, while teachers such as Victoria and Sarah showed some awareness of distrust issues with EMIBL initial orientations to EAP or CEFR, teachers in this context are faced with the need to negotiate more trusting relationships for learning orientation and engagement.

The findings of this study strongly suggest that interaction is not neutral, accessible and equal as it serves as the locus for power relations expressed through various capitals – social, economic, cultural - and identity construction (Norton, 2000; Block, 2007). The experience of EMI is a pivotal issue in this study because of its ongoing influence in shaping and interpreting language learning experiences and the positioning of learners in their reflexive, self-conscious, socially constructed, emergent identity narratives performed in the LE (Block, 2007:27). Whilst this study confirms that learning is a highly participatory, transformative process, which engages the inner dynamic world of participants (Sfard, 2008), significant challenges arise for structuring the interactive, participatory context of the LE so that non-EMIBLs can access and develop positive L2 identities through dialogic engagement with a teacher's tutelage of thinking. All teachers in this study project future perspectives of learner L2 selves in terms of employment. Indeed, programme orientation is set in this context. However, active pedagogic management of peer interaction is needed to maximise learning potentials (Sato and Ballinger, 2012). Furthermore, teachers must be alert to how a lack of confidence, shyness, lower participation levels, silent participation or face-saving (Breen, 2001) can be interpreted as responses to linguistic privilege and performance and are constraints on L2 identity formation. The control parameters of a learner as a CDS may be set by those who assume leadership, thus directing the external resources

of the learning situation. One of the strengths in conceiving of the LE as a CDS is the open nature of such systems and the operation of multiple variables. This means that teachers can deploy resources and strategies to direct interaction so that LEs are not unintentionally annexed to serve educational advantage. Furthermore, it is potentially enlightening for teachers to consider how behaviours are mediated by beliefs rooted in patterns of experience shaped by socioeconomic factors. Teachers should not assume that behaviours, roles and identities are simply intrinsic personality factors when learners perceive their roots in socioeconomic components of their experience.

9.6 Influential beliefs and past experiences

The perceived conflict between espoused beliefs and practice (such as Sarah's view of being 'student-centred' versus responding to contextual exigencies) is an expression of cognition in interaction with a specific spatial-temporal context. The study sheds light on the continued importance of the apprenticeship of observation in that teachers' influential positive and negative teaching models inform their choices of dispositions, approaches and pedagogies (Lortie, 1975). It attributes significance to prior language learning experiences as a resource influencing teaching (Borg, 2003). However, the study does not present deterministic influences, but rather ascribes agency to both teachers and learners as they engage with the LE (Bandura, 2001; Benson and Cooker, 2013). Thus, stable beliefs are held regarding learning EAP and KAL in RQs 1 and 2. These are derived from sociohistorical patterns of experience mediated in a (new) context. Victoria, for example, has multiple significant language learning experiences in which her beliefs are formed, and these are refined during training and extensive study of pedagogical grammar. This background furnishes her with an understanding of language systems, deployed in the LE with flexibility and spontaneous responsiveness. Her impromptu treatment of noun phrases in CO1 is an observed example of her dealing with grammar as it arises in class (section 5.2). Additionally, training provides principles for interacting meaningfully with current context. Sarah, for example, demonstrates contextually derived cognitions during the restructuring of the EAP programme when a contextualised and integrated approach to KAL was developed based on a needs analysis. Robert's LTC in the area of KAL is based around his self-perception and self-efficacy levels. He lacks confidence in the area of grammar and states that he avoids explicit treatment of grammatical items beyond elementary level. He is also observed declining learner requests for input on lexis. Robert's beliefs about KAL both converged

and diverged with his practices (Fives, Lacatena and Gerard, 2015). For example, apart from recasting an adjective into an adverb, no grammar correction was observed despite Robert's espoused views on this practice. His perceptions about his ability and his confidence levels shape pedagogical practice, and whilst these are contextually derived, they are largely related to his limited past language learning experience and knowledge of language systems. These findings give support to Borg's (2001; 2003) conclusions regarding avoidance of teaching KAL based on lack of confidence, and the role of teachers' language learning experiences having a greater impact on LTC than formal training. The formation of LTC in this study confirms that the source of LTC affects the durability of beliefs (Levin, 2015) and that teachers' practices converge with their needs to be comfortable and to teach to their own perceived strengths. Teachers may not be aware of the implicit beliefs that shape their practices and this needs to be explored more purposefully in SLTE, reflective practice, and in ongoing professional development. Individual practitioner and collaborative reflection on these issues, and making the implicit explicit, may be an important illuminative process for potential transformation and professional growth in this area (Kubanyiova and Crookes, 2016).

Diverse teacher perceptions of language were found with 'native speakerism' (Holliday, 2006) prevailing as a model. While learners accepted this, their conceptualisations of language were shaped by their learning histories in which the importance of grammatical accuracy is perceived as key. For some, this was nuanced in communication as a way of avoiding the appearance of being 'uneducated'. The need for accuracy is suggestive of the formality and professional language that learners begin to identify as accruing status and distinguishing users from the less articulate. The way in which grammatically accurate English occupies an elevated and appealing, social, cultural and functional position in learner perceptions bolsters its adoption for the construction of identities within an EAP context. Thus, conflict between learning needs and teacher expertise in this foundational area of SLL is professionally problematic.

Because many learners in the study enter UG from EMI institutions unconvinced that they need further English instruction given their previous grades and the perceptions they hold of their own language abilities, it is important for learners to see what else they can learn from the very beginning of a course. This increases the likelihood of securing further engagement. As van Lier (2004b:9) clarifies:

> "language awareness needs to take into account several characteristics of perception that will influence how effective it will be in instigating learning".

He expands on the centrality of perception to learning, the nature of affordances, the role of perception in identity development and the centrality of learner agency. It may be useful to deal explicitly with learner perceptions, and their expressions of agency and identities rather than permit them to lead to disengagement. In the context of this study, findings support van Lier's assertion that these perceptions will influence how effective learning takes place. For example, Welf, Yara and Adam communicate perceptions that to some extent limit learning potential in relation to their formal learning contexts. However, Victoria appears to be successful in altering the effects of similar perceptions in Nasreen, Zrary, and Lara over the course of the semester, and Mariwan's perceptions incrementally on a granular level in CO3 (section 6.2.3). Sarah has some successful outcomes with learners like Emily and Safin, but she also experiences considerable challenges with learner perceptions of her course, and attendance and achievement are poor throughout.

The findings suggest that cognitions occurring in relation to external factors and personal beliefs are more stable core cognitions that are less susceptible to change as they interact with new LE contexts (Levin, 2015). For example, Zrary and Adam describe the influential inspiration of their families' in their academic aspirations, a factor which may explain their continued self-regulation and agency (Bandura *et al.*, 1996). Other factors interact within the LE to produce greater reciprocal change. This suggests that as CDSs, teachers' and learners' sensitivity to initial conditions on the level of external factors and beliefs are particularly significant in shaping the mindsets that emerge in the context of the LE, and therefore, self-concept in learning. The cognitions derived from sociohistorical patterns of experiences (such as the apprenticeship of observation (Lortie, 1975)), are part of the constitutive environment of the CDS as it enters interaction with a new system. These beliefs act as filters of new experiences; guides in new environments (Fives and Buehl, 2014), and are less negotiable as they continually emerge in relation to the tutelage of thinking present in the LE. Victoria's deliberate commitment to address issues of engagement with learners resulted in identification of a range of 'self' factors, such as lack of self-confidence, guiding their learning behaviours. The improved learning outcomes secured are a testimony to the effectiveness of mediating cognitions informed by reengagement with

past patterns of behaviour and associated beliefs in a new LE. It also demonstrates the potential of positive feedback in generating change in the control parameters, inner worlds and internal resources of the learner.

9.7 The tutelage of thinking – linking LTC to learning

Relevant to all RQs in this study are the links between LTC, learner cognition and learning through the tutelage of thinking. This is defined in section 6.2.6 as the highly nuanced, macro-to-micro-level, intentional, pedagogical adaptation to learners' emergent cognitive, affective and behavioural needs in a particular LE aiming to move learners to achieve negotiated learning goals through coadaptive responses. LTC has previously been conceptualised as a CDS (Feryok, 2010) and its complexity has been illustrated throughout this study (e.g., section 6.2.3). Each of the elements in the above definition will be explored in turn.

a) Highly nuanced - The tutelage of thinking is activated through reengagement with influential past experiences and beliefs through which stable patterns of behaviour, emotion or thought become relevant to a specific LE context. It is dynamically 'soft-assembled' and situated both in the historical-cultural contexts from which it is derived, and in the LEs in which beliefs formed through these experiences serve as filters, guides and interpreters of a set of initial conditions. They are shared in new ways as distributed cognition in interaction with learners.
b) Macro-to-micro level - The tutelage of thinking operates at multiple levels from course-level curriculum development to individual learning episodes within the LE, incorporating pedagogical decision-making, judgements, and evaluations. It structures customised learning experiences for classes and individuals. It creates pathways and bridges through assisting learner cognition, academic behaviour and positive attitudinal approaches towards learning through multifaceted teacher adaptation. This may be seen on a course level between Victoria and Nasreen, and on an individual level in the episode between Victoria and Mariwan (section 6.2.3), where Victoria's sensitivity to initial conditions amplifies the multi-level nature of her tutelage of thinking in customised ways.
c) Intentional – The constellation of cognitive-affective-behavioural components involved in teaching is guided by (negotiated) goals. The teachers in the study are purposeful in their adoption of roles, texts, content and learning objectives

in order to galvanise learning interactions in relation to potential affordances within the LE. On a macro level, intentionality is shaped by institutional and curriculum objectives. However, an important aspect of intentionality may also be framed through intuition on a micro level. Victoria reports how she identified with the assessment of a former line manager who described her as an intuitive practitioner, comprehending the significance of pedagogical exigencies through her own ways of knowing rather than through formal training. Whilst intuition relies on affective-cognitive interpretations and thus lies beyond the realm of rationalism and accountability measures (Furlong, 2000), it may be a key part of Victoria's ability to understand the position of learners like Mariwan and Laith and her success in securing their engagement in learning opportunities. Indeed, Claxton (2000:40) has argued that despite the difficulties of articulating its origins, intuition is an essential part of expertise in complex domains where sensitivity and insight bolster professional effectiveness.

d) Pedagogical adaptation – CDST is a relational theory and fits well with understanding relational processes accomplishing cognitive change. Teachers in the study continually make a plethora of cognitive, affective and behavioural adaptations for pedagogical purposes as they seek to understand and respond to learners and enable them to access learning affordances. Adaptation occurs on multiple levels and involves emotional labour (Benesch, 2018). Thus, Sarah's mediation of learner disengagement requires management of her own frustration as she aims to arouse desirable academic learning behaviours. As a significant original contribution to knowledge, the tutelage of thinking broadens our conceptual understanding of pedagogy as it represents multifaceted, multi-level adaptations in greater complexity and scope than concepts which focus on pedagogy as a simple relationship between applied linguistics and language teaching methods (Benson, 2012; Freeman, 2016). As an ecological, relational, cognitive concept, it comprises LTC at the historical, cultural and social levels of formation as well as its dynamic interplay with pedagogy and learners, reflecting the stability of personal theories and beliefs interacting with dynamic, emergent cognitions in specific learning contexts.

e) Learner needs – the teachers in this study developed a contextualised understanding of learner needs in terms of curriculum development, where learners come from and where they are at the start of their courses (e.g., section

4.2), but also the emergent cognitive, affective and behavioural needs within the LE. One key aspect of the tutelage of thinking is the continual exposure to strategies about how to think critically about content and issues on a cognitive level. Additionally, teachers identified the need for learners to be socialised into academic behaviours, Western values, and participatory practices that encourage access to learning through relational collaboration with peers as learning resources. These needs are constructed through teacher beliefs engaging in specific classroom contexts.

f) A particular LE – Each context varies and consequently the specific adaptations performed are connected to the components of the particular LE from which they are derived. As a CDS, the LE is not a neutral background but a constitutive component of LTC, activated through interaction with the LE and the mediations which occur there.

g) Move learners towards (negotiated) goals – The role of agency has been documented and illuminated in this study. Whilst teachers continually seek to adapt to the LE and learners in multiple ways and at multiple levels to enhance learning trajectories, it is the interaction with dynamically changing learners that varies conditions. Scaffolding, feedback, interaction patterns, guidance, content presentation, and tasks are negotiated in this study. Consequently, variability occurs within the movement of learners through learning spaces and the goals toward which they move. Thus, where resistance is encountered towards learning objectives (section 6.2.3), or other elements of the LE more widely (Section 5.4.1), learners may move towards alternative goals.

h) Adaptive responses – Learners express agency in their responses to the LE. Where appropriation of the tutelage of thinking occurs, it becomes effective and emergent learning occurs. On a cognitive level, reflection on feedback, the implementation of teacher strategies, construction of lexico-grammatical structures, or conceptual changes such as writing for an audience are indicative of appropriation. Learners also make affective adaptations to the LE, peers, tasks and the teacher, some of which may also involve emotional labour, and this is an important aspect of adaptation. For example, Zrary's management of his own affective state after the death of a relative and the continual resilience demonstrated by learners pursuing degrees while living in a conflict zone requires emotional labour. Additionally, on a behavioural level, learners coadapt

to the learning culture of the LE. For example, Robert's LE, informed by his kindergarten experiences and beliefs, requires many adaptations, and promotes behaviours which he identifies as desirable for future imagined communities through mediating language and thought.

Thus, the tutelage of thinking represents the soft-assembled, distinctive cluster of requisite functions that aims to secure intentional behaviours from learners towards the LE. Forms of convergence desired by the teacher, particularly when learners use teacher concepts, language, and thinking in their own cognitions about their work (section 8.3.1) are evidence of emergent learning. These are soft-assembled in response to tasks requiring oral or written communication, and which bring together a range of skills and language forms for an interlocuter or audience. It is also exhibited on macro levels of intentionality, such as Sarah's strategic attempts to change perceptions stemming from the misalignment between local and international standards, and Robert's facilitation of thought, positive affect, and behaviours which he considers desirable for future success. These cognitions connect teacher beliefs with their context and thus express the tutelage of thinking.

The deliberate continual mediation of the LE to achieve learning goals as stipulated by the teacher is one of the most important links to the learner and the learning opportunities that they access through this 'relationship of influence' (Freeman and Johnson, 2005:79). Perception is important to understanding the cognitions which develop in the LE as both are reciprocally adapted by all participants through mediational links (Walberg, 1972). Nasreen and Emily, for example, move through state spaces in which they are initially dubious about what there is to learn but then move on to learning trajectories with successful learning outcomes and become certain of the areas in which they have made progress. On a practical level, this indicates that the pedagogical and problem-solving potential of the tutelage of thinking can lead to enhanced learner engagement.

Whilst language teachers have a crucial role in constructing the LE, it is the interaction with the internal resources of both teacher and learner that creates learning opportunities and processes. Thinking, in terms of appropriating teacher language, concepts and criteria for dialogical reflection on language use is an important mediating variable that is developed as adaptive behaviour in the context of a CDS. Emergent change may lead

to new self-organisation in terms of language and behaviour which, consequently, may lead to new domain-specific growth mindsets, forging academic self-continuity in context. The tutelage of thinking expressed in documentary forms such as presentation slides, guided peer reviews and grading rubrics allows learners to develop further self-regulatory practices through using content and shared cognition in language tasks and their assessment. Indeed, regulation may be a part of the associated task design and contain benefits for learners in terms of clearly articulated, standardised criteria applied to specified levels of performance which can be used to assess and edit work before submission. There was no evidence in the study that Robert was aware of the difficulties that learners experienced in understanding their progress using different grading systems, nor were there indications of reflection on the implications of using various systems beyond the level of providing an experience of multiple tests. Whilst both Victoria and Sarah discussed specific areas of weakness that reduced marks in specific areas of grading, Robert does not explain why specific learners were unable to achieve desirable learning outcomes in listening comprehension questions which he regarded as easier sections of testing materials.

9.8 Theoretical scope

Whilst CDSs provide a useful explanatory framework for adaptive behaviour and shared cognition, it is possible that other ecological approaches, such as sociocultural theory (Ahmed, 1994; Donato, 1994; Lantolf and Appel, 1994; Rogoff, 1990) could be used to understand the findings. Concepts such as cognition and agency moving from an intermental to a self-regulatory intramental plane (Vygotsky, 1978) could be used to examine the tutelage of thinking and related concepts in the study. The depth and breadth of the data collected in this study is a key strength and the findings yield insights at different levels of learning that can be theorised in different ways. However, the strength of CDST in explaining both LTC and the LE augments insights into the adaptive behaviours of systems. The particular insights yielded in this study are a testimony to the explanatory potential of CDST and its efficacy in enlarging our understanding in closer keeping with lived experience and complex classroom realities.

9.9 Summary

This chapter has outlined key themes arising from the findings in relation to the literature and the research questions guiding this study. The significance of EMI/non-EMI provision in learner experiences before tertiary education situates them in different state spaces within the LE and furnishes them with different prospects for negotiating their context. This background, along with the way processes of globalisation interplay with their L2 identities, leads to stable cognitions on the part of learners in terms of learning EAP and KAL. The reengagement of past experiences in belief formation, intertwined with these core elements, consolidates their continuing influence in the LE and L2 identities. This provides much of the content of the tutelage of thinking as it continually emanates from the interaction and mediation of the LE in micro-level responses to the perceived, multifaceted needs of the learners. Whilst the study confirms the interactive participatory nature of learning, it conveys interaction as a space for the potential expression of power relationships, and the development of self-regulation and individual strategy use as ways of either controlling or accessing learning contingent on learner position. Additionally, interactions are affected by learner distrust of peers, and possibly teachers, which may complicate learner orientations towards learning programmes, peer interaction and tasks requiring collaboration. Learners express agency in developing L2 identities in context. While these are not structured in a deterministic way, they may be performed with uncritical and unconscious neglect for the L1 and national identity. The need to address this issue is a key ethical responsibility of teachers who aim to promote critical thinking. The study supports much of the extant literature in terms of the structure of cognition and its durability related to sources. However, it goes beyond this in demonstrating how the sources of cognition rooted in *structural* sociohistorical elements of human experience lead to the persistence of beliefs as stable ASs. Additionally, it provides evidence of how, simultaneously, adaptive changes occur in cognition emerging from interaction within the specific LE which are *contextually derived* through engagement with learning processes. Thus, sensitivity to initial conditions of language learning remains palpable and both stability and change are accounted for. On a pedagogical level, the chapter also demonstrates how beliefs are a structuring influence on roles and identities performed within the LE. However, these roles and identities are mediated in response to the tutelage of thinking as a multifaceted cognitive and pedagogical mechanism illuminating how LTC influences learning.

10. Conclusion

10.1 Introduction

This study has explored the under-researched area of LTC in relation to learners and learning (Kubanyiova and Feryok, 2015). It is set in the newly researched area of the KRI and contributes original insights within this context. The present chapter starts with a summary of answers to research questions guiding the study and the original insights arising from the use of CDST, highlighting how the tutelage of thinking is a crucial link in understanding how LTC relates to learners and in turn, learning. The strengths and limitations of the study are then reviewed before suggestions for future research in this field. Finally, recommendations are made regarding practice and benefits for the wider learning community.

10.2 The research questions

In terms of the first two research questions regarding cognitions about EAP and KAL, the study reveals that beliefs related to past experiences and patterns of cognition and behaviour which emerge from them are fundamental to the emergence of LTC and language learner cognition (LLC). The study provides evidence for the continued importance of the apprenticeship of observation (Lortie, 1975) in representations of core pedagogical beliefs among teachers. These are shaped by both positive and negative experiences including critical incidents involving language learning experiences. Lack of language learning experience was also seen to be an important factor in subsequent attitudes and confidence levels in teaching KAL. Training was important in both verifying practices and furnishing teachers with effective methods which were adopted as professional practices. Learners, who all shared the same view on the central importance of KAL to language learning, were deeply influenced by cognitions rooted in past learning experiences. The significance of EMI background was an important element in shaping views of English generally, and KAL specifically, as a form of cultural capital (Bourdieu, 1983), bolstering perceptions of status that could be accrued by accurate, 'educated' discourse. The study also shows that whilst all teachers proffered beliefs about KAL being analysed through texts, two engaged in isolated treatment of grammar, typified by FonFs (Burgess and Etherington, 2002). Within mixed ability classes, KAL was managed through supplementary learning resources with the expectation that learners incorporate the content appropriately in coursework. Thus, the study gives primacy to clusters of beliefs representative of self-understanding

vis-à-vis the formal LE and cascading in mediated influence in interactions with other CDS components.

RQ3 draws on the LE as a CDS with multi-faceted nested systems that can best be understood through preserving their ecological validity. From the viewpoint of cognition, the LE comprises multiple CDSs in an interconnected, relational system of powerful, orienting influences derived from patterned experiences of institutional or social structure which operate at the level of personal beliefs and inform the mindsets which interpret learning events. The impact of EMI in evidence in this study links learning backgrounds and beliefs to the performance of L2 identities which differ considerably in terms of cognition, confidence, future selves, participation in imagined communities, and perceptions of membership in global communities. This in turn links to the variations in views towards the L1 comprising pragmatic plurilingualism (Payant, 2015), intergenerational marginalisation (O'Neill, 2017), and for non-EMIBLs, the continued use of the L1 as the major linguistic currency to access learning. L2 identities also inform participation and interaction patterns in the LE, the use of translanguaging (Blair, Haneda and Bose, 2018), the perceptions of knowledge, use and competence in English, and the related distrust of peers.

The centrality of the tutelage of thinking is important in understanding LTC in the LE as it links to LLC, and in turn, to learning itself, in most cases reframing the interpretation of learning in the specific contexts in which it emerges. The tutelage of thinking is a process which explains how LTC is externalised, mediated, and appropriated by learners, who, in agentic responses to affordances, soft-assemble multiple components into new configurations embodying teacher influences, conceptions of language and criteria for assessing language production. The study has demonstrated how such learner development operates on the level of emotional aspects of cognition as well as knowledge and behaviours. The tutelage of thinking provides an original insight into participatory learning through shared cognition. It links agency with intentionality on the learners' part, the processes and practices that provide a forum for affordances, and emergent learning within the LE.

In response to the issue of teacher learning from their LEs, all teachers engaged in some reflective practice as forms of learning from the LE although there was wide divergence between them. Victoria demonstrated awareness of learning processes which led to

reflections and subsequent curriculum development, conference presentations and publications. Sarah reported reflections that enabled her to problem-solve within the control parameters of time limitations, but she felt there were ongoing challenges that meant further training was required. Robert's reflections led to variations in teaching methods.

RQ4 focused on learners' interpretations and understandings of their LEs and these were shaped by the transportation of sedimented experiences across temporalities (Gudehus, 2016). Patterns of past experiences structure interaction, EMIBL leadership, and provide cultural filters to interpret and act in present contexts. Additionally, whilst much literature exists on learning strategies and their taxonomies (Griffiths and Oxford, 2014), this study demonstrates that learners perform strategies as expressions of agency and active self-regulation within learning processes rather than possessing them as attributes (Dornyei and Ryan, 2015:140). Thus, while it is beyond the scope of the study's aims to categorise learning strategies, both creativity and selection continually occur in a process adapting to the tutelage of thinking, and self-regulating in the light of affordances. Such responses are also mediated by other nested systems and the LE context.

Finally, RQ5 focuses on issues that produce variability in learning. The findings show that learning is primarily interpreted in light of the tutelage of thinking. This may subsume planning, content, and grading criteria, furnishing teachers with descriptors to assess work in a standardised way. Most learners clearly articulated areas of learning, even those who were unconvinced that there was anything to learn from further EAP provision. Only Yara remained ambivalent in this area, unsure of what progress she had made. Learners demonstrated multiple ways to learn through adaptation to the tutelage of thinking: agentic responses to participation, self-regulation on tasks in interaction, negotiating positionality, noticing, convergence to formative feedback, and making use of different learning resources in their interactions within the LE. Each learner provided evidence of a unique trajectory in response to the tutelage of thinking and peer mediation which emerges in a particular classroom context.

10.3 Insights from the study

The study provides original insights on several levels through the unique use of CDST to analyse LTC as a system comprising both macro and micro components. Firstly, the

study clearly benefits from the adoption of CDST in understanding both participants in the LE and LEs themselves as CDSs. The theoretical strengths of an approach that overcomes pragmatically convenient but reductionist dichotomies (Cameron and Larsen-Freeman, 2007) and attempts to retain the complex reality of the classroom and its interrelationships fostered holistic thinking and engagement with the research context and data. The longitudinal design enabled analysis of change that would not have been evident had data been collected at only one point in time. Thus, the study offers greater theoretical and ecological validity relating to the teaching and learning processes in the LE. Furthermore, benefitting from advances in recent scholarship, conceptualising LTC as a CDS meant interpreting findings in relation to each other and working across multiple components in interaction (Figure 16, p.187). Thus, CDST, as a theoretical framework augmented the explanatory power of the findings.

Secondly, the use of CDST highlights the social context of the study as a wider system in which the LEs are nested. The KRI brings together globalisation processes in which the juxtaposition of EMI (in the private sector) and EFL (in the public sector) is a recent phenomenon. The impact of these concurrent internationalisation processes within EAP is illustrated by the findings of all research questions as they permeate cognition in different ways. Within this context, diverse learning profiles and needs exist. The study also provides insights in L1-L2 self-concepts and identities (Mercer 2016), imagined and peripheral membership of a global citizenry, and EMIBL ownership of English as a marketable commodity furnishing users with the confidence to participate in social activities (Block and Cameron, 2002). Conversely, it reveals the implications for learners from non-EMI contexts, and the creative, adaptive learning experiences and strategies they use as they negotiate their positions in classroom interaction and manage their lack of confidence. Furthermore, the study reveals how these orientations relate to L1 marginalisation and national cultural identities highlighting the political and ethical implications of EAP provision in such contexts.

Thirdly, the study has illuminated the issue of distrust within participatory approaches to learning. Research has not taken this as a focus, but it emerges as a significant concern for three learners in the study. The degree to which this is specific to the context of the study (in the KRI, the particular institution, or cohort), or is an unresearched issue that exists more widely in learner beliefs towards interaction with peers is not clear at present. This is an issue that has implications for teaching pedagogies dependent on high

levels of participation and which assume that learning is in the neutral communicative interaction of peers (Spada, 2007). Indeed, the findings suggest that interaction is far from a neutral component in the LE and is in fact key to the leverage of cultural capital and the reassertion of socioeconomic inequalities. Variability in learning outcomes is connected to the impact of internationalisation in this context as sensitivity to initial conditions means that learners as "social beings embedded in multiple layers of contexts of social relationships stretching across time and place" (Mercer, 2015:73), negotiate their learning and positions.

Whilst the study endorses many of the established findings in the field of LTC, it goes beyond the present limited understanding of how LTC relates to learning by offering a new descriptive and explanatory concept emergent in the processes of the LE: the tutelage of thinking. As outlined in chapter 9, the tutelage of thinking is the highly nuanced, multiple-level, intentional, pedagogical adaptation to learners' cognitive, affective and behavioural needs in a particular LE aiming to move learners to achieve negotiated learning goals through their coadaptive responses. Rooted in past sedimented experiences traversing temporalities, it connects beliefs formed in the past with present contexts. Being mediated by context and learners, the tutelage of thinking builds connections with new learning through facilitating positive responses towards affordances. Learners, who initially cannot identify potential learning, discover new areas of learning and use new terminology to reflect new understandings over time. These are emergent in the interaction of LTC with their own context as a CDS. Thus, change is possible in cognition, emotion and behaviour as interrelated components expressing a learner's positioning of themselves within the LE. All learners express agentic responses which provide feedback to teachers on the reception of the tutelage of thinking. Some learners actively seek to conform to the tutelage of thinking both inside and outside of the LE, but others clearly mediate its influence in view of their own learning orientations, goals, expectations and beliefs. The study reveals learners as active agents in their own learning, employing behaviours commensurate with their learning goals and position in the interactive organisation of the LE. This comprises teacher-initiated organisation of groups, and the organisation of the roles and interactions within the groups by more proficient learners. Figure 16 (p.187) provides a model depicting the LE as a CDS with negotiated adaptive interactions of beliefs with LE components at different levels and to different degrees. The concept of the tutelage

of thinking at the heart of the intersection between LTC and learning as presented in this study may help to shed further light on the relationship of LTC to learners and learning in future studies, and so inform pedagogical practice and SLTE.

One final insight worth mentioning is the impact on the professional context in which the study was conducted and the potential that involvement in research has for participants. Whilst learners commented on the interview conversations as enjoyable and one learner reported that she learned how to be interviewed, the participant teachers expressed that they had gained greater ability to articulate teaching philosophies, space for deeper critical reflection, related insights in problem-solving, greater awareness of classroom learning processes, contextualised opportunities for discussing specific classroom challenges, identification of training needs, and from participation in the initial feedback on findings, the identification of issues to inform curriculum development. Furthermore, two teachers expressed interest in using data extracts from the study for further reflection and CPD. Thus, the research journey is not only a (sharp) learning curve for a novice researcher but can be commended here as a beneficial learning experience for participants.

10.4 Limitations of the study

Scope: As the research questions were framed for exploratory purposes, there was a very real sense throughout data collection that I did not know what I would ultimately discover in terms of LTC and its relationship to learning. Whilst I have asserted that the theoretical strengths afforded by CDST honoured the phenomenological reality and complexity of the LE, the very nature of data analysis from this perspective means that selection and judgements must be made regarding demarcating focal units of analysis. In attempting to focus on dynamic interactions and processes in relation to LTC and learning, other types of analysis were not pursued. Given the sheer volume of the data (Table 11, p.72), it is possible that analyses could be conducted on types of thinking, thinking as skills (Johnson and Siegel, 2010), use of language, or further investigation of emotions. Decisions taken regarding the focus of the project were in keeping with both the theoretical framework and research questions and the limitation of greater depth in one domain would necessarily be at the cost of less breadth in understanding the wider system in which it is situated. Thus, researchers working within a CDST framework will of necessity be forced to make decisions on which aspects are studied and to what depth in their analysis of a CDS. For the purposes of this study, I have attempted to retain a

holistic view of multiple layers of the LE as a CDS as depicted in Figure 16 (p.187) but also provide sufficient depth of analysis of interacting components. Notwithstanding this achievement, other analyses of specific components could potentially shed further light on learning processes in relation to LTC. The findings here are a product of the theoretical framework and the types of analyses used in response to the research questions.

Data for findings: The key limitation in terms of findings was that issues of KAL, and especially grammar instruction, were not always prioritised by teachers in their modules. This meant that the data collected were not as extensive as expected. Whilst the pilot study had alerted me to the reality that there was less explicit treatment of grammar and led me to change the original focus of the study, there was also little integrated textual discussion of grammar. For example, grammar played a minimal role in Sarah's class, and where Robert did include grammar, it comprised group practice of structures with little instruction and minimal correction. However, Victoria's treatment of grammar demonstrated her priorities and yielded rich data.

Sample size: One obvious limitation of the study is the relatively small sample size. Three teachers and eight learners in a university context in the KRI is an extremely small sample of the available population. This necessarily limits the potential of the study to extend generalisations to other contexts, even where similar processes of educational change in EAP are occurring. The particulars of the context of this study are an integral component in understanding the findings, and the situation is deemed to be unique. Whilst it would have been advantageous to increase the sample size, this would also increase the already voluminous data sets and possibly make the project less manageable. I made the decision to interview a more limited number of participants in depth, rather than increase the sample and risk compromising the quality of data. Thus, it is not possible to interpret learning in other contexts based on this study. However, even with such a small sample in this context, the study reveals new insights in terms of the interactions of specific components in the LE that may speak to similar contexts, particularly those in the Middle East experiencing similar globalisation and internationalisation of education processes.

Context: Contextual issues led to limitations. There were necessarily changes to the planned data collection with selected students due to absence. On the day of the

observations, impromptu decisions had to be made twice when the originally selected learners were absent for follow-up interviews. Although the data yielded in both cases were rich, and certainly Safin's participation led to important insights as a non-EMIBL, it meant that just four of the eight learners involved were interviewed for all three data collection periods. Furthermore, I made an ethical decision to honour the work of the participant teachers in safeguarding their LEs against the preoccupation with the wider conflict. With some learners suspending studies and actively fighting against ISIS, and many others affected by the involvement or even the demise of relatives, the LE took on greater importance as a place of temporary refuge from the conflict that dominated the region (Kubanyiova, 2018). Consequently, while I was aware of heightened emotional labour for all participants, I did not often pursue emotional issues and states that I knew were important to learning. This decision obviously affects the overall findings related to affect. Finally, although a more extensive data collection period would have potentially provided more insights in learning trajectories, particularly augmenting understanding of non-EMIBLs continued participation profiles and learning outcomes, the high turnover of staff due to the conflict meant that access to an intact LE was likely for a single semester.

10.5 Future research

Considering the limitations outlined in section 10.4 above, future research could build on the insights of the study whilst overcoming its areas of weakness. Firstly, in terms of methodology, further research into LTC in multi-site research designs in ME contexts experiencing globalisation and internationalisation of education would further augment understanding of these processes as they mediate and influence contexts and outcomes of learning. Conducting similar research in different contexts would also potentially provide comparative insights. Further longitudinal observation studies from a CDST perspective has the potential to provide greater breadth and depth of empirical data for different types of analyses. CDSs are meaningful in that they are dynamic, and research designs that can chart changes occurring in interactions over longer periods of time have much to contribute to our understanding of how LTC relates to learning. Furthermore, whilst this study used classroom observations, interviews and documents as data collection strategies, other strategies incorporating teachers' narrative inquiry (Golombek and Johnson, 2004) or larger scale studies using mixed qualitative and quantitative methods could be used for further investigations.

Secondly, in terms of findings from this study, research could engage with new areas of concern, investigating aspects of participatory learning such as distrust of peers and teachers. Insights from such work are of paramount importance given the current commitment to pedagogies premised on the efficacy of interaction (Storch, 2002). The study warrants further empirical work in the related area of the organisation of interaction in classrooms among more and less proficient learners. Questions concerning who is best served by the patterns of organised and mediated interaction, when and how this occurs, and how it relates to emergent learning would be a fruitful line of future inquiry (Storch and Aldosari, 2012). An additional area of worthwhile study that will further enhance our understanding of the role of LTC in relation to learners is how it is a mediator of L1 and L2 identities. As the study reveals significant changes in the construction and performance of identities in intergenerational, social and cultural contexts, the role of LTC is implicated in the formation of perceptions related to English as an attractive, and even superior, lingua franca for the educated elite of any society, and the revised attachment to L1 identities and perceptions of L1 utility. Whilst this is a wider application of LTC research, the study suggests that it is related to the formal contexts in which LTC is operative.

Thirdly, the study presents LTC as key to learning, informing the creation of the LE, and through the tutelage of thinking, the sense-making processes occurring within it on a moment by moment basis. It is not simply that learners respond to processes in a neutral manner, discovering affordances entirely according to their own volition, rather, the tutelage of thinking is a variable influence and guide in their perceptions and interpretations of the LE and thus, it informs the responses they make towards it. Whilst the study affirms many insights into LTC gained through previous scholarship (supporting Lortie, 1975; Borg, 2006; Levin, 2015), it views LTC as dynamically informed by sedimented past experiences and beliefs (Skott, 2015; Gudehus, 2016). Teachers and language learners articulated cogent beliefs about learning, rooted in their own experiences and present interactions. The tutelage of thinking is a key mediating component of the LE as a CDS, calibrating the position of learners and deploying multiple means to move them towards learning goals. Future research should respond to the challenge of purposefully linking LTC to learning. The tutelage of thinking, offered here as the key dynamic mechanism for understanding the relationship between LTC and learners and learning, is worthy of further research.

This study has deliberately set out to explore links between LTC and learning. Future research should be designed to incorporate learners as part of the context for meaning and relevance. Teachers do not exist in isolation and the very notion of a teacher requires a learner. As a corollary, LTC is not a reified abstraction (Kubanyiova and Feryok, 2015) existing in a watertight depository but is meaningful only when understood in real contexts. LTC is the teacher's way of being in the LE in relation to each learner and in relation to all learners. Thus, it may also be worthwhile to investigate the role of LTC, and specifically the tutelage of thinking in the organisation of group interaction, the deployment of learners as learning resources, and teacher interventions in pair or group work. Resistance, as well as appropriation to the tutelage of thinking will provide further insights. Finally, studies should also focus on language development in relation to the tutelage of thinking and aim to provide further thick descriptions of micro-level learning from a CDST perspective. Future LTC as a CDS research is likely to be most beneficial when due consideration is given to the involvement of learners and is longitudinal in design, enhancing understanding in context as cognition emerges in interaction.

10.6 Practical recommendations

Strengthened by the endorsement of findings in previous areas of LTC research, the following practical recommendations can be made based on this study.

1. In terms of CPD, there is much value for experienced teachers to continue to learn on the job through reflection (Farrell, 2015). Whilst participant teachers reflected on lessons, this was often both quick and superficial in comparison with the mediated, dialogic reflections of the interview situation and their own preparation for it. Therefore, contextualised reflection tools used by teachers may be a useful practical development (Farrell, 2015), overcoming the assumption that teachers instinctively know how to reflect effectively on their work. As a researcher, I was a catalyst for deeper reflection, and extending this benefit using peer observation with reflective tools may be an effective way to ensure that appropriate reflection takes place. This may best serve contexts such as the KRI where opportunities for CPD programmes are relatively limited. It may also be a less threatening way of approaching classroom observation where teachers are sensitive to inspection and evaluation. The benefits of reflection in the study were in evidence in subsequent planning, creative problem-solving, developing awareness, identifying further training needs, curriculum

development, and the ability to articulate teaching philosophies. As on-going practice, much more may be gained to inform teachers' professional lives.

2. Related to the previous issue, because teachers in the study were generally unaware of LTC and its effects, universities and publishers could usefully develop online self-study or taught programmes and materials highlighting its significance for in-service teachers. However, these should be based on the premise that LTC must be considered in the light of LLC and support the practical exploration and understanding of how the two interact in their own contexts. As the study indicates that minimising the gap between LTC and LLC is likely to enhance learning (see also Mori, 1999; Schulz, 2001), it may also prove effective in minimising distrust, reservations about participation and increasing WTC. Victoria's contention that learners are not able to learn without connecting the learning to themselves, and that it is the responsibility of the teacher to present the utility of all learning, could be extended to the area of LTC, and the need for teachers to connect learners to themselves by exploring their perceptions of the factors which are shaping the LE. Teachers are likely to benefit from reflections on their LEs through the eyes of their learners as they 'sustain access to L2 life worlds' (Gao, 2019:164). The findings demonstrate that teachers position themselves within the LE in relation to their learners in order to move them along a trajectory. Greater connection with LLC may reduce the emotional labour of persuading learners that courses are useful or appealing for their engagement and help to empower teachers. This in turn may bolster teacher morale and purpose and minimise the effects of divergent beliefs on learning (Siebert, 2003) and the experience of teacher burnout.
3. In terms of SLTE, greater profile should be given to both LTC and LLC. This could usefully be done using research data (Borg, 1998:185; Kiely and Davis, 2010), reflective journals used to link LTC and LLC in student teacher experiences, and logs to monitor practice. This is perhaps best located in the need to position SLTE in the context of social justice (Zeichner, 2011; Ortega, 2019) and a situated response to the effects of globalisation (Hawkins, 2011a). Thus, it would be helpful to monitor and examine group work dynamics, patterns of participation, affect, role enactment, and conversation that can be used to learn about LLC and inform interventions where these are needed. Student teachers should also become aware of the processes that influence the context of their

teaching experiences, such as globalisation, the effects of 'domesticating the foreign' (Bianco, 2014:322), and the impact of their work on identities (Norton, 2016). Ethical responsibilities and the positioning of the teacher in different cultural contexts should be explored. The need to cultivate an understanding of the values of learners, their preferred pedagogies, and their perceptions of other (Western) cultures is necessary in SLTE as these aspects of cultures of learning (Cortazzi and Jin, 2013) are important in mediating the LE. Just as teachers in the study worked from within their cultural bases, learner-oriented cognitions will express their own. Much SLTE is still prescriptive and based on transmission pedagogy (Wright, 2010: 281), but new contextualised, data-derived exploration (Davis, Kiely and Askham, 2009) of such issues may make a significant contribution to practitioners understanding LLC in response to the tutelage of thinking and maximise their influence on language learning processes. In the light of this, and to maximise research beneficence in the original research context, data extracts from this study were sent to the participating teachers for their reflection with the aim of contributing to their CPD.

10.7 Final thoughts

The ideas for this study originally stemmed from an interest in teacher beliefs about language development and particularly KAL. However, it developed into a concern about LTC and the need to link it explicitly to learning in order to avoid the inevitable marginalisation of the domain into an academic irrelevance (Kubanyiova and Feryok, 2015). Each stage of the study reflects a concern with this overarching and pressing issue, and the study presents a new way of conceptualising the link between LTC and LLC and learning – the tutelage of thinking. Emerging from the interactions and processes within the LE, and within a CDST perspective, the tutelage of thinking is key to understanding the extensive data gathered for this study and may present potential for further illumination in future research.

Appendices

Appendix 1

Classroom Observation Schedule Phase 1 - Focus on teacher and learner activity

Section A: Class profile

Teacher:	Gender: M/F	Room:
Date:	Time:	Group/Subject:
Number of students:	# Male:	# Female:
Resources present:	Books:	Handouts:
Computer/Projector:	Whiteboard:	Lesson plan/materials collected:
Dictionaries:	Video:	Other:

Section B: Plan of room/seating

Section C: Observations of teacher and learner activity

1. **Physical room**:
2. **Introduction**
3. **Interaction patterns and relationships**. Teacher activity; learner activity
4. **Nature of the lesson activities** Teacher activity; learner activity
5. **Role of the teacher and learners**.
6. **Classroom climate and culture**. How does the teacher manage the class? Note any strategies.
7. **Instruction**. What approaches/strategies are used to teach language? Observe:
    a. Questions.
    b. Quotes from teacher in connection with indicators of learning, sense-making, engagement, efficacy of teacher etc.
    c. Teachers' enthusiasm for subject, readiness to engage with learners on language issues, knowledge base and explanations.

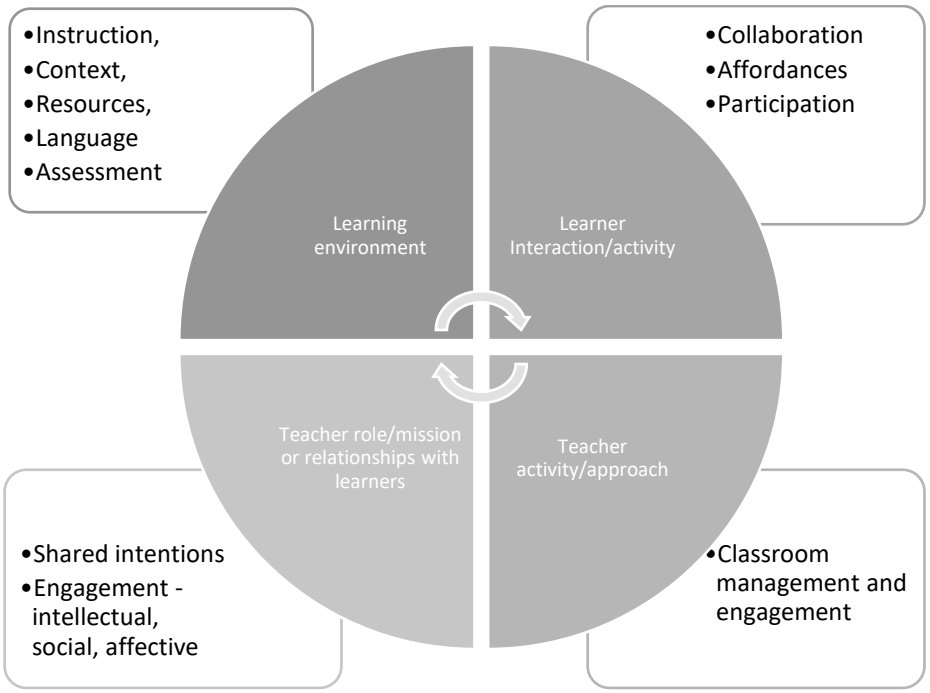
d. Notes on the planned lesson

e. Is there evidence of affordances opening up in the class?

8. **Engagement**
9. **Closure**

Section D: Descriptions

The following descriptions should be outcomes from the observations above:



Appendix 2 Post-observation Reflection Sample

Commentary Section C Q.1-9 Phase 2 Sarah Classroom Observation

((1. Sarah is friendly and professional. She has a pleasant manner when interacting with learners, neither being too familiar, nor being too distant. Her comments such as 'was that a football injury?' to the student who came in on one crutch seem well-intended, however, this learner later told me in his interview that the injury was due to a car accident. How much she knew about him is not clear at this point. She is obviously seeking to establish her working relationship with learners as this is Week 2 of the course and the second teaching session. She generally initiates most of the interaction during this lesson, but there are a few examples of opportunistic learner-led initiations particularly when she is near. Teacher-initiated interaction patterns are usually short in length (often 1-2 minutes). However, this is longer during monitoring and sometimes lasts for four minutes in such circumstances. Her speech is fairly slow but always consistent and clear. She uses some concept-checking questions when testing vocabulary items. Learners seem to use topic-related vocabulary appropriately.

2. There is a little evidence of extension rather than any differentiation as at least twice a few learners finished their work early. This is a linguistically diverse group with different proficiency levels, not usually found in other classrooms such as the pre-sessional foundation programmes. For extension, she told learners to read on; another time they sat patiently for a brief amount of time, but I do not know how they were perceiving this waiting for something to happen next. There was a mix of class-level and group level work and a change of dynamic, but Sarah was always active on one of these levels. Learner > learner interaction patterns during group work exhibited joint attention on tasks such as brainstorming and identifying aspects of their own culture that would be important to let others know about; collaboration to produce a list (this was high, 100% in some cases although in 1 group I didn't see the fourth person contribute). Group dynamics included the emergence of a leader or director or scribe, as this was not always the leader as in the case of Group 3 when someone was appointed by the other more proficient language users in contrast to Group 4 when the most proficient was self-appointed as scribe and took charge of the task. Dynamics also then included the emergence of power relationships being established. Often those who are more proficient assume more dominant roles. In Group 3, the scribe (F5) was told what to do, whereas in Group 4 the scribe (F6) directed and documented what she saw as significant in the discussion. She acted as a gatekeeper disagreeing at times with contributions that she managed to negotiate out of the poster. In Group 4, M8 and M7 may be slightly exasperated with F6. Some disagreement is expressed, and facial expressions show some mild dissatisfaction and disengagement. M8 turns his body away to the side and looks away so that he no longer directly faces the rest of the group. Does he feel that he is not being listened to or heard? Whilst there are smiles and sometimes some laughter expressed in the other groups, there is no humour or laughter shared in group 4.

3. Cognitive tasks involve brainstorming and analysing/identifying relevant aspects of culture. Sarah's example of handshaking is not explicit enough for every member of group 3. Is more scaffolding needed? It came from peers. Summarising into 1 sentence is also a challenge for some learners. This is presented as a reusable skill. The real, contextualised example of new teachers works well as a problem-based task. It gives a collective purpose and focus to the groups.

Some behavioural objectives are made clear during the session:

((Check audio – seems that many questions are display questions, but there is some content regarding culture))

4. Sarah is engaged with the classroom processes; she attempts to identify with learners' understanding and areas of difficulty by asking them questions and then starting from the answers she gets, to scaffold and illustrate further (for example, with the dos and don'ts mentioned by Khalid. She incorporates this into the lesson. This deliberately uses learner contributions as a source of input. She also encourages learners to value learning and to see it as something that is transferable, for example with summarising skills. Do learners perceive Sarah as enthusiastic?

5. Sarah uses Simon Sweeney, 2003. *English for Business Communication*. 2nd Edition. Student's Book. Cambridge: Cambridge University Press. (See materials). The material from pp.6-7 is the core of the lesson. She keeps to the objectives and doesn't appear to divert.

6. Affordances? Emily couldn't think of any dos and don'ts until Welf stimulated her thinking. This could be analysed further. The need to step 'outside' of one's culture to be able to analyse it. This seemed to depend on collaboration and scaffolding. This may not have been (as) successful had individuals tried this alone. Additionally, Welf's participation and subsequent engagement with different types of people working together was stimulated by Emily's courage to start the contributions, the conversation in the group. Group work doesn't work without someone getting it going.

7. There were fairly high levels of engagement denoted by time on task, participation, apparent attention, interaction patterns between learners and the levels of discussion, depth of discussion which were reasonable for the list that needed to be produced and the length of time set for the tasks.

8. Closure involved a review of the aims and a preview of the next lesson.**))**

Appendix 3 Journal Entries

Social media groups

LI1A 19.01.17

Transcribing

During transcribing, I thought of how Adam spoke of how much he enjoys working by himself with online resources. Due to this, he was excited by, and really interested in, English Central. Robert has already told me of how competition broke out between the two pre-sessional groups who were attempting to complete the most online tasks so that they could progress to the next level. Additionally, I later discovered that both the B1+ pre-sessional group and the UG1 group have social media groups on Viber and WhatsApp respectively in which they share links and discuss issues related to assignments or other academic-related topics. How important are these self-assembled/voluntarily established forums important in supporting their learning? What are the participation levels like in a virtual environment, and how do they compare with participation in class? This is an interesting aspect of agency and self-assembling for CT.

Appendix 4 Contact Summary Form - Observation

Contact type: Classroom Observation	Date: 2 Nov 2016
Contact type number: CO1	Participant name: Victoria
Venue: R10	Time: 10.30 – 12.00

1. What were the main themes or issues noted during this contact?

Victoria's teaching style was very methodical, sequenced, orderly, serious but animated, accompanied by plenty of gesticulations, and clearly intended to serve a didactic purpose. She keeps things moving at a pace that allows learners to complete the task but not to take talking breaks. She depends largely on questioning to guide learners to the kinds of observations and answers that relate to the topic. The questions serve a scaffolding purpose throughout the session. It was also notable that [between 10.30-11.32] the interaction patterns were teacher initiated to individual learners, through nomination and volunteering, and consisted of short, usually single sentence responses on the topic. There was no learner > learner task-based interaction during this time. There were a few points at which learners initiated interaction with Victoria on task. The learning environment was characterized by cognitive learning space with teacher-led scaffolding. Learner activity was largely directed by task completion which was carefully staged and sequenced to develop incrementally in difficulty. Victoria is very well-planned. Assessment is creative – the knowledge of the content is seen in the posters; the skills are demonstrated through comprehension of the text and summarizing; the vocabulary through comprehension and synonyms. It is a thoroughly connected task. It was notable that at 11.32 when the poster work began, the dynamic in the classroom changed as the interaction patterns changed. Group work was characterized by shared intentions, collaboration, turn-taking and full participation and as observed closely with the male learners, resulted in reaching an agreement. Victoria's feedback is measured, variable in style and fairly immediately.

2. Summarise the information related to each of the target questions/areas for this contact.

This is a teacher-led and teacher-fronted guided approach to EAP through texts and tasks. In one part of the lesson in particular, a number of language features were identified in a text [slide 17] as Victoria presented a model summary. This served as a quick review, but Victoria also pointed out that they would revisit some of these language features. Victoria implemented a clear plan for the lesson. It would seem that she did not depart from it. Scaffolding generally led the learner [spoken] participation and shaped responses. There was cognitive space for learning and engagement with texts and writing processes. Do all learners feel they can initiate to get help? [Is there social and affective space?] Given this is the first session, this

may be a factor affecting variable learning outcomes at this stage. More confident learners access the resources, including the teacher, earlier in the course.

3. Note anything salient, interesting, illuminating about this event/contact.

a) The warning to be 'very effective readers' was accompanied by a different type of gesticulation: a raised finger. This was almost parental authority in style, and I would like to see if this is a role that Victoria adopts with learners.
b) Her comments about using Kurdish in class had pedagogical intent and whilst she stated this, it seemed to produce a different effect and learners appeared to take it as a licence for speaking Kurdish more. I would like to know more of what she sees and allows as acceptable use of Kurdish/L1 in a classroom context.
c) Victoria is well-planned. How does this relate to an ability to demonstrate responsiveness to language needs/issues that arise in the classroom? Does she feel the freedom and flexibility to do this?
d) What, if anything, did Victoria reflect on or learn from this session?

4. Any new considerations for further exploration.
   As per questions to number 3 above.

Appendix 5 Extract from narrative fieldnotes

Phase Two Classroom Observation – Victoria (pp.1-4)

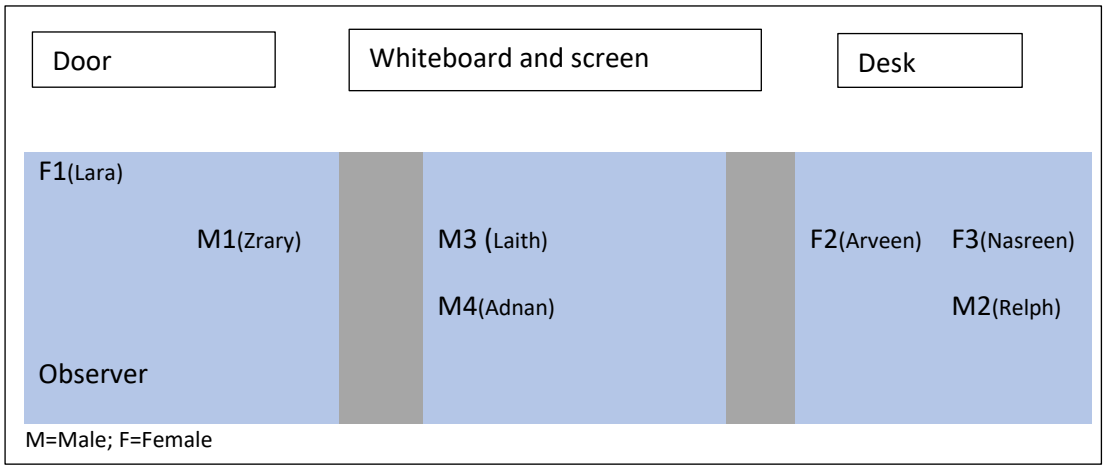
8th December 2016. Venue: T14 Learners: 7, #Male 4, #Female 3

Course: UG1 CEEC

I go to the class with Victoria and arrive 5 minutes before the start of the session. We are meeting on the third floor of the academic building today where there is plenty of natural light. The room is one of the smaller teaching rooms, all furnished in the same way with projectors, screens and whiteboards. Teachers bring a laptop computer with them and plug cables in to connect to the projector, audio equipment and internet if required. The room has an A/C unit on the wall, but this is not used today as the temperature has dropped to 15 degrees. This is considered cold by some learners and a few keep their jackets on. We enter the classroom, but no one has arrived. Victoria puts the lights on, puts her things down, connects the computer and begins to write the aims on the whiteboard. The room has 24 single grey/white tables and blue cushioned chairs. The walls are a grey/white colour too and rather sterile looking. There is no work on the walls in this room and the room is not particularly welcoming. There is no other colour anywhere. There are large windows at the back of the room, covering most of the wall space and letting in plenty of natural light. As there is some cloud today, the blinds can be left open. I sit at the back of the room out of the way as this suits both Victoria and me. As the desks are double ones, I still have a good view of the learners from the back, sides and diagonally. I can see still see the faces of the learners except for F1 who is directly in front of me. However, at times when she leans on the wall and faces the side, I can see her too. After a couple of minutes, F1 comes in a little early and sits at the front opposite the door. Then Zrary comes in (M1) and Victoria greets them and asks them to get their work out and circle the transition signals that they used in the writing. I notice that there is little chit chat, no warmers, or polite talk to engage socially with the learners. I realise that this makes me feel the lesson has quite an abrupt start. There is no icebreaker, but I'm not sure whether it's because I'm the visitor and perhaps the only new one who feels any ice. These learners have been together now for 7 weeks and have all their classes together. Victoria places some handouts on one of the desks at the front of the class and writes on the board:

<u>Aim</u>
Develop cohesion in own writing
<u>Homework</u>
Read text
Write annotated bibliography
Complete an outline

Layout of the room



Then M2 comes in but then leaves briefly again. It is now 8.30 am. I think of Victoria's description of a good learning environment being one that is comfortable for everyone, and it strikes me that this learner obviously feels comfortable enough to come and go even though it is now time for the session to start. F2 enters and Victoria asks her to take out the paragraph that she wrote yesterday and circle the transition signals. As she does this, her manner is calm, matter of fact but animated with gesticulations, as she draws circles in the air as she speaks. M2 now re-enters the room and is about to help himself to the worksheets laid out at the front of the classroom. Victoria asks him to 'just wait' and to sit down. Zrary asks Victoria about some words he is pointing to on the sheet in front of him and wants to know if they are transition signals. Victoria informs him that they are transition signals, but not *time order* signals. Victoria asks him whether he used time order signals and to circle those. She starts to walk around and check the work that has been done. It strikes me that during this time, Victoria does not smile a lot, though she will occasionally, but she has quite a serious presence.

8.35 am Now there are 5 learners present. Victoria asks about the low attendance and Nasreen answers her and says, 'they are on their way, probably'. Victoria now gives out the sheets she had placed on the desk at the front of the class. Nasreen says 'I'm done' and this has the effect of moving things on in the lesson. Victoria moves to the front and starts to pick things up from their class yesterday morning. She looks around the room as she speaks and has eye contact with the learners. 'As civil engineers, when will you use this language?' This seems effective for engaging learners as there is a focus that relates to everyone. The learners seem to be thinking about this particular application of the language to their future. Perhaps not everyone can see the use as most start looking elsewhere rather than at the teacher. Zrary answers saying that civil engineers would use it for talking about procedures. Victoria accepts and builds on this contribution, clearly wanting to use learner answers to move forward in her aim to get them to think about language usage. She reminds them of an example she used yesterday: building a road. She stands at the front, calm, no smile, very matter of fact. She is wearing black like last time and a beige cardigan. Now she gives an instruction once relating to the handout and moves to F2 and F3 (Nasreen)

8.39 am M3 walks in (Laith). Victoria continues to monitor and then moves to M3 who is now working. M1 has shared briefly what they are doing although I can't hear exactly what they are saying, or which language is being used. They refer to the papers they are using, and this signals the conversation is topic related. She checks the paragraph from yesterday. She reads through it and says 'good' and then moves away. He then starts the worksheet that everyone else has started. The room is rather cool, and it is completely silent now. There are only 6 learners at this point. Nasreen checks with Victoria to see if she is doing the task accurately. F2 and Nasreen speak to one another but there are no bodily cues, so it is not clear whether it is related to the topic or not. No other learners are sat next to each other. F2 and Nasreen occasionally speak quietly to one another during the lesson.

8.42 Nasreen now appears to have finished. Just one minute later, she initiates communication with the teacher and asks, 'Is soon a transition signal?' This could have been the question she asked her peer. The exchange was short, but it was also too far for me to hear at the point in the lesson. Victoria answers her, 'Yes.' Victoria now moves to the front of the class and back to her slides. Slide number 15 (see PPP for phase 2) 'Chronological order signals…' and she comments on the learners' ability to correctly identify 'first' and 'finally' but that there are some issues with the word 'when' which she explains, links clauses.

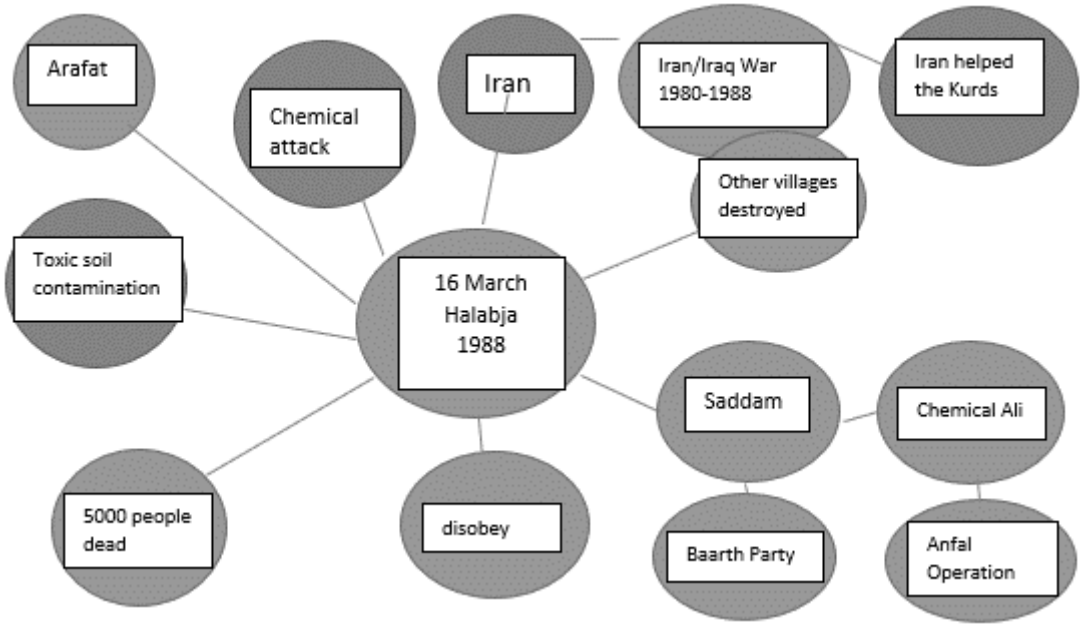
8.44 am M4 comes into the room. Victoria announces, 'you're late' and smiles as he comes in the door. It strikes me that she smiles at this learner who is late, and I noted that she does not smile often, and has not up to this point. The learner offers a brief excuse and then sits down. Victoria returns to presenting information and asks about the Chernobyl accident. It is interesting that no one has much prior knowledge of this. Victoria checks this first and is attempting to use any prior knowledge of the event. Chernobyl is not only geographically distant for these learners, but also historically remote for those who were born in the late 1990s. Victoria asks if they know about Chernobyl. M3 is the only learner who has ever heard of Chernobyl, no one else has. The excerpt on the handout Victoria has given the learners is from Oshima and Hogue. She writes 'how?' on the board and shows the information related to paragraph 2. The learners skim the text, but they are mainly interested in the transition signals. Victoria asks them 'what do you think happened after?'. Zrary answers this question. He suggests that the area would have been badly affected by pollution. This provides Victoria with the link she requires to move to the subject she wants to introduce for their own writing practice. This is a good bridge to the next topic. She asks the learners about polluted areas in Kurdistan. Zrary again answers, more immediately this time, saying Halabja. She asks if anyone has been there. Only 2 of the 7 learners have actually been to Halabja. Zrary asks what the focus of the task should be, what happened in Halabja or the aftermath. It is clear that what actually happened in Halabja is also quite a remote event for some of the learners. Victoria suggests that they should all brainstorm together first, but with a focus on the language used for expressing chronological order. All the learners are watching her as Victoria draws a timeline. It is noticeable that during all

this discussion lasting nearly 6 minutes, only Zrary has made a class-wide discussion. No one else has contributed in this way.

8.50 am Victoria turns off the projector and uses her arms to emphasise what she is saying as she emphasises the problems with the answer to the previous question that they did. She notices one of the learners smiling and inquires, 'Relph, you smile. Why?' She is happy not to receive an explanation, and he does not offer one but continues smiling. She asks about prior knowledge regarding the events at Halabja. Nasreen says, 'I've no idea'. M4 makes a contribution of how many deaths there were. F2 turns and debates M4's figure of the death count. She does this by turning and facing him directly. This is the first F-M learner interaction. M2 and M4 start making more contributions as the learners try to outline the events of Halabja. Both F2 and F3 say they don't know what is was about. Zrary also says hundreds of villages were destroyed, supporting the sense of vast destruction suggested by M4. Victoria refers to the figures produce by the Human Rights Watch. It is not clear whether the M4 and Zrary are convinced by her more moderate figures, but they are not presented in a challenging way but as another voice in the discussion, and one that keeps a sense of respect for their contributions. Victoria now draws a mind map on the board. She starts to add some of the points that are being generated by learners directly towards her and those which are being clarified between learners in their direct interaction with one another. Zrary suggests 'disobedience' as a factor. Victoria hears this and picks up F1's very quiet contribution 'because of Iran'. These two factors are linked (as it is commonly accepted that Saddam was threatened by the Kurds relationship with Iran during the Iraq-Iran war). F2 now speaks with Zrary. She initiates this and it functions as an open conversation in that it is in front of the class, but as an inquirer addressing a specific person because of the knowledge they hold about the event. Victoria relates a story from the front of the class about a member of staff in the University reception who had been involved in Halabja. The personalised story seems to engage the learners who demonstrate overt signs of paying attention, looking at Victoria, indicating by facial expressions and eye contact that they are listening attentively to part of their history.

Victoria asks for factual information now. Does anyone know the year of the incident? F1 doesn't know which year. [This surprises me as I would consider this recent Kurdish history and an event of such political and historical importance in moving to the establishment of the current level of autonomy].

Board work:



Zrary seems to enjoy contributing to this topic [I could be the only one who feels it is important but macabre in the current circumstances]. He comments that Yasser Arafat 'greeted' Saddam on the operation and how he demonstrated his support. He remains the most vocal on the topic and seems to be enjoying sharing his knowledge. [Interestingly] there is no strong emotion overtly provoked by the topic which is in evidence in the classroom as I look around [though I have certainly seen this in my own classes, such as after the visiting lecturer from Genocide Watch]. M4 says everything became toxic in response to Victoria's question about what happened to the soil. Zrary answers and says people knew about the attack beforehand. F2 doesn't know about Yekiti. F2 and F3 speak in Kurdish together now. Victoria elicits from M3 by prefacing to the group that he is to become a water engineer and asks about the impact of contaminated soil. Victoria remains at the front contributing to the mind map and refining through questioning and negotiating the points to be included. For example, distinguishing between the numbers who were killed in Halabja and the wider number of villages destroyed in the Anfal Operation.

Appendix 6 Interview Schedule Phase 1 - Teacher

Background - EAP

1. How many years have you been teaching in general? How many years in EAP?
2. Why did you become an EAP lecturer? How did it happen? What attracted you to the job?
3. Were there any influential people or events that affected your decision? Describe them in as much detail as you can.

4. What kind of formal teacher training have you done and what qualifications do you hold? What approaches were used or promoted by your teachers?

5. Do you think the way that you were taught has influenced the way you teach? Explain.

6. How important is it to learn in formal training programmes versus learning from experience on the job? Explain/Give an example of learning in this/these context(s).

7. What factors have shaped your teaching in EAP? For example, were there any influential people, courses or experiences? Describe these in as much detail as possible.

8. Think about your current classes. Describe how you see your role as a teacher in as much detail as possible.

9. What is the relationship between EAP and general English? Can EAP be taught at all levels?

10. Describe a successful EAP lesson that you have taught. Why was it successful?

Beliefs about teaching and learning language

1. Can you tell me about any personal language learning experiences? Describe in detail how you learned another language.

2. How is academic English best taught and learned in your particular context?

3. Describe a good EAP lecturer in your context. What attributes are most important in EAP?

4. What aspects of language should be taught in EAP? What about the 'systems' of the language?

5. What does an EAP teacher need to know in terms of knowledge of grammar/phonology/lexis/discourse systems of language? Provide as much detail as possible.

6. In the observed lesson, [on -----] where did you feel learning took place? Can you describe what happened in as much detail as possible? [How did you know learning was taking place and how did you respond?]

7. Are there any aspects of language that you dislike teaching or try to avoid if possible? Can you explain why?

8. What is the main purpose of EAP?

9. Describe your own teaching philosophy in as much detail as possible.

10. How confident are you in teaching the systems of language?

Preparing a learning environment

1. In as much detail as possible, talk me through how you go about planning a lesson (perhaps the observed lesson you taught on ---------).

2. Why did you choose the interaction patterns used?

3. What was your rationale for the stages of lesson?

4. What was good about the learning environment you created in the observed lesson? What would you have liked to have done/been able to have done differently? Resources?

5. What are the main difficulties experienced by your learners that you need to particularly consider when planning a lesson? These may be academic or non-academic.

6. What do your learners expect from a teacher? From a classroom learning environment? How much do you adapt to their expectations? How much do you try to adjust their expectations?

Learners and learning

1. What are the perceptions of your learners towards the English language and learning English?

2. What are the goals of your learners? What are your goals in teaching them?

Appendix 7 Sample of Interview Transcription (TI1V:54-56)

I: In the observed lesson yesterday, where did you feel learning took place?

V: I felt that, I felt that some of them they learned about noun phrases, because I taught it shortly and I was not expecting them to actually produce noun phrases, but since the question came up because one of the students asked about how to write long sentences, then I started sort of talking about noun phrases, even though I didn't have any sort of visuals to support them, I really think that some of them nailed that part of it, really hap, I was really pleased to see that they could produce this level of English.

I: And you saw them in some of the summaries then? You saw them in some of the writing?

V: Exactly. Exactly, because I didn't teach that in a previous lesson, and I saw that many of the students just wrote 'this text is about' so when I taught that in the lesson that you observed and then I saw some of the students write, then I thought ah ok, that's very good. And I also think, I I I mean I felt that when they were writing their posters, that, you know, they had also learned something, because they were talking, they were not just sitting there staring, you know they had some information and they wrote something up on the board, and I read it, even though I thought why are they not just writing the things that I wrote up on the board, why are they not just writing those words in bold [keywords were put in bold in the presentation], because it was so obvious to me but they were like, it was really different than I expected but this is how I usually do it, it's over-simple and then I think it is easier for them to understand what it's about, but it did surprise me though [laughs].

I: OK, are there any aspects of language that you try to avoid or that you dislike teaching?

V: Yeah, I don't like to teach you know PTE preparation, for example, and previously I've taught a little bit of IELTS preparation, didn't like that, I thought it was quite static, and boring to be honest, and I suppose I also, I don't know I've taught speaking and listening, I probably don't enjoy it as much as I enjoy reading and writing. Maybe this has something to do with the fact that I know that I don't always pronounce words

you know correctly, *maybe that's one of the reasons why* [uttered more quietly and reflectively], but I don't think I avoid it.

I: Right, do you correct pronunciation in the class?

V: Er, sometimes, I do, yeah, I do but usually not. I mean if it's something like /friendes//frendis/ or /gru:pis/ something really obvious then I will say it, but I don't think like I've corrected many students this year for example.

I: What's the main purpose of EAP?

V: Well, I think it is to prepare them to study in an English-medium university, yeah.

I: And, can you describe your own teaching philosophy in as much detail as possible?

V: Oh, what did I write? [laughs] [Victoria wrote some notes on the interview schedule whilst she was reflecting on the questions – transcribed below]. [pause] Well, I don't think I have a teaching philosophy really. But, I think I said earlier that, er I really try to make the students understand that they need to learn EAP so I always pay attention to this, you need to learn this because of that and that right, yeah to make them believe themselves that EAP is a great tool to make them succeed in their academic career, and then I'll teach them these tools. It's a long philosophy but that's it.

I: And how confident would you say you are in teaching the systems of the language, teaching grammar, pronunciation, discourse, vocab, genres?

V: I'm more confident in some areas, I feel confident in grammar, yeah and in teaching academic compositions, I feel confident in teaching, yeah, teaching vocabulary, I've grown in that I think I used to avoid teaching that as well mainly because I didn't know all the words, but in terms of looking at a word and sort of breaking it apart and teaching the students the different elements of the word, I still feel confident doing that.

I: And grammar?

V: Yeah, I feel pretty confident in that, I know I make mistakes and I don't see all of their mistakes but I think having been exposed to so much language learning in my life I feel really confident in grammar systems and they're so similar so it's like oh, this

system is like that so that is really similar or oh, that's really different that you put the subject-verb like this yeah

I: Thank you. Something that came out of the lesson yesterday that I wanted to pick up on is about the use of the first language or mother tongue in the lessons. How do you feel about the use of the L1, Kurdish particularly in the class?

V: Well I think I mentioned to the students, I feel it is ok if they need to ask for clarification in their own language to another student but I always encourage them to try to speak in English and today in class I actually said it's actually now the new code of conduct that they must speak English, I don't agree that this should be a rule, er, I read something about this and it's not based on reality really, it's just something people think that you'll learn English if you only speak it but what if there's something that you don't understand and no one can explain it to you in English so you just don't understand it right.

Appendix 8 Contact Summary Form - Interview

Contact type: TI2S	Date: 15.12.16 and 20.12.16 (1.44pm)
Contact type number: 1	Participant name: Sarah
Venue: R9	Time: 2.10-3.10 pm

1. What were the main themes or issues noted during this contact?

Today we covered the questions that are most closely related to the observed lesson. We did not get through the rest of the questions on learning and reflections from the first interview. However, the immediate reflections on the lesson were covered. The questions were sent to Sarah in advance and she had looked at them and thought about them beforehand. Sarah acknowledges that learners shape the learning environment despite planning and also sees ways in which planning for differentiated activity and mixing groups in different ways can help her manage the challenges produced by the dynamics of this particular class. This is clearly her greatest challenge. She laments her lack of current professional development but is realistic about limitations the current context imposes and what can be achieved. She does cite her IELTS work as the closest source of CPD. On 20.12.16 Sarah explained the meanings of the terms she regularly used to talk about teaching and learning from the reflection section. She also commented on her use of grammatical terminology with different classes and exemplified it with reference to recent teaching sessions. She noted that there were more lexical items rather than new grammatical constructions in the Business Communications course. Other salient themes were time constraints, the issue of the books and differentiation in mixed ability language groups.

2. Summarise the information related to each of the target questions/areas for this contact.

*Sarah describes this class as her most challenging and would like some input on how to differentiate effectively. She has overhead some negative comments made by proficient English users about their lack of willingness to expend effort on English related courses at the University. She finds this demotivating and would rather focus on those who want to improve their language and academic skills. *KAL is something that the learners expect to be covered. She felt that she used more grammatical knowledge with the lower levels and more lexis at the B1+, B2 onward levels. She felt that grammatical terms helped learners in context with plenty of examples. She also noted that many learners coming from EMI schools had very good spoken English, but they often lacked knowledge of grammar, whereas those who had come through the Foundation programme, had much more advanced understanding of grammar. *There is an understanding that the learning environment is the site of interaction of multiple factors of which the teacher is not solely in control. The affective factors: attitudes,

feeling comfortable etc are also important in the occurrence and nature of participation from learners. The learning environment is to be built around learners. We have not yet explored her conception of student-centred. *Sarah is aware of aspects of the class that are not easily accessed without reflection and that can also be amplified by my observations in the classes. This has ethical implications as to the purpose and ownership of the research. This could be justified on the basis of the professional development that is yielded from the observations. * Sarah exhibits practices consistent with the philosophy she outlined in the previous interview. Learners are engaged in pair work, comparing their answers before class-wide feedback, and review quizzes to help learners see how much they know in relation to an official body of knowledge. * Sarah is aware that motivation is stimulated by seeing that there is something to learn for everyone. She explains how those learners who are more proficient in English and who see that they still have skills to learn, structures of presentations, etc, tend to learn and do well. However, those who feel they have everything already tend to be robbed of learning opportunities.

3. Note anything salient, interesting, illuminating about this event/contact.

That Sarah is an experienced, highly committed teacher whose current challenges are produced but not supported by wider contextual/institutional factors, and that she feels that she is struggling with delivering effectively in such widely mixed groups. It is not clear whether there is no opportunity for CPD or whether this could be pushed/investigated in some way. However, it is clear that teachers have to be motivated to create something for themselves in this context. Sarah finds the opportunity provided by the interviews a good space for reflection that may not otherwise occur. Difficulties with differentiation are a constant source of challenge but as she reflected, Sarah was able to think of ways in which she could make learning more effective for this challenging group to teach.

4. Any new considerations for further exploration.

CPD through engaging with issues that present themselves in the class and for which there may be no ready-made tools/answers to date. Again today, Sarah commented on how useful it is to reflect for a lengthy period instead of just a few minutes.

Appendix 9 Journal Memo

21st May 2018 entry:

In re-coding today, after the first 4 hours, I did a quick check to note any broad differences. So far, the degree of similarity and consistency is strong. Categories are similar with smaller adjustments or changes in coding labels reflecting more nuanced, situated interpretations of behaviour, e.g., the first coded set (Vict. Ph1.COFN) used 'student role in learning', whereas this morning, I used two categories for 'learner activity' and more 'interaction' categories to depict what learners were doing in learning activities/tasks. Hence, this confirms: (a) that there is consistency in the broader interpretation, (b) at different times, different nuances may be drawn out of the data within an overall interpretation, (c) re-engagement with data feels like an academic/abstract exercise – as I feel many of the original categories are robust and the coding valid.

Appendix 10 Document(s) Summary Form

Document type: PPP Slides, Text, Handout	Date: 2 November 2016
Document type number: 1	Participant name: Victoria
Venue: R10	

1. Name or description of document.
    - PPP slides for Victoria's first classroom observation on Critical Reading Strategies.
    - Text from Reading University Study Advice Team: '*Avoiding Distractions and Staying Motivated*' by Dr. Kim Shahabudin, Dr Angela Taylor, Dr Michelle Reid. (Adapted)
    - Handouts (2): English Composition 1 –Critical Reading A, Reading for Academic Purposes – Using strategies for specific purposes. Critical Reading B – Developing a response to a text.

2. Event with which the document is associated.
   Victoria's first classroom observation

3. Significance of the document.

The PPP was the main teaching resource used by the teacher and accompanied a text and a handout to help comprehend, analyse and write (summary) about the text. The text was the main reading material and the main source of input. Words highlighted in bold were from the AWL. The handout was designed to lead learners through an understanding of the text while using different reading and writing academic skills for task completion.

4. Brief summary of contents

It contains a fuller list of aims than the list the teacher actually put on the board, and all the main, sequenced sections of the lesson related to different types of reading task/purpose. It, therefore, reflected the handout that the learners were given, but also contained some sample answers. The text was authentic but adapted. It is from an academic study advice team and the topic should be one of interest to learners and is particularly appropriate for the beginning of a course. Victoria has been teaching the course for three years, and whilst the texts change, the overall learning objectives and outcomes remain the same. The handout has been designed to introduce and practise skills of previewing, predicting, skimming, scanning, identifying the author's purpose and looking at the strategies authors use to achieve different purposes e.g. persuasion through adjectives. Handout B looks at paraphrasing and developing a personal response

to a text stating a clear position. There are 23 slides in the presentation. These include: title page, aims, main tasks and questions guiding the session, sections of worksheets that are given to the learners, activities, pre-task, task, and post-task content, answers, timed activities, strategies, vocabulary (synonyms), contextualised content (studying at University text and questions), and clear instructions for individual learner activity. There is no interaction indicated and no teacher activity.

Worksheet: Avoiding Distractions (Adapted text) – contains clear instruction although states "take notes" of what? Do learners know what they should take notes of? Note-taking is an issue at the University and lack of what to take notes about could be an issue for some learners. Bold words are from AWL. The content is an advisory text on study skills and avoiding distractions and staying motivated. It is topical, appropriate interest level, appropriate for learners at this stage of their university course/entrance and attempts to help learners set realistic goals.

Worksheet Critical Reading A: is contained in the slides, provides a brief opportunity to practise all reading strategies in a meaningful way (preview, predict, skim, scan, establish purpose, summarise, vocabulary work, identify an argument developed in the text.

Worksheet Critical Reading B: is contained in the slides; provides a brief opportunity to practise paraphrasing, free opinion writing (brainstorm, discuss – although this contains no explicit reference to interaction - and write a position, include reasons), reflection – including the main idea, a point of agreement, a point of disagreement, point of interest etc.

5. Commentary

What adaptations were made to the text? Why?

How much a priori knowledge of reading strategies is assumed/expected for this course?

A very comprehensive approach, but a lot is covered if no prior knowledge is established.

Appendix 11 Analysis of documents

Sarah CO3 Documents

Slides (9)	✓	
Title page	✓	
Aims/objectives	✓	By the end…ss should be able to 1. Participate 2. Demonstrate
Definitions	x	
Examples	x	
Models	x	
Organisation/structure	✓	Of a role-play using an agenda
Instructions	✓	
Answers	✓	To agenda outline only
Main tasks	✓	Opening statements, reading, study, prepare remarks, think, evaluation of role-plays, reflection
Language	✓	References to Language and Skills checklists; questions on language functions; how L&S checklist helped with topic of meetings
Presentation of information	✓	
Outlines	✓	Of an agenda (as answer)
Samples/model answers	✓	For one task only (agenda)
Homework	✓	
Interaction	✓	Mainly for groups
Teacher activity	x	
Reflection	✓	
Assessment	✓	Mainly self-assessment in reflection; peer and group assessment using questions on slide 7
Critical thinking	✓	Some questions regarding the effectiveness of role-play meeting, the chair, ways of improving, use of language

The slides once again serve as the primary way of providing instructions for tasks. Apart from the title page and the learning objectives, and the homework/Assessed role-play assignment and the outline of the role-play (practice 2) slide, all others (5 in total) contain questions to be answered (mainly in groups).

Slides 4, 5, 6 are duplicate questions from p.116 and p.109 respectively. Other slides contain evaluation/reflection questions for groups to work on, sometimes using information (e.g., L&S checklists) to produce certain types of responses. The final slide (9) contains 3 points – showing learners the page references for the assessed role-play, the number of people that should make up a group, and the deadline or assessment date.

Photocopies - more wide-ranging in terms of the number of pages used/referred to. However, questions duplicated on the slides were mainly from p.116 and p.109. L&S checklists featured more prominently in this session's documents, including the slides.

Two learner reflections indicate both positive and less positive learning experiences. Emily is the more fluent, articulate speaker, yet expressed difficulty with explaining a visual and interacting with the audience. Safin felt the limitations of time and following the coursebook's structure rather difficult, but felt it was the best presentation.

Safin and Emily's presentations were also assessed using a rubric very similar to the one Victoria used for her assessments. These rubrics are in fact slightly modified from the original rubric developed by the department for assessing writing. It covers task achievement, organisation, cohesion, vocabulary, grammar and non-verbal communication skills. Although the language proficiency levels of these 2 learners differs widely, they scored the same grade on the presentation.

Appendix 12 Annotated transcription of data during first cycle of analysis

Quote

Are there inner circles of ppnts. + outer circles of spectators in the class?

I: OK that's good for me to know, when er do you feel that that level of participation because you feel shy. Do you feel that that affects your learning?

S: Yeah of course

This certainly affects Safin's learning

I: So can you tell me how?

100%

Reciprocal. If you feel comf. you may ppte., but here Safin states pptn. makes you feel comfortable gives you space/ o/ship, sense of belonging, rather than being a spectator.

S: 100% if you participate, that make you feel comfortable, you can communicate with the teachers as much as you want, but if you don't participate, you just have to sit down and listen to her and what the other students want to say, so participation is good but I tried to participate

Pptn. makes you feel comfortable. You can comm. E Ts as much as you want. If you don't ppte, you "just have to sit...+ listen to her... and other Ss..." Pptn is good.

I: But it's hard to participate?

+

S: No participate is not hard but we are going back to the same point, that I wasn't in the Adnaniyah or the other English university so my English is not good to participate and go into the detail with the teachers if she talked with me in er English, I can answer her in Kurdish and that's why

Tried to ppte. Pptn. is not hard, but (source/cause) he wasn't in GHI educ. + so lacks sufficeint Eng. for "detail E. Ts" if S. spks. to him in Eng - he can only answer in depth in K.

I: Mm, and because of that you feel and because of the level of the other students you feel that you don't want to participate?

S: Yeah yeah I may make, I'm afraid to make any fault or like this

afraid

Afraid to make errors.

I: OK that's fine is it is it important then not to make a mistake in your English when you speak in the class?

Page 717 of 1387

no sense of real rapport – but still focused for learning

environment, while not set for any real rapport, is conducive to learning in terms of the focus on the content to realise the objectives. – content + tasks for reaching objectives

Emily enters late + so flustered; anxious to enter, but waits for permission.

Relief for gp. ∵ it is gp. roleplay today

She smiles + greets friends. All are relieved.

8.37 am Emily comes in late. She is a little flustered because she is late and she knows there is a ten minute rule, after which she will be denied access to the class. Emily asks if she can come in as she opens the door, but waits on the threshold for an answer. She smiles respectfully and hopefully. She is within the ten minutes and is known to Sarah as a conscientious learner. Sarah allows her to join the class. She enters quietly and sits near the door. She quietly greets her friends with a warm smile. The sense of relief is evident for all of them. Today is group work and the roleplay has to be delivered. No one wanted her to be absent or to face the possibility of being denied access.

Some tension re. lateness

Sarah now looks at the first objective on the screen:

- 1. Participate in a roleplay and reflect on individual and group performance

Obj. 1 on screen

Asks Ls to assemble gps. assigned to them

Absences

So some Ls. have to 'sit out' + watch

She then asks learners to move into the groups they were assigned to for the task when it was given out. The groups self-assemble, but problems quickly come to light as not everyone is present from the original groups. This causes an issue and some learners have to join a group to watch as their group members are missing. Noticeably, M4 and M5 lag behind, both in terms of location in the room, and in terms of participation in the lesson.

Seating Plan

Teacher's desk		X Phone box	Whiteboard/Screen/Projector					Door
M1 Dan	F1						F6	F5 Emily
F2	M2 Hawker						F7	
F4 Zhyr	F3 Ava	M6 Safin	F3 Ava	F8 Naya			F8 Naya	M3 Khalid
	Observer		F4 Zhyr	M6 Safin			M5	M4

The red shaded area denotes the movement of the learners for the second activity. This group is Group C. Due to the absence of Welf, F3, F4, F8 and M6 could not do their roleplay

I: Are you more fluent? Are you more accurate? How do you feel? Are you more confident? How do you feel your speaking is now?

Y: You know what? If you are confident, you will have everything, like for example, I have everything but I don't have confidence, so that's my problem.

I: But you say that but you just said if you have confidence then you have everything but then you said but I have everything?

Y: But, I don't have confidence

I: So are you still not confident in speaking?

Y: I guess

I: You put your hand up a lot, you were participating yesterday.

Y: Yeah but I don't know do I speaking well, maybe I will speak tomorrow if I, but not in an academic way

I: In the class, do you get that kind of feedback that you need?

Y: No,

RQ3 + 5

I: OK so does Robert ever give you feedback

Y: Just in my presentation when I said *these people get died* and he said you don't have to say *get died*, it's just *died*.

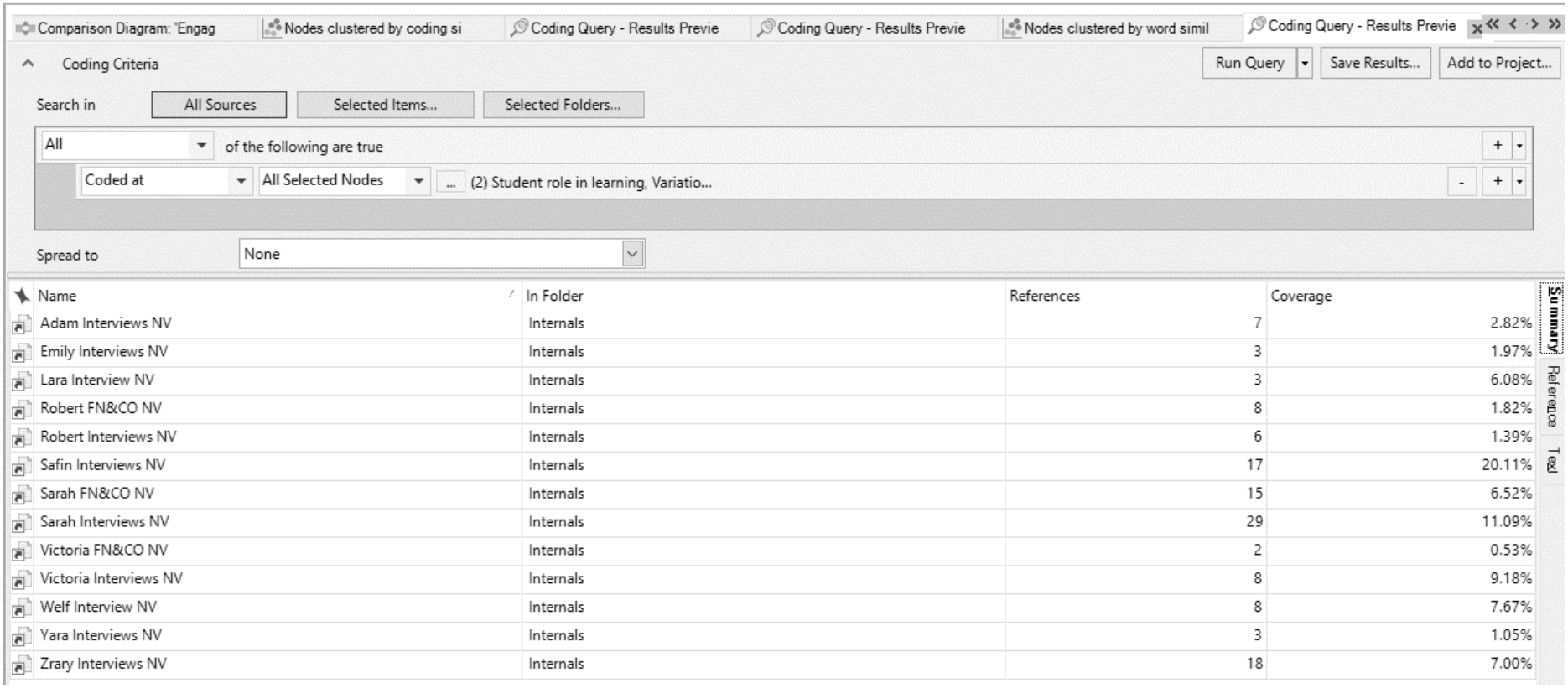
I: Ok so that's the only time you received/

Y: /Only time he gave feedback

Yara needs the f/b to give her specific ways to correct + improve her language - so that she can build confidence

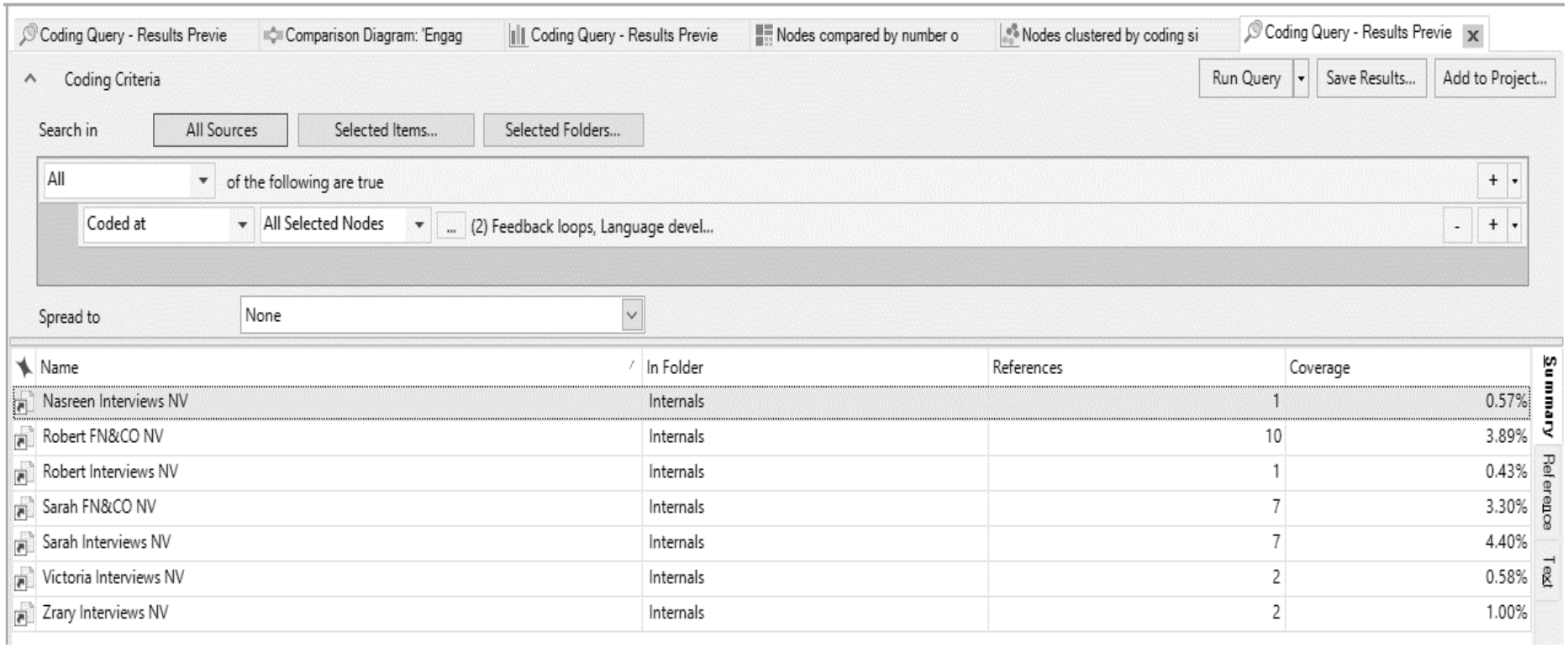
(It's not that they can just spk + that this will be enough of R's views about confidence)

Appendix 13 Percentage coverage of coding at selected nodes: Student role in learning and Variations in learner approaches



Name	In Folder	References	Coverage
Adam Interviews NV	Internals	7	2.82%
Emily Interviews NV	Internals	3	1.97%
Lara Interview NV	Internals	3	6.08%
Robert FN&CO NV	Internals	8	1.82%
Robert Interviews NV	Internals	6	1.39%
Safin Interviews NV	Internals	17	20.11%
Sarah FN&CO NV	Internals	15	6.52%
Sarah Interviews NV	Internals	29	11.09%
Victoria FN&CO NV	Internals	2	0.53%
Victoria Interviews NV	Internals	8	9.18%
Welf Interview NV	Internals	8	7.67%
Yara Interviews NV	Internals	3	1.05%
Zrary Interviews NV	Internals	18	7.00%

Appendix 14 Coding at selected nodes: Feedback loops and Language development



Name	In Folder	References	Coverage
Nasreen Interviews NV	Internals	1	0.57%
Robert FN&CO NV	Internals	10	3.89%
Robert Interviews NV	Internals	1	0.43%
Sarah FN&CO NV	Internals	7	3.30%
Sarah Interviews NV	Internals	7	4.40%
Victoria Interviews NV	Internals	2	0.58%
Zrary Interviews NV	Internals	2	1.00%

Appendix 15 Section of Nvivo project codebook

PhD project.nvp - NVivo Pro

DATA ANALYZE QUERY EXPLORE LAYOUT VIEW

Look for | Search In | Nodes | Find Now | Clear | Advanced Find

Nodes

Name	Sources	References	Created On	Created By
Adaptation or change (Nodes)	12	169	01/02/2018 13:31	FAJ
Affect - from significant others	11	34	01/02/2018 11:03	FAJ
Affective - T encouragement	7	96	22/01/2018 13:01	FAJ
Apprenticeship of observation	4	23	25/01/2018 12:16	FAJ
Challenges	12	139	01/02/2018 09:52	FAJ
Change learner development trajectory	11	63	29/01/2018 21:39	FAJ
Classroom environment	14	227	22/01/2018 12:18	FAJ
Classroom management	9	223	22/01/2018 13:03	FAJ
Competition	5	16	27/02/2018 10:27	FAJ
Conceptual thinking - differences	8	34	01/02/2018 12:18	FAJ
Contextualisation	8	49	22/01/2018 13:06	FAJ
Continuity between school and university	10	41	25/01/2018 22:30	FAJ
Departmental academic cultures vary	5	17	01/02/2018 22:04	FAJ
Differentiation	3	21	06/02/2018 09:59	FAJ
Effects of participation in research	4	47	02/02/2018 09:57	FAJ
Engagement	14	230	22/01/2018 13:28	FAJ
Errors	9	48	02/02/2018 10:31	FAJ
Espoused beliefs in different contexts	5	25	01/02/2018 10:38	FAJ
Feedback loops	13	271	22/01/2018 21:22	FAJ
Future Identity -LPP	11	28	29/01/2018 09:59	FAJ
Humour - use of	1	18	27/02/2018 13:07	FAJ
Individual differences	9	126	06/02/2018 13:39	FAJ
Influential people events	9	27	25/01/2018 11:58	FAJ
Interaction-participation Patterns	14	186	22/01/2018 12:01	FAJ
Intrigue mystery	4	27	26/02/2018 20:50	FAJ
Introducing topics starter	9	73	22/01/2018 13:16	FAJ
Knowledge base in teaching EAP	3	26	25/01/2018 13:57	FAJ
Knowledge of learners	5	31	01/02/2018 10:54	FAJ
L task-based activity - implement strategies process	13	145	22/01/2018 13:35	FAJ
L2 self presentation and management	11	74	31/01/2018 13:48	FAJ
Language awareness	13	227	22/01/2018 21:21	FAJ
Language development	14	216	30/01/2018 12:53	FAJ
Learner autonomy dynamics	13	103	31/01/2018 11:50	FAJ
Learner language profile	11	83	25/01/2018 21:34	FAJ
Learners participate in jobs	2	38	27/02/2018 14:01	FAJ
Learners voice needs concerns	12	57	31/01/2018 12:47	FAJ
Learning aims and outcomes	14	305	22/01/2018 10:42	FAJ
Learning from contextual experience	6	32	25/01/2018 13:04	FAJ

Appendix 16 Section of Nvivo codebook for recoded data

Recoded data.nvp - NVivo Pro

DATA ANALYZE QUERY EXPLORE LAYOUT VIEW

Look for | Search In | Nodes | Find Now | Clear | Advanced Find

Nodes

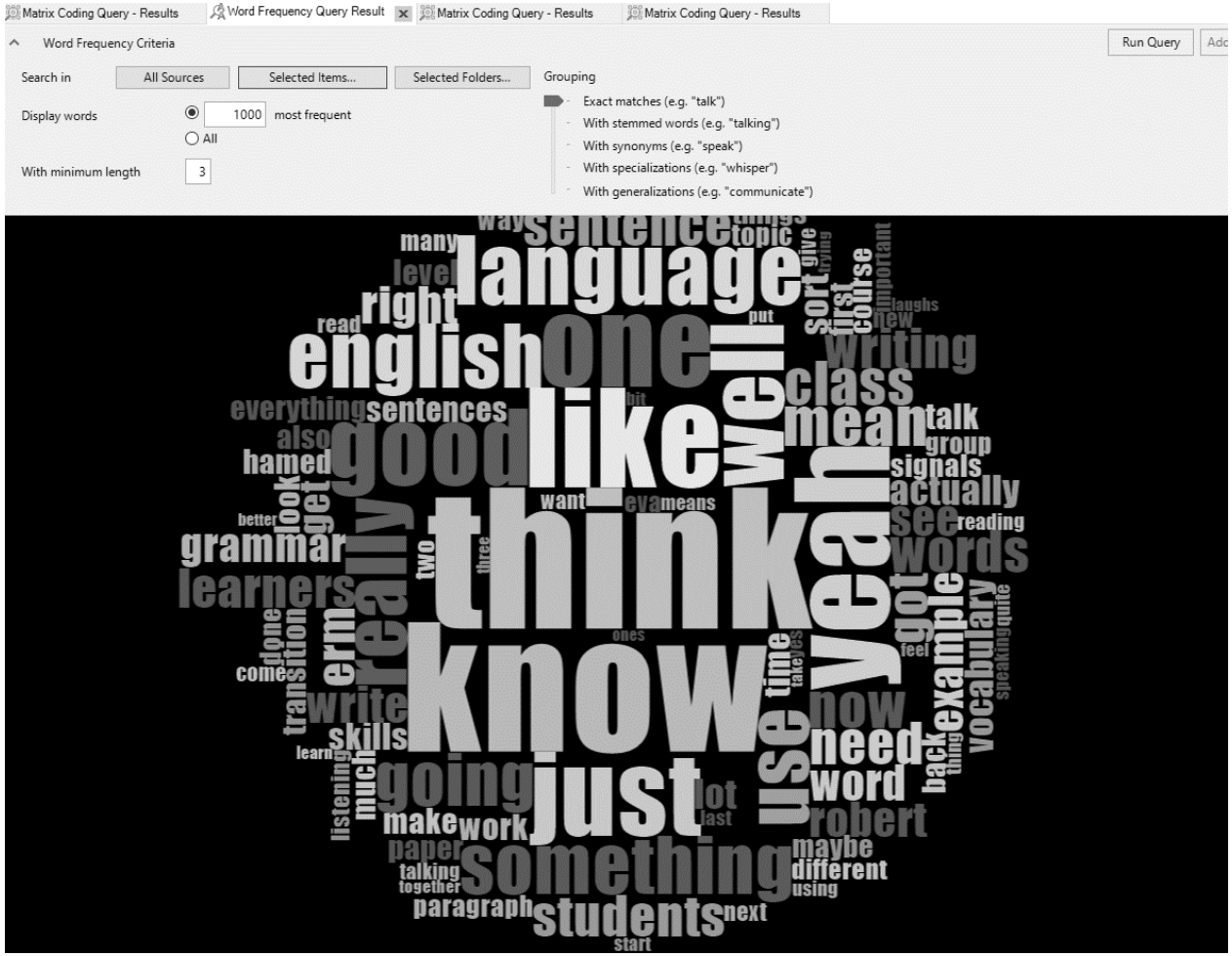
Name	Sources	References	Created On	Created By
Affect - neutral managed	1	5	21/05/2018 11:23	FAJ
Affordance	2	7	21/05/2018 12:56	FAJ
Apprenticeship of observation	1	3	24/05/2018 12:50	FAJ
Challenges	2	15	21/05/2018 12:54	FAJ
Classroom environment	2	24	21/05/2018 10:12	FAJ
Classroom management	2	27	21/05/2018 10:44	FAJ
Competition	2	3	21/05/2018 21:21	FAJ
Contextualisation	2	2	21/05/2018 12:51	FAJ
Culture	1	3	24/05/2018 21:59	FAJ
Differentiation	1	2	24/05/2018 21:22	FAJ
Dis-continuity between school and university	2	6	23/05/2018 13:54	FAJ
Effects of participation in research	1	1	21/05/2018 13:46	FAJ
Encouragement Affirmation	1	24	21/05/2018 11:02	FAJ
Engagement - disengagement	2	12	21/05/2018 21:35	FAJ
Error correction	2	8	21/05/2018 20:55	FAJ
Explanation of behaviour	2	7	23/05/2018 10:21	FAJ
Feedback - T-Ls	2	40	21/05/2018 11:02	FAJ
Influential people or events	1	5	24/05/2018 12:26	FAJ
Interaction - participation	2	55	21/05/2018 21:00	FAJ
Knowledge about language	2	34	21/05/2018 13:09	FAJ
Knowledge base in teaching	1	12	24/05/2018 12:50	FAJ
L2 Self presentation and management	2	7	23/05/2018 11:20	FAJ
Language profile	1	7	24/05/2018 13:50	FAJ
Learner activity - engagement	2	5	21/05/2018 11:19	FAJ
Learner activity - reading	1	5	21/05/2018 10:59	FAJ
Learner needs and abilities	1	11	24/05/2018 13:58	FAJ
Learning Aims and Outcomes	2	31	21/05/2018 10:18	FAJ
Learning environment	2	10	21/05/2018 11:00	FAJ
Learning from contextual experience	1	7	24/05/2018 11:35	FAJ
Learning materials	2	28	21/05/2018 10:14	FAJ
Link to previous lesson or prior knowledge	2	9	22/05/2018 20:57	FAJ
Mission in teaching	1	1	24/05/2018 22:42	FAJ
Mlxed abilities and levels	1	6	24/05/2018 21:24	FAJ
Motivation	1	3	24/05/2018 12:56	FAJ
Negatiave affect	2	8	23/05/2018 10:08	FAJ
Non-teaching background	1	1	24/05/2018 11:28	FAJ
Pedagogical methods - illustration exemplification	1	10	21/05/2018 11:10	FAJ
Pedagogical methods - instruction	1	18	21/05/2018 10:58	FAJ

Appendix 17 Using Nvivo Matrix Coding Query to explore coding at selected nodes by teacher

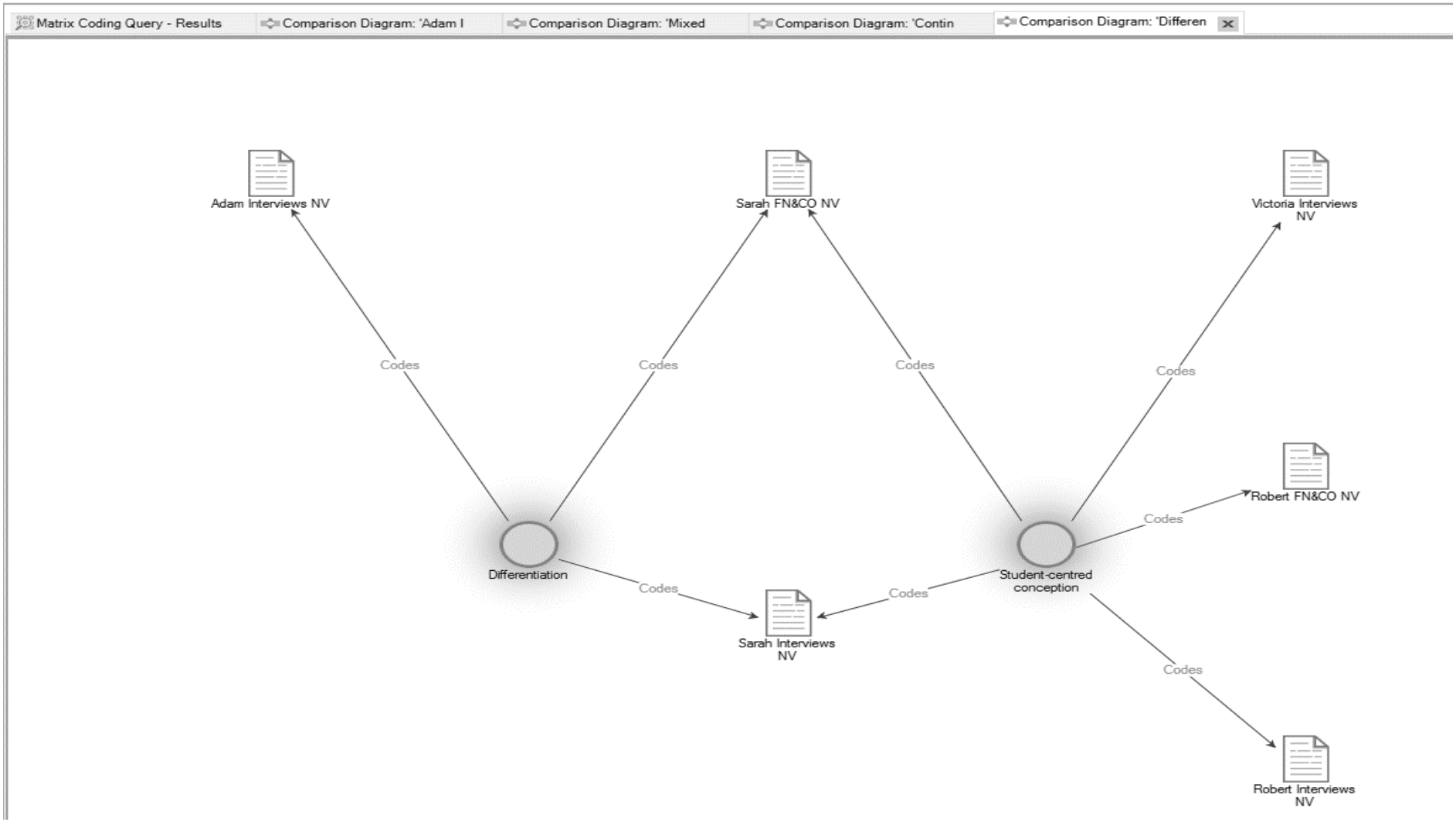
Matrix Coding Query - Results | Word Frequency Query Result | Matrix Coding Query - Results | Matrix Coding Query - Results

	B : Knowledge base in t...	C : Language awareness	D : Language developm...	E : Learning aims and o...	F : Learning materials
1 : Robert FN&CO NV	0	36	41	12	22
2 : Robert Interviews NV	11	14	20	41	30
3 : Sarah FN&CO NV	0	8	18	34	29
4 : Sarah Interviews NV	7	25	40	39	15
5 : Victoria FN&CO NV	0	71	1	29	17
6 : Victoria Interviews NV	8	37	13	48	13

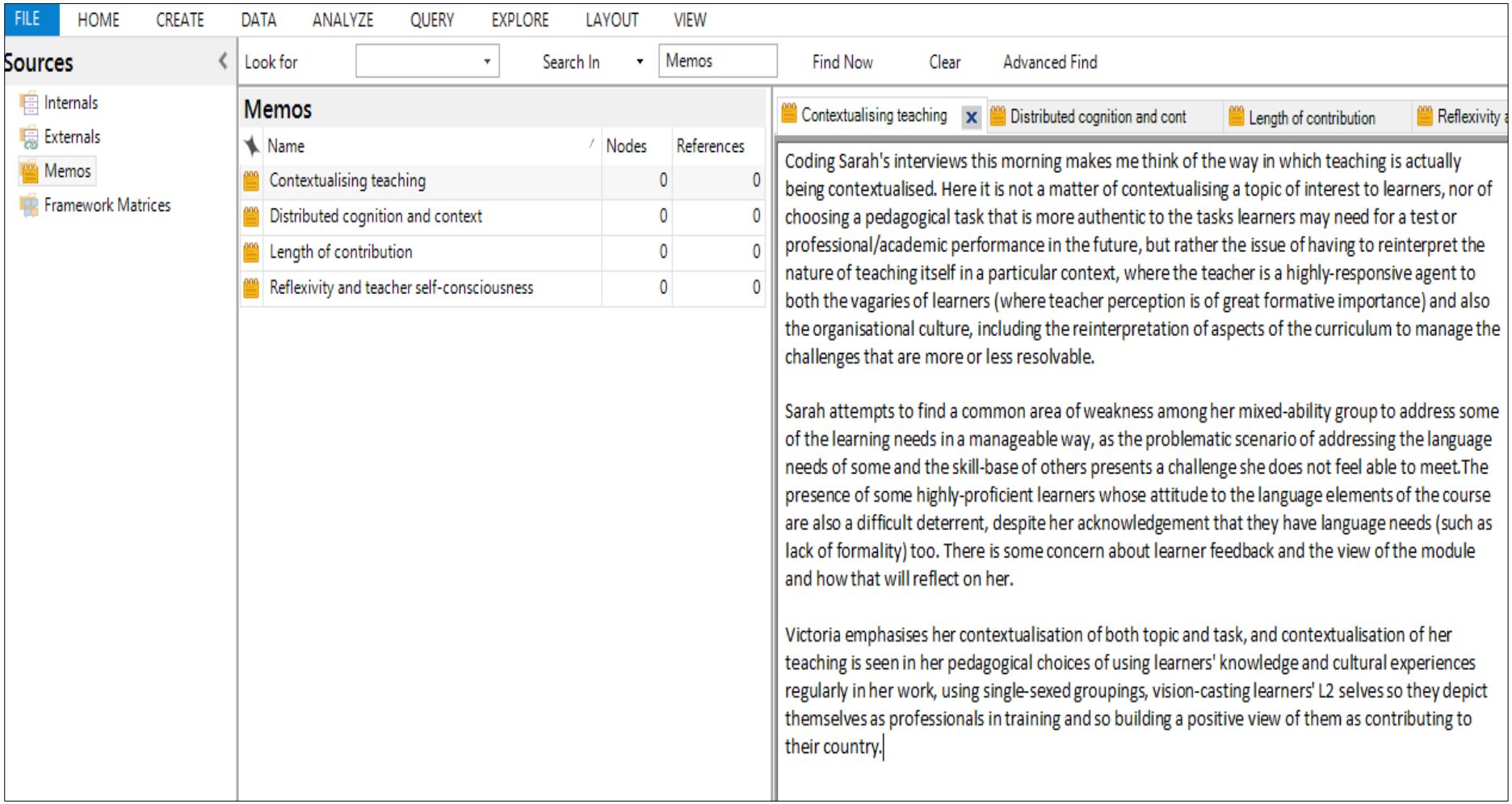
Appendix 18 Using Nvivo Word Query frequency functions to explore word frequency at 2 selected nodes – '*think*' and '*know*' are most frequent words at Language Awareness and Language Development nodes respectively



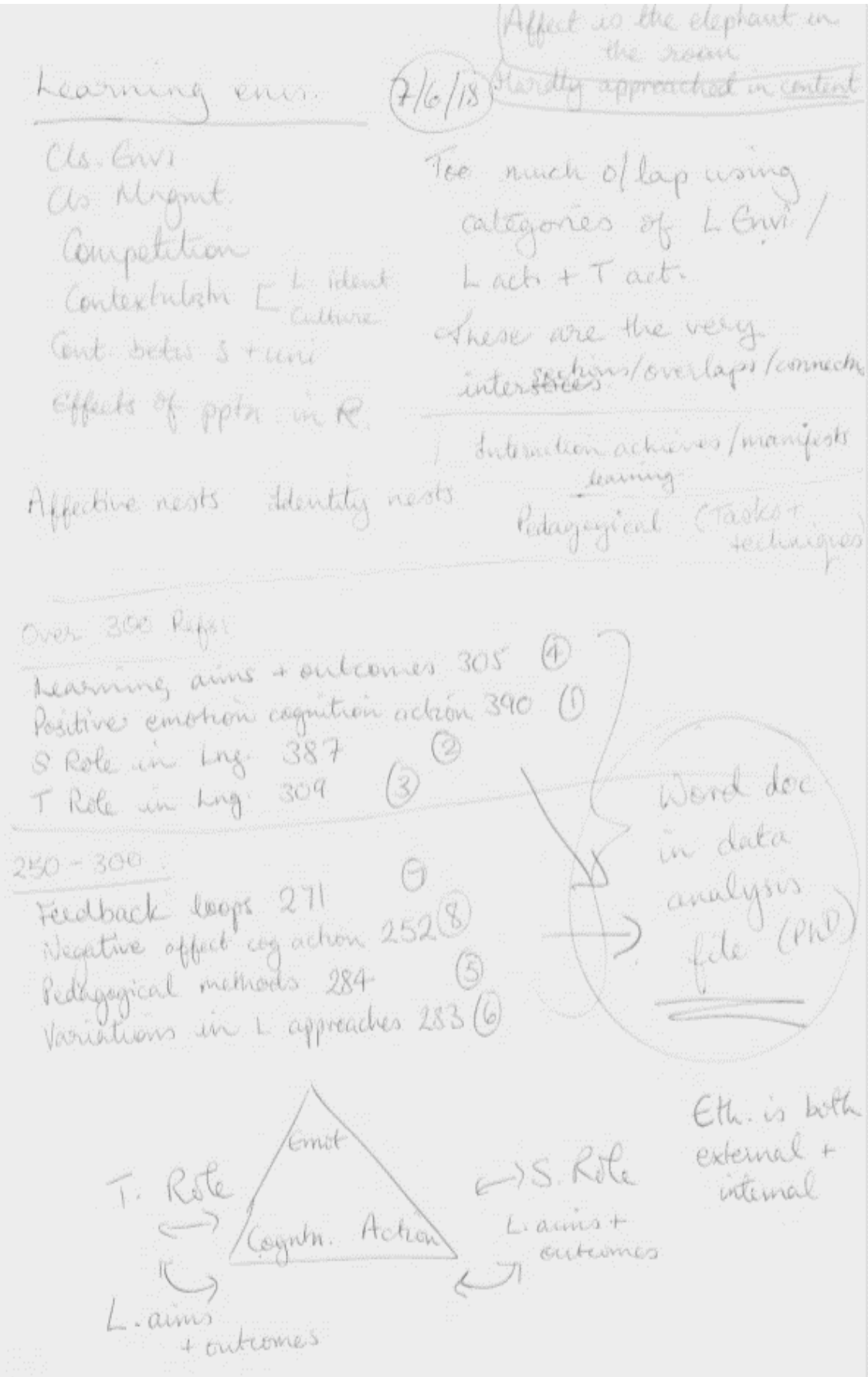
Appendix 19 Comparison of Student-centred conception with Differentiation nodes



Appendix 20 Analytic memo



Appendix 21 Initial attempts at categorising and linking codes



Victoria - Tutelage of thinking

Context to teach thinking, scaffold thinking processes, distributed cognition, participation, affordance, 154

Targets desired academic behaviour through texts, 4 (Attempts to socialise learners into behaviours)

Questioning/Tutelage of thinking – echoes, elicits, nomination, questioning, enables learners to become part of the supply chain, then to self-assemble content in writing, 32-33

Expects convergence with her ideas/materials – Tutelage of thinking, 68

Necessity of critical thinking; demonstration of understanding, 75

Understand where learners come from in terms of their learning traditions, (example of V expecting convergence to 'words in bold' on the worksheet as evidence of learning, 78

Create LE for critical thinking to occur (culture mediates this), 79

Use positive perception of English as global language, particularly the positive image learners have and the access to membership of international community, 80

Sense-making with language: V explains clauses, subordinates and punctuation to the class using examples of learners' work, 164

Halabja brainstorm, plan, mind-map is an extended exercise in sense-making with T as guide navigating/negotiating learner contributions through questioning, 169

Organisation 'imposed' / emerges from 'chaos' of unplanned writing; p.180-181 is a nice example of Tutelage of Thinking with Nasreen saying 'you have to start with an outline'

Feedback as a tool for the learner to see the gap between writing and the intended/clarity of meaning on individual level, 186

Examples help learners make sense of tasks, provide language examples or models, 217

Greater engagement may come with a more developed sense of L2 identity and a sense of belonging to their new University context, which may also give them more confidence, 222

Not just teach, but help learners see why things are important,

Examples as important element of teaching, as she moves from presentation to exemplification, 290

Modifies and increases scaffolding – makes more suggestions for (young) learners' lives, 298

Questioning techniques to encourage critical engagement (on grammar task), 310

Attempts to trigger prior learning through questioning, 311-2

Learners need to see importance of the class/course for their lives/goals

Questioning critically and persuading learners through 'attractive' status of English and their potential participation in international standards (BANA countries) to help offset negative attitudes, 349

Institutional (T) Degree of control

↳ ~~Efficacy~~ (Engaged) Goals/Intentionality

↳ ~~Roles~~ beliefs

↳ (Efficacy)

↳ Roles (Identities)

(L) Socio-economic (+ or −).

Autonomy. Intentionality (familial) (personal)

Engaged beliefs

L2 Self (mngmt/pres.) Roles

expressing intentionality

'External' factors.

Beliefs

(T) Degree of control ⟷ (L) autonomy. (~~process~~ state in flux) dep. on beliefs).

Tutelage of thinking

process

Negotiating control/autonomy

Assimilation of prevailing cognitive learning structures/language

Intentionality (goals/action)

Behaviours

Roles (efficacy) T → ~~tasks~~ L → ~~affordances~~

express intentionality ⟷ feedback mediation ⟷ Roles (L2 mngmt/pres) Express intentional

Practices

Process - altering perceptions - empowerment/capabilities

emotionality, cognitive → affordances

~~Tasks~~ ~~Participants~~ Tasks → Ppts. Negotiation, affordances

Savin-Baden + Major
+ Costello
p42:

Themes = unifying or dominant idea in the data.

e.g. classroom teaching philosophies - unifying

personal mission in teaching - unifying

formative or re-lived experiences - dominant

Codes must lead to categories which structures (Bones) (skeleton)

them + so shows their interrelationships + connection

Teacher

formative L. learning experiences

① T. cog/emot. re-lived exp.

Learner

Cognition → lang. learning in EAP

② Intentionality

③ Roles - express intentionality

Degree of T control / L. autonomy

Intentionality - goals/principles/practices

Scale

Levels of hierarchy/structure - from belief to behaviour

Self/management

Roles

Roles seen

Emergent learning - through collaboration on task/pptn. in environment (affective) (contextual) - affordances (potentials)

(Here from behaviour back to belief) - affective.

- either confirming or disconfirming (+ therefore leading to change/development)

Task

Pedagogies structure the learning experience - providing potentials (tools, strategies, texts, concepts) with which learners can develop/engage/create learning) Interaction Patterns

T fosters L responses - without awareness

L initiates

Engaged beliefs + experiences

Appendix 22 Text: Dealing with Distractions

Dealing with Distractions

It can be difficult to **focus** on studying when your mobile is ringing, new emails keep popping up, the washing-up needs doing and your friend wants you to go for coffee. On top of that, you **found** a really interesting website while **researching** your **assignment.**

If you make yourself **aware** of the things that distract, you from studying you can think in advance about **strategies** to deal with them. Use a time-use diary **technique** to see what is really soaking up your time. Then decide how to manage them. For **instance:**

- Stay **focused** on reading by thinking about the questions you need answers to (e.g. "What are the main points of/objections to this **theory?"**) and by looking for these answers. Break down reading to one **paragraph** at a time, and write any notes at the end of each.
- If you find yourself spending a lot of time on a particular website, use a website-blocking application like LeechBlock or SelfControl to control the time you spend on it without blocking it altogether.
- You will not be **motivated** if you feel like you are studying all the time. Fix times when you will not study and set an alarm for the end of each study or leisure **period** to remind you to stop and change **mode.**
- If your friends keep interrupting you, set a **definite** time and place to have a break and go for coffee together.
- Turn off your mobile phone and fix times when you will return phone calls or read and answer emails.
- Disable the pop-up alert on your email so you are not tempted to read them as they arrive. **Alternatively,** if you do not have the alert **enabled,** and that means that you keep checking, try switching it on to see if that makes you more **focused** on the **task** at hand.
- Some people prefer to do chores like washing-up and shopping first thing in the morning, so they have a clear day ahead. If you do this, have a fixed 'finish time' so they do not

http://www.reading.ac.uk/internal/studyadvice/StudyResources/Time/sta-distractions.aspx
Retrieval date: 21.09.2015 (adapted)

spread out to fill the whole morning. Better still, keep chores for your worst time of day for thinking (after lunch for most people). Use your best thinking time for studying.

Learning to Say No

You have planned your termly and weekly **schedules;** you are working as effectively as you possibly can; you have **found** ways of dealing with the things that distract you, but you still do not have enough time. Maybe you are just trying to do too much.

University study is a **significant commitment,** like doing a full-time **job.** You know how hard you are working. If you feel that you have to take on extra **tasks** to prove that you are doing something useful, you are tacitly agreeing with the people who think that you are "only a student".

Value yourself and value your studies. You only have a short time at university, and you have worked hard to get here. You deserve to give yourself the time to do your best.

Remember:

- You are not expected to read everything your on the reading list.
- If you do not organise the social / game / party, it will probably still happen. And if it does not, the world will not stop.
- If a question needed an immediate answer, it probably would not be in a text message or email.
- A real friend will not mind waiting a bit longer to chat.
- If you are trying to mix study with **commitments** you really can not say no to, like organising a family, caring for an elderly relative, and doing paid work, you will be overwhelmed. So ask for help.
- An un-vacuumed floor does not make you a bad person.

ed text: AWL highlighted

http://www.reading.ac.uk/internal/studyadvice/StudyResources/Time/sta-distractions.aspx
Retrieval date: 21.09.2015 (adapted)

Appendix 23 Worksheet for text

English Composition 1 – Critical Reading A

Reading for academic purposes: Using strategies for specific purposes

Text: Avoiding Distractions and Staying Motivated

1. **Preview**: Discuss the title and the first three bullet points of the text. **Predict** the content you expect to be included in the text. Write down some key words you expect to find.

_____

_____

_____

2. **Skim** the text and answer the following questions.
   - What is the text about? (Topic)
   - What is the main idea being presented? (Thesis)
   - Why has the text been written? (Purpose e.g. to explain, to inform, to persuade etc.)
   - Who is the writer's audience?

_____

_____

_____

_____

3. **Scan** the text. Who are the key people mentioned in the text?

_____

_____

_____

4. What is the **purpose** of the first paragraph? How do the authors achieve this purpose?

_____

_____

_____

_____

5. What is the purpose of the section about Dealing with Distractions (p.3)?

_____
_____
_____
_____
_____

6. In one sentence **summarise** the text (70 words)

_____
_____
_____
_____
_____
_____

7. What do the following AWL words **mean**? Use the context to help you.
    - Target
    - Motivation
    - Prioritise
    - Focus
    - Commitment

8. What argument is developed by the authors with regard to how to avoid distractions?

_____
_____
_____

Appendix 24 Grammar worksheet

GRAMMAR **Noun Phrases**

Add pre- and/or post-modifiers to the following sentences. The first one has been done for you.

Example: Scientists must evaluate the results.

Biological scientists must evaluate the validity and reliability of the results.

1. The student submitted the assignment.

_____.

2. Surveys suggest that students use online resources.

_____ .

3. Malnutrition causes development problems.

_____ .

4. Civil engineering graduates have job prospects.

_____ .

5. The software is incompatible with the current University systems.

_____ .

6. The exam tests English levels.

_____ .

7. Governments make decisions to ensure poor countries are subordinate.

_____.

Noun phrases (NPs) are one or several words with a head noun. They can often replace relative clauses.

Example: *Diets that are deficient in nutrients* **NP**: *Nutrient deficient diets*

Practise making NPs by re-writing the following phrases:

1. People *who suffer from asthma* _____
2. People *who use public transport*_____
3. Programmes *which are funded by the government* _____
4. Enterprises which belong to the private sector _____
5. Products which are rich in vitamins _____

Appendix 25 Module Descriptor Form (section)

MODULE DESCRIPTOR FORM

Module Aims, Learning Outcomes and Indicative Contents	
Module Aims	This course is designed to develop effective academic reading and writing skills. Emphasis is placed on critical reading, referencing and developing accuracy and written cohesion. Grammar and mechanical skills are revisited via online sessions. The course emphasizes academic style and task-based work.
Module Learning Outcomes	1. Students will be able to write using appropriate features of a formal email. 2. Students will demonstrate their fluency and effectiveness by using relevant rhetorical functions for 1 annotated bibliography, 1 process paragraph, and 1 classification paper. 3. Students will implement research skills by using relevant evidence to develop claims and arguments and by referencing using Harvard formats. 4. Students will demonstrate analytical skills through reading responses, reflective tasks, and by providing constructive feedback on written assignments through peer reviewing. 5. Students will reflect on personal writing strengths and weaknesses and develop error correction strategies.
Indicative contents	1. Students will complete worksheet on email netiquette in higher education and write a formal email to their lecturer 2. Students will complete weekly online grammar sessions 3. Students will compose academic prose using relevant sources, citations and bibliographies. 4. Students will use critical reading tools to complete reading responses 5. Students will draft three composition assessments and workshop the drafts in class using peer-review. 6. Students will reflect on feedback and write a reflective postscript to submit with two final compositions. 7. Students will receive peer-evaluations on early drafts of their compositions and feedback from the instructor following final submissions.

Learning and Teaching Strategies	
Strategies	These classes will consist of lectures combined with student-centered workshops with the opportunity to work with different academic genres. Students will participate in peer-review tasks and complete reading responses which stimulate critical thinking and engagement with the learning process. An online component will help students to develop accuracy and academic style in their own compositions.
Contact Hours	3 hours per week
Other Study Hours	Weekly online grammar work

Appendix 26 Rubric for classification paper

	Below Standard B	Below Standard A	Standard	Above Standard
Task	Has failed to address enough of assessment criteria	Addresses the task elements partially; presents some main points; ideas are not always clear or are underdeveloped; classification may be limited in development/tangential/repetitive or contain irrelevant points. More than +- 10% of word count	Addresses all parts of the task although some aspects may be underdeveloped. Main points are included but not always adequately or fully addressed; attempts classification but ideas may be repetitive or inadequately developed; presents relevant postscript. Within word count +- 10%.	Addresses all parts of the task (draft, reference, postscript); presents main ideas comprehensively but concisely; offers a clear well-developed classification; produces a logical and relevant postscript. Within word count +- 10%.
	Has failed to address enough of assessment criteria/severely lacks development.			
Organisation	Very little organization of content. Underlying structure not sufficiently controlled.	Some organizational skills in evidence, but not adequately controlled.	Overall shape and internal development of paragraphs is clear	Presents sophisticated, well-organized and well-connected paragraph structures.
Cohesion	Unsatisfactory cohesion causes difficulty with comprehension.	For the most part satisfactory cohesion although occasional deficiencies may mean that certain parts of the communication is not always effective.	Satisfactory use of strategies that results in effective communication; presents a range of cohesive devices but may be under/over-used; clear progression but mechanical at times.	Sophisticated use and range of cohesive strategies; clear progression; clear topic for each paragraph
Vocabulary	Frequent inadequacies and repetition in vocabulary. This prevents reader understanding the message.	Limited but minimally adequate use of topic related vocabulary; noticeable repetition and inappropriacies.	Demonstrates some precision through adequate use of topic related vocabulary; perhaps some lexical inappropriacies; some word formation or spelling errors but do not impede communication.	Demonstrates sophisticated use of precision words from topic; total flexibility with rare inapproriacies; occasional word formation or spelling errors.
Grammar	Frequent grammatical inaccuracies that impede communication	Presents a limited range of grammatical structures or mainly simple and compound sentences; attempts at complex sentences may contain inaccuracies; presents grammatical inaccuracies that may impede communication	Presents a mix of simple and complex sentences; some grammatical inaccuracies that do not impede communication	Presents a variety of complex structures; almost no grammatical inaccuracies; some sentences are error-free
Punctuation	Frequent inaccuracies in punctuation/capitalisation that may impede communication	Some inaccuracies in punctuation/capitalisation that may impede communication	Some inaccuracies in punctuation/capitalisation that do not impede communication	Almost no inaccuracies in punctuation/capitalisation
Spelling	Little control of spelling.	Frequent inaccuracies. These may affect comprehension.	Some inaccuracies in spelling. These do not affect comprehension.	Almost no inaccuracies in spelling.

Appendix 27 Nasreen's classification paper

Introduction

Material is an essence used to make an object. Civil engineering is a discipline that uses materials to fulfil completion of projects that reflect the demands of human being. Many materials are nowadays used in civil engineering projects depending on their availability and suitability. This essay aims to shed the light on the main types of materials used in civil engineering projects and address the function of each material in a certain project. Some projects will be illustrated highlighting the use of certain materials during the construction.

Concrete

One of the common materials that are used in the vast majority of the structures is concrete. Plain concrete consists of two main parts that include non-adhesive coarse and fine aggregates and the adhesive between the cement and water (El-Reedy, 2009). A mixture of these main materials will cause a chemical interaction among the materials which binds the aggregate particles into a solid mass that has a high compressive strength (Nilson *et al*, 2010). Concrete is a brittle material and in order for it to be used in the construction of a structure, it necessitates being reinforced with a material that has a considerable tensile strength (MacGregor, 1997). There are many factors that make concrete a universal building material. These factors are so pronounced that the concrete has been used for thousand years, starting with lime mortars from 12,000 to 6,000 BCE in Crete, Cyprus, Greece, and the Middle East (Nilson *et al*, 2010). The economical aspect of construction and the availability of resources are the main factors that has made the concrete universal (Grosse, 2007). Concrete, in combination with steel, forms reinforced concrete that is used in various structures including buildings, bridges, silos, water tanks and etc. (Nilson et al, 2010). Fig.1 depicts a building that use concrete as construction materials.

Fig. 1) Reinforced Concrete Arch Bridge in Switzerland

Steel

Another constructing material is steel. Steel is one of the main materials that is used for construction of the special structures. Its ductility, versatility and considerable tensile strength has made steel a popular material used for large span structures (Bhavikatti, 2014). Steel material is categorized into mild steel, medium-carbon steel and high-carbon steel which depend on the carbon content (Wang, 2002). The lower the carbon content, the higher the ductility of steel will be. In order for steel to be used in a structure, sections must be fabricated in a workshop and transferred to the site for erection (Trahair *et al.*). This expedites the process of construction. A combination of steel and other construction material notably concrete forms composite materials that are nowadays used due to the advance in technology (Vasiliev & Morozov, 2007). Steel material can be used in construction of buildings (mainly with large span), bridges, silos, water tank and etc. as shown in Fig. 2.

Fig. 2) Steel Bridge, Bayonne Bridge in New Jersey (Courtesy of Panynj)

Other Materials

There are other types of materials that are used in civil engineering projects. Among them are timber, glass, bituminous materials, clay bricks, some mineral materials and etc. (Claisse, 2016). Each material is used depending on the nature of the project. Bituminous materials are mainly used for the road construction in the form of asphalt or in any other projects that need water repellent (Illoston & Domone, 2001). Timber materials are used in the structures that are subject to a high humidity. Due to their durability, clay bricks are used as partitions in buildings that rest on bearing walls (Bhavikatti, 2014). Some projects require lighter load and mineral masonry blocks are used as partitions (Grosse, 2007).

Conclusion

There is a variety of materials that are used in the construction industry as far as civil engineering is concerned. These materials are categorized based on their strength and the nature of projects in which are used. In general, the civil engineering materials consist of three main materials concrete, steel, asphalt and timber. In some cases, a combination of these materials is used for construction. Except for aesthetic purposes that an architect

would decide, the main factors that influence choosing a specific material for a certain project are its availability locally (manufacturing) and cost-effective aspect.

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Appendix 28 Lara's classification paper

Art Movements

Art has been expressed in the form of paintings for centuries. Art illustrated in paintings is the imagination and thought of a person transformed into a visual interpretation. Leo Tolstoy's description of art is one of the most eloquent explanations written. He wrote "Art is an organ of human life, transmitting man's reasonable perception into feeling." Paintings play a significant role in history and each era has its own particular style of art. This text will describe art according to the most popular art movements, which are Impressionism, cubism, surrealism and expressionism.

Firstly, the impressionist movement started in the 19th century and was originated from France. The impressionist paintings are painted with tiny brushes and are meant to be radiant yet not attentive on details. Impressionist artists would use brushes to paint in dots rather than brush it across the canvas. The colors have to be taken seriously. For instance the bright and dark colors that make up the lighting of a landscape must be taken into consideration. When seen closely impressionist paintings look vague but when seen from afar the picture becomes clear. Most of the paintings are based on natural scenery and the artist tries to capture scenes from daily life. Some of the most influential impressionist artists are Claude Monet, Pierre-Auguste Renoir, and Vincent Van Gogh.

Afterwards, the cubism movement started in the 20th century and it is a part of the abstract genre. Pablo Picasso developed cubism when he painted Les Demoiselles d'Avignon in 1907. Picasso painted female bodies in geometric shapes. It had a shock value to it and

cubism started to gain popularity because of this painting. Cubism quickly became favored by the art world, because of its uniqueness and modernity. Pablo Picasso gained a lot of attention from people. Not only because of his style but also because he used it to indicate powerful matters. For example, his painting “Guernica” was represented to express the tragedies of war and it became a very significant masterpiece. Pablo Picasso turned cubism into a highly influential art movement. Other important artists of the cubism movement are Georges Braque, Robert Delaunay and Jean Metzinger.

Thirdly, the Surrealist movement started in the 1920s. Surrealist artists used to paint things that seemed phantasmagorical and they often had to be very imaginative. Surrealists would express themselves by painting something so peculiar and out of this world. They would emphasize on dreams and the unconscious mind. Surrealist paintings are supposed to give people the idea that the image is far from reality. Rene Magritte simply painted a smoking pipe and wrote on it “this is not a pipe” and by that he meant that it is only an image of a smoking pipe but not an actual pipe. That painting explained the concept of surrealism and became a phenomenon. Famous surrealist painters are Rene Magritte, Salvador Dali, Max Ernst and Frida Kahlo.

Rene Magritte’s painting from 1948. The title of the painting is

The Treachery of images (This Is Not A Pipe).

Lastly, the expressionist movement was an art movement that originated from Germany in the 20th century. Expressionism was a very personal way of art. It was based on different emotions and was expressed very strongly. In expressionism, the artist would try to make the viewer feel whatever the artist feels. Edvard Munch, who was a Norwegian painter, painted one of the most iconic expressionist paintings called “The Scream”. “The Scream” made a huge impact on the art world, because the people who saw this bold painting immediately thought about an actual scream. It is obvious that the painter was trying to express some sort of anxiety or discomfort. In expressionism, the painting is painted in a way that people can sense the artist’s emotions and receive the message that the artist is trying to send. Some of the most famous expressionist artists are Edvard Munch, Wassily Kandinsky, and Egon Schiele.

These movements helped shape the art world greatly. Nowadays, these movements have become known and the art still speaks to many people even the young ones. There are many famous artist exhibitions held out all over the world. In today’s world, art has become very broad and the world is filled with creativity. Therefore, there are so many gifted artists and various painters. However, the painters who evolved the art world will always stand out and the famous art movements will always mean a great deal. That is why the artwork created during different art movement periods is always protected and presented in popular museums.

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Appendix 29 Emily's graded rubric sheet

13/18 = 72%

Starbucks 4.40

English for Business Communication Presentation

You need to focus not only on the content, but also your presentation skills, language skills and non-verbal communication skills.

Task Achievement	
AS	Has followed all of assessment criteria and has delivered a well-prepared presentation incorporating language and skills studied.
S	Has followed assessment criteria and delivered a presentation although with occasional weaknesses
BSA	Has followed most of assessment criteria although presentation shows considerable weaknesses in skills studied.

Organisation	
AS	Sophisticated structure beginning with a clear introduction, main body and conclusion.
S	Overall shape and internal pattern clear although with 1 or 2 errors in sequencing.
BSA	Some organizational skills in evidence, but not adequately controlled.

Cohesion	
AS	Sophisticated use and range of cohesive strategies.
S	Satisfactory use of strategies that results in effective communication.
BSA	For the most part satisfactory cohesion although occasional deficiencies may mean that certain parts of the communication are not always effective.

Adequacy of vocabulary	
AS	Student has sophisticated use of precision words and topic related vocabulary. Total flexibility with rare inappropriacies.
S	Student can demonstrate some precision through use of topic related vocabulary.
BSA	Minimal use of topic related vocabulary. Noticeable repetition, inappropriacies and/or errors.

Grammar	
AS	Almost no grammatical inaccuracies.
S	Some grammatical inaccuracies that do not impede communication
BSA	Some grammatical inaccuracies that may impede communication/frequent grammatical inaccuracies

Non-verbal communication skills	
AS	Student demonstrates excellent non-verbal communication skills throughout
S	Student demonstrates good non-verbal communication skills with occasional errors
BSA	Student attempts to display non-verbal communication skills although is unable to sustain these skills

audible
too much info on slides
could be more prepared.
attempts linking phrases.

Appendix 30 Sample of Yara's listening quiz questions from Week 2, 6, and 14

Exercise 2: You will hear a short lecture. Write a summary for a fellow student who was not present at the lecture. You should write 50 – 70 words.

~~Hello mr. President i wanted to send you this to know about what is going on at the university. lets talk about physics we have to improve it. imagine if biology students didnot study about DNA. There are alot of physics tools that we use like GPS, thermal MRS. may you are interested why i send you this letter you may want to know why. So math that doesn't like you enjoy~~

Notes: dear Mr. President, GPS, MRS, biology class don't talk about DNA
not one aro
a to t
150
math allow, under rest, 15c years ago solving problem

7

Exercise 4

Listen to a talk and choose answers A–C.

1 There are . . . million volunteers in Britain.
A 2 B 12 C 22

2 The government wants more . . . to do voluntary work.
A teenagers B students C older people

3 Ayesha is a volunteer in a . . .
A library. B book shop. C school.

4 There are . . . Oxfam shops in the town.
A two B three C five

5 Michael provides transport for elderly people to . . . centres.
A health B community C shopping

6 Michael used to be employed as a . . .
A librarian. B police officer. C taxi driver.

7 Ayesha found a rare book which sold for . . . pounds.
A 16 B 60 C 600

8 Ayesha has developed . . . skills.
A writing B computing C stock control

9 Michael thinks that more volunteers are needed in . . .
A charity shops. B hospitals. C schools.

10 Which job is NOT mentioned in the listening passage?
A librarian B taxi driver C lawyer

7

Quiz Week 6

28

University [redacted] ng Quiz Semester 1 - 2017

Exercise 1: GAP FILL: Put the words into the gaps in the text.

The United Nations Food and Agriculture Organization (FAO) has called a special meeting to discuss the recent rise in global food prices. The food agency is reacting to the recent announcement made by Russian Prime Minister Vladimir Putin to extend his country's ban on wheat exports. Droughts caused by a prolonged hit have destroyed a lot of Russia's wheat production and the Russian government is focusing on feeding its own people. Putin's extension raises fears that the price of food around the world would rise. Mr Putin did not indicate when he would lift the ban. It was originally intended to run until 31 December. In his revised statement, he said it would not be before next year's harvest had been reaped.

The U.N. fears rising prices will bring about food riots in many countries, similar to those that took place in 2008. There has already been unrest in Mozambique, where police opened fire and killed seven people demonstrating over a 30 per cent increase in bread prices. Rises will hurt the pockets more of those in developing countries, where most of a person's income can go on food. FAO economist Abdolreza Abbassian told the BBC: "Food prices, and wheat in particular, are so important for food security and even the political stability of countries. Even a small increase in the price of food, which is so important to them, can spark a problem." Economists say food prices are expected to surge by at least 10 per cent in most countries.

6/3

Exercise 2 – Listening and answer the following questions.

1. The current population of the earth is……
   a. 7,000,000
   b. 7,000,00,000
   c. 7,000,000,000

2. The world's population grows by…….
   a. 7,400 a year
   b. 74,000,000 a year
   c. 74,000 a year

3. The population in developing nations is….
   a. 5.3 million
   b. 5.3 billion
   c. 5.3 trillion

6

Quiz Week 14

Exercise 6

1. What animals are thought to be the natural carriers of the Ebola virus?

- A Monkeys
- B Fruit bats
- C Elephants
- D Rats

2. What do Ebola victims usually die from?

- A Loss of vital organs
- B Opportunistic infections
- C Bleeding from immune system overload
- D Brain hemorrhage

3. What is the best treatment currently available for the Ebola virus?

- A Supportive care and rehydration therapy
- B Preventative Ebola vaccine
- C Amputation of infected areas
- D Leeches

4. Where does the Ebola virus get its name?

- A The doctor who discovered it
- B The river in the area where the first outbreak occurred
- C The first victim to die from it
- D Word for 'death' in the local language

5. Which diseases kill more people than Ebola?

- A Influenza
- B Measles
- C Malaria
- D All of the above

6. **What are some of the reasons an effective medicine for Ebola has not been developed?** there is hard to find adrug for it because it changes their gens

7. **What makes Ebola so difficult to study?**

it change's it self so they can force the drug and the drug don't make any effect.

4

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