Original scientific paper

IMPLEMENTING DISCIPLINE-SPECIFIC WRITING SUPPORT FOR UNDERGRADUATE STUDENTS IN THE OMANI CONTEXT

Priya Mathew, Radhika Sankara Narayanan

Middle East College, Sultanate of Oman

Abstract. *This paper evaluates how a writing centre in a private higher education institution in Oman supports discipline-specific academic writing for undergraduate students in Computing, Business, and Electronics Civil and Mechanical Engineering. One of the key interventions introduced by the centre was adopting a writing in the disciplines (WID) approach by offering scheduled writing classes for selected modules in these disciplines and incorporating genre-based pedagogy in final-year capstone projects. The embedded sessions were designed to support 550 students enrolled in seven modules across the three disciplines in meeting their coursework requirements. Integrating this intervention into the curriculum involved close collaboration with subject teachers to understand the assigned genres, designing relevant course materials for synchronous and asynchronous learning, and implementing innovative and research-informed pedagogies. Students were also offered individual consultations to complement the support offered during the classroom sessions. This study attempts to evaluate the effectiveness of these embedded modules and the genre-based pedagogy approach for the capstone projects undertaken by final-year students. Feedback was collected from students, as well as the faculty members involved, through the institutional module evaluation surveys and feedback forms. The findings indicate that there is significant improvement in the quality of assignments of those students who availed the services of the center. Although the interventions are specific to these programmes and contexts, they may provide a model for other writing and language centres to develop innovative pedagogical models to support disciplinary student writing at both undergraduate and postgraduate levels.*

Key words: *academic writing, embedded modules, pedagogical models, writing in the disciplines*

1. INTRODUCTION

The medium of instruction in higher education in the Middle East is predominantly English. The vast majority of higher education institutions (HEIs) in this region serve as satellite campuses affiliated to universities in Anglophone contexts. However, the language proficiency of students and the associated language support required in the Middle Eastern context differ significantly from those in Western or post-colonial contexts. Countries such as

the Sultanate of Oman and the United Arab Emirates have adopted English as the lingua franca due to a large expatriate labour force and participation in the global economy (Al Mahrooqi and Denman 2017). However, most students who enter higher education must make the transition from a school education with Arabic as the medium of instruction to a tertiary education system where English is the medium of instruction and assessment. Such students require extensive language support well beyond the general English support that they receive during their, usually mandatory, preparatory year. During this preparatory year, known as the Foundation Programme year, students are expected to acquire the language proficiency to enroll on their undergraduate courses.

The Omani context can be classified as an English as a Medium of Instruction (EMI) context which was described by Macaro (2018) as contexts where "the use of English language to teach academic subjects (other than English itself) in countries or jurisdictions where the first language (L1)of the majority of the population is not English". A review of the literature reveals that few attempts have been made to uncover the discourse conventions and genres preferred by the disciplines in these contexts. Most support offered is in the form of generic language skills, which students are then expected to transfer to their disciplinary contexts (Tiruchittampalam et al. 2018). However, students need to be initiated into the discourses of their disciplines; Hyland (2002) aptly summarises the role of the language teacher in this process in his definition of English for Academic Purposes (EAP): "This takes practitioners beyond preparing learners for study in English to developing new kinds of literacy: equipping students with the communicative skills to participate in particular academic and cultural contexts" (p. 2).

In this context of offering disciplinary language support, Wingate (2022, p. 1) points out that there is a lack of dialogue between EMI literature and EAP pedagogy in spite of the fact that the "domains of EMI and EAP share similar concerns and challenges". The intervention reported in this paper demonstrates how EAP pedagogy has been implemented in an EMI context. Explicit descriptions of the strategies used and examples of the learning resources used should enable practitioners and researchers to gain insights that may help inform their own practice. The intervention is then evaluated based on feedback from students and teachers.

Research Questions

1. To what extent can language teachers support students in their disciplinary coursework?

2. How effective is the team-teaching approach in supporting students' disciplinary writing?

3. How effective is genre-based pedagogy in familiarizing students with the structure and linguistic features of disciplinary genres?

4. How can the embedded language support for disciplinary writing be strengthened?

2. LITERATURE REVIEW

2.1. Support mechanisms for academic literacy

The rapid growth in the number of international students in Anglophone universities and the widespread use of English as the medium of instruction even in non-Anglophone higher education (HE) contexts (Dafouz 2021; Macaro 2019; Rose et al. 2021) has led to the provision for academic and language literacies (ALL) or "disciplinary literacy" (Airey 2016) support in most universities. Institution-wide support is usually offered to these

students who might need some scaffolding in language and academic skills to meet discipline-specific requirements. Reviewing the support mechanisms employed to scaffold the academic writing for discipline-specific requirements of students, Jones et al. (2001) identified a range of support services considering how integrated they are with the content modules of students who are already enrolled in their disciplinary courses: 1) Weak Adjunct, where the support is not explicit for a particular discipline or module (e.g. essay-writing skills); 2) Strong Adjunct courses supporting targeted modules and cohorts; 3) Integrated Support Mechanisms supporting students in the language of the disciplines and typically delivered by language specialists and; 4) Embedded Support by embedding ALL skills in the content course and delivered by the subject lecturers.

The first two models in Jones et al.'s (2001) continuum (Adjunct) adopts a more wide-angled approach to supporting students' academic literacy skills, while the latter (Embedded and Integrated) are tailored to be directly relevant to the discipline-specific needs of students. There are many variations and combinations of these four types of support models that involve integrating language support for content modules. Airey's (2016) language-content continuum (EAP, CLIL and EMI) to differentiate between the extent of integration between language and content as realised in English for Academic Purposes (EAP), Content and Language Integrated Learning (CLIL) and English as a Medium of Instruction (EMI) courses, is a useful framework for language practitioners to locate their own approach.

Several attempts have been made to identify the specific types of support offered to international students. For instance, Fenton-Smith and Humphreys (2015) identified nine types of support mechanisms to support students' ALL skills in Australian universities. These support mechanisms ranged from generic workshops and non-credit bearing ALL bridge courses to more discipline-specific ALL support, such as team-teaching, discipline-specific workshops and individual consultations targeting assessment needs. These support mechanisms roughly lie somewhere on Jones et al.'s (2001) continuum, from Adjunct to Embedded models. A survey conducted among 42 ALL experts revealed that more narrow-angled discipline-specific models such as team-teaching and customized consultations were perceived to be more effective. This echoes the findings and claims of other researchers (Chanock and Harris 2011; Lasagabaster 2018; Galloway and Rose 2021) who also report that discipline-specificity is one of the primary factors that can impact a support model's effectiveness. Fenton-Smith and Humphreys (2015, p. 45) also report other factors that impact the effectiveness of the support models; these emerged from the thematic analysis of the responses gathered from their survey aimed to rate the effectiveness of the support models they identified: "course integration, student uptake, engagement by academics, discipline-specificity, individualisation, course credit, and effect over time". Other factors which have been identified as critical by most researchers and theorists in supporting students' discipline specific literacy skills is the close collaboration required between language and subject teachers and the need for ESP instructors to be familiar with the target discipline and its language (Airey 2016; Bocanegra-Valle and Helen Basturkmen 2019; Dafouz 2021). These factors provide a good starting point for academics and administrators who wish to evaluate and design academic literacy and language support programmes offered in their universities.

Another significant factor that should be considered while designing disciplinary writing support mechanisms is the context. Every educational context is unique and therefore an ethnographic approach can inform the approach and choice of pedagogy,

including factors such as students' L1, faculty profile, departmental and institutional culture, and national policies. Documents such as course outlines and assignment briefs can facilitate better understanding of the academic writing expectations of subject teachers as well as the rhetorical structure and lexicogrammatical features of the preferred disciplinary genres (Nesi and Gardner 2012). As Swales (2019, 81) aptly claims, "We can and should aim for an insider 'emic' approach, even if we cannot always achieve it, because the effort involved in trying to become something of an insider will often produce pedagogical and educational benefits".

2.2. Academic Writing support in non-Anglophone and Gulf HEIs

Many of the higher education institutions in the Gulf countries are affiliated to Anglophone universities in the US, UK and Australia. The large majority of students enrolled in the universities and HEIs in the Gulf have an L1 Arabic background and therefore, English as a Medium of Instruction (EMI) in this context involves bringing "internationalised curricula and teaching/learning styles to largely monolingual groups of local students" (Baker and Hüttner 2017).

Over the past few decades, inclusive education policies have led to rapid increase in the number of students entering tertiary education in the Gulf region in countries such as the Sultanate of Oman and UAE. Therefore, the medium of instruction and assessment is English, with many of these countries, such as Oman, adopting English as the lingua franca (Al Mahrooqi and Denman 2017). English is the primary language spoken by the large number of expatriate labour force in these countries and graduates need to thrive in workplace environments where English is the primary language of communication. Hence, proficiency in the English language is seen as critical not only for academic success but also for workplace requirements. However, the majority of students who enter higher education in Oman, where this study is located, come from Arabic medium schools. As a result, most of these students are required to undertake a one-year Foundation programme to equip them with the language proficiency and other skills needed to meet disciplinary requirements. A minimum language proficiency equivalent to an IELTS band score of 5 is stipulated by the Ministry of Higher Education, Research and Innovation (MOHERI), Sultanate of Oman, as a threshold for entry into undergraduate programmes in the country.

Academic writing proficiency can be viewed as critical for ensuring the academic success of the student in Omani HEIs (and most other Gulf HEIs) where most of the coursework comprises written assignments. The challenges that students encounter in meeting the requirements of their disciplinary coursework is well-documented in the literature (Al-Mahrooqi and Tuzlukova 2014; Al Jardhani 2012). However, it is evident that although English has been adopted as the lingua franca in higher education in these Gulf EFL contexts, disciplinary language support is an extremely under-researched area; most of the studies undertaken involve generic language support (Crompton 2011; Tiruchittampalam et al. 2018).

2.3. Genre-based Pedagogy

Genre-based pedagogy involves investigation of the rhetorical organization and the associated lexicogrammatical features realizing the communicative functions of genres. It is a well-established thread of inquiry in academic writing research and especially in English for Academic Purposes. Swales' (1990, 2004) Create a Research Space (CARS)

model has been used primarily for textual analysis of research articles (Gao & Pramoolsook, 2021). He identified certain obligatory and optional 'Moves' in his analysis of Research Article (RA) introductions, with some Moves being further subdivided into Steps to realise the communicative function of each Move. He uncovered three main 'Moves' in RA introductions: (Move 1) establishing a territory; (Move 2) establishing a niche; and (Move 3) presenting the present work, with optional or obligatory Steps (e.g. Indicating a gap (Obligatory; Step 1) and Presenting positive justification (Optional; Step 2) under Move 2).

More recently, this model has been applied to other genres, including student genres. These genres include those that are most commonly assigned to students as coursework such as Project Reports, Lab Reports, and Case Studies (Nesi & Gardner, 2012). The limited work on student genres can be attributed to their 'occluded' nature and the challenges involved in accessing these texts. With the compilation of the British Academic Written English Corpus (BAWE) and the Michigan Corpus of Upper Level Student Papers (MICUSP), there have been several fruitful attempts to study student genres and their lexicogrammatical features for pedagogical purposes. Several studies across the world have reported the success of implementing genre-based pedagogy for disciplinary genres. For example, Parkinson (2017) examined the rhetorical organization of 60 Lab Reports in the BAWE corpus and Tribble and Wingate (2013) applied genre-based approaches to examine student Lab Reports in Pharma and Critical Assignments in Applied Linguistics.

Every context is unique and deserves tailor-made solutions to providing language support; however, the review of the literature reveals that there is consensus on some of the factors that can ensure the success of language support for discipline-specific requirements in EMI contexts: close collaboration between subject and language specialists, institutional support, and pedagogies that facilitate the initiation of novices into disciplinary writing (Lasagabaster 2018; Yang 2023). Several researchers have pointed out assets that ESP or language instructors bring into the collaboration with subject teachers in order to facilitate student induction into the language of their disciplines, including their knowledge of the language, pedagogies and learning materials (Dafouz and Gray 2022), and teaching experience and language education (Yuan 2021). There is evidence to suggest that pedagogies such as team-teaching (Lasagabaster 2018) and genre-based pedagogy (Mathew et al. 2022; Wingate and Tribble 2013) have been successful in integrating language and content instruction through the collaboration of language and subject specialists.

To sum up, although research into several aspects of discipline-specific language support for L2 students, such as student and teacher perceptions, feasibility issues, frameworks and models of language support, have furthered our knowledge and deepened our insights into this area, much more work needs to be undertaken on pedagogical approaches and teacher education (Wingate 2022). As Wingate points out, there is a gap in utilizing the useful theories and pedagogies of EAP in the disciplinary literacy field. She recommends implementing pedagogies such as the genre-based approach because it is the "most effective access route for ELT/EAP practitioners to the communicative practices of specific academic disciplines". Although this approach has been adopted in some EFL contexts, there is a scarcity of this type of research and practice in the Gulf countries. Perhaps implementing effective pedagogies through close collaboration between subject and language experts can finally address the debate that still rages as to who will take responsibility for ensuring that students acquire disciplinary language skills (Jenkins and Wingate 2015; Wingate 2022).

3. METHOD

3.1. Context of Study

The research site is Middle East College in the Sultanate of Oman, with a student population of approximately 4500. It offers a range of undergraduate and postgraduate programmes in Business, Computing, Mechanical Engineering, Civil Engineering, and Electronics Engineering. This HEI is affiliated with Coventry University, UK and Breda University, Netherlands, and so these programmes, which are offered in English, are monitored by these partner universities in terms of curriculum, teaching, course materials, assessments, student performance, as well as through periodic reviews. The majority of the students who enroll on their undergraduate course complete a one-year preparatory Foundation Programme designed to equip them with the general English Language, Mathematics, Computing and Study Skills, to meet the requirements of their disciplinary courses.

However, in spite of the one-year Foundation Programme, many students struggle with the language requirements of their programmes, especially in writing. Feedback from the External Examiners of the partner universities, subject lecturers and the students themselves, led to the establishment of the Centre for Academic Writing (CAW) to support post-Foundation students in improving the quality of their written assignments. CAW has designed various writing support mechanisms, such as generic and discipline-specific workshops, individual and group consultations, and embedded CAW sessions for selected modules that assign coursework with a substantial amount of writing.

3.2. Interventions, Data Collection and Participants

Data was collected from the Module Evaluation survey (MES) administered to students enrolled on modules with CAW support, faculty feedback on the seven selected modules that received CAW support (see Table 1), and student feedback on the use of genre-based pedagogy templates for the final-year projects from the three disciplines. Both quantitative and qualitative data collection methods were employed to strengthen the conclusions drawn from this study. Feedback from module instructors comprised qualitative feedback, while student feedback through MES and the survey on genre-based pedagogy constituted quantitative feedback. The observations of the researchers, who each have more than 10 years of experience in teaching academic writing, also informed the interpretations of the data.

CAW embedded modules were offered to 550 students enrolled in seven modules across three disciplines (from the departments of computing, electronics and telecommunications, and management studies. The majority of the participants were Omani students with Arabic as their first language. Since their English Language proficiency was below the IELTS band score 5 (compulsory requirement of MOHERI) at the time of enrollment, most of these students have undertaken the English component of the Foundation Programme.

3.3. Embedded CAW Sessions

A one-hour weekly contact class during the semester (comprising 14 weeks) was scheduled for each of the seven modules identified by the departments as requiring academic writing support. The embedded modules were taught by two teachers from the writing Centre. CAW support was extended beyond the classroom through individual and

group consultations during which students received feedback and instruction on their writing. Hence, CAW interventions were two-fold, involving classroom instructions and individual consultations. There was close collaboration between the subject and CAW lecturers so that there was a shared understanding of the latter's role. The CAW lecturers meet the subject lecturers on a regular basis before, during and after the semester, to understand assignment expectations, the language of the discipline, and sometimes to inform class delivery based on the requirements of the students.

Table 1 List of Scheduled classes offered by CAW in Fall 2022

	Module Code	Name of the Module
1	BUSS-B 2012	Research Methods, Data Analytics and Project Planning
2	BUSS 30002	Research Methodology
3	BUSS B 2002	Warehousing
4	PROJE 20001-Project 1	Diploma Project (Electronics)
5	COMP 20009	Software Engineering
6	BUSS 10005	Managing People
7	BUSS 20003.1	Business Economics

3.4. Introduction of Genre-based pedagogy

Genre-based pedagogy was introduced to final year project students to analyse the Move structure of the final-year, or Capstone projects, a critical and high stakes assignment that can impact student's academic and professional success. The Move structures (see Appendix 1 for a sample) were used to complement the project guidelines provided by the subject lecturers for engineering and business modules. A series of collaborative meetings were held with two senior faculty from each of the departments to conduct a textual analysis of proficient project reports, to understand academic writing conventions of the discipline, and the assignment expectations of the subject teachers. Workshops were conducted for faculty members and students to familiarize them with the Move structures drafted earlier and to collect feedback and improve the structures. After a final round of editing and approval from the departments themselves, these were then published on the virtual learning management used at the institution. At least two workshop sessions to explore the Move Structure were held so that students could discuss the structure and address their queries.

3.5. Data Collection

At the end of the tenth week, students were asked to complete an online questionnaire administered through SIS by the Student Experience Office of the college. The aim of this survey was to assess the effectiveness of the writing classes by including questions on the effectiveness and relevance of the teaching and learning activities of the module, teaching and learning methods used by the teacher, and the course materials.

Feedback was also collected from nine faculty members teaching the subject modules across three disciplines. They were asked to provide feedback on a series of questions, including whether the language support provided by CAW was useful, whether there was any significant improvement in student writing as a result of CAW workshops and consultations and the topics that needed to be introduced in future workshops or in the academic writing classes.

Feedback forms on the effectiveness of genre-based pedagogy were distributed to project students and they were asked to give their opinion on its usefulness for writing their project reports.

3.6. Data Analysis

MES included Likert scale questions and an open ended question related to the effectiveness of the writing classes. These questions were designed to assess students' agreement or disagreement with statements such as the teaching and learning activities of the module are relevant and well organized and the methods used by the teacher make learning interesting and engaging. The open-ended question allowed students to provide additional feedback on what they found to be useful and how language support could be further enhanced.

The genre-pedagogy feedback form included 4 Likert-scale questions and 2 open-ended questions related to the usefulness of the template for project report writing. These questions were designed to assess students views with regard to its usefulness in terms of making significant improvements in organizing the project report and if they would recommend the use of such a pedagogy for other modules. The open ended questions gave the students an opportunity to express their views and provide suggestions for further improvements. The number of students who came for CAW consultations in Fall was also taken into consideration to assess the students' level of engagement.

Thematic analysis was done manually for the faculty feedback as the data was limited to nine teachers. The quantitative responses to both the feedback forms administered to students were analysed using descriptive statistics.

4. FINDINGS AND DISCUSSION

4.1. Faculty and Student Feedback on CAW Classroom Sessions

Faculty feedback on the effectiveness of implementing discipline- specific writing support through CAW classroom sessions was collected by distributing questionnaires to 10 subject teachers from the department of Management studies, Computing and Electronics and Telecommunications. These were the teachers team-teaching with CAW faculty members.

When asked if the language support was useful and whether it improved the quality of the student assignments, all the teachers (100%) agreed that CAW support was useful and that it helped in improving the performance of the students with respect to coursework writing.

The subject teachers also mentioned that there was improvement in student writing in the following areas:
- Improved writing skills, citations and referencing, a well written Literature review and report,
- Students who sought support indicated that CAW support was useful,
- Found improvement in structure of the report, paraphrasing skills and referencing skills,
- Sessions on citations and references, data gathering tools: designing questionnaires and writing interview questions, analysing the data were useful for the students,
- It was observed that the students progressively improved the academic writing skills throughout the semester which is reflected in the Coursework 1 performance,

- There's marked improvement in reflective writing,
- CAW classes have hugely supported the research students in revising research proposal, writing literature reviews and analysis of results. Generally less grammatical errors and improved overall language use was noted,
- The results of the module was above the KPI.

The following themes emerged from the analysis: teaching effectiveness, usefulness of language support, students' improvement in academic writing skills and proposed topics for future CAW workshops for further language support. From the feedback, it is evident that the subject teachers have noticed significant improvement in the students' academic writing skills after CAW intervention. The improvements mentioned by the teachers in the feedback included evidence of better citation and referencing, well written literature reviews, improvement in structuring and organising their reports and in reflective writing. CAW workshops on topics such as data gathering techniques, designing a questionnaire, and analyzing the data, were also found to be useful. One of the faculty members also attributed the module exceeding the institutional KPI for the module pass percentage to CAW support. Informal discussions with subject lecturers also revealed that they expected more individualized support and also wanted other modules to be supported by CAW. Only one faculty member expressed reservations about CAW faculty supporting a subject module; he felt that this support should only be extended for teaching general English and referencing.

With regard to the module evaluation survey, 137 students responded to the institutional online survey (conducted every semester across all modules). The total satisfaction rate of 100% for CAW classes in terms of module delivery and effectiveness of feedback received from CAW faculty members indicate the overall satisfaction of the students in these scheduled academic writing classes.

Although nearly 25% of the students who attended the CAW classes responded to the survey, the feedback of the remaining 75% remains unaccounted for. It was also observed by the researchers that the students who attended the classes regularly and had frequent consultation sessions were those whose language proficiency was relatively high compared to the rest of the cohort. Therefore, the problem of how to make CAW classes more inclusive remains to be addressed. Perhaps a gradual shift in student and faculty perspective can resolve this issue in time because we have seen that the number of students approaching us for support has been on the rise since CAW started offering these modules, from a mere 150 consultations per semester to more than 450. We have also noticed that both formal and informal interactions of CAW lecturers with subject lecturers have a great impact on how students perceive CAW support. The need for close collaboration between subject and language lecturers, voiced time and again in the literature, is no doubt corroborated by our experience (Dafouz and Gray 2022; Lasagabaster 2018).

4.2. Feedback on Genre-based pedagogy

Feedback was also gathered from students and faculty members with regard to the use of genre-based pedagogy templates by final year project students. A feedback form was distributed to faculty and students of the five programme-offering departments (Computing, Business, Electronics, Civil and Mechanical Engineering) to measure the effectiveness of the final-year project Move Structures. Out of the 16 faculty members who responded to the survey, about 95% stated that they made use of the templates and most of them (75%) agreed that the use of the templates had led to consistency among project supervisors in providing instructions to the students about the content and language requirements.

The student responses were also positive. Out of the 46 students who responded to the survey, just under 95% of them said that they made use of the template. About 83% felt that they were useful while the others were undecided. About 70% of the respondents agreed that the templates helped them make significant improvements in the organisation of the chapters. It was also evident that many of them were in favour of introducing such templates for other written assignments. There were also suggestions from students about improving the templates such as specifying the word-count, providing more examples, conducting more workshops to familiarize them with the template, introducing similar templates for other modules and having separate templates for different types of project reports.

The feedback from the faculty and students on genre-based pedagogy templates indicates that these templates have been successful in improving the quality and consistency of project reports. The findings suggest that the templates have been successful in addressing common challenges faced by both students and faculty members in providing consistency in instruction to students about the project writing requirements. This point about consistency is particularly important in Gulf contexts because subject and language teachers come from various educational and linguistic backgrounds. This is a characteristic of both Anglophone and non-Anglophone universities of the current times because of internationalisation or what Baker and Huttner (2017) term "multilingual, internationally orientated". As a result, we have observed that faculty members too often do not have shared understandings of student academic writing requirements. The various rounds of discussions and then drafting the Move structures based on a consensus has proved helpful not only for the existing teachers but also new lecturers who are sometimes fresh graduates.

The findings from student feedback suggest that the templates have addressed the issue of organising the project report by providing a clear structure in terms of moves and steps for the students to follow, thereby preparing the students for the demands of writing in academic contexts. As pointed out by Wang (2017), it is important to take into account students' perspectives on genre-based instructions and the pedagogical tasks in these CAW classes as they will give us the instructors cues on how to design courses focused on academic genres, especially in writing classes that involve students from different disciplines.

Overall, the feedback data highlights the positive impact of the final-year project templates on both faculty members and students. While there is still room for improvement, the feedback data suggests that the templates have been well-received and effective in addressing common issues in structuring and organizing the report as per the project guidelines. Although there are examples and language tips on Moves and Steps provided in the template, much work needs to be undertaken on the language and formulaic expressions (Katsarska, 2021) associated with each Move and Step. Recent calls for investigation of the phrases and p frames associated with specific Moves and Steps can be a fruitful line of inquiry (Casal and Kessler, 2020; Omidian et al. 2018), especially as this may help limit the variety of syntactic and lexical items that students need to master to express themselves effectively.

4.3. Challenges

The implementation of genre-based pedagogy, and CAW classroom sessions were not without challenges. The relevance of CAW support has to be constantly reviewed since sometimes the coursework assigned in modules is revised and this might involve very little academic writing and a substantial technical component. In fact, CAW classes for

some of the modules previously selected were discontinued or replaced with other modules over the six years since this intervention was introduced. This problem has largely been resolved by introducing CAW sessions for the diploma and final-year projects in the current semester; these project reports involve substantial writing sections that CAW teachers can support such as writing an Abstract, Literature Review, analyzing and interpreting findings, and so on.

There were also various degrees of acceptance among subject teachers about CAW interventions; some believed that CAW teachers should continue to teach general English in the sessions, while others were enthusiastic about CAW support and positive about its benefits. This type of 'territorialism' can perhaps be resolved with discussions on the role of the CAW teachers. Another trend we noticed during the CAW sessions was that students tended to lose interest when the lesson was not focused on their assignments or when they failed to make the connection between the language being taught and its application in their assignment.

With the genre-based pedagogy intervention, the CAW team had to request for multiple meetings with the subject lecturers for the textual analysis and for identifying the Moves and Steps and then the appropriate examples from the student samples that realised the Moves and Steps in the Move structure template. For time-poor academics, this was a challenge indeed because the process of drafting the Move Structures and conducting workshops for all five departments (all final-year project supervisors) adopting the Move Structure. Most of these challenges, however, were resolved to a large extent as can be seen from the feedback obtained from students and teachers.

5. CONCLUSION

The findings of this investigation on implementing discipline-specific instruction across disciplines indicate that CAW interventions have been largely successful although there are numerous challenges yet to be overcome. As Johns (2015) points out, we need to be open to new and different ways of teaching and developing writing tasks that integrate texts with contexts and research-informed teaching methods. The ultimate goal is to make genre and context both authentic and accessible to students in academic writing classes). The success of the interventions described in this paper, including embedded CAW classes and genre-based pedagogy can largely be attributed to the guiding principles underlying these mechanisms: team-teaching, close collaboration between subject and language specialists, relevance of the support for coursework, and attempts on the part of CAW lecturers to understand the genres and disciplinary writing conventions of the targeted discipline. Collaboration enhances reciprocal teacher education; just as language teachers gain insight into disciplinary discourse practices through the support from subject teachers, the subject teachers too become more aware of these practices. When such collaborations extend to designing course materials for genre-based instruction, subject teachers can also learn how to incorporate language and literacy education into content teaching (Wingate 2022). Future research directions can involve corpus-informed investigations of the lexicogrammatical features that characterize the rhetorical stages and the Moves and Steps realizing the communicative functions of these genres.

REFERENCES

Airey, John. "EAP, EMI or CLIL?." Hyland, K. & Shaw, P. (eds.) in The Routledge handbook of English for Academic Purposes. Abingdon: Routledge, 2016. 71-83.

Al Jardhani, Khalid. "English language curriculum evaluation in Oman". International Journal of English Linguistics 2 (2012): 5, 40-44.

Al-Mahrooqi, Rahma, and Christopher Denman. "Investigating FL attrition among Omani teachers of English: Implications for educational reform in Oman and the Arab Gulf." Challenges to education in the GCC during the 21st century (2017): 19-43.

Al-Mahrooqi, Rahma, Victoria Tuzlukova, and Christopher James Denman. "Tertiary education and communication skills development of Omani learners: Student perspectives." The international journal of Communication and Linguistic studies 14 (2016): 2, 15-34.

Baker, Will, and Julia Hüttner. (2017). "English and more: A multisite study of roles and conceptualisations of language in English medium multilingual universities from Europe to Asia". Journal of Multilingual and Multicultural Development 38, (2017): 6, 501–516.

Bocanegra-Valle, Ana, and Helen Basturkmen. "Investigating the teacher education needs of experienced ESP teachers in Spanish universities". Ibérica 38 (2019): 127–150.

Casal, Elliott, and Matt Kessler. "Form and rhetorical function of phrase-frames in promotional writing: A corpus-and genre-based analysis". System 95, (2020): 1-13.

Crompton, Peter. "Article errors in the English writing of advanced L1 Arabic learners: The role of transfer." Asian EFL Journal 50 (2011): 1, 4-35.

Milne, Emma Dafouz. "Crossing disciplinary boundaries: English-medium education (EME) meets English for Specific Purposes (ESP)." Ibérica 41 (2021): 13-38.

Dafouz, Emma, and John Gray. "Rethinking the roles of ELT in English-medium education in multilingual university settings: an introduction." ELT Journal 76 (2022): 2, 163-171.

Fenton-Smith, Ben, and Pamela Humphreys. "Language specialists' views on academic language and learning support mechanisms for EAL postgraduate coursework students: The case for adjunct tutorials." Journal of English for Academic Purposes 20 (2015): 40-55.

Galloway, Nicola, and Heath Rose. "English medium instruction and the English language practitioner." ELT Journal 75 (2021): 1, 33-41.

Gao, Sutong, and Issra Pramoolsook. "Move-step structure of the results and discussion section of electronic engineering research articles written by Chinese and Thai researchers." Journal of Teaching English for Specific and Academic Purposes (2022): 725-739.

Hyland, Ken. "Specificity revisited: How far should we go now?." English for specific purposes 21 (2002): 4, 385-395.

Jenkins, Jennifer, and Ursula Wingate. "Staff and students' perceptions of English language policies and practices in 'international' universities: a case study from the UK." Higher Education Review 47 (2015): 2, 47-73.

Johns, Ann M. "Moving on from Genre Analysis: An update and tasks for the transitional student." Journal of English for Academic Purposes 19 (2015): 113-124.

Jones, Janet, Helen Bonanno, and Karen Scouller. "Staff and student roles in central and faculty-based learning support: Changing partnerships." Proceedings of the 2001 LAS

Conference, Changing Identities: Language and Academic Skills Advisors. Wollongong: University of Wollongong. Retrieved July. Vol. 18. 2001.

Katsarska, Vanya. "Formulaic Language in Aeronautical English–Friend or FOE." Journal of Teaching English for Specific and Academic Purposes (2021): 239-245.

Lasagabaster, David. "Fostering team teaching: Mapping out a research agenda for English-medium instruction at university level." Language Teaching 51 (2018): 3, 400-416.

Macaro, Ernesto. English medium instruction. Oxford University Press, 2018.

Mathew, Priya, Kiran, Rajalekshmi, and Sankara Narayanan, Radhika. "Introducing Swalesian Genre-Pedagogy to Arab EFL Learners: A Case Study." Individual and Contextual Factors in the English Language Classroom: Theoretical, Pedagogical, and Empirical Approaches. Cham: Springer International Publishing, 2022. 235-249.

Nesi, Hilary, and Sheena Gardner. Genres across the disciplines: Student writing in higher education. Cambridge University Press, 2012.

Omidian, Taha, Hesamoddin Shahriari, and Anna Siyanova-Chanturia. "A cross-disciplinary investigation of multi-word expressions in the moves of research article abstracts." Journal of English for Academic Purposes 36 (2018): 1-14.

Parkinson, Jean. "The student laboratory report genre: A genre analysis." English for specific purposes 45 (2017): 1-13.

Rose, Heath, Ernesto Macaro, Kari Sahan, Ikuya Aizawa, Sihan Zhou, and Minhui Wei. "Defining English Medium Instruction: Striving for Comparative Equivalence." Language Teaching (2021): 1-12.

Swales, John M., and John Swales. Genre analysis: English in academic and research settings. Cambridge university press, 1990.

Swales, John M., and Christine B. Feak. Academic writing for graduate students: Essential tasks and skills. Ann Arbor, MI: University of Michigan Press, 2004.

Swales, John M. "The futures of EAP genre studies: A personal viewpoint." Journal of English for Academic Purposes 38 (2019): 75-82.

Tiruchittampalam, Shanthi, Ross, Alistair, Whitehouse, Elizabeth, & Nicholson, Tom. "Measuring the effectiveness of writing center consultations on L2 writers' essay writing skills". Languages 3, (2018): 1, 1-13.

Tribble, Chris, and Ursula Wingate. "From text to corpus–A genre-based approach to academic literacy instruction." System 41 (2013): 2, 307-321.

Wang, Wei. "Learner characteristics in an EAP thesis-writing class: Looking into students' responses to genre-based instruction and pedagogical tasks." English for Specific Purposes 47 (2017): 52-60.

Wingate, Ursula. "Student support and teacher education in English for Academic Purposes and English Medium Instruction: Two sides of the same coin?." Language Teaching (2022): 1-12.

Yuan, Rui. "Promoting English-as-a-medium-of-instruction (EMI) teacher development in higher education: What can language specialists do and become?." RELC Journal 54 (2023): 1, 267-279.