JORDANIAN NON-NATIVE ENGLISH SPEAKERS’ ACADEMIC DISCOURSE SOCIALIZATION AND LINGUISTIC DEVELOPMENT IN ORAL ACADEMIC PRESENTATIONS IN MALAYSIA

Ahmad Ibrahim Ahmad Mugableh
(4110068)

Thesis submitted in fulfilment for the degree of DOCTOR OF PHILOSOPHY ENGLISH LANGUAGE STUDIES

Faculty of Major Language Studies
UNIVERSITI SAIS ISLAM MALAYSIA
Nilai

September 2016
AUTHOR DECLARATION

I hereby declare that the work in this thesis is my own except for quotations and summaries which have been duly acknowledged.

Date: September 2016  Signature:

Name: Ahmad I.A. Mugableh

Matric No: 4110068

Address: P14-B-03A-07, Sri Ixora Apartment Jalan Sepakat Indah 2/1 Taman Sepakat Indah 2, Kajang, 43000, Selangor, Malaysia
Ahmad Ibrahim Ahmad Mugableh (4110068) was born on December 7th, 1984 in Jordan. He was a student at Jordan University of Science and Technology (JUST) where he obtained his Bachelor degree in English for Special Purposes (ESP) in 2007. Thereafter, he travelled to Malaysia and studied at Universiti Kebangsaan Malaysia (UKM) where he obtained his Master degree in English Language Studies in 2010. Thereafter, he continued his academic journey at Universiti Sains Islam Malaysia (USIM) where he obtained his PhD degree in English Language studies.

**PUBLICATIONS**


**CONFERENCES**

- “Academic Language Socialization of Jordanian Students in Malaysia, an SFL approach.” Paper presented at International Language and Education Conference (ILEC), USIM, Malaysia. (September, 2013).

**MEMBERSHIPS**

American research institute for policy development (ARIPD) 2013-Present.
ACKNOWLEDGEMENT

In the name of Allah, the Most Gracious and the Most Merciful. First of all, I am most grateful to Allah Almighty with his blessings, this thesis is finally completed.

I would like to express my highest gratitude to all who have been very supportive, understanding and tolerant. Those people whom I would like to thank are:

My parents, Ibrahim Mugableh and Amneh Rawashdeh
My brother, Mohmmad and my sisters, Noor and Rasha...
My supervisors, Dr. Tun Nur Afizah Zainal Ariff, Prof. Madya Dr. Harison@Hanisa Binti Mohd Sidek and Dr. Yuslina Binti Mohamed.

Thank you all for the endless blessings and love.
ABSTRACT

This research employs the theoretical perspective of language socialization paradigm in order to examine the process of academic discourse socialization of Jordanian Non-Native English speakers (NNESs) by focusing on one particular oral academic discourse task namely Oral Academic Presentation (OAP). This research explores the familiarity of Jordanian NNESs with OAP, the experience of Jordanian NNESs in their academic discourse socialization, the language difficulties that Jordanian NNESs faced while delivering their OAPs, as well as the linguistic development that Jordanian NNESs gained over time, during the period of study. Following a qualitative research design, data were obtained from seven Jordanian NNESs who were taking Intensive English Program (IEP) at Universiti Tenaga Nasional (UNITEN). Several ethnographic tools of enquiry were employed including interview recordings, field notes generated from the observations of Jordanian NNESs inside and outside the IEP context, and video recordings of related OAPs at three different intervals. Findings revealed that Jordanian NNESs’ prior academic experience did not prepare them for this particular oral activity; and participants were socialized into the academic community through observation, academic assistance, peer assessment and support, and practice. Jordanian NNESs were also found to experience several language difficulties while conducting their respective OAPs in IEP context i.e. vocabulary, pronunciation, listening difficulties, and grammar. Finally, findings revealed that Jordanian NNESs had made linguistic progress in terms of field of discourse where their ability to draw on lexical resources that are effective in particular context had developed dramatically through different OAPs’ intervals. They also made progress in terms of tenor of discourse in that they become more aware of the presence of the audience and the expected ways of doing OAPs in IEP context. They also made progress in terms of mode of discourse in that they developed a better sense in a way the text is presented and organized through employing several textual resources.
ABSTRAK

<table>
<thead>
<tr>
<th>CONTENTS</th>
<th>Page No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>DECLARATION OF THESIS AND COPYRIGHT</td>
<td>i</td>
</tr>
<tr>
<td>AUTHOR DECLARATION</td>
<td>ii</td>
</tr>
<tr>
<td>BIODATA AUTHOR</td>
<td>iii</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENT</td>
<td>iv</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>v</td>
</tr>
<tr>
<td>ABSTRAK</td>
<td>vi</td>
</tr>
<tr>
<td>CONTENTS</td>
<td>vii</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>xi</td>
</tr>
<tr>
<td>LIST OF FIGURES</td>
<td>xii</td>
</tr>
<tr>
<td>CHAPTER I: INTRODUCTION</td>
<td></td>
</tr>
<tr>
<td>1.0 RESEARCH BACKGROUND</td>
<td>1</td>
</tr>
<tr>
<td>1.1 STATEMENT OF PROBLEM</td>
<td>9</td>
</tr>
<tr>
<td>1.2 RESEARCH OBJECTIVES</td>
<td>13</td>
</tr>
<tr>
<td>1.3 RESEARCH QUESTIONS</td>
<td>13</td>
</tr>
<tr>
<td>1.4 SIGNIFICANCE OF STUDY</td>
<td>17</td>
</tr>
<tr>
<td>1.5 DEFINITION OF TERMS</td>
<td>19</td>
</tr>
<tr>
<td>1.6 OVERVIEW OF THE THESIS</td>
<td>22</td>
</tr>
<tr>
<td>CHAPTER II: LITERATURE REVIEW</td>
<td></td>
</tr>
<tr>
<td>2.0 INTRODUCTION</td>
<td>24</td>
</tr>
<tr>
<td>2.1 JORDANIAN NON NATIVE ENGLISH SPEAKERS</td>
<td>24</td>
</tr>
<tr>
<td>2.2 THEORETICAL FRAMEWORK OF LANGUAGE SOCIALIZATION PARADIGM</td>
<td>30</td>
</tr>
<tr>
<td>2.2.1 Language Socialization and First Language (L1) Literature</td>
<td>32</td>
</tr>
<tr>
<td>2.2.2 Language Socialization and Second Language (L2) Literature</td>
<td>34</td>
</tr>
<tr>
<td>2.2.3 Reading and Writing Academic Discourse and Second Language (L2) Socialization</td>
<td>38</td>
</tr>
<tr>
<td>2.2.4 Oral Academic Discourses and Second Language (L2) Socialization</td>
<td>43</td>
</tr>
<tr>
<td>2.3 ORAL ACADEMIC DISCOURSE SOCIALIZATION AND SYSTEMIC FUNCTIONAL LINGUISTIC</td>
<td>48</td>
</tr>
<tr>
<td>2.4 SUMMARY</td>
<td>54</td>
</tr>
<tr>
<td>CHAPTER III: RESEARCH METHODOLOGY</td>
<td></td>
</tr>
<tr>
<td>3.0 INTRODUCTION</td>
<td>56</td>
</tr>
<tr>
<td>3.1 Research Design</td>
<td>56</td>
</tr>
<tr>
<td>3.2 RESEARCHER’S ROLE</td>
<td>59</td>
</tr>
<tr>
<td>3.3 RESEARCH PROCEDURES</td>
<td>61</td>
</tr>
<tr>
<td>Section</td>
<td>Page</td>
</tr>
<tr>
<td>---------</td>
<td>------</td>
</tr>
<tr>
<td>3.4 RESEARCH SITE</td>
<td>63</td>
</tr>
<tr>
<td>3.5 PARTICIPANTS OF THE STUDY</td>
<td>65</td>
</tr>
<tr>
<td>3.6 DATA COLLECTION METHODS</td>
<td>68</td>
</tr>
<tr>
<td>3.6.1 Interview</td>
<td>69</td>
</tr>
<tr>
<td>3.6.2 Observation</td>
<td>72</td>
</tr>
<tr>
<td>3.6.3 Audio-Visual Materials</td>
<td>75</td>
</tr>
<tr>
<td>3.7 DATA ANALYSIS PROCEDURES</td>
<td>77</td>
</tr>
<tr>
<td>3.7.1 Are Jordanian NNESs Familiar with OAP?</td>
<td>79</td>
</tr>
<tr>
<td>3.7.2 How do Jordanian NNESs Socialize Academically into OAPs?</td>
<td>82</td>
</tr>
<tr>
<td>3.7.3 What Language Difficulties do Jordanian NNESs Face While they are Delivering their OAPs?</td>
<td>85</td>
</tr>
<tr>
<td>3.7.4 Is There Any Linguistic Development in Jordanian NNESs’ OAP Over time?</td>
<td>88</td>
</tr>
<tr>
<td>3.8 TRUSTWORTHINESS</td>
<td>91</td>
</tr>
<tr>
<td>3.8.1 Triangulation</td>
<td>91</td>
</tr>
<tr>
<td>3.8.2 Prolonged Engagement</td>
<td>93</td>
</tr>
<tr>
<td>3.8.3 Contextualization and Thick Description</td>
<td>93</td>
</tr>
<tr>
<td>3.8.4 External Audit/ Cohen’s Kappa Inter-rater Reliability Form</td>
<td>94</td>
</tr>
<tr>
<td>3.9 ETHICAL ISSUES</td>
<td>98</td>
</tr>
<tr>
<td>3.9.1 Institutional Approval of Data Collection</td>
<td>99</td>
</tr>
<tr>
<td>3.9.2 Research Site and Participants</td>
<td>99</td>
</tr>
<tr>
<td>3.9.3 Participants’ Confidentiality</td>
<td>100</td>
</tr>
<tr>
<td>3.9.4 Handling the Collected Data and Data Ownership</td>
<td>100</td>
</tr>
<tr>
<td>3.10 SUMMARY</td>
<td>100</td>
</tr>
<tr>
<td>CHAPTER IV: FINDINGS AND DISCUSSION 1 MACRO LEVEL ANALYSIS</td>
<td></td>
</tr>
<tr>
<td>4.0 INTRODUCTION</td>
<td>102</td>
</tr>
<tr>
<td>4.1 ARE JORDANIAN NNES FAMILIAR WITH OAP?</td>
<td>102</td>
</tr>
<tr>
<td>4.2 HOW DO JORDANIAN NNES SOCIALIZE ACADEMICALLY INTO OAPs?</td>
<td>106</td>
</tr>
<tr>
<td>4.2.1 The Socialization Strategies That Jordanian NNESs Employed in Order to Learn the Related Discourse Practices of OAPs in IEP at UNITEN</td>
<td>107</td>
</tr>
<tr>
<td>4.2.1.1 Observation</td>
<td>107</td>
</tr>
<tr>
<td>4.2.1.2 Academic Assistance</td>
<td>110</td>
</tr>
<tr>
<td>4.2.1.3 Peer Assessment and Support</td>
<td>112</td>
</tr>
<tr>
<td>4.2.1.4 Practice</td>
<td>114</td>
</tr>
<tr>
<td>4.2.2 NNES is a Successful Agent for Socialization</td>
<td>116</td>
</tr>
<tr>
<td>4.2.3 Jordanian NNESs’ General Progress</td>
<td>117</td>
</tr>
<tr>
<td>4.2.4 Individual Agency: Case Difference</td>
<td>118</td>
</tr>
<tr>
<td>4.3 SUMMARY</td>
<td>120</td>
</tr>
<tr>
<td>CHAPTER V: FINDINGS AND DISCUSSION 2 MICRO LEVEL ANALYSIS</td>
<td></td>
</tr>
<tr>
<td>5.0 INTRODUCTION</td>
<td>122</td>
</tr>
<tr>
<td>5.1 WHAT LANGUAGE DIFFICULTIES DO JORDANIAN NNES FACE WHILE THEY ARE DELIVERING THEIR OAPs?</td>
<td>122</td>
</tr>
<tr>
<td>5.1.1 Vocabulary</td>
<td>123</td>
</tr>
<tr>
<td>5.1.2 Pronunciation</td>
<td>127</td>
</tr>
<tr>
<td>5.1.2.1 Consonant Phonological Errors</td>
<td>128</td>
</tr>
<tr>
<td>5.1.2.2 Vowel Phonological Errors</td>
<td>131</td>
</tr>
<tr>
<td>5.1.2.3 Diphthongs Phonological Errors</td>
<td>132</td>
</tr>
<tr>
<td>5.1.3 Listening Difficulties</td>
<td>133</td>
</tr>
<tr>
<td>5.1.4 Grammar</td>
<td>136</td>
</tr>
<tr>
<td>5.1.4.1 Morphological Errors Category</td>
<td>138</td>
</tr>
</tbody>
</table>
5.1.4.2 Tense Errors Category 142
5.1.4.3 Verb Errors Category 144
5.1.4.4 Preposition Errors Category 145
5.1.4.5 Article Errors Category 146
5.1.4.6 Active and Passive Voice Errors Category 148

5.2 IS THERE ANY LINGUISTIC DEVELOPMENT IN JORDANIAN NNES’ OAP OVER TIME? 149
5.2.1 Discourse Socialization in Terms of Field (Presenting Ideas) 150
  5.2.1.1 Lexical Choices 150
  5.2.1.2 Logical Relationship 159
5.2.2 Discourse Socialization in Terms of Tenor (Taking a Stance) 162
  5.2.2.1 Mood 163
  5.2.2.2 Modality 168
  5.2.2.3 Pronoun Use 171
5.2.3 Discourse Socialization in Terms of Mode (Structuring a Text) 175
  5.2.3.1 The Global Structure of OAP 176
  5.2.3.2 Cohesive Device as a Resource to Realize the Mode of OAP 184
    5.2.3.2.1 Reference 185
    5.2.3.2.2 Substitution 187
    5.2.3.2.3 Ellipses 188
    5.2.3.2.4 Lexical Cohesion 188
    5.2.3.2.5 Conjunctions 191

5.3 SUMMARY 193

CHAPTER VI: CONCLUSION

6.0 INTRODUCTION 196
6.1 SUMMARY OF THE MAJOR FINDINGS OF THIS STUDY AND DISCUSSIONS OF THESE FINDINGS 197
  6.1.1 Are Jordanian NNESs Familiar With OAP? 197
  6.1.2 How Do Jordanian NNESs Socialize Academically into OAPs During OAPs at UNITEN? 198
  6.1.3 What Language Difficulties do Jordanian NNESs Face while Delivering their OAPs? 202
  6.1.4 Is There Any Linguistic Development in Jordanian NNESs’ OAPs Over time? 203
    6.1.4.1 Field of Discourse 204
    6.1.4.2 Tenor of Discourse 204
    6.1.4.3 Mode of Discourse 205
6.2 THE LINGUISTIC FEATURES OF JORDANIAN NNESs’ ORAL TEXTS 207
6.3 ORAL ACADEMIC PRESENTATION AS A COMPLEX ACTIVITY 208
6.4 LIMITATION OF THE RESEARCH 209
6.5 DIRECTIONS FOR FUTURE RESEARCH 211
6.6 IMPLICATIONS FOR PEDAGOGY 212
  6.6.1 ESL Professionals and Curriculum Designers’ Awareness of the Cultural Aspects of OAP 212
  6.6.2 Jordanian NNESs’ Awareness of Their Linguistic Productions 213
6.7 CONCLUDING REMARKS 214
REFERENCES 215
APPENDIX A: Interview Parameters 238
APPENDIX B: Transcription Conventions Adapted From Ohta (1999) 239
# LIST OF TABLES

<table>
<thead>
<tr>
<th>Table No.</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table 2.1: Grammar and the context of situation (from Schleppegrell, 2004, p. 46)</td>
<td>51</td>
</tr>
<tr>
<td>Table 3.1: Overview of Focal Participants</td>
<td>67</td>
</tr>
<tr>
<td>Table 3.2: Sample of field notes from Jordanian NNESs’ observation</td>
<td>74</td>
</tr>
<tr>
<td>Table 3.3: Sample of Cohen’s Kappa inter-rater reliability form</td>
<td>96</td>
</tr>
<tr>
<td>Table 3.4: The calculation results of Cohen’s Kappa inter-rater reliability form</td>
<td>97</td>
</tr>
<tr>
<td>Table 3.5: Interpretation of Kappa. Adopted from Viera and Garret (2005)</td>
<td>98</td>
</tr>
<tr>
<td>Table 5.1: Syntax and Morphological Errors categories adopted from Dulay, Burt and Krashan (1982)</td>
<td>137</td>
</tr>
<tr>
<td>Table 5.2: Othman’s OAPs intervals, Lexical choices development</td>
<td>151</td>
</tr>
<tr>
<td>Table 5.3: Bashar’s OAPs intervals, Lexical choices development</td>
<td>154</td>
</tr>
<tr>
<td>Table 5.4: Qusay’s OAPs intervals, Lexical choices development</td>
<td>157</td>
</tr>
<tr>
<td>Table 5.5: Mohammad’s OAPs intervals, Logical relationships development</td>
<td>160</td>
</tr>
<tr>
<td>Table 5.6: Mood options in English language, adopted from Schleppegrell (2004)</td>
<td>163</td>
</tr>
<tr>
<td>Table 5.7: Othman’s OAPs intervals, Mood development</td>
<td>164</td>
</tr>
<tr>
<td>Table 5.8: Qusay’s OAPs intervals, Mood development</td>
<td>166</td>
</tr>
<tr>
<td>Table 5.9: Qusay’s OAPs intervals, Modality development</td>
<td>169</td>
</tr>
<tr>
<td>Table 5.10: Ayman’s OAPs intervals, Pronoun Use development</td>
<td>171</td>
</tr>
<tr>
<td>Table 5.11: Othman’s OAPs intervals, pronoun use development</td>
<td>174</td>
</tr>
<tr>
<td>Table 5.12: Bashar’s OAPs in different intervals, OAP structure development</td>
<td>176</td>
</tr>
<tr>
<td>Table 5.13: Mohammad’s OAPs in different intervals, OAP structure development</td>
<td>178</td>
</tr>
<tr>
<td>Table 5.14: Ayman’s OAPs in different intervals, development in the internal organization of smaller units of discourse</td>
<td>180</td>
</tr>
<tr>
<td>Table 5.15: Qusay’s OAPs in different intervals. Development in discourse conclusion</td>
<td>181</td>
</tr>
<tr>
<td>Table 5.16: Bashar’s OAPs in different intervals, Development in discourse conclusion</td>
<td>182</td>
</tr>
<tr>
<td>Table 5.17: Cohesive devices within the text (adopted from Halliday and Hassan, 1967)</td>
<td>184</td>
</tr>
<tr>
<td>Table 5.18:</td>
<td>Othman’s OAP in different intervals (reference as a cohesion device development)</td>
</tr>
<tr>
<td>Table 5.19:</td>
<td>Othman’s AP in different intervals, Lexical Cohesion development</td>
</tr>
<tr>
<td>Table 5.20:</td>
<td>Bashar’s OAPs in different intervals (Conjunctions as a cohesion device)</td>
</tr>
</tbody>
</table>
# LIST OF FIGURES

<table>
<thead>
<tr>
<th>Figure No.</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Figure 3.1: Bottom-Up approach for qualitative analysis as proposed by Creswell (2005)</td>
<td>78</td>
</tr>
<tr>
<td>Figure 3.2: Data analysis procedures for the first research question</td>
<td>80</td>
</tr>
<tr>
<td>Figure 3.3: Data analysis procedures for the second research question</td>
<td>82</td>
</tr>
<tr>
<td>Figure 3.4: Data analysis procedures for the third research question</td>
<td>85</td>
</tr>
<tr>
<td>Figure 3.5: Data analysis procedures for the fourth research question</td>
<td>90</td>
</tr>
</tbody>
</table>
CHAPTER I

INTRODUCTION

1.0 RESEARCH BACKGROUND

In reviewing the literature, the word “discourse” has many definitions. For example, in linguistics, discourse refers to a unit of language longer than a single sentence or more broadly, the use of spoken or written language in any social context (Van Dijk, 2011). Discourse is the way in which language is used socially to convey broad meanings through different contexts where language is identified by the social conditions of its use and by who is using it under what conditions (Henry and Tator, 2002). Therefore, discourse varies in usage and type in that it can be in a form that is common, formal or academic (Henry and Tator, 2002). Academic discourse is a specific style of communication (i.e. oral or written) used in the academic world that is expected and cultivated and therefore usually evaluated by instructors, institutions, editors and others in educational and professional contexts (Duff, 2010).

Academic discourse and English academic discourse in particular have been examined from different theoretical perspectives over the past two decades in applied linguistic especially in postsecondary level (e.g. Hyland, 2009). Language socialization framework is one of the most recent theoretical perspectives that addresses several questions, such as how do newcomers to an academic context learn to participate successfully in the oral and written discourse of that particular academic context? How are they socialized, explicitly or implicitly, into these discursive practices? And how does interaction with their peers, instructors and tutors enhance
the process of gaining expertise, confidence and sense of authority over particular period of time? (Garret and Baquedano-Lopez, 2002).

Language socialization paradigm is an alternative approach of Second Language Acquisition (SLA) in which it provides description and explanation not only for the linguistic development but also for other forms of knowledge that are learned in and through language (Duff, 2007b). That is, Language socialization paradigm examines both the Macro level (i.e. sociological aspects) and the Micro level (i.e. linguistic aspects of language development) in which language is acquired and used and employs longitudinal research designs that feature ethnography and linguistic/ discourse analytic methods (Duff and Talmy, 2011).

The core theoretical hypothesis of language socialization paradigm asserts that language is learned through interaction with others who are more competent in language and its cultural practices and who thus provide novices or newcomers into a new community with guidance and appropriate use of language (Duff, 2010). Goffman (1981) argued that learning a language involves an awareness of how to participate in forms of language within a speech community. Therefore, newcomers or novices who are willing to learn the first language (L1) or the second language (L2), need to socialize, participate in discourse processes, and use conversational moves that operate in unique ways within a particular speech community (Duff, 2010).

The first language socialization studies focused mostly on the interrelationship between acquisition of linguistic and sociocultural knowledge of children and adults who socialize into specific context or community through the use of their first language (L1) (e.g. Clancy, 1986,1999; Cook-Gumperz, Corsaro and Streeck, 1986; Heath, 1983, 1986; Jacobs-Huey, 2003; Ochs, 1988; Philips, 1983, 2001; Schieffelin, 1990;
Schieffelin and Ochs, 1986a, 1986b; Watson-Gegeo, 2004; Watson-Gegeo and Gegeo, 1986; Watson-Gegeo and Nielsen, 2003). These studies vary from focusing on interaction between children and their caregivers to interaction at school and later in the workplace.

Few years later, the second wave of language socialization studies began when researchers examined how novices learn the related practices of second language (L2) in different sociocultural context including home, community, school, workplace, and in postsecondary academic contexts (Watson-Gegeo, 2004). In postsecondary level (i.e. undergraduate and postgraduate), language socialization framework was employed to explore how Native English Speakers (NES) or Non-native English Speakers (NNESs) learn discipline specific academic discourse and norms of written and oral tasks (Duff, 2010). Most of these studies focused on exploring the writing academic discourse tasks (e.g. Casanave, 1995, 2002; Harklau, 2003; Prior, 1998; Seror, 2008). However, too little attention has been paid to oral academic discourse tasks except for Duff (2007b, 2008, 2009, 2010), Duff and Kobayashi (2010), Morita (2000, 2004), Kobayashi (2003, 2005) and Zappa-Hollman (2007).

It is argued that presently oral academic discourse tasks such as oral academic presentations (OAPs), mini-lectures, group project work, and class discussions are highly stressed and assessed by instructors and peers more than before and therefore being researched more by language socialization scholars (e.g., Duff, 1995, 2009; Duff and Kobayashi, 2010; Kobayashi, 2006; Morita, 2000; Tracy, 1997; Zappa-Hollman, 2007b). For example, Morita (2000) employed language socialization framework and examined how NNESs in large western Canadian university academically socialize to learn the related academic discourse practices of OAP. Morita’ (2000) findings
revealed that NNESs gradually became socialized into the academic discourse of OAP through observation, performing and reviewing the task. Moreover, the findings also revealed that NNESs faced various sociocultural, psychological and language difficulties while conducting these OAPs in their academic context. In the same line of research, Kobayashi (2005) examined how Japanese NNESs in one of the Canadian Universities learn the related practices of OAPs. The results of his study revealed that OAP is a challenging oral academic task where participants had faced various types of difficulties to learn it. In addition, Zappa-Hollman (2007) examined how NNESs academically socialize to learn the oral academic presentation (OAP) related practices in one of the universities western Canada. Findings of this study revealed that OAP is a complicated oral academic task where NNESs faced various challenges in both linguistics and sociocultural levels.

Most of the above-mentioned scholars who examined the oral academic discourse socialization process of NNESs into OAP steered their focus toward examining the sociological aspects of the socialization process (i.e. Macro level) (e.g., Duff, 1995, 2009; Duff and Kobayashi, 2010; Kobayashi, 2005; Morita, 2000; Tracy, 1997; Zappa-Hollman, 2007). Very few studies examined the linguistic aspects and language development (i.e. Micro level) of NNESs in their academic socialization process into OAP. For example, Kobayashi (2005) researched how a group of Japanese NNESs socialize through group project to learn the related practices of OAP in one of the Canadian universities. Kobayashi (2005) expanded the scope of his research and covered the linguistic aspects of participants’ OAPs. However, the linguistic development of participants’ progress in OAP in terms of their linguistic structure was not explored.
Moreover, the above-mentioned scholars conducted these studies in a context where English is spoken as a first language such as Canada, United States of America and United Kingdom (e.g. Kobayashi, 2005; Morita, 2000; Zappa-Hollman, 2007). However, very few studies were conducted in a context where English is spoken as a second language such as Malaysia. For example, Duff (1995) examined how Hungarian NNESs at one of the secondary schools in Hungary academically socialize through group-work projects to learn the related practices of OAP. Duff (1995) found that participants’ academic socialization process was quite distinguished in terms of socialization strategies employed and agency preference as well. Duff and Talmy (2011) in their review of academic language socialization studies emphasised the need to explore in detail the research on academic language socialization of NNESs experiences in different sociocultural context and particularly in contexts where English is spoken as a foreign or second language.

In the past few years, countries in the Asia Pacific region like Malaysia had witnessed an increasing number of international students who enrolled in different public and private universities (Kaur and Sdihu, 2009). Those international students have to conduct different oral academic tasks presented in conferences, group work projects, and OAP as part of their courses and assessments (Mahfoodh, 2014). Several scholars had reported that international students in Malaysian academic context face several challenges in their oral academic discourse (e.g. Pourfarhad, Azmey and Hassani, 2012; Alavi and Mansor, 2011; Billikopf, 2009; Radzuan and Kaur, 2011, Mahfoodh, 2014). For example, Mahfoodh (2014) qualitatively examined the challenges faced by six international undergraduate students in their socialization process into OAP in one of the public universities in Malaysia. Results of his study
revealed that the major difficulties that participants face in their academic discourse socialization process into OAP are related to linguistic knowledge, presentation skills, and content-related difficulties. Mahfoodh (2014) concluded his research with a crucial need for future research that qualitatively examine how international students in Malaysian context socialize academically into OAP and the specific language challenges they face while conducting these OAP.

Jordanian NNESs constitute a good number of international students in the Malaysian academic context (i.e. 450 students in 2016, Jordan Embassy, Kuala Lumpur). In general, the current level of English proficiency among Jordanians NNES is argued to be below expectations (e.g. Bani-Khaled, 2013; Rabab’ah, 2005; Abod and Breen, 2010). These results are not surprising since the scenario of teaching English as a foreign language in Jordan is argued to be problematic (Al-Qatawneh, 2012). That is, students in English classroom in Jordan sit in rows and stare at their textbooks while one after another reads a paragraph or completes a drill and kill exercise. Teachers in this process quickly check students understanding of vocabulary and structure items just given and or translate the unfamiliar items into Arabic. Moreover, teachers also control the scene from a podium in the front, question the fact just read, and check what is called learning outcomes one by another. By the end of class period all teachers and students will be aware of how many pages covered and how many left in the course.

Moreover, the curriculum of teaching English as a foreign language in public schools in Jordan had its own share in aggravating this scenario. That is, a closer investigation to the table of contents of English curriculum employed in Jordan’s public school indicates that curriculums of teaching English as a foreign language are
designed on topics based rather than concepts based (i.e. facts and skills are the most two elements that are supplied) (Al-Qatawneh, 2012). Moreover, these curriculums are used throughout the country with minimal supplemental materials or differentiation for students' differences (Al-Azzam, 2010).

In Malaysian academic context, Jordanian NNESs also were reported to face various challenges while conducting writing and oral academic discourse tasks (e.g. Al-Khasawneh, 2010; Pourfarhad et al. 2012; Huwari and Al-Shboul, 2015). For example, Al-Khasawneh (2010) qualitatively examined the writing academic discourse challenges of Jordanian NNESs in one of the public universities in Malaysia while conducting several academic writing tasks namely article reviews, article critiques, and PhD proposals. The findings revealed that Jordanian NNESs faced various problems in relation to vocabulary register, organization of ideas, grammar, spelling and referencing.

Literature indicates that very limited attention was given to the oral academic discourse tasks that Jordanian NNESs have to conduct in the Malaysian academic contexts as part of their curriculum and assessment. For example, Pourfarhad et al. (2012) one of the very few studies investigated the academic discourse socialization process of international students in Malaysian academic context by focusing on one particular oral task namely Power Point Presentation (PPP). Pourfarhad et al.’s (2012) study was not intentionally for Jordanian NNESs as other international students were included. Findings revealed that more than 80 % of participants had problems in speaking skills and more than 90 % agreed that language proficiency was a key to effective PPP.
In response to the limited studies existing in literature (i.e. limited studies on oral academic discourse socialization process into OAP, limited studies on oral academic discourse socialization process into OAP in context where English is spoken as a second language, limited studies that examined the Micro level of academic socialization process into oral academic discourse, and limited studies on Jordanian NNESs’ academic discourse socialization process into oral academic discourse), this research was conducted by employing the theoretical perspective of language socialization (Ochs and Schieffelin, 2011) to examine the process of academic language socialization of Jordanian NNESs into one pervasive oral academic task i.e. OAP during an Intensive English Program (IEP) at one of the private universities in western part of Malaysia namely Universiti Tenaga Nasional (UNITEN).

Language socialization paradigm was chosen in particular for this research since it provides a framework to explain the process of learning an L2 in a particular discourse community (Lave and Wenger, 1991). Moreover, language socialization paradigm is typically qualitative in nature and ethnographic in design and therefore it can “provide the researcher with a broader description of the culture, communities, classrooms and other dynamic social setting in which language is learned and used, based on persistent engagement in and extensive observation of the context” (Duff and Talmy, 2011, p 98). The researcher had conducted this research for the period of one academic semester (i.e. four months) where he collected data from different ethnographic tools of inquiry (i.e. interviews, observations, and audio-visual materials) in order to examine in depth the academic language socialization process of Jordanian NNESs into OAP in IEP at UNITEN.
This research examined the academic discourse socialization process of Jordanian NNESs into OAP from both levels where the first level (i.e. Macro level) aimed to investigate whether Jordanian NNESs are familiar with OAP and to investigate and understand how Jordanian NNESs socialize into OAP. The second level of analysis (i.e. Micro level) aimed to investigate and understand the language difficulties that Jordanian NNESs face while delivering their OAP by employing Error Analysis (EA) approach as proposed by Corder (1982) and to track the linguistic development of Jordanian NNESs’ progress in OAP at different intervals by employing Systemic Functional Linguistic approach (SFL) as proposed by (Halliday, 1994 and Schleppegrell, 2004).

1.1 STATEMENT OF PROBLEM

In this global world, it has become inevitable for NNESs to be familiarized with the art of oral academic discourse in English in order to be competent members of an academic discourse community in various disciplines (Matsuoka, 2015). However, it is reported that Jordanian NNESs face several difficulties in their oral academic discourse (Rabab’ah, 2005). For example, Tarawneh and Almomani (2013) had examined the spoken errors and mistakes committed by senior Jordanian NNESs at one of the ESL classrooms in one of the public universities in Jordan. Data were collected by audio recording participants’ casual interactions and analysed through descriptive analytical approach. The findings revealed that most Jordanian NNESs had serious shortage in lexical choices in their casual interactions due to limited exposure to English language outside classroom context.

In the Malaysian academic world, OAP is considered as a crucial sociolinguistic task and part of curriculum across disciplines which international students are required
to perform as part of their assessment (Mahfoodh, 2014). Several scholars had reported that international students in the Malaysian academic context face various challenges while conducting OAP in their respective disciplines (e.g. Pourfarhad et al., 2012; Alavi and Mansour, 2011; Billikopf, 2009; Radzuan and Kaur, 2011, Mahfoodh, 2014). For example, Mahfoodh (2014) qualitatively examined the challenges faced by six international undergraduate students in their socialization process into OAP in one of the public universities in Malaysia. The findings revealed that the major difficulties that participants face in their academic discourse socialization process into OAP are related to linguistic knowledge, presentation skills, and content-related difficulties. Mahfoodh (2014) further argued that there is an urgent need to examine in depth how these international students socialized academically into OAP, the specific language difficulties they face, and how their socialization process into these OAP progress over time.

Jordanian NNESs constitute a good number of international students in the Malaysian academic context (i.e. 450 students in 2016, Jordan Embassy, Kuala Lumpur). Several scholars had examined the academic discourse challenges that those Jordanian NNESs face in their academic life in Malaysia (e.g. Al-Khasawneh, 2010; Huwari and Al-Shboul, 2015). However, most of these studies directed their focus toward examining the academic writing discourse tasks with very limited attention to oral academic discourse tasks such as OAP. This in turn necessitates a detailed examination of oral academic tasks such as OAP since this oral academic task is considered as a crucial sociolinguistic task and part of the curriculum across disciplines in the Malaysian academic contexts (Mahfooodeh, 2014). Therefore, this study was conducted in order to examine the process of academic discourse socialization of Jordanian NNESs into OAP during IEP at UNITEN.
Moreover, several scholars have researched the dilemmas and struggles in academic studies when exploring the academic discourse socialization of students groups coming from different cultural and linguistic backgrounds (Duff, 2010). Most of these studies focused on exploring how students are socialized into writing practices in their respective fields (e.g. Belcher and Braine, 1995; Casanave, 1995, 2002; Prior, 1998; Spack, 1997). Findings of these studies suggested that academic discourse socialization is a complex and a long process, and academic writing is not simply a cognitive or linguistic issue, but a social one as well. Oral academic discourse, on the other hand, is argued to have been left un-investigated, at least not until recent years when applied linguists began to explore in depth the complexity of oral discourse socialization in different social and cultural settings (Duff, 2007a, 2010; Kobayashi, 2003, 2006; Morita, 2000, 2004; Zappa-Hollman, 2007). For example, Zappa Hollman (2007) examined the language socialization process of NNESs and NESs in one of the Canadian universities focusing on one pervasive speech event i.e. OAP. Results of this research revealed that OAP is a complex task that challenges both NNESs and NESs in linguistic and sociocultural ways and that NNESs learned the related practices of OAP by employing several strategies of socialization such as observation and practice. Zappa Hollman (2007) further suggests a more systematic research to be conducted on NNESs’ academic socialization process into OAP since this oral academic task has received little research attention to date.

Moreover, scholars who examined the language socialization process of NNESs into OAP in different academic contexts (e.g. Duff, 2007a, 2010; Kobayashi, 2003, 2006; Morita, 2000, 2004; Zappa-Hollman, 2007), steered their attention toward the sociological aspects of participants’ academic language socialization process (i.e. Macro Level) with limited attention toward the linguistic aspects and language
development of this process of socialization (i.e., Micro level). For example, Kobayashi (2005) examined qualitatively how group of Japanese NNESs academically socialized through work-group project to learn the related practices of OAP in one of the Canadian universities. Kobayashi (2005) expanded the scope of his research and covered the textual aspects of participants’ OAPs. However, the linguistic development of Japanese NNESs’ progress in OAP in terms of their linguistic structure was not explored. Therefore, this research was conducted to cover the gap in literature by examining both the sociological aspects (i.e., Macro level) and the linguistics aspects (i.e., Micro level) of the academic socialization process of Jordanian NNESs into OAP in IEP context at UNITEN.

Moreover, the participants in the above-mentioned studies (e.g., Duff, 2007a, 2010; Kobayashi, 2003, 2006; Morita, 2000, 2004; Zappa-Hollman, 2007) were NNESs and NESs in a setting where English is the native language of the country such as United States of America, United Kingdom and Canada. Very limited studies were conducted in a context where English is spoken as a second language (e.g., Duff, 1995). In this regard, Duff and Talmy (2011) in their review of academic language socialization studies emphasised the need to explore in detail the research on academic language socialization of NNESs experiences in academic context where English is a second or foreign language. Moreover, Crystal (2011) emphasized the need to examine in depth how NNESs employ English language in different sociocultural context since these NNESs are not only absorbing the language but also shaping it as well. Therefore, the current research was conducted in the Malaysian academic context where English is spoken as a second language.
1.2 RESEARCH OBJECTIVES

Language socialization paradigm offers a framework to examine both the Macro and Micro context in which language is learned and used (Duff and Talmy, 2011). In response to the existing gaps that still exist in literature (i.e. limited studies that examined the Micro level of academic socialization process into oral academic discourse), this research was conducted by employing the theoretical perspective of language socialization (Ochs and Schieffelin, 2011) to examine both the Macro and Micro level of Jordanian NNESs’ academic socialization process into OAP in IEP at UNITEN. Therefore, the four research objectives of this study are:

1. To investigate whether Jordanian NNESs are familiar with OAP.
2. To investigate and understand how Jordanian NNESs academically socialize into OAP.
3. To investigate and understand the language difficulties that Jordanian NNESs face while delivering their OAP.
4. To track the linguistic development of Jordanian NNESs’ progress in OAP at different intervals.

1.3 RESEARCH QUESTIONS

In order to achieve the specific research objectives, four research questions were established to cover both the Macro and Micro level analysis of Jordanian NNESs’ academic socialization process into OAP in IEP at UNITEN.
Macro Level Analysis

This level of analysis aimed at examining the sociological aspects of Jordanian NNESSs’ academic socialization process into OAP in IEP at UNITEN. Accordingly, two research questions were established as the following:

1. Are Jordanian NNESSs familiar with OAP?

In order to investigate whether Jordanian NNESSs are familiar with OAP, the researcher had employed interview data collection methods. In these interviews, Jordanian NNESSs were asked several questions related to their familiarity with OAPs as an academic task before being involved in IEP context in UNITEN (See Appendix A). These interviews were audio-recorded and later transcribed using transcription convention (See Appendix B). Participants’ audio-recordings transcripts were analysed using “bottom-up” qualitative approach as proposed by Creswell (2005) (See section 3.8.1 in chapter three for further discussion).

2. How do Jordanian NNESSs Socialize Academically into OAPs?

In order to investigate and understand how Jordanian NNESSs academically socialize into OAP, this research was framed by language socialization framework (Ochs and Schieffelin, 2011). Accordingly, two methods of data collection were employed i.e. interview and observation. For interview method of data collection, the researcher had interviewed the participants and asked them several questions in order to investigate and understand how they socialized academically into OAPs during IEP at UNITEN (See Appendix A). Interview audio-recordings transcripts were analysed using “Bottom up” qualitative approach. For the second method of data collection, i.e. observation, the researcher had played multiple roles of observations (i.e. non-
participant observer and participant observer) in order to investigate and understand how Jordanian NNESs socialized academically into OAPs inside and outside the IEP context at UNITEN (see section 3.7.2 in chapter three for further discussion). In this process the researcher had recorded different reflective and descriptive field notes. Later, these reflective and descriptive field notes were triangulated for analysis using “Bottom-up” qualitative approach as proposed by Creswell (2005) (See section 3.8.2 in chapter three for further discussion). The researcher purposely employed two types of data (i.e. interview audio-recordings transcripts and descriptive and reflective field notes) in order to confirm or disconfirm the results generated for triangulation purposes (See section 3.9.1 for further discussion on validity and reliability strategies employed in this research).

- **Micro Level Analysis**

This level of analysis aimed at examining the linguistic aspects and language development of Jordanian NNESs’ academic socialization process into OAP in IEP at UNITEN. Accordingly, two research questions were established as the following:

3. **What Language Difficulties Do Jordanian NNESs Face While They Are Delivering Their OAPs?**

   In order to investigate and understand the language difficulties that Jordanian NNESs face while delivering their OAPs, the researcher had employed two types of data collection methods namely interview and audio-visual materials. That is, the researcher had interviewed Jordanian NNESs in IEP context and video-recorded their OAPs at different intervals during Module A course where each participant was required to conduct three OAPs at different intervals. The researcher first analysed the
interview audio-recordings transcripts by employing “Bottom up” qualitative approach as proposed by Creswell (2005) in order to uncover the language difficulties that participants stated in their interviews. Thereafter, the researcher video-recorded Jordanian NNESs’ OAPs at different intervals throughout Module A course. These OAPs video-recordings in different intervals were transformed into textual data using transcription convention (See Appendix B) and triangulated for analysis using Error Analysis (EA) procedures of collecting samples of learners’ language, identifying the errors in the samples, describing these errors, classifying them according to their nature and causes and evaluating their gravity (Corder, 1982) (See section 3.8.3 in chapter three for further discussion).

4. **Is There Any Linguistic Development in Jordanian NNESs’ OAPs Over Time?**

In order to track the linguistic development of Jordanian NNESs’ progress in OAP at different intervals, a Micro level analysis was conducted. This analysis was significantly important as it enables Jordanian NNESs to recognize the active role of the language user and identify the kinds of attention to language that will be most effective in doing various kinds of academic oral tasks such as OAPs. These OAPs video-recordings transcripts at different intervals were analysed using SFL approach as proposed by (Halliday, 1994 and Schleppegrell, 2004). The analysis process took the character of longitudinal approach in order to track the linguistic development that Jordanian NNESs had in their OAPs over time. That is, participants’ first OAP was the main point of departure in this analysis in that the researcher had first examined participants’ first OAP contextual features (i.e. field, mode, and tenor) and compared it to their second and third OAPs’ contextual features to find out whether participants
had made any linguistic development within these intervals. (See section 3.8.4 in chapter three for further discussion)

SFL approach is a theory of grammar within a comprehensive linguistic framework that analyses the whole text in a way that clarifies the relationship between language and context and highlights the role of social experience in the linguistic choices made by speakers or writers. The functional linguistic approach adopted in this research focuses on the notion of lexical and grammatical choices (i.e. register) that Jordanian NNESs employed in their OAPs at different intervals. Register is a collection of the lexical and grammatical features that realizes a particular situational context (e.g. OAP in IEP). These collections of the lexical and grammatical features include what is talked about (Field), the relationship between speaker and hearer or writer and reader (Tenor), and expectations for how particular text type should be organized (Mode) (Halliday, 1994; Schleppegrell, 2004). These three contextual variables of field, tenor and mode were analysed in this research by examining their linguistic realizations (i.e. ideational resources, interpersonal resources, and textual resources) to find out if Jordanian NNESs had made any linguistics development in their OAPs in different intervals.

1.4 SIGNIFICANCE OF STUDY

This research is significant from different perspectives. First, the findings of the present study contributed to the existing studies on oral academic discourse socialization by shedding particular light on Jordanian NNESs engagement in one type of oral academic discourse i.e. OAP and the role this socio-culturally organized activity played in facilitating participants' linguistics and socio-cultural development in academic world. This would be added to other findings of how ESL/EFL students cope
with OAP that is considered a crucial academic oral task across disciplines (Matsuoka, 2015).

Second, from a pedagogical perspective, the findings of this research provided feedback to policy makers and authorities not only in Malaysia but also other countries that have an influx of international students so that improvement and development in pedagogy system can be applied. Moreover, the findings of this research is believed to raise the awareness of ESL professionals and curriculum designers in IEP context at UNITEN and other academic institutions who share similar academic experience with Jordanian NNESs so that their needs can be addressed in future curriculums. In addition, the findings of this study are also believed to raise Jordanian NNESs’ awareness toward their linguistic production in one particular academic oral task i.e. OAP in that this research had identified the language difficulties faced by Jordanian NNESs while conducting oral academic tasks such as OAPs and the linguistic development they had in these OAPs at different intervals so that they can pay more attention to their linguistic production with regard to this particular kind of oral academic task i.e. OAP.

Third, from methodological perspective, language socialization studies, particularly those which examined the academic discourse socialization process of NNESs into OAP had employed ethnographic tools of inquiry including observation, interviews, video recording and other media to examine the sociological aspects of language socialization process (i.e. Macro level). As far as the researcher is aware, very limited attention was given to the linguistic aspects and language development that NNESs had in their academic socialization process into OAP (i.e. Micro level). Therefore, the present study is believed to contribute to the existing studies on oral
academic discourse socialization by examining in depth the linguistic aspects and language development (i.e. Micro level) that Jordanian NNESs had during their socialization process into OAP in IEP at UNITEN.

Finally, language socialization studies, particularly those that examined the academic discourse socialization process of NNESs into OAP were conducted in native English speaking countries such as United States of America, United Kingdom and Canada. However, very limited studies were conducted in a context where English is spoken as a second language such as Malaysia. Therefore, this research is believed to provide useful information on whether different context reflects different socialization process and whether NNESs can work as a socialization agent that lead the socialization process to successful status.

1.5 DEFINITION OF TERMS

Several terms were particularly important in conducting this research. These are defined below:

Academic Socialization

Academic socialization or academic literacy interchangeably is concerned with Jordanian NNESs’ acquisition of independently existing set skills related to OAPs and social interactions associated with these skills (Lea and Street, 2000). This process includes negotiation of different literacy practices and construction of new meanings and social identities.
Discourse

In this research the term discourse was employed based on different approaches. For instance, Gee (1991) defined discourse as an identity kit that instruct people in how to act, talk and even write. In other sociolinguistic perspective, discourse is defined as social practices associated with a particular set of values, social beliefs and power relations (Ivanic, 1998). In this study the term discourse is referred to the set of values and beliefs that occur in the academic setting of the IEP context at UNITEN that Jordanian NNESs encountered in their socialization process.

Oral Academic Presentations (OAPs)

In this research, Oral Academic Presentations (OAPs) refer to formal oral activities/tasks that Jordanian NNESs in Module A performed as part of their assigned curriculum. In this activity, Jordanian NNESs delivered their speech in front of Module A audiences and instructors for certain length of time. These oral activities or tasks were usually prepared in advance where Jordanian NNESs presented topics related to their assigned material (i.e. Q: Skills for success 3 by Miles Craven and Kristin D. Sherman, 2011). It was mandatory that these OAPs were performed in Module A classroom in different intervals and assessed by instructors as part of their Module A assessment. Therefore, these OAPs tasks were potentially rich and complex locus for Jordanian NNESs’ language socialization process.

Macro Level Analysis

The Macro level analysis entails the examination of the sociological aspects of Jordanian NNESs’ socialization process into OAP in IEP context at UNTIEN. This examination was concerned with how Jordanian NNESs learn the related discourse
practices of OAP (i.e. the socialization strategies they employed in order to learn how to conduct OAP in IEP context and be member of the community as a whole.

**Micro Level Analysis**

Micro level analysis entails the examination of linguistic aspects of given oral or written texts. The examination was concerned with investigating the linguistic structure and the errors that Jordanian NNESs made during their OAPs at different intervals. In addition, this examination also investigated the linguistic development that Jordanian NNESs made in their OAPs at three different intervals by examining the field, mode and tenor of their OAP discourse.

**Agency**

In this research, agency is conceptualized as the strategic making and remarking of the self and of identities, activities and cultural tools. In other words, each Jordanian NNESs has his own agency in that they were able to strategically make and remark identities through the process of language socialization as it took place in IEP context.

**Track**

The term track as employed in this research, refers to the process of identifying the linguistic development that Jordanian NNESs had in their OAPs at different intervals. This process took the characteristics of longitudinal approach in that the researcher examined the participants’ first OAPs and compared them to the second and the third in terms of the three contextual variables of field, mode, and tenor.
1.6 OVERVIEW OF THE THESIS

This dissertation consists of six chapters where Chapter II discusses the review of literature and the theoretical framework of language socialization paradigm that frames the current research. The first section of chapter II presents the studies that were conducted on different academic tasks among Jordanian NNESs in different academic contexts including Malaysia and discussed the gap that still exist in literature. The second section explains the major principles and concepts of language socialization paradigm as a grafted theory followed by presenting the related literature on first language (L1) and second language (L2) research that based on language socialization theory and its research practices. The third section presents the relevant literature on systemic functional linguistic (SFL) as a vigorous research tool in detail whereas the final section concludes Chapter II with the gaps that still exist in literature and set the stage for the current study.

Chapter III addresses the methodological framework that establishes this research by presenting first the research design, researcher’s role, research procedures, research site, and participants of the study. Then this chapter moves to address the data collection methods and data analysis procedures. This chapter also addresses two quality concepts namely: reliability and validity of data and generalizability or transferability in order to confirm the legitimacy of this qualitative research. In the last part of this chapter, ethical issues of the study are elaborated.

Chapter IV and V presents the main findings of this research. Chapter IV addressed the Macro level analysis of the study context by addressing the first and second research questions of whether Jordanian NNESs are familiar with OAPs as an academic task and how Jordanian NNESs academically socialize into OAPs during
IEP at UNITEN. Chapter V addresses the Micro level of the analysis by addressing the third and fourth research question of what language difficulties do Jordanian NNESs face while they are delivering their OAP and whether there is any linguistic development in Jordanian NNESs’ OAPs overtime.

Chapter VI concludes this research by summarizing the main findings of the four research questions guiding this research. Moreover, Chapter IV discusses the limitation of the current research and provides recommendations for future research. Finally, the implication for pedagogy is addressed in the final section of this dissertation.
CHAPTER II

THEORETICAL BACKGROUND AND LITERATURE REVIEW

2.0 INTRODUCTION

This chapter reviews the theoretical framework of this research and presents the related review of literature. It first presents the studies that were conducted on different academic tasks among Jordanian NNEs in different academic contexts including Malaysia and addresses the gaps that still exist in literature. Then this chapter provides an overview of language socialization paradigm as a crafted theory followed by presenting the related literature on first language (L1) and second language (L2) research that is based on language socialization theory and its research practices. Finally, this chapter presents the relevant literature on systemic functional linguistic (SFL) as a vigorous research tool of analysis and concludes with the gaps that still exist in literature, thus setting the stage for the current study.

2.1 JORDANIAN NON NATIVE ENGLISH SPEAKERS (NNEs)

After independence in 1946, English language was introduced to Jordan as a foreign language (Drbseh, 2013). Ever since, English has remained a significant foreign language that is taught from grade one through grade twelve in schools and later in universities as a compulsory requirement (Abu-Ghazaleh and Hijazi, 2011). The teaching scenario of English as a foreign language in Jordan is traditional-based method in which student sit in rows and stare their textbooks while one after another reads a paragraph or completes a drill and kill exercise with very limited opportunity to work in pairs or in groups. In this process, the teacher’s role is to check students
understanding of vocabulary and structure items just given and or translate the unfamiliar items into Arabic. Moreover, the teacher also controls the scene from stool in the front, questions the facts just read, and checks what is called learning outcomes (Al-Qatawneh, 2012).

Several scholars in Jordan have criticised this traditional scenario of teaching English as a foreign language in Jordan claiming the fact that contents of the lessons will evaporate rather quickly as students leave their classroom or the lecturers hall. Despite the dedicated efforts of teachers to teach and re-teach class after class and year after year, only few students continue to retain, transfer and understand knowledge (e.g. Zoghoul, 1998; Rabab’ah, 2005). Moreover, curriculums were also criticised in Jordan. A closer investigation to the table of the contents of English curriculum employed in Jordan’s public schools will indicate the fact that these curriculums are designed on topics based rather than concepts based and that these curriculums are used throughout the country with limited supplemental materials and attention for students’ differences (Al-Azzam, 2010). In the light of these circumstances, Jordanian were reported to face a serious gap and deficiency in their ability to acquire and use English effectively (e.g. Rabab’ah, 2005; Farah, 2010; Bani-Khalid, 2013).

Additionally, the English language difficulties that Jordanian NNEs experience were also evident at the tertiary level; specifically, in relation to their language use to serve their communicative purposes in an academic context. Several scholars had examined the academic needs, the sociocultural adjustment, and language difficulties that Jordanian NNESs face in different academic contexts (e.g. Al-Jamal and Al-Jamal, 2014; Abushihab, El-Omari, and Tobat, 2011; Pourfarhad et al. 2012; Rabab’ah, 2005; Jafar, 2008, 2012; Tarawneh and Almomani, 2013; Al-Khasawneh, 2014, 2010;
Huwari and Al-Shboul, 2015). For example, Tarawneh and Almomani (2013) had examined the spoken errors and mistakes committed by senior Jordanian NNESs at one of the public universities in Jordan. Following the descriptive analytical approach, data were collected by audio recording Jordanian NNESs’ casual interactions in one of the English classrooms provided in university and triangulated for analysis. Results revealed that most Jordanian NNESs are unable to speak English language grammatically and they lack proper lexical choices in their casual interactions due to limited exposure to English language outside classroom context.

Moreover, the difficulties that Jordanian NNESs face in communicating or interacting in English at tertiary level was also commonly evident in many of Jordanian universities. In a study conducted by Al-Jamal and Al-Jamal (2014), data was collected from 566 respondents from the survey questionnaires that were distributed in six universities in Jordan. The study also reported that most Jordanian NNESs (85.2 %) possess low self-confidence in their ability to communicate in English. Findings from the study also indicate that more than two third of Jordanian NNESs believe that there is urgent need to focus more on oral tasks in EFL programs in Jordan. Furthermore, most of Jordanian NNESs reported that the large EFL classes, employment of Arabic communication in EFL classrooms, and time variable are the most significant obstacles in oral skills instruction in EFL classroom in Jordan.

Other similar study that looked at the difficulties that Jordanian NNESs university students faced include also a study by Abushihab et al (2011), investigating the grammatical errors in the writing of 62 Jordanian NNESs in the department of English literature and translation at one of the private universities in Jordan. Data were collected from 62 Jordanian NNESs’ writing essays and triangulated for analysis
following Corder’s (1982) Error Analysis approach of identifying the errors in the sample, describing these errors, classifying them according to their hypothesized causes and finally evaluating their seriousness. The findings revealed that the most problematic areas for Jordanian NNESs in their writing tasks were respectively, morphological errors, articles, verbs, active and passive, tenses, and prepositions. According to the results obtained in the research of Abushihab et al (2011), the largest error category was the preposition category that compromised 26% of the total errors. In addition, the results also revealed that the source of these errors was due to language interference and inadequate competence in English language. Abushihab et al (2012) argued that Jordanian NNESs were not exposed to enough writing practices during their schooling time that in turn affects their writing abilities in their postsecondary levels.

In another recent research, Al-Khasawneh (2014) examined the corpus of 26 English paragraphs written by Jordanian NNESs (i.e. 16 females and 10 males) at one of the public universities in Jordan. This study aimed at investigating the types and frequency of writing errors committed by these participants following Chanquoy’s (2001) classification of writing errors of spelling errors, grammatical errors and punctuation errors. Results of this research revealed that Jordanian NNESs committed various writing errors of wrong use of article, wrong use of preposition, subject-verb agreement, word order, verb tense, using singular and plural, spelling, capitalization, fragment, demonstratives, and irregular verbs. In addition, results revealed that the most frequent error was the improper use of English articles that compromised 13.3% of the total errors committed.
The above-mentioned studies were conducted in different academic institutions in Jordan and examined several written and spoken academic tasks. However, it was surprising to notice that very few studies were conducted in other educational contexts such as the Malaysian academic context where a good number of Jordanian NNESs are currently enrolled in different public and private universities (i.e. 450 students in 2016, Jordan Embassy, Kuala Lumpur). Most of these studies examined the writing academic discourse of Jordanian NNESs (e.g. Alkhasawneh, 2010; Huwari and Al-Shboul, 2015). For example, Alkhasawneh (2010) investigated qualitatively the writing problems among Jordanian NNESs in one of the public universities in Malaysia and provided solutions to these problems. The findings revealed that Jordanian NNESs faced various problems in relation to vocabulary register, organization of ideas, grammar, spelling and referencing. Huwari and Al-Shboul (2015) also investigated the writing apprehension experiences of 20 Jordanian NNESs in one of the public universities in Malaysia. The data was collected qualitatively through semi-structured interviews and triangulated for analysis. The results revealed that writing apprehension is a prevalent phenomenon among Jordanian NNESs where participants reported experiencing writing apprehension ranging from low, moderate or high level. Moreover, results also revealed writing apprehension effects Jordanian NNESs’ academic life in different perspectives (i.e. personal effects, social effects, and academic effects).

Pourfarhad et al. (2012) one of the very few studies examined the oral academic tasks among Jordanian NNESs in Malaysian academic context. However, this study was not intentionally for Jordanian NNESs where other international students were included in the study. Pourfarhad et al. (2012) had examined the international students’
perceptions of academic literacy with the focus on speaking and listening skills in PowerPoint Presentations. Moreover, this study aimed at investigating the problems faced by participants (including Jordanian NNESs) while studying in Malaysia in terms of academic speaking and listening. Data for this study was collected from questionnaires survey and interviews to conduct in depth analysis and triangulate data for validity purposes. Questionnaire data analysis revealed that more than 80 % of participants dealt with problems in applying the appropriate speaking and listening skills in the academic context and more than 90 % agreed that language proficiency was a key for effective presentation. In addition, results also showed that the main difficulties that international students (including Jordanians) face during their PowerPoint presentation were mostly related to pronunciation and accent that caused language barriers particularly in speaking and listening in an academic context.

The above-mentioned studies examined the academic needs, the sociocultural adjustment, and language difficulties of Jordanian NNESs in different academic contexts including the Malaysian context of education. However, very few studies addressed the issues related to OAP that is a significant academic task and part of curriculum across disciplines. Moreover, none of the studies found in literature had examined qualitatively how Jordanian NNESs socialize academically to learn the related practices of their academic tasks (i.e. written or spoken) and how Jordanian NNESs progress in these tasks over a particular period of time. Therefore, this research was conducted to fill the gap that still exists in literature by employing language socialization paradigm (Ochs and Schieffelin, 2011) in order to investigate whether Jordanian NNESs are familiar with OAP, investigate and understand how Jordanian NNESs socialize academically into OAP, investigate and understand the language
difficulties that Jordanian NNESs face while delivering their OAP, and track the linguistic development of Jordanian NNESs’ progress in OAP at different intervals.

2.2 THEORETICAL FRAMEWORK OF LANGUAGE SOCIALIZATION PARADIGM

The present study embraced the theoretical framework of Language socialization paradigm, a cross discipline construct originally proposed by linguistic anthropologists Elinor Ochs and Bambi Schieffelin with their ground breaking studies in small-scale non-western societies (i.e. Ochs in Madagascar and Western Samoa; Schieffelin in Papua New Guinea). Ochs and Schieffelin (1975/1977) observed these communities’ patterns of caregivers-child interaction and child language development that challenged the assumption about first language acquisition that had emerged from research conducted almost exclusively with white middle-class Europeans and North Americans.

Both Ochs and Scheffelin (1984a;1984b) argued that the process of acquiring language is embedded in the core of the process of becoming socialized to become a competent member of social group and that socialization practices and ideologies impact language acquisition in concrete neurodevelopmental influences. Moreover, Ochs and Scheffelin (1984a;1984b) highlight the need for interdisciplinary and comparative perspective on children’s linguistic and social development that could bridge the gap between two separate fields of enquiry that had been developing in very different ways i.e. developmental psycholinguistic research on first language acquisition and anthropological research on child socialization or acculturation. Ochs and Scheffelin (1984a;1984b) further proposed that language acquisition and culture acquisition are mutually dependent and that interaction of the two processes needed to be studied to further understand both processes. This proposition was the spark that
fuelled the launching of language socialization paradigm as an alternative model to explain language acquisition (Watson-Gegeo and Nielsen, 2003).

The core principle of language socialization paradigm is that children and other novices are socialized through language as they are socialized to use language (Ochs and Schieffelin, 2008). In this regard, Bloom and Bailey (1992) argued that language and culture are seen to be inseparable and language is considered to be both a major object and medium of socialization. This argument is compatible with Vygotsky’s (1987) view of language as a major symbolic tool that mediates our mental and social activity. The locus of language socialization is social activities in which children and other novices participate with other members of the society such as adults, siblings, and peers (Ochs, 1988). Furthermore, Ochs (1993) suggests that through the process of language socialization, both novices and more competent members transform their knowledge structures and understanding in relation to discourse and culture. Later, Duff (2002a) defined language socialization as “the linguistic and interactional process by which new comers and novices become acculturated into the linguistic and sociocultural practices of a group of community” (p.290).

According to Moore (1999), newcomers would develop expertise and membership in a community as they engage in various language-mediated social tasks (i.e. written or oral tasks) with more knowledgeable community members. According to Mohan and Smith (1992) the notion of task in language socialization paradigm differs from the one proposed by second language acquisition (SLA) researchers (e.g., Long 1997; Pica and Doughty 1985a, 1985b; Gass and Varonis, 1985). Tasks in language socialization paradigm are considered under development and constructed through interaction rather than fixed and given as proposed by SLA researchers. Duff
(2010) argued that the linguistic knowledge of the task (i.e. written or oral) in language socialization paradigm is socially and culturally constructed through interactions with others in any particular context. Researchers in language socialization research had examined different written or spoken tasks in order to find out how newcomers or novices to an academic context learn the related discourse practices of these oral and written tasks (e.g. Cook, 1999; Morita, 2000; Kobyashi, 2005; Zappa-Holman, 2007).

The current research focused on one particular language-mediated sociocultural task namely OAP as a unit of analysis. This current research aimed at examining the process of socialization of Jordanian NNESs into OAP during IEP at UNITEN. The main objectives of this study were to investigate whether Jordanian NNESs are familiar with OAP as an academic task, investigate and understand the language difficulties that Jordanian NNESs face while delivering their OAPs, investigate and understand how Jordanian NNESs socialize into OAP in IEP at UNTIEN, and finally track the linguistic development of Jordanian NNESs’ progress in OAP at different intervals by employing SFL approach as proposed by Halliday (1989) and Schleppegrell (2004).

In what follows, this chapter presents the language socialization literature in the first and second language contexts and recalls the gaps that this current research had addressed.

2.2.1 Language Socialization and First Language (L1) Literature

The first LS studies mostly focused on the interrelationship between acquisition of linguistic and sociocultural knowledge of children and adults who socialize into specific context or community through the use of their first language (e.g. Clancy, 1999; Cook-Gumperz, Corsaro and Streeck, 1986; Heath, 1983; Jacobs-Huey, 2003;

Most of these studies were conducted in small-scale societies, while other studies that were conducted in larger societies (i.e. United States and Japan) tended to focus on relatively homogenous and monolingual communities (e.g. Cook, 1999; Heath, 1983). For example, Heath (1983) used ethnographic tradition to describe how children in three communities learnt to use language at home and at school in Southeast America by documenting how Trackton a black working class community and Roadville a white working class community socialized their children at home through language. This study revealed that those categories of people encountered great difficulties when they went to school because the school’s way of using language is inconsistent with both Roadville and Trackton’s discourse style but in harmony with towns people. As a result, both Trackton and Roadville children did not perform well at school.

Heath (1983) in his research offered a framework of Macro level analysis of discontinuity between home and school socialization. However, Cook (1999) approached language socialization through a Micro perspective in a way that he examined the structure of Japanese elementary school classroom interaction and attested how Japanese children develop the skills of listening in classroom interaction. Fifteen hours of audiotaped classroom interactions from 5 classes in 4 schools were analysed to examine the participation structure and the role of the teacher and of the
peers. The result indicated that multiparty participation structure rather than dyadic structure helped to socialize the children into listening-oriented communication appropriate for Japanese culture. This kind of interaction pattern minimized the teacher’s role but emphasized that the peers’ role served as the primary socialization resource for Japanese children. The outcome of this study suggested that children had difficulties in socialization due to the difference in interaction pattern in American classrooms from that in Japanese traditional classroom socialization pattern.

Researchers in the above-mentioned studies pointed to the interrelationship between acquisition of linguistic and sociocultural knowledge while children participated in various activities. As argued before in chapter one, language socialization process happens not only through primary peoples’ first language (L1) but also through their lives as they immersed in new sociocultural context. The next section presented the literature of language socialization paradigm in second language (L2) contexts and addressed the gap that still exists in literature.

2.2.2 Language Socialization and Second Language (L2) Literature

Ochs and Schieffelin (2011) argued that language socialization is a lifelong process in that people experience language socialization not only in their childhood but also throughout their lives as they immerse in a new sociocultural context where they need to socialize again to learn another language. Accordingly, language socialization process can also take place in another context where novices or newcomers seek to be competent users of the language through interactions with others who are more proficient in that language (Ochs, 1988). In the past few years, language socialization paradigm has influenced the field of L2 research in that a good number of studies were conducted in order to examine the second language (L2) socialization
process in different sociocultural context including home, community, school, workplace, and most recently in the higher education academic contexts (Watson-Gegeo, 2004).

In school contexts, Willet (1995) in her ethnographic research examined the L2 socialization process of ESL first graders (i.e. three girls and one boy) at an American elementary school located in small international community of graduate students and their families. The findings revealed that the three girls successfully socialized and completed their assigned tasks by working collaboratively, but the boy had experienced difficulties appealing for help from his classmates. This difference led the adults to consider girls as hard workers and good students and the boy to be needy who could not work independently. Willet (1995) stated, “the children and other members of classroom jointly constructed the ESL children’s identities, social relations, and ideologies as well as their communicative competence in that setting” (p.473). In the same line of research, Crago (1992) found that Inuit children experienced a disjunction between L1 discourse behaviours expected at home with those L2 required in French lessons at one of the schools in Canadian context of education. Crago (1992) in her larger ethnographic study of Inuit family French language socialization argued that differences in patterns of communicative interaction between Inuit families and non-Inuit L2 teachers in Canada generated communication problems between Inuit children and non-Inuit teachers.

Moreover, in another study conducted in Hungary secondary school context, Duff (1995) in her longitudinal study, explore the language socialization process of English language learners at secondary school in Hungary by video-recording dual language English/Hungarian classrooms over two years. Duff (1995) examined the
changing dynamics of oral classroom discourse as it is connected to English as medium of instruction. She rolled out how teachers and students corrected one another in language acquisition process, as they negotiated correct English forms as a way of showcasing their emerging abilities as proficient users of English.

In workplace context, Li (2000) examined the language socialization of immigrant Chinese woman in the US immigrant job-training program who was trying to learn how to frame a request in English in appropriate way. The case study of this Chinese woman demonstrates that making a request in second language in not merely a linguistic process but a social one as well. This in turns points to the double process of socialization where novices in the new working environment are novice in both the new language and the new culture. Another study investigated language socialization of ESL speakers into the workforce and boarder community conducted by Duff, Wong, and Early (2000). Duff et al. (2000) conducted a qualitative study through which they examined the linguistic and social process involved in the education and integration of 20 immigrants’ ESL speakers seeking a healthcare career in Canada. This study focused on these 20 students’ participations in two work-oriented programs that combined ESL skills and nursing skills, and that were sponsored by immigrant service agency in western Canada. Results of this study called for an urgent understanding of difficult, complex, changing language needs in multilingual and multicultural workplace.

In higher academic context, a good number of studies were conducted under the umbrella of language socialization paradigm (e.g. Niiyama, 1997; Poole, 1992; Mohan and Smith, 1992; Nishizawa, 1997; Morita, 2000). These studies focused in college or university level context. For example, Niiyama (1997) explored the language
socialization process of six Japanese NNEs in a college level ESL classroom. These NNEs were taking a public speaking and debate class to develop their oral English skills. The unit of analysis in this research was students’ individual oral presentation task. Niiyama (1997) had examined the kinds of language and rhetorical features that these students developed in this class and the socialization process they employed in order to be socialized into this particular context. Results found Japanese NNEs had employed several strategies in order to be socialized into their target context namely, explicit teaching, peer interactions, and instructors’ feedback.

Furthermore, Poole (1992) analysed teacher/students interaction in two beginner ESL classes. The participants were eight ESL students enrolled in beginner level ESL course at large private American university. Poole (1992) adopted a qualitative research design to focus on three classrooms discourse features including expert accommodation of novice incompetence, task accomplishment, and display of asymmetry. Results revealed that some of the routine interactional sequences in these classrooms were very similar to those found in other studies (e.g. Ochs and Schieffelin, 1984a). Poole (1992) suggested, “second language contexts include dimensions that powerfully and necessarily affect both the teaching and learning processes” (p.610).

In the same line of research, Mohan and Smith (1992) investigated the language socialization of a group of Chinese students in graduate school setting who succeeded in spite of their language proficiency. This study focused on how interactions surrounding a task developed the learners’ contextual understanding of the task since the context is socially constructed by cooperative work of experts and novices, and the context both illuminates and is illuminated by communication within the task. Mohan and Smith (1992) further argued that when learners participate in any cultural activity
they are socializing, observing, commenting, discussing and explaining which leads in turn to develop a sense of participation in relation to the target context.

Nishizawa (1997) explored the language socialization of 66 students (42 NESs and 24 NNESs) in literature classroom culture of a Canadian community college. She explored the role of sociocultural aspect in this classroom in promoting the linguistic and cultural socialization of NNEs. The study examined the social, cultural, and academic values and norms (e.g., individualism, collaboration, gender equality, etc.) promoted in the class and how these students in class perceived these values and norms and created the classroom culture. Another study conducted by Morita (2000) explored the language socialization of 21 students (6 NNESs and 15 NESs) who study at large western Canadian university. The unit of analysis was OAP that students conducted in different stages during the course. The findings indicated that students became gradually socialized into the academic discourse through observing, performing, and reviewing a task such as OAP. Based on the results, Morita (2000) argued “academic discourse socialization should be viewed as a potentially complex process of negotiation rather than as a predictable, unidirectional process of enculturation” (p. 279).

2.2.3 Reading and Writing Academic Discourse and Second Language (L2) Socialization

Many researchers have examined the academic language socialization process of NNESs through different reading and writing tasks in context of higher education (e.g., Atkinson and Ramanathan, 1995; Casanave, 1995; Currie, 1993, 1998; Johns, 1997; Leki, 1995; Prior, 1995, 1998; Riazi, 1997; Schneider and Fujiyama, 1995; Spack, 1997, 2004; Tang, 2010). For instance, Prior (1995) demonstrates through a series of qualitative studies the need for contextualized, detailed ethnographic research designs
to understand students writing and faculty feedback. His study involved five professors in four different disciplines and total number of 64 students (17 whom were NNESs). Prior (1995) realized that the task that professor assigned was not the same as the task the students understood (i.e. there were multiple task interpretations). As well, he realized that students’ representations of assigned writing tasks drew on many sources other than the professor’s statement of those tasks (i.e. students made inferences based on their prior school experience, the models offered in the assigned reading, and their perceptions of the professor’s personality and intellectual biases. Prior (1995) argued that tasks are completely shaped by multiple histories, activities, and goals that participants bring and create within seminars.

Moreover, Atkinson and Ramanathan (1995) employed language socialization paradigm in their ethnographic study to explore how NNESs writers socialized in two compulsory foundations programs offered by one of the universities in US namely English Foundation Program (EFP) and University Composition Program (UCP). Results found that NNES had faced difficulties when they transferred to the second program (i.e. UCP) due to the mismatch of academic writing promoted by both programs (i.e. EFP an UCP). Results found that the kind of knowledge in academic writing from students taking the UCP include considerable familiarity with native patterns for structuring discourse that are not reasonably met by NNESs writers.

In same line of research, Mohan and Smith (1992) conducted a case study in order to investigate how a group of Chinese students with limited English proficiency in graduate education course in Canada developed sociocultural and linguistic knowledge and skills in academic writing. Data were collected through extensive field notes from participants’ observations, interview with professors and students, and
related documents. Results indicated that Chinese students socialized academically in academic writing with assistance of an expert (i.e. old-timers, instructors and peers) and by engaging in carefully organized classroom activities.

Although Mohan and Smith (1992) found that the socialization process of Chinese students was smooth and very successful process, other researchers found contrary results such as Leki (1995). Leki (1995) explored the reading and writing skills that NNESs are expected to produce in North American University classrooms. In her study, Leki (1995) examined the academic socialization experience of 5 NNESs in light of strategies they brought with them to their new academic experience in US context of education, and the strategies they developed over time in order to cope with the demands of the new academic culture. Results demonstrate that the strategies they brought to the new academic settings are no longer useful to successfully meet the writing course expectations, so these students faced several difficulties in their socialization process into the new context they engaged in.

In another study that focused on academic writing demands, Leki and Carson (1997) compared the kind of knowledge students are expected to demonstrate in academic writing classes. Their study was primarily based on interview data from 27 participants in phase 1 and 21 participants in phase 2, all of whom were either undergraduate or graduate NNESs at large U.S university. The interviews enquired about students’ perception and experience writing for both English for academic purposes (EAP) courses and academic content classes across the curriculum. Findings suggested, “what is valued in writing for writing classes is different from what is valued in writing for other academic courses” (p.64). Moreover, results indicated that
EAP classes seemed to limit students’ writing without source of texts or without taking responsibility for the content of what they wrote.

In longitudinal case study involving one NNESs female student, Spack (1997) examined the academic writing socialization of Japanese student’s (Yuko) in one of the American universities over a period of three years. Spack’s study revealed that Yuko developed various readings purposes by showing the evolving strategies she used over the course of three years. In terms of writing, Spack found that Yuko connected her writing struggles and difficulties to the influence of writing habits in her first language (Japanese) and the kind of education that she received in her home country. This cultural difference in education system between American academic context and Japanese academic cone placed Yuko in a situation which necessitate her not only to be socialized academically in the new environment she had just joined but also learn how to be legitimate participant within an academic classroom. Results showed that academic literacy learning for NNESs involves multiple layers of linguistic and cultural concerns and that academic writing in English is not readily available to newcomers like Yuko.

Another longitudinal study of L2 academic socialization was conducted by Sternglass (1997) who researched a student namely Delores from Dominican Republic. Delores could not initially pass the standardized test, however she was able to complete her undergraduate and graduate degrees in a North American university. Sternglass (1997) argued that becoming proficient in English academic literacies is a long process involving various linguistic and sociocultural factors, particularly for L2 writers. The case of Delores had provided the researcher with a vital example since after six years
of academic socialization (undergraduate and graduate) she felt much more confident not only in her writing abilities but also an active professional in her field.

In recent studies of academic writing socialization, Leki (2003) conducted an ethnographic study on the literacy development of Chinese undergraduate nursing student (Yang) at an American university. This study investigated the writing development of Yang over five semesters. Yang, the sample of this study was exempted from ESL course due to her high TOEFL score; however she encountered various struggles while trying to communicate orally within her new academic context. She also had various difficulties in her writing. Results showed that Yang succeeded in writing traditional academic papers for English and history courses, but she struggled to write comprehensive Nursing Care Plans (NCP). Moreover, Yang’s limited social and cultural knowledge also negatively affected her academic literacy development. This study reveals the complexity of L2 academic experience for NNES who was already knowledgeable and accomplished in her disciplinary field.

Seloni (2008) in another recent study addressed the issue of L2 writing socialization process where she examined the academic socialization process of six multilingual PhD students in the field of education as they progressed through their first year of doctoral education. The study suggests that the socialization into the values of academic writing is a complex and multi-layered process in which students collaboratively construct meaning and engage in interactive dialogs both inside and outside of their classrooms in order to learn how to become legitimate participants in their academic disciplines. The study demonstrates that the spaces created outside of academic classrooms can enhance students’ understanding of academic literacy
practices, and empower the students to be engaging practitioners and members of their imagined academic communities.

Lack of socialization into the discourse of academic world has long been cited as a reason for academic failure (e.g. Heath, 1983; Philips, 1983; Casanave, 2002). For example, Casanave’s (2002) carried out a research project and focused on one NNES who enrolled in doctoral program in sociology department at one of the American universities. The author investigated the reasons why Virginia, a 22-year-old Puerto Rican bilingual speaker, faced various difficulties in adapting to the institutional culture of her doctoral program. As Casanave pointed out “Virginia experienced a clash of cultures with her program and with her mentors which led her eventually to drop out of doctoral program” (P. 169). Results showed that Virginia’s socialization into her academic community was partial and incomplete therefore she was not comfortable with her identity as a doctoral student.

Despite the fact that this corpus of research on L2 academic writing has continued to grow, few studies have addressed the issue of oral academic discourse socialization. In response to the relative lack of research on oral academic tasks required by instructors in academic contexts, the present study attempts to address this gap in literature by focusing on Jordanian NNESs engagement in one particular speech event, that is, the oral academic presentations (OAP) and its relation to Jordanian NNESs’ academic discourse socialization in Malaysian academic context.

2.2.4 Oral Academic Discourses and Second Language (L2) Socialization

Early research on oral academic discourse is limited to questionnaire survey approach and mainly explored oral communication need of L2 speakers and their
perception of in-class speaking tasks (e.g. Ferris and Tagg 1996; Ferris, 1998; Kim, 2006; Manson, 1993). For instance, Ferris and Tagg (1996) investigated the requirements and types of oral activities of English for Academic Purposes (EAP) classes at four American institutions. Findings revealed that there is an urgent need for a new trend of using interactive lecturing styles such as students’ presentations and discussions in today’s academic settings. While Ferris and Tagg (1996) surveys provided insights into the views of instructors at four different tertiary institutions, Ferris’ (1998) study shed light on the views of students at three different tertiary institutions by conducting a questionnaire survey on 768 ESL college students to find out the difficulties that these students face in carrying out different kinds of oral tasks. Results showed that giving oral presentations and engaging in whole-class discussions are among the most difficult activities that students face in academic settings. Moreover, Kim (2006) conducted another survey study where she surveyed 280 East Asian ESL postgraduate students in United States regarding their attitude toward different classroom oral activities. Findings showed that oral academic presentation and oral discussion are the most difficult tasks to be conducted by the students.

Only recently have applied linguists begun to explore in depth the complexity of oral academic discourse socialization in different socially and culturally contextualized settings by examining the actual spoken discourse in its sociocultural context (Duff, 2007a, 2010; Kobayashi, 2003, 2006; Morita, 2000, 2004; Noji, 2003; Zappa-Hollman, 2007). In this line of research scholars had applied the framework of language socialization paradigm to examine how newcomers become socialized into academic discourse they wish to part of. For example, Morita (2000) employed language socialization perspective when conducting an 8-months ethnographic study to investigate how students are expected to speak in two graduate courses (TESL 520 and
TESL 570) offered by an applied linguistics department at the University of British Columbia, Canada and how they acquired the oral academic discourse needed to successfully perform oral academic presentations (OAPs). Samples of this study were 21 students taking either or both of these courses: 6 of the students were NNSs and the rest were native speakers of English. Data was collected mainly from classroom observations, video recordings of OAPs, interviews and questionnaires. Results showed that OAPs are challenging for both NES and NNES for different reasons. While NNES might encounter language difficulties, NES especially those who had never taught or had been out of school for some time, also found OAPs extremely challenging due to lack of experience in carrying out formal OAPs.

Kobayashi (2003) examines how a group of three L2 Japanese undergraduate students accomplished an academic presentation task during their yearlong study in content-based ESL program at a Canadian university. Findings show that students’ preparatory activities outside the classroom include negotiating task definition, teacher expectations, sharing experiences in preparing presentation materials, and rehearsing and peer coaching. Kobayashi’s (2003) study shed useful light on students’ contextualization and orientation to academic presentations, the interdependence of spoken and written language in task preparation, and the role of the L1 as scaffold for L2 task accomplishment. In the same line of research, Zappa-Hollman (2007) examine qualitatively the language socialization of 55 NES and NNES in graduate school context of western Canadian university by focusing on only one speech event i.e. academic presentations where he explores the sociocultural activity and the role it played to facilitate students’ linguistic and sociocultural development. Results found that academic presentations are a complex task in the academic context world and that academic presentations challenged both NNES and NES in both linguistic and
sociocultural ways. Zappa-Hollman (2007) concluded that academic presentation provides a vital context in which NNES can be socialized into oral discourse and culture of their perspective disciplines.

Noji (2003) explored how Japanese ESL students’ socialization influences their practice of acquiring oral discourse by examining the main oral discourse practices that these students engage in an academic function at the University of Pennsylvania, USA. This study has explored the social techniques that Japanese students use in meeting the challenges of U.S academic context during the course of their development in one particular sociolinguistic activity i.e. oral academic presentations (OAPs). A qualitative method has been employed in this study to collect data over two academic semesters (e.g. observations, audio/video recordings, interviews and several documentations). Results revealed that Japanese students were socialized through various techniques such as observation, reviewing and negotiating expectations in order to acquire the linguistic knowledge that is required to accomplish their OAPs. Furthermore, it has been found that Japanese students perform OAP when necessary in academic context where they were reluctant to participate unless instructors have motivated them.

The above-mentioned studies examined NES and NNESs’ socialization experiences into OAP task in academic settings where English is the first language of society and academic setting (e.g. Canadian and American context of education). However, very few studies were conducted in a setting where English is spoken as a second or foreign language (e.g. Duff, 1995). For example, Duff (1995), in her longitudinal study, explored the language socialization process of English language learners at secondary school in Hungary by video-recording dual language
English/Hungarian classrooms over two years. Duff (1995) examined the changing dynamics of oral classroom discourse as it is connected to English as medium of instruction. She rolled out how teachers and students corrected one another in language acquisition process, as they negotiated correct English forms as a way of showcasing their emerging abilities as proficient users of English. Morita and Kobayashi (2008) reported that there is an urgent need to explore in detail the research on academic language socialization of NNESs experiences in academic context where English is not the native language of the country since different context reflects different socialization strategies. Thus, this research was conducted in Malaysia where English is spoken as a second language and where lecturers and students in IEP context are NNESs. So this research was an effort to examine whether different context reflects different socialization processes and whether NNESs can work as a socialization agent that lead to a successful socialization process.

Moreover, the above mentioned studies on oral academic discourse socialization focused mostly on how newcomers or novices to an academic culture learn how to participate successfully in oral discourse related practices of that discourse community, and how interaction with their peers and instructors assists the process of socialization (e.g. Kobayashi, 2003; Morita, 2000, 2004; Zappa-Hollman, 2007). Authors in these studies employed several methods of data collection including observation, interviews and audio-visual materials to examine how NNESs socialized academically to learn the related discourse practices of OAPs (i.e. Macro level). However, very limited attention was given to linguistic structure and language development in related discourse of OAPs (i.e. Micro level) (e.g. Kobayashi, 2005). For example, Kobayashi (2005) in his research employed the Ethnography of Communication approach (EOC)
as proposed by Hymes (1972) and Saville-Troike, (1989) as discourse analytical tool to examine in depth how a group of three Japanese students socialized into academic context to learn the related discourse practices of OAP during their ESL program in one of the Canadian universities. Kobayashi (2005) employed several methods of data collection as reflected in qualitative case study approach (i.e. audio-visual materials, observation, semi structured interviews, and other artefacts generated by participants during this project period). Kobayashi (2005) examined the sociological aspects of participants’ socialization process (i.e. Macro). He also partially examined the Micro level in which video and audio recordings of participants’ preparation for academic presentations outside classroom were transcribed adapting the conventions presented by Duff (1995, 2000). The findings revealed that the three Japanese NNESs had succeeded in conveying their ideas through their OAP and developed rapport with audience. However, the linguistic development or the progress of these Japanese NNESs in terms of their OAPs was not examined. Thus, this current research had addressed this gap that still exists in literature by examining the linguistic structure of Jordanian NNESs’ OAPs in different intervals (i.e. three intervals over one academic semester).

2.3 ORAL ACADEMIC DISCOURSE SOCIALIZATION AND SYSTEMIC FUNCTIONAL LINGUISTIC (SFL)

In today’s complex world, academic discourse socialization means far more than learning to read or write in order to accomplish a particular task. Instead, academic discourse socialization is a form of social action where language and context co-participate in creating meaning (Halliday and Matthiessen, 2004). Although much research has focused on the features of early reading and writing in school contexts
(e.g. Applebee, 1984; Chenhansa and Schleppegrell, 1998; Christie, 2002b; Danielewicz, 1984; Stiefvatrer, 2008) less work has been done related to the kinds of oral task (i.e. OAP) that challenge students in postsecondary education. Therefore, this study hopes to fill this gap in literature by investigating how Jordanian NNESs in Malaysian academic culture learn how to participate successfully in OAP related practices of their academic discourse community. This study also aims to identify the language difficulties that Jordanian NNESs face while conducting OAPs and to examine the linguistic development as reflected in their OAPs over the duration of one academic semester by employing SFL approach which offers a framework for understanding how language evolves over time.

Systemic functional linguistics (SFL) is a social theory of language originally developed by Australian linguist Michael Halliday (1994) as a reaction towards the inadequacy of the grammar established by the works of formal linguists (Chomsky, 1969). In the last two decades SFL approach expanded through the work of many scholars (e.g. Christie, 2002a, 2002b; Hasan and Martin, 1989; Martin 1992; Mohan, 1986, 1997; Painter, 1989; Schleppegrell, 2004; Colombi and Schleppegrell, 2002). Halliday (1994) suggests that language is a theory of human experience that children learn as they enact their culture, and that understanding language better can help understand how this learning happens. In other words, the relationship between language and social context could be better explained by employing language socialization paradigm since learners learn particular linguistic forms in conjunction with their social function and that language and grammar must be studied within a social context in order to understand how language forms operate in meaning making.
SFL examines the ways that language as a semiotic tool interacts with social contexts in making meaning (Schleppegrell, 2004). Moreover, SFL uses the notion of linguistic register to illuminate the relationship between language and context, in which register is the constellation of the lexical and grammatical features that realize a particular situational context (Halliday and Hassan, 1989). A register emerges from the social context of a text’s production and at the same time realizes the social context through the text (spoken or written). The feature of this social context that the grammar helps instantiate include what is talked about (field), the relationship between speakers/hearer or writer/reader (tenor), and expectations for how particular text type should be organized (mode) (Halliday, 1994). Colombi and Schleppegrell (2002) argued that speakers or writers simultaneously present content, negotiate role relationships and structure texts through particular grammatical choices which make a text the kind it is. Text produced for different purposes in different contexts have different features, because different lexical and grammatical options are related to functional purposes that are foregrounded by speakers/writers in responding to the demands of various tasks (Schleppegrell, 2004).

According to Halliday (1973) register variations are responsive to differences in the context of situations that are described in terms of field, tenor, and mode (see Table 1.2 below). These different aspects of the context of situation are realized in lexical and grammatical choice, the lexicogrammar then is seen as construing three kinds of meanings, the ideational, interpersonal and textual. Halliday and Hassan (1989) argued that in every clause we simultaneously construe some kind of experience, enact relationship between speaker and hearer or reader and writer, and structure the texts so that they make coherent wholes. In the case of this study, OAPs that Jordanian NNESs
are expected to produce will be analysed to reveal how language realizes different contexts through different grammatical and lexical choices with the field of discourse realized in ideational resources, the tenor of discourse realized in interpersonal resources, and mode of discourse realized in textual sources (Schleppegrell, 2004). This three-way perspective will be used to examine the grammatical and discourse features of Jordanian NNESs’ OAP to track the linguistic development of these participants over a period of one academic semester by video-recording the participants OAPs through equal intervals (3 to 4 video recordings from each sample).

Table 2.1. Grammar and the context of situation (from Schleppegrell, 2004, p. 46)

<table>
<thead>
<tr>
<th>Contextual variable</th>
<th>Linguistic realization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field (presenting ideas)</td>
<td><em>Ideational choices</em> Noun phrases /nominal groups (participants), Verbs (process types) prepositional phrases, adverbials adjuncts, and other resources for information about time, place, manner, etc. (circumstances), resources for making logical relationship</td>
</tr>
<tr>
<td>Tenor (Taking stance)</td>
<td><em>Interpersonal choices</em> Mood (statements, questions, demands) Modality (Modal verbs and adverbs) Intonation (other resources of evaluating and attitudinal meaning)</td>
</tr>
<tr>
<td>Mode (Structuring a text)</td>
<td><em>Textual choices</em> Cohesive devices, including conjunctions and connectors clause-combining strategies thematic organization</td>
</tr>
</tbody>
</table>

Table 2.1 indicates how analysis of nouns, verbs and other content words reveals what is being talked about. Noun phrases (nominal groups) present participants in clause, and different types of nominal groups and how they are expanded and elaborated are aspects of register differences. The verbs in a text, along with their
transitivity patterns (the grammatical constructions associated with them) can be analysed to reveal the kinds of processes that the text construes, where different types of texts have verbs of different semantic types related to the context the text is realizing. Prepositional phrases, adverbial adjuncts and other resources that add information about place, time and manner, for example, construe the circumstances associated with these processes. These participants, processes and circumstances are the experiential elements of the ideational meaning. In addition, ideational meaning is also construed through the logical connections in a text; the conjunctions and other resources that realize the relationship among the experiential elements (Halliday, 1989, 1994).

Most grammatical frameworks focus on these elements of field, however, SFL approach expanded understanding of linguistic resources by focusing on two other dimensions namely tenor and mode. Tenor refers to the role relationships being construed though the text interaction, including the stance or attitude of the speaker/writer. By referring to Table 2.1 (derived from Schleppegrell, 2004, p. 46), tenor is realized in interpersonal grammatical choices such as mood (e.g. statement, questions or demands), modal verbs and adverbs (e.g. should, may, could probably) intonation in speech, and other resources. While mode refers to the way text participates in the social activity. One dimension of mode is whether the text constitutes activity, as in a meeting where spoken language actually creates the meeting or as when people talk about something they are doing or use writing to describe pictures with captions. Another mode dimension is the distance and availability of feedback between speakers/hearer or reader/writer. This dimension accounts for differences in written and spoken texts. For instance, language used during a meeting
differs from the language of a written report of the meeting, the textual resources of
the grammar that realize these differences include cohesive devices, clauses combining
strategies and thematic organization.

Many researchers have utilized SFL approach in investigating L1 acquisition
development (e.g. Christie, 2002a, 2002b; Derewianka, 1995; Halliday, 1973; Painter,
1999; Torr, 1997) and L2 development (Colombi, 2002; Dubcovsky, 2003; Go, 2003;
Wang, 2009). These studies focused on L1 and L2 development in academic contexts.
Collectively these studies are marked by the development of particular linguistic
resources (e.g. grammatical metaphor, grammatical intricacy, lexical density, technical
vocabulary). While these linguistic features themselves are not new in discussion of
linguistic development, the particular contribution is unique. Achugar and Colombi
(2008) argue that “SFL offers a clear way of modelling the relationship of language
and context with strong meaning focus, a well theorized and coherent way of
addressing variation, change, and development, and an elaborate and nuanced
conceptual apparatus that is able to capture development as an expansion of resources
that allow choices within particular context of language use” (p.42).

Colombi (2002) conducted a longitudinal study on two Spanish college students
(Rosa and Roberto) over a nine-month period (three academic quarters) in order to
examine written texts and charted writers’ movement toward producing more formal
written register features into their texts. The SFL based analysis of these texts was
intended not only to describe academic language development in Spanish, but
contribute to pedagogy that is an explicit way of teaching the key features of language
use in order to contribute to curriculum development for Spanish heritage language.
Colombi’s (2002) analysis was based on two theoretical frameworks namely, lexical
density and grammatical complexity which are fundamental to the distinction between spoken and written texts (Halliday, 1994, 1999, 2004). Lexical density of texts was calculated by the number of content carrying words “lexical items” (e.g. nouns, adjective adverbs and verbs) as a proportion of the total number of words in the text, while Grammatical intricacy was calculated by counting the number of clauses (main, paratactic, hypotactic) as a proportion of clause complex. Findings revealed that both Rosa and Roberto enrolled in theme-based curriculum in terms of grammatical intricacy and lexical density together with the nominal group complexity of their essays and both writers show common trajectory toward lexical density rather than grammatical complexity.

### 2.4 SUMMARY

With reference to the review of the second language socialization studies through oral academic tasks such as OAP, it could be argued that there are several gaps in the literature that need to be addressed as the following:

- Limited studies on oral academic discourse socialization process into OAP.
- Limited studies on oral academic discourse socialization process into OAP in context where English is spoken as a second language.
- Limited studies that examined the Micro level of academic socialization process into oral academic discourse.
- Limited studies on Jordanian NNESs’ academic discourse socialization process into oral academic discourse.

This particular research was conducted to address the above-mentioned gaps in literature by examining the academic discourse socialization process of Jordanian
NNESs into OAP in IEP at UNITEN. This examination was concerned with two levels of analysis where the first addressed the sociological aspects of Jordanian NNESs’ socialization process into OAP in order to investigate whether Jordanian NNESs are familiar with OAP and investigate and understand how Jordanian NNESs academically socialize into OAP. The second level of analysis (i.e. Micro level) addressed the linguistic structure and language development of Jordanian NNESs’ OAPs at different intervals. That is, the Micro level of this research investigated and attempted to understand the language difficulties that Jordanian NNESs face while delivering their OAP and to track the linguistic development of Jordanian NNESs progress in OAP at different intervals.
CHAPTER III

RESEARCH METHODOLOGY

3.0 INTRODUCTION

The main purpose of this chapter is to provide a detailed picture of the methodological framework that this research employed in order to investigate and understand: (1) Are Jordanian NNESs familiar with OAP, (2) How do Jordanian NNESs socialize academically into OAPs during IEP at UNITEN, (3) What language difficulties do Jordanian NNESs face while delivering their OAPs, and (4) Is there any linguistic development in Jordanian NNESs’ OAP overtime.

This chapter begins by addressing the research design and then moves to review the researcher’s role, research procedures, research site, participants of the study, data collection methods, and data analysis procedures. This chapter also addresses two quality concepts namely: reliability and validity of data and generalizability or transferability in order to confirm the legitimacy of this qualitative research. In the last part of this chapter, ethical issues of the research are elaborated.

3.1 RESEARCH DESIGN

Research designs are “specific procedures involved in the research process of data collection, data analysis and report writing” (Creswell, 2012; p.20). Therefore, the research design chosen should help the researcher to achieve the chief purpose of the study and to answer the research questions of the study. The chief purpose of this study was to examine the process of academic discourse socialization of Jordanian NNESs
into OAP during IEP at UNITEN. In order to achieve this purpose, specific research questions were established:

- Are Jordanian NNESs familiar with OAP?
- How do Jordanian NNESs socialize academically into OAPs during IEP at UNITEN?
- What Language difficulties do Jordanian NNESs face while they are delivering their OAP?
- Is there any linguistic development in Jordanian NNESs’ OAPs overtime?

Thus, with reference to the purpose of study and research questions, this particular study was qualitative in nature and ethnographic in design where the researcher collected data from different ethnographic tools of inquiry (i.e. interviews, observations, and audio-visual materials). That is, the researcher interviewed each participant at a time in order to explore their familiarity with OAPs, how participants socialize to learn the related practice of OAPs, and what language difficulties that participants face while conducting OAPs (See section 3.6.1). Interviews in qualitative research have both advantages and disadvantages. Fontana and Ferry (2000) described the interview tools of enquiry as “one of the most powerful ways in which we try to understand our fellow human beings” (p.645).

Disadvantages for interviews in qualitative research also were indicated in that interviews “provide only information “filtered” through the views of the interviewees” (Creswell, 2012, p.218). So, to avoid this issue that might affect the validity of the findings, the researcher had immersed in the target culture and observed Jordanian NNESs inside and outside Module (A) for a period of four months to collect descriptive and reflective field notes that describe and report the way participants academically
socialize to learn the related practices of OAPs. In this regard, Sorrell and Redmond (1995) stated that “People everywhere learn their culture by observing other people, listening to them, and then making inferences. The ethnographer employs this same process of going beyond what is seen and heard to infer what people know” (p. 8). Accordingly, the researcher assumed that in order to comprehend OAPs from language socialization perspectives, the best way could be by getting as close as possible to the participants while preparing and conducting their OAPs in IEP context at UNITEN.

Furthermore, the researcher also video-recorded participants’ OAPs at different intervals (i.e. three intervals over one semester). These OAPs video recordings were very important in this research for two reasons. First, they provided the researcher with co-investigator lens that can capture the important moments in Jordanian NNESs’ socialization process and describe how they socialize academically to learn the related practices of OAPs in IEP context. Second, they provided the researcher with audio materials to be transcribed in order to investigate the language difficulties that Jordanian NNESs had while conducting OAPs and track the linguistic development that participants had in their OAPs at different intervals.

Among the researchers that have chosen language socialization as the theoretical framework for their studies, most have used qualitative approaches (e.g. Duff, 1995; Morita, 2000; Kobayashi, 2003; and Zappa-Hollman, 2007, Talmy, 2008). This is because of the ethnographic focus on rich description of sustained and situated cultural practices in most language socialization studies (Ochs and Schieffelin, 2008). For example, Talmy (2008) in his ethnographic research in a Hawaii high school described several social practices that constituted an old-timer “Local ESL” community of practice in the school’s ESL program. He showed how student participation in these
practices worked on the one hand to socialize newcomer ESL students into negative language ideologies constituting the “stigma” associated with ESL, and, on the other, to apprentice three novice ESL teachers into an infantilizing ESL pedagogical practice.

3.2 RESEARCHER’S ROLE

According to Harklau (2005) the main feature of qualitative ethnographic research is prolonged engagement in the natural setting since participants’ meaning cannot be uncovered unless the researcher immerses him/herself in the culture and spends an extended period living there and collecting data from different sources (e.g. observation, interview and audio-visual materials). In this regard, Dornyei (2007) argued, “a minimum stay of 4 to 12 months is usually recommended to achieve the necessary prolonged engagement” (p.131). In the context of this particular study, the researcher engaged in the context of the study for four months (one academic semester) observing Jordanian NNESs inside and outside Module A, interviewing them, and collecting audio-visual materials from participants’ OAPs in different intervals in order to understand recurring cultural and linguistic patterns of interactions that constitute the process of Jordanian NNESs’ socialization through OAPs in their academic setting that they are a part of.

The researcher played multiple roles of observations depending on the nature of the course being observed i.e. Module A (See 3.5), rapport with participants i.e. Jordanians NNESs, and how the researcher can best collect data to examine Jordanian NNESs’ socialization process into OAP during IEP at UNITEN. At the early stage of this research, the researcher was a nonparticipant-observer i.e. when he was first introduced to the participants by the IEP lecturers. It was at the early stage where the researcher observed how IEP was conducted in the classroom i.e. getting a general
sense of the context, the program and the participants (Hemmings, 2007). As the researcher became familiar with the general activities and events of IEP context, the researcher began to have more objective observations i.e. observing for the purpose of answering the research questions. It was during the fourth observation session that the researcher began to take the role of participant-observer (e.g. taking the lead of the classroom instead of the IEP lecturers, following participants to food court and dining with them). The change in observational roles i.e. non-participant-observer to participant-observer had granted the researcher with the opportunity to observe participants in different locations (e.g. inside and outside Module A classroom), and thus gain a better understanding of the process of socialization of Jordanian NNESs into OAP during IEP at UNITEN.

In pursuing roles, nonparticipant-observer and participant observer, ethical issues were considered. The researcher to the best of his ability remained unobtrusive, passive, friendly and respectful to all involved during the data collection period. Moreover, at the beginning of the research, the disclosure of the purpose of the research was identified to participants through consent form in order to avoid deception and misunderstanding (Creswell, 2012) (See appendix C). At the end of the semester and after all relevant data have been collected, the researcher made a special visit to the English Centre of UNITEN to thank the administration and the academic staff that have permitted and helped ease his data collection journey and also the participants who were involved in his study. During that visit he informed them that the summary of results (upon completion of study) will be made available to them should they be interested to obtain the summary (Creswell, 2012). See Section 3.10 for further
discussion on how the researcher addressed several ethical issues during the course of the study.

### 3.3 RESEARCH PROCEDURES

A qualitative research involves a complex of process of “getting in” and “coming out” which can be described as a sequence of four relatively distinct phases (Richard, 2003). These phases in the context of this research were as the following:

- **First Phase:**

In the first phase, the researcher must seek approval from gatekeeper because data collection process in qualitative research consists of lengthy periods of gathering information directly from participants (e.g. observation, interview, and audio-visual materials) (Bogdan and Bikeln, 1998). The researcher had submitted a proposal form to the head of IEP at UNITEN that included a detailed description of the procedures so that the head/lecturers have full disclosure of the potential risks (if any) to the university, English Centre, IEP and the individuals involved in the study. This proposal form consists of the detailed information of the study such as why UNITEN and IEP were chosen in particular, what will be accomplished during the research study, how much time the researcher will spend to collect data, how the data will be used and reported and what will UNITEN, specifically IEP and its students, gain from the study (See Appendix D).

Once the head of IEP at UNITEN granted the approval to initiate the research, the researcher was introduced to the IEP lecturers and was brought to the class i.e. the first meeting with the participants of the study. It was during the first meeting that the researcher distributed the consent form to the participants so as to ensure that all
participants are fully aware of the research objectives and procedures. This consent form consists of detailed information about the research procedures, confidentiality issues, refusal issues, compensation issues, and contact details (Bogdan and Bikeln, 1998) (See Appendix C). It was vital to get the consent of all participants (i.e. 22 participants including 9 Jordanians) in Module (A) classroom since the main aim of this research was to examine the language socialization process of Jordanian NNESs into OAP during Module (A) at UNTIEN. One of the data collection methods employed in this research in order to fulfil this aim was the observation method of data collection. The researcher observed how Jordanian NNESs socialize academically with other participants inside and outside Module (A) classroom to learn related practices of OAPs. Therefore, it was vital to get the consent of all participants in this research since other participants in Module A were also involved in these observations.

- **Second Phase:**

The second phase of choosing key participants began where the researcher employed purposeful sampling strategy (Dornyei, 2007). That is, the researcher had selected participants who met the following predetermined criteria: participants are currently engaged in IEP particularly Module A level, participants are willing to participate in this study, participants had schooled in Jordan before coming to Malaysia particularly during Tawjihi level (i.e. general secondary examination conducted by Ministry of Higher Education in Jordan), and participants score in English Language Proficiency Test (ELPT) is below Band 3. (See 3.6).
Third Phase:

At the third phase, the researcher began deciding which type of data can best serve the research questions and collected multiple types of data (i.e. interview recordings, field notes observations, and audio-visual materials generated from participants OAPs in different intervals). These types of data were collected ethically with sensitivity to individuals, population being studied, and research site. For example, the researcher had protected the anonymity of the participants by assigning aliases to them in the process of analysing and reporting data (See 3.9).

Final Phase:

The final phase marked the end of the data collection period at UNITEN in that the researcher disengaged from the context of the study in an ethical way (Dornyei, 2007), that is, the researcher at the early stage of the research had informed the participants of his intention to become involved in this research (i.e. examine the process of their academic language socialization into IEP through OAPs) and the length of engagement in the research site (i.e. one academic semester) in order to make sure that participants will not feel that they had been used for research purpose only (Creswell, 2012).

3.4 RESEARCH SITE

This study was conducted in one of the private universities in West Malaysia namely Universiti Tenaga Nasional (UNITEN) in the second semester of the academic year 2014 (i.e. from January to June). UNITEN was chosen in particular as a research site because of the number of Jordanian undergraduate students who enrolled compared to the other universities in Malaysia (23 students in June, 2014) (Jordan Embassy, 2014). UNITEN has witnessed a rapid growth of Jordanian international
students in several faculties i.e. Faculty of Information Technology, Faculty of Engineering and Faculty of Business and Finance. Jordanian NNESs have to provide an official language proficiency score from recognized language exams such as the Test of English Language as a Foreign Language TOEFL (550 or 79 IBT) or International English Testing System IELTS (Band 6.0) or they have to pass English Language Proficiency Test (ELPT) with minimum score of Band (3) in order to join their respective target program. Failure to meet these requirements would necessitate Jordanian NNESs to take Intensive English Program (IEP) i.e. English as a Second Language program designed by the English Centre of UNITEN to assist those who did not meet the university language proficiency requirements.

IEP exposes students to 30 hours of English per week, or 6 hours per day and covers all the language skills including reading (4 hours/week), writing (4 hours/week), listening (4 hours/week), and speaking (4 hours/week). The IEP program compromises two Modules spread over two semesters, Module B (14 weeks) for students at elementary to lower intermediate level proficiency, and Module A (14 weeks) for students at intermediate to upper intermediate level proficiency. OAPs were intensively done in the second semester (i.e. Module A) where data collection took place. Module (A) is based on British textbook i.e. Q: Skills for Success 3. This book is published by Oxford University Press and written by Miles Craven and Kristin D. Sherman (2011). This book is a six-level series with two strands (reading and writing, and listening and speaking). This series aims to provide students with clearly identified learning outcomes, thought-provoking unit questions that provide a critical thinking framework for each unit, and explicit skills instruction that builds students’ language proficiency.
Based on Module’s (A) syllabus, Jordanian NNESs have to go through a series of OAP throughout semester. These OAPs were organized and scheduled based on the themes of the textbook (i.e. Q: skill for success 3). That is, IEP lecturers selected three topics during the semester based on the units provided in the textbook for OAP purposes (i.e. Unit 3, What do our cities say about us; Unit 4, Is change good or bad; and Unit 9, Can money buy happiness). These OAPs were performed in order to equip participants with the proper knowledge on how to do OAPs and how to employ what they have learned throughout the course from vocabulary knowledge, grammatical knowledge and discourse knowledge. These OAPs were conducted in different intervals during the second semester of 2014.

3.5 PARTICIPANTS OF THE STUDY

Determining the participants of the qualitative research should be based on the units of analysis and the context of the study (Hatch, 2002). Accordingly, decisions about who to include in this research were framed by research objectives. This research was conducted to fulfil the following objectives:

- Research objective one: To investigate whether Jordanian NNESs are familiar with OAP.
- Research objective two: To investigate and understand how Jordanian NNESs academically socialize into OAP.
- Research objective three: To investigate and understand the language difficulties that Jordanian NNESs face while delivering their OAP.
- Research objective four: To track the linguistic development of Jordanian NNESs progress in OAP at different intervals.
In alignment with the above research objectives, this research conducted purposeful sampling strategy as proposed by (Creswell, 2012). That is, the participants in this research should share the following criteria:

- Participants are currently engaged in IEP particularly Module A level.
- Participants are willing to participate in this study.
- Participants had schooled in Jordan before coming to Malaysia particularly during Tawjihi level (i.e. general secondary examination conducted by Ministry of Higher Education in Jordan).
- Participants score in English Language Proficiency Test (ELPT) is below Band 3.

For the selection of participants for this research, the researcher presented the selection criteria to the head of English program at UNITEN for review. Thereafter, the researcher, during the first visit to the class, distributed the consent form to all participants in Module A. 22 students from different countries (e.g. Syria, Jordan, Yemen, Nigeria, Egypt and Saudi Arabia) were taking Module (A) and out of 22, nine of them were Jordanians. The researcher also spoke to all participants in Module A and informed them about the study.

At the end of the solicitation period, 8 Jordanian NNESs agreed to participate in this research. However, one participant was eliminated due to the selection criteria reported above. In addition, focusing on small sample gave the researcher the opportunity to pay close attention to each participant and provide an in depth examination at the language socialization process of Jordanian NNESs into OAP in IEP at UNITEN (Creswell, 2012). All participants in this research were informed (orally and in writing) about the research’s procedures, goals, significance, and data
collection period. The participants signalled their attention to participate in this research by signing the consent form that was given to them during the first visit to Module A classroom (See Appendix C). The following table provides an overview of the participants of this research.

Table 3.1 Overview of Focal Participants

<table>
<thead>
<tr>
<th>Participants</th>
<th>Gender</th>
<th>Age</th>
<th>English Language Proficiency Test Result</th>
<th>Last Level Of Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bashar</td>
<td>M</td>
<td>22</td>
<td>Band 2</td>
<td>Tawjihi</td>
</tr>
<tr>
<td>Malik</td>
<td>M</td>
<td>19</td>
<td>Band 2</td>
<td>Tawjihi</td>
</tr>
<tr>
<td>Mohammad</td>
<td>M</td>
<td>19</td>
<td>Band 2</td>
<td>Tawjihi</td>
</tr>
<tr>
<td>Ayman</td>
<td>M</td>
<td>20</td>
<td>Band 2</td>
<td>Tawjihi</td>
</tr>
<tr>
<td>Qusay</td>
<td>M</td>
<td>20</td>
<td>Band 2.5</td>
<td>Tawjihi</td>
</tr>
<tr>
<td>Othman</td>
<td>M</td>
<td>19</td>
<td>Band 2</td>
<td>Tawjihi</td>
</tr>
<tr>
<td>Noor</td>
<td>M</td>
<td>18</td>
<td>Band 2.5</td>
<td>Tawjihi</td>
</tr>
</tbody>
</table>

In fact, many variables and factors might affect students’ English proficiency level such as geographical distribution of participants (i.e. rural or urban areas), socioeconomic level, extracurricular, and attitudinal factor. For instance, El-Omari (2016) in his quantitative research found that there is a strong relationship between several factors (i.e. attitudinal, social socioeconomic, and extracurricular) and the achievement of Jordanian secondary school students learning English as a foreign language. In this current research, several factors and variables were not taken into account in the process of participants’ sampling since the main purpose of this research was to provide a detailed description and examination of the process of academic
discourse socialization of Jordanian NNESs into OAP during IEP at UNITEN rather than statistically examining their English proficiency level.

As table (3.1) indicates, all participants in this research were schooled in Jordan particularly during secondary level (i.e. Tawjihi) where they were taught English as a foreign language in Jordan ‘schools. In Jordan, English curriculum for teaching English as a foreign language is based on grammar-translation methods in that teacher’s manual recommended by the ministry of education advises teachers to use grammar if it is necessary when facing some difficulties or confusion (Aqel, 2013). English-translation method considers language as a synthesis of words arranged in sentences according to different rules of different languages (Schäffner, 2002). This system of teaching English as a foreign language in Jordan is argued to be rigid one because Jordanians are not able to to embrace the variety and richness of the spoken language due to lack of oral tasks in classrooms, focus on mother language rather than target language, lack of chances to develop power of thinking in target language and limited opportunity to learn pronunciation (Al-Qatawneh, 2012). So when Jordanians face real spoken language, quite different from the artificially built sentences they had been accustomed to, they will be at a complete loss (Aqel, 2013).

3.6 DATA COLLECTION METHODS

In qualitative research, it is important to become familiar with the research questions prior to deciding upon the types of qualitative data that you will collect during research in order to identify the type of data that will address your research questions (Creswell and Clark, 2007). Therefore, since the main concern of this study is to examine the process of socialization of Jordanian NNESs into OAP in IEP context at UNTIEN, it was crucial to engage in extensive data collection and spend a great deal
of time at the IEP context where Jordanian NNESs socialize academically through OAPs in order to investigate whether Jordanian NNESs are familiar with OAP, investigate how Jordanian NNESs academically socialize into IEP through OAP, investigate the language difficulties that Jordanian NNESs face while they are performing their OAPs and track the linguistic development of the participants as reflected in their OAPs within a period of one academic semester.

Much of academic discourse socialization research is done through qualitative lens and often via ethnographic methods, including participant observation, interviews with participants, and examination of the researcher’s field notes and any journals or logs kept by participants (Duff, 2010). Following this line of research, the methods of data collection utilized in this research were the classic three methods of qualitative research, that is, interview, observation, and audio-visual materials. The discussion that follows is on the methods used in this study. It begins with interview methods, followed by observations, and lastly audio-visual materials. The presentation of each method in the following sections begins with justification for its utilization in this research, the descriptions and other matters and ends with the process of preparing the data for the next step that is the data analysis procedures.

3.6.1 Interview

Creswell (2012) point out several steps that a qualitative researcher should follow in order to conduct an interview. These steps are as follows:

- Identify the interviewees
- Obtain consent from interviewee to participate in the study
- Determine the type of interview you will use
Locate quiet, suitable place for conducting the interview

During the interview, audiotape the questions and responses

Take brief notes during the interview

Have a plan, but be flexible

Use probes to obtain additional information

Be courteous and professional when the interview is over

Respectively, seven Jordanian NNESs in Module A were selected by employing purposeful sampling strategy (See 3.6). All of the interviewees agreed to participate in this research by signing the consent form (See Appendix C). This research had employed a one-on-one type of interview where the researcher asked questions and recorded answers from only one participant in the study at a time. This type of interview was employed on purpose in order to better understand participants’ views whilst addressing each research question since participants were not that comfortable to speak in front of each other (Creswell, 2012).

The researcher conducted one interview with each participant in the middle of the semester (i.e. Module A, 2014). During the interviews, interviewees were asked various open-ended questions to obtain responses that investigate their familiarity with OAPs, ascertain the language difficulties that they faced while performing their OAPs, and identify the academic socialization found in OAP. Interview parameters were set (See Appendix A). The interview was divided into four parts i.e. the first part of the interview questions was dedicated to investigate issues related to OAP familiarity level among participants and difference between their past academic experience and their current experience regarding performing OAP in English language. The second part of the interview questions was dedicated to investigate issues related to the language
difficulties that participants faced while performing OAP in IEP context. The third part of the interview questions was dedicated to investigate issues related to socialization strategies that participants employed in order to learn how to conduct OAP in IEP context. Finally, the fourth part of the interview questions was dedicated to investigate issues related to linguistic development issues that participants had made regarding OAP in IEP context and other information about participants’ OAP skills (See appendix A).

Moreover, the researcher had also used probes during the interview to obtain additional information and to have the interviewees expand on ideas. Probes “are sub-questions under each question that the researcher asks to elicit more information (Creswell, 2012, p.221). These probes varied from exploring the content in more depth (i.e. elaborating) or explaining their answers further (i.e. clarifying). For example, in order to investigate the language difficulties that Jordanian NNESs had while conducting their OAP, the researcher asked the interviewees questions such as (Did you face any language challenges or difficulties while conducting your Oral Academic Presentation?). One participant answered this question by stating (Yes when Miss. Hanis asked me question during my presentation I can’t understand the question). In this case, the researcher added clarifying probes to further explore the answer (i.e. you mean here that you have difficulties in listening?) or elaborating probes to explore the content in more depth (i.e. did you face other difficulties or challenges such as grammar, vocabulary, or pronunciation?).

These interviews were conducted in a time where participants felt most comfortable whether before or after the Module A classes, and in a place free from distraction where good quality of voice recordings was assured. For example, some
participants chose to be interviewed straight after Module (A) classes, while others chose different places such as UNITEN library or UNITEN food court. Each interview lasted for almost 30 minutes where the researcher audiotaped participants’ responses to the questions using a high technical machine (Sony ICD PX333) in order to ensure fine quality recordings.

Each digital file of the interview session that took place was labelled with the name of the participant, date, location, and time of the interview as to keep a precise log to their content right from the beginning (e.g. Noor interview, conducted on Monday 5th of July, 2014 in UNITEN Library at 11.30 AM).

Finally, the researcher ended the interviews by thanking the participants, assuring him/her of confidentially of the responses and asking if he/she would like a summary of the results of the study. See Section (3.9) for further discussion on how the researcher addressed several ethical issues during the course of the study.

3.6.2 Observation

Observation is the process of gathering field notes by observing people and places at the research site. This method of data collection offers an opportunity to record information related to the actual behaviours of individuals in the research site (Creswell, 2012). According to Creswell (2012), several observation steps in qualitative research should be taken into account and include:

- Select a site to be observed that can help you best understand the central phenomenon
- Ease into the site slowly by looking around; getting a general sense of the site; and taking limited notes at least initially.
At the site identify who or what to observe, when to observe, and how long to observe.

Determine initially your role as an observer

Conduct multiple observations over time to obtain the best understanding of the site and the individuals

Design some means for recording notes during an observation

Consider what information you will record during an observation

Record descriptive and reflective field notes

Make yourself known, but remain unobtrusive

After observation slowly withdraw from the site

Respectively, English language centre at UNTIEN was chosen for these observations (i.e. inside and outside Module A classroom). This setting was specifically chosen in particular since it provided the researcher with a chance to examine the process of academic socialization of Jordanian NNESs into OAP during IEP at UNITEN and thus answer the research question of how Jordanian NNESs socialize academically into OAPs during IEP at UNITEN.

Once the head of English language centre at UNITEN granted the approval to initiate the research (see section 3.4 for further discussion on research procedures), the observation process began where the researcher played multiple roles of observation (i.e. non-participant observer and participant observer) (See section 3.3 for further discussion on researcher’s role). The researcher had observed the participants in every class in Module A (i.e. 5 classes a week/ Monday to Friday/ 6 hours a day/ from 8-12 AM and 2-4 PM). Moreover, the researcher also followed the participants outside the
classroom in order to investigate in depth how these participants socialize academically to learn the related practices of OAPs in IEP context.

During these observations, the researcher had recorded different descriptive and reflective field notes. That is, the researcher describes through field notes how Jordanian NNESs socialize academically to learn the related practices of OAPs in IEP context at UNITEN and records his reflections on the event. According to Creswell (2012) descriptive field notes are those related to the description of the event, activities and people (e.g. what happened). On the other hand, reflective field notes record personal thoughts that researcher has during the observation (e.g. what sense the researcher made of what was observed or questions raised upon observing the particular events). The following table presents an example of field notes recorded during this research.

Table 3.2 Sample of field notes from Jordanian NNESs’ observation

<table>
<thead>
<tr>
<th>Setting: Module A classroom (After class session)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Role of Researcher: Non-participant</td>
</tr>
<tr>
<td>Time: 12.32 AM 16-07-2014,</td>
</tr>
<tr>
<td>Descriptive Field Notes</td>
</tr>
<tr>
<td>Reflective Field Notes</td>
</tr>
<tr>
<td>Before the actual OAP on Unit 4 ‘Is change good or bad’, Othman, Bashar, Ayman including Qusay present in front of each other in order to strengthen their OAP and to minimize mistakes. When Qusay starts practicing his OAP, Othman, Bashar, and Ayman observe and pay close attention to Qusay’s presentation. They also write down notes. Othman and Mohammad interrupt Qusay’s speech to ask various questions ranging from pronunciation to grammar. At the end of the practice session Othman asks Qusay whether it would be possible to present one more time in order to learn the way he open and conclude his presentation.</td>
</tr>
</tbody>
</table>
During these observations, the researcher remained passive, friendly and respectful to the lectures in English language centre at UNTEN and all participants in this research. Moreover, at the end of the semester, the researcher slowly withdrew from English language centre particularly Module A classroom by thanking all the participants and informing them of the use of the data and the availability of a summary of results when this research complete. See Section (3.10) for further discussion on how the researcher addressed several ethical issues during the course of the study.

### 3.6.3 Audio-Visual Materials

The final type of qualitative data collected in this research was the audio-visual material. The audio-visual materials “consist of images or sound that researchers collect to help them understand the central phenomenon under study” (Creswell, 2012, p. 224). In this research the researcher had collected one particular audio-visual material namely OAPs. These OAPs in different intervals were very important data to be collected as it granted the researcher with the opportunity to investigate the language difficulties that Jordanian NNESs face while delivering their OAP and to track the linguistic development of Jordanian NNESs’ progress in OAP at different intervals.

Based on Module (A) syllabus, participants have to go through three OAPs throughout semester for assessment purposes. These OAPs compromise 30% of total course mark where each OAP represents 10%. These OAPs were organized and scheduled based on the themes of the textbook (i.e. Q skills for Success 3). That is, IEP lecturers selected three topics during the semester based on the units provided in the textbook for OAP purposes (i.e. Unit 3, What do our cities say about us; Unit 4, Is change good or bad; and Unit 9, Can money buy happiness).
The researcher video-recorded these OAPs that took place at different intervals during the semester by placing the Camera (i.e. FUJIFILM FINEPIX HS50 EXR) at the back stage of classroom in a pre-tested location to ensure that the camera lens will be able to capture participants’ OAPs sessions. In addition, during these video-recordings sessions, the researcher took and recorded field notes. Thus these three intervals were not solely dedicated to collect audio-visual materials (i.e. participants’ OAPs), but also investigate how Jordanian NNESs socialize academically into OAP in IEP at UNITEN.

Although participants’ non-linguistic aspects were not part of the analysis in this research, the researcher purposely video-recorded participants’ OAPs for two reasons. First, placing the camera at the back stage of classroom had provided the researcher with co-investigator lens that can capture the important moments in Jordanian NNESs’ socialization process and describe how they socialize academically to learn the related practices of OAPs in IEP context. Second, it provided the researcher with audio materials to be transcribed in order to investigate the language difficulties that Jordanian NNESs had while conducting OAPs in IEP context and track the linguistic development that participants had in their OAPs at different intervals.

To encapsulate, there were three methods of data collected in this research and they are all properties of qualitative paradigm (i.e. interview, observation, audio-visual materials). The interviews were collected to investigate whether Jordanian NNESs are familiar with OAP, investigate Jordanian NNESs’ language difficulties while they are performing their OAPs, and investigate how Jordanian NNESs academically socialize into IEP through OAPs. The observations were collected in order to generate descriptive and reflective field notes that describe and report the way Jordanian NNESs
academically socialize into IEP either inside or outside the academic context. Lastly, audio-visual materials (i.e. OAPs) were collected in three intervals during the second semester of IEP in order to further investigate the language difficulties that Jordanian NNESs face while they are performing OAPs and to track the linguistic development they had during this academic socialization process.

3.7 DATA ANALYSIS PROCEDURES

In analysing and interpreting qualitative data, the researcher should go through different steps that are not always taken in sequence (Bogdan and Biklen, 1998). These steps consist of preparing and organizing data for analysis, exploring and coding the database, using generated codes to develop a more general picture of the data descriptions and themes, representing and reporting findings through narratives and visuals, interpreting the meaning of findings by reflecting personally on the impact of findings and on the literature that might inform the findings, and finally validating the accuracy of findings (Bogdan and Biklen, 1998).

Creswell and Clark (2007) argued that choosing an approach for qualitative analysis is an eclectic process because there is no single accepted approach to analyse qualitative data although several guidelines exist in literature (e.g. Miles and Huberman, 1994; Dey, 2004). This research had adopted a “bottom-up” qualitative approach as proposed by Creswell (2005) (see Figure 3.1). This approach was specifically chosen since it is inductive in form where the researcher can go from particular or the detailed data (e.g. transcriptions or typed field notes) to the general codes and themes, and it is iterative in phases where the researcher can cycle back and forth between data collection and analysis. That is, to answer the proposed research questions, the researcher had collected several types of data from participants (i.e.
interview, observation, audio-visual materials). Thus if data is not sufficient for analysis, the researcher can return for more information to fill the gaps while the process of analysis is ongoing.

Figure 3.1: Bottom-Up approach for qualitative analysis as proposed by Creswell (2005)

Referring to Figure 3.1, in the process of preparing and organizing data, all data materials were organized by type first (i.e. interview audio-recordings, descriptive and reflective field notes, OAPs video-recordings at different intervals) and then by participants (i.e. Bashar, Malik, Mohammad, Ayman, Qusay, Othman, and Noor) (See Appendix E and F for interviews and OAPs’ transcripts samples). Later, these data materials were transcribed and transformed into textual data. In this regard, Lapadat (2000) suggests that the researcher should use or develop a transcription system that can best represent the interactions he/she has recorded. The researcher referred to Ohta’s (1999) transcription convention. However, since this research was interested in the verbal rather than the nonverbal data, the researcher decided to edit out nonverbal
aspects (e.g. body language and gesture) and non-linguistic aspects (e.g. respondents’ emotional overtones) (See Appendix B).

Before initiating data analysis procedures, it should be noted that this study examined the context where language is learned and used from two levels. The first level is the Macro level that aimed at examining the sociological aspects of Jordanian NNESs’ academic socialization process into OAP in IEP at UNITEN. This level of analysis investigates whether these Jordanian NNESs are familiar with OAP and how these participants socialize academically into OAPs during IEP at UNITEN. The Macro level analysis is framed by language socialization paradigm as proposed by Ochs and Schieffelin (2011). The second level of analysis is the Micro level that aimed at examining the linguistic aspects and language development of Jordanian NNESs’ academic socialization process into OAP in IEP at UNITEN. This level of analysis investigates the language difficulties that Jordanian NNESs face while delivering their OAPs by employing Error Analysis (EA) approach as proposed by Corder (1982). In addition, this level of analysis investigates whether Jordanian NNESs have progressed in their OAPs at different intervals by employing SFL approach as proposed by (Halliday, 1994 and Schleppegrell, 2004).

3.7.1 Are Jordanian NNESs Familiar with OAP?

In order to investigate whether Jordanian NNESs are familiar with OAP, the interview audio recordings transcripts were referred to. Figure 3.2 presents the data analysis procedures to identify Jordanian NNSs familiarity with OAP.
Figure 3.2: Data analysis procedures to identify Jordanian NNSs familiarity with OAP.

As figure 3.2 above shows, the process of exploring and coding the interview audio recordings transcripts began where the researcher explored the data transcripts manually by reading the data to obtain a general sense, jotting down ideas in memo form in the margins of transcripts, thinking about the organization of data, and considering whether the data in hand is enough to start analysis.

Thereafter the process of coding the interview audio recordings transcripts took place. Coding is the process of segmentation and labelling text for descriptions and broad themes in the data (Creswell, 2012). Although there is no definite procedure for coding process, this research had adopted Creswell’s (2005) model of dividing the text into segments of information, labelling the segments of information with codes, reducing overlap and redundancy of codes, and collapsing codes into themes. That is,
In the first step, the researcher began to identify the text segments by bolding and placing bracket around them as the following interview transcripts show:

‘...in Jordan for sure (we never present in English we just know read and write) and answer questions in paper but talk we never maybe very small sentences like excuse me I have to go out of class for and this is all {laugh} (Noor’s interview conducted on Monday 5th of May, 2014 at UNITEN Library at 11.30 AM)

‘yes for sure, (in Jordan we do not have any English presentation) we just memorize vocabulary for exams only and our teacher in Jordan never ask us x-to present all at all That is why Jordanians are very bad in English presentation’ (Bashar’s interview took place on Tuesday February the 6th conducted in UNITEN Library at 3.15 PM)

‘(The first time I did presentation was in Malaysia three months ago) I was really nervous and I did many many mistakes but thank you Mis. Hanis she is always encourage us to speak even we have mistakes – she is nice always (Mohammad’s interview took place on Monday, the 7th of April in UNITEN library at 3 PM after his presentation).

In the second step, these segments of information were labelled by codes as the following:

<table>
<thead>
<tr>
<th>Segment</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>(we never present in English we just know read and write)</td>
<td>Participant is not familiar with OAP</td>
</tr>
<tr>
<td>(in Jordan we do not have any English presentation)</td>
<td>participant is not familiar with OAP</td>
</tr>
<tr>
<td>(The first time I did presentation was in Malaysia three months ago)</td>
<td>Participant is not familiar with OAP</td>
</tr>
</tbody>
</table>

These codes or themes interchangeably represent a description for the whole segment of information. Themes are similar to codes in that both form a major idea in the database (Creswell, 2012). In the third step, the generated codes in the previous step were listed and similar codes were grouped to look for redundant codes in order to reduce the list of codes to a smaller and more manageable number. Thereafter, the
researcher had examined the whole text again searching for new codes that can emerge and to see whether the new list of codes are supported. Finally, in the last step, the researcher reduced the list of the codes into themes through the process of eliminating redundancies and examining the codes that participants discuss more frequently in their interview transcripts.

### 3.7.2 How do Jordanian NNESs Socialize Academically into OAPs?

To answer the second research question on how Jordanian NNESs socialize academically into OAPs during IEP at UNITEN, interview audio-recording transcripts and descriptive and reflective field notes were referred to for analysis. Figure 3.3 presents data analysis procedures to identify Jordanian NNESs Academic Socialization into OAP.

Figure 3.3: Data analysis procedures to identify Jordanian NNESs Academic Socialization into OAP.

As figure 3.3 above shows, the researcher began by exploring the first source of data i.e. interview audio recordings transcripts manually by reading the data to obtain a
general sense, writing the ideas in memo form in the margins of transcripts, thinking about the organization of data, and considering whether the data in hand is enough to start analysis. Thereafter, the process of coding the data began where the researcher began identifying the text segments by bolding and placing bracket around them as the following example from interview transcripts shows:

“Yes – my friend Qusay he is very very good in presentation (I always present in front of him) because I live with him yes he is my housemate (when he present I always watch him) because he speak the best in and sometime (I go to Mr. Chong he is my friend he help me too much specially when I take Module B)”

(Othman’s interview conducted on Thursday 1st of May, 2014 at UNITEN IKAL at 11.30 PM)

Thereafter, these segments of information were labelled by codes as the following:

<table>
<thead>
<tr>
<th>Segment</th>
<th>(I always present in front of him)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Code</td>
<td>Participants present their OAP in front of their classmates to get feedback and support</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Segment</th>
<th>(when he present I always watch him)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Code</td>
<td>Participants watch other participants’ OAP in order to learn more</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Segment</th>
<th>(I go to Mr. Chong he is my friend he help me too much specially when I take Module B)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Code</td>
<td>Participants seek assistance from English department’ lecturers in IEP</td>
</tr>
</tbody>
</table>

The generated codes in this process were listed and the researcher grouped similar codes to look for redundant codes to reduce the list of codes to a smaller and more manageable number. Thereafter, the researcher had examined the whole text again searching for new codes that can emerge and see whether the new list of codes are supported. Finally, the researcher reduced the list of the codes into themes through the process of eliminating redundancies and examining the codes that participants discuss more frequently in their interview transcripts.
The second source of data i.e. descriptive and reflective field notes were also analysed for triangulation purposes in order to confirm or disconfirm the themes generated from the interview audio recordings transcripts. The researcher began identifying the text segments by bolding and placing bracket around them as the following descriptive field notes shows:

17-2-2014, Before the actual presentation on Unit Four, “Is change good or bad?” at 9.30 AM, Othman, Bashar, Ayman and Qusay in UNITEN library. Before the actual OAP on Unit 4 ‘Is change good or bad’, (Othman, Bashar, Ayman including Qusay present in front of each other in order to strengthen their OAP and to minimize mistakes). (When Qusay starts practicing his OAP, Othman, Bashar, and Ayman observe and pay close attention to Qusay’s presentation. They also write down notes). Othman and Mohammad interrupt Qusay’s speech to ask various questions ranging from pronunciation to grammar. At the end of the practice session Othman asks Qusay whether it would be possible to present one more time in order to learn the way he open and conclude his presentation.

Then, these segments of information were labelled by codes or themes as following:

<table>
<thead>
<tr>
<th>Segment</th>
<th>Othman, Bashar, Ayman including Qusay present in front of each other in order to strengthen their OAP and to minimize mistakes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Code</td>
<td>Participants present their OAP in front of their classmates to get feedback and support</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Segment</th>
<th>When Qusay starts practicing his OAP, Othman, Bashar, and Ayman observe and pay close attention to Qusay’s presentation. They also write down notes.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Code</td>
<td>Participants watch other participants’ OAP in order to learn more</td>
</tr>
</tbody>
</table>

The generated codes in this process were listed and the researcher grouped similar codes to look for redundant codes to reduce a list of codes to a smaller and more manageable number. Thereafter, the researcher had examined all the field notes again searching for new codes that can emerge and see whether the new list of codes are supported. Finally, the researcher compared the themes generated from field notes to
the themes generated from interview transcripts in order to confirm or disconfirm the final results.

3.7.3 What Language Difficulties do Jordanian NNEs Face While they are Delivering their OAPs?

In order to investigate and understand the language difficulties that Jordanian NNEs face while delivering their OAP, the interview audio recording transcripts and OAPs video-recording transcripts at different intervals were referred to for analysis purposes. Figure 3.4 presents data analysis procedures to identify Jordanian NNEs language difficulties while delivering their OAPs.

Figure 3.4: Data analysis procedures to identify Jordanian NNEs language difficulties while delivering their OAPs

For the first source of data i.e. interview audio recording transcripts, the researcher explored the data manually by reading it thoroughly to obtain a general sense of materials, writing the ideas in memo form in the margins of transcripts, thinking about
the organization of data, and considering whether the data in hand is enough to start analysis. thereafter the process of coding the data began where the researcher located text segments as the following interview transcripts show:

“(I can speak out of the class in normal English vocabulary but in academic presentation I have to be careful to choose my words) and to start your presentation with good introduction then finish it with good conclusion yes and x- I think I’m okay now this is my number three presentation today and time by time I can feel I’m very relax and I can present but believe me the secret all in vocabulary yes the keyword in presentation”  (Qusay’s interview conducted on Tuesday 9th of April, 2014 at UNITEN IKAL at 2 PM).

“Of course we are Jordanians never used English before in life but we learnt English in school since 6 this put us in a x- situation we should speak like in IEP program NOW we cannot find the good words (and our pronunciation is not clear) yes and because we never listen to English so we have problem also in x-listening when Mis Hanis ask we ask her to say again the question”  (Malik’s interview took place on Thursday, the 13th of March in UNITEN Food court at 12.15 PM after his presentation).

“For me the problem is choosing the good vocabulary in presentation and pronunciation (x) (and listening of course I do not know ? I have many problems to clear it soon)”  (Malik’s interview took place on Thursday, the 13th of March in UNITEN Food court at 12.15 PM after his presentation)

“(I’m very weak in grammar but you know in Jordan we only memorize grammar for exam only and x- never use it in conversation) I blame really Jordan system for this weak the story become like learn English only to get mark and good assessment in school really sad story really sad”  (Malik’s interview took place on Thursday, the 13th of March in UNITEN Food court at 12.15 PM after his presentation)

Then, the researcher assigned code label to these text segments as the following:

<table>
<thead>
<tr>
<th>Segment</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>(I can speak out of the class in normal English vocabulary but in academic presentation I have to be careful to choose my words)</td>
<td>Participants face difficulty in findings the proper academic vocabulary during his OAP</td>
</tr>
<tr>
<td>(and our pronunciation is not clear)</td>
<td>Participants face difficulty in pronunciation</td>
</tr>
<tr>
<td>(and listening of course I do not know ? I have many problems to clear it soon)</td>
<td>Participants face difficulty in listening</td>
</tr>
</tbody>
</table>
The generated codes in this process were listed and the researcher grouped similar codes to look for redundant codes to reduce a list of codes to a smaller and more manageable number. Thereafter, the researcher had examined the whole text again searching for new emerging codes and see whether the new list of codes are supported. Finally, the researcher reduced the list of the codes into themes through the process of eliminating redundancies and examining the codes that participants discuss more frequently in their interview transcripts.

The second source of data i.e. OAPs video-recording transcripts at different intervals were also analysed for triangulation purposes by employing Error Analysis (EA) procedures as proposed by Corder (1982). EA is a type of linguistic analysis that focuses on the errors learners make in all language skills (i.e. speaking, listening, reading and writing (Ellis (2007). EA procedure consists of several steps of of collecting samples of participants’ language, identifying the errors in the samples, describing these errors, classifying them according to their nature and causes, and finally evaluating their gravity (Corder, 1982). The researcher had purposely employed EA procedure as proposed by Corder (1982) in order to confirm or disconfirm the main categories of language difficulties that participants stated during their interview sessions.

Following EA approach procedure, the researcher began reviewing the OAP video-recordings transcripts in different intervals to identify the errors in the samples by
underlining these errors and placing the type of error between braces as the following samples from OAP video transcripts show:

“and then the service” {the word /s3:vɪs/ pronounced as /s3ːfɪs/ the fricative labiodental voiced /vɪ/ pronounced as voiceless /fɪ/} (Othman’s 1st presentation 16-1-2014)

“about the service if you want get some electronic” (x) {this particular word was not clear and the participant pronounced this word as /ælk’trɑːnɪk/ with open front vowel /æ/ instead of high front vowel /ɪ/ as in /ɪlɛk’trɑːnɪk/} (Ayman’s 1st presentation 16-1-2014)

“the university” {pronounce as /juːniˈfoʊsɪt̪/ the fricative labiodental /vɪ/ pronounced as /fɪ/} to south city he can (Ayman’s 1st presentation 16-1-2014)

“only ticket on the weekends, from university {pronounce as /juːniˈfoʊsɪt̪/ the fricative labiodental /vɪ/ pronounced as /fɪ/} to south city, you have to get the ticket, only in the weekend” (Ayman’s 1st presentation 16-1-2014)

“but the people” {/pɪpəl/ pronounced as /bibəl/ the stop voiceless bilabial /p/ pronounced as stop voiced bilabial /b/} (Othman’s 1st presentation 16-1-2014)

Thereafter, the researcher described these errors and classified them according to their nature and causes as the following examples show:

- **Type of errors:** pronunciation error in the word “Service”
- **Description of the errors:** The word /s3ːvɪs/ pronounced as /s3ːfɪs/ the fricative labiodental voiced /vɪ/ pronounced as voiceless /fɪ/ 
- **Classification of the errors:** Consonant error 
- **Causes of the errors:** this phonological error stemmed from the fact that the participants’ mother language (Jordanian Arabic) affects in many ways their L2 phonological output (i.e. interlingual causes).

### 3.7.4 Is There Any Linguistic Development in Jordanian NNESs’ OAP Over time?

Participants’ OAPs video-recordings transcripts at different intervals were used for linguistic analysis from an SFL approach (Halliday, 1994, Schleppegrell, 2004) that provides a tool for analysing linguistic choices of field, tenor and mode in its context.
According to this theory, the social context of a text is further divided into field (i.e. what is being talked about), the tenor (i.e. the relationship between the speaker and listener) and the mode (i.e. channels) (Halliday and Hassan, 1989). Following Schleppegrell’s (2004) analysis procedures, the analysis in this research focused on the lexicogrammar of the texts through what is termed respectively, ideational choices (such as noun phrases/nominal groups; verbs; prepositional phrases, adverbial adjuncts, and other resources for information about time, place, manner, etc.), interpersonal choices (such as mood, modality, pronouns use, etc.) and textual choices (such as cohesive devices) (Schleppegrell, 2004). (For further discussion, see section 2.7 in chapter 2).

In other words, when Jordanian NNESs were making OAPs in Module A (i.e. three OAPs in different intervals), they were trying to accomplish the communication task in an oral form. First, they need to get their message across, that is, the content. This can be put under the context variable: field (i.e. what is being talked about). For this part, the linguistic realization can be nouns, verbs or other resources for information. Second, for OAP, it is vital that the presenters establish a rapport with the audience, using SFL terms: the tenor. By examining how the linguistic resources the participants used or failed to use to establish and maintain a good relationship between the presenters and the audience, we can see what linguistic resources are necessary to establish and maintain a pleasant relationship between the audience and the presenter. Third, besides the ability to use linguistic resources to get the meaning across (field, such as nouns, verbs, logical relationships) and establishing a good relationship with audience (tenor, such as modal verbs, adverbs), the presenters are also expected to use the language in a way that makes the oral texts effective in realizing field and tenor.
For instance, how to use cohesive devices to make the texts coherent so that the meaning will be understood (field) and the audience will be able to easily follow what is going on (tenor). That is mode in SFL terms. Figure 3.5 presents data analysis procedures to identify Jordanian NNES linguistic development.

Figure 3.5: Data analysis procedures to identify Jordanian NNES linguistic development.

As figure 3.5 above shows, the analysis process took the character of longitudinal approach in order to track the linguistic development (TLD) that Jordanian NNESs had in their OAPs over time. That is, participants’ first OAP was the main point of departure in this analysis in that the researcher had first examined participants’ first OAP contextual features (i.e. field of discourse, tenor of discourse, and mode of discourse) and compared them to their second and third OAPs’ contextual features to find out whether the participants had made any linguistic development within these intervals.
3.8 TRUSTWORTHINESS

For evaluating any particular qualitative research, reliability and validity are very important aspects to be considered. That is, the researcher should make sure that his/her findings and interpretation are reliable and valid (Johnson and Christensen, 2004). Validating findings means that the researcher determines the accuracy or credibility of the findings through various strategies such as triangulation, prolonged engagement, contextualization, thick description, and external audit (Creswell, 2012). Therefore, the accuracy or credibility of the findings in qualitative research is of upmost importance (Kirk and Miller, 1986). Respectively, the researcher had employed several strategies in order to ensure reliable and valid findings (i.e. triangulation, prolonged engagement, contextualization and thick description, and external audit). The following subsections addressed these strategies of validity and reliability in detail.

3.8.1 Triangulation

The concept of triangulation involves “using multiple methods, sources or perspective in research project” (Dornyei, 2007, p.61). Triangulation has been traditionally seen as one of the most efficient ways of reducing the chance of systematic bias in a qualitative study because if we come to the same conclusion about a phenomenon using different data collection methods, the confluence offers strong validity evidence (Silverman, 2005). Merriam (1998) offered four triangulation methods that could be employed in qualitative research as the following:

- Multiple methods (e.g. interview, observations and documents analysis)
- Multiple sources of data (e.g. comparison and cross check of data throughout the data collection period)
- Multiple investigators (e.g. two observers of the same event)
- Multiple theories

This research had employed the first and second type of data triangulation methods (i.e. multiple method and multiple source of data). As for the first, three methods of data collection were employed namely, observation, interview and audio-visual materials. The interviews were collected to investigate whether Jordanian NNESs are familiar with OAP, investigate Jordanian NNESs’ language difficulties while they are performing their OAPs, and investigate how Jordanian NNESs academically socialize into IEP through OAPs. The observations were collected in order to generate descriptive and reflective field notes that describe and report the way Jordanian NNESs academically socialize into IEP either inside or outside the academic context. Lastly, audio-visual materials (i.e. OAPs) were collected in three intervals during the second semester of IEP in order to further investigate the language difficulties that Jordanian NNESs face while they are performing OAPs and track the linguistic development they had during this academic socialization process.

Furthermore, this research also employed multiple sources of data for comparison and crosscheck of generated themes in each stage of analysis. For example, in order to verify the themes generated from interview audio-recordings transcripts on how Jordanian NNESs academically socialize into IEP through OAPs, the researcher utilized the descriptive and reflective field notes to confirm or disconfirm the themes generated. Moreover, in order to confirm or disconfirm the results generated from interview audio-recordings transcripts on what are the language difficulties that Jordanian NNESs face while conducting their OAPs, the researcher had analysed the
transcribed data interviews audio-recordings along with OAPs video-recordings in different intervals in order to verify the results generated.

3.8.2 Prolonged Engagement

The main feature of ethnographic research includes prolonged engagement in the natural setting where the researcher spends a great deal of time in the research context in order to observe participants and collect several sources of data (Dornyei, 2007). A minimum stay of 4-12 months is usually recommended to achieve the necessary prolonged engagement and thus ensure the credibility and validity of the generated findings (Dornyei, 2007). Accordingly, the researcher conducted this research in a period of four months (i.e. one academic semester) where he collected different types of data (i.e. reflective and descriptive field notes, interview audio-recordings transcripts, OAPs video-recordings’ transcripts in different intervals) in order to examine the process of language socialization of Jordanian NNESs into OAP during IEP at UNTIEN and answer the research questions.

3.8.3 Contextualization and Thick Description

The main feature of language socialization research is its ability to provide a thick description and analysis for the context in which participants are engaged in though different oral and written tasks (Duff, 2010). Researchers in language socialization research employed various qualitative-often ethnographic methods of data collection include observations, interviews, audio-visual materials (Duff, 2010). This vast amount of qualitative data will provide the researcher with a chance to examine the context through a more powerful lens and thus ensure reliable and valid results at the end of the research period (Duff, 2010). Accordingly, the research
examined the process of Jordanian NNESs’ academic language socialization into OAP during IEP at UNITEN by addressing two levels of analysis namely the Macro level and Micro level. The Macro level addressed the first and the second research question of whether Jordanian NNESs are familiar with OAP and how do Jordanian NNESs socialize academically into OAPs during IEP at UNITEN. The Micro level of addressed the third and fourth research question of what are the language difficulties that Jordanian NNESs face while conducting OAP in IEP at UNITEN and whether Jordanian NNESs accomplish any linguistic development in their OAPs at different intervals. This examination in turn resulted in a thick description of the tasks being investigated (i.e. OAP), the participants (i.e. Jordanian NNESs) and the context in which language is learnt and used (i.e. IEP) in order to ensure reliable and valid results.

3.8.4 External Audit/ Cohen’s Kappa Inter-rater Reliability Form

Another way to ensure the validity and credibility of the findings in qualitative research is the external audit method. External audit is the process in which the researcher obtains the service of an individual outside the study to review different aspects of the research (Creswell, 2012). One of the most famous methods of external audit is Cohen’s Kappa inter-rater reliability form (McHugh, 2012). The importance of this form lies in the fact that it represents the extent to which the data collected in the study are correct and representative for the results generated (McHugh, 2012).

Thus for the purpose of the study, the researcher had distributed the inter-rater reliability form to ensure the reliability and the credibility of the findings. This process began by choosing two raters to examine whether the data collected in this research were correct and representative of the results generated (McHugh, 2012). Two
professors from Univeristi Teknology Mara (UITM) in Shah Alam, Selangor were chosen based on the following criteria:

- Both raters are willing to participate in this process.
- Both raters have a minimum of 10 years’ experience in the field of English linguistics since the findings of the study covered different aspects of theoretical linguistics (e.g. functional theories of grammar, phonology, morphology, syntax and semantic), descriptive linguistics (e.g. sociolinguistics), and applied or experimental linguistics (e.g. language development).

These two raters were approached in person and were briefed about the study and what Cohen’s Kappa inter-rater reliability is about. Once they agreed, an official letter was issued to them and the document compiling the coded data was handed to them. Table 3.3 is a sample from the Cohen’s Kappa evaluation form.
Table 3.3 Sample of Cohen’s Kappa inter-rater reliability form

<table>
<thead>
<tr>
<th>Strategy/ Theme/Sub themes/sub sub themes</th>
<th>Evidence from data</th>
<th>Rater’s agreement (Please tick ( / ) to indicate agreement)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy:</strong></td>
<td><strong>Interview Data</strong></td>
<td><strong>Field notes generated from the observations of Jordanian NNESs which were done inside and outside the IEP context</strong></td>
</tr>
<tr>
<td><strong>1. Observation</strong></td>
<td><strong>Othman’s interview conducted on Thursday 1st of May, 2014 at UNITEN IKAL at 11.30 PM</strong></td>
<td><strong>17-2-2014, Before the actual presentation on Unit Four, “Is change good or bad” at 9.30 AM, Othman, Bashar, Ayman and Qusay in UNITEN library.</strong></td>
</tr>
<tr>
<td><strong>Theme:</strong></td>
<td>Researcher: Did you feel the need to consult somebody (e.g. the instructor, a classmate) when preparing for your OAP? Did you consult somebody?</td>
<td>Before the actual OAP on Unit 4 ‘Is change good or bad’, Othman, Bashar, Ayman including Qusay present in front of each other in order to strengthen their OAP and to minimize mistakes. When Qusay starts practicing his OAP, Othman, Bashar, and Ayman observe and pay close attention to Qusay’s presentation. They also write down notes. Othman and Mohammad interrupt Qusay’s speech to ask various questions ranging from pronunciation to grammar. At the end of the practice session Othman asks Qusay whether it would be possible to present one more time in order to learn the way he open and conclude his presentation.</td>
</tr>
<tr>
<td><strong>1.1 Observing other participants’ OAPs. Those who are considered good speakers in their own class.</strong></td>
<td>Othman: Yes – my friend Qusay he is very very good in presentation I always present in front of him because I live with him yes he is my housemate when he present I always watch him because he speak the best in class {comparative error} and sometime I go to Mr. Chong he is my friend {he meant here head of department} he help me too much specially when I take Module B {verb tense error}.</td>
<td></td>
</tr>
</tbody>
</table>
The researcher gathered the numbers of agreed and disagreed items to be calculated using Cohen’s Kappa intercoder calculation (Bernard and Ryan, 2010). The following equation was adopted to get Kappa’s value:

\[
P_{\text{Rated}} - P_{\text{Expected}} = K \text{ (Kappa Value)}
\]

\[
N - P_{\text{Expected}}
\]

where \( P_{\text{rated}} \) = the number of agreed coded data, \( P_{\text{expected}} = 50\% \) of the number of coded data expected to be agreed, and \( N \) = total number of coded data measured for agreement. When the Kappa values were obtained from the two raters, they were then calculated to determine the mean Kappa value that becomes the indication of the reliability of the coded data in this study. Table 3.4 shows the calculations results of Cohen’s kappa for this study.

Table 3.4 The calculation results of Cohen’s Kappa inter-rater reliability form

<table>
<thead>
<tr>
<th></th>
<th>1st rater</th>
<th>2nd rater</th>
<th>Mean Kappa value</th>
</tr>
</thead>
<tbody>
<tr>
<td>K= 55-27.5</td>
<td>0.873</td>
<td>K= 55-27.5</td>
<td>0.873 + 0.873 = 0.873</td>
</tr>
<tr>
<td>59-27.5</td>
<td></td>
<td>59-27.5</td>
<td>2</td>
</tr>
</tbody>
</table>

As seen in Table 3.1, when Kappa values were obtained from the two raters, they were then calculated to determine the mean Kappa value that became the indication of the reliability of the coded data in the study. In interpreting the Kappa value, the researcher had adopted Viera and Garret’s (2005) interpretation of Kappa as the following table shows:
Table 3.5: Interpretation of Kappa. Adopted from Viera and Garret (2005)

<table>
<thead>
<tr>
<th>Kappa</th>
<th>Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt; 0</td>
<td>Less than chance agreement</td>
</tr>
<tr>
<td>0.01-0.20</td>
<td>Slight agreement</td>
</tr>
<tr>
<td>0.21-0.40</td>
<td>Fair agreement</td>
</tr>
<tr>
<td>0.41-0.60</td>
<td>Moderate agreement</td>
</tr>
<tr>
<td>0.61-0.80</td>
<td>Substantial agreement</td>
</tr>
<tr>
<td>0.81-0.99</td>
<td>Almost perfect agreement</td>
</tr>
</tbody>
</table>

Referring to table 3.4, with the mean Kappa value of (0.873), the reliability of the coded data in this research has shown almost perfect agreement among raters. It should be noted that the Cohen’s Kappa intercoder reliability exercise should not be seen as just adding numbers to the study; instead, it was also a review by the raters in terms of refining and defining the themes.

3.9 ETHICAL ISSUES

Ethical issues are more acute in qualitative research than in quantitative because qualitative researcher often intrudes more into the human private sphere to explore people’s views and often targets sensitive or intimate matters (Creswell, 2012). This process of exploration often employs different methods of data collection (e.g. observation, interview, audio-visual materials) and requires a sufficient level of trust based on a high level of participant disclosure (Creswell, 2012). Therefore, several ethical practices should be considered while collecting, analysing, and reporting the data in qualitative research (Creswell, 2012). This research had employed several ethical practices in order to ensure that the study was ethically conducted. The following subsections addressed these ethical issues in detail.
3.9.1 Institutional Approval of Data Collection

The data collection process in this research was a lengthy period of four months (i.e. one academic semester) where the researcher gathered several source of data (i.e. descriptive and reflective field notes, interview audio-recordings transcripts, OAPs video-recordings) directly from Jordanian NNESs through different methods of data collection (i.e. observation, interview, and audio-visual materials). An approval of data collection in the context of this research was necessary so the researcher submitted a proposal for data collection to the head of IEP at UNITEN. This proposal for data collection contains detailed description of the research such as why UNITEN and IEP was chosen in particular, what will be accomplished during the research study, how much time the researcher will spend to collect data, how the data will be used and reported and what will UNITEN, specifically IEP and it’s students, gain from the study (Bodgan and Bikeln, 1998) (See Appendix D).

3.9.2 Research Site and Participants

During data collection period, the researcher to the best of his ability remained unobtrusive, passive, friendly and respectful to all involved. Moreover, at the beginning of the research, the disclosure of the purpose of the research was disclosed to participants through the consent form that was distributed in order to avoid deception and misunderstanding (Creswell, 2012) (See appendix C). At the end of the semester after all relevant data have been collected, the researcher made a special visit to the English Centre of UNITEN to thank the administration and the academic staff that have permitted and helped ease his data collection journey and also the participants who were involved in his study. During that visit he informed them that the summary
of findings (upon completion of study) will be made available to them should they be interested to obtain the summary (Creswell, 2012).

3.9.3 Participants’ Confidentiality

The tradition of qualitative research today reminds us that the lives and experience of participants should be told, but the individuals from whom the research was gleaned must be concealed (Creswell, 2012). Accordingly, the researcher protected the participants’ names by assigning aliases to them to be used in the process of analysing and reporting data (Creswell, 2012).

3.9.4 Handling the Collected Data and Data Ownership

Since this research contains vast amount of data collected through different methods of data collection (i.e. descriptive and reflective field notes, interview audio-recordings transcripts, OAPs video-recordings transcripts), the researcher stored the digital files of interview audio-recordings and OAPs video-recordings in external hard disk, while the paper documents of field notes and transcripts were kept in secure place. The only authorized individuals to access this data are the participants and the research’s parties (Creswell, 2012). This data will be used for research purpose only and it will be terminated after a period of five years (Creswell, 2012).

3.10 SUMMARY

This chapter addressed the methodological framework that establishes this research by presenting first the research design to help readers understand the steps in the process of data collection and data analysis. Thereafter, this chapter discussed the role of researcher in collecting data from different methods of data collection (i.e. interview, observation, audio-visual materials) and for how long.
Then this chapter discussed the research procedures by displaying the four phases that the researcher went through in this research (i.e. seeking approval from gatekeeper, choosing key participants in IEP context, deciding which type of data to collect in order to fulfil the research objectives, and disengaging from the research context in ethical way). Subsequently, this chapter presented the research site where data collection took place (i.e. English Language Centre at UNITEN) followed by the sampling procedures on how the participants were selected in this research.

Moreover, this chapter described how did the researcher collected different type data (i.e. interview, observations, and audio-visual materials) followed by a detailed explanation on how the researcher analysed the data generated in order to answer the four research questions of (1) Are Jordanian NNESs familiar with OAP, (2) How do Jordanian NNESs socialize academically into OAPs during IEP at UNITEN, (3) What language difficulties do Jordanian NNESs face while delivering their OAPs, and (4) Is there any linguistic development in Jordanian NNESs’ OAP over time.

Furthermore, this chapter addressed the trustworthiness in this research and discussed the strategies that were employed in order to ensure reliable and valid findings. Finally, several ethical issues were discussed.
CHAPTER IV

FINDINGS AND DISCUSSION 1
MACRO LEVEL ANALYSIS

4.0 INTRODUCTION

This chapter presents the findings of the Macro level analysis that aimed at examining the sociological aspects of Jordanian NNESs’ academic socialization process into OAP in IEP at UNITEN. This chapter presents findings on whether Jordanian NNESs are familiar with OAP as a crucial sociolinguistic task and part of curriculum across disciplines in the Malaysian academic context. In addition, this chapter also presents findings on how Jordanian NNESs academically socialized into OAP in IEP at UNITEN. Furthermore, this chapter discusses several issues related to Jordanian NNESs’ academic discourse socialization process in IEP at UNITEN (i.e. NNESs as agent of socialization, general progress in socialization process, and individual agency). This chapter ends with summary that concludes the major findings of this Macro level analysis.

4.1 ARE JORDANIAN NNES FAMILIAR WITH OAP?

Interview data revealed that OAP poses a great challenge for Othman, Noor, Bashar, Mohammad, Ayman and Malik because this activity is foreign to them i.e. they were not taught or given the opportunity to conduct any OAP while studying in Jordan. Qusay, on the other hand, is familiar with OAP and had conducted OAP during his schooling years in Abu Dhabi, United Arab Emirates (UAE).
The following interview excerpts between the researcher and Jordanian NNEs demonstrate that participants were not familiar with OAP before coming to Malaysia to study. When they were asked whether they have had experience giving oral academic presentations before pursuing their study in Malaysia,

Othman explained ‘...we learnt good grammatical English in Jordan but when thing come to speak we are very bad because we never use English out of the classroom and even inside the class recite only the paragraph and answer the question in workbook and then finish the class’ {translated from Arabic to English} (Othman’s interview conducted on Thursday 1st of May, 2014 at UNITEN IKAL at 11.30 PM)

Noor said ‘...in Jordan for sure we never present in English we just know read and write and answer questions in paper but talk we never maybe very small sentences like excuse me I have to go out of class for and this is all {laugh} (Noor’s interview conducted on Monday 5th of May, 2014 at UNITEN Library at 11.30 AM)

Bashar enthusiastically claimed ‘YES FOR SURE, (in Jordan we do not have any English presentation) we just memorize vocabulary for exams only and our teacher in Jordan never ask us x-to present all at all That is why Jordanians are very bad in English presentation’ (Bashar’s interview took place on Tuesday February the 6th conducted in UNITEN Library at 3.15 PM)

Mohammad clarified ‘(The first time I did presentation was in Malaysia three months ago I) was really nervous and I did many many mistakes but thank you Mis. Hanis she is always encourage us to speak even we have mistakes – she is nice always (Mohammad’s interview took place on Monday, the 7th of April in UNITEN library at 3 PM after his presentation).

Ayman added ‘YES where I should speak English (I remember the first time I speak English was in Malaysian embassy in Amman) to get my student visa it was short conversation that I cannot complete but Im lucky I find Arabic speaker there help me in Jordan I do not know why teacher have no energy to teach English in their classes sometimes I feel that they are not x-how to say yes interested in their students and they just do not care about class just read the text and ask students to solve question and go back home very short story yes short one’ (Ayman’s interview took place on Thursday, the 20th of March in IEP class 12.10 PM after his presentation).

Malik affirmed ‘...in Jordan we only memorize grammar for exam only (and x-never use it in conversation) I blame really Jordan system for this weak the story become like learn English only to get mark and good assessment in school really sad story really sad ‘(Malik’s interview took place on Thursday, the 13th of March in UNITEN Food court at 12.15 PM after his presentation).
Further interview revealed that the participants noticed that there are obvious differences of how English is taught and conducted in Malaysia as compared to Jordan. Mohammad for example said,

“(English classroom in Jordan teacher only read the article and ask us read the article after him for few times like 6 or 7 students yes then we start to solve the questions rise your hand then you can answer the question if correct then move to another question – if I have question I will ask in Arabic because there is a key to use in class Arabic language and then answer will be in Arabic I think) – 70 percent in class Arabic but in Malaysia different yes class different than Jordan you need to speak in English and only English and when you need something you will use it in Jordan you do not need English out of classroom but in Malaysia you cannot use any language but English, another problem in Jordan every class has at least 30 to 40 students so it is difficult for the teacher to ask and answer each student” (Mohammad’s interview took place on Monday, the 7th of April in UNITEN library at 3 PM after his presentation). (Translated from Arabic into English)

And Othman explained that,

“...(in Jordan it is teacher oriented class where students are just passive listener they ready recite their paragraph and solve the questions in workbook and study book aloud, the system is hierarchal system or you can say queue system where the first question should be answered by first student and the second and the third and so on, student normally will not find any motivation in this way of teaching especially those with low proficiency in English both in written and oral tasks that is mean only good student in class will participate and other will not at all) on the other hand in Malaysia student all participate because there is what we call group work and all should answer and present and use visual aids such as PowerPoint slides and so one which we never had in English classroom at all . It is true if you ask any Jordanian to express his thoughts in piece of paper he can do it in English because we are theoretical oriented people in English but we never use English to speak, another reasons maybe related to the fact that in Jordan students believe if the failed the subject and could not pass it they can retake the exam in school holiday and automatically they will pass the exam even if they could not this is I think one of reason why Jordanians do not take classes as a serious I think (Othman’s interview conducted on Thursday 1st of May, 2014 at UNITEN IKAL at 11.30 PM) (Translated from Arabic into English)

Noor replied by saying,

‘...in Jordan it is very boring system prepare the paragraph listen one time to record in class and then answer the questions in what they ohh yes workbook and then finish nothing – (no presentation no any words to say) and if u did not
understand any word in class the instructors will explain for you in Arabic so the class 80 percent in Arabic (Noor’s interview conducted on Monday 5th of May, 2014 at UNITEN Library at 11.30 AM)

Bashar expressed that,

“(in Jordan for example classes normally driven by instructors where student only passive receiver take the information given and memorize it for test purposes we Jordanians only care about marks because mark can determine which degree program you will get thereafter, you know how Tawjehi going over there) but in Malaysia different, I present and it take my time when instructor Miss Hanis she set down back of our class and give comments about my mistake, she is nice and patient also. (Bashar’s interview took place on Tuesday February the 6th conducted in UNITEN Library at 3.15 PM). (Translated from Arabic into English)

The findings seem to support Al-Jamal’s (2007) study that found majority of students (from different high schools in Jordan) felt frustrated with their ability to speak in English although they have been learning English for at least 12 years in school and attributed the reason for failing to speak English to the rigid and ‘boring’ teaching methodology of EFL instructors and textbooks and lack of practical skills within classroom context. Bani Abdo and Breen (2010) argued that one of the main reasons why Jordanians are unable to speak English effectively is because the EFL classrooms in Jordan are congested (i.e. minimum of 30 to 40 students in a class) and thus EFL instructors have limited time to interact with their students. Roessingh’s (2006) argued that lack of individualized contact with students (due to large number of students in a class) leads to lack of motivation and opportunity to speak English.

Based on the interviews, the EFL classes in Jordan are conducted mostly in Arabic rather than in English, thus leaving the students with minimal or no opportunity to practice their English speech. Nero (2005) argued that using English in explaining confusing words maximizes students’ exposure to the English language and thus increases the quantity of English that they hear and learn. In the case of Jordan EFL
academic context, using more Arabic in this manner definitely will slow down the English acquisition process in that linguistic development for those NNESs will be disrupted and eventually students will lose their interest in language itself (Rabab’ah, 2005).

Interview also revealed that a greater focus was given to getting good grades for English rather learning English for knowledge or for communication purposes (since English is hardly used for communication purposes in Jordan). Freeman and Freeman (2004) argued that when ESL/EFL students favour grades over knowledge or practical use of the language, the students are actually unwilling and unmotivated to learn the language. Due to their academic training in Jordan that does not seem to emphasize on OAP in English, Jordanian NNESs face difficulties in conducting OAP that is an integral sociolinguistic routine and is a part of the universities’ curriculum across disciplines in Malaysia (Morshidi, Razak and Koo, 2009).

4.2 HOW DO JORDANIAN NNESS SOCIALIZATE ACADEMICALLY INTO OAPs?

In previous sections, findings indicated that most of Jordanian NNESs were not familiar with OAP as an academic oral task and they have not been prepared well to perform this oral academic task in Malaysian context of education where it is considered as an integral sociolinguistic task and part of curriculum across disciplines (Mahfoodeh, 2014). This section examines the academic discourse socialization process of Jordanian NNESs into OAP in IEP at UNITEN by first presenting the related findings of the socialization strategies that Jordanian NNESs employed in order to learn the related discourse practices of OAP in IEP context at UNTIEN. Second, this section presents also the related findings of Jordanian NNESSs’ academic
socialization process (i.e. NNESs is a successful agent of socialization, Jordanian NNESs general progress in the academic socialization process, and individual agency).

4.2.1 The Socialization Strategies That Jordanian NNESs Employed in Order to Learn the Related Discourse Practices of OAPs in IEP at UNITEN.

Data from interview audio-recordings transcripts and field notes analysis revealed that Jordanian NNESs employed several socialization strategies of observation, academic assistance, peer assessment and support, and practice in order to learn the related practices of OAP in IEP context at UNITEN. The following subsections present these socialization strategies in detail.

4.2.1.1 Observation

Jordanian NNESs devoted themselves observing other participants’ OAPs particularly those who were considered as good speakers in their own class. These observations were conducted by watching others to learn, improve and imitate the OAP’s skills that most participants were not familiar with. For instance, when Othman and Bashar were asked whether they feel the need to consult their instructors or their classmates or anybody that could help them prepare for their OAP they replied:

“Yes – my friend (Qusay he is very very good in presentation I always present in front of him because I live with him yes he is my housemate when he present I always watch him) because he speak the best in and sometime I go to Mr. Chong he is my friend he help me too much specially when I take Module B” (Othman’s interview conducted on Thursday 1st of May, 2014 at UNITEN IKAL at 11.30 PM)

“Yes for sure, I have friend from Nigeria and another from Iraq x- they are good presenter, I will come early to class and present in front of them they are very good in presentation x- (when they present I watch them and learn from them).” (Bashar’s interview conducted on Tuesday February the 6th conducted in UNITEN Library at 3.15 PM) .
Both Othman and Bashar employed observation as a strategy to socialize academically into OAPs during IEP at UNITEN. They observed their classmates who they consider to be good OAP presenters. Moreover, the researcher observed that the participants not only observed and learnt from their classmates that are considered as good speakers i.e. take down notes and video record the OAPs for reference purposes, they also observed their other classmates’ OAP (who were not considered good speakers) i.e. when their classmates are presenting and constructive feedback were given to them by the instructor or audience after their presentations, they paid close attention to the feedback given in order to improve their own OAP skills.

In addition to observing their own classmates’ OAPs to improve their OAP skills, the participants also explained that they observed OAP presenters from different English programs (in addition to IEP), seminars/conferences and other OAP sessions organized by UNITEN.

“(I watch other in different classes or seminars) for example I have Jordanian friends in faculty of business I attend their what they call x- ohh yes their master or PhD defence and sometime I go with them to conference they are more professional and good presenters their pronunciation clear and good and (I take my notes and collect all the good things) I practice it at home alone I just need time I will be good Enshalah” (Mohammad’s interview conducted on Monday, the 7th of April in UNITEN library at 3 PM after his presentation).

“I still need time to be good for sure but at least I’m trying and I attend extra lesson with my friends in another class here in UNITEN it is English for business they are good students and they present good and for long time maybe 30 minutes there from different country Yemen Jordan Palestine Malaysian Chinese Iranian but they speak very( good we attend the class and I start to watch people how they present what they say good I take and bad I drop it is really good class for me extra free lesson I think observation is the best way to be good presenter)” (Noor’s interview conducted on Monday 5th of May, 2014 at UNITEN Library at 11.30 AM).

“x- no my English still need a lot of work and I’m trying (my best even I attend different classes in UNITEN for example English for Business class to listen to better students in their 3 year degree) and I took two weeks English conversation classes in British Council in Kuala Lumpur and x- take more in
Furthermore, the researcher had the opportunity to follow the participants to several OAPs held outside the IEP context i.e. UNITEN PhD students’ proposal defence presentations and English for Business OAPs. It was observed that the participants are encouraged and given the opportunity by their English instructors and university to attend and observe OAPs in addition to the OAPs held within IEP.

As well as observing others’ OAP, Malik (a participant) claimed that he improves his OAP skills by observing, listening and speaking to Martin, his British friend and explained that,

“Practice for sure? Specially speak with (Mr. Martin my friend from Britain I x- really, enjoy talk to him I observe the way he pronounce words ohoh it is really nice - I love, British accent clear and nice)” (Malik’s interview conducted on Thursday, the 13th of March in UNITEN Food court at 12.15 PM after his presentation).

Thus, it could be said that ‘observation’ was one of the key strategies that was used to socialize academically into OAPs. In the case of this study, ‘observation’ does not only mean watching what others do, but also listening, taking down notes/feedback, video recording and reflecting. Several scholars to date proved that observation is an effective learning strategy in various domains such as mathematics (e.g. Schunk and Hanson, 1985); reading (e.g. Couzijn and Rijlaarsdam, 2004); argumentative writing (Braaksma, Rijlaarsdam, Van den Bergh and Van Hout-Wolters, 2004; Braaksma, Van den Bergh, Rijlaarsdam and Couzijn, 2001; Couzijn, 1999; Raedts, Rijlaarsdam, Van Waes and Daems, 2007; Rijlaarsdam et al., 2008; Van Steendam, Rijlaarsdam, Sercu, and Van den Bergh, 2010; Zimmerman and Kitsantas, 2002); and learning argumentation skills (Schworm and Renkl, 2007). The findings of this research further
proved that observation is also an effective strategy in learning oral skills such as OAP as reflected in the context of IEP at UNITEN.

Observation strategy as examined in the present study is also triggered by form of modelling. That is Jordanian NNESs learn the OAP skills in IEP context by watching, interpreting, and evaluating different models carrying out the same task. For example, Othman and Bashar had sought functional but relatively low level of OAP skills in observing their classmates’ OAPs in IEP context. However others such as Mohammad, Noor and Ayman aspired to high levels of OAPs skills like and chose to observe different advanced presenters in different academic levels (i.e. seminars/conferences and other OAP sessions organized by UNITEN) or like Malik who observed and listened to his British friend when he speaks and expresses his ideas.

4.2.1.2 Academic Assistance

Findings revealed that academic assistance had provided Jordanian NNESs with functional context and strong guidance to learn the related practices of OAP in IEP context at UNTIEN. For instance, when Jordanian NNESs were asked about the source of assistance they obtained during their OAPs’ preparation process, they stated that their IEP instructors encourage them to do their assigned tasks and that IEP instructors follow them in their OAPs’ preparation processes. Jordanian NNESs explained this in their interviews as following excerpts show:

“(I chose? my presentation about best city I saw- in my life because Ms. Hanis x– courage us to do this to learn how to present in front of students) (Bashar’s interview conducted on Tuesday February the 6th conducted in UNITEN Library at 3.15 PM)

“The first time I did presentation was in Malaysia three months ago I was really nervous and I did many many mistakes but thank you (Mis. Hanis she is always encourage us to speak even we have mistakes – she is nice always)”
(Mohammad’s interview conducted on Monday, the 7th of April in UNITEN library at 3 PM after his presentation)

“Our presentation for today was about the best city I use to live or im living now-we are following Q skills book every units in the book has special (presentation and Ms. Hanis follow the book with extra assignment)” (Malik’s interview conducted on Thursday, the 13th of March in UNITEN Food court at 12.15 PM after his presentation)

“She is good speaker {refers to Ms. Hanis IEP instructor} (and she always give me comments about my grammar and she gave me last time one grammar book and encourage me to watch English channels like BBC and listen to Fly FM here in Malaysia every morning) I know I have problem in grammar but this is because x- I do not have time to prepare what I talk but in writing I know I can better” (Noor’s interview conducted on Monday 5th of May, 2014 at UNITEN Library at 11.30 AM)

Furthermore, when Jordanian NNESs were asked whether they feel the need to consult somebody when preparing for their OAPs, they stated that department lecturers outside IEP classroom were very helpful in guiding them in their academic socialization process. The following excerpts demonstrated this claim.

“(Yes sometimes I go to Mr. Chong Head of Department to consult him in some problem) I face during my presentation prepare (Mohammad’s interview conducted on Monday, the 7th of April in UNITEN library at 3 PM after his presentation).

“Yes – my friend Qusay he is very very good in presentation I always present in front of him because I live with him yes he is my housemate when he present I always watch him because he speak the best in class (and sometime I go to Mr. Chong he is my friend he help me too much specially when I take Module B)” (Othman’s interview conducted on Thursday 1st of May, 2014 at UNITEN IKAL at 11.30 PM)

The researcher also observed that during the participants’ OAPs, the IEP instructors were taking notes related to their oral performance (i.e. grammatical errors and pronunciation errors) and providing feedback in either verbal or written mode right after each OAP. Moreover, researcher also observed that most Jordanian NNESs often seek consultation from department lecturers outside IEP classroom by visiting them in their offices and consulting them on issues related to their English skills in general.
Findings revealed that academic assistance was another significant academic socialization strategy that Jordanian NNESs practiced during IEP. This strategy provided reciprocal academic interaction between participants and IEP’ lecturers. In this regard, Morell (2007) argued that lecturer discourse which distinguish itself with “reciprocal nature” rather than a “monological nature”, is considered to be the most effective strategy for language socialization process especially for NNESs who need help to understand the content and the appropriateness of language usage. Furthermore, Monada and Doehler (2004) argued that academic assistance fundamentally constitutes the most basic site of socialization where linguistic and other competencies are put together to initiate the social practice.

4.2.1.3 Peer Assessment and Support

Peer assessment and support was found to be another socialization strategy that Jordanian NNESs employed along in their process of socialization into IEP. Results indicated that peers served as socialization agents particularly in OAP preparation level. This in turn accelerated the participants’ progress of socialization into the academic community. For instance, when Othman, Noor and Ayman were questioned about whether they feel the need to consult somebody in their OAP preparation, they responded:

“Yes – my friend Qusay he is very very good in presentation (I always present in front of him) because I live with him yes he is my housemate when he present I always watch him because he speak the best in class and sometime I go to Mr. Chong he is my friend he help me too much specially when I take Module B” (Othman’s interview conducted on Thursday 1st of May 2014 at UNITEN IKAL at 11.30 PM).

“My classmates are good (actually some classmate are good in English and I like to show them my presentation a day before sometimes in class sometimes in their home and they start to correct me in my pronunciation (s) and sometimes In grammar what they know they share it with me) – yes they help
me a lot” (Noor’s interview conducted on Monday 5th of May 2014 at UNITEN Library at 11.30 AM).

“I call my friend day before the presentation to come class early (and present in front of each other – I know we all learn English now but we can discuss with each other and get self-confidence about presentation)” (Ayman’s interview conducted on Thursday, the 20th of March in IEP class 12.10 PM after his presentation)

Interviews showed that socialization process happened both inside and outside the academic setting of IEP where most participants played the role of assessor and assesse, in that peers not only contributed in terms of making Noor and Othman for example familiar with the procedures of OAP but also directly assisting them with their language use such as grammar and pronunciation usage. According to Vygotsky’s (1987) social constructivist theory, social interaction with peers can facilitate more learning than can be achieved by students on their own in that the peers provide “expert scaffolding” that enables students to achieve their next level of development. Moreover, Shaw (2001) argued that peer support is a very essential factor in the establishment of any learning community where participants are connected with each other as doers and evaluators simultaneously.

The researcher also observed that Jordanian NNESs meet each other before the actual OAP takes place in IEP context in order to present in front of those who are considered good English speakers. During these meetings, those good English speakers were assessing other Jordanian NNESs who sought help by correcting their grammatical and pronunciation mistakes. For example, participants like Qusay, who was considered to be the best presenter was a successful agent of socialization in this academic process where he played the role of an instructor and corrected his friends’ pronunciation and grammar. It can be said that peer assessment and support enhanced
Jordanian NNESs’ socialization process and turned this process into a fruitful process toward learning the OAP skills in IEP context.

4.2.1.4 Practice

Findings also showed that practice was one of the main strategies that Jordanian NNESs employed to be academically socialized into OAP. Most Jordanian NNESs considered practice as one of the important strategies of their socialization process during IEP at UNITEN. This strategy helped Jordanian NNESs to improve their English skills in general and gain a better understanding of how to conduct OAP in IEP context. However, it should be noted that ‘practice’ was carried out in different ways among Jordanian NNESs. For example participants like Ayman and Mohammad preferred to practice their own OAPs individually:

“Yes first I write what I will say in presentation then I will talk it many times many times to x- memorize - it then I start prepare PowerPoint slides then I start go page page and then present for me with high voice - (forget to tell I video myself to see my presentation- it is good idea yes if I’m good so i finish if not good I repeat and practice again)” (Ayman’s interview took place on Thursday, the 20th of March in IEP class 12.10 PM after his presentation)

“Yes sure I will tell you what I do step by step first I write all the words related to topic in paper then I try to put them in good sentences where I can use - them in my presentation then I like to use pictures in PowerPoint slides like x- people in market - to tell people who listen to my presentation about (the idea then I will write my presentation in paper and practice it ? yes practice it more than 1 hour you can say memorize it) “(Mohammad’s interview took place on Monday, the 7th of April in UNITEN library at 3 PM after his presentation)

However, others such as Noor, Bashar, Othman and Qusay preferred to practice their English with other NNESs to improve their OAPs:

“(YES practice is the best to learn English I spend more than 2 hours every day talking to my friend from Kazakhstan I do mistake and he do many mistake but at least we practice and break the fear of talking in English yes practice is everything in English)” (Noor’s interview conducted on Monday 5th of May, 2014 at UNITEN Library at 11.30 AM).
“x-yes, I told you I have friend from Nigeria in the class and another one from Yemen and Iraq also they are good in presentation I always follow x-them and follow them every single word they (say and I always practice my English with my Indian friends in UNITEN They are really good but sometimes I cannot understand their English)” (Bashar’s interview took place on Tuesday February the 6th conducted in UNITEN Library at 3.15 PM)

“For sure I did I x-was not able to talk at all when I come - came to Malaysia but when I join the IEP Module B level before this – (now I start to talk and practice my English with my classmates - with my housemates - with people in street in train station and in bus - everywhere I pass) - and now ? in level A I think I learn many things like presentation - like reading - like express my think in English yes we all learn how to speak and yes - you cannot be good in English in 6 months because you need time to learn the language like two or three years but I will be good soon Enshalah I promise” (Othman’s interview conducted on Thursday 1st of May, 2014 at UNITEN IKAL at 11.30 PM)

“Of course speaking for 6 hours every week in a wonderful class will improve all of us but do not forget - it is not only class can improve your English language it is what you are (doing after class practice your English memorize x-memorize new vocabulary and for sure talk to your classmates and forget about Arabic for some time for me I came here to Malaysia for this reason be good speaker in English then study my degree)” (Qusay’s interview conducted on Tuesday 9th of April, 2014 at UNITEN IKAL at 2 PM)

Whereas Malik had taken different path of socialization through practicing English with his NES friend from Britain as the following interview excerpt stated:

“Practice for sure? Specially speak with Mr. Martin my friend from Britain I x-really, enjoy talk to him I observe the way he pronounce words) ohoh it is really nice I love, British accent clear and nice” (Malik’s interview took place on Thursday, the 13th of March in UNITEN Food court at 12.15 PM after his presentation).

The researcher observed that Jordanian NNESs were practicing their English with other NNESs inside and outside the IEP context on different occasions (e.g. when dining together and communicating). To conclude, Jordanian NNESs had employed practice strategy in their academic socialization process into IEP context in different aspects (i.e. individual practice for the related OAP, practice their English with other NNESs inside and outside the IEP context, and practice with NES). Ochs and Schieffelin (2008) emphasises the vital role of practice in socialization process in any particular community where language, culture and mind collectively shape each other
through interactive practice. Thus, failure to accomplish this interactive practice will eventually lead the participants of that particular community to withdraw socially to the point where he or she feels linguistically, socially and culturally isolated.

### 4.2.2 NNES is a Successful Agent for Socialization

Researchers such as He (2000) and Poole (1992) had assumed that native speakers are the only experts who can work as socialization agents and who provide a generous access to the target discourse practices to be imitated. On the contrary, Duff (2007a) problematizes this concept by giving an example from her research in Hungary (Duff, 1995) where many international speaking teachers had been imported to teach physics, mathematics, and other subjects in English medium dual language schools in Hungary. These native English teachers did not have their contracts renewed after one year because although they were NES, they were not able to communicate properly with Hungarian NNESs compared to the local Hungarian trained teachers.

The findings of this current research are in line with Duff’s (2010) argument in that although instructors and others in the IEP context at UNTIEN were mainly NNESs, the academic language socialization process of Jordanian NNESs into OAPs was successful. That is, Jordanian NNESs had employed their own socialization strategies to make a positive progress in their academic socialization process into OAP by observing other NNESs such as Chinese, Indians, Iranian and other Arabs, seeking academic assistance inside and outside IEP context, supporting and assessing each other, and practicing their OAP. In addition, Jordanian NNESs who are considered as good presenters such as Qusay, work as socialization agents for other Jordanian NNESs in their academic socialization process. Those NNESs agents provided feedback and support to others Jordanian NNESs in their process of academic language
socialization to learn the related discourse practices of OAP in IEP context at UNITEN.

4.2.3 Jordanian NNESs’ General Progress

This current research revealed that Jordanian NNESs’ socialization process into OAP in IEP context was relatively positive in that most participants reported academic discourse socialization progress except for Ayman who felt frustrated with his progress in terms of OAP. When Ayman was asked during his interview whether he had made any progress in his OAP in IEP context at UNTIEN, he stated the following:

“What I have to tell you, we are suffering here in Malaysia and we cannot adopt ourselves to the new educational system here that is purely given in English language. For example I had friend here from Jordan who dropped out his study just 2 weeks ago because he could not get along with the educational system here, I think his weakness in English proficiency placed him in bad situation where he found himself facing new community and new language. I blame Jordanian educational system always because never prepared us to conduct any oral tasks such as presentation or even simple conversation in English. I think Jordanian educational system should develop their curriculum and insert kind of conversation labs into out English classroom plans. For me I don’t think I can continue this English course because I’m very weak in English and I barely can express myself in simple English that is why I’m speaking to you in Arabic now” {translated from Arabic to English} (Ayman’s interview took place on Thursday, 20th of March in IEP class 12.10 PM after his presentation).

In another statement, Ayman confirmed this claim by stating:

“I think I did not get any progress because there is no practice in English 50 percent module A Jordanians keep talking in Arabic and I think because I move to live in condominium with Iranian now so I think I can be better soon hope Inshalah” (Ayman’s interview took place on Thursday, the 20th of March in IEP class 12.10 PM after his presentation).

These issues of frustration and lack of socialization as in Ayman’s case in this research had been addressed by several researchers (e.g. Casanaves, 2002; Atkinson, 2003; Moor, 1999). For example, Casanave (2002) examined the academic socialization process of one Puerto Rican bilingual speaker (i.e. Virginia a 22 years old) in sociology department of one of the American universities. Results revealed that
Virginia’s socialization process into her academic community was partial and incomplete therefore she was not comfortable with her identity as a doctoral student. “Virginia experienced a clash of cultures with her program and with her mentors which led her eventually to drop out of doctoral program” (Casanave, 2002, p. 169). A similar point was made by Atinkson’s (2003) study which revealed that some non-traditional Indian students who gained access to an elite university in India experienced what he coined “dys-socilization” to describe their negative language socialization experience that was strongly resisted by participants.

However, it is fair to conclude that although Jordanian NNESs experienced difficulties in their language socialization process that will be discussed in next chapter, most of them retained positive attitudes towards their language socialization process as supported by the findings of this research (See chapter five for more details). That is, most Jordanian NNESs except for Ayman, had reported to some extent a smooth socialization experience; nevertheless, it was not an easy one. These findings are more in line with the findings founded by Kobayashi (2003), Morita (2000), Noji (2003) and Zappa-Hollman (2007) in that although NNESs faced various social and linguistic challenges, their socialization process was successful.

### 4.2.4 Individual Agency: Case Difference

Human agency is an important concept in the sociocultural theory that has been addressed by many scholars such as Pavlenko and Lantolf (2000) and Morita (2004). According to this concept, humans are often described as an active agent of their environment. Duff (2010) argued, “academic discourse socialization considers learning as a developing state of ability to participate in new discourse communities due to social interaction and cognitive experience” (p.64). Moreover, academic
discourse socialization also includes developing the state of voice, identity and agency in new language and culture (Zappa-Holman, 2007). That is, participants in academic environment need to think, act, speak and write in academic setting where tutor’s role is in short to scaffold learning or provide sufficient challenge, interest and support to assist learners to complete the tasks given.

Kobayashi (2005) in her study discussed two characteristics of human agency. The first is the ability to make choices among existing options and the second is the ability to assign different meanings to the same event. Results of this research are in line with Kobayashi’s (2005) argument in that Jordanian NNESs were not passively socialized into the academic discourse community; on the contrary, most Jordanian NNESs rigorously exercised their agency in the socialization process and made their own choices in this process to become members of this academic community i.e. IEP. For example Ayman, Noor, and Mohammad took action by enrolling in different ESL classes such as British Council and English for Business or by attending other Jordanian NNESs’ PhD or Master seminars that they thought would accelerate their socialization process. Other participants thought differently, for example Malik thought that by observing and practicing his English with NES (i.e. his British friend, Martin), he would eventually improve his English proficiency and thus help him to become a good presenter.

Furthermore, Jordanian NNESs also exercised their agency by implementing their own distinctive perspectives in their socialization process. For instance, during the socialization process of learning the discourse of making OAP, participants such as Noor think that observation is the best and only way to improve OAP and become a competent member of IEP community, Ayman insists that practice is the only way
to improve OAP, while Bashar thinks that academic assistance, particularly instructors feedback is the most important factor which leads to better OAP in IEP context.

Duff (2010) argued that that there is no standard path of academic language socialization since this process always varies to different degree among participants of any academic context where learners’ own choices about what to do and how to assign different meanings to the same event will lead to different socialization results. The findings of this research are in line with Duff’s (2010) argument in that Jordanian NNESs had different socialization experience that is influenced by his or her individual agency. This socialization experience eventually led to different outcomes in that most Jordanian NNESs had a positive socialization progress in varying levels with one exception to Ayman who stated negative progress in his socialization process.

4.3 SUMMARY

This chapter presented the findings of Macro level analysis of the research context by examining the process of socialization of Jordanian NNESs into OAP during IEP at UNITEN. Two research questions were addressed and analysed where the first investigated whether Jordanian NNESs are familiar with OAP and the second investigated how Jordanian NNESs socialize academically into OAP during IEP at UNITEN.

For the first research question of whether Jordanian NNESs are familiar with OAP, findings revealed that OAP is a foreign task for most of Jordanian NNESs. This task posed a great challenge for most of them because they were not taught or given the opportunity to conduct any OAP while studying in Jordan. Moreover, Jordanian NNESs during their interviews signalled out to the reasons why Jordanians are weak in English language (e.g. English classroom are congested with high number of
students, EFL classroom in Jordan are conducted mostly in Arabic language, and focus on grades rather than language acquisition).

For the second research question of how Jordanian NNESs socialized into OAP in IEP at UNITEN, findings revealed that Jordanian NNESs employed several socialization strategies in order to learn the related practices of OAP that is considered an integral sociolinguistic task and part of curriculum across disciplines. These socialization strategies were observation, academic assistance, peer assessment and support, and practice.
CHAPTER V

FINDINGS AND DISCUSSION 2
MICRO LEVEL ANALYSIS

5.0 INTRODUCTION

In previous chapter, findings indicated that most Jordanian NNESs were not familiar with OAP and they have not been prepared well to meet this oral academic task in IEP context at UNITEN. As a result, Jordanian NNESs had employed several socialization strategies to learn the related practices of OAP in IEP context at UNITEN. These socialization strategies in the context of this research were observation, academic assistance, peer assessment and support, and practice. This chapter presents the findings of the Micro level of this research by investigating and understanding the language difficulties that Jordanian NNESs face while they are delivering their OAPs and tracking the linguistic development of Jordanian NNESs’ progress in OAP at different intervals. This chapter ends with a summary that concludes the findings of this Micro level analysis.

5.1 WHAT LANGUAGE DIFFICULTIES DO JORDANIAN NNESs FACE WHILE THEY ARE DELIVERING THEIR OAPs?

Interview data and OAPs video-recordings at different intervals revealed that vocabulary, pronunciation, listening, and grammar were the major language difficulties that Jordanian NNESs face while they are delivering their OAPs in IEP
context. These results were stated first by participants themselves during their interview session and further located and analysed in participants’ OAPs at different intervals by employing Error Analysis approach as proposed by Corder (1982). The following subsections present these language difficulties in detail.

5.1.1 Vocabulary

According to Jordanian NNESs in their interviews, they all had learned English as a foreign language in Jordan where they rarely had authentic occasions to use it in real life communication before coming to Malaysia. As a result, they reported to be weak in performing oral academic tasks such as OAPs. When Jordanian NNESs were asked about the language difficulties they face while they are delivering their OAPs in IEP context at UNTIEN, they stated that vocabulary posed a great challenge for them even with proper preparation for OAP task. For example, Qusay stated:

“I can speak out of the class in (normal English vocabulary) but in academic presentation (I have to be careful to choose my words) and to start your presentation with good introduction then finish it with good conclusion yes and x- I think I'm okay now this is my number three presentation today and time by time I can feel I'm very relax and I can present but believe me the secret all in (vocabulary) yes the keyword in presentation” (Qusay’s interview conducted on Tuesday 9th of April, 2014 at UNITEN IKAL at 2 PM).

While Othman stated:

“YES I forget to tell (yes my vocabulary are very weak) and I need very very long time to memorize vocabulary but believe me when I use vocabulary I can remember forever” (Othman’s interview conducted on Thursday 1st of May, 2014 at UNITEN IKAL at 11.30 PM).

Noor also confirmed:

“I can say I’m okay but (need more practice and strong sentences or vocabulary)” (Noor’s interview conducted on Monday 5th of May, 2014 at UNITEN Library at 11.30 AM).

And Malik also stated:
“For me (the problem is choosing the good vocabulary) in presentation and pronunciation (x) and listening of course I do not know? I have many problems to clear it soon” (Malik’s interview took place on Thursday, the 13th of March in UNITEN Food court at 12.15 PM after his presentation).

Mohammad also stated:

“(Many vocabulary) x- grammar? eye contact when I’m nervous or shy to speak and – yes that is enough” (Mohammad’s interview took place on Monday, the 7th of April in UNITEN library at 3 PM after his presentation).

Bashar also detailed:

“(The main problem is vocabulary) I cannot find vocabulary when I present but I really know many vocabulary but I x- when I present I cannot use them in x– I also have problem – ? is pronunciation I think you can see I have problems I’m trying to be good and I will Enshalah” (Bashar’s interview took place on Tuesday February the 6th conducted in UNITEN Library at 3.15 PM).

By examining Jordanian NNESs’ OAPs at different intervals, findings confirmed this language difficulty (i.e. vocabulary) as Jordanian NNESs abruptly stop with incomplete sentences during their OAPs at different intervals due to lack of vocabulary knowledge in their mental lexicon. This lack of vocabulary knowledge was indicated by transcription convention remark (x-) which denotes a sudden cut in OAP followed by glottal stop (See Appendix C for further explanation on transcription convention). For example, Ayman in his OAPs at different intervals abruptly stopped due to lack of vocabulary as the following excepts show:

- I have also one points about the service if you want get some electronic (x) from x- {lack of vocabulary} I have to go the mines if I want buy something buy something the laptops or computers I can get from the mines (Ayman’s 1st presentation 16-1-2014)

- The student want go to x- {lack of vocabulary} from the university to south city he can buy the buss {lack of vocabulary where the participant could not find the word /ticket/} yeah (Ayman’s 1st presentation 16-1-2014)

- I have good neighbour in Jordan who was very very rich and he got sick with cancer one day- I remember he spend big amount of money to x- fix {lack of vocabulary} his sick {lack of vocabulary, the best word choice is disease} but he cannot so he die (Ayman’s 3rd presentation 24-4-2014)
This lack of vocabulary was also clear in Bashar’s OAPs as the following excerpt shows:

➢  *And if you have x- {lack of vocabulary} you can take taxi 24 hours (Bashar’s 3rd presentation 24-4-2014)*

Othman also had this vocabulary shortage as the following excerpts show:

➢  *Many universities have transportation they provide transportation like other universities but for Tenaga there are not x- there are no any buss {sentence fragment error} but the people who live in Serdang they can x- buy taxi {lack of vocabulary} or can buy the cars own car(Othman’s 1st presentation 16-1-2014)*

In addition, Noor in his OAPs at different intervals abruptly stopped while presenting as the following excerpts show:

➢  *My name is Noor I’m going to talk about the dislikes in Kajang first first of all it is very crowded city x- there is a lot of insects like mosquitoes and (x) the weather it is bad weather because sometime hot sometime rainy you cannot just (x) {lack vocab} x- (Noor’s 1st presentation 16-1-2014)*

➢  *Actually we x- a friend a friend of us that he can we are x- {lack of vocabulary} in his route okay so he come to us and drop us in university and – when we come back the same story yeah (Noor’s 1st presentation 16-1-2014)*

Mohammad’s OAP reflects this vocabulary shortage as the following excerpt shows:

➢  *I believe like most my friends - money make you happy in all ways and many many proofs around us show this fact - for example in Jordan many guys cannot marry because x- {lack of vocabulary} they do not have money since in Jordan marry (Mohammad’s 3rd presentation 24-4-2014)*

As above excerpts show, Jordanian NNES in their OAPs were not fast in recognizing and retrieving vocabulary during their OAPs that in turn affected their fluency or what is known as speed of processing (Meara, 2005). Meara (2005) argued that vocabulary knowledge affects in many ways our speed of processing or what is known as automaticity, efficiency, or fluency of lexical access and retrieval particularly during speaking tasks. Nouralian, Jahandar and Khodabandelou (2013) argued that this low speed of vocabulary processing is mainly caused by interlingual
factors in that L2 learners tend to translate their L1 words into L2 language output that in turn slows down their fluency and causes interruption within their spoken discourse. The researcher argued that this also could be the case behind Jordanian NNESs’ sudden pause in their OAP at different intervals.

Moreover, this lack of vocabulary knowledge also affected participants’ vocabulary size or breadth that involve the knowledge of word form and primary meaning (Schmitt, 2010). For example, Malik in his third OAP misused the word “tack” instead of the word “take” as the following excerpt shows:

When I look to this picture I cannot decide if change is good or bad because when you are driving and tack {word formation error} this new road to the left yes to left that time you do not know what – yeah what you will find in that new road maybe good change from the road you were driving on before or just bad change for the road – yes the same for our lives –yes our life like a exactly this road with many changes to the left and to right if you tack {word formation error} (Malik’s 3rd presentation 24-4-2014)

Or the word “lack” which was misused instead of the word “lake” as in Othman’s first OAP:

Actually you we have good view there because we have x- lack {word formation error} but for the last month we couldn’t see also because the weather is not good, but this nowadays (Othman’s 1st presentation 16-1-2014)

Or the word “adopt” in Ayman’s second OAP which was misused instead of the word “adapt”:

Yes you change your environment and now you are in new environment and new people and new language also like here in Malaysia but when time go we will adopt x- {word formation error} then everything will be fine yes we can then enjoy our lives (Ayman’s 2nd presentation17-2-2014)

This potential confusion in word form has been significantly addressed in many studies (e.g. Nouralina et al., 2013; Laufer, 1988; Chou, 2011). For example Chou (2011) examined the vocabulary knowledge produced by Taiwanese NNESs while
conducting OAP in their ESL course. Chou’s (2011) research revealed that most participants had serious problems in word forms in that they tend to produce words with similar consonants but different vowels like the word “adopt/adapt” or the word which has a large orthographic neighbourhood in L2 language such as “take” which has many similar forms in English that might lead to potential confusion such as “tape, tale, tame, lake and sake”. The findings of this research seem to support the results found by Chou’s (2011) research.

5.1.2 Pronunciation

Jordanian NNESs in their interview sessions reported that pronunciation is one of the main language difficulties they all face during their academic socialization process into IEP context particularly when conducting academic oral tasks such as OAP. When participants were asked about the language difficulties they face during their OAPs, they stated the following:

“Of course we are Jordanians never used English before in life but we learnt English in school since 6 this put us in a x- situation we should speak like in IEP program NOW we cannot find the good words (and our pronunciation is not clear) yes and because we never listen to English so we have problem also in x-listening when Mis Hanis ask we ask her to say again the question” (Malik’s interview took place on Thursday, the 13th of March in UNITEN Food court at 12.15 PM after his presentation).

“No because I should be better x- (I have problems specially pronunciation pronunciation) (x) (Bashar’s interview took place on Tuesday February the 6th conducted in UNITEN Library at 3.15 PM)

“(Yes but I have to improve in my pronunciation (x) to make people understand me or I will be nervous) (x) all time yes I know I make errors when I speak? and x-believe me I know all of errors x- but I’m learning now that why I’m in IEP” (Ayman’s interview took place on Thursday, the 20th of March in IEP class 12.10 PM after his presentation)

Following Corder’s (1982) error analysis approach, the researcher had listened to the participants’ OAPs carefully in order to conduct auditory identification for the
phonological errors committed by Jordanian NNESs in their OAP at different intervals. In auditory identification, phoneticians rely entirely on their own impression of a sound (Hayward, 2000). Once these phonological errors were located, the researcher phonetically transcribed them using the International Phonetics Alphabet symbols (IPA) (Handbook of the International Phonetic Association, 1999). Thereafter, the researcher described these phonological errors and classified them according to their nature and causes.

Findings revealed that Jordanian NNESs committed several phonological errors during their OAPs at different intervals. These phonological errors were in segmental features of spoken discourse (i.e. consonants, vowels and diphthongs). The following subsections present these phonological errors in detail.

5.1.2.1 Consonant Phonological Errors

Findings revealed that most Jordanian NNESs had committed various phonological errors in terms of consonant production in that the fricative voiced labiodental /v/ was most often replaced by the fricative voiceless labiodental /f/ as the following OAPs’ excerpts demonstrated:

- and then the service {the word /s3ːvis/ pronounced as /s3ːfis/ the fricative labiodental voiced /v/ pronounced as voiceless /f/} (Othman’s 1st presentation 16-1-2014)

- the university {pronounce as /juːniʃ:stɪt/ the fricative labiodental /v/ pronounced as /f/} to south city he can (Ayman’s 1st presentation 16-1-2014)

- only ticket on the weekends, from university {pronounce as /juːniʃ:stɪt/ the fricative labiodental /v/ pronounced as /f/} to south city, you have to get the ticket, only in the weekend (Ayman’s 1st presentation 16-1-2014)

- yeah but for other university {pronounce as /juːniʃ:stɪt/ the fricative labiodental v pronounced as f} like UPM {the stop voiceless bilabial /p/ pronounced as stop voiced bilabial /b/} and APT they have BUS (Othman’s 1st
Actually you we have good view there {\textipa{/vju:/} pronounced as /ʃju:/} the fricative labiodental /v/ pronounced as /ʃ/ because we have lake \textipa{/læk/} instead of /leɪk/, the close mid-front diphthongs /eɪ/ replaced by near open front vowel /æ/ } but for the last month we couldn’t see also because the weather is not good, but this nowadays, it is good there are x-(Othman’s 1st presentation 16-1-2014)

habits to feel life again {the fricative voiceless labiodental /ʃ/ pronounced as voiced /v/} for (Othman’s 2nd presentation17-2-2014)

Or the voiceless bilabial stop /p/ which was most often replaced by its voiced counterpart /b/ as the following OAPs’ excerpts demonstrated:

but the people {addition of article “the”} \{/pɪpəl/ pronounced as /bɪpəl/ the stop voiceless bilabial /p/ pronounced as stop voiced bilabial /b/\} (Othman’s 1st presentation 16-1-2014)

yeah but for other university \{pronounce as /juːnɪˈsɪtɪ/ the fricative labiodental /v/ pronounced as /ʃ/\} {omission of plural ending “s”} like UPM \{the stop voiceless bilabial /p/ pronounced as stop voiced bilabial /b/\} and APT they have BUS (Othman’s 1st presentation 16-1-2014)

first in psychology people \{the stop voiceless bilabial sound /p/ pronounced as voiced /b/\} (Othman’s 2nd presentation17-2-2014)

this feeling of responsibility (x) \{the bilabial voiceless stop /p/ pronounced as voiced one /b/\} (Bashar’s 2nd presentation17-2-2014)

In addition, the affricate voiceless palatal /tʃ/ was most often replaced by stop voiceless alveolar /t/ as the following OAPs’ excerpts demonstrated:

“losing your friends around and many many situation \{pronunciation error \textipa{stʃoefən/ pronounced as sitəoʃɒn} the affricate voiceless palatal /tʃ/ pronounced as stop voiceless alveolar /t/\} (Othman’s 2nd presentation17-2-2014)

“make your health in bad situation \{pronunciation error \textipa{stʃoefən/ pronounced as sitəoʃɒn} the affricate voiceless palatal /tʃ/ pronounced as stop voiceless alveolar /t/\} (Othman’s 2nd presentation17-2-2014)

“die because of this situation \{the affricate voiceless palatal /tʃ/ as in /sɪtʃoʃɒn/ pronounced as stop voiceless alveolar /t/\} (Othman’s 3rd presentation 24-4-2014)
Or the affricate voiced palatal /dʒ/ which was most often replaced by stop voiced velar /g/ or stop voiceless velar /k/ as the following OAPs’ excerpts demonstrated:

- “insurance for big surgeries { the affricate voiced palatal /dʒ/ as in /s3:dʒəɾi/ pronounced as stop voiceless velar /k/ } (Othman’s 3rd presentation 24-4-2014)

- “no money in hands to make surgery { pronounced as /s3:ɡəɾi/ the affricate voiced palatal /dʒ/ pronounced as stop voiced velar /ɡ/ } (Bashar’s 3rd presentation 24-4-2014).

As excerpts above demonstrated, Jordanian NNESs committed several phonological errors in terms of consonant production particularly with the consonants /v/ and /p/ in that Jordanian NNESs were unable to phonetically articulate these consonants because such consonants do not exist in Arabic consonantal system. As a result, Jordanian NNESs employed the consonant /f/ and /b/ instead as a good escape. The researcher argued that such phonological errors are caused by interlingual factors in that Jordanian NNESs in their OAPs at different intervals had transferred their L1 sounds patterns into their L2 phonological production, which in turn resulted in various mispronunciation and errors since the transferred features were not similar or not found in their L1 phonological system.

The findings of this research seem to support the findings reported in Binturki’s (2008) study who examined the difficulties of producing the voiceless bilabial stop /p/ and the voiced labiodental fricative /v/ among Arab speakers from different nationalities including Jordanians. The result of his study shows that participants had difficulties with these two consonants due to interlingual factors and that participants tend to replace these phonemes with their counterparts in Arabic language (i.e. /b/ and /f/). Moreover, Barros (2003) and Al-Saidat (2013) identified the difficulties
encountered by Arab speakers from different countries including Jordanians when pronouncing English consonants. Findings of these studies revealed that eight English consonants namely /ŋ/, /p/, /v/, /d/, /l/, /ʤ/, /ð/, and /r/ were identified as the most problematic for most participants.

5.1.2.2 Vowel Phonological Errors

Findings revealed that Jordanian NNESs also committed phonological errors related to vowels in their OAPs at different intervals. For example some participants replaced the high front unrounded vowel /I/ by open front unrounded vowel /a/ as the following OAPs’ excerpts demonstrated:

- “about the service if you want get some electronic (x) {vowel phonological errors, the high front unrounded vowel /I/ replaced by open front unrounded vowel /a/ in the word /lekˈtrankə/}(Ayman’s 1st presentation 16-1-2014)
- “My name is Noor I’m going to talk about the dislikes in Kajang – first x- first of all it is very crowded city x- there is a lot of insects (x) {vowel phonological errors, the high front unrounded vowel /I/ replaced by open front unrounded vowel /a/ in the word /ɪnˈsektə/} (Noor’s 1st presentation 16-1-2014)
- “maybe for some it was bad experience {vowel phonological errors, the high front unrounded vowel /I/ replaced by open front unrounded vowel /a/ in the word /kˈspɑːrəntə/} and therefore - it was bad change but for me it was good change because I enjoy living alone without my past routine yes in Jordan” (Bashar’s 2nd presentation 17-2-2014).
- “and sometimes depressed because you change your environment (x) {vowel phonological errors, the high front unrounded vowel /I/ replaced by open front unrounded vowel /a/ in the word /məˈvɑːrənmənt/} (Ayman’s 2nd presentation 17-2-2014)

Others replaced the near-open front unrounded vowel /æ/ by open-front unrounded vowel /a/ as the following OAPs’ excerpts demonstrated:

- “then everything will be fine yes we can {vowel phonological errors, the near-open front unrounded vowel /æ/ replaced by open-front unrounded vowel /a/ in the word /kæn/} then enjoy our lives (Ayman’s 2nd presentation 17-2-2014).
As the above excerpts demonstrated, Jordanian NNESs committed different phonological errors in terms of vowel production. The researcher argued that such phonological errors are caused by interlingual factors (i.e. participants’ mother language affects their L2 phonological output). For example, Ayman in the above example, replaced the near-open front unrounded vowel /æ/ by open-front unrounded vowel /ɑ/ as in the word /kæn/. Although the fact that Arabic phonological system has both the phonemes /æ/ and /ɑ/, Ayman fail to equate them to their English counterparts due to the phonetic environment of these phonemes in that both phonemes /æ/ and /ɑ/ are considered as one vowel phoneme /a:/ in Arabic language which has allophones varying between /æ/ and /ɑ/ as in /سَام sa:m/ which means “poisonous” or /صَام s’a:m/ which means “he fasted”.

5.1.2.3 Diphthongs Phonological Errors

Jordanian NNESs were also found to commit various phonological errors in term of diphthongs production. For example some participants replaced the close mid-front diphthongs /eɪ/ by near open front vowel /æ/ as the following OAPs’ excerpts demonstrated:

- “Actually you we have good view because we have lake /leɪk/ instead of /læk/, the close mid-front diphthongs /eɪ/ replaced by near open front vowel /æ/ } but for the last month we couldn’t see also because the weather is not good, but this nowadays, it is good there” (Othman’s 1st presentation 16-1-2014)

Or the close-mid front diphthong /eɪ/ which was replaced by open central diphthong /aʊ/) as the following OAPs’ excerpt show:

- “at KL you cannot hear the Athan when you are in kajang you can hear it and yeah yeah and there is places to pray (x) {the word /preɪ/ pronounced as /præ/ diphthongs error, the close-mid front diphthong /eɪ/ replaced by open central diphthong /aʊ/}” (Qusay’s 1st presentation 16-1-2014)
Other participants replaced the open central diphthong /ai/ by close-mid front diphthong /eɪ/ as the following OAPs’ excerpt demonstrated:

- “it is going to the mountain and go down maybe hill climbing {diphthongs error /klæmbɪŋ/ pronounced as /klembɪŋ/, the open central diphthong /ai/ replaced by close-mid front diphthong /eɪ/}” (Malik’s 1st presentation 16-1-2014)

Whereas, other participants replaced the closed centre diphthongs /ai/ by high front vowel /i/ as the following excerpt demonstrated:

- “then everything will be fine yes we can /kæn/ pronounced as /kan/, the near-open front vowel replaced by open-front} then enjoy our lives {pronounced as /lɪvz/ instead of /laɪvz/ the closed centre diphthongs /ai/ pronounced as high front vowel /i/}” (Ayman’s 2nd presentation 17-2-2014).

To conclude, findings revealed that Jordanian NNESs had committed various phonological errors in their OAPs in IEP context at UNITEN. These errors were in terms of segmental feature of spoken discourse (i.e. consonants, vowels, and diphthongs). It should be noted that the researcher did not examine these phonological errors thoroughly since this is not the scope of this research. Only few errors were presented for demonstration purposes since the phonological error analysis is a very huge scope that needs a detailed examination by itself. Therefore, it is highly recommended for other researchers who are interested in Jordanian NNESs to examine in broad lens these phonological errors that Jordanian NNESs commit in their spoken discourse.

### 5.1.3 Listening Difficulties

Jordanian NNESs during their interview sessions had reported listening as one of the language problems they face during their academic socialization process into IEP context. So when participants were asked about the language difficulties they face during their OAP, Othman stated:
“the first problem I had was to improvise in front of my classmates and present and this problem I get rid of it by practicing my presentation for almost one semester and half in module B then now in Module A (the second problem I had to listen to online practice where I have to listen and answer some question in textbook which I still face difficulties but I think I made good progress better than before) then I will come the biggest problem I had which is grammar problem I think you notice that I have problem in grammatical construction of the sentences but writing I do not have this problem at all we learnt good grammatical English in Jordan but when thing come to speak we are very bad because we never use English out of the classroom and even inside the class recite only the paragraph and answer the question in workbook and then finish the class {translated from Arabic to English}” (Othman’s interview conducted on Thursday 1st of May, 2014 at UNITEN IKAL at 11.30 PM)

Malik also stated twice during his interview that listening is one of the main language difficulties that he faces:

“of course we are Jordanians never used English before in life but we learnt English in school since 6 this put us in a x- situation we should speak like in IEP program NOW we cannot find the good words and our pronunciation is not clear (yes and because we never listen to English so we have problem also in x-listening when Mis Hanis ask we ask her to say again the question)” (Malik’s interview took place on Thursday, the 13th of March in UNITEN Food court at 12.15 PM after his presentation)

“For me the problem is choosing the good vocabulary in presentation and pronunciation (x) (and listening of course I do not know ? I have many problems to clear it soon)” (Malik’s interview took place on Thursday, the 13th of March in UNITEN Food court at 12.15 PM after his presentation)

Mohammad also confirmed:

“The biggest problem I finish it is to confidence (x) yes I cannot speak in front of people the time I come here but now I can speak because every unit we have in Module A we have presentation this mean x- I have 20 presentation I always talk to my classmates in English after the class – I know we do many mistakes but it is ok yes the more you speak the more you be good- yes (another problem is listening to online practice I cannot understand any word before but I find if I prepare the unit and do the exercise before I listen I can listen and understand yes it is easy memorize the words and start to speak)” (Mohammad’s interview took place on Monday, the 7th of April in UNITEN library at 3 PM after his presentation)

Since OAP is the main source of data in order to uncover the language difficulties that Jordanian NNESs face during their OAPs at different intervals, it was hard for the researcher to find out whether Jordanian NNESs also face this type of language
difficulties (i.e. listening difficulties) because OAP is characterized by continuous form of idea transmission from a presenter to an audience without turn taking (Kanagy, 1999; Joughin, 2007). However, a few examples were located where participants failed to answer questions given by the researcher due to listening difficulties:

Researcher: did you experience this feeling of depression the time you came here to Malaysia?

“sorry again what do you mean {listening difficulties as this questions was given again in Arabic so that interviewee could comment further on the question given}?” (Ayman’s 2nd presentation17-2-2014)

Researcher: Thank you very much for such a good presentation – I would like to ask you about your experience for change here in Malaysia- you said that you had experienced positive change here in Malaysia yeah could you please explain what do you mean by positive change and how this change affect your personality?

“yes you mean positive good and I cannot understand what fact {Bashar heard the word “affect” as “fact” which made his answer confusing, therefore this question was explained in Arabic so that the interviewee could comment further on the question given}”? (Bashar’s 2nd presentation17-2-2014)

All language learners face difficulties when listening to the target language. Yet, the types and the extent of difficulty differ, and much listening comprehension research has been conducted to investigate these differences (Goh, 2000). The findings of this body of literature indicate that listeners’ difficulties maybe influenced by number of factors. For example, researchers attributed listening difficulties to speech rate (e.g. Conrad, 1989; Blau, 1990; Griffiths, 1992; Zhao, 1997), lexis (e.g. Johns and Dudley; Evans, 1980; Kelly, 1991), phonological features (e.g. Henrichsen, 1984; Matter, 1989) and background knowledge (e.g. Thomlison, 1984; Markham and Latham, 1987; Long, 1990; Chiang and Dunkel, 1992).

As discussed earlier in section (5.1.1), vocabulary is one of the main language difficulties that Jordanian NNESs face in their academic language socialization process
particularly while conducting OAP. The researcher argued that this lack of vocabulary knowledge also affected participants’ listening ability since listening as a language skill is connected in all sorts of ways to the comprehension of discourse meaning (Howatt and Dakin, 1974). In this regard, Celik and Yavuz (2015) argued that successful listening requires certain preconditions such as attention, background and comprehensible input. That is, listeners should attentively listen to the speakers and have background knowledge about the subject that can make the input more comprehensible for them. Accordingly, the researcher argued that participants like Ayman and Bashar in the above examples experience language difficulties due to lack of background knowledge and lack of lexis about the topic given which make it difficult for them to fully comprehend what they hear.

5.1.4 Grammar

Findings revealed that Jordanian NNESs had various language difficulties while conducting their OAP in IEP context. These language difficulties were presented in vocabulary, pronunciation, and listening. In addition, Jordanian NNESs had also reported grammar as one of the main difficulties they all face while preforming OAPs in IEP context. For example, Noor in his interview disclosed this fact as the following:

“My classmates are good actually some classmate are good in English and I like to show them my presentation a day before sometimes in class sometimes in their home and they start to correct me in my pronunciation {x} (and sometimes In grammar) what they know they share it with me - yes they help me a lot” (Noor’s interview conducted on Monday 5th of May, 2014 at UNITEN Library at 11.30 AM)

Malik also confirmed:

“(I’m very weak in grammar but you know in Jordan we only memorize grammar for exam only and x- never use it in conversation) I blame really Jordan system for this weak the story become like learn English only to get mark and good assessment in school really sad story really sad” (Malik’s interview
took place on Thursday, the 13th of March in UNITEN Food court at 12.15 PM after his presentation)

Mohammad also indicated:

“(For me all about grammar error yes) I cannot use the past or present or present continuous while I talk but in writing I can and good way - yes and vocabulary before but now only grammar” (Mohammad’s interview took place on Monday, the 7th of April in UNITEN library at 3 PM after his presentation).

Ayman also expressed his weakness in grammar aspects by stating:

“(I’m bad in grammar) and weak in vocabulary yes, I think I’m inexperienced (x) not good at all” (Ayman’s interview took place on Thursday, the 20th of March in IEP class 12.10 PM after his presentation).

In order to classify the grammatical errors that Jordanian NNESS committed during their OAPs at different intervals, the researcher had adopted Dulay, Burt and Krashan’s (1982) syntax and morphological errors categorization. Dulay et al. (1982) had identified grammatical errors as one of the major linguistic errors that learners of English as foreign language face while trying to speak or write effectively and they classified these errors into six linguistic categories as the following table shows:

Table 5.1 Syntax and Morphological Errors categories adopted from Dulay, Burt and Krashan (1982)

<table>
<thead>
<tr>
<th>Tenses</th>
<th>Preposition</th>
<th>Articles</th>
<th>Active and Passive Voice</th>
<th>Verbs</th>
<th>Morphological errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Simple past instead of present perfect</td>
<td>Omission of prepositions</td>
<td>Omission of “the”</td>
<td>Passive auxiliary Be omission</td>
<td>Omission of verb “be”</td>
<td>Omission of plural ending “s”</td>
</tr>
<tr>
<td>Simple present instead of present perfect</td>
<td>Addition of prepositions</td>
<td>Addition of “the”</td>
<td>Passive with intransitive verb Be addition</td>
<td>Addition of verb “be”</td>
<td>Misuse of plural errors and addition of the plural ending “s”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Continue…</td>
</tr>
</tbody>
</table>
Continued…

<table>
<thead>
<tr>
<th>Error Category</th>
<th>Simple Past instead of Simple Present</th>
<th>Present Progressive instead of Simple Present</th>
<th>Past Perfect instead of Simple Past</th>
<th>Omission of “a/an”</th>
<th>Misuse of the verb “be”</th>
<th>Misuse of Possessive “s”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Misuse of Prepositions</td>
<td>Omission of “a/an”</td>
<td>Preposition Confusion</td>
<td>Misuse of Articles</td>
<td>Misuse of Other Verbs</td>
<td>Incorrect Use of Comparative Adjectives</td>
<td>Wrong Word Form</td>
</tr>
</tbody>
</table>

Data analysis of OAPs at different intervals revealed that Jordanian NNESs had significant shortfalls in grammatical ability in various areas. However, these errors are believed to be an inevitable part of language acquisition since people cannot learn languages without first systematically committing errors (Corder, 1982). The following are the main syntax and morphological errors categories that Jordanian NNESs committed while conducting OAPs in IEP context.

5.1.4.1 Morphological Errors Category

Jordanian NNESs had committed various morphological errors in their OAPs at different intervals due to lack of the knowledge of the rules in the target language (i.e. intralingual factor). For example, participants omitted the plural ending “s” in their OAPs at different interval as the following OAPs’ excerpts demonstrated:

- “I like Serdang because there is there are many restaurant {omitting plural ending ‘s’}, Arabic restaurant {plural form error} and then the service (Othman’s 1st presentation 16-1-2014)
- “yeah but for other university { omission of plural ending “s” } like UPM and APT they have BUS (Othman’s 1st presentation 16-1-2014)
we like the restaurant there because there are restaurant many Arabic restaurant {omission of plural ending “s”} (Othman’s 1st presentation 16-1-2014)

because of that we like that area because there are many restaurant {omission of plural ending “s”} - (Othman’s 1st presentation 16-1-2014)

there is some of x- the service there is some bus {misuse of plural form} (Ayman’s 1st presentation 16-1-2014)

there is no problem in Kajang about the food so many Arab restaurant {omission of plural ending ‘s’} and Malay restaurant (Qusay’s 1st presentation 16-1-2014)

“but I think it is big change we need it from time to time because I think change is good in our life {misuse of plural error} for many reason {omission of plural ending “s” } (Othman’s 2nd presentation17-2-2014)

second change is good our body {preposition omission ‘for’} {omission of plural ending “s”} for example hormone in our body {omission of plural ending “s”} (Othman’s 2nd presentation17-2-2014)

losing your friends around and many many situation {omission of plural ending’s} (Othman’s 2nd presentation17-2-2014)

Aslam Alekom my friend {omission of plural ending “s”} today I will talk about the change is important for us (Ayman’s 2nd presentation17-2-2014)

Aslam Alekom brothers and sisters- today in my presentation I will talk about change in our life {omission of plural ending ‘s’} (Bashar’s 2nd presentation17-2-2014)

now we stop playing football and start playing basketball- yes in this case we change our habit {plural ending ‘s’ omission} (Qusay’s 2nd presentation17-2-2014)

I think change is bad for us because put you under stress and many many pressure {plural ending ‘s’ omission} (Bashar’s 2nd presentation17-2-2014)

yes- as we know all change is very important in our life {plural error, omission of plural ending ‘s’} (Mohammad’s 2nd presentation17-2-2014)

“and something that could happened anytime and anywhere also – so change is part of our life {omission of plural ending ‘s’} (Mohammad’s 2nd presentation17-2-2014)

so you have to pay for such surgeries and x in many case {omission of plural ending ‘s’} (Othman’s 3rd presentation 24-4-2014)

so – I believe that money is good and we can buy with it many thing {omission of plural ending “s”} (Ayman’s 3rd presentation 24-4-2014)
Moreover, Jordanian NNEs also misused plural structure in English language (e.g. addition of plural ending “s”) as the following OAPs’ excerpts demonstrated:

- “I like Serdang because there is there are many restaurant {omitting plural ending ‘s’}, Arabic restaurant {plural form error} and then the service (Othman’s 1st presentation 16-1-2014)
- “there are not there are no any buss {misuse of plural form} (Othman’s 1st presentation 16-1-2014)
- “I have also one points {addition of plural ending “s”} about the service if you want get some electronic (x) (Ayman’s 1st presentation 16-1-2014)
- “there is no mosques {addition of plural ending “s”} only UPM mosque (Bashar’s 1st presentation 16-1-2014)
- “with another places {addition of plural ending “s”} the cost of living there is high – that is all thank you (Bashar’s 1st presentation 16-1-2014)
- “there is 24/7 supermarkets {addition of plural error ending “s”} and you can buy whatever you want from there (Qusay’s 1st presentation 16-1-2014)
- “yes they like knowing the culture – how Arabs is living {misuse of plural errors} (Malik’s 1st presentation 16-1-2014)
- “Good afternoon everybody – today I would like to talk about change in our life {misuse of plural error} (Othman’s 2nd presentation 17-2-2014).
- “but I think it is big change we need it from time to time because I think change is good in our life {misuse of plural error} for many reason {omission of plural ending “s” } (Othman’s 2nd presentation 17-2-2014).
- “I think change is good for us because we all need change in our life {misuse of plural error} (Bashar’s 2nd presentation 17-2-2014).
- “I mean- change for me is new life style and new routine which we all need in our life {misuse of plural error} (Bashar’s 2nd presentation 17-2-2014).
- “but I don not agree with him that this change is bad because I think it is good because give us new chance to discover ourself {misuse of plural error, ourselves} (Mohammad’s 2nd presentation 17-2-2014).
- “yes this is what we need now to have change like our life {misuse of plural error} in Malaysia (Mohammad’s 2nd presentation 17-2-2014).
- “happiness or not – many peoples {misuse of plural form} think that money can buy happiness but I do not think that is true (Othman’s 3rd presentation 24-4-2014).
“yes and finally I have to say that money in our life {misuse of plural error} (Ayman’s 3rd presentation 24-4-2014).

Furthermore, Jordanian NNEs also misused the possessive “s” as the following OAPs’ excerpts demonstrated:

“and buy the home stuff {misuse of possessive “s” in ‘home’s stuff’} and everything this feeling of responsibility (x) (Bashar’s 2nd presentation 17-2-2014)

“yeah x I was living in Irbid city from my childhood - then suddenly my father job {possessive s’ dropped} (Bashar’s 2nd presentation 17-2-2014)

“that time I lost all my childhood friends {possessive ‘s’ dropped in childhood’s} (Bashar’s 2nd presentation 17-2-2014)

“and we cannot escape from it anytime so we have to accept this life fact {possessive ‘s’ omission in ‘life’s fact’} (Mohammad’s 2nd presentation 17-2-2014)

Some participants employed incorrect use of comparative adjectives as the following excerpt desaturated:

“we will also talk about cost of living it is high {incorrect use of comparative adjective} for another area it is very high {incorrect use of comparative adjective} when you compare it with Kajang (Bashar’s 1st presentation 16-1-2014)

Others showed incorrect word form in their OAPs at different intervals as the following OAPs’ excerpts demonstrated:

“need to change their place their food their day {wrong word formation ‘daily’} habits to feel life again(Othman’s 2nd presentation 17-2-2014)

“live alone and buy my home grocery alone so I start to feel how my parents suffer to grow us up {word form error, raised us or brought us} (Bashar’s 2nd presentation 17-2-2014)

“living without your mother for ever and being without mother is really pain {word form error, verb instead of adjective “painful”} (Qusay’s 2nd presentation 17-2-2014)

“this change I do not like it at all because I do not like change because I feel sad and you can say depression {word form error, depressed} (Bashar’s 2nd presentation 17-2-2014)
“to fix his sick {wrong word form in fix his disease} but he cannot so he die (Ayman’s 3rd presentation 24-4-2014)

As OAPs’ excerpts revealed, the most problematic morphological subcategories for Jordanian NNESs were the case of omission of plural ending “s” and addition of plural ending “s”. Jordanian NNESs confuse between regular and irregular plural nouns in that they tend to keep the irregular plural as singular when it is plural (e.g. many situation) or tend to add “s” to uncountable (e.g. many peoples). A possible explanation for such errors is that Jordanian NNESs try to overgeneralize the rule of plurality in English where “s” is added to all plural forms. These results are in line with Kesseli and Jain (1984) who argued that the morphological errors of plurality are attributed to overgeneralization and simplification strategy on the learners’ part. This means that in order to simplify things, learners often sub-categorize certain countable nouns as uncountable nouns and vice versa.

5.1.4.2 Tense Errors Category

Moreover, Jordanian NNESs were found to have a serious issue in understanding the notion of frame of time in English language where tense errors occurred due to substitution of one tense for another. Excerpts below demonstrated this type of error in detail:

- “the restaurant there and the food is so good x- the second thing – x- a lot of mosques there sometimes when you was {tense error, simple past “was” instead of simple present “are”} at KL (Qusay’s 1st presentation 16-1-2014)

- “hi everybody my name is Mohmmad Suhail I x- before 2 years and we are going to Dubai {tense error, present continuous “are going” instead of simple past “went”} (Mohammad’s 1st presentation 16-1-2014)

- “okay actually it is not like there is a lot of dislikes but some of the things in Dubai it is quite expensive and anyone is knowing {tense error, present continuous “is knowing” instead of simple present “knows”} that (Malik’s 1st presentation 16-1-2014)
“yes yes you are right this change bad because not all change is good like you say {tense error, simple present “say” instead of simple past “said”} (Othman’s 2nd presentation 17-2-2014)

“yes my life was boring and same routine in Jordan during the last 12 years in school same language –same teachers same environment but when I come {tense error, simple present “come” instead of simple past “came”} (Bashar’s 2nd presentation 17-2-2014)

“yes is change good or bad in our lives – to answer this questions I think carefully yesterday {tense error, simple present “think” instead of simple past “thought”} until I reach {tense error, simple present “reach” instead of simple past “reached”} (Qusay’s 2nd presentation 17-2-2014)

“yes my school my friends and this was new start for me which really I feel sad not only me but also my brothers they all feel {tense error, simple present “feel” instead of simple past “felt”} (Noor’s 2nd presentation 17-2-2014)

“Alslam Alekom my friend this presentation about the money story – and - if I believe that money can made {tense error, simple past “made” instead of simple present “makes”} happiness or not (Ayman’s 3rd presentation 24-4-2014)

“who was very very rich and he got sick with cancer one day- I remember he spend {tense error, simple present “spend” instead of simple past “spent”} (Ayman’s 3rd presentation 24-4-2014)

“but he cannot so he pass away {tense error, simple present “pass” instead of simple past “passed”} (Ayman’s 3rd presentation 24-4-2014)

“I study in Jordan engineering we study in English yeah but we cannot speak because x we talk in Arabic but answer in exam in English this is why I come {tense error, simple present “come” instead of simple past “came”} (Noor’s 3rd presentation 24-4-2014)

The above excerpts from participants’ OAPs at different intervals reflected insufficient knowledge of verb tenses of English where Jordanian NNESs had a hard time selecting an appropriate verb tense while conducting their OAPs in IEP context. The researcher argued that these tense errors are attributed to negative language transfer process from L1 (i.e. Arabic language) that has different concepts of time compared to English language. For example, Mohammad in his 1st OAP dated 16th of January, 2014 employed present continuous “are going” instead of the simple past “went” because of the absence of verb conjugation in Arabic language. That is, Arabic
language has only the perfect and imperfect (past and non-past). Therefore, the progressive and perfect tenses are in particular hard for Arab learners of English to understand.

5.1.4.3 Verb Errors Category

Furthermore, data analysis revealed that Jordanians also had a serious issue with verb case particularly the case of verb “Be” omission as OAPs’ excerpts below illustrated:

- “Good morning guys my name {omission of verb to “be”} Othamn Khalid Abdullah, today x- I will talk about my the city I live in SERDANG (Othman’s 1st presentation 16-1-2014)
- “I like Serdang because there is there are many Arabic restaurant and then the service very good {omission of verb “be”} many banks and also shopping mall (Othman’s 1st presentation 16-1-2014)
- “I’m going to talk about the thing I like in Kajang and he is going to talk about the dislikes – the first thing I’m going to talk about {omission of verb “be”} the food (Qusay’s 1st presentation 16-1-2014)
- “the transportation is very very bad transportation because the KTM so far {omission of verb “be”} you cannot find bus stops a lot the taxi you have to take taxi (Noor’s 1st presentation 16-1-2014)
- “yes you are right this change bad {omission of verb to “be”} because not all change is good like you say (Othman’s 2nd presentation17-2-2014)
- “and then the type of building and style yes style everything different {omission of verb to “be”} but now I’m good I need just time (Ayman’s 2nd presentation17-2-2014)
- “people in the world living {omission of verb to “be”} happy without become very rich (Ayman’s 3rd presentation 24-4-2014)
- “Alslam Alekom brothers and sisters –our presentation today about {omission of verb “be”} a complicated life issue when you argue it (Bashar’s 3rd presentation 24-4-2014)

The above excerpts from participants’ OAPs at different intervals show that Jordanian NNESs had committed various errors in verb cases particularly the case of
omission of the verb “Be”. It is argued that such errors are due to negative language transfer because similar structures in Arabic language lack the verb “Be”.

5.1.4.4 Preposition Errors Category

Findings revealed that Jordanian NNESs had committed various errors under this category due to lack of knowledge of the English prepositional system. The following excerpts from participants’ OAPs demonstrate these errors in detail:

- “I have also one points about the service if you want get some electronic (x) from I have to go the mines {preposition omission, to} (Ayman’s 1st presentation 16-1-2014)

- “the student want go to from the university {misuse of preposition} to south city he can buy the buss yeah. (Ayman’s 1st presentation 16-1-2014)

- “the restaurant there and the food is so good x- the second thing – x- a lot of mosques there sometimes when you was at KL {Misuse of preposition} you can not hear the Athan when you are in kajang you can hear it (Qusay’s 1st presentation 16-1-2014)

- “second change is good our body {preposition omission ‘to’} for example hormone in our body need (Othman’s 2nd presentation17-2-2014)

- “change yeah change is when you use to make something and you change it to do something different for example - you use to study in library and then you study in home - {misuse of preposition} this is change I think (Othman’s 2nd presentation17-2-2014)

- “that it is the time for me to change myself and depend in myself {misuse of preposition} live alone and buy my home grocery alone so I start to feel how my parents suffer to grow us up (Bashar’s 2nd presentation17-2-2014)

- “to answer that change maybe bad and good for us depend what {preposition omission “on”} kind of change we have- yes (Qusay’s 2nd presentation17-2-2014)

- “but If you are not happy in your life the car and house and everything is nothing at all- yes it is true and thank you very much for listening me today {omission of preposition “to” } (Othman’s 3rd presentation 24-4-2014)

- “everything in your life you should know how to use the iPhone or android technology - because this technology help you to get your work {preposition omission “to”} (Qusay’s 3rd presentation 24-4-2014)
Several scholars reported that Jordanian EFL learners face serious problems in using English prepositions (e.g. Rabab’ah, 2001, 2005; Zughoul, 1991, 2003; Al-khataybeh, 1992, Tahaineh, 2010). For instance, Tahaineh (2010) investigated the written texts of 162 Jordanian NNESs at different universities in Jordan with the aim to find out the cause of errors in their preposition usage. Findings of Tahaineh (2010) revealed that interlingual factor is the main reason behind these prepositions errors (i.e. L1 influence on L2 language production). The findings of this current research seem to support the findings found in Tahaineh’s (2010) study in that Jordanian NNESs tended to use proper English preposition if equivalents are used in their mother tongue, employ improper prepositions if equivalents do not exist in their mother tongue, and omit the whole preposition if equivalents are not required in their mother tongue.

5.1.4.5 Article Errors Category

Data analysis of Jordanian NNESs’ OAPs at different intervals also revealed that article usage is one of the linguistic issues that participants face while they are delivering their OAPs in IEP context. Jordanian NNESs had difficulty in deciding if a definite article is needed or not for a noun in their spoken discourse. As a result, Jordanian NNESs committed various errors under this category. For example, Jordanian NNESs in their OAPs at different intervals tend to add articles where it is not necessary as the following OAPs’ excerpts demonstrated:

- “I have also one points about the service if you want get some electronic (x) from I have to go the Mines {addition of article “the”} if I want buy something buy something the laptops or computers I can get from the Mines {addition of article “the”} and some - there is some of x- the service there is some bus (Ayman’s 1st presentation 16-1-2014)

- “many universities have transportation they provide transportation like other universities but for Tenaga there are not there are no any buss but the people who live {addition of article “the”} in Serdang they can buy taxi or can buy
The cars own car (addition of article “the”) (Othman’s 1st presentation 16-1-2014)

- “only ticket on the weekends, from university to south city, you have to get the ticket, only in the weekend (addition of article “the”)” (Ayman’s 1st presentation 16-1-2014)

- “very beautiful city and – x- have good shopping if you want to buy anything you can buy in Dubai and the beside entertainment (article addition ‘the’) have- have good – many many malls and have Deseret because United Arab Emirates is desert (Mohammad’s 1st presentation 16-1-2014)

- “Good morning all before I take the stage and start my presentation I would like to comment about what my friend Bashar said that the money is just dirt in hands (addition of article “the”)” (Qusay’s 3rd presentation 24-4-2014)

Or omit the articles where it is necessary to be added as the following excerpts demonstrated:

- “we like but cannot buy happiness for us yes cannot x- I have good neighbour in Jordan (omission of article “a”) who was very very rich (Ayman’s 3rd presentation 24-4-2014).

- “Hello everybody x special thanks for Ms. Hanis who taught us this course in good way to stage (omission of article “the”) where I feel very happy to be able to present in front of all of you my friends – yes I feel happy because I reach to (omission of article “the”) level where I can express my thoughts using my English (Noor’s 3rd presentation 24-4-2014)

According to Mukattash (1983), article system in English differs considerably from Arabic article system in that English has definite and indefinite articles depending on the noun pre-modified by the article. In English language, the definite article is used with specific reference while the indefinite one is used with a singular countable noun when the reference represents the whole class. However, Arabic language has only one article called “AL” or the article of definition. For example, Ayman in his 3rd OAP dated 24th of April, 2014, omitted the indefinite article “a” before the noun “neighbour” because if Ayman tends to form the same meaning in Arabic language he will say “Endi Jar” without any article. Therefore, in the case of this current research, it can be
argued that Jordanian NNESs committed article errors due to interlingual factor in that Jordanian NNESs tend to transfer their article rules from their L1 to their L2 language production.

5.1.4.6 Active and Passive Voice Errors Category

Jordanian NNESs were also found to commit errors in their active and passive voice construction during their OAPs at different intervals. A few errors were spotted under this category as the following OAPs excerpts demonstrated:

- “for example hormone in our body need to change from time to time to make the immune (x) system strong and stronger yes this is proof in medic now {passive voice error} (Othman’s 2nd presentation17-2-2014)
- “then we moved all of us to new neighbourhood that time I lost all my childhood friends and everything have change {passive voice error} (Noor’s 2nd presentation17-2-2014)

Excerpts above presented incorrect formula of English passive voice construction. In this regard, the researcher argued that this problem could be due to negative language transfer in that both languages (i.e. English and Arabic) have active and passive voice but with different constructions. In other words, English passive construction uses auxiliaries and word order change while Arabic passive construction is a matter of vowel change without any single change in sentence order.

To conclude, findings indicated that Jordanian NNESs faced various language difficulties while delivering their OAP. These language difficulties were mainly in vocabulary, pronunciation, listening difficulties, and grammar. These language difficulties were stated first by participants during their interview sessions and later analysed and spotted in participants’ OAPs in different intervals by using Error Analysis (EA) approach as proposed by Corder (1982). These errors were first located,
identified and described, and then the sources of these errors were found.

5.2 IS THERE ANY LINGUISTIC DEVELOPMENT IN JORDANIAN NNESS’ OAPs OVER TIME?

Although it is important to investigate and understand the language difficulties that Jordanian NNESs face in their socialization process, it is equally important to investigate and understand Jordanian NNESs’ progress in their OAP over time. Such analysis enables EFL instructors in Jordan and Jordanian NNESs themselves to recognize the active role of the language user and to identify the kind of attention to language that will be most effective in doing different kinds of oral academic tasks such as OAP.

This section addresses the fourth and final research question of whether Jordanian NNESs had any linguistic development in their OAPs at different intervals. For the purpose of this research, the Systemic Functional Linguistics approach (SFL) was employed as a tool of analysis in order to identify the lexical and grammatical features that Jordanian NNESs employ in their OAPs at different intervals.

Schleppegrell (2004) argued that in the research of language development, it is important to examine the ideational, interpersonal, and textual choices that speakers/writers employ to construct the three contextual variables of field, tenor, and mode within their discourse. This examination is very crucial since it provides us with knowledge on how these speakers/writers learn how to manipulate the lexical and grammatical features within their discourse. The following subsections presented the findings on how Jordanian NNESs employed these contextual variables of field, tenor, and mode that are realized in the ideational, interpersonal and textual choices in the grammar and how these contextual variables developed at different OAPs intervals (i.e. over the duration of one academic semester).
5.2.1 Discourse Socialization in Terms of Field (Presenting Ideas)

The contextual variable of field is realized in ideational resources that speakers or writers employ in their discourse such as noun phrases, verbs, prepositional phrases, and resources for making logical relationship (Schleppegrell, 2004). So in order to track whether Jordanian NNESs had made any linguistic development in terms of field of discourse, these ideational resources were tracked as the following subsections show:

5.2.1.1 Lexical Choices

As Jordanians NNESs moved from early primary years into late primary school and then from middle school and high school to university in Malaysia, they all need to engage in increasingly advanced literacy tasks where English as a foreign language is typically structured through lexical choices that are different from the way language is typically used in ordinary contexts of everyday interaction (academic registers vs. interactional registers).

Findings in previous section revealed that vocabulary was one of the main language difficulties that Jordanian NNESs faced while delivering their OAP in IEP context. This lack of vocabulary or lexical choices affected Jordanian NNESs’ fluency or what is known as speed of processing (Meara, 2005) and affected Jordanian NNESs’ vocabulary size or breadth that involve the knowledge of word form and primary meaning (Schmitt, 2010) (see section 5.1.1 for further discussion). Moreover, findings in previous section also indicated that this lack of vocabulary or lexical choices also affected Jordanians’ listening ability since listening as a language skill is connected in
all sorts of ways to the comprehension of discourse meaning (see 5.1.3 for further discussion).

However, in tracking the linguistic development that Jordanian NNESs had in their OAP at different intervals, findings revealed that this lack of vocabulary and lexical choices had gradually subsided as Jordanian NNESs continued their socialization process into IEP context. For example, when examining Othman’s OAPs over time there was a clear progress in employing different lexical choices through his OAPs at different intervals. Table 5.2 demonstrated Othman’s ideational choices development in terms of lexical choices at different OAPs intervals:

Table 5.2 Othman’s OAPs intervals, Lexical choices development

<table>
<thead>
<tr>
<th>1st presentation 16-1-2014</th>
<th>2nd presentation 17-2-2014</th>
<th>3rd presentation 24-4-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do our cities say about us?</td>
<td>Is change good or bad?</td>
<td>Can money buy happiness?</td>
</tr>
<tr>
<td>Good morning guys my name Othamn Khalid Abdullah, today I will talk about my the city I live in SERDANG I like Serdang because there is there are many restaurant, Arabic restaurant and then the service very good many banks and also shopping mall but: x- and also my friends he will talk about dislikes many universities have transportation they provide transportation like other universities but</td>
<td>Good afternoon everybody – today I would like to talk about change in our life I think we need change like we live in Malaysia now this is change: living in new country and learning new language new for us x- my friends from Yemen Palestine – Saudi Arabia and brothers from Jordan will feel maybe this is normal change but I think it is big change we need it from time to time because I think change is good in our life for many reason– first in psychology people need to change their place</td>
<td>Good morning everyone today our presentation would be about a very common issue we all face every day in our lives – yeah about if we believe that money can buy happiness in our lives – without any doubt money is important for us to survive and for sure it is key for success in our lives and no one can deny this fact- yes you cannot deny this fact at all because we all need money to buy new technology and to stay update with all new things in life – yes and</td>
</tr>
</tbody>
</table>

Continue…
Continued…

for Tenaga there are not there are no any buss but the people who live in Serdang they can buy taxi or can buy the cars own car yeah but for other university like UPM and APT they have BUS

Actually you we have good view there because we have lack lack but for the last month we couldn’t see also because the weather is not good, but this nowadays, it is good there are x-

their food their day habits to feel life again for example I cannot stay long time in one place and if I study I like to study in different place like library home or sometimes old town café near my home – second change is good our body for example hormone in our body need to change from time to time to make the immune (x) system strong and stronger yes this is proof in medic now – and

lastly change is good for us as student here in Malaysia you can manage your life as you wish and have self-confidence far from your family you can build your personality – thank you very much for listening to me and I would like to ask if there any question you can ask just ask

very important point here today there is no health insurance for big surgeries so you have to pay for such surgeries and in many case around the world people die because of this situation yes that is why I believe that money buy happiness - yes and - no one can deny this fact for instance I’m happy for being here in Malaysia learning new language and being with new people and learning about new cultures being here living in Malaysia express the fact that money is important which so many friends in Jordan they wish to have this chance but unfortunately they are not lucky enough because they cannot afford living here in Malaysia – yes – they cannot pay for the tuition fees and for the ticket and everything – this is because for sure money can buy happiness in our lives and thank you very much for your listening

As OAPs video recordings transcripts above show, Othman in his first OAP introduced his topic by employing typical lexical choices for interactional texts as in “good morning guys, today I will talk about my the city I live in”. However, Othman in his second OAP introduced his theme by employing more academic lexical choices that fit the context of his discourse as in “good afternoon everybody - today I would
like to talk about change in our life” followed by more clarification on the theme given as in “I think we need change like we live in Malaysia now this is change”. Furthermore, as Othman continued his academic socialization process into IEP context, he managed to develop a better sense on how to employ more lexical choices in his OAP discourse as seen in his third OAP. That is, Othman in his third OAP introduced his theme with more academic lexical choices that suit the context of his discourse as in “good morning everyone, today our presentation would be about very common issue we all face every day in our lives” followed by providing an emphasis on the theme of his OAP as in “yeah about if we believe that money can buy happiness in our lives”. This ability to draw on lexical resources that are effective in particular context, is a clear evidence that Othman had made linguistic development in mastering the knowledge of the social expectations of the task as well as control the range of lexical choices required to construe meanings precisely.

Moreover, Othman in his first OAP had abruptly stopped in his OAP as indicated by transcription convention (x-) due to lack of lexical choices in the target language as in “and also shopping mall but: x-, but this nowadays, it is good there are x-“. However, this was not the case in his second and third OAPs where he managed to employ different lexical choices without any interruption in his OAPs. In this regard, Tanskanen (2006) argued that when speakers are able to familiarize themselves with the kind of grammatical choices and lexical choices that construct particular context, speakers will be able to produce text that is organized and continuous.

This ideational development in term of lexical choices can also be tracked in other participants’ OAPs. For instance, Bashar in his OAPs at different intervals had
managed to develop a better sense of employing lexical choices that suit the context of situation as Table 5.3 demonstrate:

**Table 5.3 Bashar’s OAPs intervals, Lexical choices development**

<table>
<thead>
<tr>
<th>1st presentation 16-1-2014</th>
<th>2nd presentation 17-2-2014</th>
<th>3rd presentation 24-4-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do our cities say about us?</td>
<td>Is change good or bad?</td>
<td>Can money buy happiness?</td>
</tr>
</tbody>
</table>

| We gona talk about dislike about Serdang, the thing we dislike it about it, it is more Chinese area, there is no mosque only UPM mosque so far from us and the traffic jam there from 2 to 6 o’clock it is always traffic jam the people want to avoid the toll so they come from highway through Serdang and we will also talk about cost of living it is high for another area it is very high when you compare it with Kajang or compare it with another places the cost of living there is high – that is all thank you |
| Aalslam Alekom brothers and sisters- today in my presentation I will talk about change in our life and is change good or bad to us x- yes change maybe good or bad but I think change is good for us because we all need change in our life since change provide us with new experience and new way of life let me I give you example from my life –yes my life was boring and same routine in Jordan during the last 12 years in school same language –same teachers same environment but when I come I felt the deferent I mean here I change my environment which really change my whole life this is what I mean by change- maybe for some it was bad experience and therefore it was bad change but for me it was good change because I enjoy living |
| Aalslam Alekom brothers and sisters –our presentation today about a complicated life issue when you argue it you will have many many different views yes the question is - can money buy happiness – yeah this question always have many answer with yes or no for example we have saying in Jordan very common between people if I translate it the meaning is money just dirt in hands but I believe this saying simple wrong because money in real life can make you happy for example x- buy your best car – buy your best home put your children in private best schools and if you are sick can cure you in any country in the world because many people nowadays die because no money in |

Continue…
Continued...

<table>
<thead>
<tr>
<th>Continued...</th>
</tr>
</thead>
<tbody>
<tr>
<td>alone without my past routine yes in Jordan I mean- change for me is new life style and new routine which we all need in our life this is what I believe about change and thank you for your attention for my presentation- thank you</td>
</tr>
</tbody>
</table>

In January 16th, 2014, Bashar introduced his theme by employing generic and ordinary lexical choices as in “We gona talk about dislike about Serdang”. Using these generic and ordinary lexical choices for interactional texts such as “gona; talk about” denotes the fact that Bashar in his first OAP could not express his themes in more academic way due to severe shortage in lexical choices. However, one month later, Bashar in his second OAP introduced his OAP by employing more abstract academic lexical choices as in “Alslam Alekom brothers and sisters- today in my presentation I will talk about change in our life”. Moreover, Bashar’s ability in employing lexical choices that suit the context of situation was significantly developed in his third OAP where he introduced his OAP as in “Alslam Alekom brothers and sisters – our presentation today about a complicated life issue”.
Moreover, findings also revealed that as Bashar continued his academic socialization process into IEP context, he had significantly improved the way of concluding his OAPs at different intervals. For example, Bashar in his first OAP concluded his discourse by abruptly stating “that is all thank you”. This conclusion indicates that Bashar was very limited in lexical choices because he suddenly concluded his OAP without any signal or alert denote that he is about to finish his OAP. Nevertheless, Bashar in his second and third OAP, offered lexical choices development where he concluded his presentation by stating “and thank you for your attention for my presentation- thank you” or in his third OAP when he stated “thank you very much my friends”.

Another way that the contextual variable of field can be constructed, is the type of process that different text types draw on (Eggins, 2004). That is, from functional perspective, an English clause can include a process typically realized in verb or verbal group; participants, typically realized in nouns or nominal groups; and circumstances, typically realized in prepositional phrases or adverbs (Halliday, 1994). Halliday (1994) describes six types of processes namely material, behavioural, mental, verbal, relational and existential. Halliday (1994) further shows how each type of process assumes a constellation of participants in the process and grammatical relationships between process and participants that are realized in different ways. Thus, when speakers or writers employ different types of processes, they tend to employ different lexical choices to construct the whole clause.

Findings revealed that Jordanian NNESs had developed a better sense on how to employ these types of processes into their OAPs at different intervals. For instance, Qusay in his OAPs at different intervals stated the following:
Table 5.4 Qusay’s OAPs intervals, Lexical choices development

<table>
<thead>
<tr>
<th>1st presentation 16-1-2014</th>
<th>2nd presentation 17-2-2014</th>
<th>3rd presentation 24-4-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do our cities say about us?</td>
<td>Is change good or bad?</td>
<td>Can money buy happiness?</td>
</tr>
<tr>
<td>Yes hello everybody I’m going to talk about the city I live in with my friend with my friend Noor – we are going to talk about Kajang x- I’m going to talk about the thing I like in Kajang and he is going to talk about the dislikes – the first thing I’m going to talk about the food – there is no problem in Kajang about the food so many Arab restaurant and Malay restaurant so we can eat there – the restaurant there and the food is so good x- the second thing – x- a lot of mosques there sometimes when you was at KL you cannot hear the Athan when you are in kajang you can hear it and yeah yeah and there is places to pray (x) so you can pray there and it is safe at night</td>
<td>Good afternoon Dr. Hanis and all my friends in this beautiful day, as it is the custom I will start my presentation with defining what do we mean by change- change is the leap from one status to another where we used to do something and we stop doing it or we start doing something new for example we used to play football and now we stop playing football and start playing basketball- yes in this case we change our habit this is not the point in our presentation we are here today to answer one question yes is change good or bad in our lives – to answer this questions I think carefully yesterday until I reach to answer that change maybe bad and good for us depend what kind of change we have- yes for example few years ago my mother passed away in UAE and that was a really the worst day in my life yes many changes like living without your mother for ever and being without mother is really pain this is a bad change but I remember when we moved from Jordan to UAE few years ago it was a good change because I was in new environment that I really like new good schools – and yes new life and for sure</td>
<td>Good morning all before I take the stage and start my presentation I would like to comment about what my friend Bashar said that the money just dirt in hands – yeah this is an old saying maybe forty years ago - YES when people in Jordan was living without lights and they were using their lands to grow many Vegi so life was very easy that time x yes EASY and no technology and nothing to buy with the money - if the money was in their hands – yes brothers and sisters this if x the fact we are living now if you do not have money you will be very late in everything in your life you should know how to use the iPhone or android technology - because this technology help you to get your work morning like using GPS or x another stuffs we cannot mention in 5 minute here –yes money can buy happiness and no one ? can deny this fact because money is important in our lives and if you have it - you can be happy in all aspects – people in the past were making exchange in products for example they have rice they give it to someone and take tomato instead x so people that time they did not know the definition of money but do not forget if they did not</td>
</tr>
</tbody>
</table>
Continued…

| so in conclusion change maybe good or bad depend on the change we have sometimes it is good and sometimes it is really bad. | have anything to exchange they cannot survive at all and I have very good proof from our Sahaba namely Ali Bin Abi Talib who said once x if the poverty were a man I will kill him – and thank you very much for your attention brothers and sisters hope my presentation was straight to the point and short one x thank you again |

As table 5.4 shows, Qusay ability to draw on different types of processes that are effective in particular context dramatically developed at different OAPs intervals as indicated by the underlined clauses. For example, Qusay in his first OAP employed limited types of processes such as verbal process as in “I’m going to talk about the city; we are going to talk about Kajang; he is going to talk about the dislike” which enables Qusay to construe the process of saying and thinking; existential process as in “the second thing” which enables Qusay to construe the process of introduce the new topic; mental process as in “you can hear” which enables Qusay to construe process of saying and thinking; and behavioural process as in “so you can pray” which enables Qusay to construe the process of human behaviour.

While in his second OAP, Qusay’s ability to draw on different types of processes had improved which led in return to employ various range of lexical choices to construct the whole clauses such as material process as in “I will start my presentation, where we used to do something, where we used to play football” to construe the process of the event; relational process as in “change is leap form one status to another” to construe the definition of the theme; behavioural process as in
“we are here today to answer one question” to construe the process of human behaviour; and mental process in various clauses as in “I think carefully yesterday, until I reach, maybe bad or good for us, my mother passed away, this is bad change, it was good change, but I remember, this change may be good for me” to construe the process of saying and thinking.

To conclude, the contextual variables of field can be realized by various ideational choices such as Noun phrases/nominal groups (participants), Verbs (process types) prepositional phrases, adverbials adjuncts, and other resources for information about time, place, manner, etc. (circumstances) and other resources for making logical relationship. The previous excerpts from Jordanian NNESSs’ OAPs at different intervals demonstrated the fact that as Jordanian NNESSs continued their socialization process into OAP in IEP context, they manage to develop a better sense on how to employ different lexical choices that suit the context of their academic discourse namely OAP.

5.2.1.2 Logical Relationship

Another important field variable is the realization of logical relationships within the texts. These kinds of logical meanings that contribute to the realization of field of discourse include relationships of time, consequence, comparison and addition. Schleppegrell (1996) argued that in spoken interaction, conjunctions are universal features, and a few commonly used conjunctions can construe a wide range of meanings in this register. This means that spoken discourse frequently employed a few commonly occurring conjunctions to realize a variety of logical links. However, it should be noted that OAP is a reflection of written text rather than spontaneous spoken discourse in that presenters typically prepared their presentation with much concern
regarding their lexical choices and the logical relationships within the context (Duff, 2010). As a result, presenters tend to employ various conjunctions within their discourse in order to make sure that their discourse is logically constructed.

Findings revealed that most Jordanian NNESs were able to express more logical relationships about the idea given in their OAPs at different intervals. Table 5.5 shows one of the examples of Mohammad’s progress in the use of conjunctions that considers one of the options in the system of logical connection within and between clauses.

Table 5.5 Mohammad’s OAPs intervals, Logical relationships development

<table>
<thead>
<tr>
<th>1st presentation 16-1-2014</th>
<th>2nd presentation 17-2-2014</th>
<th>3rd presentation 24-4-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do our cities say about us?</td>
<td>Is change good or bad?</td>
<td>Can money buy happiness?</td>
</tr>
<tr>
<td>hi everybody my name is Mohammad Suhail I x- before 2 years and we going to Dubai very beautiful city and – x- have good shopping if you want to buy anything you can buy in Dubai and the – beside entertainment have- have good – many many malls and x- have Deseret because United Arab Emirates is desert</td>
<td>as we know all change is very important in our life and something that could happened anytime and anywhere also – so change is part of our life and we cannot escape from it anytime so we have to accept this life fact and carry it yes we cannot hide this fact this is change definition and what change could be bad or good this is what I will present today Enshalah-yes change maybe good or bad but I think change is good for us because change change our life style and put us in pressure as my friend Noor say</td>
<td>today I would like to talk about happiness and what make us happy and is it true that money can make happiness – being happy is a good state of mind we all wish to be happy all the time and it is our target in this hard life yes happiness become target because it is hard to – yes hard to get nowadays – I believe like most my friends money make you happy in all ways and many many proofs around us show this fact</td>
</tr>
</tbody>
</table>
In order for Mohammad to make his point in his first OAP, he used the conjunction “and” to link the previous discourse with the one he introduced next. Moreover, the second conjunction “if” introduced a further hypothetical clause describing what tourists can do in UAE followed by the next event in the evolving scenario using the conjunction “beside”. Although the fact that Mohammad’s lexical choices were relatively weak in a way that he could not express his thoughts in proper English, he managed to employ several conjunctions to keep the flow of his presentation going. However, Mohammad in his second OAP had employed several conjunctions in order to maintain logical relationships in his discourse so he started his OAP with the introductory marker “as” to initiate his scenario followed by the next event in the sequence using the conjunction “and” and again the conjunction “and” to finish his first scenario. Thereafter, he used the casual marker “so” to further explain his point in the discourse. Mohammad’s linguistic ability had significantly improved over time as he successfully managed to maintain the coherence in his second OAP clear and understandable compared to his first OAP. This ability had further improved two months later as Mohammad’s third OAP took place. That is, Mohammad in his third OAP had displayed new conjunction usage such as “like” and “because” in that he used the conjunction “because” to justify his theme (i.e. happiness becomes a target in our lives) and he employed the conjunction “like” as an internal link that indicates he is presenting an example.

Schleppegrell (2002) argued that using conjunctions in oral discourse is a major strategy for maintaining coherence in speech and gain extra time in communication particularly for L2 learners. Findings revealed that most Jordanian NNESs tend to use various conjunctions in their OAPs for two main reasons namely to construct logical
relationship and to gain extra time to find their lexis due to L1 interference. This was clear in Mohammad’s first OAP where he employed many conjunctions such as “and; if; beside” followed by long pause as indicated by transcription convention “x”. This argument could be further tracked in other participants’ OAP. For example:

- **So this change is bad and good in the same time – I think change in general is very necessary (x) and x- we all need it’? (Ayman’s 2nd presentation 17-2-2014)**
- **Yes that is why I believe that money buy happiness x- yes and x- no one can deny this fact (Othman’s 3rd presentation 24-4-2014)**
- **Yes my friend imagine my friend I do not have money x- and x- I study in Jordan ENGINEERING we study in English yeah but we cannot speak because x- we talk in Arabic but answer in exam in English this is why I come to Malaysia (Noor’s 3rd presentation 24-4-2014)**

As excerpts above showed, Jordanian NNESSs maintain the sequence of their spoken discourse by employing the clause conjunction “and” followed by “x-” transcription convention that denotes an unintentional discourse pause which in turn gives the speakers time to think about his or her next sentence in discourse sequence. The researcher argued that Jordanian NNESSs in their socialization process into OAP in IEP context had mastered a new linguistic skill by employing these conjunctions in their OAPs as a way to enhance the logical relationship in their spoken discourse and gain extra time to find their lexical choices during their OAPs in different intervals.

### 5.2.2 Discourse Socialization in Terms of Tenor (Taking a Stance)

Tenor is the contextual variable of the text that is realized in the interpersonal elements of grammar (e.g. mood, modality and pronoun use) (Schleppegrell, 2004). Speakers or writers demonstrate their understanding of the role relationships inherent in each context and express their stance toward the texts they are creating through
choices from the interpersonal elements of grammar such as mood, modality and pronounce use (Halliday and Matthiessen, 2004). This section discusses the participants’ discourse socialization in terms of tenor as reflected in the mood (statement, questions or demands), the modal verbs and adverbs, as well as pronoun use.

5.2.2.1 Mood

Mood is a major resource to establish tenor in any context and a major resource that helps realize interactivity and negotiation on the issues under discussion (Schleppegrell, 2004). According to Schleppegrell (2004) English has three mood options namely declarative, interrogative or imperative as illustrated in table 5.6.

Table 5.6 Mood options in English language, adopted from Schleppegrell (2004)

<table>
<thead>
<tr>
<th>Mood Type</th>
<th>Sentence Structure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Declarative Mood</td>
<td>You are learning about functional grammar</td>
</tr>
<tr>
<td>Interrogative Mood</td>
<td>Are you learning about functional grammar?</td>
</tr>
<tr>
<td>Imperative Mood</td>
<td>Learn about functional grammar</td>
</tr>
</tbody>
</table>

Selection of mood is simply a choice that reflects the language user as someone who states, questions or commands. And each mood choice suggests a different relationship between speaker/listener or writer/reader (Schleppegrell, 2004). Dialogical text typically has varied mood structure as speakers share information, question, or argue to spur each other to act. On the other hand, the mood structure in academic text is typically declarative as speaker or writer presents themselves as knowledgably providers of information (Halliday and Matthiessen, 2004). Although
OAP is listed under academic text, it might also consider as dialogical text since the audiences often address several questions to the presenters about the subject under discussion which as a result provoke an interactional event between different parties (Morita, 2000).

Findings revealed that as Jordanian NNESs continued their academic socialization process into OAP at IEP context, their ability to employ several mood resources to establish and maintain relationship with their audiences had developed. Table 5.7 presents how Othman (one of the participants) managed to employ different mood resources in his OAPs at different intervals.

Table 5.7 Othman’s OAPs intervals, Mood development

<table>
<thead>
<tr>
<th>1st presentation 16-1-2014</th>
<th>2nd presentation 17-2-2014</th>
<th>3rd presentation 24-4-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do our cities say about us?</td>
<td>Is change good or bad?</td>
<td>Can money buy happiness?</td>
</tr>
<tr>
<td>Good morning guys my name Othamn Khalid Abdullah, today x- I will talk about my the city I live in SERDANG I like Serdang because there are many restaurant Arabic restaurant and then the service very good many banks and also shopping mall but: x- and also my friends he will talk about dislikes many universities have transportation they provide transportation like other universities but for Tenaga there are not there are no any buss but the people who live in Serdang they can buy taxi or can buy the cars own car</td>
<td>Good afternoon everybody – today I would like to talk about change in our life I think we need change like we live in Malaysia now this is change: living in new country and learning new language new for us x- my friends from Yemen Palestine – Saudi Arabia and brothers from Jordan will feel maybe this is normal change but I think it is big change we need it from time to time because I think change is good in our life for many reason – first in psychology people need to change their place their food their day habits to feel life again for example I cannot stay long time in one place and if I study I like to study</td>
<td>Good morning everyone - today our presentation would be about a very common issue we all face every day in our lives – yeah about if we believe that money can buy happiness in our lives – yes- without any doubt money is important for us to survive and for sure it is key for success in our lives and no one can deny this fact- yes you cannot deny this fact at all because x we all need money to buy new technology and to stay update with all new things in life – yes and very important point here today there is no health insurance for big surgeries so you have to pay for such</td>
</tr>
</tbody>
</table>

Continue…
Continued…

| in different place like library home or sometimes old town café near my home – second change is good our body for example hormone in our body need to change from time to time to make the immune (x) system strong and stronger yes this is proof in medic now – and lastly change is good for us - as student here in Malaysia you can manage your life as you wish and have self-confidence far from your family you can build your personality – thank you very much for listening to me and I would like to ask if there any question you can ask just ask | surgeries and x in many case around the world people die because of this situation yes that is why I believe that money buy happiness x- yes and - no one can deny this fact - for instance I’m happy for being here in Malaysia ? learning new language and being with new people and and - learning about new cultures – yes - being here living in Malaysia express the fact that money is important which so many friends in Jordan they wish to have this chance but unfortunately they are not lucky enough because they cannot afford living here in Malaysia – yes – they cannot pay for the tuition fees and for the ticket and everything – this is because for sure money can buy happiness in our lives – yeah- and thank you very much for your listening |

Researcher: can you shortly define what do you mean by change in this context?

change yeah change is when you use to make something and you change it to do something different for example - you use to study in library and then you study in home - this is change I think

Researcher: so you believe in change that is good for us ? so what about if change was negative for us like you used to see your friends around all the time and suddenly everything has been changed and you are no longer able to see them again would that hurt you ?

YES yes you are right this change bad because not all change is good like you say losing your friends around and many MANY situation which make you down in real life and maybe make your health in bad situation
Othman in his first OAP dated 16\textsuperscript{th} January 2014 only employed a declarative mood all the way throughout his presentation without asking any question (other than briefly answer the questions being asked). One month later, Othman in his second OAP dated in 17\textsuperscript{th} February employed another mood resource namely interrogative mood by checking with the audience about the issue under discussion as he concluded his second OAP by stating “\textit{thank you very much for listening to me and I would like to ask if there any question you can ask just ask}”. Othman seemed to become more aware of the presence of the audience and the expected ways of doing OAP. That is, it can be argued that Othman employed interrogative mood resource as a way to provoke an academic interaction and thus minimize the gaps between him and the audience. This was marked as the next scenario occurred straight after his question where a fruitful argument took place between Othman and his audiences.

Another example of mood resources’ development can be touched in Qusay’s OAPs at different intervals as the following table demonstrated:

<table>
<thead>
<tr>
<th>Table 5.8 Qusay’s OAPs intervals, Mood development</th>
</tr>
</thead>
<tbody>
<tr>
<td>1\textsuperscript{st} presentation 16-1-2014</td>
</tr>
<tr>
<td>What do our cities say about us?</td>
</tr>
<tr>
<td>Yes hello everybody I’m going to talk about the city I live in with my friend with my friend Noor – we are going to talk about Kajang x- I’m going to talk about the thing I like in Kajang and he is going to talk about the dislikes – the first thing I’m going to talk about the food – there is no problem in Kajang about the food so</td>
</tr>
</tbody>
</table>

Continue…
many Arab restaurant and Malay restaurant so we can eat there – the restaurant there and the food is so good x- the second thing – x- a lot of mosques there sometimes when you was at KL you cannot hear the Athan when you are in kajang you can hear it and yeah yeah and there is places to pray (x) so you can pray there and it is safe at night yeah it is safe at night

Audience “SAFE” what do you mean by safe ?

yeah it is safe at night can you you walk in KL at 2 AM no no I’m asking you can you walk in KL at 2 AM you can not

Audience: I do not know

you cannot Kajang is safer than KL but im telling you it is so safe and there is no gangster

Audience: why (x x)

there is 24/7 supermarkets and you can buy whatever you want from there

Audience: at 2 AM

YEAH at 4 AM not 2 AM I go to the restaurant at 4 AM x- also it is a cheap city – cheap place yeah the buildings the rooms they are so cheap not like south city or KL cheaper than those cities and that’s it that’s it – the thing I like in Kajang now my friend is going to talk about dislikes.
As table 5.8 shows, Qusay in his first OAP merely employed declarative mood in his presentation. However, in his second OAP, his mood resources had developed to employ other mood resources such as interrogative mood by employing the rhetorical question “what do we mean by change”. This rhetorical question was further developed as Qusay continued his OAP by employing declarative mood as in “yes-change is the leap from one status to another”. This mixture of mood resources in the same OAP denotes the fact that Qusay had made linguistic progress by switching between moods of discourse from one clause to another.

5.2.2.2 Modality

Modality is a resource of tenor that presents prepositions non-categorically and expresses the degrees of probability, certainty, necessity and other meanings (Schleppegrell, 2004). Modality includes modal verbs and adverbs to function as a resource to express speaker or writer stance and attitude toward the issue under discussion and maintain a relationship with the audience. Therefore, writers and speakers should pay close attention on how to employ these modal resources in their texts since these modal resources can work against them if they employed in wrong manner (Halliday and Matthiessen, 2004). This case was touched in Qusay’s first OAP as the following table demonstrated.
What do our cities say about us?

Yes, hello everybody I'm going to talk about the city I live in with my friend with my friend Noor – we are going to talk about Kajang. I'm going to talk about the thing I like in Kajang and he is going to talk about the dislikes – the first thing I'm going to talk about the food – there is no problem in Kajang about the food so many Arab restaurants and Malay restaurants so we can eat there – the restaurant there and the food is so good x - the second thing – x - a lot of mosques there sometimes when you were at KL you cannot hear the Athan when you are in kajang you can hear it and yeah yeah and there is places to pray (x) so you can pray there and it is safe at night yeah it is safe at night Audience “SAFE” what do you mean by safe ?

yeah it is safe at night can you walk in KL at 2 AM no no I'm asking you can you walk in KL at 2 AM you cannot

Audience: I do not know

you cannot Kajang is safer than KL but im telling you

Is change good or bad?

Good afternoon Dr. Hanis and all my friends in this beautiful day, as it is the custom I will start my presentation with defining what do we mean by change-yes- change is the leap from one status to another where we used to do something and we stop doing it - or we start doing something new for example we used to play football and now we stop playing football and start playing basketball- yes in this case we change our habit this is not the point in our presentation we are here today to answer one question - yes is change good or bad in our lives – to answer this questions I think carefully yesterday until I reach to answer that change maybe bad and good for us depend what kind of change we have- yes for example few years ago my mother passed away in UAE and that was a really the worst day in my life yes many changes like living without your mother for ever and being without

Good morning all before I take the stage and start my presentation I would like to comment about what my friend Bashar said that the money is just dirt in hands – yeah this is an old saying maybe forty years ago - YES when people in Jordan was living without lights and they were using their lands to grow many Vegi so life was very easy that time x yes EASY and no technology and nothing to buy with the money - if the money was in their hands – yes brothers and sisters this if x- the fact we are living now if you do not have money you will be very late in everything in your life you should know how to use the iPhone or android technology - because this technology help you to get your work morning like using GPS or x another stuffs we cannot mention in 5 minute here –yes money can buy happiness and no one ? can deny this fact because money is important in our lives and if you have it - you can be happy in all aspects – people in the past were making exchange in

Can money buy happiness?

Yes, hello everybody I'm going to talk about the city I live in with my friend with my friend Noor – we are going to talk about Kajang. I'm going to talk about the thing I like in Kajang and he is going to talk about the dislikes – the first thing I'm going to talk about the food – there is no problem in Kajang about the food so many Arab restaurants and Malay restaurants so we can eat there – the restaurant there and the food is so good x - the second thing – x - a lot of mosques there sometimes when you were at KL you cannot hear the Athan when you are in kajang you can hear it and yeah yeah and there is places to pray (x) so you can pray there and it is safe at night yeah it is safe at night Audience “SAFE” what do you mean by safe ?

yeah it is safe at night can you walk in KL at 2 AM no no I'm asking you can you walk in KL at 2 AM you cannot

Audience: I do not know

you cannot Kajang is safer than KL but im telling you

Is change good or bad?

Good afternoon Dr. Hanis and all my friends in this beautiful day, as it is the custom I will start my presentation with defining what do we mean by change-yes- change is the leap from one status to another where we used to do something and we stop doing it - or we start doing something new for example we used to play football and now we stop playing football and start playing basketball- yes in this case we change our habit this is not the point in our presentation we are here today to answer one question - yes is change good or bad in our lives – to answer this questions I think carefully yesterday until I reach to answer that change maybe bad and good for us depend what kind of change we have- yes for example few years ago my mother passed away in UAE and that was a really the worst day in my life yes many changes like living without your mother for ever and being without

Good morning all before I take the stage and start my presentation I would like to comment about what my friend Bashar said that the money is just dirt in hands – yeah this is an old saying maybe forty years ago - YES when people in Jordan was living without lights and they were using their lands to grow many Vegi so life was very easy that time x yes EASY and no technology and nothing to buy with the money - if the money was in their hands – yes brothers and sisters this if x- the fact we are living now if you do not have money you will be very late in everything in your life you should know how to use the iPhone or android technology - because this technology help you to get your work morning like using GPS or x another stuffs we cannot mention in 5 minute here –yes money can buy happiness and no one ? can deny this fact because money is important in our lives and if you have it - you can be happy in all aspects – people in the past were making exchange in

Continue…
Continued…

| it is so safe and there is no gangster | mother is really pain this is a bad change but I remember when we moved from Jordan to UAE few years ago it was a good change because I was in new environment that I really like new good schools – and yes new life and for sure new- weather (x) this change may be good for me so in conclusion change maybe good or bad depend on the change we have sometimes it is good and sometimes it is really bad. | products for example they have rice they give it to someone and take tomato instead x so people that time they did not know the definition of money but do not forget if they did not have anything to exchange they cannot survive at all and I have very good proof from our Sahaba namely Ali Bin Abi Talib who said once x if the poverty were a man I will kill him – and thank you very much for your attention brothers and sisters hope my presentation was straight to the point and short one x thank you again |
| Audience: why (x x x) there is 24/7 supermarkets and you can buy whatever you want from there |  |
| Audience: at 2 AM YEAH at 4 AM not 2 AM I go to the restaurant at 4 AM x- also it is a cheap city – cheap place yeah the buildings the rooms they are so cheap not like south city or KL cheaper than those cities and that’s it that’s it – the thing I like in Kajang now my friend is going to talk about dislikes. |

Qusay in his first OAP dated 16th January employed limited modal choices such as “cannot” that marks his discourse as a matter of inability and necessity as in “no no I’m asking you can you walk in KL at 2 AM you cannot”. This in turn had affected Qusay’s lexical choices in the next scenario when he stated “you cannot Kajang is safer than KL but I’m telling you it is so safe and there is no gangster. Qusay in this scenario triggered an aggressive interaction by challenging the audience and thus widening the social gap.

However, in tracking the linguistic development in this matter, findings revealed that Qusay in his OAPs at different intervals managed to employ several modal choices in more appropriate style. For example, Qusay in his third OAP dated 24th of April 2014, employed the modal choices of “cannot” to express his point of view in argumentative way unlike his first OAP as in “we cannot mention in 5 minute here;
they cannot survive at all”. Moreover, Qusay had employed other modal choices such as “should” as an injunction to accomplish the purpose of suggesting what audience should know but in a style that construes a less hortatory perspective as in “you should know how to use the iPhone or android technology because this technology help you to get your work morning like using GPS or another stuffs”.

5.2.2.3 Pronoun Use

Pronoun use is one of the interpersonal components that speakers or writers employ in order to demonstrate their understanding of the role relationships inherent in each context and express their stance toward the texts they are creating (Halliday and Matthiessen, 2004). Biber (1988) argued that using second person pronoun is one of the linguistic features of oral language that contributes to the overall communicative efficiency. Data analysis shows that Jordanian NNESs had made linguistic progress in the way of employing these pronouns into their OAPs at different intervals. For example, Table 5.10 presents Ayman’s pronouns usage development at different OAPs intervals.

Table 5.10 Ayman’s OAPs intervals, Pronoun Use development

<table>
<thead>
<tr>
<th>1st presentation 16-1-2014</th>
<th>2nd presentation 17-2-2014</th>
<th>3rd presentation 24-4-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do our cities say about us?</td>
<td>Is change good or bad?</td>
<td>Can money buy happiness?</td>
</tr>
<tr>
<td>I have also one points about the service if you want get some electronic (x) from I have to go the mines if I want buy something buy</td>
<td>Alslam Alekom my friend today I will talk about the change is important for us because we need change from time to time yes change is good but</td>
<td>Alslam Alekom my friend this presentation about the money story – and - if I believe that money can made happiness or not – many peoples think that</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Continue…</td>
</tr>
</tbody>
</table>
something the laptops or computers I can get from the mines and some - there is some of x- the service there is some bus the student want go to from the university to south city he can buy the buss yeah sometime change can be bad also for example when you move from your country to another country you feel sad and sometimes depressed because you change your environment (x) yes you change your environment and now you are in new environment and new people and new language also like here in Malaysia but when time go we will adopt then everything will be fine yes we can then enjoy our lives so this change is bad and good in the same time – I think change in general is very necessary (x) and we all need it ? money can buy happiness but I do not think that is true because I believe that many many people in the world living happy without become very rich - and have a lot of money – so – I believe that money is good and we can buy with it many thing we like but cannot buy happiness for us yes cannot x- I have good neighbour in Jordan who was very very rich and he got sick with cancer one day- I remember he spend big amount of money to fix his sick but he cannot so he die x this is a good proof that money cannot buy happiness because if money can buy happiness so he is living now without any problem – yes and finally I have to say that money in our life is good but cannot buy happiness x can buy house or car or many stuffs but If you are not happy in your life the car and house and everything is nothing at all- yes it is true and thank you very much for listening me today

Ayman in his first OAP dated 16th of January 2014, overused the first person pronoun “I” in his short presentation which as a result furnished his OAP with negative print of personal involvement since he was supposed to present an OAP titled “What do our cities say about us?” rather than narrating his own experience by using first pronoun “I”. In this regard, Schleppegrell (2004) emphasised if the speaker relies
heavily on dialogic features along with first person pronoun, he/she might detract from the points they are making.

However, Ayman in his second OAP dated 17th of February, 2014, employed second person pronouns as in “when you move from your” or “change your environment (x) yes”. Employing a second person pronoun (e.g. you and your) had established a harmonious relationship between the relative parties in the OAP event and thus ensured avoiding a personal involvement in the issue. These results are in line with Wang’s (2009) study when she stated that “by using more pronouns, particularly increasing use of second person pronouns (i.e. you and your) Enjia (one of the participants in the study) created a better sense of the interactive nature of speaking, making it more relevant to the audience” (p.144).

Furthermore, As Ayman continued his academic language socialization process into OAP in IEP context, he learned how to employ different pronoun resources into his third OAP. For example, he employed the first person subjective singular and plural pronoun “I and we” at different locations in his OAP, third person possessive singular pronouns “his”, third person subjective singular pronoun “he”, and second person objective singular and plural pronouns “you and your”. This linguistic development in term of employing several pronouns at different OAPs intervals represents the fact that Ayman had developed a better sense of how to employ these pronouns resources to ensure harmonious ties between parties in OAPs and thus construe the tenor of his spoken discourse.

Another similar example in the development of pronoun usage over time could be found in another participants’ OAPs. For example, closer examinations of OAPs
that Othman produced at the following three different intervals revealed the linguistic
development in term of pronoun usage that Othman mastered over time.

Table 5.11 Othman’s OAPs intervals, pronoun use development

<table>
<thead>
<tr>
<th>1st presentation 16-1-2014</th>
<th>2nd presentation 17-2-2014</th>
<th>3rd presentation 24-4-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do our cities say about us?</td>
<td>Is change good or bad?</td>
<td>Can money buy happiness?</td>
</tr>
<tr>
<td>Good morning guys my name Othamn Khalid Abdullah, today x I will talk about my the city I live in SERDANG I like Serdang because there is there are many restaurant, Arabic restaurant and then the service very good many banks and also shopping mall but: x and also my friends he will talk about dislikes</td>
<td>for example I cannot stay long time in one place and if I study I like to study in different place like library home or sometimes old town café near my home – second change is good our body for example hormone in our body need to change from time to time to make the immune (x) system strong and stronger yes this is proof in medic now – and lastly change is good for us as student here in Malaysia you can manage your life as you wish and have self-confidence far from your family you can</td>
<td>Good morning everyone today our presentation would be about a very common issue we all face everyday in our lives – yeah about if we believe that money can buy happiness in our lives – without any doubt money is important for us to survive and for sure it is key for success in our lives and no one can deny this fact- yes you cannot deny this fact at all because we all need money to buy new technology and to stay update with all new things in life – yes and very important point here</td>
</tr>
</tbody>
</table>

Othman in his first OAP employed only first person singular subject pronoun “I” without using any other pronoun resources. This limited mood choice in terms of pronoun usage, had deviated his presentation into more personal discourse. In contrast, Othman in his second OAP had employed various types of pronouns including first person subject pronoun “I”, second person pronoun “you” and your” and first person possessive and objective pronoun “our” and “us”. This various usage of different
pronouns particularly first person possessive plural pronouns such as “we” and “us” created a harmonious relationship between parties in OAP context. These results are in line with Schleppegrell (2004) who argued that using the first plural pronouns such as “we” and “us” helps create a harmonious relationship between the parties in the communicative event since it drives the spoken discourse from being monological into dialogical one.

5.2.3 Discourse Socialization in Terms of Mode (Structuring a Text)

The third contextual variable that is always realized through grammatical choices is mode. Mode refers to the way the text is presented and organized through employing several textual choices (i.e. cohesive devices especially conjunctions and their role in clause structuring as well as thematic development and other resources for structuring information) (Schleppegrell, 2004).

Chanock (2005) argued that Oral Academic Presentation (OAP) is a genre. Genres are types of spoken and written discourse recognized by a discourse community such as lectures, conversations, speeches, notices, advertisements, novels, diaries, shopping lists, and OAP. Each genre has typical features. Some may be linguistic (particular grammatical or lexical choices), some paralinguistic (e.g. print size, gesture), some contextual and pragmatic (e.g. setting, purpose) and some structural (e.g. introduction and conclusion) (King, 2002). Chanock (2005) argued that although OAP conducted in different contexts across disciplines, its structural elements are still the same (e.g. introductory structure and conclusion structure). The researcher tracked the linguistic development of Jordanian NNESs in OAPs’ structural elements but with limited focus on the introductory and conclusion parts only.
5.2.3.1 The Global Structure of OAP

Data analysis showed that most Jordanian NNESs had developed a sense of how to initiate their OAPs with brief introduction on the topic given and various ways of greetings. Table 5.12 is from Bashar’s OAPs in different intervals:

Table 5.12 Bashar’s OAPs in different intervals, OAP structure development

<table>
<thead>
<tr>
<th>1st presentation 16-1-2014</th>
<th>2nd presentation 17-2-2014</th>
<th>3rd presentation 24-4-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do our cities say about us?</td>
<td>Is change good or bad?</td>
<td>Can money buy happiness?</td>
</tr>
<tr>
<td>We gonna talk about dislike about Serdang, the thing we dislike it about it, it is more Chinese area, there is no mosque only UPM mosque so far from us and the traffic jam there from 2 to 6 o’clock it is always traffic jam the people want to avoid the toll so they come from highway through Serdang and we will also talk about cost of living it is high for another area it is very high when you compare it with Kajang or compare it with another places the cost of living there is high – that is all thank you</td>
<td>Alslam Alekom brothers and sisters- today in my presentation I will talk about change in our life and is change good or bad to us x- yes change maybe good or bad but I think change is good for us because we all need change in our life since change provide us with new experience and new way of life let me I give you example from my life –yes my life was boring and same routine in Jordan during the last 12 years in school same language</td>
<td>Alslam Alekom brothers and sisters – our presentation today about a complicated life issue when you argue it you will have many many different views yes the question is - can money buy happiness – yeah this question always have many answer with yes or no for example we have saying in Jordan very common between people if I translate it the meaning is money just dirt in hands but I believe this saying simple wrong</td>
</tr>
</tbody>
</table>

The first excerpt presented data from Bashar’s first OAP in IEP at UNITEN shortly after he arrived in Malaysia. Bashar initiated his presentation by stating “We gonna talk about Serdang” which denotes weak lexical choices in the field of discourse as discussed earlier in this chapter (See 5.3.3.1). Being very direct in this way sounded
abrupt for the audience who might in turn have expected from Bashar to start his presentation with brief introduction about the subject being addressed or greeting to create a channel with audience.

However, as Bashar continued his academic discourse socialization process into OAP in IEP context, he demonstrated linguistic development in terms of introduction structure of OAP. For example, one month later in his second OAP, Bashar introduced his presentation with “Alslam Alekom brothers and sister” followed by a brief introduction about the topic under discussion “today in my presentation I will talk about change in our life”. This brief introduction according to SFL approach accomplished two main functions where the first section “Alslam Alekom” implemented the interpersonal choices of tenor between presenter and audience whereas the second section “today in my presentation I will talk about change in our life” implemented the textual resource that contributed to the organization of the whole text namely theme structuring. According to Halliday (1994), the theme of an English clause is the linguistic element that occurs first in the clause and which serves as a point of departure or starting point for the clause as a whole. When Bashar introduced his second OAP with “today in my presentation I will talk about change in our life” he stated his theme clearly (i.e. change). Thereafter, this theme was later developed through his OAP by further providing definition for the theme followed by presenting few examples in order to justify his theme.

Findings also revealed that as Bashar continued his academic discourse socialization process into IEP context, he further developed a better sense of how to introduce his third OAP by greeting first “Alslam Alekom brother and sister” followed by a new way of how to develop his theme as a textual resource in his presentation
“our presentation today about a complicated life issue when you argue it you will have many many different views”. Although the fact that the theme of his third OAP (i.e. money) was not mentioned at early stage of his introduction, Bashar managed to attract the audiences’ attention by postponing his theme to the last stage of his introduction “the question is can money buy happiness”. This linguistic development in terms of OAP’s structure, particularly at introduction level, denotes the fact that Bashar had begun to improve in employing various textual resources in a way that is organized and structured as well.

Another participant i.e. Mohammad had also made linguistic development in terms of OAP introduction structure after few months of language socialization process in IEP context at UNITEN as table 5.13 shows:

Table 5.13 Mohammad’s OAPs in different intervals, OAP structure development

<table>
<thead>
<tr>
<th>1st presentation 16-1-2014</th>
<th>2nd presentation 17-2-2014</th>
<th>3rd presentation 24-4-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do our cities say about us?</td>
<td>Is change good or bad?</td>
<td>Can money buy happiness?</td>
</tr>
<tr>
<td>Hi everybody my name is Mohammad Suhail I x- before 2 years and we going to Dubai very beautiful city and – x- have good shopping if you want to buy anything you can buy in Dubai and the – beside entertainment have- have good – many many malls and have Deseret because United Arab Emirates is desert</td>
<td>Good afternoon all I wish first to thank Ms. Hanis for her efforts in this English course thank you very much Ms. Hanis for her efforts in this English course thank you very much Ms. Hanis- Ms. Hanis ohh thank you Mohammad I’m glade to hear your voice again yes as we know all change is very important in our life and something that could happened anytime and any where also- so change is part of our life and we cannot escape from it anytime so we have to accept this life fact</td>
<td>Salam Alekom all – today I would like to talk about happiness and what make us happy and is it true that money can make happiness? Being happy is a good state of mind we all wish to be happy all the time and it is our target in this hard life- yes</td>
</tr>
</tbody>
</table>
As data above showed, Mohammad’s lexical choices had furnished his first OAP with more informal and casual touch by stating the greeting “hi everybody”. Later, Mohammad in his second OAP developed a more academic way of opening his OAP by stating “good afternoon all” followed by introduction of appreciation to his instructor “I wish first to thank Ms. Hanis”. By implementing these interpersonal resources that realized the tenor in his OAP, Mohammad had noticeably opened his OAP with harmony and peace as the following scenario took place in which his instructors replied “Ohh Thank you Mohammad I’m glad to hear your voice again”. Thereafter, Mohammad presented his OAP’s theme (i.e. change) as a point of departure and further developed it in his OAP through more clarification and definitions as in “so change is part of our life”.

Furthermore, Mohammad in his third OAP introduced his OAP by greeting “Salam Alekom all” followed by a brief introduction about the theme under discussion as he stated, “today I would like to talk about happiness”. Mohammad had introduce his OAP in better ways compared to his first or second OAPs in that he defined the theme first then developed it later as in “is it true that money can make happiness”. This new way in thematic structuring indicates that, as Mohammad continued his academic socialization process into IEP context, he managed to develop a better sense on how to initiate and structure his OAP in different intervals.

In addition to developing a better sense of opening the OAP and thematic development, data analysis also revealed that Jordanian NNESs were making progress in the internal organization of smaller units of discourse. For instance, Table 5.14 had documented such changes in Ayman’s OAPs at different intervals:
Table 5.14 Ayman’s OAPs in different intervals, development in the internal organization of smaller units of discourse

<table>
<thead>
<tr>
<th>1st presentation 16-1-2014</th>
<th>2nd presentation 17-2-2014</th>
<th>3rd presentation 24-4-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do our cities say about us?</td>
<td>Is change good or bad?</td>
<td>Can money buy happiness?</td>
</tr>
<tr>
<td>I have also one points about the service if you want get some electronic (x) from I have to go the mines if I want buy I have also one points about the service- if you want get some electronic I have to go the Mines if I want buy something the laptops or computers I can get from the mines and some there is some of x- the service there is some bus the student want go to from the university to south city he can buy the buss yeah.</td>
<td>Alslam Alekom my friend today I will talk about the change is important for us because we need change from time to time yes change is good but sometime change can be bad also for example when you move from your country to another country you feel sad and sometimes depressed because you change your environment (x) yes you change your environment and now you are in new environment and new people and new language also like here in Malaysia but when time go</td>
<td>Alslam Alekom my friend this presentation about the money story and if I believe that money can made happiness or not – many peoples think that money can buy happiness but I do not think that is true because I believe that many many people in the world living happy without become very rich and have a lot of money – so – I believe that money is good and we can buy with it many things we like but cannot buy happiness for us yes cannot I have good neighbour in Jordan who was very very rich and he got sick with cancer one day</td>
</tr>
</tbody>
</table>

In January 16th, 2014 Ayman emphasized the idea that “Serdang”, a city in Malaysia is an ideal place to live in by focusing on the service provided by that area. He introduced his theme with “if you want get some electronic” followed by another sentence in the same scenario “there is some of x- the service there”. Despite the causal relationship between the two clauses in the same scenario, the sense of cohesion was
missing since Ayman did not employ any cohesive devices compared to his second OAP that took place on February 17th, 2014. Ayman in his second OAP made use of various connectors such as “for example” and “because” to justify his reasons about the theme under discussion which was “change”. Two months later in his third presentation, Ayman employed new connector “so” which made his discourse more coherent one. In this regard Tardy and Swales (2008) emphasised that employing several cohesive devices in any discourse would help the speaker/writer to create a greater sense of cohesion within the discourse given either spoken or written.

Furthermore, data analysis showed that Jordanian NNESs had developed a more appropriate sense of how to conclude their OAPs over time. The following are excerpts from Qusay’s OAPs at different intervals in IEP context at UNITEN:

Table 5.15 Qusay’s OAPs in different intervals. Development in discourse conclusion

<table>
<thead>
<tr>
<th>1st presentation 16-1-2014</th>
<th>2nd presentation 17-2-2014</th>
<th>3rd presentation 24-4-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do our cities say about us?</td>
<td>Is change good or bad?</td>
<td>Can money buy happiness?</td>
</tr>
<tr>
<td><strong>YEAH</strong> at 4 AM not 2 AM I go to the restaurant at 4 AM x- also it is a cheap city – cheap place yeah the buildings the rooms they are so cheap not like south city or KL cheaper than those cities and that’s it that’s it – the thing I like in Kajang.</td>
<td>from Jordan to UAE few years ago it was a good change because I was in new environment that I really like new good schools and new life and for sure new- weather (x) this change maybe good for me so in occlusion change maybe good or bad depend on the change we have sometimes it is good and sometimes it is really bad.</td>
<td>for example they have rice they give it to someone and take tomato instead so people that time they did not know the definition of money but do not forget if they did not have anything to exchange they cannot survive at all and I have very good proof from our Sahaba namely Ali Bin Abi Talib who said once if poverty were a man I would have slain him and thank you very much for your attention brothers and sisters hope my presentation was straight to the point and short one thank you again</td>
</tr>
</tbody>
</table>

For example they have rice they give it to someone and take tomato instead so people that time they did not know the definition of money but do not forget if they did not have anything to exchange they cannot survive at all and I have very good proof from our Sahaba namely Ali Bin Abi Talib who said once if poverty were a man I would have slain him and thank you very much for your attention brothers and sisters hope my presentation was straight to the point and short one thank you again.
As table 5.15 demonstrated, Qusay in his first OAP stopped his presentation abruptly by saying “*and that is it that is it*” which weakened his conclusion and deviated the discourse from being academic one into interactional one. However, this was not the case in his second OAP a month later where he clearly signalled the end of his OAP by stating “*in conclusion*”. This sentence had marked the whole discourse with a clear conclusion particularly when Qusay summarized the major points of his presentation by revisiting the theme of his OAP “*change maybe good or bad*”. Two months later, Qusay’s ability in concluding remarks had potentially improved as seen in his third OAP dated 24th of April 2014 when he employed a Hadith statement delivered by Sahabi: Ali Bin Abi Talib in the description of poverty “*if poverty were a man I would have slain him*”. Qusay had sought a remarkable ending to convince his audience with his point of view in more professional and academic way. This ability of employing such a conclusion remark at the end of the OAP denotes the fact that Qusay had improved in term of OAP structure particularly the way of concluding an OAP.

Another example of conclusion development could be attained from Bashar’s OAPs in different intervals as table 5.16 demonstrated:

Table 5.16 Bashar’s OAPs in different intervals, Development in discourse conclusion

<table>
<thead>
<tr>
<th>1st presentation 16-1-2014</th>
<th>2nd presentation 17-2-2014</th>
<th>3rd presentation 24-4-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do our cities say about us?</td>
<td>Is change good or bad?</td>
<td>Can money buy happiness?</td>
</tr>
</tbody>
</table>
and we will also talk about cost of living it is high for another area it is very high when you compare it with Kajang or compare it with another places the cost of living there is high – that is all thank you

change for me is new lifestyle and new routine which we all need in our life this is what I believe about change and thank you for your attention for my presentation thank you

in conclusion I was thinking in different way before I mean when I was small because I born in place where I can find everything simple but when I come to Malaysia I start to notice that if you have money you can be simple happy and comfortable – thank you very much my friends

Bashar in his first OAP abruptly stopped without any signal or mark that denoted the fact that he was finishing his OAP as he abruptly stopped his OAP by stating “that is all thank you”. But as Bashar continued his academic socialization into IEP context, data showed that Bashar significantly improved in terms of concluding remarks as his second OAP demonstrated. Bashar in his second OAP had noticeably signalled his ending of presentation by summarizing the major points of the presentation in the conclusion “change for me is”. Moreover, Bashar in his third OAP showed a more academic and professional way of concluding his presentation by stating “in conclusion” which signified the end of his OAP followed by a special insertion of appreciation in thanking the audience “thank you very much” and addressing them as “friend”.

In a nutshell, data analysis indicated that most Jordanian NNESs developed a better sense of introducing and concluding their OAPs. However they still lack some strategies in organizing the body of presentation (e.g. transition or ending their presentation using other linguistic markers). But it is fair to say that as Jordanian NNESs continued their academic socialization into IEP context, they remarkably improved in a short period of time since this qualitative study was over one academic
In the next section some linguistic features of Jordanian NNESs’ text production is discussed, more specifically the use of cohesive devices.

### 5.2.3.2 Cohesive Device as a Resource to Realize the Mode of OAP

Cohesive devices particularly conjunctions and their role in clause structuring as well as thematic development are considered as a main resource that realized the contextual variable of mode (Halliday, 1989). These textual variables of the grammar enable the speaker or writer to control the flow of information, emphasizing or repeating where appropriate and detailing where necessary (Schleppegrell, 2004). Halliday and Hassan (1989) defined cohesion as the way that linkages are made in texts across clause boundaries by employing five ties namely; reference, substitution, ellipsis, lexical cohesion and conjunction. Table 5.17 illustrated these ties of cohesion in detail:

<table>
<thead>
<tr>
<th>Reference</th>
<th>Substitution</th>
<th>Ellipsis</th>
<th>Lexical Cohesion</th>
<th>Conjunction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pronominal (he, him, his, it, hers)</td>
<td>Nominal substitute (one, ones, same)</td>
<td>Nominal ellipsis</td>
<td>Synonyms or near synonyms</td>
<td>Additive (and, not, that is)</td>
</tr>
<tr>
<td>Demonstrative and Definite articles (this, those, there, the, then)</td>
<td>Verbal substitute (do)</td>
<td>Verbal ellipsis</td>
<td>Superordinate</td>
<td>Adversative (yet, but, however, on the contrary)</td>
</tr>
<tr>
<td>Comparatives (same, similar, different, other)</td>
<td>Clausal substitute (so, not)</td>
<td>Clausal ellipsis</td>
<td>Lexical collocation</td>
<td>Causal (so, then, therefore, because, in consequence)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Temporal (then, first, at once, soon)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Discourse (well, anyway, surely)</td>
</tr>
</tbody>
</table>

Table 5.17 Cohesive devices within the text (adopted from Halliday and Hassan, 1989)
5.2.3.2.1 Reference

Reference is one of the resources for discourse cohesion by which pronouns (i.e. pronominal, demonstrative, and Comparatives) refer to elements inside or outside the text (Schleppegrell, 2004). Data analysis revealed that most Jordanian NNESs had significantly developed a linguistic ability in employing these connectors at different OAPs intervals both in terms of quantity and variety. Table 5.18 presents excerpts taken from Othman’s OAPs in different intervals during his academic socialization process into IEP context at UNITEN:

Table 5.18 Othman’s OAP in different intervals (reference as a cohesion device development)

<table>
<thead>
<tr>
<th>1st presentation 16-1-2014</th>
<th>2nd presentation 17-2-2014</th>
<th>3rd presentation 24-4-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What do our cities say about us?</strong></td>
<td><strong>Is change good or bad?</strong></td>
<td><strong>Can money buy happiness?</strong></td>
</tr>
</tbody>
</table>

- Many universities have transportation they provide transportation like other universities but for Tenaga there are not there are no any bus but the people who live in Serdang they can buy taxi or can buy the cars own car
- Yeah but for other university and APT they have BUS

- Good afternoon everybody – today I would like to talk about change in our life I think we need change like we live in Malaysia now this is change: living in new country and learning new language new for us x- my friends from Yemen Palestine – Saudi Arabia and brothers from Jordan will feel maybe this is normal change but I think it is big change we need it from time to time because I think change is good in our life for many reason – first in psychology people need to change their place their food their day habits to feel life again for example I cannot stay long time in one place and if I study I like to study in different place like library

- Good morning everyone today our presentation would be about a very common issue we all face everyday in our lives – yeah about if we believe that money can buy happiness in our lives – without any doubt money is important for us to survive and for sure it is key for success in our lives and no one can deny this fact- yes you cannot deny this fact at all because we all need money to buy new technology and to stay update with all new things in life – yes and very important point here today there is no health insurance for big surgeries so you have to pay for such surgeries and in many case around the world people die because of

Continue…. 
Continued…

home or sometimes old town café near my home – second change is good our body for example hormone in our body need to change from time to time to make the immune (x) system strong and stronger yes this is proof in medic now – and lastly change is good for us as student here in Malaysia you can manage your life as you wish and have self-confidence far from your family you can build your personality – thank you very much for listening to me and I would like to ask if there any question you can ask just ask this situation yes that is why I believe that money buy happiness x- yes and - no one can deny this fact for instance I’m happy for being here in Malaysia learning new language and being with new people and learning about new cultures being here living in Malaysia express the fact that money is important which so many friends in Jordan they wish to have this chance but unfortunately they are not lucky enough because they cannot afford living here in Malaysia – yes – they cannot pay for the tuition fees and for the ticket and everything – this is because for sure money can buy happiness in our lives.

Othman in his first OAP made use of a few reference devices in order to establish links between segments of his spoken discourse. So, he employed pronominal references as “they”, demonstrative references as “there” and comparative reference as “other”. Although he had employed these reference devices within his first OAP, his OAP still lacked of cohesion as the following excerpt demonstrated “like other universities but for Tenaga there are not there are no”. In this regard, Halliday (1994) argued that using unwarranted cohesive device between the segments of any spoken discourse might affect the coherence of discourse in a negative way. However, as Othman continued his academic socialization process into OAP in IEP context, he developed a better sense on how to employ these references in his OAPs. For example, Othman in his second OAP employed various pronominal references as “we; us; our; their; you; your” demonstrative references as “this; the”, and various comparative references as
“like” and “different”. Moreover, Othman in his third OAP produced longer texts and used more reference devices such as demonstrative reference devices as “this”, “there” and “here”.

5.2.3.2.2 Substitution

Halliday and Hasan (1989) defined substitution as a relation between wordings (i.e. lexico-grammatical) rather than being a relation between meanings (i.e. semantic) as in reference ties that discussed earlier in this section (See 5.3.3.2.1). In other words, substitution is the replacement of a part of sentence with a substitute word or phrase in the same grammatical slot. In English, substitution could function in three ways namely, nominal substitution, verbal, and clausal (Halliday, 1994). Data analysis revealed that Jordanian NNESs hardly employed these substitution ties in their OAPs and thus they did not make any linguistic development in this matter. One of the very few examples marked in OAPs at different intervals was the usage of nominal substitution as in Bashar’s first OAP dated January 16th, 2014 as the following:

*Othman:* yeah but for other university like UPM and APT they have **BUS**

*Researcher:* very beautiful, so why don’t you students just apply for this one, why don’t you go to postgraduate study center and ask to provide a bus from Serdang to here, you know just kind of paper, write it and that’s all

*Ayman:* only ticket on the weekends, from university to south city, you have to get the ticket, only in the weekend

*Researcher:* only in weekends

*Bashar:* they provide **one** only on weekend, on weekend, just on weekend, not for every day. (1st presentation)

The underlined head of nominal group in Othman OAP “yeah but for other university like UPM and APT they have **Bus**” was substituted in Bashar’s evolving scenario by the word “one”. The researcher argues that none of the participants were found to make
any linguistic progress in this issue where he could not track any linguistic
development in terms of substitution through participants’ OAPs in different intervals.

5.2.3.2.3 Ellipses

According to Halliday and Hasan (1989) ellipses is the omission of parts of
sentence when they can be presumed from what has already taken place in the text
unlike substitution that must be replaced by a word form to denote the process of
replacing a clause in a text. Ellipses ties in the text could be function in three levels:
the clause group, the verbal group and the nominal group. Data analysis revealed that
none of the participants had employed these ties in their OAPs in different intervals
except for Qusay in his first presentation that took place in January 16th, 2014:

Qusay: yeah it is safe at night can you you walk in KL at 2 AM no no
I’m asking you can you walk in KL at 2 AM you cannot

Audience: I do not know (1st presentation)

In the excerpt above, the verb phrase “walk in KL at 2 AM” was elided with the word
“cannot”. This verbal omission from discourse could be contextually understood from
the flow of the speech as “cannot walk in KL at 2 AM”. The researcher argues that
this type of cohesive device was not detected in participants’ OAP at different
intervals, thus participants were not likely to accomplish any linguistic progress in this
matter.

5.2.3.2.4 Lexical Cohesion

Cohesion is one of the text properties that contribute to the organization of
discourse and at the same time realize the mode of discourse by employing different
lexical ties (Halliday and Hassan, 1989). These ties include: repetition of an item,
synonyms or near synonyms, superordinate, or lexical collocation in the discourse.
Data analysis revealed that Jordanian NNESs had employed limited lexical cohesion ties in their discourse in order to ensure coherence of their spoken discourse. However, these ties were misused in their early socialization process where their OAPs in general were short and wordy and thus reflected exaggeration in terms of repetitions of the same items in the same discourse as Table 5.18 below demonstrated. But yet we still can see and hear the significant progress they had made as the process of socialization continued over time. Table 5.19 demonstrates this linguistic development over different intervals in Othman’s OAPs:

Table 5.19 Othman’s OAP in different intervals, Lexical Cohesion development

<table>
<thead>
<tr>
<th>1st presentation 16-1-2014</th>
<th>2nd presentation 17-2-2014</th>
<th>3rd presentation 24-4-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do our cities say about us?</td>
<td>Is change good or bad?</td>
<td>Can money buy happiness?</td>
</tr>
<tr>
<td>Good afternoon everybody – today I would like to talk about change in our life. I think we need change like we live in Malaysia now this is change: living in new country and learning new language new for us x-my friends from Yemen Palestine – Saudi Arabia and brothers from Jordan will feel maybe this is normal change but I think it is big change we need it from time to time because I think change is good in our life for many reasons – first in psychology people need to change their place their food their day habits to feel life again for example I cannot stay long time in one place and if I study I like to study in different place like library home or sometimes old town café near my home – second</td>
<td>Good morning everyone today our presentation would be about a very common issue we all face everyday in our lives – yeah about if we believe that money can buy happiness in our lives – without any doubt money is important for us to survive and for sure it is key for success in our lives and no one can deny this fact yes you cannot deny this fact at all because we all need money to buy new technology and to stay update with all new things in life – yes and very important point here today there is no health insurance for big surgeries so you have to pay for such surgeries and in many case around the world people die because of this situation yes that is why I believe that</td>
<td></td>
</tr>
<tr>
<td>change is good our body for example hormone in our body need to change from time to time to make the immune (x) system strong and stronger yes this is proof in medic now and lastly change is good for us as student here in Malaysia you can manage your life as you wish and have self-confidence far from your family you can build your personality – thank you very much for listening to me and I would like to ask if there any question you can ask just ask money buy happiness x- yes and no one can deny this fact for instance I’m happy for being here in Malaysia learning new language and being with new people and learning about new cultures being here living in Malaysia express the fact that money is important which so many friends in Jordan they wish to have this chance but unfortunately they are not lucky enough because they cannot afford living here in Malaysia – yes – they cannot pay for the tuition fees and for the ticket and everything – this is because for sure money can buy happiness in our lives and thank you very much for your listening</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In his first OAP, Othman had misused repetition ties as in “universities” and “transportation” in a way that seemed wordy and unsystematic. Surprisingly, two months later, Othman managed to distribute these repetition ties through different segments of the discourse to make it more structured and organized. Not only that, but the linguistic functions of these ties were achieved through the discourse as well. That is, Othman kept repeating the lexical items “change” in his OAP in order to strengthen the semantic structure of the text and keep the audience connected with the theme under discussion. This was also tracked in his third OAP where he repeated various lexical items such as “money”, “happiness”, “deny”, “fact”, and “Malaysia” through his OAP as a reminder to the audience about the theme under discussion.
5.2.3.2.5 Conjunctions

Conjunction is another source for cohesion in text and strategy for realizing mode through the way the discourse is organized where conjunctions themselves serve as a tool to create links from one part of the text to another (Schleppegrell, 2004). Halliday and Hassan (1989) classified conjunctions into five categories namely additive, adversative, causal, temporal and discourse devices (See table 5.16). Data analysis revealed that most Jordanian NNESs had made linguistic development in terms of conjunctions devices as source to realize the mode of discourse. This can be seen through participants’ OAP in different intervals. Table 5.20 presents excerpts taken from Bashar’s OAPs in different intervals:

Table 5.20 Bashar’s OAPs in different intervals (Conjunctions as a cohesion device)

<table>
<thead>
<tr>
<th>1st presentation 16-1-2014</th>
<th>2nd presentation 17-2-2014</th>
<th>3rd presentation 24-4-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do our cities say about us?</td>
<td>Is change good or bad?</td>
<td>Can money buy happiness?</td>
</tr>
<tr>
<td>we gona talk about dislike about Serdang, the thing we dislike it about it, it is more Chinese area, there is no mosque only UPM mosque so far from us and the traffic jam there from 2 to 6 o’clock it is always traffic jam the people want to avoid the toll so they come from highway through Serdang and we will also talk about cost of living it is high for another area it is very high when you compare it with Kajang or compare it with another places the cost of living there is high – that is all thank you</td>
<td>Alslam Alekom brothers and sisters- today in my presentation I will talk about change in our life and is change good or bad to us x-yes change maybe good or bad but I think change is good for us because we all need change in our life since change provide us with new experience and new way of life let me I give you example from my life –yes my life was boring and same routine in Jordan during the last 12 years in school same language –same teachers same environment but when I</td>
<td>Alslam Alekom brothers and sisters –our presentation today about a complicated life issue when you argue it you will have many many different views yes the question is - can money buy happiness – yeah this question always have many answer with yes or no for example we have saying in Jordan very common between people if I translate it the meaning is money just dirt in hands but I believe this saying simple wrong because money in real life can make you happy for example x-</td>
</tr>
</tbody>
</table>

Continue…
come I felt the deferent I mean here I change my environment which really change my whole life this is what I mean by change - maybe for some it was bad experience and therefore it was bad change but for me it was good change because I enjoy living alone without my past routine yes in Jordan I mean change for me is new life style and new routine which we all need in our life that is what I believe about change and thank you for your attention for my presentation - thank you

| Continued… | buy your best car – buy your best home put your children in private best schools and if you are sick can cure you in any country in the world because many people nowadays die because no money in hands to make surgery it is fact that this world became materialistic for example if you are a teacher if they do not pay your salary so you will not work this is why I believe money can buy happiness – in conclusion I was thinking in different way before I mean when I was small because I born in place where I can find everything simple but when I come to Malaysia I start to notice that if you have money you can be simple happy and comfortable – thank you very much my friends

As Table 5.20 showed, Bashar in his first OAP employed a few conjunctions in his discourse that in turn left his text less integrated in terms of logical relationship as in “it is more Chinese area there is no mosque only UPM mosque so far from us”. Stringing one clause after another in this way had significantly affected the degree of integration of the logical relationship between the clausal structures of the discourse (Halliday, 1989). However, this was not the case in his second and third OAP where he was able to employ more additive conjunctions such as “and” and “that is”, adversative conjunctions such as “but” in different locations, and casual conjunctions such as “because”, “since” and “therefore”. Employing various conjunctions in this way denotes the fact that Bashar had made progress with employing linguistic resources at his disposal.
Despite the fact that Bashar did not employ any type of causal conjunctions in his OAPs, we still can find these types of conjunctions in other Jordanian NNESs’ OAPs. For example, Noor in his second OAP dated February 17th, 2014 employed casual conjunctions such as “then” in different locations in his discourse as excerpt below illustrated:

*I will give now example from my life yes I will talk about a story when I was in Jordan yeah I was living in Irbid city from my childhood then suddenly my father job moved to capital Amman then we moved all of us to new neighbourhood that time I lost all my childhood friends and everything have change yes my school my friends and this was new start for me which really I feel sad not only me but also my brothers they all feel that is why I think change is always bad and put us under pressure

Data analysis revealed that none of Jordanian NNESs had employed discourse conjunctions (e.g. well, anyway or surely) in their discourse. However, it is fair to argue that as Jordanian NNESs continued their language socialization process into OAP in IEP context at UNITEN, they managed to learn how to employ these conjunctions between the clauses of their discourse in order to incorporate logical relationships rather than stringing one clause after another.

5.3 SUMMARY

This chapter presented the findings of Micro level analysis of this research by addressing the third and fourth research questions of what language difficulties Jordanian NNESs face while they are delivering their OAPs and do Jordanian NNESs make any linguistic development in their OAPs at the different intervals.

For the third research question, the interview audio recording transcripts and OAPs video-recording transcripts at different intervals were employed in order to investigate and understand the language difficulties that Jordanian NNESs face while
delivering their OAP. Interview audio recordings transcripts revealed that vocabulary, pronunciation, listening, and grammar were the major language difficulties that Jordanian NNESs face while they are delivering their OAPs in IEP context. These results were stated first by participants themselves during their interview session and further located and analysed in participants’ OAPs in different intervals by employing Error Analysis approach as proposed by Corder (1982).

For the fourth and final research question, participants’ OAPs video-recordings transcripts at different intervals were used for linguistic analysis from SFL approach lens (Halliday, 1994, Schleppegrell, 2004). Findings revealed that Jordanian NNESs had linguistically improved in employing the contextual variables of field, mode and tenor through their OAPs intervals in varying degrees. That is, Jordanian NNESs made progress in terms of field of discourse, as they become better users of lexical choices. For example, participants such as Bashar, Othman and Qusay had made clear progress in this issue where their ability to draw on lexical resources that are effective in particular context developed dramatically through different OAPs’ intervals. They also made progress in terms of establishing and maintaining rapport with their audiences in that Jordanian NNESs become more aware of the presence of the audience and the expected ways of doing OAP by employing different mood resources (e.g. interrogative and declarative mood resources) and mastering the proper way of employing modal resources in their OAPs in different intervals. Finally, Jordanian NNESs had made also progress in terms of textual resources used in achieving their purposes. It should be noted that different participants experienced different degrees of progress.
According to language socialization paradigm, the theory that framed this research, newcomers or children learn the culture through language of community and also learn to use language appropriately in the target of community. By examining this process through SFL approach, it appeared that Jordanian NNESs learned how to use language more appropriately during their academic socialization process in the target community. However, as argued by Ochs (1988), language socialization is a lifelong process, and even participants who made faster progress comparing to others are still facing challenges and difficulties in terms of language use. Therefore, it is important to examine the language socialization process to find out why some participants made faster progress compared to others and how can ESL or EFL curriculum designers assist these participants to be more aware of their language issues and collaborate to find ways to improve their OAP.
CHAPTER VI

CONCLUSION

6.0 INTRODUCTION

This research employed the theoretical perspective of language socialization paradigm (Ochs and Schieffelin, 2011), in order to examine the process of academic discourse socialization of seven Jordanian NNESs into one pervasive oral academic task namely oral academic presentation (OAP) during Intensive English Program (IEP) at Universiti Tenaga Nasional (UNITEN). This research explored both the Macro and Micro level of the academic discourse socialization process where the first level of analysis (i.e. Macro level) aimed at exploring the familiarity of Jordanian NNESs with OAP and the experience of Jordanian NNESs in their academic discourse socialization process. The second level of analysis (i.e. Micro level) aimed at examining the the language difficulties that Jordanian NNESs faced while delivering their OAPs by employing Error Analysis approach as proposed by (Corder, 1982), as well as the linguistic development that Jordanian NNESs gained over time, during the period of study by employing Systemic Functional Linguistic approach (SFL) as proposed by Halliday (1994) and Schleppegrell (2004).

This chapter presents the summary of the major findings in this research, the limitation of this current research and recommendation for future research. This chapter concludes with the pedagogical implications.
6.1 SUMMARY OF THE MAJOR FINDINGS OF THIS STUDY AND DISCUSSIONS OF THESE FINDINGS

6.1.1 Are Jordanian NNESs Familiar with OAP?

Findings indicated that most Jordanian NNESs in IEP context except for Qusay were not familiar with OAP as an academic task. Participants in their interview sessions stated that Jordanian academic system did not prepare them well to meet these kind of tasks which poses a great challenge for them in IEP context. They were not taught and they did not have a chance to practice OAP tasks before. These findings are in line with Rabab'ah’s (2005) study that pointed out that a substantial number of Jordanians reported feelings of inadequacy and frustration with their English proficiency, particularly when participating in oral classroom activities such as OAP.

Moreover, participants in their interview sessions signalled out the differences between Malaysian English classroom and that of Jordan. That is, participants in their interview stated that Jordanians are not able to speak English effectively because English classrooms in Jordan are congested (i.e. high number of students in class). These findings are in line with Abdo and Breen (2010) who argue that one of the main reasons why Jordanians are unable to speak English effectively is because the EFL classrooms in Jordan are congested (i.e. minimum of 30 to 40 students in a class) and thus EFL instructors have limited time to interact with their students. Roessingh’s (2006) argued that lack of individualized contact with students (due to large number of students in a class) leads to lack of motivation and opportunity to speak English.

Lack of active use of English language in Jordanian English classroom is another reason why Jordanian NNESs are reported to be weak in English. That is, participants had indicated during their interview sessions that EFL classes in Jordan
are conducted mostly in Arabic rather than in English, thus, leaving the students with minimal or no opportunity to practice their English speech.

Furthermore, participants also stated that the greater focus on getting good grades for English rather than learning English for knowledge or for communication purposes is one of the main reasons why Jordanian NNESs are weak in English oral tasks such as OAP. Due to their academic training in Jordan that does not seem to emphasize OAP in English, Jordanian NNESs face difficulties in conducting OAP that is an integral sociolinguistic routine and is a part of the universities’ curriculum across disciplines in Malaysia (Morshidi, Razak and Koo, 2009).

6.1.2 How Do Jordanian NNESs Socialize Academically into OAPs During IEP at UNITEN?

It is within the emerging sociocultural, interactional and increasingly post-structural paradigm that scholars begun to apply to principles of language socialization paradigm to examine how newcomers become apprenticed into academic discourse. this process of apprenticeship, to use Rogoff’s (1990) metaphor, is also referred to more or less interchangeably if not synonymously, as academic discourse socialization, the development of academic literacies (Street, 1996), language socialization (Schieffelin and Ochs, 1986b), and participation in communities of practice (Lave and Wenger, 1991).

The findings of this research contributes to the language socialization framework by adding valuable information on how NNESs socialize academically to learn the related practices of academic community where English is spoken as a second language. That is, one of the gaps that this research addressed is the fact that most of the research framed by language socialization framework is restricted to native English
speaking countries such as United Kingdom, the United States, Canada, and Australia (e.g. Duff, 2007a, 2010; Kobayashi, 2003, 2006; Morita, 2000, 2004; Zappa-Hollman, 2007). Duff (1995) one of the very few studies, examined how Hungarian NNESs at one of the secondary schools in Hungary academically socialize through group-work projects to learn the related practices of OAP. Duff (1995) found that participants’ academic socialization process was quite distinguished in terms of socialization strategies employed and agency preference.

This current research also found that Jordanian NNESs had experienced a distinguished academic discourse socialization process in terms of context variables, socialization strategies employed and agency preference. That is, being in country where English is spoken as a second language does not necessarily denote that Jordanian NNESs may fail to socialize academically to learn the related practices of OAPs in IEP context. On the contrary, findings of this research revealed that Jordanian NNESs’ academic socialization process into OAP in IEP context was relatively successful. That is, Jordanian NNESs had employed their own socialization strategies to make a positive progress in their academic socialization process into OAP by observing other NNESs such as Chinese, Indians, Iranian and other Arabs, seeking academic assistance inside and outside IEP context, supporting and assessing each other, and practicing their OAP.

In addition, scholars who examined the academic discourse socialization process of NNESs in different academic contexts steered their focus toward examining the socialization process of participants inside classroom context (e.g. Kobayashi, 2003; Morita, 2000; and Zappa-Holman, 2007). This current research expanded the scope of investigation to include a wider context where the researcher played different role of
observations in order to observe Jordanian NNESs inside and outside Module A context and to gain a better understanding of the process of academic discourse socialization. As a result, different academic socialization strategies were found such as seeking academic assistance outside the actual classroom context. In context of this research, academic assistance as a socialization strategy served as a functional context and strong guidance for Jordanian NNESs’ socialization process into OAP in IEP at UNITEN.

Furthermore, Morita (2000) in her research found that the participants “gradually become apprenticed into the academic discourse by negotiating with instructors and peers as they prepared for, observed, performed, and reviewed OAPs throughout the courses” (p.302). The findings of this research support Morita’s (2000) findings in that observation was one of the main strategies that Jordanian NNESs employed to learn the related practices of OAPs. However; observation in this current research entitled more than those features in Morita’s (2000) research in that Jordanian NNESs’ observation strategy was more extensive and multi-layered. That is, Jordanian NNESs observed different participants in different academic levels and areas. For instance, some participants observe others’ OAP those who are considered good speakers in their own class. Others observe the OAPs of those who are pursuing their Master and PhD programs in UNITEN and who are considered to have good OAPs skills, and others observe the OAPs of senior Engineering students who are taking English for business class and are considered having good OAP skills. Therefore, observation as a socialization strategy in the context of this research was cross boundary and multi-level with exposure to novices and experts alike.
As to the role of peers, Kobayashi (2003) and Morita (2000) in their studies found that peer support plays an important role in the socialization process of NNESs toward learning the related practices of OAP while Zappa-Hollman (2007) did not find it important. The finding of this current research supports the findings of both Morita (2000) and Kobayashi (2003) in that peer support and assessment was an important socialization strategy for Jordanian NNESs to learn the related practices of OAPs in IEP at UNITEN. Peers in IEP context not only provide examples of good OAP but also provide constructive feedback and worked as socialization agents for many participants during this research. Linguists such as He (2000) and Poole (1992) had assumed that native speakers are the only experts who can apprentice and accommodate others to become experts. Duff (2007a) problematizes this concept by giving an example from her research where many international speaking teachers had been imported to teach physics, mathematics, and other subjects in English medium dual language schools in Hungary. These native English teachers did not have their contracts renewed after one year because although they were NES, they were not able to communicate properly with Hungarian NNESs compared to the local Hungarian trained teachers. Findings in this research are in line with Duff (1995) claim in that although the fact that lecturers and others in IEP context were NNESs, the academic language socialization process of Jordanian NNESs into OAP was successful.

Furthermore, this current research contributes to the language socialization framework by adding another tool to analyse the linguistic structure and language development (i.e. Micro level) of the academic discourse socialization process. That is, most of the research framed by language socialization framework steered their focus toward examining only the sociological aspects (i.e. Macro level) to answer questions
such as how do newcomers to an academic context learn to participate successfully in the oral and written discourse of that particular academic context? (Duff, 2010). One exception being made to Kobayashi (2005) who expanded his research and partially examined the linguistic structure (i.e. Micro level) of Japanese NNESs’ OAP in one of the Canadian universities. Kobayashi (2005) examined the participants’ preparation of the OAP and discussed the participants’ OAP performance. However, the progress of these participants in terms of their linguistic structure was left out. Therefore, this current research had addressed this gap and examined the linguistic structure and language development of Jordanian NNESs’ in their OAP at three different intervals. The following sections present a summary of the findings for the Micro level analysis of Jordanian NNESs’ socialization process into OAP in IEP at UNTIEN.

6.1.3 What Language Difficulties do Jordanian NNESs Face while Delivering their OAPs?

The current study found that vocabulary, pronunciation, listening comprehension and grammar were the main language difficulties that participants had in their socialization process into their new academic community. These results were reported by participants themselves in their interview sessions and further identified through participant’s’ OAPs in different intervals by employing Error Analysis Approach as proposed by Coder (1967). Morita (2000) and Zappa-Hollman (2007) also discussed some linguistic problems such as vocabulary and pronunciation. However, the participants of this study had reported other difficulties such as listening particularly when they were interacting with audience or lecturers in IEP context.

Moreover, none of the studies found in literature so far had touched upon the grammatical errors that participants encounter in their socialization process. The
researcher intends to uncover these types of errors since they are important in three ways. First, they are important for the researcher as these errors shed light on how Jordanian NNESs learn English as a foreign language and what strategies they employed to cope with these difficulties. Second, they are important to IEP’s instructors and EFL curriculum in Jordan as indicators of language difficulties that these Jordanian NNESs face in their academic path so they can focus on these issues in future curriculum. And finally, they are important to Jordanian NNESs themselves as indicators of their frequent errors/mistakes in their process of acquiring the language itself.

6.1.4 Is There Any Linguistic Development in Jordanian NNESs’ OAPs Over time?

One problem of the language socialization studies in terms of methodology is how to analyse the linguistic data emerged through this process. That is, what data analysis tools can be chosen to ensure the strength of the study? In this regard, Watson-Gegeo (2004) called for more rigorous methods in data collection and data analysis. Moreover, Duff (2002b) placed forward ethnography of communication to analyse the Macro level of language socialization process. However, this method (i.e. ethnography of communication) is more effective in examining the socialization data only. The question remains as to how to examine the second part of the language socialization i.e. language progress? And what methodology should be used to examine it?

Employing SFL approach as a tool of analysis in the context of this research was found to be most helpful in demonstrating participants’ discourse progress over one academic semester (i.e. four months). There are not many detailed studies on the actual language used in the L2 oral discourse so far except for Kobayashi (2005) who briefly discussed the linguistics data in the participants’ language progress. Thus, this
study filled the gap in literature by employing SFL approach as proposed by Halliday (1994) and Schleppegrell (2004) that provides a tool for analysing the linguistic choices of field, tenor and mode in its context.

6.1.4.1 Field of Discourse

The OAPs texts showed that Jordanian NNESs become more accurate as they become part of IEP context in general. This increase in accuracy could be reflected in their lexical choices development, logical relationship development, and more idiomatic use in their language as well. As participants continued their socialization process in the host community, it seemed that they increased their vocabulary repertoire particularly technical and abstract lexis over different OAPs’ intervals. Furthermore, Jordanian NNESs not only learned how to employ new lexis into their OAPs, but also improved their ability to develop their ideas in more elaborative and logical ways within their spoken discourse over time. For instance, participants developed a proper knowledge of how to employ conjunctions in their spoken discourse in order to keep their presentations coherent and understandable. Furthermore, the researcher argues that participants sometimes tended to employ these conjunctions in their spoken discourse as a technique in order gain extra time to find their lexis and employ them within their spoken discourse.

6.1.4.2 Tenor of Discourse

OAPs analysis revealed that Jordanian NNESs also developed proper knowledge of the role of relationships inherent in each context by employing various mood resources, modality resources, and other pronoun resources suitable for the context. For instance, as participants continued their language socialization process into IEP
context, they learnt how to employ different mood resources (i.e. declarative, interrogative and imperative) in order to establish and maintain a relationship with audiences. Moreover, participants also developed a better sense of employing modality resources (i.e. modal verbs and adverbs) in order to express their stance and attitude toward the issue under discussion. In pronoun usage (e.g. first person pronoun, and second person pronoun), participants also demonstrated a significant development in terms of employing various pronouns within their OAPs in different intervals. These pronouns contribute to the overall communicative efficiency and thus control the tenor of the discourse from being personal communicative event or relational between different parties of discourse.

6.1.4.3 Mode of Discourse

OAPs text analysis in different intervals demonstrated that Jordanian NNESs made a clear progress in terms of the textual structures of the text and the social functions of the text as well. Participants made clear progress in the global structure of OAPs (i.e. how to initiate and organize the material in a way that reflects logical structure for the target audience, and how to conclude or summarize their OAPs). Jordanian NNESs developed a better sense of how to initiate their OAPs with brief introduction of the material given and various ways of greeting. Moreover, they made significant progress in the internal organization of smaller units of their spoken discourse and developed a more appropriate sense of how to conclude their OAPs over time. However, data also showed that Jordanian NNESs lack some strategies in organizing the body of their OAPs (e.g. transition or ending their presentation using other linguistic markers).
Furthermore, text analysis showed that Jordanian NNESs made slight progress in clause structuring and thematic development of their given oral discourse by employing limited cohesive devices over time (i.e. reference, substitution, ellipsis, lexical cohesion and conjunction). However, this development varies from one participant to another in terms of quantity and quality. Jordanian NNESs developed a better sense of employing reference devices in terms of quantity and variety over time. However, in terms of substitutions (i.e. nominal, verbal, and clausal), Jordanian NNESs hardly employed these substitution ties in their OAPs. Moreover, in employing ellipses ties, text analysis revealed that none of the participants had employed these ties in their OAPs in different intervals except for one participant namely Qusay in his first presentation only (See 5.3.3.2.3). In employing lexical ties (i.e. repetition of an item, the synonyms or near synonyms, superordinate, or lexical collocation in the discourse), Jordanian NNESs employed limited lexical ties in their discourse in order to ensure coherence of their spoken discourse. Moreover, these ties were misused in their first days of socialization process where their OAPs in general were short and wordy and thus reflected exaggeration in terms of repetitions of the same items in the same discourse. Finally, text analysis showed that Jordanian NNESs made progress in employing conjunctions ties (i.e. additive, adversative, causal, temporal and discourse devices) into their OAPs over time. However, none of the participants had employed discourse conjunction (e.g. well, anyway or surely) in their discourse. However, it is fair to argue that as Jordanian NNESs continued their language socialization process, they managed to learn how to employ these conjunctions between the clauses of their discourse in order to incorporate logical relationships rather than stringing one clause after another.
6.2 THE LINGUISTIC FEATURES OF JORDANIAN NNESSs’ ORAL TEXTS

Oral Academic presentation (OAP), the focus of this study, is a type of oral language that is not as casual as the daily conversation because of the nature of presentation itself. Simultaneously, it is not as formal as academic writing especially when there is an interaction between the audience and presenters in this communicative event. To date, there are few studies available in literature on the linguistic features of L2 speakers’ oral production compared to L2 writers’ linguistic productions such as Hinkel (2002) and Schleppegrell (1996) who both found that L2 writers draw heavily on oral language features in their writing.

Findings of this research revealed that the oral discourse that Jordanian NNESSs produced in their OAPs at different intervals seemed to depend heavily on written language features because the foreign language instruction in Jordan focuses mostly on written text rather than spoken as stated by participants themselves in their interview sessions. Jordanian NNESS’ oral discourse in this research sounds like written language that is mostly their contact with language (e.g. learn through reading and writing of the English language). The researcher argues that these results are not surprising because of the absence of interaction in English within EFL classes in Jordan. The limited opportunity for interaction particularly using English for real communication purposes was found to be the main reason for this deficiency. Moreover, results of this research suggests that EFL curriculum planners in Jordan should pay attention to such deficiency that seems to affect Jordanian’s oral discourse production in negative ways and poses tremendous challenges for them in any new academic community they wish to be part of particularly where English is considered as the first medium of instruction such as the Malaysian academic context.
6.3 ORAL ACADEMIC PRESENTATION AS A COMPLEX ACTIVITY

The results of this study added to the literature of OAP by further illustrating that this oral academic task is a complex one and culturally situated as well as argued by many researchers (e.g. Kobayashi, 2005; Morita, 2000). As indicated in Chapter four (See 4.1), Jordanian NNESs’ academic language socialization process into this oral activity i.e. OAP is determined by several factors including their prior academic experience and exposure to this complex task. In this regard, Schleppegrell (2004) pointed out that effective participation of speech events, including OAP, are determined by participants’ understanding of cultural elements of the event and the participants’ linguistic capability to appropriately articulate their ideas: “Participating effectively in any speech event requires understanding the purpose of the event and the expected role of the participants, and being willing and able to make the linguistic choices that enable success in that speech event. The more familiar the event and the more purposeful the task, the easier it is for participants to understand the parts they are to play” (p.36).

When instructors in IEP context assigned the task of OAP to the students, they would have certain expectations of how presentation should be organized, presented, and how presenter should interact with audiences in IEP context. Although there might be slight variations depending on the specific requirements of the particular presentations such as purpose, time, and location of presentation, there are certain expectations to be met by the presenters such as mastering the global structure of the OAP (i.e. how to initiate and organize the material in a way that reflects logical structure for the target audience, and how to conclude or summarize their OAPs) and using academic and coherent language. The findings of this current research revealed
that Jordanian NNESs faced various social and linguistic challenges in their socialization process into OAP in IEP at UNTIEN. However, as Jordanian NNESs continued their socialization process into IEP context, they managed to overcome these difficulties gradually because as argued by Ochs and Scheffelin (2001), language socialization process is a lifetime process. Therefore, it should not be taken for granted that these participants or any who just joined the academic community would automatically know how to conduct OAPs, particularly as illustrated before, that for most Jordanian NNESs, this activity is a completely foreign academic task.

6.4 LIMITATION OF THE RESEARCH

One of the limitations of this study may lie in its lack of generalizability in that the methodological aspects of this study could be transferred to different qualitative studies of academic discourse socialization of NNESs into OAP. However, the findings of this research cannot be generalized to all Jordanian NNESs academic discourse socialization experience due to small number of the participants in this research (i.e. seven Jordanian NNESs). Therefore, the participants of this research are not representative to all Jordanian NNESs since different variables were not taken into account such as their English proficiency background that might vary from one participants to another.

Furthermore, another limitation might be related to the source of data collected in this research. Jordanian NNESs’ OAPs at different intervals were video-recorded in order to track the linguistic development of participants over the period of one academic semester. It must be acknowledged that Jordanian NNESs can rehearse and practice these OAPs many times before presenting them in Module A. Therefore, while the researcher is aware of the effect of rehearsal of OAPs, these OAPs are still valuable
for this research. These OAPs at different intervals can provide excellent materials for comparison purposes and thus provide longitudinal design in order to track the linguistic development (TLD) that Jordanian NNESs had in their OAPs over time.

Another limitation might be related to the ethnographic tools of enquiry that this research employed in examining the Micro level of Jordanian NNESs’ academic socialization process into OAP. One of the important tools of enquiry in this research was the video recording of participants’ OAPs at three different intervals. The main purpose of these video recordings was to track the linguistic development (if any) that Jordanian NNESs had in their OAPs over the duration of one academic semester. Having their samples at three different intervals for four months would be reasonable to spot the linguistic development within these samples. However, it would be more valued if these samples were collected over one academic year to enhance the credibility of the research findings.

Finally, a closely related limitation faced by all qualitative researchers, is the issue of subjectivity (Long, 1997). Although the qualitative researcher spends an extended amount of time in the field collecting and reviewing the data corpus, it still is difficult to provide a true emic perspective due to the researcher’s own subjectivity. As Bogdan and Biklen (1998) note, “all researchers are affected by observers’ bias” (p.43). In this research, to guard against observer bias, the researcher attempted to provide a thick description of the context at hand through the use of field notes that provided the researcher with another source of data to confirm or disconfirm the results generated for triangulation purposes (See section 3.8.1 for more information on trustworthiness strategies employed in this research).
6.5 DIRECTIONS FOR FUTURE RESEARCH

As the number of international students in the Malaysian academic context increases, it is necessary to conduct additional research that will address the academic discourse socialization process of these international students into different written or oral tasks. This in turn can provide curriculum developers in the Malaysian context of education with rich information on how these international students perceive and interact with these academic discourse tasks (i.e. their academic needs, sociocultural adjustment, language difficulties, and their progress in these academic discourse tasks).

Moreover, scholars also need to continue researching other contexts where English is not the native language of the country such as the Malaysian context of education. This direction for future research was given, since nearly a billion of people around the world speak English as a second language. This means that people who speak English as NNESs are more than NES (Tapia, 2010). For example, in Asia, the number of English users has exceeded 350 million which is equal to the number of people who live in countries where English is the dominant language such as United States of America, United Kingdom, and Canada (Tapia, 2010). In this regard, Crystal (2011) emphasized the need to examine in depth the way these NNESs employ English language in different sociocultural since these NNESs are not only absorbing the language but shape it as well.

Furthermore, although this research had examined in depth the academic discourse socialization process of Jordanian NNESs into one particular oral academic task i.e. OAP, several aspects were not covered in this research. For example, the non-linguistic aspects of Jordanian NNESs’ OAPs discourse were not discussed in this research (e.g. body language, paralanguage, nonverbal communication, and gestures).
For example, it is particularly valuable to probe into the body language or gestures that participants had employed during their OAPs in different intervals. These areas could be approached from a sociocultural perspective because different body language or gestures vary with different cultures.

Another direction for future research is the phonetics related areas. This current research briefly discussed the pronunciation errors as one of the main language difficulties that Jordanian NNESs had faced while they are delivering their OAPs in IEP context at different intervals (See 5.1.2). The researcher had partially identified these errors and conducted auditory identification that relies heavily on researcher’s impression of the sounds (Hayward, 2000). However, the acoustic identification of these errors was not explored (i.e. physical properties of speech sound) since this type if phonological analysis (i.e. acoustic analysis) requires advanced technological aids and effort as well. Therefore, scholars can also consider this path of research in their future research.

6.6 IMPLICATIONS FOR PEDAGOGY

6.6.1 ESL Professionals and Curriculum Designers’ Awareness of the Cultural Aspects of OAP

Findings of this research indicated that Jordanians prior academic experience did not prepare them well for the academic activity of OAP. As a result Jordanian NNESs had experienced several language difficulties while they were socializing into IEP context through this particular activity. This particular population of students might need more assistance than those who are familiar with this activity since OAP is an integral sociolinguistic routine in Malaysian universities and is a part of the universities’ curriculum across disciplines (Morshidi, Razak, and Koo, 2009). For ESL
professionals and curriculum designers, the findings of this research are particularly useful for designing a curriculum to address these particular language difficulties. Other international populations who share similar academic experience status might also benefit if ESL curriculum designers would take the student’s background into consideration. Moreover, the results of this study also addresses the Ministry of Higher Education (MOHE) in Jordan with the importance of considering OAP as a vital academic activity within EFL classes. The researcher recommends that Jordanian EFL curriculum designer in MOHE should consider this activity as part of EFL classes so that Jordanians will be exposed to this activity before being transferred into another academic level where this activity is part of curriculum across various disciplines such as the Malaysian education context and other context where English is the main language of instruction.

6.6.2 Jordanian NNESs’ Awareness of Their Linguistic Productions

As indicated previously in this chapter, Jordanian NNESs were often not aware of how their linguistic productions affected their performance in their OAP through committing various errors related to vocabulary, pronunciation, and grammar due to their English proficiency level. Therefore, it is important to raise their awareness of the expected linguistic productions of OAPs in order to accelerate or facilitate their academic discourse socialization process. Based on the findings of this research, Jordanian NNESs might need to pay more attention to the conventional style of how to organize their OAP. Moreover, they might also need to pay attention to developing their usage of cohesive devices to make coherent texts. Although it might be challenging to learn the related practice of OAP in an IEP context, the researcher believed that it is possible for Jordanian NNESs to be aware of and work towards the
goal of becoming proficient L2 speakers who will be able to perform demanding oral academic discourse tasks such as OAP.

6.7 CONCLUDING REMARKS

OAP in the context of this research was found to be a culturally loaded activity for Jordanian NNESs who were in general not familiar with this oral academic task i.e. OAP. As a result, Jordanian NNESs face various language difficulties while conducting these OAP (i.e. vocabulary, pronunciation, listening difficulties, and grammar). Thus in order to cope with these difficulties, Jordanian NNESs made their own choices to be socialized academically to learn the related practice of OAP through employing several socialization strategies namely observation, academic assistance, peer support and assessment, and practice. Moreover, findings of this current research revealed that Jordanian NNESs had accomplished several linguistic developments in their OAP in terms of field, mode and tenor of discourse at different intervals (i.e. three intervals over one academic semester).
REFERENCES


Barros, A. M. (2003). Pronunciation difficulties in the consonant system experienced by Arabic speakers when learning English after the age of puberty, *(Unpublished Master Dissertation), West Virginia University, Morgantown: USA.*


Billikopf, G. (2009). *Party-Directed Mediation: Helping Others Resolve Differences* (2nd edition) Cultural Differences or, are we really that different?


He, A. W. (2000). The grammatical and interactional organization of teacher’s


Spack, R. (2004). The acquisition of academic literacy in a second language: A longitudinal case study, updated. In V. Zamel & R. Spack (Eds.), Crossing...
the curriculum: Multilingual learners in college classrooms (pp. 19-45). Mahwah, NJ: Lawrence Erlbaum.


\textbf{APPENDIX A}

\textit{Interview Parameters}

Interview parameters for interviews with Jordanian NNESs

1. The first quarter of the interview questions was dedicated to investigate issues related to OAP familiarity level among participants and the difference between their past academic experience and their current one regarding performing OAP in English language e.g. Is this the first time you are doing OAP?; Do you find any specific differences between learning English in Malaysia and in Jordan?.

2. The second quarter of the interview questions was dedicated to investigate issues related to the language difficulties that participants faced while performing OAP in IEP context e.g. As to the language issues, what are some more specific challenges or difficulties that you have during your oral presentations? So what are some of your challenges with OAP?; Are there other challenges when you are doing presentations in English, for instance, vocabulary, grammar, pronunciation or listening?; Did you overcome any kind of language difficulties while presenting? How did you cope with them? How did you feel about that?

3. The third quarter of the interview questions was dedicated to investigate issues related to socialization strategies that participants employed in order to learn how to conduct OAP in IEP context e.g. Do you think that your classmates in IEP context can help you in preparing your OAP?; Do you practice your OAP before performing it in IEP? Alone or with somebody?; Do you feel the need to consult somebody (e.g., the instructor, a classmate) when preparing for your OAP? Did you consult somebody?

4. The forth quarter of the interview questions was dedicated to investigate issues related to the progress that participants had made in OAP in IEP context and other information about the participants’ OAP skills e.g. What are the oral presentation skills offered by the IEP?; Do you feel that you had made some progress with your OAP skills during IEP course?; Is there anything else you would like to share about Jordanian students' oral presentations?
## APPENDIX B

**Transcription Conventions adapted from Ohta (1999)**

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>[</td>
<td>beginning of overlapping speech speech</td>
</tr>
<tr>
<td>=</td>
<td>speech that comes immediately after another person’s; shown for both speakers</td>
</tr>
<tr>
<td>-</td>
<td>short untimed pause words</td>
</tr>
<tr>
<td>(words)</td>
<td>words not clearly heard one</td>
</tr>
<tr>
<td>(x); (xx); (xxx)</td>
<td>one unclear word; two unclear words; three or more unclear words</td>
</tr>
<tr>
<td>underlining</td>
<td>Errors detected</td>
</tr>
<tr>
<td>CAPITAL</td>
<td>loud speech</td>
</tr>
<tr>
<td>italics</td>
<td>italics are used to draw attention to a particular segment that is the focus of an analytic point</td>
</tr>
<tr>
<td>“....”</td>
<td>in excerpts, quotation marks indicate reported speech</td>
</tr>
<tr>
<td>{}</td>
<td>comments or relevant details pertaining to interaction</td>
</tr>
<tr>
<td>[ ]</td>
<td>author’s insertion or rephrasing</td>
</tr>
<tr>
<td>:</td>
<td>unusually lengthened sound or syllable</td>
</tr>
<tr>
<td>,</td>
<td>terminal falling intonation rising,</td>
</tr>
<tr>
<td>,</td>
<td>rising, continuing intonation</td>
</tr>
<tr>
<td>?</td>
<td>high rising intonation, not necessarily at the end of a sentence</td>
</tr>
<tr>
<td>x-</td>
<td>Sudden cut in OAP accompanied by a glottal stop</td>
</tr>
</tbody>
</table>
APPENDIX C

Consent Form

A Qualitative Study on the Jordanians’ Academic Discourse Socialization through Oral Academic Presentations in Malaysia

Faculty of Major language studies

English Department

Islamic Science University of Malaysia

Telephone: 067986771

E-mail: tun.afizah@usim.edu.my

Ahmad Ibrahim Mugableh (This research is for a PhD degree in Applied Linguistics)

Faculty of Major language studies

English Department

Islamic Science University of Malaysia

Telephone: (0184057059) E-mail: mugableh@gmail.com

This study is interested to investigate and understand how the Jordanian NNESs in Malaysian academic culture particularly in UNITEN learn how to participate successfully in OAP related practices of their academic discourse community, that is, how they are socialized explicitly or implicitly into the discursive practices. Besides that this study also aims to identify their language difficulties and the strategies that they use to cope with their difficulties and examine the participants’ progress as reflected in their OAPs within a period of four months (i.e. over the duration of one academic semester).

Study Procedures: undergraduate students’ participation in this study will not interfere with their course work/time. The co-investigator will employ the following methods to gather the data for this study:
1. During class time, the co-investigator will be doing class observations taking field notes.
2. With the participants’ consent, the co-investigator will either videotape or audiotape the OAPs normally given during class time. OAPs will not be interrupted by the co-investigator for any reason.
3. Participants will be invited to an individual interview with the co-investigator (15 to 20 minutes long). This will take place at a convenient place and time for the participant (not during class time). The interview will be audiotaped with the participant’s permission. In the interview the co-investigator will ask the participant about his/her views on OAPs.
4. The co-investigator may informally ask some questions to the participants a few minutes after they have given their OAPs.
5. Participants will be invited to participate in an individual review session with the co-investigator (20-30 minutes of length), where participants will have the opportunity to make comments about their own OAP(s) while watching the videotaped presentation. Review sessions will be audiotaped with participants’ permission.
6. Documents such as handouts that participants prepare for their OAP(s) will also be collected with participants’ permission.

**Confidentiality:** The only persons authorized to access the data will be the participants, the principal investigator, and the co-investigator of this research project.

The university’s name and participants’ names will not be used in the co-investigator’s PhD thesis or in any other reports. Pseudonyms will be used instead. All data will be protected so that no student can be identified as a participant in this research. All videotapes/audiotapes of presentations, interviews and review sessions will be kept in a locked and secure environment and will be destroyed after a period of five years.

**Refusals:** There will be no penalty for non-participation in this research. Participants have the right to withdraw from the study at any time. It is absolutely not a problem if participants do not wish to be interviewed, or observed, or if they wish their OAP not to be recorded (audiotaped/videotaped).
Compensation: No financial compensation is being offered in exchange for participation.

Contact: If participants have any questions about this research, they may contact the Co-investigator Ahmad Irbahim Muagableh in person, at home by telephone (0184057059) or by e-mail (mugableh@gmail.com). They may also contact the Principal Investigator, Dr. Tun Nur Afizah Zainal Ariff, by telephone (067986771) or by e-mail (see page one). Participants should feel free to ask any questions about this research at any time.

I have read the Informed Consent Form, and I understand the goals of this research (observations, interviews, review sessions, and recording of presentations). By writing my name and signing below I agree to participate in this study, and I also understand that my participation is voluntary, and that I may refuse to participate at any time without penalty. I know that if I wish to have more information about this project, I am always free to ask for it.

I have received a copy of the Informed Consent Form.

____________________
Name

____________________
Signature

____________________ Date ------------------
APPENDIX D

A Proposal for Data Collection

A Qualitative Study on the Jordanians’ Academic Discourse Socialization through Oral Academic Presentations in Malaysia

Submitted to

Head of Department

Mr. Chong Seng Tong

CFGS, Universiti Tenaga Nasional (UNITEN)

Department of Languages and Communication

Intensive English Program (IEP)

stchong@uniten.edu.my

Phone +603-89287508

Submitted by

Ahmad Mugableh, PhD candidate at

Faculty of Major languages (FPBU)

Universiti Sains Islam Malaysia

mugableh@gmail.com

Phone +60-184057059

1. Introduction

Faculty of Major languages in Universiti Sains Islam Malaysia is pleased to submit this proposal to CFGS, Department of languages and Communication in response to data collection permission for the above mention student who is currently running a research namely “A Qualitative Study on the Jordanians’ Academic Discourse Socialization through Oral Academic Presentations in Malaysia”. The present study will examine the academic discourse socialization of Jordanians NNES through oral presentations in Malaysian context of education particularly in Universiti Tenaga Nasional (UNITEN) by employing language socialization paradigm to better understand how they are socialized into disciplinary discourse through their oral academic presentations (OAP).
The period of data collection will take place in the second semester 2014 for the duration of 4 months (one academic semester).

2. Purpose of Study

This study is interested to investigate and understand how the Jordanian NNEs in Malaysian academic culture particularly in UNITEN learn how to participate successfully in OAP related practices of their academic discourse community, that is, how they are socialized explicitly or implicitly into the discursive practices. Besides that this study also aims to identify their language difficulties and examine the participants’ progress as reflected in their OAPs within a period of four months (i.e. over the duration of one academic semester).

Several studies on academic discourse socialization have been conducted in various academic contexts (Duff, 1995, 1996, 2002; Harklau, 2002; Huang, 2004; Morita, 2000). Majority of these studies focused on academic discourse socialization through writing. However, there is a lack of studies on socialization through oral activities except for Kobayashi (2005), Morita (2000) and Zappa-Holman (2007). Morita (2000) highlighted that “socialization through primarily oral activities such as discussions and presentations has received relatively limited attention” (2004, p. 575). Moreover Zappa-Holman stated in her work “to my knowledge this is the first study that investigates APs across such a variety of disciplinary fields. Hence, further studies to confirm or contrast the views and information conveyed in this study are needed. Also, it would be interesting to include other academic fields thus far not explored, and which also pervasively employ APs in their courses” (p.159). Thus the findings of the present study is hoped to contribute to the existing studies on oral academic discourse by shedding particular light on Jordanian NNEs engagement in one type of spoken academic discourse genres, that is, OAP and the role this socio-culturally organized activity played in facilitating participants' linguistics and socio-cultural development in academic world.

Moreover, the findings of this study will provide us with useful insights to enrich our knowledge of how OAPs are perceived and enacted by Jordanian NNEs and their instructors and also enlighten the EFL curriculum planner in Jordan with the importance of considering oral presentations as part of the curriculum since this activity is almost dead in Jordanian higher education context (Bani Abdo & Breen, 2010). In other words, this study helps the researcher and other interested parties to understand the challenges and needs of Jordanians with respect to one specific oral activity-OAP, and help the Jordanian NNEs cope with OAP.

From the methodological perspective, language socialization studies, particularly on oral academic discourse socialization focused mostly on how newcomers or novices to an academic culture learn how to participate successfully in oral discourse related practices of that discourse community, and how does interaction with their peers and instructors assists the process of socialization (e.g. Kobayashi, 2003; Morita, 2000, 2004; Zappa-Hollman, 2007). The studies employed ethnographic tools of inquiry including observation, interviews, video recording and other media to examine the macro level of the academic context. However, most studies did not focus on the micro analysis of OAP. This study hopes to fill the gap by utilizing SFL approach as an analytic tool to examine or track the linguistic development of the Jordanians.
NNES OAP over the duration of one academic semester i.e. micro level examination of OAP.

3. Research Samples

Jordanian NNESs in Universiti Tenaga Nasional (UNITEN) have to provide an official language proficiency score from recognized language exam such as the Test of English Language as a Foreign Language (TOEFL), International English Testing System (IELTS) or they can attend English proficiency test (EPT) in order to join their respective target program. Failure to meet these requirements, Jordanian NNESs have to take Intensive English Program (IEP) an English as a second language program designed by the English center to assist those who did not meet the university language proficiency requirements.

IEP program exposes students to 30 hours of English per week, or 6 hours per day and covers all the macro skills including reading (4hours/week), writing (4hours/week), listening (4hours/week), and speaking (4hours/week). The IEP program compromises of two modules spread over two semesters, module one (14 weeks) for students at elementary to lower intermediate level proficiency, and module 2 (14 weeks) for students at intermediate to upper intermediate level proficiency. OAP spread over the two semesters. However, OAPs are intensively done in the second semester. Based on the IEP syllabus, the Jordanian NNEs will have to go through a series of OAP throughout semester two. Thus, for the purpose of the study the data collection will be conducted in the second semester of IEP.

This study is qualitative in nature and thus it will focus on describing, understanding, and clarifying a human experience and is directed at describing the aspects that make up an idiosyncratic experience rather than determining the most likely, or mean experience, within a group and is not concerned with how representative the respondent sample is or how the experience is distributed in the population (Polkinghorne, 2005). For the purpose of the study, the researcher will recruit seven Jordanian students from the pool of Jordanian students who are currently engaged in IEP program at UNITEN. The seven Jordanian NNESs will be chosen during the first semester of the academic year 2013/2014 for the purpose of data collection. The recruitment of seven Jordanian NNESs will provide the researcher with sufficient data even if some participants drop out. However, the participant selection process should remain open so that after initiate accounts are gathered and analyzed, additional participant might be added who can fill the gaps in the initial description (Polkinghorne, 2005).
APPENDIX E

Sample of Interview Transcripts Data Collected from One of the Participants in This Research

Bashar’s interview, Tuesday, February the 6th conducted in UNITEN Library at 3.15 PM

1. What led you to choose this particular article/topic for your presentation?

I chose? My presentation about best city I saw- in my life because Ms. Hanis x– courage us {wrong word form, obvious mistakes how to use the word derivation encourage vs. courage due to shortage in vocabulary in participant’s repertoire} to do this to learn how to present in front of students {phonological error, the obstruent stop bilabial voiceless P pronounced as voiced B}.

2. Could you tell me step-by-step what you did regarding the preparation of your presentation? (i.e., describe the process in detail)

When Ms. Hanis give us {phonological error, the obstruent fricative S pronounced as fricative voiced Z} assignment for next week - we all go back home prepare our PowerPoint slides to for {addition of preposition} presentation after that I collect x- all my housemates and ask them to set down and listen to me {laugh}.

3. Do you usually do the same whenever you prepare for an OAP?

x- Yes

4. Do you rehearse your OAP aloud? (If not mentioned before)

Yes for sure this is the most important thing x- because I believe to speak English and be good presenter {phonological error, the obstruent stop voiceless P pronounced as B} we should speak aloud and practice more and more.

5. How much time did you spend preparing for this OAP? How much time do you usually spend?

Usually I spend two hour {omission of plural ending ‘s’} and sometimes {phonological problem, the obstruent fricative voiced Z pronounced as fricative voiced S} more because different (assignment) need {verb error, should say needs} different time.
6. Did you feel the need to consult somebody (e.g., the instructor, a classmate) when preparing for your OAP? Did you consult somebody?

Yes for sure - I have friend from Nigeria and another from Iraq x- they are good presenter- I will come early to class and present in front of them - they are very good in presentation x- when they present I watch them and learn from them.

7. Did you feel satisfied with your preparation (before actually giving the presentation)?

No because I should be better x- I have problems specially (pronunciation) (pronunciation) {Bashar could not pronounce this word; co-investigator barely understand what he meant}

8. Did you have to overcome any kind of difficulties while presenting? How did you cope with them? How did you feel about that?

Yes, two month ago {omission of plural ending ‘s’ in months} I cannot speak at all x- but now I can - and i will be best soon {incorrect use of comparative adjective, Best instead of better}

9. Did you receive any feedback about your OAP? From whom?

Yes - from my classmates and from Ms. Hanis our (instructor) {the word was not pronounced properly} x- yes

10. What kind of feedback did you receive?

Ms. Hanis always courage us {wrong word form, encourage} to use good vocabulary x- and advice {phonological error, the fricative voiceless alveolar /s/ in the word /adˈvəst/ replaced by fricative voiced alveolar /z/} us to practice more specially for listening skills - she is nice always x- give us ENERGY in our presentation.

11. How do you improve your OAP?

What please {away to ask repeat question} = {researcher asked again, how do you improve your OAP} = x- yes - I told you I have friend from Nigeria in the class and another one from Yemen and Iraq also they are good in presentation I always follow x- them and follow them every single word they say x- {obvious shortage of vocabulary as
this sentence left incomplete} and I always practice my English with my Indian friends in UNITEN - They are really good but sometimes I cannot understand their English.

12. Was it the first time you were asked to give an OAP?

YES FOR SURE, in Jordan we do not have any English presentations {addition of plural ending ‘s’} we just memorize vocabulary for exams only and our teacher in Jordan never ask us x- to present all at all {words repetition} That is why Jordanians are very bad in English presentation.

13. How do you consider yourself as a presenter (e.g., experienced, inexperienced)?

x-sorry I didn’t understand? = {Bahsar asked again to for further clarification since he did not get my message at all, so I ask him again in different why as “do you think you are good or bad presenter” } = x- im bad {laugh} I mean (Inexperienced)

14. Did you feel comfortable presenting in English as a second language?

For sure I’m very happy it is a good chance for me to present in English - I love English language and I wish I will be good one day.

15. Do you find any specific differences between the classroom culture of Malaysia and that of your country of origin? Which ones?

Many different {wrong word form, adjective derivation problem, different instead of differences} in Jordan for example {classes normally driven by instructors where student only passive receiver take the information given and memorize it for test purposes we Jordanians only care about marks because mark can determine which degree program you will get thereafter, you know how Tawjehi going over there, translated from Arabic to English} but in Malaysia different - I present and it take my time when instructor Mis. Hanis she sit-down back of our class and give {tense error, gives} comments about my mistake - she is nice and patient also.

16. So what difficulties do you have when you are doing oral presentations?

The main problem is vocabulary - I cannot find vocabulary when I present but I really know many vocabulary {misuse of plural error, where he should say much} but I x- when I present I cannot use them in x- {in context, translated from Arabic into English
due to lack of vocabulary} – I also have problem- ? in pronunciation I think you can see I have problems Im trying to be good and i will {omission of verb “be”} Enshalah.

17. Are there other challenges when you are doing presentations in English, for instance, vocabulary or interaction with the audience?

Aha When students ask me questions in my present {wrong word form, word derivation problem present instead of presentation} I cannot understand the question and ask to (repeat) again the question specially when my x- {dropped one word which is friend} from Nigeria ask me his English is good but accent not clear.

18. When you can’t understand the question, you will get more nervous.

No – why I should nervous {omission of verb “be”} I will ask again repeat question {omission of prepositions “to”}

19. As to the language issues, what are some more specific challenges or difficulties that you have during your oral presentations?

I told you before - vocabulary is the biggest problem we have –x my friends say I should practice with my Malaysian friends

20. What are the differences between your home country educational system and Malaysian education system?

Yes (Education) in Jordan is good but we Jordanians need English in our life because x- life all about English now Internet -? Job? Study in Malaysia-everything-{ “Bashar stated that although the fact that he been taught English since 6 years old from first grade until 12th grade however, there is no place or environment to practice his English even for matter of 5 minutes, and the first time he has been asked to present in English was in IEP program where he could express himself in different environment” translated from Arabic to English}

21. Is there anything else you would like to share about Jordanian students' oral presentations?

Jordanians are very smart but they only need time to be good speaker {omission of plural ending “s” in speakers} trust me {laugh}
22. What are the oral presentation skills offered by the IEP?

Confidence is the best skill I can get from IEP program - it is hard to be good speaker in two semester {omission of plural “s”} in IEP but I think this is the best place where Jordanians need to learn English - and start to break the ice as MS. Hanis always say {tense error, says} break the ice Bashar break the ice Bashar {Laugh}

23. Do you feel that you had made some progress with your oral presentation skills during IEP course?

OF COURSE- when I start {tense error, start instead of started} the program before four months I was not good in English - I was afraid to speak in front of people but now I can speak and I x- I need only time to be good speaker x- believe me it is good start for me before I continue my civil engineering program after three month {omission of plural “s” in months}.
APPENDIX F

Sample of OAPs’ Transcripts Data Collected from One Participants in This Research

Jordanian NNESs in Module (A) performed three OAPs as part of their assigned curriculum. In this activity, Jordanian NNESs delivered their presentation in front of Module (A) audiences and instructors for certain length of time. These oral activities or tasks were usually prepared in advance where Jordanian NNESs presented topics related to their assigned material (i.e. Q: Skills for success 3 by Miles Craven and Kristin D. Sherman, 2011). It was mandatory to perform these OAPs in Module A classroom at different intervals to be assessed by instructors as part of their assessment.

The following are Othman’s (one of the participants in this research) OAPs at three different intervals.

<table>
<thead>
<tr>
<th>Interval No.</th>
<th>First OAP</th>
<th>Date</th>
<th>Starting time</th>
<th>Ending Time</th>
<th>Title of OAP</th>
<th>Presenter Name</th>
<th>Lecturer Name</th>
</tr>
</thead>
</table>

Good morning guys my name {omission of verb to “be”} Othman Khalid Abdullah, today x- I will talk about my x- the city I live in SERDANG x- I like Serdang because there is there are {words confusion, obvious lack of vocabularies} many restaurant {omitting plural ending ‘s’}, Arabic restaurant {plural form error} and then the service {the word /s3ːvɪs/ pronounced as /s3ːfɪs/ the fricative labiodental voiced /v/ replaced by voiceless /f/} very good {omission of verb “be”} many banks and also
shopping mall but: x- {sentence fragments due to lack of vocabulary} and also my friends he will talk about dislikes {timing is slow}

Lecturer: so what about transportation?

Many universities have transportation they provide transportation like other universities but for Tenaga {common abbreviation used by Arab students to indicate UNITEN} there are not there are no any buss {misuse of plural form} but the people {addition of article “the”} /pipæl/ pronounced as /bibæl/ the stop voiceless bilabial /p/ pronounced as stop voiced bilabial /b/ who live in Serdang they can buy {obvious lack of vocabulary} taxi or can buy the cars {addition of article “the”} own car x- yeah but for other university {pronounce as /juːˈnɪf3ːtɪʃəl/ the fricative labiodental /v/ pronounced as /f/} {omission of plural ending “s”} like UPM {the stop voiceless bilabial /p/ pronounced as stop voiced bilabial /b/} and APT they have BUS.

Lecturer: can you tell me more things you like about the way you living in Serdang? So what about the food?

the food, we like, as I say (x) said - we like the restaurant there because there are restaurant many Arabic restaurant {omission of plural ending “s”} - because of that we like that area because there are many restaurant {omission of plural ending “s”} - Arabic restaurant and also Iraqi restaurant

Lecturer: so did you experience something related to weather for the last two months, I think you have noticed that the weather was not nice in Malaysia yeah? hazy, fuggy? So did you experience anything?

Actually you we have good view there {/vjuː/ pronounced as /fjuː/ the fricative labiodental /v/ pronounced as /f/} because we have lake lake {pronounced as /læk/ instead of /leɪk/} but for the last month we couldn’t see also because the weather is not good, but this nowadays, it is good there are x- {the participant paused and did not complete his sentence due to lack of vocabulary}.

Lecturer: okay thank you very much.
Good afternoon everybody – today I would like to talk about change in our life. I think we need change like we live in Malaysia now this is change: living in new country and learning new language new for us x- my friends from Yemen Palestine – Saudi Arabia and brothers from Jordan will feel maybe this is normal change but I think it is big change we need it from time to time because I think change is good in our life for many reason – first in psychology people need to change their place their food their day habits to feel life again for example I cannot stay long time in one place and if I study I like to study in different place like library home or sometimes old town café near my home – second change is good our body hormone in our body need to change from time to time to make the immune system strong and stronger yes this is proof in medic now – and lastly change is good for us - as student here in Malaysia you can manage your life as you wish and have self-confidence far from your family you can build your personality – thank you very much for listening to me and I would like to ask if there any question you can ask just ask

Lecturer: can you shortly define what do you mean by change in this context?
change yeah change is when you use to make something and you change it to do something different for example - you use to study in library and then you study in home - {misuse of preposition} this is change I think

Lecturer: so you believe in change that is good for us ? so what about if change was negative for us like you used to see your friends around all the time and suddenly everything has been changed and you are no longer able to see them again would that hurt you ?

YES yes you are right this change bad {omission of verb to “be”} because not all change is good like you say {tense error, simple present instead of simple past} losing your friends around and many MANY situation {omission of plural ending ‘s’} {pronunciation error stjɔəʃən pronounced as stjɔəʃən the affricate voiceless palatal /tʃ/ pronounced as stop voiceless alveolar /t/} which make you down in real life and maybe make your health in bad situation {pronunciation error stjɔəʃən pronounced as stjɔəʃən the affricate voiceless palatal /tʃ/ pronounced as stop voiceless alveolar /t/}

<table>
<thead>
<tr>
<th>Interval No.</th>
<th>Third OAP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td>Thursday, 24th of April, 2014</td>
</tr>
<tr>
<td>Starting time</td>
<td>11.03 AM</td>
</tr>
<tr>
<td>Ending Time</td>
<td>11.09 AM</td>
</tr>
<tr>
<td>Title of OAP</td>
<td>Can money buy happiness?</td>
</tr>
<tr>
<td>Presenter Name</td>
<td>Othman</td>
</tr>
<tr>
<td>Lecturer Name</td>
<td>Ms. Hanis</td>
</tr>
</tbody>
</table>

Good morning everyone - today our presentation would be about a very common issue we all face every day in our lives – yeah about if we believe that money can buy happiness in our lives – yes- without any doubt money is important for us to survive and for sure it is key for success in our lives and no one can deny this fact- yes you
cannot deny this fact at all because we all need money to buy new technology and to stay update with all new things in life – yes and very important point here today there is no health insurance for big surgeries \{the affricate voiced palatal /dʒ/ as in /sɜːdʒəˈrɪə/ pronounced as stop voiceless velar /k/\} so you have to pay for such surgeries and in many case \{omission of plural ending ‘s’\} around the world people die because of this situation \{the affricate voiceless palatal /tʃ/ as in /stʃəˈfən/ pronounced as stop voiceless alveolar /t/\} yes that is why I believe that money buy happiness x- yes and no one can deny this fact - for instance I’m happy for being here in Malaysia learning new language and being with new people and and - learning about new cultures – yes - being here living in Malaysia express the fact that money is important which so many friends in Jordan they wish to have this chance but unfortunately they are not lucky enough because they cannot afford living here in Malaysia – yes – they cannot pay for the tuition fees and for the ticket and everything – this is because for sure money can buy happiness in our lives – yeah- and thank you very much for your listening

Lecturer: thank you very much for your good presentation

Thank you very much