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BUILDING BRIDGES FROM CURRENT ENGLISH CONTENT TO AN
IMAGINED ENGLISH FUTURE

A Project
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts
in
Education:
Teaching English to Speakers of Other Languages

by
Danyah Abdulaziz Aleisa and Iftikar Saeed Alsulami
June 2016

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ABSTRACT

Learning English as a second language is a key factor to promote globalization, because the language has spread widely. Furthermore, learning English vocabulary for the fast-paced global business environment is highly dependent on the imagined future of a business major; he or she must imagine in what context the business career will take place: what sphere of activity will be involved, in which scenarios of language usage, and what lexical items will be needed. Vocabulary learning has long been characterized by the use of decontextualized vocabulary academic word lists. As an alternative, this project researches the use of an integrated language thematic mode--the theme being business communication--with a focus on incorporating various linguistics aspects of learning English. This research will emphasize the integrated linguistics approach to the acquisition of academic vocabulary. Additionally, the project explores the use of an individual's imagined community in setting vocabulary goals and second-language-acquisition strategies. The study took place at the English Language Program and College of Business and Public Administration (CBPA) at California State University, San Bernardino in the spring of 2016. International students were asked to participate in a survey; an interview questionnaire was designed to discover the students' preferences strategies and in learning English with respect to their future career. The results varied based on students' backgrounds, their specific majors, and their personalities and preferred ways of learning.

ACKNOWLEDGEMENTS

Before we go into the thick of things, we would like to add a few words of appreciation for people who have been a part of this project right from the inception. The writing of this project has been one of the most significant academic challenges we have faced. Without the support, patience, and guidance of the people involved, this task would not have been completed. It is to them we owe our deepest gratitude.

We would like to extend our thanks to those who offered collegial guidance and support over the years. Most of all, we submit our heartiest gratitude to our respected professor and advisor Dr. Lynne Diaz-Rico, for her understanding, wisdom, patience, enthusiasm, encouragement, and faith in our abilities and for pushing us farther than we thought we could go.

I, Danyah Abdulaziz Aleisa, would like to express my cordial gratitude to my mother Aminah Burhan and to the memory of my father Abdulaziz Aleisa whose affection, love, encouragement and prayers of day and night enabled me to get such success and honor. My joy knows no bounds in expressing special and heartiest thanks to my one and only sister Rana Abdulaziz Aleisa. Her keen interest, moral support, and encouragement were a great help throughout the course of this project. Last but not least, to my dearest friends and my family members: through your love and support, encouragement and camaraderie, I've grown and developed.

I, Iftikar Alsulami, would like to revere the patronage and moral support extend with love, to my father, Saeed Alsulami, and my mother, Rajyah Alsulami, whose tremendous contribution, support, passionate encouragement, guidance, and prayers made it possible to complete this project. I also express my thanks to all my family members for their continuous support and valuable contribution towards the successful completion of this thesis.

DEDICATION

To our families, with love

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CHAPTER ONE

INTRODUCTION

Background of the Project

The Role of English Internationally

Imagine there were no common languages in the world, or there were no common ways that people from different countries could communicate. How could people from different regions in the world interact? Some people would say that it did not matter in the past; life was simple. Countries at that time did not need to compete with other countries or to learn about other cultures, improve education, develop technology, or even do business with other countries. Even though there was a common language in the past, people did not really count on that factor to survive in the world.

Nowadays, things have changed, and having a global language has become a vital factor in the race to keep up with the pace of development in the world. Moreover, the major reason for success in most countries is effective interaction with other countries in many different fields, in order to exchange knowledge and achieve a higher quality of life. That has spurred people to compete internationally; most of the developed and developing countries in the world are vying with one another for a stronger economy and work force. English has become the most common second language in the world, and an important means of communication among people of different countries. In other words,

learning English as a second language in this stage of globalization is essential; the language has been connecting millions of people around the world for the past few decades.

The ever-increasing dominance of English can be witnessed in such fields as technology, research, commerce, education, politics, communication, and tourism. English has achieved the status of a lingua franca; 85 percent of international organizations use English, 90 percent of the material available online is in English, and “one out of four people around the world can communicate in English” (Kalid, 2012, p. 63). About one billion students are learning English worldwide.

Social Context of English Use in Saudi Arabia

In the past, English was not really important to learn because there was no need to speak English; few Saudis communicated with the outside world. Over the past years, the role of English has greatly changed.

English is currently considered the universal language of the business world, and most companies require proficiency in English for all job applicants. Most prominent local and international companies and banks in Saudi Arabia such as ARAMCO, SABIC, HSBC, and others have adopted English as their official language. Additionally, many Saudi companies now tend to have international relations with other companies in different countries, so the English language is a must for them. English also plays a primary role in technological

development; so if Saudis do not understand English, they will not be able to keep up with new inventions in technology.

People in Saudi Arabia also learn English for their personal purposes. For example, English helps to establish and maintain relationships with people from different nationalities who do not speak Arabic, either in Saudi Arabia or overseas. Another personal purpose of learning English would be browsing the web for different needs such as science and medical sources, online shopping, or entertainment--movies, music, books, and video games. Last, most Saudis now travel every year to other parts of the world in which people do not speak Arabic, for example Europe, North America, and Asia; so they learn English to be able to enjoy their travel and communicate with others. Thus, proficiency in English has become essential in Saudi Arabia.

History of English Learning in Saudi Arabia

With the emergence of English as a global language, it has acquired the status of a mandatory foreign language in the Saudi educational domain. In Saudi Arabia, English now is a common language, and the only foreign language that is being taught as a primary subject in schools and universities. The Saudi Ministry of Education has approved the addition of English to the curricula, to be taught for all school levels starting from kindergarten to colleges and universities.

The new Saudi education policy has mandated English as a medium of instruction for all science departments in the national universities. In order to meet this policy objective, all the universities have established new departments,

centers, or institutes to run a Preparatory Year Program focusing on English. Moreover, English has been given a prestigious status in Saudi official documents when it is stated that English can be used to spread “the faith of Islam” and to serve humanity. English is also seen as a means of acquiring knowledge in the fields of sciences, arts and new inventions, and as a means of transferring knowledge and the sciences to other communities (Syid Md, 2013). For example, in both King Fahd University of Petroleum and Minerals and the newly established King Abdullah University of Science and Technology, the graduate-only research university, English is used exclusively as the medium of instruction. Additionally, English has become the medium of instruction in some newly established private universities that choose to teach content areas in English (Khalid, 2012).

In addition to learning English at school, people now tend to improve their English skills by taking private courses at various institutions that are widespread in Saudi Arabia. These institutions provide several types of courses that offer people the chance to improve their English. As a result, students have started learning English at an early age, so they have a better chance to succeed in higher education, and thus boost their opportunities of getting better jobs in the future.

However, in Saudi Arabia, despite all of the demand of hiring people who speak and write English fluently, people learn English starting with grade seven within the classroom without practicing it in the community. Taking that into

consideration, most of what students learned will be forgotten over time due to the limitation in English use. In addition, looking into the Saudi English curriculum, vocabulary is learned through long lists without integrating words into appropriate contexts. According to this vocabulary list learning, each word has its own definition and examples, requiring students to memorize each word without knowing precisely how it is used in various contexts. Therefore, students struggle each time they want to use what they have learned in actual conversation or in writing. English teachers need strategies to implement in order to improve the learning process and integrate English into students' real lives.

Target-Teaching Level

Our first career objective after completing the MA-TESOL program is to return to Saudi Arabia to attain teaching positions at an English Department in the university level, where we can apply what we have learned from the MA-TESOL program. We will design our English teaching to incorporate better ways for English learners to transfer English learning to English use outside of class. We will include more cultural aspects of the language to give people an interesting way to learn English. One of the reasons of choosing this level of teaching is to develop ourselves into specialists in the field of English teaching.

Another reason why we prefer the college level is because of the students' ages. Dealing with adults is more manageable, and much easier than dealing with teens or children. Another benefit of teaching this level is because as students and professors we are all in the same generation; so we can share

ideas and similar thoughts, which can lead to a better atmosphere of teaching for both of us. Actually, being an English teacher has always been our dream.

The current state of teaching in all levels in Saudi Arabia is based on traditional education system compared to the advanced education systems in developed countries. Furthermore, Saudi schools are very limited in the use of technology and new methods of teaching, and very slow in the process of improving the curriculum. Therefore our specialized training may prove valuable.

Purpose of the Project

Learning English for the global business environment is highly dependent on the imagined future of a business major. Learners must imagine in what context a business career might take place and apply what they learned in school to their future communities. This study explores the use of an individual's imagined community in setting second-language-acquisition goals by using integrationist linguistics and thematic unit strategies as a bridge to achieve success. Moreover, the purpose of this project is to examine the English needs that business students have and the types of help they desire in order to make them successful in their studies and in the future. Using the result of the study, researchers will be able to better identify and understand the learners' needs, so they can gain more success in the future.

Content of the Project

This paper consists of five chapters. The first chapter discusses the role of English in Saudi Arabia, and the purpose, content, limitations of the project. Chapter Two is a review of the literature that consists of four keywords: integrationist linguistics, thematic units, imagined community, and English for specific purposes. Chapter Three explains the theoretical framework and the methodology of the study that was conducted. Chapter Four provides the results that were analyzed from the study. Finally, Chapter Five concludes the project and offers recommendations.

Limitations of the Project

Although this project involved interviewing students to ascertain how they learn business English, the duration of each interview was limited. Therefore, the information gained through the interviews did not fully capture the needs of the students. Moreover, most students declined to be audio recorded, which meant key information had to be transcribed by hand during the interview. Despite these limitations, the results from this project will give scholars the opportunity to identify some of the obstacles that business students encounter when it comes to learning English as a second language.

CHAPTER TWO

REVIEW OF LITERATURE

English for Specific, Academic, and Business Purposes

Introduction

In many parts of the world, English has become an important language of communication that is widely used in both academic and professional fields. With increases in globalization, international interactions across various platforms and in various professions have become more frequent, hence the need for communication using a language that is understood by many. However, the contexts in which people use language varies greatly depending on their environment, what they are talking about, the type of English their country speaks and most importantly their profession (Padurean & Vizental, 2015). It is therefore important that individuals learn how to use English fluently, especially when using it within particular contexts.

The choice to learn the English required in communicating in particular socio-economic contexts is important in designing English for Specific Purposes curricula (Benesch, 2001). This perspective of learning English is important particularly for people who are not from English-dominant countries or those who encounter challenges in communicating fluently in English. ESP helps such people learn a delimited vocabulary and use of language in a less stressful manner, so they can comfortably use what has been learned in the specific context of their interest. This section examines the importance of English for

Specific Purposes, where it is applied, and how it differs in various ways from General English.

English for Specific Purposes (ESP) refers to the learning approach used in English to teach English for a defined and specific purpose, such as teaching English to help someone prepare for their profession; for example, teaching a person in the medical field to use vocabulary terms related to the profession.

English for Academic Purposes (EAP) refers to the learning approach used in English to teach learners who are non-native English speakers how to use English language for academic purposes, such as writing university assignments and making academic presentations.

Additionally, English for Business Purposes (EBP) is the use of learning approaches in English that prepare learners of English who are interested in international business or any business-related activities to communicate effectively in the business context. English for Technology Purposes (ETP) is the teaching of English for the purposes of enhancing interactions and communication about technology. It is taught mainly to learners who are interested in learning about the technology that is around them or who intend to work in the technological sector. English for Chemistry (EC) is the type of English that has been commonly taught in Japan, where learners were taught how to use language in fields that are related to chemistry and scientific experiments, with a focus on vocabulary related to these aspects.

English for Specific Purposes (ESP) Versus General English

In order to understand the relationship between English for Specific Purposes and General English, it is important that both concepts are explained from the standpoint of their definitions. The main differentiating factor in these two ways of learning English basically relates to the purpose. Arguably, while ESP is focused on a more specific purpose, General English is said to lack focus on any particular purpose (Cox & Hill, 2004). It is this orientation to purpose that mainly distinguishes the two and affects the choices of learners as to what approach they want to learn based on their needs and goals in learning English.

ESP is considered to be discipline specific, medium specific, and genre specific when it comes to interpretation of the language and the vocabulary used in learning (Benesch, 2001, p. 7). In other words, ESP can be analyzed using the answers to the following questions: What kind of English? English for whom? And English for what?

On the other hand, General English takes a broader, rather, non-limited approach in teaching English, hence exposing learners to a variety of vocabulary and language use in contexts that could be applied to almost everything in life (Ghanbari & Rasekh, 2012).

The challenge, however, in learning General English, especially for older learners, is that it uses a range of vocabulary terms that are applied in diverse fields. This can easily confuse the learners or slow down the learning process (Padurean & Vizental, 2015).

To teach ESP, therefore, requires teachers to effectively conduct a needs analysis for the learners and use genre and literacy approaches extensively while at the same time using authentic texts relating to the contexts where the learners could end up (Dudley-Evans & St. John, 1998). A good example of the use of ESP is when soccer players from non-English-dominant countries in football leagues, such as the English Premier League, learn English using the ESP plans in order to understand the vocabulary used in football training, sports news, or when speaking to the media. Belcher (2006) argued that for ESP, unlike General English, the material is not the most significant component; rather, what is most important is how the material is used, how it is pitched to the learners, and the learning goals that are set.

Nevertheless, when it comes to demystifying the differences that exist between ESP and General English, some contrasting views have emerged over time. Dudley-Evans and St. John (1998) for example, postulated that differentiating the two in theoretical perspectives is virtually impossible, although there is a great deal of difference that occurs when comparing them in relation to practical application. Nevertheless, Jones and Alexander (2000) argued that this only was true back in the days when teachers of General English rarely conducted needs analysis to find out what exactly was required to take care of the students needs in learning English. Presently, however, teachers are more likely to conduct needs analyses and the developers of material are more careful about the goals of learners at different stages in their production of content. This

is perhaps a demonstration of how the ESP approach has impacted teaching General English. Evidently, the line between ESP and General English has become much more vague (Mount, 2014). Ironically, it is the General English teachers who are seemingly using more of an ESP approach by conducting learner needs analysis and using their knowledge to prepare the learners for real communication; whereas many ESP teachers do not conduct needs analysis and seem to rely heavily on available published texts (Ghanbari & Rasekh, 2012).

ESP and General English have a number of distinguishing factors, with purpose and application being the most important ones (Ewer & Latorre, 1969). Establishing the difference between the two in relation to the learners' needs is imperative in knowing exactly how to help learners with different learning needs and goals for English.

In conclusion, ESP and General English have a number of distinguishing factors, with purpose and application being the most important ones (Ewer & Latorre, 1969).

The Development of English for Specific Purposes

Since the early 1960s when ESP rose in prominence, this approach to teaching English has grown into an important method of teaching English, especially for foreigners today (Benesch, 2001). The development of ESP can be seen through the increase in the number of universities that are offering Masters of Arts degrees in English for Specific Purposes, such as Aston University and the University of Birmingham in the United Kingdom (Ghanbari & Rasekh).

Additionally, there are a number of ESP courses currently being offered to students overseas in non-English-dominant nations. Moreover, there is a highly reliable ESP journal, *English for Specific Purposes: An International Journal* that supports discussions about ESP and supports ESP learning and teaching. Also, ESP groups in TESOL and IATEFL participate actively in ESP related national conferences (Ghanbari & Rasekh, 2012).

Hutchinson and Waters (1987) explained three key reasons that led to the emergence and growth of ESP. These reasons are increased calls for technical globalization, a revolution that occurred in linguistics, and the need for a more learner-focused approach in learning English. Two major historical events played a major role in advancing ESP; the Second World War led to the booming of technical, scientific and economic activities on international platforms, causing a need for a more unified international language of communication for technical purposes; and the 1970s oil crisis, which resulted in knowledge and money going into countries that were rich in oil (Belcher, 2006). The language of knowledge, in this case, became English. The general impact of these developments was that there was more pressure on the professional teaching of English to allow for people to deliver their goods. English teaching, which was strictly academic at that time, became subject to the needs, demands and wishes of other people than only the teachers (Hutchinson & Waters, 1987).

Additionally, in relation to the revolution in linguistics aspects, revolutionary linguists discovered that a traditional linguistics that only described

the features of language was limited; hence they wanted a new approach that could be used in real communication. A very important criticism that led to the growth of ESP was there was difference between spoken and written English, which meant that context affected the way English was used and interpreted (Hutchinson & Waters, 1987). This idea was developed further and in the late 1960s and early 1970s various linguists attempted to explain English used in science and technology (James & Alexander, 1989).

The third reason, on the other hand, was mainly psychological. ESP developed mainly from a deviation from the simplistic approach that focused on one main method for language development and started paying closer attention to the different methods in which learners acquire language (Hutchinson & Waters, 1987). Different learners used different skills and were motivated by different interests and needs; this attracted focus to a needs-based approach to disseminating linguistic knowledge, resulting in the growth of ESP as a learner-centered approach to teaching English.

ESP development in different parts of the world has experienced different growth patterns due to various causal factors (Long, 2005). In Japan, for example, the ESP approach to teaching English has shown slow but definite growth. The increasing interest, in particular, resulted from the decision in 1994 to give universities control of their own curriculum (Phillipson, 2003). As a result, there has been a rapid increase in the number of English courses that are designed for specific disciplines, such as the replacement of the traditional

General English courses with English for Chemists. Most importantly, the Japanese ESP community has become much stronger and more vocal in the effort to meet local needs.

ESP still has a relatively long time left to fully mature before a clear picture of its goals and methods will emerge (Belcher, 2006). There are strong and varied opinions about ESP that sometimes tend to spark more controversy than answers; one example is the heated debate whether English for Academic Purposes is considered as a part of ESP. Besides, from a recent ESP Japan conference, there were clear differences that emerged regarding people's interpretation of ESP (Mount, 2014). Although some view ESP as teaching English for any specified purpose, others described it as teaching English for professional or vocational purposes.

In conclusion, ESP mainly entails studying the English language that is designed for specific contexts, professional or academic. Despite the confusion in purpose, it is clear that ESP is oriented to a purpose that governs the way the course content is designed.

English for Academic Purposes (EAP)

English for Academic Purposes mainly describes courses in English that are intended to instill English language knowledge and communication abilities to learners, especially for foreign non-English speakers, in order to prepare them to pursue other courses in the countries where the language of instruction is mainly English (Canagarajah, 2002). Programs used mainly in this approach to teaching

English are common for foreign students who want to go to countries such as the UK and US to learn. Some of the courses designed for EAP learning are available in different programs such as Conditional Admissions Programs (CAPs), Intensive English Programs (IEPs) and Accelerated University English Programs (AUEPs) (Belcher, 2006). These EAP programs mainly focus their instruction on relevant skills that are necessary in academic English contexts without specific focus on core subject areas encountered in higher education settings (Lorenzo, 2005, p. 57). However, in exceptional cases, such programs may consider narrowing their focus to the more specific linguistic needs of particular areas of study, for instance, science and technology-related courses. Nevertheless, most of the time, the main goal of EAP courses is to raise the learners' General English standards in order to allow them to integrate well into English-medium academic contexts in universities and other institutions of learning (Ghanbari & Rasekh, 2012).

Based on the different language needs for different countries, EAP courses are usually accompanied by some form of tests through which the learner's competence in the language is evaluated (Cox & Hill, 2004). In the UK, for example, the learner must achieve a score of either 6 or above on the IELTS tests, whereas in the US, the learner needs to have a score of 80 or more on the TOEFL test. In other universities that use English as the main medium of instruction, the schools may have preparatory institutes or schools where people spend either one or two years to work on their English skills before they can

begin pursuing their degree courses. Some EAP courses that run concurrently with degree courses could be based on a composition model, or use a content-based instructional approach where material from the learners' degree subjects are used. The courses focus more on helping learners develop study skills required for academic purposes than on language development (Jordan, 1997).

It is the multi-dimensional focus or definition given to EAP that has long contributed to the conflict about where to classify it, whether as General English or ESP. Those who classify EAP as general English strongly believe that ESP is meant to teach English for professional purposes only, hence disqualifying EAP because it does not meet this goal but instead focuses on study skills. Besides, most EAP teaching programs take a more general plan in teaching English which bears close resemblance to what is used in General English teaching (Canagarajah, 2002). Similar to the General English approach, EAP instruction focuses on the development of grammar and vocabulary in four key skills: reading, speaking, listening and writing, as well as a focus on pronunciation. Nevertheless, the approach also tries to restrict itself to its purpose by tying these lessons to the learners' specific study needs. For example, writing instruction for such learners may pay more attention to essay writing as compared to, say, letter writing.

There is however a great debate among teachers of EAP on the best approach to be used in helping students to learn English for Academic Purposes. On one hand, for instance, using a pragmatic approach, learners may be taught

conventions, but fail to understand why and how to adjust their writing. On the other hand, a critical approach encourages the learners to challenge writing conventions and only use them where justified. However, there have been attempts to reconcile the two approaches in creating a critical pragmatic approach to EAP learning (Lorenzo, 2005).

All in all, EAP is designed to prepare learners to be competent in using English for academic purposes, especially at the university or college level. This orientation to purpose is what categorizes it as part of ESP.

English for Business Purposes

Globalization is a very important factor in today's world and the economies of different nations of the world. With globalization advancing on a day-to-day basis, aspects such as free trade and development of multinational companies have increased. In addition, people moving from their country to work in other countries or conducting business across countries has become more of a reality that is contributing to global business and economic growth. In order to fit into the competitive global or international business sector, there is a need to have not only the required skills in practicing business but also a certain level of language competence in English, one of the main media of communication in most countries. English for Business Purposes is an essential approach to teaching Business English to improve both international and local business-related communication (Canagarajah, 2002).

EBP is the approach used to study English mainly to support international business and trade. It is one of the most widely known and taught types of English for Specific Purposes. In some cases, it is treated as a specialty within the learning and teaching of English. Most non-native English speakers consider studying EBP with the intentions of pursuing business-related opportunities in English-dominant countries or with other organizations found outside the Anglosphere using English as either a lingua franca or shared language (Lorenzo, 2005). Research reveals that most of the communication that transpires in English in most businesses around the world occurs between non-native English speakers. As such, the objective is to ensure effective and efficient communication. This happens by ignoring various rules of grammar; for example, if the intention of the communication is to arrive at a negotiation that is understood by both, then the deal can be settled whether or not grammaticality in English language is observed in their communication.

Nevertheless, English for Business Purposes is interpreted differently by different people. To some people, EBP mainly focuses on topics and vocabulary related to the world of business such as international relations, finance and trade (Varnosfadrani, 2009). On the other hand, to other people EBP mainly focuses on the language skills required in typical business and organizational communication in aspects such as meetings, negotiations, presentations, socialization in business contexts, report writing, and correspondence. In both of these cases, however, it is clear that business English would contain elements or

important aspects that, regardless of how it is taught or the content, will relate to the business environment or business world. As such, EBP can be taught to anyone preparing to enter the labor market as, communicating in business or business-related contexts is almost inevitable at this level (Jones, Alexander & Jones, 1996). Evidently, EBP varies from General English due to its specific limitation to business-related content and vocabulary, with less focus on rules of grammaticality. Besides, there are courses in Business English in some institutes around the world that are studied separately and independently from General English and provide chances to pursue a degree in EBP.

Requirements for General English students and EBP learners are the same in principle, although they differ in vocabulary and context (Widdowson, 1992). The differences are further increased by the specific business area or sector of interest to the learner. A learner interested in business related to the hospitality industry, for instance, may encounter vocabulary that is different from a learner interested in travel-related business due to different contexts and vocabulary. Nevertheless, some common business vocabulary, such as *competitive advantage, corporate social responsibility, marketing communication, market share, and break-even points*, among others, apply to almost, if not, all industries. Hence they may apply to all students taking EBP despite their varied industry interests (Varnosfadrani, 2009). All in all, EBP mainly entails teaching English to prepare the learners for the world of business. Hence, the vocabulary used and content is business oriented, which classifies EBP as part of ESP.

Business English Teaching (BET) in Saudi Arabia

The Kingdom of Saudi Arabia is the richest among the Gulf States and is home to more than quarter of the global oil reserves. The country provides great wealth and financial opportunities to the citizens and foreigners who work there. Although Arabic is the main language of communication in the kingdom, globalization trends have slowly forced the need to learn English in order to have citizens who are competent enough for the local and international business environment. As a result, Business English in Saudi Arabia has increased in order to achieve these goals (Alharby, 2005).

In teaching English in foreign countries, Saudi Arabia is considered to be one of the most attractive and highest-paying destinations in the world. Teachers of English are paid between \$3000 and \$4000 tax-free dollars every month plus other numerous benefits (Alharby, 2005). Therefore, with the increase in the number of learners intending to study Business English, various institutions have started teaching English for Business Purpose courses in the country. The British Council is one of the well-known organizations in the country that has established an institution where Saudi citizens are taught Business English (Al-Ramahi & University of Leicester, 2006).

Business English courses in Saudi Arabia mainly focus on the situations considered to be relevant in the day-to-day working lives of Saudi citizens. Because there are still various gender stereotypes governing employment roles in Saudi Arabia, Business English is mostly taught to men although a significant

number of women are learning as well (Alharby, 2005). Some of the most important aspects taught in Saudi Arabia in English for Business Purposes (EBP) include negotiation skills, making presentations, emailing, managing meetings, marketing concepts, and other international business-related content.

It is expected that in the future more and more Business English teachers will teach in Saudi Arabia and make the courses even more established than they are at the moment (Ahmad, 2012). Despite the fact that non-native English speakers can handle teaching Business English when trained, Saudi Arabia prefers teachers from English-dominant countries, perhaps because of the perception that they are more eloquent.

In conclusion, Saudi Arabia is a prime example of a country where ESP has grown, especially since it is not an English-dominant country. EBP is a common form of English taught in the country.

Conclusion

Teaching English to foreign learners can be a complicated yet very interesting and important venture. Learners of English usually have various learning needs that determine what they want to learn at any particular time and the purpose why they need to learn it. Traditionally, most children prefer learning General English from childhood, as this is most important in shaping their skills, and offers general vocabulary in English that can be used in many fields. However, once they have grown up, their needs start varying and many people want to

learn a type of English that suits their needs at that particular time, especially their professional needs; hence English for Specific Purposes.

In sum, the teaching of ESP varies depending on the field in which individuals are interested. As such, there are various parts of ESP such as English for Technology Purposes (EST), English for Business Purposes (EBS), and arguably English for Academic Purposes (EAP), among others, which differ from General English due to their inclination to a specific purpose. These forms of English learning tend to pay more attention to the context in which language is used and the purpose for using English in these contexts, rather than considering other aspects of English such as grammaticality. ESP, therefore, forms an important approach in teaching English, especially to non-native-English-speaking professionals.

The Integrationist Linguistics Perspective

Introduction

Integrationist linguistics theories have always emphasized that signs on their own cannot function as the foundation of an autonomous, self-sufficient form of communication. There has to be reliance on integration of various non-verbal activities (Harris, 2004). Traditional linguistic theories that have been adopted over the years have tended to focus more on the general universal aspects of language such as grammar rather than thoroughly investigating the language to come up with a stable meaning in a phrase or sentence (Davis,

2001). This kind of thinking has not been successful in dealing with the inconsistencies commonly seen in the meaning of what is said and understood by parties conversing using language.

There has been much attention in linguistics theory on the aspects of language depicted by everyday English speakers. Views and perceptions lay speakers on the meaning of the term “word” have been noted by linguists in society. Fieldwork and other techniques are applied to assess the nature and comprehension of speakers. This kind of study is used to induce the theoretical conclusions that are seen in the analysis of the information provided by speakers.

Gibsonian psychologists (those following Gibson, who embraced an ecological stance) have tended to think that integrationist linguistics stands in a similar relationship with traditional linguistics that ecological psychology does to mainstream psychology. Gibsonian psychologists’ suspicions about information processing and computation has prevented the interaction between integrationists and other knowledgeable scientists. Gibsonian scientists have always opted to be more inquisitive in their research and have never seen the significance of treating language as a science related to the mental abilities of a human being (Gretsch, 2009).

The integrationist approach was propounded initially by Roy Harris, a renowned linguist. The approach was in contention with the segregationist models that concentrated on defining a sign without considering its

contextualization (Harris, 2010). The segregationist approach was keener on isolating language from its contextual factors. Therefore, it ended up deriving wrong meanings from words created in languages, and words tended to change in meaning over time. The main contention between the two theories is focused on the ability and extent of linguists to de-contextualize human linguistic practices in a bid to isolate, explain and expound on various aspects of language (Carter & McCarthy, 2004). The solid position that integrationists have always defended is that de-contextualization of language by the segregationist approach distorts meaning in language, and it is harmful to the richness of linguistic knowledge (Harris, 2004). The segregationist approach creates immediate wariness on the part of integrationists as it is deemed to impede the development of situated linguistics in the twentieth century, where it has had much dominance.

Linguist Roy Harris has, throughout the years, criticized other theories of communication that treat language as an autonomous field of study completely free of the incident circumstances of its use (Fleming, 1995). Harris argues that it would neither be prudent nor reasonable for linguists to isolate social interaction factors from language. Harris asserts that interactions are connected to the use of language, as they directly influence the communication methods of a society (Hutton, Pablé & Bade, 2011). The ideas of Harris are well supported by anthropological evidence across different societies where language is related to the external environmental factors in existence. He sees culture as key to determining the different forms of communication in society. Culture is also

depicted in his theories as one of the fundamental correlative factors that validate meaning of words employed in those communities (Toolan, 1999).

Harris proffers that the best alternative for linguistic theories would be his integrationist linguistic approach (Harris, 2004). However, he does not explain how the methodological ways implemented in the other linguist theories would re-formulated to adapt to his views on communication in society (Harris, 2004). Despite this challenge, other linguistic theories have contemplated changing their conversation analysis techniques. The conversation analysts seemed to agree with the ideas expounded by Harris regarding contextual analysis of language.

Conversation analysts were mainly concentrating on studying language through making observations and listening to the language of informants (Goldstein, 2004). They share with Harris the perception that language is linguistic activity bound by time, capable of change in daily life. Words and new phrases emerge rapidly; this attests to the shifting nature of language. The conversation analysts also endorse Harris's conception that the study of language should commence from spontaneously occurring social customs and practices (Carter & McCarthy, 2004).

The social phenomena influence on language is portrayed as being inherent as the language grows over time and is passed on from one generation to the next. The social phenomena therefore develop in correspondence with the language over decades in any society. There has to be evolution of social behaviors as time passes (Carter & McCarthy, 2004). Conversation analysts

have also devised ways to avoid the formal structures in linguistics that have been traditionally employed by linguists. They use a holistic technique of assessment of informants in their study that scrutinizes all the aspects of a conversation such as the flow of language between two individuals and the various interpretations of the listeners in a conversation.

The modern research on human communication has now assumed the tendency to utilize language as an activity, not as a thing (Gretsch, 2009). Traditional theorists had viewed language as a thing in their linguistics analysis and did not fully appreciate the role of the key influence factors in language (Gretsch, 2009). New ethno-methodological conversation analyses have enabled researchers to become enlightened as to the intersections of languages with social aspects. Competent precision has been attained in facilitating this methodology (Gretsch, 2009). Harris's critical accounts are still vibrant in the linguistic field of study and his proposal to integrate linguistic and non-linguistic aspects in communicative actions has been taken seriously by linguists (Fleming, 1995).

Orthodox linguistics has seen a major deviation in traditional linguistic practices as they have been forced to re-conceptualize the connection between practical action and language (Goldstein, 2004). The diverse field of study of language as a single academic entity has been demystified and now there is proper comprehension of the role of the linguistics as a whole in society. There has been diverse research by linguistics that has led to progress in instituting

integrationist perspectives in the field of linguistics, and this has been promoted by rich new literature introduced on the subject.

The Definition of Integrationist Linguistics

Integrationist linguistics is a new concept in the contemporary world that has given rise to broader perceptions in the field of linguistics. This type of linguistic approach has consistently been contrasted with the segregationist approach, which was very popular in the twentieth century (Harris, 2010).

Integrationist approaches to language and communication skills have proved that they do have a common purpose, which is to research human communication while simultaneously focusing on the language in use (Harris, 2010)

Harris's ideas are provided in many academic writings and books that he has authored. Most segregationist linguists note that it is hard to render Harris's theory precisely. According to them, the theory lacks clarity in offering an alternative working solution to implement his form of analysis of language, despite criticizing almost everything that is featured in language communication studies.

Contributors to the integrationist theory enthusiastically seek to prove the fruitful intersection between the dual marginal theoretical frameworks. The dual margin in their theoretical frameworks is created by assessing language in both a general sense and an in-depth sense. There is, however, conflict towards attaining an exact set of similar assumptions in integrationist linguistics. Harris's attitude towards the implementation of his theory is that it should be monolithic.

This attribute tends to isolate the theory, which means Harris does not seek association with any approach other than his own. The integrationist linguistic theory as a result exists independently without enhancement by any other theoretical sources such as modern cognitive science (Spurret, 2004).

Integrationist literature is complex; thus Harris's writing seems to have attracted few attempts at constructive criticism by other linguistic approaches.

The Perspective of Integrationist Linguistics

Roy Harris commenced his academic endeavors in integrationist linguistics in 1973 when he published the book *Synonym and Linguistic Analysis*. The book is popularly known for its assertions that synonymy statements were important in linguistic analysis as their function was to provide informal similarities on the basis of which two or more officially distinguished things may be related in the analysis under review (Harris, 2004). Harris believed that in order to authenticate any similar statements, it was necessary to come up with a precise criterion for determining conceptions (Harris, 2004). The criterion was to rely on examining the relevant communication features of expression that were taken into consideration. However, the possibility of differences in meaning and form posed a major challenge to this approach (Harris, 2004). A good example would be the word "broke," which can be used to mean something is literally broken, or someone who does not have money.

Harris scrutinized the influence of the diverse cultural customs and practices and their impact on the progressive development of traditional

European linguistics prior to his establishment of the integrationist linguistics perspective (Davis, 1999). This perspective was a critique of the different approaches to linguistics that were employed within Western grammatical and philosophical traditions; it enlightened linguists to look at these aspects while being more open-minded.

According to the integrationist perspective in linguistics, solutions to linguistic problems in language must recognize the various useful dimensions of communication, in which relevance tools must be cautiously differentiated amongst the rest (Davis, 1999). The main issue of concern in this conception is whether dual linguistic expressions can be paired adjacently so that one may see the similarities of meaning portrayed if the identification of one relies on the other. The practicability of synonymy in this instance can also show the impossibility of depicting a distinction or form of the expression by reference to the perception created in the two synonym words (Davis, 2001). This can be done through the word “shoulder to shoulder” that when alone means a particular part of the body and in this scenario it means “side by side.”

The challenge of authenticating synonymy has remained a problem that cannot be effectively handled. However, on the basis of an in-depth analysis of communication-relevant skills, it will be easier to state more precisely the conditions present in communication equivalences in connection by which spontaneous languages are structured (Hutton, Pablé, & Bade, 2011). This can

be illustrated by the words *consider* and *examine*, which are synonyms but are used to mean different things in sentences.

The methodological critique provided by Harris was not simply geared towards reforming linguistic analysis while leaving the language to remain in status quo. It also subjected language to vigorous and thorough analysis of sequences of sentences and texts distributed over time and space (Sutton, 2004).

Formative notions of language as a myth were popularly attributed to Western traditions (Gretsch, 2009). The ideas of creating correct sentences with proper grammatical styles were given much priority in Western cultures. Language was considered as a subject of many complexities among the wide range of disciplines and social domains that were available at the time. The common view was that languages were autonomous entities, which provided discrete solid communication representations for members of speech societies (Gretsch, 2009). Words in this context were comprehended as standing for items not in any way connected to the speakers in existence. Harris called this “reocentric surrogationalism” and when the words represented thoughts generated by minds, he referred to this as “psycho-centric surrogationalism” (Harris, 2004). The myth was based on the idea of languages as fixed known codes, which could be scrutinized and examined independent of any specific context, communication ways, or language/speaker context (Goldstein, 2004).

The conception of a determinate code can be further explained by illustration of how the fixed code facilitates the transfer of thoughts from one mind to another.

Harris brushes aside and criticizes the linguistics discipline formulated by Saussure's *Cours de Linguistique Gene'rale* as being a segregationist linguistic approach (Toolan, 1999). Saussure's study locks out others from carrying out broad informative analysis of language, as it establishes a single academic specialization of linguistics that is relatively closed with its distinct official designations pretensions and difficult terminologies (Goldstein, 2004). The segregationist perspective is contradicted by the integrationist approach as the former depends on the assumption that language is efficiently examined when it is divided into a hierarchy of stages and units of analysis that function as abstract types. Tokens of pragmatics, syntax, lexicology, phonetics, phonology and morphology are significant in this approach (Toolan, 1999).

Modern linguists portray Harris's integrationist linguistic perspective as being largely founded on deliberate concealment of the negative tendencies in the nature of human communication; and instead it generalizes wide conceptions of humanity. Integrationist linguistics resist the notion that as human beings our communicational activity has a set of determined reference points (Davis, 2001). The view emphasizes that we are in the center of a temporal communication stream that has a shifting nature according to our present circumstances. According to this perspective, human beings are all involved in the formulation of language and have contributed immensely to the formation of theories in

linguistics (Sutton, 2004). The verbal expressions in language and contextual different meanings of words are as a result of human beings evoking new words in their languages stemming from their cultural practices.

Communication is seen to exhibit considerable creativity as it deals with mysterious factors not yet known to man and diverse viewpoints, with which individuals constantly assess, adjust, contextualize and re-contextualize (Gretsch, 2009). Aspects of our circumstantial situations that include our current behavior, our history, our present and predicted experiences that cannot be known in advance are taken into account in this perspective. Words and ideas are not seen as having solid pre-determined connections (Fleming, 1995).

“New Words” in an Integrationist Point of View

The question of what is a word is very significant to linguistic theories. This kind of question rarely features in the talk and discussion of ordinary people. They do not concern themselves with this issue as if the conceptual point of a word has never occurred to them (Worsøe, 2011). Ordinary speakers in this instance are amazed by the amount of effort given by linguistics to analyze this term in order to make a significant contribution in the science of languages.

In the integrationist point of view, much emphasis has been put on the diverse contextual influences, abilities, and activities that have shaped an individual's understanding the term "word" (Moreno-Cabrera, 2011). The individual's interpretation of the conception needed in question is assessed based on aspects such as their past social experiences and educational

background. Most ordinary speakers tend to relate with their educational conceptions when given a chance to scientifically identify the characteristics and define the term “word” (Worsøe, 2011).

A huge number of informants who are assessed by linguists commonly refer to a word as a formal arrangement of two or more letters to create a meaning. This definition shows that the ordinary speaker’s conceptions to a large extent are influenced by the segregationist way of thinking (Sutton, 2004). These common speakers give the impression that they accumulated isolated pieces of information as they progressed through school (Harris, 2004).

An integrationist does not see language as something that is completely separated from other activities, which may be gestural, verbal, and pictorial (Fleming, 1995). The study of communication takes precedence because unless one carries out proper analysis of communication practices, one would not be able to create a strong foundation for reasonable accounts in the understanding of a language (Worsøe, 2011). Linguistic units are also realized by human beings in the form of social practices that happen on a daily basis in their lives. There is usually certain consideration of their specific metalinguistic uses, which also entails their comprehension and usage of the term “word” and good use of vocabulary in their language.

Writing is not to be viewed as an extended way of speaking. Reading is also not to be just another procedure that is derived from listening. This is a crucial perception that is held by integrationists (Goldstein, 2004). Language is

connected to an individual and relies on the evidence that is readily available to support his or her conceptions.

New words keep cropping up in any language. Integrationist linguists have cited this as being a manifestation of the shifting nature of words due to various external factors in society that determine the crucial aspect of creating new words with new meaning in a language (Davis, 2001). Verbal codes of new words are not merely static and cannot be specifically determinate and fixed as they have a changing trend in their nature. Verbal codes are a set of rules that govern the use of words in the creation of an interpretation that creates meaning of the words (Davis, 2001). Another explanation for new words in the integrationist perspective is that the existence of verbal codes in languages creates change, as people will mostly use different codes. Human beings tend to create new meanings of words in their daily lives as they meet new situations.

The verbal codes are presumed to be unstable in integrationist linguistics (Davis, 2001). The rapid change in the verbal codes leading to formation of new words each day shows that there is no clear guarantee of old words and their meanings remaining fixed (Harris, 2004). It can be concluded that new words are determined by the instability of the verbal codes in a language, and that idea was developed by integrationists. New words are a reality in our contemporary society due to numerous innovations that have increased the intellect of human beings and advanced human communication skills.

Social, Culture, and Communication Context

The examination of communication from an integrationist perspective is crucial. The integrationist approach provides three essential factors that govern the contextualization of language in a society. These factors include biomechanical factors, macro social factors, and circumstantial factors (Harris, 2004).

Biomechanical factors deal with the physical and mental aspects that are seen in an individual. For instance, a good illustration would be where B and C can only communicate in certain amplitude because C is partially deaf (Harris, 2004). This partial disability evident in C affects communication with B, and it is a biological factor as it concerns the proper function of a certain mechanism in present in C's body.

Macro social factors are mainly socioculturally oriented. The existence of a person in a certain community can help him or her develop their speech tendencies in conformity with the language of that community (Sutton, 2004). Social culture is a very significant factor as it leads to development of language over time as shown by integrationists. The approach is usually focused on this context as it is a major determinant in integrationist linguistics. Each community is able to formulate a language that fits for communication purposes in their social settings (Carter & McCarthy, 2004). The words and their meanings created in the language of a community are based on the cultural customs and practices in a community. Speech is very significant in culturally influenced languages in

society, especially when the community question has low literacy levels (Davis, 2011). Language in social culture is not taught by any individual, and according to integrationists, speech is naturally acquired over time as one grows and lives in that social setting. The spontaneous learning of a language is appreciated when an individual is introduced to the cultural practices of his or her community (Carter & McCarthy, 2004).

A common illustration that would be used to expound on this cultural context influence of language is where for instance person D and E cannot communicate, because E cannot speak in Swahili; yet D has knowledge of Swahili language and can speak fluent Swahili. The difference in this instance would be due to the fact that D has lived in a Swahili social setting and has practiced Swahili culture and happens to be part of that community (Harris, 2004).

Circumstantial factors also affect communication in the context of integrationists. Circumstance relates to the present situation of a human being. It is the condition in which the two speakers are in at any given time when they are having a conversation (Hutton, Pablé & Bade, 2011). A simple example in this scenario would be that A and B are communicating by means of cell phones. The technological aspects present in the contemporary have enabled these two to communicate who happen to be very far apart. The present circumstance allows them to be able to use a cell phone. These technological improvements have also brought changes and development through slang that is commonly used in

short messaging services provided by cell phone network provider companies (Davis, 2001). All these approaches have defined the use of speech/language and caused significant improvements in enabling useful communication among individuals in different situations and scenarios.

Teaching Implications

The integrationist perspective in linguistics has impacted teaching practices positive. It has motivated teachers to focus on the speech of their students rather than putting so much emphasis on their reading and writing skills. The speech of students has to be analyzed by teachers to ensure that the students can have conversations that manifest mastery of their language. Reading and writing skills should not be entirely ignored, but incorporated with speech abilities.

Conclusion

Linguistics is a broader subject that needs one to be open-minded. The integrationist linguists have introduced new theories in language that have led to significant developments in the field of linguists. Despite the sharp criticism of integrationist linguistics, it has proven its worth by showing us the right direction to follow in assessing languages holistically.

Thematic Units

Introduction

Learning English as a second or foreign language (ESL or EFL) is difficult, but teaching English also comes with a degree of difficulty. Students from different countries learn English to prepare for areas of study in secondary post education or careers and may not have similar language conventions in their primary/first language. Difficulties for students include learning the type of English they will be using in different careers such as business, science, law, or other fields where there is established terminology or jargon. Teaching EFL/ESL is difficult for teachers because students must learn the foundations of English not only to read and write it, but also to use it conversationally. Furthermore, teaching methods evolve to engage students, facilitate mastery of EFL, and prepare students to use English in context to further their educational or career goals. The increase in different teaching methods around the world has provided a number of ways teachers can use different methods to make the learning process more effective for their students. This requires engaging students to learn English that can be used in the context of situations they will be encountering (Allen, 1999).

One of the most beneficial methods teachers can use to facilitate learning is thematic units. Thematic units or learning themes is an approach that allows teachers to integrate a theme in the curriculum. According to Vadrell (1995),

“Thematic units are a multifaceted method of planning ‘a dynamic process’; they have a broad enough scope to incorporate many types of books and materials but are not so broad that the connections within the topic are lost” (p. 130). The thematic approach differs from the traditional methods of teaching English, which divides language into unrelated sections. In addition to a definition of thematic units, this paper contains a number of ways teachers can expand their teaching methods through the use of thematic units. For example, teachers will be given step-by-step ways to plan and apply thematic units, help them create more detailed and refined plans according to their findings after using a thematic unit, and provide an outline of how teachers can use different types of instruction to help students achieve lesson learning objectives. In addition, this paper takes the learner into account to inform teachers in how they can apply this approach as a beneficial tool to help the learner.

What Is a Thematic Unit?

Thematic units, also called learning themes, can be aligned in specific subject-area curriculum such as science, mathematics, and English with the aim of increased contextualization (Bick, 2004). For example, if a student is an adult English learner, teachers should give them context in how to use what they are learning to relate it to their everyday lives. Teachers can choose a topic or give the students a chance to decide what theme to discuss; this will increase the students’ motivation in learning. When students can identify what they are learning with something they can apply it to, it can help them master the content

more quickly and efficiently. When a thematic unit helps students use prior knowledge or integrate content to master English language skills, students become self-directed learners that gain a firmer grasp of how and when to use English (Davis, 2013). Self-directed learners go to events where English is used (church, public lectures, social events), read books, articles, blogs, social media, or spend time with English speakers (Grover, Miller, Swearingen, & Wood, 2014). The idea of connecting different subject areas in one theme helps students make connections between what they are learning. Vardell (1995) contends “integration of subject areas around. . . [a] common theme has enabled them to make important connections. It has enabled them to see that things they are learning are connected” (p. 129).

Comparison between Thematic and Traditional Methods of Teaching English

Thematic methods give students the freedom to choose what they want to learn because students are more engaged; teachers may give them new themes with which they are not familiar, to pique their interest. Students will have to follow up and in doing so, teachers can challenge them in a way that makes the learning process interesting and motivating. In addition, the thematic approach is a very effective choice for English learners because students are able to choose which theme motivates them to work on.

Moreover, the thematic method creates a communal aspect to learning by bringing students together to discuss various topics. The sense of community or connectedness brings togetherness despite the learner’s various backgrounds;

this differs from traditional methods of learning. In addition, traditional methods have students working individually, which is not particularly effective in learning a language. However, the thematic method has a great impact because the learner can build a strong cohesion or connection with others through learning together.

Furthermore, the thematic method is a natural process of teaching and addresses a range of topics and themes that is ideal for a student learning English (Allen, 1999). The language that students are being taught enters into their personal space as the themes addressed in their lessons/assignments touch on their areas of interest or prior knowledge, giving them the chance to learn the language effectively.

The previous discussion clearly shows that the thematic method is appropriate for English learners because they interact with the content while developing content knowledge in areas of their interests. Students choose what to learn; it gives them time to spend together when they are discussing material related to an assigned theme, no matter their cultural or language differences. Therefore, the thematic method is crucial to learning, particularly to learners who have career goals, and acts as a tool to bring students together as they discuss the topics/themes.

Benefit of Using Thematic Units for English Learners

Thematic units benefit learners as well as teachers. One benefit of a thematic unit for students is the interactive nature it presents; interactive to the student because their interest in a theme can motivate them internally and

externally, and they can interact with others who help them practice and refine their language learning (Allen, 2005). In comparison, traditional methods were divisive in nature because studies were divided or some activities were solitary in nature and did not always pique a student's interest (Roberts & Kellough, 2008). Thus, students who learn through a thematic unit approach learn more effectively than students who learn through traditional EFL/ESL teaching methods.

Language is often learned in a setting that separates or divides language learning into unrelated sections or parts. Conversely, thematic units employ the principle of maximizing the relationship between learning and the real world. Thematic units are more beneficial for students because they can learn a language in a thematic context without having to expose the learners to other parts of the language (Kohl, 1998). Moreover, in thematic units, spoken language goes hand-in-hand with reading and writing (Bick, 2004). In this way, learners are able to speak, write, and read English enabling them to sit with others to discuss or write about a topic, or end up reading their work to others.

Thematic units create student-centered learning (Beghetto, 2010) that creates interesting subdivisions for students such as topics, themes, and objectives. This appeal creates the feeling of knowing and gives learners a need to take control of their learning by giving them a chance to choose a topic of their own. Discussing topics or themes among themselves, students create the confidence they need during the second-language-learning process. Thus, it is

beneficial to adult English learners to have the freedom to choose a topic of their own interest while in discussion with others.

Themes and units are integrated in conjunction with whole-language instruction. A thematic unit might contain a number of subdivisions such as topics, themes, resources, and evaluations. Each sub-division gives students an opportunity to increase language learning and/or refine their already-learned skills. Divisions can be expanded to bring in additional themes or ideas and to divide them into certain lessons for students to practice. This is more of a benefit to the thematic learners because they learn from the subdivisions with ease as they are connected to each other.

Thematic units assist in building a learning community by bringing prior understanding, interest, and importance of a topic. Language learning constantly evolves and builds around a student's prior knowledge. Students benefit by learning a language that is of use to them. Creating a feeling of community in the classroom is very important to the reading process for English learners; English learners want comfortable surroundings to facilitate achievement of their target/goal. A learning community creates this type of comfort among students and helps uplift the learning experience.

Sizer and Sizer (2000) explained that schools offer "community cohesion"; sometimes cultural context plays a role in a thematic unit. Because a sense of community is very important to the learning process for adult students, the adult ESL/EFL classroom is a natural environment for learning and sharing cultures.

The thematic unit is a natural way of integrating curriculum content areas (Sizer & Sizer, 2000). The curriculum can be designed in relation to themes or topics that may have content such as mathematics, looking for jobs, or aspects of culture. Therefore, a thematic unit is based on the theme or topic required as part of the curriculum. Thus, a learner can benefit as the thematic units are correlated with various aspects of the curriculum, culture, or target topics. Although the teacher controls the class, the students have a stronger voice about the topics they study and strategies they use. This shows the benefit of thematic units because they afford students control over the choice of topics or themes they study. In thematic units, individual students' needs are likely to be met as they carry on conversations and give presentations. This gives every learner an opportunity to be heard and creates a venue where learners can show the competence they have achieved in gaining their English proficiency.

Planning Thematic Units for English Learners

Thematic units are centered on the concept of the people gaining knowledge in perspective to the logic of their lives. Contextually, English-language learning includes use of idioms, or vocabulary words that are specific to certain careers. The thinking one brings from one culture or country could be very different from using English with learners from other countries, or with native-English speakers; what learners are taught can be related to the surroundings they live in. Moreover, thematic units try to integrate knowledge across various disciplines such as reading, science, mathematics, and writing.

When EFL/ESL is taught in perspective with actual real-world scenarios in context disciplines to make language learning practical, useful, and broad enough to be constructively applied, learning makes more sense to student and addresses the nuances associated with learning English (Fine, 2002).

Thematic units can be taught at all student grade levels; instructors teaching at any grade level can work together in groups to construct a curriculum, decide on different methods to guide learning, and check or choose selected topics. In adult English learning, teachers can design thematic units for learning group levels that are low, intermediate, and advanced, which is ideal for the complexity of language skills needed to accomplish curricular topics/goals (Fine, 2002). Typical ways are as follow:

Topic Selection. The first aspect to consider when creating a topic is to establish the learning objective, the teacher's objective, and the amount of available teaching resources. It is also very important to target the importance of the topics to the learner. Topics sometimes involve larger areas such as cities, the environment, or even broader ideas such as freedom and climate. Teachers sometimes find difficulty in relating the topic to the students' daily activities; therefore, involving students in the selection of topics makes it more relevant.

Choose a Theme. When employing a thematic approach, it is very important to choose a theme that meets the learners' interests, experiences, issues, and problems. The theme should be related to the learner's daily life. For example, if the learner is in a low-level ESL group learning English for the first

time, the first things to know about should be the community, important aspects of the local government such as laws, where to obtain utilities, goods, and services, among other topics about local area.

Focus. There should be a target when planning a thematic unit. This entails what the teacher wants to achieve at the end of the lessons. Moreover, what the learner wants to achieve as the goal of the lessons should also be incorporated into the lesson plan. This helps both the teacher and the learners focus on their targets leading to achievement of impressive results. For example, if the tutor/instructor wants the students to learn about dogs (types or breeds) in New York, the teacher may use pictures of dogs. Using the lesson materials and visuals of real-world dogs can provoke discussion and critical thinking that facilitates the connection of their class lessons to what they may already know about dogs. Thus, the language students are learning has a practical component; what they know about the dogs in their own language or culture can help them learn words and concepts in English.

Grade Level Appropriateness. Planning should include addressing the level of the adult learner. If the learner is at a low or novice level, students should start with the things they already know (existing or prior knowledge). For example, the things they use in their daily activities can give them concrete examples. That means if the learners are business students, they should start learning the business vocabulary. By doing so, learners should be able to remember whatever they have learned.

Look for Related Readings. Readings that are related to the topic of study are important to language learners. This helps them draw a relationship between the topic and the other readings. In adult English learning, it is very significant to choose readings that are written in their language because these readings will help them recognize the similar topics in their own language and in English.

Planning The Curriculum to Embed a Sub-topic/area to Learn. The instructor also takes part in teaching the goals of the inner curriculum that is embedded in the topic. For example, in a reading about the forest, mathematics can be included to find the area the forest covers. Social studies readings could include interactions between human communities and wild life in the forest; science content could have information about natural occurrences such as rain and floods; and literature content could include short stories that draw their attention to forests. The early plan requires major work on the part of instructors (Meinbach, Fredericks & Rothlein, 2000). Also, with time, students can come up with plans to add to the curriculum.

Objectives. In thematic units, the teachers have to identify specific objectives that they want learners to master. There should be no more than three objectives for adult learners. Giving them fewer objectives that are interrelated with what they normally do could lead to a greater possibility of achieving the objectives. The objectives should be within familiar areas for students.

Planning The Guidelines. Planning includes changes in the class timetable, adding hours usually dedicated to certain discipline, arranging field

excursions, instructing in groups, and bringing in external specialists. This will help learners get more out of the material from experts who have the same context knowledge but use a different style of presentation or approach. This could reinforce student knowledge and understanding of what they have already been introduced to or learned, and work to build self-confidence and self-efficacy.

Materials and Resources. It is very important that learners have all the needed materials for study and the additional resources to be able to help them retain what they have already learned. The more students use familiar resources and materials, the more they are able to understand what they have learned or mastered. In thematic units, one can use a wide variety of materials in addition to ones they already use. The advantages learners gain from alternative resources can make learning easier, such as use of print sources, computer programs and/or CD-ROMs, the Internet, social media, audio-visual sources, community resources, and television (Marini, Carlomagno, Caltagirone & Nocentini, 2005).

Boosting Demonstration. Thematic unit teaching can sometimes be project-based; this commonly consists of students giving presentations or exhibits in school or the community, either with other students or by themselves. In addition, students can make photographic demonstrations (Tinsman, 2003). Sharing verbally with others encourages students to use the target language constantly as they learn. It gives them time to address areas of strength and weakness in their learning as they discuss what subjects they think they are doing well in and which area is more difficult for them (Theuerling, 2004). The

out-of-class interaction also gives teachers time to interact with students out of the classroom, where there is predominantly only teaching and learning. For example, if adult students come together they can practice the same spoken language they are learning and also try to write in English.

Creating General Activities. A thematic unit primarily relates to what is taught and what is used or seen in daily life activities (Casagrande, 2006). The instructor should design activities that help learners to attain the objective of class lessons. These activities should consist of demonstrating visual, writing, and speaking skills. This is more practical when it comes to adult learners but higher-level students in elementary and secondary grade schools could also benefit.

Assessment. Assessing what students have and have not mastered is a significant part of the thematic unit that teachers must plan. This is achieved by giving students questions to answer, have a completed task to submit, and observe the way they are doing in class when working with others (progress monitoring). In every task that students are engaged in, they must show consistent and constant progress; teachers have to be certain that there is a method by which they can assess a student's development. This will help teachers measure progress that students are making in language and content mastery.

Questions for Discussions. The instructor should give the learners questions on the topic to discuss. By participating in thematic instruction,

students will find the opportunity to share their opinions with their classmates. While they are discussing, they will discover the other perspectives and opinions; particularly if the questions are open ended, students will experience the opportunity to learn more as they are researching.

Book Selection. Teachers should assign books and literature that is specific and related to the topic they are designing. Through this, students are going to read the selected material and possibly get more materials that facilitate learning and piques their interest. The books are also beneficial because teachers can give them to readers before the actual lessons take place (Beghetto & Kaufman, 2010). Therefore, learners can familiarize themselves with what they are going to be learning. This may be advantageous for many learners because the topic they are previewing may be related to what they will be doing in upcoming class or classes.

In sum, thematic units are beneficial as a tool to incorporate in the curriculum. Instruction in areas that employ a student's experiential/practical knowledge can help them master material faster and more efficiently, and give them a firmer foundation to learn. It needs to be emphasized that teachers must strive to be ready with curriculum and units that facilitate learning through early design of work they want to infuse in the curriculum; added to this is extensive planning on how to foster teacher-student relationships and meet class timetables (Sizer & Sizer, 2000).

Thematic Application for English Learners

Choosing a Theme. The first thing is meeting with students to discuss what theme to choose for a unit or lesson, a theme that will form a core unit of learning. The teacher can brainstorm using some of the ideas students suggest, construct an area of study/topic/theme that is a viable way to engage students, and help them with content mastery by choosing one that the group suggested (Bick, 2004).

Planning Forward. Researchers should choose a real plan in conjunction with the choice of the theme students created. Work should be split among the groups, deciding who will work on which curriculum sections, and setting a date for finishing the work. Students should finish this planning before the teacher begins to teach. The teacher should set objectives in the area of study, and Find ways to check student progress after finishing assignments. For instance, the teacher should prepare questions for students to assess their comprehension after their readings. One might create a game, asking students questions in groups where the teacher poses questions to each group and tallies the points awarded to groups or individuals that answers them correctly. Essays related to the theme may be assigned. Students can share in planning work for future themes or topics.

Looking for Resources. Teachers should plan work and activities to start with. These can be activities that demonstrate the theme of the study, which can be done by an individual in one of the groups or involve the whole class. Find

something from the community can help impart the activity or idea to students.

As the unit starts, flexibility in toward students' concepts and interest in the work may lead teachers to incorporate material or ideas they did not think of at the onset of implementing the plan. The teacher should continue to monitor every group's progress and inspire them to do more.

Evaluate. Evaluation of student achievement should be done throughout their study using tools that show the objectives that were designed in the beginning (Smith, 2012). This formative assessment might include weekly quizzes or tests; some could be more or less frequent. When a unit has been completed, a summative or cumulative assessment can be done. The success of the unit can be shared with students and the community.

Conclusion

In conclusion, from the definition, a thematic unit means arranging the curriculum around larger themes. It enables the ability to teach subjects such as language arts, mathematics, and others that connect learners to their daily activities. Connecting what students learn in class to the outside world creates a beneficial learning environment for teachers and students.

It is evident that the thematic unit has significant benefits for students because of its connection to their immediate, real-world environment. Learners find the material more relevant if it relates to what they experience on a daily basis. This creates a connection to the community as well, because students can

see that what they are learning in class relates to the world outside of the classroom.

Teachers find thematic units effective because this reduces their burden in teaching. Students have the freedom of choosing the theme, which differs from traditional method of teaching English because language skills are integrated. The thematic unit incorporates all of a student's skills together. Moreover, it outlines the steps to be used in teaching from the beginning to the end of a unit.

The use of thematic units is effective because students are given a chance to choose what they want to learn. In addition, students are given chances to interact with the material and each other through discussions among themselves and acting as resource to help others. Teachers are able to interact with every student because students are divided into groups. As teachers move around monitoring the groups' progress, they have a chance to interact with everyone. Thus, the thematic unit benefits both teachers and students.

Imagined Communities for Saudi Learners

Introduction

Globalization is inevitable. Therefore, it is paramount to devise a way of connecting the world in the promotion of meaningful conversations between individuals from the various parts of the globe. Language is imperative in that it provides a platform by which people from different cultures can be linked together. English is an internationally spoken language that is rapidly spreading,

forming a basis for communication. Studies show that is the most used language on the international platform. Therefore, the introduction of new learners to study the language is paramount. It has been criticized that the English spreads imperialism from a global platform, but this is a misguided point of view because the language assets in global communication (Alsagoff et al; 2012).

The spread of English has been discussed at length by scholars in order to understand the dynamics of the language and its effects on internationalization. Further discussions have taken place exploring the role of the language in social, economic, and political aspects of various societies. Language critics have developed theories stating that spread of English is an extension of Westernization and linguistic imperialism, and the resultant phenomenon is the loss or death of minority languages that can result in loss of personal identity (Alsagoff et al; 2012). However, these critics fail to discuss the impact of English pedagogy in promoting globalization. Its purpose is not for spreading Western colonization or superiority, to corrupt other languages; or cause so-called linguistic genocide. English pedagogy helps to spread and improve the relevance of English from a global point of view. This paper explores the importance of imagined communities for learners as a part of the field of English as an international language (EIL).

Several aspects concerning the broad spectrum of learning English as an international language have been developed gradually over a long period. The formation of personal identity has been tracked from the period of modernism in

the 17th-20th century, to the development of postmodernism. Pavlenko and Norton (2007) argue that globalization is hindered by the challenge of language disparity among various countries, and thus one must appreciate the importance of studying a language such as English as a connecting factor. This paper seeks to understand what conceptualization of imagined communities does for EIL learners. The paper also focuses on factors such as globalization and motivation, and how these influence English proficiency at the global level.

What Are Imagined Communities?

The theoretical framework put forth by Lave and Wenger (1990) indicates that learning is broad and encompasses the acquisition of knowledge and skills as well as the learner's association in communities of practice. The collective advancement of knowledge and acquisition of competencies is at the very heart of social structure, with community practices promoting that notion. It can thus be determined that the art of establishing and shaping relationships lies at the heart of local community practices. There exists a strong connection between the learner's situational environment and future affiliational development within community practices. The theory, therefore, focuses on the learning process and the association of the learner with the community that offers tangible resources of interest. Based on this theory, education can be said to be a process that tends to draw the learner closer to self-identity by identifying him or her with the appropriate social unit.

Anderson (1991) first devised the concept of imagined communities. Wenger (1999) cites Anderson and further theorizes that human beings can extend the social network by joining other communities through imagination. The power of imagination enables us to associate with other members of different communities even though we do not know them. Learning a second language potentiates this notion because imagination plays an essential role in the creation of the future in our minds. Learners of a second language create virtual images of the community they want to associate with in the future, the so-called “imagined communities,” and these are a source of help in learning the language. Although the learners are not members of the visualized communities, their imagination helps them to hope that, in the future, they will interact and be part of these communities. The efficiency and motivation for learning the language is significantly affected by the learner’s hope to join the imagined community. It is thus imperative to note that the learner’s investment in learning the language is influenced by social participation and future affiliations.

The conceptualization of imagined communities is not a function of individual learners only, but rather involves the whole society in promoting future association with the target community (Norton, 2003). Parents also play a part in promoting the association by trying to imagine the future affiliations of their children in the target-language communities. The schools support the imagination about their students’ future in joining these communities and eventually becoming part of them. Therefore, it can be concluded that learning a

second language is not an individual determinant but is a result of interaction of the entire society. The notion then develops to provide an impetus for globalization to prevail through community-community interactions.

The available literature states that there are dynamics involved in the study of a second language. The dynamics tend to ensure that the language enables the learner to understand and decipher meaning. The use of a second language is a broad spectrum that includes the behaviors attributed to the language (Seilhamer, 2013). The information obtained is then used to understand the nature of human interactions with the foreign language. It then becomes simpler to understand the contribution of factors such as motivation in the overall social participation of an individual.

For example, when a child is born of Japanese parents in a country such as Canada, it is highly likely that he/she will be motivated to learn Japanese and understand the behaviors of the culture. Norton (2001, p. 162) claims that during the process of learning the target language, learners continuously undergo a series of personal reassessments as well as trying to identify themselves in the “social world.” The interaction between native English speakers and a person learning English as a second language reveals various interlinguistic characteristics. If the native-English speaker is kind and understanding to the learner, the learner becomes more interested in learning the language. Studies have shown that willingness or reluctance of a student to use the target language is relative to “social identity.” The role an individual plays in the target community

influences his/her willingness to learn the language.

Research has suggested that the learner performs dual work; investing in the second language, as well as keeping the first language intact. It has been shown that if an individual loses command of her or his first language, the question of identity becomes a challenge. Kanno (2003) purports that for accurate measurement of the learner's self-investment in the second language, examination of the learner's practice of the language is critical. As such, the measure determines the level of the individual's willingness to master the new language.

The concept of social identity has been defined as the attachment of an individual to the language and cultural practices of a particular group. The attachment involves sharing common interests and, to a great length, having similar emotions. Jaidev (2013) conducted a case study of Saudi learners in Singapore. The students were studying English as second language and their cultural and linguistic success showed disparities due to difference between their Saudi cultural backgrounds and the culture of Singapore. The environment in an English-dominant country where their social norms were not practiced posed a great challenge to them. The students were not able to form strong social relations with other non-Saudi learners due to language differences, which slowed the rate of adaptation to the new environment. The fact that Arabic students in the country were few was a problem because the new students had no group with which to associate. Therefore, the students had to familiarize

themselves with the perceived norms of a new religion to fit into the social status. Jaidev (2013) claims that in Saudi Arabia, girls wear scarves and must be accompanied by a male family member when going out. However, in Singapore this is not the case and even close contacts between male and females are allowed, contrary to Saudi Arabia's culture. In relation to this, female Saudi students had difficulties in adjusting to the new environment.

In Singapore, teaching was done using English, contrary to the Arabic used in Saudi Arabia. Therefore, students had to learn the language to understand what was taught in the classroom. It is paramount to note that the Saudi students were facing English for the first time but the teachers only used English for teaching. The language barrier, in this case, was a major issue affecting the students; as such, the classroom experience and participation was not encouraging. In addition, the students had to create imaginary communities to help them adapt to the new language and act like the natives. The process would, however, involve continued personal reassessment for individuals to adjust to the new setting. It was not easy because the students had to orientate their minds to accommodate the new language while still reflecting on their cultural practices (Jaidev, 2013). The academic performance of these students, as expected, was lower due to culture shock that required time to resolve. The results were expected to improve as the students became accustomed to the environment.

Higher Education in Saudi Arabia and the Imagined Communities

Education plays a significant role in developing the concept of imagined communities. In Saudi Arabia, English as a foreign language is offered in both lower-level schools and in institutions of higher learning, for students from non-English-dominant countries. Education gradually establishes a notion of imagination through encouraging creativity of the brain. Discrimination along educational lines is detrimental to the development of an individual's intellectual ability and competence. Knowledge is important in promoting natural understanding of concepts and reduces the difficulty of learning the language.

The case presented by Norton (2001) about Katrina illustrates the importance of education. Katrina was a Canadian immigrant who enrolled in English learning class, but she resisted participating. The reason was that her ESL teacher apparently told her that she was not good enough to enroll in a computer class. Due to disappointment, she never returned to the English class. Katrina had expected to be recognized as a professional veteran teacher as she was in Poland, her country of origin but; in this imagined community, she could not be so recognized, and so she was disappointed.

Other studies conducted relating education to the imagined community were found to be affected by multilingualism and globalization. A study done in Pakistan by Norton and Kamal (2003) was based on a group of middle-school children who took part in an education project about the global community. When the students were told to address a salient global issue, they devised a plan to

improve English literacy among the Afghan refugees. The imagination possessed by such children was to have Pakistan play an active role in the global community in promoting future English literacy. The imagination was a positive contribution of education provided to the children. Kanno (2003) also made a case study of bilingual schools in Japan and analyzed the results. The four schools range in terms of privilege, with both extremities being represented. He discovered that each school has a set of future trajectories that form the framework for future advances of their students. The students, expected to join different imagined communities, are prepared through various forms of bilingualism. These schools taught Japanese and English as second languages thus for fostering a differentiated concept of bilingualism.

Gender Differences in Imagining a Community

The concept of imagined communities in regard to gender is a sensitive issue that requires critical evaluation. Gender differences provide vast avenues of self-identity and opens up a broad array of future affiliations in community practices. A case study of students from Saudi Arabia is an example of the cultural clash between imagined communities. Girls from this Arabic country wear scarves to cover their faces; in addition, physical contact with male friends is not acceptable. Kissau (2006) argues that the imagined communities of English present a kind of liberation from the subjective cultural view; in addition, the liberation become a source of motivation to learn English language. Complex personal conflicts with the language and adoption of the new dialect tend to

hinder progress, but a powerful imagined community provides various aspirations for the learners to pursue the target language. For male students from the same country, the most significant problem is the language barrier, which makes it easier for them to adapt than their female counterparts.

Discrimination along sexual lines also affects gender's imagined communities. Learning the second language may be an escape plan to a more accommodative community than the current social systems. The phenomena are more noticeable in women than in men. Studies carried out in Canada on motivation concerning gender difference in learning French as the second language shows that male students are less interested in learning the said language. Female students expressed a higher desire to learn French than their male counterparts, which was attributed to differences in gender motivations (Kanno & Norton, 2003). The study was further supported by a study in the U.K indicating that male students were less motivated to study French and Germany. The population investigated was comprised of adolescent females and males, and showed that female students were more enthusiastic about learning French as compared to their male counterparts. A Hungarian study on the motivational differences between males and females showed that male students are less interested in learning second languages than girls (Norton, 2003). Therefore, it is paramount to note that learning of the second language is to some extent influenced by gender difference.

Motivation and Imagined Communities

Kissau (2006) and Pavlenko and Norton (2007) agree with Anderson (2006) and Wenger (1999) that imagined communities are the communities that learners of second language envision and feel part of, without necessarily having to interact with them. The notion further is developed that motivation to learn the language can be attributed to the hope of being part of the community in the future. The learner invests much energy in learning the language if there is hope of becoming part of the imagined community, which is essential for identification with the target culture and mastery of the language. Motivation, either external or internal, is the drive that compels a person to pursue something in the search of pleasure or to achieve a goal. It is evident that when individuals are motivated, optimism becomes part of their emotional repertoire, making the stress of learning seems possible to handle.

However, motivation originates from different sources and the effects can be positive or negative when determined through observation or personal experience (Kissau, 2006). Innate motivation is the best form of motivation, for the aspect of self-drive achieves more comprehensive results than an induced type of motivation. Learners have different reasons for learning the second language; some are interested in getting jobs, which then becomes their motivation, whereas others want to be associated with various aspects of Western culture. However, though the motivational factors are different, the main objective is to learn the language and be part of the imagined community, and

make a positive contribution to the global community.

The imagination plays a fundamental role in an individual's motivation towards mastery of a new language and adapting aspects of a new culture, while preserving the learner's culture. It is paramount to identify the gap in the literature that connects motivation and the ideal of imagined community. It is evident that language command on the part of native speakers entices the students to speak like them. In regard to globalization and technology, it is now possible through social media to communicate with people from other countries provided they share a common language. An individual whose wish is to be like a particular film star or a famous musician becomes motivated to learn the language so that he/she can feel connected to the artist. It is imperative to note that just as globalization and motivation, imagined communities are also tied together. Therefore, to succeed in spreading the English on the global platform, higher levels of cultural imagination must be attained.

Recent studies on the role that motivation plays in the imagined communities have been directed to the classroom level of the second language (L2); in addition, this helps to obtain an empirical data that is useful to the researchers. The Willingness to Communicate program investigates the role of motivation in L2 classrooms, pointing out the interconnection of underlying factors affecting the effectiveness of motivation (Cohen, 2012). Motivational factors measured include communication competence, social relations, interpersonal motivation, and other psychological variables that influence the

participation of students in the class. Cohen's (2012) classroom-friendly research design indicates that the impact of motivation as a second-language learner is crucial in promoting second-language interests. However, the learner's motivation in the classroom is deemed to change over the years and with different class activities.

Research has shown that for motivation to be realized in learning the second language, the most basic level of inducing motivational influence is the classroom level. The focus in this stage is narrow and it is more possible to provoke imagination in the minds of learners about the second language and its community. Providing motivation in the classroom helps to strengthen personal identity and results in more interest in learning the language. In this case the teacher's influence combines with social factors to increase motivation for the learners. It is imperative to note that the learner's motivational factors vary with tasks and time; thus it is easier to attribute success in class to the learning situation at a particular time. When the desire to learn the second language is high, more progressive and realistic images are formed in the learner's mind, after which they become connected to the imaginary community automatically. The influence further affects the learner's mastery of the language and the association derived from belonging and identity. In light of this, motivation can be argued to be an essential factor in promoting learning of second language, with aid from other social factors.

Integrative Motivation

According to Gardner, Lalonde and Moorcroft (1985), integrative motivation combines both the effort and desire required to achieve the set objectives of mastering a language; in addition, attitudes favoring learning the language are required. It is paramount to note that motivation influences the learner's attitude towards the mastery of the target language. The concept of integrative motivation explains the willingness of a student to extend a social network of interaction with the target-language group. It allows measurement of motivation according to learner's attitude, interest, and integrative orientation with the imagined community. The situation will help the student to be socially connected with group members to understand their language, even though he/she has not physically interacted with them. It spreads the desire for the student to become part of, or rather be integrated with, the target group in future endeavors. This type of motivation leaves the learner with hope and admiration of eventually being connected physically with the second-language society.

Dörnyei (2005) presents yet another model in the current literature on second-language motivation, termed the process model. The model theorizes the role of motivation in learning the second language through presentation of a comprehensive perspective based on the process of achieving motivation. The model addresses the criticism in the literature that is oriented to models of second-language motivation. The model borrows background information from the basic understanding of integration, further pointing at that this plays a part in

motivational influences of learning a second language. However, attitudes towards the members of the second-language community provide a more comprehensive conclusion: that integrative perceptions lies in the orientation of the learner to the second-language group (Coetze-Van Rooy, 2006). The research literature can, therefore, be expanded on the primary foundation of integrativeness and the resultant social identity with the target group.

Instrumental Motivation

In contrast to integrative motivation, instrumental motivation presents another field of research in understanding the role of motivation in learning of the second language. It provides a field of explored literature connecting personal and group interests in the social status of the target groups. Gardner (2006) and Dörnyei (2005) agree that instrumental motivation is comprised of perceived pragmatic incentives that are obtained from learning a second language. The theory is more oriented towards the benefits or usefulness of learning a second language either on national or international platforms. The incentives may be in such terms as enjoying listening to music from L2 or the benefit of getting a job in the target community.

The term instrumentality is straightforward in terms of its target use, but the conceptualization in practical terms does not represent the expected notion. Dörnyei conducted a study of Hungarian-English learners and found that the theorized benefits in the model that inform about prospects for better jobs are not the primary motivational factors. He claimed that learning English was a way to

expand intellectual capacity and not just a mere addition of knowledge.

Cohen (2012) further argues that it is apparent that the traditional perception of instrumentality was not uniformly represented in the literature because the object was seen as oriented towards pragmatic goals. Research discovered that in addition to the achievement of the set goals of getting a job or high positions in the education system, learning second languages provided other incentives. The incentives were more oriented towards the pleasure of the learner such as listening to songs and understanding their lyrics (Csizér & Dörnyei, 2005, p. 21). This research has broadened the instrumental dimensions that produce influential motivational factors. In addition, it is imperative to say that instrumentality of learning the second language provides more benefits than were initially perceived.

Language and Motivation

According to Gardner and Lambert (1972) in their theory of motivation, attitude is the central focus on the efficiency of learning and determines the extent of investment of the learner to the foreign language. The ability of the student to master the second language provides an insight and motivation to expand the study to higher levels and attain full command (Ryan, 2006). However, the conceptualization of the second language plays a significant role in promoting the efficiency and comfort of studying. A positive attitude toward the target community is the first step to providing motivation to learners. The second aspect is the approach toward the target community; that is, toward speakers of

the target language. It is significant to note that a positive attitude toward the target community results in positive motivational factors. This complements and expands the theory of integrativeness in which the learner strives to be part of the target community.

A Sociocultural Framework: Communities of Practice

The social learning system is constructed along the line of communities of practice. Because the social learning is considered a “social container,” social interactions are the components that make up a social framework. Wenger (1999) states that participation of individuals in the community is related to self-identity and is defined by the profession to which these individuals belong. Every person is competent in his or her field of expertise; in addition the competence is achieved in the context of the interaction between members of these communities in setting their standards of work. It is apparent that doctors will most likely associate or identify themselves with colleague physicians, teachers with fellow teachers, and so on for the other professions. Students also, in learning institutions, identify themselves with various aspects that influence the overall outcome of the learning environment. The environment can be conducive and accommodative, providing motivation to the students; or, in contrast, it can reduce the morale for learning, leading to cases of non-participation. For individuals in the communities, especially the students learning English as a second language, the environment can be discriminatory if the student does not possess adequate knowledge of the language.

Competence and motivation arise from the interaction of members in a particular community's practice and the associated understanding of the expectations of the community, forming joint support. For the competency to develop, proper understanding of the role of the education is paramount, to allow active contribution to the same. This is forged through mutual relationships where common interest establishes norms that promote interactions and identity. Communities of practice further develop and share resources that range from language, history, routine, tools, stories and other aspects (Wenger, 1999). The practice then is congregated into a social unit that is relevant and competent. The conglomeration of several different social units produces the social systems that enhance learning through further inter-communal social group interactions.

Communication Context and Imagined Community

Norton and Kamal (2003) agrees that theoretical models exist in the literature that address the context of communication as applied by different individuals to express themselves. Seilhamer (2013) further states that there are different types of communication depending on the recipient and the addressed. Learners of the second language have to involve themselves in the communication context with the target community. However, the communication within is independent upon imagination of the learner's placing himself or herself in the social network of the target community. The communication context is a powerful tool that plays a significant role in the association and formation of social systems that comprise the communities of practice. The way people

identify themselves in a society is influenced by their relationship with the imaginary communities. Therefore, communication plays a significant role in integrating the learner to the imagined community of the target language.

Conclusion

In conclusion, imagined communities have received much concern in studies involving human perception and language understanding. The distinction of language learners from individuals in imagined communities and the target community defines different scenarios of language use. From the above research, it is imperative to state that learning English as the second language is a key factor to promote globalization because the language has spread widely. Various motivational factors in promoting learning of the new language are paramount. The association of individuals in communities of practice is significant in sharpening individual skills. Therefore, learning of language to unify the members of the society is an essential step in sustaining a cooperative society.

CHAPTER THREE

RESEARCH METHODOLOGY

Theoretical Framework

The theoretical framework for this study unites the key terms in the literature review as it provides a structure to connect imagined communities sought by students with their current instructional content, using instructional strategies as a bridge. This enables investigation of the types of students' needs in learning business English as a second language. A survey and interview questionnaire will be developed in accordance with the way business students integrate their language study with their business English needs, and what English needs they imagine will be needed in their future. The questionnaire will collect data that will help provide research information on business students' linguistic strengths.

English for Specific Purposes (ESP), English for Academic Purposes (EAP), and English for Business Purposes (EBP) comprise the current instructional content in this study. However, the purpose of the theoretical framework is to build bridges using the integrationist linguistics and thematic instructional strategies from the current English content to sustain and improve English use in the future. This can be expressed through the theoretical components of the model in Figure 3.1. Each component of the model will be discussed in detail below.

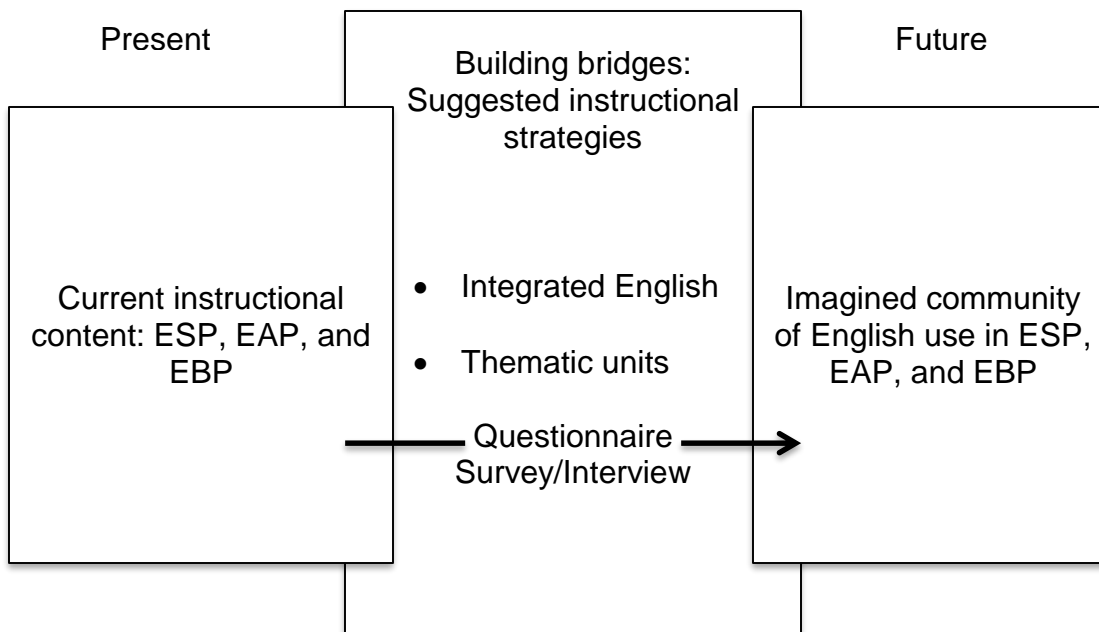


Figure 3.1: Theoretical Framework for Building Bridges to Sustain English Use

Current Instructional Content

English for Specific Purposes (ESP) refers to the learning approach used to teach English for a defined and specific purpose, such as teaching English to help someone prepare for their profession; for example, teaching a person in the business field to use English and vocabulary terms related to the profession. However, for students, the role of ESP in current instructional content is limited, and seldom gives them the opportunity to practice English in their future community; therefore, some students are not aware of how English is used in their future community or how they will use English to meet their professional needs in the future. The current instructional content must be better integrated with their projected needs in the future.

Future Imagined Community

The questionnaire provided in the study is a beneficial tool to help English learners to imagine their community of English use in ESP, EAP, and EBP, and their specific needs. In addition, the theoretical framework of imagined community put forth by Lave and Wenger (1990) indicates that learning is broad and encompasses the acquisition of knowledge and skills as well as association with communities of practice.

The theory, therefore, focuses on the learning process and the association of the learner with the community that offers tangible resources of interest. Based on this theory, education can be said to be a process that tends to draw the learner closer to self-identity by identifying him or her with the appropriate social unit. Therefore, some connection is necessary between the current English students are currently learning and their future needs.

Bridge: Instructional Strategies

The bridge is the connection between the current status of English and the English use in the future in order to sustain and improve English use. Through the two strategies, integrationist linguistics and thematic units, learners will be more aware of how to maintain and improve their English. In the integrationist linguistics strategy, language is integrated with a wide range of communicationally relevant methods, which include both vocal and non-vocal elements of oral speech and writing (Davis, 2001). This integration between speaking and writing helps learners to understand to make connection between

the English they are currently learning and how to use English in the future. Moreover, the thematic unit strategy helps learners to engage in what they are learning by offering the opportunity to debate, discuss, defend, examine, and experiment with the skills and concepts they are willing to learn, and gives them the opportunity to prepare what they are learning in the context of their future lives.

Questionnaire

In order to understand students' needs in learning English, questions were developed based on how strategies drawn from integrationist linguistics could help learners to learn English more effectively and give them the opportunity to use English in their future community. The questionnaire is mainly focused on characteristics of their current status of English, how they integrate English skills to learn more effectively, and what English that they want to achieve in order to use what they learned in school in their future or target community.

Methodology of the Study

Research Questions

The main research question is to determine how CSUSB students at the College of Business and Public Administration (CBPA) and the English Language Program (ELP) will integrate their language study with their business English needs, and what English needs they imagine will be needed in their future. The hypothesis is that there will be substantial, although not identical, benefits from

the integrationist linguistics approach and imagined community interactions in the form of increased English learning.

Participants

In order to determine whether integrationist linguistics and English for Specific Purposes approaches are effective in learning English as a second language (ESL), a number of participants from the CBPA and ELP at CSUSB were asked to participate voluntarily and individually in interview sessions. The participants recruited were undergraduate and graduate international students from the CBPA and ELP. The study included both men and women, and all of the participants are over 18 years of age. The study consisted of the researchers (the interviewers) and a group of participants (the interviewees) from different nationalities (see Tables 3.1 and 3.2).

Table 3.1: Interviewer Demographics

<u>Nationality</u>	<u>Number of Interviewer</u>
Saudi	2

Procedure

ESP prepares English learners to act successfully in their target occupation. English instruction could be modified to better meet learners' needs.

In order to do this, learners will be invited to participate in interview sessions to ascertain their difficulties in business courses related to English. Using the integrationist linguistics and thematic strategies as guides, researchers will ask participants to self-assess their reading comprehension, writing ability, and business vocabulary in the targeted field.

Table 3.2: Interviewee Demographics

<u>Nationality</u>	<u>Number of Interviewee</u>
Saudi	6
Korean	2
Libyan	1
Chinese	1
Japanese	1
Hindi	1
Kuwaiti	3
Emirati	3
Qatari	2

During the period of April 4 – April 20, 2016, the researchers requested a number of international students from the CBPA and ELP to be interviewed in

individual sessions. The interviews analyzed 15 minutes in duration. The participants were asked to identify how they are acquiring business vocabulary, what strategies they are using to learn business English, and what are their needs for success in the field. Moreover, students were asked to identify some obstacles that they faced regarding business English.

Data Collection

The students were interviewed regarding the language skills they needed help with in business English. Data was collected from the interview to inform the needs assessment. The data collection was compiled from information from the interview. Researchers took notes while interviewing students and their notes were analyzed separately using a content analysis format.

Materials

The study consists of two parts: a survey questionnaire that was developed by Albassri (2016) to investigate the types of business courses that business students need help with and to identify their needs in learning English as a second language. The survey questions are grouped into four categories: major and level of study, language skills, learning strategies and study skills, and personal background (Albassri, 2016). The interview questionnaire consists of seven questions about the integrated method to acquire vocabulary in the business field and the best methods to maintain English skills outside the classroom learning environment.

Furthermore, according to Albassri (2016), “the questionnaire is designed to collect data that will help to determine what business English students need help with and what students’ needs are in learning English as a foreign language to further their success in business” (p. 82). Based on answers given by the participants in the interview, researchers will not only be able to identify the participants’ strengths and weaknesses, but also to provide solutions, sources and techniques to help improve professional success strategies.

The second part is the interview questions that were designed to determine whether integrationist linguistics and English for specific purposes approaches play an effective role in learning business English for students. First, participants determined the best method they have used to acquire new vocabulary words in the business field. Second, they discussed what learning strategies they used and which they needed help with for their success. Third, participants were asked to identify what skills they are using and might not be aware of; for example, learning vocabulary words in a separate list, or integrated with business content information. Fourth, participants described the advantages and disadvantages of using the Internet to get information and new business vocabulary. Fifth, participants reported the methods they used to maintain and improve their English skills outside their classwork.

As stated in this chapter, the main theoretical framework for this study is to connect the current instructional content for participants to their imagined community by using the integrationist linguistics and thematic strategies to help

business students to learn English more effectively. The study will be used to understand and improve the learners' approaches to preparing to meet their future English needs.

CHAPTER FOUR

ANALYSIS OF THE DATA

The Process of Analysis

In order to determine the effectiveness of connecting the current instructional content to learner's imagined communities by using integrationist linguists and thematic unit strategies in learning business English, interview sessions were conducted at CSUSB with international students to collect data from participants. All information gathered was self-reported. The source of the data is eleven survey questions and seven interview questions.

Analysis of Survey Questions

First of all, the survey questions were developed by Albassri (2016). They were grouped into four categories: major and level of study, language skills, learning strategies and study skills, and personal background.

The first section is about the major and level of study. All 20 participants are undergraduate students, except for one who is a graduate student in marketing. Five of the participants are majoring in management, six of them are studying in marketing, four of them are studying accounting, and five are majoring in finance.

The second section of the survey questions pertained language skills: reading, speaking, writing, and listening. Participants had to choose important areas in reading needs including text, articles, newspapers, and magazines. Most of the participants believed that text was their priority need, and the rest of

the participants chose articles. Newspapers and magazines came in third place, as they are not important for students. In addition, participants were asked to choose important contexts for speaking. Most of the participants believed that taking part in meetings and small talk was important, whereas some of them chose speaking to colleagues and taking part in conferences. When asked about writing, most of the participants chose academic writing as a priority. Some of the participants chose e-mails, and the rest were divided into reports and business letters. Finally, as to listening, half of the participants chose lectures as a priority. Listening to peers, presentations, and teacher explanation of the material were important to the rest of the participants.

The third section of the survey was about learning strategies and study skills; in this part, there are three questions that were asked of the participants. Starting with the strategies that they have used and were the most successful for them, most of the participants chose preparing for lectures by reading the text before the lecture, and the rest of them chose making brief notes of the essential points. Another question in this part concerns the study skills that they want to improve. The participants generally agreed that time management is the study skill they want most to acquire to improve their success. Finally, participants were asked about some suggested points about the help they need during their studies; and most of them chose how they should prepare for tests.

The final section was about personal background. From the results, the participants are 80% male and 20% female between the ages of 18 and 30.

Participants are undergraduate students, except for one graduate student. The majority of the participants 75% are Arabic speakers.

Analysis of Interview Questions

The research interview consists of a set of questions asked of twenty (20) international students majoring in business. The questions were designed to explore the students' preferences and different paths and methods between traditional methods of learning and the new technologies using the Internet, as they learned new English vocabulary and improved their English skills; and as they planned to maintain their level of language proficiency after the completion of the program. The answers varied based on student background, their specific major, and their personality and preferred way of learning. Below are the questions with analysis of the students' answers.

Question 1. The second part of the interview begins by asking participants, "What do you think is the best way to acquire new vocabulary words in your field?" (see Figure 4.1). Seven (7) of the students prefer to learn new vocabulary words in context. Six (6) students prefer to use vocabulary lists. Five (5) students chose to practice reading, and only two (2) students prefer to learn related words and phrases in order to acquire new vocabulary.

Question 2. The second interview question was "Do you think it is easier for you to learn vocabulary words in a separate list, or integrated with business content information?" (see Figure 4.2). The question aimed to determine which vocabulary learning method students think it suits them better Twelve (12) of the

students agree that learning vocabulary through business-integrated content is a better way for them; however eight (8) students preferred to learn vocabulary words using separate vocabulary lists.

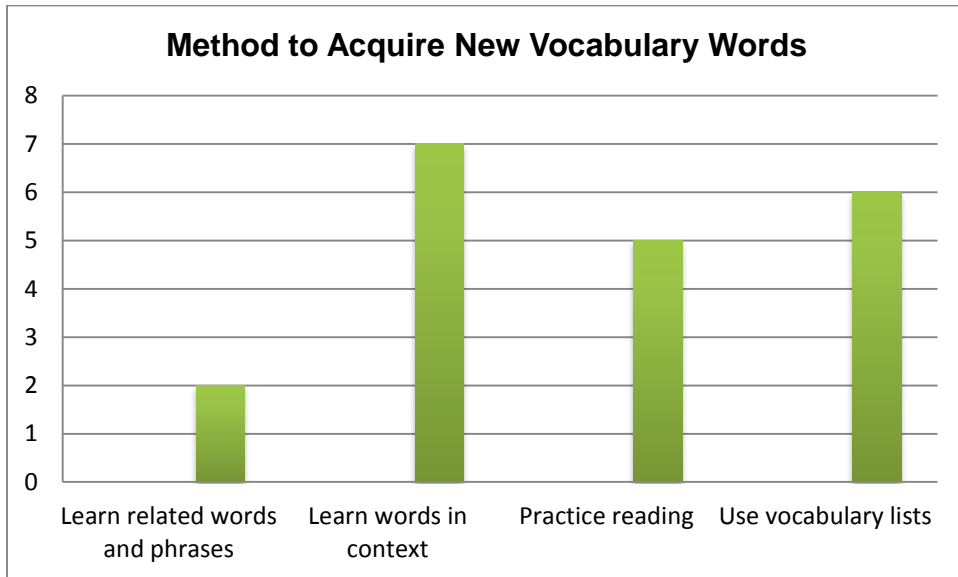


Figure 4.1. Method to Acquire New Vocabulary Words

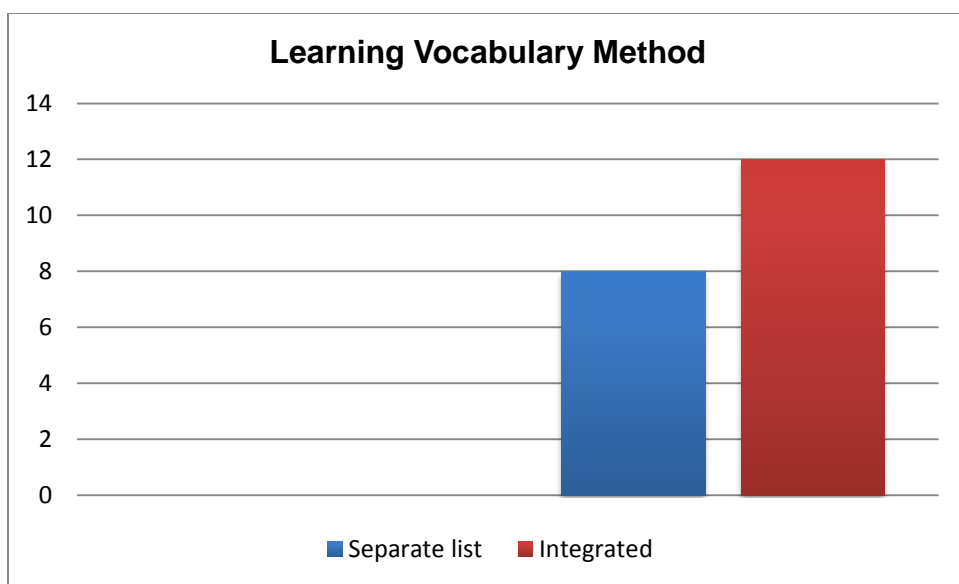


Figure 4.2. Learning Vocabulary Method

Question 3. The third question asked the students “do you use the Internet to get information about business? If so, what kind of information?” (see Figure 4.3). With no surprise, most of the students, exactly eighteen (18) answered “Yes”, they use the Internet to get information about business. On the other hand, only two (2) students answered with “No”, that they do not get their information about business from the Internet but instead they read business-related books and chat with business people. Most of the students that answered “Yes”, elaborated more on their use; two groups of six (6) students said they use the Internet to get information in the form of business articles or business vocabulary, where four (4) students use the Internet as a source of business plan template, sample or outline. Finally the remaining “Yes” students or two (2) only said they use the Internet to learn business news mainly (see Figure 4.4).

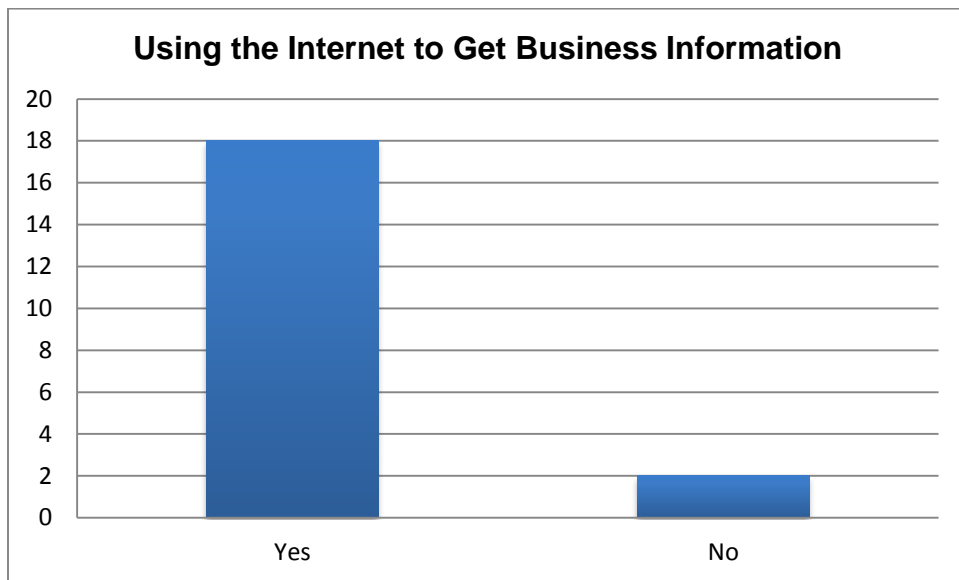


Figure 4.3. Using the Internet to Get Business Information

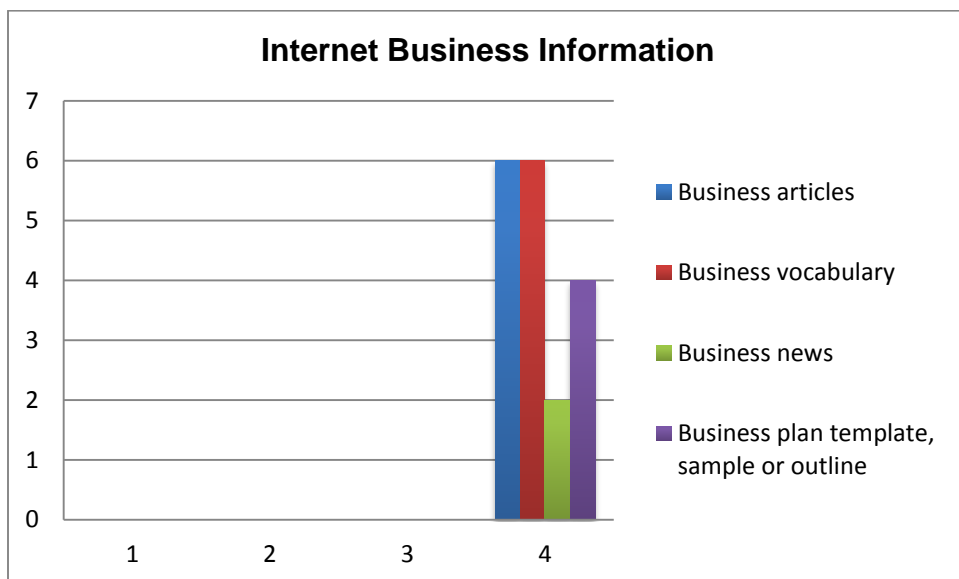


Figure 4.4. Internet Business Information

Question 4. The question “Do you get new business vocabulary from the Internet? If so, how do you learn it?” examines the students learning ability to learn new business vocabulary from the Internet, and what type of information provided on the Internet is the richest source of vocabulary. Nineteen (19) students agree on the Internet being a source of new business vocabulary as opposed to one (1) student only who thinks otherwise (see Figure 4.5). Among the nineteen students there was a variety of choices for the best information source, six (6) students learn new vocabulary by reading business related material, five (5) students learn by practicing the new vocabulary they got from the internet, another five (5) students use word list provided on the internet to learn new vocabulary, and three (3) watch business orientated programs streamed on the internet (see Figure 4.6).

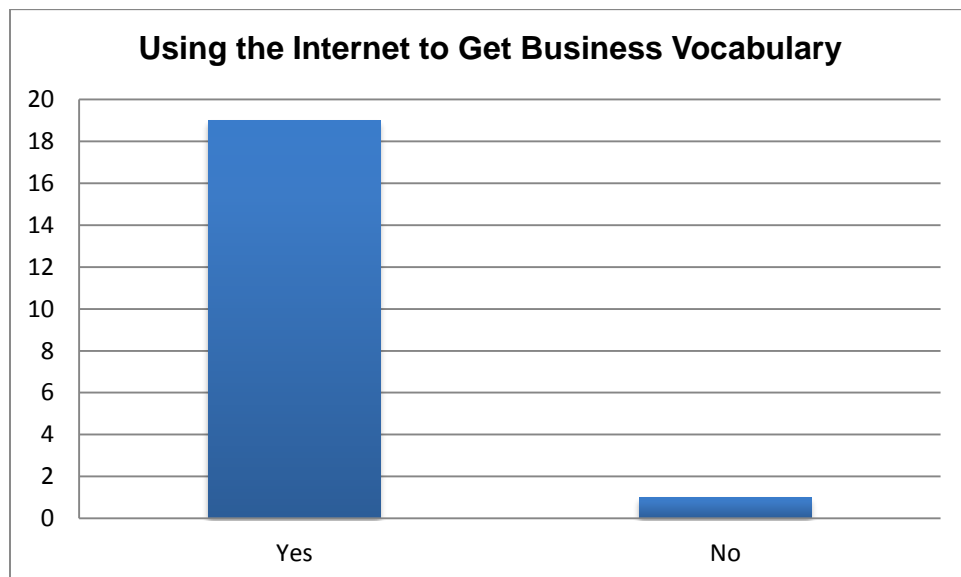


Figure 4.5. Using the Internet to Get Business Vocabulary

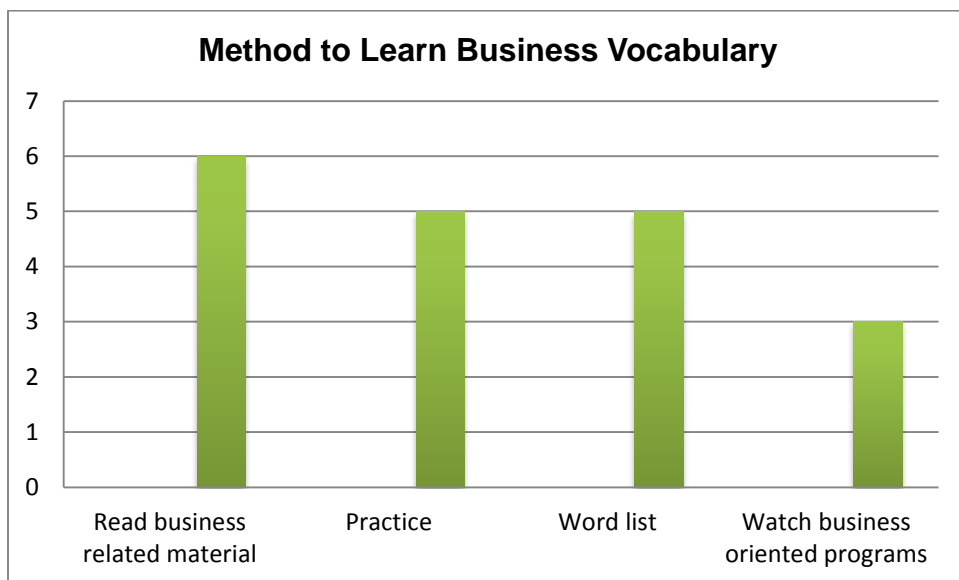


Figure 4.6. Method to Learn Business Vocabulary

Question 5. In question five, “What do you do to improve your English here in the US, outside of classwork?” (see Figure 4.7), we tried to find the most popular way among the students to improve their English in the U.S. outside the classwork, but the students split almost evenly between four main categories. Seven (7) of the students said they practice their English regularly outside the classwork, and five (5) students said they listen to English songs to learn from the lyrics, additionally four (4) students think watching television and specifically movies in English is a good way to improve their English, and last group of four (4) students believe that reading books and newspaper in English is a good way to improve their English outside the classwork.

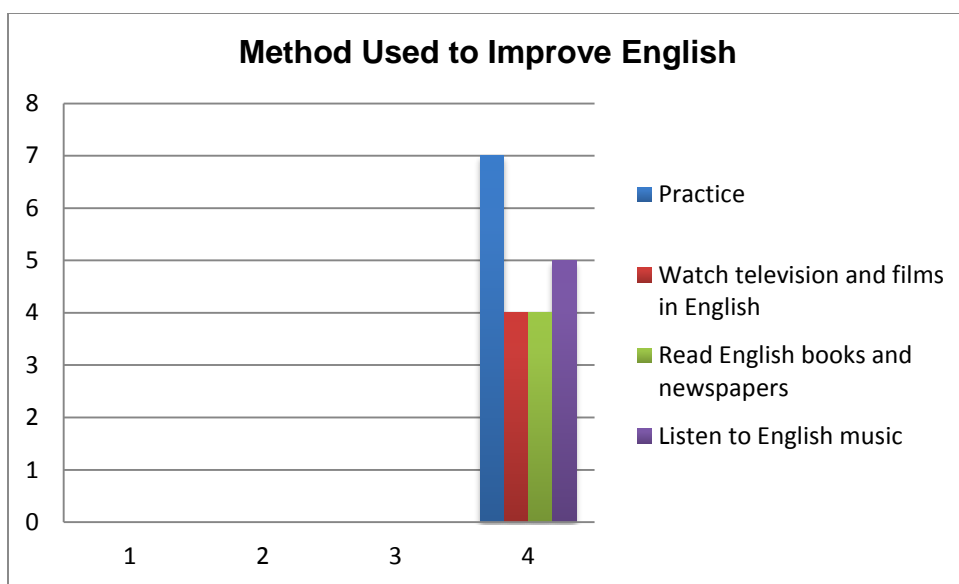


Figure 4.7. Method Used to Improve English

Question 6. “How much English do you think you will use in business in the future? With whom will you be using English? What kinds--speaking, listening, reading, or writing?” (see Figure 4.8). The question ask the amount of English the students think they might use in the business field in the future, and which one of the language four main skills is the most important. The results were as follows: eight (8) students believe that reading is the most used skill, six (6) student think that speaking is more important and used more, only four (4) students answered writing skill, and lastly two (2) believe that listening is the most used English skill in the business field.

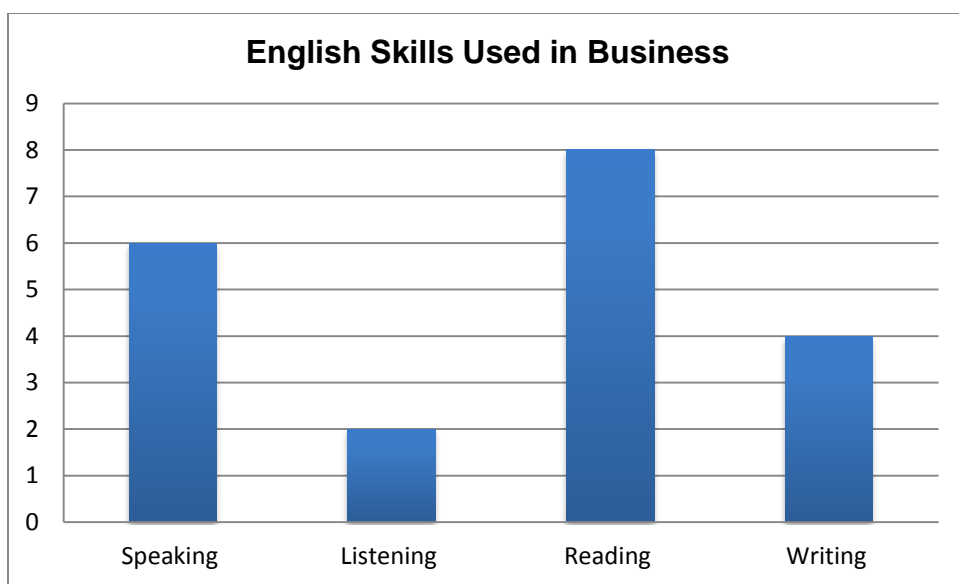


Figure 4.8. English Skills Used in Business

Question 7. In the last question, “How will you maintain or improve your English skills after the master's program?” (see Figure 4.9), we are trying to explore which path the student will take to maintain and improve their English skills after the completion of the Masters program. The students’ answers fall into four main categories, the first and second categories were chosen evenly by six (6) students for each one, (the first category is to read English books and the second is to contact with others in English). However five (5) students think watching television and listening to English music is a good method to maintain their English skills. Finally, three (3) students stated that they would join an English language club in their country to improve their English after graduation.

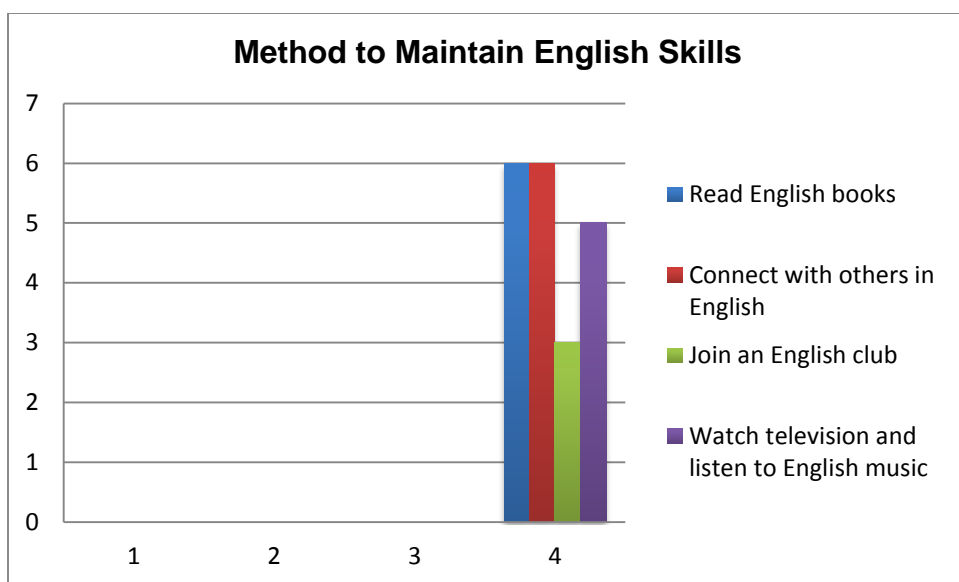


Figure 4.9. Method to Maintain English Skills

Data Highlights

As a conclusion, most of the student who participated in the interview relied on the Internet as a main source of learning, improving, and maintaining their English language skills in their field. Furthermore, a majority of the students highlighted the importance of practice as an important tool to help them in their English language learning process. In addition, most of the students also thought that any field-related materials in English, whether films or articles, are more helpful for their English learning than newspapers.

CHAPTER FIVE

CONCLUSION

Analysis of the Results

This chapter analyzes the results from the study that was conducted to 20 international students in the CBPA and ELP in CSUSB. The study consisted of two parts: the survey and interview questionnaire. Participants were asked to determine what are the difficulties they faced during their time of study. Moreover, this chapter offers some recommendations for scholars and teachers to take into consideration.

Analysis of the Survey Responses

When participants were asked about the four important areas of reading, most of them chose reading text and articles; this is mainly because they are students and these types of readings are required in their field of study. However, in the writing areas, participants chose academic writing as an important area; as researchers, we believe that is because students have to write several assignments and academic papers. Moreover, the speaking areas were important to the participants, yet they chose small talk and talking in meetings as highly important. As a students, small talk, especially in class is, very important because it is considered as a way of communication with professors and also with classmates to convey rapport and discuss students' point of views in some topics. In addition, talking in meetings is also priority for participants; this indicates that students need to improve their speaking in order to talk confidently.

Furthermore, in the listening areas, participants chose that listening to lectures is highly important. From this result, as researchers, we believe that lectures are a very important way to students to understand the class and acquire knowledge; without fully comprehending the lecture, students might face difficulty in understanding the subject.

In addition, from the question about learning strategies, participants believed that reading the text before class is important to make them more prepared for the class and to understand the material, in case they have questions about the readings. In addition to that, taking notes was highly important for them because it keeps them remember what has been discussed in class. Moreover, when students were asked about what strategy they wanted to improve, they chose time management. They said that because of the many classes they are taking in the same time with multiple assignments; time management is a very important to be improved. Lastly, participants asked to give some suggested points they want to improve, and they chose how to prepare for tests. The researchers believe that tests are highly important for students because they need to pass their classes and to get a satisfactory GPA because they are coming from different countries and living far from their families. They want to be successful and get good grades.

Analysis of the Interview Responses

Starting from the first question, participants were asked about the best way to acquire new vocabulary words in their field; according to their answers,

most of them chose to learn new vocabulary words in context. They believed that learning words from context helps them know how to use them in different contexts because most vocabulary has different meanings depending on the context in which it is used. However, some students prefer to use vocabulary lists because they believe it saves time to learn that way.

The second question required what they think it is easier for them to learn, vocabulary words in a separate list, or vocabulary integrated with business content information. The question aimed to determine which vocabulary learning method students think suits them better. The majority of the students agreed that learning vocabulary through business integrated content is a significant way for them. This reinforced the idea that learning vocabulary in context is beneficial for English learners because they will know how to use it exactly in different contexts. However, some students preferred to learn vocabulary words using separate vocabulary lists, and this is because they believe it is easier to know the word and the meaning without trying to understand it from the context, which it takes time according to them.

The third question was about if the students use the Internet to get information about business; and if so, what kind of information they are looking for. Most of the students answered that they use the Internet to get information about business. Regarding that, the researchers believe that students sometimes could not find everything they need in their materials; therefore, they looked for

what they need on the Internet. For example, they may be looking for articles, outlines for texts, and online books.

The fourth question is about if they got new business vocabulary from the Internet and if so, how they were learning it. We were inquiring if students learned new business vocabulary from the Internet, and what type of information provided on the Internet was the richest source of vocabulary. Most of the students agreed that the Internet is the most important source for learning new business vocabulary. Among the students there was a variety of choices for the best information source; most of students said they learned new vocabulary by reading business-related material. To further explain, students believed that reading related materials to their readings will help them to understand what they were studying in their field. However, few of them watched business-orientated programs streamed on the Internet because they believed it did not help them as a students; but was designed more for business employees. Some of students use word lists provided on the Internet and practice as methods to learn new vocabulary because they thought that these ways were effective tools to improve spoken and written business communication.

In questions five and seven, students were asked about how they improve their English here in the US outside of the classroom, and their plan to maintain English after graduation. Researchers tried to find the most popular way among the students to improve their English outside the classroom; the students answered that they practiced their English outside the classwork with English

native speakers because this kind of conversation helps them to learn idioms, slang words, and accents in a way that made English easier for them. However, students who chose to listen to English songs as a method of improving their English believed that helped them to improve their listening ability. Moreover, watching television, specifically movies, was selected by some of students as a method because movies help them to understand everyday phrases and sentences, which made their English progress every time they watched a new movie. Reading books and newspapers also were chosen by some students because they gave the learners a good model for writing and learning vocabulary in context. Fewer students chose that after graduation they would join an English club in their country to maintain and improve their English.

The sixth question inquired that how much English learners thought they would use in business English in the future, with whom would they be using English, and what kind--speaking, listening, reading, or writing--they would use. The question relates to the amount of English the students thought they might use in the business field in the future, and which one of the four main language skills is the most important. The results came as most students believed that reading is the most used skill because they have to understand the business materials they are studying in order to comprehend the subject. On the other hand, students chose listening as the least used skill because they said that they just needed listening during class time.

Recommendations for Further Study

The study provided some questions that can be modified and used for further research. Although the time was limited and the researchers could often not get more elaborated responses, scholars can use the results from this study for their future investigations. Moreover, teachers have to consider using the two approaches that have been discussed in this project: integrationist linguistics and thematic units. These two methods help English learners to make a connection between what they are learning and how they are using their knowledge in real life. In other words, teaching English skills such as reading, writing, speaking, and listening has to be in a form of thematic to keep learners acquire English as a whole without separating themes. Moreover, using a set of integrationist strategies helps learners conduct a bridge connecting their English studies to their future English needs within their imagined communities.

APPENDIX A
SURVEY QUESTIONS

Needs Analysis in English for Specific Purposes

Welcome to My Survey

Thank you for participating in our survey. Your feedback is important.

Needs Analysis In English for Specific Purposes

Consent Cover Letter

The purpose of this research study is to investigate the types of business courses that students need help with, and what are students' needs in learning English as a foreign language for success in business.

We would like to ask you to complete an online survey. There are no foreseeable risks to participating in this research. You may benefit personally for participating in the research by taking advantage of possible tutoring. Moreover, the results of this research have the potential to improve your success in using business English.

Your privacy will be protected. Only the research investigators will have access to raw data. Your answers will not be identifiable with you personally; all data will be aggregated. Data will be on a password-protected site that can only be accessed by the principal investigator.

It should take between 15-30 minutes to complete the questionnaire, depending on how much information do you wish to give us. Participation in this study is voluntary. You can choose not to take part. You can choose not to finish the survey. You can omit any question you prefer not to answer.

By continuing to the online survey, you are giving your consent to participate.

We thank you for your time and thank you in advance if you decide to participate in this research.

If you have any questions, complaints, or if you feel you have been harmed by this research please contact Dr. Lynne Diaz-Rico, coordinator, MA-TESOL program, California State University, San Bernardino (diazrico@csusb.edu) or by phone (909) 537-5658.

At California State University, San Bernardino, you can contact the Institutional Review Board (IRB) if you have questions regarding your rights as a research participant. Also, contact the IRB if you have questions, complaints or concerns that you do not feel you can discuss with the investigators. The California State University, San Bernardino IRB can be reached by phone at (909-537-7588) or by email at (mgillesp@csusb.edu).

The ethical aspects of this study have also been approved by the CSUSB Human Subject Ethics Committee. If you have any complaints or reservations about any ethical aspects of your participation in this research, you may contact the Committee through the Director, Research Ethics (909-537-7588 – mgillesp@csusb.edu). Any complaint you make will be treated in confidence and investigated, and you will be informed of the outcome.

Needs Analysis in English for Specific Purposes

This survey is about the factors that may influence the international students in the College of Business and Public Administration at California State University, San Bernardino; what is their sense of success in business or pre-business courses, and what strategies they use for success.

Needs Analysis in English for Specific Purposes

Major and Level of Study

* 1. Which one of the following is your current or future major, and level of study?

	Accounting and Finance	Information Decision Services (IDS)	Management	Marketing	Public Administration
Graduate student	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Major	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pre-major	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

Needs Analysis in English for Specific Purposes

Language Skills

Reading/Speaking/Writing/Listening

* 2. How important are each of these areas of reading to you?

	Priority	Important	Not important
Text	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Newspaper	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Magazines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Article	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

* 3. How important are each of these areas of speaking to you?

	Priority	Important	Not important
Speaking to colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Speaking on the phone	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Taking part in meetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Taking part in conferences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Small talk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

* 4. How important are each of these areas of writing to you?

	Priority	Important	Not important
Business letters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E-mails	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Summaries of articles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic papers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

* 5. How important are each of these areas of listening to you?

	Priority	Important	Not important
Lectures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explanations given by the teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Listening to peers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

Needs Analysis in English for Specific Purposes

Learning Strategies and Study Skills

* 6. What strategies have you used that were the most successful of you?

- ☐ Prepare for lectures—find out what is in the books on the subject so that you are aware of what you do not need to take notes about the lecture.
- ☐ Set yourself questions and leave spaces to have these answered during the lecture.
- ☐ Make brief notes of essential points.
- ☐ Listen for the sense of "making sense" rather than just taking notes.
- ☐ Listen for "signposts" about what is coming next or for summaries of key points.
- ☐ Discuss the lecture with other people.
- ☐ Consider how the lecture changed or developed your opinions of the subject.
- ☐ Use mind maps or visual organizers to organize information.

Other (please specify)

* 7. What study skills do you want to acquire to improve your success?

- ☐ Note taking
- ☐ Using flash cards
- ☐ Time management
- ☐ PQRS method (Preview/Question/Read/Summary/Test)

Other (please specify)

* 8. Which of the following do you need help with?

- ☐ How I prepare for lectures
- ☐ What I do during lectures
- ☐ What I do after listening to lectures
- ☐ How I prepare for tests
- ☐ Other (please specify)

Needs Analysis in English for Specific Purposes

Personal Background

* 9. What is your gender?

- ☐ Female
- ☐ Male

* 10. What is your age?

- ☐ 18 to 24
- ☐ 25 to 34
- ☐ 35 to 44
- ☐ 45 to 54
- ☐ 55 to 64
- ☐ 65 or older

* 11. What is your first language?

Albassri, I. A. (2016). *Needs analysis informed teaching for English for specific purposes*. Masters Thesis. California State University, San Bernardino, CA. Retrieved 05, 2016 from <http://scholarworks.lib.csusb.edu/cgi/viewcontent.cgi?article=1307&context=etd>

APPENDIX B
INTERVIEW QUESTIONS

Part 2: Interview Questions

1. What do you think is the best way to acquire new vocabulary words in your field?
2. Do you think it is easier for you to learn vocabulary words in a separate list, or integrated with business content information?
3. Do you use the Internet to get information about business? If so, what kind of information?
4. Do you get new business vocabulary from the Internet? If so, how do you learn?
5. What do you do to improve your English here in the US, outside of classwork?
6. How much English do you think you will use in business in the future? With whom will you be using English? What kind-speaking, listening, reading, or writing?
7. How will you maintain or improve your English skills after the master's program?

Developed by Danyah Abdulaziz Aleisa and Iftikar Saeed Alsulami

APPENDIX C
INSTITUTIONAL REVIEW BOARD APPROVAL FORM



Academic Affairs
Office of Academic Research • Institutional Review Board

March 23, 2016

Ms. Danyah Aleisa, Ms. Hilar Alsalami,
And Prof. Lynne Diaz-Rico
Department of Teacher Education and Foundations
California State University, San Bernardino
5500 University Parkway
San Bernardino, California 92407

**CSUSB
INSTITUTIONAL
REVIEW BOARD**
Expedited Review
IRB# 15051
Status
APPROVED

Dear Ms. Aleisa, Ms. Alsalami, and Prof. Lynne Diaz-Rico:

Your application to use human subjects, titled "A Third Culture Approach to Tutoring in an Intensive English Language Program" has been reviewed and approved by the Institutional Review Board (IRB). The attached informed consent document has been stamped and signed by the IRB chairperson. All subsequent copies used must be this officially approved version. A change in your informed consent (no matter how minor the change) requires resubmission of your protocol as amended. Your application is approved for one year from March 23, 2016 through March 22, 2017. One month prior to the approval end date you need to file for a renewal if you have not completed your research. See additional requirements (Items 1 – 4) of your approval below.

Your responsibilities as the researcher/investigator reporting to the IRB Committee include the following 4 requirements as mandated by the Code of Federal Regulations 45 CFR 46 listed below. Please note that the protocol change form and renewal form are located on the IRB website under the forms menu. Failure to notify the IRB of the above may result in disciplinary action. You are required to keep copies of the informed consent forms and data for at least three years. Please notify the IRB Research Compliance Officer for any of the following:

- 1) Submit a protocol change form if any changes (no matter how minor) are proposed in your research protocol for review and approval of the IRB before implemented in your research.
- 2) If any unanticipated/adverse events are experienced by subjects during your research.
- 3) To apply for renewal and continuing review of your protocol one month prior to the protocol end date.
- 4) When your project has ended by emailing the IRB Research Compliance Officer.

The CSUSB IRB has not evaluated your proposal for scientific merit, except to weigh the risk to the human participants and the aspects of the proposal related to potential risk and benefit. This approval notice does not replace any departmental or additional approvals which may be required.

If you have any questions regarding the IRB decision, please contact Michael Gillespie, the IRB Compliance Officer. Mr. Michael Gillespie can be reached by phone at (909) 537-7588, by fax at (909) 537-7028, or by email at mgillesp@csusb.edu. Please include your application approval identification number (listed at the top) in all correspondence.

Best of luck with your research.

Sincerely,

Judy Sylva

Judy Sylva, Ph.D., Chair
Institutional Review Board

JS/MG

909.537.7588 • fax: 909.537.7028 • <http://irb.csusb.edu>

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ASSIGNED RESPONSIBILITIES PAGE

This project was a two-person project in which authors work together throughout. For each part of the project, certain authors took responsibility to write their parts. These responsibilities were listed below.

1. Data Collection:

Team Effort: Danyah Abdulaziz Aleisa and Iftikar Saeed Alsulami

2. Data Entry and Analysis:

Team Effort: Danyah Abdulaziz Aleisa and Iftikar Saeed Alsulami

3. Writing Report and Presentation of Findings:

- a. Introduction and Literature

Team Effort: Danyah Abdulaziz Aleisa and Iftikar Saeed

- b. Methods

Team Effort: Danyah Abdulaziz Aleisa and Iftikar Saeed

- c. Results

Team Effort: Danyah Abdulaziz Aleisa and Iftikar Saeed

- d. Discussion

Team Effort: Danyah Abdulaziz Aleisa and Iftikar Saeed