



# Meeting Students' Expectations in an Arab ICLHE/EMI Context: Implications for ELT Education Policy and Practice

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## Abstract

Students' expectations have seldom received any attention in English Language Teaching (ELT) education research in the Arab World in general and in Integrated Content and Language in Higher Education (ICLHE)/English Medium Instruction (EMI) English for Academic Purposes (EAP) in particular, despite their importance for policy and practice. This mixed-method study investigates the expectations of 50 students attending an ICLHE/EMI EAP course at College of Law, Sultan Qaboos University (SQU) in the Sultanate of Oman. The results have shown that the students had course materials and content and course pedagogy and design implementation expectations. The results have further revealed that the teacher played a key role in meeting his students' expectations through his effective teaching. The findings have important implications for ICLHE/EMI policy implementation in other similar local, regional and global contexts.

**Keywords:** Students' expectations; English Language for Law (1); Integrated Content and Language in Higher Education/English Medium Instruction; English Language Teaching; College of Law

## 1. Introduction

Supported by empirical research in sociolinguistics and cognitive psychology, English language teaching (ELT) education has evolved since the 1990s and became more student-centred, where instruction is used to facilitate the development of autonomous, responsible and successful learners (Smiskova, 2005). This is equally the case in general and tertiary education. Students come to the classroom with a wide range of expectations about the different aspects related to their English Language Teaching (ELT) education, which largely influence their success, or otherwise. The most important aspects that shape students' path are course materials and content and pedagogy design and implementation.

English is a *global lingua franca* in the Sultanate of Oman and is assuming greater importance. It is the only official foreign language in Oman and has several functional domains like business, education, and the media. People learn English to pursue tertiary education, find a white-collar job, acquire science and technology, conduct business, analyse and understand the English-speaking countries' cultures and communicate inter-lingually (Al-Issa, 2002).

### 1.1 ELT in Oman

ELT in Oman has suffered from various shortcomings at the implementation level (Al-Issa & Al-Bulushi, 2012; Al-Mahrooqi, 2012). Research has shown that teachers, as powerful socialization agents, have contributed largely to this dissatisfaction at the general education level through adopting a counter progressive/humanistic, democratic and liberal approach to ELT education (Al-Issa & Al-Bulushi, 2012). This unsatisfactory situation has affected students' attainment, motivation and attitudes about learning and achieving success in the world's first international language (Al-Mahrooqi, 2012). Students have subsequently lost short-term "situational" and long-term "individual" interests (Seker & Terzi, 2006) in English and have considered it as a mountain to climb and just another fact-based subject on the school curriculum that needs to be memorized and passed (Al-Issa & Al-Bulushi, 2012). This situation has, therefore, directly affected Oman's pursuit of nationalization and modernization since the establishment of the nation state in 1970, bearing in mind that the non-Omani skilled and expatriate qualified labour force makes almost one third of the overall population of the sultanate, which according to last national census has reached 2.8 million (Al-Issa & Al-Bulushi, 2012).

### 1.2 ELT at SQU and College of Law

Sultan Qaboos University (SQU) is the only national university in the sultanate. It comprises of nine colleges. While English is the medium of instruction in all science-based colleges and College of Commerce and Political Sciences, different core and elective courses are taught in English at the arts and humanities-based colleges.

In 2009 the College of Law decided to shift to a new degree plan through which approximately 30% of its core and elective courses were taught in English. The decision was mainly motivated by the repeated complaints of the job market about the graduates' English language incompetence and the demands to improve this situation (Al-Issa, 2014b). As a result, two fundamental core courses were included in the new degree plan. Those were English Language for Law

(1) and English Language for Law (2) (ELL 1 and ELL 2 hereafter). Both courses are of an Integrating Content and Language in Higher Education (ICLHE)/English Medium Instruction (EMI) nature. Their aim is to provide adequate English language learning and teaching support to students to foster their proficiency to meet the internationalization demands and challenges (Morgado & Coelho, 2012). Research suggests that ICLHE is complex and poses substantial challenges for teachers as theorists and practitioners (Al-Issa, 2014b). Research further shows that ICLHE promotes communicative and purposeful use of the target language, impacts students' motivation and has academic, cognitive, cultural, linguistic, psychological and social advantages for students (Al-Issa, 2014b).

Each of these two English for Academic Purposes (EAP) Credit English Language Program (CELP) courses is worth three credit points and lasts for 16 weeks or 90 contact hours. The aim of including ELL (1) and ELL (2) in the new plan is to help prepare linguistically and epistemologically competent students with the capacity to satisfy the requirements and meet the challenges of the academic program and job market.

It is noteworthy that the vision of the College of Law, as found on its website (<https://www.squ.edu.om/law/About-College/Mission-Vision>) is

To be a distinguished scientific and research hub nationally, regionally and internationally. In the context of the world's liberalization of the juridical professions and services, our students should be provided with specialized quality education and training, to be internationally competitive (College of Law, 2016).

Moreover, the College's mission is "to qualify students in legal education and foster relationships with society at large" (College of Law, 2016). Furthermore, three objectives are found on the College's website. These are:

- [1] Provide students with specialized quality education and training to be internationally competitive.
- [2] Adherence to the international accreditation and quality assurance regulations and criteria to guarantee consistency in the performance of the college in the field of law.
- [3] Vary the teaching methods and approaches to include theoretical classes and practical training on legal issues in the form of workshops, seminars, debates, moot courts and arbitration, and legal clinic (College of Law, 2016).

Students at the beginning of every academic year, and as Chu and Huang (2007) perfectly describe the scene, flock to universities with eager anticipation and quest of success due to poor school experience and the English language proficiency demands laid by the job market. Al-Issa (2014b) found that the new degree plan introduced at the College of Law has the potential to succeed provided ICLHE/EMI-based pedagogical approaches, methods and practices are carefully adopted. Al-Issa described this as a challenge for the College faculty members and stresses their central role as "socialization and enculturation agents" (p. 42) in supporting or reducing the new degree plan.

More than 70% of SQU students thus enrol in ELL (1) and ELL (2) after they attend a six-level Foundation Program English Language (FPEL) at the Language Centre (LC) at SQU. However, many of these students have repeatedly complained about the course materials and content and course pedagogy design and implementation, despite the fact that no empirical research has been pursued to date to provide evidence to support these claims. Examples of complaints about the former are the out-of-date, full of mistakes, irrelevant, uninteresting and inappropriate commercial and in-house textbooks. Examples of complaints about the latter are teachers' lack of use of varied teaching methodologies and approaches resulting in delivering boring lessons.

Thus, with the introduction of a strategic innovation like ICLHE/EMI, which students are not familiar with, one can predict high expectations. This is what this study aims to pursue – investigate the students' expectations about their ELL (1) course. Both concepts – ICLHE/EMI – are complex and integrating them in one study should help yield interesting and unprecedented results that can contribute to knowledge and enrich the under field. A survey of the pertinent literature has shown that this is a pioneering study in its approach and direction to investigate students' expectations in an evidently under researched Arab ICLHE/EMI context, where the findings have important implications for other similar and broader domestic, regional and global contexts.

## 2. Review of Literature

It is striking to see researchers in the Arab World hardly investing any time in understanding students' expectations in ELT education at the school and higher education levels, despite the concept's "complexity and multi-faceted nature" (Lobo & Gurney, 2014, p. 730), the strong theoretical and empirical relationship between expectations and academic achievement (Haque, 2014; Ozturk & Debelak, 2005), and the importance of expectations for language education theorization and practice (Lin, 2012), which is the case within the context of this study. Lobo and Gurney stressed the centrality of students' expectations and considered them ". . . as an important variable at the tertiary education level, particularly in the English as a Second Language (ESL) and English for Academic Purposes (EAP) classrooms" (p. 731). The two authors additionally commented that "students approach ESL and EAP courses with various expectations, the satisfaction of which directly affects their attitudes toward and engagement with the course" (p. 733).

Thus, different writers stressed the centrality of understanding students' expectations and the profound effect they can have on students' motivation, attitudes, beliefs, behaviour, performance and learning experience (Bordia, Wales, Pittam, & Gallois, 2006; Darling-Hammond, Strobel, & Martin, 2003; Haque, 2014; Lin, 2012; Lobo & Gurney, 2014; Trejo, 2007). "Motivation" to Darling-Hammond et al. (2003) is associated with students' dedication to learn and engage in learning and the students' ". . . willingness to think through problems and work through challenges to achieve mastery of a concept or skill" (p. 206). Students' expectations play a central part and have profound influence on governing

students' internal motivation and external actions (Bandura, 1986; Haque, 2014), second language acquisition processes (Krashen, 1980; Tse, 2000) and achievement (Onwuegbuzie, Bailey, & Daley, 2000). Weiner (1986) claimed that students have a smaller chance of achieving and maintaining success, when they attribute their success to external, unstable and uncontrollable factors like course materials and content and pedagogy design and implementation, for example. Chu and Huang (2007) thus emphasized that exploring students' expectations in an ELT classroom with an aim to understand their interests, has significant implications for teachers' selection and design of materials and choice of methods leading to improvement in teacher's performance and students' dynamic and autonomous learning.

Bordia et al. (2006) stressed that in second language learning ". . . students do have preconceived expectations from courses" (p. 04.4) and that the fulfilment of these expectations largely depends on teachers. Ketsman (2012) commented that ". . . expectations are a potential of student academic achievement and success" (p. 2) and that "a teacher plays a tremendous role in making learning meaningful to students, and therefore, makes a difference in student learning choices and experiences" (p. 1). Such expectations, according to Bordia et al., ". . . may be based on previous language learning experiences and future goals and needs" (p. 04.5). Lin (2012) wrote that previous interaction experiences largely determine students' expectations. English language teachers, according to Lin, ". . . encounter more difficulties and challenges than in any other type of classroom" (p. 58). Lin attributes this to ". . . students' insufficient content knowledge and deficient language abilities" (p. 57-8).

In their qualitative study about an Aussie university, Bordia et al. (2006) found that students' expectations covered two broad domains: Course content and teaching and learning styles. While the former included teaching the four skills, pronunciation, vocabulary, grammar, note taking, preparation for the IELTS, and presentation skills, the latter included communicative activities and group work. Amongst the factors that influenced students' expectations, as found by Bordia et al. and Martin (2010) and central to this study, were educational and career factors. Bordia et al. also found that meeting students' expectations generated a greater level of motivation, classroom participation, confidence in using the language, practice and teacher feedback and positive attitudes about the overall learning experience. In fact, Miller (2005) argued that students who do not have their expectations met while in college will suffer greater stress than those who have their expectations met and that ". . . a mismatch between expectations and reality can result in lowered motivation, disengagements and attrition" (Lobo & Gurney, 2014, p. 731) and can ". . . severely impact upon student behaviour in class and their overall engagement with the course" (p. 734).

In another study completed at a different Aussie university, but one which utilized a mixed-method approach, Lobo and Gurney (2014) found that the 157 participating students expected their English language enhancement course to be "learner-centred and university focused" (p. 743) and their teachers to ". . . teach useful English-language academic and professional functions and vocabulary that learners may employ in university and in the workplace" (p. 743). Furthermore, students expected their teachers to be "helpful" and "offer assistance to students" (p. 744).

Haque (2014) elicited the expectations of 40 Department of English students in a Bangladeshi university through semi-structured interviews. The researcher found that the students, as it is the case in this study, completed 12 years of compulsory English as a foreign language classes in their schools, had expectations about the course content and teaching methodology. Their expectations about the former were related to being fluent in the four skills and to be taught pronunciation and grammar. They also expected to learn note taking and develop presentation skills as important marketable skills. As far as expectations about the latter are concerned, students expected their teacher to adopt an eclectic approach and group work and maintain an enjoyable classroom environment.

In his qualitative study, Trejo (2007) focused on investigating students' expectations at a Mexican university English department. The author found that students expected their teachers to be "persons" (caring and concerned) and "professionals" (dedicated and committed), rather than just knowledge deliverers. A combination of the two notions would result in effective teaching, which represents promoting learning and implementing engaging activities that empower students to reach their learning goals and foster an environment that is supportive and conducive to learning.

In a different qualitative study about English language schools in New Zealand and within the domain of teachers as professionals, Li (2003) found that teacher's linguistic and pedagogical skills were amongst the key issues that hindered meeting students' expectations and that the two types of skills were central for meeting students' expectations with respect to effective planning, course delivery and choice of course materials and content. Li highlighted the central role of teacher's skills in ELT and wrote that "educational quality is anchored on teacher quality" (p. 12).

It is noteworthy that teaching and scholarship of teaching and learning have been major concerns for SQU administration for the past decade and occupied a lot of its thinking and planning due to the repeated complaints from the different stakeholders in the local job market. Consequently, SQU has been persistently pursuing quality and accreditation through attempting to promote "relevant" and "efficacious" practices (Sheehan, 2014) to improve the quality of its graduates and services, as this has significant implications for its worth and world rank.

Henard and Roseveare (2012) acknowledged the challenges higher education academic institutions face in order to link quality teaching and use of effective pedagogical techniques with students' learning outcomes and the importance of ensuring that the education offered met students' expectations for the present and future. Henard and Roseveare stated that "internationalization of higher education, rapid changes in technology, which can quickly make program content and pedagogies obsolete, increased pressure of global competition, economic efficiency, and the need to produce a skilled workforce to meet the challenges of the 21<sup>st</sup> century" (p. 8), are amongst the "contextual shifts within the higher education environment" (p. 8) that have influenced teaching quality. Fostering quality teaching, according to Henard

and Roseveare, is important to meet the demands of the uncertain, speedy, risky, complex and interdisciplinary environment of the job market, which requires “non-routine cognitive and interpersonal skills” (p. 8) and to “. . . equip them with the skills needed to evolve professionally over a lifetime” (p. 8). The two writers wrote that “the individual performance of each faculty member is a crucial factor in quality teaching” (p. 29). Some of the fundamental dimensions quality teaching involves, and central to this study, are “effective design of curriculum and course content, a variety of learning contexts, soliciting and using feedback” (p. 7). The two authors acknowledged the role of students today as the “focal point” of the learning approach and linked it with the emergence of new paradigms for quality teaching in higher education, which have redefined the roles of teachers as subject-specific experts and excellent, competent and skilled practitioners, knowledge deliverers, curricula re-designers, teaching effectiveness assessors and innovative learning platform creators. While Henard and Roseveare considered quality and innovative teaching happening first in the classroom, they stressed that learning is not confined to the classroom. They additionally emphasized that as beneficiaries of quality teaching, students are in a strong position to provide feedback “. . . not only on what works well but also on what they would like to be done differently and how” (p. 20). Thus, this could stimulate responding innovatively at the program content and pedagogy design and implementation levels (Henard & Roseveare).

Mat and Soon (2010) thus emphasized the centrality of choosing “the best teaching methodologies” (p. 60) to bridge the gap between students’ expectations and teachers’ practices in a foreign language classroom. The two authors considered teachers responsible for meeting their students’ expectations.

Within the same vein, Darling-Hammond et al. (2003) highlighted the critical role of teachers in “. . . cultivating their students’ expectations for success and students’ interests in learning activities” (p. 206) through “. . . consistent effort and strategic learning” (p. 208) and “. . . the ways in which teachers can make learning more accessible for their learners” (p. 206) in what the three writers labelled as a “task-oriented learning” classroom, where the goal is to learn and improve consistently. This contrasts with the “ability-oriented learning” classroom, where focus is first and foremost on achieving high grades. Teachers in a task-oriented learning classroom, according to Darling-Hammond et al., are responsible for “. . . emphasizing goals for mastering concepts, working hard, and seeing gradual improvement” (p. 209). According to Darling-Hammond et al., teachers in such classrooms should encourage students to take risks and enhance their expectations for success “. . . by using mistakes as an opportunity to learn rather than an opportunity for criticism and evaluation” (p. 210). Provision of constructive feedback, according to Darling-Hammond et al., is a form of support and encouragement that consolidates student-teacher personal relationships and enhances students’ motivation and self-confidence, as “. . . students learn *for* a teacher as much as they learn *from* a teacher” (p. 210).

Lin (2012) stated that “. . . positive feedback and appropriate instruction from teachers can make students have self-esteem and increase their learning motivation” (p. 52-3). Lin stressed that effective communication between students and teachers inside the classroom and increase in students’ achievement are the result of teachers understanding the fact that their students are self-directed, and hence, taking their needs into account. In other words, teachers need to be more open-minded and “. . . design their classes as more student-centred and open conversation” (p. 59). Haque (2014) concluded that students in tertiary education today are aware of what occurs in the classroom, and hence, “. . . want their expectations to be considered” (p. 63), as it positively reflects on their performance.

Darling-Hammond et al. (2003) suggested grouping students heterogeneously and giving them meaningful, relevant, significant, realistic, challenging and valuable tasks, activities, and assignments that focus on their lives, current events and the subject matter rather than the grades, help them draw on familiar experiences and concepts, arouse their curiosity and promote critical and analytical thinking. This type of work, according to Darling-Hammond et al., can help students pay more attention to uncover their strengths, recognize and use their abilities, and improve their competence. Working in heterogeneous groups, as found by Cho and Reich (2008), helped their students speak and share their opinions with lower anxiety.

Teaching creatively, teaching outside the syllabus, evoking students’ interests and motivation and being available to answer any question and providing help are, therefore, characteristics of the “effective” foreign language teacher (Ketsman, 2012, p. 4). Chu and Huang (2007) thus suggested teachers use a questionnaire with students to explore their expectations to help them “. . . adjust their teaching to accommodate students’ different interests” (p. 84).

### 2.1 Research Questions

- [1] What are the College of Law ELL (1) students’ expectations about the course materials and content?
- [2] Were the College of Law ELL (1) students’ expectations about the course materials and content successfully met?
- [3] What are the College of Law ELL (1) students’ expectations about the course pedagogy design and implementation?
- [4] Were the College of Law ELL (1) students’ expectations about the course pedagogy design and implementation successfully met?
- [5] What implications does meeting the College of Law ELL (1) students’ expectations about course materials and content and teaching and learning styles have for the new ICLHE/EMI plan?

## 3. Method

### 3.1 Research Design

This study is driven by a concept analysis method approach to data collection and analysis. It attempts to explore the expectations of the College of Law ELL (1) students about course materials and content and course pedagogy design

and implementation for two reasons. First, there is a need to provide insights into the topic and expand our understanding about it, as the topic has not been investigated before in the Arab World in general and in an ICLHE/EMI EAP context in particular. Second, the study attempts to lay the initial groundwork that will lead to future studies about students' expectations in similar contexts.

### 3.2 Participants

The sample of this study consisted of one ELL (1) section taught by the researcher and comprised of 50 mixed-ability and mixed-gendered students, with the vast majority being freshmen and very few 2<sup>nd</sup> and 3<sup>rd</sup> year students. Forty students went through the different six levels offered by the FPEL prior to joining ELL (1). It is noteworthy that while SQU has a student body of around 16,000 enrolled in nine colleges, it generally admits the top 5% of high school graduates. Unfortunately, the majority of these graduates come to the university ill-equipped with English language skills. To illustrate, out of 3,121 students who were enrolled in SQU in September 2014 for the start of academic year 2014/2015, 2,549 of them were required to attend the FPEL in order to improve their English before entering their respective colleges.

### 3.3 Course and Teaching Materials and Content

A typical unit in the textbook is approximately 20 pages long. It starts with a listening text with a few pre-listening questions followed by at least 30-35 multiple choice questions about listening vocabulary and listening information questions. This is then followed by a 3-6 page long reading text about an internationally focused topic like "Banking in Switzerland" and "Labor Law" in certain European countries like France, Germany and the U.K., for example, with a few pre-reading questions and around 50 multiple choice and fill in the blank reading vocabulary and reading information questions. The unit concludes with a section on grammar review followed by a grammar question like a cloze test and in rare cases a simple and short speaking assignment like introducing oneself to his/her classmates. The binding of the textbook, which is written by the LC and printed by SQU print shop, is weak. It additionally lacks proper illustrations and pictures, contains numerous typographical errors, very heavy and inconvenient to carry and is in black and white. The language of the textbook in some units is too difficult to grasp, even for the best students. Students generally expressed their dissatisfaction with the look, size and content of the textbook. Each unit in the textbook deals with a different legal topic. Many of the topics and lexical and structural items are relevant and directly linked to the courses students take throughout their academic program at the College.

### 3.4 Data Collection and Analysis

This exploratory study is guided by a mixed method approach to data collection to capture the complexity of students' expectations. The qualitative approach to data collection was represented in giving out students an open-ended questionnaire (see Appendix A). There were nine questions, which attempted to elicit the students' expectations about ELL (1) course materials and content and course pedagogy design and implementation. Hard copies of this instrument were distributed to the 50 students and collected from them during the first class. All students answered all 9 questions to the best of their knowledge. The researcher explained to the students that providing as much detailed information and answers as possible would help him make better course materials and content and pedagogy choices and decisions that would reflect positively on their attainment. They were given the freedom to write in English or Arabic due to their inadequate command of the target language. However, they all opted for answering in English.

The researcher gathered their quantitatively overwhelming different answers and analyzed them simultaneously and constantly against the reviewed literature to influence "concept synthesis" and enhance credibility (Mashele, 2009). The pertinent literature was consciously used and followed (Lincoln and Guba, 1985) to make sense of the data, be able to categorize them and facilitate "selective sampling" (Mashele). Predetermined codes like "course materials and content" and "course pedagogy and design implementation" were manually grouped for data reduction purposes and to create themes piles/clusters depending on the key lexical and semantic attributes each cluster entails and as related to the research questions to help create a "thematic network" (Attride-Sterling, 2001) or an analytical tool. A complex conceptual phenomenon like expectations requires a philosophical inquiry and deep analysis. Following Burns and Groove (1993) a philosophical inquiry was sought to facilitate theory development through exploring the literature extensively, examining conceptual meaning, raising questions, proposing answers and suggesting implications. An "argumentative" concept analysis approach was adopted to ". . . explicate the evocative elements in language" (Levering, 2002, p. 18) by referring to its context(s) since "the more limited an area in where language is spoken, the richer that language" (p. 18) and understanding of meaning.

To enhance credibility, key words were identified and used and "large" and "thick" concepts (Levering, 2002) with "critical attributes" (Mashele, 2009) like "games", "debates", "presentations", "vocabulary", "pronunciation", "grammar", "listening", "reading", "speaking", "writing", "group" and "pair" for example, were used for manifest content analysis, as these concepts are abstract and precise constructs, significant to the problem under investigation and are "carriers of meaning" (Botes, 2002, p. 23) and "building blocks of a theory" (Mashele, 2009, p. 53). These concepts also facilitate "theoretical sampling" and enhance expansion and enrichment of categories (p. 38). They are umbrella concepts, which reflect the researcher's great professional interest in the research area and derive their meaning from the broad ELT landscape and help discover and infer the correct usage of language and its "connotative" and "denotative" meaning (Botes, 2002). Such concepts are epistemological, logical, pragmatic and linguistic principles (Botes), which have been found suitable for concept analysis. "Everyday language" and "everyday experiences", give ". . . access to reality" and ". . . lead to theoretical discussions" (Levering, 2002, p. 12). Concept analysis, according to

Levering, facilitates the acquisition of “. . . empirical knowledge of social rules” (p. 12), which “. . . form the basis of social reality” (p. 9). In “phenomenological” concept analysis “there is no true reality beyond everyday experience” (p. 19).

The researcher used his almost 30-year experience as an ELT practitioner, varied observations, “considerable imaginative powers” (Levering, 2002, p. 21), intellectual abilities (Botes, 2002), skills, insights (Elo & Kyngas, 2008), logic and intuition (Mashele, 2009) to analyze the participants’ statements.

On the other hand, the quantitative approach to data collection was represented in giving out each student a hard copy of the questionnaire, which comprised of 29-rating scale questions and aimed to identify the participants’ perceptions about whether their different expectations had been met. To each statement, the participants were asked to indicate whether it was “to a very large extent”, “to a large extent”, “somewhat”, “to a small extent” or “to a very small extent”.

However, prior to administering the questionnaire during the last lesson of the semester, I put the students’ expectations on PowerPoint slides and presented them to the students. I told them that those were their expectations about ELL (1) and explained to them how they were extracted. I then requested them to complete the questionnaire to help me understand to what degree I had succeeded in meeting their expectations.

The questionnaire questions were prepared and grouped to elicit information on how meeting the participants’ expectations facilitated their academic, cognitive, cultural, linguistic, psychological and social development at a personal and collective level, which are all aims of the new plan. Two clusters emerged from analyzing the 29 items, which represented the six developmental aspects pursued by an ICLHE/EMI-driven approach. Analysis and discussion of these clusters has important implications for the roles of ELL (1) faculty in successfully meeting the students’ expectations in the new ICLHE/EMI plan and its implementing. It is noteworthy that the two clusters are very closely inter-related and their inter-relatedness reflects the concepts of “best practice”, “teacher wisdom”, and “scholarship of teaching” that facilitate quality ELT higher education and positive policy implementation.

The questionnaire was administered with the students in the classroom to help answer any of their questions and clarify any of their doubts. At the end of the questionnaire, space was provided for the participants to provide any additional relevant comments.

To improve questionnaire reliability, the questionnaire was piloted on eight students from a different EFL (1) section. The analysis showed that the Cronbach coefficient was .93, which indicated a very satisfying internal cohesion and consistency.

Both instruments were further sent out to a panel of experts in the field for validation purposes. The experts noted their comments and suggested corrections that were pursued to improve the quality of the instruments. The data elicited by the questionnaire were then analyzed descriptively in SPSS to compute the participants’ responses.

The findings will be reported using the mean or the average and standard deviation (SD). While the former is the sum of all values in the data and measures the centre of a numerical data set, the latter indicates how tightly all the various examples are clustered around the mean in a set of data. The smaller the standard deviation the closer the values are to the mean of the data set on average and within the context of this study a large standard deviation reflects a large amount of variation in the study group under investigation.

It is worth noting that the instructor responsible for teaching ELL (1) has a Ph.D. in Education (Teaching English to Speakers of Other Languages – TESOL). He is an Associate Professor and has practiced ELT for over 30 years in various schools and colleges and worked as a teacher trainer for a number of years. He also taught ICLHE/EMI courses to students from different colleges at SQU. He has a growing publication profile in Omani ELT at the College of Law. He further presented widely about ELT in Oman in several local, regional and international conferences. He is additionally a recipient of different local and global teaching and research awards and recognitions.

#### 4. Findings and Discussion

##### 4.1 Course Materials and Content Expectations

###### Research Question #1

What are the College of Law ELL (1) students’ expectations about the course materials and content?

Analysis of the open-ended questionnaires showed that the participants expected the course materials and content to include certain activities that combine learning, enjoyment, entertainment, fun, amusement, excitement and challenge at the same time. They further expected the course materials and content to include activities that would arouse their curiosity and give meaning to language learning. Those activities were playing games, doing debates and doing presentations. Students additionally expected their course to include the use of educational technological aids like computers and the Internet to diversify and enrich their knowledge acquisition (see Table 1).

Table 1. Students’ Expectations of Course Materials and Content

No.	Expectation
1	Play games
2	Do debates
3	Do presentations
4	Use computers
5	Use the Internet

One can argue that such expectations are partly based on the students' past unsatisfactory experience about ELT at school and the FPEL, which promoted the teacher-centered approach and ability-oriented learning leading to generating a feeling of lack of self-esteem and self-confidence. Such feeling negatively affected the students' intrinsic motivation to use English on campus, for example (Al-Issa, 2014b).

The course materials and content-related expectations are additionally partly based on the students' instrumental motivation and future goals and needs about finding a job with a high pay in Oman or beyond, communicating with colleagues and clients in English in locally and globally, pursuing their postgraduate studies in an English-speaking country or in a demanding and challenging English-medium instruction university, reading legal texts and researching in English within and beyond the College of Law boundaries, which require higher-order cognitive skills and advanced language proficiency and which can broaden and deepen their legal cultural and global knowledge and awareness in the current global and international village (Al-Issa, 2014b).

### Research Question #2

Were the College of Law ELL (1) students' expectations about the course materials and content successfully met?

As Table #2 below shows, this cluster has a high grand mean of 4.56 and a low SD of .582. All Items had a high mean of 4+, with the items eliciting information on choice and design of games, choice and design of debates and choice and design of presentations obtaining the highest mean (4.88) and lowest SD (.328) followed by the items eliciting information on choice and design of supplementary reading handouts and choice and design of supplementary writing tasks (mean 4.84) (SD .370).

Table 2. Participants Mean Ratings of Course Materials and Content Expectations

No.	Item	Mean	SD
1	General English language development.	4.30	.678
2	Legal English language development.	4.48	.614
3	Legal knowledge development.	4.26	1.084
9	Choice and design of games.	4.88	.328
10	Choice and design of debates.	4.88	.328
11	Choice and design of presentations.	4.88	.328
12	Choice and design of supplementary reading handouts.	4.84	.370
13	Choice and design of supplementary writing tasks.	4.84	.370
14	Use of mobile phones.	4.28	.970
15	Use of computers.	4.28	.970
16	Use of the Internet.	4.28	.970
	Grand Mean	4.56	.582

A set of communicative and interactive activities were designed to supplement the textbook, which was mainly used as a point of departure. The structural items and the 30-40 new legal terms introduced in each unit were used as a focal point for the supplementary activities. The class was always divided into six heterogeneous groups to allow the students to share their knowledge, opinions and experience and take advantage of the age and level variation. Appendices B and C respectively provide examples about the reading and writing activities designed to supplement Unit 1, for example. The reading and writing activities focused thoroughly on current local events, trending topics and topics of current common concern to the Omani society and legal professionals, since this not only introduces the subject matter in an accessible and interesting manner, but it is also directly relates to their theoretical and practical knowledge, arouses the students' curiosity and evokes their interest and motivation. Moreover, exposure to the theory and practice of Law locally and globally potentially helps activate and develop students' analytical and reflective thinking abilities (Al-Issa, 2014b).

Appendices D, E, and F additionally provide examples of the vocabulary games, debates and oral presentations assigned to the students. Pillai (2013) acknowledges the numerous advantages of integrating games and vocabulary teaching for promoting and enhancing students' academic, intellectual, linguistic, psychological and social development. In addition, Ibbertson (2009) discusses the benefits of public speaking for practicing all four language skills, supporting the development of critical thinking skills, promoting and enhancing learning, fostering empowerment and autonomy, acquiring marketable skills and developing motivation. Mujibur Rahman (2010) further writes that public speaking gives students the feeling of real life situation, meets their everyday needs of communicative language practice and use and helps them polish and improve their performance in the classroom. The topics chosen for the debates and oral presentations regarding the context in question have stimulated the students' critical thinking and feelings about some of their rights and responsibilities as Omani citizens, higher education students and legal professionals in the making (see Appendix C). One can thus argue that these activities contributed to improving the students' General English (Item #1 – mean 4.30 and SD .678) and Legal English (Item #2 – mean 4.48 and SD .614), with the latter type of English

obtaining a higher score possibly due to the fact that those activities promoted the use and practice of Legal English more than General English.

Furthermore, use of technological devices like computers and mobile phones were incorporated in different activities to impact effective teaching, student interaction, and quality education. Various researchers have discussed the powerful impact of mobile educational technology in increasing students' motivation (Zayed, 2016), supporting communication, providing high quality input (Zhao, 2003) and advancing learning results (Nomass, 2013; Sharma, 2009). With smart phones turning into a necessity rather than luxury worldwide, each of the 50 students had a smart phone with access to the Internet. All SQU classrooms are equipped with a WiFi facility too. Students were asked to use their phones to search for data and information relevant to their respective topics. They searched for how and why students' unions are established in different international universities for their writing activity, for example, which was related to Unit 4 in the textbook. Each group then used more than one laptop computer brought by some of its members to take notes and draft the text. Each group also used the PowerPoint to present its oral presentation topic about doing a Law-related job in the Sultanate.

The item eliciting information on legal English language development, received the lowest mean (4.26) and the highest SD (1.085) in this cluster. This can be attributed to the type of reading texts used in the textbook and provided by the teacher, which might have focused on certain branches of the Civil Law, like the Private International Law, for example, as they are the ones taught in English in the new degree plan. Besides, many of the first-year students have not studied enough subjects about Civil Law then.

Furthermore, the items eliciting information on the use of mobile phones, use of computers and use of the Internet obtained a relatively low mean (4.28) and high SD (.970). This can be due to the fact that not all activities required the use of educational technology. Some reading activities relied solely on generating and discussing ideas pertinent to the students' personal experiences and academic and background knowledge (see Appendix B). Tapscott and Williams (2006) suggest that today's generation of traditional-aged college students are so accustomed to interactivity through their use of social network via the Internet that students are not eager to continue their education in traditional methods.

#### 4.2 Course Pedagogy and Design Implementation Expectations

##### Research Question #3

What are the College of Law ELL (1) students' expectations about the course pedagogy design and implementation?

The analysis showed that the participants expected their teacher to teach them legal terms, pronunciation and grammar. They also expected their teacher to give the four skills equal attention, move beyond the prescribed textbook and supplement the syllabus through using different activities, materials and aids that would promote student-centeredness and help them purposefully practice the language and enjoy the lessons. They further expected their teacher to help them acquire certain important soft skills for the job market as it is the case with developing self-confidence, working in teams and collaboratively, solving problems and acquiring research skills (see Table 3).

Table 3. Students' Expectations of Course Pedagogy Design and Implementation

No.	Expectation
1	Teach legal terminologies
2	Teach pronunciation
3	Teach grammar
4	Give the four skills equal attention
5	Use supplementary writing and reading activities
6	Foster students' participation
7	Work in groups and pairs
8	Develop good relationships with other students
9	Develop self-confidence
10	Work in teams and collaboratively
11	Solve problems
12	Acquire research skills

These expectations promoted an eclectic approach to language learning. In other words, due to their relatively deficient target language and insufficient content knowledge, these students expected their teacher to combine aspects of teaching the content like legal terminologies with aspects of General English like grammar and pronunciation, for example, which makes teaching eclectic and more difficult and challenging, but at the same time, more enjoyable and goal and needs-oriented to the students. Thus, through the creative design of supplementary materials and informed choice of methods and methodologies, the teacher within this context is considered as a fundamental and effective agent for generating and arousing the students' motivation, affecting their attitudes and providing quality education. These



aspects are counter to what is found in schools and the FPEL, where teachers are a major factor in disturbing the national ELT policy at the school (Al-Issa & Al-Bulushi, 2012) and higher education levels (Al-Issa, 2014b).

In addition, being adults and college students, these students are looking for autonomous learning through which they can play a more active and dynamic role and contribute to knowledge construction, sharing and critique, which require demonstrating advanced and complex academic, cognitive, cultural, social and linguistic skills and knowledge throughout their academic program and in the job market and which redefine the roles and responsibilities of the teacher as a person and professional within an ICLHE/EMI classroom (Al-Issa, 2014b).

#### Research Question #4

Were the College of Law ELL (1) students' expectations about the course pedagogy design and implementation successfully met?

This cluster seeks information pertinent to teaching (see Table 4). The grand mean of this cluster is 4.33, which while it is not as high as the former cluster about curriculum (4.56), it is still generally high. Particular reference can be made to the item eliciting information on teaching methods, which obtained a very high mean (4.96) and a very low SD (.198), whereby students worked in groups to complete all the additional activities they were given and worked in pairs to complete all the textbook activities. Group and pair work, according to Raja and Saeed (2102), are a common feature of tertiary education and foster active collaborative, cooperative, interactive, practical, experiential and autonomous learning and redefine the teacher's role as a facilitator and organizer. The items eliciting information on helping students to work in a team and developing relationships with their classmates obtained a high mean of 4.40 and 4.58 respectively and a low SD of .926 and .785 respectively.

Tinto (1993) stresses the importance of meeting students' expectations in relation to social integration and finding a student-institution fit with a dominant or non-dominant group on campus. Meeting such "academic and intellectual development" and "collegiate environment" expectations, according to Braxton, Vesper, and Hossler (1995), enhance the students' commitment to their institution and enrolment in future classes, like ELL (2), for example.

One of the students thus wrote "I really enjoyed this course and I developed a lot, especially in self-confidence. Thank you so much for each moment". Three students thought that they would continue the educationally effective journey with the same teacher in ELL (2). One student wrote "that was a seven star course. Thank you for everything you have taught us. I will take ELL 2 with you". Another student corroborated this statement by writing "thank you for being my teacher in this course. I really learned many things and I feel that I'm ready now to take ELL 2". One of the students wrote "I loved this course so much, especially the style of teaching and I will take ELL 2 with you, because I want to improve my skills in English (legal terms) and general English". This is an evident indication of this student learning "from" and "for" the teacher. These are students, who had considerable meaningful interaction with their teacher, and hence, demonstrated a high level of self-efficacy pertinent to overall academic performance (Gore, Leuwerke, & Turley, 2006). In addition, these are examples of students, who found the teacher as a significant source of and important reason for learning ELL (1). Teaching thus met these students' realistic expectations and helped raise their motivation, optimism and expectations about the outcomes of ELL (2) as a course that will continue the mission of ELL (1) in terms of addressing students' needs and determining the extent of congruence with the college and university environment (Tinto, 1993), which has important implications for student-institution fit.

Table 4. Participants Mean Ratings of Course Pedagogy Design and Implementation

No.	Item	Mean	SD
4	Teaching and integrating the four skills (listening, reading, speaking, and writing).	3.98	.979
5	Teaching grammar.	3.82	1.004
6	Teaching vocabulary.	4.72	.573
7	Teaching pronunciation.	4.32	.913
8	Teaching methods (group work and pair work).	4.96	.198
17	Prepare you to study other English-medium courses at the College of Law in the future.	3.80	1.050
18	Teacher's ability to foster students' participation.	4.76	.555
19	Teacher's ability to motivate students to learn English and improve.	4.68	.587
20	Teacher's ability to encourage students to learn English and improve.	4.68	.587
21	Help you to develop self-confidence.	4.00	.782
22	Help you to develop self-direction.	4.00	.782
23	Help you to develop flexibility and adaptability.	4.00	.782
24	Help you to develop working well under pressure.	4.10	.839
25	Help you to work in a team.	4.40	.926
26	Help you to develop your relationship with your classmates.	4.58	.785
27	Help you to develop problem solving skills.	4.30	.909
28	Help you to develop critical thinking skills.	4.50	.931
29	Help you to develop research skills.	4.50	.931
	Grand Mean	4.33	.710

Working in teams also fostered students' participation, motivated them to learn English and improve and encouraged them to learn English and improve (Raja & Saeed, 2012). These three items obtained a mean of 4.76, 4.68, and 4.68 respectively and the lowest SD of .555, .587 and .587 respectively. A strong testament to this is the initiative taken by some of the groups to take learning beyond the classroom boundaries and form WhatsApp Messenger groups on their mobile phones. The reason underlying this was to continue their discussions and exchange of ideas online and be able to meet the submission deadline, which is a part of "mobile pedagogy" or "mobile learning" that enhances students' "digital literacies" and makes language learning relevant (Kukulska-Hulme, Norris, & Donohue, 2015) and which is a reflection of a sense of commitment and dedication stemming from motivation and interest.

Other items which obtained a high mean elicited information on helping students to develop problem solving skills, helping students to develop critical thinking and helping students to develop research skills, which obtained (4.30), (4.50) and (4.50) respectively. The SD of these three items is low (.909), (.931) and (.931) respectively. These are significant soft skills required for any higher education student working towards completing his/her academic program and joining today's local and/or global demanding, challenging and competitive job market. The following two students made interesting statements about how much they had enjoyed and learnt from oral presentations and debates "I would like to ask you to give us more presentations and I think more debates will help us more in developing our soft skills". The activities quoted in Appendices B, C, E, and F, confirm the idea behind this statement. Research (Al-Issa, 2014b) has shown that most of the jobs students join after graduation require such skills. Examples of these are a University Demonstrator, Legal Researcher, Lawyer and Deputy General Counsel. Incorporating such activities met and enhanced students' "career development" (Braxton et al., 1995) expectations and, according to Braxton et al. (1995), can impact their social integration into the college community and level of institutional commitment.

It was particularly interesting to see some of the groups taking learning beyond the classroom and College of Law boundaries and collecting data through interviewing some legal professionals inside and outside the College for their writing activities and oral presentations (see Appendices C and F) and reporting the results and acknowledging the sources. In fact, and as a token of reward and gesture of appreciation, and to celebrate some students' success, the teacher decided to select the best three oral presentations made by the groups and upload the PowerPoint files on the College of Law Facebook account, which created a great deal of competition in the second oral presentations. This kind of positive rewarding enhances students' engagement in the course (Lobo & Gurney, 2014).

Teaching vocabulary, as in legal terminologies, and teaching pronunciation are two more items that obtained high means – 4.72 and 4.32 respectively and low SDs – .573 and .913 respectively. Teaching legal terminologies through games, as shown in Appendix D, is a testament to this, as it helped make learning more enjoyable, interesting, entertaining, competitive, creative and experiential, heightened self-esteem, self-confidence and motivation, trained them to take risk of applying what they already knew, reinforced learning, facilitated communication, linked the four skills and helped them learn how to pronounce words correctly (Huyen & Nga, 2003).

Three interesting statements were thus made by three different students to corroborate the positive decisions the teacher made regarding the curriculum, which created meaningful learning opportunities, positively impacted the students' linguistic and legal knowledge, redefined the roles and responsibilities of the teacher as a "person" and "professional" and enhanced quality ELT and legal education. One of the students wrote "it was an interesting course and I learned a lot of things and improved my legal knowledge". Another student wrote "you are a great teacher, because you make your students love you and think about this course most of the time. You helped us develop our English". A third student wrote "thank you for everything. You helped us improve our language. I learned a lot of things from you".

As far as students' pronunciation errors are concerned, almost all of the errors made were "systematic" rather than "random" or "accidental" and related to inconsistency of many English sounds on the one hand and differences in the sound system on the other hand (Hassan, 2014). Errors were corrected "explicitly" and "implicitly" (Campillo, 2003) and in as much a consistent manner as possible and depending on the type of errors and activities used and taking the students' motivation, confidence, and variable preferences into account to help them develop as self-assessors, self-reflectors and autonomous learners (Ustaci & Ok, 2014).

Thus, different students praised the teacher's interesting and effective teaching practices and knowledge and confirmed learning "from" the teacher. One of the students wrote "we spent good times and I was impressed by your style". Another student wrote "thank you for the hard work throughout the course. It was and still the most interesting course I have ever had. I liked your teaching techniques". Additionally, the following student felt that the teacher's teaching methods were enjoyable and successful by writing that "your methods of teaching are new to us, but we got a lot of knowledge and it is very interesting and I learned from it". Experiencing a new teaching method helped shape these students' self-efficacy about the curriculum and teaching and impacted their learning (Martin, 2010). This new teaching experience facilitated academic and social "student-institution" fit, as the students' values and goals aligned with their college and university's mission and values (Martin). The "new" method embraced by the teacher here helped these students separate from their unsatisfactory school and FPEL experiences and make a smooth transition to college that allowed them to adjust and fit in the new environment (Tinto, 1993).

The "new" methods referred to by the last student were additionally considered a positive "challenge" by the next student and added change and interest to the course that helped him develop his motivation and change his attitudes. "It is a very different course in all aspects. Every moment of this course had a challenge and it made me change a lot. So interesting, so fantastic, regardless of the hard steps that I had to take"! There are powerful beliefs in this statement about achieving personal development and succeeding in the assigned coursework, despite its difficulty. Effective

teaching here prepared this student to adjust to the level of difficulty usually found in tertiary education as compared to the one at school (Tinto, 1993). Beliefs about challenge powerfully impact the formation of expectations and, in turn, influence actions, effort and persistence (Bandura, 1995). Martin (2010) acknowledges that “the impact of self-efficacy on the formation of expectations is cyclical in nature. Self-efficacy begets expectations, and expectations determine a person’s level of self-efficacy” (p. 14).

On the other hand, the item eliciting information on preparing students to study other English-medium courses at the College of Law in the future obtained the lowest mean in this cluster (3.80) and the highest SD (1.050), which can be attributed to the fact that some students, especially the freshmen, have not yet enrolled in any English-medium courses. They are, therefore, unaware of how those courses are taught, what kind of language is involved and what kind of language is used by the faculties who teach those courses.

Another item, which obtained a relatively low mean (3.82) and a relatively high SD (1.004), is the one which elicits information on teaching grammar. One can argue that Arab students in general are used to grammar being taught intensively, explicitly, deductively and through linear exposure and with sole focus on form due to reasons related mainly to the way Classical Arabic grammar is taught at school (Al-Issa, 2014a). This appears evident in one of the student’s statements “we should have done more work on grammar”. Such fragile, peripheral, impractical, automated, superficial and decompartmentalized teaching of grammar, according to Ellis (2010), does not serve ELT policy as a global lingua franca today and produces “grammarians” rather than competent language users (Frodesen 2001). In ELL (1), grammar was generally taught inductively and implicitly to promote and encourage discovery learning. Students were given ample opportunities to see and notice the target structural forms emphasized in the textbook in real contexts and authentic language use, as illustrated in Appendix B, for example, to help them process and internalize the grammatical input (Batstone & Ellis, 2008; Ellis, 1993, 1995), raise their awareness about the target grammatical forms (Nassaji & Fotos, 2004), turn their attention to meaning (Nassaji & Fotos, 2004) and produce it individually and collaboratively in activities like what is found in Appendix C, D, E, and F, for example.

In fact, the teacher took grammar teaching a step further that exceeded the students’ expectations. He integrated vocabulary and grammar teaching (see Appendix D). The texts that were produced by each group and contained the target vocabulary were put on PowerPoint slides for the whole class to see and oral feedback involving negotiation was implemented (Nassaji, 2011), depending on the linguistic target to help students share correcting one another’s work and learning from one another’s errors. One of the students said that “I learned a lot from this course. My grammar improved a lot. I am so lucky to have you as my English teacher”. This statement, in its three parts, highlights how careful task-oriented learning approach can support and encourage students’ psychological, linguistic and cognitive aspects and take the student-teacher personal relationship to a different level. This statement further highlights how teaching succeeded in achieving this student’s need, interest, goal and preference (Tinto, 1993), as represented in improving his grammar.

In addition, the item eliciting information on teaching and integrating the four skills obtained a relatively low mean (3.98) and a relatively high SD (.979). Once again Arab students perceive the concept of teaching the four skills as one where the teacher dominates and controls proceedings and is the only and supreme source of knowledge. This is a firm attitude and concept that has been developed due to the school enculturation and socialization process Omani students experience over 12 years of traditionally-based schooling. A statement made by one of the students corroborates this situation. “We didn’t do any listening activities in the course”. Interestingly, almost all faculty members at the College of Law and across SQU teach through lecturing and embrace the teacher-fronted and delivery and transmission-based approaches, which have negative implications for knowledge acquisition, construction, and sharing (Al-Issa, 2014b). Conversely, multiple language exposure and practice opportunities were created for the students throughout the course and the examples provided in the appendices are a testament to this statement to help motivate students to think through challenges and achieve mastery of concepts and skills.

Additional items that obtained a relatively low mean (4.00) and a relatively high SD (.782) are those which elicited information on helping students to develop self-confidence, helping students to develop self-direction (4.00), helping students to develop flexibility and adaptability (4.00). An additional item which obtained a relatively low mean (4.10) and a high SD (.839) is the one which elicited information about helping students to develop working well under pressure. These are soft skills that are central for success in today’s job market and which determine one’s success in his/her professional life. Students in Oman and the Arab World generally lack self-confidence and self-direction, flexibility and adaptability. They further hardly work under pressure. The concept of traditional education, where the teacher is the centre of attention and the ultimate and dominant figure of power inside the classroom, has marginalized the active and dynamic social and cognitive roles and innovative and creative thinking abilities students possess. Working under pressure requires students to improvise and think on their feet. Conversely, students in this part of the world spend a great deal of their time at school and beyond, memorizing facts and figures and being spoon-fed by the sole knowledge guardians – teachers. Knowledge construction, sharing, questioning and critiquing are not a welcomed practice in most of the developing countries, which is ironic in an age witnessing rapid knowledge growth and explosion via multiple sources. The relatively low mean obtained here is not seen as a surprise, as one course that encouraged and motivated students to swim against the tide in terms of thinking and behaviour is most likely to be insufficient.

### 4.3 Implications

#### Research Question #5

What implications does meeting the College of Law ELL (1) students' expectations about course materials and content and pedagogy design and implementation have for the new ICLHE/EMI plan?

Several implications about meeting the students' expectations in ELL (1) course for the new ICLHE/EMI plan can be drawn from this study. Firstly, ELT has evolved and become more student-centred. Teachers, hence, need to address their students' expectations, as they can inform them about how they need to design and construct their teaching to suit the short and long-term strategies. Students today are more active and dynamic than ever and are the cornerstone of modernization and nation building. They hence must be engaged as partners in higher education learning, who bring different knowledge, experiences, attitudes, perceptions, interest and needs to the classroom, which leaves teachers no choice, but to place them at the heart of the teaching/learning process.

Secondly, creative and innovative teaching whereby informed decisions are made to go beyond the prescribed syllabus and incorporate adequate tasks and activities that evoke students' interests and motivation and facilitate their language development are fundamental characteristics of best practice in higher education and powerfully impact policy implementation. Preparing linguistically competent students in the globalization and internationalization era is a massive challenge and has significant implications for Oman's national development. It is, hence, important that teachers embrace this challenge and show high awareness about all this and work towards preparing their students' academically, cognitively, culturally, linguistically, psychologically and socially for today and tomorrow.

Thirdly, it was found that the syllabus written for ELL (1) has several shortcomings, which the writers hired at the LC need to address in order to help the students and teachers make most of such materials. The new ICLHE/EMI plan has cost SQU a fortune. It is, therefore, important that its implementation is as much flawless as possible. This is particularly that the LC has been implementing CELP in the other eight colleges and is surely not short of experience in terms of syllabus design and production.

### 5. Conclusion and Recommendations

This mixed-method study investigated the expectations of 50 students about their ICLHE/EMI EAP ELL (1) course materials and content and course pedagogy design and implementation. The data analysis and discussion revealed that students attending ELL (1) have complex expectations about these two areas, which pose big and numerous challenges to teachers and mainly stem from the humanistic/progressive ELT education model and leading to successful policy implementation.

The data analysis and discussion additionally revealed that while taking students' expectation on board is fundamental, as such expectations help effective policy implementation, the teacher sits at the heart of policy implementation and needs to be sensitive to his/her students' expectations. S/he further needs to possess the competence to meet such expectations. The teacher in this study thus largely succeeded in meeting his students' expectations about the course materials and content and pedagogy design and implementation through implementing an active cognitive, social and pedagogical constructivist ICLHE/EMI critical EAP approach to ELT supported by using a variety of tools and techniques, which improved teaching, positively affected the students' motivation and attitudes, impacted their language acquisition and promoted autonomous learning. In fact, the teacher exceeded his students' expectations in some situations. Good examples are the use of mobile phones, grammar errors correction and choice of supplementary reading and writing materials. These aspects of scholarly teaching evidently affected the high mean obtained by both clusters and the average mean of both clusters (4.44). The results of this study have significant implications for other similar contexts, disciplines and levels.

However, it is noteworthy that the tasks and activities quoted in the appendices are by no means exhaustive. There is substantial room for creativity and innovation here. Different contexts call for the use of different materials, methods and approaches. Sources of ideas are infinite and are governed by multiple academic, cultural, cognitive, linguistic, psychological and social factors.

There are a few limitations of this study that should be considered. First, the results are not generalizable due to the small number of the participants. Thus, the generalizability of the findings must be further examined in future studies.

Second, this study is context-specific. In other words, it was restricted to reporting the expectations of Omani ICLHE/EMI students. Future studies should address the expectations of ELL (2) students and other students attending other EAP and non-EAP courses inland and beyond to further enhance the validity of the outcomes and help contribute further to knowledge and theory construction.

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Appendix A

Qualitative Data Collection Instrument

What do you expect *English Language for Law (1)* course to offer you in terms of the following

1. Developing your General English language:

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2. Developing your Legal English language:

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3. Developing your Legal knowledge:

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4. Teacher's competence:

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5. Classroom activities:

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6. Using educational and language materials and aids:

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7. Developing your relationship with your classmates:

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8. Preparing you for studying other English-medium courses at the College of Law in the future:

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9. Helping you to acquire the necessary soft skills required by the Law job market:

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Additional Comments:  
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**Appendix B**  
**Supplementary Reading Activity**  
**Strikes Banned in Omani Essential Services**

(Source: *Gulf News*, November 11, 2013)

**Task:** Read the text carefully and make any type of 5 “intelligent” and “challenging” questions. The questions will be given to one of the other groups to answer them. The answers will be returned to you for marking.

The Oman government has banned strikes in essential services, including oil companies, refineries, ports and airports. The law banning strikes, ordered by Shaikh Abdullah Bin Nasser Al Bakri, Minister of Manpower came into effect from Monday. An amendment in the law regarding ‘collective bargain and strike’, has been revised, banning strikes or instigating workers for strike at oil companies, refineries, ports and airports, according to a report in government-owned Arabic daily ‘Oman’.

The law, according to the report encompasses all essential services besides oil companies, refinery, ports and airport. The Minister’s order clarifies that in case of disputes, a committee will study workers’ demands in these sectors. The committee will comprise a ministry representative, a member of the Oman Chamber of Commerce and Industry, a member of the General Federation of Oman Trade Unions and a representative of the workers in dispute. The committee will have the right to use any other party or authority to discuss the demands of workers to work out an agreement, the order states. If the committee fails to resolve a dispute within three weeks, the case will be transferred to a competent authority. The order stresses that in all cases of disputes, employees must continue working during the settlement of labour demands. The days of strike in establishments of essential services would be considered as absence from work and the employer will have the right to take legal action against striking workers, according to the order.

Separately, Sultan Qaboos Bin Saeed issued a royal decree stipulating that civil service employees will now have a standardized pay structure and service grades. The unification and standardizing of salaries to public sector employees will come into effect from January 1, 2014, according to the Royal Order. A report by the government-owned Oman News Agency says that the decision to unify grade and salaries of all staff members of the civil service sector will impact on government’s spending allocation but a positive impact on the economy is expected from the decision to standardize pays and grades. Both decisions to standardize pays in civil service and ban strikes by the essential services employees come close on the heels of a long strike by the teachers employed by the Ministry of Education. The striking teachers had called for, among other demands, standardizing pays as well as grades but their decision had crippled schools effecting studies of over 518,000 pupils across the country.

**Appendix C**  
**Supplementary Writing Activity**  
**Students’ Union in Oman**

**Task:** Produce a text between 250 and 350 words using the leading questions. You may consult different sources to collect data. Divide your text into Introduction, Main Body/Text, and Conclusion. Remember to cite any sources you quote and acknowledge the contribution of any individuals.

Students’ Union (SU) is banned by law at Sultan Qaboos University (SQU) and all other private universities. Why do you think so? Who is responsible for this ban? How important, or otherwise, is a SU for the Omani university students, their universities, and the Sultanate of Oman? Should a SU be allowed at Omani universities? What do you think can be done to establish a SU at universities in Oman?



## Appendix D

### Vocabulary List and Games

*Examples of legal terminology found in Unit 1 and used for playing vocabulary games.*

- Contract;
- Labour;
- Public;
- Legislation;
- Corporation;
- Regulation;
- Union;
- Strike;
- Employer;
- Establish;
- Trial;
- Investigate;
- Enforce;
- Investment; and
- Forbidden.

*Examples of the vocabulary games played are:*

- Order the Letters;
- Every Other Letter;
- No Vowels;
- No Consonants;
- Spell It; and
- Scrambled Letters.

**Task:** *Use the following words in a paragraph of your own. Use blanks instead of the target words. The paragraph will be given to one of the other groups to try and fill in the blanks with the correct 5 words. You may use the words in any form you prefer (noun, verb, adjective, adverb, etc.). The paragraph should not be more than 150 words long.*

strike; regulations; rights; legislation; corporation.

#### *Example Paragraph*

In 2012 a petroleum corporation in Oman faced a big strike which was formed by the workers who demanded better salaries and easier work which requires decreasing working hours. Then, the corporation was forced to follow the country's legislations, which serves the labor law. In addition, workers demanded to amend the regulations of the company in order to preserve their rights.

## Appendix E

### Debate Topics

**Task:** *You will be given 15 minutes to discuss and structure your discussion. Take down as many notes as you can and use them to argue your case.*

#### Debate Topic #1

Omani students leaving Grade 12 are still not well-prepared to join the College of Law at SQU. They lack good communication and interaction skills in Arabic and English.

#### Debate Topic #2

All courses at the College of Law should be taught in English, as this is what the job market requires at present.

### Debate Topic #3

Studying at the College of Law for four years is not enough. It should be extended to five years to include more courses in the plan like English for Law 3 and 4, for example.

## Appendix F

### Oral Presentation Topics

Discuss the job details of a *University Professor in Law* and why you chose this as your future career, what skills and knowledge does it require, what are its advantages and disadvantages, what future does it have, what can you contribute to the field, and how can you develop yourself professionally? Think locally and globally! You have 30 minutes to present your work using PowerPoint slides and respond to the audience's questions. Remember to cite any sources you quote and acknowledge the contribution of any individuals.

Discuss the job details of a *High Rank Police Officer* and why you chose this as your future career, what skills and knowledge does it require, what are its advantages and disadvantages, what future does it have, what can you contribute to the field, and how you can develop yourself professionally? Think locally and globally! You have 30 minutes to present your work using PowerPoint slides and respond to the audience's questions. Remember to cite any sources you quote and acknowledge the contribution of any individuals.

Discuss the job details of a *Legal Researcher* in the private or public sector and why you chose this as your future career, what skills and knowledge does it require, what are its advantages and disadvantages, what future does it have, what can you contribute to the field, and how you can develop yourself professionally? Think locally and globally! You have 30 minutes to present your work using PowerPoint slides and respond to the audience's questions. Remember to cite any sources you quote and acknowledge the contribution of any individuals.

Discuss the job details of a *Public Prosecutor* and why you chose this as your future career, what skills and knowledge does it require, what are its advantages and disadvantages, what future does it have, what can you contribute to the field, and how you can develop yourself professionally? Think locally and globally! You have 30 minutes to present your work using PowerPoint slides and respond to the audience's questions. Remember to cite any sources you quote and acknowledge the contribution of any individuals.

Discuss the job details of a *Judge* and why you chose this as your future career, what skills and knowledge does it require, what are its advantages and disadvantages, what future does it have, what can you contribute to the field, and how you can develop yourself professionally? Think locally and globally! You have 30 minutes to present your work using PowerPoint slides and respond to the audience's questions. Remember to cite any sources you quote and acknowledge the contribution of any individuals.

Discuss the job details of a *Lawyer* and why you chose this as your future career, what skills and knowledge does it require, what are its advantages and disadvantages, what future does it have, what can you contribute to the field, and you can develop yourself professionally? Think locally and globally! You have 30 minutes to present your work using PowerPoint slides and respond to the audience's questions. Remember to cite any sources you quote and acknowledge the contribution of any individuals.

## Appendix G

### Correcting Students' Mistakes

#### Spot the Mistakes!

- Why did the personal loans increase?
- What are the other productive economic sectors?
- Why does the impact of the decision on banks will be limited?
- Which establishment did address the issue of the personal loans in Oman?
- What did the executive president of the Central Bank of Oman pointed at?