

The Perspectives of English-for-Academic-Purposes Instructors Towards the Transfer Climate

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Abstract—This study examines the nature of the transfer climate in an English for academic purposes (EAP) education setting specifically from the perspectives of EAP instructors. The transfer climate refers to the nature of the target context of instruction and the support for learning transfer perceived by a learner in that target context. Therefore, in the case of the EAP education context, the target context of instruction is the discipline courses to which students transition to or take concurrently with EAP courses. These discipline courses may be supportive or unsupportive towards students' transfer of EAP skills. Semi-structured interviews were conducted with 22 EAP instructors. The interview transcripts were analyzed using a process of de-contextualizing and re-contextualizing. Firstly, with decontextualizing, a chunk of text is identified as a unit of analysis and is taken out of context from the transcript. Secondly, all the units can be re-contextualized when transferred from the interview transcript to a single category of units that contribute to a similar pattern towards the research question. The findings revealed that EAP instructors perceived both supportive and unsupportive aspects of different components of the EAP transfer climate [opportunities (lack of) in the course structure, support (lack of) for EAP transfer from discipline instructors or peers in the disciplines]. This study's findings also build on existing conceptualizations of transfer climate. Practical implications, implications for future research, and limitations are outlined.

Index Terms—EAP courses, instructor's perceptions, learning transfer, transfer climate

I. INTRODUCTION

Learning transfer is an important goal in English for academic purposes (EAP) education. Perkins and Salomon (1992) defined it as occurring 'when learning in one context or with one set of materials impacts on performance in another context or with another set of materials'. For example, it can occur in the EAP education context if a student transfers a skill such as referencing from an EAP course to writing in a psychology course. EAP instructors expect students to transfer a set of learning outcomes from their course to discipline courses.

When it comes to the goal of learning transfer in EAP education, it can be impacted by the transfer climate. Transfer climate is an important construct of this current study. It refers to the nature of the target context of instruction and the support for learning transfer that an individual learner perceives in that target context (Burke & Baldwin, 1999). To illustrate, when it comes to transferring of EAP skills, the target context are university discipline courses, such as chemistry or world business. A chemistry course may not support student's transfer of EAP skills due to a lack of opportunities to use them. Transfer climate has been researched extensively in educational psychology (Perkins & Salomon, 1992, 1994; Fogarty et al., 1992; Haskell, 2001; Detterman, 1993) and workplace training research (Lim & Johnson, 2002; Tracey & Tannenbaum, 1995; Gilpin-Jackson & Bushe, 2007; Martin, 2010). However, in the EAP context, James (2010) is the only study in which the transfer climate was explicitly adopted. He examined 52 EAP students' perceptions of the transfer climate in whether it is supportive towards EAP skills. They justify the investigation of transfer climate in the EAP context since EAP education involves learning contexts (i.e., EAP courses) and target contexts (i.e., discipline courses) which can present many challenges for students.

Workplace training research has identified a number of different components for transfer climates from which an individual perceives support (or lack of) to transfer knowledge from prior training (Burke & Baldwin, 1999; Holton, 2005; Holton et al., 1997; Holton et al., 2000; Rouiller & Goldstein, 1993). The table below outlines these components as articulated by James (2010). Also, the right column clarifies what each component would look like in the EAP context:

TABLE 1
COMPONENTS OF THE TRANSFER CLIMATE

Workplace transfer climate	EAP transfer climate
Supervisors' expectation that skills from training will be applied to the workplace	Discipline instructors' expectation that skills from EAP courses will be applied to their courses
Supervisors' and colleague's demonstration of skills from training will be applied to the workplace	Discipline instructors' and student peers' demonstration of skills from EAP courses will be applied to the discipline course
Supervisors' and colleagues making connections between the workplace and training	Discipline instructors and student peers making connections between the discipline course and EAP course
Supervisors' and colleagues demonstrating positive attitudes toward training	Discipline instructors and student peers demonstrating positive attitudes toward EAP courses
Potential rewards for learning outcomes such as promotions	Potential rewards for learning outcomes such as points towards grades

It is worthwhile to investigate the transfer climate particularly through EAP instructor perceptions. One reason this is worthwhile is because it would complement existing findings from studies that sought out students' and discipline instructors' perspectives (James, 2010; Nelms & Dively, 2007). EAP instructors' perspectives may not align with those other perspectives when it comes to the transfer climate. For instance, if students perceive unsupportive transfer climates and EAP instructors do not, it is possible that EAP instructors are not doing much to prepare students for this. Also, examining how EAP instructors perceive the transfer climate can contribute to broader curriculum development. For example, by investigating how EAP instructors view discipline courses, this might provide information that can be used by various stakeholders (EAP instructors, discipline course instructors, program developers) to create connections between courses and therefore strengthen a curriculum. For instance, EAP instructors may perceive that discipline courses need to incorporate more writing assignments to accommodate students' transfer of academic English writing skills. On the other hand, EAP instructors may perceive that there needs to be more communication between their programs and disciplinary programs in order to facilitate students' transfer of EAP skills. Although EAP instructors may not have authority over discipline instructors, as language instruction experts, they can give an informed opinion on what discipline instructors can contribute to EAP transfer. This can complement research findings that touch upon discipline instructors' perceptions of whether their courses have a role towards promoting EAP transfer (Zhu, 2004; Jackson, 2005; Jackson et al., 2006; Moskovitz & Kellog, 2011; Stanley & Lewandowski, 2018; Knight et al., 2021).

In response to such existing research, it would be worthwhile to explore EAP instructors' perceptions of the transfer climate. Therefore, this current study will be guided by the research question: In what ways do EAP instructors think transfer climates in discipline courses are (un)supportive?

II. LITERATURE REVIEW

To date, no research has directly investigated ways in which EAP instructors think transfer climates can be (un)supportive. However, research has produced findings that are relevant such as investigations of challenges EAP students can face in transitioning to discipline courses (Leki & Carson, 1994; Harlkau, 1994; LoCastro, 1997; Leki, 2006; Evans & Green, 2007; Nelms & Dively, 2007; James, 2010; Gaffas, 2019). These challenges include EAP students and discipline instructors perceiving: a lack of opportunity to transfer EAP skills in disciplines courses (Leki & Carson, 1994; Harlkau, 1994; Nelms & Dively, 2007; James, 2010); a lack of support from discipline instructors to transfer EAP skills in disciplines courses (Evans & Green, 2007; James, 2010; Gaffas, 2019); and a lack of support from discipline course peers to transfer EAP skills in disciplines courses (LoCastro, 1997; James, 2010).

A. A Lack of Opportunity to Transfer EAP Skills

The first relevant finding is that EAP students can perceive a lack of opportunity to transfer EAP skills (Leki & Carson, 1994; Harlkau, 1994; James, 2010; Demirkol et al., 2021). Referring to an EAP education study in the university context by Leki and Carson (1994), students were asked to rate how well EAP course prepares them for discipline courses based on the challenges they face. Among the findings, students expressed frustration at the difference between the writing they are assigned in EAP courses and in discipline courses in terms of difficulty level. This mismatch in writing level caused them to perceive a lack of opportunity to transfer skills from EAP courses. Similarly, referring back to James (2010), they explicitly adopted the construct of transfer climate. Their findings revealed that some EAP students expressed that due to discipline courses having less writing involved, this caused a lack of opportunity to transfer EAP skills. Moreover, Demirkol et al. (2021), through a likert-scale questionnaire, examined the perceptions of former EAP students of how frequent academic language tasks were in Business Administration, education, and engineering courses. Such findings give an idea of whether students perceive opportunities to use EAP skills in discipline courses. Their findings reveal that the task of listening to lectures was frequent, while tasks such as giving speeches and writing discipline-specific texts was not as frequent.

B. A Lack of Support From Discipline Instructors to Transfer EAP Skills

The second relevant finding is that EAP students may perceive a lack of transfer support from discipline instructors towards EAP transfer (Leki, 2001, 2006; Evans & Green, 2007; Gaffas, 2019). There have been certain studies with findings that EAP students perceive a lack of support from discipline instructors not making effort to understand EAP students' English language use (Leki, 2001, 2006). For example, Leki's (2006) study reported on interview responses from EAP students on their experiences in transitioning to discipline courses. A student described how they perceived discipline instructors classifying them as incompetent users of English, and not making an effort to listen and understand their language use. In terms of James' (2010) findings, they reveal students perceiving lack of transfer support from discipline instructors stating that writing quality is not important for their assignments. Such behavior can demonstrate a lack of support towards EAP transfer as it shows they do not value academic writing in their course.

C. A Lack of Support From Discipline Course Peers to Transfer EAP Skills

The third relevant finding is that EAP students may perceive that peers in discipline courses do not support transfer from an EAP course. There have been EAP education studies such as LoCastro's (1997) with findings that reflect the impact of this challenge of lack of peer support. LoCastro (1997) investigated the transfer of the speech act politeness from a remedial English-speaking class. The findings revealed limited transfer partly due to student peers' lack of expectation for politeness in the group discussion (p. 94). Lack of expectation from peers is one aspect that makes a transfer climate unsupportive. As for James' (2010) study, one of the aspects of the transfer climate indicated in their data is to do with the discipline course peers' lack of support due to their attitudes towards using EAP skills. For example, EAP students mentioned perceiving negative attitudes from peers in discipline courses towards EAP skills, complaining that writing is not enjoyable.

III. METHOD

A. Research Design

The research described in this paper is part of a larger research study. This study followed a qualitative methodology which is suitable because the research question is open-ended in that it asks for participant explanations based on their own individual experiences. In other words, one participant may explain a way in which the transfer climate is supportive that is different from another participant. As Corbin and Strauss (2015) put it, a qualitative research methodology is suitable because it allows the researcher to explore the inner experiences of participants (p. 5). This is a relevant goal, exploring the inner experiences of participants, seeing as this study is an examination of EAP instructor perceptions.

B. Research Setting

This study was conducted in Spring 2022 at three universities in Kuwait. The EAP courses at these universities consist of 3 levels. To illustrate, at one of these institutions, the most basic EAP course is for students who need to improve their reading and writing skills, and their grammar and vocabulary. The consecutive course exposes students to research-based writing and a number of other writing genres. This course takes the students through the relationship between ideas, the structure of a paragraph, paraphrasing, referencing and so on. Finally, with the third course of the highest level, it is assumed that students already have the basic writing skills and are able to write research papers.

C. Participants

The researcher invited EAP instructors from these three universities to be participants in this study. After sending out recruitment emails to a total number of 36 EAP instructors, 22 of them agreed to participate. The participants' teaching experience varied in terms of length and the kinds of courses they have taught. For instance, some participants have had around 20 years of teaching experience while others have had around 3 years of teaching experience. All the participants are qualified to teach EAP courses; however, there were 5 participants who were also trained in a particular discipline. Therefore, in terms of the participants' current teaching, all 22 participants currently teach EAP courses, and 5 of them also teach disciplinary courses in sociolinguistics, psycholinguistics, traditional linguistics, and business.

The researcher began interview arrangements once the interview instruments were finalized and institutional review board (IRB) approval was obtained. The IRB approval was obtained from Arizona State University's (ASU) review board at the end of January 2022 and recruitment emails were sent out immediately after.

D. Data Collection

Data was collected using individual semi-structured interviews over 4 weeks during Spring 2022. The researcher arranged an online interview with each participant who consented to take part. The interviews were conducted online given that institutions in Kuwait were still taking precautions of the COVID-19 pandemic. All the participants agreed to use the online conferencing platform Zoom and the interviews took 30 minutes on average.

The appendix shows the interview instruments after they were piloted. After greeting the participants, the researcher asked them a warm-up question on what they think is the purpose of EAP courses. The purpose of the warm-up questions is to give participants a chance to be familiarized with the topic of the interview. After that, the interview involves eliciting the ways in which participants perceive the transfer climate, whether that be supportive or

unsupportive. For the sake of clarity, the researcher did not use the technical terms ‘learning transfer’ and ‘transfer climate’ in the interview. Initially, an inductive question of this nature was asked (i.e., “How, if at all, do you think discipline courses accommodate for the use of skills from EAP courses?”), allowing participants to mention whatever transfer climate components come to mind. After that, the participants were asked three deductive sub-questions (i.e., With regards to the structure of the course and its assignments/curriculum; with regards to discipline instructors’ demonstrating expectations towards EAP skills in their course; with regards to students in discipline courses demonstrating use of EAP skills) in case there were certain components of the transfer climate that participants did not mention.

E. Data Analysis

The first step in the analysis was completing a broad transcription of the interview recordings. To address the research questions, the data was analyzed qualitatively similar to an approach described by Tesch (2013). They describe their process of coding as two-fold with de-contextualizing and re-contextualizing. Firstly, with decontextualizing, a chunk of text is identified as a unit of analysis, when it is taken out of context from the transcript, and it is still meaningful as a unit in and of itself. Secondly, all the units can be re-contextualized when transferred from the interview transcript to a single category. With multiple rounds of coding, the researcher developed an organizational system of categories that were refined over time (Merriam, 2009; Tesch, 2013).

To ensure the quality of the data analysis, a professor who had taught EAP courses for many years was also asked to code the data. This aligns with Creswell’s (1998) use of peer review which involves a second qualified individual to review the data that has been analyzed. This can be done through intercoder-reliability checking. The second coder coded 20% of the total units of analysis from the interview data. A formula provided by Miles and Humberman (1994) was used to calculate the percentage of reliability. Their formula is: $\text{reliability} = \frac{\text{number of agreements}}{\text{total number of agreements plus disagreements}}$. A percentage of inter-coder reliability was achieved after the other coder’s second round of coding, which came to 92.7%. Also, one month later, the researcher re-coded 20% of the units of analysis. In comparing this new round of coding with the researcher’s previous round, the intra-coder reliability came to 95%.

IV. FINDINGS

Categories will be outlined below with the different participant responses of ways EAP instructors perceive the transfer climate as (un)supportive:

A. Existence of Transfer Opportunities in Discipline Courses

On one hand, some participants mentioned graded opportunities (i.e., assignments, homework, exams, quizzes, presentations) and others mentioned ungraded opportunities (i.e., working in groups) in the discipline course that allow students to transfer their EAP skills. In the following excerpt, the participant lists ways in which discipline courses’ writing assignments require students to transfer EAP skills:

Researcher: how, if at all, do you think the discipline courses accommodate for the use of skills from the academic writing courses?

Participant: yeah yeah, well most if not all discipline courses require different kinds of writing that employ a variety of strategies for different audiences so students may be required to write let's say long essays, or short answers to exam questions. As responses that is. Students, may be asked to write let's say lab reports, you know if they're studying science project proposal or report on the results of experiment, as what you would do in psycho-linguistics. A student may be called upon to write, let's say if business, a report, if they were studying business, and these are only some of the many types of writing a student may be engaged in throughout their academic journey. And so assigned writing in all courses helps students keep their writing skills sharp (Transcript from interview with participant 11).

B. Limited Transfer Opportunities in Discipline Courses

On the other hand, some participants mentioned that there is more focus on skills such as answering multiple choice questions as opposed to there being opportunities for students to demonstrate EAP skills such as academic writing. The excerpt below reflects this category:

Participant: In the other disciplines, there's more and more emphasis on multiple choice exams. Because I would have thought that writing is really where they need to show their, you know their, ability to produce and show their understanding of what they've learned in marketing economics, or whatever it is, throughout the semester. Uh, multiple choice has its purpose. But that purpose is not really connected to their ability to produce text (Transcript from interview with participant 17).

C. Discipline Instructors’ Realistic Expectations in Discipline Courses

There were participants who mentioned that discipline instructors expect students to transfer EAP skills, and that these expectations are a good fit with the students' level of ability. In the following excerpt the EAP instructor confirms to the researcher that discipline instructors do have an expectation from students to use EAP. They justify that the expectation is realistic given that students are qualified to perform these expectations based on their placement:

Researcher: Do you think the discipline instructors themselves are making it clear that they have these expectations that they expect students to have these skills and use them?

Participant: Yeah they do expect that students who are good in the placement test and get direct entry to know academic writing, and they should be able to write all those things (Transcript from interview with participant 10).

D. Discipline Instructors' Adjusted Expectations of Transfer

There were also participants' who mentioned that despite discipline instructors having expectations, they adjust them based on the students' level of ability in terms of language and writing proficiency. Participants describe this as a form of support for students. In the following excerpt, the EAP instructor also happens to be a discipline instructor of Sociolinguistics. In drawing from their experience as a discipline instructor, they express that discipline instructors' expectations of EAP transfer are adjusted, meaning are not as high, in order to help students demonstrate their level of understanding:

Researcher: do you think discipline instructors offer explicit expectations in terms of academic skills?

Participant: They do. At the end the expectation is up to you, but to be frank, if I'm going to be teaching first year students, (as a discipline instructor) I'll give them a bit more information in terms of what I need and what is required, and also, my expectations won't be that high when I'm actually reading the papers right, because these are new newcomers freshmen that are not used to the university or academic writing (Transcript from interview with participant 13).

E. Discipline Course Instructors' Unrealistic Expectations of Transfer

Moreover, there were participants who mentioned that there are existing expectations from discipline instructors that students transfer EAP skills to their course, but they are unrealistically high in terms of standard. Participants describe this as a challenge for students. In the following excerpt a participant states that they think discipline instructor expectations towards EAP transfer are unrealistic because they are unaware of the students' language background:

Researcher: Do you think discipline instructors demonstrate expectations towards skills from the EAP courses that you teach?

Participant: I can tell you, generally, what their expectations are. Their expectations are rather high. I think a lot of discipline instructors don't fully understand the exit level of our students, so I think a lot of instructors within the disciplines when they receive students from our courses, their expectations are unrealistic in terms of the language production (Transcript from interview with participant 3).

F. Discipline Course Instructors' Guidance for Using EAP Skills

This category includes participants' statements that discipline instructors offer guidance on ways to use EAP skills in their course. Such guidance can entail explaining how to write a particular paper or conduct a particular presentation, or offering writing templates as examples. In the following excerpt, a participant explains that discipline instructors tend to offer writing templates, review how to write research papers, and answer questions as a way to guide students through an assignment:

Participant: Most of the students unfortunately don't have prior knowledge of what they need to know in order to write a research paper. So instructors tend to give them a template for instruction. During the class they tend to review these things, talking about plagiarism, talking about how to cite sources properly using MLA or APA and answer any questions.

G. Discipline Course Instructors' Encouragement to Use EAP Skills

This category includes participants' statements that discipline instructors encourage students to make use of EAP skills. The encouragement can be placing emphasis on the importance of EAP skills and pushing students to use them. The following excerpt from an interview is the only data in this category. The participant in this interview also happens to be a discipline instructor. The participant mentions that discipline instructors do encourage students to use EAP skills such as referencing. This encouragement is by stressing to students the importance of referencing:

Researcher: Do you think the instructors in the discipline courses make it clear enough that "I have this expectation from you to use these know skills that we just talked about whether it's presentation skills, short answer writing, essay writing, whatever skills they get from the EAP courses?"

Participant: Here in the department, we are encouraging students to use the APA style, then you know, there are different formats and styles for referencing sources, there are the MLA and here in the department, we are all as instructors encouraging students to use the APA style. So then every time they do a search for information [emphasis added]. So of course, these counts, even when I asked them to write a mini research or a paper (in their discipline linguistics course) they have to you know write down the resources, using the APA style and how they do the quotation and referencing in paraphrasing the in-text citation is important, especially in you know assignments in exams sentence structure paragraph is very important (Transcript from interview with participant 7).

H. Discipline Course Peers' Influence

A participant mentioned that students can influence each other in how they perceive EAP and the transfer of EAP skills to discipline courses. Such influence can be based on the way peers perform with EAP skills. The following excerpt from an interview is the only data in this category. The participant describes how students may be influenced negatively from peers of a higher level than them. That is, students who are not privately educated may feel they are not treated fairly by discipline instructors due to the impact of privately educated students in discipline courses, and this can cause them to feel negativity towards EAP skills.

Participant: a problem, I think, is that the students that are coming out of the academic writing courses, as I said, are foreign language students but when they move into the disciplines, I won't say they're competing, but they're find themselves in the same class as students, that have had a private English education. So, in essence, those students are almost native speakers, so I think the students coming out of academic writing courses are kind of unfairly judged in terms of their academic writing skills, because kind of the benchmark is these native speakers. And I think that leads to a lot of negativity (Transcript added from interview with participant 3).

The table below provides a summary of the findings. All participants under each category are different individuals, however, there were some participants who mentioned more than one aspect of the transfer climate as supportive. For instance, there were two participants who mentioned 'Discipline instructors' expectations in discipline courses' in a supportive way, as well as 'Discipline instructors' guidance for using EAP skills'. The aspects of the transfer climate that were mentioned the most as being supportive were 'Existence of opportunities in discipline courses' (11 participants) and 'Discipline course instructors' expectations' (13 participants). After that, the categories 'Discipline course instructors' guidance' and 'Discipline course instructors' encouragement' were not mentioned as much, the former mentioned by 8 participants, and the latter by 2 participants. Also, there was only one participant response that fell under the category 'Discipline course peers' influence'. In terms of aspects of the transfer climate that participants perceived as negative, a lower number of participants perceived this (a total of 7). There were 2 participants who reported a lack of opportunities in discipline courses for students to transfer EAP skills. Also, there were a total of 4 participants who reported discipline instructors' unsupportive expectations towards EAP transfer. There was also a single participant who reported on an unsupportive influence from discipline course peers.

TABLE 2
SUMMARY OF FINDINGS

Ways in which EAP instructors think transfer climates in discipline courses are (un)supportive	Number of participants who mentioned this as being	
	.. supportive	.. unsupportive
Transfer opportunities in discipline courses	11	12
Discipline instructors' expectations in discipline courses	13	14
Discipline instructors' guidance for using EAP skills	5	0
Discipline instructors' encouragement to use EAP skills	1	0

V. DISCUSSION, IMPLICATIONS AND LIMITATIONS

The findings of this current study demonstrate that the EAP transfer climate components 'opportunities to transfer, discipline instructor support, and peer support in the disciplines' in earlier studies are relevant also from EAP instructors' perspective. Therefore, this study's findings reinforce existing studies that these are components of the EAP transfer climate and that they could have an impact on students' EAP transfer to discipline courses.

The findings also extend previous views of the components of EAP transfer climate. One way these findings do this is by offering more concrete examples of each of these components. In referring back to the literature review, it appears that James (2010) is the only EAP education study thus far to examine all components of the transfer climate. Their findings outline concrete examples on how different components of the transfer climate apply to the EAP education context. An example is EAP students perceiving a lack of support from discipline instructors' not expecting strong language skills in their course. However, findings of this current study offer additional concrete examples from the perspective of the EAP instructor. For instance, this study's findings demonstrate that some expectations can support EAP transfer while other expectations may be unsupportive. Compared to James' (2010) findings which outline lack of support from discipline instructors' lack of expectation towards EAP transfer, the findings of this current study outline that some expectations from discipline instructors can be realistically balanced and some discipline instructors may also adjust their expectations to the level of the students. This study's findings also show some participants mentioning that discipline instructor expectations can be unsupportive towards EAP transfer when they are too high a standard:

- *Discipline instructors' realistic expectations of transfer*
- *Discipline instructors' adjusted expectations of transfer*
- *Discipline instructors' unrealistic expectations of transfer*

The findings also extend previous views of the components of EAP transfer climate by offering concrete examples of a supportive transfer climate. Findings of EAP education studies do not reflect concrete examples of support in transfer

climates as much as concrete examples of lack of support in transfer climates. There has been a body of EAP education research with findings outlining the challenges students faced in transitioning from EAP courses to discipline courses. This current study's findings illustrate support from the existence of opportunities for EAP transfer in discipline coursework; support from discipline instructors' expectations of EAP transfer; support from discipline instructors' guidance on how EAP students can use EAP skills; and their encouragement for EAP students to use EAP skills. It is possible that due to this study's findings coming from the perspective of EAP instructors rather than students, there are more examples of support as opposed to examples of the challenges that only students may perceive.

A. *Practical Implications*

What can be implied from the findings is that the interview drew EAP instructors' attention to the impact of the transfer climate. In reflecting on the findings, participants perceived some aspects of the transfer climate more than others, with the majority of participants perceiving 'existence of opportunities' to transfer EAP skills through assignments and perceiving 'expectations of discipline instructors' towards EAP transfer in their courses. However, the participants barely mentioned the component concerning student peer influence on the transfer climate. It could be the case that participants did not perceive this component as much as others, or that they did not view it as important and impactful as the other components. Therefore, this is an implication for teacher training of EAP instructors, that both during training and upon entering EAP programs, they can be made informed of the different transfer climate components and their potential impact of learning transfer. For instance, teacher training can involve exposing trainees to findings from workplace training studies that involve each of the transfer climate components and to examples that have emerged from this study's findings. The findings offer concrete examples of a supportive transfer climate that can give practitioners insight on what kind of support to aim for in the target context, that is, discipline courses.

B. *Directions for Future Research*

For future research, it would be insightful to conduct a similar study that is open-ended in nature but that examines the perceptions of other stakeholders, such as EAP students and discipline instructors, to see what aspects of the transfer climate they see as the most impactful. While EAP instructors may have more consideration towards the existence of opportunities to transfer, such as in this study, the students themselves may have more consideration towards the attitudes of their peers or the impact of their discipline course grades. Moreover, future research could also seek out what the transfer climate is like in discipline courses for the transfer of EAP skills through research methods such as observations of discipline courses, and analysis of their curriculums. In this current study, it was not possible to gain access to discipline courses; however, it would be insightful to compare instructor perceptions of the transfer climate to data of what actually occurs in the transfer climate.

C. *Research Limitations*

Lastly, this study is not without its limitations. An aspect of this study that can be considered a limitation is the extent to which the interview instruments were open-ended. The interview could be made less open-ended and more precise by specifying what particular discipline courses participants refer to with regards to the transfer climate. That is, their perceptions of the transfer climate may vary depending on the discipline. For instance, participants' perceptions of the transfer climate in a physics course may differ to that of a history course, depending on how accommodating the discipline is to EAP skills. With such information from participants on the transfer climate of particular disciplines, the findings can have more depth, and readers would be able to compare the transfer climate in different disciplines.

APPENDIX

Final Version of the Interview

Part 1: Warm-up

- Greeting
- In your view, what do you think is the purpose of EAP courses within the university setting?

Part 2:

- How, if at all, do you think discipline courses accommodate the use of skills from EAP courses?
 - o with regards to the structure of the course and its assignments/curriculum
 - o with regards to discipline instructors' demonstrating expectations towards EAP skills in their course
 - o with regards to students in discipline courses demonstrating use of EAP skills

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