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An Investigation Into English-for-Academic-Purposes (EAP) Students' Transfer Motivation and Learning Transfer

Maryam A. Almuhanna
Department of English, Gulf University for Science & Technology, Kuwait City, Kuwait

***Abstract*—Determining whether students are motivated to transfer their learning is vital in learning transfer research. However, this topic has received little attention in the context of English-for-academic purposes (EAP) education. This study examines 22 EAP students' (a) transfer motivation and (b) actual learning transfer from their EAP course to other courses they were taking concurrently. Data were collected using semi-structured interviews with the students to gauge their transfer motivation. Writing samples from these students' EAP and content courses were also collected and analysed for determining the actual transfer of 10 learning outcomes. The qualitative data analysis revealed that most students did not report having total transfer motivation. Most participants had transfer motivation components (e.g., intention to transfer; desire to transfer), while half of the participants demonstrated an effort to transfer, and only seven participants had a positive attitude to transfer. Analysis of their writing samples revealed that all but one student demonstrated a transfer of EAP skills; however, this transfer was inconsistent across learning outcomes, tasks, and disciplines. The findings highlight the importance of total transfer motivation to achieve more consistent learning transfer. Based on these findings, implications for future research and instruction are discussed.**

***Index Terms*—learning transfer, transfer motivation, English-for-academic-purposes**

I. Introduction

There are diverse ways in which English-language learners can benefit from the knowledge and skills they acquire from English-for-academic-purposes (EAP) courses. The research area of learning transfer in EAP education is centred on this concern to ensure students benefit by transferring their EAP skills from one task to another in the EAP course or to other courses and contexts. EAP is a learning context and research area concerned with English students' needs for specific academic purposes, such as completing academic English essays for a specific content course. Based on Perkins and Salomon's (1992) framework in educational psychology, learning transfer refers to "when learning in one context or with one set of materials impacts on performance in another context or with another set of materials" (Perkins & Salomon, 1992, p. 3). For instance, a student in an EAP course may transfer transitional signals to academic writing in other courses.

An entire research area, teaching-for-transfer research, is based on promoting learning transfer (Green, 2015; James, 2010, 2014; Jeon, 2024; Wubalem, 2022). Some studies in this body of literature have paid attention to instructional strategies to promote learning transfer (Currie, 1999; Fogarty et al., 1992; Perkins & Salomon, 1992). For instance, Perkins and Salomon's framework outlines learning transfer as either *low-road transfer* (i.e., the automatic transfer of well-practised habits) or *high-road transfer* (i.e., deliberate transfer, making knowledge applicable to tasks different from the original learning context). They indicate *hugging* as a strategy to promote low-road transfer (i.e., making a learning context similar to target contexts) and *bridging* (i.e., encouraging abstraction) to promote high-road transfer. Further, empirical studies in second-language education (L2) and, more specifically, EAP education have examined what learning outcomes students transfer from their English-language course to other content courses. To illustrate, Hill et al. (2020) investigated transfer from an EAP course for engineering students to engineering courses. Their findings showed that learning did transfer to students' other courses, but more for specific learning outcomes than for others.

Despite the existing research on promoting learning transfer in general education and language education (Green, 2015; James, 2010, 2014; Kang, 2022; Jeon, 2024; Wubalem, 2022), students may not engage in learning transfer if they are not motivated to do so. This is particularly the case for high-road transfer, which is deliberate. In workplace training research, the impact of transfer motivation has been studied extensively (Hutchins et al., 2013; Kiwanuka et al., 2020; Muthoni & Miiro, 2017; Suhepi, 2018; Twase et al., 2022; Zamani et al., 2016), while in EAP education, it has only been sparsely examined (James, 2012). This study defines transfer motivation based on James' (2012) conceptualization, which involves the components: *effort*, *desire*, and *positive attitude*. However, like more recent workplace training research, this study also includes the dimension of *intention* (Gegenfurtner, 2013), which indicates that the learner has a deliberate plan to transfer knowledge from the training they have received. Therefore, an EAP student taking discipline courses can demonstrate all components of transfer motivation if they find it essential to transfer their academic writing skills to other courses (i.e., *desire to transfer*); actively try to transfer these skills to other courses (i.e., *effort to transfer*); find such

transfer enjoyable (i.e., *positive attitude towards transfer*); and indicate that they have a plan to do so (i.e., *intention to transfer*).

There is a sparsity of research on transfer motivation in EAP education. Therefore, this study examines whether EAP students report having different components of transfer motivation (i.e., desire, effort, positive attitude, and intention to transfer) and whether they transfer EAP skills to other courses. While James (2012) was the only study to examine EAP students' transfer motivation and the factors that impact it, the analysis in that study was based only on students' self-reports. The current study compares students' self-reports of transfer motivation with data on their actual transfer of EAP skills. It thus examines the extent to which EAP students need to have transfer motivation to transfer EAP skills to other courses.

II. Literature Review

A. Learning Transfer Research

Learning transfer has been considered a crucial goal in general and second/foreign-language (FL) education. Given this importance, frameworks have been proposed to better understand learning transfer as a construct. For instance, Perkins and Salomon's (1992) framework outlines that learning transfer can occur either as a low-road or as a high-road transfer. Similarly, Barnett and Ceci (2002) distinguish between *near* and *far transfer*. Learning transfer can be close or far depending on the knowledge domain, physical context, temporal context, and modality. For instance, concerning the knowledge domain, a transfer is either near or far depending on how similar the learning context is to the target context (far transfer would occur, e.g., between an EAP course and an engineering course). Frameworks have also been proposed based on strategies to promote learning transfer. Fogarty et al. (1992), for instance, building on Perkins and Salomon's (1992) framework, suggested practical approaches to facilitate learning transfer that could be categorised under *hugging* and *bridging.* Under hugging, the researchers proposed strategies such as *simulating* (incorporating aspects that simulate the target context in the learning context) and modelling (explicitly modelling to students how knowledge from the learning context can be used in the target context). The strategies they proposed under bridging included anticipation of application (whereby students actively think of ways they could apply learned knowledge in other contexts) and metacognitive reflection (whereby students plan, monitor, and evaluate their thinking).

Nonetheless, learning transfer research has indicated the difficulty of achieving learning transfer. Based on a review of learning transfer research not specific to L2 language education, Detterman (1993) argued that learning transfer was difficult to achieve, since it could not occur through explicit hinting from instructors, but had to occur spontaneously. Moreover, empirical research on promoting learning transfer in second-language education indicates that learning transfer occurs variably and inconsistently. Most of these studies examined students' transfer from EAP courses with particular teaching techniques, such as English for general academic purposes (EGAP) (James, 2010; Zarei & Rahimi, 2014), English for specific academic purposes (ESAP) (Hill et al., 2020; James, 2014), courses using task-based language teaching (Benson, 2016), and journal reflections (Jeon, 2024). The findings of such studies reveal that although opportunities to transfer EAP skills seem directly available, students may not perceive the connections (Shepherd, 2018), may not transfer their learning regularly, or may transfer some learning outcomes but not others. Although extensive research exists on whether a transfer of EAP skills occurs based on particular teaching techniques, learning transfer research also needs to explore the influence of other factors, such as the role of target contexts towards learning transfer (Green, 2015; Almuhanna, 2024a; Almuhanna, 2024b) and also the role of transfer motivation (James, 2012).

B. Transfer Motivation Research

Research in workplace training and general education has indicated 'transfer motivation' as a factor affecting learning transfer. Haskell's (2001) educational theory of learning transfer emphasizes that if students are not motivated to transfer, they likely will not achieve a transfer of their learning. In workplace training research, much attention has been paid to the conceptualization of transfer motivation. While it was previously viewed as a one-dimensional construct, the field has more recently called for a multi-dimensional conceptualization that is grounded in motivation theory (Bates et al., 2007; Yaghi et al., 2008; Gegenfurtner, 2013; James, 2012; Massenberg et al., 2017). Such a conceptualization involves a dimension of motivation that is internally driven by 'the self', which concerns learners' attitudes and desire to transfer their learning based on individual interest. Another dimension considers transfer driven by factors external to 'the self', such as learners' aims for rewards at work. A final dimension is learners' intention to transfer their training knowledge to the workplace. This final dimension indicates that learners deliberately plan to use their knowledge from training in their workplace (Ajzen, 1991). This multi-dimensional conceptualization of transfer motivation demonstrates that it can vary in amount and kind (Gegenfurtner, 2013).

In terms of empirical research, an extensive body of workplace training research illustrates the extent to which transfer motivation can impact the transfer of training received (Hutchins et al., 2013; Kiwanuka et al., 2020; Muthoni & Miiro, 2017; Suhepi, 2018; Twase et al., 2022; Zamani et al., 2016). In a study with participants across numerous industries, Franke and Felfe (2012) examined the relationship between participants' transfer motivation and actual transfer a month and a year after the training program. Their analysis revealed that transfer motivation was a significant factor in boosting transfer in both periods. In a more recent study, Kiwanuka et al. (2020) investigated whether specific characteristics of

the trainees impacted their transfer of training. They distributed a questionnaire among 300 seed farmers in Uganda who had received agronomic training. Their survey findings revealed that among the trainee characteristics, motivation to transfer positively impacted their transfer of training. While workplace training studies have paid attention to transfer motivation and learning transfer, these studies are predominantly quantitative and do not provide a detailed view of these constructs. Moreover, these studies mainly rely on the learners' self-reports of transfer and transfer motivation.

Regarding L2 education and EAP, specifically, more research must be dedicated to transfer motivation. James (2012) was the first to explore EAP students' transfer motivation and the factors impacting it through conducting interviews. To share his findings, most participants (82.5%) did not demonstrate all components of transfer motivation. To some degree, participants seemed to have a positive attitude towards EAP transfer to other courses and also found it essential (desire). However, most participants did not make a conscious effort to transfer. This study did not adopt the dimension of *intention to transfer*. James (2012) also examined the factors affecting EAP students' transfer motivation. He outlined the following factors: students' perceptions of what they had learned in the EAP course; their beliefs about learning transfer; their expectations of opportunities for EAP transfer in other courses; and their expectations that EAP transfer would impact their other courses. Yet, further studies are required in the L2/EAP context dedicated to transfer motivation and how it relates to students' actual transfer of learned skills.

C. The Current Study

With this study, the researcher aimed to build on the literature reviewed above using interview data to gauge EAP students' transfer motivation levels. In other words, the researcher examined what components of transfer motivation (desire, positive attitude, effort, and intention to transfer) students display with regard to transferring their EAP skills to other courses. Secondly, this study compares the extent of these students' transfer motivation with the extent of actual transfer of their EAP skills into other courses. The following questions guided this study:

1. To what extent are students motivated to transfer EAP skills to other courses?
2. To what extent do these students transfer EAP skills to other courses?

III. Methodology

A. Research Design

For this study, the researcher adopted a qualitative research design involving individual semi-structured interviews with EAP students and written assignments from their EAP course and discipline courses they were taking concurrently. This design was chosen due to the open-ended nature of the research questions. According to Dornyei (2007), qualitative research can effectively generate a detailed picture of a phenomenon that occurs in complex real-world situations over time. This study is focused on providing a detailed view of the extent to which EAP students are motivated to transfer and whether they engage in EAP transfer. With such a research design, the researcher endeavoured to build on existing workplace training and EAP education research, which is predominantly quantitative and based on learners' self-reports on learning transfer and transfer motivation.

B. Setting and Participants

This study was conducted at a university in Kuwait. Data were collected from EAP students enrolled across the three levels of the undergraduate academic English courses. Of the 22 students who agreed to participate, a majority were enrolled in the second level of these courses. Participants were first asked to fill out a demographic questionnaire, specifying their gender, first language, type of secondary education, year of undergraduate study, and major (Table 1).

Table 1
Participant Demographic Details

Gender		First Language (L1)		Secondary Ed.		Year of Study		Major	
M	8	Arabic	20	Public	13	1st	18	Ac	2
F	14	Both	2	Private	9	2nd	3	BA	5
						3rd	1	Cs	3
								Eng	7
								Engl	2
								Fin	1
								MC	2

Note. Male (M); Female (F); Accounting (Ac); Business Administration (BA); Computer Science (Cs); Engineering (Eng); English (Engl); Finance (Fin); Mass Communication (MC)

C. Data Collection

The data collection occurred towards the end of the Spring 2023 semester. After they had completed most of their coursework, students were invited to participate in individual semi-structured interviews. The interview consisted of deductive questions designed to gauge participants' transfer motivation components. These questions were partly drawn from those of James (2012), who had examined the transfer motivation components *desire to transfer*, *having a positive attitude to transfer*, and *effort to transfer*. However, the interviews conducted for the current study also considered the

component of *intention to transfer*. The interviews each lasted 38 minutes and 20 seconds on average. The Microsoft Teams platform was used to conduct the interviews online, audio-record them, and later transcribe and store them.

The questions were piloted earlier in the semester with three participants. Based on the pilot, all the participants seemed to follow the interview questions, given that technical terms (i.e., learning transfer, desire to transfer, intention to transfer) had been changed to lay terms. Although the participants in the pilot program were native Arabic speakers, they clearly understood the questions, which were written in English. However, the researcher sensed that one of the participants found it easier to respond to some questions in Arabic. Therefore, in the interviews, the researcher decided to conduct the questions in English, but indicated that clarifications could be offered in Arabic. Appendix A displays the finalized interview questions after the pilot was conducted. During transcription, the researcher ensured that Arabic speech was translated into English to convey the content accurately.

During the interviews, the researcher requested that participants provide the first major written tasks from their EAP course and any task involving writing from their other courses from later in the semester. Participants were asked to provide any assignments from their discipline courses that involved writing, whether lab reports, essays, short answers on quizzes, or presentation slides. Given that this study focuses on high-road transfer, the versatility of the disciplinary writing samples was not an issue.

D. Data Analysis

Qualitative data analysis (QDA) was conducted to analyse the interview data and writing samples using the Nvivo software. The interview data were analysed to address the first research question: the extent to which EAP students showed transfer motivation. Units of analysis for the interviews consisted of one of the researcher's interview questions followed by the participants' initial responses, and then any follow-up questions and their corresponding responses. Each unit of analysis was reviewed and placed in a category with other units of similar themes.

The writing samples were analysed to gauge students' transfer of EAP skills to their other courses. Ten learning outcomes were drawn from the previous learning transfer study by James (2009), because they aligned with the significant learning outcomes targeted earlier in the semester across the participants' EAP courses. There was a particular focus on EAP skills targeted earlier in the semester, because students would have had a reasonable amount of time to practice them (James, 2010). (See Appendix B for a complete list of learning outcomes used to analyse the writing samples for learning transfer.) One complete writing task, such as a complete set of presentation slides or a complete lab report, was considered as a unit of analysis. The researcher considered learning transfer to be a participant's use of a learning outcome (a) in the writing sample from the first significant task in their EAP course and (b) in a writing sample from a subsequent task in another course (James, 2010, p. 190). To illustrate, if connectives appeared in a participant's writing sample from their EAP course and in their writing sample from a subsequent physics lab report, the researcher considered it as evidence of transfer. Both data sources underwent multiple rounds of coding to ensure the units were in a suitable category.

To check for the reliability of the analysis, a second qualified individual with relevant teaching and research experience recoded 20% of the data. Based on a formula used by Miles and Huberman (1994), the two coders' analyses were compared. An intercoder reliability value of 95% was achieved for the interview coding and 94.3% for the writing sample coding.

IV. Findings

A. Students' Motivation to Transfer EAP Skills to Other Courses

The findings pertaining to the first research question are presented below. Table 2 illustrates excerpts of the transfer motivation components desire to transfer, effort to transfer, positive attitude towards transfer, and intention to transfer. It also displays the total (T = total) number of participants who reported having each component towards transferring EAP skills to other courses.

TABLE 2
REPRESENTATIVE EXCERPTS OF TRANSFER MOTIVATION COMPONENT

	Yes	Mixed	No
Desire to Transfer	I think it's important because lots of my courses require me to use a specific vocabulary and grammar so I can deliver the information in the right way to my instructor. T:19		Actually, not really; most computer science courses do not ask for academic writing, such as essay writing, or looking for sources. Even presentations do not have much writing in the slides. T:3
Effort to Transfer	I think I do because I think it gets me more grades because it's a better and proper way and it would be more professional. T:11	It depends on the subject. If it was like something easy like art or like history, it would be ok. T:8	Not so much. But when I need it just comes, I think naturally. Because I've learned it well already. T:3
Positive Attitude Transfer	Yes, actually, we started writing a report for chemistry, and maybe we wrote like 1500 words. Of course, I enjoy it. I see how I'm getting better at it. (Participant 14) T:7	Next semester, I think I will use it, but maybe it's challenging because they want more words in little time. I need more time because of the grammar. Sometimes it's enjoyable, sometimes it's challenging. T:6	Since I am a student who graduated from an Arabic school, so I faced some struggle in English; no, I don't find it an enjoyable thing. T:9
Intention to Transfer	Since we have done many reading assignments and quizzes, I have learned how to skim through text more effectively and concisely. I can put this skill to good use in my major as there are a lot of articles that I will have to read and extract useful information rather than reading through most of the jargon that I will not use. (T:17)	I think it will be useful to look for reliable sources for my computer science courses. I don't know. T:3	

Notes. Excerpts in the 'Desire to Transfer' row answer the interview question, "Is it important that you use skills from your EAP course in other courses?" Excerpts in the 'Effort to Transfer' row answer the question, "Do you make an effort to try to use skills from your EAP course in other courses?" Excerpts in the 'Positive Attitude Transfer' row answer the interview question, "Do you enjoy using skills from your EAP course in other courses?" Finally, excerpts in the 'Intention to Transfer' column answer the question, "Do you plan to use EAP skills from your EAP course in other courses?"

First, as indicated by Table 2, most participants desired to transfer their learning (19 out of 22). Some participants mentioned that transferring EAP skills was important because their writing had improved, and they wanted to maintain this improvement through future courses. However, three participants indicated that they did not desire to transfer EAP skills to their other courses, as they did not find this transfer particularly important.

Second, half the participants (11 out of 22) reported making an 'effort to transfer' EAP skills to other courses. Most participants said they would do so to ensure they submitted an acceptable product. Eight of the remaining participants had responses under the category 'mixed effort to transfer'. These participants mentioned that their efforts towards EAP transfer were conditional. For instance, one of them shared that he would put effort into transferring his EAP skills depending on the target course. Moreover, the three remaining participants mentioned they did not need to put effort into transferring EAP skills, because they perceived such a transfer to occur effortlessly or automatically.

Third, a total of seven participants reported having a positive attitude towards the transfer of EAP skills. These participants found EAP transfer to other courses favourable for one or more of these reasons: (a) they were utilizing what they had learned; (b) they were learning and/or improving; and (c) they were taking on a challenge. Six participants had a mixed attitude towards EAP transfer to other courses. Responses under this category indicate that the participants' attitude towards EAP transfer was not entirely positive. The excerpt for this category in Table 2 reflects that although the participant experienced some enjoyment in the EAP transfer, the challenge of meeting essay word counts hindered that enjoyment. The nine remaining participants demonstrated 'no positive attitude' towards EAP transfer; they indicated that they felt no enjoyment or a negative attitude towards EAP transfer. The corresponding excerpt in Table 2 indicates that due to facing challenges as a foreign-language learner of English, the participant did not find engaging in transfer of EAP skills to other courses enjoyable.

Fourth, most participants (17 out of 22) responded 'yes' when asked if they 'intended to transfer' their EAP skills to other courses. Under the category of 'mixed intention to transfer', participant reports indicate they did not have certainty or confidence that they intended to transfer EAP skills to other courses**.** For example, as indicated in the 'mixed intention to transfer' column in Table 2, when asked if she planned to use EAP skills in different courses, the participant seemed uncertain whether she would have opportunities to transfer them, particularly in her major, computer science. There was no participant who reported having no intention of transferring.

For the participants intending to transfer (17 out of 22), the interview data indicated that they planned to use EAP skills in other courses. While some participants reported they had a general intention to transfer EAP skills, there were participants, as indicated in Table 3, who directed their intention to particular tasks and disciplines. Most of these reports indicate a plan to transfer EAP skills to report writing and presentation materials, particularly in natural science courses.

Only 1–4 participants mentioned a plan to transfer EAP skills to short-answer questions assigned in humanities and business courses, and 1 participant mentioned a plan to transfer their EAP learning to reading response tasks in business courses. In addition, six participants reported they planned to transfer aspects of effective coherence in academic writing (successful paragraphing, using transitional signals). Seven participants reported a plan to transfer the academic vocabulary they had acquired.

TABLE 3
SELF-REPORTED TRANSFER INTENTION TO PARTICULAR DISCIPLINES AND TASKS

Disciplines and/or Tasks	Participants
Report Writing	8
CS	1
N. Sc.	6
BA	1
Presentation Material	7
N. Sc.	3
Short Answer Questions	4
Hum	2
BA	2
Reading Response	1
BA	1
Research Skills	3
Coherence	6
Academic Vocabulary	7
Other EAP Courses	3

Note. Computer Science (CS); Natural Sciences (N.Sc.); Business Administration (BA); and Humanities (Hum)

B. Students' Actual Transfer of EAP Skills to Other Courses

TABLE 4
TRANSFER IN WRITING SAMPLES ACROSS PARTICIPANTS

			Learning Outcomes									
Participants		# of samples	Des.	Exp.	Comp.	Def.	Intro.	Stat.	Con.	Coh.	Fus.	Fra.
	21	24	10	12	5	2	10	10	18	15	15	17

Notes. The participants' column indicates the number of participants who demonstrated transfer of learning outcomes from their EAP writing sample to their discipline writing sample. Only one participant did not demonstrate transfer of any learning outcomes. Two out of the 22 participants provided more than one writing sample. The numbers in cells 3–14 depict the number of participants who transferred the indicated learning outcome: describing (Des.), exemplifying (Exp.), comparing/contrasting (Comp.), defining (Def.), using an introduction and conclusion (Intro.), using cueing statements (Stat.), using connectives (Con.), using cohesive devices (Coh.), avoiding fused sentences (Fus.), and avoiding sentence fragments (Frag.).

After addressing research question one (To what extent are students motivated to transfer EAP skills to other courses?), the researcher examined the extent to which these students actually transferred EAP skills to other courses. Table 4 shows that transfers did occur. Based on a review of the transfer of learning outcomes targeted earlier in the semester, all but one participant displayed transfer of EAP learning outcomes from their EAP writing samples to their disciplinary writing sample(s). The participant who did not display transfer of learning outcomes provided a sample of presentation slides for an engineering course with minimal text. The findings reveal that five of these total learning outcomes were transferred by more than half of the total participants: exemplifying (Exp.); using connectives (Con.); using cohesive devices (Coh.); avoiding fused sentences (Fus.); and avoiding sentence fragments (Frag.). The learning outcomes most participants transferred were using connectives (Con.); using cohesive devices (Coh.); avoiding fused sentences (Fus.); and avoiding sentence fragments (Frag.). This means that these learning outcomes, involving coherence, cohesion, and grammar, seemed the most transferrable skills to students given the tasks assigned to them in their other courses. The learning outcomes transferred by the least participants were (a) comparing/contrasting (Comp) and (b) defining (Def).

TABLE 5
TRANSFER IN WRITING SAMPLES ACROSS TASK TYPES

Task	# of sample	# of opps	Learning Outcome										TOT
			Des.	Exp.	Comp.	Def.	Intro.	Stat.	Con.	Coh.	Fus.	Fra.	
Report	6	53	6(6)	0(0)	2(2)	1(1)	5(5)	3(3)	4(4)	3(3)	6(6)	6(6)	36
Research	4	50	3(3)	3(3)	0(0)	0(0)	3(3)	3(3)	3(3)	3(3)	3(3)	3(3)	28
Short Answers	6	30	0(0)	3(2)	2(2)	0(0)	0(0)	1(1)	3(3)	2(2)	2(2)	2(2)	15
Presentation	7	48	0(0)	6(6)	0(0)	1(1)	2(2)	2(2)	7(7)	6(6)	3(3)	6(6)	33
Speech	1	19	1(1)	1(1)	0(0)	0(0)	0(0)	1(1)	1(1)	1(1)	1(1)	0(0)	6

Notes. # of samples indicates the number of samples for each task type. The number in the cell outside the parenthesis shows the number of writing samples where transfer of that given learning outcome was observed. The number in the parenthesis indicates the number of participants who provided writing samples where transfer of that learning outcome was observed. TOT indicates the total observations of transfer in writing samples of that given task type.

Table 5 indicates that the transfer of the 10 learning outcomes occurred irregularly across task types. Most observations of transfer appeared in writing samples that were reports and presentation materials. For reports, describing (Des.); avoiding fused sentences (Fus.); and avoiding fragments (Fra.) were the learning outcomes transferred by the most participants, while exemplifying (Exp.) and defining (Def.) were transferred by the least participants. On the one hand, while the reports were predominantly from engineering and natural sciences, the presentation material varied in terms of discipline, ranging from engineering to humanities and social sciences. Exemplifying (Exp.), using connectives (Con.), using cohesive devices (Coh.), and avoiding fragments (Fra.) were the learning outcomes transferred by most participants in the presentation samples. Although writing samples of short-answer questions were more than the research paper writing samples, there were fewer observations of transfer in the short-answer question samples. While there was evidence of transfer for most of the learning outcomes in the research paper samples, the learning outcomes describing (Des.), defining (Def.), and using an introduction and conclusion (Intro.) were not transferred by any of the participants in the short-answer question samples. This may be due to a lack of opportunities to use those skills in those tasks. Moreover, how frequently participants transferred their skills also varied across the learning outcomes. This frequency can be analysed by comparing the number of observations of transfer in the writing samples with the number of opportunities to transfer in the writing samples. Transfers occurred more frequently in the reports and presentation samples compared to the research papers, short-answer questions, and speech samples.

Overall, based on the findings from the two data sources, participants did not report having full transfer motivation with all components. They did not demonstrate transfer consistently across learning outcomes, tasks, and disciplines. Yet, there was alignment in some aspects. Although most participants mentioned having an 'intention to transfer' EAP skills to other courses in their interviews, they only mentioned a few specific learning outcomes (related to coherence, research skills, and vocabulary). The learning outcomes that participants intended to transfer, such as using transitional signals (coherence), were among the learning samples that the researcher observed the most in writing samples.

V. Discussion

As demonstrated in the previous section, all participants were somewhat motivated to transfer. Based on the interview data, 17 participants reported having the intention to transfer EAP skills to other courses, and 19 found it important (desire). As pointed out in existing transfer motivation conceptualizations, intention to transfer is an essential part and a mediating factor of the transfer process (Gegenfurtner, 2013). However, participants do not report having full motivation to transfer. In some ways, the findings pertaining to the first research question are consistent with James' (2012) observation that most EAP students do not report having all components of transfer motivation. Most EAP students report a desire to transfer EAP skills and to make an effort, or at least a mixed effort, to transfer. However, unlike in James' (2012) study, most EAP students in this study had a mixed or negative attitude towards EAP transfer to other courses. Therefore, regarding the first research question, the findings indicate that the presence of full motivation to transfer EAP skills is quite rare in learners.

The findings concerning the first research question suggest a relationship between students' motivation to learn a second language (L2), in this case English, and their motivation to transfer EAP skills to other courses. For instance, students mentioned that they had the motivation to transfer their EAP skills because they had a drive to learn and improve in English. One of these participants mentioned that they found it essential (desire) to transfer EAP skills to other courses, because they found English important for their academic future and wanted to improve in it. Such responses about students' transfer motivation are related to factors of instrumentality (Dornyei & Csizer, 2002) and expectancy in the L2 motivation literature, because students relate their transfer motivation to achieving a goal in their L2 studies. The findings further suggest that most participants are motivated to transfer EAP skills more to meet an upcoming goal than because they find enjoyment or have a positive attitude. Consequently, EAP instructors can enhance students' transfer motivation by indicating to them that EAP skills can be directed towards improving their language/writing performance in other courses.

While James (2012) was the first study to explore the intersection of transfer motivation and the EAP context, it solely focused on EAP students' self-reports of their transfer motivation. Similarly, workplace training studies examining the impact of transfer motivation on learning transfer have been predominantly questionnaire-based, relying on self-reports of the learners/trainees (Hutchins et al., 2013; Kiwanuka et al., 2020; Muthoni & Miro, 2017; Suhepi, 2018; Twase et al., 2022; Zamani et al., 2016). However, the current study has expanded the existing literature through investigating EAP students' self-reports of their transfer motivation and their actual transfer.

The findings reveal that all but one of the 22 participants demonstrated transfer of the learning outcomes from their EAP course to their discipline course assignments. The participants' transfer levels varied across learning outcomes, task types, and disciplines. Further, the transfer was mainly focused on learning outcomes related to organization and mechanics more than those related to efficient writing, appropriate language use, and framing. Although the lack of transfer of these skills may be related to a lack of appropriate opportunities in the disciplinary assignments examined, students' lack of full transfer motivation may also play a role. For example, a lack of 'effort to transfer' may cause students to only transfer learning outcomes related to organization and mechanics.

Mirroring the extent of transfer motivation that most participants reported having (intention and desire to transfer), all but one showed evidence of transfer, though not consistently across learning outcomes. Therefore, direct transfer of learning outcomes from an EAP course to discipline courses may not require full transfer motivation. This may mainly

be the case for superficial learning outcomes, such as those related to organization and mechanics. Such findings would align with conceptualizations of transfer motivation that do not include all the components mentioned in this study. Yet, such evidence of transfer may be coincidental and may not reflect the students' high motivation to transfer these learning outcomes to other courses. Moreover, while the writing-sample analysis demonstrated that students transferred learning outcomes from their EAP course to the discipline course directly, they did not adapt any learning outcomes to meet the demands of the discipline assignments. Such adaptive transfer of learning outcomes may reflect higher motivation, since it is more deliberate and requires more thought (Depalma & Ringer, 2011). The adaptive transfer framework was proposed to bring attention to the idea that learning transfer does not have to be a direct reuse of learning outcomes, but can also involve adaption to make learned knowledge versatile and applicable to multiple other learning tasks.

VI. Conclusion

A. Limitations and Future Research

This study has limitations that can be addressed in future research. The researcher examined whether students with transfer motivation components also show evidence of transfer from EAP courses to other courses. However, future research can build on this study by examining students' transfer motivation, the quality of their transfer, and whether their transfer motivation is driven towards particular learning outcomes. Additionally, while this study was conducted over only one academic semester, future studies can span multiple semesters to examine whether students' transfer motivation and learning transfer are sustained over time (Frank & Felfe, 2012; Hill et al., 2020). To address another limitation of this study, in order to ensure the validity of participants' transfer of learning outcomes, future researchers could collect more writing samples per participant to examine whether the transfer of learning outcomes appears in more than one writing task per participant.

There is a need for quantitative research that explores transfer motivation and the factors that affect it in EAP education, whether those be aspects of EAP course design or factors that are more related to the learners' attitudes towards learning and transfer. Such research is needed to obtain findings across a more extensive population rather than an isolated group of participants. Although there are similarities between the participants recruited by James (2012) and those recruited for this study, the findings were not similar for all transfer motivation components. Therefore, to complement this body of literature, there is a need for further quantitative research on motivation towards transfer of EAP skills to obtain more generalizable findings.

Finally, for this study, the researcher combined the inductive and deductive approaches to data collection. The interview questions were open-ended and did not ask about students' transfer motivation towards particular learning outcomes/tasks/disciplines. The researcher's intention with this was to ensure students were not coerced towards a particular response. Future studies examining EAP students' transfer motivation and actual transfer can take a more deductive approach in collecting both student reports of transfer motivation and observations of their actual transfer through writing samples. However, data collection instruments for the self-reports would have to be formulated so that participants are not coerced towards a particular response.

B. Future Instruction

Regarding implications for future instruction, the findings of this study demonstrate a need to promote the different components of transfer motivation. Although they indicate that transfer occurred in participants' writing samples, the transfer was inconsistent across the 10 learning outcomes and task types of the discipline courses. As James (2012) indicated, EAP students' transfer motivation could be promoted if they are made aware of the opportunities for EAP transfer in other courses. More specifically, EAP instructors could encourage students to look for opportunities to transfer their EAP skills to the discipline courses they are taking concurrently. For example, EAP instructors could provide students with authentic prompts from discipline courses and ask them to identify opportunities to transfer EAP skills. Another way to enable students to look for transfer opportunities is through a student ethnography approach, whereby they are asked to collect data from other courses indicating opportunities to transfer EAP skills (Currie, 1999). However, EAP instructors could implement Fogarty et al.'s (1992) teaching-for-transfer strategies to provide more direct ways to point out opportunities to transfer. For instance, instructors could directly simulate assignments from particular discipline courses or model to students exactly how to utilise EAP skills in particular disciplinary assignments.

Another way to promote transfer motivation through instruction is by alerting students that learning transfer need not only occur in the form of 'low-road transfer', but can also be 'high-road transfer'. As explained in Depalma and Ringer's (2011) adaptive transfer framework, students need to be alerted that they can not only 'reuse' EAP skills as they are, but can also 'reshape' them or adapt them to cater to the demands of other courses or contexts. A noticeable finding of this study is that the students who reported a lack of transfer motivation (or lack of one of the components) viewed EAP transfer in a direct 'reuse' sense rather than as 'reshaping', which is 'high road transfer'. To illustrate, one participant who had an unclear (mixed) intention to transfer mentioned that in their major, computer science, they lacked opportunities to use the skills of writing, researching, and presenting. Evidently, this participant viewed learning transfer as 'reusing' rather than 'reshaping', which may be why their motivation to transfer EAP skills was inhibited. Suppose this student is

familiarised with the perspective of high-road transfer, they may display increased motivation to transfer broader skills, such as analysing data, asking appropriate questions during lectures, or presenting data appropriately (Currie, 1999).

APPENDIX A

Interview Questions

1. Do you plan to use skills from your EAP course in other courses? (*intention*)
2. Is it important that you use skills from your EAP course in other courses? (*desire*)
3. Do you enjoy using skills from your EAP course in other courses? (*positive attitude*)
4. Do you make an effort to/try to use skills from your EAP course in other courses? (*effort*)

APPENDIX B

Target Learning Outcomes

1. Describing (i.e., giving the reader a description of the topic by naming key features of the topic [i.e., using proper nouns] and/or detailing those features [i.e., using adjectives] and/or comparing the topic to other things [i.e., using similes and/or metaphors]).
2. Exemplifying (i.e., giving the reader specific examples to illustrate more general points). This does not include examples that are part of (a) definitions or (b) comparisons/contrasts.
3. Comparing/contrasting (i.e., bringing similar things together for evaluation to see how they are alike and how they differ). This does not include using a metaphor or simile.
4. Defining (i.e., using a definition – either a sentence definition or an extended definition – to explain a topic).
5. Using an introduction and conclusion.
6. Using cueing statements (i.e., thesis statement and/or topic sentences).
7. Using connectives (i.e., temporal [e.g., when, at that moment, before, while], spatial [e.g., on, through, over, there], and/or logical [e.g., first, for example, so, because, in other words, finally, however, naturally, nevertheless] transitions).
8. Using cohesive devices (i.e., repeating pronouns, repeating key nouns, using synonyms).
9. Avoiding fused sentences (e.g., The temperature was below zero it was snowing.).
10. Avoiding sentence fragments (e.g., I felt sorry for Lucy. Because of her weight.).

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Maryam A. Almuhanna completed a master's in TESOL from the University of Illinois at Urbana-Champaign in August 2018 and gained teaching experience with ESL composition courses. In December 2022, she obtained a PhD in Linguistics and Applied Linguistics from Arizona State University. Among her research interests is the area of learning transfer in English for Academic Purposes (EAP) education.