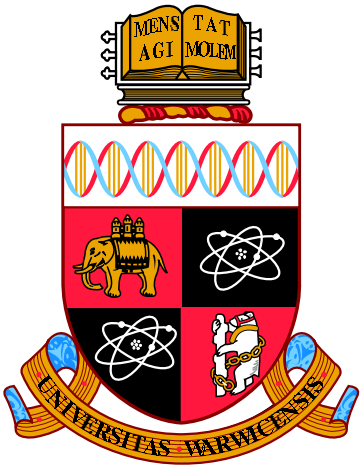

An investigation into the characteristics and efficacy of in-sessional academic English language provision at UK higher education institutions

by

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Abstract

The English language proficiency and academic literacy needs of increasing numbers of incoming students from diverse language and educational backgrounds constitute one of the major challenges faced by English Medium of Instruction (EMI) universities, both in English speaking 'inner circle' countries (Kachru, 1985) and elsewhere, as a consequence of the globalisation of higher education. Unprecedented pressure on universities to address the manifold academic language needs of diverse cohorts of students has resulted in a move to fashion academic English language development mechanisms, known as English for academic purposes (EAP) programmes in the UK. A growing body of research dedicated to academic English provision has thus emerged. Despite the burgeoning interest in this area of enquiry, however, research in the UK, unlike other native English-speaking contexts (e.g. Australia), has primarily focused on pre-entry EAP programmes − referred to in this context as pre-sessional courses − rather than post-entry EAP provision, normally referred to as in-sessional courses. This study therefore examined the characteristics and efficacy of current in-sessional programmes on offer across British universities and the principles underlying the design and delivery of such programmes. It also evaluated the effectiveness of the provision and those factors determining its efficacy. To this end, a mixed-method approach consisting of a large-scale online survey and a series of follow-up interviews was employed, in which three primary stakeholder groups participated: students, subject specialists and in-sessional staff. The findings suggest that, despite some variation, the provision tends to constitute primarily non-credit-bearing English for general academic purposes courses, predominantly targeted at non-native speakers of English, and offered centrally via different units across institutions. In terms of effectiveness, the results showed that the provision is perceived as less effective in terms of *adequacy*, *relevance*, and *needs analysis* respectively. In addition, new evaluation sub-criteria emerged, other than those reflected in best practice principles literature on EAP, based on stakeholders' perceptions of the provision. These findings contribute to the existing literature on in-sessional EAP provision by providing a more comprehensive understanding of what current in-sessional provision across British universities looks like, and identifying those factors which determine its efficacy, based on both best practice principles in EAP and stakeholders' perceptions.

Abbreviations

AUQA: Australian Universities Quality Agency

BALEAP: British Association of Lecturers for English Academic Purposes

BAS: BALEAP Accreditation Scheme

CAM: Context-adaptive Model

CCSS: Common Core Set Standards

CL: Confidence level

CLIL: Content and language integrated learning

DELTA: Diagnostic English Language Tracking Assessment

E: Margin of Error

EAP: English for Academic Purposes

EGAP: English for General Academic Purposes

ELP: English language proficiency

EMEMUS: English-medium education in multilingual university settings

EMI: English Medium Instruction

ESAP: English for Specific Academic Purposes

GPPs: Good Practice Principles

HESA: Higher Education Statistics Agency

ICLHE: Integrating Content and Language in Higher Education

NNS: Non-Native Speakers of English

NS: Native Speakers of English

PELA: Post-Enrolment Language Assessment

PUME: Post-University Matriculation Examination

QAA: Quality Assurance Agency

SELMOUS: Special English Language Materials for Overseas University Students

SELT: Secure English Language Test

TIE: Teaching in English

TLU: Target Language Use

Chapter 1

Introduction

1.1 Introduction

The milieu of higher education has experienced striking change in recent years in the wake of accelerating globalization, interconnectedness and technological progress. Over a decade ago, Knight (2004) claimed that 'internationalization is changing the world of higher education, and globalization is changing the world of internationalization' (ibid, 2004: p.5). Although globalization and internationalization are different, the two phenomena nevertheless share common ground. Knight (2004) describes globalization as integral to the context in which the 'international dimension of higher education is becoming more important and significantly changing' (p.8).

The globalization of education has led to the rapid growth of English and non-English-speaking students from diverse language backgrounds selecting English-medium universities for their tertiary education. This, in turn, has generated a rising demand for mechanisms designed to address the language needs of these students (Read, 2008). The necessity of diagnosing and addressing these needs becomes even more pressing when, as Murray (2014) has explained, students' level of academic literacy can be directly linked to the satisfaction levels of their higher-education experiences and, further, the extent of their productivity, academic achievements, as well as confidence in their ability to communicate effectively in professional environments. Addressing academic literacy needs, however, does not merely benefit students; indeed, in the current globalised and commercialized education environment, where higher education institutions seek to attract greater numbers of international students, tackling these literacy needs brings mutual benefits to students and universities alike. Conversely, failing to address them may disadvantage both

stakeholders and education providers, often at great cost. In the case of the former, it could result in poor academic and professional performance, thus engendering concomitantly deleterious psychological and social effects (Feast, 2002). In terms of the latter, it could impact detrimentally on the quality of courses, reducing staff morale, and even compromise ethical practices, all of which might, in turn, tarnish the reputations of academic institutions and, ultimately, result in diminishing numbers of prospective students.

Given that the English language proficiency and academic literacy needs of increasing numbers of incoming students is one of the major challenges universities face as a result of the globalisation of higher education, an emerging body of research dedicated to EAP provision and its evaluation has materialised. Despite this growing interest, UK studies have focused mainly on micro-level evaluation of individual institutional practices, particularly in terms of pre-entry EAP programmes such as pre-sessional and foundation programmes (e.g. Atherton, 2005; Ridley, 2006; Pilcher, 2006; Clifton, 2004; Martala, 2006; Storch and Tapper, 2009; McKee, 2014). While micro-level evaluation of EAP practices at institutional level, may provide useful insights on improving a programme within a specific context, those insights may not reflect reality more broadly.

In addition, apart from one study conducted by Cownie and Addison in 1992, which yielded 'factual information' about in-sessional provision, as well as the experiences of the providers of such provision at British universities, no other research has hitherto investigated the characteristics of this provision at a macro level, and there is scant reference to in-sessional programmes in the UK in the existing literature on EAP (e.g. Flowerdew and Peacock, 2001; Jordan, 2000). Considering the increasing diversity of student cohorts over the past two decades, it is, therefore, important to discern whether the provision has adapted accordingly, in order to effectively meet the diverse academic language needs of university students.

One important aspect of addressing the EAP needs of incoming students concerns diagnosing their specific English-language needs. Since pre-entry English-language proficiency tests have been reported as inadequate, in some respects, in terms of their diagnostic function and their failure to adequately reflect students' future academic language needs (e.g. Fox, 2005; Murray, 2010), in recent years, some universities have begun to introduce other means of assessing students' specific requirements. One approach that is being implemented in some institutions is a post-enrolment screening and/or diagnostic test or other assessment mechanism for the purpose of identifying those newly-enrolled students whose future academic performance is likely to be at risk owing to their academic language needs. Students identified

as being at risk via such mechanisms are directed to appropriate language development programmes (Read, 2008). As Harrington and Roche (2014) note, a number of universities in Australia and New Zealand are among those pioneering institutions addressing specific academic needs by using one particular assessment mechanism, namely Post-Enrolment Language Assessment (PELA). PELA is designed to identify linguistically at-risk students for whom language development programmes are then designed and delivered (Dunworth, 2009; Murray, 2010; Read, 2008). A number of reports assessing the efficacy of these tools in addressing academic language needs have been published. In the case of Diagnostic English Language Assessment (DELA), Ransom (2009) has indicated a number of positive impacts. Using these tests has therefore occasioned a more nuanced appreciation of the language needs of those students considered linguistically 'at risk'. Such 'consciousness-raising' has resulted in different academic departments developing and implementing language support programmes; in some instances, it has even led to the conception of 'subject-based adjunct tutorial programs' (ibid: p.20).

Despite the practice, in some institutions, of using PELA and drawing on the associated body of research, British universities still widely utilize pre-entry English language test results as the predominant means of deciding which students should undertake EAP in-sessional programmes. The use of such tests to place students into academic language development programmes has put universities at risk of failing to properly address specific academic needs (McDowell & Merrylees, 1998; Coley, 1999; Jamieson, Jones, Kirsch, Mosenthal & Taylor, 2000). First, English language proficiency tests, such as IELTS and TOEFL, only assess generic academic English, and provide little, or no, information regarding specific academic language abilities. In fact, in addition to their inherent shortcomings, as Murray (2014) has stated, most of these tests are used, and in some cases abused, as gatekeeping mechanisms. One way in which receiving institutions abuse such tests is by placing the IELTS bar too low (Murray, 2010) or set IELTS entry requirements without understanding what they 'actually represent in real performance terms' and solely based on the practices of competitor institutions (ibid; p. 347).

These practices can result in universities enrolling students onto English language programmes that do not serve their immediate needs, while also depriving others who may be in greater need of such programmes. Moreover, by exclusively employing pre-enrolment proficiency language tests, universities are, in essence, discounting the needs of those students who successfully met the pre-entry language requirements but may also benefit from further language development opportunities. In addition, the academic English needs of other students who are not required to provide any

evidence of language qualifications (native speakers of English), but who may, as Murray suggests, 'nonetheless, also be struggling to meet the language demands of their studies' can also be overlooked (2016; p. 437). As such, diverse educational backgrounds and the exposure students have had to English before entering tertiary education will, as Elder *et al.* have argued, present 'special linguistic and cultural challenges to their receiving institutions' (p. 2). When universities do not fully address the academic English needs of all students, this may place universities at risk of failing to comply with higher education's *Learning for All* student agenda. These shortcomings suggest a need to evaluate those other mechanisms British universities employ to diagnose the specific needs of different constituencies of incoming students (i.e. NNSs with lower proficiency, highly proficient NNSs and NSs), and to determine whether these mechanisms are perceived as effective by the stakeholders.

A review of the literature carried out for the purposes of the present study, indicates that little research has hitherto investigated post-entry (i.e. in-sessional) EAP provision in the UK beyond that offered by particular institutions. This research sought, therefore, to undertake a scoping exercise and investigate the characteristics and effectiveness of in-sessional EAP provision currently offered by British universities to address the academic English needs of students. To this end, the following research questions were formulated:

Primary research question

What are the approaches, and their underlying principles, governing the ways in-sessional provision offered at UK universities seeks to meet students' English language needs, and what are students' and teachers' perceptions of their efficacy?

Secondary research questions

1. What are the characteristics of in-sessional academic English language provision available to students at UK universities?
2. What guiding principles inform the design and delivery of in-sessional provision?
3. What are the perceptions of the stakeholders (i.e. students, English-language teaching staff and subject specialists) regarding the effectiveness of the available provision?
4. What criteria do the participants (students, English-language teaching staff and subject specialists) invoke in their evaluation of in-sessional provision?

1.2 Research Context of the Study

This study investigates the characteristics and effectiveness of the in-sessional EAP provision offered by higher education institutions in the UK.

For the purposes of this research, both the characteristics and evaluation of such provision were investigated by surveying three groups of stakeholders in the higher education context, namely students, university non-EAP subject specialists (henceforth referred to as subject specialists), and in-sessional EAP staff (including in-sessional tutors and in-sessional course managers/coordinators). The data from research questions 1-3 have been collected through one section of the online survey only accessible to in-sessional managers and coordinators participating in the study. As with the evaluation of this provision, the perceptions of all three participant groups were elicited through another section of the online survey, and further analysed through follow-up, semi-structured interviews. It is important to note that this study is primarily looking at top down in-sessional EAP provision and does not, therefore, consider any other types of post entry EAP provision (e.g. peer mentor support schemes).

1.3 Data Collection Procedure and Analysis

This research was conducted in two major phases. In Phase One, the characteristics and effectiveness of current EAP in-sessional provision offered by universities across the UK were investigated. This included collecting data on the different features of provision. In addition, stakeholders' perceptions of the effectiveness of the in-sessional provision available were surveyed. Both data sets were collected using an online survey consisting of Likert scale items, multiple-choice and short-text response items. In order to elicit more detailed insights into the factors determining the evaluation of the effectiveness in Phase One, further data was collected via follow-up, semi-structured interviews with a number of participants from the three participant groups.

As with Phase One, a pilot study was first conducted on a reduced scale with a small group of participants who were representative of those recruited subsequently for the main study. Survey Gizmo software was purchased and used to design the first draft of the online survey. Following the completion of the online survey and the analysis of the responses, semi-structured interviews were conducted with volunteer participants. This was undertaken to obtain further information about participants' responses to the survey, particularly regarding the criteria they used to evaluate the

in-sessional provision offered at their institutions. As with the interviews, the questions were drafted before data collection for Phase Two began. Both the formation of interview questions and the sampling were informed by the data collected in Phase One. Using participants' responses and feedback received during the pilot stage, the instruments were evaluated and revised for the main study. In light of the findings from both Phase One and Phase Two, recommendations will be made for further developments in in-sessional EAP provision (see Conclusion).

1.4 Outline of the Thesis

Following the introduction, Chapter 2 will present a review of the literature on English for academic purposes, both to set the context for the study as well as to identify existing gaps. Chapter 3 will then provide a detailed description of the research methodology, including data collection procedures, data analysis and data interpretation. The chapter will begin by describing how the merits of both quantitative and qualitative approaches were brought to bear in a mixed-method approach designed to provide a comprehensive picture of the characteristics and effectiveness of current in-sessional EAP programmes at British universities. Chapter 4 will entail detailed analysis of the data collected in Phases One and Two of the study. Chapter 4 then opens up with a review of the demographic information for all three groups of participants surveyed in Phase One of this study, as well as information regarding those features characterising current in-sessional programmes at British universities. This will then be followed by a detailed analysis of participants' responses to Likert-scale questions regarding the effectiveness of in-sessionals. This part will then conclude with an analysis of short-text responses to open-ended items regarding participants' overall impressions of the existing in-sessional EAP provision in the UK, and mechanisms used to determine access to, and students' needs in relation to such provision. The second part of the results chapter is dedicated to the analysis of the data collected in Phase Two of the study, via semi-structured interviews. This chapter will close with a summary of the results by combining data from Phases One and Two. The results from the two phases will then be discussed in the following chapter. Two main arguments, namely the nature of current in-sessional provision and their underlying principles as well as the evaluation of the provision are presented in the discussion chapter by mixing the data from the online survey and the follow-up interviews. These include creating a picture of what is currently being offered as EAP in-sessional provision across universities in the UK, as well as perceptions of its effectiveness held by the three groups of primary stakeholders.

Lastly, the conclusion will highlight the contributions of the findings of this research study to the field of English for academic purposes and proffer suggestions on how such findings can guide EAP providers, particularly those in charge of in-sessional programmes, with a view to improving the quality of their provision.

By using both pre-determined evaluation criteria and investigating the evaluation criteria that the in-sessional stakeholders used in their evaluation of this provision, this study provides both objective and subjective insights into the effectiveness of in-sessional EAP provision offered by British universities. Its findings will ultimately contribute to the growing interest in research on EAP programmes, especially those offered post-entry and alongside degree programmes, in the light of the globalization of education and the growth of English as a medium of instruction (EMI).

Chapter 2

Literature Review

2.1 Introduction

Recent decades have witnessed significant changes in higher education as the world has become increasingly globalized and interconnected. Knight (2004) cites internationalization as intrinsic to the adjustments that have taken place within the higher education sector, highlighting the widespread and consequential effects of globalization. She further asserts that 'internationalization is changing the world of higher education, and globalization is changing the world of internationalization' (ibid, 2004: p.5), and regards the two phenomena as intimately connected, perceiving globalization as part of the context in which the 'international dimension of higher education is becoming more important and significantly changing' (p.8).

In what follows, a summary of proposed definitions of internationalization that appear in the literature will first be presented, as well as their common features and a consideration of some of the challenges that internationalization generates. The second section will examine English for Academic Purposes (EAP), which, as the dominant language of global academia, plays an important role in the transfer of knowledge globally. In order to define EAP for the purposes of this study, the origins of this concept will first be reviewed through a brief history of EAP development, but which will largely address the UK context, since this context represents the primary focus of the present research project. Offering a summary of the evolution of EAP in the UK, this section will end with information on recent developments in EAP provision at British universities, as well as a summary of research on the current forms it takes and the ways in which it is structured. The remainder of this section will review the literature pertaining to four aspects of EAP that are central to the proposed research: the characteristics and evaluation of EAP provision,

EAP programme access and needs analysis mechanisms, and best practice in EAP provision. This section will conclude with the identification of gaps evident in the existing literature and a statement of how the present research study will help to address these gaps and, in so doing, advance the current body of knowledge in the field, with implications, ultimately for EAP practice.

2.2 Internationalization in higher education

Internationalization in higher education is a multifaceted concept which has been defined in a variety of ways in various contexts. It is certainly, though, related to globalization, considering its associated marketization discourse. As the world becomes more globalized, the international dimension of higher education is also becoming more salient, complex and even confusing (Knight, 2004). Internationalization is a commonly used term to refer to the international aspect of higher education. This term, however, can carry different meanings in different contexts, and is therefore used in various ways. Knight (2004), for example, discerns diverse meanings for internationalization as used in the literature. The first use of this term is to refer to 'a series of international activities, such as academic mobility for students and teachers; international linkages, partnerships, and projects; and new, international academic programmes and research initiatives' (such as Erasmus) (ibid, p.6). The second, however, refers to exporting education to other countries through different arrangements, such as 'branch campuses or franchises' and using face-to-face or distance modes of delivery (ibid, p.6). The third meaning of internationalization which is used widely in the literature entails the inclusion of international and intercultural aspects of the curriculum and of teaching and learning activities. Finally, internationalization can refer to 'the increasing emphasis on trade in higher education' (ibid, p.6).

In another paper, Altbach and Knight (2007) emphasize the differences between globalization and internationalization, arguing that the two terms often become confused. They define globalization as 'the economic, political, and societal forces pushing 21^{st}-century higher education toward greater international involvement' (ibid, p.290). According to this definition, internationalization is considered an element of globalization. They go on to propose a list of international activities resulting from globalization in higher education, including research integration, the use of English as a lingua franca for communication in academic contexts, the increasing international labour market for scholars as well as communications firms, and the use of information technology.

In revisiting the internalization agenda of higher education, De Vita and Case (2003) address international marketization in the higher education sector, particularly in the UK. They argue that 'in the higher education sector it has come to dominate recruitment as financially hard-pressed institutions seek to attract increasing numbers of overseas students to shore up holes left by reduced Government funding (in real terms) in recent decades' (ibid, p.383). This has led to an increasing number of students from diverse backgrounds bringing with them new challenges, which current educational models may not have encountered in the past. One of these challenges highlighted by many researchers (e.g. Fox, 2005, Read, 2008; Dunworth, 2009; Murray, 2010, 2014) is the English language proficiency needs of a significant number of these students. Elder *et al.*, for example, assert that diverse educational backgrounds and the disparate levels of exposure students have had to English have created 'special linguistic and cultural challenges for their receiving institutions' (2008, p.2).

As mentioned in the previous section, addressing these needs becomes even more urgent given that students' academic literacy can be directly related to the quality of their university experience, their productivity levels, their academic achievement, and their confidence levels in professional communication. In fact, when considering the globalization and commercialization of the higher education sector, addressing students' academic literacy needs is likely to afford benefits to both students and education providers. Similarly, failing to address these needs effectively can disadvantage both groups. Regarding the students, it can lead to poor academic and professional performance, as well as the associated negative social and psychological impacts (Feast, 2002). In terms of the education providers, it can lead to a reduction in the quality of course content, lower staff morale, and even compromises in ethical practices, all of which are likely, in turn, to damage the reputations of academic institutions and, eventually, result a fall in the number of potential student applications.

In the light of these challenges, there is a need to investigate the mechanisms universities offering degree courses in English employ to meet the English language needs of incoming students. The following section first provides an overview of academic English provision in different educational contexts and then presents a review of the literature on EAP provision in the UK, with a particular focus on the characteristics of provision, mechanisms for accessing it, stakeholders' perceptions of its quality, and the nature of best practice.

2.3 English for Academic Purposes contexts

There currently exists a proliferation of terms for teaching content courses in English as a result of different interpretations of the use of English and the context in which it is used (Airey, 2016); for example, English for academic purposes (EAP), English-medium instruction (EMI), content and language integrated learning (CLIL), teaching in English (TIE), English-medium education in multilingual university settings (EMEMUS), integrating content, and language in higher education (ICLHE). Such a myriad of definitions shows the range of pedagogical activities developed to address the global status of English as a lingua franca, particularly in the higher education sector. One significant factor in determining these particular instances of academic English practices is the extent to which language and content determine the outcome of an academic English programme. To promote an understanding of the various approaches to academic English practices, Airey (2016) suggests the language/content continuum. At one end of this continuum are those courses whose outcomes only relate to language learning, while at the other end are those with content learning outcomes. Airey (2016) places EAP at the language learning outcome end of the continuum and EMI at the content learning outcome end, while placing CLIL in the middle. According to this continuum, then, EAP courses in their most generic form solely offer English language related input decontextualized from its disciplinary use, with academic reading and writing skills as central components of the syllabus. On the other hand, EMI courses do not consider language as a problem to be addressed, and therefore do not include any English language related outcomes. Such courses view language simply as a tool, which, depending on the demands of the content, may be substituted by another tool (here another language). In such an approach, English is only used as the medium of instruction, as the name suggests, and is not a central component of the syllabus. CLIL, however, proposes an approach to academic English in which both language learning and content learning outcomes are central to a course. Assuming such a division between language and content, however, is a fallacy. As Airey asserts, 'content and language are inextricably entwined' (2016; p.73). As this thesis focuses on academic English provision in a UK context, the remainder of this chapter will provide a detailed review of this approach to academic English pedagogy, and how language and content are addressed in EAP programmes.

2.4 EAP background, definitions and characteristics

English for academic purposes is a term that has existed since the mid-1970s. Coined in 1974 by Tim Johns, it was used to refer to an advice service for a small group of international students (Jordan, 2002). The use of this term, however, has been expanded since then to refer to today's global EAP industry, including millions of students' worldwide learning English for use in higher education. Some scholars (e.g. Gillet and Wray, 2006; Hyland and Hamp-Lyons, 2002) consider EAP as a branch of ESP, or ESP as a parent to EAP, and therefore define EAP as instruction in which 'content is explicitly matched to the language and study needs of the learners' (Gillet *et al.*, 2006, p.1). As well as changes in the meaning of EAP and what it entails, the term itself has also invited criticism, with Pennycook (1997) impugning the use of 'for', arguing that it suggests English is a neutral language. This may encourage a change of terms from 'for' to 'with' academic purposes.

As the usage and meaning of EAP has expanded over time, different characteristics have been highlighted in definitions of it. Alexander *et al.* (2008, p.2-4), for example, describe it in the following terms:

- It is goal-driven, time-bound, and concerned with the academic community.
- Its teachers are often graduates in specific evidence-based disciplines (e.g. science, social sciences, and business studies).
- Teachers and students are generally perceived to be relatively equal.
- Grammar and vocabulary are restricted to academic discourse.
- The main focus is on reading and writing.
- Materials are often taken from degree courses, meaning that they are often long and lexically dense (Hyland, 2006) and that clarity and objectivity are valued.
- Texts are usually from academic genres, linked by a theme, and are fully exploited by teachers.
- Study skills, learner-independence and critical-thinking are stressed.

Hyland and Hamp-Lyons (2002) add that:

- Most EAP tutors are non-native users of English.

Others (e.g. Gillet and Wary, 2006, p.3-7) propose other features such as:

- Cultural awareness and knowledge of the target culture are imparted.
- EAP courses are increasingly embedded within degree courses.
- The majority of EAP teaching is task-based.

Hyland (2006), meanwhile, adds three further characteristics as follows:

- The language education provided is research-based.
- The language is more discipline-specific.
- More importance will be given to EAP at the pre-tertiary level.

And finally, the Quality Assurance Agency for Higher Education (2007) benchmarking statement states that:

- Explicit knowledge of language is a distinctive need in EAP.

There is little doubt that this list of features is not comprehensive, and as EAP contexts expand, so do its features. Goh (1998), for instance, described three contexts of EAP, including 'Classic EAP', where non-Anglophone students go to Anglophone countries for higher education; 'Domestic EAP', where some courses in non-Anglophone countries (e.g. Germany) are conducted in English; and 'New EAP', where non-Anglophone students go to non-Anglophone countries (e.g. Hong Kong, Malaysia) where the medium of instruction is English.

Considering such varieties of EAP and its multi-faceted nature, it is difficult to create a comprehensive definition of it. It can nevertheless be argued that, despite its diverse contexts of use, learners' specific needs have always been a distinctive feature of EAP.

2.4.1 Specificity and EAP

What differentiates EAP from general English language is the focus on the use of English for specific purposes. According to Cummins (1982), texts for specific purposes use 'context-reduced' language, whose coherence is less dependent on the immediate context in comparison to general English. The specificity of EAP has resulted in the development of some key concepts attributed to this area of English education, including genre and discourse analysis, communicative message, authenticity and discourse community. While the specificity is a fundamental aspect of any definition proposed for EAP, controversy remains over how specific EAP should be. Hyland (2016) proposes that the degree of specificity can be seen as two positions

at the end of a continuum. At one end of this continuum is the 'common-core' approach to EAP (Bloor and Bloor, 1986), one which includes teaching language forms and study skills common to all disciplines (English for General Academic Purposes (EGAP)), while at the other is a more tailored instruction based on specific discipline needs (English for Specific Academic Purposes (ESAP)). The EGAP approach claims that, after learning the generic features of academic English, students are then able to apply this knowledge independently to their discipline-specific needs. This generic academic approach has informed many EAP programmes, notably those preparatory courses (e.g. pre-sessional) offered prior to degree courses, which prepare students for a degree programme. While many EAP practitioners propose that an EAP course tailored to the specific needs of a subject or discipline is the most successful of this type (e.g. Hyland, 2002; Sloan & Porter, 2010), arguments that advocate employing a generic approach also exist. Hyland (2002), for instance, suggests four reasons why EGAP is preferable.

Firstly, some advocate that EAP tutors cannot effectively identify and teach discipline-specific material, and should therefore mainly provide generic input. Secondly, it is believed that discipline-specific English is difficult for those non-native speakers of English who are at lower proficiency levels, and thus, there is a need for a more general academic English suitable for all disciplines to be assimilated before exposing students to more sophisticated and esoteric discourse. Thirdly, a discipline-specific approach to EAP can potentially de-professionalize EAP tutors and lower the status of EAP provision, for such programmes may solely be considered as a support service to other departments; or, as Raimes (1991) suggests, 'the butler's stance'. Finally, as mentioned earlier, an EGAP approach claims that there are generic academic English skills that are transferable across all disciplines. Such common-core knowledge includes listening to lectures and note-taking, writing essays, participating in tutorials, reading textbooks and articles, and examination practice (Dudley-Evans and St John 1998: 41). Such variation, however, does not seem to exist in language forms, functions and the discourse of specific disciplines, thus reducing the need for an ESAP approach (Hutchison and Waters 1987: 165).

As mentioned earlier, while acknowledging the benefits of EGAP, many EAP practitioners indicate that EAP provision is mostly effective when tailored to meet specific needs in different disciplines. Hyland (2013), for example, argues that subject specialists are neither familiar with literacy skills nor willing to take responsibility for students' literacy. In addition, students do not necessarily learn a second language in a step-by-step fashion; rather, they tend to learn those properties of language for which they have an immediate need (Ellis, 1999). In fact, given the

extensive research on discourse and genre analysis, it seems unreasonable to deprive EAP content of disciplinary features.

As for the common-core hypothesis, it is a simplistic approach to define a finite list of common language functions and generalize that across all disciplines, since many functions are heavily dependent on their contexts of use. By incorporating 'meaning into the common core, however, we are led to the notion of specific varieties of academic discourse, and to the consequence that learning should take place within these varieties' (Hyland *et al.*, 2016; p.20). Indeed, it is not even clear what comprises such common-core knowledge. In a study conducted by Krause (2014), 50 academics were interviewed regarding their views on generic skills; the findings showed many discrepancies between disciplines. Moreover, narrowing the focus on EAP course content to students' disciplinary needs motivates students, as it enables them to see the immediate relevance to their course content. Equally, treating certain items (e.g. academic word lists) universally, while they have different meanings and uses in different disciplinary contexts, can mislead students to a great extent (Hyland & Tse, 2007). The so-called 'wide-angle' view of EAP, therefore, follows a deficit model, in which EAP programmes constitute remedial services, providing support to those students who struggle 'with the conventions of their disciplines because of their imperfect acquisition of English at school or because they are using these conventions in a second language' (Hyland, 2016; p.20). An ESAP context, where teachers are required to develop understanding of a specific discipline, enables the growth of literacy specialists, whose time and effort in understanding and researching the conventions of the discipline will ultimately be acknowledged by the corresponding departments. This will inevitably add to the credibility of EAP providers within HE institutions.

2.4.2 EAP methodologies

The methodologies and materials used in EAP classes should be heavily influenced by the specialised disciplinary knowledge students bring to their lessons (Hyland, 2006). According to such a view of EAP methodologies and materials, understanding of the disciplinary discourses and genres becomes a central component of any learning outcome in EAP classes, one which, according to Hyland, can be nurtured in various ways, namely, 'consciousness raising', 'socioliteracy' 'scaffolding', 'collaboration' and 'concordancing' (2006; p.89).

As discipline genres play a central role in EAP pedagogy, raising students' awareness of their disciplinary genres, and fostering an understanding of such a 'disciplinary valued genre', can help students in creating meaning which is negotiable

within their discipline context. One example of such consciousness-raising activities is 'rhetorical consciousness raising', where students 'compare and manipulate representative samples of the target discourse' (ibid; p.90). In such a top-down approach to the understanding of language, language is not an ultimate learning goal; instead, it is used as a tool to teach students how to exploit language in order to communicate their intended meaning effectively; in other words, how their choice of grammatical structures can help them to understand the goal of a particular text, or effectively communicate their intended meaning when engaging in their disciplines. A 'Socioliterate approach' represents another way of raising consciousness, in which students are exposed to genre from various 'social contexts'; accordingly, students can observe the interaction between features of register and 'social purposes and cultural forces' (ibid; p.90) before being exposed to academic genres (Johns, 1997, as cited in Hyland, 2006). Hyland refers to collaboration and scaffolding as two other complementary methodologies in EAP which can be used to increase students' awareness of their discipline genre. Based on two notions of learning, the former includes 'shared consciousness' − collaborative learning is more effective than individual learning − while the latter includes 'borrowed consciousness'; working with a knowledgeable other improves students' learning (2016). The last method that Hyland (2016) believes can help to familiarise students with the genres of academic disciplines is the use of corpora and computer-mediated learning. He recommends that data-driven learning can encourage and help students to understand a 'target text'. He adds that by noticing the 'recurring patterns in corpora', as well as using 'computer networks', students can also develop an understanding of their meanings and uses.

2.4.3 EAP methodologies and academic literacies models

While Hyland (2006) addressed EAP methodologies from a broader perspective, including, and in relation to, general English learning and pedagogy theories, Lee and Street (2006) argue that students' academic writing and literacy have been conceptualized based on three models, namely 'a study skills, an academic socialization model and an academic literacies model' (p 227). The study skills model, they suggest, merely focuses on 'language form'; and once students understand and learn such a form, the idea is that they can then transfer this knowledge into different disciplines independently. The academic socialization model, on the other hand, is not limited to language structure, and concerns students' accommodation to the discipline-specific genre and communities. According to this model, students develop spoken and written communication skills and literacies which are pertinent

to a specific discipline or subject area. This model considers discipline discourse as a stable entity, one which students can acquire and reproduce independently. Finally, the academic literacies model concerns 'meaning making, identity, power and authority and foregrounds the institutional nature of what "counts" as knowledge in any particular academic context' (ibid, 228). While similar, in many respects, to the academic socialization model, this model views the acquisition of academic literacy as more complex phenomenon, which involves 'both epistemological issues and social processes including power relations among people and institutions, and social identities' (ibid, 228). Lea and Street posit that the study skills model and the academic socialization model are the two dominant models determining syllabus design and pedagogy practices both at pre-tertiary and tertiary levels (2006).

Different studies have been conducted to explore the use of these three models in EAP programmes. The significant increase in the population of students from diverse educational backgrounds seeking higher education studies at British universities in recent years has resulted in many universities employing different strategies to ensure the progression of each cohort of students. A common approach, particularly taken by post-1992 universities with a larger proportion of non-traditional students (Paczuska, 2002; Thomas, 2002), to providing extra-curricular learning support to students has been the 'study skills' approach (Gamache, 2002; Haggis & Pouget, 2002). Bennett *et al.* (2000) refer to this approach as 'bolt-on', since learning support in this case is not provided as an embedded or 'built in' component of the main degree courses. The study skills approach is based on the 'deficit model' of providing support to students at risk, helping them to improve certain skills, including essay writing, note taking and presentation skills (Wingate, 2007, p.457). Wingate argues that the 'bolt-on' approach has 'severe limitations', for it separates study skills from the process and content of learning (ibid). Such generic courses, then, are considered by students as irrelevant to their subject, and are consequently poorly attended (Drummond *et al.*, 1998; Durkin & Main, 2002). Even when well-attended, as Durkin & Main (2002) suggest, it is predominantly the high-achievers who attend rather than those who most require assistance. The separation between study skills and main degree course content can also suggest that 'there is a difference between studying successfully and learning, and that, if certain techniques are acquired, students can study successfully without deep engagement with the subject', fostering a 'surface approach to learning' (Wingate, 2007, p.459).

As mentioned earlier, the study skills approach to academic writing and literacy mainly entails teaching forms of language, including sentence structure, grammar and punctuation. This type of approach to the teaching of EAP pays scant attention

to the context in which such forms will be used (i.e. discipline specific genre) and advocates 'autonomous and additive theories of learning', as suggested in learning theories such as behaviourism (Lea and Street, 2006, p.228). While the study skills model is mainly used in the higher education literature to refer to support provision, offered as 'remedial writing workshops or courses [...] to students of all disciplines, typically in Learning Support or Study Skills units' (Wingate and Tribble, 2012; p.481), similar support programmes intended for non-native speakers of English, often via English language centres (ibid), are known as English for general academic purposes (EGAP).

Being associated with constructivism, sociolinguistics and discourse and genre analysis, the academic socialization model, on the other hand, contextualises academic writing and literacies within discipline genres and discourse. The academic socialization model 'recognizes that subject areas and disciplines use different genres and discourses to construct knowledge in particular ways' (Berkenkotter & Huckin, 1995). The concept of socialization includes acculturation into the discipline discourse. According to this model, 'not only do students need to familiarise themselves with the type of English commonly found within their discipline, but they must also become accustomed to an entirely new culture with all its accompanying expectations' (Starfield, 2001). Based on this approach to academic writing and literacy, 'even basic skills like reading and writing are in essence 'contextualized' social practices' (Russell *et al.*, 2009, p.399).

Finally, the academic literacies model, while overlapping in many respects with the academic socialization model, puts an emphasis on certain concepts ingrained in literacy practices in disciplinary communities: concepts such as meaning making, power relationships and identity (Lea and Street, 2006). This approach to writing and academic literacies is based on social and critical linguistics (Candlin & Hyland, 1999; Fairclough, 1992), as well as views on sociocultural theories (Bloome *et al.*, 2005) that promote a theory of learning in which concepts such as power, identity and agency, in relation to language, play central roles (ibid).

Lea and Street propose that 'rather than focusing on student deficits, an approach using the academic literacies model foregrounds the variety and specificity of institutional practices, and students' struggles to make sense of these' (ibid; p.235). Reporting on a project in which the academic literacies model was used to determine curricular design and pedagogical practices in two academic English programmes, the authors suggest that an explicit understanding of concepts such as 'the range of genres, modes, shifts, transformations, representations, meaning making processes, and identities, involved in academic learning within and across academic contexts'

developed by tutors and students in a collaborative manner, 'provide greater opportunities for teaching and learning as well as for examining how such literacy practices are related to epistemological issues' (ibid; p.235).

While the academic literacies model, influential in the UK, mainly focuses on 'non-traditional' students (Wingate and Tribble, 2012), English for Specific Academic Purposes (ESAP/ or genre EAP), which is also based on genre analysis research, principally focuses on non-native speakers of English. Wingate and Tribble (2012) highlight fundamental challenges with both of these approaches to academic writing. First, they argue that both approaches consider academic writing as 'purely a linguistic matter that can be fixed outside the discipline', neglecting to address 'how knowledge in the discipline is presented, debated and constructed' (ibid; p.481). Second, they argue that the academic reading and writing demands required for a specific discipline are difficult for both native and non-native speakers of English. Therefore, an academic writing provision 'reserved for non-native speakers of English, or as a remedy for students who are at risk of failing, is outdated for today's student generation' (ibid). They continue to argue that these EAP and academic literacy approaches to academic writing share many common principles, which if identified and understood, can enable universities to develop mainstream writing support programmes suitable for both home students, from any background, and overseas students alike.

2.4.4 EAP materials and delivery

Materials are defined as 'anything that can help facilitate the learning of language...' (Hyland, 2006; p.94). According to this definition, anything from paper-based to computer-mediated materials can be used as EAP materials. Hyland divides EAP materials into three groups: 'models', 'references' and 'stimulus'. As models, materials help to raise students' awareness of features of a text by providing representative samples. Such materials, therefore, are required to be both relevant and authentic. While model materials are used to provide a model as well as for scaffolding, reference materials are used to provide knowledge and mainly used by students when they undertake self-study. Finally, stimulus materials 'provide content schemata and a reason to communicate, stimulating creativity, planning, and engagement with others' (ibid; p.96). Such materials aim to encourage students to use language by stimulating their ideas through making connections with students' target language use (e.g. a lecture recording, or a simulated main course assignment task).

In addition to the function of materials, the question of whether EAP materials

are presented in the form of a global course book or in-house materials has developed a chain of debates among EAP theorists and practitioners. On the one hand, global textbooks are considered as the most convenient source of materials, since 'they help to achieve consistency, cohesion and progress, and ... assist teachers to prepare and learners to revise' (ibid; p.96); on the other hand, however, these materials are considered as reductionistic, superficial and unable to address the diverse needs of students, particularly in an EAP context. Given how context-dependent EAP materials are, EAP tutors are mostly required to develop in-house materials which are relevant, at the right difficulty level, rhetorically appropriate, presentable and in line with other requirements of the course and students' profiles. While designing in-house materials based on authentic texts requires a considerable amount of time (Dudley-Evans and St John, 1998), they are considered to be the most appropriate types of materials for the EAP context as they enable teachers to provide students with materials tailored to their needs and to the discipline (Hyland, 2006).

Regardless of the type of materials being used in an EAP course, what remains a source of enduring debate about EAP course content and materials is whether they should be 'common-core' (EGAP) or subject specific (ESAP) (Dudley-Evans, 2001). While in the early days of EAP, most materials were geared towards a subject-specific approach (e.g. Technical English for Mechanical Engineering by Herbert) and addressed a group of homogeneous students from the same discipline and designed according to the linguistic features of that discipline, subsequent materials took a one-size-fits-all approach, offering content suitable for a heterogeneous group of students from a range of disciplines (e.g. Reading and Thinking in English). Unlike the former approach to EAP teaching, these materials provided general academic English content on the basis that most aspects of academic communication are common among different disciplines and suit any group of students regardless of their discipline (ibid). Therefore, and according to this generic approach to academic English, EAP materials should not provide 'specialised varieties' of English (Hutchinson and Waters, 1987). Recent genre and discourse research, however, proved that significant variations exist in the way different disciplines structure both their written and spoken genre (e.g. Myers, 1989; Dillon, 1991; Olsen and Huckin, 1990; Dudely-Evans, 1994c). Recent research has also shown that 'the more content-specific the course the more students will find it useful and be motivated' (Jordan, 2000; p.252). Such evidence reinforces the case of the early accounts of EAP advocating the use of EAP materials designed for specific disciplines. Subject-specificity can even go further, including the creation of materials tailored to a certain group of students from a specific discipline and practiced at the teaching level. Brinton,

Snow and Wesche suggest that EAP teaching should not be limited to 'contextualising' and be based on authentic texts from mainstream programmes (1989: p1). Including such texts requires liaising between the EAP providers and other departments. As Dudley-Evans argues, the 'EAP teacher can only deliver such work [EAP teaching using authentic texts] effectively if he or she has the active co-operation of subject teachers'; according to Dudley-Evans, such collaboration can be carried out at three levels, namely 'co-operation', 'collaboration' and 'team-teaching' (2001: p.226). While the first level (i.e. co-operation) entails liaising with the departments to seek information regarding the content, tasks and the expectations of the department, the other two levels (i.e. collaboration and team-teaching) include collaboration between EAP teachers and subject specialists. As for these two levels, the first includes materials development outside of the classroom, whereas the second, as the name suggests, includes the EAP teacher and the subject specialist teaching together in the same class. Johns and Dudley-Evans (1998) report on a case of collaboration at the team-teaching level in two EAP courses designed for two groups of taught post-graduate international students at a British university. The team-taught sessions in this project constituted follow-up sessions to a lecture and the subject co-teaching with the EAP teacher would always be the one who had delivered the preceding lecture. In this team-teaching experience, the EAP teacher's role was defined as 'an intermediary seeking to interpret on behalf of the students what the subject teacher meant in his/her lecture or in an examination question' (ibid: p.227). The authors attribute the success of this team-teaching experience to three factors: defining clear roles for both the EAP and the subject teacher; making limited demands on the time of the subject teacher; and both parties respecting each other's professionalism and expertise (ibid).

2.4.5 EAP assessment

While there is ample research on the concept of EAP assessment in standardized tests (e.g. TOEFL, IELTS, and PTE), the construct of EAP assessment in the case of locally developed in-house EAP assessment is 'under-defined' and 'under-theorized' (Schmitt and Hamp-Lyons, 2015). Despite the scarcity of in-house EAP assessment, EAP teachers are constantly encountering various assessment types, from their students' commercial test results to becoming involved in delivering, scoring or even validating in-house tests in different EAP programmes. Schmitt and Hamp-Lyons divide such EAP assessment encounters into three categories; 'entry assessment', 'post-entry assessment' and 'exit assessment'.

A substantial body of research in EAP assessment examines entry English lan-

guage tests, intended for international applicants who apply to study in English-speaking countries. As many students who take these tests do not meet the minimum entry requirement, they are provided with an alternative: to complete an intensive EAP programme (i.e. pre-sessional, and foundation) − in their home country or in the country where they intend to study − where they can improve their English to meet the minimum requirements. The assessment of students' progress in such courses is usually by means of in-house tests instead of re-taking the external test (Schmitt and Hamp-Lyons, 2015). Such in-house assessments are high stakes, and even more high stakes than external tests (ibid) in the sense that they influence important decisions regarding students' progression onto their degree courses when these students have already moved to their study destination.

Post-entry assessment has been closely associated with work undertaken by Australian universities such as Sydney and Melbourne (Read and Randow, 2013) in order to identify those students who would benefit from EAP courses offered alongside their main degree courses, as well as the specific skills with which they require greater assistance. While not all universities use such assessment methods to determine access to post-entry EAP provision and the type of EAP programme students should attend, such assessment is becoming widespread in many universities across the world (e.g. Oman, Hong Kong, and Nigeria) (Schmitt and Hamp-Lyons, 2015). As for mid- or end-of-course assessment for post-entry EAP programmes, given that the majority of such courses are not compulsory and do not generate credit, it seems there is no such assessment for these programmes (ibid).

Last, in terms of exit assessment, unlike English L1 universities, in many EMI contexts students are required to demonstrate improvement in their English language proficiency at the end of their degree course (Schmitt and Hamp-Lyons, 2015). While the same external EAP tests (e.g. IELTS) used for admission purposes are used as an EAP exit test in some EMI universities, others have developed their own local exit test, an example of which is the DELTA (i.e. Diagnostic English Language Tracking Assessment) in Hong Kong. This test is used for both diagnosing students' needs as well as monitoring their English language progress during their degree course (Urmston, Raquel, & Tsang, 2013).

As the role of English language tests as university 'gatekeeping' tests increases, the need for in-house EAP tests to support high-stakes decisions about would-be students in pre-degree course EAP programmes increases as well. As mentioned earlier, there is still a considerable gap between the amount of research conducted into commercial EAP tests and local in-house tests. The existing literature on post-entry EAP assessment focuses primarily on EMI contexts as well as certain English

L1 speaking universities, such as in Australia and New Zealand. In what follows, a review of such tests and what they are used for (e.g. access to EAP provision and needs analysis tools) is provided.

2.4.5.1 Access to and needs analysis mechanisms for EAP provision

In the past, higher education institutions had the freedom to determine entry requirements for admission to their EAP provision and ultimately their degree courses. As mentioned in the previous section, however, in recent years, and affected by new UK Visas and Immigration (UKVI) language requirements, universities are required to follow a minimum language proficiency level for admission. According to these new regulations, a list of approved language proficiency tests (i.e. Secure English Language Tests or SELTs − currently IELTS is the only accepted SELT) is provided to be used for immigration purposes. While universities are not bound to use these tests, they need to follow the minimum entry requirement, namely a B2 proficiency level on the Common European Framework of Reference (BALEAP, 2011). According to BALEAP's *Guidelines on English Language Tests for University Entry* (2011), the language proficiency tests used most frequently for university entry purposes are IELTS, TOEFL[1], PTE Academic, MELAB and TEEP. Other tests, including professional and vocational exams − both domestic UK examinations and other overseas examinations − can also be used as proof of English language proficiency. While the new regulations set by UKVI in terms of minimum levels of language proficiency have regulated university entry requirements, how British universities determine access to their EAP provision, whether pre-enrolment (for foundation courses) or post-enrolment, has remained an under-researched area.

Based on Ridley's (2012) survey of pre-sessional provision in the UK, performance on an external proficiency language exam (e.g. IELTS, PTE) is the most common criterion used for entry onto pre-sessional programmes at British universities. Her report shows that these test results are used in a variety of ways for admission to Pre-sessional EAP provision. For instance, some institutions and/or individual receiving departments use an overall IELTS band requirement (or its equivalent on other high-currency tests); others specify a minimum band but also specify requirements for particular sub-skills such as reading and writing. Other universities use different overall band scores depending on how long a student needs to register for a pre-sessional course (ibid). Ridley's study, however, did not provide any information regarding the basis on which language proficiency entry requirements are set by the

[1]Note: Educational Testing Services' (TOEFL provider) license to carry out secure language tests for UK visas expired in April 2014.

universities which participated in the study. Moreover, since this report investigated pre-sessional courses, there is no information on entry requirements for other types of provision, in particular in-sessional programmes.

Regarding Needs Analysis (NA), this is believed to be an essential component of any EAP programme as it provides for the academic and induvial needs of students from diverse profiles usually attending such courses (Harwood & Petric, 2011). As Amirian and Tavakoli (2009) add, NA is a prerequisite for EAP course design considering "the diversity of needs and their unique and situation-based nature". In fact, many scholars consider NA a fundamental step in designing any EAP course, its materials development, and even determining teaching and learning activities (e.g. Robinson, 1991; Jordan, 1997; Dudley Evans & St John, 2001; Bernard & Zemach, 2003, and Long, 2005).

But for how needs are defined there exists "[a] confusing plethora of terms" (Dudley-Evans & St John, 1998, p.123) including, goals, desires, plans, achievement, wishes, motivation, demands, requirements, lack, deficiencies, concerns, necessities, lacks, constraints, communicative reasons, or communicative situations. Similarly, in terms of what NA entails in different contexts, needs analysists can use various sources to collect relevant data. Bocanegra-Valle (2016) divides resources used in identifying needs into two categories namely, 'documentary' (e.g. published or unpublished literature containing job descriptions and/or tasks) and those obtained from different groups of stakeholders (p. 560).

Different methods of data collection and analysis and research instruments (e.g. quantitative, qualitative, deductive and inductive) can be used in collecting information regarding needs (for more details please see Jordan 1997, Long, 2005; and Brown, 2009) with questionnaires and interviews usually supplemented with other means such as text or materials analysis, tests, or participant observation among the most popular techniques (Bocanegra-Valle 2016). Bocanegra-Valle adds that NA needs to be conducted in three stages (i.e. 'Get ready to do needs analysis', 'Do the needs analysis', and 'Use the needs analysis results'). It is important to note that the best practice principles in the literature suggest that NA should be conducted as a 'cyclical process' rather than a 'one-off activity' (Dudley-Evans & St John, 1998, p. 121) allowing for the improvement of the course as it goes along.

Finally and in terms of participation of stakeholders in NA in an EAP context, Bocanegra-Valle lists three levels of participation; primary (i.e. past and present students, and EAP teachers), secondary (i.e. subject-matter instructors and subject tutors, faculty and administrators, applied linguists, language experts, domain experts, educational authorities, policy-makers and decision-takers); and a third

level (i.e. professionals, sponsors, employers, company representatives, and society in general) (ibid). The best practice principles in the literature also suggest that in order to 'streamline a needs analysis procedure' NA should include all stakeholders as 'Different parties may be concerned with different needs' (Bocanegra-Valle 2016: p. 562). As such 'the involvement of different stakeholders and sources facilitates the alignment of each group's diverse self-interests which, together with the triangulation of research data collected by different instruments, contributes to the validity and reliability of the whole process (ibid). Including only one party such as students, for example, may dilute the true picture of needs as this group has limited knowledge of the teaching context (Brown, 2009). As Hyland also emphasises, needs are 'jointly constructed between teachers and learners' (2006, p. 74).

An extensive body of research has addressed NA in EAP contexts (e.g. Gilabert, 2005; Holme & Chalauisaeng, 2006; Evans & Green, 2007; Taillefer, 2007; Bacha & Bahous, 2008; Mazdayasna & Tahririan, 2008; Molle & Prior, 2008; Abdullah, 2009; Huang, 2010; Lambert, 2010; Atai & Nazari, 2011; Chowdhury & Haider, 2012; Cabinda, 2013; Önder Özdemir; 2014). The majority of these studies conclude that NA should be conducted collaboratively and by including different stakeholders particularly students, EAP tutors and subject specialists. With the exception of one study (i.e. Abdullah, 2009), other studies are related to EAP contexts outside UK. Further research is therefore required to investigate how EAP needs are defined in British HE institutions and what NA means are employed in doing so, as currently it appears this particularly in relation to in-sessionals is done mainly based on pre-entry English language proficiency tests and or end of course reports for pre-entry (i.e. pre-sessional and foundation) EAP programmes.

Since pre-entry English language proficiency tests have shortcomings in terms of the information they provide users with regarding the future academic needs of students (e.g. Fox, 2005, Murray, 2010), in recent years some universities have begun to introduce other means of assessing students' specific requirements. One practice that has been adopted by some institutions is to issue a post-matriculation placement test to incoming students with the purpose of identifying those individuals whose future academic performance is likely to be at risk owing to weak language skills. Based on the results of these screening tools, students requiring additional support will be directed to appropriate language development programmes (Read, 2008). Universities in Australia and New Zealand are among those pioneering institutions addressing specific academic needs by using these assessment tools (Harrington and Roche, 2014). As briefly introduced in the previous chapter, one example of a diagnostic mechanism is Post-Enrolment Language Assessment (PELA), through which

linguistically at-risk students are identified, and language programmes designed to support them developed accordingly (Dunworth, 2009; Murray, 2010; 2011; Read, 2008). There have been a number of reports assessing the efficacy of these tools in addressing students' academic language needs. In the case of Diagnostic English Language Assessment (DELA), Ransom (2009) has indicated a number of positive impacts. In her study, she found, for example, that using these tests provided a better understanding of the language needs of those students considered linguistically at risk. Such 'consciousness-raising' resulted in different academic departments developing language support programmes; in some instances it even led to the implementation of 'subject-based adjunct tutorial programs' (ibid: p.20).

The growing interest in the use of post-enrolment screening tools has encouraged some institutions to investigate their suitability. For example, Harrington and Roche (2014) examined the use of a PELA screening tool in an EFL higher education setting in Oman. In this study, the reliability and usability of this tool, which consisted of three measures of academic writing proficiency (e.g. academic writing, academic reading and vocabulary recognition), were measured as predictors of Grade Point average (GPA). The results revealed a positive correlation between the three components of this test and the students' GPA, with the academic writing component serving as the best predictor. In another study, Lockwood (2013) investigated the use of the Diagnostic English Language Tracking Assessment (DELTA), which has been used as a screening tool since 2007 to diagnose the academic writing needs of undergraduate students at some Hong Kong universities. Unlike the previous study, the researcher in this study sought to investigate the desirability of using this screening tool through exploring the perceptions of undergraduate students, academic staff and other internal stakeholders regarding students' academic needs. This study concluded that there is a general concern over academic language needs among undergraduate students at Hong Kong universities, and urged the need for greater investment in policies related to this issue. Similarly, Afemikhe (2008) explored students' perceptions of the Post-University Matriculation Examination (PUME), which has been used as a post-enrolment assessment tool in some Nigerian universities since 2005. In this study, the researcher investigated the interpretation of, and confidence in, PUME activities through surveying its users' perceptions. The results of this study showed wide popularity of this diagnostic tool among students.

As with the British universities, however, they seem to utilize pre-entry English language test results as the predominant means of placing incoming students into in-sessional EAP programmes. Considering the shortcomings, mentioned in the

previous chapter, of pre-entry language proficiency tests in diagnosing the academic language needs of incoming students (e.g. only assessing generic academic English and providing little, or no, information regarding specific academic language abilities) and the rapid growth of international students with specific academic language needs, there is a need to investigate the alternative mechanisms (if any) that British universities employ to tackle the specific needs of different constituencies of incoming students (i.e. NS and NNS, pre-sessional attendees and non-pre-sessional attendees). Based on the review of the literature carried out for the purposes of the present research proposal, no research has hitherto investigated such mechanisms and their efficacy.

The existing literature on in-house EAP tests exclusively surveys pre-enrolment EAP courses (e.g. foundation programmes, pre-sessional, and EAP preparatory). In relation to post-entry in-house EAP assessment, apart from certain instances of the tests briefly mentioned above (PUME in Nigeria and DELTA in Hong Kong), there appears to be less evidence of formally developed EAP tests designed in-house for the purpose of admission of students onto post-entry EAP programmes, particularly in the UK context. Given that this research study aims to address post-entry EAP provision offered in the UK, the existence and features of such assessment practices will therefore be investigated.

2.5 EAP provision in the UK

In this section, an overview of EAP provision offered at British universities will be presented. To this end, first a summary of the development of EAP provision in higher education institutions in the UK will be provided; this will include a chronological overview of EAP provision from the 1960s to the present time. Following that, a review of research studies investigating the characteristics and conceptual bases of this provision will be presented.

2.5.1 Early EAP provision in the UK

According to Jordan (2002), the earliest evidence of EAP provision at British universities can be traced back to the 1960s, when the language support available for international students was generally of a part-time, ad hoc nature, offered to students whenever they faced any language-related problems during their degree courses. The first documented instance of such support belongs to Birmingham University, which offered advice and induction courses to international students in 1962. The provision involved activities such as identifying students' needs and de-

veloping materials accordingly, as well as providing tutorials on a part-time basis. The English Proficiency Test Battery was also established during these years and was used for entry purposes. These activities resulted in the growth of diagnostic assessment, as well as pre- and in-sessional programmes for international postgraduate students in the 1970s. Similar activities were practised in other institutions during the 1960s and 1970s, including Leeds University, Manchester University and Newcastle University (Jordan, ibid), resulting in the existence of a group of institutions offering EAP provision who could share their experiences and discuss related issues and trends with other practitioners involved in this area of English language education. This group, originating with the four founder member universities mentioned above, was initially known as Special English Language Materials for Overseas University Students, or SELMOUS. This later changed to the British Association of Lecturers in English for Academic Purposes (BALEAP), the (much larger) organisation by which it is known today.

According to a survey conducted by Cownie and Addison (1996), 95% of higher education institutions were providing EAP support in 1992; however, only 17% followed their own institutional entry standards in terms of language proficiency. This resulted in a sudden increase in EAP staff workload, leaving many to perceive the provision as inadequate (ibid).

Since its early stages, EAP has been subject to many changes, both at micro (e.g. classroom practices and teaching methodologies) and macro (e.g. expectations and policies) levels. Jordan (2002) lists some changes in EAP provision in the UK over recent decades. One of the marked changes reported is the large increase in the number of international students, resulting in the need for more EAP staff and longer courses. In addition, he highlights the 'greater attention paid to academic culture, i.e. the higher education system, subject specialist conventions regarding staff and student relationships and expectations, and writing conventions' (ibid, p.73). Furthermore, awareness of 'cultural conventions and learning styles' is also identified as a significant development in EAP. Finally, in recent years, English for specific academic purposes has featured more widely in EAP provision, resulting in the evolution of certain teaching methods, such as team-teaching, involving cooperation between EAP tutors and subject specialists, and discipline-specific approaches to teaching and materials development.

2.5.2 Current EAP provision in the UK

According to the BALEAP handbook (2011), the two most common forms of EAP provision currently offered at British universities are known as pre-sessional

and in-sessional courses. The former are courses which can range from one to two months and are delivered prior to the commencement of a degree programme. The main aim of these courses is to prepare students for academic life and study at a university in the UK. Common among the general course objectives of pre-sessional courses are:

- communicating in academic English, including writing assignments;
- reading academic passages and note-making;
- listening to lectures and note-taking; and
- giving academic presentations.

Pre-sessional courses also usually aim to familiarize students with academic responsibilities and expectations in British higher education.

Based on a recent survey conducted by Ridley (2012), of the 44 universities (all BALEAP members) in the UK, 39 institutions offer pre-sessional courses, most of which are summer pre-sessional courses ranging from 4 to 10 weeks. Only 5 universities offer no such course. In terms of the focus of this provision, the study reported that 35 institutions offer generic EAP courses, while 26 offer discipline-specific courses usually in the last four weeks of the summer pre-sessional programme. The research report provides no further explanation as to what these courses actually entail and no rationale for why the last four weeks of the summer pre-sessional programme is dedicated to discipline-specific courses. With regards to the disciplines, Business and Management is, according to the report, the subject most frequently offered in discipline-specific courses, followed by Law, Science and Engineering (Ridley, ibid). Ridley's report does not, however, provide a clear description of what exactly discipline-specific provision entails.

Despite the significant increase in the number of international students and the inevitable proliferation of EAP support, no other study to date appears to have explored the form and structure of such provision within higher education, and its conceptual bases.

In addition to pre-sessional courses offered prior to degree programmes, in-sessional courses are provided which run alongside degree courses in order to support students with their degree-course work. These courses usually cultivate the same academic skills as the pre-sessionals, including essay writing, listening, reading and participation in academic discussions (BALEAP, n.d.). The following sections provide a summary of in-sessional programmes, as reported in the literature.

2.5.3 In-sessional provision in the UK

Initial accounts of in-sessional provision reported that it is generally offered free of charge in the form of part-time courses run during term time as a service to international students (e.g. Jordan, 2000). It is a 'service' for the benefit of international students, usually in blocks of two hours during lunch breaks or at times when students have no degree course commitments. Courses typically provide input related to 'essay writing, developing confidence in speaking in a discussion group, taking notes while listening to subject-specific lectures etc.' (ibid: p.70). One advantage noted of such services is that they can be easily adjusted to cater for students' known and immediate needs. In addition, as they are offered alongside main degree courses, they allow for the establishment of a link with the relevant university departments, for the exchange of information about the course, and for the receipt of feedback from departments on the course.

According to the BALEAP Handbook (n.d.; p.6), in-sessional EAP courses are 'for students who are already attending courses at a university and who want help with their academic English'. They are, it states, 'designed to support work which students are already carrying out in their departments' (ibid; p.7). In addition to language skills development, according to this handbook in-sessional courses consist of 'helping students to recognise, understand and come to terms with academic cultural differences' (ibid).

2.6 Evaluating EAP support programmes

Since one aim of this study is to conduct an evaluation of in-sessional EAP programmes, this section first provides a review of approaches to language programme and then continues by presenting a report of EAP programme evaluation studies.

2.6.1 Evaluation of language education programmes

Programme evaluation in any field is important as it can provide insights to programme providers on how to improve their work. Evaluation in the educational context is defined as 'the systematic attempt to gather information in order to make judgments or decisions' (Lynch, 1996; p.2). Programme, in the educational context, is defined as 'a series of courses linked with some common goal or end product'. These courses can include any 'instructional sequence', such as a curriculum, a workshop, a teaching unit or self-access instructional software (ibid).

According to these definitions, evaluating a programme entails exploiting certain

methods and tools to investigate the extent to which an instructional sequence works in order to successfully achieve its learning goals. Language programme evaluation, invoking both positivistic and naturalistic methods, intends to evaluate effectiveness of a programme or assess its quality in comparison to other similar programmes or both (Lynch, 1996). In a review of language programme evaluation studies since 1960s, Lynch (1996) observes a shift from using a positivistic paradigm to using a naturalistic paradigm. The former is mainly concerned with summative and product-oriented evaluations (e.g. analysis of product or student achievement). The latter, on the other hand, concerns describing and analyzing the process of programmes in evaluation as well. This can be done through using needs assessment to see the match between what the programme currently offers and what is desired for the programme as well as formative evaluation of the programme as it is developing. Lynch, however, argues for a pragmatic stance to programme evaluation allowing for triangulation of data gathered via different data collection techniques and from different sources. From a pragmatic stance, he formulated the 'context-adaptive model (CAM) for language programme evaluation in applied linguistics ... [which] is meant to be a flexible, adaptable heuristic − a starting point to language programme evaluation that constantly reshape and redefine itself, depending on the context of the programme and the evaluation' (Lynch, 1996; p.3). A full account of this model and why and how it was used in the present research study will be provided in chapter 3.

Since one aim of the present study is to evaluate in-sessional EAP programmes in the UK, a review of previous studies aiming to evaluate such programmes in this context has been conducted to see what methodological stance they have employed in the evaluation of EAP programmes and how such evaluation was conducted. The next section presents this review.

2.6.2 Evaluating EAP provision in the UK: Empirical research

According to Lynch, earlier approaches to programme evaluation were of a summative, product-oriented nature, where summative refers to 'an evaluation designed to determine whether or not a programme has been successful, and product-oriented to 'an evaluation that looks at outcomes, such as end of the year student achievement test scores or questionnaire responses' (ibid, p.22). This approach to programme evaluation falls into the positivist research paradigm, relying mainly on quantitative data as evidence. With its sole focus on product, and unable to assess the whole process involved in the programme, the positivist paradigm does not allow for the investigative process as a part of the evaluation. For this, a constructivist paradigm

needs to be invoked that allows for the use of evaluation methods which examine the process of programme rather than solely the outcome, methods such as 'needs assessment', 'implementation evaluation' and 'formative evaluation'. Needs assessment is a type of evaluation which examines 'the match between what is desired for the programme versus the actual state of the programme', while implementation evaluation looks at 'the match between the original, stated plan for the programme and its actual state. Finally, formative evaluation 'looks at a programme as it is developing in order to make suggestions for improvement' (Lynch, ibid, p.32). In all three of these approaches, the focus shifts from solely the outcome to what is actually happening in the programme. These approaches require naturalistic research methods that generate qualitative data.

What follows is a review of that body of literature that discusses the evaluation of EAP programmes. The studies it highlights are divided into two parts, the first of which is concerned with those studies investigating EAP programmes within particular institutions, and the second with EAP programmes across institutions; that is, EAP generally within the UK higher education context.

2.6.3 Research studies focusing on an EAP provision within particular institutions

The first group of research studies reviewed here focuses on pre-sessional programmes at a number of British universities. Atherton (2006) examines the effectiveness of a pre-sessional programme at Kingston University. A variety of sources were used in this study in order to measure the effectiveness of the programme. Data collected included entry and exit test scores, a post-course questionnaire, comments from both course attendees and non-attendees, and feedback from course directors. The results indicated that, overall, this EAP programme was successful in preparing students for their degree programmes, and therefore regarded as effective. However, the results are fairly general and there is no evidence showing which aspects of the programme contributed to the success of the course.

The second study, conducted by Ridley (2006) at Sheffield Hallam University, investigated the predictive validity of a pre-sessional course exit test. A cohort of international students were tracked for two years and data collected through questionnaires, interviews and discussions with the students and their lecturers. The quantitative and qualitative data generated were used to compare their exit test scores and performance in their degree courses. While the results suggested that the programme had been effective, there was, again, no indication of what it was that made it effective.

Pilcher's (2006) study espoused a different approach, by investigating the efficacy of a pre-sessional course at Herriot-Watt University, examining, via interviews, the perceptions of 21 Chinese postgraduate students. While the results acknowledged a need for more cooperation between the English language tutors and departments, they showed generally positive perceptions towards the programme. Once again, no concrete information was provided to demonstrate what contributed to the positive perceptions, and thus what made the programme effective.

Clifton (2004) similarly evaluated the effectiveness of a one-year preparatory programme in China, designed to prepare students for study in the UK. Data was collected from students via questionnaires and from tutors via interviews. Although the results indicated that the programme was successful in fulfilling the desired goals, it, too lacked insight into how and why it was successful.

While the four studies mentioned above have all addressed the general value of a pre-sessional course, Martala's 2006 study examined the effectiveness of the writing component within a three-month pre-sessional course at the University of Hertfordshire. In this study, the participants, consisting of 7 Chinese students pursuing a Master's degree, were asked to complete five questionnaires − one at the beginning of the pre-sessional course to gauge their previous writing experience, three at the end of each month of the course to investigate their perception of the writing tuition they were receiving, and one after completing their Master's degree to evaluate the effectiveness of the pre-sessional in light of their writing experiences as an MA student. In addition, samples of students' writing from both the pre-sessional and the Master's programme were collected and compared to their responses to the questionnaires to see to what extent 'the students reflections matched their practice' (ibid, location 976). The essays were analyzed in terms of three aspects: points that were taught prior to each essay, whether students had implemented these points (their strengths) in the essay, and whether they did not (their weakness and areas to improve). This set of data was then compared to their responses to the questionnaires to see 'what students perceived to be learning as opposed to what they were actually learning as well as the students' overall ability to reflect' (ibid, location 998). The results showed that the writing component of the programme was effective, helping students perform better in their degree courses. Once again, however, while the EAP programme addressed in this study appeared successful, there was no reference to which aspects of the course made it effective.

In a more recent study, McKee (2012) examined the effectiveness of a pre-sessional course at London Metropolitan University by interviewing a small group of undergraduate and postgraduate students (four participants) about their perceptions of

the effectiveness of the course. Despite the limited range of participants, this study, which revealed a largely positive reaction to the programme from students, also provided some detailed information on which aspects of the course helped students to perform better in their degree studies. These included helping students to become more confident with reading and seeing a clear link between the pre-sessional written work and that of their main degree course.

As stated earlier, all the studies reviewed above focused on EAP provision (specifically pre-sessional courses) within particular institutions. Both qualitative and quantitative data collection methods were employed including test scores, students' written performances, questionnaires and interviews. While, in all cases, the results indicated that the pre-sessional courses concerned were effective, none provide concrete information on which aspects of these courses made them effective.

In a study focusing on in-sessional provision at the University of Northumbria, Sloan and Porter (2010) investigated an in-sessional EAP programme offered to international students studying business. In this study, the researchers evaluated the appropriateness of the content, the relevance and the timing of an existing in-sessional EAP for international business students at Northumbria University by investigating a group of postgraduate students and postgraduate programme directors via a close ended questionnaire and focus group meetings. In addition, they used semi-structured interviews to explore in-sessional staff opinions on the appropriacy of the programme from these three perspectives. The researchers identified three key areas 'contextualisation, embedding and mapping of the programme [CEM] as the foundation for managing in-sessional EAP delivery' (ibid; p.198) and in light of their evaluation of the in-sessional, they proposed the CEM framework for in-sessional providers to use as a means for integrating in-sessional provision into academic programmes.

Since the present research study seeks to address in-sessional EAP provision beyond a particular institution, what follows provides a review of studies conducted on a wider scale.

2.6.4 Research studies focusing on EAP provision beyond an individual institution

Despite the heading of this section, the researcher, having reviewed as many of the published studies focusing on EAP programme evaluation in the UK as she could locate, found only one study which sought to evaluate the effectiveness of EAP provision across the higher education sector as a whole. This study, conducted by Cownie and Addison in 1992 and published in 2006, had two main aims:

first, to explore the nature of provision and second, to explore course directors' and tutors' experiences of the EAP provision offered to international students. All higher education institutions took part in the survey ($N = 94$ at the time), with one representative from each institution being interviewed over the phone. In order to examine the providers' experiences of provision, two main themes were explored. The first investigated providers' perceptions of the adequacy of the English-language provision offered in their institution. It encompassed sub-themes including staffing, departments' attitudes towards the English language unit, and the types of support available. The second theme addressed participants' perceptions of the institution's attitudes towards its English-language support service. The analysis of the results generated four main conclusions regarding EAP provision at British universities. First, if EAP provision is offered on an occasional basis, in other words as optional and peripheral to degree courses, students with poor language skills are unlikely to benefit sufficiently to complete their degree programmes. Second, language provision support is seen as a last resort for students whose needs should, ideally, have been addressed at an earlier stage. Third, inadequate resources, both at university level as well as within language support programmes, is highlighted as an issue. Finally, it was found that high-quality language provision is heavily dependent on the institutional position of language support staff (ibid, 2006). As Cownie and Addison (2006) concluded:

> 'their [in-sessional tutors'] institutional position is less certain than that of members of academic departments ... in that they are professionals who nevertheless do not belong to the dominant category of professionals within the institution (academics), and there is therefore a tendency for them to become marginalised' (p.230).

As mentioned above, apart from this study, no other study has since investigated in-sessional provision in the UK from a macro-perspective.

2.7 Best practice principles for EAP provision

Since the emergence of EAP in the 1960s, there has been a substantial body of research into EAP (see, for example, Hyland, 2006; Hyland and Hamp-Lyons, 2001; Flowerdew and Peacock, 2001, for research overviews). As for EAP best practice principles, one can acquire insights into best practice via a scoping of relevant non-research publications. In what follows, a review of such research will be presented.

One best practice principle that has been proposed is that EAP teaching should not be too prescriptive (Benesch, 2001). In other words, it is important that teaching

needs to be adapted according to students' academic courses and should also consider the knowledge and learning styles they bring to the class. As an example, Biggs (2003) refers to rote-learning ability, which is a popular learning strategy used by many Chinese students. This ability, however, is unrecognized and not used in many cases, if not known to the teacher. Benesch (2001) also suggests that there should be room for students' involvement on what they are learning and how they should be helped to learn it.

Alexander *et al.* (2008: 19-21) list some best practice principles as guidance for EAP teachers. They state, for example, that EAP tutors need to be familiar with students' academic course subject areas. Using authentic subject-specific materials in EAP classes is also a practice they encourage but which inevitably requires a high level of cooperation between EAP tutors and subject specialists in order to create a meaningful link between in-sessional course content and that of main degree courses. Alexander *et al.* also recommend dividing EAP into 'skills' (i.e. reading, listening, writing and speaking) and study skills, cautioning that this practice should not result in sacrificing linguistic expressions and focusing only on communicability. As Turner (2004) warns, such an approach has resulted in an increase in the number of non-discipline-specific pre-entry EAP tests such as TOEFL and IELTS focusing on generic skills irrespective of students' future target language use (discipline community), and many EAP preparatory courses seem to be merely focusing on preparing students to pass such tests, usually in order to secure university admission. Hyland (2006) also proposes that EAP courses need to move from teaching isolated skills to putting language in a context relevant to students' academic disciplines.

Hamp-Lyons (2001) refers to the importance of what learners bring to the EAP class and states: '[EAP] begins with the learner and the situation' (ibid, p.3). In this respect, she highlights the importance of needs analysis before or at the beginning of an EAP course. According to Hamp-Lyons (2001), only after specifying learners' needs should course objectives be defined. It is also very important to create a list of 'learning outcomes' which will help students to know what they are working towards (ibid, 4). As with designing a syllabus, Alexander *et al.* (2008, 86-87) emphasize that 'key abilities' such as critical thinking defined as 'taking a stance; evaluating by means of criteria; seeing new relationships between ideas' (ibid, p.269) and learner autonomy should be integrated within the syllabus. As with EAP assessment, Alexander *et al.* (2008) highlight two key features useful for assessment methods, including 'authentic and practical items' (ibid, p.315).

In other research, Watson Todd (2003), reports six approaches which, based on observation, seem to be commonly regarded in EAP classes as best practice. These in-

clude inductive learning or learning through problem-solving, learning by doing (process syllabus), learner autonomy, authenticity, using technology and team-teaching.

The EAP best practices mentioned in this section and the evaluation studies reviewed in the previous section consist of more micro-level, practical techniques, rather than guidelines for more macro level policies concerning the design and delivery of EAP provision. As shown in the previous section, the body of research reviewed concerning the evaluation of EAP provision at some British universities suggests that what is being practiced − mainly in pre-entry EAP courses such as pre-sessional courses − appears to be working. However, there is as yet little information emerging concerning a unified set of best practice principles drawn from actual EAP practices which can be followed in an attempt to achieve better teaching, learning and, ultimately, greater efficacy in EAP provision particularly post-entry. In addition, despite the prevalence of such research, there has been little in the way of investigation into the implications of best practice principles in EAP, particularly in relation to post-entry EAP programmes.

What follows, is a review of literature approaching best practice from a macro-perspective.

2.7.1 EAP Best Practice Principles: UK Context

In terms of EAP best practice principles from a macro-perspective in the UK context, different guidelines have been introduced in several relevant documents in the past ten years. In a 2009 report published by the UK's Quality Assurance Agency for Higher Education (QAA) titled *Thematic Enquiries into Concerns about Academic Quality and Standards in Higher Education in England*, one theme highlighted concerned the admission of international students and institutional language entry requirements (Murray, 2017). Focusing mainly on the issue of English language proficiency, the report specified three actions that HE institutions are required to take in relation to the English language competence of international students. These were as follows:

- a review of the efficacy and appropriateness of established schemes for testing the English language skills of international students, in determining English language competence and support needs before acceptance on to higher education programmes and while studying in the UK
- institutions, either individually or collectively, should provide clear guidance to international students and their advisers about higher education teaching, learning and assessment practices in the UK and, further, both facilitate in-

ternational students' understanding of these expectations and support them in making the transition to studying in the UK

- a general statement or guidance about the support arrangements that international students should expect from higher education institutions, including English language support and personal and academic support, be developed. (QAA, 2009; p.3).

The three statements provided in the document, however, only briefly refer to actions related to the English language competence of international students as part of other issues related to this cohort of students. And even in the case of international students, the document does not provide any detailed and descriptive guidelines on how such actions need to be taken in EAP programmes.

It should be noted, however, that in recent years BALEAP has produced documents such as *the BALEAP Competency Framework for EAP teachers* (BALEAP, 2008), the BALEAP Accreditation Scheme Handbook (BALEAP,2011; 2016), and the *BALEAP Can Do Framework for EAP Syllabus Design and Assessment* (BALEAP, 2016), all of which can be used as reference guides by EAP providers in higher education institutions.

The competency framework for EAP teachers was created in response to a lack of descriptors for EAP-specific teacher qualifications (BALEAP, 2008). In it a set of competencies for EAP teachers is specified. Such competencies are defined as 'the technical skills and professional capabilities that a teacher needs to bring to a position in order to fulfill its functions completely' (Aitken, 1998 as cited in BALEAP, 2008; p.2). This competency framework was developed based on 'best practice as viewed by experienced practitioners' in the field of EAP (ibid, p.2). The competency statements in this document are provided in relation to academic practice, EAP students, curriculum development, and programme implementation. Intended primarily for less experienced teachers and their trainers, this best practice document provides guidelines which can be used as a reference for an 'agreed set of descriptions of good practice', 'professional development of EAP teachers', and 'raising the profile of the profession within institutions and the further and higher education sector' (ibid, p.2). While the competencies framework is mainly focused on EAP tutors, the BALEAP Accreditation Scheme handbook provides a more comprehensive blueprint of best practice, with a set of criteria addressing various aspects of an EAP course. As the title suggests, this document provides guidelines on the accreditation scheme BALEAP provides for English language and study skills courses offered at HE institutions. Eight criteria for accreditation are included in the 2011 edition of

this document, along with details of the documentary evidence institutions seeking accreditation are required to provide. These criteria are Management and Administration, Staffing, Resources and Facilities, Course Design, Teaching and Learning, Assessment, Student Welfare, and Course Evaluation. In a recently amended version of the handbook, now entitled *Quality Enhancement for English for Academic Purpose Courses and Programmes* (BALEAP, 2016), these areas of assessment are condensed into five, namely: Institutional Context, Course Management, Course Design, Teaching and Learning, Assessment, Evaluation and Progression. In addition to changes to the areas of assessment, there are changes to the scope of the scheme. In the older version of the handbook only *full-time* courses designed for *international students* to prepare them with 'the *language* and *study skills* required for higher education or research in the English-speaking world' (BALEAP, 2011) were eligible for the accreditation assessment. In the recent version, however, this has expanded to '*any* course or programme which is designed to prepare *students* with the *academic literacy* and *study competence* required for further or higher education or research through the medium of English' (BALEAP, 2016). As can be seen in the two eligibility statements, while in the first edition the accreditation was only offered for full-time courses (e.g. foundation and pre-sessional), the second edition includes any courses or programmes, making the scheme more inclusive. In addition, whereas in the previous edition only EAP courses targeted at international students and offering language and study skills were eligible for the scheme, in the latter edition, 'the international student' is changed to 'students' (without referring to any specific cohort), and 'language and study skills' to 'academic literacies and study competence'. Such shifts suggest that EAP programmes are no longer solely targeted at international students and what they offer is not limited to general English proficiency and study skills; instead it is geared more towards academic literacy. While one would assume that such changes in the document happened as a result of new directions EAP programmes have been taking in recent years, there is as yet not much evidence in the literature showing such shifts in institutional practices particularly in the case of post-entry EAP provision in the context of the UK. One of the few exceptions to this is the study by Porte (2010) (see section 2.6.3 for a review of this study). In the context of Australia, however, there have been more reports, such as that by Bohemia et al (2007) of a project in which academic skills were located within the discipline rather than taught generically outside of the discipline. According to this report, in a five-year project, a group of academics from Industrial Design Engineering and the Learning Skills Unit (LSU) in an Australian university developed a collaborative curriculum incorporat-

ing Academic Literacy Skills into the Design and Engineering curriculum. In their evaluation of this project, Bohemian et al concluded that 'the growing collegiality among academics has meant increased effectiveness and efficiency in the teaching of critical literacy skills and thus has produced an integrated subject as well as a foundation for future collaborative activities' (2007; p.3).

Another change to the document is the addition of a new assessment criterion (Institutional Context) which focuses on how the EAP provision is positioned in the wider HE institution. In other words, how 'well-integrated [an EAP course/programme is] within the wider institution in terms of relevant institutional policies and procedures' is now a determining factor in securing accreditation (BALEAP, 2016; p.13). Despite such changes to the eligibility and assessment criteria in the new edition of the Scheme handbook, the document still does not provide a unified set of EAP best practice principles to be followed in the higher education sector as a whole. For instance, while the word 'full-time' has been removed from the eligibility statement, most assessment criteria statements are still only applicable to full-time pre-entry courses (e.g. pre-sessional). Referring to 'pre-sessional' courses in many statements, or other phrases such as 'transitioning from the course to university programmes' receiving departments', or 'visa extension and registration' − which applies to pre-sessional programmes where some students are initially granted a shorter visa to attend the course and upon successful completion of the course their visa will switch to a longer tier 4 visa − suggest that these best practice guidelines are still mainly limited to pre-entry courses rather than those offered alongside degree courses. As such, in no statement is the word 'in-sessional' used. Moreover, in the literature on in-sessional provision (e.g. Flowerdew and Peacock, 2001, Jordan 2002, BALEAP, n.d.), in-sessional courses are referred to as part-time language support services provided to international students alongside their degree programmes. However, considering the increasing diversity of student cohorts over the past two decades, it is important to discern whether the provision has adapted accordingly and how well *current* in-sessional provision fits into the new best practice principles provided in documents such as the BALEAP Accreditation Scheme handbook. In order to do this, an updated and more thorough understanding of this provision is needed.

Finally, the *BALEAP Can Do Framework for EAP Syllabus Design and Assessment* (BALEAP, 2016) provides a list of competencies students studying in UK universities at Master's level are required to possess. These competencies, which were identified through interviewing subject specialists from a range of disciplines and universities, describe student competencies which can be used to guide methodology, materials development and assessment in EAP courses. The competencies

framework is divided into the four skills of writing, speaking, reading and listening, with a range of competencies included for each, namely 'Academic Context', 'Academic Discourse', 'Discipline Related' and 'Practical Skills' (ibid; p.1). Both generic and specific academic English skills and competencies are emphasised in the document, highlighting the importance of both generic and specific academic English knowledge and skills.

A report on an in-depth content analysis of the three BALEAP documents listed above is provided in the methodology chapter where it is shown how such information was used to define evaluation criteria in this study and design the research tool to evaluate in-sessional provision at UK universities.

2.7.2 Best practice principles: the Australian context

With the rapid increase in the number of international students entering English-speaking universities, EAP research in Australia has seen a strong focus on students' English language proficiency (ELP). One particular area of focus has been students' proficiency in English for employment purposes at point of graduation. Birrell (2006), for example, has questioned whether international students graduate with an appropriately sophisticated language proficiency. In a number of other studies (e.g. Bretag, 2007; Foster, 2012), it is argued that international students' academic work is marked too leniently. There are, therefore, assumptions that graduates may well not possess a sufficient level of proficiency for employment purposes. This might explain why some employment bodies require candidates to take a language proficiency test as proof of English language competency, despite the fact that they have graduated from an English-speaking university (Arkoudis *et al.*, 2014), something Murray (2017) makes reference to:

> 'the Nursing and Midwifery Board English Language Skills Registration Standard (2010) and the Education and Training Reform Act (2006) require graduates to demonstrate, via performance on IELTS (International English Language Testing System) or the OET (Occupational English Test), that they have achieved competence in English in addition to the successful completion of a degree course in Australia' (p.36).

As a result of these perceptions, some have argued that if Australian universities seek to be confident in their graduates' English language skills, they need to provide 'more integrated and sophisticated' ELP provision, and this would require incorporating ELP into existing quality assurance processes for graduate standards' (ibid, 2014: p.9).

The concerns raised regarding students' ELP, especially upon graduation, resulted in the publication in 2008 of the 'Good Practice Principles' (GPPs) by the then Australian Universities Quality Agency (AUQA). This document, comprising a set of ten principles, was a guide designed to steer universities providing English language support for international students from entry level through to the completion of their degree course (ibid, p.10). The principles were as follows:

1. Universities are responsible for ensuring that their students are sufficiently competent in the English language to participate effectively in their university studies.

2. Resourcing for English language development is adequate to meet students' needs throughout their studies.

3. Students have responsibilities for further developing their English language proficiency during their study at university and are advised of these responsibilities prior to enrolment.

4. Universities ensure that the English language entry pathways they approve for the admission of students enable these students to participate effectively in their studies.

5. English language proficiency and communication skills are important graduate attributes for all students.

6. Development of English language proficiency is integrated with curriculum design, assessment practices and course delivery through a variety of methods.

7. Students' English Language Development needs are diagnosed early in their studies and addressed, with ongoing opportunities for self-assessment.

8. International students are supported from the outset to adapt to their academic, socio-cultural and linguistic environments.

9. International students are encouraged and supported to enhance their English language development through effective social interaction on and off campus.

10. Universities use evidence from a variety of sources to monitor and improve their English language development activities. (AUQA, 2009: 3).

An important question is what, specifically, these 'good practices' should entail if universities are to develop 'sustainable and integrated whole-of-university approaches' (ibid, p.12).

2.7.3 Best practice principles: the US context

Unlike the UK and Australia, it is interesting to see that, despite it being the most popular destination for tertiary education for international students, there are no similar best practice principle documents for English language provision in North American higher education institutions (Murray, 2017). To start with, there is no such governmental regulation and documentation equivalent to that of the QAA and AQUA[2] on English language policy and strategy in universities. One possible explanation for the absence of such documents, as Johns (2016) states, could be the implementation of the Common Core Set Standards (CCSS) in that context. The CCSS consists of

> 'a set of end of the school year assessment targets focusing on relatively few, generalizable high-quality academic abilities; that is, what the originators assert students should be able to do (e.g., summarize, identify appropriate language in a text, solve a problem) in mathematics and English/language arts, and, by extension, in other content areas, in order to be college and career ready' (ibid; p.463).

Another similar explanation, as Murray suggests, is that 'it is also the case that there is a tradition, according to which attendance of a core curriculum first-year 'freshman composition' course is mandatory for all newly-enrolled undergraduate students of U.S. colleges and universities, regardless of their subject discipline or language background' (2017; p.63).

2.8 Gaps in the literature and aims of the present research study

Based on the review of the literature carried out for the purposes of the present research, a number of gaps have been identified. First, there has hitherto been no comprehensive investigation into EAP provision offered across the higher education sector in the UK, particularly in terms of its nature and efficacy. This study therefore provided an investigation into the characteristics and perceptions of EAP provision offered across British universities.

Second, apart from one study conducted by Cownie and Addison in 1992, there is a notable paucity of research into the evaluation of in-sessional provision, particularly in the UK context. Considering the increasing diversity of the students population

[2]AQUA was superseded by TEQSA (Tertiary Education Quality and Standards Agency) in 2012.

over the past two decades, it is important to discern whether in-sessional EAP provision has adapted accordingly, in order to effectively meet the diverse academic language needs of incoming students. To address this gap, the main focus of the present study will be on provision that is provided alongside students' degree courses, namely in-sessional EAP programmes.

Third, given that previous research has tended to look at EAP best practice at a micro-level, which is unlikely to result in long-term systemic change for the better, the present study will specifically examine it from a macro-level perspective. In doing so, it will analyze the perceptions of three primary stakeholders (i.e. students, in-sessional staff and subject specialists) and the criteria and notions they invoke in their evaluation of EAP in-sessional provision.

The present study aims to investigate the characteristics and to conduct and evaluation of in-sessional academic English provision. In doing so, it will draw on multiple sources, including EAP frameworks developed by organizations and committees involved in the field of EAP, the existing literature on provision and stakeholders' experiences and perceptions of that provision. A mixed-methods approach, discussed more fully in Chapter 3 (Methodology), will be employed to collect data on the characteristics and efficacy of EAP provision currently provided at British universities.

With these aims in mind, a number of research questions inform this study as follows:

Primary research question

What are the approaches and their underlying principles governing the ways in which UK universities seek to meet students' academic English language needs post-enrolment, and what are students' and teachers' perceptions of their efficacy?

Secondary research questions

1. What are the characteristics of in-sessional academic English language provision available to students at UK universities?

2. What guiding principles inform the design and delivery of in-sessional provision?

3. What are the perceptions of the stakeholders (i.e. students, English-language teaching staff and subject specialists) regarding the effectiveness of the available provision?

4. What criteria do the participants (students, English-language teaching staff and subject specialists) invoke in their evaluation of the in-sessional provision?

Chapter 3 will describe the methodology employed to address these questions.

Chapter 3

Methodology

3.1 Introduction

This study investigated the characteristics and effectiveness of in-sessional English language provision available at higher education institutions in the UK. The target population examined in this study included 167 establishments registered as higher education institutions that offer degree-level courses[1]. In this study, 'in-sessional programme' refers to any type of academic English-language provision offered to students while they are reading for their degrees. 'Academic language' is defined as a mediating tool employed in an academic context and can be seen to encompass English for General Academic Purposes (EGAP) and English for Specific Academic Purposes (ESAP). As the name suggests, EGAP is also known as 'discipline general capabilities' (Fox, 2001), and consists of a set of general academic language abilities that, during the initial stages of engagement with a new discipline, enable students to progress with their studies (ibid, 2004). English for Specific Purposes (ESAP) is concerned with 'discipline-specific capabilities', and the particular language associated with specific fields of study and which helps to define those disciplines and their communities of practice (Lave & Wenger, 1991).

The objectives of this research study were twofold: first, to determine features (i.e. factual information about the characteristics) of in-sessional provision − both EGAP and ESAP − that UK universities provide to students enrolled in degree programmes; and second, to investigate the efficacy of this provision by exploring the perceptions of different groups of stakeholders within the higher education context.

The following research questions were proposed to address characteristics and effectiveness of in-sessional provision in the UK:

[1]Source: *https* : *//www.hesa.ac.uk/support/providers*

Primary research question

What are the approaches and their underlying principles governing the ways in which UK universities seek to meet students' academic English language needs post-enrolment, and what are students' and teachers' perceptions of their efficacy?

Secondary research questions

1. What are the characteristics of in-sessional academic English language provision available to students at UK universities?

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4. What criteria do the participants (students, English-language teaching staff and subject specialists) invoke in their evaluation of the in-sessional provision?

Three groups of stakeholders from 167 universities were invited to participate in this study (with 80 universities opting to participate). Their perceptions of the effectiveness of the in-sessional programmes offered at their institutions were subsequently elicited. The three groups comprised university students, non-academic English university lecturers (i.e. subject specialists), and in-sessional staff (course tutors and in-sessional course managers/coordinators). In addition to perceptions of effectiveness, information about features of the in-sessional programmes was collected from in-sessional programme Directors of Study in order to present a holistic impression of in-sessional provision currently offered at British universities.

In this chapter, information regarding how the research was conceived, designed and executed is provided. As such, the chapter starts with a critical discussion related to the research paradigm upon which the study is based. It then provides details regarding the language evaluation model used in the study. Following that, the design section will provide a detailed account of collection procedures for both Phase One (i.e. the online survey) and Phase Two (i.e. follow up interviews). This includes details about and justifications for decisions made regarding sampling, population and sample size, instrumentation, the pilot study, ethical approval, main data collection, and data analysis. The chapter will close with notes on combining the two data sets obtained from Phases One and Two of the study.

3.2 Philosophical paradigm

Research is a systematic investigation or inquiry in which data collection, analysis and interpretation is performed in order to 'understand, describe, predict or control an educational or psychological phenomenon or to empower individuals in such contexts' (Mertens, 2005, p.2). For it to be undertaken effectively, researchers are required to identify a paradigm in order to shape the trajectory of the research. A paradigm can be described as a world view, defined as a 'basic set of beliefs that guide action' (Guba, 1990, as cited in Creswell, 2007). It provides a theoretical framework that has a direct influence on the study in terms of the methodology adopted and the way in which knowledge is valued and interpreted (Mertenes, 2005; Bogdan & Biklen, 1998).

The three most common social science paradigms are positivism, constructivism and pragmatism (Creswell, 2009), each of which will be briefly reviewed here. According to the positivist paradigm, which dates back to the 19th century, the only truth is that which can be objectively observed and measured; accordingly, the educational researcher needs to keep their emotions at a remove from the objects of their study and is only required to empirically justify their stated hypothesis (Johnson and Onwuegbuzie, 2004). This positivist paradigm, associated with more quantitative approaches to research methodology, has been impugned by many social scientists, who argue that social phenomena cannot be investigated without involving the perspective of the individuals who shape them (Cohen, Manion and Morrison, 2007). It is their contention that a more subjective stance is both valid and necessary. This alternative stance is embodied in the interpretivist/constructivist paradigm, associated with more qualitative research methods, and according to which the interpretation of a phenomenon is based on the realities assigned to it by individuals. According to Guba and Lincoln, 'reality is dependent on the meaning of people in the society, and such socially constructed reality is ungoverned by any natural laws, causal or otherwise' (1989:86). While the positivist paradigm has been criticised for overlooking the realities assigned by individuals, the constructivist paradigm has also been criticised for lacking a range of stringent criteria by which to judge the quality of research undertaken within the paradigm Johnson and Onwuegbuzie (2004) delineate.

It has been argued that adopting an all-or-nothing approach to paradigms is to 'appear to confuse the logic of justification with method' (Johnson and Onwuegbuzie, 2004). It effectively confines researchers to one or other extreme of a continuum, preventing them from potentially benefiting from the more eclectic, complementary

approach associated with the paradigm of pragmatism. Pragmatism encourages or gives freedom to the researcher to adopt whatever approach they regard as most likely to answer their research questions. Johnson and Onwuegbuzie assert that, according to pragmatism, 'research approaches should be mixed in ways that offer the best opportunities for answering important research questions' (2004, P.16). It is a philosophical stance that lays the foundation for mixed-method (quantitative and qualitative) research (Creswell, 2002) and has been referred to as the 'third methodological movement' (Tashakkori and Teddlie, 2003, p.3) or 'the third research paradigm' (Johnson and Onwuegbuzie, 2004, P.15). Pragmatism gained popularity in the mid-20th century, in part as an attempt to reconcile the quantitative-qualitative dichotomy.

Benefiting from the merits of research strategies represented in both Positivism and Constructivism, the strength of the pragmatic paradigm is the freedom it affords to develop a methodological approach that offers the best fit with the goals, rather than confining the researcher to either an exclusively quantitative or qualitative methodology (Creswell & Clark, 2001, p.12). It is due to these benefits that the researcher chose to take a pragmatic stance in investigating the two foci of this study (characteristics and effectiveness of in-sessional EAP provision). Section 3.4 provides further details on how such a stance informed the research design.

3.3 Language programme evaluation: the context adaptive model

As one purpose of this study was to evaluate the effectiveness of in-sessional programmes available at universities across the UK, the first step was to choose a programme evaluation framework. The evaluation model used in this study was informed by the *context-adaptive model* (CAM) formulated by Lynch (1996). As briefly mentioned in the previous chapter, the adaptive and flexible nature of the context-adaptive model for language programme evaluation allows for the combination of methods from both positivist and naturalistic paradigms. Since one aim of this study was to investigate the effectiveness of current EAP in-sessional provision across British universities through stakeholders' perceptions of the provision, and by collecting data from several sources, CAM model which allows for such triangulation of data was employed. Unlike purely positivistic or naturalistic models to programme evaluation (e.g. quasi experimental pre-test post-test and responsive model) CAM allows for collection of both quantitative and qualitative data. In addition, given that this study aimed at investigating effectiveness of in-sessional

programmes from a macro perspective, focusing on general features of in-sessional provision across the sector, the adaptable nature of CAM made this evaluation model suitable for this study. This framework was therefore used as a guide to shape all phases of the mixed method research here, and the different stages included in each phase (Mertens, 2003).

According to CAM, seven steps were defined and used in conducting the in-sessional programme evaluation. Figure 3.1 provides an overall picture of the steps taken in this research study by embedding them into CAM.

As is shown in Figure 3.1, the first step in CAM concerns identifying the audience and goals for the evaluation. This step entails identifying the stakeholders who have a central interest in the findings of the evaluation because they are somehow affected by the in-sessional programme. In the case of this study, three primary stakeholders were identified; namely, university students, subject-specialists, and in-sessional staff (further information about each of these stakeholders is provided in the following sections).

In addition to identifying the stakeholders, determining the evaluation goals and purpose is another component of step one of CAM. This includes specifying reasons for conducting the evaluation, and the information it will provide. In the case of this study, this included exploring the stakeholders' perceptions of the effectiveness of the in-sessional programmes and the criteria they invoked in their evaluation.

Step two of CAM involves a *context inventory* which includes characterizing features of the programme being evaluated. This evaluation model suggests a checklist of dimensions of the programme to be defined in the context inventory. The adaptive nature of the checklist allows for adaptation and tailoring needed for different programme settings. Given that this research study was an endeavour to provide a holistic impression of in-sessional provision currently offered across British universities, a checklist of general features of the in-sessional programmes was developed in order to investigate features of this provision. This information was collected from the in-sessional programmes' directors. (Details of the checklist and the features investigated regarding the characteristics of the in-sessional programmes are provided in section 3.5.3).

Step three consists of a *preliminary thematic framework* which determines the focus of the evaluation. This includes conceptualising the programme at hand in terms of 'salient issues and themes' emerging from identifying the audience and the context (ibid; 6). This framework is then used as a guide in determining the focus of 'the collection and analysis of evaluation data' (ibid; 6). In the case of the current study, a preliminary thematic framework was developed consisting of five evaluation

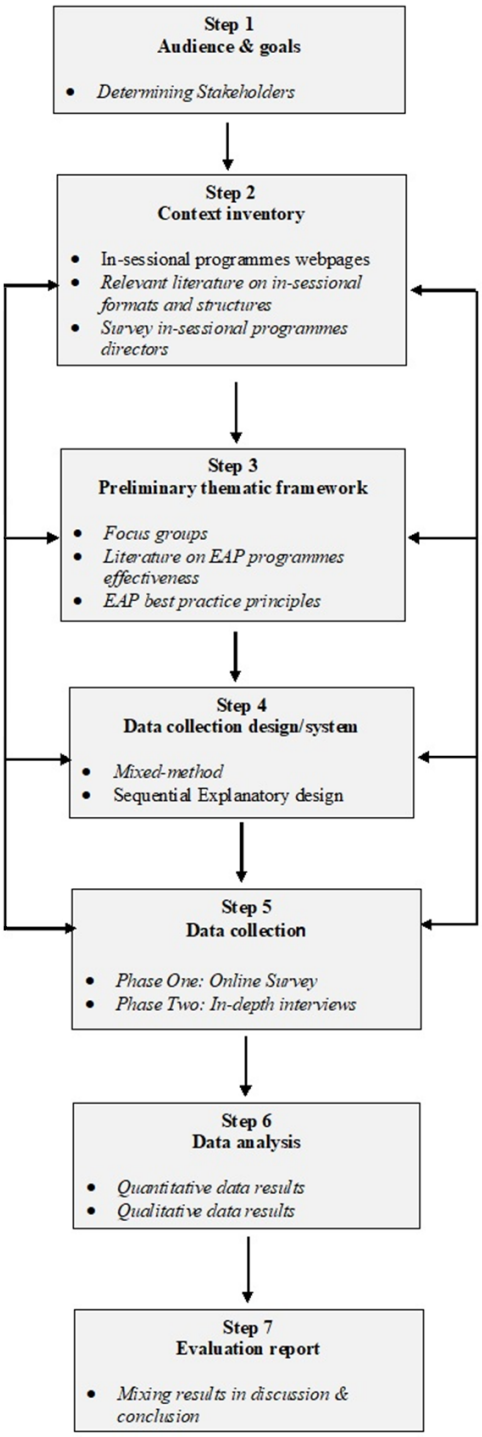


Figure 3.1: Language programme evaluation: The Context Adaptive Model (CAM) Taken from Lynch (1996)

criteria to investigate the effectiveness of the academic English in-sessional provision. Section 3.5.3 provides detailed information regarding these scales and how they were developed.

Once the stakeholders, goals, context and evaluation criteria are defined, the next step in CAM is to determine *data collection design/system*. This is done in step four where questions concerning the type of data to collect and methods for gathering such data are addressed. As mentioned earlier, in order to benefit from the merits of both qualitative and quantitative data, this study was conducted within the pragmatic paradigm using a mixed-method approach. The type of data and methods of data collection used in this research study are detailed in the following sections.

Data collection and *data analysis* form steps 5 and 6 of the Context-Adaptive Model and include determining 'appropriate conduct of the data-gathering procedures and the interpretation of the results' (ibid.;7). Details of these steps in the present study are provided in the remainder of this chapter.

Finally, step seven entails creating an *evaluation report*. This report should provide for effective communication of the results with the intended audience. Regarding this PhD research, such a report is provided in the Discussion and Conclusion chapters. In what follows, detailed information is provided regarding how each of the steps explained above was used to guide the current research.

3.4 Research design

This research study has been conducted within the pragmatic paradigm in order to benefit from the merits of both qualitative and quantitative data collection when addressing the research questions articulated above (Biesta, 2010).

Using a mixed-method approach benefits the current study in different ways. First, since this study sought to investigate perceptions and attitudes, both quantitative and qualitative data have been used to avoid any bias that could affect the validity of results by using only a single-method approach. As suggested by certain theorists (e.g. Creswell & Clark, 2011; Cohen, *et al.*, 2011), the use of a mixed-method approach facilitates an in-depth conceptualization of perceptions and attitudes. Furthermore, it is often applied to surmount the challenges resulting from using one data type. In this study, relying solely on the quantitative data would not endow the research with sufficient data or the analytical subtlety required to wholly address the research questions. As Creswell and Clark assert, adopting a mixed-method approach enables a more sophisticated understanding of the same phase of the study. A further advantage concerns triangulation, which enables the researcher to 'test' the

consistency of results (Cohen *et al.*, 2007) through comparison and by drawing on the greater detail offered by two data set types: quantitative and qualitative. In the case of the current study, a sequential explanatory mixed-method design (Creswell and Clark, 2007) was adopted, with the quantitative results obtained from the online survey conducted in Phase One (see Figure 3.2).

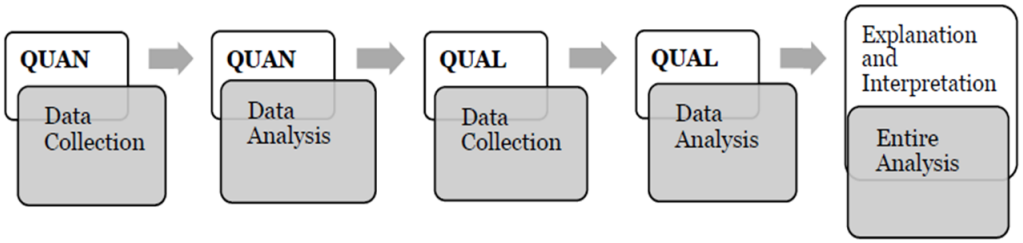


Figure 3.2: Research Design for the Current Research Study (Adapted from Creswell, 2009)

The design of the mixed-method procedure selected for this study was influenced by four aspects, namely timing, weighting, mixing and theorizing (Creswell, 2009). Regarding the timing, as shown in Figure 3.2, the design used in the study is sequential, with the QUAN phase preceding the QUAL phase. The decision on weighting and mixing was based on the research goals and practical considerations around data collection. One of the drawbacks of the sequential explanatory design is that data collection can become a lengthy process; it was decided, therefore, to prioritise one form of data and consider it as the primary data set. In this study, therefore, the QUAN data was treated as the primary data set and the qualitative data collected via open-ended items in Phase One was quantified for the final data analysis. The qualitative data from Phase Two, while not being quantified, was used to provide any further explanation for the findings based on the quantitative data in Phase One. Finally, theorizing or transforming perspectives/lens is a factor in mixed method approach that determines 'whether a larger theoretical perspective guides the entire design' (Creswell, 2009; p.208). These transforming lenses could be 'theories, frameworks and hunches [researchers bring] to their enquiries' and help shaping 'the types of questions asked, who participates in the study, how data are collected, and the implications made from the study' (ibid). Such theorizing, Creswell adds, can remain implicit or can be made explicit. As for this study, the transforming lens – the programme evaluation framework proposed by Lynch (1996) – is made explicit.

One of the strengths of using this design is expanding the findings from Phase One by providing a more in-depth investigation of the issues in Phase Two (Morse, 1991,

as cited in Creswell, 2009). As previously stated, it was determined that a wholly quantitative or qualitative study would not adequately address the two main foci of this research, namely characteristics and evaluation of in-sessional academic English provision. In the case of the evaluation of in-sessional for instance, only using QUAL research approach would make the study too 'context-specific' and resulting in employing unrepresentative participant (Dörnyei, 2007, P.45). Using a mixed method approach, however, helped cancelling the sampling bias by informing the QUAL sampling by an initial representative survey (ibid). In addition, considering the complexity of the concept of effectiveness, 'converging numeric trends from the quantitative data [obtained from the survey in Phase One] and specific details from qualitative data [obtained from follow up interviews in Phase Two]' allow for obtaining a better understanding of the phenomenon under investigation in this study (ibid). The use of a mixed-method design thus strengthened the research study by allowing more secure inferences to be made, while providing opportunities for the collection of a greater quantity of more diverse data (Tashakkori and Teddlie, 2003).

Regarding the type of mixed-method design used in this research, the separate phases that make up the sequential explanatory design render the research description, implementation and report more straightforward. Moreover, since the current study is conducted by a single researcher rather than a research team, the sequential two-phase structure makes the data collection more feasible as the simultaneous collection of the quantitative and qualitative data requires the involvement of different researchers and or research assistants who would then be responsible for the collection of each data set (Creswell and Clarks, 2011).

As mentioned above, since the two types of data are collected independently in a sequential mixed-method design, concerns may arise in terms of the length of time needed for data collection. One way to control such a potential limitation was to prioritise one data type. This meant that the quantitative data collected in Phase One informed the design of Phase Two, including the sampling and design of the interview items. Since the sampling for Phase Two was informed by the results of the data analysis in Phase One, purposive sampling techniques were used to identify participants for the interviews. According to this method, the selection criteria for the sample population was informed by the results obtained from the analysis of the quantitative data set. It should be noted that, according to purposive sampling techniques, the sampling criteria are more important than the sample size and, therefore, in the case of this study the same principles applied when determining the size of the sample population for Phase Two. The sample selection was, then, based on returning participants and the available resources for this study (e.g. time and

having a solo researcher). Further information on how the sampling was ultimately conducted for Phase Two is provided in section 3.7.1. Figure 3.3 summarises the data collection procedures for both Phase One and Phase Two and the way in which the two data sets were mixed, with a view to discussing and analysing the findings.

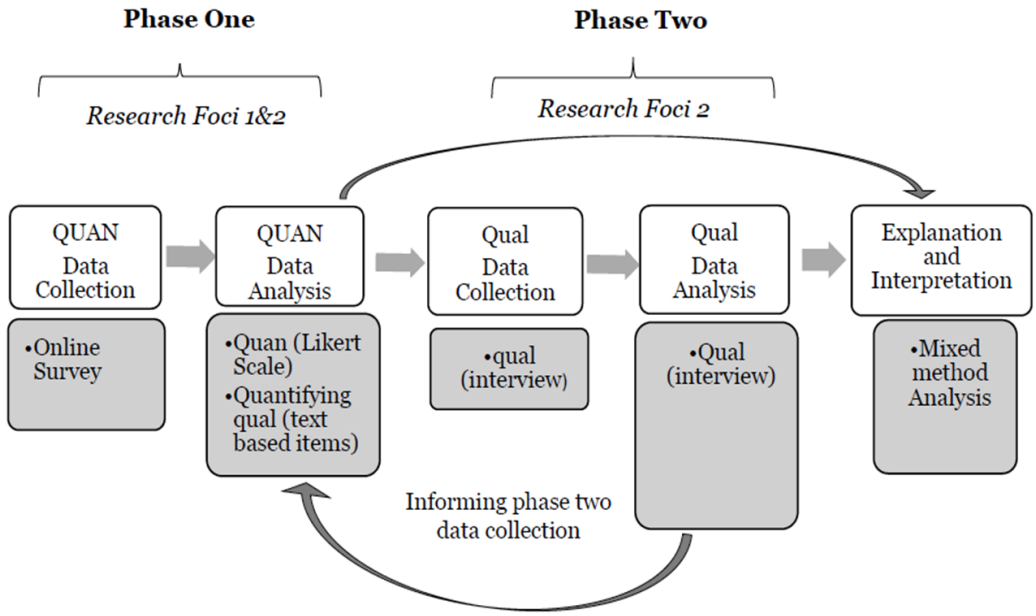


Figure 3.3: Data Collection Procedure Study

3.5 Data collection procedures: Phase One

Regarding the data collection procedures, as mentioned above, two phases were planned. The first phase focused on both the features and effectiveness of in-sessional provision. In order to measure effectiveness, an online survey was conducted comprising a combination of Likert scales and two open-ended items. The quantitative data from the Likert scales, as well as the quantified data from the text-based responses to the open-ended items, were then analysed and the findings used to inform the data collection for Phase Two (see section 3.7.1 for more details). In addition, factual information regarding the characteristics of the in-sessional programmes on offer at HE institutions in the UK was also collected via the online survey, using multiple-choice and short text-based questions.

3.5.1 Sampling

This study sought to investigate the characteristics and effectiveness of current in-sessional provision at the British universities recorded by the Higher Education Statistics Agency (HESA) as being fit to award degrees. The target population at the time of data collection (i.e. the 2015/2016 and 2016/2017 academic years) was 167 HE institutions. Three groups of participants from all these institutions were sent the online survey. The participant groups were as follows:

- **Participant group 1 (P1):** Students (any student who has used in-sessional provision at some point during their university education)
- **Participant group 2 (P2):** Other subject (non-EAP) university lecturers (i.e. subject specialists)
- **Participant group 3 (P3):** In-sessional academic English staff (i.e. tutors and DOSs/coordinators)

Both probability and non-probability sampling procedures were used in this mixed-method study. As with Phase One, both study foci (i.e. in-sessional characteristics and the guiding principles informing them, and the perceptions of the stakeholders regarding the effectiveness of in-sessional programmes and the factors determining those perceptions) were addressed via an online survey. According to Teddlie and Tashakkori (2009, p.171), probability sampling involves 'randomly selecting specific units or cases so that the probability of inclusion is determinable'. According to this technique, an equal chance of being involved will be given to 'each sampling unit in a clearly defined population' (ibid, 2009, p. 171). This technique was used in order to give an equal opportunity to all participants at each of the 167 higher education institutions. Given that it was not feasible to access participants from all three groups through similar methods of communication, different methods were employed to reach a sample population from each group. These methods are summarised below:

The first method was to send an 'invitation to participate' email to administrative staff whose email addresses were available on the English language support or services units' web pages of each university, requesting that they share the survey link with their in-sessional staff and students (P1 and P3). To this end, all 167 university websites were recorded in a spreadsheet in alphabetical order. This list was used to check each website, using certain keywords (e.g. 'academic English', 'in-sessional classes', 'English language support', 'international student support') in order to locate the relevant pages on which such email addresses could be found. As

well as academic English programme administrators, any contact information for in-sessional teaching and management staff was also collated where available. An Excel file was used to create contact lists for in-sessional staff. The spreadsheets were also used to monitor and track contacting in-sessional administrators, tutors and managers in each institution. Once these contact lists were created, an invitation email was sent, along with a link to the online survey. The email sent to the administrators requested that they forward the email to in-sessional staff and students. The email sent to the in-sessional staff also included a request to share the email with their current and previous in-sessional students, wherever feasible.

In addition to this method, the BALEAP email list of 1,026 members (at the time of conducting this research) was also used to reach a wider sample population for P3, as well as those in-sessional staff who were on this email list but whose contact information was unavailable online via their universities' in-sessional course links.

As for the subject specialists participant group (P2), the list of universities' webpage links was used to find the relevant email addresses. Since the probability sampling did not allow control over the number of participants in order to determine the exact sample population who received an invitation to participate, non-probability sampling was also used to determine the exact number of the sample population for each participant group. Consequently, convenience sampling – a form of non-probability sampling – was used with potential participants based on the accessibility of their email addresses. For example, in the case of the group 2 participants (i.e. subject specialists), using the list of universities webpage links alphabetically ordered, those email addresses which took a shorter time to access online were selected and entered into a spreadsheet to create a contact list. This meant that only those online resources which did not use spam filters and, therefore, allowed the copying of bulk email lists (for subject specialists), were used for creating the sample population. This process continued until the first target sample population was met (calculated based on the desired margin of error and 20 per cent response rate, as explained in detail in the next section). Similarly, as mentioned above, for participant group 3 (in-sessional staff), any email addresses of in-sessional tutors and managers/coordinators available on university webpages were inputted in the contact list spreadsheet. The only difference between the convenience techniques used for P2 was that, in the case of P3 email addresses, instead of using only those pages that allowed bulk copying of email addresses, all email addresses provided for in-sessional staff on academic English programme pages were collected, regardless of whether they were available for bulk copying or via an individual click. Since there is no official source (e.g. Higher Education Statistics Agency) indicating the

exact population of this participant group, the survey link was sent to all potential participants whose email addresses were available online.

A timeframe was created against which each group's main invitation email and follow-up (reminder) emails could be tracked. Following the compilation of initial email lists, email templates for each group were created, including the main invitation and a reminder email. Emails were sent to each institution individually in order to address them directly and personalise the message, and to avoid the message being treated as spam and, therefore, being ignored.

3.5.2 Population and sample size

In order to decide on the sampling for data collection, it was necessary to know how many respondents were needed in each participant group in order to feel confident that they were sufficiently representative of the population. The first step in specifying the sample size was to set a margin of error − the positive and negative deviation allowed on survey results for the sample − based on the desired accuracy level. In the case of this research, the margin of error (or confidence intervals) for perceptions of the effectiveness of in-sessionals would be the deviation between the perceptions of the respondents and the perceptions of the entire population in each participant group. Considering the limitations of resources (i.e. time and a single researcher) for data collection in the study and the margin of error (E) deemed acceptable by survey researchers (between 1% and 10% at the 95% confidence level (Dörnyei, 2003, P.74)), the margin of error was set at 10%. This meant that for any results obtained from the survey, a 10% margin of error would then mean that between ±10% of the entire population would have similar perceptions towards the effectiveness of the in-sessional provision currently on offer in British universities.

The targeted E was set at 95% confidence level (CL). The CL shows how often the results obtained from the survey lie within the boundaries of the margin of error. The confidence level chosen suggests that 95% of the time, any results obtained from the responses of the sample population could be generalised to the entire population within ±10% E. Based on the set E and CL, the target sample size (the total number of surveys sent out) and the number of respondents (participants required to complete the survey) were then calculated. Table 3.1 represents the information regarding the actual population, the estimated sample population for three levels of E at 95%, and the response rate required for each.

As illustrated in Table 3.1, for each participant group, first the total population is presented and then the sample size needed for at least a 20% response rate − the minimum acceptable rate (Dörnyei, 2003, P.76) − and the number of respondents

Table 3.1: Population and Sample Size Calculations.

Participant Groups	P1: Students	P2: Subject Specialists	P3: In-sessional staff
Population Size	2266075	198335	NA
Respondents (Target 1) E: 10% CL 95	97	96	96
Target sample size for 20% response rate	485	480	480
Respondents (Target 2) E: 5% CL: 95	385	384	384
Target sample size for 20% response rate	1925	1920	1920

needed for the two target Es at 95% CL are calculated. As with the population of P1 and P2 (i.e. students and subject specialists), shown in row one, this information was obtained in the 2015 academic year from the Higher Education Statistics Agency (HESA[2]). Regarding the population of group 3, in-sessional staff, unlike the first two groups, no official statistics were available for use as a source of reference.

The second and third rows show the number of respondents needed within each participant group in order to be able to generalize the results with ±10% E at 95% CL, along with the minimum sample size needed for the survey. The forth and the fifth rows represent the same units but for 5%E within the same CL. As with P3 (EAP in-sessional staff including tutors and course managers/coordinators), since no documented statistics on the current population of this group could be located, the estimates for the required number of respondents for both targeted Es and the corresponding sample populations were calculated according to the information available for P2. In other words, since it is clear that the population of in-sessional tutors and managers does not exceed the number of university lecturers in other subjects (i.e. subject specialists), similar numbers for each targeted response rate and sample size were considered. Similarly, as there was no statistical source to provide the exact number of students who have used a type of in-sessional provision during their academic education in the UK, the minimum set was based on the total population of all students registered at all degree levels across all HE institutions in the UK in the 2015/2016 academic year. The estimated number of respondents and the sample size were calculated using two online sample size calculators, namely Survey Monkey[3] and the Check Marker[4].

[2]Source: *https : //www.hesa.ac.uk/stats*

[3]*https : //www.surveymonkey.com/mp/sample-size-calculator/*

[4]*https : //www.checkmarket.com/sample-size-calculator/*

As with Phase Two, non-probability sampling techniques were used to determine the sample population for this phase. The sample population for this phase emerged from Phase One, and was informed by the data collected in this phase. Details regarding the sampling techniques used in Phase Two are provided in section 3.7.1.

3.5.3 Instrumentation: online survey

The development of the online survey used in Phase One comprised four major stages: defining the evaluation criteria; developing survey items; selecting the online survey software to be used for delivery; and piloting the survey. The details of each stage are provided below.

As with Phase One, the structure and conceptual bases of in-sessional provision and the perceptions of the stakeholders on its effectiveness were investigated via an online survey. The first step in developing the research instrument was to define the variables to be investigated in the study.

In the case of the *first* research focus (i.e. characteristics of in-sessional provision at British universities and the guiding principles on which such provision is based), the CAM checklist/inventory (Lynch, 1996) was used to define features characterising the in-sessional programmes. 12 features were selected for investigation and were divided into four categories as follows:

Institutional position

- The provider(s) (e.g. which university units deliver this provision)
- Integration with the degree course (i.e. embedded or non-embedded)
- Course credit contribution (credit-bearing/non-credit-bearing), if any

Programme Design

- The orientation and purpose (EGAP and ESAP)
- The rationale for the syllabus design and materials development
- The timing (the length and the times during the academic year when in-sessional provision is available to students)
- The method of needs analysis used to tailor programmes according to student needs
- The nature and extent of collaboration between EAP tutors and subject specialists

Characteristics of students and teachers

- The target student cohort (based on registration: home/EU/international, status, and degree level)
- In-sessional teaching staff (teaching qualification, employment status- full-time/part time; permanent/temporary, job title, familiarity with specialised disciplinary knowledge)

Assessment

- The mechanisms used to determine student access to in-sessional provision
- The methods used to assess students' progression in the programme

These dimensions of in-sessional provision were used to develop survey items. In order to explore the four categories, 19 questions consisting of multiple-choice (with 'other, please specify' open-ended response options) and text-based items were developed (see Appendix A). Information on the characteristics of students and in-sessional tutors was collected via multiple choice/short-response questions in the demographic information section of the online survey (see below).

In relation to the second focus of this research study (the evaluation of current academic English in-sessional provision), a set of evaluation criteria was developed for use in designing the survey items addressing the effectiveness of in-sessional provision. The first step was to define the evaluation criteria. As mentioned earlier in the review of research on the effectiveness of EAP provision, most research has taken a subjective stance in defining effectiveness. In other words, in a majority of studies participants were asked how they perceived the effectiveness of EAP programmes, without them being given any evaluation criteria. This study, however, aims to evaluate effectiveness through a combination of subjective and objective criteria. In order to define 'effectiveness', various sources (discussed below) were consulted, from which a list of evaluation criteria was drawn up. The idea was that this list should inform decisions on which items to include in the survey. Using these criteria, evaluation sub-areas were identified, which were then used to develop Likert-type items to measure the effectiveness of in-sessional provision. The five evaluation sub-areas created were as follows:

1. Accessibility of the in-sessionals
2. Adequacy of the provision
3. Position in the institution

4. Needs Analysis mechanisms used to determine access and programme content
5. Relevance to degree course content

The sources used to identify these sub-constructs were fourfold:

1. EAP guidelines and best practice documents (e.g. BALEAP Accreditation Guidelines)
2. Other non-research literature on EAP best practice
3. Research literature on EAP programme evaluation
4. Focus groups

What follows is a brief description of each source used to define 'effectiveness' for the purposes of this study and how the five scales above were drawn from these materials.

3.5.3.1 EAP guidelines and best practice principles

To identify criteria for measuring effectiveness, different documents on academic English teaching standards and best practice principles in the UK were consulted. The available documents included the *BALEAP Accreditation Scheme Handbook (2011), the BALEAP Competency Framework for Teachers of English for Academic Purposes (2008)*; and the *BALEAP Can Do Framework for EAP Syllabus Design and Assessment (2013)*[5]. Below, a summary is provided of what these documents entail and how they were used to define the evaluation criteria.

BALEAP Accreditation Scheme Handbook (2011 edition, current at the time this study was conducted)

The British Association of Lecturers of English for academic purposes (BALEAP) is a professional body in the UK that provides support for professional development for learning, teaching, scholarship and research in EAP. As a part of such support, BALEAP 'administers the Accreditation Scheme for English Language and Study Skills Courses in universities' (BALEAP, 2011; P.2). The Accreditation Scheme Handbook provides guidelines for HE institutions who intend to apply for this scheme. The document summarised the aims of the scheme as follows:

- to further the pursuit of excellence in the teaching of the English language

[5]These documents can be accessed via:
https : *//www.baleap.org/resources/baleap-publications*

- to sustain and improve the academic standards of specialist courses in English, in particular English for Academic Purposes
- to protect the interests of speakers of other languages who come to Britain to study English in preparation for higher education or research in the English-speaking world and enable such students to pursue their studies more effectively
- to ensure that such students and their sponsors receive a high quality of service. (ibid)

According to the eligibility criteria for the accreditation, the scheme is intended for 'any full-time course for international students which is designed to prepare students with the language and study skills required for higher education or research in the English-speaking world' (BALEAP, 2011; P.3). Institutions seeking accreditation are required to provide evidence of meeting the criteria for assessment, namely 'Management and Administration, Staffing, Resources and Facilities, Course Design, Teaching and Learning, Assessment, Student Welfare, [and] Course Evaluation' (ibid; p.9).

Based on the course eligibility criteria provided above for the scheme (i.e. full-time courses), the scheme appears to be targeted mainly at pre-sessional and foundation programmes and to exclude in-sessional provision which necessarily runs on a part-time basis during term time as a service to international students between their regular degree lectures and seminars (see, for example, Jordan, 2000). Despite this, and because there were no other such documents specifically addressing in-sessional programmes, the BALEAP Handbook was reviewed to see whether it contained any information that could help in defining effectiveness for in-sessional provision. To this end, a qualitative content analysis of the assessment criteria used in the handbook was conducted. Based on the analysis of the statements for each assessment criterion, three features were repeatedly referred to as qualities that EAP courses seeking accreditation needed to reflect in relation to resources and facilities, course design, and teaching and learning. These were: consideration of students' needs, relevance of course content to students' future academic context, and the provision of adequate teaching and learning resources. Table 3.2 shows a selection of sample statements related to each of the three best practice features drawn from the qualitative content analysis of the assessment criteria.

It should be noted that there have been some amendments both to the eligibility criteria and assessment criteria in the latest version of the handbook (i.e. Accreditation Scheme (BAS) Handbook-2016). Such differences were observed when a similar

Table 3.2: Sample Statements Related to the Three Best Practice Features Drawn from BALEAP Accreditation Scheme Handbook (2011).

Feature	Sample Statement
Students' needs	• 'The Course will be designed according to a set of principles **based on the needs of students** who intend to live and work in an English language academic environment'. • 'The Course will be made up of components which will **reflect student needs**, each component having explicit aims supported by a syllabus or outline plan and specified materials established'. (BALEAP, 2011; p.16)
Relevance of EAP course content to students' future academic context	• 'the extent to which teachers explicitly **contextualise** the **skills, goals** and/or progression of the course syllabus within **learners' future academic contexts'** • 'the extent to which teachers explicitly **contextualise** the **skills and language** practiced/taught within **learners' future academic contexts'** (BALEAP, 2011; p.18)
Adequate teaching and learning resources	• There will be **adequate** and appropriate provision of relevant **learning materials, teachers' reference materials**, professional journals and facilities relevant to course design and student profile. (BALEAP, 2011; p.15)

qualitative content analysis was conducted on the document following the data collection stage and as an attempt to keep abreast of the literature in the field. When analysing the latest edition of the handbook, a significant difference between the two documents in terms of the eligibility criteria was observed: Instead of *full-time* courses designed for *international students* to help them with the *language* and *study skills* required for higher education in an English-speaking context, the scheme can now accredit to '*any course* or *programme* which is designed to prepare *students* with the *academic literacy* and *study competence* required for further or higher education or research through the medium of English' (BALEAP, 2016; p.4). This indicates that the scheme is no longer limited to *full-time* courses but includes *any courses* and *programmes* and is not limited to provision aimed only at *international* students. In addition, it is no longer limited to English and study skills courses but includes any courses offering *academic literacy* and *study competence*. While these changes to the eligibility criteria suggest that the scheme has become more inclusive, a re-analysis of the assessment criteria descriptors showed, however, that such inclusivity was not reflected in the criteria for accreditation assessment which were condensed to five; namely, 'Institutional Context', 'Course Management', 'Course Design', 'Teaching and Learning', and 'Assessment, Evaluation and Progression'. The new list features a new component, 'Institutional Context', in the list of criteria for assessment. This new criterion concerns the status of the EAP provision within the wider institution. While this feature was not included in the older edition, such feature was drawn from the analysis of other materials on EAP best practice principles (e.g. articles on EAP programme evaluation) and included in the definition of evaluation criteria for in-sessional EAP provision (please see 3.5.3.2) in this study. As for the analysis of statements for each assessment criteria, apart from instances of reference to subject specificity and academic literacy (e.g. 'using genre-informed syllabus design', or 'explicitly linking course aims and learning outcomes to language and academic literacy skills' (BALEAP, 2016; p.17)), most of the content was similar to that of the older edition. In other words, although there has been a change in the number of criteria, the criteria themselves and their embedded performance descriptors have not really changed.

BALEAP Competency Framework for Teachers of English for Academic Purposes

Another publication by BALEAP, the Competency Framework for Teachers of English for Academic Purposes (2008), provides a 'description of the core competencies of a professional EAP practitioner' and is mainly designed for teachers new to the field and for EAP teacher trainers to use for professional development purposes (BALEAP, 2008; p.2). While the document is mainly related to the competencies

of the EAP tutors, the competencies, nevertheless, 'reflect best practice as viewed by experienced practitioners' (ibid). The competency statements in this document centre around four areas, namely 'Academic Practice, 'EAP students', 'Curriculum Development' and 'Programme Implementation' (ibid; p.3). Following the qualitative content analysis of the document, features similar to two of those drawn from the BALEAP Scheme handbook were observed. These included relevance of EAP course content to degree course content and to students' needs. Table 3.3 shows sample statements related to the two best practice features drawn from Competency Framework for Teachers of English for Academic purposes (2008).

Table 3.3: Sample Statements Related to the Three Best Practice Features Drawn from Competency Framework for Teachers of English for Academic purposes provides (2008).

Feature	Sample Statement
Students' needs	• 'The Course will be designed according to a set of principles **based on the needs of students** who intend to live and work in an English language academic environment'. • 'The Course will be made up of components which will **reflect student needs**, each component having explicit aims supported by a syllabus or outline plan and specified materials established'. (BALEAP, 2008; p.4)
Relevance of EAP course content to students' future academic context	• 'work with **materials and tasks from different subject areas** and engage with the ideas they present' • 'help students find their way into the **writing and speaking practices of their disciplines** and institutions' (BALEAP, 2008; p.4)

BALEAP Can Do Framework for EAP Syllabus Design and Assessment

While the competency framework mentioned above was related to EAP teachers' competencies, the BALEAP Can Do Framework for EAP syllabus design and Assessment (2013) document provides a list of competencies required by students studying at Master's level in UK universities. The framework is available to EAP providers as a basis for EAP syllabuses development, teaching materials development, assessment tasks, and EAP teacher development. The competencies statements are grouped into four components: writing, speaking, reading and listening, and are centred around four areas, namely 'Academic Context', 'Academic Discourse', 'Discipline Related' and 'Practical Skills' (ibid; p.1). As the competency areas in the document and the analysis of the respective statements showed, both generic and specific academic English skills and competencies were emphasised.

3.5.3.2 Other non-research literature on EAP best practice

In addition to best practice guidelines provided in the above documents, insights into best practice were also extracted from relevant non-research articles (i.e. those not reporting on empirical research). Within this body of literature (e.g. Flowerdew and Peacock, 2001; Benesch, 2001; Watson Todd, 2003; Hyland, 2006; Alexander *et al.*, 2008; Hamp-Lyons, 2001), the following features attributed to EAP best practice were found:

- Teaching needs to be adapted according to students' academic courses.
- There should be room for students' involvement in what they are learning and support for their learning.
- EAP tutors need to be familiar with students' degree course subject areas.
- Students specific needs should be central to EAP courses.
- Learning outcomes need to be clearly communicated to students in order that they know what they are working towards.
- There needs to be collaboration between EAP tutors and subject specialists to create relevance between EAP course content and degree course demands.

3.5.3.3 Articles on EAP programme evaluation

A selection of articles on EAP programme evaluation were also studied to see what criteria had been used in other research, by the researchers themselves as well as other stakeholders, to define and assess the effectiveness of EAP provision (e.g. Cownie & Addison, 2006; Pilchers, 2006; Martalas 2006).

It should be noted that apart from Cownie and Addison's study, all other studies found focused on pre-sessional EAP programmes. Reviewing this body of research showed that the following features were considered as contributors to the effectiveness of an EAP programme:

- Cooperation between English language tutors and departments
- Sufficient resources (e.g. staffing, relevant teaching materials, and time)
- Consistent rather than occasional and ad hoc EAP provision
- EAP teaching that is relevant to students' degree course content
- Teaching which help students perform better on their degree courses

3.5.3.4 Focus groups

Finally, three focus groups, one comprising students, one university lecturers, and one in-sessional staff (including the researcher herself), were also consulted regarding what constitutes an 'effective' EAP course. Focus group participants were simply asked the open-ended question: 'How do you define an effective in-sessional EAP course?' Responses collected using an online survey tool (Facebook Free Survey) were then analysed to see what criteria participants invoked. The three criteria that emerged were: how accessible in-sessional programmes are to students (i.e. how well-publicized they are, and whether they are offered to both NNSs and NSs); how relevant they are to the specific needs of students from different degree levels (i.e. UG, PG taught and PG research); and how relevant they are to degree course work and assessment. As one in-sessional tutor commented,

> *'an effective EAP course is one which encourages students to tackle university course work and assessments with a reasonable amount of confidence and independence, using appropriate language skills and good research strategies. It should engage fully with the students' academic discipline rather than just go over old ground that the students are already familiar with'.*

The criteria that emerged were then added to those acquired from the other two sources and used to create the evaluation criteria listed below in Table 4.5. These evaluation criteria shaped the five sub-areas used in the Likert scales which were then examined through a set of sub-scales. As with the Likert scale used for the evaluation of in-sessional programmes, it was decided to use a multi-item scale instead of single items. This meant that for each of the evaluation criteria defined and used in this study to evaluate in-sessional programmes (see Table 4.5 below), a cluster of different items that would focus on the same evaluation criterion was created. As Dörnyei suggests, 'because of the fallibility of single items, there is general consensus among survey specialists that more than one item is needed to address each identified content area [here evaluation criterion], all aimed at the same target but drawing upon slightly different aspects of it' (2003; p.34). The scores for each cluster of items would then be summed to gain a composite score for each scale. This was done based on the assumption that 'any idiosyncratic interpretation of an item will be averaged out during the summarisation of the item scores' (ibid, P.34). As an example, for the evaluation criterion *Adequacy* (see Table 4.5), five items were created to investigate the perceptions of the participants towards the adequacy of in-sessional provision. Based on the consensus among survey specialists (e.g. Dörnyei, 2003), the minimum number of items (statements to which participants would agree

or disagree) set for each scale was 4. This was to mitigate against having to omit malfunctioning items during the item analysis in order to increase the reliability of each sub-area (here items for each evaluation criterion), so that such exclusion of items does not result in too short or even single item scales. This means that each sub-area (i.e. evaluation criterion) in the Likert scale in the survey consisted of at least 4 items. Table 4.5 presents the five evaluation criteria and sub-criteria drawn from the sources mentioned above to address the second focus of this research study.

Table 3.4: Evaluation Criteria and Sub-criteria.

Evaluation Criteria	Evaluation Sub-criteria
1. Accessibility	• University-wide publicity of the provision • Departmental publicity of the provision • Availability to *all* students regardless of their first language background
2. Adequacy	• Whether the provision of English for General Academic Purposes (EGAP) and English for Specific Academic English (ESAP) is sufficient • Adequate teaching and learning resources
3. Position	• Collaboration between the in-sessional providers and other departments • The importance of in-sessionals in relation to degree courses (i.e. an extracurricular support for those at risk or an integral part of the course) • Integration with degree course • Institutional responsibility towards in-sessional EAP development • Attitudes towards in-sessional provision
4. Needs Analysis	• Identification of all students' academic English needs • Addressing of all students' academic English needs • Available support for specific needs of individuals identified • Effective needs analysis mechanisms
5. Relevance	• Relevance to discipline genre • Relevance to coursework assessment

The five evaluation criteria were then used as evaluation sub-areas and their relevant sub-criteria as multi-items. Having defined each scale, the next stage was to develop items for each of the five scales. A total of 23 Likert-type items were developed for the five evaluation sub-areas, with each sub-area having at least 4 items. In addition to the multi-item scales, 2 open-ended questions were also included to explore other evaluation criteria and sub-criteria that would determine participants' perceptions of the effectiveness of the in-sessional (please refer to Appendix B for a sample copy of the questionnaire with criteria and sub-criteria specified).

The survey consisted of 3 sections: Section 1 (demographic information; see Appendix D), Section 2 (evaluation of effectiveness; see Appendix C) and Section 3 (characteristics of in-sessionals; see Appendix A). Table 3.5 provides an at-a-glance

overview of the different sections of the survey, including the targeted constructs (characteristics and effectiveness), number of items, and participant group(s).

Table 3.5: Survey Sections.

	Section 1	Section 2	Section 3
Focus	demographic information	evaluation of effectiveness of in-sessionals	characteristics of in-sessionals
Question types	Multiple choice/short text	Multi-item Likert scales/open-ended	Multiple choice/short text
Target participant group(s)	all	all	In-sessional DOS or coordinators

As shown in Table 3.5, Section 1 collected demographic information on participants in all three groups using multiple-choice and short text-response items. In Section 2, both multi-Likert scale items as well as open-ended response questions were used to measure the perceptions of all three participant groups in relation to the effectiveness of in-sessional provision offered by their universities, as well as criteria determining their evaluation. Section 3 of the survey, which targeted only in-sessional programme directors of study and/or coordinators, investigated characteristics of the provision, including the guiding principles according to which such in-sessional programmes are designed and implemented.

Following the design and initial piloting of a paper version of the survey (see further below), online survey software (Survey Gizmo) was selected based on its functionality and, in particular, its skip logic and import/export functions. These features were essential as not all items and sections of the survey needed to be completed by all participant groups. For example, Section 3 of the survey was only addressed to in-sessional course directors and/or coordinators from participant group 3. It was therefore essential to use a software package that could lead these participants to the relevant part(s) of the survey. The design of the survey consisted of six stages. Figure 3.4 below presents a summary of these stages.

3.5.4 Pilot study

The piloting of the survey comprised an initial and a final stage (Dörnyei, 2003). The initial piloting of the item pool involved:

- asking four individuals − two experts and two non-experts − to provide feedback on the items in the pool

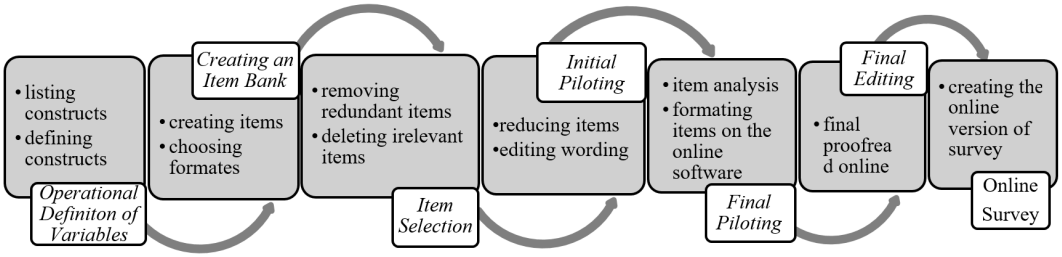


Figure 3.4: Summary of the Procedures for Designing the Online Survey.

- reducing the number of items or amending items based on the feedback

The first stage of the pilot was conducted via brainstorming sessions with two experts (my first and second supervisors) to elicit general feedback. A paper version of the survey was also sent to two non-experts (two PhD students from other fields of study), asking them to:

- mark any items whose wording they found confusing;
- identify any additional evaluation criteria/sub-criteria not evident in the survey;
- mark any terminology or phrasing that was unclear or ambiguous;
- mark any items they considered redundant; and
- add any other suggestions for improvement.

The final piloting was conducted in two stages, including a 'pre-testing' stage and a 'main piloting' stage (Dörnyei, 2003). Ten individuals from each participant group took part in the pre-testing stage with a view to the researcher reflecting on the following:

- Content coverage (Did anything need to be added to the questionnaire?)
- Content clarity (Was the content clear and understandable?)
- Face validity (Did the survey appear to measure the two research foci?)
- Survey design (e.g. order of items, presentation, convenience)
- Practicality and implementation (Was the survey suitable for online delivery? How long did it take to complete the survey?)

After amending the survey based on the feedback obtained from the first piloting stage, the 'main piloting' stage was conducted. This involved 50 (±20) participants from each group completing the online version of the survey in order to reflect the conditions of the main study (Dörnyei 2003, P.67).

Once piloting was completed, item analysis was conducted using Cronbach's Alpha to check the inter-reliability of multiple Likert-scale items. Following the item analysis, any items with a negative total correlation were deleted (n=2) from the test, leaving 23 items to be included in the final version of the questionnaire.

3.5.5 Ethical approval

Prior to conducting the first phase of the study, the ethical dimensions of the research were considered, and the relevant departmental ethical approval form was subsequently completed, and the research approved. Consent to participate was sought from all participants via a consent form presented to the participants in respect of both the online-survey and the follow-up interviews. As with the online survey, the consent form was presented on the front page of the online survey, and recipients were given the opportunity to accept or decline the invitation to participate in the survey. Regarding the interviews, consent was obtained from each interviewee through a written consent form emailed to them prior to the interview sessions. The consent form included information regarding the purpose of the research study, the uses to which the data would be put, the confidentiality with which information would be treated, and the option to withdraw from the study without any penalty (Appendix E provides samples of the consent forms used in the study).

3.5.6 Main data collection

The data collection process for Phase One of the study commenced by sending the initial invitation email according to email lists compiled for each participant group. Phase-one data collection took approximately six months (May to October 2016). Despite reaching the first target E, it was decided to keep the survey open until May 2017 in an attempt to achieve a better Margin of Error (i.e. 5%), and, ultimately, enable more secure generalizations to be made following the analysis of data.

3.6 Data analysis: Phase One

The initial stage in the data analysis consisted of data entry and data cleaning. This included identifying partial responses, outliers, missing data in the online

survey, and cleaning the data accordingly. Following the data cleaning stage, the remaining data for the three parts of the survey were analysed. Microsoft Excel 2015 and SPSS Statistics 23 for Windows were used to compute all statistical analyses of the quantitative data collected in the study. The analysis of Section 1 of the survey included descriptive statistics for the nominal data for the demographic information. Student demographic data collected included:

- information about their field of study
- level and year of study
- registration status (i.e. home/EU and international)
- regional group
- English language knowledge (i.e. first, second or additional language)
- the type of any in-sessional programmes they have attended (i.e. EGAP and/or ESAP)
- where relevant, their reasons for ceasing to attend these programmes
- their preferred choice of an in-sessional academic English course (EGAP or ESAP)

In respect of subject specialists, the demographic information collected included the discipline and degree level they teach as well as familiarity with in-sessional academic English provision, while for in-sessional tutors, the information collected included:

- university qualification(s)
- teaching qualification(s)
- job title
- employment status (full-time/part-time, and permanent/temporary)
- familiarity with the discipline content they teach
- the methods used to gain that familiarity

For the analysis of multi-item Likert scales, in Section 2, overall composite scores among the three participant groups for each of the five evaluation sub-areas were calculated. These scores were then compared using a statistical test of comparisons

(ANOVA and Tukey) to discern whether any significant differences existed among the five overall composite scores. Similar methods were used to compare the composite scores for the five evaluation criteria between and within each participant group.

MAXQDA 12 was also used to analyse text-based responses in Section 2. To this end, responses to the two open-ended items were coded, first by using the pre-determined codes (those featured in the five evaluation criteria and their sub-criteria) to understand which sub-criteria were re-addressed as criteria determining the evaluation of the effectiveness of the in-sessional programmes (See Appendix F for a sample MAXQDA output of category codes as well as coded responses). The quantified frequencies were used to show particularly influential sub-criteria (Onwuegbuzie & Teddlie, 2003). Following this analysis, any new emerging evaluation criteria were coded as either new sub-criteria relating to one of the existing five criteria (i.e. accessibility, relevance, position, adequacy, and needs analysis), or to new criteria (if any). Finally, the analysis of Section 3 of the survey included descriptive statistics for the nominal data for characteristics of in-sessional provision.

3.7 Data collection procedures: Phase Two

Phase Two involved conducting a set of semi-structured interviews with a sample population for each of the three participant groups in Phase One. As mentioned earlier, the inclusion of a qualitative phase in this study was decided on in order to provide a more detailed picture concerning stakeholders' evaluation of the effectiveness of in-sessional academic English language provision. To this end, the interview schedule comprised seven sections, each consisting of a number of questions. These questions were created in an attempt to further ascertain the effectiveness of in-sessional provision, particularly in relation to the pre-determined evaluation sub-criteria which were emphasized in response to the open-ended items in Section 2 of the survey, and those which emerged as new sub-criteria. These two sets of sub-criteria were therefore used to design the survey questions in order to garner more in-depth information regarding these evaluation criteria.

3.7.1 Sampling

As stated previously, this study used both probability and non-probability sampling techniques. While, in Phase One, participants were selected using both sampling techniques, only non-probability sampling was employed to determine the sample population for Phase Two. 'The main goal of [purposive] sampling is to find

individuals who can provide rich and varied insights into the phenomenon under investigation so as to maximize what we can learn.' (Dörnyei, 2007, P.126). According to the purposive sampling selection, criteria should be informed by the quantitative data set, and the sampling criteria are more important than the sample size. Based on this, the selection criteria for Phase Two samples were as follows:

- Those participants who responded to at least one open-ended item
- Those who had provided an email address and showed a willingness to participate in follow-up interviews
- Participants represented different institutions

All participants meeting the above selection criteria were emailed. Based on those returning participants who showed willingness to take part in follow-up interviews, the ultimate sample size was set at 10 participants for each group. This resulted in a total of 30 participants who were interviewed.

In relation to the student group, all participants were students at postgraduate taught and postgraduate research degree level with two who had also completed an undergraduate degree in the UK. The participants were also representative of both home and international students. Regarding the subject specialists, the participants were from a range of disciplines teaching at both undergraduate and postgraduate levels. And finally, the in-sessional staff group consisted of both senior staff (e.g. director of study and coordinator) and tutors.

3.7.2 Instrumentation: semi-structured interviews

Semi-structured interviews were used in Phase Two of the study. As mentioned above, the decisions about interview questions and participation selection were made based on the data collected in Phase One. This included the direction and depth of the investigation. A preliminary interview schedule was developed for the follow-up interviews and was amended based on the feedback received in the piloting stage (see below). Table 3.6 shows the final interview schedule consisting of seven sections and 14 questions, and the corresponding evaluation criteria they intended to address.

As shown in Table 3.6, section 1 consisted of a background question about participants encounter with in-sessionals. This question was chiefly asked to set the 'tone and create initial rapport' (Dörnyei, 2007; p. 137). The rest of the question in the remaining sections were content question asking about participants' perceptions towards the effectiveness of in-sessionals. Section 2 then addressed the first evaluation criterion (i.e. accessibility of in-sessional programmes) and consisted of

Table 3.6: Interview Schedule for Follow-up Semi-Structured Interviews.

Section 1: Participants' background
1. In what capacity do you know about in-sessional EAP provision? Can you please briefly share your experience of it?
Section 2: Accessibility
2. How can awareness of the existence of in-sessional programmes be raised across the institution? 3. Should in-sessional provision be of a one-off nature, available throughout the year for students to drop in whenever needed (e.g. Writing support centre, occasional workshops on different topics), or should it be of a continuous nature - in the form of a course with a series of lessons with follow-up to check students' progress? Why? /Why not? 4. Should there be EAP in-sessional provision for native-speaker students? Why? /Why not? 5. In what way(s), if any, should provision for the two groups (i.e. NNSs and NSs) be differentiated in terms of focus/content?
Section 3: Position of in-sessional within institution
6. How can the status of the in-sessional programmes be raised across the institution? 7. What is the most effective way of structuring and delivering in-sessional provision? Interviewer prompts: Should in-sessional provision be embedded within degree courses? Why/Why not? If yes, should they be credit-bearing? Why? /Why not? 8. Should subject specialists and in-sessional staff collaborate in in-sessional syllabus design, course content and/or delivery? Why? /Why not? 9. What form might such collaboration take and how can it best be achieved and work most effectively?
Section 4: Relevance
10. How can in-sessional course content be made relevant to degree courses/module content? Interviewer prompts: How can in-sessional course content better meet the discipline-specific language needs of students? In what way should it be relevant: ➢ Degree course-specific genre ➢ Guidance on completing degree course tasks (i.e. reports, presentations, etc.) ➢ Other
Section 5: Adequacy of resources
11. What types of resources should be available in order to make in-sessional provision effective? 12. Is the availability of such resources sufficient? If not, why not?
Section 6: Needs analysis
13. How can students' needs best be identified and used to inform in-sessional programme content? Interviewer prompts: What, if any, student needs are not sufficiently addressed in in-sessional programmes? How?
Section 7: Other comments
14. Are there any other points/comments you would like to add?

four questions. Each question focused on one sub-criterion relating to the accessibility of in-sessionals. The first related to how awareness of the existence of the provision can be raised across an institution. The second focused on the delivery format of these programmes; that is, whether they should be offered on a one-off basis such as via drop-in sessions which students can utilize whenever they require support, or in the form of continuous provision via a course, where there is monitoring of students' progress. Finally, the third and the fourth questions focused on access to in-sessional provision for home and international students. The second evaluation criterion (i.e. position of in-sessional programmes within HE institutions) was investigated in section 3 and through four questions, with a focus on four sub-criteria: 'how to raise the status of the provision across an institution', 'whether the in-sessionals should be embedded within degree programmes and/or be credit bearing', and 'whether there should be any collaboration between subject specialists and EAP specialists in designing and/or delivering such programmes and if any in what forms'. Relevance and adequacy were also investigated in the sections 4 and 5 respectively. While the former criterion investigated the relevance of in-sessional programme content to students' degree courses, the latter focused on the adequacy of resources provided to and by in-sessionals. Finally, the needs analysis methods adopted by in-sessional programmes was also investigated via one question in section 6. Section 7 entailed the final question eliciting any further information regarding the evaluation of in-sessional provision.

3.7.3 Pilot study

Following the development of the initial interview template, the draft was piloted before the main data collection in Phase Two. Using participants' responses and feedback forms in the pilot stage, the instrument was evaluated and revised for the main study. The piloting procedure in this phase resembled that used in Phase One, with an initial stage in which two experts and two non-experts were consulted, and a main stage consisting of a representative of the sample population targeted in Phase Two.

3.7.4 Main data collection

As with the data collection in Phase One, preparations were made before the main data collection commenced. This included extracting and creating a list of contacts' information from the survey, preparing an invitation email template and sending invitation emails, arranging interviews with participants based on their pref-

erences regarding the time and mode (in-person, over the phone or via Skype), and identifying the final number of participants from each group (See Appendix G and Appendix H for the interview arrangement methods and procedures). Ultimately, it was agreed to interview all participants via Skype as a majority of them were based in different regions across the UK and it was not feasible, therefore, for the researcher to conduct in-person interviews with each and every participant.

3.8 Data analysis: Phase Two

The qualitative data analysis (Dörnyei, 2007) was used to analyse data collected in Phase Two of the study. The data analysis procedures started with the transcription of all interview responses, and continues with the coding of the responses and finally ended with comparing and mixed the coded data with the first set of data to draw final conclusions.

As for transcribing the data, all audio files recorded using Skype recording feature were transferred to MAXQDA 12 and transcribed using the software's media player. By turning the transcription mode on, rewind interval, volume and playback speed were adjusted, and the audios were transcribed in the Document Browser. Once the transcription ended for each audio file, it was saved and filed in the relevant folders (e.g. participant group responses) in the programme where they could be accessed again for the coding stage.

The following step consisted of coding the transcribed data. The coding started with testing the existing evaluation sub-criteria related to the five evaluation criteria used in Phase One (i.e. Accessibility, Adequacy, Position, Needs Analysis, and Relevance). To do this, a categorization matrix (aka code template or code manual) was developed to code the data, based on the existing categories (Dörnyei, 2007). Since one major purpose of this study was to investigate criteria determining the evaluation of the in-sessional programme by each of the three participant groups examined in the study, a structured matrix was used once to select the aspects of the data that fit the categorization (i.e. the evaluation criteria and sub-criteria used in Phase One), and once to choose those that did not fit the categorization frame in order to allow for the emergence of new criteria to be used for the evaluation of in-sessional academic English provision (See appendix I for a sample MAXQDA output of category codes as well as coded responses). Once all the data was coded, they were then compared and mixed with the first set of data for final interpretations and conclusions.

3.9 Mixed-method data analysis

The mixed method analytical strategies used in this study comprised 'Data transformation' and 'Category development' (Dörnyei, 2007). As for data transformation, all the qualitative data collected in Phase One via the open-ended items in the survey were quantified using a number count and then compared to the quantitative data set. Based on this, the coded data (using the pre-existing evaluation criteria) was analysed by counting the number of times an evaluation sub-criterion (pre-existing or new) occurred. MAXQDA 12 was used to generate these quantitated reports. The quantitated frequencies were used to show particularly influential sub-criteria (Onwuegbuzie & Teddlie 2003) referred to by participants in their evaluation of the effectiveness of in-sessional provision. Given the smaller sample size of the group in Phase Two (N=30) compared to the text-based responses collected in Phase One (N=337), the qualitative data from Phase Two was not quantified; instead, it was used to provide any further explanation for the findings in Phase One.

Category development data coding was used to analyse the qualitative data obtained from responses to interview questions. To this end, a templated of codes was created using 'salient variables relevant to the target phenomenon' (Dörnyei, 2007; p.273). In the case of this study, these salient variables consisted of any recurring evaluation sub-criteria as well as new evaluation sub-criteria emerging from participants responses to the two text-based items in the online survey. These sub-criteria were subsequently used to create a 'template of codes' or a 'code manual' (Crabtree and Miller, as cited in Dörnyei, 2007). Unlike common coding procedures in qualitative data analysis which starts with an inductive analysis of data for the emergent of codes, in this method, the qualitative data analysis starts with a code manual (ibid). Using this method, the qualitative data collected in Phase Two was coded first using the preconceived categories (i.e. evaluation sub-criteria) from Phase One, and then based on any emerging codes.

Chapter 4 provides a detailed analysis of the data collected in phases one and two of this study.

3.10 The researcher's reflexivity

Since the present study employed a mixed method approach, with a qualitative phase consisting of interviews, the remainder of this chapter provides an account of the researcher's reflexivity on developing and conducting interviews in the qualitative phase.

The researcher's reflexivity is defined as "the process of a continual internal dialogue and critical self-evaluation of the researcher's positionality as well as active acknowledgment and explicit recognition that this position may affect the research process and outcome" (Berger, 2015; p.220). Reflexivity is a central component to qualitative research and considers the researcher as "a central Figure who influences, if not actively constructs, the collection, selection and interpretation of data" (Finlay, 2002, P.212). In this sense, the research is considered as a joint effort between participants and the researcher, or as Finlay (2002) asserts, "co-constituted, a joint product of the participants, researcher and their relationship" (p. 212). As an interview is a product of meaning created between an interviewee and an interviewer, it is important for the researcher to share their background. What follows then provides some background to the researcher, in her voice, as an attempt to unpack the researcher's positionality in the research and how such positionality affected the research process and the research outcomes.

3.10.1 Researcher Background

At the time I commenced this study, I was a novice researcher who had mainly conducted quantitative research in language testing and had recently employed mixed methods research in my MA dissertation study. The mixed method I had used previously consisted of listening test scores and participant's perceptions of the test collected via an exit questionnaire, including open-ended items. My only previous experience of conducting interviews was therefore limited to the pilot study I conducted prior to the main data collection for this research study.

In addition to being a researcher, I completed this study playing two other roles which I believe affect my positionality as a researcher. At the time I started my PhD study I had just completed a Master's programme in Applied linguistics and TESOL as an *international student* at Warwick. I had also just experienced working as an *EAP tutor* on a pre-sessional course for the first time in the UK (I had previously taught EAP in EMI contexts).

It was when I started teaching on the pre-sessional course that I became aware of in-sessional programmes as a result of having to write end-of-course reports for receiving departments in which I was required to state whether or not I recommended attendance of in-sessional classes as optional or compulsory. I later noticed that similarly some other classmates, most of whom native speakers of English or highly proficient users of English, from the MA programme were not aware of the existence of such programmes. This was despite the fact that in our informal conversations there were several occasions in which some classmates admitted that they were not

familiar with writing conventions of the discipline and in the case of one of them, who was from a non-social science background, they mentioned that they struggled to write some of the assignments as they did not feel they had yet developed academic literacy in the field. As for me, despite being an experienced English teacher with a previous MA in TESOL and CELTA and DELTA (module 1) qualifications, I come from a higher educational background where assessment is predominantly exam based, rather than essay based, and consequently I was unfamiliar with local academic writing conventions for essay writing. Despite such needs, when assessed for our EAP needs at the beginning of the MA programme and via a trial assignment, all those classmates who were native speakers of English or proficient users of the language (including me) were considered as confident users of English with no need for EAP support. Once I became familiar with in-sessional EAP programmes at Warwick, I felt that the EAP needs of more proficient users of English were somehow overlooked by EAP providers in this institution.

I, therefore, strived to learn more about in-sessional provision via informal chats with friends who had attended in-sessional classes. Many of them referred to in-sessional classes as generic and similar to their English exam preparation classes, such as IELTS writing classes, with no relevance to their degree course demands, resulting in them dropping out. This verdict was also echoed in later conversations I had with my colleagues both at Warwick and other universities who had worked as tutors on in-sessional programmes. These informal conversations, first at Warwick and later beyond, initiated the proposal of the present study.

3.10.2 Development of the interviews

Considering my multidimensional positioning towards the study, and the impact I could have on participants' responses to interview questions, I took measures to mitigate the risk of influencing participants' responses and not dominating the interviews. In doing so, I tried as much as possible to focus on asking questions, not sharing my views, and not responding to interview questions myself. As I used semi-structure interviews, the questions and prompts I asked were from the interview schedule, as well as from the participants' responses to questions. These questions were written down in a word document which I could read from in my laptop screen during the Skype interviews. Despite all such measures, there were yet some unexpected challenges and outcomes.

The first challenge stemmed from the relationship formed between me and each participant group. As for my relationship to the participants, both in my participation invitation emails and during the interviews I introduced myself as a PhD

student who is also an EAP tutor. Introducing myself as an EAP tutor meant that many participants, particularly from the student and subject specialist groups, regarded me as an internal investigator and stated that they appreciated the fact that their voices had been sought in relation to the effectiveness of in-sessional provision. While such positioning did not create any major challenge with these two groups, there were times when the interview seemed as Q and A interviews with short responses and little elaboration on responses provided. While I used the semi-structured interview format, one with 'pre-prepared questions and prompts', I still needed to keep the format 'open-ended' so that I could encourage participants to elaborate on the topics discussed in an 'exploratory manner' (Drnyei, 2007; P.136). While I asked the same questions of all participant groups, I noticed that I had to refer to prompts with students and subject specialist groups more often than I needed to with the in-sessional tutors who tended to consider me as a colleague and were interested to exchange experiences of their EAP teaching in their institution with that of mine at Warwick.

Although the in-sessional staffs' willingness to elaborate on their responses resulted in collecting rich data for the study, at times this could become a challenge as the interview time often exceeded 30 minutes (the set time for the interview). Upon reflecting on my initial observation of such cases, I decided to tell participants at the beginning of the interview session that the last question is open-ended and they can share any other points and/or issues related to their experience with in-sessional provision as well as questions they may wish to ask, and that we could extend the interview time as necessary. While such unexpected developments resulted in me responding to some participants' experiences more than I had anticipated and extending the interview on occasions - in one case to 60-minutes - I felt it was important to provide the opportunity to exchange experiences rather than to adhering strictly to the standard interview protocols, for it enabled me to elicit more in-depth responses in relation to the research enquiry at hand.

Chapter 4

Results

4.1 Introduction

As mentioned in the previous chapter, this study aimed to investigate the characteristics and conduct an evaluation of current academic English in-sessional programmes offered across universities in the UK. To this end, a mixed method approach was employed to explore these two aspects of the in-sessional programmes both quantitatively and qualitatively. The first phase of the study investigated the characteristics and effectiveness of in-sessional programmes using an online survey disseminated among three groups of participants, namely in-sessional staff (i.e. tutors and programme/course managers/coordinators), subject specialists and in-sessional students across 167 British universities. The data collected in this phase was mainly quantitative except for a set of short, text-based responses to two open-ended items at the end of the online survey. In what follows, a summary of the quantitative and qualitative data collected via the online survey- will be provided. Following the first phase, a follow-up complementary qualitative phase was also included to further investigate the data derived in Phase One through conducting semi-structured interviews with 10 representatives from each of the three participant groups mentioned above. An account of the data collected in this phase will follow the report of the quantitative results presented in this chapter. The chapter will end with a summary of both the quantitative and qualitative data and will be followed by a discussion of the mixed results in the Discussion and Conclusion chapters.

4.2 Phase One-online survey

This section provides a report on the descriptive statistics conducted for the data collected in Phase One of this study. It begins by reporting on the response rate for the survey and explains how the target margins of error, set as 10% and 5% at 95 CL, were achieved. The report then continues with a summary of results obtained from the descriptive analysis of the data collected in Section 1 of the survey (the participant demographic information). Descriptive statistics for Section 3 of the survey, investigating characteristics of in-sessional provision, will then be provided. Following that, a report of the descriptive statistics for the responses to the survey (evaluation of the provision) will be presented. This includes a report on the overall effectiveness score as well as composite scores for five multi-item evaluation scales used to measure the effectiveness of the academic English in-sessional provision; namely, Accessibility, Adequacy, Position, Relevance, and Needs Analysis Mechanisms. The section will conclude with a presentation of the descriptive statistical results of the responses to the two open-ended items in the survey.

4.2.1 Response rate

The analysis of results commenced with an analysis of the first set of data from Section 1 of the survey (demographic information). To this end, first the information regarding the response rate among all groups as well as each individual group was analysed to check the margin of error for each of these groups in the sample population. Figure 4.1 shows the distribution of response rates among the three participant groups.

As seen in Figure 4.1, the response rates among the three participant groups are very similar, with P3 being slightly higher than the other two groups. Participants were from 80 of the 167 higher education institutions invited to take part in the online survey, and for each of the 80 universities at least two of the targeted group types (i.e. students, subject specialists and in-sessional staff) completed the survey. This means that in some institutions one participant from each of the three participant groups completed the survey while in others one from only two participant groups completed it. In total, 603 participants submitted the survey. However, after data cleaning and discounting partially completed responses, the total number of participants who completed the entire survey was 457.

Following the analysis of the response rates, information regarding the number of complete responses received for Section 1 (demographic information) and Section 2 (evaluation of effectiveness) for each participant group was compiled. Table 4.1

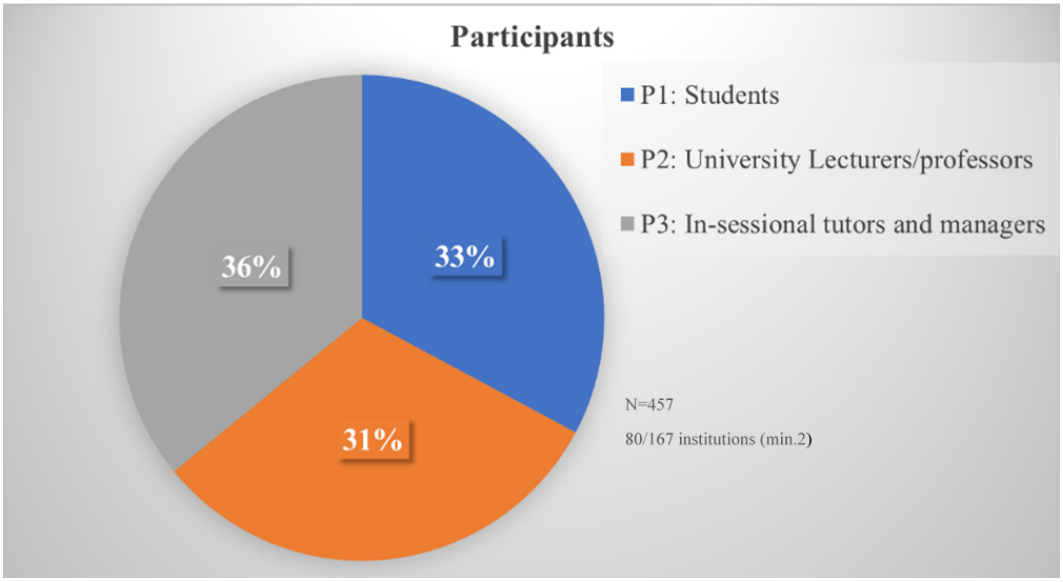


Figure 4.1: Response Rates Based on Participant Category

shows the response rate for each group.

Table 4.1: Number of Responses Received per Participant Group.

Participant groups	*Population size*	*Number of respondents needed to meet (Target 1) E: %10 CI: 95*	*Number of complete responses received For survey section 1 and 2*
P1: Students	2266075	97	150
P2: Subject specialists	198335	96	147
P3: In-sessional staff	NA	96	164
Total	NA	289	457

As shown in Table 4.1, all three participant groups achieved the response rate required to reach a 95% CL margin of error, and the achieved E was the first target margin (i.e. 10% (CI :95%). This means that the second target margin of error (i.e. 5% at 95 CL) was not reached; however, the achieved E was between 8% and 10% (CI :95%).

4.2.2 Participants' demographic information

P1 (Students): Student demographic data collected included information about their field, level and year of study, registration status (i.e. home/EU and inter-

national), regional group, and English language knowledge (i.e. first, second or additional language). A summary of this data is presented in Figure 4.2.

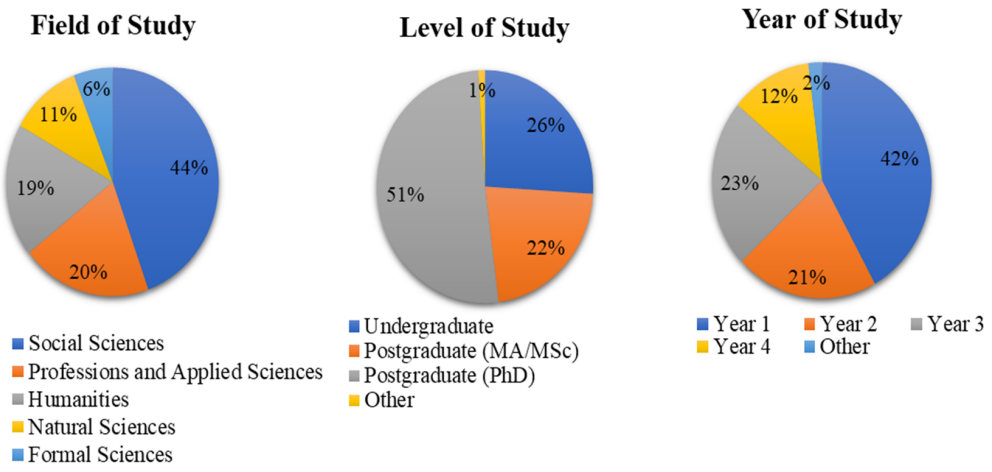


Figure 4.2: Students DI: Field, Level, and Year of Study

As shown in Figure 4.2, students from five fields of study (i.e. humanities, social sciences, natural sciences, formal sciences, and professions and applied sciences) took part in the survey. Of these, the social sciences produced the highest number of respondents and the formal sciences the lowest number. In terms of participation by level of study, as Figure 4.2 illustrates, the distribution was 51%, 26% and 22% for PhD, undergraduate and MA/MSc students respectively. Finally, the information displayed in the figure shows participants are from a range of study years. In terms of student registration status (see Figure 4.3), almost half of the respondents belonged to the European cohort (with half of these classified as home and half as EU students), while the other half were distributed among other regional groups (i.e. Asian, North American, South American, African and Middle-Eastern) and classed as international students. A similar distribution is observed in terms of participants' status of English, with half of the respondents classifying themselves as users of English as an additional language and the other half as users of English as either a first or second language.

As well as the background information reported above, further information was collected regarding their attendance of in-sessional programmes, their reasons for ceasing to attend these programmes (if any), and their preferred choice of an in-sessional academic English course (EGAP or ESAP). This information is presented in Figure 4.4.

As with attendance of academic English in-sessional programmes, as shown in

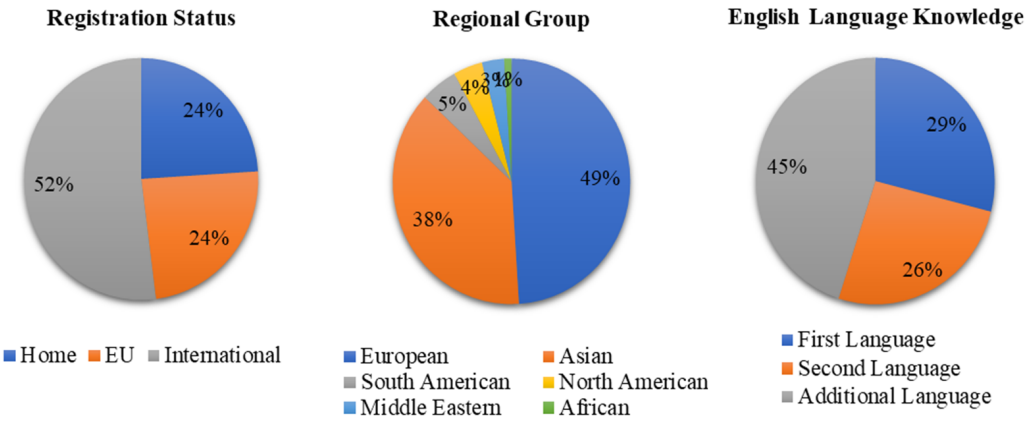


Figure 4.3: Students DI: Registration, Regional Group, and English Knowledge

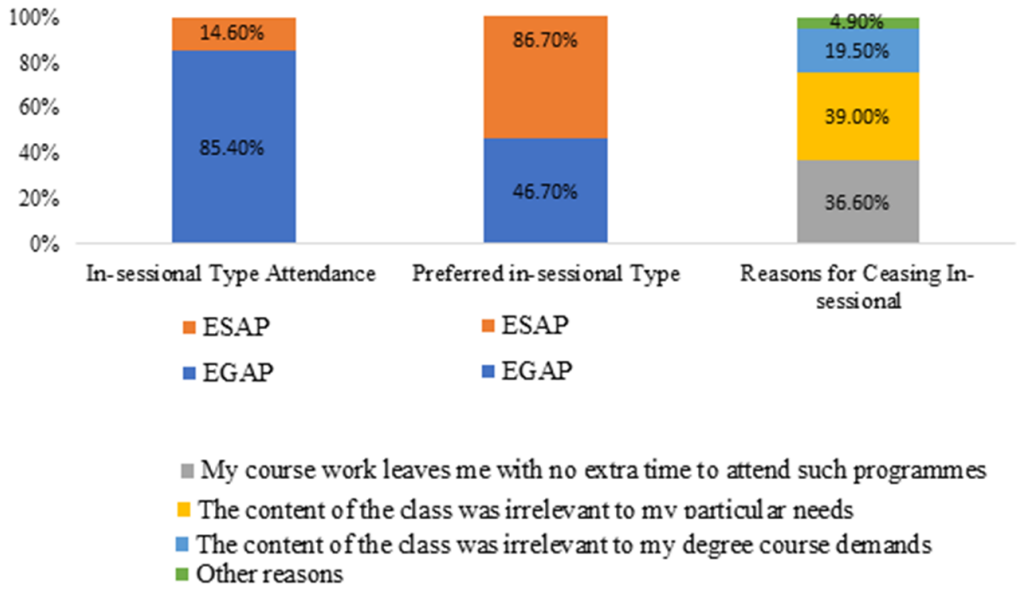


Figure 4.4: P1-1:in-sessional Attendance

Figure 4.2, the majority indicated that they had attended a form of general academic English support while only 14.6% indicated that they have attended an in-sessional designed specifically for their degree course. Although further data sets needed to be analysed at this stage of the study, it could be assumed that the ESAP in-sessional format is less common – a likely explanation for the low percentage of attendees for specific in-sessional programmes.

Regarding the reasons for ceasing to attend (i.e. attrition) any such programme, the two main reasons were related to time constraints (i.e. their regular course

workload leaves students with no extra time to attend such programmes) and the lack of relevance of the content of the in-sessional classes to their degree courses. Given that the majority of students had attended EGAP in-sessionals, it is perhaps to be expected that they should find the content lacking relevance to their degree course content (Lobo & Gurney, 2014). In addition to the three reasons shown in Figure 4.4, multiple other reasons for ceasing to attend in-sessionals were referred to by participants, namely:

- *Course content [is] below my needs in terms of level [of English]*
- *English classes were not required [compulsory]*
- *I no longer needed those*
- *Repetition of things I already knew but found [it] difficult to apply [to my main course]*
- *There're a lot of internships out of campus in my second year. Can't attend the English course any more*
- *The course stopped*
- *I attended before my PhD during my MSc and it did not help me so much, it didn't feel it was[worth] the time spent on it*
- *No courses in which I was interested*
- *Prefer learning out of sit-in classes*
- *Students who attended the in-session course say it's not that helpful and it turned out to be true*

In summary, when given a choice, students appear to prefer English for specific academic purposes (ESAP) to English for general academic purposes (EGAP) in-sessional provision. Such findings suggest that relevance to discipline content is one determining factor in students' decision to attend in-sessional classes or not.

P2 (Subject specialists): Similar to the P1 group, the demographic information for P2 (subject specialists) was also analysed. This information includes data regarding their discipline, the degree level they teach, and their familiarity with in-sessional academic English provision. These data are presented in Figures 4.5, 4.6, and 4.7.

Regarding the range of disciplines, a wide range was observed, with Law, Psychology, Education, and Chemistry being particularly well represented among survey

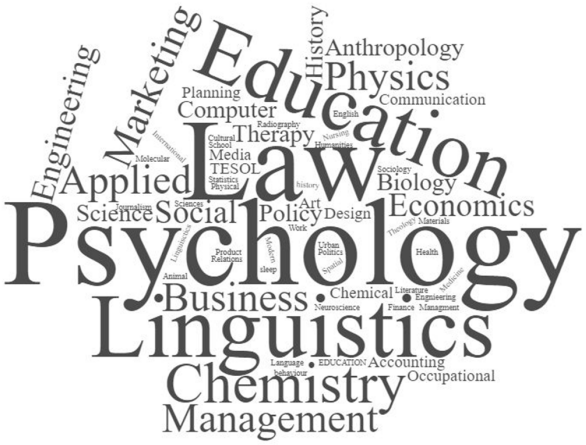


Figure 4.5: Subject Specialists DI-1: Range of Subject Specialists' Disciplines

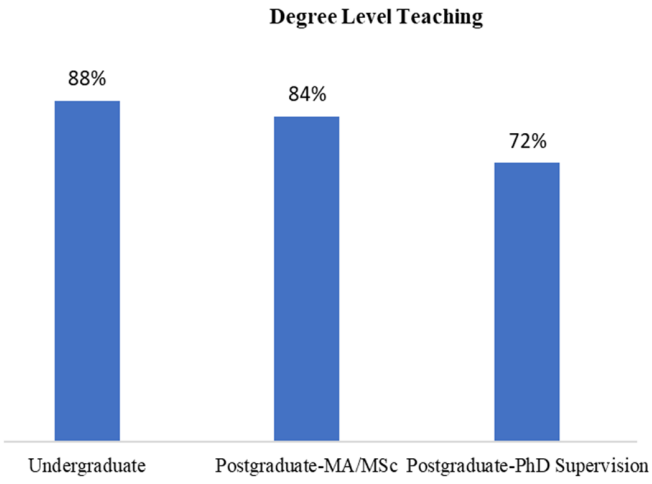


Figure 4.6: Subject Specialists DI-2: Degree Level Teaching

participants. Figure 4.5 shows this range as a word cloud (see Appendix J for a full list of disciplines and the number of participants from each).

Similarly, participants were teaching and or supervising at a wide range of degree levels from teaching at the undergraduate level to supervising PhD students.

In terms of their familiarity with EAP in-sessional provision, almost half of the participants considered themselves to be familiar with provision (see Figure 4.7).

P3 (In-sessional Staff): Finally, and as with P3 (EAP in-sessional tutors and EAP in-sessional directors of studies/coordinators), the demographic information was only collected from the in-sessional teaching staff as this information would form a part of the context inventory (i.e. characteristics of in-sessional teaching

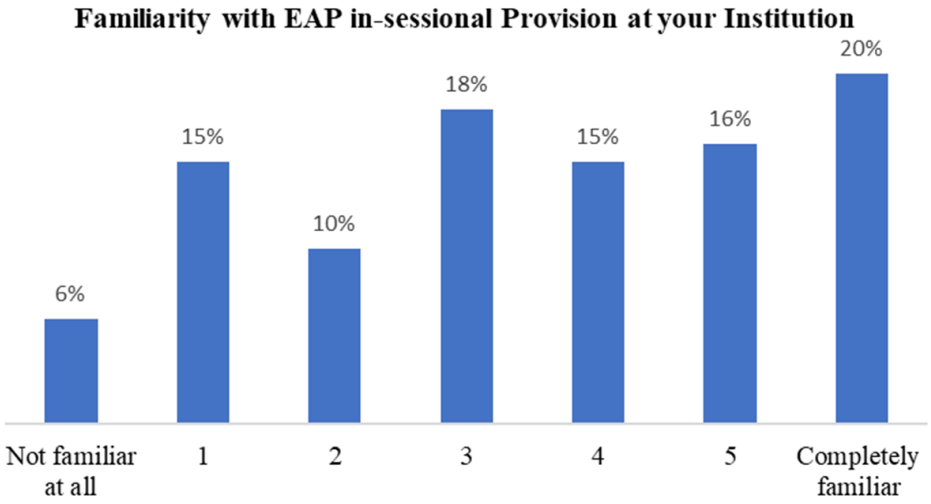


Figure 4.7: Subject Specialists DI-3: Familiarity with In-sessional Provision

staff). This information included their university qualification(s) and teaching qualification(s), as well as their job and their employment status. Summaries of this information are presented in Figure 4.8.

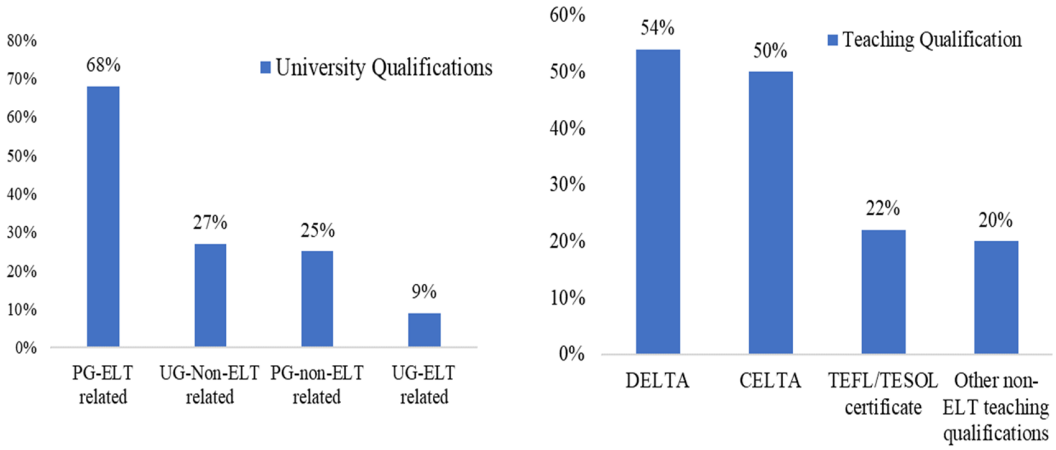


Figure 4.8: In-sessional Tutors DI-1 & 2: Teaching & University Qualifications

Regarding the qualifications of the in-sessional tutors, the demographic information revealed that the majority (68%) of in-sessional teaching staff hold a postgraduate degree – either an MA or PhD in English language or a cognate subject (e.g. English, applied linguistics, TESOL) – with half holding a non-ELT undergraduate degree. In addition, half of the tutors indicated that they hold at least one type

of teaching qualification, including CELTA, DELTA, and non-ELT (e.g. PGCE) teaching qualifications.

In relation to job title and employment status, different titles were used to refer to in-sessional teaching staff, with 'in-sessional (EAP) tutor' as the most common one. Other titles mentioned by the participants included:

- Academic Writing Tutor
- English Language Tutor
- One-to-One tutor
- Lecturer-Linguistics
- Teaching Fellow
- EAP lecturer

The diversity of titles used to refer to the activity of EAP teaching across different institutions is notable. In terms of the employment status of the in-sessional tutors, as shown in Figure 4.9, 78% of tutors are on permanent contracts with 57% employed full-time. The rest are on temporary (full-time or part-time) and hourly paid contracts.

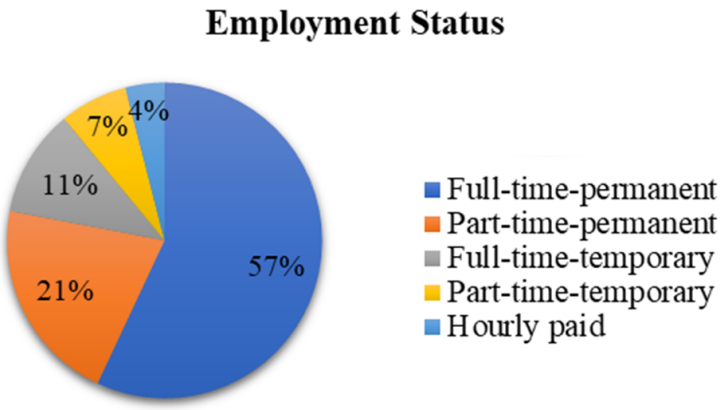


Figure 4.9: In-sessional Tutors DI-3: Employment Status

In addition to this set of data, information was collected regarding in-sessional tutors' familiarity with the discipline content they teach and the means by which they acquire such familiarity. Figures 4.10 and 4.11 present this additional data. As the information in Figure 4.10 shows, the average familiarity score is 3.87.

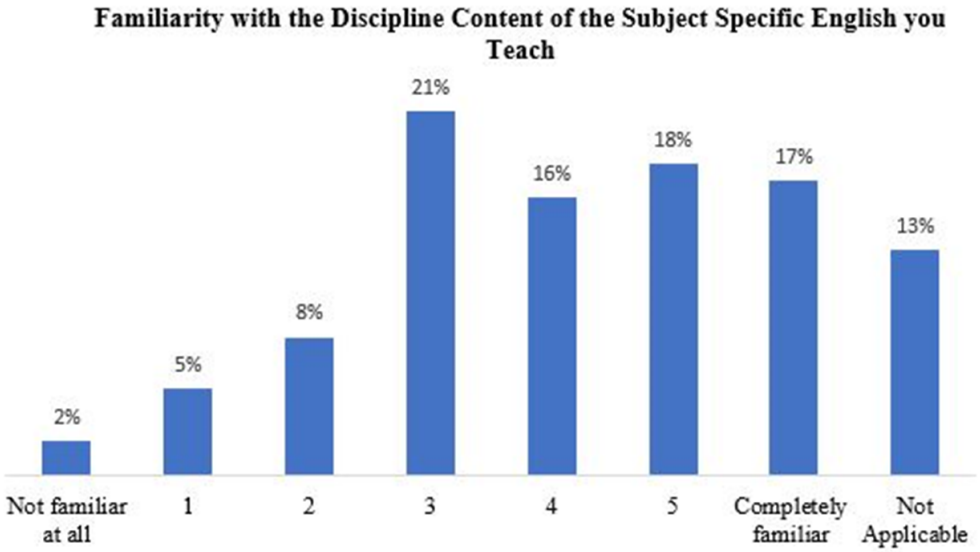


Figure 4.10: In-sessional Tutors DI-4: Familiarity with the Discipline Content (if you teach/have taught subject specific English)

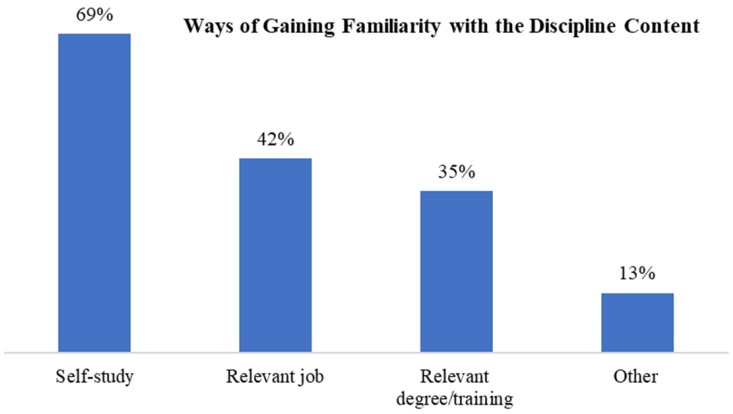


Figure 4.11: In-sessional Tutors DI-5: Ways of Gaining Familiarity with the Discipline Content They Teach

Regarding the ways in which they familiarize themselves with the subject area in which they teach academic English, as Figure 4.11 shows, nearly 70% referred to self-study as a way of gaining familiarity with discipline content. Two other common ways of doing so were through a relevant job and through completing a relevant degree and/or training. Other ways of acquiring familiarity with discipline-specific content that were mentioned included:

- learning from students
- researching departmental teaching materials and documentation
- attending the lectures in main degree courses
- learning from students' degree course written work
- seeking assistance from academic lecturers

4.2.3 Evaluation of In-sessional effectiveness: Likert scale results – survey section 2

Following the descriptive data collected in Section 1 of the survey (demographic information), the data obtained through Likert Scales and open-ended items in section 2 of the survey (the evaluation of the in-sessional provision) were analysed. These sets of data are presented in two sections: Likert scale results, and text-based responses.

The reliability analysis of the survey questionnaire yielded an overall Cronbach of 0.88, indicating an acceptable level of the reliability of the instrument. The reliability values for the five effectiveness sub-scales for Accessibility, Position, Needs Analysis Mechanisms, Relevance, and Adequacy were 0.81, 0.82, 0.83, 0.81, and 0.82 respectively.

The first set of descriptive statistical analysis entailed the frequency distribution for participants' responses to section 2 of the survey (i.e. evaluation of in-sessional programmes).

In relation to participants' evaluation of in-sessional programmes, the descriptive analysis of participants' responses to the Likert-scale items used in the online survey indicated that the negative and the positive perceptions towards the overall evaluation of the academic in-sessional programmes were equally distributed, with (50%) below and 50% above the mean. While such findings suggest that, overall, the evaluation of in-sessionals by the three participating groups is not significantly positive or negative when it comes to participants' views on individual aspects of the effectiveness of the provision (i.e. Accessibility, Adequacy, Position, Relevance and Needs analysis mechanisms of the in-sessional programmes), mixed results were observed.

Regarding the Likert Scales used for the evaluation of in-sessional programmes, the descriptive analysis of participants' responses to all five evaluation criteria indicated that, apart from the overall composite score (comprising the scores from all three participant groups) for the Accessibility scale (i.e. 4.31), the overall composite score

for all four other scales fell below the rating scale median (i.e. 3.5). Figure 4.12 shows the overall composite score for each of the five evaluation criteria.

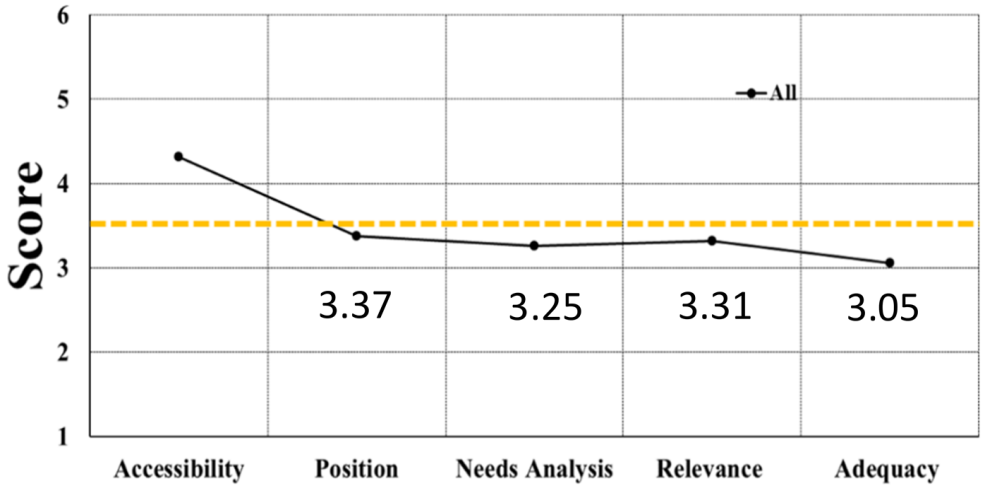


Figure 4.12: Overall Composite Score for the Five Evaluation Criteria.

In order to examine whether the differences between the composite scores of each of the five scales were significant, a one-way ANOVA test of comparison was conducted and indicated a statistically significant difference between the five composite scores for the five effectiveness constructs mentioned above ($F(3,1397) = 75.93$, $p = .000$). A Tukey post-hoc test revealed that *Accessibility* was perceived significantly more positively by all participants than the other four constructs. Another statistical difference was observed between Adequacy and Position, with Position being perceived significantly more positively than Adequacy. No significant differences, however, were observed among Adequacy, Relevance and Needs Analysis mechanisms, leaving the three with the lowest scores as the least positively perceived constructs.

In addition to the overall composite scores for each of the five evaluation criteria, composite scores of each individual scale for each participating group were also calculated separately. As seen in Figure 4.13, similar to the overall composite score, the composite score for the Accessibility scale is above the mean for all participant groups.

In the case of the Position and Needs Analysis scales, however, mixed results were observed between the groups. As seen in the figure, while the Position composite score for in-sessional tutors fell below the mean (3.06), the Position scores for students and subject specialists were above the mean: 3.58 and 3.60 respectively. The

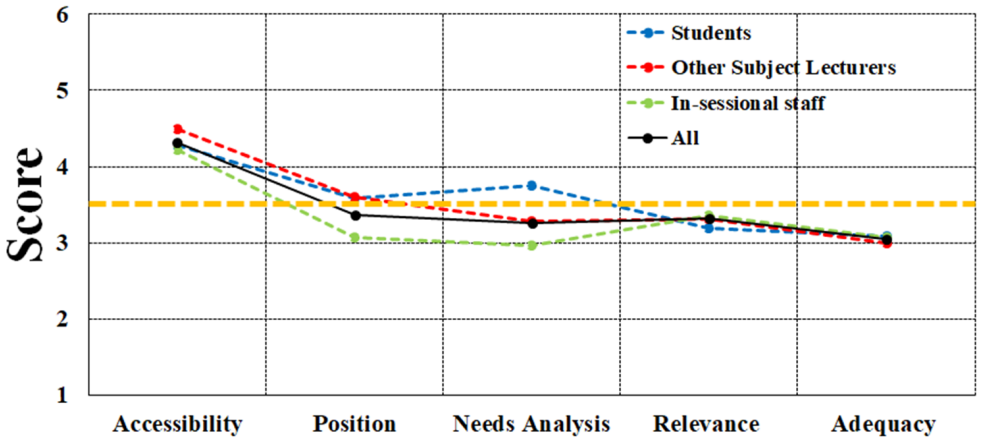


Figure 4.13: Composite Scores for the Five Evaluation Criteria for each Participant Group.

Needs Analysis composite scores, on the other hand, were below the mean for both the in-sessional staff (2.96) and the subject specialists (3.27), with only that of the students being above the mean (3.75). While mixed results were observed regarding Position and Needs Analysis composite scores among the three groups, the scores for the two remaining scales (i.e. Relevance and Adequacy) were all below the mean for all three participant groups.

In order to examine whether the differences between the composite scores of each of the five scales were significant among the three participant groups, a series of one-way ANOVA tests of comparison were conducted. None of the five tests (a comparison test among the three groups per scale) yielded a significant difference except in relation to Position. According to this test of comparison, there was a statistically significant difference (ANOVA (F (2,7.89) = 75.93, p = .000) among the three groups in terms of their Position composite scores. A Tukey post hoc test revealed that the Position composite score for the in-sessional staff was significantly lower than that of the students and the subject specialists. The Partial eta-squared (η^2) of 0.04, however, showed a small effect size (Cohen, 1988) suggesting that, although the in-sessional staff seem to be the least satisfied with how in-sessional provision is positioned within universities, this was only to a small extent. Further discussion on these findings will be provided in the Discussion chapter.

4.2.4 Evaluation of in-sessional effectiveness: results of text-based responses(See Appendix K and Appendix L for sample responses)

In addition to the Likert Scale multi-items featured in Section 1 of the evaluation section, there were two open-ended items, one asking participants about their perceptions of the effectiveness of in-sessional programmes, and the other asking them to define *effective* in-sessional academic English provision.

Open-ended item 1: Overall, is the academic English in-sessional provision available in your institution effective? What factors need to be considered to make it more effective?

Regarding the first text-based item, the question consisted of two parts. The first part which was in the form of a multiple-choice item with three options (*yes, to some extent, and no*) asked about participants' overall evaluation of in-sessional provision in their institution (i.e. *Overall, do you think the academic English support offered at your institution is effective?*). The descriptive analysis of the responses to this part showed that, in all three groups, at least half of the respondents perceived the in-sessional provision as 'to some extent' effective. Fewer than 20% perceive the provision as not effective. Figure 4.14 provides further details.

The second part to this question was an open-ended item asking about factors that can make in-sessional programmes more effective (i.e. 'What factors need to be considered to make this provision more effective?'). The text-based responses were analysed using the existing evaluation criteria and their sub-criteria to see which of them were referred to by participants. In addition, new emerging evaluation criteria or sub-criteria not accounted for in the pre-existing coding system were also reported. Table 4.2 shows descriptive statistics for the frequency of existing evaluation criteria and sub-criteria in the text-based responses ($N = 247$), as well as any new emerging criteria.

Open-ended item 2: How would you define effective in-sessional provision? You can respond in single words, phrases or sentences.

Finally, and as with the last open-ended item asking participants to provide a definition of an effective in-sessional programme, the descriptive analysis conducted shows the response rate for this item across the three groups. Table 4.3 provides information regarding the number of responses, per participant group, to this text-based item.

The word frequency query analysis − including words with similar stems and synonyms − of the 186 responses to those questions asking about factors contributing

Table 4.2: In-sessional Effectiveness: Recurring and New Scales ($N = 274$).

Evaluation Criteria	*Recurring evaluation sub-criteria*	*New evaluation criteria*	*New evaluation sub-criteria*
Accessibility	University-wide publicity Availability to all students regardless of their first language backgrounds	None	The delivery format (e.g. a series of connected sessions like a course, and one-to-one meetings to address individual needs)
Relevance	Relevance to discipline discourse and genre (including discipline writing conventions and standards) Relevance to course work assessment		More personalised (one-to-one tuition)
Adequacy	Adequate teaching and learning resources		Not equally sufficient for all degree levels (less support for PGs, especially PhD) Not equally sufficient for more proficient users of English (mainly for less proficient users of English)
Position	Collaboration between the in-sessional providers and other departments Institutional responsibility towards in-sessional EAP development Attitudes towards the in-sessional		Needs to be integrated within degree courses Needs to be credit-bearing
Needs Analysis	Identifying all students' academic English needs Addressing all students' academic English needs Support for specific needs		More collaboration between EAP providers and departments in identifying student' academic English needs

Table 4.3: Number of Responses Received from Each Participant Group.

Participant Group	*Count*
P3	94
P2	50
P1	42
Total	186

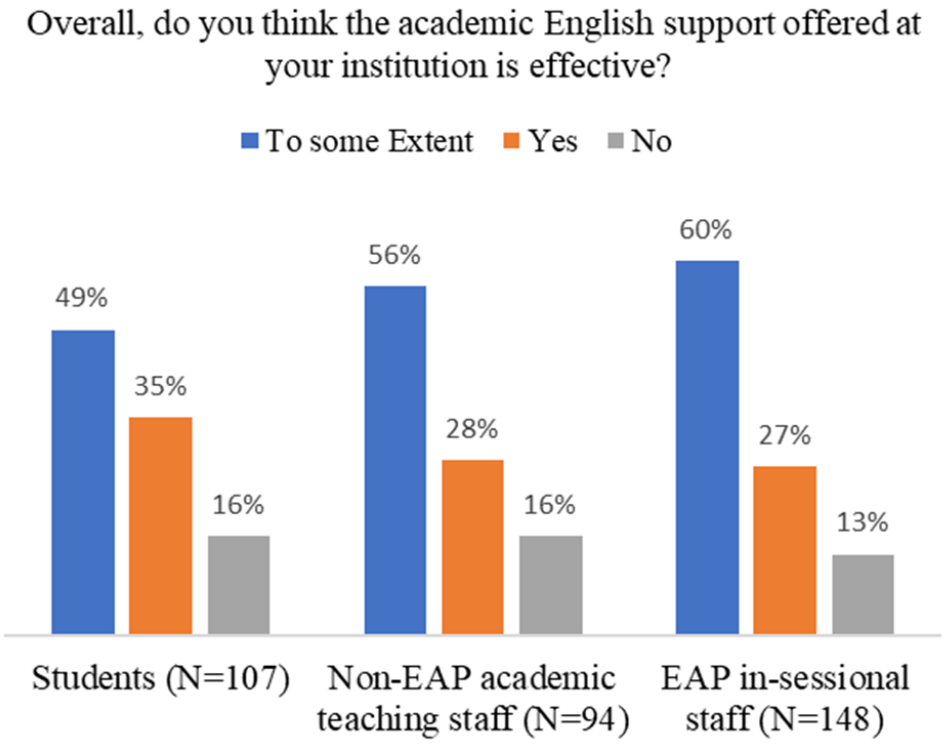


Figure 4.14: Overall Perception of Effectiveness.

to the effectiveness of an in-sessional programme, revealed that certain features were more frequently referred to as determining factors than others. Figure 4.15 displays a word cloud where frequently occurring words appear in larger fonts. Among the top 100 most frequent words, the top three were 'students', 'needs' and 'support'. Table 4.4 shows the word frequency query analysis results for these words.

As seen in Table 4.4, around 73% of participants considered students and their needs to be the most important factors in defining an effective in-sessional programme (as sample responses were taken from the co-text of each word, there is some overlap in the sample responses for each of the five words shown in the table). Following these words, 'support' and 'subject' and 'specific/academic' were the next most frequent words found in the responses.

The frequency analysis conducted also showed the most frequently occurring words include 'subject', 'specific', 'level' and 'support'. The Tree Map shown in Figure 4.16 displays up to 100 words as a series of rectangles, where frequently occurring words appear within larger rectangles.

Figure 4.16 shows the frequently occurring words in relation to 'students' and 'needs' as well. Sample responses in Table 4.4, show how these words formed a

Figure 4.15: Frequently-Occurring Words in Defining an Effective In-Sessional Programme.

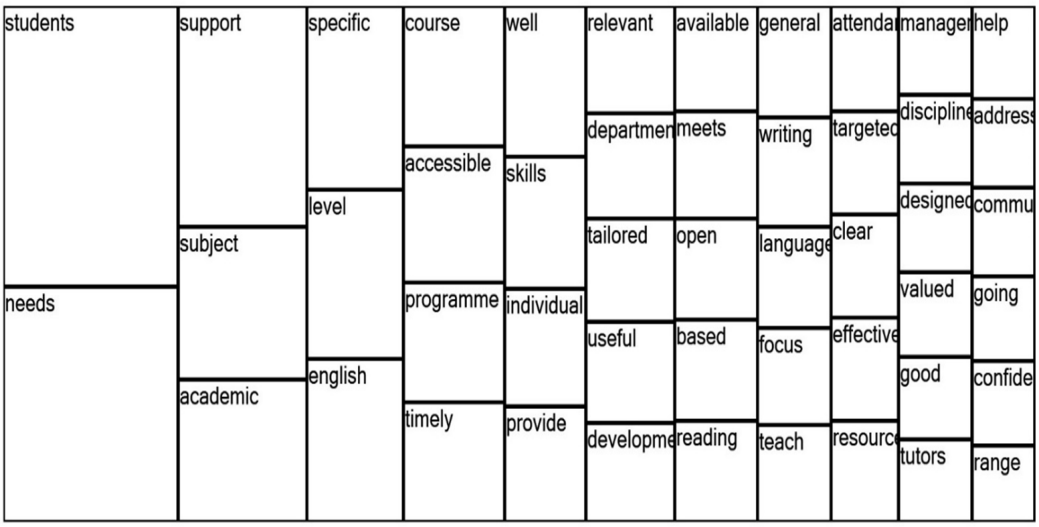


Figure 4.16: Tree Map of Frequently Occurring Words.

response specifying factors determining the effectiveness of in-sessional provision.

Table 4.4: Top Five Most Frequent Words and Their Similar Words Used in Defining an Effective In-Sessional Programme.

Word	*Frequency*	*Sample responses*
Students	39%	*targeted, needs-based, student-centred, responsive, flexible*
Needs	34.5%	*Available and accessible, focused on progressive development, personalised according to the needs of the individual student, adapted to the demands of particular disciplines*
Support	31%	*A support system that enables students to be able to converse and communicate freely in technical English, both verbally and in writing focusing on presentation skills. It is absolutely vital that they are capable of writing technical essays in English at a level compatible with professional journals.*
Subject	23%	*transferable to subject area*
Specific/Academic	14%	*Discipline-specific, timely and accessible*

4.2.5 The characteristics of in-sessional provision

The final section of the online survey was dedicated to investigating features of in-sessional provision and was addressed to in-sessional course managers and coordinators. One focus of this research study was to investigate features of in-sessional provision across universities in the UK. As shown in the previous chapter, in order to investigate these features and the guiding principles on which provision is based, an inventory of relevant features that characterize these programmes was created. These were as follows:

Institutional position

- The provider(s) (e.g. which university units deliver this provision)
- Integration with the degree course (i.e. embedded or non-embedded)
- Course credit contribution (credit-bearing/non-credit-bearing), if any

Programme Design

- The orientation and purpose (EGAP and ESAP)
- The rationale for the syllabus design and materials development
- The timing (the length and the times during the academic year when in-sessional provision is available to students)
- The method of needs analysis used to tailor programmes according to student needs

- The nature and extent of collaboration between EAP tutors and subject specialists

Characteristics of students and teachers

- The target student cohort (based on registration: home/EU/international, status, degree level)
- In-sessional teaching staff (teaching qualification, employment status – full-time/part time; permanent/temporary, job title, familiarity with specialised disciplinary knowledge)

Assessment

- The mechanisms used to determine student access to in-sessional provision
- The methods of assessment of students' progression in the programme

The final section of the online survey was dedicated to investigating the characteristics of provision and was addressed to in-sessional course managers and coordinators. Nearly a third of in-sessional providers across the 167 HE institutions contacted completed the survey. The four aspects of in-sessional programmes shown above were investigated and a summary of the analysis of the responses to questions in Section 3 of the survey is provided below.

Type of in-sessional: Regarding the orientation of in-sessional provision – whether it offers general academic English or subject-specific academic English – the analysis of the responses revealed that nearly half of the institutions surveyed offer general English and discipline-specific in-sessional programmes.

The other half, however, cover only one of the two types. Figure 4.17 provides a summary of this data. As is shown in this figure, while more than half of the institutions claimed that they offer either EGAP or ESAP in-sessional provision, nearly 44% claimed to offer both general and specific academic English.

Integration with and credit contribution to degree courses: Regarding embedding in-sessional provision in degree courses/programmes and its credit contribution, the results show that 47% of the universities offer embedded in-sessional programmes while 31% indicated that they offer non-embedded in-sessionals and 22% a combination of embedded and non-embedded, depending on the target degree level (they did not, however, indicate how this is done). Figure 4.18 provides a summary of this data.

Timing: Regarding when in an academic year the provision is available, the data suggest that different institutions provide these programmes at different times of

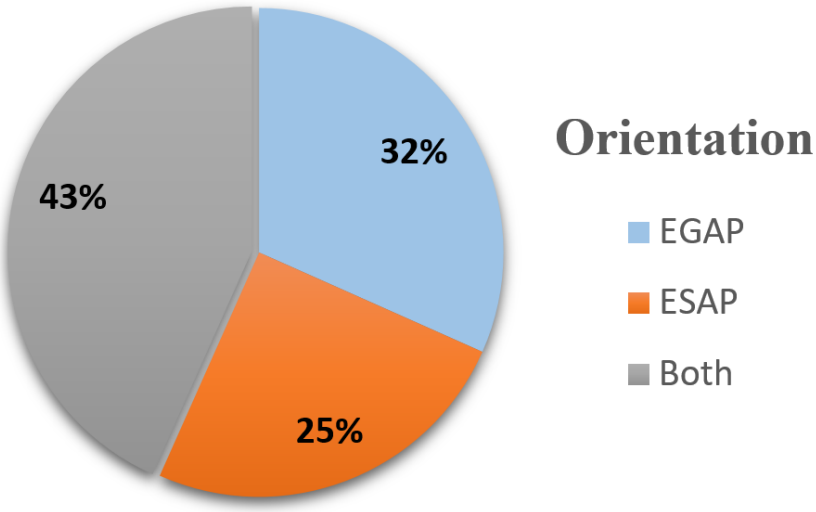


Figure 4.17: In-sessional Orientation.

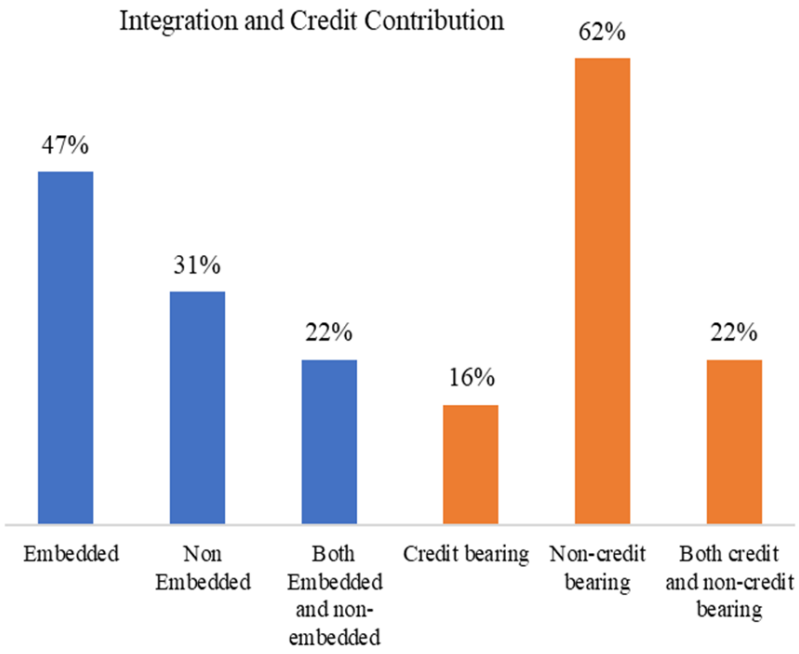


Figure 4.18: Integration with Degree Programme and Credit Contribution towards Main Degree Programmes.

the academic year and for different lengths of time. While 38% offer in-sessionals in term 1 only, 55% offer this provision at different times of the year. 7% also indicated that they only offer in-sessional programmes in terms 1 and 2, excluding

the summer term. Regarding the number of hours of provision available per week, while this ranges from 2 to 8 hours per week in 54% of institutions, in the remainder it ranged from 2 to 4 hours. Figure 4.19 provides a summary of this data.

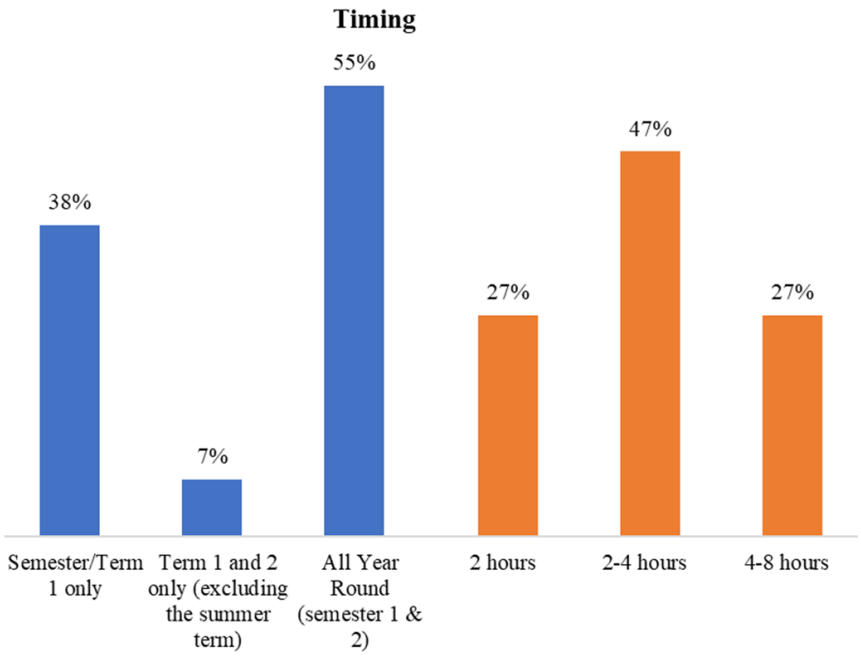


Figure 4.19: Timing of In-sessionals.

The Provider: Regarding the in-sessional provider, (i.e. which unit or units in an institution provide in − sessional language support), the analysis of the results revealed that while almost all in-sessional course leaders/coordinators who responded to the survey claim that they run their in-sessional programmes internally (only one was run by a third party [INTO]), this is offered via different centres/departments. 60% of institutions, for example, offer their in-sessionals via a language centre, while about 22% offer them via an academic skills support centre. 12% of universities, however, offer in-sessional support through a combination of different bodies including learning centres, libraries (as a support service) and/or international support centres. Of the remaining institutions (6%), 3% offer provision through TESOL/Applied Linguistics/languages departments and the other 3% through individual departments in the form of discipline-specific academic literacy sessions.

Target Student Cohort: The student cohort(s) that are the target of in-sessional provision (both in terms of their registration status and degree level), was another feature of in-sessional programmes that was investigated. Figure 4.21

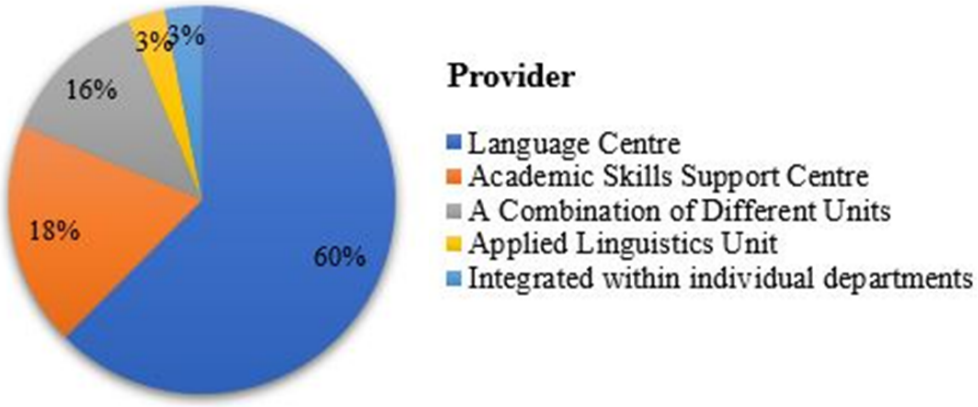


Figure 4.20: In-sessional Provider.

provides a summary of the results related to these two aspects.

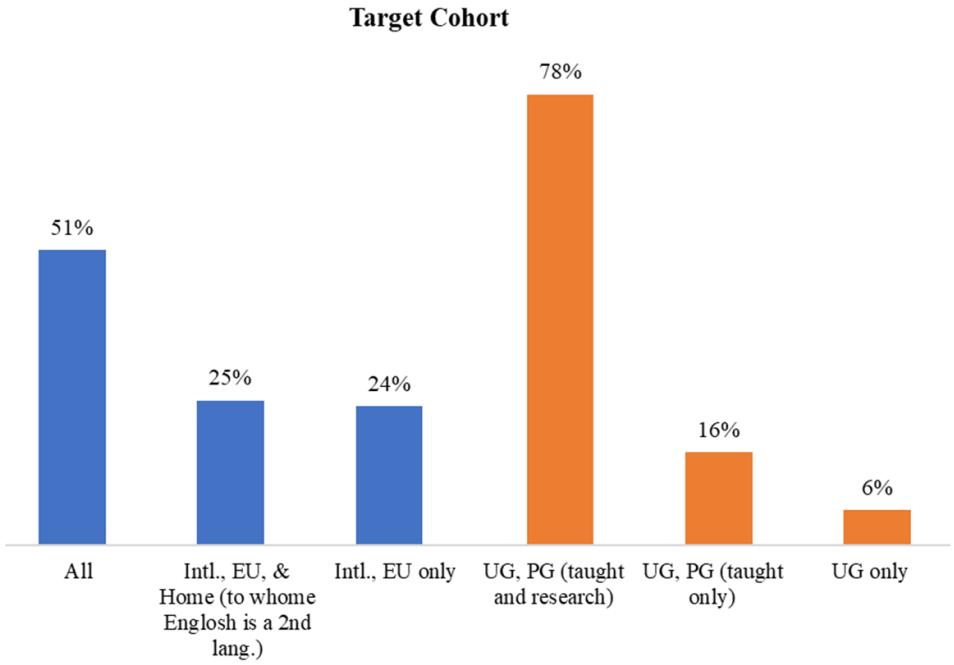


Figure 4.21: Target Cohort.

Regarding the cohort(s) to which provision is available, while more than half of the in-sessional course leaders/coordinators (51%) claimed that they offer provision to all student cohorts regardless of their educational and linguistic background, the

remainder do not offer it to those whose first language is English and (49%) either offer the programme to international and EU students (24%) or to international, EU and home students for whom English is not a first language (25%). The institutions were also asked whether what they offer differs for each cohort. While 14% reported that the provision is different, the remainder reported that it is the same. Those who reported their in-sessional provision as being different for each cohort did not provide any further details on how the content of the programme is differentiated for each group, despite being asked to do so in the survey.

In terms of which degree levels (UG, PG taught, and PG research) have in-sessional support available to them, 78% of institutions said that they offered it to students at all degree levels, 16% to UGs and taught PGs only, and 6% to UGs only. The institutions were also asked whether what they offer differs for each cohort. More than half (59%) reported a similar programme for all degree levels, while about 41% claimed that the in-sessional support they offer is different for each level. The differences reported were as follows:

- Different systems for granting credit to each degree level
- Different format and frequency
- Different content for PhD (e.g. thesis/research writing) and taught PG and UG

Access and Needs Analysis Mechanisms: In terms of the mechanisms used to determine which students can access in-sessional programmes, about 25% reported that they do not use any such mechanisms, suggesting that provision is available to any student of any level of proficiency. Conversely, almost 49% claimed that they use a combination of mechanisms including Secure English Language Test (SELT) results such as IELTS scores, pre-sessional end-of-course reports, or diagnostic tests. The remaining institutions (26%), equally distributed, either used SELTs, pre-sessional end-of-course reports, or diagnostic tests. As for needs analysis mechanisms, the analysis of the results showed that 27% of institutions use pre-sessional or foundation end-of-course reports as a means to analyse student needs, while nearly 17% use classroom-based needs analysis and 28% a combination of both. The remaining 24% reported no use of needs analysis for their in-sessional programmes. Figure 4.22 provides a summary of these results.

As shown in Figure 4.23, in terms of syllabus design, 39% of respondents selected a skills-based syllabus for their in-sessionals, while 12% considered their syllabus as genre informed/discourse based. 49%, however, chose a combination of syllabus

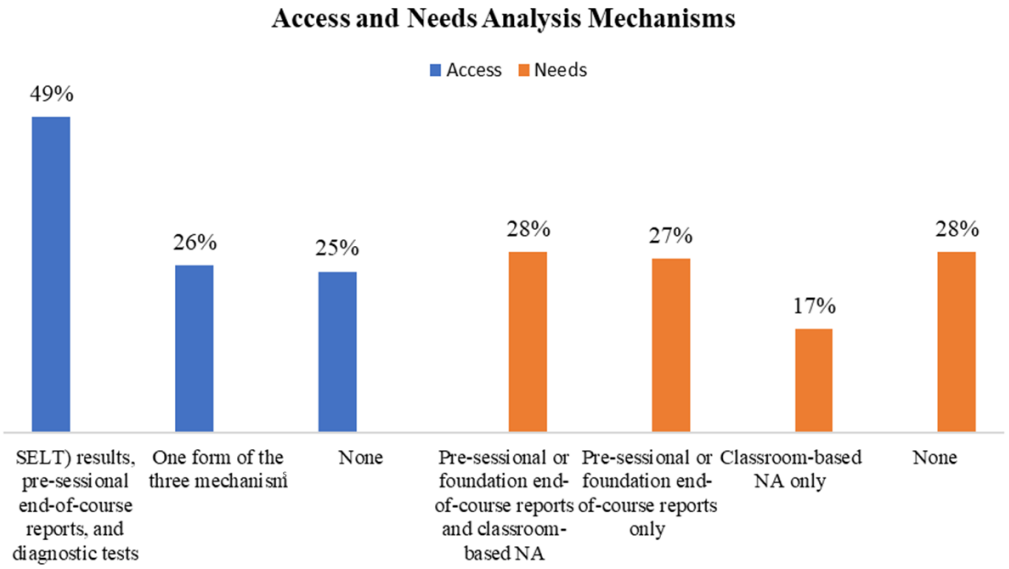


Figure 4.22: Access and Needs Analysis Mechanisms.

types including lexicogrammar-based, skills-based, genre informed/discourse-based, study skills and other (i.e. needs-based). In respect of materials development, responses indicated that the majority of participating institutions (91%) develop their materials in house and based on their students' needs. Among these, 72% reported that they develop materials based on student needs and about 12% based on a set syllabus. The remaining 9%, however, referred to using actual materials used in their respective degree courses.

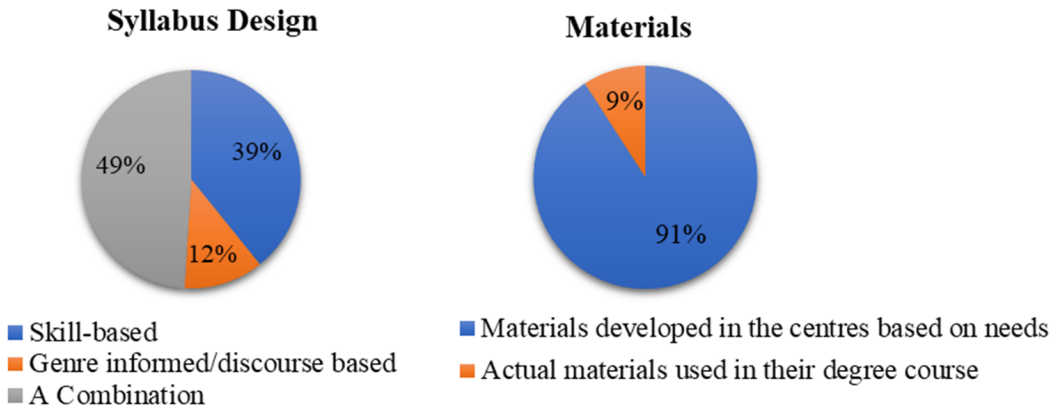


Figure 4.23: In-sessional Programmes' Syllabus Design and Materials Development.

Collaboration: The next feature concerned the collaboration between in-sessional tutors and subject teaching staff. While 35% of in-sessional providers reported no collaboration, nearly 57% referred to some form of collaboration (Figure 4.24). Among these, about 27% referred to subject specialists specifying course texts for use by EAP tutors. However, the remaining responses (16%) spoke of collaboration not only in terms of selecting materials but also planning and, in some cases, team teaching (13%).

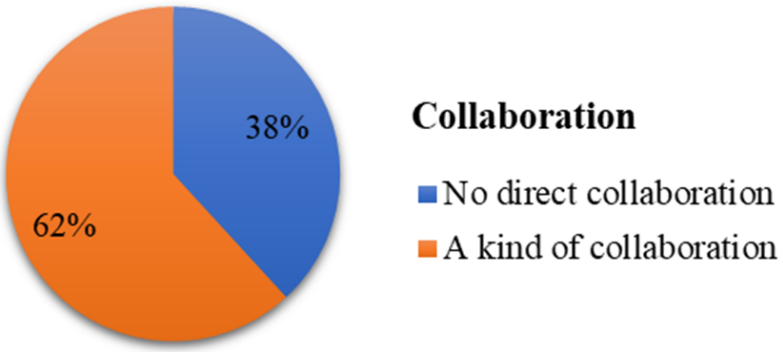


Figure 4.24: Collaboration between In-sessional Staff and non-EAP Academic Staff.

Assessment: Finally, in terms of the assessment methods used in these programmes to monitor students' progress and observe their achievement, nearly all institutions referred to the use of a form of continuous CBT including portfolios, projects, observations, and self-assessment. The remaining respondents (about 11%) reported using an end-of-course in-house test (Figure 4.25).

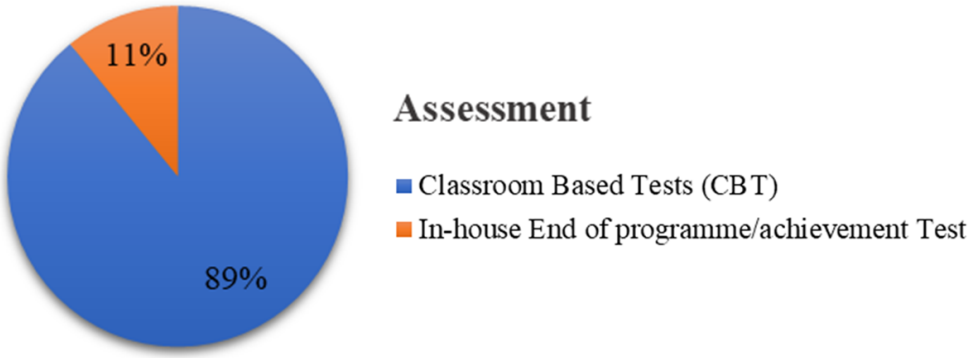


Figure 4.25: Assessment used in In-sessionals.

4.2.6 Summary of Phase One results

As reported above, the first phase of this research study consisted of an investigation into the features characterizing in-sessional programmes and the effectiveness of academic in-sessional provision offered across British universities. This was done through a three-part online survey, with Section 1 collecting demographic information from each of the three participant groups (i.e. students, subject specialists, and EAP in-sessional staff), Section 2 focusing on evaluating the effectiveness of the academic English in-sessional provision, and Section 3 collecting factual information about this provision. Different types of information regarding each participant group were collected, to be mixed and combined with other sets of data for further discussion of the findings. The analysis of the responses to the Likert scale items used in Section 2 of the survey to investigate the effectiveness of these programmes revealed that, with the exception of accessibility, the composite scores for the four other evaluation scales (i.e. position, needs analysis, relevance, and adequacy) fell below the mean. In addition, the ANOVA test of comparison indicated a level of significance in the difference between the composite score of the 'Accessibility' scale and the other four scales. The comparison of the evaluation composite scores between the three groups also revealed that the in-sessional staff evaluation scores were the lowest by a significant margin in terms of the 'Position' scale, suggesting that this group is the least satisfied with how in-sessional provision is positioned (i.e. the attitudes towards it) within universities.

The evaluation part of the online survey concluded with two open-ended questions. The first question asked participants whether, overall, they perceived the in-sessional provision offered at their institution as effective. The responses to the first part of the question (i.e. Yes/No/to some extent) indicated that (30%) perceive in-sessional programmes to be effective, (15%) as not effective and (55%) as to some extent effective. The analysis of the text-based responses to the question asking about factors contributing to the effectiveness of such programmes revealed that while reference was made to certain sub-criteria related to each of the five evaluation criteria used in the survey (see Table 4.5 for a list of these sub-criteria), some additional determining factors emerged. These included,

- providing in-sessional support for higher-level users of English
- providing more continuous support (i.e. a series of related sessions), with follow-up feedback
- providing in-sessional support centrally rather than through multiple providers, in order to avoid confusion and to improve accessibility

- providing more personalized (one-to-one) tuition
- providing equal levels of in-sessional support for students from different degree levels (findings showed that there is less support for PGs, especially PhDs, than for other cohorts)
- embedding in-sessional provision within degree courses/programmes
- making in-sessional support credit-bearing

The data collected in Phase One of this research study were used as a source of reference for developing categories for the deductive content analysis of the interview responses in order to find out what lay behind participants' perceptions of the effectiveness of in-sessional provision across the three participant groups and the needs analysis and access mechanisms used by their respective institutions.

Finally, the last item in Section 1 of the online survey (an evaluation of the effectiveness of in-sessional provision) was an open-ended question asking participants to define an effective in-sessional programme. The Word Frequency Query Analysis showed that among the top 100 frequent words 'students', 'needs', 'support', 'subject' and 'specific' were the most frequently used words in the definition of effective academic English in-sessional provision.

The second part of the online survey addressed solely to in-sessional programme directors of study, sought to investigate the features of in-sessional programmes. The responses to the multiple choice and short answer questions in this section provided information regarding the format/structure and guiding principles governing the design and the delivery of such programmes.

4.3 Phase Two: follow-up interviews

As described in the methodology chapter, in order to investigate the effectiveness of in-sessional provision, Section 1 of the online survey used in Phase One of the study consisted of Likert scales. In addition to the pre-determined evaluation criteria (i.e. accessibility, position, relevance, adequacy, and needs analysis) used to create the Likert scales' multi-items, two open-ended items were also used in the online survey to see whether any new evaluation criteria or sub-criteria would emerge from participants' text responses. The results showed that while no new evaluation criteria emerged from the analysis of the text-based responses, a number of sub-criteria emerged in relation to all five evaluation criteria. Table 4.5 provides a summary of the evaluation criteria used in the online survey, their sub-criteria,

Table 4.5: Evaluation Criteria, Sub-criteria, and New Emerging Sub-Criteria.

Evaluation Criteria	Evaluation Sub-criteria	Evaluation sub-criteria referred to in OE questions	New evaluation sub-criteria emerging from OE
Accessibility	1. university-wide publicity 2. departmental publicity 3. availability to all students regardless of their first language backgrounds	1 and 3	The delivery format (offering in-sessional provision in form of a course with a series of inter-related lessons or offering one-to-one drop-in sessions)
Relevance	1. relevance to discipline genre in order to improve conversancy in the discipline genres 2. relevance to course work assessment	1, 2	more personalised one-to-one tuition to make it relevant to individual needs
Adequacy	1. whether in-sessional (EGAP) and (ESAP) are offered adequately 2. adequate teaching and learning resources	2	not equally adequate for all degree levels (less support for PGs, especially PhDs) not equally adequate for more proficient users of English (mainly for less proficient users of English)
Position	1. collaboration between the in-sessional providers and other departments 2. the importance of in-sessional provision in relation to degree courses (i.e. an additional support for those at risk or an integral part of the course) 3. integration into the overall degree course structure 4. institutional responsibility towards in-sessional EAP development 5. attitudes towards in-sessional provision	1, 4 & 5	needs to be integrated within degree courses; needs to be credit-bearing
Needs Analysis	1. identifying all students' academic English needs 2. addressing all students' academic English needs 3. support for specific needs 4. effective needs analysis mechanisms	1&2	more collaboration in identifying students' needs

and the new evaluation sub-criteria emerging from the analysis of the text-based responses to the open-ended items used in the online survey.

The second phase of this research study consisted of an interview phase following up the survey in order to further investigate both the recurring evaluation criteria and new evaluation sub-criteria from Phase One. The quantitative data collected in Phase One were used as a source of reference for developing interview items as well as categories for the deductive content analysis of the interview data. This was done both to provide further explanations for the findings in Phase One and to see whether there are other evaluation criteria and/or sub-criteria on which participants' evaluation of the effectiveness of in-sessional programmes is based. This section will provide a report of the analysis of the qualitative data collected in the second phase of this research study.

As shown earlier, the interview schedule consisted of seven sections (i.e. introduction and participants' background in relation to in-sessionals, accessibility, position of in-sessional within institution, relevance, adequacy of resources, needs analysis, and other comments) and a total of 14 questions investigating the evaluation criteria used in the questionnaire with a particular focus on sub-criteria which were referred to again in the short-text responses as well as the new sub-criteria emerging from such responses. This was done in order to provide further explanations for the findings in Phase One and to see whether any new evaluation criteria and/or sub-criteria would emerge in evaluating the effectiveness of in-sessional programmes offered across the participating universities. The following section provides a detailed analysis of the responses to these sets of questions and provides further information regarding any emerging themes (evaluation criteria and/or sub-criteria) from the interview responses.

4.3.1 Accessibility

Following the 'Introduction and participants' background' section, the second section of the interview consisted of questions related to the *Accessibility* of in-sessional programmes. As mentioned earlier, the design of the interview questions as well as the initial analysis of the responses to these questions, were informed by the evaluation sub-criteria re-addressed in and emerging from the open-ended items collected via the survey in Phase One (see Table 4.5). To this end, the data was first analysed using predetermined codes defined based on the evaluation criteria used in the online survey, as well as those that emerged from the responses to the open-ended items in the questionnaire. The second approach sought to identify any differences among the three participant groups in the way they perceive the accessibility of in-sessional

programmes. Table 4.6 provides sample responses from each group, along with the count for responses related to each new theme (i.e. evaluation sub-criteria).

The analysis of responses to questions 2 to 4 revealed that, in addition to predetermined codes informed by the evaluation sub-criteria used in the online survey, two new criteria emerged in relation to the accessibility of in-sessional provision. Table 4.7 shows both the predetermined codes as well as the new emerging criteria obtained from the analysis of the interview responses.

As shown in Table 4.7, one criterion was related to the delivery format of in-sessional provision in terms of it being in the form of a drop-in session or a continuous course. Another criterion was related to academic in-sessional providers and whether such provision is centralized and offered via a single unit or offered by different units including, but not limited to, the library, support service center, language center, and international office.

A combination of drop-in and continuous should be provided to suit needs of students at different degree levels

In terms of drop-in and continuous in-sessional services, while all participants unanimously believed that a combination of both needs to be provided, 'students' academic/degree level and needs specific to those levels', was referred to as one factor determining what combination of the two formats to use. As one student participant stated,

> *'...I think for the PG, especially for MA, there [courses] could be designed at the time of the year when they start writing their dissertation, because that is the time of the year they get serious, before that they are involved in the coursework, but for PhD students it should be throughout the year as we need help throughout the year at different times for conferences, publication, so they need help throughout the year, so, I think like a drop-in session for students' specific needs and learning style (based on which stage of their degree they are) ...'*

As this response suggests, the provision of both one-off drop-in sessions and a continuous format allows greater flexibility and, therefore, enables universities to cater for different students' needs. As another participant added:

> *'...So, there needs to be a combination of both to account with different learning style, so some may benefit from module, others may really benefit from the kind of emotional and pastoral support that a one-to-one session can actually provide, and they can ask questions a bit freer. Without the gaze of their tutor being there for example ...'*

Table 4.6: Sample Responses for New Evaluation Sub-criteria Related to Accessibility of in-sessional Provision with the Number of Times Similar Comments Were Made.

Participant Group	Sample Responses	Count/10
Sub-criterion 1: A combination of drop-in and continuous should be provided		
Students	*I think both options are good and having both is ideal. I think drop in is good for when you have a specific problem and you need a mentor to seek help from. At the same time, I think continuous is also good as when you attend a session and you go away and you think you understood it and then you go away, and you see you have questions so to have a follow up session where you can explain your understanding, and have it corrected if needs be I think that would be useful*	10
Subject Specialists	*I think it needs to be a mixture, because in the same way, one teaching style won't suit one student, the needs are going to be diverse, so there should be boosters at the beginning of each term, maybe short workshops and then there might be longer processes where with smaller groups you monitor continual performance much more, you build a lot of good relationship a lot of excellent skill development that way.*	10
In-sessional staff	*Both, they have all got their benefits. I think continuous tuition is really useful for taught courses because it can be running alongside them, whether it is run for a semester or half a semester or the whole year..... I think drop ins also have a value, because it gives you loads and loads of different opportunities you can have a small group who all want to focus around a particular area you can have individual students, the kind of thing I do with my PGR students who are writing up, it can take so many forms; yeah, I think all of them are valid models and should be available alongside each other.*	10
Sub-criterion 2: Everything to be delivered centrally		
In-sessional staff	*it needs to be coming from one place where everyone is going in the same direction and things are being duplicated and mixed up it needs more orientation and I think coming from one place it could be oriented better so both but the organization of both is really really important rather than having both as we do here that are not coordinated in anyway what so ever there is absolutely no coordination and there is no time for coordination, either we can't be checking with each other all the time, so yeah, coordination is more important I think.*	5

Table 4.7: Evaluation Scale 1: Accessibility.

Pre-determined codes		*New emerging codes*
Likert sub-criteria referred to in OE questions	***New evaluation sub-criteria emerging from OE***	***New evaluation sub-criteria emerging from Interview***
University-wide publicity Availability to all students regardless of their first language backgrounds	The delivery format (offering in-sessional provision in form of a course with a series of inter-related lessons or offering one-to-one drop-in sessions)	A combination of drop-in and continuous should be provided to suit needs of students at different degree levels Different schemes causing confusion (e.g. provision offered via language centres, libraries and student support services)

Different schemes (e.g. offered centrally via a language centre, and the library, and the student support service) providing in-sessional EAP causing confusion

Regarding the second criterion (i.e. all EAP provision to be delivered centrally), many participants from all three groups emphasized the importance of such programmes being delivered from a central place such as an academic English support centre. One in-sessional tutor commented:

> *'. . . I think it should be both, but I think it should come from the same place. At our university, the EAS (English academic support) that I am associated with tends to do longer courses, but there is also support in other places, so there is a writing centre but has got nothing to do with the EAS and they are also a lot of one off workshops with study skills and I would like us all to be working together and everything to be delivered from a central place rather than 2 or 3 different areas are delivering all these things and delivering to different students as well; the writing centre is used more by domestic students, internationals tend not to notice them, although I do point them to that direction as well, but there is a lot of things going on; I think, so I think both are important but, it needs some one person, it needs to be coming from one place where everyone is going in the same direction as things are being duplicated and mixed up otherwise; it needs more orientation and I think coming from one place it could be oriented better. So, both, but the organization of both is really really important rather than having both . . . '*

According to the participants, delivering academic English in-sessional programmes

centrally increases the accessibility of such programmes as there is less confusion about where to go for support. Table 4.6 provides a summary of sample responses for the new evaluation sub-criteria related to accessibility of in-sessional provision, along with the number of times similar comments were made in each participant group.

4.3.2 Position

The third section comprised questions related to the position of in-sessional provision within an HE institution. As shown previously, five evaluation sub-criteria were identified for use to create survey items for this evaluation criterion (see table 4.5) in section 1 of the online survey. In addition to this set of sub-criteria, two further sub-criteria emerged from the analysis of the text-based responses at the end of Section 1 of the online survey. These were, *whether in-sessionals are 'embedded' within degree courses, and whether they are 'credit-bearing'.*

Interview questions 6-9 investigated the position of in-sessional programmes within HE institutions in the UK. The analysis of responses to questions 6-9 showed that, in addition to evaluation sub-criteria used in the Likert scales as well as those emerging from the responses to the open-ended questions in the online survey, some other factors concerning the position of in-sessional emerged. Table 4.8, below, shows both the initial evaluation sub-criteria related to the 'position' of in-sessional programmes within HE institutions from Phase One of this study, as well as those that emerged in Phase Two.

Table 4.8: Evaluation Scale 2: Position in Institution.

Pre-determined codes		*New emerging codes*
Evaluation sub-criteria referred to in OE questions	***New evaluation sub-criteria emerging from OE***	***New evaluation sub-criteria emerging from Interview***
Collaboration between the in-sessional providers and other departments	Needs to be integrated within degree courses	Awareness on the part of other departments of the importance of in-sessionals and what they offer and do not offer
Institutional responsibility towards in-sessional EAP development	Needs to be credit-bearing	Promotion as an option for all students to reduce the stigma that can be associated with it
Attitudes towards in-sessional provision		Whether it is a part of another skills development module
		Whether it is implemented via systematic collaboration with faculties/departments

As shown in Table 4.8, in addition to the predetermined codes drawn from the

quantitative phase of the study, four new themes emerged regarding the evaluation of the position of academic English in-sessional provision. These new themes were as follows:

- Awareness on the part of other (non-English language) departments of the importance of in-sessionals and what they offer and do not offer
- Promoting in-sessional as an option for all (thereby reducing the stigma)
- Being a part of another skills development module
- Systematic collaboration

Awareness on the part of other departments of the importance of in-sessional provision and what it offers and does not offer

The first theme that emerged in the evaluation of the position of in-sessional programmes at universities investigated in this study was 'awareness on the part of other departments of the importance of in-sessionals and what they offer and do not offer'. According to responses from all three groups, in order for this provision to be perceived as effective, departments need to have a clear understanding of its existence and the type of services it offers and does not offer. As one of the in-sessional staff stated:

> *'...in terms of highlighting the importance of it, that usually comes out in one-to-one discussions with ourselves, you know departments. We [EAP providers] sometimes need to re-educate departments, if they need to, about what we offer and what we don't offer'.*

This suggests that transparency in promoting such programmes is essential, otherwise incorrect assumptions may be made regarding the services they provide. As one of the student participants commented, *'there is an assumption, a mistakenly assumption, that it is purely linguistic focused and not on study skills and other more important elements that we [students] all could benefit from.'*

As well as transparency concerning features of in-sessional provision and what service it offers, another related factor highlighted in some responses was the need to ensure that information on in-sessional provision gets circulated to key staff in departments who can then transfer this information to other academic staff and to students. As an in-sessional tutor added:

> *'...it can be probably who are important the contact people in departments, either they are admins, and again you have to target the key admins, so*

it could be a UG admin or a PG admin of a course, depending on which course you are targeting, and of course the academic course leaders who are responsible for the course and who know the cohort of students they are getting and they have; and also who cascade the information down in the hierarchy of the university, so targeting key academic people'.

Promoting in-sessional as an option for all (reducing the stigma)

The second evaluation criterion regarding the position of in-sessional provision at universities was related to 'promoting in-sessional as an option for *all* students' in order to reduce the stigma that can be attached to it. One in-sessional tutor stated:

'My experience here working alongside tutors to deliver embedded programmes is to ensures that all the students participated; but they [students] know it is more or less compulsory not optional and it is for all; [this way] the stigma towards it is kind of removed that is kind of opt in if you are not strong enough'.

Meanwhile, one student participant commented:

'from the beginning your supervisor should be able to tell you, "ok I know that this is going to be a struggle for you and I think this [the in-sessional provision] will help you", but not a reactive way saying your English is not good and you should have your work proofread for you and so on'.

It seems that offering in-sessional provision to only a certain cohort of students risks marginalising those students, while promoting it as an option for all students may reduce this risk and the possibility of a stigma being attached to taking up in-sessional support.

Being a part of another skills development module

The third notion emerging in the evaluation of the position of in-sessional provision suggested that according to participants '*being a part of another skills development module*' improves the status and importance of such provision. As a subject specialist asserted:

'In our school, we do quite a lot of credit bearing in-sessional and are moving towards that and the one that works particularly well I think is through the business school because they have a graduate award which means there is a lot of extra activities that students can participate in regardless of whether they are home or international; it doesn't matter but if they participate in four of them, they get an additional award and that includes in-sessional

courses. But it also includes working in seminars, it includes the graduate ball, it includes social activities as well as academic activities as well as employability activities so they have done a really good job because they set out all the different things that students can take and it is very easy for them to see; and they only had to promote one thing which is the graduate award program and then you can see what is available for everyone there and also it is the only school which invites a tutor from the EAP to go and talk to students in the induction, and all the students can go.'

It seems that by including in-sessional provision as a component of a skills development module or award such as a 'graduate award programme', this provision will be promoted as a part of one thing and will not be missed out among many other services offered across a university. However, it also takes away the stigma associated with in-sessional English language provision as it is seen as part of a programme offered to and for the benefit of all students.

Finally, and in relation to the fourth emerging theme, while 'collaboration' had already emerged in Phase One as a criterion for evaluating the effectiveness of in-sessional programmes in terms of its position in a HE institution, a new dimension of this criterion was highlighted, particularly by in-sessional staff and other subject specialists; namely, *systematic collaboration* between in-sessional providers and departments that are the recipients of in-sessional provision. As one in-sessional staff member shared their experience of collaborating with subject specialists, they remarked that:

'. . . you need to have it organised by the institutions, so it is not just you on your own approaching subject specialists and saying -can I come in and get some advice from you-, so that doesn't work. So my current job ,as I mentioned I am working on a psychology module for academic development module, so that had been much more structured and that has been instigated by our head of department, and he has organized that whether there is going to be meetings between us so that has been really productive, in that those content people [subject specialists] have been told in advance; this is what our module is, this is what we do, this is helps we need from you, this are the specific things we need, we need copies of old students' essays, we need feedback, examples from you on those essays, or we would like some text to see what is the genre, so that we can do some genre analysis on these texts, so explain what we do and what we need from them and why we need them . . . '

As this comment illustrates, while collaboration is seen as something that improves the position of in-sessionals in an HE institution, how systematic it is is also important as this will help ensure collaboration will not be left on the will of in-sessional tutors and if attempted by the EAP tutors, is responded positively and effectively by subject specialists. Table 4.9 presents more sample responses from each group, along with the count for each similar response related to each new theme.

4.3.3 Relevance

The relevance of in-sessional programmes to degree courses was also investigated further in Phase Two. The analysis of the responses to question 10 in section 4 of the interviews revealed that in addition to predetermined codes informed by the evaluation sub-criteria used in the online survey, two new evaluation sub-criteria emerged; namely, the need for involvement of subject specialists in the provision of English language in-sessional support, as well as having more dynamic and flexible in-sessional provision allowing for constant change based on different students' needs. These emerging themes are summarized in Table 4.10.

More involvement of subject specialists at both design and delivery level is needed to make in-sessional more relevant to students' study demands

The first emerging theme from responses to question 10 concerned collaboration between subject specialists and in-sessional staff. As one subject specialist stated, '*collaborative relationship we have I think that is the way, because if I don't understand what you can provide, and you don't understand what I need, I am really surprised that this [relevance] happens*'. While participants had already been asked in question 8 about the collaboration between the two groups in designing and delivering in-sessional provision, collaboration was also referred to in many participants' responses to question 10 as an important factor in increasing in-sessional relevance to degree course content and assessment.

Dynamic and changeable programmes (to ensure responsiveness to students' needs)

The second emerging evaluation criterion related to relevance concerned features of in-sessionals in terms of their flexibility in considering students feedback in order to address the specific needs of certain groups of students as well as those of individual students. As one of the in-sessional staff commented,

> *'...to listen to students' voice as we are busy and therefore we have to set up something and students need to attend whether they find it useful or not, so that is the key to the solution, and them to review what we do every year otherwise we are not going to improve, and we end up guessing what*

Table 4.9: Sample Responses for New Evaluation Sub-criteria Related to Position in Institution with the Number of Times Similar Comments Were Made.

Participant Group	Sample Responses	Count/ 10
Sub-theme 1: Awareness on the part of other departments of importance of in-sessional and what it offers and does not offer		
Students	*I would say that it has been rather self-learning, I mean the issue usually comes during the supervision, like the lack of or the inappropriate use of English sometimes, but there is no actual, like an active offer I have received from the university or my supervisor, usually they don't know the existence of in-sessional courses, so it has been a self-learning experience.*	4
Subject Specialists	*Students sometimes come to me with the issues that you highlighted previously but are not aware of the help that is available to them, staff, members are not aware either, so you need to be grassroot in departments and academic as well…*	5
In-sessional staff	*So, targeting key academic people first, so that they are aware of the in-sessional and they can alert students to the provision…*	4
Sub-criterion 2: Promoting in-sessional as an option for all (reducing the stigma)		
Students	*when you come in the university and they are saying to you -and these are what we are going to do and yada yada yada- they should full ground it [the in-sessional] then so that when it comes up later on, it is not the first time, and also to minimize the potential stigma that some people might feel because they think it is not for them so that could be counter acted there*	5
In-sessional staff	*My experience here working alongside tutors to deliver embedded programmes ensures that the students participated the one, but they know it is more or less compulsory not optional; the stigma towards it is kind of removed that is kind of opt in if you are not strong enough.*	5
Sub-criterion 3: Being offered as a part of another skills development module		
Students	*So, there should be some more general modules and some more module on specific needs such as writing PhD thesis chapters, some might be on styles, some about the link between them, so a good number of different courses for different needs all offered as part of a bigger module.*	4
Subject Specialists	*I think in practice that would make a lot of sense, because I don't think academic development and things like critical thinking that we are trying to engender in our students I don't think if that can happen in a vacuum, language is a vehicle, and if you, it is all very well if you have got students who are thinking all these wonderful thoughts and engaging at the high level, but if they cannot express it, so I don't understand why it is not embedded already*	3
In-sessional staff	*Here at our university there is a graduate award which means there is a lot of extra activities that students can participate in regardless of whether they are home or international; it doesn't matter but if they participate in four of them, they get an additional award and that includes in-sessional courses for international students but it also includes working in seminars, it includes the graduate ball, it includes social activities as well as academic activities as well as employability activities so they have done a really good job because they set out all the different things that students can take and it is very easy for them to see what they promote, they only had to promote one thing which is the graduate award program and then you can see what is available for everyone there*	5
Sub-criterion 4: A systematic collaboration between in-sessional staff and subject specialists		
Subject Specialists	*I mean if it was bespoke and that has been a part of the course so say it was a 10 credit module that everybody took, at that point yes, but if it was something that there is a variety of subject areas taking that I think it would be different, also you'd end up with a degrees of power play so …seeing this… then people are coming in and expecting what their expertise is that actually writing skill, but I guess you might end up with a different power dynamic if it is the other way round.*	4
In-sessional staff	*Ok, I mean yes, I think collaboration would be ideal, but it can be very difficult to pin down academics you have got enough time to sit down and do it, but if is managed and arranged systematically, you know, maybe by course leaders, that would be more effective.*	5

Table 4.10: Evaluation Scale 3: Relevance.

Pre-determined codes		*New emerging codes*
Likert sub-criteria referred to in OE questions	***New evaluation sub-criteria emerging from OE***	***New evaluation sub-criteria emerging from Interview***
Relevance to discipline genre in order to improve conversancy in the discipline genres	More personalised one-to-one tuition to make it relevant to individual needs	More involvement of subject specialists at both design and delivery level to make it more relevant to students' study demands
Relevance to coursework assessment		Dynamic and changeable programmes (to ensure responsiveness to students' needs

students need. It [the in-sessional] has to be something dynamic and needs to be changed based on feedback . . . '

Such comments suggest that, while consulting with subject specialists can play an important role in establishing relevance, asking students about their specific needs is also another important factor in helping ensure the relevance of provision. Table 4.11 presents more sample responses from each group.

Table 4.11: Sample Responses for New Sub-criteria Related to Relevance.

Participant Group	Sample Responses	Count/10
	Sub-criterion 2: Collaboration (even run by subject specialists)	
Students	*I think it is probably, again sort of collaboration aspect again, the people taking the in-sessional courses are aware of the students who are going to their sessions are aware of what research they are learning and how, the things they are teaching can apply to the usual work of students and ya sometimes you go to a session… so maybe more knowledge about students would increase the relevance*	4
Subject Specialists	*I think creating relevance relies on the collaborative relationship we have I think that is the way, because if I don't understand what you [as an in-sessional tutor] can provide and you don't understand what I need, I am really surprised that this[relevance] happens.*	5
	Sub-criterion 3: Dynamic and changeable programmes	
Subject Specialists	*to listen to students' voice as we are busy and therefore we have to set up something and students need to attend whether they find it useful or not, so that is the key to the solution…, so it has to be something dynamic and needs to be changed based on feedback*	4

4.3.4 Adequacy

In the analysis of the effectiveness of in-sessional provision in terms of its adequacy, a set of three new sub-criteria emerged from interview responses collected in Phase Two(Table 4.12). Column three in the table below shows a summary of these emerging sub-criteria.

As it is shown in the table, the analysis of the responses to questions 11 and 12

Table 4.12: Evaluation Criterion 4: Adequacy of In-sessional Provision.

Pre-determined codes		*New emerging codes*
Evaluation sub-criteria referred to in OE questions	***New evaluation sub-criteria emerging from OE***	***New evaluation sub-criteria emerging from interview***
Adequate teaching and learning resources	Not equally adequate for all degree levels (less support for PGs especially PhD)	One-to-one mentor support (need for more human resources and space to share individual problems related to academic English language)
	Not equally adequate for more proficient users of English (mainly for less proficient users of English)	Subject-specific EAP published teaching resources
		Subject-specific published and online 'self-access' resources

in section five of the interview revealed that in addition to the evaluation criteria used in Phase One to address adequacy of the in-sessional programmes, there are other criteria considered by participants when referring to this aspect of in-sessional provision. These emerging criteria included a need for more

- one-to-one mentor support (need for more human resources and space to share individual problems related to academic English language)
- subject specific EAP published teaching resources
- subject specific published and online 'self-access' resources

One-to-one mentor support (need for more human resources and space to share individual problems related to academic English language)

The majority of participants from all three groups referred to human resources as an important factor in the adequacy of in-sessional provision. This was highlighted mainly in relation to a need for more one-to one-support. As one in-sessional tutor remarked: '*I think it is not sufficient because we still cannot get that one-to-one support for all those students off the ground because of money, staffing and black hole*'. The one-to-one support mentioned here was mainly referring to a need to provide all students with face-to-face support for their specific needs. This would obviously require sufficient time and human resources. Having writing centers that provide one-to-one tutorials focusing on students' written work was one example provided by many participants that would require considerable human resources. Another human resource factor concerned the provision of peer mentor support. For some participants, having a peer-mentoring system provides the opportunity to share learning experiences. One student participant highlighted the importance of peer mentoring as follows: '*More people, more academics, more maybe even student*

peer mentors, that is because if you think about some of the peer roles they are bringing out, we know how effective peer to peer teaching is.'

Other students referred to the need for space where students can express their problems, whether with EAP tutors or student mentors, and discuss possible solutions. One student, for example, referred to '*spaces like writing groups, or EAP groups for students, some sort of forums for students and teachers to express problems and possible solutions*'. It was suggested that such communities could be either in-person − in the form of writing groups, for example − or virtual, in the form of online forums and learning platforms such as VLEs (e.g. Blackboard).

Subject specific EAP published teaching resources

Regarding the second theme related to the adequacy of in-sessionals, many in-sessional staff referred to the limited coverage of published English for specific academic purposes (ESAP) resources. For example, one in-sessional tutor argued that:

> '*. . . In terms of things like, published resources that EAP teachers use, the spectrum is very narrow, there is lots of stuff on engineering, medicine, and whole of other on stuff on business and management and other stuff, but there is absolutely nothing published anything on design areas like study of planning, architecture, there is a little bit around computer science, or geography . . .* '

This comment suggests that while for some fields there are extensive published materials available, for others there are very few. The participant added that, '*even the published materials themselves they are only gone very limited way, and so I think the provision of resources from on the part of, in our centre, is logistically very limited*'. This suggests that even where published materials do cover particular areas, that coverage is often not sufficiently comprehensive.

Subject-specific published and online 'self-access' resources

In addition, the student participant group highlighted issues related to 'self-access' resources. The majority of participants in this group commented on the lack of online and hard copy academic English self-study materials, particularly materials related to their field of study. Many also added that where such materials do exist, there needs to be guidance on how they could be used effectively. Table 4.13 presents more sample responses from each group

Table 4.13: Sample Responses for New Sub-Criteria Related to Adequacy.

Participant Group	Sample Responses	Count/10
	Sub-criterion 1: More human resources for one-to-one support	
Students	*Probably the great resources needed are people and staff to teach, so that there are enough people to read students' work; so, I think that is the main issues.*	7
Subject Specialists	*Face to face contact making sure that students are happy with themselves, so a lot of it is personal contact.*	4
In-sessional staff	*I think it is the human resources; the teachers and the writing centre. I think they are essential and I think, it would be useful to have more one-to one opportunities for students to come along and talk through things*	4
	Sub-criterion 2 & 3: ESAP published and online resources	
Students	*...like sources or if there are software that give u a specific task that you want to practice more*	6
In-sessional staff	*You can almost self-educate the problem is that all those range of books isn't available to students, so, we have a very small kind of study skills section in the library available for students, for start many of them don't know that they exist and also it is only few shelves in compare to the range of books teachers have access to is much smaller.*	4

4.3.5 Needs analysis

The effectiveness of *Needs Analysis* methods was the final aspect explored in the evaluation of in-sessional provision. As shown in Table 4.14, two new themes emerged in the analysis of the interview responses by participants in all the three groups. These two new themes were unanimously referred to as important factors in the effectiveness of needs analysis for academic in-sessional programmes. While these two new themes are related to the previously emerged evaluation sub-criteria in the analysis of open-ended items in the survey, they expand on this sub-criterion by showing how students and subject-specialists can collaborate in needs analysis conducted in in-sessional provision. According to the analysis of responses, these included needs analysis approaches consisting of a combination of two components, namely:

- self-assessment methods (learners' participation in needs analysis)
- subject specialists'/departments' feedback based on previous work and course demands

Self-assessment methods (learners' participation in needs analysis)

In terms of learners' identifying their own needs, many participants from the three groups believed that surveying students about their needs is essential in determining the effectiveness of any method of needs analysis. The majority of participants stated that lack of student participation in needs analysis can lead to assumptions about their needs which might be incorrect. As one student suggested,

Table 4.14: Evaluation Criterion 5: Need Analysis of In-sessional Provision.

Pre-determined codes		*New emerging codes*
Likert sub-criteria referred to in OE questions	***New evaluation sub-criteria emerging from OE***	***New evaluation sub-criteria emerging from Interview***
Identifying all students' academic English needs	More collaboration in identifying the needs	Self-assessment methods (learners' participation in needs analysis)
Addressing all students' academic English needs		Subject specialists'/departments' feedback based on previous work and course demands

> *'. . . I think that needs are normally addressed from the teacher's perspective, so they end up imagining those needs, creating those needs, those needs are barely researched from students and especially in their own words, it is usually from tutor's perspective, so it is important to give students voice and listen to them and see what they need, it needs to be researched . . . '.*

Different means of self-assessment were suggested by participants including questionnaires, and focus groups.

Subject specialists'/departments' feedback based on previous work and course demands

Many participants also believed that subject specialists/course leaders from other departments should also be consulted when analyzing students' needs, with one in-sessional tutor commenting:

> *'. . . I think this is probably where some degree of cooperation from the subject teacher is needed because if we can at least hear from them what they expect from their students, the kind of work their students will be doing, examples of the assignments they get give, the kind of level that is expected of them, that is kind of foundation of what students might need . . . '.*

Further discussion of this and other results reported above will be discussed in Chapter 5. Table 4.15 provides sample responses related to these two themes.

4.3.6 Summary of Phase Two results

The first part of this chapter reported on the results of the data obtained in Phase One of this study regarding the features and effectiveness of in-sessional EAP provision currently offered at British universities. While, in Phase One, the features and effectiveness of provision were investigated through an online questionnaire consisting of multi-item Likert scales and short answer items, the second phase consisted of

Table 4.15: Sample Responses for Sub-Criteria Related to Needs Analysis.

Participant Group	Sample Responses	Count/10
Sub-criterion 1 & 2: Self-assessment methods (learners' participation in needs analysis)		
Students	*I think it is just through academic staff knowing, discovering issues through marking essay or in seminars, I think that is a key a big area where they can identify students' needs in different cohorts coming through, and also being open to students self-identifying issues the feel they might have like a particular area they didn't have in their previous education, so like a self needs analysis, it is also useful for, as a lot of people kind of realise they are having an issue with something but they struggle to identify it, so I think developing needs analysis would be very good as well in conjunction with self-development needs analysis and feedback from the tutors.*	7
Subject Specialists	*We can do like questionnaires at the start of term, or we can interview few people or we can interview previous years students maybe, those who have had a successful trajectory or those who had a turbulence experience about the point of success and failure, you can also interview subject teachers have meetings with them either formal or informal, or have some conference meetings where everybody could join like in-department meetings and everybody could have their opinion shared, so yes, I think we can get a lot of information about the content from subject teachers and a lot of information about learners at the point of start or previous year learners who have gone through this course to improve the quality of this course.*	4
In-sessional staff	*I think, programme directors and subject lecturer should work together to identify the needs and then pass that down to the [in-sessional] teachers.*	5

follow-up interviews in an attempt to shed further light on participants' perceptions of the effectiveness of in-sessional programmes and the criteria underlying those perceptions. To this end, both the recurring and new evaluation sub-criteria used in Phase One were used as a source of reference for developing interview questions as well as categories for the deductive content analysis of the interview data. This was done in order to establish whether there are other evaluation criteria and sub-criteria on which participants' evaluation of the effectiveness of in-sessional programmes is based.

The follow-up interviews with students, academic lecturers and in-sessional staff consisted of 7 sections and 14 questions investigating the effectiveness of in-sessional programmes in terms of their position and accessibility, needs analysis mechanisms used in the in-sessionals, relevance to other degree courses' content, and their adequacy.

In terms of the position of in-sessional provision within universities, in addition to the sub-criteria used in the Likert scales as well as those emerging from the responses to the open-ended questions in the online survey, new evaluation criteria emerged from the analysis of responses to interview questions 1-3. According to these emerging criteria, the following need to be considered by in-sessional providers in order to improve the status of in-sessional provision within an institution:

- Awareness on the part of academic departments of the importance of in-sessionals and what they offer and do not offer
- Promotion of in-sessional classes as an option for all (thereby helping reduce any possible stigma attached to them)
- Being offered as a part of another skills development module rather than an independent module only focusing on EAP
- A systematic collaboration between in-sessional staff and subject specialists

The analysis of the responses regarding the accessibility of in-sessional provision showed that both the delivery format of in-sessional provision (for example, drop-in sessions or a continuous course) as well as whether such provision is offered centrally rather than being offered by different support services across a university play a determining role in improving the accessibility of such provision. Participants unanimously believed that providing a combination of drop-in and continuous provision, enables in-sessional providers to properly satisfy various needs of students from different degree levels and helps take account of attendance constraints that can govern students' attendance. In addition, when delivered centrally, academic

English in-sessional programmes become more easily accessible and reduces confusion over where to go for such support.

In terms of the relevance of in-sessional provision to degree coursework and content, two new evaluation criteria emerged from the participants' responses. The first factor in increasing in-sessional relevance to degree course content and assessment concerned collaboration between in-sessional staff and the subject specialists. The second emerging evaluation criterion was related to the flexibility and dynamism of in-sessional programmes in meeting the specific needs of certain groups of students as well as those of individual students. According to these two criteria, consulting with subject specialists as well as including students in determining the content of such provision play an important role in establishing relevance between in-sessional provision and particular disciplinary contexts.

As for adequacy, three new evaluation criteria emerged from the analysis of the responses; namely, the adequacy of human resources, the adequacy of ESAP published resources and self-access resources (with guidelines on how to use them), and the physical space available for academic and peer mentor support. Having sufficient human resources was seen by the majority of participants as an important factor in the adequacy of in-sessional provision. This was particularly so in relation to a need for more one-to one-support via writing centers focusing on students' written work. In addition, *peer mentor support* was another human resource factor highlighted, particularly by student participants some of whom believed that having a peer-mentoring system provides the opportunity to share learning experiences.

Finally, regarding the needs analysis mechanisms used in in-sessional programmes, while no other new themes emerged from the responses, certain pre-determined evaluation sub-criteria were repeatedly referred to by most participants in regard to improving needs analysis mechanisms. This included involving both students and subject specialists in analyzing students' needs as well as including the needs of all cohorts of students. As many participants stated, the lack of subject specialists and of student participation in any process of needs analysis can lead to in-sessional staff making assumptions about their needs which might be incorrect. In addition, they added that methods used to identify needs are limited to lower proficiency levels, leaving unattended to the needs of many other students who either possess more advanced English proficiency and/or who are native speakers of English.

4.4 Mixing Phase One and Phase Two results

While the characteristics of in-sessional programmes were investigated mainly in Phase One of this study, the effectiveness of the provision was examined in both phases one and two. As mentioned in the methodology chapter, the investigation of the effectiveness of in-sessionals consisted of designing Likert scale items using the existing literature on best EAP practice principles as well as seeking stakeholders' opinions about what constitutes an 'effective' EAP course via focus groups. This resulted in a list of five evaluation criteria (accessibility, position, relevance, adequacy and needs analysis), each consisting of a set of sub-criteria, which were then used as evaluation scales in the online survey. In addition to these evaluation criteria, participants' opinions on the factors affecting the effectiveness of provision were also sought via open-ended items at the end of Section 1 of the survey. While the analysis of responses showed that no additional evaluation criteria emerged, a set of new sub-criteria related to each of the five main criteria emerged from the analysis of the responses to open ended items in the survey. Similarly, analysis of the responses to the interview questions showed a further set of sub-criteria emerging from this set of data. Table 4.16 summarises all evaluation criteria relating to the effectiveness of in-sessional programmes; both those that were developed and those that emerged from analysis of the data.

While this chapter has provided a summary of results from phases one and two of this research study, Chapter 5 will provide a detailed analysis and discussion of the study's findings by triangulating all data sets, and will consider those findings in relation to the research questions articulated in Chapter 1.

Table 4.16: Evaluation Criteria for the Effectiveness of the In-sessional Provision.

Evaluation Criteria		Sub evaluation criteria
Accessibility	Likert Scales evaluation sub-criteria	1. University wide publicity 2. Departmental publicity 3. Availability to all students regardless of their first language background
	Open-ended evaluation sub-criteria	4. The delivery format
	Interview evaluation sub-criteria	5. A combination of drop-in and continuous should be provided 6. Different schemes providing in-sessional EAP causing confusion (centralised)
Relevance	Likert scales evaluation sub-criteria	1. Relevance to discipline genre in order to improve conversancy in the discipline genres 2. Relevance to course-work assessment
	Open-ended evaluation sub-criteria	3. Extent of personalised one-to-one tuition to make it relevant to individual needs
	Interview evaluation sub-criteria	4. Involvement of subject specialists at both design and delivery level to make provision more relevant to students' study demands 5. Dynamic and changeable programmes, (to ensure responsiveness to students' needs)
Adequacy	Likert scales evaluation sub-criteria	1. Whether EGAP and ESAP provision is adequate 2. Adequate teaching and learning resources
	Open-ended evaluation sub-criteria	3. Sufficiency of provision to meet the needs of all degree levels (less support for PGs, especially PhDs) 4. Sufficiency of provision to meet needs of more proficient users of English
	Interview evaluation sub-criteria	5. One-to-one mentor support (need for more human resources and space to share individual problems related to academic English language 6. Subject-specific published teaching resources 7. Subject-specific published and online self-access resources
Position	Likert scales evaluation sub-criteria	1. Collaboration between the in-sessional providers and other departments 2. The importance of in-sessionals in relation to degree courses (i.e. an additional support for those at risk or an integral part of the course) 3. Integration into the overall degree course structure 4. Institutional responsibility towards in-sessional EAP development 5. Attitudes towards in-sessional provision
	Open-ended evaluation sub-criteria	6. Integrated within degree courses 7. Credit-bearing
	Interview evaluation sub-criteria	8. Degree of awareness by other departments of the importance of in-sessionals and what they offer and do not offer 9. Promotion as an option for all students in order to to reduce stigma 10. Whether it is part of another skills development module 11. Whether it is implemented via systematic collaboration with faculties/departments
Needs Analysis	Likert scales evaluation sub-criteria	1. Identification of all students' academic English needs 2. Whether it addresses all students' academic English needs 3. Whether there exists support for specific needs 4. The existence of effective needs analysis mechanisms
	Open-ended evaluation sub-criteria	5. Extent of collaboration in identifying students' needs
	Interview evaluation sub-criteria	6. Extent of learners' participation in needs analysis 7. Employment of subject specialists'/departments' feedback based on previous work and course demands

Chapter 5

Discussion

5.1 Introduction

This research study aimed to address two aspects of the academic English in-sessional provision offered by British Universities, namely the *characteristics* and the *effectiveness* of this provision. To this end, the following primary research question was conceived:

What are the approaches, and their underlying principles, governing the ways in-sessional provision offered at UK universities seek to meet students' academic English-language needs, and what are students' and teachers' perceptions of their efficacy?

Considering these two foci, a set of secondary research questions were developed to address some aspects of the two. These questions were as follows:

1. What are the characteristics of in-sessional academic English language provision available to students at UK universities?
2. What guiding principles inform the design and delivery of in-sessional provision?
3. What are the perceptions of the stakeholders (i.e. students, English-language teaching staff and subject specialists) regarding the effectiveness of the available provision?
4. What criteria do the participants (i.e. students, English-language teaching staff and subject specialists) invoke in their evaluation of the in-sessional provision?

In order to investigate the characteristics and the effectiveness of the in-sessional provision, a mixed-method approach was employed, consisting of a large-scale online

survey and follow-up semi-structured interviews. In what follows, the results from Phase One (online survey) and Phase Two (follow-up interviews) will be combined and discussed in relation to each of the four secondary questions above. Table 5.1 illustrates how each respective research question is addressed in the remainder of the chapter.

Table 5.1: Research Questions and Relevant Discussions in this Chapter.

Secondary RQ	Section(s)
1. What are the characteristics of in-sessional academic English language provision available to students at UK universities?	5.2 Characteristics of In-sessional provision 5.2.1 Institutional position 5.2.1.1 In-sessional provider 5.2.1.2 Integration with degree courses
2. What guiding principles inform the design and delivery of in-sessional provision?	5.2.1.3 Course credit contribution 5.2.2 Programme design 5.2.2.1 The orientation and purpose: EGAP or ESAP 5.2.2.2 Syllabus design, timing, materials development and needs analysis 5.2.2.3 The nature and extent of collaboration between EAP tutors and subject specialists 5.2.3 Characteristics of students and teachers 5.2.3.1 In-sessional students 5.23.2 In-sessional teaching staff 5.2.4 Assessment 5.2.4.1 The mechanisms used to determine student access to in-sessional provision 5.2.4.2 The methods of assessment of students' progress in in-sessional programmes
3. What are the perceptions of the stakeholders (i.e. students, English-language teaching staff and subject specialists) regarding the effectiveness of the available provision?	5.3 The Evaluation of the Effectiveness of the In-Sessional Provision 5.3.1 Summary of the Results 5.3.2 Adequacy 5.3.3 Relevance
4. What criteria do the participants (i.e. students, English-language teaching staff and subject specialists) invoke in their evaluation of the in-sessional provision?	5.3.4 Needs analysis mechanisms 5.3.4 Position 5.3.5 Accessibility

5.2 Characteristics of In-Sessional provision

As mentioned above, discovering the features and investigating the underlying principles informing the design and delivery of academic in-sessional provision at universities was one of the two main foci in this research study. The analysis of the data collected through the online survey provided a rich source of information regarding the features characterizing this provision, namely:

Institutional position

- The provider(s) (e.g. which university units deliver this provision)
- Integration with the degree course (i.e. embedded or non-embedded)
- Course credit contribution (credit-bearing/non-credit-bearing), if any
- Programme Design
- The orientation and purpose (EGAP and ESAP)
- The rationale for the syllabus design and materials development
- The timing (the length and the times during the academic year when in-sessional provision is available to students)
- The method of needs analysis used to tailor programmes according to student needs
- The nature and extent of collaboration between EAP tutors and subject specialists

Characteristics of students and teachers

- The target student cohort (based on registration: home/EU/international, status, and degree level)
- In-sessional teaching staff (teaching qualification, employment status − full-time/part-time; permeant/temporary − job title, familiarity with specialised disciplinary knowledge)

Assessment

- The mechanisms used to determine student access to in-sessional provision
- The methods of assessment of students' progress in the programme

Of the 167 universities to which the survey was sent, responses were received from 80 institutions. In light of the regional coverage and the diversity of the universities, from which the three groups of stakeholders participated in this study, in terms of their ranking and type (high/low ranking, old, red brick, plate glass and new universities), it can cautiously be argued that, the findings generated by the study are likely to be generalizable across UK higher education (Please see Appendix M for more information about the responding universities in terms of their type, rank, BALEAP membership, and regional group). In what follows, a detailed discussion regarding each of these four categories, and their components, will be provided.

5.2.1 Institutional position

As shown above, characteristics of in-sessional EAP provision were investigated from different perspectives, namely institutional position, course design, characteristics of learners and teachers, and assessment. Regarding the institutional position of in-sessional provision, three features were investigated in relation to its integration within the wider institution: the nature of the in-sessional provider and the model of delivery through which the programme is provided); integration with the degree courses (i.e. whether the in-sessional provision is embedded within degree programmes' syllabi or offered as an extracurricular activity); and the in-sessional course credit contribution to main degree courses (i.e. a credit or non-credit bearing in-sessional).

5.2.1.1 In-sessional provider

The model of delivery of provision relates to whether in-sessional provision is centralized and offered by a single unit or decentralized and offered by different units and centres across the university (Murray, 2016). The analysis of the results revealed that, apart from one, all responding universities run their in-sessional programmes internally rather than via a third-party organisation such as INTO. These are offered via different centres and/or departments, with 60% of the institutions surveyed offering their in-sessionals via a language centre and 34% via other units such as academic skills support centres, learning centres, libraries and international offices. The remainder offer in-sessional support via TESOL/Applied Linguistics/languages departments (3%) or individual departments (3%), where provision is offered in the form of discipline-specific academic literacy sessions and run by individual departments.

As these results suggest, a centralized model of in-sessional academic English provision currently predominates in the development and delivery of in-sessional provision. Such a model, as Murray (2016) notes, 'might be seen as reflecting a one-size-fits-all study skills perspective on EAP, one that treats the development of student writing, in particular, as mastery of a set of skills that are generalizable across different disciplines' (p.1). Indeed, the findings regarding the orientation of in-sessional provision confirmed that a majority of responding institutions offer generic EAP in-sessionals (see section 5.2.2.1). Such a generic study skills approach to the teaching of EAP, as Lea and Street state, considers literacy as 'a set of atomised skills which students have to learn, and which are then transferable to other contexts. The focus is on attempts to 'fix' problems with student learning,

which are treated as a kind of pathology. The theory of language on which it is based emphasises surface features, grammar and spelling' (1998; p.158-9). As it is based on a study skills approach, EGAP does not distinguish between the different academic disciplines in terms of their 'discourses', 'behaviours' and 'expectations' (Murray, 2016; p.1). Acquiring an understanding of these discourses, behaviours and expectations – fundamental components in shaping any academic discipline – helps students to 'undergo a process of social acculturation through which they gain admittance into their respective communities of practice' (ibid). Generic EAP provision only offering general language skills that apply across different disciplines cannot provide students with sufficient input reflecting the different language, social practices and identity of individual disciplines (Murray, 2016).

As mentioned above, for many students ESAP (academic literacies) in-sessional provision is beneficial as it helps them become conversant in the academic literacies 'essential to studying effectively within their discipline and being admitted to membership of its community of practice' (Murray, 2016; p.3). As Murray observes, any incoming university student, regardless of their language proficiency, stands to benefit from tuition in academic literacies, especially if they will be studying degree subjects to which they 'have had little or no exposure during their school years' (ibid). Universities should therefore feel an obligation to provide such academic literacy tuition to all students.

5.2.1.2 Integration with degree courses

Results from the study showed that, while more institutions have started embedding EAP in-sessional programmes, there is still a small number which, in addition to embedded provision, also offer credit-bearing programmes. These findings suggest that in at least half of institutions, the EAP in-sessional provision is offered as an optional support service, a non-credit-bearing adjunct to main-degree courses. Where embedded in-sessionals do exist, only a small number carry credit (16%). 'Integrated' or 'embedded' (Jones, *et al.*, 2001) in-sessional provision, where the EAP classes are built into main-degree courses, is considered to be more effective provision, since it allows for greater collaboration between EAP tutors and subject specialists, resulting in the creation of more discipline-specific EAP courses that respond relevantly to students' particular language needs, and thereby encouraging student engagement (Fenton-Smith and Humphreys, 2015). When asked about the embedding of in-sessional provision within main-degree courses, participants in this study echoed similar opinions to those emerging from Fenton-Smith and Humphreys study (2015), unanimously believing that an integrated in-sessional is more effective.

Four reasons were repeatedly highlighted in participants' responses regarding the importance of embedding in-sessionals within degree courses, namely: creating more tangible relevance to discipline content and degree-course demands; removing the stigma of attending in-sessional classes, which can indicate a student's low competence; improving the accountability of universities in supporting students with their needs; and, finally, enhancing the status of EAP provision across the institution. As for creating in-sessional provision that is more relevant to the content and demands of particular specific disciplines, participants from all three groups believed that embedding enables in-sessional tutors to negotiate their syllabi with subject specialists and students. As one in-sessional tutor commented,

> *'Embedding is absolutely necessary. Because the jargon related to the course and the specific skills set needed, such as referencing techniques, just certain nuances of that particular course can be addressed. If I am doing, say, drama and the community, something like that, something quite niche, I think there is a case for embedding the in-sessional course within that module to ensure that the tutor knows what is being delivered to the students, and that we are on the same page'.*

Similarly, another tutor, reflecting on their current embedded teaching experience, added:

> *'...the more deeply embedded it is, the more relevant. I have got a course going at the moment with postgraduate taught students at landscape architecture and, as we are coming to the end of the academic year, they are really appreciating how what I can do with them fits into what the department want them'.*

As for removing the stigma of attending in-sessional classes, another in-sessional tutor remarked:

> *'My experience here working alongside tutors to deliver embedded programmes ensures that the students participated in the one, but they know it is more or less compulsory not optional; this way the stigma towards it, that you opt in if you are not strong, is kind of removed'.*

Organising and delivering in-sessional EAP provision centrally and within a support service unit (e.g. an English language centre) reflects a study-skills approach to the English needs of students and 'often [provides such support] irrespective of the varied language needs of students studying different subjects' (Murray, 2016; p.437). In such a setting, students who often struggle with their language (primarily NNS)

are expected to self-refer or be referred to such EGAP in-sessional support in order to receive some sort of treatment 'to right their ills' (Lea and Street, 1998, as cited in Murray, 2016; p.437). This, as Murray (2016; p.437) continues, 'not only has the potential to disadvantage NS students [and highly proficient NNs] through failure to recognize their language needs, but also risks stigmatizing, even marginalizing, those NNS students who are struggling with language'.

The next reason cited in support of embedding in-sessional provision concerned improving the accountability of universities in terms of supporting students with their needs. As one subject specialist noted:

> *'I think that they should be advertised, and they should be a part of a degree, cause we don't want to give students this message that we want your money, but we want to help you if you want as well; I think it should be there in the marketing material and in the initial correspondence when we acknowledge students' application or when we give a student an offer'.*

Finally, the participants believed that embedding in-sessionals enhances the status of EAP provision across the institution. As such, one in-sessional tutor stated: '*I think that would raise the profile of it [in-sessional EAP provision] certainly and legitimise it more. It would certainly bring it into the central ground, unlike now that it looks like a separate part of university*'. Murray (2016) also asserts that EAP tutors' expertise has remained largely unrecognised within higher education institutions. He argues that this is mostly due to the fact that the work of EAP tutors does not seem to 'feed into credit-bearing courses and is widely seen as a service or support activity that is incidental to the main work of the university rather than as part of its core business' (ibid; p.440). As mentioned above, when embedded within degree programmes, greater opportunities emerge for EAP tutors to align their work with course content and the demands of certain departments and/or faculties. By creating such tangible relevance via close collaboration with subject specialists, more possibilities arise for EAP tutors' expertise and work to be recognised and valued (ibid).

While there was a consensus among participants' responses as to whether in-sessional provision should be embedded, the findings showed mixed views regarding whether or not provision should be credit-bearing. The following section provides a discussion of these results.

5.2.1.3 Course credit contribution

In terms of whether participation in in-sessionals counts towards degree credits, only a small number of participating institutions indicated that their in-sessional programmes carry credit (16%). Regarding whether the provision should be credit-bearing, the participants took two different stances. On the one hand, some, particularly in-sessional tutors, believed that making in-sessionals credit-bearing boosts students attendance. As one tutor remarked,

> *'If these[in-sessional] were credit bearing and I believe it would solve the problem of the attendance and everyone I am sure would benefit whether they would perceive it as beneficial or not'.* Another one added, *'the credit bearing ones are much more satisfying for the teacher because students are more likely to turn up and the non-credit bearing students when they are busy that is the first thing they stop coming to'.*

On the other hand, there were reservations about making in-sessionals credit bearing. One concern related to practicality issues and the fact of departments resisting in-sessional EAP being credited as part of their courses. As one in-sessional tutor stated,

> *'We use to have two credit bearing units, there were two units; academic language and literacy units and they were credit bearing on an MA programme, but, only one of those is still going at the moment because the programme needed the credits back for other units they considered as more important'.*

Another concern related to the possibility that some students would enrol on the course, not because they necessarily needed it but because it would be an easy way to earn credits:

> *'I worked on a module on my current job that tries to develop English language proficiency plus academic skills at the same time and it is accredited, a 15-credit module for students, some of the students, who take that course, that is because they find it easier to get credit from, rather than genuinely want to learn, so there are some pitfalls of that as well'.*

In addition to the arguments participants posited for and against making in-sessionals credit-bearing, some also shared suggestions, based on their current practices, for tackling potential issues arising as a result of making provision credit-bearing. These were 'making in-sessional EAP credit-bearing in collaboration with another area such as academic skills development', 'offering them as additional

awards', and 'giving them a small amount of credit'. Reflecting on good practice within their own institution, one in-sessional tutor commented as follows:

> *'Ok, one tutor from us [in-sessional provider] and somebody from the library and one of the academic skills leads they did a joint presentation about a module they did in computer science and it involved input from the library, it involved language input and it involved the skills input, and it was credit bearing you know and it sounded like a really really good model particularly with all the varied kind of inputs, it seems to have worked really well, so it is something we are taking off very slowly'.*

To this, another in-sessional tutor added:

> *'In our school we do quite a lot of credit bearing in-sessional and are moving towards that and the one that works particularly well I think is through the business school because they have a graduate award which means there is a lot of extra activities that students can participate in regardless of whether they are home or international; it doesn't matter but if they participate in four of them, they get an additional award and that includes in-sessional courses for international students but it also includes working in seminars, it includes the graduate ball, it includes social activities as well as academic activities as well as employability activities so they have done a really good job because they set out all the different things that students can take and it is very easy for them to see and they promote, they only had to promote one thing which is the graduate award program'.*

As with Fenton-Smith and Humphrey's results, the majority of participants perceived credit-bearing post-entry EAP provision positively, especially taught postgraduate students, who pay substantial tuition fees and are often required to complete their degrees swiftly owing to professional commitments. For such a cohort, a non-credit-bearing course of any kind would seem less attractive and not worth the investment of time and effort. Considering the fact that taught postgraduate students in the UK comprise the largest student population at postgraduate level, pay high tuition fees and are required to complete their courses within a year (i.e. full-time mode), overlooking their academic literacy needs suggests that universities are not meeting their responsibility to respond to the needs of this large cohort.

5.2.2 Programme Design

The next set of characteristics investigated related to in-sessional courses and/or programme design and included the orientation of in-sessionals (EGAP and/or

ESAP), needs analysis, syllabus design and materials development, and the timing of provision (the duration of in-sessional provision and the times during the academic year when it is available to students). In what follows, an analysis and discussion of results relating to these features of in-sessional provision is presented.

5.2.2.1 The orientation and purpose: EGAP or ESAP

Regarding the orientation and purpose of in-sessional academic English provision and whether it delivers general academic English or discipline-specific academic English input, the results indicated that, while nearly half (43%) of the institutions investigated offer both EGAP and ESAP, the remainder offer one or other these types, with more (32%) offering general EAP. Given that the majority of EAP definitions and best practice principles provided in the literature include *discipline-specificity* as a fundamental feature (e.g. Hyland, 2006; and Alexander *et al.*, 2008, BALEAP, 2016), it was expected that the majority of in-sessional programmes would offer in-sessionals with this orientation. However, according to the findings of the study, there is still a significant discrepancy between EAP principles of best practice and actual EAP practice regarding the specificity of in-sessional programmes. In other words, despite many EAP practitioners advocating that EAP provision is mostly effective when tailored to meet specific needs of different disciplines (e.g. Hyland & Tse, 2007; Hyland, 2013; Krause, 2014; and Hyland *et al.*, 2016), a more generic approach to EAP is currently taken in many in-sessional programmes. Possible explanations for this discrepancy could include one or more of the following:

(a) EAP tutors cannot identify and teach discipline-specific materials effectively,

(b) Discipline-specific English is difficult for non-native students at lower proficiency levels, and therefore a more generic EAP is required before students are exposed to the more sophisticated discourses of their disciplines.

(c) EGAP follows a common-core approach to academic literacy, one claiming that there are generic academic English skills that are transferable across all disciplines (e.g. note-taking, writing essays, and participating in seminar discussion) (Dudley-Evans and St John 1998: 41). The implication of this approach to EAP is that no variation exists between the language forms, functions and discourses of the various academic disciplines, and consequently there is little need for an ESAP approach (Hutchison and Waters 1987: 165).

While such arguments may to some extent explain why EGAP is still the dominant approach employed in in-sessional EAP programmes, there are others (e.g. Hyland & Tse, 2007; Hyland 2013; Krause, 2014; Hyland *et al.*, 2016) who argue strongly in support of an ESAP approach. Given that in-sessional provision, in contrast to other

EAP programmes (e.g. pre-sessional and foundation), is offered post-matriculation while students are completing a degree course, the importance of ESAP becomes even more acute.

First, this is because commercial English language test results (e.g. IELTS, TOEFL and PTE) are still used as the principal − if not the only − means of placing students into pre-entry EAP programmes (i.e. pre-sessional courses) (Ridley, 2012), and these focus on EGAP. As a result, only those students who do not meet the entry English language proficiency requirements are likely to gain access to ESAP provision, while those who meet English language entry requirements or take Pre-sessional courses that do not include tuition in the academic literacies of their future disciplines are frequently deprived of such tuition unless it is embedded in the curriculum, despite the fact they need to become conversant in those literacies.

Second, when in-sessional ESAP courses are offered alongside degree programmes, they provide students with an opportunity to immediately link the academic literacies offered in such programmes to their disciplinary contexts. However, in-sessional provision that is predominantly guided by a 'common-core' approach to EAP, which advocates the inclusion of language forms and study skills common to all disciplines (Hyland, 2016), does not provide students with the academic literacies specific to their disciplines and this can result in low student uptake and high attrition rates (Lobo & Gurney, 2014; Fenton-Smith & Humphreys, 2015). This can be because of the pressure students already experience in trying to meet their main-degree course workload demands, which will often take priority over English language courses that have little tangible relevance to those demands. As Murray points out, 'students are highly pragmatic and if they feel that in-sessional classes are merely offering more of the kind of EGAP they studied at length prior to entry to university, they will simply vote with their feet' (2016; P.5). In addition, as Ellis (1999) proposes, a second language is not necessarily learnt in a step-by-step fashion; rather, students tend to learn those properties of language for which they have an immediate need.

Third, in the absence of ESAP in-sessional provision, the job of imparting disciplinary academic literacies is left to subject specialists and if that does not happen, it will then be entirely left to students to pick up such literacies for themselves. Such situations raise significant questions of accountability, for, as Hyland (2013) argues, subject specialists are not familiar with literacy skills, and also frequently unwilling to take responsibility for developing students' disciplinary literacies. In fact, while subject specialists continuously demonstrate such literacy skills, they may find it difficult to articulate what they know and may not have the pedagogical skills to impart that knowledge to students. EAP teachers, however, working in an ESAP

context are required as part of their role to develop an understanding of the discipline and its language and become literacy specialists. Their effort in understanding and researching the conventions of the discipline will ultimately be acknowledged by the corresponding departments and inevitably add to the status of EAP providers within HE institutions (Hyland, 2016).

The analysis of the data obtained via follow-up interviews accords with the arguments put forward above in favour of ESAP-oriented in-sessional provision. When asked about the effectiveness of in-sessional programmes which are mainly EGAP-oriented and offered as an optional extracurricular activity for students to drop in whenever they need help with their academic English, many participants considered such provision as less effective, resulting in low student uptake. One reason mentioned as a contributing factor to this low uptake was the lack of immediate relevance to the content and course demands of various disciplines. As one subject specialist participant commented:

> *'. . . I don't think academic development and things like critical thinking . . . can happen in a vacuum; language is a vehicle, and if you, have got students who are thinking all these wonderful thoughts and engaging at the high level, but if they cannot express it, so I don't understand why it is not embedded already and it is not a matter of spoon feeding, because I know sometimes there is that level at which this type of support works, and you think -well if they can't do this by the time they get to degree level- but we stopped doing it at GCSE level, there are English or language lessons at early stages of education whether we are talking about home or international students, but they are no longer about developing your skills it is performative-if you like this, you will get this grade - so you take students out of that context and they have no idea how to apply these principles generally, and to me it makes sense, you know at a point when they are independent and they can buy into this and say I actually want to be able to do this properly and what better way to add value to a degree, so say ok we are going to make sure that you have the transferable skills as well . . . '.*

Taking an EGAP approach to EAP would appear to be simplistic and fails to recognize that not only there is a good deal of variation between disciplines, but also in perceptions of what are considered to be generic EAP skills (Krause, 2014). As Krause observed in his study which investigated two groups of academics' perspectives on generic academic skills, while some disciplinary patterns exist in terms of generic academic skills, there are evident differences both within and between disciplines when it comes to how such skills are valued by different academics. He

concluded that 'the territory represented by the generic skills debate is a potentially troublesome one for academics no matter what their disciplinary tribe' (ibid; p.15). As an example, Krause's findings showed confusion among academic from different disciplines over the notion of 'critical thinking'. Jones (2009) similarly argues that 'disciplinary knowledge' and 'epistemological contexts' influence how critical thinking is defined in different disciplinary communities.

Contextualizing language forms and study skills within disciplinary contexts helps motivate students to take part in in-sessional EAP provision, for they can discern the link between the content of such programmes and their immediate disciplinary needs (Hyland, 2016). As mentioned earlier, many EAP practitioners also consider a course tailored to the specific needs of a discipline as the most successful type of EAP course (e.g. Hyland, 2002; Sloan & Porter, 2010).

In addition to the issue of relevance, as argued earlier, generic EAP in-sessionals follow a deficit model, one which considers such programmes as adjunct remedial services suitable for those students who struggle with understanding their disciplinary discourse owing to their imperfect English proficiency (Hyland, 2016). Many student participants in this study saw this as discouraging. As one student participant remarked,

> *'. . . when you come in the university and they are saying to you - and these are what we are going to do and yada yada yada − they should full ground it [the in-sessional] then so that when it comes up later on, it is not the first time, and also to minimize the potential stigma that some people might feel because they think it is not for them so that could be counter acted there'.*

As Murray (2016) suggests, 'by conceptualizing students' language development epistemologically through understanding the expectations and thus requirements of individual disciplines, student writing is seen less in terms of what is good and bad practice according to a monolithic, universally applicable view of academic English, and more in terms of a process of gradually becoming acquainted with particular disciplinary practices' (p.3). Such a discipline-specific perspective on in-sessional EAP provision, 'distances the development of English language within higher education from the notion of deficit with which it has, for many, been traditionally associated' (ibid).

Nurturing these discipline specific literacies, therefore, can help students to communicate effectively within their discipline community as well as increase their productivity and academic achievement. However, it requires considerable resources to provide such support. This might be another possible explanation for why, despite EAP best practice principles recommending the inclusion of a discipline-specific ap-

proach to EAP provision, the findings of this study suggest that specificity remains absent from in-sessional provision in many British universities, leaving mainly EGAP provision as an extracurricular activity and an adjunct to main-degree programmes.

5.2.2.2 Syllabus design, timing, materials development and needs analysis

The next aspects of in-sessional provision focused on in the study concerned needs analysis, course and/or programme syllabus design, timing, and materials development. In relation to timing, the study's findings showed that different institutions provide these programmes at different times of the academic year: semester/term 1 only (38%); terms 1 and 2 only (7%); and year-round (55%). Furthermore, there was variation in the number of hours of in-sessional provision offered per week, ranging from 2 to 8.

The analysis of the responses to the question investigating syllabus design showed that at least half of in-sessional programmes offered by those universities which participated in this study use a skill-based syllabus. According to Tarey (1988), a skill-based syllabus in language teaching is one which groups 'linguistic competencies (pronunciation, vocabulary, grammar, and discourse) together into generalized types of behaviour, such as listening to spoken language for the main idea, writing well-formed paragraphs, giving effective oral presentations, and so on' (1988; P.3). According to this syllabus, the primary purpose of a language course is to learn specific skills. In the context of EAP, a skill-based syllabus is one which focuses on particular macro-skills such as academic writing and reading (Flowerdew and Peacock, 2001). While using this type of syllabus can be helpful in improving students' language skills in general, it raises the question of to what extent it is shaped to reflect the specific discipline demands in terms of the four skills (Dudley-Evans, 2001). In other words, a skill-based syllabus which adopts the 'study skills model', 'sees writing and literacy as primarily an individual and cognitive skill' (Lea and Street, 2006; 369). An in-sessional programme that uses such a syllabus provides content which focuses only on the generic aspects of skills that are generalizable across different disciplines (e.g. note taking in listening or generic paragraph structures in writing), and assumes that students can independently transfer such knowledge to their own academic context (ibid). Given that the findings of this study showed that most in-sessional programmes investigated provide EGAP provision, it is likely that these skills-based syllabi provide generic aspects of each skill they address. In fact, a closer analysis of the data showed that of the 39% of in-sessional programmes which indicated that they are EGAP oriented, *all* of them use a skill-based syllabus.

In terms of materials development, the results revealed that nearly all of the participating institutions (91%) develop in-house materials based on their students' needs, with only a very small number of institutions (9%) referring to the use of authentic materials in students' respective degree courses. These findings suggest that the current practices are not in line with suggestions in the literature regarding the use of specific disciplinary content in EAP provision. As recent genre and discourse research has shown, given the 'significant variations between disciplines' (Flowerdew and Peacock, 2001; 225), there is a need for the inclusion of specific discipline work in EAP programmes (Olsen and Huckin, 1990; Dudley-Evans, 1994). Moreover, as Brinton *et al.* argue, 'simply 'contextualising' an EAP lesson is not enough; the basis of EAP teaching should be the authentic texts that students have to assimilate [in their discipline]' (1989; P.1 as cited in Dudley-Evans 2001; p.225). While advocating teaching language skills and academic content concurrently, Brinton *et al.* suggest that through such concurrent teaching and use of materials, 'students can respond orally to reading and lectures and reading materials'. Furthermore, such a concurrent format 'recognises that academic writing follows from listening and reading, and thus requires students to synthesise facts and ideas from multiple sources as preparation for writing' (Brinton *et al.*, 1989; P.2 as cited in as cited in Dudley-Evans, 2001).

Flowerdew and Peacock emphasise the important role of needs analysis in materials development and consider that as, 'the necessary point of departure for syllabus, tasks and materials' in order to 'fine-tune the curriculum to the specific needs of the learner[s]' (2001; p.178). With 90% of in-sessional programmes using needs analysis as the basis for materials development, these findings suggest that in terms of including needs analysis in materials development, current in-sessional practices are in line with EAP best practice principles. The question worth pondering here, however, is how such needs are identified. Are they identified based on predictions about the type of language and study skills students are going to be needing for their tertiary education, or are they diagnosed based on a more systematic approach consisting of an analysis of the target needs based on an identified target situation analysis such as their discipline discourses and genres (the kind of needs analysis model proposed by Munby, 1978)? In addition to the sophistication of the needs analysis mechanisms used to collect information regarding students learning needs, the question also arises as to from whom such information is collected. In other words, are such analyses based mainly on an analysis of the target uses of the language made by in-sessional tutors, whether generic or specific, or do they involve subject specialists and students in diagnosing such needs as well? An examination of the data related

to needs analysis mechanisms used in in-sessional provision and to the nature and degree of collaboration between in-sessional EAP staff and subject specialists (please see the following section) can help provide responses to these two questions.

Regarding the needs analysis mechanisms used, results revealed that slightly more than half of participating institutions (51%) use a combination of pre-sessional or foundation end-of-course reports and classroom-based needs analysis, while the remainder reported using no mechanisms. As for involving learners in identifying their own needs, the responses of many participants from the three participant groups showed that the extent to which students are asked about their needs is a crucial factor in determining the effectiveness of any needs analysis methods. Lack of student participation in needs analysis, as a majority of participants stated, can consequently result in making assumptions about their needs which might be incorrect. As one student suggested:

> *'. . . I think that needs are normally addressed from the teacher's perspective, so they end up imagining those needs, creating those needs, those needs are barely researched from students and especially in their own words, it is usually from tutor's perspective, so it is important to give students voice and listen to them and see what they need, it needs to be researched . . . '.*

In addition, as mentioned above, a sophisticated needs analysis mechanism requires an analysis of the target needs − in this case discipline-specific course demands − based on an identified target situation (Munby, 1978). While using in-house end-of-course test results for pre-sessional or foundation programmes can, in comparison with pre-entry EAP commercial tests, provide an 'improved understanding of the construct of EAP' due to 'their length and close connection to a specific curriculum' (ibid; P.6), when used as the only means of determining access and/or needs, the academic literacy needs of a considerable proportion of students whose admission is not conditional on attending the pre-entry EAP courses (i.e. native speakers and highly proficient second-language users of English) will be overlooked. Considering that students come to their degree courses with different degrees of familiarity with the academic conventions and literacies of their disciplines, 'the development of those literacies needs to be seen as an integral part of student learning; that is learning for all students, in higher education' (Murray, 2016; p.3). A comprehensive needs analysis method, one which screens the academic literacy needs of all students, can help universities improve their accountability towards all students' needs. The findings suggest that triangulating the opinions from various stakeholders (e.g. subject specialists and students) and assessment instruments (e.g. post-enrolment needs analysis tests) is required in order to effectively conduct needs analyses for

in-sessional provision if it that provision is to offer comprehensive support that addresses the needs of students from various linguistic backgrounds (i.e. NNS, highly proficient NNS and NS) and degree levels (e.g. undergraduate, postgraduate taught, and postgraduate research).

5.2.2.3 The nature and extent of collaboration between EAP tutors and subject specialists

The results of the study concerning collaboration between in-sessional staff and subject specialists showed that half of in-sessional programmes referred to having some form of collaboration with subject specialists. Such collaboration was reported to be mainly limited to materials selection and not materials design and/or team teaching. The other half, however, reported no collaboration at all. As Dudley-Evans suggests, 'an EAP teacher can only deliver such work [EAP teaching] effectively if he or she has the active co-operation of subject teachers' (2001; P.226). Moreover, while the results showed that more than half of institutions use some form of collaboration, in many cases such collaboration is limited to 'seeking information from the department about the content of the courses, the tasks required of students, the expectations of the department and its related discourse community about the nature of communication in the subject' – a level of collaboration Dudley-Evans defines as 'co-operation' (p. 226). Dudley-Evans proposes that a systematic collaboration between EAP staff and subject specialists may occur at three levels: co-operation (materials selection), collaboration (materials design) and team-teaching. The findings of this study regarding the collaboration between in-sessional EAP staff and subject specialists, however, suggest that while there seems to be a growing understanding of the importance of collaboration between in-sessional staff and subject specialists in the design and delivery of in-sessional provision, there still exists a significant gap between what EAP theorists advocate regarding collaboration and what they actually do.

5.2.3 Characteristics of students and in-sessional tutors

The next set of characteristics of in-sessional provision included the characteristics of student cohorts to whom the provision provides support, as well as those teachers offering such support.

5.2.3.1 In-sessional students

In terms of the cohort(s) to which such provision is available, analysis of the results showed that 50 per cent of the institutions surveyed offer in-sessional provision to all categories of students (international, home, EU) regardless of their language background (NS and NNS), while the other half make provision available only to certain cohorts (e.g. NNS; international and EU students or international, EU and home students for whom English is not a native language). In addition, a majority of institutions (86%) stated that they do not provide different (tailored) in-sessional provision for student cohorts at different degree levels.

With half of institutions offering the in-sessional provision to all categories of students regardless of their language backgrounds (i.e. NS or NNS), these findings show a transition from offering in-sessional provision exclusively to NNS to opening it up to all students. As shown in previous chapters, such a transition was also observed in best practice principles documents such as BALEAP's Accreditation Scheme handbook where in the new edition published in 2016 the eligibility criteria for the scheme have changed from 'full time courses designed for international students' to help them with the language and study skills required for higher education in an English-speaking context', to 'any course or programme which is designed to prepare students with the academic literacy and study competence required for further or higher education or research through the medium of English' (BALEAP, 2016; p.4).

While such a transition shows a tendency towards making in-sessional provision more inclusive, a question worth pondering is whether the necessary measures have been taken by in-sessional providers to prepare for such inclusivity and to effectively cater for the needs of all students from various educational and language backgrounds. As shown earlier in this chapter and in relation to the orientation of in-sessional provision (i.e. EGAP or ESAP), the findings of this study revealed that when institutions are looked at collectively EGAP is still the orientation that predominates and as such it does not adequately address the specific needs of students, despite its becoming increasingly available to *all* students. As Murray (2016; p.438) suggests,

> 'most of them[students] do not need or want is more of the same general EAP or study skills diet; instead, as many very quickly realize, they require a working understanding of the particular literacies that will enable them to negotiate the immediate and particular demands of their studies: to complete coursework assignments (for example business reports, critical syntheses of biology research articles, a presentation of a legal defence case, etc.)'.

As Lobo and Gurney (2014) observe, failing to address such specific needs results in experiencing significant attrition following oversubscription to EAP provision at the beginning of the academic year. In fact, when asked whether they had ceased attending an in-sessional programme, 58% of the student participants in this study who responded in the affirmative stated that the reason was that the content of the classes was irrelevant to their degree course demands and their particular individual needs.

As for the other half of institutions offering in-sessional provision to international, EU and home students for whom English is not a first language, these findings suggest that many EAP in-sessional providers follow a deficit model, one which considers these programmes as remedial services targeted at those students struggling with their study demands, not because they are new to their discipline community, but because they are insufficiently skilled users of English. As such, the implication is that support is required because English is a second language for them or because they have not developed the requisite proficiency in the language (Hyland, 2016; Murray 2017). As noted earlier, such a remedial extracurricular support-service approach to EAP in-sessional provision advocates the use of generic provision, concentrating largely on language forms (e.g. focusing on formal features of language such as sentence construction, grammar and punctuation) and study skills (Lea and Street, 1998). As the findings of this study also showed, while nearly half of the institutions investigated offer both EGAP and ESAP, the remainder offer one or other of these types, with more offering general EAP.

As shown above, at least half of the responding in-sessional course leaders/coordinators claimed that the content of their in-sessional programmes mainly consists of EGAP based on a study-skills approach, and which defines a finite list of common language functions and study skills that are viewed as generalizable across all disciplines. While such an approach to EAP in-sessionals may make the provision appear more accessible to a wider range of students from different disciplines and at different degree levels, it nevertheless only addresses the presupposed needs of students based on a finite number of transferable study skills, and cannot address the particular academic literacies students require in order to engage with the discourses and genres pertaining to their specific disciplines (Flowerdew and Peacock, 2001). This suggests, once again, that the 'common-core' approach (Dudley-Evans, 2001; p.225) to in-sessional provision is still the most ubiquitous.

In terms of which students have access to provision, the results showed that a majority of institutions (78%) make in-sessional support available to all levels (e.g. undergraduate, postgraduate taught and postgraduate research). In addition, a ma-

jority of institutions stated that they do not provide different (tailored) in-sessional provision for student cohorts at different degree levels (i.e. 59% of in-sessionals offer similar content). Considering the different needs of students studying at different degree levels, these findings suggest that while provision is accessible to students regardless of their degree level, it does not offer content that would suit the different needs of students at these levels. As one subject specialist commented,

> *'for some cohorts like undergraduate or some MA taught, it should be the students start from the beginning and they are the same cohort to the end, so you have the same group, you work with them and you understand their needs and requirements, but ,as I said, there are students, particularly among PGR students, that are over confident when they arrive, maybe they need some help during the year, so drop-in sessions would be a good idea for them'.*

5.2.3.2 In-sessional teaching staff

Three aspects of in-sessional staff were investigated: their employment status, their degree and teaching qualifications, and their familiarity with the content and demands of those disciplines with which they were engaged as EAP teachers. In relation to employment, the analysis of the demographic information collected from in-sessional staff revealed that nearly two-thirds are employed on full-time contracts, with more than half enjoying permanent contracts. The findings reveal that the number of both full-time and permanent contracts has doubled within two decades, in comparison with the findings of a study conducted by Cownie and Addison in 1992 when 39% of tutors were employed on full-time contracts, 61% on part-time contracts, 26% on permanent contracts, and 74% on temporary contracts. As they concluded, in-sessional providers need to take action regarding the employment of in-sessional staff in an attempt to improve the overall quality of in-sessional provision. It can be argued that the employment status and conditions of academic English in-sessional staff reflect how committed institutions have been to creating high-quality in-sessional provision (Cownie & Addison, 2006). The findings of this study regarding in-sessional tutors employment status should, however, been taken cautiously as there is possibility that those tutors on temporary, fractional or hourly paid contracts were less likely to be reached by the survey as universities may not share any contact information for these staff on their website.

Regarding in-sessional qualifications, the results revealed that a majority of in-sessional teaching staff hold a postgraduate degree − either an MA or a PhD in TESOL or a related subject such as Applied Linguistics. Half hold a non-ELT un-

dergraduate degree. In addition, half of the tutors indicated that they hold at least one type of teaching qualification such as a CELTA or DELTA, or a non-ELT teaching qualification such as a PGCE. These results also suggest that teacher profiles regarding their academic qualifications meet the guidelines provided in the BALEAP Accreditation Scheme handbook (2016). According to this handbook, EAP tutors are expected to have an undergraduate or postgraduate degree in either a relevant subject focus or an EAP/ELT/Applied linguistics focus. As for their teaching qualification, however, they are required to have an ELT teaching qualification such as Cambridge English or Trinity certificate or diploma (e.g. CELTA, DELTA, and certTESOL) while there is no mention of PGCE. The question worth pondering here is to what extent such university and teaching qualifications provide training regarding specific discipline literacies.

As for in-sessional tutors' familiarity with the academic literacies and demands of disciplines from which they receive students, half of these tutors considered themselves to be familiar with the subject discipline they teach, while the other half considered themselves to be unfamiliar with it. In terms of ways to make themselves familiar with different discipline content and demands, the majority (70%) indicated that they gain familiarity through self-training. The second most common way of familiarizing themselves with discipline-specific content is through a relevant job (e.g. working in a science lab and being familiar with technical terminology related to lab tools), while the third is through completing a relevant degree and/or training (e.g. relevant subject focus in undergraduate or postgraduate, Teaching English for Academic Purposes (TEAP) certificates and TEAP PG programmes). Seeking familiarity with academic literacies of different disciplines via such methods suggest that the teaching qualifications mentioned above as well as university degrees in ELT or Applied Linguistics, seem not to provide training on discipline specific literacies to EAP tutors. As for self-training methods, these included learning from students (e.g. asking students about their essay rubrics and how they are assessed in their main degree courses), from researching departmental teaching materials and documentation, attending the lectures in main degree courses, students' main-course written work, and finally seeking assistance from subject specialists in other departments. These findings suggest that, anywhere it exists, collaboration tends not to be a systematic practice instituted and managed by in-sessional directors/managers and degree-course leaders. Instead, it largely remains an individual endeavor, mostly initiated by in-sessional tutors and on an ad hoc basis, in response to a need for familiarization with the discipline-specific content they need to draw on in their teaching. In addition, the analysis of the in-sessional staff responses to

the survey open-ended item regarding factors improving in-sessional effectiveness showed that, 'collaboration with other departments' and 'embedding in-sessional programmes in degree courses' were the top two frequently mentioned factors in their responses.

According to these findings, current practices in terms of collaboration between in-sessional EAP providers and other departments are not in line with best practice principles suggested in the literature. In the BALEAP Accreditation Scheme handbook (2016), for example, and according to the guidelines provided in this handbook regarding the assessment criterion related to the institutional context (i.e. how an EAP programme is integrated within wider institution), 'course Directors will nurture relationships with receiving departments, in order to understand the academic culture and work in receiving departments' (2016; P.13). When considering the level of familiarity of in-sessional EAP tutors with the content and demands of disciplines from which they receive students, the importance of collaboration between themselves and the subject specialists, as a means to improve familiarity, becomes even more pressing. As mentioned above, providing conditions in which in-sessional tutors can systematically collaborate with subject specialists in order to improve the quality of provision by ensuring greater relevance and responsiveness to students' needs is perhaps the most important next step EAP providers need to consider.

The findings of this study suggest that, while in terms of in-sessional teacher profiles, there have been improvements to teacher employment conditions, greater consideration is needed regarding their familiarity with discipline content through more extensive and systematic collaboration with subject specialists. As many in-sessional staff mentioned in their interviews, a lack of collaboration between subject specialists and in-sessional tutors' results in teachers having to predict, often inaccurately, the content and academic requirements of degree courses and devise their lessons accordingly. All in-sessional and subject specialists interviewed in this study unanimously believed that in order to ensure a high degree of alignment between in-sessional course content and that of degree courses when determining the content of these programmes, collaboration must be fostered between in-sessional programme staff and subject specialists. In this regard, one in-sessional tutor reported:

> *'you [the in-sessional tutor] need to have it organised by the institutions, so it is not just you on your own approaching subject specialists and saying -can I come in and get some advice from you-, so that doesn't work'.*

As stated previously, in order for collaboration to be effective, it needs to be systematic; yet there was a widespread feeling among participants – especially the in-sessional staff – that it is ad hoc. According to the responses to the inter-

view question regarding collaboration, it tends not to happen or to be less effective because it is not arranged by senior in-sessional management and because it is time-consuming for in-sessional tutors to locate and consult with the relevant subject specialists in the department(s). Secondly, such self-initiated efforts to connect with subject specialists often result in either no response or a perceived lack of respect for the in-sessional tutor, coupled with a lack of understanding and/or acknowledgement of their role and expertise. This lack of understanding often results in an unequal power relationship between subject specialists and in-sessional staff, in which the latter assumes 'the butler's stance' (Raimes, 1991). In addition, as some subject specialists stated in their interviews, in the absence of any clearly defined roles for in-sessional staff and subject specialists working collaboratively, given the already hectic timetables and work demands on the part of the subject specialists, there is usually reluctance or uncertainty in becoming involved in such a partnership.

These findings are commensurate with the three conditions Dudley-Evans (2001) proposes as essential to building a successful collaboration. According to these guidelines, in a successful collaboration the role of the EAP tutor and the subject specialist should be clearly defined, while the demands on the time of the subject specialists should be specified and limited. Moreover, the EAP tutor and the subject specialists should be made aware of and respect each other's expertise and professionalism (Dudley-Evans, ibid). In the absence of such type of collaboration, one wonders how realistic it is to expect EAP tutors to demonstrate the ability to 'help students find their way into the writing and speaking practices of their disciplines and institutions' (BALEAP, 2008) – a core competency of a professional EAP practitioner listed in the BALEAP competency framework for EAP teachers.

5.2.4 Assessment

The final characteristic of in-sessional provision investigated in this study related to assessment practices. This included assessment, if any, to determine access to the provision, as well as any forms of assessment during in-sessional programmes. What follows, provides discussion on these aspects investigated.

5.2.4.1 Mechanisms used to determine access to in-sessional provision

In terms of the methods used to determine students' access to EAP in-sessional provision, the majority of participating in-sessional leaders/coordinators (71%) indicated that they use different means, including Secure English Language Test (SELT) results, pre-sessional end-of-course evaluation reports and in-house diagnostic tests.

The remainder reported no use of such mechanisms, suggesting that provision is available to any student and attendance is optional. If determining access to in-sessional programmes is based on predictions about the TLU based solely on SELTs, given the reductionist nature of these tests, such predictions will be very limited because, owing to practical and administration constraints surrounding such large-scale tests, they can only include a limited sample of disciplinary genres (Schmitt and Hamp-Lyons, 2015). On the other hand, while using in-house end-of-course test results for pre-sessional or foundation programmes can provide an 'improved understanding of the construct of EAP' due to 'their length and close connection to a specific curriculum' (ibid; P.6), when used as the only means to determine access and/or students' needs (i.e. as screening and diagnostic mechanisms respectively), they can result in institutions failing to notice the academic literacy needs of a considerable proportion of students whose admission is not conditional on attending the pre-entry EAP courses. While EAP has been initially considered a strand of English as a second or foreign language and, therefore, mainly targeted at international students, the need to use English language needs analysis tests originally designed for L2 users of English for all students is gaining greater currency in order to meet legislative requirements regarding equality of access to higher education and to support mechanisms once students have commenced their studies (Read, 2015). This situation requires EAP to be redefined in such a way that it is capable of including a broader range of students, including both NNSs, at the minimum accepted English proficiency level for HE studies (i.e. CEFR B2), as well as NSs and highly proficient NNSs (e.g. CEFR C2+).

5.2.4.2 Methods used to assess students' progress in in-sessional programmes

In relation to other forms of assessment during and at the end of in-sessional programmes (i.e. progress tests and achievement tests respectively), the analysis of the relevant data showed that nearly all institutions use a form of continuous classroom-based assessment, including portfolios, projects, observations and self-assessment. While there has been a growth in end-of-course in-house EAP tests for pre-entry EAP courses, the findings of this study show that the same situation does not apply to post-entry in-sessional EAP programmes. The fact that, in many cases, in-sessional programmes are neither compulsory nor credit-bearing probably explains the lack of any independent mid- or end-of-course assessment in in-sessional provision. This lack, however, is not a deficit per se, as Schmitt and Hamp-Lyons note, since 'classroom-based and coursework-style achievement assessments provide

the opportunity to gather many more observations of what students can and cannot do in relation to the aims and objectives of a course, and thus can provide a richer data source than a proficiency test when making high-stakes decisions about student progression onto degree programmes' (2015; P.7).

5.2.5 Characteristics of in-sessional provision: summary

The aims of this research study were twofold: to investigate the characteristics of existing in-sessional EAP provision offered across British universities and to evaluate the effectiveness of that provision. The first part of this chapter provided a detailed analysis and discussion of results related to the characteristics of the in-sessional, including principles underlying the design and delivery of the provision. The next section will provide an in-depth analysis and discussion of the results related to the evaluation of the efficacy of this provision.

5.3 The Evaluation of the Effectiveness of In-sessional Provision

As mentioned earlier, this research study focused on both the characteristics and the effectiveness of in-sessional academic provision across British universities, in an attempt to elicit a picture of in-sessional EAP provision currently provided across a large sample of UK universities. The previous section linked those features of current in-sessional EAP provision investigated in this study to theories of best practice in EAP, as well as to perceptions of the effectiveness of the provision held by those stakeholders who participated in the study. The remainder of this chapter will present a further discussion of the effectiveness of in-sessional EAP provision, particularly in terms of the five effectiveness criteria adopted for this purpose, namely adequacy, relevance, needs analysis, position and accessibility. It will do so by linking the results from Phase Two to the existing literature on EAP best practice and by synthesising this data set with that of Phase One. In addition, the criteria on which the participants based their evaluation will also be presented and discussed in detail.

5.3.1 Summary of the results

The effectiveness of UK universities' in-sessional provision was investigated by exploring the perceptions of students, academic subject specialists and in-sessional EAP staff (i.e. tutors and in-sessional programme directors of studies/coordinators).

In addition to investigating the perceptions of these three groups of participants, the criteria they invoked in their evaluation of in-sessional EAP programmes were also examined.

In relation to participants' perceptions of the effectiveness of in-sessional programmes, the descriptive analysis of participants' responses to the Likert-scale items used in the online survey indicated that the negative and the positive perceptions towards the overall effectiveness of the academic in-sessional programmes were equally distributed, with half (50%) below and half above the mean. While such findings suggest that, overall, the evaluation by the three participating groups of the effectiveness of in-sessional EAP provision is not significantly positive or negative when it comes to participants' views on individual aspects of the effectiveness of the provision (i.e. Accessibility, Adequacy, Position, Relevance and Needs analysis mechanisms of the in-sessional programmes), mixed results were observed. According to the findings, there was a statistically significant difference between the five composite scores for these effectiveness constructs, as determined by one-way ANOVA ($F\ (3,1397) = 75.93$, $p = .000$). A Tukey post hoc test revealed that *Accessibility* was perceived significantly more positively by all participants than the other four constructs. Another statistical difference was observed between Adequacy and Position, with *Position* being perceived significantly more positively than Adequacy. No significant differences, however, were observed among Adequacy, Relevance and Needs Analysis mechanisms, leaving the three with the lowest scores as the least positively perceived constructs, respectively.

In addition to the overall composite score for each of the five evaluation criteria, composite scores for each participating group were also calculated separately and compared among the three groups. According to these results, while the Accessibility criterion score was above the mean for all three participant groups, mixed results were observed among the groups in terms of the Position and Needs analysis evaluation criteria. According to these results, the composite score for Position was above the mean for students and subject specialists (i.e. non-EAP lecturers) but below the mean for EAP-in-sessional staff, suggesting that this group of participants have the least positive view of the way in which provision is positioned within universities. Needs Analysis composite scores, on the other hand, were below the mean for both the in-sessional staff and the subject specialists, with only those of the students being slightly higher and above the mean. While mixed results were observed regarding Position and Needs Analysis composite scores among the three groups, the scores for the two remaining evaluation criteria (i.e. Relevance and Adequacy) were all below the mean for all the three participant groups, leaving these two evaluation

criteria as the least positively perceived aspects of in-sessional provision.

Finally, the results of the ANOVA tests of comparison yielded no significant difference for any of the five tests (a comparison test among the three groups per criterion) with the exception of Position. According to this test of comparison, there was a statistically significant difference ANOVA (F (2,7.89) = 75.93, p = .000 between the three groups in terms of their Position composite scores, with in-sessional staff having the significantly lowest composite score for Position than those of the students and the other subject specialists. According to these findings, the in-sessional staff group appears to be the least satisfied with how in-sessional provision is positioned within universities. The analysis of the effect size, however, yielded a small difference among the three groups.

In what follows, a discussion of the observed significant differences regarding each of the five constructs used to measure the effectiveness of academic English in-sessional programmes, as well as the comparison test results referred to above, will be presented, starting with the least positively perceived construct (i.e. Adequacy) and ending with the most positively perceived (i.e. Accessibility).

5.3.2 Adequacy

It is interesting to note that the analysis of the responses to the first open-ended item in the online survey (i.e. *Overall, do you think the academic English support offered at your institution is effective? Please specify factors that need to be considered to make it more effective?*) showed that adequacy was the factor most frequently referred to by respondents. Among the responses, two recurring evaluation sub-criteria in participants' responses were observed: 'Sufficient self-study online resources' and 'Sufficient support for different needs'. The analysis of this set of responses also revealed that these different needs can be classified into two groups, namely, needs based on proficiency level, and needs related to different academic degree level (e.g. undergraduate, postgraduate taught and postgraduate research). While the former refers to the level of materials used throughout in-sessional classes, in terms of its suitability for more proficient users of English, the latter concerns the relevance to degree course demands of input provided in these classes, as well as the format of the programme (i.e. a course or one-to-one tuition), based on the type of support students at different levels may need. According to the same results, it seems that less support is available for students at postgraduate level, particularly PhD students. Likewise, analysis of responses to the interview questions regarding the adequacy of the in-sessional programmes reinforces the above findings. Among the emerging factors contributing to the effectiveness of in-sessionals was the need for one-to-one

support. Many participants referred to having writing centres that offer one-to-one tutorials to help students, particularly PhD students, with their written work, as a means of adequately addressing students' needs at different degree levels.

These findings concerning adequacy are consistent with those of the study conducted by Cownie and Addison in 1992, a report of which was published in 2006. In their nationwide survey of the nature of EAP provision in the UK (including pre-sessional and in-sessional), they drew four conclusions, among them the fact that EAP programmes are inadequate both at university level (e.g. lack of subject specific provision) and in language support programmes (e.g. lack of adequate full-time staff to cover all students' needs). The principal factor contributing to this inadequacy was lack of sufficient resources, particularly in terms of staffing, with the survey concluding that 'it is likely that the quality of support given to students will suffer if the staff providing the service do not enjoy good working conditions, including adequate resources and institutional support' (ibid; 224).

What is surprising, and perhaps troubling, is that over the two decades following the survey's publication, the evaluations of EAP in-sessional provision in this study yield broadly similar results. In summary, the findings generated by this study show that the low adequacy score for in-sessional provision is due mainly to the following factors:

- Lack of differentiation for students studying at different degree levels (less support for PGs, especially PhDs)
- Lack of tailoring of provision according to students proficiency levels, the main and often sole focus being on less proficient users of English)
- Lack of one-to-one mentor support (need for more human resources and space to discuss individual problems concerning academic English language
- Lack of subject-specific published teaching resources (both for teaching and learning purposes)
- Lack of subject-specific published and online 'self-access' resources

5.3.3 Relevance

In terms of the Relevance of in-sessional programmes to degree course content and assessment, the quantitative results drawn from the responses to the Likert scales showed that in-sessional provision was considered as less effective in terms of the relevance it has to a degree course's content and demands. In addition, the

responses to the open-ended items in the online survey (i.e. *Overall, do you think the academic English support offered at your institution is effective? Please specify factors that need to be considered to make it more effective.*) showed that, after Adequacy, Relevance was the second most frequently referred to factor contributing to the effectiveness of in-sessional programmes. By 'relevance', participants mainly referred to the relevance of in-sessional content to particular degree courses.

Similarly, in terms of participants' responses to the open-ended item asking participants to describe effective in-sessional provision (*How would you define effective in-sessional provision? You can respond in single words, phrases or sentences.*), the word frequency query analysis showed that the word 'subject' and the phrase 'subject academic' were among the five most frequently cited words when referring to factors contributing to the effectiveness of an in-sessional programme. The analysis of the complete responses showed that these two words were mainly invoked in sentences in conjunction with other words and phrases, such as 'transferable to subject area', and 'discipline-specific support'.

While the findings above suggest that, according to the stakeholders surveyed in this study, a close correlation between in-sessional content and discipline content and demands is an important factor determining the effectiveness of in-sessional provision, there is a lack of such relevance in current in-sessional provision. As shown in the first part of this chapter (i.e. characteristics of in-sessional provision), regarding the orientation of in-sessional provision (i.e. EGAP and ESAP), the results demonstrated that only a quarter of responding institutions offer English for specific academic purposes (ESAP). As for principles underlying syllabus design in such programmes, the results also showed that just a quarter of participating in-sessional providers use a discipline genre/discourse-based syllabus. This type of syllabus is closely associated with the 'academic socialization' model, and is 'concerned with students' acculturation into disciplinary and subject-based discourses and genres' (Lea and Street, 2006; 369). A genre-based syllabus takes into account disciplinary discourses and genres, providing content which helps students to learn and understand 'the ground rules of a particular academic discourse' (ibid; 369). The findings of this study also showed that the majority of participating institutions use a skill-based syllabus. Unlike the specific discipline genre/discourse-based syllabus, this syllabus focuses on macro-skills (e.g. academic writing and reading) from a generic perspective (Flowerdew and Peacock, 2001). According to these findings, the lack of ESAP in the majority of in-sessional programmes explains the low composite score for the effectiveness of in-sessionals in terms of Relevance. It also helps to explain why Relevance is among the five most frequently mentioned factors contributing to

the overall effectiveness of in-sessionals.

In addition to the relevance of in-sessional content to degree course content, two new evaluation criteria in relation to relevance emerged from the analysis of the interview responses: 'need for involvement of other subjects teaching staff' in the provision, and 'having a more dynamic and changeable in-sessional provision allowing for accommodating students' feedback based on their needs'. These findings show that, while relevance between in-sessional content and degree-course content is crucial to the effectiveness of such programmes, how it is established is also important. In addition, whether the in-sessional course structure is dynamic enough to allow for changes to its content based on specific needs of different groups of students attending the course was also among other factors determining effectiveness of in-sessionals in relation to their relevance to degree courses' content and demands.

As for creating relevance between in-sessional content and degree-course content, many in-sessional staff stated in their interviews that a lack of collaboration between subject specialists and in-sessional tutors results in tutors having to predict the content and course requirements of degree courses; consequently, they end up devising lessons that do not respond well to students' disciplinary academic literacy needs. All the interviewed participants unanimously believed that collaboration must be fostered between in-sessional programme staff and subject specialists when determining the content of these programmes. As one subject specialist stated:

> *'I think creating relevance relies on the collaborative relationship we have; I think that is the way, because if I don't understand what you [as an in-sessional tutor] can provide and you don't understand what I need, I am really surprised that this[relevance] happens'.*

Similar findings were observed by Fenton-Smith and Humphreys, who investigated the perceptions of a group of academic language learning (ALL) tutors at a university in Australia regarding their engagement with subject specialists. According to their research, 'the consensus view was that strategies work best when discipline instructors are involved, since this can create a uniformity of purpose between the content specialist and the ALL expert, improving both course content and delivery' (2015; 46).

Since collaboration with subject specialists has been considered a distinctive feature of EAP by theoreticians for some time (e.g. Flowerdew and Peacock, 2001; Dudley-Evans, 2001; and Murray, 2016), one might have expected to see a greater degree of collaboration in EAP programmes generally, particularly across in-sessionals, which run concurrently with main degree courses. The earliest reference to systematic collaboration between EAP tutors and subject specialists is made by Johns and

Dudley-Evans (1980), who proposed that,

> *'the [EAP] teacher needs to be able to grasp the conceptual structure of the subject students are studying if [s]he is to understand fully how language is used to represent that structure; to know how the range of different subjects are taught during the course; and to observe where and how difficulties arise in order that [s]he can attempt to help both student and subject teacher to overcome them' (John and Dudley-Evans, 1980:8)'.*

As illustrated in the previous section, according to the results of the responses to Section 3 of the survey (features of in-sessional provision), while 38% of the participating in-sessional course leaders/coordinators indicated that there is no collaboration between their in-sessional staff and subject specialists, the remaining (62%) stated that there is a degree of collaboration in their in-sessional provision, even if this is mainly limited to decisions over materials selection. Only a small group indicated that the collaboration occurs both at the planning and teaching stages. The findings of this study suggest that, despite collaboration being highlighted in the literature as an important factor contributing to the effectiveness of EAP provision (e.g. Flowerdew and Peacock, 2001; Dudley-Evans, 2001; and Murray, 2016), this is not widely reflected in universities' in-sessional practices. As one in-sessional tutor noted, in-sessional staff and subject specialists can find such collaboration challenging, a view shared by many of the participants:

> *'Ok, I mean yes, I think collaboration would be ideal, but it can be very difficult to pin down academics; you have got enough time to sit down and do it, but if is managed and arranged systematically, you know, maybe by course leaders, that would be more effective'.*

Based on these findings, and in order to make in-sessionals relevant to students' degree courses and the linguistic demands they entail, opportunities for subject specialists and in-sessional staff to systematically collaborate in the design, development and even delivery of the in-sessional programmes, if resources allow, should be forged.

Another factor contributing to creating relevance, as mentioned by many participants, is the flexibility of in-sessional provision to enable ongoing changes to its content based on students' feedback and needs. In other words, the more dynamic and flexible in-sessional programmes are in terms of their content and delivery format, the more relevance can be enacted. As one subject specialist asserted:

> *'[In order to create relevance we need to] listen to students' voice as we are busy and therefore we have to set up something and students need to attend*

whether they find it useful or not, so that is the key to the solution, and them to review what we do every year otherwise we are not going to improve, and we end up guessing what students need. It has to be something dynamic and needs to be changed based on feedback . . . '.

The findings of this study, therefore, suggest that there are factors universities need to consider in order to ensure their in-sessional provision is relevant to students by responding to the content and demands of their degree courses. These factors are as follows:

- creating a context in which systematic collaboration is nurtured between EAP in-sessional staff and other subject tutors; and
- devising and delivering in-sessional programme content in a collaborative manner with both subject specialists and students.

5.3.4 Needs analysis mechanisms

As revealed above, in addition to the adequacy of in-sessional provision, and its relevance to degree courses, the needs analysis mechanisms used to determine access to in-sessional provision, and the nature of the in-sessional provision required, were also unfavourably evaluated. In responding to the first open-ended item in the online survey (*Overall, do you think the in-sessional academic English offered at your institution is effective? What other factors need to be considered to make it more effective?*), three needs analysis sub-criteria were repeatedly referred to by participants as factors influencing the effectiveness of such mechanisms: 'Identification of needs', 'Addressing all cohorts' needs (home, and international)', and 'Self-assessment of needs'. In addition to these three sub-criteria, a new factor determining the effectiveness of such provision in terms of its needs analysis mechanisms emerged from the analysis of responses; namely, the need for 'More collaboration between in-sessional tutors and other lecturers (subject specialists) in identifying the needs'. It is also interesting to note that analysis of the second, open-ended question in the online survey (*How would you define an effective in-sessional provision? You can respond in words, phrases or sentences.*) revealed that 'Students' and their 'Needs' are factors which are viewed as demanding the greatest deliberation when determining the efficacy of academic English in-sessional programmes.

Exploring the needs analysis mechanisms employed in the participating institutions provides some insight into why this aspect of academic English in-sessional provision is widely perceived less positively. As shown earlier (section 5.2), the analysis of the in-sessional course directors and/or coordinators' responses to Section 3

of the survey investigating characteristics of in-sessional programmes revealed that more than half of the participating institutions either employ no specific needs analysis mechanisms at all or rely on foundation and pre-sessional end-of-course reports, with a few institutions using classroom-based needs analysis (e.g. questionnaires, focus groups, self-assessment and learner diaries). Given the diverse needs of students attending in-sessional classes, failure to diagnose students' needs militates against the idea of teacher-student collaboration for the purpose of defining course content and objectives. As Alexander *et al.* (2008, P.2-4) proposed, an EAP programme is one in which 'teachers and students are generally perceived to be relatively equal', or as Hyland proposes, '[needs are] jointly constructed between teachers and learners' (2006, p.74). When, according to the findings of this study, only relatively few in-sessionals utilise classroom-based needs analysis to seek students' voices in determining their needs, it appears that such a feature of EAP in-sessional programmes seems to have received less attention in some institutions. In addition, limiting the needs analysis to pre-sessional and/or foundation programme end-of-course reports is to exclude those students who have entered university via alternative pathways.

As highlighted in the literature, needs analysis should be 'the necessary point of departure for [EAP] syllabus, tasks and materials' in order to 'fine-tune the curriculum to the specific needs of the learner[s]' (Flowerdew and Peacock, 2001; p.178). As such, 'an effective needs analysis should involve different stakeholders' (Bocanegra-Valle, 2016; P.562). Including different stakeholders in a needs analysis procedure allows for the particular needs with which different parties are concerned to be addressed (ibid). Such an inclusive approach to needs analysis will then allow for the creation of a complete picture of the student needs to be addressed through in-sessional provision. However, as indicated earlier, when such needs analysis is conducted only with in-sessional staff, and in the absence of collaboration with subject specialists and students, it results in them having to make assumptions about students' needs and producing content which does not necessarily reflect students' objectives. As the findings of this study suggest, one factor contributing to the effectiveness of the needs analysis mechanisms used in in-sessional programmes is to include *all* students' voices. As one student participant pointed out,

> *'When I was doing my MSc, the English supports classes were about students writing their essay . . . the main issue addressed were 'not using the online translation', or 'not using Wikipedia'. So, I think one of the things is they [in-sessional programmes] don't address needs of students who are beyond those basic problem, those who are ok with the language but need support with things like structuring an argument, or translation or vocabulary at the*

advanced level, not the basic issues, which make these courses less attractive considering the number of students . . . '.

As this quote shows, needs analysis methods used in in-sessional programmes tend to be mainly limited to students of lower proficiency levels and, therefore, may not be able to address the needs of more proficient users of English (i.e. C2 and above NNS and NS). Given that the results shown in the first part of the chapter revealed that more universities have started opening up in-sessional provision to all students regardless of whether they are proficient users of English, measures need to be imposed to ensure that the input offered in the in-sessional classes is such that it meets all students' needs regardless of proficiency level.

In addition to including different cohorts of students (as shown above) in any needs analysis procedure, it is important to include other stakeholders to provide a more comprehensive picture of the needs. As the analysis of the responses to the follow-up interview question regarding needs analysis mechanisms for in-sessional programmes revealed, many participants believed that including subject specialists/course leaders from other departments is essential in analyzing students' needs. One in-sessional participant, for instance, commented:

'. . . I think this is probably where some degree of cooperation from the subject teacher is needed because if we can at least hear from them, what they expect from their students, the kind of work their students will be doing, examples of the assignments they get given, the kind of level that is expected of them, that is kind of foundation of what students might need . . . '.

As Brown (2009) asserts, including only students in the needs analysis, however, does not provide a reliable source of information, for there are aspects of the teaching context of which they are not fully cognisant. It is therefore necessary to include subject specialists in needs analysis, particularly in relation to the genres and discourse demands of their specific disciplines. Collaborating with subject-specialists will strengthen the link between in-sessional EAP input and the content and demands of students' main degree courses. There is, too, a need for students to be included in the process of defining needs. As mentioned earlier, the sophistication of the needs analysis mechanisms used to collect information regarding the needs of students, and who is involved in determining such needs, plays an important role in creating in-sessional EAP provision that is relevant and speaks to the needs of students studying in the different disciplines.

As discussed above, the findings showed that a sophisticated needs analysis approach which is conducted in a collaborative manner between subject specialists and

students plays an important role in ensuring that the focus of in-sessionals aligns with the content of students' future disciplines and that there is more of a focus on ESAP than EGAP. This, in turn, requires that in-sessional tutors are given an opportunity to research the disciplines with which they are working if they are to become conversant in the content, demands and particular academic literacies of those disciplines and thus more effective teachers. As Hyland (2013) suggests, the effort involved in developing that expertise − or specialist knowledge − will be recognized by the corresponding departments, with the result that the credibility of in-sessional provision and the value of the teachers will be enhanced both within the relevant departments as well as the university more widely. This could encourage the investment of more resources to help expand the provision.

5.3.5 Position

While the overall composite score for Position of the in-sessional within HE institutions was significantly higher than that of Adequacy, there was no significant difference between the composite score for Position and the scores for Relevance and Needs analysis. In addition, the overall composite score for Position fell below the mean, suggesting that participants had quite strong negative perceptions towards the status of the provision within their institution.

As for the position of the in-sessional programmes, three evaluation sub-criteria were referred to as factors underlying participants' evaluation of the effectiveness of in-sessional programmes. These included: the importance of the in-sessional (i.e. an additional support for those at risk or an integral part of the course) in relation to the main degree-course classes; departmental approaches to these programmes and how much they encourage students to attend in-sessional classes.

In addition to these recurring sub-criteria, two new evaluation themes emerged from the analysis of the responses to the open-ended questions in section 2 of the survey in Phase One: the integration of in-sessionals and whether or not they are credit-bearing. Many participants attributed low student uptake to the fact that in-sessional courses are not part of their main degree courses but extracurricular. Being offered as an extracurricular activity with no tangible relevance to students' immediate needs and course demands means that students are often disinclined to attend in-sessionals, particularly given the workload associated with their main degree courses.

The second reason for low student uptake was that in-sessional provision is usually optional and carries no credit. As seen in part 5.1 in this chapter, there are still a small number of institutions which offer credit for their in-sessional programmes.

Many participants believed that carrying credit towards their degree course would improve the status of such programmes, making them 'worthy of time and effort', according to one post-graduate participant. This particularly applies to post graduate taught programmes where tuition fees are substantial and students are usually mature students whose professional demands may require them to finish their programme as quickly as possible. Students in such programmes, therefore, would consider any non-credit-bearing courses as a second priority, resulting in low uptake of the provision available. Leaving the decision of whether or not to attend these programmes to the students themselves can result in academic literacy needs of a large cohort of students being overlooked.

The analysis of the responses to the interview questions regarding the Position of in-sessionals provided further explanation for the above findings. In respect of integration, participants, particularly from the student group, believed that embedding academic English provision in degree courses reduces the stigma of taking part in such programmes and therefore encourages participation. In addition, embedding can also help minimize the other potential stigma that some students might feel because they think such provision is not for them due to a mistaken assumption that in-sessionals are purely general English proficiency focused. In other words, by embedding the in-sessional provision everyone benefits from it, and this does not stigmatise students such as international students and home students for whom English is not their first language. Being part of another skills development module integrated within degree courses, an option proposed by some participants, would give students the opportunity to choose what credit-bearing modules to take based on their needs and interests.

The analysis of the responses to Section 3 of the survey (i.e. characteristics of the in-sessional programmes) also provides further explanation as to why the evaluation score for the Position of in-sessional programmes fell below the mean, despite being perceived more positively than the other three evaluation criteria. As these results show, more than half of the institutions that participated in this study do not offer embedded in-sessional provision but only EAP in-sessional support as an adjunct to students' main degree programmes. Moreover, among the other half which do have integrated in-sessional provision, only 16% offer credit for their programmes. As mentioned previously, in the case of taught postgraduate degree programmes in particular, if credit is not offered then students are less likely to feel motivated to engage with those programmes, with the result that they are often considered as peripheral and low priority in comparison to main degree courses. However, given the important role academic English literacy plays in students' productivity, ability

to fulfil their academic potential, confidence, and integration into their academic, social and professional communities (Murray, 2014), such programmes should not be treated only as an optional support service but rather as a part of their learning process.

5.3.6 Accessibility

As for the Accessibility of in-sessional programmes (i.e. whether students are aware of the existence of such provision and are recommended to attend in-sessional classes), according to the findings of this study, such programmes are accessible to all students in 51% of participating institutions. As the analysis of responses to the questions on features of the in-sessional programmes showed, in 78% of the responding institutions, in-sessional provision is accessible to both undergraduate and post-graduate students. This suggests that, these programmes are accessible to all students, and that different cohorts of students are aware of their existence and enrol in them. However, in majority of institutions, given the specific needs of students from different cohorts (i.e. language backgrounds and degree levels), such provision is too general in terms of the input they provide and therefore fails to effectively address all the different needs of students. This in itself explains why the Relevance and Needs Analysis Mechanisms received lower evaluation scores than Accessibility, for while in-sessional provision seems to be available to students of any language proficiency level and from any degree level, it cannot easily address the particular academic literacy needs of students studying a wide range of disciplines. In addition, the analysis of the question investigating the mechanisms used in the participating universities to determine access to such provision revealed that nearly half (47%) use an end-of-pre-sessional/foundation course report and/or language proficiency test results to determine which students have access to such programmes. As mentioned earlier, using such means to determine access automatically discounts those students who did not take such courses. These students usually include home students as well as EU and international students who met the minimum English language requirements for admission to their degree courses. Given the diverse educational backgrounds of home students as well as the fact that English language gatekeeping tests are not well suited to assessing international students' conversancy in specific disciplinary literacies (e.g. Fox, 2005 and Murray, 2010), there is every likelihood that these two cohorts can benefit from in-sessional academic English provision. While the mechanisms used to determine access to provision do not mean that the cohort mentioned above will be denied access to the in-sessionals, they do mean that attendance to such courses is, in most cases, entirely dependent

on the personal wishes of these students; consequently, they may choose to opt out of such programmes.

Moreover, the results of the responses to the question regarding the target student cohort for the in-sessionals showed that only half of the responding institutions offer such provision to every student cohort, regardless of registration status (i.e. home/EU and international). The findings also suggest that, at some universities, academic English in-sessional provision still constitutes *additional support* available to non-native speakers of English, particularly those who are considered to be in greater need solely based on their performance on pre-sessional/foundation programmes. Such an approach to in-sessionals is exclusive and based on a misguided view of EAP provision as a remedial support service for international students who encounter problems in the UK. As Johns and Dudley-Evans (1980) argue,

> *'the pedagogical problems arise from the perception, [...] that an overseas student's failure to keep pace with his course or with his research is rarely attributable to 'knowledge of the subject' or 'knowledge of the language' alone: most often, these factors are inextricably intertwined. (p.8)'.*

This argues for an academic literacies approach to in-sessional from which all students can benefit regardless of their degree discipline, registration status and educational background. This was also reflected in many responses, from all three participant groups, to the survey open ended item asking about factors improving the effectiveness of in-sessionals.

In addition to the need for university-wide promotion of in-sessionals and their availability to all students regardless of their first language backgrounds, one other evaluation criterion which emerged concerned whether in-sessionals should be offered in the form of both continuous and drop-in sessions. This suggests that while in the majority of the participating institutions these programmes seem to be open to students from all degree levels, the formats in which they are offered are often not suitable for all levels. As shown in section 5.2.3.1, some participants believed that, while in-sessionals are offered as a series of interrelated (i.e. continuous) sessions that mostly suit undergraduate and postgraduate taught students, more one-to-one drop-in sessions are demanded by PhD students who may need such support at different times of the year depending on the stage they are at in their research.

5.4 Conclusion

This study was designed to investigate the characteristics and effectiveness of current in-sessional EAP programmes offered at British universities. Its findings

suggest that while there seems to be a shift away from an extracurricular EGAP model directed at international students towards one of embedded ESAP directed at *all* students, there remains work to be done here and, as part of that, close collaboration with subject specialists is needed. To complement such collaboration, students should also be given an opportunity to voice their specific needs. In addition, there need to be conditions created that promote collaboration at different levels from co-operation (materials selection) and collaboration (materials design) to team-teaching.

While there appears to be a gradual move towards embedding in-sessional provision within degree courses, this is not yet the case regarding the credit contribution of in-sessional courses towards degree programmes. One major reason explaining the reluctance to make in-sessional programmes credit-bearing is that some students enrol on courses not because they necessarily need them but because it is an easy way to earn credits. There is, however, a growing body of evidence in the literature indicating that many students, regardless of their language proficiency level, would benefit from academic literacies programmes as discipline conventions are new to all students new to a discipline (e.g. Murray, 2016). Furthermore, by making in-sessional ESAP programmes credit-bearing but optional and as a part of a more comprehensive academic skills development provision, the status of such programmes will increase within the respective institution, for such programmes are likely to be seen as an integral part of students' learning rather than an extra support service; and this is likely to encourage student take-up of provision.

Another major objective of this research study was to investigate the effectiveness of in-sessional academic English programmes currently offered at British HE institutions. In addition to the evaluation of these programmes, factors on which an evaluation of such programmes can be carried out were also investigated. The findings of this study revealed that while there is no significantly positive or negative evaluation of the overall effectiveness of these programmes, certain aspects of in-sessional provision appear to be in need of attention. These include the adequacy of the provision, its relevance or alignment with students' disciplines, and more effective needs analysis mechanisms. While there have been improvements in the adequacy of such provision in the past two decades in terms of the number of tutors on permanent and full-time contracts (Cownie & Addison, 1992), there are shortcomings elsewhere in terms of in-sessional programmes addressing the specific needs of students studying at different degree levels, insufficient online resources, insufficient account taken of students with higher levels of language proficiency, and a lack of balance in relation to the formats in which the in-sessionals are provided

(e.g. not enough one-to-one drop-in tutorials in comparison to group sessions). As for aligning in-sessional EAP provision with discipline-specific conventions, one key factor plays a significant role; namely, the creation of an environment in which *systematic* collaboration between in-sessional staff and other subject tutors can take place and support the design and delivery of a relevant and engaging in-sessional programme that more effectively promotes learning.

In light of the findings of this study regarding the characteristics and effectiveness of current in-sessional EAP provision offered across universities in the UK, Chapter 6 will consider the implications of the study and its contribution to our existing knowledge of the field of EAP. It will also consider some of the limitations of the study and offer suggestions for future research that might build usefully upon the findings reported here.

Chapter 6

Conclusion

6.1 Introduction

This study set out to investigate the characteristics and effectiveness of in-sessional academic English provision offered across British universities. Although its primary goal was to investigate the effectiveness of the provision, in order to do so it was essential to acquire an overall picture of current in-sessional EAP programmes (Lynch, 1996). Since the existing EAP literature is predominantly focused on EAP pre-sessional programmes, with only minimal reference to in-sessional programmes in the UK (e.g. Flowerdew and Peacock, 2001; Jordan, 2000), this study also included an investigation of features characterising in-sessional provision. The study thus sought to investigate two aspects of in-sessional provision:

1. the characteristics of current in-sessional programmes on offer across British universities and the principles underlying the design and delivery of such programmes; and

2. an evaluation of the effectiveness of in-sessional provision.

In order to investigate the characteristics of existing in-sessional programmes and to evaluate their effectiveness, a mixed method approach was adopted consisting of a large-scale online survey and follow-up semi-structured interviews. The survey consisted of three parts, namely demographic information, characteristics of in-sessional programmes, and evaluation of the effectiveness of in-sessional programmes. Multiple data collection methods were used in order to allow for the triangulation of data. These included (1) an online survey consisting of Likert Scales, text-based items and multiple-choice questions, and (2) follow up semi-structured interviews. Although the questionnaire was sent to all universities in the UK (167 institutions

at the time this study was conducted), stakeholders from 80 universities responded to the call for participation, representing a 48% response rate. Given the regional coverage of the study and the diversity of the participating universities in terms of their ranking and type (e.g. ancient, red brick, plate glass, and new), the findings might reasonably be taken as representative of the sector as a whole.

This chapter presents a summary of the key findings of the research and their significance and implications for the field of English for Academic Purposes. It goes on to offer suggestions for in-sessional EAP programme evaluation and future development, and to identify some of the limitations of the study. Finally, it considers the implications and recommendations for further research that emerge from the study.

6.2 Key Findings and their Significance

6.2.1 An improved understanding of the characteristics of current in-sessional provision offered at British universities

The findings of this study add significantly to the existing EAP literature, particularly in the context of the UK where the majority of both the non-research and research literature is related to pre-entry EAP provision (i.e. foundation and pre-sessional) and far less attention is given to post-university entry EAP provision; that is, in-sessional provision. These findings, therefore, provide a more comprehensive picture and in-depth understanding of what current in-sessional provision across British universities looks like, and identifies those factors that determine the effectiveness of such provision as perceived by three groups of stakeholders: students, in-sessional EAP staff, and academic subject specialists teaching on university degree programmes.

Regarding the characteristics of the in-sessional EAP provision currently on offer at British universities, while there is some variation, the findings suggest that provision tends to be EGAP oriented, non-credit bearing, and offered by different units such as language centers, international offices, and libraries within and across institutions, rather than being offered locally at a faculty or departmental level. The main student cohort at whom provision is directed is predominantly non-native speakers of English, and there is little or no difference in terms of the content of the in-sessional classes according to the level at which students are studying. Such a generic approach to in-sessional EAP support that is primarily intended for non-native speakers of English in need to further language development not only risks stigmatizing and even marginalizing this cohort but also overlooks the academic

literacies that need to be acquired by all students, native and non-native-speakers, regardless of their proficiency level. Many of these students will not have acquired − or acquired to the extent necessary − the academic literacies needed to cope with the particular language demands of their academic disciplines (Murray, 2016). It should be noted that the findings also suggest that there seems to be a shift away from an extracurricular EGAP model directed at international students towards one of embedded ESAP directed at *all* students; however, the shift is as yet 'gentle' and arguably quite embryonic. By bringing in the voices of key stakeholders, this study sheds light on current in-sessional practices and what stakeholders feel about them, and offers suggestions as to what might be done to improve the efficacy of these programmes. It is important to note that the suggestions made in this study need to be mediated as different universities operate within different contexts and under different constraints.

In respect of in-sessional tutors, the findings revealed a number of things. They showed that in-sessional tutors hold at least one teaching qualification, such as a CELTA, DELTA, or PGCE, and a majority hold a postgraduate degree − either an MA or a PhD in TESOL or a related subject such as Applied Linguistics showing that they meet the best practice principles stated in the BALEAP accreditation scheme handbook (2016). Based on these guidelines, EAP tutors are generally qualified professionals who hold relevant academic and teaching qualifications.

Furthermore, the results showed that many in-sessional tutors are on full-time (78%) or permanent (57%) contracts, suggesting there has been significant improvement in in-sessional teacher profiles in terms of their employment conditions in the past twenty years.

There is evidence, however, that greater consideration needs to be given to the issue of tutors' familiarity with discipline content. Many tutors (70%) indicated that they gain familiarity with academic disciplines and their requirements and associated discourses mainly via self-study, with the findings also showing that it is through more extensive and systematic collaboration with subject specialists that familiarization with discipline content can be effectively facilitated. This suggests that while existing best practice principles for EAP (see, in particular, the Competency Framework for Teachers of English for Academic Purposes [BALEAP, 2008, P.4]) recognize the importance of 'work[ing] with subject specialists and take[ing] account of their different perspectives with regard to knowledge communication', there is in many institutions no systematic arrangement through which 'Course Directors will nurture relationships with receiving departments in order to understand the academic culture and work in receiving departments' (BALEAP 2016 P.13).

6.2.2 The Effectiveness of current in-sessional provision, and factors influencing effectiveness

Regarding the factors affecting the effectiveness of EAP in-sessionals, a set of evaluation criteria and sub-criteria were drawn from the literature on best practice principles for EAP provision. These evaluation criteria (i.e. accessibility, position, adequacy, relevance, and needs analysis) were used to evaluate the effectiveness of current in-sessional provision from the perspectives of three main stakeholder groups: students, in-sessional EAP tutors and coordinators, and subject-specialists. The findings showed that the three stakeholder groups evaluated the effectiveness of in-sessional provision less positively in terms of *adequacy*, *relevance*, and *needs analysis*.

According to these findings, while the in-sessional EAP provision on offer at British universities is ostensibly accessible to all students, the majority of in-sessional programmes have an EGAP orientation mainly offering English for general academic purposes which is of little or no relevance, particularly to more competent users of English. It adopts a generic approach which cannot adequately address the academic literacies that all students − more and less proficient, native and non-native speakers − require in order to meet the demands of their degree courses. This lack of alignment between in-sessional EAP course content and the academic literacy demands of students' main degree courses has the effect of not fully serving students' needs and of in-sessional provision almost invariably being positioned as extra-curricular, remedial support directed almost exclusively at international students for whom English is not a first language. Furthermore, adopting such a deficit approach to post-entry academic English language provision can discourage students from attending in-sessionals as it tends to stigmatise them. In addition, given that NNSs have already studied EGAP at length in preparation for EAP pre-entry tests (e.g. IELTS or TOEFL), few may feel inclined to attend in-sessional classes which merely offer more of the same, are not credit-bearing, and do not meet the immediate language needs that are specific to their disciplines and which will help them with their next assignment or exam (Murray, 2016). The findings showed that more systematic collaboration between in-sessional providers and academic departments is required in order to increase the degree of fit between the in-sessional programme input and students' degree course content. Such collaboration will allow for the design and delivery of a more comprehensive in-sessional programme, one which provides such tuition and support as a core part of student learning. The less positive perceptions of participants in respect to these criteria suggest that universities would do well to focus on improving in these areas if they are to provide in-sessional English that is

more responsive, motivating and effective.

In addition to these evaluation criteria and sub-criteria, other factors invoked by each of these participant groups in their evaluation of the effectiveness of the provision were also investigated. By combining EAP best practice principles obtained from the existing literature and the voices of a considerable number of stakeholders ($N = 457$), the findings of this study provide a comprehensive list of evaluation criteria which higher education institutions in the UK and elsewhere can consider when investigating the effectiveness of the in-sessional EAP provision they offer. These criteria and their corresponding sub-criteria are as follows:

1. *Accessibility*

   - university wide publicity of the in-sessional provision
   - departmental publicity of the in-sessional provision
   - availability of the provision to all students regardless of their first language background
   - the provision should be available both as connected sessions (e.g. continuous courses or programmes) and drop-in sessions (e.g. workshops, one-to-one tuition);
   - when different schemes (e.g. libraries, language centres, international offices) provide in-sessional EAP, it causes confusion among stake-holders as what it offers and where they should refer to for their specific needs

2. *Relevance*

   - relevance to discipline genre is essential in order to improve conversancy in the discipline genres;
   - also, relevance to course work assessment should exist
   - need for more personalised one-to-one tuition to make the provision relevant to individual needs
   - more involvement of subject specialists at both design and delivery level to make it more relevant to students' study demands is needed
   - programmes should be dynamic and changeable so that they allow for addressing the specific needs of students

3. *Adequacy*

- whether there is a balance between English for General academic English (EGAP) and English for Specific Academic English (ESAP) provided in each institution based on needs of its students
- adequate teaching and learning resources including subject specific published teaching resources;
- and subject specific published and online 'self-access' resources should be available
- whether the provision is equally adequate for all degree levels (less support for PGs especially PhD)
- whether the provision is equally adequate for more proficient users of English (mainly for less proficient users of English)
- whether one-to-one mentor support and adequate human resources and space to share individual problems related to academic English language is available

4. *Position*

- collaboration between the in-sessional providers and other departments exists
- the importance of in-sessional in relation to degree courses (i.e. an additional support for those at risk or an integral part of the course) is recognised
- there is a level of integration to the overall degree course structure
- there exists institutional responsibility towards in-sessional EAP development
- what are the attitudes towards the in-sessional status within an institution

5. *Needs analysis*

- effective needs analysis mechanisms are employed;
- to identify all students' specific academic English needs;
- and to address all students' specific academic English needs
- more collaboration in identifying the needs should exist between in-sessional providers and students and subject specialists via;
- self-assessment methods (learners' participation in needs analysis) and,
- subject specialists'/departments' feedback based on previous work and course demands

6.3 Implications for In-sessional EAP Programme Development

6.3.1 Needs analysis, Syllabus Design and Materials Development

Needs analysis is a fundamental step in designing a syllabus and developing relevant materials in any EAP programmes (T. Johns and Dudley-Evans, 1991; Robinson, 1991; Strevens, 1988a; Jordan, 1997). Any needs analysis exercise needs to take account of students' and other subject specialists' opinions. As this study's findings have indicated, while needs analysis mechanisms exist in some in-sessional programmes, there are certain aspects of these needs analysis mechanisms that need to be considered in order to improve the overall efficacy of them. One aspect repeatedly referred to by participants in this study was that they do not address all cohorts' needs (NSs and NNSs, as well as UG, PG taught and PG research). In fact, the results revealed that only 51% of in-sessional programmes conduct any form of needs analysis and do so based on pre-sessional or foundation end-of-course reports and students' classroom performance once in-sessional classes have commenced. Relying solely on pre-sessional and/or foundation programme course reports to analyse students' needs means that there is a risk of overlooking the language needs of a considerable proportion of students whose admission is not conditional upon attending such pre-entry EAP courses. Moreover, there is evidence from the findings that EAP tutors make assumptions about their students' needs which might be incorrect. It is, therefore, important to include students' voices by asking them directly about their academic English needs. Considering the increasing linguistic and cultural diversity of the student body in higher education (Murray, 2016), an approach to needs analysis that addresses the needs of *all* students is essential to student success.

In addition, EAP providers need to consider promoting collaboration between in-sessional providers and subject specialists as an important element in the process of identifying students' needs. The findings of this study showed that creating such collaboration is difficult in contexts where in-sessional provision is offered centrally rather than within faculties or departments. Embedding in-sessional provision within faculties or departments facilitates collaboration and helps EAP teachers tailor teaching and materials more precisely to students' needs as a result of close consultation with subject specialists and students. It helps in-sessional staff to familiarise themselves with the academic discourses of the disciplines in which they work, and with local course demands and methods and types of assessment. This enables them to assist students more effectively and gives them added credibility in the eyes of students and academic staff in the faculty/department concerned (Murray, 2016).

Furthermore, systematic collaboration between in-sessional tutors and subject specialists will help ensure the development of a relevant and responsive syllabus, the selection and development of appropriate in-sessional materials, and effective team-teaching (where possible) between English language teachers and academic content lecturers. In light of an improved understanding of different disciplinary practices as a result of close and systematic collaboration between in-sessional providers and other departments, the adoption of a genre-based syllabus, allowing for the development of authentic discipline-specific materials, will become more feasible.

6.3.2 Delivery Format of In-sessional Programmes

The findings of this study suggest that the delivery format of in-sessional programmes should correspond to the study mode of students from different degree levels. In the case of postgraduate research students, for example, there is a need for more one-to-one support to cater for the specific needs of individual students. PhD students, in particular, will benefit from a flexible in-sessional timetable, depending on which stage of their study they are at (e.g. first year preparing for the review report, or final year writing up their thesis chapters). For instance, creating writing centres that offer one-to-one tutorials that assist students with their written work. In contrast, UG and PG taught students are more likely to benefit from a group-course format which enables tutors to monitor students' progress and provide them with formative assessment and feedback. In addition, given the intensiveness of MA taught programmes, these students are likely to benefit more from tailored, embedded in-sessionals directly linked to the content and demands of their main degree courses and which provide tuition in the academic literacies they need to develop.

6.3.3 Contribution of the study and recommendations for further research

This study contributes to the existing body of research on EAP provision by providing a rich description of the characteristics of existing in-sessional EAP provision, drawing on a large sample of universities. In doing so, it offers a better understanding of actual in-sessional EAP as opposed to the practices it is assumed are currently being adopted by institutions. Furthermore, by including stakeholders' voices in relation to the evaluation of the provision based on their personal encounters with in-sessional programmes, the study provides a more comprehensive understanding of best practice principles underlying in-sessional EAP provision and how, based

on such principles, the efficacy of current in-sessional EAP might be evaluated and improved.

By investigating in-sessional EAP provision, this study also sets the context for future research concerning EAP provision post-entry to university. It is hoped that its findings concerning the effectiveness of such provision will promote further research concerning each of the factors identified that impact the effectiveness of in-sessional provision. These might, for example, include more case studies, particularly in the context of UK, investigating the collaboration between in-sessional EAP providers and other departments across an institution, the nature of any such collaboration, and its effectiveness in creating relevant and comprehensive in-sessional provision. Regarding the needs analysis mechanisms in-sessional providers use to determine student access to provision and the content of in-sessional programmes, further case studies are needed to investigate this. Similarly, studies at the institutional level can usefully investigate whether and how the provision is embedded within different departments across a single institution and what embedding actually means to different institutions. Such studies can explore whether embedding is a universal practice employed across all departments or within only certain departments, and on what basis. The issue of in-sessionals carrying credit also warrants further investigation; in particular, the challenges credit-bearing in-sessionals can present and how and on what basis any credit is allocated at different degree course levels.

6.4 Limitations of the study

One benefit of this study is its scale and its specific focus on in-sessional provision. However, although at least two of the targeted participant groups (i.e. students, in-sessional staff and subject specialists) from each university completed the survey, the results would have been more comprehensive if at least three participants (one from each participant group) in each responding institution had completed the survey.

Additionally, the evaluation criteria and sub-criteria used in this study were developed in a way that enabled them to be used to evaluate in-sessional provision at a macro-level. Consequently, the findings of this study only provide a holistic sense of the effectiveness of in-sessional provision across British universities and any reading and interpretation of its findings needs to be some with an awareness of the local complexities and constraints that particular institutions and EAP providers face.

Furthermore, it should be noted that there are other types of EAP provision (e.g. peer mentor support schemes) than the in-sessional programs which were investigated in this study. Such limitations should therefore be considered when making

any interpretations of the findings of this study. Future studies could also include other post entry EAP provision than in-sessional programs when investigating EAP provision offered alongside degree programs.

6.5 Conclusion

In the current climate of internationalised higher education, where there is rapid growth of English- and non-English-speaking students from diverse language backgrounds selecting English-medium universities for their tertiary education, there is a rising demand for mechanisms designed to address the academic English needs of these students (Read, 2008). In what is an increasingly marketized environment, in which higher education institutions seek to attract greater numbers of international students, perform well according to the Teaching Excellent Framework (TEF), and respond to the widening participation and education for all agendas, fulfilling the academic literacy needs of all students stands to benefit not only the students themselves but also universities. On the other hand, failure to do so risks compromising students' academic success and damaging institutions' reputations and future security. It can also have deleterious psychological and social effects on students as a result of poor academic and professional performance (Feast, 2002), while also reducing staff morale by negatively impacting the quality of courses and possibly even compromising ethical principles.

Appendix A

Survey Section 3: Characteristics of in-sessionals

Type and Orientation

1. What type of academic English support programmes are currently being provided at your institution? (Select more than one where appropriate)

a. Foundation (any academic English foundation programme)
b. Pre-sessional (any types of academic English course/programme offered prior to degree programmes)
c. In-sessional (any types of academic English course/programme offered post enrolment and alongside degree programmes)

2. What type of in-sessional programme does your institution provide? (Select more than one where appropriate)
a. General academic English (EGAP)
b. Discipline/programme specific academic English courses (e.g. academic English for art and the social sciences, law, science, etc.)- (ESAP)

Integration and Credit Contribution

3. Is the in-sessional programme embedded and credit bearing within degree courses?

a. Non-credit bearing embedded course (Those academic English support courses/modules which are integrated to the subject curriculum, but do not lead to a qualification or institutional credit)
b. Credit bearing embedded course (Those academic English support courses/modules which are integrated to the subject curriculum, and lead to a qualification or institutional credit)
c. Credit-bearing, non-embedded (The in-sessional is offered via a unit outside departments and is not embedded within departments but does offer credits towards degree qualifications)
c. non-credit bearing, non-embedded (The in-sessional is offered via a unit outside departments and is not embedded within departments and does not offer any credits towards degree qualifications)

c. Other (Please specify)

Timing

4. What is the Length of the programme(s) offered? (Select more than one where appropriate)

a. 4-10 weeks (not a full term/semester)
b. 1 semester/term
c. 2 terms
e. Year-round (2 semesters/all terms including the summer term)

f. Other (Please specify)

5. On average, how many hours of in-sessional academic English instruction students can receive per week at your institution?

a. 2 hours
b. 2 -4 hours
c. 4 -8 hours
e. 8 -10 hours
f. Above 10 hours

g. Other (Please specify)

Provider

6. Please select how academic English support is delivered in your university. (Select more than one where appropriate)

a. Via a third-party provider (e.g. INTO, a language school/college outside the university, etc.)
b. Via a language centre (inside the university)
c. Via an academic skills support centre (inside the university)
d. Via an Applied Linguistics Department (inside the university)
e. Via Individual departments (inside the university)

f. Other (Please specify)

7. Please specify the title of the centre(s)/department(s) offering academic English support?

Student Cohort

8. Please select to which student cohort the in-sessional academic English programme is offered at your institution. (Select more than one where appropriate)

a. International (non-EU)
b. EU
c. Home students (regardless of their language background)
d. Home students for whom English is the first language
e. Home students for whom English is not the first language

f. Other (Please specify)

9. Please specify whether the academic English support provision offered is the same or different for these cohorts of international (non-EU students), EU students, and home students.

a. Similar
b. Different

10. If the academic English support provision is different for international (non- EU students), EU students, and home students, please specify how it is differentiated?

11. Please select which level(s) of students are targeted by your institution's academic English in-sessional provision. (Select more than one where appropriate)

a. Undergraduate
b. Taught Post-graduate (including MA, and MSc)
c. Postgraduate research (MPhil, PhD, etc.)

12. Please specify whether the academic English support provision is the same or different for undergraduate, taught postgraduate and postgraduate research students.

a. Similar
b. Different

13. If the academic English support provision is different for undergraduate, taught postgraduate and postgraduate research students, please specify how this is differentiated.

14. Please specify the methods employed in your institution to determine which enrolled students are in greatest need of academic English language support. (Select more than one where appropriate)

a. Pre-enrolment language proficiency tests results (e.g. tests such as IELTS)
b. Pre-enrolment academic English course performance reports (e.g. pre-sessional tests/reports, foundation course tests/reports, etc)
c. Post-enrolment in house diagnostic test
d. Trial assignment
e. None

f. Other (Please specify)

Needs Analysis Mechanisms

15. Please select the needs analysis methods employed to identify students' particular needs which are used for syllabus design purposes for in-sessional courses. (Select more than one where appropriate)

a. Pre-enrolment academic English course performance reports (e.g. pre-sessional tests/reports, foundation course tests/reports, etc.)
b. A commercial language proficiency test results (e.g. IELTS, PTE, etc.)
c. An in-house diagnostic test (e.g. an in-house test of academic English readiness/proficiency)
d. Authentic language data (texts and recordings such as trial assignment)
e. Classroom based needs analysis methods (e.g. questionnaires/interviews, self-assessment, learner diaries etc.)
f. None

g. Other (Please specify)

Assessment Methods

16. Please select assessment method(s) used for monitoring and assessing in-sessional course-related progress/achievement. (Select more than one where appropriate)

a. Classroom based test (e.g. teacher made progress/achievement tests)
b. End of course commercial proficiency tests (e.g. IELTS, ITP)

c. End of course in-house progress/achievement tests (e.g. designed by an in-house testing team)
d. Continuous assessment (e.g. Projects, interviews, Observations)
e. Self-assessment (e.g. questionnaires)
f. Formative assessment (e.g. portfolios, journals)
g. None

f. Other (Please specify)

Syllabus and Materials Design and Development

17. Please select the method that best describes the design of the academic English syllabus offered at your institution

a. Lexicogrammar-based (e.g. focusing on formal features of language such as sentence level, grammar, punctuation)
b. Skill-based (e.g. focusing on particular macro skills such as academic writing and reading)
c. Specific discipline genre/discourse based (inducting students into the discourses and genres of specific academic disciplines)
d. Based on all students' generic study skills needs in shifting from secondary to tertiary education (e.g. generic study skills such as essay writing, note-taking and presentation)

e. Other (Please specify)

18. Please choose the method(s) used for selecting/using course materials for the in-sessional English support programmes offered at your institution.

a. Following a particular published course pack which is used by all teachers (e.g. using a particular academic English course pack such as English for Management students)
b. Using different resources (e.g. commercial course books and EAP materials) based on students' particular needs
c. Using commercial corpus-based course books
d. Using materials developed in the centre based on students' particular needs and specific subject areas

e. Other (Please specify)

Collaboration

19. Please select the type of collaboration used between academic English tutors and subject specialists.

a. There is no direct collaboration
b. EAP instructors teach academic English on the basis of subject specific texts and materials that they receive from the subject lecturer
c. EAP instructors and subject lecturers plan academic English activities together
d. EAP instructor and subject lecturer carry out team teaching
e. Academic English is taught by the subject lecturer

f. Other (Please specify)

Appendix B

Survey Section 2: Survey items and their corresponding evaluation criteria and sub-criteria

No.	Evaluation Criteria	Evaluation Sub-Criteria
	Accessibility	
1	My institution provides prospective and enrolled students with information about academic English development opportunities available to students while completing their degree courses	university-wide publicity
2	Departments widely publicize the academic English support programmes (e.g. in-sessional classes, workshops, tutorials) available	departmental publicity
3	Academic English support is available to *all students* regardless of their first language background and including native speakers of English	availability to all students regardless of their first language backgrounds
4	Overall, the academic English support is accessible	overall perception on accessibility of in-sessional
	Adequacy-5	
5	There is sufficient English language support that is subject-specific (e.g. English for academic disciplines such as management, business, engineering, etc.)	whether English for General academic English (EGAP) and English for Specific Academic English (ESAP) provided in the provision is sufficient
6	There are more general academic English programmes offered than subject specific academic English classes	
7	More Subject specific academic English classes need to be offered to students from different disciplines	

8	There are adequate resources and institutional supports for academic English support programmes	adequate teaching and learning resources
9	Overall, the academic English support programmes offered at my university are sufficient to address different needs of students	Overall perception on adequacy of in-sessional
	Position-5	
10	Departments encourage students to attend academic English support programmes (e.g. in-sessional classes, workshops, tutorials) available	collaboration between the in-sessional providers and other departments
11	Academic English support is seen as a last resort by departments sending students to these programmes	the importance of in-sessional in relation to degree courses (i.e. an extracurricular support for those at risk or an integral part of the course)
12	Departments consider the time students need to develop their academic English proficiency in relation to the degree programme overall workload	integration to the overall degree course structure
13	My institution demonstrates responsibility towards students' continuous academic English proficiency development throughout their degree programmes	institutional responsibility towards in-sessional EAP development
14	Overall there is a generally positive attitude within the institution towards the academic English language support programmes	Overall attitudes towards the in-sessional
	Relevance-4	
15	There is relevant academic English support to enable students to comprehend the specific genre in their subject area	relevance to discipline genre (in relation to engagement with reading materials in different disciplines)

16	There is relevant academic English support to enable students to meet the requirements of writing standards in their subject area	relevance to discipline writing standards (in relation to producing written works in different disciplines)
17	There is relevant academic English support for students to perform effectively in their degree course assessment tasks	relevance to course work assessment
18	Overall, the content of the academic English support classes is relevant to that of student's degree course	Overall relevance between in-sessional course content and that of the degree courses
	Needs Analysis-5	
19	All students' academic English needs are effectively *identified* by the institution	identifying *all* students' academic English needs
20	All students' academic English needs are effectively *addressed* by the institution	addressing *all* students' academic English needs
21	Students with an identified need are sent to relevant support programmes	support for specific needs
22	The methods used to find particular needs of individual students are effective	effective needs analysis mechanisms
23	Overall, students' academic English needs are analysed effectively	Overall efficacy of needs analysis

Appendix C

Survey Section 2: Likert-scale multi items as appearing on the online survey

In-sessional Academic English Support Provision

Perceptions towards In-sessional Academic English Provision (All Participant Groups)

Page description:
Please indicate your perceptions towards in-sessional English for academic purposes courses, workshops and programmes offered at your university(-ies) during your degree course. Please choose between 1 to 6 with **1** indicating **strongly disagree** to each statement and **6 strongly agree**.

Accessibility

1. Departments widely publicize the academic English support programmes (e.g. in-sessional classes, workshops, tutorials) available

1 Strongly disagree | 2 | 3 | 4 | 5 | 6 Strongly agree

2. Academic English support is available to all students regardless of their first language background and including native speakers of English

1 Strongly disagree | 2 | 3 | 4 | 5 | 6 Strongly agree

3. My institution provides prospective and enrolled students with information about academic English development opportunities available to students while completing their degree courses

1 Strongly disagree | 2 | 3 | 4 | 5 | 6 Strongly agree

4. Overall, the academic English support is accessible

1 Strongly disagree | 2 | 3 | 4 | 5 | 6 Strongly agree

Adequacy

5. There is sufficient English language support that is subject-specific (e.g. English for academic disciplines such as management, business, engineering, etc.)

1 Strongly disagree | 2 | 3 | 4 | 5 | 6 Strongly agree

6. There are more general academic English programmes offered than subject specific academic English classes

1 Strongly disagree | 2 | 3 | 4 | 5 | 6 Strongly agree

7. More Subject specific academic English classes need to be offered to students from different disciplines

1 Strongly disagree	2	3	4	5	6 Strongly agree
○	○	○	○	○	○

8. There are adequate academic English related resources and institutional supports offered at my institution

1 Strongly disagree	2	3	4	5	6 Strongly agree
○	○	○	○	○	○

9. Overall, the academic English support programmes offered at my university are sufficient to address different needs of students

1 Strongly disagree	2	3	4	5	6 Strongly agree
○	○	○	○	○	○

Position in the institution

10. Departments encourage students to attend academic English support programmes (e.g. in-sessional classes, workshops, tutorials) available

1 Strongly disagree	2	3	4	5	6 Strongly agree
○	○	○	○	○	○

11. Academic English support is seen as a last resort by departments sending only those students who are in greater need to these programmes

1 Strongly disagree	2	3	4	5	6 Strongly agree
○	○	○	○	○	○

12. Departments consider the time students need to develop their academic English proficiency in relation to the degree programme overall workload

1 Strongly disagree	2	3	4	5	6 Strongly agree
○	○	○	○	○	○

13. My institution demonstrates responsibility towards students' continuous academic English proficiency development throughout their degree programmes

1 Strongly disagree	2	3	4	5	6 Strongly agree
○	○	○	○	○	○

14. Overall there is a generally positive attitude within the institution towards the academic English language support programmes

1 Strongly disagree	2	3	4	5	6 Strongly agree
○	○	○	○	○	○

Relevance

15. There is relevant academic English support to enable students to comprehend the specific genre in their subject area

1 Strongly disagree	2	3	4	5	6 Strongly agree
○	○	○	○	○	○

16. There is relevant academic English support to enable students to meet the requirements of writing standards in their subject area

1 Strongly disagree	2	3	4	5	6 Strongly agree
○	○	○	○	○	○

17. There is relevant academic English support for students to perform effectively in their degree course assessment tasks

1 Strongly disagree	2	3	4	5	6 Strongly agree
○	○	○	○	○	○

18. Overall, the content of the academic English support classes is relevant to that of student's degree course

1 Strongly disagree	2	3	4	5	6 Strongly agree
○	○	○	○	○	○

Needs Analysis

19. All students' academic English needs are effectively identified by the institution

1 Strongly disagree	2	3	4	5	6 Strongly agree
○	○	○	○	○	○

20. All students' academic English needs are effectively addressed by the institution

1 Strongly disagree	2	3	4	5	6 Strongly agree
○	○	○	○	○	○

21. Both international and home students receive equal amount of support for their academic English needs

1 Strongly disagree	2	3	4	5	6 Strongly agree
○	○	○	○	○	○

22. Students with an identified need are sent to relevant support programmes

1 Strongly disagree	2	3	4	5	6 Strongly agree
○	○	○	○	○	○

23. Overall, students' academic English needs are analyzed effectively

1 Strongly disagree	2	3	4	5	6 Strongly agree
○	○	○	○	○	○

24. Overall, do you think the academic English support offered at your institution is effective? What needs to be done to make it more effective?

- ○ Yes. Please specify factors that need to be considered to make it more effective.
- ○ To some extent. Please specify factors that need to be considered to make it more effective.
- ○ No. If not, please specify factors that need to be considered to make it more effective.

25. How would you define an effective in-sessional provision? You can respond in words, phrases or sentences

Appendix D

Survey Section 1: Demographic information

Demographic Information	Questions
P1: Students	
Background information 1. institution 2. field of study 4. level of study 5. year of study 6. registration status 7. regional group	1. Please write your institution name (e.g. University of Warwick): 2. Please select your field of study Historical background Humanities Social sciences Natural sciences Formal sciences Professions and Applied sciences 3. Please select your level of study Undergraduate MA/MSc PhD Other degree courses 4. Which year are you in? First year Second year Third year Fourth year Other 5. Please select your student status Home EU International 6. Please select your regional group (where you come from) African Asian European Middle eastern North American South American Oceanian (e.g. Australia, News land)
English language knowledge (i.e. first, second or additional language)	7. Please choose the statement that is correct about your English language knowledge a. English is my first language (it is spoken at home and was the language of instruction at school) b. English is my second language (it is not spoken at home but was used as the language of instruction at school) c. English is my additional language (it is neither spoken at home nor was used as the language of instruction at school. I learnt it as a subject at school and/or a language school.

the type of any in-sessional programmes they have attended (i.e. EGAP and/or ESAP)	8. Have you attended any academic English classes (in-sessional) alongside your degree programme (this does not include any training before degree programmes such as pre-sessional programmes)? If yes, please specify below which one(s). Yes No a. In-sessional general academic English (academic English that is not specific to my field of study such as general paragraph writing, note taking techniques, editing and proofreading techniques) b. In-sessional specific academic English (academic English which is specific to my field of study e.g. genres and technical terminology related to my subject, or assessment work in my degree course)
(if any) the reasons for ceasing to attend these programmes	9. If you stopped attending in-sessional academic English classes, please specify the reason(s) why you did so. (Choose one where appropriate) a. My course work leaves me with no extra time to attend such programmes b. The content of the class was irrelevant to my particular needs c. The content of the class was irrelevant to my degree course demands d. Other reasons (Please specify here)
their preferred choice of an in-sessional academic English course (EGAP, and ESAP)	10. If you were to choose the type of in-sessional academic English programmes based on your needs, what type do you think you would need? (Choose one where appropriate) a. General academic English (skills including paragraph structure, essay structure, thesis structure, presentation skills such as timing, designing slides and note taking for lectures) b. Specific academic English (knowledge including genre and vocabulary which is specific to my field of study such as technical terminology related to my subject and how to comprehend and use them for my course works
P2: Subject Specialists	
institution	1. Please write your institution name (e.g. University of Warwick):
their discipline	2. Please specify the field of study you teach
degree level they teach	3. Please select which level(s) you teach. (Select more than one where appropriate) a. Undergraduate

	b. Postgraduate MA/MSc c. Post-graduate PhD supervision
familiarity with in-sessional academic English provision	4. Please specify how familiar you are with the in-sessional academic English provision. o Not familiar at all 1 2 3 4 5 6 Very familiar
P3: In-sessional Tutors	
institution	1. Please write your institution name (e.g. University of Warwick)
university and teaching qualification(s)	2. Please select the teaching and/or university qualification(s) you hold. (Choose more than one where applicable) a. CELTA b. DELTA c. TEFL/TESOL certificate d. Postgraduate degree (MA, PhD)in English Language e. Teaching (ELT)/Applied Linguistics f. No specialist ELT qualification g. Undergraduate (ELT related) h. Undergraduate (non-ELT related) i. Postgraduate degree (non-ELT) j. General (non-ELT) teaching qualification (e.g. PGCE) k. Other (Please
job title	3. Please specify the title of your current position(s):
employment status (full-time/part-time, and permanent/temporary)	4. Please select the category that best describes your employment status a. Full-time-permanent b. Full-time-temporary c. Part-time-permanent d. Part-time- temporary e. Hourly paid
familiarity with the discipline from which they receive students	5. Please rate your level of familiarity with the discipline content; if you teach/have taught subject specific English. o Not familiar at all 1 2 3 4 5 6 Very familiar
the methods used to gain that familiarity	6. If familiar with the discipline content of the subject specific English you teach, how have you gained this familiarity? (Choose more than one where appropriate) a. Through a relevant degree and/or relevant training b. Through a relevant job and/or educational experience c. Through self-study and self-training d. Other (Please specify)

Appendix E

Consent form template

Consent form for the online survey:

The study is being done as part of a doctoral research on the effectiveness of in-sessional academic English programmes offered at universities across the UK in Centre for Applied Linguistics, University of Warwick. The study has received ethical approval.

This study seeks to explore the effectiveness of academic English programmes at British Universities by investigating the nature of current practices and surveying and interviewing students, academic lecturers, academic English tutors, and course managers. Participants will remain totally anonymous during and after the project.

The analysis of the questionnaire data will be written up for a PhD thesis and a number of papers on the topic. You will not be identifiable in the write up or any publication.

Many thanks for your participation!
Saeede Haghi

*Required
I have been informed about the nature of this study and willingly consent to take part in it. I understand that I may withdraw from the study at any time up to the point of publication.*

Consent form for the interviews:

Part A: Information

The study is being done as part of a doctoral research on the effectiveness of academic English programmes offered at universities across the UK in Centre for Applied Linguistics, University of Warwick. The study has received ethical approval.

This study seeks to explore the effectiveness of academic English programmes at British Universities by investigating the nature of current practices and surveying and interviewing students, academic lecturers, academic English tutors, and course managers. Participants will remain totally anonymous during and after the project.

The analysis of the interview data will be written up for a PhD thesis and a number of papers on the topic. You and your affiliation information will not be identifiable in the write up or any publication.

Many thanks for your participation!
Saeede Haghi

Part B: Consent

Participant Name:

Title of Project: The effectiveness of in-sessional academic English programmes across universities in the UK

Researcher(s): Saeede Haghi

Academic Supervisor: Dr Neil Murray

Please tick box

1. I confirm that I have read and understood the information sheet provided for the above study. I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily. ☐

2. I understand that my participation is voluntary and that I am free to withdraw at any time without giving any reason, without my medical, social care, education, or legal rights being affected. ☐

3. I Consent to the audio record ☐

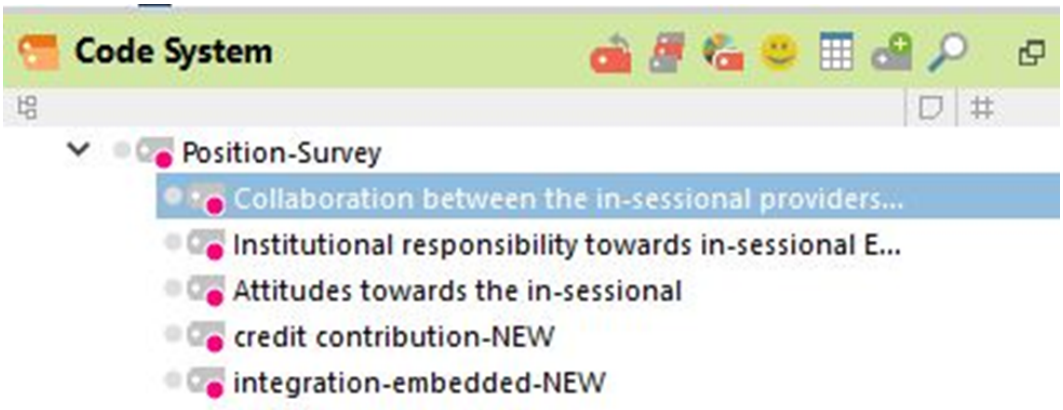
4. I understand that my data will be securely stored for a minimum of 10 years, in line with the University of Warwick's Research Data Management Policy. ☐

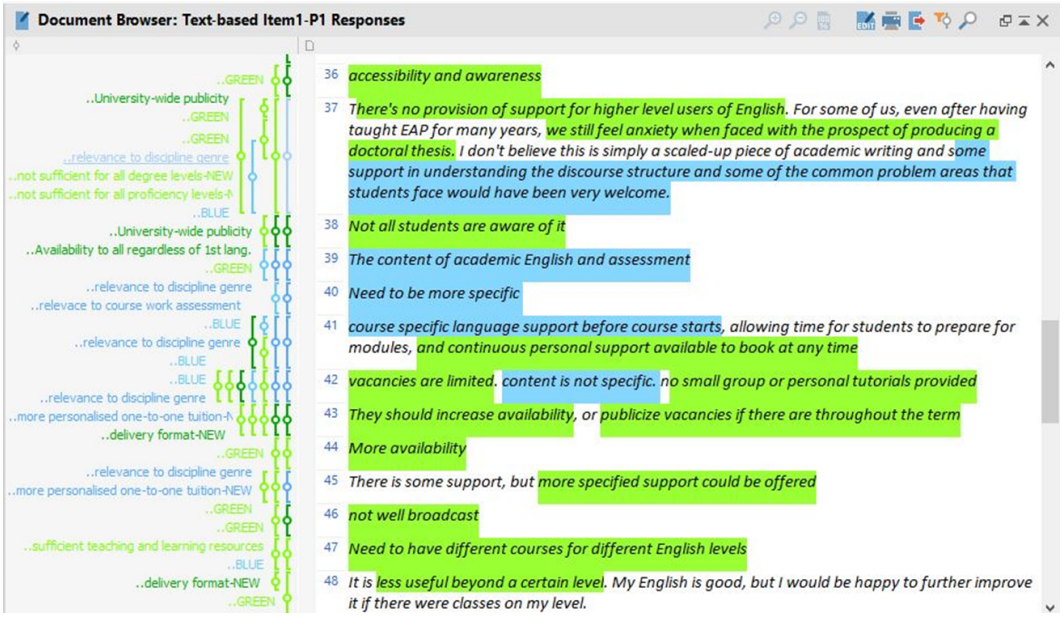
5. I agree to take part in the above study. ☐

Name of Participant	Date	Signature

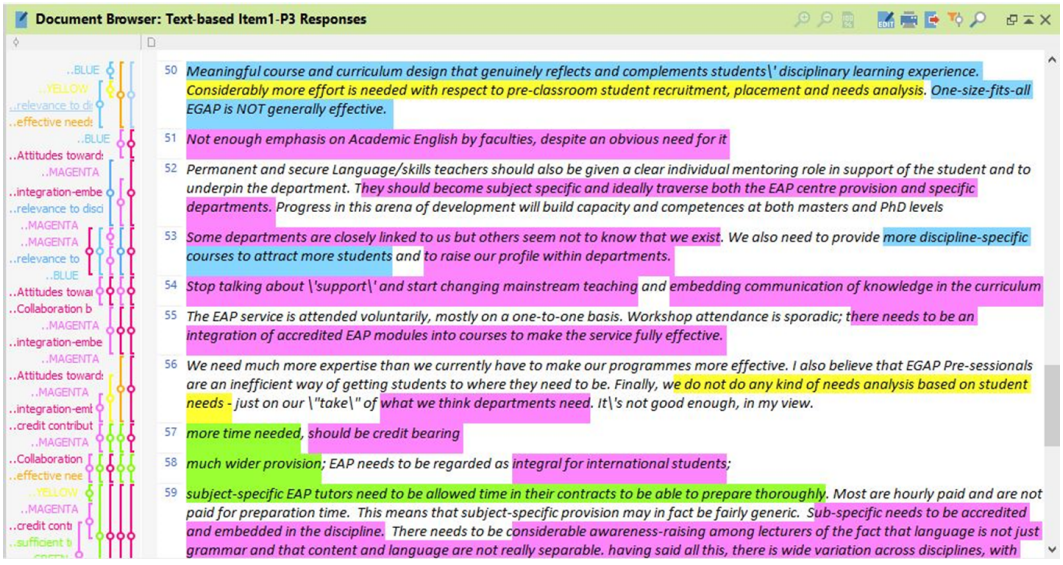
Appendix F

Sample MAXQDA Output of Category Codes and Coded Responses


Code System
Position-Survey
Collaboration between the in-sessional providers...
Institutional responsibility towards in-sessional E...
Attitudes towards the in-sessional
credit contribution-NEW
integration-embedded-NEW


Document Browser: Text-based Item1-P1 Responses
..GREEN
..University-wide publicity
..GREEN
..GREEN
..relevance to discipline genre
..not sufficient for all degree levels-NEW
..not sufficient for all proficiency levels-N
..BLUE
..University-wide publicity
..Availability to all regardless of 1st lang.
..GREEN
..relevance to discipline genre
..relevace to course work assessment
..BLUE
..relevance to discipline genre
..BLUE
..BLUE
..relevance to discipline genre
..more personalised one-to-one tuition-N
..delivery format-NEW
..GREEN
..relevance to discipline genre
..more personalised one-to-one tuition-NEW
..GREEN
..GREEN
..sufficient teaching and learning resources
..BLUE
..delivery format-NEW
..GREEN
36 accessibility and awareness
37 There's no provision of support for higher level users of English. For some of us, even after having taught EAP for many years, we still feel anxiety when faced with the prospect of producing a doctoral thesis. I don't believe this is simply a scaled-up piece of academic writing and some support in understanding the discourse structure and some of the common problem areas that students face would have been very welcome.
38 Not all students are aware of it
39 The content of academic English and assessment
40 Need to be more specific
41 course specific language support before course starts, allowing time for students to prepare for modules, and continuous personal support available to book at any time
42 vacancies are limited. content is not specific. no small group or personal tutorials provided
43 They should increase availability, or publicize vacancies if there are throughout the term
44 More availability
45 There is some support, but more specified support could be offered
46 not well broadcast
47 Need to have different courses for different English levels
48 It is less useful beyond a certain level. My English is good, but I would be happy to further improve it if there were classes on my level.


Document Browser: Text-based Item1-P2 Responses
..sufficient EGAP VS ESAP
..GREEN
..sufficient EGAP VS ESAP
..GREEN
..GREEN
..sufficient EGAP VS ESAP
..Institutional responsibility towards in-sessional EA
MAGENTA
..not sufficient for all degree levels-NEW
..sufficient EGAP VS ESAP
..GREEN
..GREEN
..integration-embedded-NEW
MAGENTA
..sufficient EGAP VS ESAP
..GREEN
..University-wide publicity
..GREEN
..GREEN
..sufficient teaching and learning resources
..GREEN
..University-wide publicity
..GREEN
..sufficient EGAP VS ESAP
..sufficient teaching and learning resources
..GREEN
..sufficient EGAP VS ESAP
..Institutional responsibility towards in-sessional EA
36 More subject specific support
37 More subject specificity which would require higher staffing
38 More subject-specific classes. More monitoring by departments of students' progress in English.
39 More support for overseas PhD students in subject specific areas would be helpful
40 More support provided at course-level
41 Need more tailored support
42 Need to be publicised more widely -- I know little about them at my own institution
43 Need to be publicised wider. more subject specific training. More training for a wider range of students
44 Needs to be more of it, more tailored to the subject requirements
45 Not all schools offer EAP support
46 Perhaps not subject specific enough
47 Students do not seem to engage with this process. The English taught often does not seem to support the student.
48 Students undertaking courses which have a clinical placement element to them need to be able to develop conversational language skills as well as academic skills. Currently this is not formally addressed. Academic English language support is available, and students do find it useful.
49 Subject-specific academic writing training needed for all students in every year group


Document Browser: Text-based Item1-P3 Responses
..BLUE
..YELLOW
..relevance to di
..effective needs
..BLUE
..Attitudes towards
..MAGENTA
..integration-embe
..relevance to disci
..MAGENTA
..MAGENTA
..relevance to
..BLUE
..Attitudes towa
..Collaboration b
..MAGENTA
..integration-embe
..MAGENTA
..Attitudes towards
..MAGENTA
..integration-emb
..credit contribut
..MAGENTA
..Collaboration
..effective nee
..YELLOW
..MAGENTA
..credit contr
..sufficient b
50 Meaningful course and curriculum design that genuinely reflects and complements students\' disciplinary learning experience. Considerably more effort is needed with respect to pre-classroom student recruitment, placement and needs analysis. One-size-fits-all EGAP is NOT generally effective.
51 Not enough emphasis on Academic English by faculties, despite an obvious need for it
52 Permanent and secure Language/skills teachers should also be given a clear individual mentoring role in support of the student and to underpin the department. They should become subject specific and ideally traverse both the EAP centre provision and specific departments. Progress in this arena of development will build capacity and competences at both masters and PhD levels
53 Some departments are closely linked to us but others seem not to know that we exist. We also need to provide more discipline-specific courses to attract more students and to raise our profile within departments.
54 Stop talking about \'support\' and start changing mainstream teaching and embedding communication of knowledge in the curriculum
55 The EAP service is attended voluntarily, mostly on a one-to-one basis. Workshop attendance is sporadic; there needs to be an integration of accredited EAP modules into courses to make the service fully effective.
56 We need much more expertise than we currently have to make our programmes more effective. I also believe that EGAP Pre-sessionals are an inefficient way of getting students to where they need to be. Finally, we do not do any kind of needs analysis based on student needs - just on our \"take\" of what we think departments need. It\'s not good enough, in my view.
57 more time needed, should be credit bearing
58 much wider provision; EAP needs to be regarded as integral for international students;
59 subject-specific EAP tutors need to be allowed time in their contracts to be able to prepare thoroughly. Most are hourly paid and are not paid for preparation time. This means that subject-specific provision may in fact be fairly generic. Sub-specific needs to be accredited and embedded in the discipline. There needs to be considerable awareness-raising among lecturers of the fact that language is not just grammar and that content and language are not really separable. having said all this, there is wide variation across disciplines, with

Appendix G

Interview Arrangement Survey

Interview Planning Survey

Interview Planning

Dear Participants,

Thank you very much once again for completing the online survey that constitutes Phase 1 of my research project on the 'Effectiveness of In-sessional Academic English Provision at Universities across the UK'. Your participation and support is greatly appreciated.

Also, thank you for your willingness to participate in phase 2 of this project. I am currently arranging the interview sessions and would be really grateful if you could kindly specify your preferences/requirements regarding the interview, by responding to the items below.

Interviews will last no longer than 30 minutes and all participants will remain totally anonymous.

Thank you very much and I look forward to seeing you!

Best wishes,

Saeede

1. Please specify below any preferences you have regarding the month/week of your interview. (Please select all that apply)

	Week 1	Week 2	Week 3	Week 4	Any weeks
February* (week 4: 20th-24th)	☐	☐	☐	☐	☐
March	☐	☐	☐	☐	☐
April	☐	☐	☐	☐	☐
May	☐	☐	☐	☐	☐
June	☐	☐	☐	☐	☐
All of the above	☐	☐	☐	☐	☐

2. Please specify below any preferences you have regarding the time/day and format of your interview. (Please select all that apply)

- ☐ Weekdays
- ☐ Weekends
- ☐ Morning (8.00-12.00)
- ☐ Afternoon (12.00-18.00)
- ☐ Evening (18.00-21.00)
- ☐ Skype
- ☐ In-person

3. Please specify below any other preferences/requirements you wish to be considered in arranging your interview session.

4. Contact information. *

Name and Email address (please kindly use the same email address via which we have been communicating)

Thank you very much!

Appendix H

Interview Arrangement Planning

	Name	Email	Offered date	Time	Week/end	Format	Feb4	M1	M2	M3	M4	ANY	A1	A2	A3	A4	ANY	M1	M2	M3	M4	ANY	J1	J2	J3	J4	ANY	All-Any	Comments/preference
1	[redacted]	[redacted]	April-May		Week	In-person			Ok		Ok						Ok					Ok							
2			Mar.-April	E	Week/End	Skype						Ok					Ok					Ok					Ok	Ok	Weekdays (evening) or weekends (any time)
3			Mar.-April 4	M	Week	In-person						Ok				Ok						Ok							Wednesday or Thursday only
4			Mar.-May	M/A	Week	Skype/in				Ok	Ok											Ok					Ok		In March, I can do 6-8 March and 20-22 March.
5			???	M/A/E	Week/end	Skype	Ok																						
6			May		Week	?										Ok						Ok							N/A
7			Apr.-4	A/E	End	Skype	Ok				Ok		Ok			Ok									Ok	Ok			summary of my answers? can't remember what I had wrote! Maybe a idea of what questions you're planning on asking, might be easier to give a better answer if I've thought about it before hand?
8			Mar.-April	M/A	Week	Skype/in	Ok					Ok					Ok					Ok					Ok		Busy Mon 10-1, Tue 10-1 and Fri 11-12. Pref Wednesdays?
9			Mar.???	E	Week	Skype						Ok																	
10			Mar.-April		Week	Skype/in						Ok			Ok	Ok						Ok					Ok		
11			Mar.-April	M/A/E	Week/end	Skype						Ok										Ok					Ok		My availability for weekdays depends on my teaching timetable. I am not free on Wednesday evenings in Feb and March.
12			April/week1	M	Week	Skype							Ok																Monday-Wednesday of that week would work for me - if not, I can suggest alternative dates and times
13			Apr.		Week	?							Ok		Ok							Ok					Ok		
14			Mar.-April	A	Week	?			Ok	Ok	Ok						Ok	Ok			Ok						Ok		
15			Mar.Apr 3,4	M/A/E	Week	Skype/in	Ok	Ok		Ok	Ok				Ok	Ok		Ok	Ok	Ok	Ok		Ok		Ok	Ok			
16			Apr.	A/E	Week	Skype		Ok						Ok	Ok	Ok		Ok	Ok	Ok						Ok			traveling a lot over the next few months
17			Any	E	End	Skype	Ok																						
18			Mar.-May	E	Week	Skype		Ok	Ok	Ok	Ok								Ok	Ok	Ok		Ok	Ok	Ok	Ok			after 19:30 please if in the evening, I can do in the day on a Tuesday or Friday.

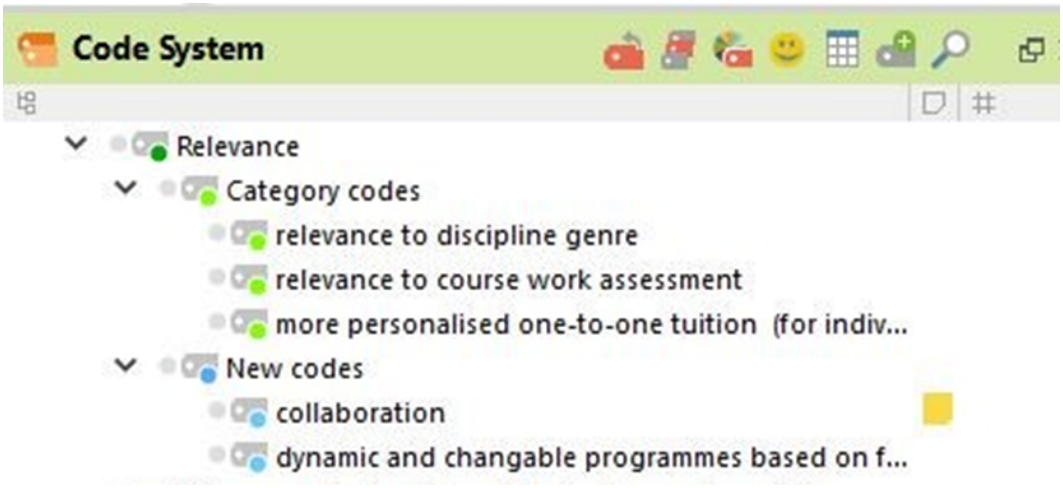
19	[redacted]	[redacted]				?																										I'm sorry but my timetable is so varied I can't indicate availability via this questionnaire. It's better to email/call me so we can fix a time.
21			Apr.	A/E		?												Ok					Ok					Ok				
22			Mar.-	A/E		Skype	Ok					Ok	Ok										Ok					Ok	Ok			
23			Apr.	E	End	Skype	Ok	Ok		Ok				Ok	Ok				Ok	Ok	Ok			Ok			Ok					
24			Any	M/A	Week	Skype/in	Ok																									Just that I'm not based near the university so we could either co-ordinate times to coincide with my next campus visit or if it's easier, do it by Skype. I'm open to working out the most mutually convenient solution with you so just drop me an email.
25			Mar./w3	M	Week	?				Ok																						Just not the Wednesday morning (8/3/17)
26			Mar.	M/A	Week	Skype						Ok	Ok						Ok	Ok	Ok	Ok	Ok		Ok	Ok	Ok	Ok					I am in a shared office at work so Skype is difficult however I often work from home on wednesdays. So that would be most convenient
27			June	M	End	Skype/in																									Ok	
28			Mar.		End	Skype																									Ok	None
29			Mar.	M/A	Week	Skype						Ok						Ok					Ok										I can do in-person if needed but it would have to be in Bristol. Skype is probably the easiest.

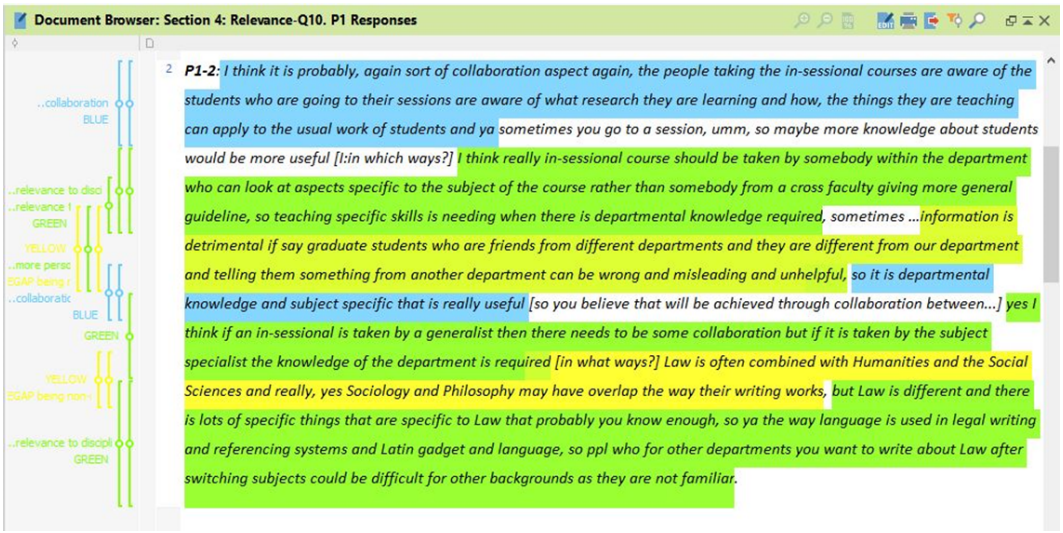
(Participants who replied to the interview planning survey, N= 29)

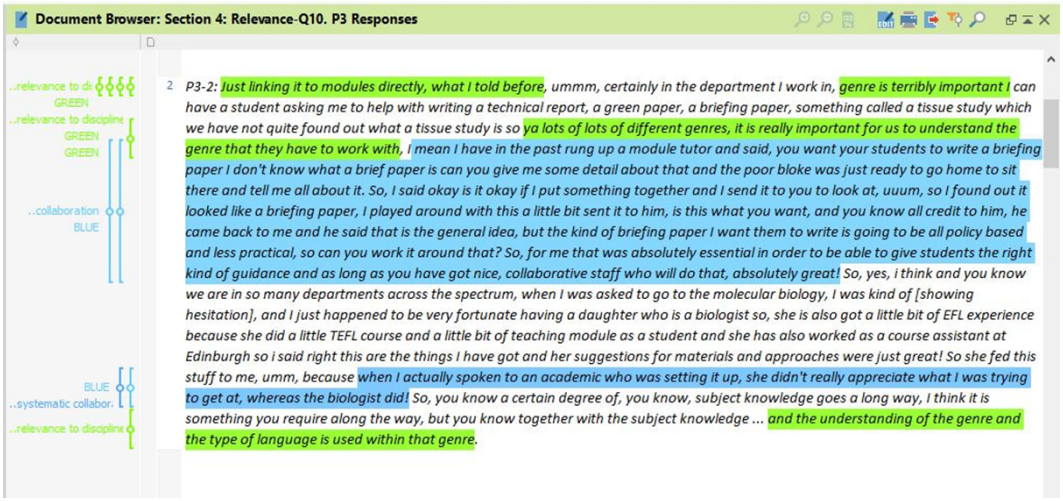
	none
	All months/any week
	All weeks of a month
	Some weeks of a month
	Only feb 4

Appendix I

Sample MAXQDA Output of Category Codes and Coded Responses


Code System
Relevance
Category codes
relevance to discipline genre
relevance to course work assessment
more personalised one-to-one tuition (for indiv...
New codes
collaboration
dynamic and changable programmes based on f...


Document Browser: Section 4: Relevance-Q10. P1 Responses
..collaboration
BLUE
..relevance to disci
..relevance t
GREEN
YELLOW
..more persc
EGAP being r
..collaboratic
BLUE
GREEN
YELLOW
EGAP being non-
..relevance to discipl
GREEN
2
P1-2: I think it is probably, again sort of collaboration aspect again, the people taking the in-sessional courses are aware of the students who are going to their sessions are aware of what research they are learning and how, the things they are teaching can apply to the usual work of students and ya sometimes you go to a session, umm, so maybe more knowledge about students would be more useful [I:in which ways?] I think really in-sessional course should be taken by somebody within the department who can look at aspects specific to the subject of the course rather than somebody from a cross faculty giving more general guideline, so teaching specific skills is needing when there is departmental knowledge required, sometimes ...information is detrimental if say graduate students who are friends from different departments and they are different from our department and telling them something from another department can be wrong and misleading and unhelpful, so it is departmental knowledge and subject specific that is really useful [so you believe that will be achieved through collaboration between...] yes I think if an in-sessional is taken by a generalist then there needs to be some collaboration but if it is taken by the subject specialist the knowledge of the department is required [in what ways?] Law is often combined with Humanities and the Social Sciences and really, yes Sociology and Philosophy may have overlap the way their writing works, but Law is different and there is lots of specific things that are specific to Law that probably you know enough, so ya the way language is used in legal writing and referencing systems and Latin gadget and language, so ppl who for other departments you want to write about Law after switching subjects could be difficult for other backgrounds as they are not familiar.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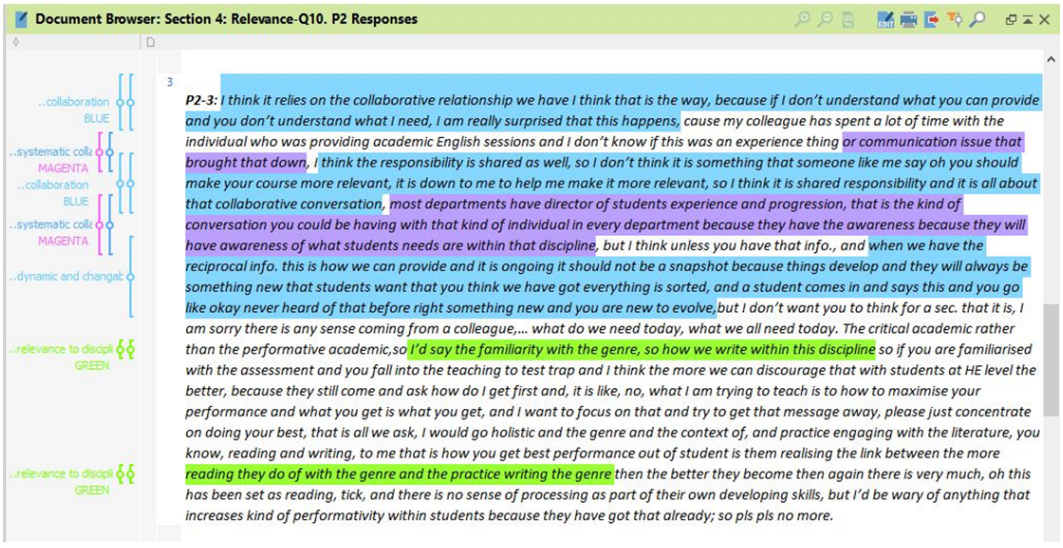
P3-2: Just linking it to modules directly, what I told before, ummm, certainly in the department I work in, genre is terribly important I can have a student asking me to help with writing a technical report, a green paper, a briefing paper, something called a tissue study which we have not quite found out what a tissue study is so ya lots of lots of different genres, it is really important for us to understand the genre that they have to work with, I mean I have in the past rung up a module tutor and said, you want your students to write a briefing paper I don't know what a brief paper is can you give me some detail about that and the poor bloke was just ready to go home to sit there and tell me all about it. So, I said okay is it okay if I put something together and I send it to you to look at, uuum, so I found out it looked like a briefing paper, I played around with this a little bit sent it to him, is this what you want, and you know all credit to him, he came back to me and he said that is the general idea, but the kind of briefing paper I want them to write is going to be all policy based and less practical, so can you work it around that? So, for me that was absolutely essential in order to be able to give students the right kind of guidance and as long as you have got nice, collaborative staff who will do that, absolutely great! So, yes, i think and you know we are in so many departments across the spectrum, when I was asked to go to the molecular biology, I was kind of [showing hesitation], and I just happened to be very fortunate having a daughter who is a biologist so, she is also got a little bit of EFL experience because she did a little TEFL course and a little bit of teaching module as a student and she has also worked as a course assistant at Edinburgh so i said right this are the things I have got and her suggestions for materials and approaches were just great! So she fed this stuff to me, umm, because when I actually spoken to an academic who was setting it up, she didn't really appreciate what I was trying to get at, whereas the biologist did! So, you know a certain degree of, you know, subject knowledge goes a long way, I think it is something you require along the way, but you know together with the subject knowledge ... and the understanding of the genre and the type of language is used within that genre.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P2-3: I think it relies on the collaborative relationship we have I think that is the way, because if I don't understand what you can provide and you don't understand what I need, I am really surprised that this happens, cause my colleague has spent a lot of time with the individual who was providing academic English sessions and I don't know if this was an experience thing or communication issue that brought that down, I think the responsibility is shared as well, so I don't think it is something that someone like me say oh you should make your course more relevant, it is down to me to help me make it more relevant, so I think it is shared responsibility and it is all about that collaborative conversation, most departments have director of students experience and progression, that is the kind of conversation you could be having with that kind of individual in every department because they have the awareness because they will have awareness of what students needs are within that discipline, but I think unless you have that info., and when we have the reciprocal info. this is how we can provide and it is ongoing it should not be a snapshot because things develop and they will always be something new that students want that you think we have got everything is sorted, and a student comes in and says this and you go like okay never heard of that before right something new and you are new to evolve, but I don't want you to think for a sec. that it is, I am sorry there is any sense coming from a colleague,... what do we need today, what we all need today. The critical academic rather than the performative academic,so I'd say the familiarity with the genre, so how we write within this discipline so if you are familiarised with the assessment and you fall into the teaching to test trap and I think the more we can discourage that with students at HE level the better, because they still come and ask how do I get first and, it is like, no, what I am trying to teach is to how to maximise your performance and what you get is what you get, and I want to focus on that and try to get that message away, please just concentrate on doing your best, that is all we ask, I would go holistic and the genre and the context of, and practice engaging with the literature, you know, reading and writing, to me that is how you get best performance out of student is them realising the link between the more reading they do of with the genre and the practice writing the genre then the better they become then again there is very much, oh this has been set as reading, tick, and there is no sense of processing as part of their own developing skills, but I'd be wary of anything that increases kind of performativity within students because they have got that already; so pls pls no more.

Appendix J

P2 Respondents Range of Discipline

Count	Response	Count	Response
19	Law	1	Social Work
17	Psychology	1	Spatial Planning
15	Education	1	Statistics
6	Chemistry	1	TESOL
4	Linguistics	1	Urban Planning
4	Mathematics	1	Applied linguistics
4	Physics	1	Chemistry
3	Anthropology	1	Economics
3	Economics	1	Law
3	Management	1	Management
3	Philosophy	1	Marketing
2	Applied Linguistics	1	Mathematics
2	Biology	1	Physics
2	Computer Science	1	Psychology
2	Social Policy	1	Physical Education and Mathematics
2	English literature	1	Politics and International Relations
2	Accounting	1	Product Design
2	Accounting and Finance	1	Psychology/Neuroscience
2	Animal behaviour	1	Applied Linguistics
2	Art and Design	1	Molecular Biology
1	Business - Marketing	1	Petroleum Engineering
1	Business and Management	1	Phonetics; World Englishes
1	Chemical Engineering	1	Modern history
1	Chemical engineering		
1	Cultural Policy		
1	EDUCATION		
1	Education		
1	EU law		
1	Education Research		
1	Electronic engineering		
1	English Language & Literature		
1	Engineering		
1	History		
1	History of Art		
1	Information Management		
1	Journalism		
1	Language Testing		
1	Linguistics, Burmese		
1	TESOL		
1	Management Science		
1	Management		
1	Marketing		
1	Materials		
1	Medicine		

Appendix K

Sample of Responses for Survey Open-ended Item 1

Overall, do you think the academic English support offered at your institution is effective? Please specify factors that need to be considered to make it more effective.
Yes
Bespoke provision is generally effective with positive student and department feedback but needs to be offered more widely across the university. Demand for our support of programmes (degree, MSc, MA) is growing and a welcome growth which is slowly replacing our generic provision.
Greater range of courses on offer, particularly addressing enhancing cross-cultural
Increasing number of subject-specific courses offered
More focused reading material
More various modes of delivery
Needs to be more subject specific
Personal approach and professionalism of staff
Potentially more classes subject to the demand of the students.
Resources
Subject teachers need to be prepared to work with EAP tutors not expect EAP tutors to fix problems
classroom space
generally a more positive attitude towards it needs to be promoted instead of viewing it as 'remedial'; support should also be more accessible to home students
make completing the modules compulsory for all international students deemed to require assistance
more communication with the university to identify students that need further support
more credit bearing
more online provision
more subject specific development
more time and more subject specific.
more understanding of what departments' own language requirements actually mean
more widely used
publicity from the unit and support from the departments
there is continuous review and development

To some extent
Bespoke provision on all programmes rather than a few. Greater understanding among academics of how support might be embedded.
Better liaison with departments; more information about student needs/course expectations; additional resources for preparation/planning; increased contact time
Courses need to be made shorter and more intensive early on in the semester and students need to be persuaded to engage more deeply with the provision.
Different faculties engage with EAP to different extents. In some it is very high profile. In others it is almost completely ignored
I believe that students on foundation and pre-sessional courses benefit students who attend. In-sessional provision is still being developed. There needs to be training and leadership in how this can be effective. There are obstacles in the institution including grey areas between Academic Skills support and English Language Support. There's also a great deal of ignorance about what EAP and English support really means.
In some departments the provision is excellent, but there are many departments that could benefit from it but do not take advantage.
Individual Schools need to take greater responsibility to work with us to help develop students' academic English. We would like to work with Schools on providing subject-specific workshops to students.
Inter-departmental collaboration
It is effective for those who enrol on our courses, but many are not finding us or do not have time to attend
It is very difficult for the students who are really struggling to fit in English support alongside the work for their degree programmes
It needs to be more subject-specific
It needs to be moved away from the margins and not seen as remedial or as a stigma
It works best with collaboration with subject lecturers. This is very successful in some cases and not in others. So the value placed on it varies widely and so does the take-up.
Like most institutions, due to time factors, there is too much emphasis on the language needed for the target situation and not enough work is done on transferable skills, which are much easier to teach on general English courses. I think there needs to be more of a mixture of general and academic, especially for Asian students who often struggle to integrate.
More 1-1s; better provision for international PGTs
More cooperation with Schools needed
More encouragement is needed from those in authority to make it clear that all students can benefit from Academic English advice in order to improve their marks and achieve to the best of their abilities.

More hours of support / greater co-ordination between academic lecturers and in-sessional team/ greater awareness of the need for continuous support for students
More personalised, subject specific and integrated within their degree programmes.
More publicity from academic departments; though we're getting there.
More specific courses needed for disciplines.
More teaching staff
No
Academic writing modules need to be embedded within degree modules and taught by a combination of specialists and AW tutors-modules need to carry academic weighting and run throughout 3 years.
As we\'re continually being reminded by the management of our unit (they are not involved in classroom-based activity, we are a 'service' unit; research and literature informed practice is almost frowned upon. A proper pedagogic orientation with a research and literature informed element formally built into people's jobs is desperately missing. Pedagogic decisions are made by managers who have little of no experience of teaching.
Meaningful course and curriculum design that genuinely reflects and complements students\' disciplinary learning experience. Considerably more effort is needed with respect to pre-classroom student recruitment, placement and needs analysis. One-size-fits-all EGAP is NOT generally effective.
Not enough emphasis on Academic English by faculties, despite an obvious need for it
Permanent and secure Language/skills teachers should also be given a clear individual mentoring role in support of the student and to underpin the department. They should become subject specific and ideally traverse both the EAP centre provision and specific departments. Progress in this arena of development will build capacity and competences at both masters and PhD levels
Some departments are closely linked to us but others seem not to know that we exist. We also need to provide more discipline-specific courses to attract more students and to raise our profile within departments.
Stop talking about 'support' and start changing mainstream teaching and embedding communication of knowledge in the curriculum
The EAP service is attended voluntarily, mostly on a one-to-one basis. Workshop attendance is sporadic; there needs to be an integration of accredited EAP modules into courses to make the service fully effective.
We need much more expertise than we currently have to make our programmes more effective. I also believe that EGAP Pre-sessionals are an inefficient way of getting students to where they need to be. Finally, we do not do any kind of needs analysis based on student needs - just on our "take" of what we think departments need. It\'s not good enough, in my view.
barely anything is done
more time needed, should be credit bearing
much wider provision; EAP needs to be regarded as integral for international students;

subject-specific EAP tutors need to be allowed time in their contracts to be able to prepare thoroughly. Most are hourly paid and are not paid for preparation time. This means that subject-specific provision may in fact be fairly generic. Sub-specific needs to be accredited and embedded in the discipline. There needs to be considerable awareness-raising among lecturers of the fact that language is not just grammar and that content and language are not really separable. having said all this, there is wide variation across disciplines, with some more committed and effective than others
No. If not, please specify factors that need to be considered to make it more effective.
Academic writing modules need to be embedded within degree modules and taught by a combination of specialists and AW tutors-modules need to carry academic weighting and run throughout 3 years.
As we\'re continually being reminded by the management of our unit (they are not involved in classroom-based activity, we are a 'service' unit; research and literature informed practice is almost frowned upon. A proper pedagogic orientation with a research and literature informed element formally built into people's jobs is desperately missing. Pedagogic decisions are made by managers who have little of no experience of teaching.
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Appendix L

Sample of Responses for Survey Open-ended Item 2

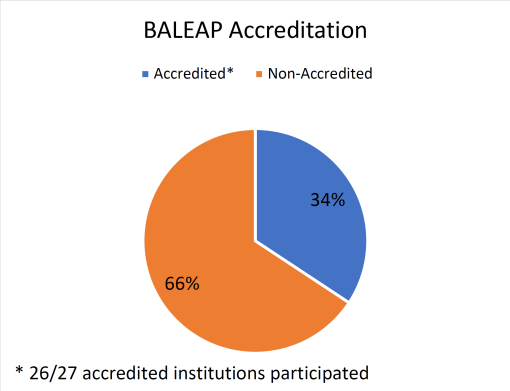
Adjectives	*Phrases*
• *confidence* • *consistent* • *understandable* • *helpful* • *individualized* • *needs-based* • *diverse* • *continuous* • *visual* • *engaging* • *empowering* • *informative* • *flexible* • *relevant* • *accessible* • *free* • *adaptable* • *discipline specific* • *timely* • *accessible* • *available and accessible* • *relevant, accessible, available, well-resourced* • *tailored, flexible, relevant and accessible* • *subject specific, widely available, multi-level* • *bespoke, subject specific* • *relevant, clear objectives, practical* • *adaptive* • *Timely* • *Relevant* • *intensive, custom-made, fit for purpose, discipline-specific* • *universal, differentiated* • *relevant, timely, varied, on-going* • *contextualised, flexible* • *innovative, regular, teacher/tutor-led, evaluated, personally relevant* • *Specific and focussed* • *Accessible; inclusive; proactive*	• *Lots of courses available for subject specific English courses* • *transferable to subject area* • *Helpful but needs to be more specific* • *both general and course specific* • *at the very beginning of term* • *available for personal help at any time* • *face to face help is better than email* • *having improvement in language use, especially in academic writing* • *combines presentation skills and essay writing skills, assesses students at the start of their studies to fulfil the need identified by the students themselves* • *constant guidance and feedback combined with student's compromise and perseverance* • *appropriate to needs* • *targeted and set up in collaboration with academic lecturers, supported strongly by department* • *good useful and supportive* • *Focused on the progressive development.* • *Personalised to the needs of the individual student.* • *Adapted to the demands of particular disciplines.* • *Easily available to students* • *raises academic English standards* • *appropriate reporting and communication skills* • *tailored to assignment requirements* • *comprehensive, wide ranging, and tailored to specific subject requirements, i.e. flexible and mutable per student, and fitted to each student's level and aspiration at the university* • *based on needs and continuing development* • *Comprehensive, timely, relevant to students on different programmes, sufficient.* • *visibility and integration* • *integrated with the subjects taught* • *Readily available; both high level and basic; relevant to all aspects of degree programs* • *encompassing all needs and disciplines and open to all* • *availability of training, practice sharing/updating* • *Money and time for CPD* • *accessible and supported by depts* • *Student-facing - supported and facilitated by academic depts - enough EAP staff for small classes and individual consultation* • *a facilitator* • *Availability of 1:1 consultations and courses which have*

Sentences
• *It must include all aspects: writing, reading, listening and speaking; be complete* • *Small classes. Great tutors that clearly understand your difficulties even thought their first language is English. Emotional support.* *Concentrated training should be at the start of course and continuous and in-depths help throughout the year.* • *It is very general and not sufficient for my academic study. The vacancies are very limited. I applied for reading, writing, grammar and speaking classes, but they were only able to allocate me a pronunciation course which I am quite good at.* • *One that goes over the basics but also tries to teach you something new/ a new technique for approaching something, in the context of uni, and show the difference from school // for honour students, the difference from sub-honour courses. (My priories may be different as I'm a first year)* • *Support program that can enable student to produce independent academic journal important for PhD as have to write dissertation.* • *One that does the job effectively and has sufficient resources available to it to allow this to happen.* • *We do a lot of it ourselves as part of how we teach our subjects. Specialist help only comes in for non-native speakers and those with dyslexic diagnoses.* • *A support system that enables student to be able to converse and communicate freely in technical English, focusing on presentation skills, both verbal and in writing. It is absolutely vital that they are capable of writing technical essays in English at a level compatible with professional journals.* • *One that understands the methodology and needs of the specific discipline and is oriented towards those needs.* • *Provision that is easily and quickly applicable to the area of study.* • *One which helps students develop their use of academic English in a critical and clear manner. Also, helps them to gain confidence in reading literature as a basis for their work - it is part of our work on fusing criticality and research methods together as an approach we call 'research literacy'. The idea is to use language development in conjunction with a developing understanding of research as a basis for strengthening both.* • *One in which the students can confidently communicate in English in all forms* • *It would support the development of students' language, criticality and understanding of academic culture, which includes understanding and acting upon formative feedback* • *One that develops a level of professional oral and written communication equivalent to a native English speaker.* • *The answers to this survey need to be prefaced by students at the University I work at need to have an appropriate level of English language for academic purposes to be given an unconditional offer for a course. This affects the levels of support they require regarding English for Academic purposes, beyond that offered by tutors and markers. Developing high quality critical arguments that meet the required characteristics of the level of the degree is the focus of the subject specific tutors of the course.* • *A programme that prepares students for course-specific requirements.* • *Effective identification of general and specific problems at the earliest possible stage. The highest possible general standards. Law-specific instruction provided by qualified lawyers with practice experience in excellent firms or chambers.* • *The courses we run has been tailored to our students and relate to academic skills in essay writing, reading, presentation skills etc. So, they fit well with what we teach. Any subject specific terms will be covered in class and in lectures and text books.* • *first ability to write clearly in English, but also ability to express oneself clearly using appropriate disciplinary terms* • *One that improves levels of reading and writing skills; and, ideally, is tailored to the demands of a particular degree programme (for me, law).*

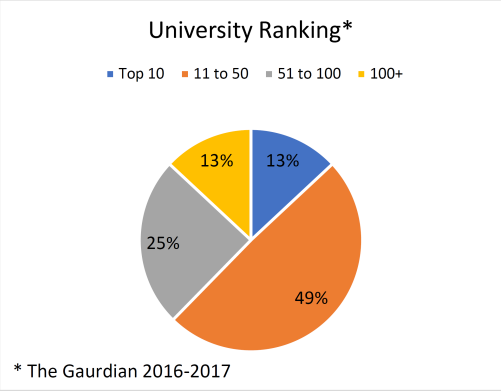
- *Needs to start early in a student's degree programme and offer on-going and individual support and feedback. focus on precision in writing.*
- *A holistic programme that can address a diverse range of needs of students.*
- *In the context of a university it is seen as one that assists students in getting a good honours degree and at PG level anything that helps students pass their assignments.*
- *One that may carry credits. Available for students to attend at appropriate times. Its relevance and importance is considered as a subject in right, not as subservient to the departments that the students belong.*
- *One that meets the actual needs of the students; that enables them to participate fully in their various academic programmes.*
- *One that approaches the authentic student experience, rather than a generic EAP agenda.*
- *An effective AES programme provides practical, relevant, interesting information to student within a short period of time when and where it is needed.*
- *One that caters to learners' needs in their subject discipline in a time-efficient way.*
- *One which serves all levels, all backgrounds and all disciplines.*
- *One which situates language within the cognitive, cultural and communicative demands of the disciplines.*
- *It is useful for students. It thus needs range of services to suit different student needs.*
- *Responds to student's needs. Offers some kind of reward to the student e.g. certificate of attendance, credit, employability points, etc.*
- *It caters to a wide range of needs, is easily accessible and is designed and taught by experts with an understanding of the institutional context.*
- *Open and regular dialogue between the English Language Support Team and Departments - at all levels – i.e., teachers plus management. Regular workshops, away days and meetings between teaching staff across the institution.*
- *It needs to be timely, at point of need, discipline specific, strongly supported by the institution, well-resourced, with clear evidence of it being highly valued.*
- *One that gives students the skills they need to function effectively in an English-speaking academic environment.*
- *Start with close liaison with depts and physical proximity; actual recognition of 'teaching' having as much value as 'research', not just lip-service.*
- *One which addresses student needs & which allows and encourages them to make progress meets learner needs/meets programme needs/design and delivery is based on ELT research*
- *One that addresses the needs of specific target groups or individuals and is explicitly recognised across all departments.*
- *Empowering students to use academic English creatively and critically to communicate their struggles with difficult knowledge.*
- *Clear practitioner and management understanding of what our overall purpose is - managers, tutors and students - currently there is still great confusion - plus the expertise to be able to prosecute this.*
- *An open, accessible and individual contact with the students who need and want assistance.*
- *Meets the needs of the staff*
- *targeted, needs-based, student-centred, responsive, flexible*
- *free, accessible (in terms of timetable), range of resources: workshops, tutorial, online etc.*

Appendix M

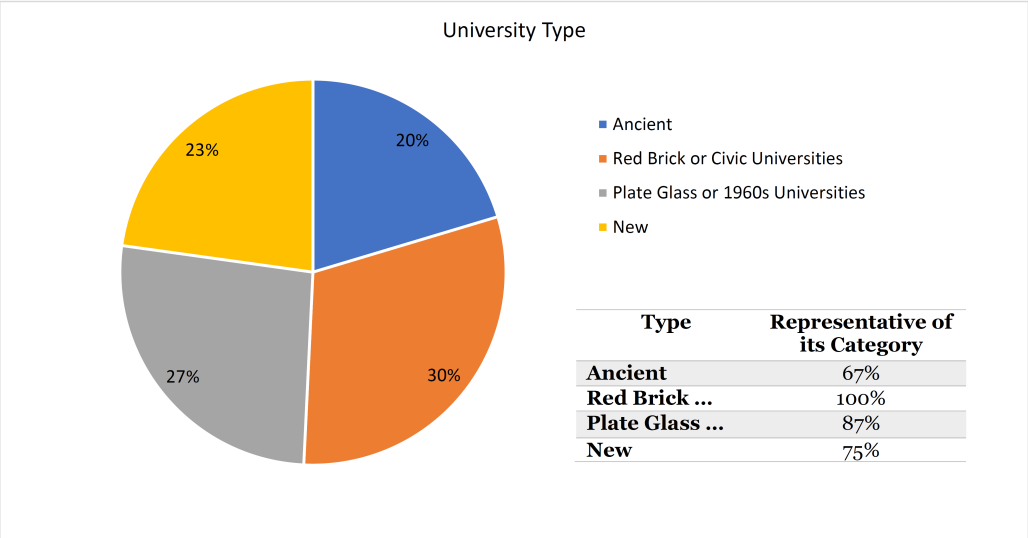
Contextualization of the Responding Institutions



* 26/27 accredited institutions participated



* The Gaurdian 2016-2017



Type	Representative of its Category
Ancient	67%
Red Brick …	100%
Plate Glass …	87%
New	75%

Regional distribution of Participating Universities

England

Scotland

Wales

Northern Ireland

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