

IT'S A TWO-WAY STREET: INFORMING IRISH PRE-SESSIONAL EAP PROGRAMS WITH A NEEDS ANALYSIS OF IRISH HIGHER EDUCATION

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RATIONALE



Globalisation and internationalization



Increase of international students in Ireland



Lack of EAP research in Ireland (7 published studies)



Few studies focusing on curriculum as a whole



Lack of alternative curricula and assessment



Lack of research focusing on pre-sessional programmes

THEORETICAL UNDERPINNING



ACADEMIC LITERACIES



TRANSLANGUAGING
AND GLOBAL ENGLISHES

RESEARCH QUESTIONS

1. Do international students feel overall positively or negatively towards their educational experiences in Irish higher education?

2. What do international students and faculty feel that international students need for academic success, and what do they struggle with and succeed in?

- a. What level of agreement do faculty and international students have with respect to the issues raised in the foregoing research question?

3. What implications do the answers to the above research questions have for Irish pre-sessional EAP programs?

METHODOLOGY



124 student questionnaires



41 student and 14 faculty
interviews



2018-2019 data collection

FACULTY

FACULTY DEMOGRAPHICS



1 STEM



3 Medical Sciences



10 AHSS



6 Institutions

Table 6-1*Overview of faculty interview coding*

Coding name	Description	No. of Faculty	No. of Instances
Regulation, rules, and authority	Enforcement and imposition of norms and rules	14	1570
Imagining students	Creating students or ideas developed about students	14	904
Variation	Instances of variation, subjectivity, or case-by-case individuality within the academy	14	780
Meaning-making and negotiation	How intended meaning is understood and conveyed (Bakhtin, 1986) and aspects of negotiating such as meaning or authority	14	302

REGULATION, RULES AND AUTHORITY

Expectations and dominant discourse

- Writing
- Oral communication
- Listening
- Reading
- Rubrics, criteria and handbooks

External authority

- College, school or departmental-level authority
 - Business or numbers-drive policies
 - Lack of resources

IMAGINING STUDENTS

Causes of student struggle

- English L1 and LX struggle
- Culture
- Other factors

Evaluation of students

- Writing ability

International or LX student definition

- Non-EU
- General international students
- Erasmus and EU students

VARIATION

Modules, assessment and practice

- Types of assessment and deliverables
- Lectures
- General mention
- Lectures

Roles and identities

- Examples or personal experience
- Course director

Communities of discourse

- Discipline-specific
- Englishes
- Other languages in the classroom

Culture

MEANING-MAKING AND NEGOTIATION

Faculty and student meaning-making and negotiation

- Assessment
 - Discussion of expectations
 - Putting a personal “stamp” on assessment
- Feedback
 - Giving feedback

Faculty meaning-making and negotiation

- Internal
 - Faculty reflection
- External
 - Negotiating external authority

STUDENTS

STUDENT DEMOGRAPHICS



6 STEM



1 Medical Sciences



34 AHSS



6 Institutions

STUDENT DEMOGRAPHICS



6 Undergraduate



20 Master's



1 H.Dip



14 PhD

STUDENT DEMOGRAPHICS



20 different countries



4 students from traditionally
thought of English-speaking
countries



3 additional students who
completed entire schooling in
English

Table 5-1*Overview of student interview coding*

Coding name	Description	No. of students	No. of instances
Imagining the university	Creating the university or ideas developed about the university	41	2882
Regulations, rules, and authority	Enforcement and imposition of norms and rules	41	1357
Student struggle and resistance	Self-evaluated instances and causes of struggle. Contradicting opinions and ideas or going against norms.	41	1151
Variation	Instances of variation, subjectivity, or case-by-case individuality	41	1078
Ownership and empowerment	Gaining or having a feeling of authority, success and/or a right to own or use language independent of “native speakers” (Galloway & Rose, 2015)	41	430
Meaning-making and negotiation	How intended meaning is understood and conveyed (Bakhtin, 1986) and aspects of negotiating such as meaning or authority	41	218

IMAGINING THE UNIVERSITY

Expectations, qualities for success, and dominant discourse

- Student expectations and needs
 - Institutional factors
 - Improved student supports and resources
 - Other and internal factors
 - Writing
- Faculty expectations and needs
 - Writing
 - Oral communication
 - Listening

Evaluation of faculty and institutions

- Negative
 - Overall negative
 - Unclear, unsupportive, lack of facilities and infrastructure, lack of communication
- Positive
 - More specific
 - Named supportive services / professors, good supervision
 - Contrast

REGULATIONS, RULES, AUTHORITY



Faculty expectations and needs



External authority

Focused on previous English schooling and
entrance exams

STUDENT STRUGGLE AND RESISTANCE



Causes of struggle

- Institutional factors
- Language



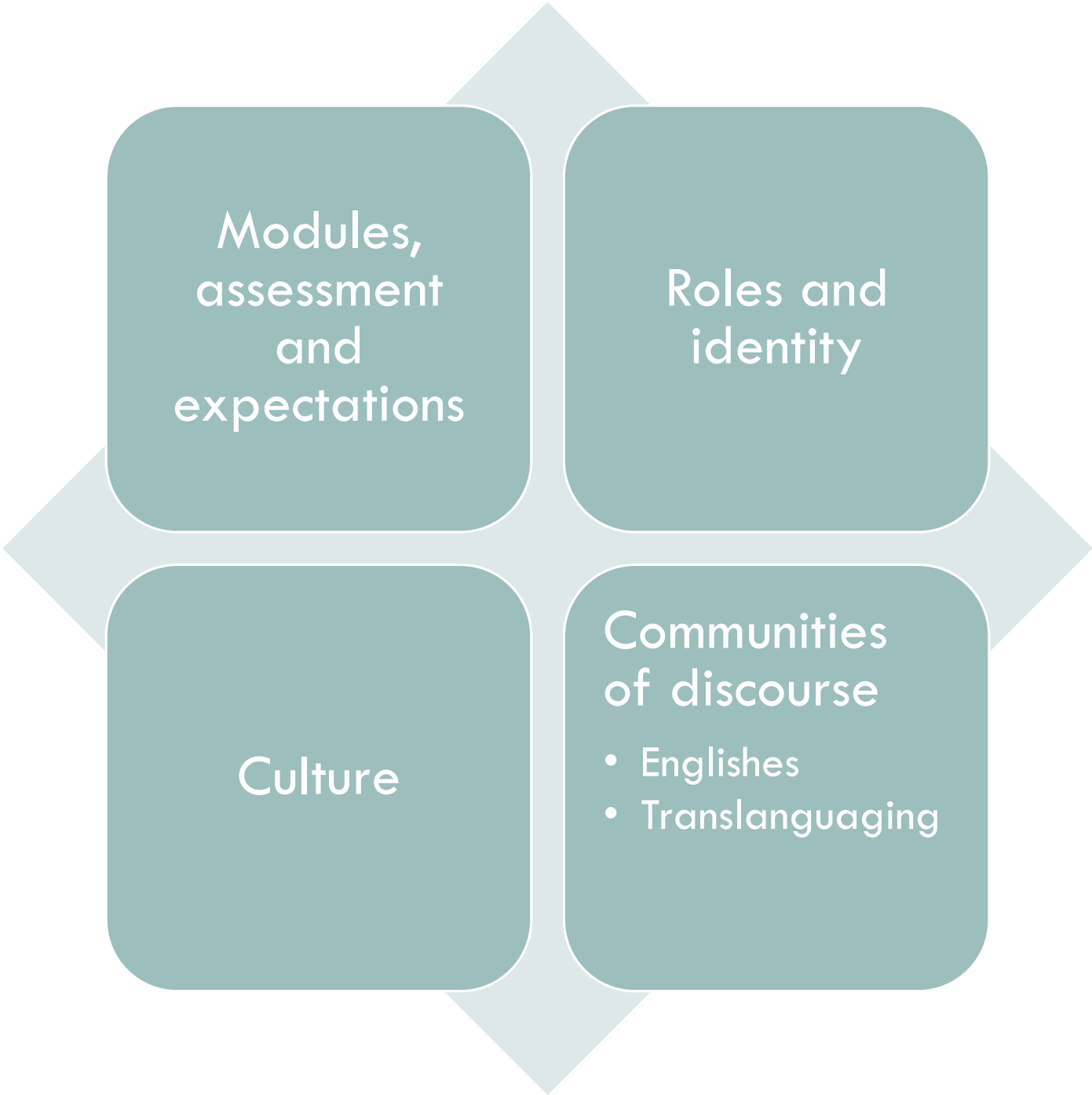
Struggle

- Self-blame and doubt
- Writing



Disagreement/ independence from faculty

- Low numbers



Modules,
assessment
and
expectations

Roles and
identity

Culture

Communities
of discourse

- Englishes
- Translanguaging

VARIATION

OWNERSHIP AND EMPOWERMENT



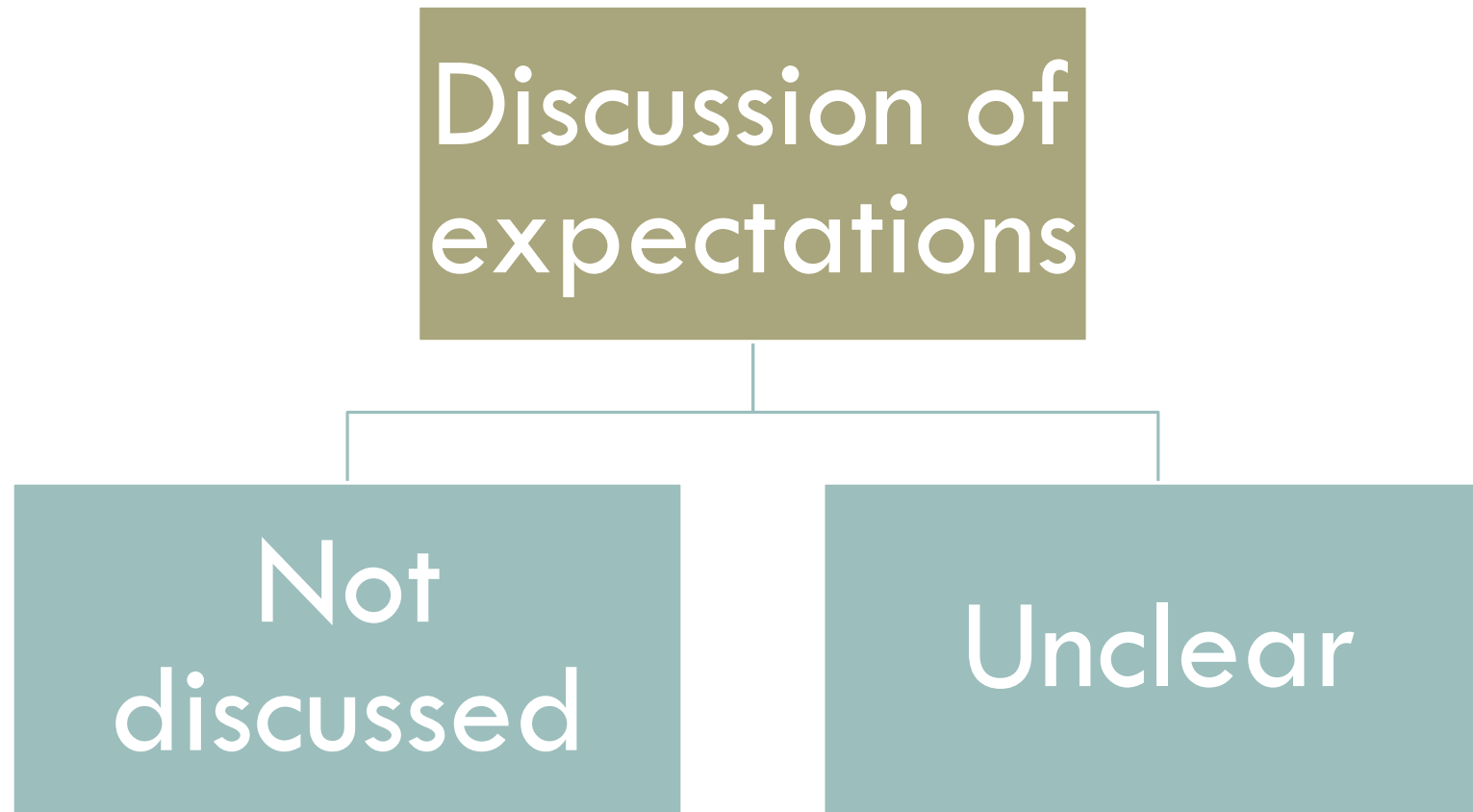
Strengths

Personal qualities



Ownership of English

MEANING-MAKING AND NEGOTIATION



OVERALL FACTORS: FACULTY AND STUDENTS

MAIN FACTORS

Linguistic

Institutional

Integration and social life

Internal and emotional

Culture

External authority

IMPLICATIONS

IMPLICATIONS FOR PRE- SESSIONAL PROGRAMMES



In-house, inclusive, free or means-tested, embedded or discipline-specific



Heuristic Academic Literacies framework with Global Englishes and translanguaging strategies intertwined within the curriculum and assessment



Social programme, workshops, community service / work experience, mentoring scheme



Accommodation

GOVERNMENTAL AND INSTITUTIONAL IMPLICATIONS



Policies: international-student friendly, increased resources and encouragement of 'holistic' programmes



Subsidized housing: affordable and mixed housing



Institutional change

THANK YOU!

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