

MA (TESOL)

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**EAP Tutor Perceptions of Teaching and Assessing
ESAP and the Training Required at The University
of Nottingham Ningbo China.**

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ABSTRACT

This research dissertation explored EAP tutor perceptions at the University of Nottingham Ningbo China (UNNC) of teaching and assessing English for Specific Academic Purposes (ESAP) and whether and to what extent they felt they required training to do this.

This topic was chosen due to the fact that since the ESAP course had been introduced in the 2010 preliminary-year programme, several challenges around teaching and assessing ESAP have arisen. The Centre for English Language Education (CELE) at UNNC currently has professional development in the form of weekly continuing professional development (CPD) sessions delivered by volunteer EAP tutors. Therefore, as well as the primary research question exploring what the EAP tutors thought about ESAP, another research question was to ascertain whether the existing CPD provided adequate training to help them teach and assess students on an ESAP course.

To answer these two questions a mixed methodology was employed. There were three focus groups with EAP tutors teaching undergraduate students and one with tutors teaching pre-master's students. The focus groups provided some rich qualitative data and also served the purpose of giving ideas to inform the construction of the questionnaire which followed.

The main findings were that all the tutors were behind the move to change the curriculum to provide ESAP teaching believing that it is both useful for the students and their own careers. However, the tutors believed that it is a challenge to teach and assess students on ESAP courses and the results show that they would appreciate more training which would help them do this. The tutors felt that the existing CPD did not meet their ESAP training needs, but they do not want to see ESAP training replacing the weekly CPD sessions. They believe that ESAP training should be provided but should be timetabled when all teachers are able to attend and not during a busy teaching semester. They would also like to receive more input and guidance from academics working in the divisions in which their students are aspiring to get into.

The implications for any EAP department wishing to initiate an ESAP programme are that EAP tutors will need guidance and training in how to effectively teach and assess students studying on an ESAP programme. The training programme should be partly determined by the tutors as they can identify their own needs.

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CHAPTER 1: Introduction

This dissertation reports on a study undertaken at The University of Nottingham Ningbo China (UNNC) which explored how the English for Academic Purposes tutors (EAP) perceived teaching and assessing English for Specific Academic Purposes (ESAP) and whether they believed they required training to effectively teach and assess students on an ESAP course. Definitions of key terminology in relation to EAP and ESAP are given first as understanding these concepts is pivotal to understanding the wider context of the study. The chapter then explains the context of this study and shows why a study such as this was necessary. Definitions of teacher training and the role of reflection are then given. This chapter finishes by stating the research aims.

1.1 Key Terminology

1.1.2 ESP/EAP/EGAP/ESAP

EAP has its origins as a branch of the more generic English for Specific Purposes (ESP) (Dudley-Evans & St John 1998). ESP is designed to meet the English language needs learners require in any field of study or profession (ibid). EAP has been defined as the English language requirements a learner, whose first language is not English, may have when entering either an undergraduate or postgraduate course at a higher-education institution (McCarter & Jakes 2009).

This is, however, a general definition of the academic English language requirements students need when entering a higher-education institution using English as the medium of instruction. Although the McCarter and Jakes' definition of EAP describes what EAP is, it makes no reference to the different academic skills, written genres and language found across the range of disciplines at institutions of higher education. A definition of ESAP begins to make this more explicit. Dudley-Evans & St John (1998, p41) describe ESAP as:

...the teaching of the features that distinguish one discipline from another...
[which] integrates the skills work of EGAP with help for students in their actual subject tasks.

This dissertation makes reference to the terms English for General Academic Purposes (EGAP) compared with ESAP first put forward by Blue (1988). Johns (1988) observed that the differences between the academic skills and language needed within various disciplines found in higher education were probably greater

than the similarities. This observation has proved to be true with attention in EAP now recognising these differences and the implications they have on teaching and assessing students on EAP programmes (Thais & Zawacki 2006; Brandt 2009; Hyland 2002, 2006, 2011; Nesi & Gardner 2012).

The term 'genre' will be used throughout when discussing academic writing. The use of this term will follow Nesi and Gardner's (2012, p24) understanding:

Genres are abstractions – so they are not the written texts themselves, but conventional ways of doing things, realised through the written texts.

Therefore, even if the same genre is used within different disciplines, the way the genre is constructed within that discipline may vary (Nesi & Gardner 2012).

1.2 The Context of the study

UNNC is an offshore British university operating in tandem with a Chinese education authority in Ningbo, China. Established in 2005, UNNC has a large EAP department called the Centre for English Language Education (CELE). From 2005 - 2009, CELE followed a content-based instruction curriculum in which all preliminary-year undergraduate (UG) and pre-master's (PM) students went through a similar programme to prepare to study in various Arts/Humanities, Social Science and Science/Engineering disciplines from the second year. In 2010 this curriculum was replaced with one of an EGAP-based first semester followed by an ESAP-based second for both UG and PM students. This was a move instigated with the aim of more effectively preparing students for their academic studies beyond the preliminary year as it is now recognized that the academic language, skills and writing that students are required to produce across disciplines is not the same (Johns 1988; Hyland 2002, 2006, 2011; Alexander et al. 2008; Nesi and Gardner 2012). The new ESAP courses were named English for Specific Academic Contexts (ESAC) and divided into two strands ESAC A (Arts/Humanities & Social Sciences) and ESAC B (Science & Engineering). There are eight ESAP streams for undergraduates in the two strands: ESAC A: International Communications / International Studies / International Business / English Studies and ESAC B: Engineering / Environmental Engineering / Architecture / Computer Science. For PM students four streams in one ESAC A strand: International Communications / International Studies / International Business / English Studies.

Olwyn Alexander (2011), the Chair of the British Association of Lecturers in English for Academic Purposes (BALEAP) - a professional organization in the field of EAP -, stated in an email to BALEAP members that the need to provide subject specificity to students on EAP programmes is now taken for granted. With the change in the CELE curriculum, however, several challenges have arisen which EAP tutors are encountering when teaching and assessing students on the ESAP courses. Some of these challenges are described in the next chapter: the literature review.

With my recent promotion to an EAP senior tutor arose an interest to investigate what the EAP tutors feel about teaching and assessing ESAP and whether they believe they require training to help them do this. Originally planning to research only UG ESAP tutors, this changed to include those teaching ESAP to PM students as there are significant differences between the academic tasks and expectations of UG students to PM (Hamp-Lyons & Kroll 1996). Any differences could, therefore, be reflected in any training the tutors teaching on either programme believe they need.

1.3 Teacher Training and Reflection

CELE has a continuing professional development (CPD) programme which runs every Wednesday through both semesters. The content of the programme is determined by the tutors and has encompassed a wide range of topics. One aim of this study is to ascertain how the tutors feel about this CPD programme, whether it caters for their ESAP training needs and if not, whether it could be used as a platform to provide ESAP-related training.

The concept of teacher training is not straightforward to define. As one of the early practitioners on second-language teacher education, Widdowson makes a distinction between teacher education and teacher training. Training is preparing teachers to teach according to a range of previously identified outcomes. Education is a “reformulation of ideas and the modification of established formulae...a matter of continuing enquiry and of adaptable practice” (Widdowson 1990, p62). Crandall (2000) appears to support this when she contends that teacher education involves developing language knowledge and knowledge about language teaching and learning while training is acquiring skills to apply this knowledge. Roberts (1998), furthermore, emphasises that training is about addressing deficits that teachers may have in language knowledge, skills or curricular knowledge. Tarone and Allwright (cited in Tedick 2005) add a third dimension to the above concepts of training and education: development. They believe teacher development to be about understanding. This is an important point as teaching ESAP relies on EAP tutors

understanding what teaching and assessing ESAP is and what it is not as well as having some understanding of the academic language and skills each student needs in their disciplines.

In this study, the notion of 'training' encompasses all of the above dimensions: training, education and development. That is, it is about developing EAP tutors' skills in teaching and assessing ESAP, developing their knowledge of the differences in the English language requirements found within various disciplines and understanding more about teaching and assessing students on ESAP courses.

Within language teacher training the notion of reflecting on one's practice is pivotal to the participants in this study as they were asked to reflect on their experiences of teaching and assessing ESAP since its introduction in 2010. Bartlett's (1990 cited in Richards 1998, p21) definition of reflection is of most relevance:

Reflection refers to an activity or process in which an experience is recalled, considered, and evaluated, usually in relation to a broader purpose. It is a response to past experience and involves conscious recall and examination of the experience as a basis for evaluation and decision making, and as a source for planning and action.

As one aim of this study is to involve tutors in identifying training they believe they need to teach and assess students on ESAP courses, the latter part of Bartlett's quote is of particular relevance.

1.4 The need for this study

One reason for undertaking this study was that until recently there has been a general lack of formal training opportunities in EAP and research in this area. Alexander (2010, p3) acknowledges this when she comments that "teacher training for EAP remains largely ad hoc and informal". This is even more pertinent in regard to ESAP training in which finding any available research literature is not possible at present. In a BALEAP Professional Issues Meeting (November 2011) the lack of formal EAP training was acknowledged:

This was the first time that we had discussed EAP training and induction in a BALEAP meeting so the feeling was that we were tackling a whole new area of future development. The realization that very few EAP staff have been trained in EAP is salutary; for example, the questionnaire survey showed that 16 out of 100 respondents had had any formal training in EAP.

It is apparent, therefore, that until recently there has been a lack of formal training in EAP and even more so for ESAP. Within the last few years, however, formal EAP qualifications have become available; for example, Module three of the DELTA, the Postgraduate Certificate in EAP and this year a Master's degree in EAP, which is available through the University of Nottingham.

1.5 The Research Questions

This study set out with the primary aim of exploring EAP tutors' perceptions of teaching and assessing ESAP. It was hypothesized that if EAP tutors at UNNC did not accept the changes made from the previous two-semester content-based instruction curriculum to the first-semester EGAP second-semester ESAP, implementation of the new curriculum would be extremely challenging.

The importance of teachers' beliefs has been much cited in the literature on teacher training (Haye 1995; Richards 1998; Crandall 2000; Farrell 2007). Farrell (2007, p31) points out that "understanding teachers' beliefs is essential to improving teaching and practices and teacher education programmes." Haye (1995) asserts that accepting change may require challenging deep-seated beliefs and teaching practices. It is likely that if the participants in this study do not view the ESAP curriculum as being beneficial to both themselves and their learners – a prerequisite of implementing educational change identified by Haye (1995) – the chances of the new curriculum being a success are limited. This study, therefore, aimed to ascertain EAP tutors' perceptions of teaching and assessing ESAP and combine this with an exploration of whether they feel they need ESAP training. As a result, the following primary research question was devised:

What are EAP tutors' perceptions of teaching and assessing ESAP to preliminary-year undergraduate and pre-master's students and the training required for it?

As the professional development opportunities offered at CELE revolve around the weekly CPD sessions, a secondary research question was devised:

To what extent does the existing training at UNNC prepare EAP tutors to teach and assess ESAP?

The hope is that by addressing these questions, the findings of this research may inform the content of future teacher training on ESAP issues related to teaching and assessment.

Chapter One Summary

This chapter has presented the background to this study as well as its rationale. It has defined key terminology used throughout and has given the two research questions. The next chapter discusses some of the relevant literature on EGAP and ESAP with reference to teaching academic writing and discipline-specific vocabulary and further discusses teacher training and reflection.

CHAPTER 2: The Literature Review

2.1 Introduction

This chapter begins by critically analysing the arguments for and against ESAP. The discussion then turns to teaching academic writing and discipline-specific vocabulary. This research focuses on these two areas as this is where much of the literature on ESAP can be found (Hyland 2002, 2006 2011; Nesi & Gardner 2012). Furthermore, these two areas are often perceived as the most challenging for EAP students (Evans and Morrison 2010). This study, carried out with undergraduates in Hong Kong, found that EAP students' principal difficulties were writing academic texts, producing disciplinary genres and using specialist vocabulary (ibid). The chapter finishes by discussing important factors to consider when implementing training programmes and the role of teacher reflection.

2.2 EGAP or ESAP

There are obstacles to overcome when an EAP department initiates an ESAP curriculum. These could be challenges such as the time needed to create ESAP course materials and assessments as well as ensuring that EAP tutors are able to teach ESAP by providing support and training. There may be logistical issues such as the economic feasibility of placing students into classes which only have students from the same discipline especially considering the increasing range of disciplines in higher education (Alexander et al. 2008). However, as well as being intrinsically motivating for students if they see a direct benefit to their present/future studies, (Jordan 1997; Dudley-Evans & St John 1998; Liyanage & Birch 2001; Brandt 2009) teaching ESAP has benefits in terms of introducing EAP students to the written genres they are required to produce in their disciplines. ESAP also gives students basic vocabulary knowledge of their discipline as well as skills to learn discipline-specific vocabulary. Furthermore, an ESAP programme has the advantage of professionalizing the EAP profession (Hyland 2002) as cooperation with academic divisions is essential when implementing ESAP courses (Jordan 1997; Perry & Stewart 2005, Sloan & Porter 2010).

Next, the debate over whether academic writing should be taught via an EGAP or an ESAP course is discussed.

2.3 Teaching EGAP or ESAP and Academic Writing

Nesi and Gardner (2012) suggest that writing is probably the most important skill required for academic success. Moreover, they point out that there “is often considerable confusion amongst students and writing instructors regarding the kinds of writing students are required to produce across disciplines” (Nesi & Gardner 2012, p3). This has significant implications for how writing should be taught on EAP programmes. Turning to the debate over whether academic writing should be taught in EGAP or ESAP, Lea and Stierer appear to support the latter when they state that “there is an increasing recognition of fundamental differences between academic disciplines in terms of the written genres students are expected to master at university” (Lea & Stierer 2000, cited in Sharpling 2002, p87). Alexander et al. (2008) support this when they claim that a report for an undergraduate Business Studies student differs from that required on a postgraduate Civil Engineering course in terms of rhetorical organization and lexico-grammatical content.

This debate over whether academic writing should be taught within an EGAP or ESAP context has continued for some time with the literature regularly citing the diametrically opposed views of Spack (1988) and Hyland (2002). Spack advocates teaching academic writing on an EGAP course. Her main argument is that EAP tutors lack the training, knowledge and confidence to be able to teach writing across various disciplines. In contrast, Hyland (2002) and, more recently, Nesi and Gardner (2012) suggest that it is precisely because of the multitude of disciplines, that EAP departments should teach academic writing in ESAP courses to prepare students for the written genres used in these disciplines. Some literature appears to support teaching writing via ESAP as this has distinct benefits for the students studying on such programmes. That is, the teaching of writing focuses on preparing students to write the written genres that they will be required to undertake in their disciplines (Currie 1999; Hyland 2002, 2006; Nesi & Gardner 2012).

Although the Spack – Hyland debate of *‘How far should we go?’* is of interest, Hyland has continued to write extensively on this (Hyland 2002, 2006, 2011) while Spack has not added to this since 1988. Whether Spack still believes this is outside the scope of this research; however, her argument for the teaching academic writing within an EGAP course has been supported by some empirical studies. Bell (1996) reported findings from two EAP studies in Indonesia which used content from the Sciences as the carrier content in lessons. From these studies, he concluded that any form of teaching scientific discourse requires some in-depth study of the subject

matter. Bell believes that without some background knowledge of the carrier content, the EAP tutor may not be able to run an effective class as s/he will be unfamiliar with the “discourse that is unfolding in class” (Bell 1996, p5). Thus, Bell (ibid) suggests that at post-graduate level, some background knowledge of the subject is essential. Others (Hutchinson & Waters 1987; Howe 1990, cited in Jordan 1997; Flowerdew & Peacock 2001), however, seem to refute Bell’s findings suggesting that although possessing background knowledge of the students’ future discipline may be of use, of most importance is that EAP tutors have an interest in the carrier content used in the ESAP course to teach the real content: the English language. Flowerdew and Peacock (2001) state, however, that EAP tutors need to familiarize themselves with some of the language and vocabulary used in the students’ future disciplines.

Bell’s findings may have more significance on in-sessional post-graduate courses in which students may enter EAP classes with knowledge of their discipline, or are developing knowledge through the simultaneous teaching of the discipline and the EAP course. They may, however, lose pertinence on a preliminary-year course as rarely would the class develop into high-level discussion on content. Hamp-Lyons and Kroll (1996) point out that there are key differences in the amount of content, depth of reading and support given to an argument when comparing undergraduate and graduate writing tasks. Therefore, on a preliminary-year EAP programme the students are not expected to have deep knowledge of their future discipline. As a large focus of this study is on EAP tutors teaching ESAP to preliminary-year-undergraduates, Bell’s findings are probably not as significant when compared to teaching EAP students on in-sessional EAP programmes.

There is some evidence that an EGAP course is sufficient in preparing students to be able to write within their disciplines. Radecki and Swales (1988, cited in Leki & Carson 1994) identified a group in their study they named as ‘resisters’: students who did not want writing teachers to comment on the content of their writing. These students expected their teacher to be a language expert not a content expert. Leki & Carson (1994) found the majority of students in their study believed the EGAP writing course had prepared them to write within their disciplines. They (ibid) surveyed seventy-seven students who attended a writing course in the US before studying across a range of Arts & Humanities, Social Science and Science disciplines and found that nearly fifty per cent of the participants felt that the EAP course had prepared them well or very well; twenty-nine per cent felt adequately prepared and only seventeen per cent felt the EAP course had not prepared them

well. However, half of this seventeen per cent stated that this was because the course had not prepared them for the specialized writing they had to do in their disciplines.

In contrast to Leki and Carson's findings, Currie (1999) found that the undergraduate students in her study - on an EAP course at an American university - welcomed learning academic writing in their EAP class which was similar to the writing in their disciplines. One reason for this could be that the students reported how they enjoyed having more personal contact with their content lecturers as Currie had facilitated this. Her research participants' wish to align the EAP programme more closely with the content programme may have arisen from this closer relationship with the students' content lecturers rather than an informed need to be taught writing within a subject-specific context.

Although Currie's (1999) findings are of interest, it is too much of a generalization to state that academic writing must be taught within ESAP. However, the findings from other work in the field imply that teaching students the written genres of their disciplines should lie with EAP tutors and this strengthens the argument for teaching ESAP writing. There is some empirical evidence that lecturers in academic divisions do not perceive the teaching of academic writing or literacy skills to fall under their remit (Braine 1989; Jenkins 1993 cited in Hyland 2002; Hyland 2011; Nesi and Gardner 2012). Turner (2011), furthermore, suggests that if students are not explicitly taught how to write, they acquire the writing skills needed for their disciplines through prolonged exposure: the '*pedagogy of osmosis*' not from being taught by academics (Turner 2011, cited in Nesi & Gardner 2012, p261). Therefore, it could be argued that if EAP tutors have the responsibility to prepare students for their academic studies, attempts should be made to teach the written genres of their disciplines (Nesi & Gardner 2012).

It seems common sense that the limited time most students have on EAP programmes (Jordan 1997; Alexander et al. 2008), should not be spent learning to write genres that they will probably not have to produce in their disciplines. Using this time to learn to write the genres of their disciplines would seem to be a more efficient use of EAP students' time. To illustrate this, one of the scientists interviewed in Thaiss and Zawacki's (2006) study on writing across the disciplines in the US, stipulated the need for undergraduate majors in Biology and Environmental Science to learn to write a scientific laboratory report. Therefore, teaching students how to write expository essays would neither be an efficient use of class time nor

effectively prepare them for their future studies if science undergraduates do not have to write that genre. Jenkins (1993, cited in Hyland 2002) supports this, finding that with the exception of the dissertation, engineering students do not need to write extensively.

It might, however, appear impossible to teach EAP students all the genres needed in their disciplines because there is so much variety between them (Hyland 2002; Thaiss & Zawacki 2006; Nesi & Gardner 2012). Hyland (2006) and Nesi and Gardner (2012), furthermore, claim that care must be taken not to generalize about students' writing needs as writing requirements vary from institution to institution and depend on the assignments set by the discipline module convenor. Nesi and Gardner (2012) also point out that lecturers tend to vary assignments each year as a way of avoiding assessing students in the same way. Consequently, if EAP departments teach academic writing in discipline-specific genres, course designers need to ensure that the genres being taught closely match those that each academic division asks its students to produce. This is where cooperation with other academic departments is essential when running ESAP courses (Perry and Stewart 2005; Sloan & Porter 2010).

Although it may seem an insurmountable challenge to prepare students for all the different genres found in various disciplines, giving EAP tutors guidance on the genres that may be required within them is a useful starting point. An illustration of this is Coffin et al's. (2003) categorization of the four main types of written work required in the fields of the Sciences, Social sciences, Arts/Humanities and Applied fields. Furthermore, Nesi and Gardner's (2012) work, based on findings from several thousand assignments taken from the British Academic Written English corpus, groups the writing found across four disciplinary groups: Arts & Humanities, Life Sciences, Physical Sciences and Social Science and finds that there are thirteen distinct genres. Having knowledge of these genres and knowing in which discipline they are usually found, clearly benefits EAP tutors teaching ESAP academic writing as it shows tutors the common written genres their students need for their disciplines.

Nesi and Gardner (2012) also report that examples of each written genre can be found within each of the four disciplinary groups noted above. This could make it problematic to teach subject-specific genre writing in ESAP courses as there are too many genres to teach in the limited time available on most EAP programmes. Nesi and Gardner (ibid), nonetheless, show that some genres are more widely

represented within certain disciplines; for example, essays represented over ninety per cent of the Arts and Humanities assignments and less than ten per cent in the Physical Sciences. This shows that certain subject-specific genres can be identified and taught on ESAP courses which focus on the main genres of each discipline.

2.4 Teaching EGAP or ESAP and Academic Vocabulary

There are clear benefits to students learning to write the various genres that are required in the disciplines and therefore support the notion that academic writing should be taught via ESAP courses. Using discipline-specific texts and teaching discipline-specific vocabulary can also help prepare students for their disciplines. By using discipline-specific texts on ESAP courses, EAP tutors can facilitate the development of subject-specific vocabulary.

Some, (Barber 1962; Higgins 1966; Cowan 1974, cited in Flowerdew and Peacock 2001) consider the teaching of technical words – discipline specific vocabulary – to be outside the remit of EAP tutors stating that the students learn these words automatically as they study their disciplines. Although there may be some truth in this, EAP tutors can give very useful advice on how to deal with subject-specific vocabulary (Coxhead & Nation, n.d, cited in Flowerdew & Peacock 2001) and develop students' knowledge of some subject-specific vocabulary they may later encounter.

For example, instructing students on how to pronounce discipline-specific words, teaching discipline-specific word families and showing strategies to record such vocabulary would all be useful for EAP students. Furthermore, showing students how to deal with subject-specific vocabulary they encounter while reading is also of use. By avoiding teaching subject-specific vocabulary there is a risk that students will not be prepared to read the texts they will face in their disciplines (Fox, cited in Long & Richards 1987).

Another reason to teach discipline-specific vocabulary is to raise students' awareness of discipline-specific variation in vocabulary and inform students of the commonly found words and lexical chunks in their disciplines. To illustrate this, Hyland's work on the differences in the use of citation and reporting verbs within disciplines shows the need to avoid teaching general citation and reporting verb practices which are commonly taught on EGAP courses (Hyland 2004, cited in Hyland 2011). Hyland and Tse (2007), also stress that academic and technical vocabulary is often unique to each discipline and that even when the same word

can be found in different disciplines, its use is shaped by those within it and so meanings may not be the same. Hyland and Tse would therefore support teaching discipline-specific vocabulary within ESAP courses.

2.5 Teacher Training

Definitions of training and reflection were given in the introduction. The focus will now turn to teacher training and how it could have relevance to ESAP.

2.5.1 Training and qualifications in EAP/ESAP

The need for EAP/ESAP training was identified in the introduction as one rationale for this study. It showed that until very recently there was a lack of formal EAP/ESAP training opportunities. However, one BALEAP study found that although a significant number of EAP tutors lacked formal EAP training and/or qualifications, most were well qualified: those with approximately five years teaching experience had a postgraduate degree (60%), and over half had a teaching qualification such as the DELTA (Alexander 2010). That study showed that most EAP tutors surveyed were well qualified but did not comment on how well prepared the tutors felt they were to teach EAP or ESAP. In her study of thirty-six members of faculty teaching ESL undergraduates in nine countries, Brandt (2009) found that several tutors in her study did not feel adequately prepared to teach ESP [ESAP]. They were often asked to teach ESP due to having secondary school qualifications in a particular subject.

The BALEAP competency framework is also of relevance. Competency two suggests that EAP tutors should "...be able to recognize and explore disciplinary differences and how they influence the way knowledge is expanded and communicated" (BALEAP 2008, p4). However, Alexander (2010) points out that understanding ESAP materials and having knowledge of the students' needs in the various disciplines are two of the biggest challenges EAP tutors face. It would therefore appear that EAP tutors have to be given support and training in how to teach and assess ESAP.

2.5.2 Involving tutors in ascertaining training needs

In this study, an assumption has been made that the EAP tutors are legitimate knowers of what is required to teach and assess ESAP as the participants have considerable EFL and EAP teaching experience and most have some ESP/ESAP experience. The tutors, therefore, can be treated as "...producers of legitimate

knowledge, and of capable of constructing and sustaining their own professional practice over time” (Johnson & Golombek 2003, cited in Farrell 2007, p175). This would support the premise that tutors should be involved in deciding their training needs related to teaching and assessing ESAP.

Training programmes should therefore be bottom-up and include tutors’ perceptions of training they feel is necessary to teach ESAP. Training that is top-down and excludes tutors in deciding their needs, is limited and may prove futile (Widdowson 1990; Haye 1994; Bax 1995; Crandall 2000; Farrell 2007). Bax suggests that when deciding the content of training programmes, it should be determined by the trainees. This “...maximises the chances of relevance, and so increases their stake in the proceedings...and increases the chances of new ideas being implemented in the long run” (Bax 1995, p268). Widdowson, furthermore, recommends that “the first stage in the module design [training] is the identification of problems from the teacher’s point of view” (Widdowson 1990, p67).

2.5.3 Reflection in teaching and its relation to training

The role reflection plays in teacher training programmes is widely acknowledged (Bax 1995 & 1997; Richards 1998; Roberts 1998; Crandall 2000; Farrell 2007; Edge 2011). Reflecting on one’s teaching enables development of a more informed practice and can help improve teaching (Crandall 2000) and provides a source for change and development (Richards & Lockhart 1996).

Reflecting on teaching supports the notion that training has more relevance when it is bottom-up. Farrell (2007, p9) claims “a bottom-up approach to teacher professional development can improve their [the tutors] understanding of their own teaching by consciously and systematically reflecting on their own teaching”. Crandall (2000) claims that traditional training and education in language teaching are not sufficient if opportunities for reflection are not given. By using tutors’ reflections on experiences of teaching and assessing ESAP, training programmes can ensure that the content is relevant as the tutors identified their needs (Bax 1997). Tutors can also be involved in delivering training; a point Haye believes essential to providing effective training (Haye 1994).

Chapter Two Summary

This chapter outlined some of the challenges EAP departments face when running ESAP programmes. It has shown some benefits of teaching academic writing and subject-specific vocabulary on ESAP courses. There is a lack of literature and research in EAP/ESAP teacher training; however, there are now qualifications devoted to EAP and ESAP is a part of some of these. It has been shown that it is important to involve trainees in determining training content. One way of achieving this, is through reflection on experiences of teaching and assessing ESAP and identifying training needs.

CHAPTER 3: The Methodology

3.1 Introduction

This chapter discusses the choice and implementation of the methods and data gathering instruments used to ascertain EAP tutors' perceptions of teaching and assessing ESAP and training required for it. It begins with a justification of the chosen research methods and discusses the process of sampling. A description of the data collection methods, instruments used and procedure follow. Finally, limitations and weaknesses of the research methods employed are explained.

3.2 The Research Methods

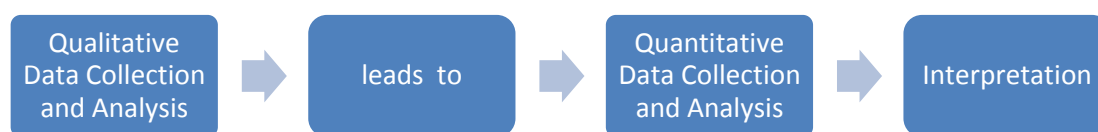
This study used focus groups followed by a questionnaire. A mixed methods approach was therefore adopted for the purpose of this study. By mixed methods, the Johnson et al. (2007) definition will be used:

Mixed methods research is the type of research in which a researcher or team of researchers combine elements of qualitative and quantitative research approaches for the purposes of breadth and depth of understanding (Johnson et al. 2007, cited in Creswell & Clark 2011, p4).

A mixed methods approach was employed to provide a more complete understanding of the research topic than only using a qualitative or quantitative methodology (Dornyei 2007; Cohen et al. 2011; Creswell & Clark 2011).

This approach was most suited to this study as some initial data was required to ascertain how tutors feel about teaching and assessing ESAP and the training they believe they require. Some of this data would help design some questions in the questionnaires. The focus groups, a qualitative method, were chosen as the best method to gain initial insights into the tutors' perceptions of ESAP. As discussed in the literature review, there have not been any research studies which focus on how EAP tutors feel about teaching and assessing ESAP and their ESAP training requirements. As a result, insights from other research could not be used to inform the research design. The focus groups, therefore, helped to explore this issue in its preliminary stages (Litosseliti 2003) and served the purpose of laying the groundwork for the subsequent questionnaire (Vaughn et al. 1996; Dornyei 2007; Krueger & Casey 2009; Cohen et al. 2011).

This mixed methods approach follows an 'exploratory sequential design' (Creswell & Clark 2011, p69):



This design is used on the basis that the variables are previously unknown and therefore it enables the researcher to explore a phenomenon in more depth (Creswell & Clark 2011) and to expand on these qualitative findings via a quantitative survey (Creswell 2003).

Thus, a mixed methods approach was most suited to answering the research questions as the focus groups began the exploration and informed the design of some of the questionnaire.

3.3 The Selection and Size of Sample

Although primarily used to select samples in qualitative research (Dornyei 2007; Cohen et al. 2011; Creswell & Clark 2011), purposive sampling was used to identify which members of the EAP team had the characteristics to participate (Cohen et al. 2011). Purposive sampling means that participants are selected on the basis that they possess the characteristics which are necessary for the research to begin (ibid). This meant the tutors involved had to be teaching the ESAP courses at UNNC, and would therefore have experience in the concept being investigated (Creswell & Clark 2011). Purposive sampling was used as this ensured access to 'knowledgeable people' (Ball, cited in Cohen et al. 2011, p157). By knowledgeable people reference is made to identifying EAP tutors who had been teaching ESAP since its implementation in 2010. Two groups of tutors were identified: those who have taught ESAP to preliminary-year UG students and those to preliminary-year PM students.

As I was not able to include any EAP tutors I line manage due to ethical considerations (see ethics approval section 5.3), this gave a potential sample of approximately twenty-five EAP tutors teaching on the ESAP preliminary-year UG programme and eight on the PM.

After identifying these potential participants, volunteers were invited to participate. Wanting to include as many tutors as possible, all of the thirty-three tutors were emailed to ask for their participation and a cover letter was attached detailing the project (appendix A). Therefore, volunteer sampling was used to obtain participants. Twenty-two out of the twenty-five tutors teaching UG students responded and six of the eight PM. This was a high response rate of eighty-eight and seventy five per cent respectively, which may indicate the importance EAP tutors at UNNC give to teaching and assessing ESAP and any related training.

3.4 The Data Collection Methods

At first, a quantitative questionnaire was going to be the sole research instrument as the initial focus was to obtain a large sample size and include as many EAP tutors as possible. It was then thought presumptuous to design a questionnaire which was derived from my own perceptions of what the EAP team believed about teaching and assessing ESAP and their training needs. More evidence of tutors' perceptions of teaching ESAP was required before designing the questionnaire. This, therefore, was the primary reason for adopting a mixed methods approach of a focus group followed by a subsequent questionnaire (Vaughn et al. 1996; Dornyei 2007; Teddlie & Tashakkori 2009; Cohen et al. 2011; Creswell & Clark 2011).

3.4.1 The Focus Groups

A focus group appeared the most suitable method to gain an understanding of what the tutors believe about an issue; a way of gathering opinions (Krueger & Casey 2009) and as a means of getting high quality data to partly answer the research questions (Dornyei 2007). Krueger and Casey (2009, p189) also point out that a fundamental principle of a focus group is to "have a homogenous group in a permissive and non-threatening environment". The homogeneity of the group has already been mentioned; that is, the tutors being assigned into two pools: those teaching ESAP to UG students and those to PM and not using tutors new to UNNC since 2010.

The Design of the focus groups followed the principles below:

- An ideal size of five to eight participants (Litosseliti 2003)
- Using semi-structured questions which rely on participants' responses (ibid)
- Using topics initially provided by the moderator but then exploring issues raised by the participants (ibid)

- A maximum time of ninety minutes
- Providing refreshments

A pre-focus group task (appendix B) was sent out one week before the focus group took place as Krueger and Casey (2009) recommend that this helps the participants prepare. This was essential as the tutors needed to reflect on their thoughts regarding ESAP and training they felt was necessary before coming to their focus group.

The focus groups consisted of between six to eight participants and were held over three weeks in March 2012. The larger sample of tutors teaching UG students were asked to sign up to a day each preferred. There were four focus groups in total: three for UG tutors; one for PM. All focus groups were recorded and the participants were informed that this was confidential; this made the reviewing of the content of each group more manageable. As there were potentially six hours of data, taking notes would not have been an efficient or effective means of recording the discussions.

Most of the questions in the semi-structured interview guide were open ended as this allows participants more freedom to discuss exactly how they see and understand an issue (Krueger & Casey 2009). The process in the actual focus groups continued to be semi-structured and started with a simple question asked to each participant to make sure everyone spoke at the beginning. Krueger and Casey (2009) believe this important as the longer a participant does not speak, the less likely s/he is to do so. The focus groups then developed using transition questions asking participants to go into more depth and then to key questions directly addressing the research questions. This followed Krueger and Casey's (2009) categories of questions procedure to be used in focus groups.

At the start of each focus group the right to confidentiality was mentioned and participants asked to respect others' views and to keep those confidential. Krueger and Casey (2009) maintain the importance of this when holding work-based focus groups because even if the researcher keeps participants' comments confidential, damage could be caused by participants informing others of what was said.

3.4.2 The Questionnaire

The questionnaire was emailed to participants and a paper copy placed in their work pigeon holes three weeks after the last focus group. This gave time to use some of

the findings from the focus groups to inform the questionnaire design after the piloting process had finished.

The main reason for using a questionnaire as a data gathering instrument was that it is an efficient and effective means of gathering a large amount of information in a relatively short time (Dornyei 2003, 2007). As the aim of this research was to ascertain EAP tutors' perceptions of teaching/assessing ESAP and the training required for it, the questionnaire was largely based around attitudinal questions with some factual questions used to obtain facts about the respondents' careers (Dornyei 2007).

Design

Most of the questions used would give quantitative data. There were, however, some open-ended questions producing qualitative data.

The majority of closed questions used a Likert scale. This was used as rating scales such as these give participants some flexibility in their answers while at the same time providing quantitative data for analysis (Cohen et al. 2011). This questionnaire used six response options to avoid the possibility of participants leaning towards a mid-point/not sure response which may have been more likely if five had been chosen (Dornyei 2003; Cohen et al. 2011).

The Likert scale questions were supported by some open-ended questions. Although Dornyei (2007) comments that using open-ended questions is a trap that novice researchers often fall in to, he acknowledges that using some can provide more depth to the research than only using closed questions. The use of some open-ended questions helps to "...contain the gems of information that otherwise might not be caught in the questionnaire" (Cohen et al. 2011, p392). Furthermore, Cohen et al. (2011) suggest that when using a small sample size – as in this study – the questionnaire can be less structured and contain more open-ended questions.

A few dichotomous questions were used which required a yes/no answer either to gain factual information or to get a clear and simple answer (Cohen et al. 2011); for example, *I would be interested in giving an ESAP-related training in 2012 – 2013* with the answer being *yes* or *no*. These were used for efficiency of data analysis in some parts of the questionnaire (Cohen et al. 2011) and to "...compel respondents to come off the fence" (ibid, p383). This is clear in the example question above

which directly obtains data on whether tutors would be interested in giving ESAP training.

Piloting

The questionnaire went through six drafts as more information was gained on the topic and adaptations made after piloting. The main research question was adapted to encompass not only EAP tutors' perceptions of training required for ESAP but also their general perceptions of teaching/assessing ESAP. This was in response to data gathered from the focus groups.

The final draft was piloted with four UG tutors and two PM. The piloting process provided feedback about the language used in some questions and the information the questions were trying to obtain. Some comments gave feedback on the length of the questionnaire, which was considered too long by a couple of piloting tutors. Most feedback comments were adhered to and changes were made to the final draft; for example, the questionnaire was shortened from four pages to three which made it more appealing to the participants. The piloting was instrumental in informing the design of the final questionnaire and for omitting questions that were not particularly relevant to the research questions.

See appendix C and D for final versions of the UG and PM questionnaires.

3.5 Ethics Approval

The Economic & Social Research Council's (2005) Framework for Research Ethics identifies six key principles to achieve ethical research. These are summarized below:

1. Research should aim to ensure integrity, quality and transparency
2. Research participants should be fully informed about the purpose, methods and intended possible usage of the research
3. Participants must be informed of their right to confidentiality and anonymity
4. Participants must take part voluntarily
5. Harm to participants must be avoided
6. The independence of research must be clear

Sikes (2006), furthermore, stipulates the need to take care when doing 'insider research' projects. By this she means undertaking research that has aims to bring about action and/or intervention. The concept of beneficence was one of the

reasons for undertaking this research as it was felt that CELE could have done more/could be doing more to assist and train EAP tutors to teach and assess ESAP. As two different research committees had to be navigated, however, this gave as much protection to both the research participants and to me as the researcher as is possible.

The focus group and questionnaire had to fully meet the requirements of both the Sheffield Hallam University (SHU) and UNNC ethics committee. See appendix E and F for SHU and UNNC ethics documents. The steps taken to do this are outlined below.

First, the SHU and UNNC research ethics forms were submitted. Both UNNC and SHU gave clearance to begin. UNNC, however, recommended that I do not involve any of the EAP tutors I manage to avoid any possible maleficence and consider carefully my role as the moderator in the focus groups.

A cover letter was then sent to all EAP tutors identified as being able to participate asking if they would like to take part. In this letter the first guarantee of anonymity was stated. Once I had received sufficient participants to continue, they were asked to sign a UNNC participant consent form (appendix F). This is compulsory and gives participants the UNNC guidelines for taking part in research and delineates their right to withdraw at any stage. Only once a signed pro forma from every participant had been received, could I start with the focus groups. At the beginning of each focus group the participants were informed of their right to confidentiality. This was reiterated again on the research questionnaire.

3.6. Limitations and Weaknesses

3.6.1 Chosen mixed methods

As with all research, there were limitations and weaknesses to this research project. Creswell & Clark (2011) point out that one challenge of using mixed methods research, especially pertinent when using an exploratory-sequential design, is the choice of data the researcher must make from the qualitative research instrument to the subsequent quantitative research instrument. This was a concern and the main reason why the research question was modified to incorporate not only EAP tutors' perceptions of the training required to teach/assess ESAP, but also their general perceptions of teaching and assessing ESAP. This was because in the focus groups

tutors did not focus exclusively on ESAP training needs, but more on larger issues that surround teaching and assessing ESAP.

3.6.2. The sample

One weakness of volunteer sampling is that those who participate may not fully represent the wider population. They may have other motives for volunteering such as helping the researcher, personal interest (Cohen et al. 2011), or possibly because the tutors wanted to 'appease' me in my role as a senior tutor. This was not thought to be a serious issue, however, as these tutors appear very interested in teaching/assessing ESAP and most stated they would like to receive further ESAP-related training.

3.6.3. The focus groups

One critique of focus groups is that what participants say in the group may be different from what they do in reality (Litosseliti 2003). This was partly overcome by the subsequent anonymous questionnaire in which it was hoped all participants answered truthfully.

My role as the moderator needs to be questioned. The justification for this is that it was vital to use someone who understands the topic (Litosseliti 2003). As my previous literature review was on the challenges posed by teaching ESAP, I felt I had sufficient ESAP knowledge to moderate each group. It was a challenge, however, to keep my opinions to myself and only focus on the participants' beliefs (Krueger & Casey 2009). I tried to overcome this by ensuring that the discussion stayed on topic and did not transgress into issues not related to the research questions and to respect each participant's opinion even if I disagreed.

Litosseliti (2003) points out how a power differential can inhibit communication. As the participants knew I was a senior tutor, this may have inhibited some from speaking honestly. Communication may also have been restricted through a fear on behalf of some participants that the organization may "discourage or even punish alternative points of view" (Krueger & Casey 2009, p185). This was overcome by informing the participants of their right to anonymity both in the pre-focus group task and at the start of each focus group.

Finally, the issue of dominant voice (Smithson 2000) was one that had to be addressed as in a couple of focus groups, there were some very vocal EAP tutors. This concern was reduced by encouraging all participants to speak (ibid).

Chapter Three Summary

Mixed methods were used to gather data as this mixed approach was appropriate to answer the research questions. Four focus groups were held and some of the findings informed the design of the two questionnaires.

CHAPTER 4: Presentation of Results

4.1 Introduction

This chapter presents the findings in response to the two research questions. Quantitative Data from the questionnaire is presented and, where appropriate, supported with qualitative data from the focus groups and open-ended questions from the two questionnaires.

First, data regarding tutors' years spent teaching EAP and ESAP and their qualifications are given as this gives an overview of the experience and qualifications of the 28 respondents. Data gathered on tutors' attitudes towards ESAP is given next. After that, the findings on tutors' attitudes towards CELE training and CPD are presented and the specific training needs that tutors identified are given.

When quotations are used from the transcriptions of the focus groups, (appendix G and H) UG tutors are numbered UGF 1-21. This represents the number of tutors who attended the UG focus groups. PM tutors are numbered PMF 1-6. Responses from open-ended questions on the questionnaires are numbered UGQ 1-22 and PMQ 1-6 as this corresponds to the number of tutors who answered the questionnaires (appendix I and J). However, their identity was not matched; that is, UFG1 is not necessarily UGQ1.

Part 4.2 Tutors' Years of Teaching Experience and Qualifications

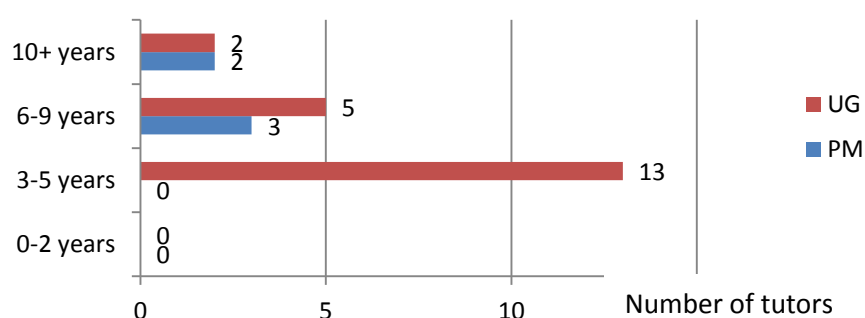
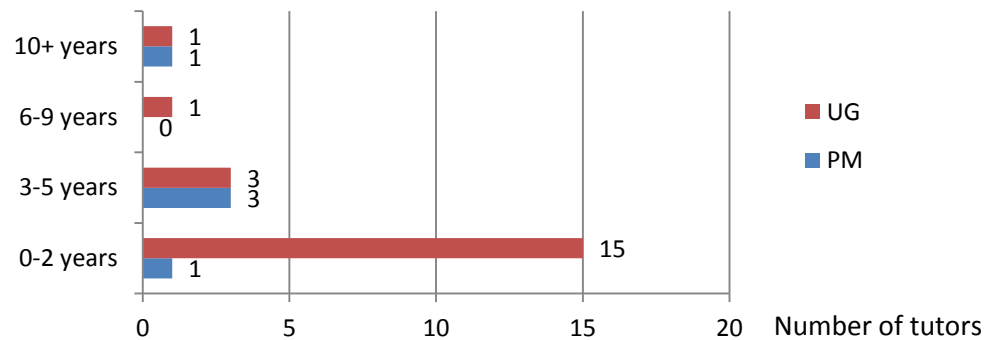


Figure 1 Tutors' number of years spent teaching EAP

Figure 1 shows the majority of years UG tutors have spent teaching EAP is 3-5 years; for PM tutors 6-9 years.



N.B. Two UG tutors and one PM didn't answer these two questions

Figure 2 Tutors' number of years spent teaching ESAP

Figure 2 shows the majority of years UG tutors have spent teaching ESAP is 0-2 years; for PM tutors 3-5 years.

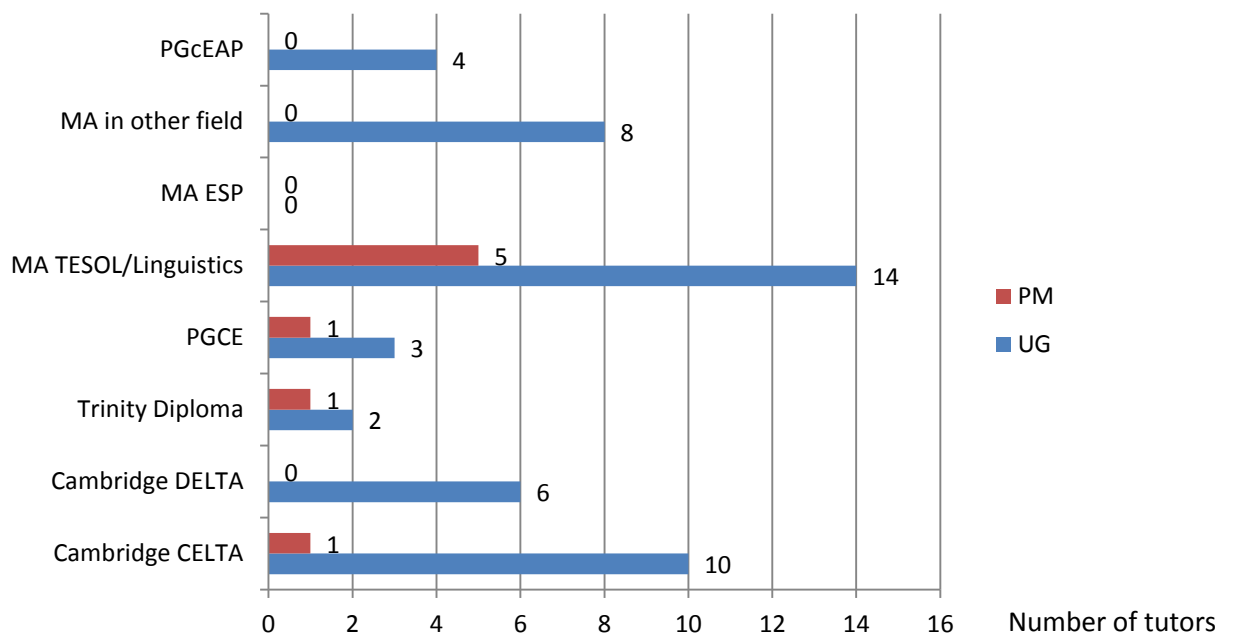


Figure 3 Number of tutors with qualifications specified

Figure 3 shows that most PM tutors (5 out of 6) have a relevant Master's-level qualification in TESOL/Linguistics. This compares with 14 out of 22 UG tutors. However, 8 out of 22 of the UG tutors possess either the Cambridge DELTA or Trinity Diploma.

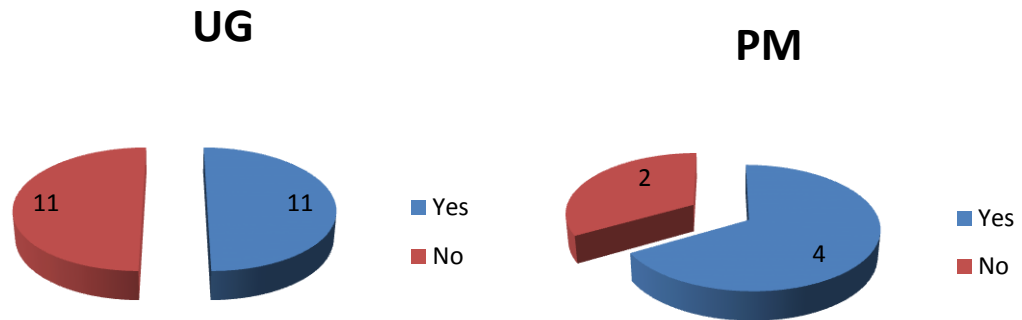


Figure 4 Number of tutors who are aware of qualifications which focus on the teaching of ESAP

Figure 4 shows that half the number of UG tutors and two thirds PM are aware of qualifications that focus on teaching ESAP.

Part 4.3 Tutors' perceptions of teaching and assessing ESAP

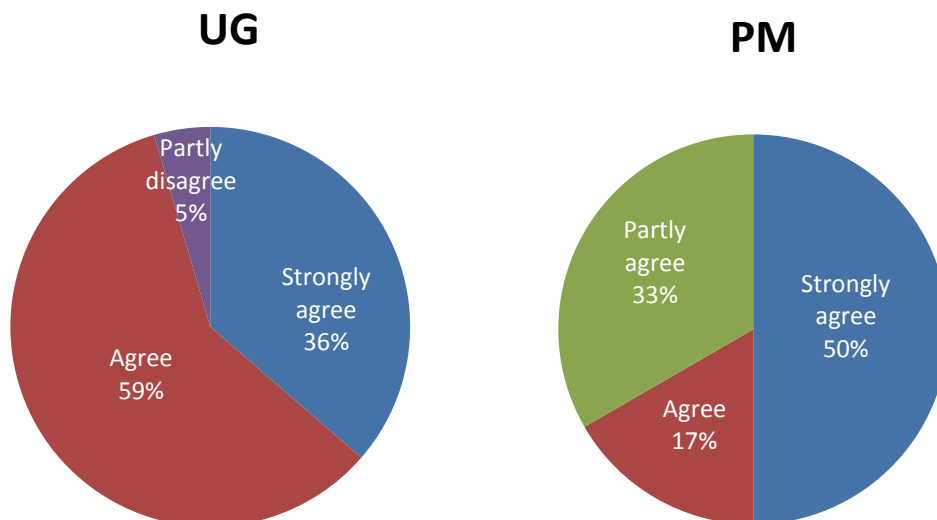


Figure 5 Tutors' beliefs that teaching ESAP is beneficial to students.

Figure 5 shows that the majority of UG and PM tutors believe that teaching ESAP is beneficial to EAP students. The questionnaire findings are also supported by some qualitative data:

"It's good for the students...going down the track towards their majors." (UGF 18)

"It's the logical thing to do, isn't it? It's a no brainer." (UGF 15)

"I'm very much in favour" (UGF 14)

“It’s very good for the students. For them it’s very useful...very good preparation”
(UGF 13)

“Students obviously get some benefit from having some input that is directly related to their major”. (UGF 18)

“Student motivation is higher when we are teaching ESAP”. (PMQ 1).

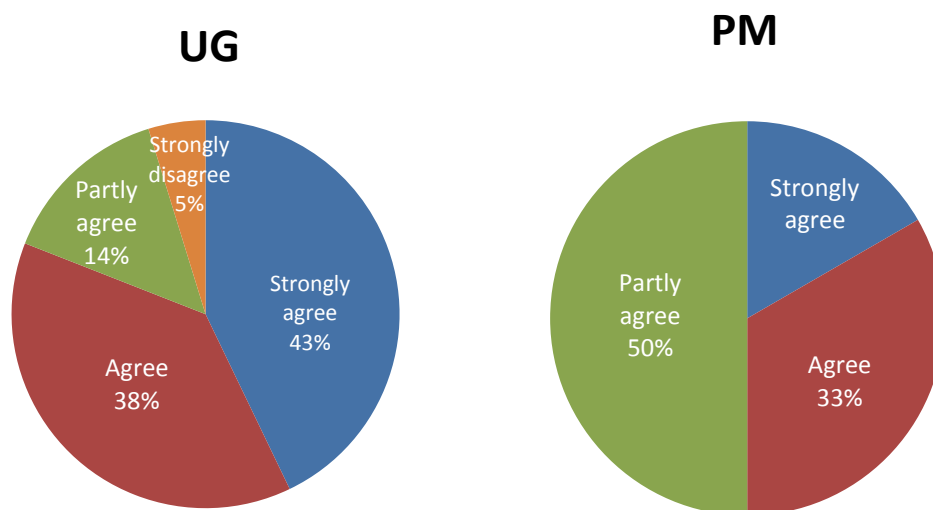


Figure 6 Tutors’ beliefs that teaching ESAP is beneficial to EAP tutors’ careers

Figure 6 shows that all but one UG tutor believe that teaching ESAP is beneficial to their career. It appears that although tutors believe there is a professional benefit in teaching ESAP, there are some reservations. UGF 14 commented that *“for the teachers, it’s not everyone’s cup of tea, but it’s very good for the students”*. (UGF 14)

In contrast to what UGF 14 said, other tutors clearly see benefits to their careers:

“It’s something you can take onto another job”. (UGF 15)

“I asked to teach business as I had no Business English teaching experience. I wanted it on my CV”. (UGF 21)

“It is beneficial to tutors to acquire experience in different forms of ESAP”. (UGQ 1)

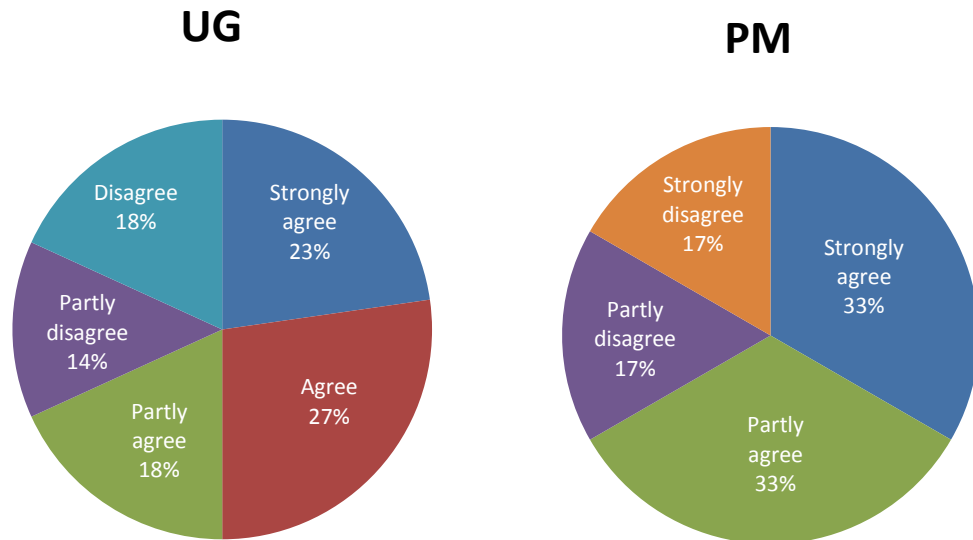


Figure 7 Number of tutors who believe it takes longer to prepare for ESAP classes than EGAP

Figure 7 shows that most tutors feel it takes longer to prepare for ESAP classes than EGAP. However, 3 UG tutors (14%) ‘*partly disagreed*’ with this and 4 (18%) ‘*disagreed*’. Similarly, with PM tutors, 1 tutor (17%) ‘*partly disagreed*’ and another ‘*strongly disagreed*’. Qualitative data also supports this:

“It takes so much time to prepare”. (UGF 8)

“I use Google or Yahoo images [while preparing an ESAP engineering class]. I use lots of images. I go through them before class. Of course it is more preparation”. (UGF 13)

“It’s a hell of a lot of extra work”. (UGF 20)

“We need time for background reading”. (UGF 16)

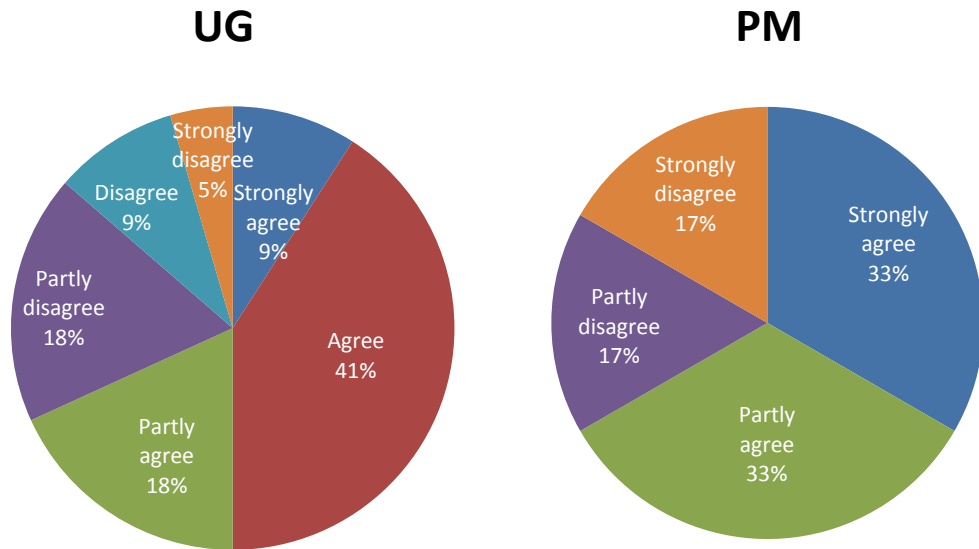


Figure 8 Number of tutors who believe it's more difficult to prepare ESAP classes than EGAP classes

Figure 8 shows that although the majority of UG tutors believe preparing ESAP classes is more difficult than EGAP, 7 tutors (32%) disagree. The majority of PM tutors (4) agree that preparing ESAP classes is more difficult. This could be because of the Independent Research Project (IRP) and this is reflected in some responses from the PM focus groups.

"Our big problem on PM is the IRP – too many topics. That is a big demand on any teacher". (PMF 6)

"I've got one student writing about foreign shares and a distinction between foreign shares and domestic shares in China. How on earth am I supposed to advise?" (PMF 2)

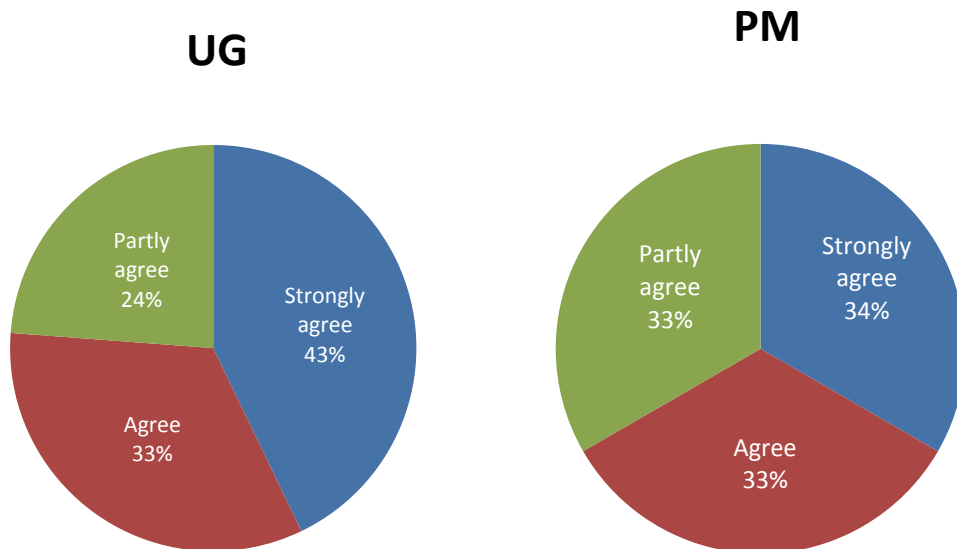


Figure 9 Number of tutors who are interested in teaching ESAP

Figure 9 provides clear evidence that all UG and PM tutors are interested in teaching ESAP.

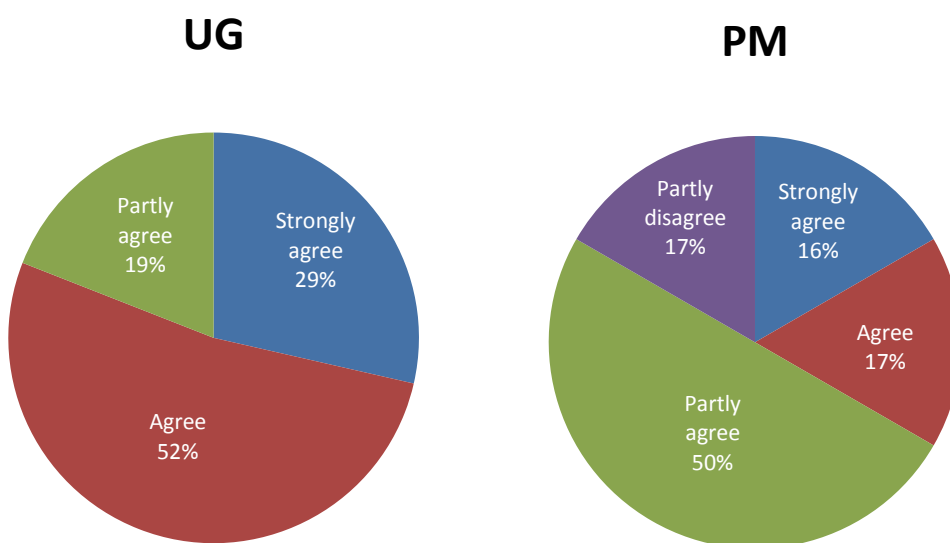


Figure 10 Number of tutors who feel able to teach ESAP

Figure 10 shows that the majority of tutors feel able to teach ESAP. However, some of the qualitative findings seem to suggest this is dependent on what stream s/he is teaching and whether that tutor has any knowledge of that subject. In the third UG focus group, UGF 21 stated:

“For Economics I’m OK, but if I had to do reports on engineering I would have no idea and I don’t want to do that on my own and I don’t find it interesting. I didn’t study Science for a reason”

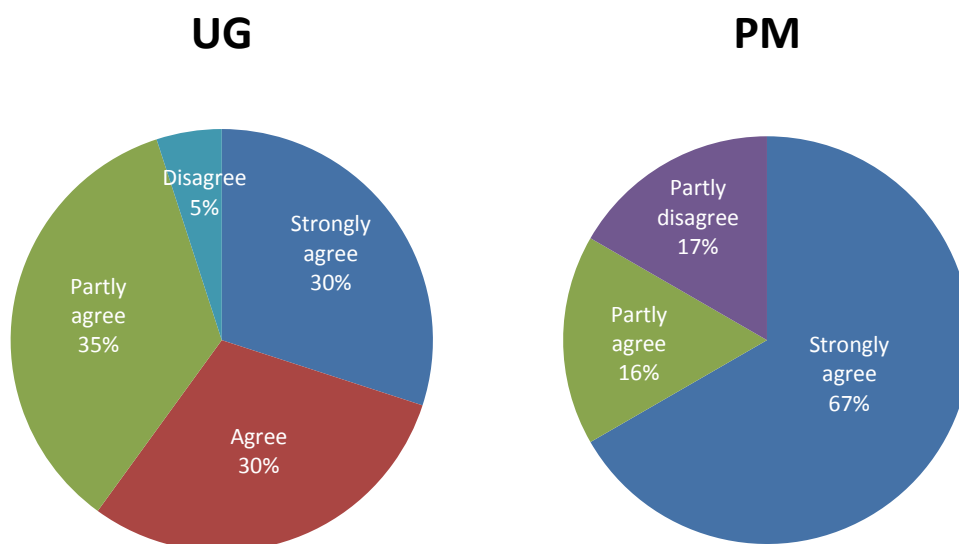


Figure 11 Number of tutors who think EAP tutors need to have some subject-specific knowledge of the content used in ESAP.

Figure 11 shows that with the exception of one UG and one PM tutor, all tutors believe you need to have some subject-specific knowledge of the carrier content used in ESAP. Evidence from the focus groups also supports this:

“The students come back with questions that actually challenge you. You’ve got to know these things”. (UGF 5)

“I’d be very reluctant to teach a science subject with no science background at all”. (UGF 4)

“As an Arts graduate, I would be very uncomfortable teaching Engineering or Science streams. I don’t particularly like Business either, but in this case I’d be capable. I don’t know if I would be with engineering”. (UGQ 9)

“You do need some content knowledge. Research has shown that having some content does make a difference. Students are going to have so much more faith in a teacher if they are able to teach it”. (UGF 5)

“I think that we are teaching the content and language is like a side issue now. I’m spending so much time trying to explain Hofstede and I lost the plot somewhere and the kids are lost”. (UGF 14)

“I feel if we are doing ESAP, it is embarrassing, unimpressive and demotivating if students know more about content than the tutors do”. (UGQ 1)

However, several tutors imply that possessing background knowledge of the subject is not important:

“I say to the students you are studying IC and you know more about the subject than I do and that’s fine”. (UGF 9)

“From my experience, background knowledge is not such an advantage”. (PMQ 3)

“The question that comes up is do you need to know something about the subject if you’re going to teach it? I remember the essay from last year about Economics. I knew nothing about it but neither did the kids so we were all in the same boat”. (UGF 16)

“It could work in your favour if you’re all in the same boat as you’re in the students’ situation”. (UGF 18)

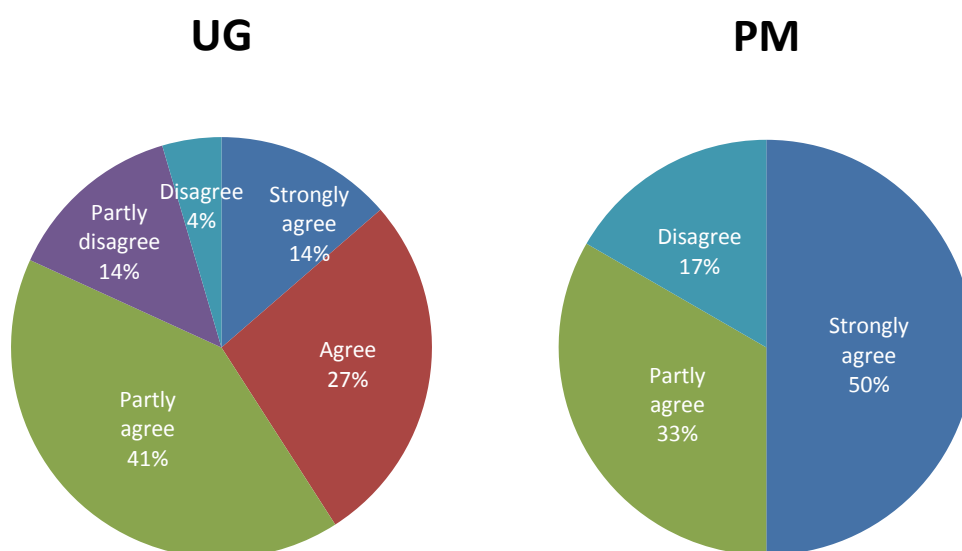


Figure 12 Number of tutors who think it is the EAP tutor’s job to acquire knowledge of the content being used in the ESAP classroom

Figure 12 shows that the majority of tutors believe it is the EAP tutor’s job to acquire knowledge of the content being used in an ESAP classroom.

Table 1 Tutors' answers to whether we should advise and mark for language and content when assessing students' written work

Tutors who believe that we should		Strongly Agree	Agree	Partly Agree	Partly Disagree	Disagree	Strongly Disagree
		[Number of tutors]					
		[Percentage of tutors] [%]					
advise students on the content of their work when giving feedback	UG	3	13	6	0	0	0
		(14%)	(59%)	(27%)	(0%)	(0%)	(0%)
	PM	2	2	1	1	0	0
		(33%)	(33%)	(17%)	(17%)	(0%)	(0%)
advise students on the organization of their writing when giving feedback	UG	17	5	0	0	0	0
		(77%)	(23%)	(0%)	(0%)	(0%)	(0%)
	PM	3	0	3	0	0	0
		(50%)	(0%)	(50%)	(0%)	(0%)	(0%)
advise students on the language used in their writing when giving feedback	UG	16	6	0	0	0	0
		(73%)	(27%)	(0%)	(0%)	(0%)	(0%)
	PM	4	2	0	0	0	0
		(67%)	(33%)	(0%)	(0%)	(0%)	(0%)
mark for content when summatively assessing ESAP	UG	1	10	9	1	0	0
		(5%)	(48%)	(43%)	(5%)	(0%)	(0%)
	PM	2	1	3	0	0	0
		(33%)	(17%)	(50%)	(0%)	(0%)	(0%)
mark for organization when summatively assessing ESAP	UG	14	6	1	0	0	0
		(67%)	(29%)	(5%)	(0%)	(0%)	(0%)
	PM	3	3	0	0	0	0
		(50%)	(50%)	(0%)	(0%)	(0%)	(0%)
mark for language use when summatively assessing ESAP	UG	16	5	1	0	0	0
		(73%)	(23%)	(5%)	(0%)	(0%)	(0%)
	PM	3	3	0	0	0	0
		(50%)	(50%)	(0%)	(0%)	(0%)	(0%)

N.B. one UG tutor didn't answer 'we should mark for content / organization when summatively assessing ESAP'

The data in the first part of Table one shows that all tutors, except one PM, believe that we should advise students on the content of their work. However, six UG tutors (26%) have stated *'partly agree'* which seems to suggest that they are not too confident about this.

Similarly, all of the respondents agree that we should advise students on the organization and language used when giving feedback on writing and when summatively marking for content, organization and language. Only one UG tutor stated *'partly disagree'* in response to the question *'We should mark for content when summatively assessing ESAP'*.

A few tutors remark that content cannot be separated from organization and language and therefore has to be commented on and marked by the EAP tutor when they state:

"You can't comment on logic and coherence without mentioning meaning". (UGQ 8)

"I think it is inevitable that the content of students' work should be commented on to some extent simply because it is usually related to the task, organization and/or language". (UGQ 15)

"Language cannot be separated from meaning/content. Vocabulary has a different meaning in different subject areas. Language is used to express content, so to know whether the language is correct, the content needs to be understood." (PMQ 6)

"In the philosophy of ESAP there is no distinction between the language and the content, you have to mark for both". (PMF 5)

"I don't think it's possible to draw a line between language and content. It's absolutely impossible". (UGF 13)

However, one PM tutor believes it is not the EAP tutor's job to mark for content when s/he writes:

"I don't think it should be the job of the EAP tutor to mark for content" (PMF 4)

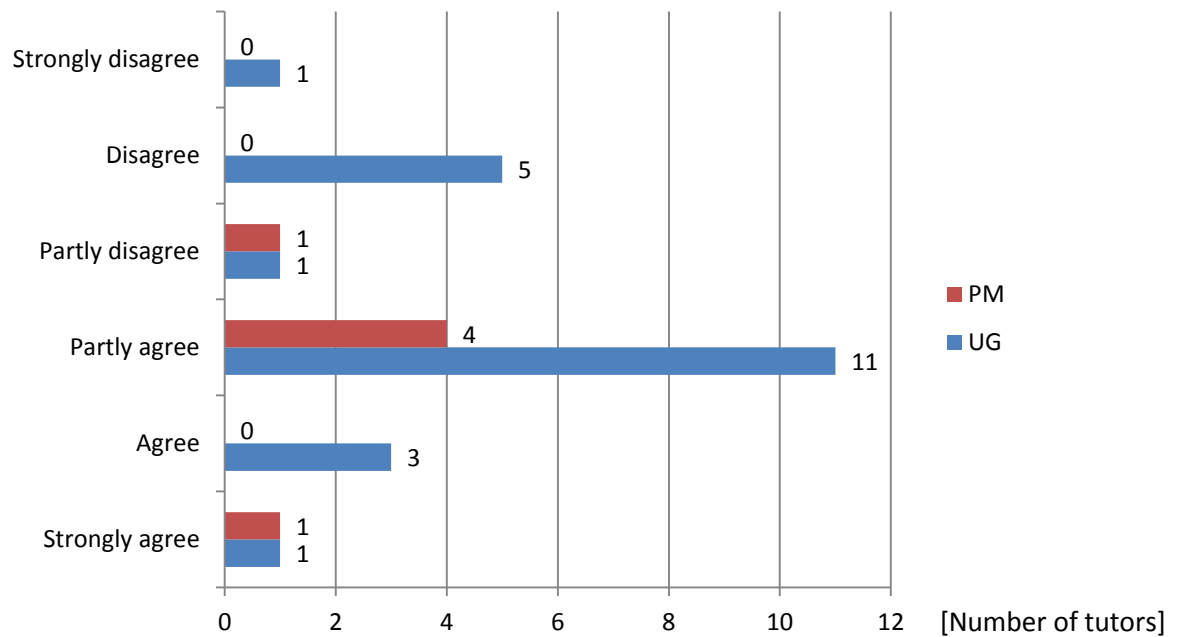
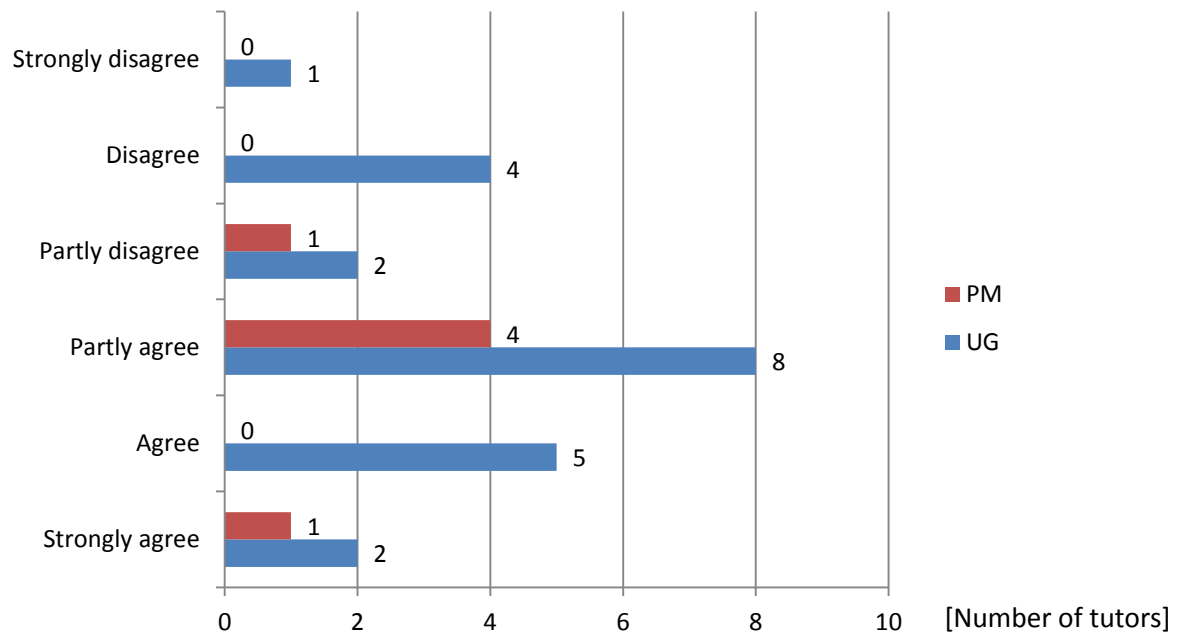


Figure 13 Number of tutors who are aware of the academic tasks that their students will have to perform once in their disciplines.

Figure 13 shows that a significant percentage of UG tutors (7 tutors / 32%) are not aware of the academic tasks their students will have to perform once in their disciplines. Only four UG tutors have stated ‘agree’ or ‘strongly agree’. However, eleven UG tutors have stated ‘partly agree’ which suggests they seem to have some knowledge about what their students are required to do in their disciplines. This is similar to the PM tutors where just over half – 4 out of 6 – also stated ‘partly agree’. This is shown in some of the qualitative data:

“I think the most fundamental need is for tutors to gain some understanding of the degree programmes we are preparing our students for. This is fundamental and we should know this. It is not the case that we can master the content of another discipline, but we should at the minimum have an idea of the structure of the degree and assessment types that students will encounter when they study the discipline”. (PMQ 2)

“Isn’t all of this going in the same direction which is we should know better what they are going to do later”. (UGF 1)



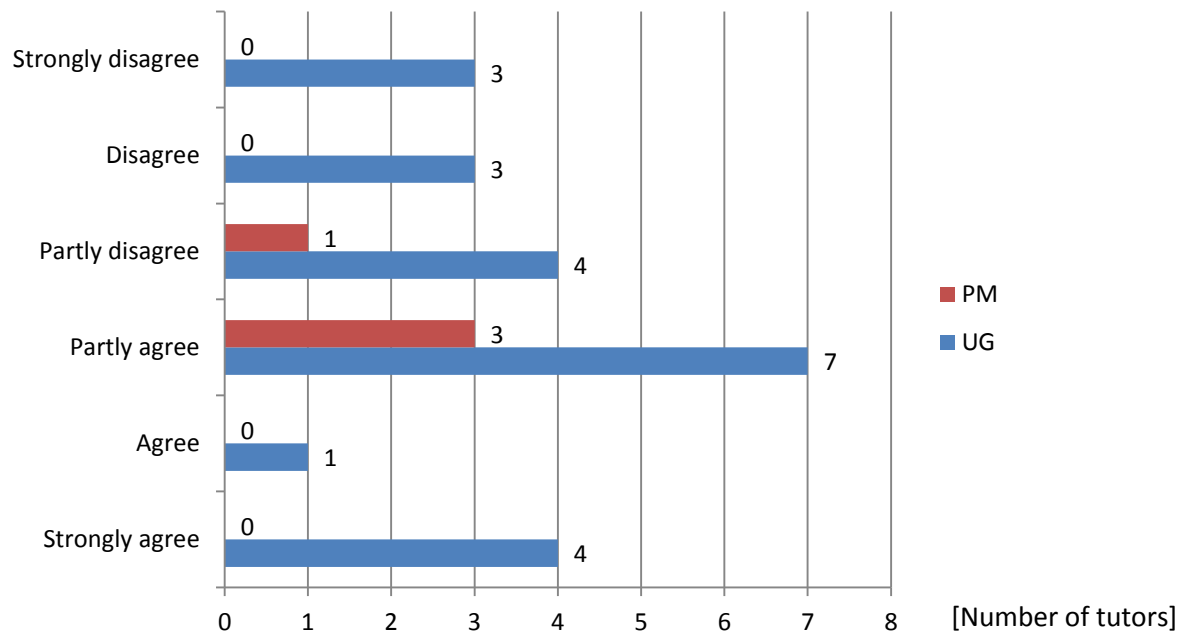
N.B. 1 PM tutor did not answer this question

Figure 14 Number of tutors who are aware of the written genres their students are required to produce in their disciplines

Figure 14 shows that a minority of UG tutors (7) seem very confident of the written genres their students are required to produce in their disciplines. Approximately a third of UG tutors seem to indicate that they know something about this by ticking ‘*partly agree*’. However, seven tutors do not seem to know the written genres their students have to do in their disciplines as they ticked ‘*partly disagree* / *disagree* / *strongly disagree*’. PM tutors appear more informed as four tutors ticked ‘*partly agree*’ and one ‘*strongly agree*’. Some of this uncertainty can be seen in the quotations below:

*“The reason we are teaching ESAP in the first place is because we have recognized that there are different genres. **We are not even aware of what those genres are.** IC apparently has a different genre from IS. If we don’t actually know the differences in writing from IB to IS how can we teach the students?” (UGF 9)*

“I don’t need specialist knowledge of what they are writing about. I need specialist knowledge of the discipline they are writing in”. (PMF 4)



N.B. Two PM tutors didn't answer this question.

Figure 15 Number of tutors who think that eight (UG) / four (PM) different content-specific streams are too many

Figure 15 shows that over half the UG tutors believe that eight-content-specific streams are too many. UGF 17 strongly believes by stating:

"The split has been too thorough. I think we could have split in two rather than eight distinct groups".

Another tutor agreed with UGF 17 when s/he said:

"I agree with UGF 17 that they are split too wide. There's a notion that engineers don't have to write essays. I did software engineering in my last year of my degree and there were essays". (UGF 21)

The PM tutors also seem to think that there need not be so many subject-specific streams when four (75%) of them 'partly agreed' that the split into four streams is too many.

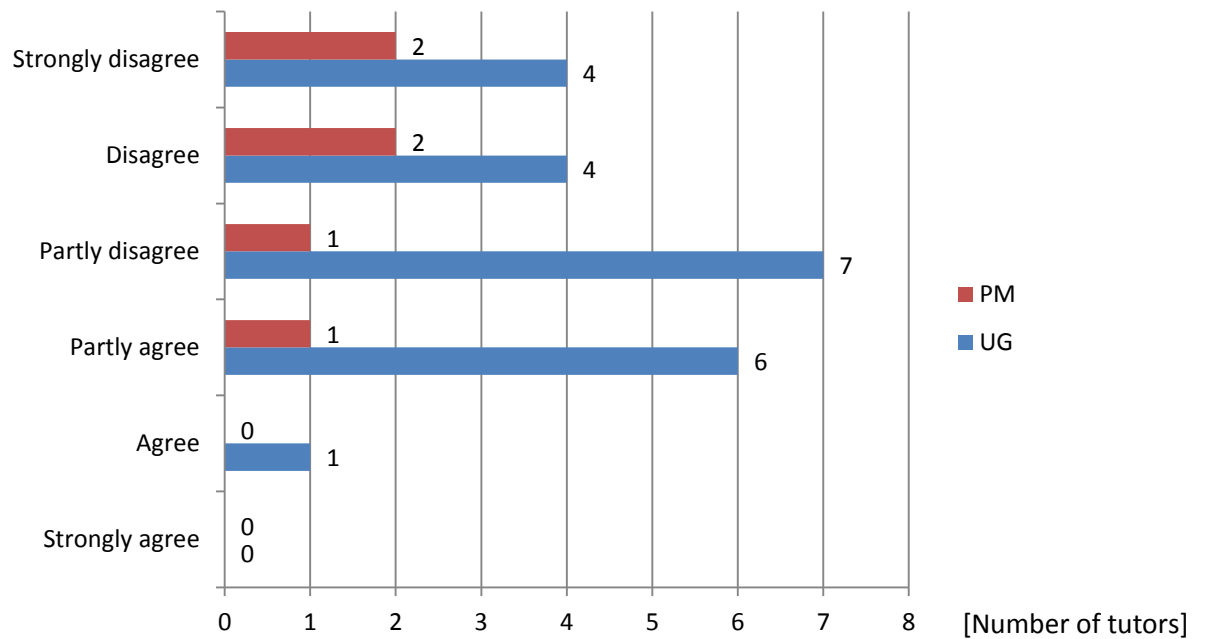


Figure 16 Number of tutors who think teaching a different English Specific Academic Contexts (ESAC) stream each year is a good idea

Figure 16 shows that only seven UG tutors (32%) believe that teaching a different ESAC stream each year is a good idea. This is also shown in some of the UG focus group responses:

“One semester I teach IB the next engineering. It’s flattering that we are considered to be specialists in multiple areas but it’s always a good idea to feel just one or even half a step ahead of your students”. (UGF 13)

“Our learners are different but we are different too. We cannot be expected to be able to do everything with the same quality”. (UGF 13)

“Having a core of teachers who have taught it before is also valuable to the department”. (UGF 20)

Part 4.4 Tutors' attitudes to CELE training and continuing professional development

Table 2 Tutors' attitudes towards CELE training & CPD

Number of tutors who:		Strongly Agree	Agree	Partly Agree	Partly Disagree	Disagree	Strongly Disagree
		[Number of tutors]					
		[Percentage of tutors] [%]					
think that their current training meets their needs of how to teach ESAP.	UG	1	2	2	6	7	4
		(5%)	(9%)	(9%)	(27%)	(32%)	(18%)
	PM	0	0	0	2	1	2
		(0%)	(0%)	(0%)	(40%)	(20%)	(40%)
think that their current training meets their needs of how to assess ESAP.	UG	1	1	4	9	3	4
		(5%)	(5%)	(18%)	(41%)	(14%)	(18%)
	PM	0	0	0	2	0	3
		(0%)	(0%)	(0%)	(40%)	(0%)	(60%)
say that they would attend training sessions specifically aimed at improving their ability to teach ESAP.	UG	5	9	6	2	0	0
		(23%)	(41%)	(27%)	(9%)	(0%)	(0%)
	PM	3	1	0	0	0	1
		(60%)	(20%)	(0%)	(0%)	(0%)	(20%)
say that they would attend training sessions specifically aimed at improving their ability to assess	UG	4	10	4	4	0	0
		(18%)	(45%)	(18%)	(18%)	(0%)	(0%)
	PM	3	1	0	0	0	1
		(60%)	(20%)	(0%)	(0%)	(0%)	(20%)
say that they are satisfied with the CPD programme.	UG	1	1	8	3	6	3
		(5%)	(5%)	(36%)	(14%)	(27%)	(14%)
	PM	0	0	2	2	1	0
		(0%)	(0%)	(40%)	(40%)	(20%)	(0%)
think that their CPD programme could be used to give more specific training in teaching ESAP.	UG	5	8	6	2	1	0
		(23%)	(36%)	(27%)	(9%)	(5%)	(0%)
	PM	1	2	1	0	0	1
		(20%)	(40%)	(20%)	(0%)	(0%)	(20%)
think that the CPD programme could be used to give more specific training in assessing ESAP.	UG	3	10	6	2	1	0
		(14%)	(45%)	(27%)	(9%)	(5%)	(0%)
	PM	0	2	2	0	0	1
		(0%)	(40%)	(40%)	(0%)	(0%)	(20%)

N.B. Only five PM tutors answered part two of the questionnaire

Table 2 shows that majority of UG (77%) tutors and 100% of PM think that the existing CELE training and CPD does not meet their needs of how to teach ESAP. Similarly, sixteen (73%) UG tutors and all five of the PM who responded think that the current training does not meet their ESAP assessment needs. This is further evidenced in some of the qualitative data:

“Training is essential for all ESAP courses”. (UGF 5)

“We certainly do need continuous support” (UGF 13)

“Maybe CPDs could be more related to classroom practice...It could be an opportunity to learn more about the content needed to teach ESAP” (UGF 12)

“It depends on what you are teaching. If Engineering, I would need training” (UGF 20)

However, several tutors commented that they do not view CPD as ‘training’:

“Until I looked at your questions, I never made any connection between CPD and ESAP. I never felt that that was supposed to be training”. (UGF 17)

“I’d had no sense prior to agreeing to participate in this project that the CPD programme was perceived by anyone as ‘training’. (UGQ 22)

Table 2 also shows that the majority of UG tutors (20 out of 22) said they would attend more training sessions which focus on improving their ability to teach ESAP and eighteen out of twenty two to improve their ability to assess ESAP. This was echoed in the PM results which showed four out of five respectively.

Over half of UG (12 tutors / 55%) and PM (3 tutors / 60%) express some dissatisfaction with the current CPD programme. However, not all would like to see it reformed:

“I see CPD as a forum for tutors to exchange ideas related to their professional development. I think it would be a shame to see this replaced with training. If UNNC sees a training need in its staff, it should try to meet that need in a formal and systematic manner. I would be very worried about CPD being hijacked for this purpose”. (PMQ 3)

“While I support the idea that CPD could be used this way [to give ESAP training], it would be very unfortunate if this training crowded out the other interesting presentations that are made at this time”. (PMQ 2)

In contrast to the above quotations, Table 2 also shows that a significant number of both UG (19 / 22) and PM (3 / 5) tutors feel that the CPD *could* be used to give training on how to assess and teach ESAP. However, some tutors stated that ESAP training should not fall in the weekly CPD slot:

“A separate training programme related to the teaching and assessing of ESAP needs to be created. Not part of CPD.” (UGQ 3)

“As our role is to teach and assess ESAP, proper training should be included in induction week, not during the voluntary CPD sessions”. (UGQ 16)

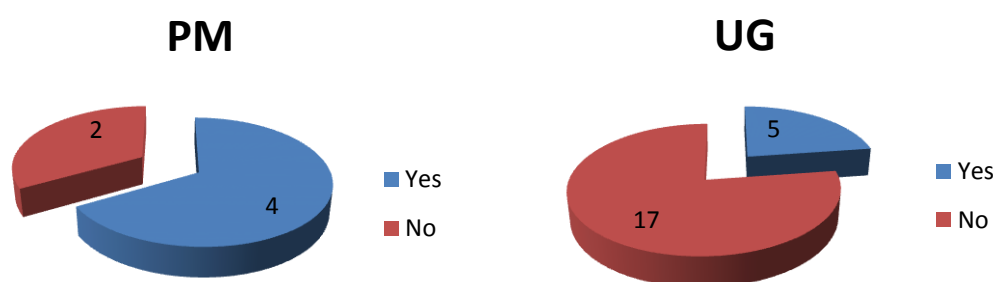


Figure 17 Number of tutors who said they would be interested in giving an ESAP-related training

Figure 17 shows that only five UG tutors (23%) would be interested in giving an ESAP-related training. This may be due to a lack of time. To illustrate this, UGF 5 said *“we have too many things to do to do training”* and UGF 6 *“I don’t go to training as I don’t have time. I have too much to do”*. It could also be that some tutors don’t feel qualified to provide ESAP training. UGF 4 commented *“it should be done by those in a position to do it”* and UGF 11 *“training is usually delivered by an expert and do we really have experts in ESAP?”* In contrast, four PM tutors (67%) said they would be interested in giving ESAP training.

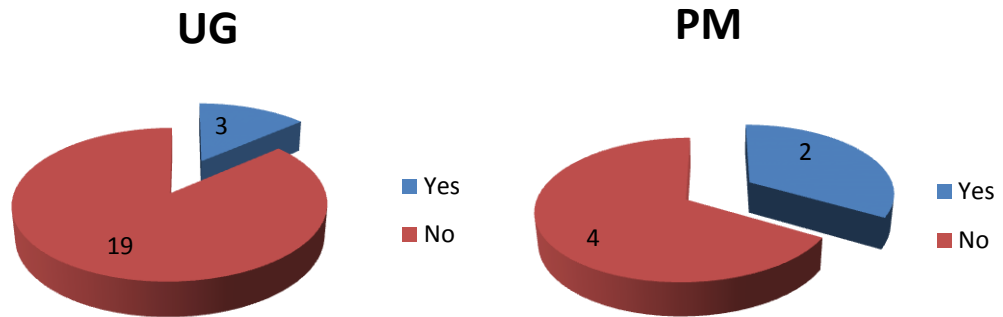


Figure 18 Number of tutors who have received specific training on how to teach ESAP.

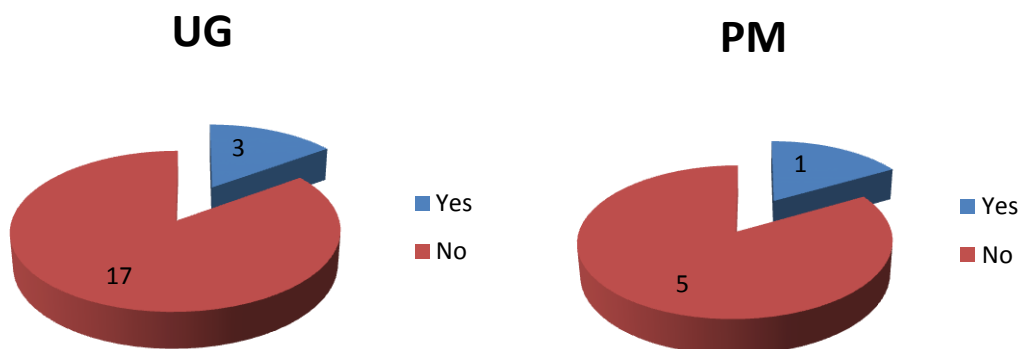


Figure 19 Number of tutors who have received specific training on how to assess ESAP.

Figures 18 and 19 show that the majority of both UG and PM tutors have not received training on how to teach or assess ESAP.

Part 4.5 Training that tutors identified as being of use

Table 3: EAP tutors' responses to specific training they would like to receive

Number of tutors who would like to receive:		Number of Tutors [N ⁰]	Very useful	Fairly Useful	Not Useful
		Percentage of Tutors [%]			
Training on genre analysis of arts & humanities content module essays	UG	N ⁰	11	11	0
		%	50%	50%	0%
	PM	N ⁰	3	2	1
		%	50%	33%	17%
Training on how to teach discipline-specific vocabulary	UG	N ⁰	7	11	4
		%	32%	50%	18%
	PM	N ⁰	3	3	0
		%	50%	50%	0%
Training on how to deal with unknown discipline-specific vocabulary that arises in the ESAP classroom	UG	N ⁰	6	9	7
		%	27%	41%	32%
	PM	N ⁰	4	1	1
		%	67%	17%	17%
Training on ways of using discipline-specific authentic materials in class	UG	N ⁰	11	11	0
		%	50%	50%	0%
	PM	N ⁰	4	1	0
		%	80%	20%	0%
Training on how to write supplementary ESAP materials	UG	N ⁰	10	6	5
		%	45%	27%	23%
	PM	N ⁰	4	2	0
		%	67%	33%	0%
Training on marking for content in ESAP	UG	N ⁰	9	12	1
		%	41%	55%	5%
	PM	N ⁰	4	2	0
		%	67%	33%	0%
A talk provided by a departmental academic on genres of writing students will need once in their disciplines	UG	N ⁰	18	3	1
		%	82%	14%	5%
	PM	N ⁰	6	0	0
		%	100%	0%	0%
A talk provided by a departmental academic on the problems their students have with English once in their disciplines	UG	N ⁰	18	3	1
		%	82%	14%	5%
	PM	N ⁰	6	0	0
		%	100%	0%	0%
A talk provided by a departmental academic on how students are assessed in their disciplines	UG	N ⁰	14	6	2
		%	64%	27%	9%
	PM	N ⁰	4	2	0
		%	67%	33%	0%
Training on genre analysis of content module scientific reports	UG	N ⁰	10	11	1
		%	45%	50%	5%
Training on discipline-specific vocabulary often found in UG scientific reports	UG	N ⁰	11	10	1
		%	50%	45%	5%
Training on grammatical structures often found in UG Scientific reports	UG	N ⁰	9	10	3
		%	41%	45%	14%

Table 3 shows that most UG tutors would like to receive ESAP-related training on a variety of topics. From the first session in the table on *'genre analysis'* until *'marking for content in ESAP'* there is a fairly even split with most UG tutors marking either *'very useful'* or *'fairly useful'*. UG tutors are also interested in any training related to the Science streams. The only sessions that seemed to elicit slightly negative responses i.e. stating *'not useful'* are:

'How to teach discipline-specific vocabulary' four tutors / 18%

'How to deal with unknown discipline-specific vocabulary that arises in the ESAP classroom', seven tutors / 32%

'How to write supplementary ESAP materials' five tutors / 23%

The sessions which the UG tutors ticked as being of most use/interest were those where a departmental academic gives a talk on: *'the genres of writing their students will have to do'* and *'a talk on the problems their students have with English'*. For both sessions eighteen (82 %) UG tutors ticked *'very useful'*. Fourteen UG tutors (64%) said they would like to attend a talk on *'how students are assessed in their disciplines'*. These findings are supported by some qualitative data:

"Why don't we get invited to a mini-lecture where the people from those departments tell us what the students are going to be doing" (UGF 1)

"We could get academics to give us instruction on content. A really detailed understanding of the essay". (UGF 13)

"We have to keep in line with what the departments want". (UGF 11)

PM tutors would like to receive training on all topics from *'genre analysis'* through to *'marking for content in ESAP'*. All except one PM tutor for *'how to deal with unknown discipline-specific vocabulary that arises in the ESAP classroom'* and one for *'genre analysis of arts & humanities content module essays'* stated these sessions would be either *'very useful'* or *'fairly useful'*. Similar to the UG results, the PM tutors answered that the most useful sessions would be attending talks by a departmental academic.

Part 4.6 How much knowledge tutors have of their students' future disciplines

Table 4 How much knowledge UG tutors have of their students' future disciplines

Tutors who:	Number of tutors [N ⁰]	Yes	No
	Percentage of tutors [%]		
have attended a 2 nd -4 th year student lecture/seminar/presentation	N ⁰	3	19
	%	14%	86%
have read the module content information about their students' future content modules in their disciplines.	N ⁰	10	12
	%	45%	55%
have read the assessment information about how their students will be assessed in their future content modules.	N ⁰	5	17
	%	23%	77%

Table 4 shows that only three (14%) UG tutors have attended a 2nd-4th year lecture/seminar or presentation. Less than half have read the content module information about their students' future disciplines and only five (23%) UG tutors are aware of how their students are assessed in their disciplines.

Table 5 How much knowledge PM tutors have of their students' future disciplines

Tutors who:	Number of tutors [N ⁰]	Yes	No
	Percentage of tutors [%]		
have attended a UNNC Masters student lecture/seminar/presentation	N ⁰	3	3
	%	50%	50%
have read the module content information about their students' future content modules in their disciplines.	N ⁰	3	3
	%	50%	50%
have read the assessment information about how their students will be assessed in their future content modules.	N ⁰	3	3
	%	50%	50%

The PM tutors seem to know more about their students' future disciplines than the UG tutors as half stated that they read about their students' future content modules and how they will be assessed on these.

In the next chapter, the key findings will be discussed.

CHAPTER 5: Discussion

5.1 Introduction

This chapter addresses the two research questions. The first was to explore EAP tutor perceptions at UNNC of teaching and assessing ESAP and whether and to what extent they felt they required ESAP training. The second was to ascertain to what extent they felt our existing training, weekly CPD, met their ESAP training needs.

5.2 Teachers' experience and qualifications

One important finding is that, with regard to staff qualifications and length of experience, this study replicates the findings of the BALEAP study (Alexander 2010) mentioned in the literature review. This BALEAP study found that all the respondents who had approximately five years teaching experience had a postgraduate degree and over half a teaching qualification such as the DELTA. EAP tutors at UNNC compare favourably with 83% of PM and 64% of UG tutors having an MA in TESOL/Linguistics. Thirty-six per cent of the UG tutors surveyed had the DELTA and 18% had the PG certificate in EAP. All the tutors have been teaching EAP for some time: half the UG tutors have three-four years EAP teaching experience; the rest over six years. All the PM tutors had six or more years EAP teaching experience.

5.3 Findings related to tutors' perceptions of teaching and assessing ESAP

5.3.1 EAP Tutors' perceptions of teaching and assessing ESAP

All UG and PM tutors believe that teaching ESAP is beneficial to EAP students. This supports the work of Jordan (1997), Dudley-Evans and St John (1998), Liyanage and Birch (2001) and Brant (2009) who contend that if students can see a direct benefit to their future studies, they will be more motivated. There is evidence of this in the qualitative findings (below Figure five), that the tutors believe the second-semester ESAP curriculum is more motivating for students than teaching EGAP all year. Furthermore, all the tutors except one UG tutors thought teaching ESAP is beneficial to their careers. Ten years ago Hyland (2002, p393) commented that teaching ESAP can help to "make our teaching effective and practices professional". It seems that these EAP tutors support that view.

As well as the belief that ESAP is beneficial to their careers, all respondents are interested in ESAP. This supports the earlier work of Hutchinson and Waters (1987) who stated the importance of an EAP tutor having an interest in the carrier content being used to teach the language and vocabulary used in the ESP [ESAP] classroom. However, some tutors felt that they weren't adequately prepared to teach ESAP when the new curriculum was introduced which supports Brandt's (2009) research and is evidenced by this quote from PMF 3: *"it got peoples' backs up the way it was done [introduction of the ESAP curriculum]. There was no real preparation. They got the new curriculum in but it kind of didn't bring the teachers in with it"*. Nevertheless, all except one PM tutor stated they felt able to teach ESAP.

One of the most contentious issues over the teaching of ESAP, which dates back to the Spack-Hyland debate of *'How far should we go?'*, is whether EAP tutors need subject-specific knowledge of the content material used in the ESAP lesson. The findings of this research support those of Bell's (1996); that is, all but one UG and one PM tutor believe that EAP tutors *do* need some subject-specific knowledge of the ESAP subject. Both the quantitative data in Figure 11 and the qualitative data below it clearly show this. UGF 5 was adamant that a background in the subject is needed when s/he stressed: *"I've got a science background so I don't mind doing engineering. But there are other people here that I know have got engineering degrees and they are teaching business. It doesn't make sense"*.

The findings suggest that to effectively teach ESAP the respondents feel that EAP tutors need to acquire some background knowledge of the subject. This may be through putting in extra preparation as shown in Figure 7 rather than having a direct background in the ESAP subject. To illustrate this, in relation to teaching the ESAP Engineering stream and the tutor having no previous Science/Engineering experience UGF 7 mentioned in reference to a colleague: *"She/he was very stressed and spent a lot of extra hours. She was trying to learn about engineering. She was going home and reading books about engineering because she didn't have a background and it just became a lot."* The tutors also believe that it is part of their remit to acquire knowledge of the content of the ESAP subject being taught: one PM tutor and four UG stated that it was their responsibility to acquire this knowledge. The findings suggest that they obtain this knowledge through hard work and extra preparation reading up on the carrier content.

5.3.2 Marking and advising on the content of students' work

As shown in Table 1, all tutors agree that EAP tutors should advise students on the organization and language used in their work and assess this. What is of interest, is that all tutors except one UG and one PM believe that EAP tutors should advise students on the content of their ESAP work and assess this when summatively assessing students' work. However, the findings for these two questions were a little weaker than for *advising on* and *marking for organization and language*. More research participants ticked '*partly agree*' for these two questions, but they ticked '*agree*' and '*strongly agree*' for *advising and marking for language and organization*. This may suggest that the EAP tutors are less sure of the issue around marking for content and assessing content in students' ESAP work. For the PM tutors, the Independent Research Project (IRP) seemed very challenging in regard to *advising and marking for content*. An illustration of this was when PMQ 1 expressed:

"The challenge is not the module we call ESAC but the 2,500 word discipline-specific Independent Research Projects that premaster's students have to write. This term I have had to manage 28 research projects from Applied Linguistics and ELT, History, Political Science, Interpretation and translation, Media Studies, Cultural Studies, Women Studies and Communication and Entrepreneurship. Argumentation and the way discourse works ranges tremendously across these fields of study".

This quote suggests that to advise students on the content of such topics is extremely challenging and requires a significant investment in time. Likewise, marking for content in the above topics would probably require support in terms of what content is acceptable.

5.3.3 Knowledge of the written genres and academic tasks required in students' future disciplines.

Most UG and PM tutors would like to know more about the disciplines that their students are aspiring to. Figures 13 and 14 showed that most tutors were not too confident of the types of writing their students are required to do in their disciplines and this was supported by some of the qualitative data given below Figure 14. Many tutors stated '*partly agree*', '*partly disagree*' or '*disagree*' in relation to the two questions on whether the tutors felt they had knowledge of the academic tasks and written genres their students are required to do in their disciplines. The results from the training parts of the questionnaire strongly indicate that the tutors would like to

acquire this knowledge through closer cooperation with academics in various departments at UNNC. This would be in the form of training sessions and/or talks given by departmental academics. One-hundred per cent of PM tutors and ninety-six per cent of UG would attend a talk provided by a departmental academic on the written genres their students have to perform and the problems their students have with English in their respective disciplines.

5.3.4 How specific should we go?

The findings on whether CELE should have eight-different content-specific streams for UG and four for PM are mixed. Just over fifty per cent of the UG tutors stated that eight-streams are too many for the UG programme. Surprisingly, four PM tutors out of the five that answered this question also felt that having four-content specific streams are too many. This is probably down to the IRP which means that although there are only four Social Science and Humanities streams in the PM course, the range of topics that students can write on within these four streams is very wide and this is a burden on EAP tutors when advising students on the content of their written work and requires them to have some subject knowledge to be able to advise and assess students' work. Similarly, the majority of UG tutors (15) believe that changing the stream you teach each year is *not* a good idea. The results for PM are similar with four out of six tutors disagreeing that it is a good idea to change the ESAP stream one teaches from year-to-year. This suggests that tutors want to acquire knowledge of the content used in the ESAP subject they teach. This supports Flowerdew and Peacock's (2001) assertion that EAP tutors familiarize themselves with the content used in subject-specific ESAP classes. In addition, when UGF 13 stated '*...it's always a good idea to feel just one or even half a step ahead of your students*' s/he seems to support Spack's (1988), Bell's (1996) and Basturkmen's (2010) speculation that lacking knowledge of the carrier content used within an ESAP classroom can be problematic or '*uncomfortable*' for EAP instructors.

However, this suggestion that the split (eight UG streams and four PM) is too specific would go against the recent findings of Nesi and Gardner (2012) and Hyland's work on discipline specificity (2002, 2006, 2011). Their work points out that the genres of writing and vocabulary found within various disciplines are significantly different and that therefore these differences have to be taken into account when designing EAP/ESAP courses and materials. Their work implies, therefore, that the more specific any EAP course is the better it is for the students as it more directly

meets the students' needs. It may be that some of the EAP tutors are against this narrow split not because they do not see a need for it, but because it requires too much extra work for the tutor and those designing the ESAP courses. As UGF 17 commented:

"I think we could have split in two rather than eight distinct groups: an English for Social Sciences/Humanities stream and English for Science & Engineering. There are problems going narrower than that. People responsible for the courses have to produce eight rather than two and perhaps spreading themselves too thin. If you switch from IC to IS you have to learn a lot of content. With two streams even if you have to switch stream, you only have to do it once".

5.4 Tutors' attitudes towards training.

All the PM tutors and the majority of UG (17 out of 22) believe that the current training *does not* meet their needs of how to teach and assess ESAP. All but two UG tutors and one PM say they would attend training sessions specifically aimed at improving their ability to teach ESAP and all but four UG and one PM at sessions to improve their ability to assess ESAP. Furthermore, the majority of both PM and UG tutors have not received specific training on how to teach and assess ESAP as can be seen in Figures 18 and 19.

Eleven UG tutors (50%) and three PM (60% - only five answered) are not entirely satisfied with the current CPD programme. Furthermore, although the majority of PM and UG tutors believe that the CPD programme could be used to provide specific ESAP-related training, several tutors do not want to see the current CPD programme replaced with training specifically related to this. This can be seen in some of the qualitative data presented under Table 2. The data shows that although the tutors are interested in having ESAP-related training, they feel this should be taken into account when planning teachers' workloads and when and how the training is delivered. PMF 5 shows this when s/he stated:

"Management have to take into account demands on people's time, if you take professional development seriously, you set aside time from the beginning of the semester and pay people for this... If CELE is concerned about improving the quality of its [ESAP] programme, then it will put aside some time and effort into it [training] and "Give them something that makes it worth their while to attend. The motivation to attend, the motivation to present, the motivation to improve their practices".

The lack of content-specific knowledge of an ESAP subject also seems to affect tutors' need for ESAP training. Most tutors felt comfortable teaching an ESAP topic if they have a familiarity with the written genres students are required to do in their disciplines. For example, those who have a science background stated that they would feel more comfortable teaching UG engineering classes than the tutors who said they come from an arts or social science background.

Finally, although Haye (1994) believes that it is important to involve tutors in delivering training, the findings from the UG tutors oppose this. Only five UG tutors (23%) said they would be interested in giving an ESAP-related training session. This contrasts with four PM tutors (67%). One reason for this could be that the training sessions identified as being most desirable by both UG and PM tutors are having an academic give a talk on the written genres their students need to perform in their disciplines and the difficulties they have in doing this. This training could not be delivered by EAP tutors, but only by experts from the disciplines.

Chapter Five Summary

This chapter discussed the main findings in relation to the two research questions. Tutors support teaching and assessing students via an ESAP curriculum. However, they would like guidance and training on how to do this. Although not all tutors would like to give training, most would attend training on ESAP topics especially talks provided by departmental academics on the academic tasks and written genres their students have to produce.

CHAPTER 6: Conclusion

6.1 Introduction

This chapter draws some conclusions based on the main findings from the results and discussion above. Recommendations for future research are given. It also details some personal gains from this research.

6.2. General Conclusions

This study has shown that the EAP tutors at CELE UNNC are all in favour of teaching students using an ESAP curriculum. It seems that ESAP provides new challenges, interesting teaching and should be more motivating for EAP students. However, the tutors have indicated that there are challenges in terms of both teaching and assessing students on an ESAP course. Preparing lessons for ESAP is definitely more time consuming than preparing EGAP lessons and this is something that may have to be factored into tutors' hours when timetabling.

The findings of this research support those of Hyland (2002 and 2006) and Nesi and Gardner (2012) in that the tutors are aware that the language and vocabulary is very different across disciplines and that EAP tutors need to possess knowledge of those differences. As a result, those planning an ESAP course and its materials need to have effective communication with academics and need to be informed about the written genres, academic tasks and assessments that students are asked to do. As UGF 13 stated:

"We need to be in touch with the academics better and we need to have close contact as that's where the continuity happens. If we have closer contact with them and coordinate what we do better obviously the results will be better for everyone".

All tutors believe that you need some subject-specific knowledge of the ESAP subject. One way of doing this would be through more cooperation with the academics at UNNC. The tutors would also like to learn more about their students' disciplines through talks provided by academics. It is not clear, however, whether they would be prepared to do this. PMF 3 clearly thinks they would not when s/he says: *"the academics have no interest in what we do"* and UG 20: *"you'd also have to get someone from the departments willing to come over and give the training. I don't know how they would feel about trying to prepare a course for a group of teachers who know nothing about engineering"*. When UGF 7 tried to establish

contact with an academic while preparing an ESAP course, she received this response:

“I was trying to contact someone in the divisions and I actually got in trouble about it because they had already sent some information and he was tired of answering questions about it and wrote an email to the Head asking why are these people asking all these questions to me?”.

As well as the tutors believing they need some content knowledge of the ESAP subject, it appears that the students may expect this as well. The students, however, have to be clear as to why we are teaching ESAP and what this entails and UGF 11 encapsulates this well when s/he points out:

“Awareness should be created about ESAP among the students; why English teachers are teaching them this and why they think they are capable of doing this. It’s not only the tutors but also the students who need that awareness”.

It does not seem possible to divorce language from content and therefore if we are effectively going to teach and assess ESAP, it seems EAP tutors need to learn some basic knowledge of the discipline the students are aspiring to and become familiar with the content used in any ESAP class.

My assumption at the start of this research that any CELE tutor could give ESAP training and that this can replace the existing weekly CPD sessions may have been naïve. Giving high-quality ESAP training takes a lot of time to prepare and tutors may only respond positively to training provided by ESAP specialists and/or input from academics who teach the subjects our students are aspiring to study. This training should also be timetabled appropriately and given only when tutors have the available time to attend; for example, at the beginning of each semester before the teaching starts.

6.3 Further Research Opportunities

While doing this research dissertation, several ideas for future research have arisen. An exploration into how academics feel about EAP departments teaching ESAP would be interesting. If academics do not support this, it would make the implementation of an ESAP curriculum extremely challenging. As Perry and Stewart’s (2005) and Sloan and Porter’s (2010) work has shown, cooperation with academic divisions is vital for an ESAP programme to run successfully.

An investigation into whether EAP students feel their tutors should have content knowledge of the ESAP subject they are studying would provide valuable data. A more recent study could see if Radecki and Swale's (1988, cited in Leki & Carson 1994) finding that some students did not want their tutor to have content knowledge is still valid today.

Research into how content affects EAP tutors' marks when assessing ESAP written and/or oral work could provide valuable data in the field of EAP/ESAP assessment.

Finally, CELE UNNC could track students who have gone through the ESAP programme to see how they perform once in their divisions. Research with academics who have taught at UNNC for several years would also be interesting to ascertain if they believe the ESAP programme prepares students more effectively than the previous year-round EGAP programme.

6.4 Personal Gains

As well as the findings and conclusions given above, I have learned a lot from undertaking this research which is very useful for my career in EAP. My initial belief that the focus groups were only to be used to acquire ideas to design the questionnaire proved to be mistaken. The qualitative data from the focus groups provided some of the most interesting and important data and gave more depth to the study than if I had only used a quantitative method. This has increased my belief in the value of using mixed methods.

Researching and writing the dissertation has been invaluable. I feel I have more confidence and credibility when teaching EAP having recently been through the writing process that my students are going through. I therefore feel more informed to advise my students on their academic reading and writing.

Word Count = 16,302

WORD COUNT: In the Results Chapter, Illustrative figures and tables are counted at the rate of 1 page = 200 words half page = 100 words according to the Sheffield Hallam University 'Guidelines for completion of the dissertation'.

Quotations from focus groups and open-ended questions used in both the results and discussion chapters are counted at half the number of words according to Dr Diana Ridley's advice on the SHU Blackboard module site.

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APPENDICES

Appendix A: Cover letter to ask for volunteer tutors to take part in my MA TESOL research

Research Project on 'The Perceptions of Training Required to Teach English for Specific Academic Purposes at The University of Nottingham Ningbo China'.

Dear Colleagues

I am conducting some research for my Sheffield Hallam University MA TESOL dissertation on the perceptions of training required to teach English for Specific Academic Purposes (ESAP) and would like to involve as many of the CELE EAP team as possible.

The 2 research questions for my project are:

1. What are the perceptions of the training needs of EAP tutors teaching ESAP to second-semester-preliminary-year undergraduate and premaster students?
2. To what extent does the existing continuing professional development programme at UNNC prepare EAP tutors to teach ESAP?

To undertake this research I plan to hold a focus group. 1 will be with tutors teaching on the undergraduate programme and one with those teaching on the premaster programme. This focus group will be used to ascertain the issues surrounding both teaching and assessing ESAP and identify training wants and needs. The findings from the focus group will be used to create an online questionnaire. It is anticipated that to run the focus group will take up to 90 minutes and the questionnaire a maximum of 30 minutes to complete.

My intention is that the findings of this research will help inform our continuing professional development programme by identifying the training that you believe is important to teach ESAP. The results of the study will be taken into account when preparing future continuing professional development sessions.

If this is a project that you feel you would like to be involved in, please contact me by return email or I can come to your office to tell you more about it.

I can ensure that no personally identifiable information will be used when writing up the dissertation and participants will not be named or easily identifiable in the discussion of the findings.

I hope that this project sounds of interest to you and that you would like to take part in it.

Thank-you for considering this research proposal.

Eliot Wright

Appendix B: Focus Group Interview Guide

Eliot Wright: MA TESOL Dissertation Sheffield Hallam University.

I can ensure that no personally identifiable information will be used when writing up the dissertation and participants will not be named or easily identifiable in the discussion of the findings. The Focus Group will last up to 90 minutes and will aim to ascertain your perceptions based on the 2 research questions below:

1) What are EAP tutors' perceptions of teaching and assessing ESAP to preliminary-year undergraduate and pre-masters' students and the training required for it?

2) To what extent does the existing training at UNNC prepare EAP tutors to teach and assess ESAP?

If you could reflect on your thoughts on the 2 above questions before coming to the focus group, it should enable for a fruitful and informative discussion to take place.

The following acronyms are used below:

CPD = Continuing Professional Development

EGAP = English for General Academic Purposes

ESAP = English for Specific Academic Purposes

The focus group is semi-structured and will evolve along the interview guide questions below:

EGAP vs. ESAP

- What are your thoughts of the move that was made from teaching year-round EGAP to 1st-semester EGAP 2nd-semester ESAP?
- Do you feel that CELE helped prepare you to teach ESAP before it was introduced in the academic year of 2010-2011?
- What are some of the difficulties you have experienced in teaching ESAP?
- What are some of the difficulties you have experienced in assessing in ESAP?
- How well informed do you feel about the English language requirements your students will need once they get into their disciplines in their 2nd-year?

Training at CELE UNNC

- What are your thoughts on the CELE existing CPD programme?
- To what extent do you think the training provided in these sessions meet your training wants and needs?
- What are your thoughts on our existing CPD programme and whether it addresses your training needs related to teaching ESAP?
- What are your thoughts on our existing CPD programme and whether it addresses your training needs related to assessing ESAP?
- How do you think our existing CPD programme could be improved?

THANK-YOU FOR TAKING THE TIME TO REFLECT ON THESE QUESTIONS.

Appendix C: UG Questionnaire (final version)

Sheffield Hallam University MA TESOL: The Dissertation Module Eliot Wright 2011-2012

TES 15 Research Instrument: Questionnaire for EAP Tutors Teaching Undergraduate Students

What are EAP Tutor Perceptions of teaching and assessing English for Specific Academic Purposes (ESAP) and the training required for it at the University of Nottingham Ningbo China?

I am conducting some research for my MA TESOL dissertation on UNNC EAP tutors' perceptions of teaching and assessing ESAP to preliminary-year undergraduate and pre-masters students and the training required for it. I emphasize that there are no right or wrong answers.

Your opinions are anonymous.

Part 1: Tutors' attitudes towards ESAP

Directions: Please tick the box which most closely corresponds to your feelings towards ESAP.

1 = Strongly Agree 2 = Agree 3 = Partly Agree 4 = Partly disagree 5 = Disagree 6 = Strongly Disagree	1	2	3	4	5	6
a. Teaching ESAP as well as EGAP is beneficial to students.						
b. Teaching ESAP as well as EGAP is beneficial to EAP tutors' careers.						
c. It takes longer to prepare for ESAP classes than EGAP classes.						
d. It is more difficult to prepare ESAP classes than EGAP classes.						
e. I am interested in teaching ESAP.						
f. I feel able to teach ESAP.						
g. The EAP tutor needs to have some subject-specific knowledge of the content material used in an ESAP classroom.						
h. It is the EAP tutor's job to acquire knowledge of the content being used in the ESAP classroom.						
i. We should advise students on the content of their work when giving feedback.						
j. We should advise students on the organization of their writing when giving feedback.						
k. We should advise students on the language used in their writing when giving feedback.						
l. We should mark for content when summatively assessing ESAP.						
m. We should mark for organization when summatively assessing ESAP.						
n. We should mark for language use when summatively assessing ESAP.						
o. I am aware of the academic tasks that my students will have to perform in their future disciplines.						
p. I am aware of the genres of writing that my students will be required to produce in their disciplines.						
q. Eight different content-specific streams are too many. An arts/humanities & a science/engineering stream would suffice.						
r. Teaching a different ESAC stream each year is a good idea.						
Is there anything else you would like to add about how you feel towards teaching or assessing ESAP?						

Part 2: Tutors' attitudes towards CELE training & Continuing Professional Development (CPD)						
1 = Strongly Agree 2 = Agree 3 = Partly Agree 4 = Partly disagree 5 = Disagree 6 = Strongly Disagree	1	2	3	4	5	6
a. Our current training meets my needs of how to teach ESAP.						
b. Our current training meets my needs of how to assess ESAP.						
c. I would attend training sessions specifically aimed at improving my ability to teach ESAP.						
d. I would attend training sessions specifically aimed at improving my ability to assess ESAP.						
e. I am satisfied with the CPD programme.						
f. Our CPD programme could be used to give more specific training in teaching ESAP.						
g. Our CPD programme could be used to give more specific training in assessing ESAP.						
Is there anything else you would like to say about training/the CPD programme related to ESAP at CELE UNNC?						

h. Have you ever received specific training on how to teach ESAP?	Yes	No
i. If you answered 'Yes', please briefly explain what training you have received.		
j. Have you ever received specific training on how to assess ESAP?	Yes	No
k. If you answered 'Yes', please briefly explain what training you have received.		

Part 3: Specific training needs for ESAP

Directions: Please tick how useful you perceive any potential, future training session to be.

1 = Very Useful 2 = Fairly Useful 3 = Not Useful	1	2	3
a. Genre analysis of arts & humanities content module essays			
b. Genre analysis of content module scientific reports			
c. Discipline-specific vocabulary often found in UG scientific reports			
d. Grammatical structures often found in UG Scientific reports			
e. How to teach discipline-specific vocabulary			
f. How to deal with unknown discipline-specific vocabulary that arises in the ESAP classroom.			
g. Ways of using discipline-specific authentic materials in class.			
h. How to write supplementary ESAP materials			
i. Marking for content in ESAP			
j. A talk provided by a departmental academic on genres of writing students will need in their discipline from the 2 nd year onwards			
k. A talk provided by a departmental academic on the problems that their students have with English once in their disciplines			
l. A talk provided by a departmental academic on how students in their discipline are assessed			
m. Is there anything else you would like to comment on in relation to ESAP training?			

Part 4: Personal details

a. Which ESAP CELE courses have you taught?

ESAC A				ESAC B			
International Business	International Communications	International Studies	English Studies	Engineering	Environmental Science	Architecture	Computer Science

b. Circle the answer which best corresponds to how long you have been teaching EAP/ESAP.

Years Spent teaching EAP	0-2	3-5	6-9	10+
Years spent teaching ESAP	0-2	3-5	6-9	10+

c. Which qualifications do you possess?

Cambridge CELTA	Cambridge DELTA	Trinity Diploma	PGCE	MA TESOL / Linguistics	MA ESP	MA in other field	PGCEAP

Please tick Yes or No in the column to the right of the statements below.

	Yes	No
d. I am aware of the qualifications available which focus on the teaching of ESAP.		
e. I have attended a 2 nd -4 th year student lecture/seminar/presentation		
f. I have read the module content information (available on the UNNC website) about my students' future content modules in their disciplines.		
g. I have read the assessment information (available on the UNNC website) about how my students will be assessed in their future content modules.		
h. I read books and/or academic papers on ESAP-related matters.		
i. I would be interested in giving an ESAP-related training in 2012-2013.		

THANK YOU FOR ANSWERING THIS QUESTIONNAIRE

Appendix D: PM Questionnaire (final version)

Sheffield Hallam University MA TESOL: The Dissertation Module Eliot Wright
2011-2012

TES 15 Research Instrument: Questionnaire for EAP Tutors Teaching Pre-masters Students

What are EAP Tutor Perceptions of teaching and assessing English for Specific Academic Purposes (ESAP) and the training required for it at the University of Nottingham Ningbo China?

I am conducting some research for my MA TESOL dissertation on UNNC EAP tutors' perceptions of teaching and assessing ESAP to preliminary-year undergraduate and pre-masters students and the training required for it. I emphasize that there are no right or wrong answers.

Your opinions are anonymous.

Part 1: Tutors' attitudes towards ESAP

Directions: Please tick the box which most closely corresponds to your feelings towards ESAP.

1 = Strongly Agree 2 = Agree 3 = Partly Agree 4 = Partly disagree 5 = Disagree 6 = Strongly Disagree	1	2	3	4	5	6
a. Teaching ESAP as well as EGAP is beneficial to students.						
b. Teaching ESAP as well as EGAP is beneficial to EAP tutors' careers.						
c. It takes longer to prepare for ESAP classes than EGAP classes.						
d. It is more difficult to prepare ESAP classes than EGAP classes.						
e. I am interested in teaching ESAP.						
f. I feel able to teach ESAP.						
g. The EAP tutor needs to have some subject-specific knowledge of the content material used in an ESAP classroom.						
h. It is the EAP tutor's job to acquire knowledge of the content being used in the ESAP classroom.						
i. We should advise students on the content of their work when giving feedback.						
j. We should advise students on the organization of their writing when giving feedback.						
k. We should advise students on the language used in their writing when giving feedback.						
l. We should mark for content when summatively assessing ESAP.						
m. We should mark for organization when summatively assessing ESAP.						
n. We should mark for language use when summatively assessing ESAP.						
o. I am aware of the academic tasks that my students will have to perform in their future disciplines.						
p. I am aware of the genres of writing that my students will be required to produce in their disciplines.						
q. Four different content-specific streams are too many.						
r. Teaching a different ESAC stream each year is a good idea.						
Is there anything else you would like to add about how you feel towards teaching or assessing ESAP?						

Part 2: Tutors' attitudes towards CELE training & Continuing Professional Development (CPD)

1 = Strongly Agree 2 = Agree 3 = Partly Agree 4 = Partly disagree 5 = Disagree 6 = Strongly Disagree	1	2	3	4	5	6
a. Our current training meets my needs of how to teach ESAP.						
b. Our current training meets my needs of how to assess ESAP.						
c. I would attend training sessions specifically aimed at improving my ability to teach ESAP.						
d. I would attend training sessions specifically aimed at improving my ability to assess ESAP.						
e. I am satisfied with the CPD programme.						
f. Our CPD programme could be used to give more specific training in teaching ESAP.						
g. Our CPD programme could be used to give more specific training in assessing ESAP.						
Is there anything else you would like to say about training/the CPD programme related to ESAP at CELE UNNC?						

h. Have you ever received specific training on how to teach ESAP?	Yes	No
i. If you answered 'Yes', please briefly explain what training you have received.		
j. Have you ever received specific training on how to assess ESAP?	Yes	No
k. If you answered 'Yes', please briefly explain what training you have received.		

Part 3: Specific training needs for ESAP

Directions: Please tick how useful you perceive any potential, future training session to be.

1 = Very Useful 2 = Fairly Useful 3 = Not Useful	1	2	3
a. Genre analysis of arts & humanities content module essays			
b. How to teach discipline-specific vocabulary			
c. How to deal with unknown discipline-specific vocabulary that arises in the ESAP classroom			
d. Ways of using discipline-specific authentic materials in class			
e. How to write supplementary ESAP materials			
f. Marking for content in ESAP			
g. A talk provided by a departmental academic on genres of writing students will need once in their disciplines			
h. A talk provided by a departmental academic on the problems that their students have with English once in their disciplines			
i. A talk provided by a departmental academic on how students in their discipline are assessed			
Is there anything else you would like to comment on in relation to ESAP training?			

Part 4: Personal details

a. Which ESAP CELE courses have you taught?			
ESAC			
English Studies	International Studies	International Communications	International Business

b. Circle the answer which best corresponds to how long you have been teaching EAP/ESAP.				
Years Spent teaching EAP	0-2	3-5	6-9	10+
Years spent teaching ESAP	0-2	3-5	6-9	10+

c. Which qualifications do you possess?							
PGCEAP	MA in other field	MA ESP	MA TESOL / Linguistics	PGCE	Trinity Diploma	Cambridge DELTA	Cambridge CELTA

Please tick Yes or No in the column to the right of the statements below.	Yes	No
d. I am aware of the qualifications available which focus on the teaching of ESAP.		
e. I have attended a UNNC Masters student lecture/seminar/presentation		
f. I have read the module content information (available on the UNNC website) about my students' future content modules in their disciplines.		
g. I have read the assessment information (available on the UNNC website) about how my students will be assessed in their future content modules.		
h. I read books and/or academic papers on ESAP-related matters.		
i. I would be interested in giving an ESAP-related training in 2012-2013.		

THANK YOU FOR ANSWERING THIS QUESTIONNAIRE



Appendix E: SHU Research Ethics Proposal

Faculty of Development and Society

Dissertation Research Project

RESEARCH ETHICS PROPOSAL

Abbreviations used below:

- UNNC: The University of Nottingham Ningbo China
- CELE: The Centre for English Language Education
- EAP: English for Academic Purposes
- UG: Undergraduate
- PM: Premaster
- CPD: Continuing Professional Development

✚ Name of researcher
Eliot Wright

✚ Title of research

EAP Tutors' Perceptions of the Training Required to Teach English for Specific Academic Purposes at The University of Nottingham Ningbo China.

✚ Describe the arrangements for selecting/sampling and briefing potential participants.

One of my reasons for undertaking this dissertation is that the findings of my research may be used by the UNNC CELE to further improve our CPD programme.

Therefore, it is hoped that as many EAP tutors who wish to take part will be able to do so as this may give greater validity to the findings i.e. the more tutors who participate and give their opinions, the more weight to the findings that our existing CPD should be adapted/improved based on the real needs/wants of the tutors. As the PM EAP team is fairly small (6-8 tutors), approximately 5-6 tutors will be required. As the undergraduate team is very large (40+ EAP tutors), I hope to have 14-16 UG EAP tutors take part in the research. If this happens, the focus group will be split into 2 for the UG tutors as a group size of 6-8 is often cited as an appropriate size for a focus group to be run successfully (Fowler 2009, p117 cited in Cohen et al. 2011, p437).

Volunteer sampling will be used to ask both the undergraduate and premaster tutors if they would like to take part in this research. An email will go to all UG tutors asking for volunteers to participate in this research. If there are more than the 14-16 UG tutors required for this research, purposive sampling will be used to ensure a balance of genders among the UG-tutor-participant population. This would be done in the belief that a more balanced arrangement of gender in the focus group may avoid the often-cited issue of 'dominant voices' in focus groups.

Reference above:

Cohen, L, Manion, L & Morrison, K. (2011). *Research Methods in Education 7th Edition*. Oxon: Routledge

- ✚ Describe any possible negative consequences of participation in the research along with the ways in which these consequences will be limited.

It has been suggested by both SHU and UNNC that my role as a senior tutor in EAP may have negative consequences for the EAP tutors who take part in this research as their comments could be discussed in management meetings. This may be particularly relevant when the participants are informed that I would like to offer the findings of this research to change and improve our CPD sessions and so the data would have to be shared with management. I will try to prevent any negative circumstances by not using any of the line tutees I manage in the research; currently this is 8 of the UG team. This was one suggestion made by the UNNC research ethics committee which is currently reviewing my research proposal and ethics form.

Participants will also remain anonymous in the questionnaire.

- ✚ Describe how participants will be made aware of their right to withdraw from the research. This should also include information about participants' right to withhold information.

At UNNC all participants in research whether tutors or students have to sign a participant consent form. One statement in this form is:

"I understand that I can stop participating in the research at any time. I also understand that there is no penalty, now or in the future, if I stop participating." (UNNC Participant Consent Form, 2012).

It is hoped, therefore, that this is sufficient to guarantee any potential participant that they can withdraw at any stage of the research without any negative consequences.

- ✚ Describe the arrangements for obtaining participants' consent. This should include copies of the information that they will receive & written consent forms where appropriate.

Attached with the first contact email soliciting interest to participate in my research, there will be a cover letter explaining the research, stating the research questions, why I am undertaking this particular research and the methods that will be used. If an EAP tutor volunteers him/herself to take part, each tutor will be obliged to sign the aforementioned UNNC participant consent form. Both the cover letter and participant consent form will be sent to my SHU supervisor: Dr Diana Ridley. On this form it clearly shows that if a participant has any concerns about the research which s/he does not wish to discuss with the researcher, s/he can contact Doris Du who is a representative on the UNNC research ethics board. Action would then be taken to protect the participant.

- ✚ Describe the arrangements for sharing findings with the participants. This should include copies of information that participants will receive where appropriate.

All participants will be informed that they will be able to read my dissertation upon completion. Moreover, as it is hoped that the findings of this project will have a practical element: informing our CPD sessions of the EAP tutors' perceptions of the training required to teach ESAP, all participants will clearly get to see the conclusions drawn based on their opinions/ideas. It is hoped that this will have a clear benefit to the participants: improving our existing CPD.

- ✚ Describe the arrangements for ensuring participant anonymity. This should include details of how data will be stored and how results will be presented.

I will ensure that no personally identifiable information will be used when writing up the dissertation and participants will not be named or easily identifiable in the discussion of the findings.

Data will be stored on my own personal, external hard drive and during the process of the research will not be shared with anyone except my SHU supervisor Dr Diana Ridley.

- ✚ Are there any conflicts of interest in you undertaking this research? (E.g. Are you undertaking research on work colleagues?) How will you deal with these? Please supply details.

As mentioned above, the potential conflict of interest of me being a senior tutor in EAP and being involved in all CELE team management meetings has to be addressed. This will be achieved partly by not using my direct line tutees so in no way could I use their comments to influence the annual activity performance review which I must undertake with each of my line tutees. For the other EAP tutors who choose to take part in the team, anonymity will be on all the online surveys so I cannot identify who the participant is.

The focus group proves to be slightly more problematic as I will lead both of these and record them. The participants will be told before the focus group commences that it will be recorded and some parts will be transcribed and used in the analysis of the findings.

I will do my best in the role as moderator to ensure that the participants lead the discussion and my role is purely to keep it on track and provide prompts if a) going off track or b) lacking ideas to initiate the discussion. The participants will be told at the beginning of the session that their comments will in no way be used against them and this will further support the participant consent form which each must sign before the research begins. Similarly, participants will be told that they should respect the opinions of others and not tell other EAP tutors what one particular individual said in the focus group. There will be a “request that the group also maintain confidentiality for each other” (Krueger & Casey 2009, p188).

Reference above:

Krueger, R.A & Casey, M.A. (2009). *Focus Groups: A Practical Guide for Applied Research*. California: Sage Publications.

 Other (Please specify)

I confirm that this research will conform to the principles outlined in the Sheffield Hallam University Research Ethics policy.

I confirm that this application is accurate to the best of my knowledge.

Student's signature (or typed name)	Eliot Wright
Date	18/01/12

Appendix F: UNNC Participant Consent Form (Plain English, Draft)

Project Title: EAP tutors' perceptions of the training required to teach English for Specific Academic Purposes at the University of Nottingham Ningbo China.

Researcher's Name/Researchers' Names: Eliot Wright

- I have read the Participant Information Sheet. I understand and agree to participate.
- Someone has explained the research and the goals of the research to me. Someone has told me about my role in the research project. I understand the goals of the research and my part in the research.
- I understand that I can stop participating in the research at any time. I also understand that there is no penalty, now or in the future, if I stop participating.
- I understand that the researcher may publish the results of this research. I also understand that the researcher will not use my name or personal information in the publication.
- I understand that the Research Office will store information about this research.
- I understand that I can get more information about this research. If I want more information, I should contact the researcher or module convenor. I can also make a complaint about my part in the research. If I want to make a complaint, I should contact the Research Ethics Coordinator of the University of Nottingham Ningbo.

Signed (Legal signature in Chinese or native language):

Print Name (In Pinyin or Roman letters):

Date (DD/MM/YYYY):

Detach and keep the following contact details:

Researcher: Eliot Wright eliot.wright@nottingham.edu.cn

If you have any concerns about your participation in this research and would prefer not to discuss it with the researcher, please get in touch with **Doris Du** from the Research Office. Doris also serves on the university's subcommittee on research ethics and will be able to request support or advice on your behalf if necessary. You can email Doris at: doris.du@nottingham.edu.cn

Appendix G: UG Focus Group 1: Transcription of Relevant Parts

10 people took part in this focus group and shall be named as UG 1 – UG 10

Key: The Highlighted yellow parts are a note to self to make links to other parts of the dissertation and to include to support the quantitative data from the questionnaire.

Red: Points made to represent how tutors feel about ESAP.

Yellow: Points made in relation to whether we should advise and mark for content, language and organization.

Green: Points made to represent tutors knowing more about their students' future needs once in their disciplines.

Blue: Points made in relation to whether tutors need background knowledge of the carrier content in an ESAP lesson.

Brown: Points made in relation to training.

Purple: Points made in relation to the time it takes to prepare ESAP lessons.

Black: Other points which can be used to support the quantitative data.

UGF 8: *"It's good for the students [ESAP]. Going down the track towards their majors"* (tutor in favours of ESAP)

UGF 7: *"I'm also in favour and I also think it's a good idea that we start off with something general and move onto something more specific. They need that staging".*

UGF 5: *"It's the logical thing to do, isn't it? It's a no brainer".* (tutor in favours of ESAP)

UGF 4: *"I'm very much in favour".* (tutor in favours of ESAP)

UGF 3: *"Do we need like an IC, IS & ES or could there be like a humanities ESAP?"*

UGF 1: *"The group I'm teaching – architects – the special thing about these guys is that they are quite committed to what they are doing, quite passionate about what they are doing. It's just so much better to be able to talk about architecture. Being able to talk about subject related to that makes such a big difference".* (motivating for students and teachers)

UGF 5: *"Let's teach about some bloody engineering some architecture. Let's get into the dam subject instead of waffling around the edges".*

UGF 5: *"I've got a science background so I don't mind doing engineering. But there are other people here that I know have got engineering degrees and they are teaching business. It doesn't make sense".* (do we need a background in the ESAP subject?)

UGF 5: *"What's needed is motivation from the teacher. Clearly if you are interested in doing it you will be more motivated and that will feed back to the students"* (link to Hutchinson and Waters & motivation is what is needed)

UGF 9: *"We shouldn't be teaching content".* (Language or content)

UGF 5: *"The students come back with questions that actually challenge you. You've got to know these things".*

UGF 9: *"I say to the students you are studying IC and you know more about the subject than I do and that's fine".* (link to lit. review Spack and others about being in an embarrassing position where the Sts know more than the teacher).

UGF 5: *"There's a difference between general and professional degrees. Engineering are professional degrees and you've got to have some background".*

UGF 5: *"It's something you can take onto another job"* (link to beneficial to tutors' careers)

UGF 3: *"I get the feeling that the students are going to be coping much better in the 2nd, 3rd, and 4th year. On the back of the 2nd semester in the 1st year they could probably pass some of their 2nd year courses. Basically they have already done the foundations of that content. They've done the readings"* (link to beneficial to students – is there a danger though of treading on academic toes/courses – further research needed in whether division even want us to do these courses).

UGF 4: *"I'd be very reluctant to teach a science subject with no science background at all".* (link to do we need content knowledge?)

UGF 5: *"You do need some content knowledge. Research has shown that having some content does make a difference. Students are going to have so much more faith in a teacher if they are able to teach it"* (do we need knowledge and lit. review on sts knowing more)

UGF 8: *"It takes so much time to prepare"* (link to time spent preparing ESAP and EGAP).

UGF 9: *"The reason we are teaching ESAP in the first place is because we have recognized that there are different genres. We are not even aware of what those genres are. IC apparently has a different genre from IS. If we don't actually know the differences in writing from IB to IS how can we teach the students?"* (link to need for training on discipline specific genres)

UGF 5: *"I told my students that this is what we do in CELE year one but the departments will do it differently and you need to check with your departments"* (link to lit, review and each department asking for different needs)

UGF 9: *"If every department does it differently, why are we teaching that?"* (link to needing knowledge of each department's needs)

UGF 1: "Isn't all of this going in the same direction which is we should know better what they are going to do later. More contact with the people teaching those things".
(training from departments)

UGF 4: "Training is very individual. We all have consistent skills and different backgrounds. Someone may want training in one area someone may want it in another area: (not easy to provide the right type of training)

UGF 1: "We have to see how it's [training] is useful to us" (training must be bottom up / link to Farrel et al.)

UGF 4: "If we can find out what's required, we can then aim the training at the specific requirements". (involve tutors, see above).

UGF 5: "If you can see the students in a laboratory session struggling with their language, then you are in a better place to be able to deal with that in the classroom" (need to see Sts in action)

UGF 4: "It would be nice to have a week between semesters as well. If you have a training week, you can have 3 or 4 sessions and bring a content person in as well" (logistics of training)

UGF 5: "We have too many things to do to do training" (logistics of training).

UGF 1: "Why don't we get invited to a mini-lecture where the people from those departments tell us what the students are going to be doing?" (Cooperation with divisions, link to Dudley-Evans and Birmingham school work).

UGF 4: "There should be sessions – I hope not compulsory – which are directly related to what we do at the coal face. The CPD sessions we have at the moment don't do that". (Failure of CPD and more relevant training).

UGF 5: "If you are serious about doing training sessions, you've got to give people time". (logistics of training programmes)

UGF 4: "If you are giving training for ESAC [in semester 2], you need to give training now for the 2nd semester" (logistics of training).

UGF 4: "It's got to be more structured than just a few volunteers" (who to give training?)

UGF 2: "Can we ask these people [academics] to come and give us a workshop?" (Who to give training?)

UG 7: "I was trying to contact someone in the divisions and I actually got in trouble about it because they had already sent some information and he was tired of answering questions about it and wrote an email to the Head asking why are these people asking all these questions to me?" (needs to be set up by management and done correctly – logistics of cooperating with divisions)

UGF 4: "It should be done by those in a position to do it" (make relationships with divisions and ask for advice about content of ESAP)

UGF 4: *"A lot of teachers feel insecure that the students know more than they do. A kind of I don't know this so you tell me"* (link to Sts knowing more and contrast with 9.1 above).

UGF 7: *"She [in reference to a tutor who has left CELE] was very stressed and spent a lot of extra hours. She was trying to learn about engineering. She was going home and reading books about engineering because she didn't have a background and it just became a lot"* (background knowledge and extra prep for ESAP classes)

UGF 5: *"Training is essential for all ESAP courses".* (need for training)

UGF 6: *"I don't go to training/CPDs as I don't have time. I have too much to do"* (need for time to be given for training)

UGF 4: *"Keep it [training] simple: 4 sessions general to everything and 1 extra on something very specific done by somebody who knows what they are talking about"* (goes against Hyland)

Appendix H: Pre-Master's Focus Group Transcription of Relevant Parts

Six people took part in the group and shall be named as PM 1 – PM6

Key: The Highlighted yellow parts are a note to self to make links to other parts of the dissertation and to include to support the quantitative data from the questionnaire.

Red: Points made to represent how tutors feel about ESAP.

Yellow: Points made in relation to whether we should advise and mark for content, language and organization.

Green: Points made to represent tutors knowing more about their students' future needs once in their disciplines.

Blue: Points made in relation to whether tutors need a background knowledge of the carrier content in an ESAP lesson.

Brown: Points made in relation to training.

Purple: Points made in relation to the time it takes to prepare ESAP lessons.

Black: Other points which can be used to support the quantitative data.

PMF 1: *"I'm in favour of the move but I'm not sure if enough support is given. I do feel you need a knowledge of the field in which you are teaching". (Favours ESAP – feels a need for more support)*

PMF 2: *"In theory there's a lot to be said for it". (in favour)*

PMF 3: *"It got peoples' backs up the way it was done [the introduction of the ESAP curriculum]. There was no real preparation. They got the new curriculum in but it kind of didn't bring the teachers in with it". (More preparation / training was needed at the start)*

PMF 4: *"Teachers don't feel supported in what they are doing". (need for training)*

PMF 5: *I don't think we have been trained how to assess discipline-specific texts. I think we need to think through how to assess". (More discipline-specific training in assessing ESAP – contrast to UG & UG 2.1 & UG 2.3 no need for this) (difference between assessing PM ESAP writing and UG ESAP writing)*

PMF 5: *"We don't have to become experts in any discipline that's unrealistic. But we have to be experts in what the students' courses consist of. I would like to know what is taught in year one Master's courses and what assessments there are". (need more knowledge on students' future academic needs / discipline-specific genres)*

PMF 5: *"Have someone come in and give a talk". (Academics to give a talk/train us)*

PMF 4: *"if they want us to know what we are doing and work like professionals they need to change the workload". (logistics of ESAP and where to fit in training?)*

PMF 4: "There's no guidance for the tutors of how to assess business-related vocabulary". (Guidance of assessing discipline-specific vocabulary in ESAP)

PMF 6: "Our big problem on PM is the IRP – too many topics. That is a big demand on any teacher". (Guidance / training needed for PM IRP)

PMF 3: "From my experience background knowledge is not such an advantage".

PMF 3: "The academics have no interest in what we do". (Is cooperation really possible with all departments?)

PMF 4: "I don't need specialist knowledge of what they are writing about. I need specialist knowledge of the discipline they are writing in". (Need for more knowledge about students' future academic genres of writing)

PMF 2: "I've got one student writing about foreign shares and a distinction between foreign shares and domestic shares in China. How on earth am I supposed to advise?". (Guidance on how to go about this)

PMF 5: "Training and limiting choice of students' topics". (Need for training)

PMF 5: "In the philosophy of ESAP there is no distinction between the language and the content, you have to mark for both. With a better selection of topics we could be formally trained on those topics". (need to mark for both language and content)

PMF 3: "An academic IB/IC person will expect a certain kind of essay. They are coming from a different background – they are a different animal. They may say that's a good essay. An English teacher may say that is not a good essay as we are looking at language (Conclusion – future research on this). We are not going to be transformed into their profession".

PMF 4: "I don't think it should be the job of the EAP tutor to mark for content". (Mark for content or not)

PMF 5: "Training is a solution...we could have people come in [academics from divisions] and talk with them. Write emails to them asking what you think about this topic." (Involve academics/divisions more in ESAP courses)

PMF 5: "Management have to take into account demands on people's time, if you take professional development seriously, you set aside time from the beginning of the semester and pay people for this. You can get CELE staff and give them time to prepare". If CELE is concerned about improving the quality of its programme, then it will put aside some time and effort into it [training]. Give incentives so people want to do the right thing". (Logistics of providing training – take it seriously and give time/incentives to attend)

PMF 5: "One of the most useful things I did last year was send my students to a lecture. For teachers it would be nice to have an ambassador programme where we sent ourselves to the divisions". (Cooperate more with the divisions, get to know more about Sts future needs)

PMF 5: "Give them something that makes it worth their while to attend. The motivation to attend, the motivation to present, the motivation to improve their practices".

PMF 6: "We need IRP training". (IRP specific training)

Appendix I: UG Open Ended Question Responses from UG Questionnaire

Part 1

UGQ 1

(in reference to part 1 question 8) I feel this need to acquire content knowledge should be factored into the tutor's workload. If not compensated by fewer hours teaching then a week specifically set aside for research, preferably guided by academics from the divisions (ideally targeted lectures). In any case, I feel it is vital that tutors have very clear ideas about possible model answers to the IWAs (in terms of content) before embarking on feedback. I feel if we are doing ESAP it is embarrassing, unimpressive and demotivating if students know more about content than the tutors do. On the other hand, we need to guide students' understanding. If they don't understand what they are writing about, this incoherence of thought may well be reflected in written incoherence, while also negatively affecting cohesion and grammar.

(in reference to part 1 question R) It is beneficial to tutors to acquire experience in different forms of ESAP. I suspect, however, the students would prefer teachers to be specialist ESAP tutors with the confidence and expertise this implies.

UGQ 1 Part 2 "I think too many of the sessions have been devoted to theoretical and political issues and not enough to practical pedagogical techniques and ideas that could directly benefit students and develop a tutor professionally. For example, last semester, only 3 sessions out of the 9 seemed to me directly applicable. This is not to criticize any of these topics in themselves. I just feel it would be better if subjects could be more classroom focussed. Moreover, semester 1 is an ideal opportunity for giving content training to 2nd semester ESAP tutors."

UGQ 1 Part 2 "Only the first meeting of the 2nd semester for ESAC IB. It was not sufficient I felt for those who had not taught IB before.

UGQ 2 P1 (qQ) "Content teaching at a more specific level is probably more beneficial in reading and vocabulary building skills; less so in writing, particularly course-work essays."

UGQ 3 P2 "A separate training programme related to the teaching and assessing of ESAP needs to be created. Not part of CPD."

UGQ 6 P1 "For question F it depends on the subject".

UGQ 7 P2 "Knowledge obtained through a post-grad degree is sufficient".

UG 8 P1 (Q i) "You can't comment on logic and coherence without mentioning content".

UGQ 8 P1 "CELE tutors need to know what the students have to do in the disciplines (1st year as well as 2nd year).

UGQ 8 P2 *"It should be used so randomly. It's disjointed at the moment with not much of a purpose".*

UGQ 8 P3 *"Genre analysis has its limitations. I wouldn't want it to become the main/sole focus of ESAP training".*

UGQ 9 P1 (q G) *"As an arts graduate I would be very uncomfortable teaching engineering or science streams. I don't particularly like business either, but in this case I'd be capable. I don't know if I would be with engineering. I'm now teaching IC so I can answer positively to the questions above – it's very similar to what I studied".*

UGQ 9 P2 *"Even if the CPD sessions were more relevant to teaching, I would struggle to go due to the workload/marking".*

UGQ 12 P1 *"I think it is inevitable that the content of students' work should be commented on to some extent simply because it is usually related to the task, organization and/or language. Ideally the content should not be too specific as to inconvenience the tutor (i.e. not too much background knowledge required)".*

UGQ 12 P2 *"I think questions A and B may vary for different subjects. Personally my needs were basically met but I get the impression they may not be for other disciplines". "I don't think the CPD programme should be used to give specific training (although it could be if the sessions were voluntary).*

UG 12 P3 *"I think any of the above would be useful but all may be too much (bearing in mind how much work we already have). They don't all have to be presented in training sessions though; some could be given in written form".*

UGQ 13 P1 *"Science, Engineering and Computer Science ESAP is more difficult to plan & teach than Arts/Business/Humanities ESAP. The latter can be personalized more easily. The former cannot and requires much more specific vocabulary. Thus the textbook and materials have to be better and more time needs to be spent preparing".*

UGQ 13 P 3 (Q H) *"Supplementary materials in Science and Engineering are very poor. Teachers are randomly chosen to create materials. H is tacitly assumed that anyone can create materials. The best material writers should be given the job, not just any teacher whose turn it."*

UGQ 14 P1 *"Total teaching hours (12) are too many considering the extra time spent in prep and marking (which requires extra effort as well)."*

UGQ 14 P 2 *"My attendance at a CPD session will depend on who is going to provide training (in terms of qualification and ESAP experience).*

UGQ 16 P1 *"If teachers are to teach on subjects they're not familiar with / have no background in, they should be offered proper training in some aspects (during the induction week, not during the semester in which they teach it).*

UGQ 16 P2 “As our role is to teach and assess ESAP, proper training should be included in induction week, not during the voluntary CPD sessions. The academic year is already busy enough without adding extra sessions for training, unless they are to replace teaching in the given week. Every other institution in which I’ve worked has offered proper PD days, at least once a semester, NOT during the teaching weeks.”

UGQ 17 P1 “The teaching materials were too hurriedly made. If the materials had more editing and discussion, and were piloted, the course would be better. However, ESAC has been very good overall because the students have more motivation”.

UGQ 18 P1 “(a R) realistically, that would be a real headache, most people prefer to specialize and thereby build up expertise”.

UGQ 18 P2 (Q A) “What training?” (Q f & g) “Who would do it? Would it be management led? Us tutors have few enough forums for expression as it is”.

UGQ 20 P1 “Preparing tutors before the course starts is necessary”.

UGQ 21 P1 “Inadequate and unconfident at times regarding the content”.

UGQ 22 P1 “I’d had no sense prior to agreeing to participate in this project that the (voluntary, teacher-led) CPD programme was perceived by anyone as ‘training’. It has much more usually been a, sometimes useful and interesting, talking shop for people wanting to discuss their own on-going research”.

Appendix J: PM Open-Ended Question Responses PM Questionnaire

Part 1

PMQ 1 “Student motivation is higher when we are teaching ESAP” “If you know the subject, it is not difficult. The challenge is not the module we call ESAC but the 2,500 word discipline-specific Independent Research Projects that premaster’s students have to write. This term I have had to manage 28 research projects from Applied Linguistics and ELT, History, Political Science, Interpretation and translation, Media Studies, Cultural Studies, Women Studies and Communication and Entrepreneurship. Argumentation and the way discourse works ranges tremendously across these fields of study”.

PMQ 1 Part 2 (f) “we need a week of nothing but training at the beginning of the term, by this I mean so those who are not familiar with the requirements of their students can be informed / have time to inform themselves”.

PMQ 1 Part 2 “Any training related to how discourses work in the disciplines we are teaching on genre analysis of the type of texts our students need to read and produce will be useful”

PM 2 Part 1 “Tutors should receive training – or at the very least be given the opportunity to observe content classes and teaching materials when teaching ESAP. It’s the institution’s responsibility to facilitate this training/collaboration as it is difficult for tutors to do it independently, without such support”.

PMQ 2 Part 2 “While I support the idea that CPD could be used this way, it would be very unfortunate if this training ‘crowded out’ the other interesting presentations that are made at this time. Because ESAP training is a core need of our staff, it seems odd that it would be placed in an ‘optional’ professional development session rather than be part of a mandatory training occurring during regular working hours (e.g. make up weeks)”.

PMQ 2 Part 3 “As you can see by the X’s – I think the most fundamental need is for tutors to gain some understanding of the degree programmes we are preparing our students for. This is fundamental and we should know this. It is not the case that we can master the content of another discipline, but we should at the minimum have an idea of the structure of the degree and assessment types that students will encounter when they study the discipline”.

PMQ 3 Part 2 “I see CPD as a forum for tutors to exchange ideas related to their professional development. I think it would be a shame to see this replaced with training. If UNNC sees a training need in its staff, it should try to meet that need in a formal and systematic manner. I would be very worried about CPD being hijacked for this purpose – if it became compulsory it should then be counted as our workload; if not, it would become divisive to term it ‘training’, implying non-attendance equated to ‘not being trained’”.

PMQ 6 Part 1 “Language cannot be separated from meaning/content. Vocabulary has a different meaning in different subject areas. Language is being used to express content, so to know whether the language is correct the content needs to be understood. There needs to be a realization at management level that teachers need to read around the content and time allocated for this. Materials need to be ready prior to the commencement of the course for tutors to do this. Tutors with a background in a particular field should be allocated to that area and can assist fellow tutors new to the area. Tutors without a physics O’level shouldn’t be teaching Engineering. Personal tutees have brought complaints to me about the supposed ignorance of UG teachers on basic science which does not reflect well on the institution”.

“For PM who only have 1 year here they should be exposed from the start to ESAC. Garnet books with their simple introductory readings on subject related topics are far more useful than topics such as Animal Communication (CT3) for Business/Engineering students. Second semester can focus on the actual types of reading – textbooks and articles the students will be reading by revisiting and thereby building on the basic subject vocabulary in semester 1”.