A BLENDED ACADEMIC WRITING COURSE FOR MEDICAL STUDENTS: DIOGNOSING EAP WRITING NEEDS AND SYLLABUS DESIGN

A THESIS SUBMITTED TO

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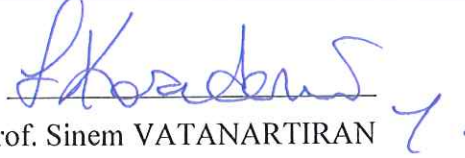
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Approval of the Graduate School of Educational Sciences

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This is to certify that we have read this thesis and that in our opinion it is fully adequate, in scope and quality, as a thesis for the degree of Master of Arts.

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I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

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ABSTRACT

A BLENDED ACADEMIC WRITING COURSE FOR MEDICAL
STUDENTS: DIOGNOSING EAP WRITING NEEDS AND SYLLABUS DESIGN

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This research aimed to diagnose the EAP writing needs of a group of medical students, to identify their preferences and interests regarding academic writing, and determine perceptions and attitudes towards ICT and blended learning environments. To provide in-depth understandings of students' views of Blended Academic Writing Course, a mixed method research was conducted with 13 medical students at a private university in the academic year 2015-2016. The combination of qualitative and quantitative methods provided two types of data: quantitative which were gathered through a closed-item questionnaire and the academic writing diagnostic exam, and qualitative which were collected through student semi-structured interviews and teacher and academician focus group interviews.

The study discussing the findings of the data analysis offers a multi-syllabus for a successful Blended Academic Writing Course considering needs assessment results.

Keywords: Blended Academic Writing Course, Needs Analysis, Syllabus Design.

ÖZ

TIP ÖĞRENCİLERİ İÇİN BİR HARMANLANMIŞ AKADEMİK YAZMA KURSU: AKADEMİK YAZMA İHTİYAÇLARIN BELİRLENMESİ VE MÜFREDAT TASARIMI

Kaplan, Ayşe

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Bu çalışmanın amacı, bir grup tip öğrencisinin akademik yazma ihtiyaçlarını/ yeterliliğini ölçmek, akademik yazmadaki tercihlerini ve ilgilerini bulmak ve bilişsel teknolojiler ile harmanlanmış öğrenim sistemine karşı düşünce ve tutumlarını tespit etmektir. Öğrencilerin Harmanlanmış Akademik Yazma Kursu'na karşı detaylı anlayış ve tutumunun incelenmesi için 2015-2016 akademik yılında özel bir üniversitede tıp ve sağlık bilimleri okuyan 13 öğrenci üzerinde karışık-metod araştırması yürütülmüştür. Niteliksel ve niceliksel metotların birleşiminden iki çeşit sonuç elde edilmiştir: niceliksel sonuçlar kapalı uçlu anketi ve akademik yazma analiz sınavı sonuçlarından, niteliksel sonuçlar ise öğrencilerle yapılan yarı planlanmış görüşmelerle öğretmen ve akademisyenlerin hedef grup görüşmeleri ile elde edilmiştir.

Veri analizi bulgularının tartışıldığı bu çalışma ihtiyaç analizi sonuçlarını değerlendirerek başarılı bir Harmanlanmış Akademik Yazma Kursu için kapsamlı bir müfredat sunmaktadır.

Anahtar Kelimeler: Harmanlanmış Akademik Yazma Kursu, Müfredat Tasarımı.

To My Daughter, My Husband and My Mother

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The thesis has been an enlightening experience for me in many ways. I have developed as a professional, as a researcher, as an academic and as a learner. I have also learnt many things about myself.

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LIST OF ABBREVIATIONS

BAWC   Blended Academic Writing Course

L2   Second Language

EAP   English for Academic Practices

EMP   English for Medical Purposes

EFL   English as a Foreign Language

NNS   Non-native Speaker of English

LA   Lexical Approach

TBI   Task-Based Instruction

TBL   Task-Based Learning

CL   Collaborative Learning

BL   Blended Learning

NA   Needs Analysis

AWDE   Academic Writing Diagnostic Exam

FAWE   Final Academic Writing Exam

CALL   Computer-assisted Language Learning

ICT   Information Communication Technologies

SER   Self-Evaluation and Reflection

IELTS   International English Language Testing System

SNAQ   Student Needs Analysis Questionnaire

NASSIP   Needs Analysis Semi-structured Interview

ISA   I-statement Analysis

QCA   Qualitative Content Analysis

CAI   Computer-assisted Instruction

CMC   Computer Mediated Communication

WWW   World Wide Web

Chapter 1
Introduction

1.1 Overview

Second language writing has always attracted research interest. It is argued that many factors may influence the development of L2 writing. Considerable research supports the idea that factors such as L1 writing ability, social and cultural background, L2 proficiency and writing experiences in both languages might affect students' writing skills development (Kobayashi & Rinnert, 2008; Kubota, 1998; Petric & Czarl, 2003; Piper, 1989). Some research findings, on the other hand, prove that exposures and experiences in L2 can contribute to the development of students' writing systems to a great extent (Grabe, 2001; Petric & Czarl, 2003).

With the development of L2 writing research, there was a need for an international academic and communication tool in the ESL/EFL contexts. Thus, English for Academic Purposes (EAP) has grown as a new research area in applied linguistics (Hyland, 2002; Reid, 2001). The EAP curriculum has been employed by a number of higher educational institutions across the world. In Turkey, many English-medium universities have adopted the EAP model to help L2 students develop the academic skills necessary for success in their academic endeavors. In these EAP contexts tertiary level students are involved in the EAP process either in the preparatory class or in their first years of academic studies. However, in some universities where the medium of instruction is Turkish, the EAP curriculum has also been developed and maintained. The key responsibility of the EAP programs in these academic settings is to equip L2 learners with such academic skills that will allow them to comprehend academic spoken and written discourse, develop coherent and cohesive research papers and present them in front of an audience.

Many studies provide evidence that L2 students encounter difficulties while acquiring the EAP skills (Jordan, 1997; Hayland 2006). It has been claimed that the most challenging academic skill for the students is academic writing. Some researchers (Evans & Green, 2007; Jordan, 1997) argue that non-native speakers may perceive all aspects of academic writing to be difficult. L2 students find academic writing challenging because of the linguistic complexity of the EAP language and the

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linguistic differences between L1 and L2. Therefore, students need to understand academic writing, utilize appropriate styles of writing and express ideas clearly in English using academic vocabulary and structures, which means more time and effort should be put into academic writing. This was the reason why some Turkish universities have started providing courses dedicated to teaching academic writing.

In some EAP contexts the academic writing programmes are carried out as short in-sessional EAP writing courses, which in many cases have some limitations such as restricted time and higher content density. Many EAP instructors have to teach an academic writing class with limited in-class time and several writing assignments. To overcome these limitations and meet the instructional and learning objectives of the academic writing course, computer-mediated communication tools have recently been applied throughout the academic writing process. Combining face-to-face and online elements, has been implemented in many academic writing classes in different academic settings for different purposes (Warschauer, 2002, 2004). Blended learning (Marsh, 2012; Smith, 2001) has a larger advantage for the development of L2 students' academic writing skills than purely face-to-face instruction. The different forms of interaction provided by blended learning facilitate student–student and student–teacher communication, support the classroom, and enhance learning.

The purpose of this study is to identify the academic writing needs of a group of undergraduate medical students and in the light of the obtained results to offer a comprehensive and sound syllabus for blended academic writing course. The needs analysis conducted in this study helped the researcher assess students' specific needs and obtain information about the target situation and environment of studying EAP. Thus, the collected information about the existing learning needs, objective and subjective needs, and the educational environment was helpful in designing a syllabus for a blended learning course that matches goals and objectives of the learners for learning academic writing.

1.2 Conceptual Framework

The conceptual framework of this study is based on cognitive and constructive learning theories, learner-centred approach to needs analysis, and process approach to syllabus design.

The difference between cognitivism and constructivism is that the former "focuses on how information is processed, but constructivism focuses on what people do with information to develop knowledge" (Fahim & Mehrgan, 2012, p. 161). The cognitive view emphasizes the meaning, understanding and knowing as significant elements of language acquisition and learning (Brown, 2007). Proponents of this school highlight the role of the cognition and thinking mechanisms, motivation and learning strategies. Cognitivist theories highlight meaningful learning. Therefore, any learning situation might be meaningful if the new learning tasks relate to both learner's structure of knowledge and what the learner already knows.   Rogers's humanistic theory focuses on the learner of thinking about the learning. Rogers supports the idea that learning is personal and social construction of meaning (Brown, 2000). According to Rogers, learners can learn better when the context of learning is properly created; when they are encouraged to analyze, interpret and predict information; when they relate their new learning experiences to their reality outside the classroom; and when they are engaged in critical thinking.

Constructive view, on the other hand, emphasizes the role of comprehensible input and comprehensible output. The constructivists believe that students need practice to master the target language. They alert that the individuals observe others' language and "gain knowledge of rules, skills, strategies, beliefs and attitudes" (Fahim & Mehrgan, 2012, p. 161). Vygotsky's Learning Theory emphasizes the role of social environment on learner's language. According to Vygotsky, the key elements of successful second language acquisition and skills development are scaffolding, assistant performance and collaboration (İpek, 2009). Vygotsky claims that the learner's cognitive development is closely related to the ZPD (Zone of Proximal Development) which is "an area where learning occurs for the individual within a social context" (Fahim & Mehrgan, 2012, p. 163). When the L2 learner interacts with other people in his/her social environment (the interpsychological cultural development), he/she collaborates with those individuals, and then constructs the language inside himself/herself (the intrapsychological cultural development). Fahim and Mehrgan (2012) suggest that cooperating with experts of the target language (e.g. teachers) might help the learners increase the ZPD area. Thus, scaffolding through collaboration of expert and novice language learners might help L2 learners move to

the next level of ZPD. Considering these two views of learning, it can be concluded that both cognitivism and constructivism contribute to the writing process. Cognitivists maintain that writing is a "combination of explicit planning processes and implicit text production processes operating on two different kinds of knowledge representations" (Galbraith, 2015, p. 222) whereas constructivists declare that writing is a collaborative social activity that comprises intra-mental and inter-mental construction of knowledge (Vygotsky, 1978; Wilson, 2003).

The needs analysis research in this study is based on the learner-centred approach which was offered by Berwick (1989) and Brindley (1989). In the learner-centred approach, learner and his/her objective and subjective needs, perceived and felt needs are placed in central position. Nunan (1988) and Brindley (1989) claim that stakeholders should consult learners and design a syllabus with content that is relevant to learners' personal goals and objectives. Researchers also suggest that syllabus designers, materials and test developers should aim at creating syllabi, materials and tests that respond and meet learners' needs. Thus, information about learners' needs should be collected from the students themselves, who are involved in the needs analysis process as active participants.

The conceptual framework of syllabus design research of this study is based on progressivism. The process approach as an approach to curriculum planning emphasizes the individual needs, interests, learner responsibility, development processes (Finney, 2002). Progressivist syllabi are process-oriented and examples of these are process, procedural and task-based syllabi. The focus is on methodology and principles of procedure as learning tasks are created and sequenced according to the broad goals. The progressionist emphasis is on the learner progression and on the intellectual, social and emotional skills development. The approach favours the experimental learning, learning-how-to-learn strategy investment, and awareness of language, learning and error.   The process-based syllabus is learning-centred, based on procedural principles deduced from educational research in learning development. The progressivist syllabi usually have cyclical progression (Finney, 2002; Breen, 1987a; Breen, 1987b; Clark, 1987).

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1.3 Statement of the Problem

Sifa University is a Turkish foundation university located in Izmir, Turkey. Although the medium of instruction is Turkish, English language teaching and learning is given an important place in the departments' curriculum. Students are not offered English preparatory courses, yet they have to attend their English language classes during their first three years of academic study. Those students who hold IELTS certificates with overall score of 5.5 or above, or get 85 or above from the Şifa University Proficiency Exam (SUPT) are exempted from the English language classes.

At the beginning of the academic year, the prospective students are required to take the SUPT which is an adopted PET exam that includes four components: listening, reading, writing and speaking. According to the SUPT results students are placed in three levels: A2, B1 and B1+. Learners are supposed to successfully complete their English courses which last 28 weeks (one academic year). Based on their proficiency levels, first year students receive 10 hours English language instruction per week, and second and third year students receive 8 hours per week. At the end of each semester, they have to take a final exam which is adopted and adapted KET, PET or IELTS papers. Those who successfully complete their annual courses pass to the next level (e.g. KET students pass to the PET level, PET students pass to the IELTS 3-4 level, and IELTS 3-4 students pass to the IELTS 4-5 level). However, those who fail their courses have to repeat the same level.

The courses have skill-based structure consisting of two components: ESOL (KET, PET, and IELTS) and ERP (Extensive Reading Project).

To meet students' language needs and schools' EFL requirements as well as prepare students for ESOL examinations, five-level English Language Learning Programme (ELLP) has been developed. While the A2-level course (KET) has been devised as a GE course, the B1-level course (PET) involves both GE and EAP components. IELTS Bands 3-4 (B1+), IELTS Bands 4-5 (B2) and IELTS Bands 5-6.5 (B2+) courses are EAP courses designed to provide students with the opportunity to acquire academic lexical and structural knowledge and develop their academic skills needed for comprehension of both spoken and written academic discourse, and for production of academic essays of different cognitive genres.

At the end of each academic year a small-scale programme evaluation is usually conducted to determine to what extend students' needs have been met and how effective the existing programme was in terms of language skills development.

The results of two past summative evaluations revealed that EAP students had serious problems with academic writing. The data collected from the students and teachers showed that EAP learners have particularly problems with writing IELTS academic essays. In the first semester of the academic year 2015-2016 formative and summative evaluations were carried out with the EFL students. The formative evaluation was carried out every two weeks with students and instructors. The data were collected through semi-structured focus groups and students' reflections on the EAP process. The summative evaluation, on the other hand, was conducted at the end of the first semester after the Final Exam 1 was administered. All university students' and instructors' perspectives and reflections regarding the EAP programme were explored using inductive course evaluation data collection methods such as focus group interviews. Objective information about the EAP learners' progress and lacks was obtained through the MOCK IELTS and PET exams. The gathered data were analyzed and the results were compiled in a single report (see appendix A).

The results revealed that most serious difficulties regarding the target domains were experienced by the B1+ and B2 level students as the most challenging target domain for them was the domain of expressive language, especially the written expression and communication component (see appendix B). The IELTS scores showed that the weakest academic skill was academic writing (average score – band 3.41). Majority of the students claimed that they had trouble with writing various cognitive genres (e.g. argumentative essay, opinion essay) as well as revising and editing their drafts. On the other hand, the EAP instructors complained that the classroom time allocated for academic writing was insufficient for instruction and practice.

Considering the discussions above, the academic board of the ELT Department which consisted of 6 EAP professionals, after a careful examination of the programme evaluation results, agreed that a comprehensive academic writing course needed to be designed to complement the IELTS course. It was also decided that the new AW course would be conducted with B2 medical students who were studying IELTS

Bands 4-5.The decision was also supported and appreciated by the academics of the Medical School.

Traditional academic writing courses that contain face-to-face sessions and classroom practices rarely afford tertiary students the opportunity to acquire academic writing strategies, apply them in the academic writing process, and critically reflect on learning and academic writing practices. In the EAP context, if the aim is to get students to "organize more complex sets of information and develop fluency with a wider range of genres and formal structures of written discourse" (Grabe & Kaplan, 1996, p. 303), then appropriate academic writing course that meets the EAP students' needs and interests need to be developed.

To maximize the academic learning time and provide students with the opportunity to go through all of the steps in the writing process, blended academic writing course, a combination of face-to-face and online components, should be devised, implemented and evaluated in the EAP context. The author draws on her experience as a curriculum/course designer for blended academic writing course.

1.4 Purpose

The present study has two purposes: a) to conduct a needs analysis, and b) to design a blended academic writing syllabus.

Needs analysis is a crucial phase in the instructional design process. NA is defined as a process of gathering information about students' perceived and potential needs as well as their present learning needs (Richards, 2001; Jordan, 1997). In the EAP context, need analysis is mainly used:

- to collect information about specific problems that students encounter in the EAP learning process,
- spot the gap between what learners can do and what they need to be able to do regarding the four EAP skills and systems,
- identify how students learn,
- and determine how, where and when L2 will be used (Richards, 2001; Jordan, 1997).

Conducting NA by consulting the EAP medical learners whether they perceive a need for blended academic writing course and identifying their lacks and deficiencies in academic writing is one of the main purposes of this research.

Another major purpose of this study is the blended academic writing course syllabus design. Graves (2000) defines course design as a "grounded process". This means when a language course is devised, it is designed for a specific population in a specific context. The EAP course syllabus design involves two stages: a) identifying goals and instructional objectives that address the learners' needs; and b) devising the course syllabus which provides detailed information about what will be taught (the content), in what amount of time, what techniques and methods will be applied (methodology), which instructional materials will be used and what types of tests will be conducted (Jordan, 1997; Richards, 2001; Graves, 2000; Nation & Macalister, 2010).

Given the importance of determining learners' motivation and needs towards academic writing and blended learning, this study emphasizes the significance of understanding divergent needs and designing blended academic writing course syllabus that responds to these needs. Further, the study aims at presenting needs assessment based on holistic and participatory approaches which have been proven to be implemented successfully (e.g. Savage & Storer, 1992). Moreover, the study proposes data-collection procedures to identify lacks, deficiencies, wants, motivation, expectations and learning styles. Additionally, the study suggests a course syllabus that might be applied in future projects and teaching EAP classes. Finally, the project highlights English for Academic Purposes, in particular, and studies specific needs of B2 level undergraduates in the Medical School of Sifa University, Izmir.

1.5 Research Questions

The current study includes two parts. The first part aims to address the following research questions:

RQ1: What do EAP medical undergraduates in the EFL context feel as their academic writing needs?

RQ2: What are EAP medical students' deficiencies concerning academic writing skills?

RQ3: What are EAP medical students' wants and preferences with respect to learning styles, methodology, technology and EAP instructor's roles?

RQ4: What do EAP instructors and academicians perceive as these students' academic writing needs?

The second part of the study attempts to answer the following research question:

RQ5: What is the nature of the Blended Academic Writing Course in terms of:

• goals and objectives;

• syllabus design;

• EAP instructional approach;

• materials and technological resources;

• and assessment?

1.6 Significance of the Study

The present study attempts to shed light on the field of needs assessment as a method of not only analyzing the specific learners' needs but also as a tool that helps in stating goals and objectives which serve as the bases for devising instructional materials, learning tasks and evaluation techniques that meet the target population needs (Brown, 1995).

Since this research focuses on technology and academic writing integration, it might be a guide for those EAP specialists that seek for more student-centred and learning-centred curricula. Considering the Turkish EAP settings, it is well-known that enough focus and sufficient time are not given to academic writing either because of time constraints or lack of curriculum knowledge in this field. Thus, this study can provide a model for EAP syllabus designers as well as a useful guidance for future research.

1.7 Definitions of Terms

The terms used throughout the thesis are defined below:

English for academic purposes: "English language courses designed to help learners study, conduct research, or teach in English usually in universities or other post-secondary settings." (Richards & Schmidt, 1995, p. 197).

Computer-assisted language learning: "the use of computer in the teaching or learning of a second or a foreign language" (Richards & Schmidt, 1995, p. 110).

Project work: "An activity which centers around the completion of a task, and which usually requires an extended amount of independent work either by an individual student or by a group of students." (Richards & Schmidt, 1995, p. 467).

Task-based learning (TBL): "A teaching approach based on the use of communicative and interactive tasks as the central units for the planning and delivery of instruction." (Richards & Schmidt, 1995, p. 585).

Collaborative learning: "An approach to teaching and learning in which classrooms are organized so that students work together in small co-operative teams." (Richards & Schmidt, 1995, p. 135).

Blended learning: "The provision of opportunities through a combination of several different forms of learning, typically through a combination of technology-based resources and conventional teacher or book-based learning." (Richards & Schmidt, 1995, p. 59).

Needs analysis: "The process of determining the needs for which a learner or a group of learners requires a language and arranging the needs according to priorities." (Richards & Schmidt, 1995, p. 389).

World Wide Web: "An information network of texts, pictures, and sound to which people have access when they use the Internet." (Richards & Schmidt, 1995, p. 641)

Summative Assessment: Summative assessment aims to measure, or summarize, what a student has grasped, and typically occurs at the end of a course or a unit of instruction (Brown, 2010).

Formative Assessment: Evaluating students in the process of "forming" their competencies and skills with the goal of helping them to continue that growth process (Brown, 2010).

Chapter 2
Literature Review

2.1 Overview

This research examined how B2 level undergraduates perceive the incorporation and use of CALL resources, in particular synchronous and asynchronous e-learning software, in academic writing practices. The study specifically investigated the learners' subjective and objective needs regarding EAP writing, blended learning and blended academic writing instruction. This project also focuses attention on blended academic writing course syllabus design based on the process approach to curriculum planning.

To improve the quality of teaching and learning, EAP professionals seek for ways of successfully incorporating blended learning into their curriculum, syllabi, and classrooms. Many tertiary institutions have recently been using educational technologies in and beyond the EAP classroom.

The following chapter consists of seven main sections. It will initially present an overview of EAP, followed by comprehensive explanation of approaches to learning and their impact on EAP instruction. Next section will outline the different writing approaches and their role in the EAP context. Then, blended learning and its approaches, tools and applications will be discussed. Sixth section will provide brief information about the EAP curriculum and its components. Finally, research into educational factors that influence the EFL and EAP learning will be presented.

2.2 English for Academic Purposes

Since English is spoken in so many countries in the world, the need for learning English has recently increased. Reasons to learn English may be different for different people. Some might learn English for conversational purposes or written communication, some may learn English for professional purposes, and some could study English for academic purposes.

Jordan (1997) proposes a comprehensive classification of the purposes for learning English (see figure 1).
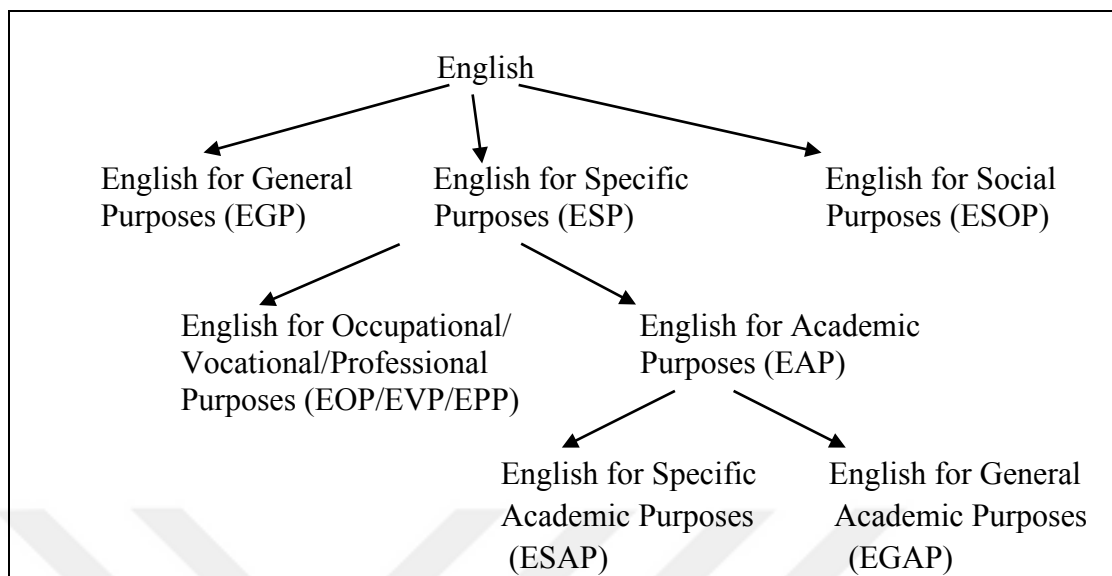
Figure 1. Chart showing the purposes of English language learning. (Jordan, 1997).

The three branches that stem from the English language learning classification tree are English for General Purposes (EGP), English for Social Purposes (ESOP) and English for Specific Purposes. EGP involves English for no particular purposes, yet ESOP includes English for communicative purposes such as telephoning, shopping, letter writing. While ESOP promotes the development of basic interpersonal communicative skills, ESP addresses the specific needs of the students, who are usually but not always adults or students at tertiary level, fostering the acquisition and development of content, linguistic and academic knowledge needed for particular disciplines, occupations and activities.

ESP has two strands: English for Occupational Purposes (EOP), the English language specific for each profession with its peculiarity regarding content, lexis, discourse, syntax, conventions and register, and English for Academic Purposes (EAP) that involves lexical and structural knowledge as well as language and communication skills required for study purposes in academic contexts (Jordan, 1997; Flowerdew & Peacock, 2001; Kennedy, 2001).

2.2.1 Characteristics of EAP. It is argued that students in the academic context need English language and academic skills to get access to subject knowledge for study and research. EAP aims to help learners develop and enhance the study skills needed for academic achievement. The EAP approach also aims to aid students to

develop cognitive academic language proficiency through focused instruction. EAP focuses on the academic communication, written and oral, and the "cognitive and linguistic demands of the academic target situations" (Hyland, 2006, p. 2). The table below summarizes the main characteristics of the EAP approach.

Table 1

EAP Characteristics

Needs Analysis	- identifying students' subjective and objective needs - identifying students' learning styles
Learning Styles	- raising self-awareness of learning styles - visual, auditory, kinesthetic & tactile - concrete & analytical - communicative & authority oriented - solitary /intrapersonal & social /interpersonal
Motivation	- integrative and instrumental motivation - intrinsic and extrinsic motivation
Syllabus Design	- analytic syllabus - process syllabus - skill-based syllabus - content/product-based syllabus - text-based syllabus - task-based syllabus - functional syllabus - topic-based syllabus - formal syllabi (lexical & structural) - learning-centred/negotiated syllabus
Methodology & Instruction	- communicative methodology - task-based instruction - project-based instruction - strategy-based instruction - online instruction - case studies and simulations

Table 1 (cont.d)

Materials Development	- authentic materials - academic texts - a variety of genres - lectures - monolingual dictionaries - thesaurus	
Academic Skills	- academic reading skills - academic writing skills - academic listening skills - presentation skills - reference skills - library skills - research skills - reflection skills	
Lexis	- core vocabulary - academic vocabulary (semi-technical) - lexical chunks - vocabulary of analysis (high frequency and two word verbs e.g. *consist of, result from, base on*) - vocabulary of evaluation (adjectives and adverbs that occur in reviews, critiques and some reports e.g. *controversial, implicit-explicit, distinctive*) - semantic maps - thematic webs - concordance	
Syntax	- passive - conditionals - past participle usage - infinitives	

Table 1 (cont.d)

Syntax	- clauses	
	- -ing forms replacing a relative	
	- most prefixes and suffixes	
	- cause-and-result constructions	
	- conjunctions	
	- compound nouns	
	- prepositional verbs	
Learning Strategies	- strategy investment	
	- direct and indirect strategies	
	- cognitive strategies	
	- metacognitive strategies	
	- social/affective strategies	
	- flexible and appropriate use of learning strategies	
	- awareness of the learning process	
	- learner autonomy	
Testing & Assessment	- diagnostic test	
	- achievement tests	
	- progress tests	
	- proficiency tests	
	- norm-referenced & criterion-referenced tests	
	- positive retrospective self-evaluation	
Course Evaluation	- formative evaluation	
	- summative evaluation	

(Jordan, 1997; Flowerdew & Peacock, 2001; Kennedy, 2001; Hyland, 2006; Hamp-Lyons, 2001; Bruce, 2005; Oxford, 1990)

In the past, study skills and EAP were regarded as similar concepts and they were used interchangeably. Today study skills are accepted as an essential component of the EAP domain and they are crucial for the learner. Students, in order to be successful in their academic studies, need to develop the necessary study skills. The

table below lists the study skills and study situations in which they might be needed (Jordan, 1997, pp. 7-8).

Table 2

Study Skills and Situations

Study Situations/Activities	Study Skills Needed
1. lectures/talks	1. listening and understanding 2. note-taking 3. asking questions for: repetition, clarification and information
2. seminars/ tutorials/ discussions/ supervisions	1. listening and note-taking 2. asking questions – as above 3. answering questions; explaining 4. agreeing and disagreeing; stating points of view; giving reasons; interrupting 5. speaking with (out)notes: giving a paper/oral presentations, initiating comments, responding; verbalizing data
3. practicals/ laboratory work/fieldwork	1. understanding instructions: written and spoken, formal and informal 2. asking questions; requesting help 3. recording results
4. private study/reading (journals and books)	1. reading efficiently: comprehension and speed 2. scanning and skimming; evaluating 3. understanding and analyzing data (graphs, diagrams etc.) 4. note-making; arranging notes in hierarchy of importance 5. summarizing and paraphrasing
5. reference material/ library use	Research and reference skills (vis): 1. using the context/index pages 2. using a dictionary efficiently 3. understanding classification systems

Table 2 (cont.d)

		4. using a library catalogue (subject and author) on cards, microfiche and computer
		5. finding information quickly (general reference, works and bibliographies)
		6. collating information
6.	essays/reports/ projects/case studies/disserta tions/ theses/research papers/articles	1. planning, writing drafts, revising
		2. summarizing, paraphrasing and synthesizing
		3. continuous writing in an academic style, organized appropriately
		4. using quotations, footnotes, bibliography
		5. finding and analyzing evidence; using data appropriately
7.	research (linked	in addition to 3-6 above:
8.	with 3-6 above)	1. conducting interviews
		2. designing questionnaires
		3. undertaking surveys

Skills generally applicable:

1.	organizing study time efficiently, i.e. time management

2.	logical thinking: constructing arguments – use of cohesive markers and connectives; recognizing weaknesses and bias in arguments; balance; critical analysis

3.	accuracy

4.	memory: recall; mnemonics

5.	using computers/word processors

(Jordan, 1997, p. 7)

Research shows that either native speaker students or non-native speaker students should be provided with the opportunity to develop and master effective study skills (Jordan, 1997). If EAP students want to be self-confident and achieve success in their academic studies, they have to learn how to learn, how to study alone, how to organize study time efficiently, how to self-discover meanings, ideas and

solutions to learning issues. Thus, increasing student self-awareness about the importance of study skills development should be the basic purpose of EAP courses.

2.2.2 Types of EAP. Blue (1988) proposes two domains of EAP: English for General Academic Purposes (EGAP) and English for Specific Academic Purposes (ESAP). The EGAP approach plays emphasis on common features of academic English and when designing a course considers the students' needs irrespectively of their subjects whereas the ESAP approach focuses on the needs of a specific group of students within the same discipline. Supporters of the latter approach argue that every discipline has specific features that should be considered while designing an EAP course. Jordan (1997) suggests that content-based syllabus might be implemented in the ESAP settings since it "focuses on teaching students the language, skills and academic conventions associated with their particular subject and its content (subject-matter)" (p. 61).

2.2.3   Characteristics of an EAP course. EAP takes place in diverse settings. EAP courses may take place in English-speaking environments as pre-sessional or in-sessional courses, where ESL students are taught academic English skills by NS instructors. However, EAP courses might be carried out in non-English speaking environments as short or long in-sessional courses, where the EFL students receive formal instruction conducted by NS or NNS EAP instructors.

2.2.4   EAP writing. One of the most challenging academic skills for the EAP students is academic writing. Learners in the EAP contexts should be equipped with the appropriate skills and tools to successfully produce pieces of academic writing. These skills, according to Brown (2007), are higher level skills (e.g. planning and organizing paragraphs and essays) and lower level skills (e.g. word choice, syntax, spelling, and punctuation). In the EAP settings, learners are expected to complete writing-for-writing tasks such as summarizing academic texts, writing book or article reviews, writing academic essays and reaction papers (Harmer, 2007; Jordan, 1997).

2.3 Approaches to Learning

Language learning broadly defined is a process in which learners develop their ability to communicate in the target language. During this process L2 learners benefit from a variety of strategies, methods, resources and technological tools. Recently

many new approaches to learning have emerged and seem to be useful and advantageous for the L2 learners. Thus, EFL/ESL learners have the opportunity to benefit from these approaches while acquiring and learning the target language.

    2.3.1   Computer-assisted language learning. CALL is a relatively new approach in the ELT field in Turkey, so it cannot be said that it is widely applied in these contexts. However, recently many educational institutions, especially tertiary schools, have started using computers in their language classrooms. Many Turkish universities have begun to incorporate CALL in their syllabi and classroom instruction.

    A decade ago, only a few language specialists benefited from the computer technology in their teaching practices. However, with the availability of multimedia computing and the Internet, many SL and FL professionals have been recently using computers and Internet in their language instruction. Beatty (2010) defines CALL as "any process in which a learner uses a computer and, as a result, improves his or her language" (p. 7). Research shows that language learning theories have a certain impact on CALL.

    2.3.1.1. History of CALL. In the 1960s and 1970s the behavioristic theory was dominant in the second and foreign language teaching. Behaviourists viewed learning as a response to stimuli in the environment (Pavlov's classical conditioning and Skinner's operant conditioning). For structuralists, L2 learning was based on imitation and habit formation as the focus was on memorization, repetition, practice and rewards (Lightbown and Spada, 1993). To help students master the target structures and vocabulary and to avoid fossilization, programmes of "drill and practice" ("drill and kill") were devised and used in the audio-lingual and grammar-translation classes. This "courseware was based on the model of computer as tutor" (Warschauer, 1996, p. 3). PLATO which ran on its special hardware was used to foster second language acquisition in grammar-translation classes (Beatty, 2010). The system included lexical and structural drills, corrective and diagnostic feedback as well as translation tests (Warschauer, 1996; Blake, 2013). As Beatty (2010) claimed "the earliest language-learning programs were strictly linear" (p. 21) – each learner was asked to do the same task which was adapted from the traditional course book and he/she was rewarded for his/her correct answers. Despite its drawbacks, behavioristic CALL is being still used

for "learning heavily inflected verb morphology systems such as Russian" (Blake, 2013, p. 50) by some FL instructors.

In the late 1970s and 1980s the behavioristic CALL was undermined because of two reasons: this approach ignored motivation and cognition as well as social dimensions of language learning; and the microcomputer was introduced (Warschauer, 1996). With the rise of the communicative language teaching approach in the 1980s and 1990s, much attention has been placed on the ways teachers involve learners in classroom interaction. The communicative CALL was based on this approach. The communicative language software provided learners with the opportunities to use forms, generate their own sentences and use L2 exclusively (Warschauer, 1996). This enhanced learners' intrinsic motivation and stimulated computer-learner and learner-learner interactions (Warschauer, 1996). A variety of communicative CALL programs were developed: "computer as tutor" programs which were in non-drill format and were used for paced reading, text reconstruction and language games; "computer as stimulus" software which was created for fostering discussions, writing and critical thinking; and "computer as tool" programs such as word processors, concordances, grammar and spelling checkers (Warschauer, 1996).

The integrative CALL based on sociocognitive approaches of language learning has gained popularity. The integrative approaches to CALL are based on multimedia and Internet. The integrative CALL multimedia includes: CD-ROMs and DVDs that provide students with various texts, videos, sound and animation, and hypermedia which promotes authentic learning through combination of the four language skills (writing, reading, listening and speaking) as the focus is on the content (Warschauer, 1996). An example of hypermedia software is Dustin that is a simulation of a student arriving at the USA airport (Warschauer, 1996). The Computer Mediated Communication (CMC) is a part of the integrative CALL. Authentic and creative communication can be provided for the students through CMC on the Internet. Moreover, CMC may facilitate cooperative spoken and written communication (Warschauer, 1996; Blake, 2013). CMC has been derived from Krashen's Input Hypothesis and Swan's Output Hypothesis (Blake, 2013). It also derives from the Vygotsky's Learning Theory which emphasizes the role of social environment on the

learner's language and scaffolding, assistant performance and collaboration that are the key elements of successful SLA (Blake, 2013). Several projects were conducted using the CMC and the World Wide Web (e.g. Mexican writing project, Bulgarian integrated communication project). The aims of all these projects were to develop communicative competence through email communication, concordancing, reading authentic texts from the World Wide Web and writing essays (Warschauer, 1996; Blake, 2013). Additionally, authoring tools which are web-based applications such as Interactive Language Learning Authoring Package, ExTemplate and CLEAR's SMILE templates are used by FL teachers for creating CALL mechanical and meaningful exercises (Blake, 2013). Learning Management Systems (LMS) like WebCT; Blackboard and Moodle are also used for distance learning (Blake, 2013; Beatty, 2010). Finally, Intelligent Tutoring Systems (ITS) that are supplemented by intelligent CALL have been developed. These programs (e.g. E-tutor for German and Tagarela for Portuguese) provide "error-specific feedback and flexibility in handling student textual input" (Blake, 2013, p. 61).

   2.3.1.2. Integrative CALL. Considerable research has been conducted in the field of integrative CALL. With the Krashen's Input and Swan's Output Hypotheses, the Computer-mediated Communication has developed as the emphasis is on providing learners with rich exposure to target language and opportunities for inside and outside classroom interaction. A variety of studies that promote computer-mediated collaborative learning have been carried out in the field of CALL (Warschauer, 1997).

   Text-based and computer-mediated interaction. With the introduction of computers and Internet, text-based form of communication in a computer-mediated context was carried out. The three elements: language, writing and print were used for practice and rapid interaction (e.g. Kroonberg's research with his French class). The classroom discussions, e-mail interactions, and online chats helped learners construct the new knowledge collaboratively (Warschauer, 1997).

   Many-to-many communication. In this type of communication learners were provided with the opportunity to construct new language together and thus reflect on it and then interact to negotiate meanings. The researches show that nearly all students participated in the electronic discourse and they used lexically and syntactically more

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complex language. This type of communication has many advantages: it provides equal participation and "reduces social context clues related to race, gender, handicap, accent and status" (Warschauer, 1997, p. 473).

Time-and place-independent communication. In the Time- and Place-Independent Communication, learners are able to receive messages at any time. The language instructor could initiate communication outside the classroom as the students have the opportunity to reflect, comment and make suggestions to each other in the electronic setting (Warschauer, 1997).

Long distance exchanges. Some studies indicate that CMC could be used as place-independent communication within both local and cross-cultural network systems (Warschauer, 1997). Such exchanges have been successfully established in Europe. They are fast and cheap way of communication.

One-to-one distant exchanges. These exchanges via CMC allow learners to collaborate with peers from different countries and cities and regularly interact with each other. Scaffolding, interacting with a more capable peer, was used in some studies to foster skills and language systems development (Warschauer, 1997).

Many-to-many distant exchanges. Research in this area reveals that many-to-many distant exchanges resulted in long distance collaborative projects such as cooperative investigations, publications on the web and folklore compendia. Results of a research on immigrant experiences of two groups show that learners shared not only their ideas and emotions through different types of essays (descriptive, narrative and argumentative) but also provided information about their cultures (Warschauer, 1997).

Hypermedia links. The last characteristic of CMC is the use of hypermedia links. Learners can publish their multimedia documents on the World Wide Web and access each other's documents and productions via links. This provides learners with the opportunity to get access to authentic materials related to their own interests and collaborative activities, to develop group research projects and peer-edit them, and to create their own publications and multimedia productions (Warschauer, 1997).

2.3.1.3. Applications of CALL. Some generic CALL applications might be successfully used in the EAP contexts, especially in the academic writing courses. These are word processing, CMC, World Wide Web (WWW).

Word processing. Word processing is usually installed in the computer as a Microsoft Word. Recently writing on paper has been replaced with computer-based composition and thus many ELT instructors have started encouraging their learners to use word processing when producing their pieces of writing. In this word processing package there are spelling checkers that can be very useful for the L2 learners because many misspell words while creating their paragraphs and essays. Grammar checkers are also available in this package. They can develop learners' grammar and increase learners' language awareness on accurate grammar usage. Some also include simple thesaurus programmes that can be beneficial in terms of acquisition of synonyms and antonyms (Beatty, 2010).

Computer-mediated communication. CMC is one of the most popular applications of CALL. As mentioned above it is a part of integrative CALL and includes communication by email, bulletin boards, chatlines, within Multi-user environments and using social networking services such as FaceBook and Twitter (Beatty, 2010). E-mail, an asynchronous communication web tool, provides L2 learners with the great opportunity to improve the target language through authentic communication with NS net-pals. Learners have time to think, compose and revise their e-mails and when they are ready they can send their e-mails to their net-pals. The chatlines, on the other hand, as synchronous web tools, do not provide time for the L2 learner to think, yet they help learners improve their fluency in the target language through immediate communication and learn from each other (Beatty, 2010).

World Wide Web. WWW is an internet-based tool which might be successfully used in the ELT and particularly EAP environments in many ways. There are many websites created for language teaching that students may use to improve their language skills. Some of these are commercial but some are free and might be used by the L2 learners. Considering the EAP contexts, learners may do research on the web to collect information about their academic essays or research papers. They can also find some useful class handouts, WebQuests and ready presentations in power point files related to their academic studies. Many WWW applications might be downloaded on mobiles, which is practical and useful for busy learners (Beatty, 2010; Chapelle, 2003). WWW also promotes collaboration among EFL/ESL learners, they may use some social media sites for producing a collective product in the target

language. This may help learners enhance their L2, transfer knowledge from one language skill to another, improve communicative skills, which may result in building self-esteem and confidence (Chapelle, 2003; Thomas, Reinders, & Warschuaer, 2013).

Considering all above, it seems that CALL may assist language learning. As Warschauer (1996) states "it can be a tutor, which offers language drills and practices; a stimulus for discussion and interaction; or a tool for writing and research" (pp. 8-9). Consequently, CALL promotes both learner autonomy and collaboration. These two variables greatly influence the language learning process. Learners with increased learner autonomy and developed collaboration skills are more successful in the EFL/ESL/EAP learning process (Figura & Jarvis, 2007). Therefore, CALL with its applications might be integrated in the language learning syllabi to foster autonomous and collaborative learning in the EAP settings.

2.3.2 Task-based learning. Task-based learning derived from the communicative language learning is a teaching approach which uses a task as a main teaching strategy (Richards, 2006).

In the literature, several different definitions of the term 'task' have been proposed. Long (1985) (as cited in Nunan, 2004) defines a target task as a piece of work that is accomplished by somebody for themselves or for others either voluntarily of for some reward. When real world tasks are transformed to instructional and learning contexts, they become pedagogical in nature. Viewing tasks from a classroom interaction, Willis (1996) defines a task as a goal-oriented activity in which students utilize language to successfully reach a real outcome. Breen (1987) (as cited in Nunan, 2004) proposes a definition of a pedagogical task. According to him a pedagogical task is "any structured language learning endeavour which has a particular objective, appropriate content, a specified working procedure, and a range of outcomes for those who undertake the task" (p. 3). Thus, task is considered to refer to a variety of work plans which aim to facilitate language learning. Its aim is "to create a real purpose for language use and provide a natural context for language study" (Willis, 1996, p. 1). Nunan (2004) views a pedagogical task as a piece of classroom work which helps learners to understand, interact and produce authentic language by focusing on the meaning rather than on form.

2.3.2.1 Task types. Willis (1996) outlines a variety of task types. In basic classification, Willis, introduced six types of tasks: listing, ordering and sorting, comparing, problem-solving, sharing personal experiences, creative (projects) tasks. Other types of tasks are closed and open tasks. Closed task that are highly-structured with specific goals have only one possible outcome. On the other hand, open tasks that have non-rigid structure with less specific goals allow flexibility and possibility of different outcomes. Prabhu (1987) (as cited in Willis, 1996) classifies the tasks in three categories: information-gap tasks (e.g incomplete maps, charts, pictures that have some differences) which are meaning-focused activities, reasoning-gap tasks (e.g. working out a instructor's timetable on the basis on given class timetables) which comprise deducing and practical reasoning, and opinion-gap tasks (e.g. ranking tasks) which involve comparing values, opinions, and beliefs.

2.3.2.2 The framework of task-based instruction. The design of a task-based lesson involves three principle phases: pre-task, task and post-task. In the pre-task phase students are exposed to the target language in use. This phase aims to motivate and prepare students to perform the task emphasizing the cognitive demands on the task and the linguistic factors (Ellis, 2010). In this phase students might be asked to perform a similar task or observe a model how the task can be performed. The during-task phase involves the task cycle: doing the task, planning and preparing the report, and presenting the report or the outcome in front of the class. Willis (1996) highlights the importance of group work in this phase as she claims that working in pairs or groups gives learners the opportunity to participate in interactions using whatever language they know as well as negotiating meanings, taking turns, and reacting to others' contributions. In post-task phase, students are invited to focus on the form that is learners study the specific language structures that have been incorrectly used during the task cycle. Awareness-raising and noticing tasks, error-identification tasks and production practice activities could be carried out in this phase (Ellis, 2010).

Pre-task	• **Introduction to topic and task** (Teacher explores the topic with the class, highlights useful words and phrases, helps students comprehend task instructions, provides a model or prepare.)
Task Cycle	• **Task** (Students do the task. Teacher monitors from a distance.) • **Planning** (Students prepare to report to the whole class.) • **Report** (Some groups present their outcomes or studensts exchange written reports.)
Post-task	• **Language focus** (Teacher conducts consciousness-raising and noticing tasks, reviews learners' errors and carries out practice activities.) • **Reflection on the task** (Students reflect and evaluate their own performance on the task.)

Figure 2. Chart presenting the components of the task-based learning framework. (Willis, 1996; Ellis, 2010).

2.3.2.3 Principles of the task-based language teaching. Pedagogically, task-based language teaching leads to the following principles and practices presented by Nunan (2004):

• conducting needs analysis and then selecting appropriate content that meet the learners' needs;

• assisting learners to learn communicating through interaction in the target language;

• using authentic materials in the learning context;

• scaffolding a TBL lesson;

• encouraging learners to make use of personal experiences in the learning process;

• recycling the language;

• connecting classroom language learning with real language used beyond the classroom;

• active learning;

• reflecting on the task.

Van Avermaet and Gysen (2004) believe that in order to design appropriate and relevant tasks, it is of great importance to identify learners' objective and subjective needs. They claim that focusing on language learning needs may help course and

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materials designers plan, adopt, adapt and create tasks which address the specific learning needs of particular groups of learners. They state that in terms of curriculum design tasks are the basic units to describe goals and objectives. According to the researchers when tasks are designed, the needs domains (e.g. work/business, education/training, informal social contacts, formal social contacts, children education) and situations of language use (e.g. making a reservation in a hotel) should be taken into consideration. The researchers also emphasize that task complexity and difficulty should be defined and considered, and tasks that correspond to the students' language proficiency level should be devised.

Jordan (1997) argues that problem solving and task-based activities in the EAP context enhances recall and active learning.

Students have the opportunity to learn communicating through genuine interactions, experience sharing and problem solving. The use of real-world situations and authentic texts (e.g. newspaper articles, academic articles, airport announcements, conference presentations) lead to enhanced input (exposure) and output (use) of real language. Recycling lexical and syntactic forms as well as applying scaffolding strategies help learners improve their language skills and actively use the target language.

2.3.2.4 Task-based learning and L2 writing. Byrnes and Manchon (2014) maintain that writing and complex writing tasks have been part of the task-based language teaching curricula. Researchers point out that writing as problem-solving is a cognitive process that involves continuous decision making. They also assert that it engages students in written communication which results in increased lexical-semantic and morpho-syntactic knowledge. Task-based writing, according to Byrnes and Manchon leads to enhancement of linguistic competence and writing skills. Willis (1996) outlines the task-based writing lesson:

Table 3

Framework of the TBL Lesson

Phase	Procedure	Activities
Pre-task	Teacher sets the written task.	Brainstorming and mind-maps, schema building

Table 3 (cont.d)

Task Cycle			
	Task	Students discuss the task orally in groups or pairs to decide content	Group discussion
	Planning 1	Pairs draft notes, discuss outlines, write first drafts. Exchange drafts with another pair and ask them to suggest improvements.	Outlining, drafting, peer feedback
	Planning 2	Redraft, check, improve, make final checks. Final draft ready for audience.	Revising and editing
	Report	Pieces of writing read by all. Class discussion of findings. Summing up.	Whole class discussion
	Post-task	Focus on form (focus on linguistic elements). Language analysis and practice. Teacher views errors. Reflection and self-evaluation.	Awareness-raising and noticing activities, controlled and freer practice activities

(Willis, 1996; Nunan, 2004).

2.3.2.5 Task-based language teaching and ICT. TBLT favours producing meaningful language through technology use. It is believed that pedagogical tasks used in the CMC classroom increase students' motivation and language production (Thomas and Rainders, 2010; Schrooten, 2006). Tasks conducted in multimedia environments promote learning by doing, provide rich authentic input, encourage inductive (chunk) learning, and promote cooperative learning (Schrooten, 2006). Asynchronous learning tasks that provide immediate interaction help learners improve their communicative and linguistic skills, yet synchronous learning tasks lower learner

anxiety which facilitate the language acquisition and learning (Müller-Hartmann &
Ditfurth, 2010). Research indicates that in the network-based CALL, synchronous
tasks enhance self-confidence, foster learner-centeredness, and increase participation
in interactions (Peterson, 2010).

2.3.3 Lexical approach. Lexical approach has become popular in the foreign
language teaching environment recently. The proponents of this approach emphasize
the importance of lexis and they believe that lexical items play a dominant role in the
ELT classroom. The lexical approach is based on the idea that L2 learners are able to
understand and produce lexical phrases as `chunks`, or word combinations, by which
they perceive patterns of language traditionally thought of as `grammar` *(*Lewis,
1993). This is the way in which FL learners acquire the target language.

2.3.3.1 Principles of lexical approach. The key principle of the lexical approach
is that `language consists of grammaticalized lexis not lexicalized grammar` (Lewis,
1993, p. 93).

The lexical approach is a development of communicative approach and it
regards the communicative competence as more important than the production of
accurate sentences and utterances. Lewis (1993) supports the idea that second
language acquisition resembles the first language acquisition in some ways. He claims
that the gramaticalized lexis are acquired by a process of observation, hypothesis and
experiment. He also points out that language is learnt by an increasing ability to break
down wholes into parts, chunks, which are later used for producing written or oral
discourse.

Lexical approach puts an emphasis on the word grammar (collocation and
cognates) and text grammar (supra-sentential features). These sub-sentential,
sentential and supra-sentential patterns allow the learner to produce novel language.
Some of these patterns, the institutionalized sentences and some lexical phrases, have
social purpose that is they have different functions which are introduced very early in
a language programme nowadays and which are expected to be acquired by the
learners.

According to the lexical approach, the model language offered in the classroom
should be natural, the language that native speakers really write or say. Therefore,
learners should be provided with large input of natural language. They should listen

and read it to notice the chunks in the context. Learners should also be provided with opportunities to use and reuse the chunks through various activities such as oral or written summaries of a written texts or retelling stories.

2.3.3.2 Lexis. In the lexical approach, lexis in its diverse types is considered to play a central role in language learning and instruction. Lewis (1993) proposes the following classification of lexical items:

• words (e.g. chair, ruler, with, advert) and polywords (e.g. by the way, put off, on the other hand)

• collocations (e.g. horror film, arrive home)

• fixed collocations (e.g. rancid butter, drug addict)

• free collocations (e.g. make a cake/a mistake/coffee/friends)

• institutionalized expressions

• short, hardly grammaticalized utterances (e.g. Certainly not. Just a moment, please.)

• full sentences (e.g. I've got it., See you tomorrow.)

• sentence frames and heads (Firstly,…, It is known that….)

2.3.3.3 *Lexical approach in the ELT and EAP contexts.* A central element of language teaching is awareness raising and development of the ability to `chunk` the target language successfully. According to the lexical approach teaching should be always process-oriented. Teachers should focus on the process of learning more than on the final product. The lexical approach supports the student-centeredness, yet it appreciates teacher talk time if it is `controlled teacher output`, especially in the early stages of learning (Lewis, 1993). Lewis (1993) suggests four steps in teaching chunks: raising students' awareness of chunks by getting them to notice and identify the lexical phrases in a context, encouraging learners to record the chunks in lexical notebooks for better understanding and memorization, incorporating these chunks in tasks in which learners have a chance to use and recycle the phrases, and examining and giving feedback on learners' work. Jordon (1997) proposes several techniques of teaching academic lexis. He suggests that academic vocabulary ought to be presented in semantic field tables and collocational grids that can be used before or after contextualization. Semantic grouping of words allow to teach/learn lexis in thematic webs or word networks. Jordon also highlights the importance of the context. He

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asserts that teaching word building skills (suffixes, prefixes, roots) and deducing word meanings from context clues should be taught in the EAP classroom. Lewis (1993) and Jordan (1997) recommend similar activities that can be used in the teaching/learning process:

- noticing tasks for consciousness raising (e.g. teacher guided tasks (explicit or implicit) or self-directed tasks);
- sub-sentential practice such as focusing on generation of noun phrases;
- collocation boxes/grids to show adjective-noun, verb-noun, noun-verb, verb-adjective-noun groups;
- supra-sentential practice by focusing on textual coherence and cohesion;
- discourse structure for written texts to show the text organization such as cause and effect or sequencing;
- transformations – rewriting the sentences;
- oral (drilling and summarizing) and written practice (categorizing and free production);
- matching a synonym with a word given in the text;
- basic awareness training (discovering meaning by using contextual clues);
- recycling activities such as producing oral narratives, matching collocations and then using them in discourse;
- tasks and activities that promote learner autonomy such as keeping a lexical notebook, card index or preparing projects.

2.4 Approaches to Writing

EAP instructors and students face certain problems in teaching and learning academic writing in non-English speaking environments. As many EFL teachers have pointed out, acquiring the academic writing skill seems to be more challenging and demanding than acquiring the other three academic skills. In fact, EFL learners have difficulty in producing coherent and cohesive academic essays (Nunan, 1999, Jordan, 1997). EAP professionals also assert that learners in EFL contexts encounter many challenges when writing their research papers. This is magnified by the fact that the written discourse conventions as well as syntactic and semantic features of the English

language often differ from the conventions and sentence structure in other languages. It requires effort to notice and overcome the differences (Leki, 1991). For many EAP students, the only reason to practice academic writing is academic achievement in terms of course marks. This focus on writing to pass examinations reduces student motivation in producing pieces of academic writing that have real sense of purpose or perspective of a target audience.

2.4.1 Genre-based approach. While learning how to write in the target language, L2 learners need to know how to produce pieces of writing for different purposes. Since the learners acquire some genre knowledge in their receptive skills classes, they may be familiar with the different genres in writing realizing the different purposes of writing. The genre-based approach allows students to use different ways of organizing information. It uses text-analysis which enables learners become aware of the features of various genres (e.g. formal and informal letters, narratives, argument essays, book reviews) and have the opportunity to apply these generic conventions in their pieces of writing. The genre-based approach is usually carried out in the EAP classroom by the instructor and students, going through three stages of the teaching/ learning cycle: analysis and outlining of model texts, collaborative construction and independent construction (Drury, 2004 & Ellis, 2004; Wingate 2012). In the genre-based approach, the focus is on training for specific genres and on raising genre awareness involving learners in carefully staged writing tasks.

2.4.2 Rhetorical-functional approach. As a part of the product-based approach, rhetorical-functional approach focuses on the different language functions in academic writing: explanation, definition, classification, comparison and contrast, cause and effect, discussion and argumentation, description, narrative (Jordan, 1997). This approach is a combination of product and functional approaches that is the functional-product emerges. While the genre-based approach focuses on the academic genres such as essay, projects, research papers, dissertations, case studies, rhetorical-functional (functional-product) approach comprises the cognitive genres which are "different types of rhetorical purpose (e.g. presenting an argument or providing an explanation)" (Bruce, 2005, p. 242) or which are the "macrofunctions" as described in the Common Framework of Reference (Council of Europe, 2001). Bruce (2005) claims that cognitive genre should construct the basic unit of the EAP syllabus.

2.4.3 Process approach. Developments in writing research have resulted in new approaches and methods in the field. It has been observed that the traditional product-based approaches were no more effective in the EAP classroom, so there has been shift form product to process writing approaches. Raimes (2007) claims that the process approach to teaching might be used with diverse content (academic, personal, literature, nonfinction) at different contexts (EFL, ESL, EAP) as the focus is not only on the process writing but also on the accuracy, text organization and the final outcome. Seow (2002) claims that the writing process involves four main stages: planning, drafting, revising and editing, yet he asserts that three other stages that require collaboration with the supervisor are responding, evaluating and post-writing. The figure below reflects the stages of the writing process:
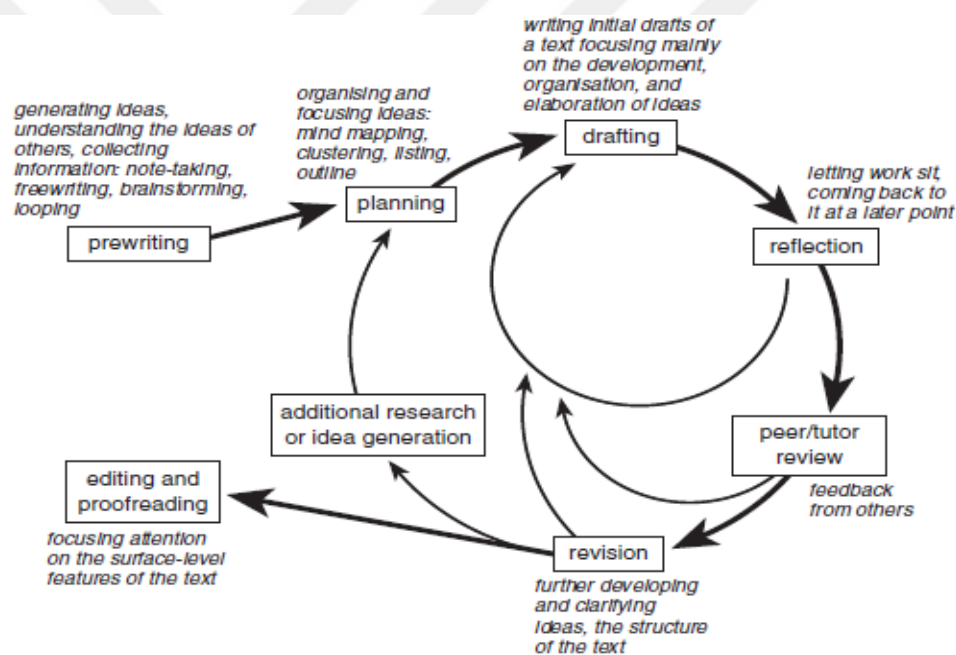
Figure 3. Chart showing the stages of process writing. (From "Teaching Academic Writing" by C. Coffin, M. J. Curry, S. Goodman, A. Hewings, T. M. Lillis, & J. Swan, 2003, p.34.).

When looking at the stages of the writing process, it can be seen that process writing in the classroom is well-organized and structured in a way that all process skills are taught in a specific order. In each stage the language instructor should focus on a specific writing sub-skill. For summary of the process writing stages see the table below:

Table 4

Process Writing

planning (pre-writing)	Learners generate ideas about the assigned topic through the use of a variety of techniques such as brainstorming, clustering, rapid free writing, wh-questions.
Drafting	Learners write their rough drafts by focusing on fluency.
Responding	Learners receive feedback from their teacher regarding the organization and content of their drafts in a conferencing session
Revising	Learners review their drafts taking into consideration teacher's response and work on them to improve their paragraphs or essays in terms of global content and organization as well as coherence and cohesion.
Editing	Learners correct their pieces of writing paying attention to grammatical, lexical, syntactic, spelling, punctuation devices.
Evaluating	The instructor evaluates learners' papers using either holistic or analytical writing rubric
Post-writing	Learners publish or share their final copies on notice-boards, school newsletters or social network systems.

2.4.4 Process-oriented teaching versus genre-specific instruction. Genre approach focuses on the product of writing and it stresses the importance of the particular genre. The methodology involves analyzing the organization and linguistic features of written text produced for similar purposes and similar context. It involves studying model texts in the genre in order to raise learners' awareness of how they are structured, and then producing similar ones (Hedge, 2000; Harmer, 2007). However,

process approach focuses on the writing process itself. It stresses the cycle of writing activities that move learners from one stage to another. Learners plan their writing by brainstorming ideas, searching for information, making outlines; write; revise and correct it and produce the final copy of their written work (Tribble, 1996; Harmer, 2007). This recursive process allows the writer to go back to a stage when he needs in order to cope with changes developed while composing the written work.

Both approaches have disadvantages. While process writing supports the repeated exercise of the same writing procedures and does not allow for explicit analysis of textual features, genre approach focuses mainly on the social purpose and the viewpoint of the reader not of the writer. In the process approach more emphasis is given on linguistic skills (pre-writing, drafting, revising and editing), yet in the genre approach the focus is on the linguistic knowledge (the knowledge of grammar and text features) (Badger& White, 2000).

2.4.5 Process-genre approach. Because the two approaches are insufficient and ineffective when applied separately, White and Badger (2000) propose combining and mixing these two approaches in the process genre approach. According to them the synthesis of the two will lead to more effective teaching and learning of writing skills. The researchers (2000, pp. 157-158) suggest that in their model of the process-genre approach *"writing involves the knowledge about language (as in genre approach); knowledge of the context in which writing happens and especially the purpose of the writing (as in the genre approach), and skills in using language (as in the process approach)."* The process genre approach allows learners to produce a text reflecting the elements of the genre they have studied before using recursive processes to develop the best piece of writing.

The process-genre approach is usually employed by the EAP instructors, especially ESAP professionals (Harmer, 2007; Jordan, 1997). The academic writing process is complex and recursive (Harmer, 2007). When writing their pieces of writing in a specific genre, learners go through the stages of the writing process: they plan, draft, revise, redraft, edit and write their final versions. Harmer (2007) points out that while writing within a certain genre, L2 learners need to "have the knowledge of the topic, the conventions and style of the genre, and the context in which their writing will be read" (Harmer, p. 327). Jordan (1997) emphasizes that learners need to

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improve their academic writing sub-skills such as summarizing, paraphrasing, synthesizing, making notes in the margins, which they will need in creating their academic writing essays.

2.5 Blended Learning

With the wide use of information-communication technologies in all spheres of human life, many educational organizations have started integrating technology into the classroom. While some courses are online, others are a combination of face-to-face and e-learning. Mixing online learning with traditional classroom instruction and independent study is known as blended learning (Graham, 2006). Lately, blended learning has been the focus of the ELT professionals. Considerable research shows that blended learning has led to better results than face-to-face learning (Richards 2012; Staker, & Horn 2012; Gleason, 2013; Wilson, 2014). Some reasons for its success are:

• high flexibility – learners can benefit from diverse online sources that they can use in a variety of ways;

• individualized learning – learners can learn remotely exploring sources on their own, they can select online sources that address their learning styles and meet their learning needs, they can monitor their own progress, and they can also receive constant feedback from their tutors;

• expanded learning time – learners are provided with the opportunity to extend their learning time through blended learning (Thorne, 2003).

Merging asynchronous and synchronous Internet technology with face-to-face interaction helps learners develop the target language by sharing ideas, learning sources and pieces of writing, exchanging feedback on learning tasks and assignments, and participating in collaborative tasks. As a consequence, it is obvious that blended learning improves both cognitive and social skills at the same time (Okaz, 2015).

2.5.1 Blended Learning Courses in Turkey. A review of literature of blended learning reveals that a few studies were carried out in Turkey. Most of these studies were conducted in ESP or vocational contexts. Most of these studies investigated students' perceptions and opinions toward blended learning.

Dos (2014) in his study assessed students' satisfaction regarding the blended learning course that was carried out with 54 elementary school teacher trainees in a private Turkish university. The blended learning model was a combination of 50% online and 50% face-to-face components. The data were collected through qualitative and quantitative instruments in the academic year of 2012-2013. Undergraduates' perspectives about the course content were explored as it was found out that all students expressed satisfaction with the content (prepared by Adobe captivate and Moodle content creator) of the blended learning course. Students were strongly satisfied with the face-to-face sessions and most liked the educational videos. The researcher suggests that blended learning might be implemented at tertiary education in case its content is carefully planned and prepared according to the learners' needs.

Akkoyunlu and Soylu (2008) conducted a study with 34 undergraduates in the Department of Computer Education and Instructional technologies of a state Turkish university. Researchers sought to explore students' perceptions in learning styles and blended learning. A variety of data collection tools were utilized: Kolb's Learning Style Inventory used to measure participants' learning styles, a survey designed to identify students' opinions on blended academic environment, achievement tests scores and a participation frequency scale devised to record the frequency of the participation in online forums and F2F sessions. Results revealed that considerable differences in students' perspectives on blended learning were encountered regarding their learning styles. Analysis of the learners' achievement showed that there were slight differences between the students' test scores in respect to their learning styles. Data analysis also revealed that all participants showed high frequency in F2F sessions, yet the assimilators were more active than the divergers in online forums. Researchers recommend that while designing the blended learning course, appropriate support strategies and online resources that accommodate these styles should be maintained for students with different learning styles, which might result in higher retention in the online learning environment.

Another study that was conducted with 30 tertiary students by Orhan (2008) found out that learners were satisfied with the new blended course that was redesigned by the researcher. Findings indicated that majority of the students enjoyed the course

and felt comfortable studying e-learning materials. However, it was pointed out that F2F sessions and discussions with the lecturer and peers were more appreciated.

In the context of higher education, Ates Cobanoglu and Yurdakul (2014) found that students' views were positive regarding the "IT & Ethics" blended course. The sudy results revealed that the blended learning course "positive effects on students' achievement, perceived cognitive flexibility levels and self-regulated learning skills" (p. 176). Afacan (2015) also investigated university students' views regarding the blended learning course that was implemented in the Interior Design Faculty of a private Turkish university. Learners indicated high satisfaction with the course as the highest values were given to the following categories: communication with others online (items 19 and 20) flexibility in the learning process (items 23 and 24) and being active during the course (item 32). Similar study was conducted by Ocak and Topal (2015). Researchers explored medical students' perceptions regarding the blended learning course. The course model devised for the anatomy course was based on the multi-media design principles of Mayer (2001, cited in Ocak & Topal, 2015). Learners gave positive responses to the content, effective learning, expectations from blended learning, accessibility, motivation, new aspect for the students, and continuity, yet they complained about the low quality of some videos.

Later studies provide similar results. Kose (2010) summarized a study into blended learning model supported with Web 2.0 technologies observing that high school students were pleased with the hybrid learning in the math classroom. Learners stated that they were able to learn maths better in the blended learning environment.

2.5.2 Blended Learning in the EAP context. To enrich the learning tasks and activities, many EAP professionals benefit from online tasks and web tools. Language instructors in the tertiary level often integrate online sources into the EAP classroom. Blended learning in the EAP context improves the quality of teaching, provides enjoyment and fun, expends teaching learning time, and enhances collaboration and communication beyond the classroom.

Thorne (2003) advises curriculum designers to run a pilot blended course with a representative sample of students before implementing the blended learning curriculum for the entire student population. He advocates that the feedback obtained from the learners will help professionals modify and tailor instruction to match the

learning needs of the specific group of students. Thorne also suggests criteria for successful blended learning:

- diagnosing the main learning need;

- determining the level of demand;

- identifying and recognizing diverse learning styles;

- accepting to use of different forms of learning seeking for delivery methods that best facilitate learning;

- setting learning objectives that meet students' learning needs;

- developing a friendly user demonstration or a power point presentation to show the potential of blended learning, and offering training to the students;

- proposing follow-up tutor's support;

- establishing monitoring procedures for course evaluation.

A good example of a successful blended learning course was presented by Ibrahim and Maulan (2012) in their study which was carried out with 363 EAP students in Malaysia. The hybrid EAP course was designed to help students improve their academic writing skills. Thus, students' perception towards and engagement in hybrid learning in relation to academic writing task was investigated. It was found that learners showed overall satisfaction with the blended learning course. The results revealed that learners were motivated to do the course which had a positive impact on their learning. Findings also revealed that students had positive perception towards the role of the lecturers as facilitator and evaluator as well as technical support. Further, participants stated that online interaction helped them improve their academic writing skills. The study provides valuable insights into blended academic writing course design and its effects on EAP learners writing skills.

2.5.3 Information communication technologies. Over the past decade, information communication technologies have been drawn the attention of educators.

Warschauer (1997) claims that with the introduction of computers and Internet, computer mediated communication (CMC) has gained acceptance in the EFL settings and started to assist learners in their academic studies and research. He also points out that CMC promotes computer-mediated collaborative learning. In the time- and place-independent communication, learners are able to receive messages at any time. The supervisor could initiate communication outside the classroom as the learners have the

opportunity to reflect, comment and make suggestions to each other in the electronic setting (Warschauer, 1997).

Learners can also publish their multimedia documents on the World Wide Web and access each other's documents and productions via hypermedia links. This provides learners with the opportunity to get access to authentic materials related to their own interests and collaborative activities, to develop group research projects and peer-edit them, and to create their own publications and multimedia productions (Warschauer, 1997).

2.5.3.1 WebQuests. Dodge (1997) defines WebQuests as "an inquiry-oriented activity in which some or all of the information that the learners interact with comes from resources on the Internet" (p. 1). According to March (2008), a good WebQuest promotes the application of higher order thinking skills (analysis, synthesis and evaluation). Therefore, the tasks in WebQuests should engage learners in a problem or topic that they are interested in. The assigned task should be manageable and realistic, and should direct them toward achieving the set of learning objectives. March recommends that the task in a WebQuest should encourage research. In other words, the task should be set in a way that would ask the learners to apply previous knowledge as well as construct new knowledge as a result of the research they have carried out thanks to the hyperlinks provided in the WebQuest. Additionally, the task should be designed in such a way as to motivate learners by being authentic and relevant to their academic needs. Scaffolding and cooperative learning are the most crucial components in the WebQuest assignments.

Leung and Unal (2013) provide rich information of how language teachers implement the Zunal WebQuest in the EFL and ESL contexts. According to the results of their research, the majority of the participants (59%) created their WebQuests for class assignments, through which they: actively engaged their students in problem-solving tasks and provided their students with the opportunity to learn by accessing multiple resources, by focusing on particular literary works and genres, and by applying, synthesizing, analyzing, and evaluating what they had learned. Some of the users of Zunal WebQuest used it to create WebQuests to teach academic content. Zunal WebQuest could be used for designing academic writing tasks that address

specific needs of ESAP students engaging them in complex tasks which lead to the development of problem-solving, synthesis and evaluation skills.

2.5.3.2 Social network systems. Yunus, Salehi and Chenzi (2012) claim that social network systems as web-based tools provide users with the opportunity to exchange information through the Internet in different ways such as e-mail or instant messaging. Among various kinds of social networking services, Facebook and Edmodo are widely used in the EFL contexts. These networking services allow learners to share their opinions, interests, activities and events within their individual networks.

Edmodo is an educational social network platform that is created to help educators harness the power of social media to customize the classroom for each and every learner. Supervisors and language instructors can upload tasks and assignments, share content and educational applications, assess homework and assignments, post grades and quizzes, create polls and post topics for discussion among the students (Dogoriti & Pange, 2014). Learners, in a virtual class, have the chance to access to authentic learning environments, interact and collaborate with peers and instructors, submit assignments, view their grades and teachers' comments, receive alerts, and enhance their learning experiences (Kongchan, 2012). Similarly, these web tool might be utilized in academic writing courses for student collaboration and teamwork, for sharing lexical and academic content as well as tasks, for posting reflections and discussing on them. Edmodo as an interactive and informative social network platform might be used to assist learners in improving their writing skills by designing a virtual class where learners may upload their pieces of academic writing and the supervisor may comment on them, give feedback and offer some suggestions how learners may construct more effective and interesting essays.

2.5.3.3 Multimedia. With the rapid development of science and technology, the multimedia technology has emerged and developed. EFL professionals make use of multimedia, multiple external representations, by means of which they "simultaneously display two dimensions of information": written text and visuals (pictures, graphs, tables) (Thing & Tai, 2014, p. 2). Warschauer (1996) claims that the use of multimedia in the language classroom could involve an integration of academic skills (e.g. listening with reading and taking notes). The power point web 2 tool

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activates leaners' thinking; the visual and vivid courseware help learners to process and better comprehend the new linguistic material (Thing & Tai, 2014). PP computer-based tool might be integrated in the academic writing course. ESAP teachers may benefit from the PP courseware when presenting their pedagogical content in face-to-face sessions. They may use it not only for giving effective and interesting presentations but also for raising subject discussions or debates, which might offer students more opportunities for discussions in the pre-writing and post-writing stages in the academic writing process. Furthermore, PP presentations may be shared on the web and thus be a source of academic input for the ESAP students.

2.6. Course Design

2.6.1 Approaches and models to course design. Course is a series of lessons where instructors/lecturers teach specific content to a group of learners. In a language course, the focus of instruction is foreign/second language learning. When designing a language course, curricular officers/language instructors need to consider learners' needs, national or school curriculum, teachers' and stakeholders' suggestions and opinions, and time (length of the course). A successful language course usually meets learners' specific needs, takes into consideration learners' learning styles and preferences, provides learners with the opportunity to improve their language skills and thus achieve a certain level of proficiency. Similar factors influence the course design in the EAP context. However, EAP courses aim to help learners master their academic skills (e.g. academic essay writing, giving oral presentations, research skills, academic reading skills and so on) and foster their study skills (e.g. summarizing, paraphrasing, recording results, understanding and analyzing graphs, note taking and so on).

There are different approaches and models of course design. Yalden (1987) introduced situation-based, discourse-based, and task-based frameworks based on the interactive approach to language pedagogy. In the task-based framework, Yalden emphasized the "task" is used in:
- identifying learners' needs
- defining syllabus content
- organizing language acquisition opportunities

• measuring student achievement (p. 125).

Another course design framework was suggested by Graves (2000). She uses a flow chart to present the steps of the course design as well as verbs to describe the processes involved in the course construction.
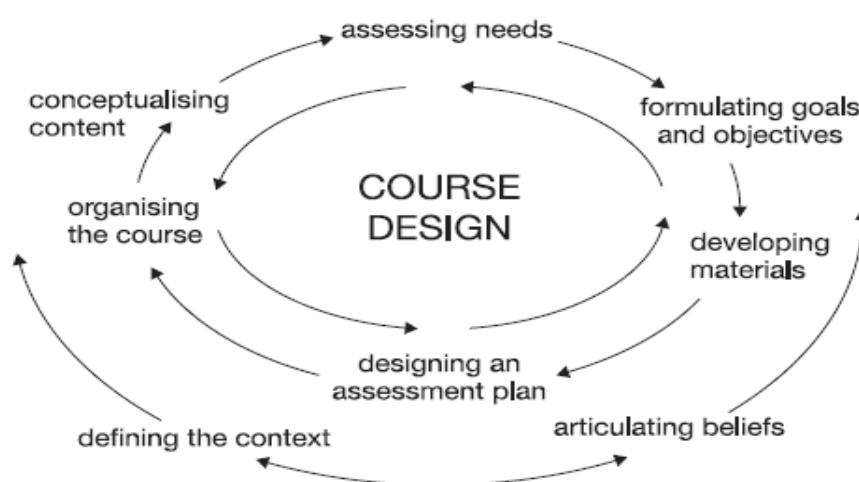
Figure 4. Figure displaying the framework of course development process. *(*From "Designing Language Courses" by K. Graves, 2000, p. 3.)

Hutchinson and Waters (1987) proposed three main approaches to course design: language-centered, skills-centered, and learning-centered approaches. While the first approach aims to create a direct link between the analysis of target situation and the content of the course, the second one gives prominence to language skills and strategy development which may result in lifelong language learning. The last approach to program design supports the notion that learning is completely determined by the learner. The focus is both on the learner whose needs may change overtime and the dynamic learning process which can be influenced by many factors and variables.

Further, Oliva (2005) recommended the following procedure to be followed during the course design:

1. Needs analysis

2. Specifying Goals and Objectives

3. Selecting content (topics, skills, functions, structures, lexis)

4. Selecting teaching strategies

5. Selecting assessment techniques

6. Implementing strategies and techniques

7. Evaluating the course and instruction

Jordan (1997) suggested a course design framework for the EAP setting:

NEEDS ANALYSIS	
Students (profile, level, maturity)	Subject/department (ESAP, genre, academic culture)

OBJECTIVES (rationale)	
students	course

MEANS (management, staff, resources and materials)	
variables	constraints

SYLLABUS (type) CONTENT/COMPONENTS		
EAP (EGAP & ESAP)	NON-EAP	timetable

METHODOLOGY (organization of learning/teaching)	
individual, group, plenary, self-access	materials and use

ASSESSMENT
EVALUATION /FFEDBACK

Figure 5. Phases of EAP course design.

2.6.2 Needs Analysis. Conducting needs analysis is the starting point for course development. That's why there is significant amount of research on needs analysis carried out in ESL and EFL contexts. Recently heeds analysis has been seen as a prerequisite to the syllabus specification of learner-centered (Nunan, 1988) and task-based curricula (Long & Crookes, 1992).

2.6.2.1 Definition of needs analysis. Needs analysis is a strategy that "immediately focuses attention on the learner" (Pratt, 1980, p. 51). Needs analysis is defined as a formal process of identifying and evaluating learners' needs. Royse, Station-Tindal, Badger and Webster (2009) define needs assessment as "a process that

attempts to estimate deficiencies" (p. 3).   Needs analysis process involves collecting qualitative and quantitative data, analyzing and often cross validating the data, interpreting results, and then making course decisions about teaching and learning (Graves, 2000; Brown, 1995; Richards, 2001).

2.6.2.2 Purposes of needs analysis. Needs analysis might be used for various purposes:

• to determine a gap between what learners can do and what should be able to do;

• to collect demographic information about the learners;

• to explore learners' affective, social and personal expectations of learning

• to explore learners' difficulties in a specific language learning environment;

• to identify learners' proficiency level and formal knowledge of English;

• to discover what previous experiences learner have had with formal education (Richards, 2001).

Richards (2001) suggests that the initial step of carrying out needs analysis is considering what its purposes are and then decide when the NA will be conducted – before, during or after the course. Most of the literature shows that needs analysis has often been conducted while planning a course. Richards asserts that careful and long-term planning is needed when "a priori approach" to needs analysis is used (p. 54).

2.6.2.3 Approaches to needs analysis. It is believed that using a variety of procedures in needs analysis process might be useful for gathering reasonable amount of data, including information about the learners, learning context, teaching staff and the administrative and educational factors that affect the L2 teaching programme (Richards, 1990; Nation & Macalister, 2010; Jordan, 1997).

Researchers of language teaching have developed different approaches and models to needs assessment throughout the past decades. Some of these have been most prominent models in EAP. For a summary of the approaches and models see the table below.

Table 5

Approaches and Models to Needs Analysis

Approach/Model	Researchers
Systemic approach	Richterich and Chancerel (1977)
Sociolinguistic model (CNP)	Munby (1978)

Table 5 (cont.d)

Approach/Model	Researchers
Learning-centred approach	Hutchinson & Waters (1987)
Learner-centred approach	Berwick (1987); Brindley (1989)
Task-based approach	Long (2005)

Munby (1978) proposes a sociolinguistic model for the development of a purpose-specific language programmes aimed at studying the target situation to identify target needs, target communicative competence and target level performance. The communicative needs processor (CNP) establishes the profile of communication needs through the processing of eight criteria – purposive domain, setting, interaction, instrumentality (the medium, mode, channel of communication), dialect, communicative event (productive or receptive), communicative key (manner of communication), target level of English ability (Munby, 1978).

Richterich and Chancerel (1977) offer a systemic approach for determining of learners' needs in an EFL context. The approach focuses on the learner and his/her present needs examined before the start of a course and during the course as the information is gathered from the learners through diverse NA collection methods. Two main concerns about this approach ought to be raised: learners' real needs are not addressed and there is over-reliance on learners' opinions about their needs.

Hutchinson and Waters (1987) recommend learning-centred approach to needs analysis and they argue that more attention should be paid on target and learning needs. They point out that the learning-centred approach is the best way to carry the learners from the starting point to the target situation. The focus is on how learners learn. The distinctiveness of this approach is that learners concentrate much more on

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the learning process, on how they can acquire the target language rather than the linguistic knowledge they want to have at the end of the classes. Both target needs (necessities, lacks and wants) and learning needs (demographic information, background knowledge, familiar teaching and learning styles) are investigated.

The learner-centered approach, proposed by Berwick (1989) and Brindley (1989), emphasizes that learner's attitudes, expectations and feelings should be considered when analyzing the needs. The leaders of this approach have developed three main approaches to this model. The first approach focuses on the contradiction of perceived needs and the felt ones, the second - on the contradiction of product-oriented and process-oriented needs, and the final one – on the contradiction of objective and subjective needs.

Long (2005) offers the task-based approach to needs assessment focusing on real-world or target task situation analysis. Learners are active in the learning process and cognitive independent in making decisions about the learning tasks they would like to participate in and the language they wish to use in these specific situations. Learners are encouraged to participate in different imagined situations using the target language.

2.6.2.4 Types of needs.   Four groups of learner needs are addressed by needs analysis researchers: learning needs and target needs, subjective and objective needs, felt and perceived needs, product-oriented and process-oriented needs.

Hutchinson and Waters (1987) identify two types of needs: target needs and learning needs. Target needs are defined as "what the learner needs to do in the target situation" (Hutchinson & Waters, 1987, p. 54). Authors categorize target needs into necessities, lacks and wants. Necessities are desired knowledge and skills to be improved (e.g. what learners has to know). Lacks are the gap between existing proficiency of English (the present knowledge) and the target proficiency of English (necessities). Wants are leaner's felt needs that is "Learning needs, on the other hand, comprise age, gender, learning background, socio-cultural background, background knowledge of the target language, attitudes towards L2 and its culture. Other learner needs include: learning styles, applicable instructional and learning methods, relevant teaching materials and appropriate learning tasks, and expectations about students' language achievements.

Berwick (1989) divides needs into perceived needs and felt needs. Perceived needs are the needs learners have and they are usually viewed by experts - teachers, curriculum designers and management. Felt needs, however, are the needs expressed by the target population, the needs learners feel necessity in.

In the product-oriented interpretation, learner needs are considered to refer to the language that learners need in order to function in the target station. In the process-oriented interpretation, the concentration is on how learners react to the learning situation (Brindley, 1989). Finally, objective needs can be deduced from different kinds of factual information about the learner. They might be observed and easily measured by quantitative instruments. Thus, information about learners' language ability, their current proficiency levels, and their academic performance in each of the four skill areas is a good example of quantitative data. Subjective needs, however, can be elicited from the information concerning learners' cognitive-affective personality system. Learners' perceived needs such as motivation, personality, learning wants, learning expectations, cognitive and affective styles, learning strategies and preferences are good example of qualitative data (Brindley, 1989; Brown, 1995; Nunan; 1988).

2.6.2.5 Data collection tools in needs analysis. A variety of methods can be used in carrying out needs assessment. Table 6 presents a short summary of a range of data gathering tools for using in needs assessment.

Table 6

Needs Analysis Tools

Method	Aim	Type of information/ data obtained	Advantages	Disadvantages

Survey	to identify learners' language use, skills and difficulties	objective, quantitative	practical; simple to administer; easy to collect data from a large number of people; easy to analyze; having time to think about the answers	time requirement; inappropriate answers; lack validity; misunderstanding questions; ignoring some questions
Diagnostic Test	to identify learners' proficiency level, learning difficulties and language needs	diagnostic subjective and objective, quantitative and qualitative	assess the learners' language competence and performance	time-consuming in terms of design, administration, and analysis
Semi-structured Interview	To gather information about specific topics by engaging the respondent in a formal talk	qualitative, subjective	efficient in covering maximum depth on a particular issue; freedom for expressing views; flexible and sensitive; provides detailed, reliable and comparable data; clarifying misunder-standings	moderator bias; cannot guarantee honesty of participants; time-consuming; interviewer skills are required

Observation	to analyze learners' performance by watching them directly	quantitative and qualitative	generating contextual data; and minimal interruption of workflow	need for a skilled observer; observer's bias
Self-assessment	to identify students' strengths and weaknesses by completing a form indicating their ability	diagnostic, quantitative, subjective	easy to be designed and administered; easy to collect data; reliable in identifying problems	requires very high degree of consciousness, suitable for B1+ to C2 levels; requires learner training
Focus Groups	to collect information about a specific topic in a group environment	qualitative, subjective	low cost; flexible; data is respondents' own words;	difficult to control; dominating individuals; quality depends on the moderator's ability

(Richards, 2001; Nation & Macalister, 2010; Jordan, 1997)

   2.6.2.6 Needs analysis process. The needs assessment process proposed by Stufflebeam, McCormick, Brinkerhoff, Nelson (1985) involves five phases:

• planning needs assessment - identifying questions, design, participants, information, collection procedures, analysis methods, and potential uses of the needs assessment information (p. 16);

• gathering desired data - developing detailed plans of how information is to be acquired, specifying procedures by which and sources from which it will be gathered, collecting information, and storing the information (p. 17);

• analyzing the collected data - sorting, counting, and describing information; interpreting findings; determining needs (p.16);

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• reporting needs assessment information - providing a description of the needs assessment process and results that is accurate, timely, understandable, and useful to the relevant audiences (p. 17);

• using and applying needs assessment data – for assessing present needs, post-course needs, or the value of existing course's achievement (p. 18).

For effective and comprehensive needs assessment, the checklist for designing and evaluating the needs assessments devised by Stufflebeam et al. (1985) can be used when conducting needs assessment (see appendix C).

2.6.2.7 Needs analysis in the EAP environment. Jordon (1997) outlines different approaches to needs analysis that might be ground for EAP needs assessment. Target situation analysis (TSA), offered by Hutchinson and Waters (1987), aims at identifying learners' target needs - necessities, lacks and wants. Beside the target needs, TSA places importance on the learning needs e.g. skills and abilities that learners need in order to reach their target goals in terms of target linguistic competence. Target needs analysis includes objective, perceived and product-oriented needs.

The present situation analysis (PSA), on the other hand, proposed by Richterich and Chancerel (1997), is usually carried out at the beginning of the language course and its purpose is to identify linguistic competence and language skills matrix. The approach involves objective (age, proficiency, prior learning experience) and subjective needs (self-perceived needs, strengths and weaknesses). Jordan (1997) suggests that in order to obtain reliable and accurate data, syllabus designers should benefit from both approaches when planning and conducting needs analysis process.

However, there have been disputes concerning these two NA approaches. Researchers claim that it cannot be relied only on these approaches. Consequently, pedagogic needs analysis approaches have been proposed. It is argued that the insufficiency of TSA and PSA approaches may be compensated for by gathering data about the learner and the learning environment through deficiency analysis, strategy analysis, and means analysis (West, 1994; Hutchinson & Waters, 1987; Jordan, 1997).

Deficiency analysis considers present needs and wants. The purpose is to identify deficiencies or lacks, the gaps in learner knowledge (Hutchinson & Waters, 1987). Strategy or learning needs analysis's aim is to determine learning styles, and strategies used while learning a language. Consequently, emphasis is given on learner training and advancing earner autonomy (Jordan, 1997). Strategy analysis comprises subjective, felt and process-oriented needs (West, 1994). Means analysis focuses on investigating the learning environment studying the classroom culture, facilities, teaching methodology and EAP staff (Dudley-Evans & St. John, 1998; Jordan, 1997).

2.6.2.8 Triangulation in needs analysis. Long (2005) stresses the need for triangulation of sources and methods, a process which involves combining and comprising data from different needs assessment methods. Using heterogeneous sources and approaches to data collection increases the overall reliability and validity of the needs analysis, yet decreases bias (Jasso-Aguilar, 1999).

Huhta, Vogt, Johnson, and Tullki, (2013) emphasize that combining quantitative and qualitative methods as a triangulation method provides "thick description" of the educational context and "accurate understanding" of this context.

Richards (2001) highlights the importance of triangulation in needs analysis. He believes that utilizing a range of data-gathering tools would provide complete description of the students' demands, perceived needs, lacks and preferences. Nation and Macalister (2010) assert that good needs analysis makes use of range of sources and methods. They claim that because needs are constantly changing, it is essential that they should be investigated and looked at from various perspectives at different times.

2.6.3 Specifying the overall aim, goals and objectives.

Once the general parameters of a course are designated by the NA, goals and objectives need to be precisely stated in order to provide measurable outcomes and inform about how planning should proceed (Brown, 2007; Richards, 2001).

According to Richards (2001) goals are general statements whose purposes are:

• to clearly define the main purposes of the course;

• to guide language professionals, materials writers and students;

• to help provide a focus on instruction;

• to specify crucial and realizable changes in learning (p. 120).

Objectives, on the other hand, are precise statements that describe specific changes a course pursues to accomplish. Objectives are about how goals will be reached. They facilitate planning and provide measurable outcomes (Graves, 2000; Richards, 2001).

2.6.4   Syllabus design. The syllabus is a significant component of the curriculum and is inevitably affected by some other components of the curriculum, needs analysis and course evaluation.

2.6.4.1 Syllabus. Broadly defined, syllabus is a sequential list of content items that are to be taught and tested (Richards, 2001). Syllabus is a framework of content for a specific subject and it is organized in subsections, giving an idea of the work that should be done during the course in a specific period of time. The course syllabus has many functions:

• The course syllabus is lesson-planning tool – it can help the instructor plan lesson structure, tasks, activities, exams and assignments.

• The course syllabus is a prospectus – it helps learners obtain information about the course content and teaching methodology, what is expected from them to do and learn.

• The course syllabus is a reference guide – it can help learners obtain information about topics to be covered weekly, due dates, exam times, and course requirements.

When devising the course syllabus four major points should be taken into consideration: focus (on particular aspects of target language), selection (of particular items), subdivision (into manageable units), and sequencing (the items - the order in which they will be taught) (Bringley, 1989). Graves (2000) argues that syllabus design involves 5 overlapping processes:

1)   identifying the organizing principle(s) that drive(s) the course;

2)   determining units, modules based of the principles;

3)   sequencing the units;

4)   identifying the language and skills content of the units;

5)   and organizing content within each unit (p. 125).

To create effective and comprehensive syllabus the following elements should be included:

- course description

- topics outline

- goals, learning and instructional objectives,

- dates/time,

- texts, materials,

- learning tasks,

- assignments and exams,

- grading scale and assessment plans,

- student resources (Richards, 2001; Graves, 2000)

The syllabus states the course objectives and outlines the topics to be covered, structures and lexis to be taught, materials to be used, learning tasks and activities to be carried out, and the exams to be conducted.

2.6.4.2 Types of syllabi. Richards (2001) outlines different types of syllabi:

- topical or content-based – organized around different themes or topics (e.g. *Clothes, Food, Travelling*);

- situational – organized around different situationa (e.g. *At the airport, At university, At the restaurant, On a bus*);

- functional – organized around communicative functions such as giving oupinion, asking for directions, giving suggestions; agreeing;

- lexical – identifies the words, collocations, idioms, phrases to be taught in the classroom;

- structural (grammatical) – identifies the grammatical structures to be taught in the language classroom;

- task-based – organized around different tasks which students have to fullfill in the target language;

- skill-based – organized around different abilities, skills (e.g. reading – skimming, scanning; listening – listening for specific information; academic writing – summarizing, paraphrasing, academic listening – note-taking);

- text-based – built arount a variety of texts and samples of extended discourse;

• integrated – combination of various components such as grammar lexis linked to texts, skills linked to texts and topic, tasks linked to functions and topics.

Wilkins (1976) classifies syllabi into two categories:

• synthetic which refers to structural, lexical, notional, functional, and most situational and topical syllabi;

• and analythic which refers to procedural and task syllabi.

2.6.4.3 The EAP syllabus. Jordon (1997) suggests that different types of syllabi could be categorized under three broad headings: content or product (focusing on the end outcome), skills, and method or process (focusing on the means to an end) (see figure 6). The researcher puts forward that various types of syllabi can be employed in the EAP instruction. Apart from the syllabi mentioned above he adds the process syllabus that place emphasis on the learning process and the learner (and his preferences), and the learning-centred (negotiated) syllabus that focuses on the learner who is involved in the decision-making process.

content or product	skills	method or process
grammatical/ structural		process
notional- functional		procedural/ task-based
situational	skills	learning-centered/ negotiated
topic		
content-based		
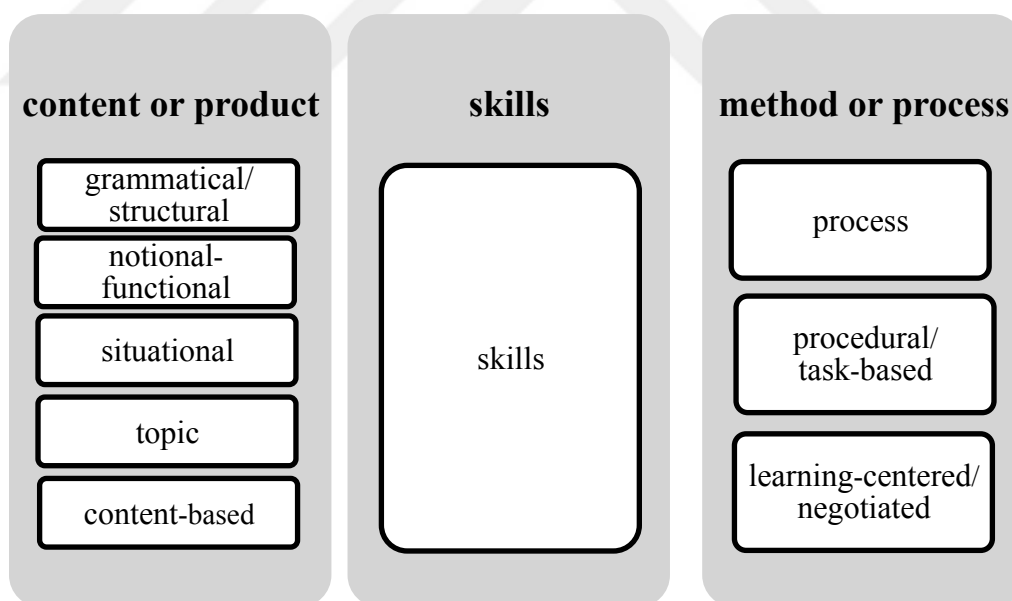
Figure 6. Chart presenting different types of syllabi grouped in three categories (Jordan, 1997).

According to Jordan the EAP syllabus is likely to be a multi-syllabus that is it is a combination of a variety of syllabi (see the figure below):
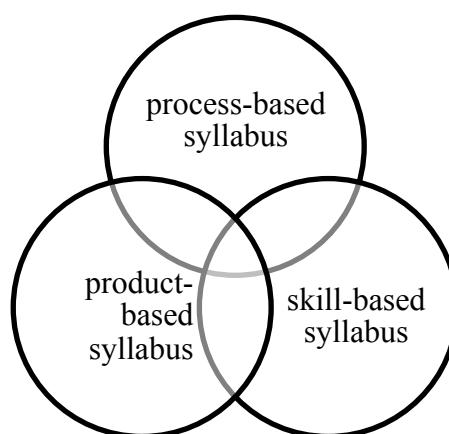
Figure 7. Chart presenting the EAP Multi-syllabus.

After the course was planned and organized, a scope and sequence plan should be prepared. It may comprise a list of modules or units whose content can be described briefly. It also might provide information about the time required for teaching each block of content (Richards, 2001).

2.6.4.4 Blended academic learning instructional design models. Instructional design is a systematic method used to promote knowledge acquisition, skills development and attitude change in designated students. The designer/instructor makes use of available materials and resources to engage learners in the learning process and meet their demand for knowledge transfer.

Two instructional models that can be applied in the blended learning environment are the ASSURE Model and the Merrill's First Principles of Instruction.

The ASSURE model developed by Heinrich and Molenda (Heinich, Molenda, Russell, & Smaldino, 1999) reflects the constructivist view and it integrates multimedia and technology that foster the learning process. "ASSURE" is an acronym that stands for the various steps in the model (see figure 8). In the first step of the process the instructor should identify learners' skills, prior knowledge, learning style that is he/she should analyze the audience. After the needs analysis the lecturer must state clear and sound objectives that will guide the instructor in teaching and the learner in studying. The second "s" in the acronym stands for select strategies, technology, media, and materials that meet the learners' specific needs. Next is utilizing relevant media, appropriate materials and technological tools in the classroom. The use of adequate media, materials and technology might facilitate the learning process and lead to better learning outcomes. The next step is requiring

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learner performance. The instructor should design and use various communicative activities in the class providing them with the opportunity to take part in problem solving and critical thinking tasks. Beyond this, the instructor should plan the instructional process in detail so that the learner will have enough opportunities to participate and master the target language. The instructor should also provide learners with constructive and negative feedback, which will help learners improve their interlanguage system. The final step in the ASSURE process is evaluation and revision. For further improvements, the instructor must evaluate his/her teaching instruction, materials, activities, technology and then revise objectives.

Merrill (2002, pp.174-175) proposed five core principles for instructional design (see figure 9). These first principles of instruction are:

• Task-centred approach – Learning is promoted when learners are involved in task-based activities.

• Activation principle – Learning is promoted when learners activate their schemata and make use of prior knowledge or experience.

• Demonstration principle – Learning is promoted when learners watch video demonstrations of the skills to be learned and mastered.

• Application principle – Learning is promoted when learners are provided with the opportunity to apply newly acquired knowledge or learned skills.

• Integration principle – Learning is promoted when learners integrate their new knowledge into their daily life by being encouraged to reflect on the new skill or knowledge.
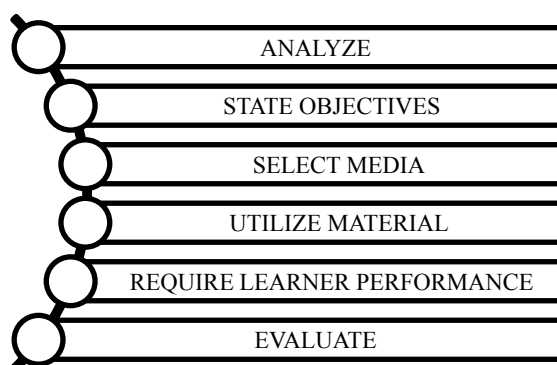
Figure 8. The ASSURE Model (Heinich, Molenda, Russell, & Smaldino,1999)

	Principle 1: TASK (PROBLEM)
	Principle 2: ACTIVATION
	Principle 3: DEMONSTRATION
	Principle 4: APPLICATION
	Principle 5: INTEGRATION
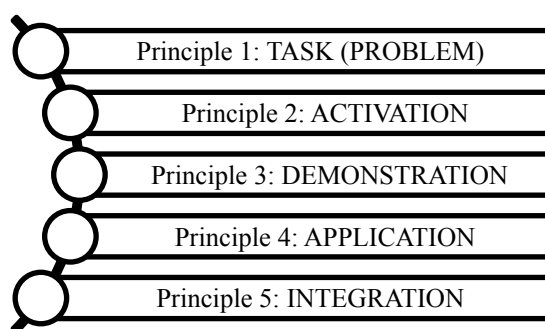
Figure 9. Merrill's First Principles of Instruction (Merrill, 2002)

2.6.5 Developing instructional materials. Instructional materaials are the key element in an EAP programme. A variety of materials can be utalized in the teaching/learning process: printed (textbooks, readers, worksheets) and non-printed (videos, computer-based, and web-based materials). Some of these materials can be adopted or adapted. However, some in-house materials can be created in order to meet specific objectives and increase students' extrinsic motivation. Additionally, to relate more closely to students' diverse needs and to provide exposure to real language, authentic materials might be adapted and implemented (Richards, 2001, Graves, 2000).

Graves (2000), Tomlison (1998), and Rowntree (1997) outline some principles that should be followed when designing in-house materials:

- they should correspond to specific instructional objectives;
- objectivesthey should be relevant to learners' level of language proficiency;
- they should be engaging and motivating;
- they should relate to learners' previous learning;
- they should help learners develop and master specific skills and strategies;
- they should build learners' confidence;
- they should address a variety of learning styles and multiple intelligences;
- and they should provide exposure to authentic input and output;
- they should provide for pesonalizationa nd self-evaluation;
- they should provide opportunites for outcome feedback.

Jordan (1997) also highliths the importance of authenticity in materials development. He emphasizes that various authentic spoken and written materials that have "claearly-defined and appropriate purpose – communicative and pedagogic " should be used in the EAP context (p.114). Further, to promote learner autonomy and awareseness-raising, self-access materials (especially online sources) should be adopted and adapted. Learners should be trined using online materials and sources and they also should be encourged to use these materials beyond the classroom.

Table 7

Types of Instructional Materials

type	examples
adopted instructional materials	textbooks, CDs, videos, word puzzles
adapted instructional materials	authentic reading texts from authentic sources or websites
in-house materials	worksheets, booklets, games
online	webquests, podcasts, youtube videos

2.6.6 Assessment. An important part of the course design is devising an assessment plan. To effectively and objectively assess students learning, it is of great importance to combine formative and summative assessment procedures. Formative assessment is on-going and it provides information about how well learners are doing and how well the course is meeting their learning needs. The main purpose of formative assessment is to help learners improve language and skills. Summative assessment, on the other hand, is usually carried out at the end of a course. It provides information about learners' overall achievement. Its main aim is to make evaluative judgements about students' linguistic competence and performance (Graves, 2000; Brown & Glasner, 1999). While the formative assessment is carried out through progress tests, the summative assessment is carried out through achievement or proficiency tests.

Test developers and language instructors should decide on how learners will be assessed. Brown and Glanser (1999) provide a list of approaches that might be used to assess learners:

• self-assessment - learners evaluate their language ability and skills by themselves;

• peer-assessment – learners assess their peers' performance providing some feedback;

• group-based assessment – learners are assessed in groups, which is time-saving and practical for the language instructors;

• computer-based assessment – learners are assessed online as they can get quick feedback on their responses.

2.6.6.1 Test types. Jordan (1997) divides test into two groups: objective and subjective tests. Objective tests questions usually have one correct answer or sometimes a few ones. These tests can be read by optic readers or marked by teachers quickly and reliably. Example of objective tests questions are multiple-choice questions, true/false questions, matching questions, gap completion questions. Subjective test questions are open-ended questions and may have a variety of answers. So these type of questions require time for grading as well as grading expertise and marking experience. Examples of such test are essays, research papers, summaries. To minimize the subjectivity, these question type answers are marked against specific rubrics and by at least two markers.

Another classification of tests is provided by Brown (2004). Two families of language tests are described by Brown: norm-referenced and criterion-referenced. While norm-referenced tests are designed to measure general language abilities and proficiencies, criterion-referenced ones are devised to measure specific objective-based points. Whereas the face validity of the criterion-referenced tests is usually high as learners know what content, layout and question types to expect in the tests, the norm-referenced tests lack face validity as learners have little or no idea of what content and and construction to expect in test items. Examples of norm-referenced tests are proficiencey and placement tests and examples of criterion referenced tests are achievement and diagnostic tests.

2.6.6.2 Assessment Principles. To construct effective assessment tools, the following assessment principles should be considered:

• Reliability. As Brown (2007) states the test reliability can be defined as consistency and dependability in measurement, that is, the test is reliable when

examinees receive the same scores in different circumstances. To maximize the consistency and minimize subjectivity of the tests, clear test instructions could be created, longer tasks may be designed, analytical rubrics may be created and used, multiple scoring may be utilized, and the quality of assessment should be checked by analysing assessment data.

• Validity. A test has content validity if it measures what it is intended to measure. If the test represents a sample of content of what a learner has achieved, it has face validity (Alderson, Clapham, & Wall, 1995). The content validity can be ensured by developing test specifications for each test.

• Authenticity. Another major principle of language testing is authenticity. The authenticity in test tasks is present when test tasks simulate real-world tasks (Brown, 2007). To increase the authenticity of the test tasks, authentic texts could be used and the items might be contextualized.

• Washback. Washback is the test impact on the teaching and learning processes. When washback is positive, it enhances intrinsic motivation, interlanguage, self-confidence and strategic investment (Brown, 2007). To promote positive washback, direct testing should be used, the achievement tests could be based on objectives, authentic tasks and texts can be used (Hughes, 1989; Brown, 2007).

2.6.7 Course evaluation. Course evaluation is collecting data to make judgements about what changes should be implemented over the course to improve the programme (John-Nwankwo, 2014). A course evaluation may focus on various aspect of the language programme (Richards, 2001, p. 287):

- syllabus content;
- instructional materials;
- teaching instruction;
- learner progress and motivation;
- learning environment;
- teachers' perceptions;
- students' perceptions

In an educational context, evaluation is a curricular activity and it should be regarded as a systematic data collection for making decisions (Richards, 1985). Thus, program evaluation is collecting data about a programme in order to make judgements

about whether this program should be continued or whether some changes should be implemented for curriculum improvement.

The course evaluation is usually carried out after the programme has been implemented and it generally seeks to answer the following questions (Richards, 2001, p. 292):

- How effective was the course? Did it achieve its aims?
- What did the students learn?
- How well was the course received by students and teachers?
- Did the materials work well?
- Were the objectives adequate or do they need to be revised?
- Were the placement and achievement tests adequate?
- Was the amount of time spent on each unit sufficient?
- How appropriate were the teaching methods?
- What problems were encountered during the course?

Well-planned and well-conducted evaluation can provide useful information about the classroom practice, that is, what happens during the teaching and learning process. Evaluation is based on classroom life and it is essential while searching to improve future teaching and learning practices. Brown (1995), by stating that evaluation is "…the systematic collection and analysis of all relevant information necessary to promote the improvement of a curriculum and assess its effectiveness within the context of the particular institutions involved" (p. 24), once more confirms the idea that evaluating the curriculum should be done within the educational context and should be based upon classroom life.

The data collected from the students can provide extremely valuable insights for curriculum development (Alderson & Beretta, 1992). The participants' opinions about the language programme, their ideas and comments about what is good and what is 'wrong' with the curriculum and their experiences that they encounter throughout the learning process are important when evaluating the curriculum. Thus, the learners as inside evaluators, compared to the external evaluators, are in a better position to assess the rich experience of learning. Alderson and Beretta (1992) corroborate this idea when he states that both teacher and student thoughts and views

about the existing programme are valuable for curriculum instruction and enhancement of student learning

The learners' perspectives about the quality of the course as well as their learning experiences are vital when evaluating the EAP course (Genesee, 2001). Students' feedback about the EAP instruction and learning provides valuable information on the subjective and objective needs of the learners and helps the course designers and evaluators to gain worthy insights for effective decision making. Hedge (2000) believes that learners' valuable feedback can promote successful and effective course improvement, which may result in learner motivation and satisfaction.

2.7 Educational Factors

Considering the EFL context and the EAP setting, it is crucial to discuss the educational factors that influence the learning-teaching process and play a significant role in the success of the instructional programme. The factors that may facilitate learning and teaching are input, output, motivation, learner autonomy and learner training.

2.7.1 Input and output. Many researchers believe that when learners are exposed to large amounts of meaningful input slightly above their competence and given the opportunity to apply the linguistic rules consciously, they acquire and learn the target language. (Krashen, 1985; Harmer, 2007; Hedge, 2000).

While input is the uttered or written language (morphological, lexical and syntactic forms) to which the listener or reader is exposed, output is the conversational or written discourse which the speaker or writer produces in a specific context (Gass & Selinker, 1994; Long, as cited in Fang, 2010).

Krashen (1985) in his Input Hypothesis puts forward that linguistic input that is comprehensible, interesting and relevant, grammatically sequenced and slightly beyond the learner's level can promote L2 acquisition. He also claims that learners are able to comprehend the i+1 input when they are emotionally receptive to the input (low affective filter) and when they benefit from the "extra-linguistic context" such as pictures, titles, graphics (for written discourse) and body language, facial expressions (for spoken discourse).

The proponents of this field believe that comprehensible input affects positively L2 development. Those learners who are exposed to the target language inside and outside the classroom develop their L2 very quickly. However, here it should be emphasized that L2 development is possible when the input is turned into intake. Krashen explains the process of converting input into intake in two stages: 1. learners understand the piece of language received as input and make a connection between its form and meaning; 2. the learners notice a gap between the current interlanguage competence and the second language form; and 3. if the form reappears again and again, it might be acquired. Hedge (2000) asserts that intake "refers to the ways in which learners process input and assimilate language to their interlanguage system" (p. 12). To stimulate the intake process and thus promote L2 acquisition and target skills development, it is argued that input-based instruction in the form of textual enhancement (underlining, boldfacing, italizing, or capitalizing) or input enrichment (Rassaei, 2012) might be conducted as in-class activities or online tasks. Hedge (2000) emphasizes the importance of extensive reading and listening that could be seen as beneficial input activities for L2 students. In the EAP context, learners read academic texts to get structured and ever expanding comprehensible input. When students read for academic purposes, they are concerned with both subject-content and the target language (Jordan, 1997). Unlike the GE learners, the EAP learners have a specific purpose for reading and one of these purposes could be reading to obtain information that might be modified (summarized or paraphrased) and used for supporting opinion in academic essays or research papers.

Producing academic pieces of writing is a good example of output. Swain (1985) states that learners can learn from their output by testing hypotheses. In the EAP writing, this testing hypotheses process might be assumed as a part of the academic writing process. When the EAP students go through the writing process, they test hypotheses while outlining, drafting, revising and editing. The output process is recursive not linear: learners revise outlines, draft again and again until the written output is comprehensible and coherent.

Hedge (2000) asserts that learners should be forced to produce or interact in L2 negotiate the meaning in order to make their output comprehensible. She also claims

that "interaction pushes learners to produce more accurate and appropriate language, which itself provides input for other students (p. 13). Rassaei (2012) also supports this idea and underlines that comprehensible output helps learners realize the gap between the linguistic level of their interlanguage system and the target language system.

In non-English speaking environments, where learners have limited exposure to natural language input and insufficient opportunities for language production, the purpose of instruction should be to increase input and output opportunities for the learners to learn English both inside and outside the classroom.

2.7.2 Motivation. Since the EFL context is a big challenge for the learners, they need to feel a sense of motivation (Brown, 2007). Gardner (1985) defines learner's motivation is a mix of desire to learn the language, energy directed at reaching a goal, and feeling of satisfaction after fulfilling the learning task. It is the cause of action. In the language learning environment, motivation is the force that drives students to perform the activities and tasks needed for learning. Dornyei (1994) proposes a general framework of motivation which comprises three levels: the Language level, the Learner level, and the Learning situation level. The Language level involves instrumental motivation (motivation to learn a language for academic achievements) and integrative motivation (the motivation to learn a language to integrate with western cultures). The Learning level involves two individual characteristics: the need for achievement and self-confidence. The Learning situation level is the motivation in the classroom setting and it involves components such as course expectancy and satisfaction, teacher feedback and task presentation, and group cohesiveness and reward system.

In many EAP settings, students have instrumental motivation because they want to develop skills and competence for successful communication with their teachers, and for educational and career achievements (Gardner & Lambert, 1972). It is also known that intrinsically derived instrumental motivation enhances learning in EFL contexts. Motivated learners possess the feeling of self-worth and self-confidence, which indirectly affects student's linguistic performance and academic achievement.

Rogers, Singhal, and Quinlan (1999) suggest that in order to increase intrinsic motivation learners can be provided with meaningful choices, frequent and non-

judgmental feedback, and interesting instructional activities that relate to their learning styles and multiple intelligences.

2.7.3 Learner autonomy and training. Another important issue in instruction in the EFL setting is learner autonomy. Learner autonomy refers to the learner's ability to independently manage his/her learning using appropriate learning strategies. While some cultures appreciate learner autonomy, others do not accept it. However, in all cultures the notion that learners should be responsible for their learning is accepted. Autonomous learners are aware of the learning process, social context where learning takes place and they are conscious of their own learning needs. Thus, they know how and which learning strategies to use to assist language learning (Karababa, Eker & Arık, 2010; Cotteral & Crabbe, 1999). In the Common European Framework (CEF) learner autonomy is implied by some concepts such as "linguistic and communication awareness", "study skills" *savoir-apprendre* ("ability to learn") which is the "language learning abilities… that enable the learner to deal more effectively and independently with new language learning challenges, to see what options exist and to make better use of opportunities" (Council of Europe, 2001, p. 106).

Learner training encourages learners to take responsibility for their learning. Awareness of learning strategies helps students become more autonomous, that is, more conscious of their own learning processes (Szabo & Scharle, 2000). Oxford (stated in Carter & Nunan, 2001) argues that language learning environment has a great impact on strategy selection and she also notes that EFL students use strategies less frequently than ESL students. Students in the EAP contexts do not usually use learning strategies because of lack of motivation due to insufficient opportunity for authentic input and interaction (Palfreiman & Smith, 2003). Furthermore, they have no knowledge of how and where to use strategies, although they are willing to explore and expand their abilities and strategies for successful language learning. Thus, learners need to be involved in strategy training which will enhance their ability to choose appropriate strategies that match their learning styles.

Chapter 3
Methodology

3.1 Philosophical Paradigm

The philosophical paradigm of the study is pragmatism. The researcher of this study adopted this philosophy because she believed that using a variety of methods would help collecting diverse information about the phenomenon researched and thus this would lead to "better understanding of the research problem and question than either method by itself" (Creswell, 2014, p. 565).

This combination of research techniques illustrate the triangulation strategy. Jick (2015) states that "the effectiveness of triangulation rests on the premise that the weaknesses in each single method will be compensated by the counter-balancing strengths of another" (p. 604). Therefore, triangulation is used to validate the accuracy of research findings.

Triangulation as a verifying tool was used in the study. Two types of triangulation were applied in the current research: triangulation of population and methodological triangulation. To strengthen evaluations and conclusions, multiple sources of data were used that is data from both students and instructors were collected and analysed. To increase the reliability and validity of evaluation and research findings, quantitative and qualitative methods were blended and integrated (Bryman, 2015; Creswell, 2014). The qualitative and quantitative methods were combined in order to understand the research problem and the "social phenomena from the perspective of the human participants in natural settings" (Ary, Jacobs & Sorensen, 2006, p. 22). Through triangulating, the data collected from multiple sources through various methods were cross-validated and the findings were compiled within a single study (Long, 2005).

3.2 Research Design

The current study incorporated the multiphase mixed methods research design. This type of research design was adopted because the researcher's intention was to investigate the efficacy and efficiency of the blended academic writing course through

multiple projects conducted over time. These projects are linked and address a common research objective (Creswell, 2014).

Two different phases form needs analysis and syllabus design (figure 10). The phases use mixed methods research designs. The first phase of the research project, which involves the development of needs analysis instruments, employs the exploratory sequential mixed methods design. In this phase first students' and instructor's perceptions and reflections regarding the EAP programme were explored through focus group interviews and observations. After the themes were identified, questions that would be included in the needs analysis questionnaire were selected from ready NA surveys that were previously used in diverse contexts. The aim, here, was to design a needs analysis questionnaire which has high reliability and validity. Utilizing questions from previously applied surveys also helped the researcher to save time and effort which was later used for data collection. In the second phase the researcher investigated the investigated the learners' subjective and objective needs regarding EAP writing, using the explanatory mixed methods research design. First the quantitative data (student questionnaire results, AWDE scores) were gathered and then students' opinions about their lacks and wants regarding academic writing and blended learning were collected. The qualitative data helped explaining and refining the quantitative results and extending the general picture (Creswell, 2014).

By using the mixed method research design in this study, both deductive and inductive reasoning, various forms of data, a mixture of numbers and words as variables, both quantitative and qualitative approaches to data analysis were utilized (Ary, Jacobs & Sorensen, 2006).

Phase 1 **NA Instrument Development** exploratory sequential mixed methods design	• first, qualitative data collection through FGIs and observations • then, quantitative data collection instruments design (SNAQ and AWDE)

Phase 2 **Needs Analysis Project** explanatory sequential mixed methods design	• first, quantitative data collection through SNAQ and AWDE • then, qualitative data collection trough SNASSIs and TAFGIs

Figure 10. Chart presenting the research design of the study.

3.3. Participants and Course Context

3.3.1 Participants. The demographic data were derived from the student needs analysis questionnaire and the teacher and academician focus group interviews. The participants of this study comprised 13 junior medical students, 11 EAP instructors and 9 medical school lecturers.

3.3.1.1 Students. The target population of the study involved 10 female and 3 male students, 19-21 years of age. Their level of proficiency was B2 (upper-intermediate). The student group was entirely homogenous as all of them were attending the same EAP class. They were taking 8 English classes a week in parallel to their academic courses related to their department (see figure 11).
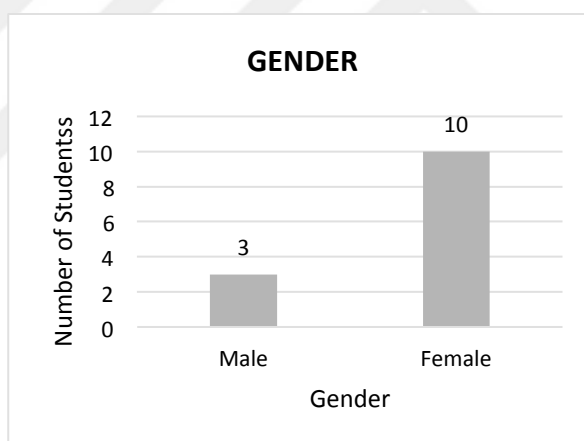
GENDER

Figure 11. Gender.

AGE
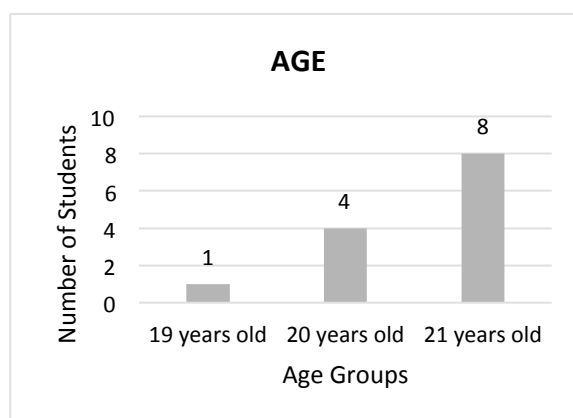
Figure 12. Age Groups.
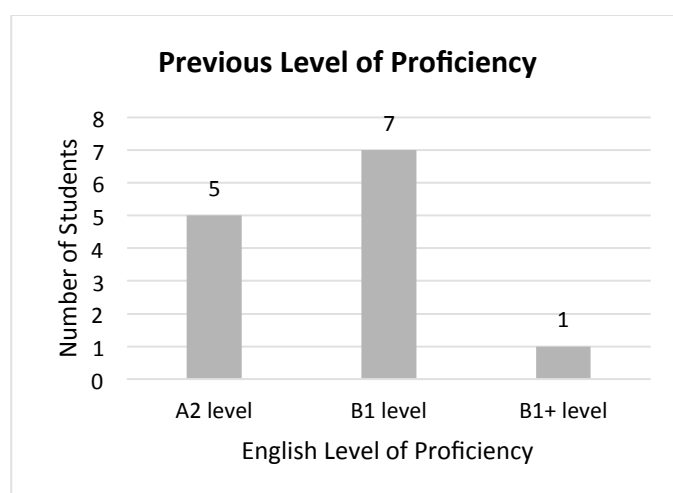
Figure 13. English level of proficiency (N=13).

The learner profile is summarized in the table below:

Table 8

Learner Profile (N=13)

Department	Medicine
First language	Turkish
Current level of English	Upper-intermediate
Motivation to learn English	Mainly for career, reading foreign publications, study, exam success, job prospects
Learning styles	Mostly visual, auditory, kinesthetic, interpersonal, and some intrapersonal and reflective
Attitudes towards learning English	Students believe that: they need to learn how to write academic essays from different cognitive genres and conduct a research project; both group work and individual learning are useful.

3.3.1.2 EAP instructors. 11 English instructors, 5 male and 6 female, were involved in the study. All EAP professionals hold CELTA or DELTA and were attending the IELTS classes in the English Language Department. Taking into consideration participants' experiences as English teachers more than half of the instructors were mostly experienced between 7-8 years and 10-15 years.

Table 9

English Instructor Profile (N=11)

	F	%
GENDER		
Male	5	45.
Female	6	46
		66.
		67
EDUCATION		
BA	11	10
MA	4	0.00
CELTA/TEFL	10	36.
DELTA	1	03
		90.
		91
		9.0
		9
EXPERIENCE		
Less than 1 year	0	0.0
1-3 years	0	0
4-7 years	5	0.0
8-10 years	3	0
11-15 years	3	45.
16-20 years	0	46
21 years and over	0	27.
		28
		27.
		28
		0.0
		0
		0.0
		0.0

	0	

3.3.1.3 Medical faculty staff. 9 academicians, 3 female and 7 male, from the Medical School voluntarily participated in the study. The faculty lecturers' English language level of proficiency ranged from B1+ to C1. Most of them had publications in English in international medical journals and presented research papers in international conferences. Majority of the academicians had high academic ranks as 3 of them were professors, 2– associate professors and 2 – assistant professors.

Table 10

Lecturer Profile (N=9)

	F	*%*
GENDER		
Male	5	45.46

Table 10 (cont.d)

	F	*%*
Female	6	66.67
ENGLISH LEVEL OF PROFICIENCY		
B1	0	0.00
B1+	5	55.56
B2	3	44.45
C1	3	44.45
RANK &TITLE		
Lecturer	1	11.12
Senior Lecturer	1	11.12
Master Lecturer	1	11.12
Assistant Professor	2	11.12
Associate Professor	2	22.23
Professor	3	44.45
INTERNATIONL PUBLICATIONS		
International Journals	7	77.78

International Conference	8	88.89

3.3.2 Course context. The study has been conducted at a private Turkish university which operates a large English language learning (ELL) programme for undergraduate students. Five "Schools" comprise the university (dentistry, medicine, nursing, nutrition and dietetics, and physiotherapy).

The EAP course is a compulsory course offered to all students in the educational institution. The B2 level EAP course is a combination of English for Academic Purposes (EAP) and English for Medical Purposes (EMP) (see figure 12). The course consists of two components: main course and extensive reading project. In the main course classes the focus is on EAP, yet in the extensive reading project classes the focus is on EMP.

IELTS Component

Aim: To develop students' academic skills through IELTS strategy training

Skills taught: academic listening, academic reading, academic writing and speaking

Time allocated: six 45-minute sessions per week

Materials and resources: *Completed IELTS* Bands 4-5 (TB and WB); Edmodo self-study materials (complete IELTS tests with answer keys); vocabulary and grammar worksheets; power point slides

Students' duties: attending the classes; doing the assigned homework; attending the progress tests and final exams

ERP Component

Aim: To develop students' academic reading skills, expand their academic vocabulary, improve their speaking and summarizing skills through one-on-one assessments

Skills taught: academic reading, summarizing and speaking

Time allocated: two 45-minute sessions (for individual study) and a 20-minute one-to-one assessment session per week

Materials and resources: *ERP booklet* (compiled and adapted 12 academic health science texts and 8 medical texts)

Students' duties: working individually on the assigned texts; attending the 20-minute one-on-one assessments

EAP Course

Figure 14. Chart presenting the B2 (Upper-intermediate) EAP Course Structure.

All EAP classrooms have networked computers with large screens that serve as smart boards and data projectors. All students possess the required technological

equipment. Some students use their own laptop computers and some their smart phones. Students are provided with free wireless internet access. There is also excellent access to network computers in the library where students can work on their own. The EFL department supports Edmodo as complementary online course management system.

3.4 Procedures

3.4.1 Sampling. To "learn and understand the central phenomenon" (Creswell, 2014, p. 228), the purposeful homogeneous sampling was used with regard to participant educational background of English language learning, years of English learning experience, level of English proficiency, motivation for English language learning and attitudes towards blended academic writing.

3.4.2 Sources of data. Needs assessment was carried out at the beginning of the second semester, Spring 2016. Both quantitative and qualitative data collection methods were used.

The needs assessment employed four types of instruments: the student needs analysis questionnaire (SNAQ), the student needs analysis semi-structured interview (SNASSI), teacher and academician focus group interview (TAFGI), and the student academic writing diagnostic exam (SAWDE).

3.4.2.1 The student needs analysis questionnaire. (see appendix D) SNAQ was devised to obtain information about the students' subjective needs, that is, to determine their learning wants and expectations, backgrounds, attitudes, interests, learning styles and preferences, and their strengths and weaknesses perceived by themselves. The reason for using a closed-item questionnaire was to elicit clear and precise information by providing controlled questions (McDonough & McDonough, 1997). Furthermore, the use of such type of quantitative instrument increase the reliability and objectivity of the measurement (Mackey & Gass 2005; Richards, 2001). SNAQ was written in English, yet to minimize misunderstanding and misinterpretation simple grammatical structures and basic vocabulary was used. To ensure validity and reliability of the survey, most items were directly adopted from the previously validated instruments (Richards, 2001; Jordan, 1997; Graves, 2000; Long, 2005). Some of the items were adapted rephrasing some complex structures and

advanced academic vocabulary. SNAQ consists of six sections. First section summarizes respondents' demographic and background characteristics which include gender, generation, current level of language proficiency, prior experiences they have had with formal education, and reasons why they learn English.

Table 11

SNAQ Structure - Section 1

Section	Question	Content	Rating Scale/ Type of Question	Number of Sub-questions
	1. Name		open-ended	
	2. Age	demographic	open-ended	
	3. Gender	information	open-ended	
I Personal Background	4. Level of English before study		multiple-choice	5
	5. Current level of English	educational background	multiple-choice	5
	6. Length of English study		open-ended	
	7. Reasons for learning English		multiple-choice	8
	8. English certificates		open-ended question	

Second section outlines the strengths and weaknesses of the participants regarding academic writing sub-skills, written discourse, syntax and academic lexis, the steps of the writing process, independent learning and self-reflection.

Table 12

SNAQ Structure - Section 2

Section	Question	Content	Rating Scale/ Type of Question	Number of Sub-questions
II. Strengths and Weaknesses	9. Writing subskills	sentence, paragraph, essay writing	good; ok; weak	12
	10. Written discourse	use of cohesive devices	good; ok; weak	2
	11. Grammar and vocabulary	tenses, clauses, word formation, synonyms, and collocations	good; ok; weak	5
	12. The writing process	planning, drafting, revising and editing	good; ok; weak	10
	13. Independent learning and self-reflection	reflection, self-evaluation, vocabulary record	good; ok; weak	3

Third and fourth sections comprise questions that aim to get information about participants' learning styles and interests.

Table 13

SNAQ Structure - Sections 3 and 4

Section	Question	Content	Rating Scale/ Type of Question	Number of Sub-questions
III. Learning	14. Likes regarding	learning by doing, listening, seeing,	best; good; a little; no	10

Styles	English	speaking, writing		
IV. Interests	15. Interests	preparing research projects, research papers; keeping journal, lexical notebook; designing posters, online magazines	yes, very much; yes, not much; not interested at all	8

Section five's questions aim to obtain information about the learners' felt needs related to CALL.

Table 14

SNAQ Structure - Section 5

Section	Question	Content	Rating Scale/ Type of Question	Number of Sub-questions
V. CALL	16. Frequency of using online tools	Edmodo, WebQuest, SurveyMonkey, WhatsApp, Skype, Facebook, e-mailing	regularly; once a week; twice a month; almost	11
	17. Frequency of using Microsoft	word processor, excel, power point	never; always; often; sometimes;	3
	18. Enjoying online activities	online listening, reading, film-watching, speaking; doing online surveys,	rarely; never very much; not much, not at all	14
V.	19. Difficulty of online activities	tasks, exercises, puzzles typing and revising	very difficult; difficult; a little difficult;	14

	CALL	essay using word, doing online tasks, projects and discussions	not so difficult; easy; no opinion	
	20. Usefulness of online activities	doing online tasks, projects, editing, revising, discussions; using diverse online dictionaries	very useful; useful, not so much; not at all; not sure	12
	21. Preference of online and technological tools	Edmodo, WebQuest, Skype, Facebook, e-mail, WhatsApp,Survey-Monkey, multimedia	yes; maybe; no	9

The last section's purpose is to retrieve information about the students 'future plans regarding academic writing, short-term and long-term goals. The table below presents the structure of the student needs analysis questionnaire:

Table 15

SNAQ Structure – Section 6

Section	Question	Content	Rating Scale/ Type of Question	Numb of Sub-questions
VI. Student Language in the Future	22. What to improve in writing	development of academic writing	Open-ended	-
	23. What to improve in syntax and lexis	development of grammar and vocabulary	open-ended	-

VI. Student Language in the Future	24. What short- and long-term goals	future plans	open-ended
	25. What learning strategies?	learning strategy preferences	open-ended
	26. What to do to improve writing	future plans	open-ended

3.4.2.2 The student needs analysis semi-structured interview. (see appendix E) SNASSI was created to strengthen evaluation conclusions about the target needs of the students. The goal was to explore students' perceptions, values, attitudes, beliefs, expectations about academic writing course in depth (Richards, 2001). SNASSI includes questions similar to the questions covered in SNAQ. The open-ended interview questions were designed to gain insight and elicit more detailed information about the topics researched. The qualitative semi-structured interview also aimed to make participants think and express values as well as to seek ideas and suggestions about the new academic writing course.

3.4.2.3 The teacher and academician focus group interview. In order to refer to the instructors and lecturers own formulations about the topic under investigation and elicit in-depth information on specific questions (Bell, 2005; Richards, 2001) two semi-structured focus groups were conducted (see appendix F). Semi-structured focus groups were chosen as they enabled participants to follow up and expand mentioned themes and thus raise new and interesting ideas (Mackey & Gass, 2005). The aim of the focus groups was to investigate participants' opinions about the following areas: blended academic writing course content, academic instruction, course materials and resources, testing and assessment, students' academic writing skills, students independent learning and self-reflection, information communication technologies.

3.4.2.4 The student academic writing diagnostic exam. (see appendix G) SAWDE, a direct test, has been designed to measure learners' objective needs as well

as identify their strengths and weaknesses concerning their academic writing skills, academic lexical knowledge, structural and syntactic knowledge. The SAWDE was devised after SNAQ and SNASSI's data were analyzed and examined. AWDE consists of two sections. The first section includes two writing tasks – summarizing and paraphrasing. This section aims to measure students' performance on mentioned academic writing skills. The second section comprises two writing tasks closely based on Task 1 and Task 2 of the IELTS Academic Writing module describing a graph and writing an opinion essay.

3.4.3 Data collection procedures. To explore the strengths and weaknesses in language, skills and learning as well as learners' wants and preferences, combination of PSA and PNA were carried out in the academic year 2015-2016 (see figure 13).
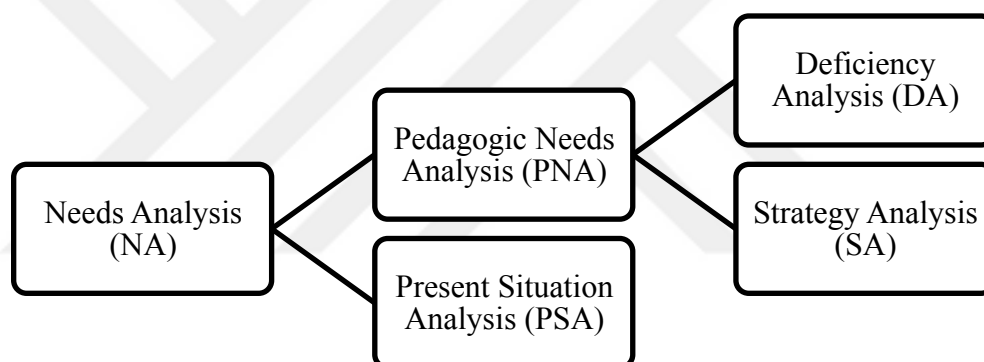
*Figure 15.*Chart showing the different needs analysis approaches employed in this study.

Objective and subjective information about the learner and the learning environment was gathered trough the PSA and PNA procedures during the NA process. The needs assessment process was organized around six key steps:

Step 1: Decisions about the student population were made. The population was delimited to 13 B2 (upper-intermediate) level medical students who were asked to complete the informed consent form in which they declared that they agree to be involved in the present study.

Step 2: Considering the EAP curriculum, institution's culture and learners' demands, it was decided upon combining some needs analysis approaches.

Consequently, two main types were agreed on: present situation analysis and pedagogic needs analysis.

Step 3: Data gathering methods were selected and the NA instruments were designed. To make accurate conclusions about the learning process and learners' subjective and objective needs, it was decided to use quantitative (survey and diagnostic test) and qualitative data collection methods (interview and focus groups).

Step 4: The data were collected in February at the beginning of the second semester. Students completed the survey online and they took the academic writing diagnostic exam. After the quantitative data were analyzed, the semi-structured interviews with the students and focus group interviews with the EAP instructors and academicians were carried out.

Step 5: The numerical data were analyzed by the use of SPSS and Microsoft excel, a user-friendly statistical software, and the results were presented in tables and graphs. However, the non-numerical data obtained by the interviews were transcribed and interpreted. The verbal data were classified by question and coded. The reoccurring patterns across the data set were grouped and the emergent themes were identified. The results were summarized in tables.

Step 6: The final stage of the needs analysis was determining the instructional and learning objectives. Considering the results of needs analysis and the institutional and departmental goals, the course goals and objectives were defined and presented in a table.

3.4.4 Data Analysis Procedure. This study employed the multiple approach design to needs analysis. The data collection procedures were carried out by the researcher herself. The quantitative component that included questionnaire and test results were analyzed using descriptive statistics by coding the answers. The qualitative data, however, were manually analyzed using two inductive approaches, I-statement analysis and qualitative content analysis.

3.4.4.1. Quantitative data analysis. The quantitative data were analyzed using descriptive statistics by coding the answers. Two types of software were utilized when analyzing the numerical data: statistical package for social sciences, SPSS, and excel. The raw data were electronically recorded into excel spreadsheets. The statistical devices utilized in this research were: mean ($\bar{x}$) used to calculate the average level of

academic English skill needs of B2 level students, frequency (*f*) and percentage (%) used to calculate the functions and problems that the students experienced in their academic writing course. All these values were computed and the findings were tabulated for clear understanding.

3.4.4.2 Qualitative data analysis. Two approaches to qualitative data analysis were used in this study: I-statement analysis (ISA) and qualitative content analysis (QCA).

I-statement analysis. ISA is a form of discourse analysis. This analysis approach examines how individuals express themselves in the first person when describing their emotions, abilities, actions, achievements and goals (Ushioda, 2010). ISA aims to explore interlocutors' social identities that they shape through language. This systematic analysis tool is utilized for quantifying verbal data by categorizing I-statements according to the predicate that follows "I" (Gee, 2011). Gee (2011), when analyzing the spoken discourse of teenagers from diverse socioeconomic backgrounds in his research, identifies 5 categories of I-statements:

- Cognitive statements (I think..., I believe…, I guess…, I know…)
- Affective statements (I want…, I like…, I feel…, I'd like…)
- State and action statements (I'm mature, I hit the back, I went…, I go…I look…, I see…I was like…, I talk…)
- Ability and constraint statements (I can't say anything to them, I have to do my paper route)
- Achievement statements (I challenge myself, I want to go to MIT or Harvard)

Gee (2011), however, emphasizes that this qualitative tool might help the researcher analyze the I-statements in a systematic and comprehensive way, but more important is that "deeper look at the interviews" can be extremely valuable for investigating speakers' real motives, implicit beliefs, and positive and negative feelings (p. 159). Consequently, the I-statement analysis as a "fine-grained tool for exploring cognitions and individual histories in a qualitative way" (Ushioda, 2010, p. 47) should be applied only as a "a rough guide" (Gee, 2011, p. 159).

Qualitative content analysis. In order to gain deep understanding of verbal data, qualitative content analysis was executed. QCA is a research method used for interpreting spoken discourse content by grouping reoccurring themes and patterns

and classifying them in groups. QCA is mainly inductive approach of eliciting information from verbal/textual data. QCA approach examines, compares and contrasts themes as well as produces description that reflect interviewees' perspectives (Hsieh & Shannon, 2005; Berg, 2001). The QCA process involves six basic steps:

- preparing the data – data is transcribed and notes are organized
- defining the units of analysis – these are individual themes that can be single words, phrases, sentences
- developing categories and a coding scheme
- coding the transcribed data
- drawing conclusions
- reporting findings (Zhang & Wildemuth, 2009).

The student needs analysis semi-structured interview results were analyzed by means of both the I-statement analysis and qualitative content analysis. However, the teacher and academician needs analysis focus group interview results were analyzed by the means of only the qualitative content analysis. During the data analysis and interpretation processes, the qualitative data were compared with the quantitative data. Then, categories and subcategories were created and mapped out manually, and each unit was marked with the appropriate category and subcategories. After the categories and sub-categories were identified, they were electronically coded and recorded.

The table below summarizes the whole data analysis procedure carried out throughout the research:

Table 16

BAWC Data Analysis Procedure

Research Question	Data collection instrument	Data Analysis Method/Approach
What do EAP medical undergraduates in the EFL context feel as their academic writing needs?	SNAQ, SNASSI	SPSS QCA and ISA
What are EAP medical students' deficiencies concerning academic writing	SAWDE	IELTS analytical rubric, Excel,

		SPSS
What are EAP medical students' wants and preferences with respect to learning styles, methodology, technology and EAP instructor's roles?	SNAQ, SNASSI	SPSS, Excel QCA and ISA
What do EAP instructors and academicians perceive as these students' academic writing needs?	TAFGI	Excel, QCA
What is the nature of the Blended Academic Writing Course in terms of: goals and objectives; syllabus design; materials and technological resources; EAP instructional approach; and assessment?	SNASSI, TAFGI	Excel, QCA

Legend: *SNAQ – Student Needs Analysis Questionnaire. SNASSI – Student Needs Analysis Semi-Structured Interview. TAFG – teacher and academician focus group Interview. SAWDE – Student Academic Writing Diagnostic Exam. QCA – Qualitative Content Analysis. ISA – I-Statement Analysis.*

3.4.5. Reliability and validity of the SNAQ. Relevant questionnaires, the data obtained through course evaluation focus groups and observations were analyzed and the questionnaire items were identified. An expert from the Medical School working on questionnaire design and statistics was requested to comment on the layout, items, and wording of the questionnaire. The survey was revised based on the expert's suggestions and advice.

The revised questionnaire was pilot-tested online with 10 students as the aim was to identify any possible problems with construction, content, wording or physical layout. After the survey questions were answered, students were requested to discuss those problems that they came across while completing the questionnaire. The questionnaire was revised again based on learners' comments and opinions.

The reliability of the questionnaire was measured using Crombach-Alpha and

the total internal reliability coefficient was found as Alpha=.8712.

3.5 Limitations

This research study is limited to a specific context – a Medical School of a Turkish private university. Thus, the results cannot be generalized for all types of departments and universities. The findings may not be appropriate for state universities and other departments.

Also, the target population was Turkish medical students who had different social and cultural backgrounds, but all of them completed their secondary and high school education in Turkish schools. Therefore, they had similar educational backgrounds and their opinions about English language learning were similar, affected in some way by the Turkish educational system. This indicates that findings from the student survey and interviews that reflect learners' opinions cannot be generalized for international contexts.

Finally, in the current study, academic writing diagnostic test was the only data collection instrument used to obtain objective information about learners' strengths and weaknesses regarding their academic writing skills. To obtain more objective and specific information about learners' academic writing skills needs, discourse analysis method could be used. Exploring and analyzing samples of learners' pieces of writing can bring more light to the objective needs of the learners.

3.6 Delimitations.

The research was conducted with only 13 upper-intermediate medical students although there was a possibility to be carried out with a much larger group of students (66 upper-intermediate students). However, because the academic committee of EAP instructors agreed on a pilot study with upper-intermediate level medical students, the sample of population needed to be B2 medical undergraduates. The students that met the required criteria were selected as this was the only group of medical students at upper-intermediate level (see appendix A).

Chapter 4
Results

4.1 Needs Analysis Results

To obtain more complete and accurate data about the learners' felt and perceived needs and the learning environment, present situation analysis and pedagogic needs analysis was conducted with the medical students.

4.1.1 Quantitative data. The numerical data were collected through student needs analysis questionnaire and the academic writing diagnostic exam.

4.1.1.1 SNAQ results. Comprehensive and detailed deficiency and strategy analyses were carried out through the students' needs analysis questionnaire.

The quantitative data were derived through SNAQ closed-item questionnaire which was designed to elicit information about the participants' subjective and felt needs e.g. strengths and weaknesses regarding academic writing skills and use of technology, learning wants and preferences, learning styles and strategies. Respondents were asked to indicate their perceptions on 9 different rating scales.

The questionnaire was administered online, which was actually a great advantage for the students and researcher in term of time saving. The responses were gathered electronically. Thirteen medical students successfully completed the online self-administered survey at the beginning of February just before the beginning of the second semester. After checking the completion of each questionnaire, the data were downloaded from the SurveyMonkey website and analyzed using the excel software.

The first section of the questionnaire focuses on students' personal background and educational background of English language. Demographic and educational background information of the participants is summarized in the tables 17 and 18.

As shown in table 17, the majority of the students (61.5%) started their EAP education at B1 level, a few (30.8%) of them - at A2 level and only one student's initial level was B1+. The table also gives information about reasons why medical students study English. Almost all students, except 1, indicated more than one reason for studying English.

Table 17

Demographic Information about the Participants

ID	Q1 Department	Q2 Age	Q3 Sex	Q4 Previous Level	Q5 Current Level	Q6 Years of Study	Q7* Reasons For Study	Q8 Englısh Certifi-cates
1	MEDICINE	21	F	A2	B2	7	2.3.4	PET
2	MEDICINE	21	F	A2	B2	7	1.2.4.7	N/S
3	MEDICINE	21	F	A2	B2	7	1.2.4.7	N/S
4	MEDICINE	20	F	B1	B2	7	1.2.4.7	N/S
5	MEDICINE	20	F	B1	B2	12	4.5.6.7	N/S
6	MEDICINE	21	F	B1	B2	8	2.4.5	N/S
7	MEDICINE	21	F	B1	B2	7	1.2.4	N/S
8	MEDICINE	21	F	B1	B2	8	7,8	N/S
9	MEDICINE	21	F	B1	B2	8	1,4	N/S
10	MEDICINE	20	M	A2	B2	8	1.2.4.8	N/S
11	MEDICINE	19	M	B1	B2	12	4,8	N/S
12	MEDICINE	21	M	B1+	B2	12	1	N/S
13	MEDICINE	20	F	B1	B2	8	1.4.7	N/S

* See table 18 for purposes for learning English.

The table below provides information about the frequency and percentage distribution of the purposes for English studying.

Table 18

Purpose for Studying English

No:	Question 7 – Reason for studying English	*F*	%
1	Because it is a compulsory subject at university.	4	30.8
2	To be able to read foreign publications.	7	53.8
3	To be able to speak to tourists.	1	7.7
4	For career.	11	84.6
5	Because I would like to study and live abroad.	2	15.4

No:	Question 7 – Reason for studying English	F	%
6	For high salary and promotion.	1	7.7
7	To be successful in exams.	6	46.2
8	To be able to use my PC and the Internet competently.	3	23.1

The statistics above show that 84.6% of the students study English because of their careers, 53.8% of the medical students learn English in order to be able to read, comprehend and follow foreign publications related to their field, and almost half of the students wanted to improve their English in order to be successful in examinations.

The second section of the survey focuses on students' strengths and weakness in five language areas: academic writing sub-skills, written discourse, grammar and vocabulary, writing process, and independent learning and self-reflection.

The table below displays students' weaknesses in some academic writing sub-skills:

Table 19

SNAQ: Academic Writing Subskills Results

		Ranked as weak	
Item	Question 9: Academic Writing Sub-skills	F	%
1	a. Using appropriate and correct sentences	5	38.5
2	b. Writing meaningful paragraphs	2	15.4
3	c. Expressing ideas appropriately and organizing them in a logical way	7	53.8
4	d. Using linking words to connect ideas	2	15.4
5	e. Writing different types of essays	12	92.3
6	f. Making outlines	7	53.8
7	g. Revising and editing drafts	12	92.3
8	h. Using good grammar	0	0.00
9	i. Logical ordering of ideas by use of transitional words	5	38.5
10	j. Using appropriate and correct topic-related	0	0.00

	vocabulary		
11	k. Using correct spelling, punctuation and capitalization	4	30.8
12	l. Using appropriate and correct synonyms and antonyms	8	61.5

Findings show that most learners perceived that the weakest subskills were writing diverse academic essays, revising and editing, as these items' frequencies (*F*=9) and percentages (92.3%) are the same. This clearly explains that learners were aware of the fact that writing different cognitive genres, revising and editing them were important subskills for success in IELTS writing exams. Using appropriate and correct synonyms and antonyms was rated the second weakest subskill (61.5%). This finding reflects learners' consciousness of the importance of synonymy and collocation in the IELTS WTs which require the use of synonyms for paraphrasing tasks questions and for creating cohesive pieces of writing. Item 3 (appropriate expression and logical organization of ideas) was rated as the third weakest subskill (53.8%). It is perhaps explained by the fact that students have difficulty in writing coherent essays because of insufficient knowledge of academic lexis and required grammatical constructions.

More than half of the learners also reported that they were not good at applying some cohesive devices. Learners expressed that they had difficulties in recognizing and applying grammatical and lexical cohesive devices such as referencing and synonymy (see table 20).

Table 20

SNAQ: Written Discourse Results

		Ranked as weak	
Item	Question 10: Written Discourse	*F*	*%*
1	a. Recognizing linking words in written texts	0	0
2	b. Recognizing pronouns and synonyms which are used to avoid repetition in written texts	7	53.8

As for their structural and linguistic knowledge (see table 21), students stated that they are weak at relative clauses (69.2%) and use of appropriate collocations (53.8%). Experiencing challenges with clauses and collocations can be explained with the fact that the Turkish language does not include some structures and similar multiword. The numbers show that, once more the use of synonyms in their pieces of writing is a great problem for the students. Majority of the learners accepted that they had difficulties in using synonyms in their writing. Therefore, these should be considered while designing the course syllabus.

Table 21

SNAQ: Grammar and Vocabulary Results

		Ranked as weak	
Item	Question 11: Grammar and Vocabulary	*F*	*%*
1	a. Accurate use of verb tenses	0	0
2	b. Accurate use of relative clauses	9	69.2
3	c. Correct use of word formation	3	23.1
4	d. Correct use of collocations	7	53.8
5	e. Accurate use of synonyms to avoid repetition	1	84.6

Since there was a general demand for learning and conducting a research project by the B1+ level students (see the course evaluation results in appendices A and B), the writing process section was devised accordingly (see Table 22). The subskills included in this question represent the steps of preparing a research project. The items were selected carefully and sequenced according to the order in which a research paper is written.

Table 22

SNAQ: Writing Process Results

		Ranked as weak	
Item	Question 12: The Writing Process	*F*	*%*
1	a. Brainstorming techniques	0	0
2	b. Using different methods for collecting information (library, internet)	13	100.0
3	c. Applying the skimming and scanning techniques	7	53.8

	successfully while looking for information		
4	d. Applying note-taking techniques successfully	12	92.3
5	e. Summarizing	7	53.8
6	f. Paraphrasing	12	92.3
7	g. Making outlines	7	53.8
8	h. Drafting	10	76.9
9	i. Revising	11	84.6
10	j. Editing	8	61.5

The questionnaire results indicate that the majority of the students rated all sub-skills of the writing process as highly needed. Almost all steps need to be practiced and improved except the first one, brainstorming techniques. The most eye-catching results in this section are in question 12. The item 2 (using a variety of methods for gathering information) shows the highest frequency value (F=13, 100%) among the other items and is followed by the items 4 (note-taking) and 6 (paraphrasing) with the same frequency value of F=12 (92.3%). All students (100%) believed that they did not possess the knowledge and skills for collecting information from various sources and 92.3% of the learners felt that they were bad at note-taking and paraphrasing. Drafting (F=10) and revising (F=11) were also rated high as 84.6% of the students were concerned with revising and 76.9% were worried about drafting. Considering these results, it can be concluded that learners need to be given enough opportunities to practice the steps of the writing process when writing their academic papers.

One of the most striking findings in this study was that all learners agreed on the fact that they needed to develop their reflection skills. Majority of the students (76.9%) also reported that they would like to learn how to self-evaluate their writing (see table 23).

Table 23:

SNAQ: Reflection and Self-evaluation Results

Item	Question 13: Reflection and Self-evaluation	Ranked as weak	
		F	*%*
1	a. Reflecting on my learning and my writing	13	100
2	b. Self-evaluating my writing	10	76.9

The third section of the questionnaire was created to elicit information about the students' learning styles. The figure below clearly summarizes the learning styles. It indicates that most learners (76.9%) are visual, nearly half of the students (46.2%) are kinesthetic learners. As secondary learning styles, 76.9% of the learners are auditory and 69.2% of them are interpersonal learners.
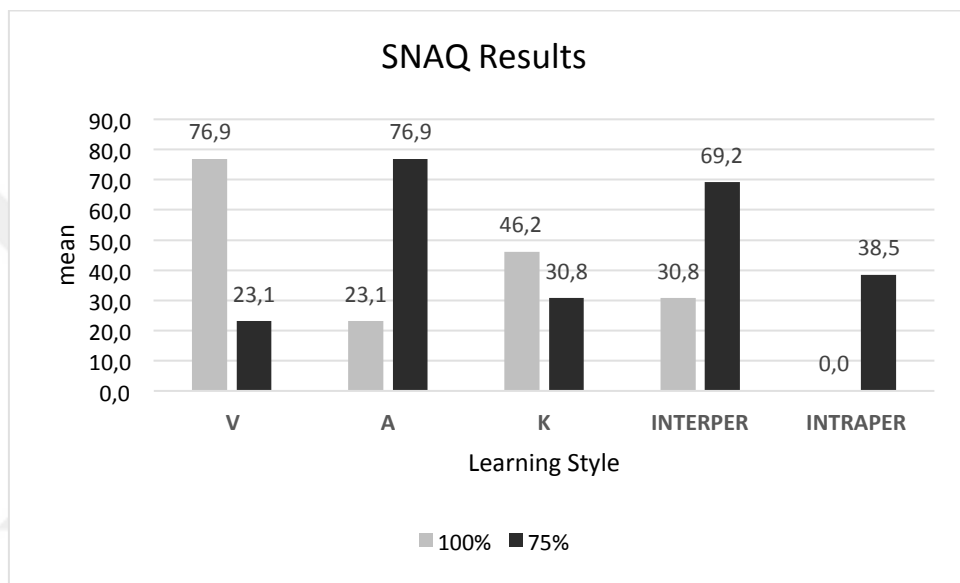
Figure 16. Bar graph showing students' learning styles.

The table below presents more detailed information about the learning styles of each student, as the "XX" symbol represents "primary learning style" (100%) and "X" – "secondary learning style" (75%).

Table 24

SNAQ: Learning Styles Results

S	Question 13: Learning Styles				
ID	Visual	Auditory	Kinesthetic	Interpersonal	Intrapersonal
1	XX	X	XX	X	
2	XX	X	XX	X	
3	X	X	X		
4	X	X	X	X	

5	XX	X	XX	XX	X
6	XX	X	XX	X	X
7	XX	X	XX	X	X
8	XX	X	X	X	X
9	XX	X	X	X	X
10	XX	XX		XX	
11	XX	XX	XX	XX	
12	XX	XX		XX	
13	X	X		X	

Identifying the students' learning styles is essential for the researcher in terms of materials development as well as classroom and online tasks design.

The purpose of the fourth section is to obtain information about learners' interests (see Table 25). The findings revealed that most students were so eager to write essays in English (61.5%) and keep a lexical notebook (53.8%). Further, majority of the learners were willing to design a research project and give presentations (76.9%) as well as write research papers (76.9%) in L2.

Table 25

SNAQ: Interests Results

Item	Question 15: Interests	Yes, very much		Yes	
		F	*%*	*F*	*%*
1	a. Keeping a journal	0	0,0	1	7.7
2	b. Keeping a vocabulary notebook	7	53.8	6	46.2
3	c. Designing posters	0	0	6	46.2
4	d. Preparing a research project and giving presentations	3	23.1	0	76.9
5	e. Writing articles in English	4	30.8	9	69.2
6	f. Writing academic essays in English	8	61.5	5	38.5
7	g. Writing research papers in English	3	23.1	10	76.9
8	h. Designing an online magazine.	4	30.8	5	38.5

95

The fifth section of the questionnaire was designed to get information about students' challenges, wants and preferences regarding computer-assisted learning.

Table 26

SNAQ: Web Tool Results

Item	Question16: Web Tools	Regularly %
1	a. Edmodo	0
2	b. WebQuest	0
3	c. Facebook	15.4
4	d. e-mail	30.8
5	e. WhatsApp	100.0
6	f. YouTube	69.2
7	g. blogs	0
8	h. SurveyMonkey	0
9	i. discussion boards	7.7
10	j. Skype	0

The statistics indicate that all students use WhatsApp regularly. More than half of the students enjoy watching videos on YouTube. A few students regularly use e-mailing for communication (see Table 26). The information obtained by this question is useful for identifying the web tools that might be used for communication between the students and the instructor as well as between the students outside the classroom.

The quantitative data also show that 53.8% of the students generally use Microsoft word in their academic studies, yet 69% of the learners sometimes use Excel and Power point (see table 27).

Table 27

SNAQ: Software Tools Results

	Always		Usually		Sometimes		Rarely	
Software Tool	*F*	*%*	*F*	*%*	*F*	*%*	*F*	*%*
Microsoft								
Word	7	53.8	3	23.1	3	23.1	0	0
Excel	0	0	0	0	9	69.2	4	30.8
Power Point	0	0	0	0	9	69.2	4	30.8

After analyzing the CALL section, results of online activities were organized under five subheadings: difficult and easy (to carry out), useful, enjoyable, and can be used (in the academic writing course). Table 28 provides detailed information about the CALL activities.

Table 28

SNAQ: Online Activity Results

	Online Activity
Difficult to do	designing online questionnaires on www.surveymonkey.com; fulfilling a web quest task
Easy to do	using WhatsApp; doing individual online tasks
Useful	doing academic writing research project online; revising an essay using Microsoft word, collocations dictionary; chatting on WhatsApp in English; discussing topics on skype in English; discussing topics on online forums, Edmodo, Facebook
Enjoyable	reading online; listening podcasts; talking on the skype; chatting on WhatsApp; designing online questionnaires on www.surveymonkey.com; watching online films and series with English subtitles; listening to English songs online
Can be used	Skype, WhatsApp, multimedia

4.1.1.2 SAWDE Results. Students' raw scores from the Student Academic Writing Diagnostic Exam were entered into an excel spreadsheet for quantitative analyses. Both the individual scores (see table 29) and class average score results

(see figure 15) of the test were estimated.

AWDE Results
February 2016
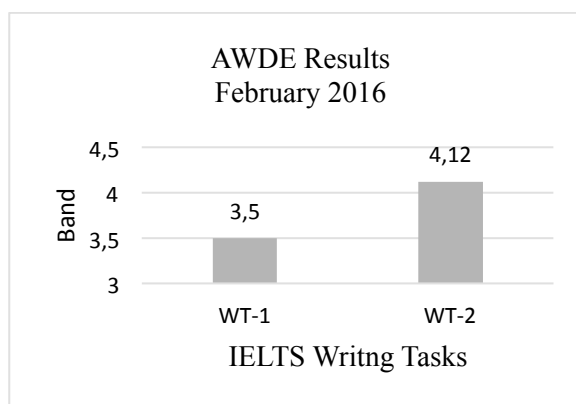
Figure 17. SAWDE results (IELTS tasks) of the B2 level students.

AWDE Results
February 2016
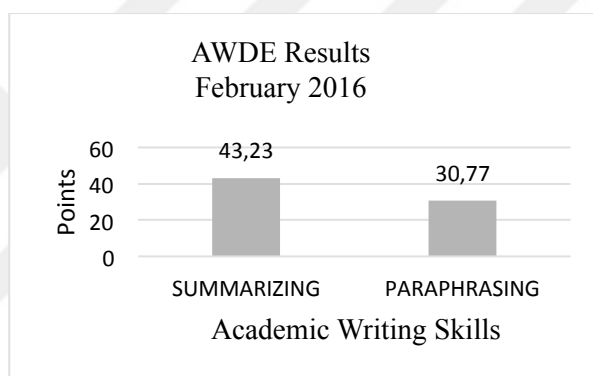
Figure 18. SAWDE results (academic writing skills) of the B2 level students.

Table 29

Student Academic Writing Diagnostic Exam Results

S ID	IELTS WT-1 (out of 9)	IELTS WT-2 (out of 9)	Summarizing (out of 100)	Paraphrasing (out of 100)
S1	3.75	4.00	41	23
S2	4.00	4.00	42	25
S3	3.25	4.50	50	31
S4	3.00	3.50	34	21
S5	2.50	4.50	44	37
S6	3.50	4.00	42	32
S7	2.50	4.25	43	37

S8	4.00	4.25	49	38
S9	3.25	4.00	42	31
S10	3.75	3.75	40	31
S11	4.25	4.50	44	32
S12	4.75	4.25	50	37
S13	3.00	4.00	41	25

To provide clear picture of each part of the SAWDE, SPSS software was used as a data analysis tool.

Table 30 reveals the results of the writing task 1 which was producing a graph description essay. Students were given a chart and were supposed to write a 150-word essay describing the main trends. In the essays assessment, the IELTS Writing Task 1 original rubric was used. Therefore, the essays were graded out of 9 (on a band system). Further, multiple grading was used to minimize subjectivity of the assessment so the essays were graded by 2 competent assessors and the average grade was calculated.

Table 30

Student Academic Writing Diagnostic Exam: Writing Task 1 – Graph Description

	N	Minimum	Maximum	Mean	Std. Deviation
AWDE WT-1	13	2.50	4.75	3.500	.66927

The statistics above show that the average grade in this task was band 3.50. Considering the standard deviation of 0.7, it is obvious that majority of the students got grades between bands 2.80 and 4.20. The graph also displays that the highest grade was band 4.75 and the lowest – band 2.50.

Table 31 provides information about students' grades on writing task 2 which was writing a discussion essay. Learners were supposed to write a 250-word essay providing arguments for and against on a given topic. Again multiple grading was used as the average grade was taken. The original IELTS writing task 2 analytical

rubric was used while assessing the compositions.

Table 31

Student Academic Writing Diagnostic Exam: Writing Ask 2 – Academic Essay

	N	Minimum	Maximum	Mean	Std. Deviation
AWDE WT-2	1 3	3.5 0	4.50	4.115 4	.29957

The numbers above reveal that the average grade of the task was band 4.12 as the highest grade was band 4.50 and the lowest – band 3.50. Taking into consideration the standard deviation of 0.3, it is clear that the majority of the learners got grades between bands 3.80 and 4.40.

Tables 32 and 33 show the results of the summarizing and paraphrasing sections of the student academic writing diagnostic exam. Students were given an academic text which they were supposed to summarize and only one paragraph of this text should be paraphrased. Both sections were assessed by two graders and the average grade out of 100 was estimated. Analytical rubrics, adapted from validated sources, were used when assessing the summaries and paraphrased paragraphs.

Table 32

Student Academic Writing Diagnostic Exam: Summarizing

	N	Minimum	Maximum	Mean	Std. Deviation
AWDE_SUM	13	34.00	50.00	43.2308	4.43760

Table 33

Student Academic Writing Diagnostic Exam: Paraphrasing

	N	Minimum	Maximum	Mean	Std. Deviation
AWDE_PARA	13	21.00	38.00	30.7692	5.73227

The numerical information provided in the graphs shows that the mean for

summarizing was 43.23 as the highest grade was 50 and the lowest – 34. However, it is observed that students scored lower grades on the paraphrasing task. The mean was 30.77 as the highest grade was 38 and the lowest – 21.

Considering all numbers above it seems that learners have specific deficits in both IELTS academic writing tasks (1&2). When comparing both tasks' results, it is obvious that WT-1, which involves graph description, was more difficult for the students.

The findings also indicate that all students performed weakly in academic writing subskills, summarizing and paraphrasing. The statistics show that paraphrasing was more challenging for the students than summarizing. As a consequence, it is clear that writing academic essays, paraphrasing and summarizing need to be improved.

4.1.2 Qualitative data. The qualitative data of this study was gathered through student semi-structured interview and teacher and academician focus groups.

4.1.2.1 SNASSIs Results. The student needs analysis semi-structured interviews were conducted to gather credible evidence about the learners' subjective needs. SNASSIs were held just after the quantitative data were compiled and analyzed. The interviews were planned and scheduled. The timetable was announced at WhatsApp. Each interview lasted 20 minutes. The verbal data were recorded by two methods: audiotaping and handwriting notes. The qualitative data were transcribed soon after recording. The emerged themes, interpretations and ideas were noted. The field notes were reviewed and then results were compared and contrasted.

To quantify verbal data and make them comprehensive and clear, a combination of qualitative content analysis and I-statement analysis was utilized. Blending these two types of methods helped the researcher to systemize and organize the analyzed data in a comprehensive and clear way. Table 34 summarizes the qualitative data results.

Table 34

SNASSI Results (ISA & QCA)

I-statement	Theme	Example Utterances	F	%
	Technology and	*I think that blending course will be*	8	61.5

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Thoughts, beliefs and feelings	face-to-face integration in AWC	*useful.*	5	38.5
		I feel that it will be enjoyable.	10	76.9
		I believe I will improve my academic writing in BAWC.		
	Online tasks	*I think it will be interesting to do the assigned online tasks.*	6	46.2
		I feel it will be interesting.	5	38.5
	Technology	*I think using internet and computers will save time.*	7	53.8
		I really feel excited.	6	46.2
Thoughts, beliefs and feelings	Collaborative projects	*I think I will enjoy them.*	9	69.2
		I believe I will learn a lot.	8	61.5
	Combining process-based and genre-based writing	*I believe it will be useful to draft, revise, and then redraft.*	10	76.9
		I think I will enjoy writing various essay types.	12	92.3
States	Web tools	*I like WhatsApp.*	13	100.0
		I enjoy watching videos on YouTube.	9	69.2
	Feedback	*I want written feedback.*	6	46.2
		I'd like both oral and written feedback.	7	53.8
		I like giving feedback to peers.	5	38.5
	The Writing Process	*I have to improve paraphrasing.*	13	100.0
		I must improve drafting	8	61.5
		I have to improve my revising skills.	10	76.9
Needs, Should,	IELTS WT-1	*I have to practice more.*	1	84.6
		I need to learn collocations and	9	69.2

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Musts		*synonyms.*		
	IELTS WT-2	*I need to learn how to organize different types of essays.*	7	53.8
Con-straints and Problems	WebQuest, Edmodo, SurveyMonkey	*I haven't got used them before.*	13	100.0
		I am not familiar with them.	11	84.6
		I have difficulty with paraphrasing.	13	100.0
	The Writing Process	*Revising is very difficult for me.*	10	76.9
		Writing organized and good academic essay isn't easy.	12	92.3
Actions	Internet	*I regularly use the internet.*	12	92.3
Future Goals and Intentions	Research Paper	*I want to learn writing a research paper.*	13	100.0
	IELTS essays	*I will practice and practice.*	10	76.9

The results obtained through I-statement analysis (ISA) and qualitative content analysis (QCA) reveal similar values compared to the quantitative results obtained through the student survey. Majority of the students believed that doing blended academic writing course would be beneficial for them and it would improve their academic writing. More than half of the students felt that doing collaborative tasks would be enjoyable and using technology would save time. Students' increased awareness about combining process-based and genre-based writing was impressive – majority of them agreed that both process writing and product-based writing were important for the development of their academic writing skills. Majority of the learners were aware of their need for learning how to paraphrase, draft, revise and use collocations and synonyms effectively and properly. ISA and QCA results show majority of the learners think that more practice and time should be provided for improving each step of the academic writing process as they expressed that both written and verbal feedback should be provided by the instructor and peers throughout the course. The qualitative data also revealed that learners should be trained in understanding and using Edmodo, WebQuest and SurveyMonkey. Since all of the

students are familiar with WhatsApp, they expressed that they would prefer this online application to be used as a communicative tool. As future wants, all learners would like to learn writing research papers as majority of them expressed that in the future they "will do research in medicine and write research papers that will be presented in conferences" (QCA data).

4.1.2.2 TAFGIs Results. Teacher and academician focus group interviews were conducted with 11 EAP instructors and 9 academicians. Evidence about learners needs were collected through the instructors and academicians' perceptions. The focus group interviews were planned and scheduled, and the timetable was e-mailed to IELTS instructors and volunteer academic staff of the Medical School. Two focus group interviews were carried out: one with the instructors and one with the academicians. Each focus group interview lasted 30 minutes. The qualitative content analysis was employed as a data analysis method. The verbal data were recorded and transcribed. The emerged themes were identified, and the ideas were grouped according to the themes. Table 35 displays a summary of the focus group results.

Table 35

TAFGI Results (QCA)

Theme	Example Utterances	Instructor		Academician	
		F	%	F	%
Technology and face-to-face integration in academic writing course	*Blending course will save time.*	10	90.91	8	88.89
	Students' awareness about the benefits of the course should be increased through a course orientation session.	11	100.0	9	100.0
	Students might need constant extrinsic motivation throughout the course.	8	72.73	9	100.0
Individual online tasks &	*Both individual online tasks (IOT) and collaborative online tasks (COT) should be designed and implemented.*	9	81.82	6	66.67

Collaborative projects	*IOTs will help them improve their academic writing individually and COTs will help them learn from each other.*	8	72.73	6	66.67
Technology & Web tools	*Students will enjoy technology use as they are digital natives.*	11	100.0	9	100.0
	They enjoy classes where technology is used.	9	81.82	8	88.89
	We use WhatsApp for communication.	11	100.0	9	100.0
	As a warm up activity YouTube videos are used in the class.	5	45.45	3	44.45
Technology & Web tools	*Edmodo is used as an educational online tool outside the classroom. Most students know how to use it.*	3	27.28	1	11.12
	Students need to be trained how to use the SurveyMonkey.	10	90.91	9	100.0
	Students are not familiar with WebQuest. They need to be trained how to benefit from and fulfil the assigned WebQuest tasks.	11	100.0	9	100.0
Combining process-based and genre-based writing	*In our writing classes the product is the focus not the process, but students need to go through the steps of the process writing in order to learn writing meaningful and organized essays.*	9	81.82	7	77.78

Feedback	*Written feedback should be provided to the students.*	5	45.45	3	33.34
	Oral feedback is better because students can ask for clarification.	6	54.55	6	66.67
	Both should be provided. Students should first read the feedback and process it, then conferencing with the student should be carried out.	11	100.0	5	55.56
The Writing Process	*Students cannot paraphrase because of insufficient collocation and synonymy.*	10	90.91	9	100.0
	Students cannot revise their essays, they only edit them. They should be trained how to revise essay.	11	100.0	5	55.56
	Writing a research paper and using the process writing may help students improve their paraphrasing, summarizing, drafting and revising skills.	11	100.0	9	100.0
IELTS WT-1 & WT-2	*Students need to practice more because they have difficulty in describing a graph.*	10	90.91	7	77.78
	They need to keep a lexical notebook in order to extend their vocabulary, collocations and synonyms.	9	81.82	9	100.0
	Students hate to do outlining. They always want to just write so their essays	10	90.91	8	88.89

are not coherent and organized. Student
awareness about planning essays should
be increased.

Qualitative data revealed that EAP instructors and academicians of the Medical School had similar ideas about the topics discussed in the focus groups. Majority of the instructors and academicians believed that BAWC would save time for the learners and teachers, and students would be glad to use information technologies beyond the classroom. Both sides agreed that online tasks, individual and collaborative, might be beneficial for students' academic writing skills development. Further, 100% of the English teachers and academicians approved the idea that learners should be trained how to benefit from WebQuests and that WhatsApp can be used as a communication tool among the students and between the students and the instructor. Similarly, most of the instructors and academicians stated that students needed to be educated how to use SurveyMonkey as a web tool for designing their surveys. However, only few EAP instructors and medical lecturers used Edmodo in the class. Thus, it seems that there might be a need for training students how to use this web tool. Additionally, all of the academic staff believed that writing a research paper would develop learners' academic writing skills, especially outlining, summarizing, paraphrasing, drafting and revising. The findings also show that EAP instructors were in favour of providing both written and oral feedback to the learners regarding their academic pieces of writing whereas medical lecturers supported the idea that writing teachers should provide students with oral feedback in form of conferencing - discussing major issues related to organization, idea development and unity, use of language. Finally, majority of both English teachers and academicians expressed that emphasis should be given not only on the final product but also on the writing process so that learners could practice all steps of the writing process and reinforce skills.

4.1.3 Summary of NA results. When quantitative and qualitative findings were compared, it was realized that there was a significant overlap in the results. As a consequence, it was concluded that the same areas were given more attention: IELTS writing tasks, some specific subskills (e.g. drafting, paraphrasing, revising and

editing), research project and research paper, web tools and the Internet, feedback, reflection and self-evaluation.

Using deficiency analysis helped the researcher to determine the lacks and weaknesses of the learners. Deficiency analysis provided information about the gap between the present and target academic linguistic knowledge as well as the gap between the current and target academic writing skills and digital skills (Hutchinson & Waters, 1987; Jordan, 1997). On the other hand, strategy analysis helped the researcher gather data about students' opinions about academic writing learning that is how they would like to learn academic writing and what their learning styles are (West, 1994; Jordan, 1997).

All types of needs analysis employed in this study contributed to course development process. The qualitative and quantitative data obtained through the present situation analysis and deficiency analysis were used for goals and objective specification and syllabus design. The strategy analysis data, on the other hand guided the course developer in planning learning tasks and instructional materials.

Table 36 summarizes the qualitative and quantitative data which were obtained through the deficiency and strategy analyses.

Table 36

Deficiency and Strategy Analyses

Deficiency Analysis		Strategy Analysis	
AWDE	QNAQ&SNASI &TAFGI	QNAQ&SNASSI	SNASSI
Lacks	Weaknesses	Wants	Learning Styles and Strategies
Summarizing Paraphrasing Describing a graph Writing an academic essay	Writing different types of essays Coherence, cohesion Revising, editing Using appropriate and correct synonyms and	More practice on coherence, cohesion, essay organization, paraphrasing, Preparing a research project Writing a variety	Visual, auditory and interpersonal, kinesthetic Oral and written feedback on written papers Revising an essay using Microsoft

antonyms Making outlines Note-taking Summarizing Paraphrasing	of academic essays Using different methods for collecting information Keeping a vocabulary notebook	word Using online collocations dictionary Writing research project online Blended academic writing
Skimming & scanning when gathering information Reflection & self-evaluation WebQuest, Edmodo, SurveyMonkey	Doing online tasks Using skype, WhatsApp Writing a research paper Giving feedback to peers Process writing Designing online questionnaires on survey monkey Collaborative academic writing tasks	Benefiting from multimedia in the classes Reflection & self-evaluation

Even though the NA process was a bit time-consuming for the students, they expressed their satisfaction with being consulted about their needs. They also appreciated the learner-centred approach to identifying their felt and perceived needs and regarding them as valued participants in the academic leaning process.

As a consequence, the results of the needs analysis helped the researcher to identify students' needs in terms of academic writing learning and their deficiencies in the area of academic writing and digital skills.

4.2 BAWC Goals and Objectives

It is widely observed that needs analysis in curriculum development for EAP programmes proved to be valuable and beneficial for setting learning goals and instructional objectives which should "serve as the basis for developing tests, materials, teaching activities, and evaluation strategies, as well as for reevaluating the precision accuracy of the original needs assessment" (Brown, 1995, p. 35). Thus, the needs assessment findings were used for setting BAWC goals and objectives.

Overall Aim: Students will develop competency in academic written communication and production in the target language as well as knowledge for the development and enhancement of academic writing skills in a blended learning environment.

Table 37
The Domain of Expressive Language: Written Expression and Communication (academic essays and research paper)

Goal 1

To develop the learner's skills of presenting information and ideas in an organized and planned manner in a variety of academic cognitive genres, in written English, on a wide range of topics.

Learning Objectives:

1. The learner will successfully write different types of academic paragraphs and essays about different topics.

2. The learner will successfully write a 1000-word research paper on a health or medical topic.

3. The learner will use a wide range of appropriate and correct lexis: single words, multi-words such as collocations and phrases, and semi-fixed academic expressions (*e.g. It is argued that.., It is generally accepted that…*) in his/her compositions.

4. The learner will employ conventional grammar such as subject/verb agreement and verb tense agreement, know and apply correct spelling, sentence structure, punctuation, and capitalization by using simple, compound

and complex sentences.

5. The learner will use written discourse markers (e.g. linkers) accurately.

6. The learner will use the appropriate register when creating his/her essay.

Goal 2

To develop digital skills that will help learner improve his/her academic writing skills as well as student-student and student-expert interaction through various online communication tools.

Learning Objectives:

1 The learner will use social media (Edmodo) to share ideas, feedback and pieces of writing with peers.

2 The learner will use WebQuests that will guide him/her in project realization and task fulfillment – he/she will acquire the necessary academic knowledge needed for their projects by the help of the hyperlinks provided in the WebQuest

3 The learner will learn and use SurveyMonkey for creating a short online survey, conduct it among peers, collect data, analyze the statistics and organize the results in tables and graphs.

Goal 3

To develop effective communication and cooperation skills through collaborative learning.

Learning Objectives:

1 The learner will take part in collaborative tasks, cooperate and communicate with peers, discuss written texts, share ideas and write collaborative pieces of writing.

The learner will provide feedback on peers' collaborative tasks as well as reflect on his/her contribution to the joint written product.

Table 38

The Cognitive Domain: Critical Thinking and Reflection

<u>Goal 4</u>:

To develop learner's ability to think and reason.

Learning Objectives:

1. The learner will be able to think critically, analyze academic authentic resources, understand language, style, purpose, and perspective, make generalizations beyond the text to his/her academic writing.
2. The learner will use problem solving critical thinking when preparing his/her academic research project.

Table 39

The Metacognitive Domain: Strategy Investment

<u>Goal 5</u>:

To develop learner's metacognitive skills.

Learning Objectives:

1. The learner will be able to identify his/her own needs and goals, prepare and plan for learning.
2. The learner will be able to select and use appropriate learning strategies, monitor strategy use, orchestrate various strategies, and evaluate strategy use and learning.
3. The learner will be able to cope effectively and efficiently with change, extended learning tasks, and examinations.

4.3. Blended Academic Writing Course Syllabus

Needs analysis is a must for developing an effective academic writing course. In order to create syllabus content and design teaching materials and tasks which meet the specific needs of the learners, a range of data were collected and analyzed. Because the students were consulted about their views regarding the academic writing course, the syllabus was mostly learner-centred.

When devising the blended academic writing syllabus many factors were considered: needs, aims and variables (Jordan, 1997). Variables that were taken into consideration during the course syllabus design process were input, output, motivation, learner autonomy and learning strategies (Graves, 2000; Hedge, 2000; Richards, 2001).

To promote academic skills development and foster acquisition of academic linguistic knowledge, technology and academic writing integrated instruction is suggested to be implemented in the EAP classroom. The BAWC can be complementary to an existing and on-going EAP course or be carried out as a separate course. The blended academic writing course with only 3 forty-five classroom lessons a week, one 20-min face-to-face and one-to-one session on Skype, one 45-minute group work session outside the classroom, and 5 45-minute individual sessions at home or in the library (in total approximately 5 hours a week) is supposed to positively intervene into the academic writing progress and play a crucial role in learner acquisition of academic writing skills. Table 40 presents detailed information about the allocated time and type of instruction planned to be provided to the students.

Table 40

Weekly Allocated Time and Planned Instruction

Allocated Time	Type of Instruction	Interaction Pattern	Content
3 45-minute sessions	Face-to-face	Class	Task-based instruction, strategy investment

1 session	20-minute	Online	One-to-one	Conferencing on Skype
1 session	45-minute	Face-to-face	Group work	Completing assignments
1 session	45-minute	Online	Individual work	Individual online tasks, collaborative online tasks on Edmodo
1 session	45-minute	Online	Individual work	Interaction, discussion, feedback on Edmodo or WhatsApp
1 session	45-minute		Individual work	Studying grammar and vocabulary, keeping lexical notebook, keeping an error log
1 session	45-minute		Individual work	Brainstorming, outlining, compiling information, summarizing, paraphrasing, drafting, revising, editing
1 session	45-minute		Individual work	Reflection and self-evaluation

In total 42 in-class and 78 beyond-class forty-five-minute sessions and 13 twenty-minute Skype sessions were planned to be conducted throughout the BAWC.
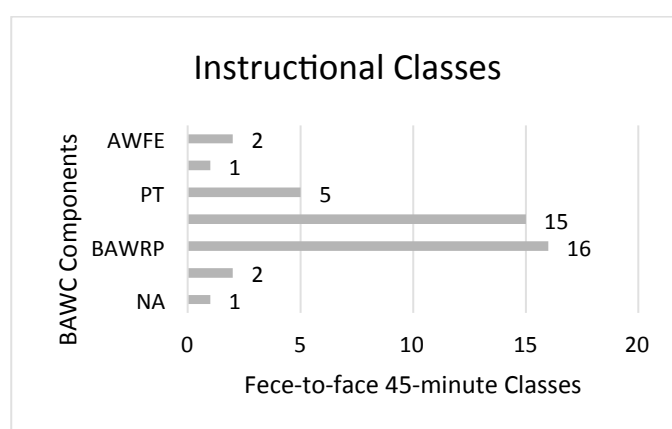
Figure 19. Bar graph displaying instructional classes planned for the BAWC.
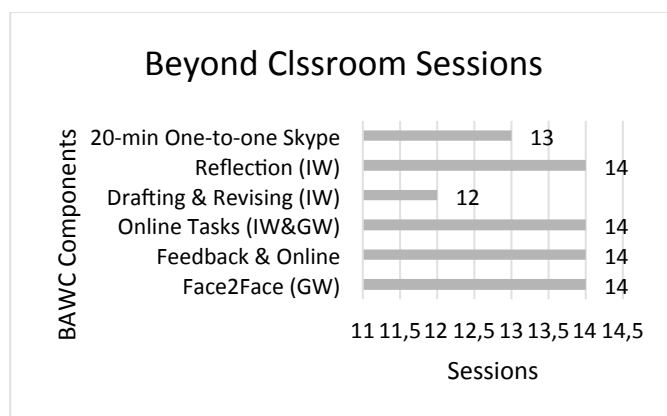
Figure 20. Bar graph displaying after-classroom individual and group work sessions planned for the BAWC.

Looking at the statistics displayed above in the table and figures, it can be concluded that the whole BAWC comprises 136 forty-five-minute sessions including both face-to-face and online classes, which is actually a good amount of learning time for enhancing academic linguistic knowledge and developing academic writing skills.

4.3.1 Syllabus specification. Considering the factors and variables mentioned above, students and lecturers' opinions and the literature review, a multidimensional syllabus was designed. Thus, different types of syllabi at macro and micro levels were combined in more or less integrated ways (see figure 18 and table 41).
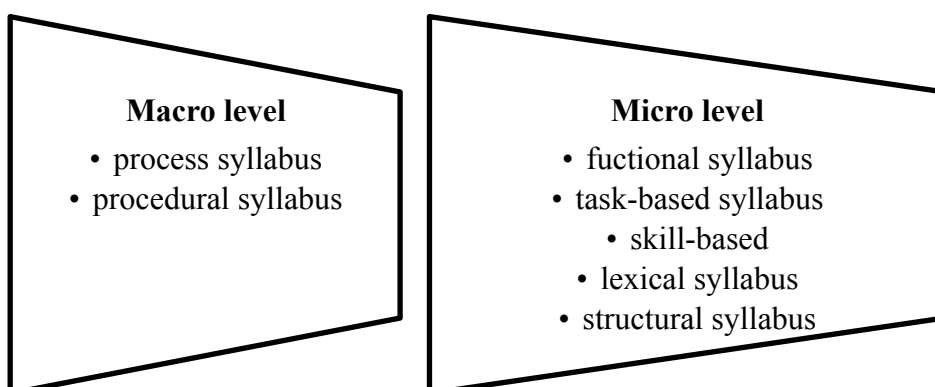
Figure 21. Chart presenting the syllabus specification.

While designing the BAWC syllabus, various types of syllabi were integrated.

Table 41

BAWC Multi-syllabus Framework

Syllabus Type	Content	Example
Functional	Essay types	graph description, opinion, discussion, cause/effect, problem/solving essays
Task-based	Steps of the writing process	pre-task – reading and analyzing a sample while-task – planning and drafting post-task – focusing on the form individual tasks, online tasks, WebQuests
Skill-based	Reading Writing	reading sample essays and note taking brainstorming, outlining, drafting, revising and editing
Structural	Grammar Syntax	conjunctions, tenses, prepositions, passive voice clauses, complex sentences
Lexical	Collocations Phrasal verbs Academic vocabulary Semi-fixed phrases	verb+noun/adjective, adverb+adjective with *put/take/get/make/do* vocabulary of graph description *It is crucial that…/It seems that…/ It is likely …*

4.3.2 Scope. The course content (see Table 42), which is based on the needs assessment and the instructional objectives, is described in modules in order to:

- "make the course more teachable and learnable,
- provide a progression in level of difficulty,
- create overall coherence and structure for the course." (Richards, 200, p. 165).

The course syllabus comprises 2 modules (the academic writing research project module and the IELTS writing module) and each module consists of specific number of units.
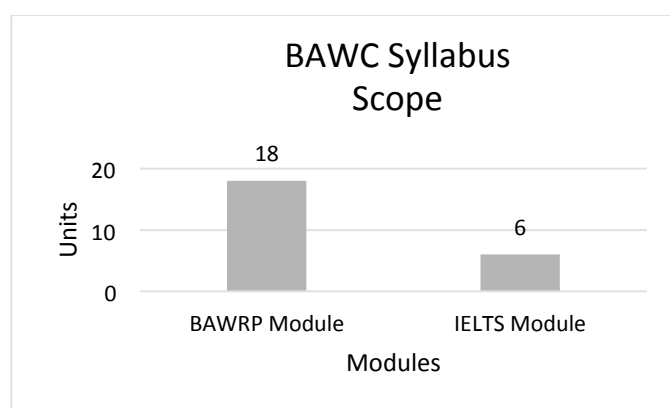
Figure 22. Bar graph presenting the BAWC syllabus scope.

Every unit includes a theoretical and practical component and has the following structure:

1.   Introduction

a.   Instructional objectives and learner outcomes

b.   Content

c.   In-class and online materials and learning tasks

d.   Assessment

2.   Sample and analysis

3.   Discussion

4.   Practice – pairwork or group work task and then individual work task

5.   Reflection

6.   Assessment – information and instructions

The first module of the BAWC syllabus involves theoretical knowledge and practical elements about blended academic writing research project. Skills that are necessary for the successful completion of a research project are planned to develop and reinforce. Beside this, emphasis is also given on strategy training and learner autonomy development. The module also presents lexical and syntactic elements, those which are needed to carry out the assigned tasks and those which are assumed as lacks and weaknesses.

Table 42

Blended Academic Writing Course Scope – The BAWRP Module

Module 1				
Unit	Instructional Objectives	Content	Materials	Assess-ment
1	To help learners develop and practice some cognitive reading strategies such as skimming, scanning and note-taking	Skimming Scanning Note-taking	Mikulecky,B. C. Jeffries, L. (2005). *Reading power 2*. USA: Pearson ESL.	
2	To help learners develop their research skills To help learners learn how to use search engines web tools To encourage learners use web tools and do online research	Doing research Using search engines Doing online research Note cards Edmodo Survey-Monkey Wikis	Trzeiciak, J, Mackay, S. E. (1994). *Study skills for academic writing*. UK: Prentice Hall Europe. www.surveymonkey.co.uk/ www.edmodo.com	
3	To equip learners with the necessary skills and knowledge of designing and conducting online surveys	Using Survey Monkey Creating questions Designing an online survey	Worksheet Power Point Slides www.surveymonkey.co.uk/	Formal Assess-ment Online survey

4	To teach and practice APA style in and beyond the classroom	In-text citations References Reporting verbs	Jordan, R.R. (1999). *Academic Writing Course: Study Skills in English*. UK: Pearson. Worksheet Power Point Slides	BAWRP List of References
5	To help learners learn how to plan their learning, identify goals and set realistic deadlines	Identifying goals and needs Setting deadlines	Worksheet Power Point Slides	-
6	To help learners gain knowledge of various patterns of organization and their discourse features To get learners to analyze different text organizations	Explaining causes and effects Defining problems and suggesting solutions Comparing and contrasting ideas, places	Mikulecky,B. C. Jeffries, L. (2005). *Reading Power 2*. USA: Pearson ESL. *McWorther, K.T. (2012). Successful college writing*. USA: Bedford/St. Martin's. Trzeiciak, J, Mackay, S. E. (1994). *Study skills for academic writing*. UK: Prentice Hall Europe.	Formal Assessment IOT-1 Self-reflection
7	To introduce learners to the steps of the writing process	Planning Drafting Revising Redrafting Editing	Henning, E., Gravett, S., Rensburg, W. (2005). *Finding your way in academic writing*. Pretoria: Van	Self-assessment

		Final copy	Schaik. Worksheet Power Point Slides http://zunal.com/webq uest.php?w=310177 Worksheet Power Point Slides	
8	To introduce and get learners practice pre-writing strategies To help learners learn how to write a thesis statement	Narrowing down a topic Brainstorming Clustering Outlining Thesis statement	Chin, B.A. (2004). *How to write a great research paper*. New Jersey: Wiley. Jordan, R.R. (1999). *Academic Writing Course: Study Skills in English*. UK: Pearson. Trzeiciak, J, Mackay, S. E. (1994). *Study skills for academic writing.* UK: Prentice Hall Europe. Worksheet Power Point Slides	BAWRP Outline Self-reflection
9	To teach learners the features of academic style To get learners to practice the academic style in their pieces of writing	Academic word lists Parallel structures Complex sentences Compound words Linkers Phrases	Jordan, R.R. (1999). *Academic Writing Course: Study Skills in English*. UK: Pearson. Paquot, M. (2010). *Academic vocabulary in learner writing*. New York: Continuum. Bailey, S. (2006).	Self-assess-ment

		Colocations	*Academic writing.* London & NY: Routledge	
10	To raise learners awareness about giving and responding to feedback	Types of feedback Giving written feedback Responding to feedback	Worksheet Power Point Slides	Self-assess-ment
11	To help learners develop reflection and self-evaluation skills To guide learners in completing their SERFs	Reflecting on learning and writing Revising goals Completing SERF	Worksheet Power Point Slides	Self-reflection &Self-assess-ment
12	To help learners develop and practice the academic writing skills summarizing and paraphrasing	Summarizing Paraphrasing	Trzeiciak, J, Mackay, S. E. (1994). *Study skills for academic writing.* UK: Prentice Hall Europe. *McWorther, K.T. (2012). Successful college writing.* USA: Bedford/St. Martin's. Worksheet Power Point Slides	IOT-2 IOT -3
	To introduce various techniques used in	Introductions Thesis statement	*McWorther, K.T. (2012). Successful*	

13	introductions and conclusions To get learners to write their research papers introductions To get learners to revise their thesis statements	Conclusions Quotes	*college writing*. USA: Bedford/St. Martin's. Trzeiciak, J, Mackay, S. E. (1994). *Study skills for academic writing*. UK: Prentice Hall Europe.	Self-assess-ment
14	To teach learners how to analyze data collected from surveys To help learners learn describing graphs and tables	Recording data in Excel Creating graphs and tables Describing charts	Trzeiciak, J, Mackay, S. E. (1994). *Study skills for academic writing*. UK: Prentice Hall Europe. Worksheet, PPS	IOT-4
15	To work on research paper organization To identify parts and characteristics of a research paper	Analyzing the organization and language of a research paper	Chin, B.A. (2004). *How to write a great research paper*. New Jersey: Wiley. Worksheet Power Point Slides	Self-assess-ment
16	To get learners to write the first drafts of their research papers	Drafting Coherence Cohesion Academic vocabulary Syntax	McWorther, K.T. (2012). *Successful college writing*. USA: Bedford/St. Martin's. Jordan, R.R. (1999). *Academic writing course:* Study skills in English. UK: Pearson.	BAWRP First Draft Self-reflection
	To demonstrate revising techniques and	Revising Idea	Trzeiciak, J, Mackay, S. E. (1994). *Study*	BAWRP

17	then get learners to revise essays in groups	development	*skills for academic writing*. UK: Prentice	Second Draft
	To get learners to revise their drafts	Organization of the research paper	Hall Europe. Bailey, S. (2006).	Self- reflection
	To get learners to write their second drafts	Cohesion Supporting details Reporting	*Academic writing*. London & NY: Routledge Worksheet Power Point Slides	
18	To introduce editing techniques and get learners to practice them in pairs	Editing Subject-verb agreement Fragments	McWorther, K.T. (2012). *Successful college writing*. USA: Bedford/St.	BAWRP Final copy ACR
	To get learners to edit each other research papers	Punctuation Capitalization Prepositions	Bailey, S. (2006). *Academic writing*. London & NY:	Report
	To get learners to edit and proofread their second drafts	Linkers, conjunctions Collocations	Routledge Worksheet Power Point Slides	

Module 2 is entirely essay-dependent and centers on different cognitive genres.

Table 43

Blended Academic Writing Course Scope – The IELTS Writing Module

Module 2				
Unit	Instructional Objectives	Content	Materials	Assessment
1	To help learners gain knowledge and develop skills needed for writing a graph	IELTS WT-1 Organization Vocabulary of describing charts	Bailey, S. (2006). *Academic writing*. London & NY: Routledge Jakeman, V., Hart, G. B. (2012). *Complete IELTS*	Progress Test 1

	description essay To get learners to practice writing WT-1	WT-1 Organization	*Bands 4-5*. Cambridge: CUP Power Point Slides http://zunal.com/webquest.php?w=315566	SERF
2	To help learners learn how to outline and write a well-organized and coherent opinion essay To get learners to practice expressing opinions using academic lexis and complex structures	Opinion essay organization Expressing an opinion Supporting an opinion Idea development and focus Cohesive devices Academic vocabulary Syntax	McWorther, K.T. (2012). *Successful college writing*. USA: Bedford/St. Jakeman, V., Hart, G. B. (2012). *Cambridge complete IELTS Bands 4-5*. Cambridge: CUP Trzeiciak, J, Mackay, S. E. (1994). *Study skills for academic writing*. UK: Prentice Hall Europe. Worksheet http://zunal.com/webquest.php?w=321612	Progress Test 2 SERF
3	To help learners learn how to outline and write a well-organized and coherent discussion essay To get learners to practice expressing arguments for and against using academic lexis	Essay organization Arguments for and against Supporting details Idea development Cohesive devices Academic vocabulary Syntax	McWorther, K.T. (2012). *Successful college writing*. USA: Bedford/St. Jakeman, V., Hart, G. B. (2012). *Cambridge complete IELTS Bands 4-5*. Cambridge: CUP. Bailey, S. (2006). *Academic writing*. London & NY: Routledge Worksheet	Progress Test 3 SERF

4	To help learners learn how to outline and write a an well-organized and coherent cause/effect essay. To get learners practice explaining causes and effects using academic language	Cause/effect essay organization Explaining causes and effects Supporting details Idea development and focus Cohesive devices Academic vocabulary Syntax	McWorther, K.T. (2012). *Successful college writing*. USA: Bedford/St. Jakeman, V., Hart, G. B. (2012). *Cambridge complete IELTS Bands 4-5*. Cambridge: CUP Bailey, S. (2006). *Academic writing*. London & NY: Routledge Trzeiciak, J, Mackay, S. E. (1994). *Study skills for academic writing*. UK: Prentice Hall Europe. Worksheet	Progress Test 4 SER F
5	To help learners learn how to outline and write an well-organized and coherent problem/solution essay	Problem/solution essay organization Identifying problems or a problem and suggesting solutions	Jakeman, V., Hart, G. B. (2012). *Cambridge complete IELTS Bands 4-5*. Cambridge: CUP	Progress Test 5
5	To get learners practice expressing opinions using academic lexis	Supporting details Idea development and focus	Trzeiciak, J, Mackay, S. E. (1994). *Study skills for academic writing*. UK: Prentice Hall Europe.	SERF

	and complex structures	Cohesive devices Academic vocabulary Syntax	Worksheet	
6	To review different essay organizations	IELTS WT-1 IELTS WT-2	Worksheet Power Point Slides	AWFE SERF

4.3.3 Sequence plan. The sequence plan of the BAWC syllabus provides information about order and content of modules and units, the time allocated for each unit, the types of online and face-to-face learning tasks to be carried out, the functions and cognitive genres to be focused on in and beyond the classroom, and the type of assessment and exams to be taken in particular slots of time (see appendix H).

4.3.4 BAWC Instructional Model. The teaching model of this course is based on the eclectic approach which best matches the course objectives. A combination of four approaches (CALL, process-genre approach, task-based approach, and lexical approach) and two instructional models to blended learning (the ASSURE Model and the Merrill's First Principles of Instruction) is utilized to promote intrinsic motivation and engagement in learning, and to address diverse learning needs. Practices of CALL, process-genre, task-based, and lexical approaches are combined to improve academic English writing mastery and linguistic and discourse competences. The course also stresses strategic investment that involves developing strategies for task fulfillment and self-awareness of styles, strengths and weaknesses (Brown, 2007). Learning tasks and activities, which provide opportunities for language input and output through integration of technology, skills and language systems are utilized (Nunan, 1989; Beckett & Miller, 2006). Selecting adequate media, materials and technology and utilizing them in the classroom by using the steps of the ASSURE model and Merrill's principles will provide students with the opportunity to practice language and skills in blended learning environment (Drury, 2004; Merill, 2002; Heinich, Molenda, Russell, & Smaldino,1999).

TASK-BASED APPROACH	CALL
Outcome: written Starting points for task: web research Pre-task preparation: free or guided planning, teacher-led/learner-led Task Structure: explicit steps, deadlines, formats, written support Interaction patterns and participant roles: individuals, pairs, groups, writer, editor, chair-person Language production: formal language, teacher feedback Post-task activities: plus/minus reports, form-focused language work, evaluation	Synchronous E-learning: Skype, WhatsApp Asynchronous E-learning: Edmodo, e-mail, WebQuest Teacher roles: facilitator, cognitive coach, prompter, guide, participant, observer Learner roles: interactor, negotiator, listener, performer Learning tasks: real-world, pedagogic, reading, academic writing Activities: discussions

ASSURE MODEL ← ECLECTIC APPROACH → MERRILL' PRINCIPLES

LEXICAL APPROACH	PROCESS-GENRE APPROACH
Lexical items: words, multi-word items, poliwords, collocations, idioms, supra-sentential linking, lexical verbs Nature of meaning: contextual, discourse, factual, top-down and bottom-up meaning Teacher roles: motivator, counsellor, assessor, resource, interlocutor, editor	Process Writing: brainstorming, outlining, drafting, revising and editing Genre-based writing: social genres (essays, research paper) and cognitive genres (opinion, discussion, cause and effect, problem and solution) Activities: noticing tasks, outlining academic texts, paragraph writing, revising, editing, composing a thesis

Figure 23. BAWC Teaching Model (Brown, 2007; Nunan, 1989; Willis & Willis, 2007; Lewis, 1993; Oxford, 1990)

4.3.5 BAWC materials and learning tasks.

4.3.5.1 Instructional and complementary materials. EAP instructional materials, tasks and activities are designed to enhance students' education and develop their skills in research, critical analysis, academic writing, and collaborative work. The instructional materials for this course are selected, adapted and created according to the objectives and the teaching model. To scaffold the learning process and foster

intrinsic motivation, authentic teaching materials which offer good intake of language should be utilized (Richards & Renandya, 2002). The adopted written and oral texts aim to promote learning through and for communication (Council of Europe, 2001). Course books such as *Academic Writing Course (*Jordan, 1999) and *Successful College Writing* (McWhorter, 2012), which employ process-genre approach to academic writing and which contain a wealth of authentic model essay, can be adapted and used. As complementary books, *English Vocabulary in Use* (Redman, 1997), *English Grammar in Use* (Murhy, 2012), *Barron's Essesntial Words for the IELTS* (Lougheed, 2011), and *IELTS Preparation and Practice: Reading and Writing Academic Module* (Sahanaya, Lindeck, Stewart, 1998) might be recommended to the students. These sources can provide learners the opportunity to practice and reinforce structures, lexis, academic reading and writing skills that are deficiencies and weaknesses for the students.

4.3.5.2 Learning tasks. A variety of learning tasks ought to be adopted, adapted and designed in order to meet the specific objectives of the course as well as learners' subjective and objective needs. Both pedagogic and online tasks should be incorporated as providing opportunities for various interaction patterns (e.g. pairwork, group work, whole class). The task should also provide room for individual work and reflection.

4.3.6 BAWC assessment. The assessment plan for the BAWC comprises both formative and summative components. The formtive assessment (FA) component includes BAWRP tasks, classroom assessment and homework (CAH), the progress tests (PT), and self-evaluation and reflection (SER) planned to be caried during the course. The summative assessment (SA) component involves the final copy of the BAWRP (BAWRP-FC) and the academic writing final exam (AWFE).

The figure and table below provides information about the weighting of FA and SA components of the BAWC.
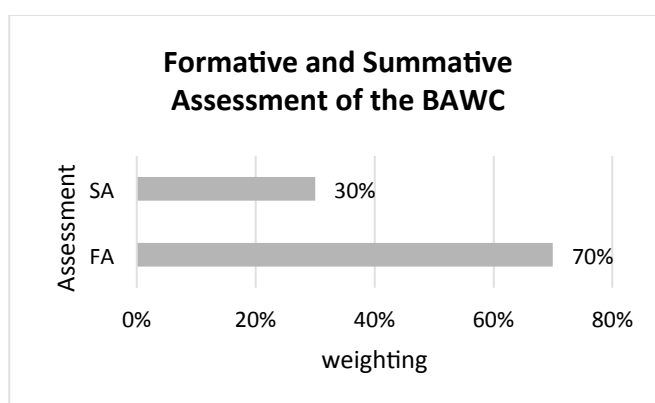
Figure 24. Bar graph describing the weighting of the FA and SA of the BAWC.

Table 44

BAWC Assessment Framework

Formative Assessment	Evaluation Weighting	Evaluation Weighting
BAWRP List of Sources	1%	
Note cards/Summarizing/Paraphrasing	3%	
BAWRP Outline	2%	
BAWRP First Draft	10%	
Revising & Editing	2%	
BAWRP Second Draft	10%	
Reflection	2 %	
Classroom Assessment and Homework	10%	70%
Individual Online Tasks	7%	
Collaborative Academic Writing Online Tasks	5%	
Peer Feedback	4%	
Reflection	4%	
PT-1 Graph Description	10%	
PT-2 Opinion Essay	10%	
PT-3 Discussion Essay	10%	
PT-4 Cause/Effect Essay	10%	
PT-5 Problem/Solution Essay	10%	

| | The Whole BAWRP | 40% | |
| | Academic Writng Final Exam | 60% | 30% |

4.3.6.1 Monitoring learning progress. Student learning is monitored by diverse assessment methods and procedures, as formative assessment is carried out using project work online tasks and classroom assessment and homework (Council of Europe, 2001). Reflection and self-evaluation (see appendix I), as a non-traditional form of assessment, is used to help students to determine their strengths and weaknesses regarding the learning process and manage their own learning by using effective learning strategies (Richards & Renandya, 2002). The blended academic writing research project, which combines process-based and product-based assessment, enables students to learn specific writing subskills at every stage of the writing process. Further, BAWRP provides opportunities for peer and self-assessment and reflection (see appendix J), which enhance students' motivation, self-esteem and autonomy (Richards & Renandya, 2002). CAH as a classroom-based assessment aims to evaluate students' participation in learning tasks, self-assessment activities, and completion of homework assignments (Hedge, 2000).

The table below summarizes the formative assessment plan for this course:

Table 45

Formative Assessment Framework

Formative Assessment	Assessment Type/ Approach	Content	Assessment tool	Evaluation Weighting
BAWRP List of Sources	Online Process-based	Reference List of 5 sources in APA style	-	1%
Note cards/ Summarizing/ Paraphrasing	Online Process-based	Pieces of summary and paraphrased sentences	Summary & Paraphrasing Criteria	3%

BAWRP Outline	Online Process-based	Detailed outline of the research paper	-	2%
BAWRP First Draft	Online Process-based	800-word academic essay – firdt draft of the research paper	Academic Essay Writing Evaluation Criteria (AEWEC)	10%
Revising & Editing	Online Process-based	Revised and edited first draft	-	2%
BAWRP Second Draft	Online Process-based	1000-word research paper – second draft	Academic Essay Writing Evaluation Criteria (AEWEC)	10%
BAWRP Reflection	Online Process-based	Completed SERF and ACR report	-	2 %
Classroom Assessment and Homework	Online Process-based	In-class tasks Homework (reading, grammar and vocabulary)	CAH Checklist	10%
Individual Online Tasks	Online Process-based	7 IOTs	IOT Checklist	7%
Collaborative Academic Writing Online Tasks	Online Process-based	5 CAWOTs one for each academic essay	CAWOT Checklist	5%
Peer	Online	Online written	-	4%

Feedback	Process-based	feedback to at least 4 peers' tasks		
Reflection	Online Process-based	Completing SERFs	-	4%
PT-1 Graph Description	Face-to-face Process-based	150-word academic essey – describing a graph	IELTS WT-1 Criteria	10%
PT-2 Opinion Essay	Face-to-face Process-based	250-word academic essay – expresing opinion	IELTS WT-2 Criteria	10%
PT-3 Discussion Essay	Face-to-face Process-based	250-word academic essay – discussing arguments for and agianst	IELTS WT-2 Criteria	10%
PT-4 Cause/Effect Essay	Face-to-face Process-based	250-word academic essay – explaining causes and effects	IELTS WT-2 Criteria	10%
PT-5 Problem/ Solution Essay	Face-to-face Process-based	250-word academic essay – discussing a problem or problems and suggesting solutions	IELTS WT-2 Criteria	10%

4.3.6.2 Assessing learning outcomes. To assess mastery of objectives, that is, to measure the achievement of the learners, one achievement test (the Final Copy of the

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BAWRP) and a final achievement test (AWFE) are applied. The achievement tests are designed to collect information about what students have learned and what they need to master in the future (Graves, 2000). The AWFE, which consists of four components (summarizing, paraphrasing, IELTS WT-1 & WT-2), is devised as a summative assessment method to "determine acquisition of course objectives" at the end of the course (Brown, 2007, p. 454). To correspond to the teaching approach employed for this course, the achievement tests are direct and include activities which reflect academic writing demands. They also help the teacher in assessing learning outcomes and making decisions about which objectives need to be revised (Richards, 2001).

The table below summarizes the summative assessment plan for this course:

Table 46

Summative Assessment Framework

SA	Assessment Type/ Approach	Content	Assessment tool	Evaluation Weighting
Whole BAWRP	Face-to-face Product-based	1. LOS 2. Note Cards 3. Outline 4. FD 5. SD 6. Proofread and well-organized final copy of the research paper 7. ACR Report 8. SERF	Academic Essay Writing Evaluation Criteria (AEWEC)- Final Copy Whole Project Criteria	40%
Academic Writng Final Exam	Face-to-face Product-based	1. One paragraph summary 2. One paragraph paraphrase 3. 150-word	Summary & Paraphrasing Criteria	60%

academic essey	IELTS WTs 1&2
4. 250-word	Criteria
academic essay	

4.4 Conclusion

This chapter focused on the findings resulted from quantitative and qualitative data analysis. Needs analysis results were grouped and presented in two subsections: quantitative results including SNAQ and AWDE findings and qualitative results including SNASSIs and TAFGs. Taking into consideration needs analysis results, BAWC goals and objectives were identified and presented in tables. Finally, content that addresses course goals and objectives was selected and sequenced in modules and units. The discussion of findings of research questions, conclusions and suggestions for further research are presented in the following chapter.

Chapter 5

Discussions and Conclusion

5.1. Introduction

This study was carried out in a Turkish private university as the sources of data were medical undergraduates, EAP instructors, and lecturers from the Medical School. The study had two main purposes: to assess B2 medical students' subjective and objective needs in terms of academic writing skills and ICT and to design a blended academic writing syllabus based on the needs analysis findings. The quantitative data were collected through student questionnaires and the academic writing diagnostic test. The qualitative data, on the other hand, were collected through student semi-structured interviews and teacher and academician focus group interviews. After the data were analyzed, the BAWC goals and objectives were identified. The syllabus type and content was specified and selected according to the course learning and instructional objectives. Selected content was sequenced in modules and units as each unit comprised three academic instructional components: face-to-face in-classroom component, online after-class (on Edmodo and Skype) component, and face-to-face after-class (group work) component. After the syllabus specification and scope were determined, the instructional materials, learning tasks and technological resources were selected. Finally, the course assessment plan, which was a combination of formative and summative assessment procedures, was devised.

This chapter discusses the findings of the needs assessment covering the first four research questions and the BAWC syllabus designed as a result of NA findings covering the last research question. Then, the pedagogical implications are outlined and discussed. Finally, suggestions for further research are recommended.

5.2. Discussion of Research Questions

5.2.1 Research question 1. RQ1 asked the learners about what they feel as their academic writing needs. It is found that the main challenging academic writing skills were research skills, note-taking skills, paraphrasing skills, and revising and editing skills. Student questionnaire and interview results illustrated a need for the development of research skills of the learners. Research skills that include knowledge and expertise in collecting information from diverse sources seemed to be one of the

biggest problems for the Turkish learners. They expressed that they lacked these skills and they were even incapable to do research in their native language. Thus, learners need to be assisted in developing these skills by helping them acquire a variety of methods of collecting information in diverse academic research contexts (e.g. library research and online research). Students need to be guided in finding, managing and evaluating information.

To identify, extract and record main ideas of the researched sources, learners need to possess strong skimming, scanning and note-taking sub-skills. Qualitative and quantitative results revealed that these sub-skills also need to be improved. Therefore, learners should be provided with some strategy training on academic reading sub-skills and note-taking and then be encouraged to apply these strategies rapidly while doing research.

Selected and noted information can be used as a quote or as a paraphrase. Students may be encouraged to use note cards that later can help them in the process of drafting. For clear and comprehensible notes, learners might be trained in using a variety of note-taking techniques and graphic organizers.

To support claims and add credibility to their work, learners need to be able to summarize paragraphs and texts, and paraphrase sentences and notes. Findings displayed a need for improvement of summarizing and paraphrasing skills. Therefore, learners need to be assisted in developing these academic skills. To write more effective and successful paraphrases, learners need to be involved in learning tasks that will help them discover diverse techniques of paraphrasing. Further, the summarization tool is used either in IELTS writing tasks or research paper writing. Summarization is a higher level strategy and it requires understanding the text, differentiating main points from details, reconstructing text content by linking several ideas in a single sentence, and sequencing main ideas logically, and following specific text organization. Consequently, learning how to summarize should be emphasized throughout the academic writing course and good amount of time for practice should be allocated in the course syllabus.

Good knowledge of complex grammatical structures, collocation and synonymy might make the summarizing and paraphrasing much easier for the learners, yet learners expressed their worries about accurate use of clauses, collocations and

synonyms ("I need to learn collocations and synonyms" (F=9)). Learners were aware of the fact that they needed to have knowledge about synonymy in order to write good paraphrases and summaries, unfortunately, learners felt that identifying synonyms in academic texts and using them in their academic writing was not easy for them. Thus, awareness rising of synonymy, academic lexicon and grammar should be promoted through noticing tasks and discourse analysis. Learners need to be encouraged to improve their academic structural and lexical competence through individual learning: keeping lexical notebooks where they may record synonyms, collocations and academic phrases; doing vocabulary and grammar exercises; practicing the target lexical and grammatical items in sentence or paragraph writing; keeping error logs.

Considering the writing process, the most challenging skills were perceived to be drafting, revising and editing. In the interviews, learners expressed obligation and necessity for these three academic writing skills: "I must improve drafting" (F=8), "I have to practice" (F=11). Drafting different types of essays, revising and editing them were expressed to be of need for improvement. Learners should be familiarized with a variety of cognitive genres in order to acquire schemata for academic discourse (Jordan, 1997; Bruce, 2005). Learners also should be provided with the opportunity to explore their generic and language features.

To help learners develop their process-based and genre-based writing skills, the six steps of the process-genre approach can be followed: (a) preparation, (b) modeling and reinforcing, (c) planning, (d) joint constructing, (e) independent constructing, and (f) revising (Badger & White, 2000). In the preparation stage, learners are introduced to a specific situation and a written text. The aim of this stage is to activate students' schemata and familiarize them with the discourse features of a specific genre (e.g. discussing argument for and against). In the next stage learners work on the model analyzing the text and discussing its organization and language. The third stage is planning for writing. In this stage learners might be engaged in various activities related to their personal experiences in order to awaken their interest to the given topic. In the joint constructing the students work together. Learners work in groups of four as each member has a duty (e.g. writer, editor, researcher, vocabulary expert). They brainstorm, outline, draft, revise and redraft their essays collaboratively using wikis. This online collaborative task helps them practice the steps of the writing

process while producing their essays and reinforce the generic and linguistic knowledge acquired in the second stage. After completing their essays each group receives feedback form the instructor and peers. In the next step, independent constructing, learners work individually. They write their own essay on another topic. They outline, draft, revise and redraft. In the last stage learners share their pieces of writing on Edmodo. In this stage learners revise their peers' essays giving feedback on the organization, idea development and use of language.

Planning and implementing collaborative tasks in this course was approved by the learners. Learners expressed that they "believe *they* will enjoy them" and that "*they* will learn a lot". In the collaborative tasks, learners have the chance to make decisions about the content and language together while interacting during the writing process. This social interaction process that is shared by social constructivists can help learners reach higher level of thinking skills such as comprehension of language, logical reasoning, problem solving (Vygotsky, 1978). Collaborative writing can be implemented at one of the process writing stages (planning, drafting, revising and editing) or in order to give more importance to learner's voice and role, tasks that involve collaboration in every stage can be designed (e.g. wiki tasks) (Houat, 2012; Amirkhiz, Bakar, Baki, Samad, Hajhashemi, 2012). Since the NA results revealed that revising is perceived to be the hardest skill of those mentioned above ("I have to improve my revising skills" (F=10)), it needs to be improved by planning and implementing peer revision tasks, which became popular with the development of learner-centred approaches (Hyland and Hyland, 2006). Stinley (1992) suggests that learners should be trained how to revise pieces of writing. Providing learner training or coaching can help them acquire various revising techniques that they can apply in peer revision tasks. To help learners carry out effective revising on their peers' essays, they might be asked to write essays on the same topic (e.g. *What are the causes and potential effects of unemployment*?), which will be helpful for the learners in terms of topical structure. Use of similar collocations and grammatical structures, linkers and phrases as well as the same essay organization can make the revising process easier and more effective.

Finally, learners were concerned with reflection and self-evaluation skills. They reported that they did not know how to reflect and self-evaluate. These metacognitive

skills need to be developed through demonstration in the classroom and then followed with practice beyond the classroom. Learning how to reflect on learning and writing will help learners identify their problematic areas, and what the deficiencies in their writing and learning strategies are. Once these are determined learners need to be taught how to plan their learning and how to work individually to correct deficiencies and improve those problematic areas. Raising learners' awareness of learner autonomy, reflection and self-assessment can result in better learning, high motivation and self-confidence. Fostering metacognition and enhancing intrinsic motivation for both collaborative and individual study may lead to self-regulated learning and effective self-assessment. Learners will be able to set goals, monitor their learning, control their feelings, motivation and cognition, and make accurate judgements of the quality of their written work (Andrade & Broke, 2010).

5.2.2 Research question 2. The second research question sought to investigate learners' deficiencies in terms of academic writing skills. The data obtained through the academic writing diagnostic exam showed that all skills tested need to be improved. While the overall mean score for learners' summarizing skills is 43.23, the mean score for their paraphrasing skills is 30.77. When comparing objective data results (obtained through the diagnostic test) and the subjective data results (obtained through the student questionnaire) in terms of summarizing and paraphrasing, it is obvious that there is an overlap, which actually once more proves that these academic writing skills require emphasis and practice in the academic writing course.

AWDE findings also revealed that learners have serious difficulties in producing coherent and cohesive academic essays ($\bar{x}$=3.50 for WT-1 and $\bar{x}$=4.12 for WT-2). B2 level students were supposed to be able to write IELTS essays scoring band 4.00. Looking at the means it seems that learners faced more challenges with writing task 1 (describing a graph). Regarding the writing tasks 2, the obtained result is a bit more satisfying, maybe because learners had some learning experience in writing a discussions essay. However, only discussing arguments for and against was tested and there is no objective data regarding writing other types of essay. So attention to the survey results that reflect learners' views about this issue should be given. All of the learners believe that they are not good at writing essays in different cognitive genres. Learners' consciousness of rhetorical types with their unique

generic features should be raised through in-class tasks and then opportunities for doing extended writing with feedback about their writing should be provided. Combining the process-based writing with genre-based writing can be more beneficial for the students giving them the chance to write their cognitive essays moving through the steps of the writing process. The process-genre approach to writing combined with task-based learning may help learners improve their drafting, revising and editing skills. Discourse analysis target tasks followed by online collaborative writing tasks may provide learners' with good input and output opportunities.

5.2.3 Research question 3. The third research question sought to explore students' learning styles, interests, wants and preferences with respect to learning styles, methodology, technology and EAP instructor's roles. The findings of the learning styles questionnaire revealed that the dominant learning styles among the learners were visual and kinesthetic and the secondary ones were auditory and interpersonal. Considering these results, it might be concluded that more visual aids and listening materials as well as tasks that include graphs and pictures and that provide opportunities for movement and interaction can be adopted, adapted and created. Learning styles identification may also help the instructors make predictions about teacher's role in the classroom. Being a good model of the target language, being a facilitator and prompter in the collaborative activities and tasks, and being an active and energetic presenter can successfully correspond to visual, auditory, kinesthetic and interpersonal learners' needs.

To provide comprehensible input that addresses diverse learning styles, some aspects of the language input might be enhanced by making modifications on it. To make written input more salient, marking or stressing some aspects of the input, could be applied in the CALL materials. Online reading texts might be marked by highlighting the language items which students are expected to notice while skimming the text. Chapelle (2003) suggests that marked input should be combined with other techniques. For example, students can notice highlighted grammatical items such as 3rd person singular, possessive adjectives, pronouns, articles and relative clauses while reading a text and have access to explanations of these structures. Similarly, words could be highlighted and glossed to help learners understand the text. To help learners comprehend the linguistic input better, input modification might be achieved by

the use of images, L1 translation, L2 definitions and simplification, which appear as hypertext or hypermedia links (Chapelle, 2003). For getting word meanings, learners might be provided with access to images and videos, translations in their native language or definitions in the target language. Some of the CALL materials can provide all of these three, so the learners may have the opportunity to choose according to their learning styles and needs.

Findings from the students' questionnaire and interviews also revealed increased learner awareness of producing research papers and keeping lexical notebooks. To meet this demand, research project as an extended task can be planned and conducted over a specific period of time. To write a clear and consistent prose of research, process writing should be incorporated into the task and its steps and procedures should be introduced to the students. To make the process flow easy and simple and to save time, web tools and blended learning can be utilized. Considering the students' wants, preferences and views, WhatsApp can be used as a communicative tool among the students because it was regularly used. Because learners stated that Skype and Edmodo could be useful in the BAWC, Skype can be used as a tutorial web tool and Edmodo can be selected as an educational social media web tool. Learners also perceived online tasks and the word processor revising as easy web-based tasks. So individual online tasks can be planned and devised for academic writing skills development and reinforcement. Learners also might be required to type their pieces of writing and use the word processor for revising peers' drafts, summaries and paraphrases.

Although learners were not familiar with some web tools such as WebQuest and SurveyMonkey and perceived them as difficult to be operated and understood, they can be integrated into the academic writing learning process. First, learners' consciousness of these online tools should be raised and then learners can be trained in understanding and using them. WebQuest tasks could be a useful source for academic input for visual learners.

5.2.4 Research question 4. To triangulate data sources and strengthen conclusions, data were obtained from English instructors and medical School academicians. TAFGs and NASSIs' results were compared and contrasted and it was concluded that there was a significant overlap. Both learners and the academic staff

believed that there was a need for WebQuest and SurveyMonkey training ("Students are not familiar with WebQuest. They need to be trained how to benefit from and fulfill the assigned WebQuest tasks*."). Likewise students, teachers and lecturers stated that "students cannot paraphrase because of insufficient collocation and synonymy." And in order to expand their academic vocabulary, collocations, and synonyms, again both groups thought that keeping a vocabulary notebook could be a good solution for this problem.

Focus group results revealed an overlap of EAP instructors' and lecturers' perceptions in some aspects and some discrepancies in specific issues. For example, both the EAP professionals and academicians agreed that "writing a research paper and using the process writing may help students improve their paraphrasing, summarizing, drafting and revising skills". Further both groups believed that learners would enjoy technology in and beyond the classroom, but they also stated that "students' awareness about the benefits of the course should be increased through a course orientation session".

However, while all English instructors believed that written and oral feedback should be provided to learners' compositions, only half of the lecturers supported this idea and most of them stated that "oral feedback is better because students can ask for clarification." In this aspect, to address various learning styles, it would be better to integrate both written and oral feedback into the teaching-learning process.

Regarding the IELTS writing tasks, both groups provided similar attitudes and opinions. They expressed that learners need to practice writing a graph description and they need first to plan their academic essays and then draft. Similar results were obtained from the SAWDE, which indicated that English teachers and lecturers made thorough observations and correct generalizations. Additionally, both English teachers and academicians' valued the process writing as they believed that students "need to go through the steps of the process writing in order to learn writing meaningful and organized essays."

5.2.5 Research question 5. The quantitative and qualitative findings indicated a need for development of a specific academic writing course which can complement the existing EAP course. Although the existing EAP course included an IELTS writing component, it was proved to be inefficient and ineffective. The table below

summarizes the similarities and differences between the blended academic writing course and the existing EAP course IELTS writing component.

Table 47

Comparing and Contrasting the EAP Course IELTS Writing Component and the Blended Academic Writing Course

	EAP Course IELTS Writing Component	Blended Academic Writing Course
Syllabus	Multi-syllabus (combination of synthetic and skill-based syllabi)	Multi-syllabus (combination of analytic, synthetic and skill-based syllabi)
In-class sessions	2 45-minute sessions	3 45-minute sessions
After-class sessions	-	5 45-minote sessions
Teacher-student online session	-	1 20-minute session
After-class groupwork session	-	1 45-minute session
Focus on summarizing	-	√
Focus on paraphrasing	-	√
Reading subskills strategy training	√	√
Note-taking strategy training	-	√
Metacognitive strategy training (Developing reflection and self-evaluation skills)	-	√
Process writing	-	√
		The BAWRP
Focus on each step of the writing process	brainstorming, drafting,	brainstorming, outlining, drafting, revising, redrafting,

	editing	editing, final copy
Writing different types of essays	**WT-1 (line graph description) WT-2 (opinion and discussion essays)**	**WT-1 (table, bar graph and line graph description) WT-2 (opinion, discussion, cause/effect, problem/solution)**
Use of multimedia in the class	smart board	smart board, overhead projectors
Use of Microsoft software in the class	-	power point presentations
Use of web tools in the class	-	YouTube, writing websites
Use of web tools beyond the classroom	Edmodo (optional)	WebQuest, Edmodo, SurveyMonkey, YouTube
Use of Microsoft Software beyond the classroom	-	word processing, excel
Writing a research paper	-	√
TBL	-	√
Writing instruction	product-based	process-based
Scaffolding	-	√
Keeping a lexical notebook	-	√
Keeping error log	-	√
Classroom learning tasks	noticing tasks, writing tasks, IW & PW tasks	noticing tasks, discourse analysis tasks, outlining tasks, WebQuest tasks, reflection and self-evaluation tasks, PW and GW tasks
After-class individual tasks	√	√
After-class collaborative tasks	-	√ wikis

After-class online tasks	-	√
Peer revising	-	√
Peer feedback	-	√
Oral feedback by the instructor	short	detailed (teacher-student meeting on the skype)
Written feedback by the instructor	short	detailed (feedback sheet)
EAP Instructor's roles	controller, presenter, evaluator	facilitator, guide, communicator, collaborator, prompter, participant, tutor, assessor
Classroom materials	2. Jakeman, V., Hart, G. B. (2012). *Cambridge complete IELTS Bands 4-5.* Cambridge: CUP.	1. *Successful college writing* (McWorther, 2012) 2. *Cambridge complete IELTS Bands 4-5* (Jakeman, & Hart, 2012) 3. *Academic writing* (Bailey, 2006) 4. *Study skills for academic writing (*Trzeiciak & Mackay, 1994) 5. *Academic Writing Course: Study Skills in English* (Jordan, 1999)
Beyond classroom materials	*1. English Vocabulary in Use* (Redman, 1997) 2. *English Grammar in Use* (Murphy, 2012)	1. *Barron's Essesntial Words for the IELTS* (Lougheed, 2011) 2. *IELTS Preparation and Practice: Reading and Writing Academic Module* (Sahanaya, Lindeck, Stewart, 1998) 3. *Cambridge vocabulary for IELTS* (Cullen, 2008)

		4. *Cambridge grammar for IELTS* (Cullen & Hopkins, 2007)
Assessment	formative (classroom and homework assignments) and summative (final exam)	formative (BAWRP tasks, classroom and homework assignments, online individual and collaborative tasks, and progress tests) and summative (the whole project and the academic writing final exam)
Assessment tasks	adopted from IELTS sources	adopted from IELTS sources, adapted authentic texts
Course evaluation	summative evaluation (student focus groups, IELTS final exam results)	formative (progressive tests, classroom observations, classroom and homework assignments, focus groups with students every 2 weeks) and summative (student course evaluation questionnaire, teacher course evaluation questionnaire, student focus group interviews, teacher focus group interviews, lecturer focus group interviews, academic writing final exam results)

Based on the diagnostic test results, perceptions of the students and what EAP instructors and lecturers reported, it was decided for the development of a 14-week blended academic writing course. The course goals and objectives were identified, and the syllabus type and content was determined accordingly.

To meet the diverse learning needs of the learners, it was agreed on a multi-syllabus. Different types of syllabi were blended: task-based, functional, structural, lexical, and skill-based.

The BAWC syllabus design is based on progressivism, so the main focus is on the task-based syllabus whose purpose is to involve learners in acquiring and using procedural knowledge.

The BAWC syllabus content includes planning and writing a research paper and writing 5 different academic essays in correspondence with the IELTS exam requirements.

The statistics of the student survey showed that all learners (100%) were interested or very interested in writing a research paper. The results of the focus groups carried out with EAP instructors and lecturers revealed that all academic professionals were agreed upon the fact that writing a research paper would be useful and enjoyable for the learners as well as would improve their writing academic sub-skills. The numbers also displayed that students held highest needs on research (100%) and note-taking (92.3%), paraphrasing (SNAQ-92.3% and AWDE- $\bar{x}$=30.77) and revising (84.6%) sub-skills. Other two most concerned sub-skills were drafting (76.9%) and editing (61.5%). Skimming and scanning (53.8%) as well as summarizing (SNQA-53.8% and AWDE-$\bar{x}$=43.23) sub-skills were also perceived to be of great need to be improved. Similar findings were obtained from the teacher and academician focus group interviews - all EAP instructors and Medical School lecturers believed that students might improve their paraphrasing and summarizing skills, drafting, revising and editing skills when they were involved in preparing an academic writing research project. Considering these findings, it was decided that a blended academic writing research project needed to be integrated into the BAWC.

As a result of the discussion the BAWRP was designed and the focus was on the process writing and on the development and reinforcement of the deficient sub-skills:

- research sub-skills – looking for information about a specific academic topic by using various research methods;
- skimming and scanning sub-skills – skimming a variety of printed and online sources and scanning for specific information;
- note-taking sub-skills – noting the important information on note cards,
- summarizing and paraphrasing sub-skills – summarizing articles or paragraphs and paraphrasing important sentences or paragraphs;
- drafting sub-skills – writing a coherent and cohesive draft including the appropriate futures and language for the specific genre;
- revising sub-skills – revising the draft by removing unnecessary and irrelevant information or adding important supporting details, reviewing evidence,

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reorganizing ideas, adding cohesive devices to make the essay cohesive and coherent, making structural changes;

- and editing sub-skills – watching for misspelling, grammatical errors, incorrect word forms, typos, subject-verb agreement errors, fragments, run-on sentences, capitalization and punctuation mistakes and paying close attention to sentence structure and word choice.

Learners were expected to produce extended piece of academic writing experiencing each step of the writing process. Due to time concerns, both face-to-face and online tasks were planned. Every week learners were supposed to complete specific in-class and online tasks. Table 48 summarizes the content of Module 1 – the BAWRP - with regard to face-to-face in-class component, online after-class component and face-to-face after-class component.

Table 48

BAWC Syllabus – Module 1 (Blended Academic Writing Research Projects)

Week	Unit	Face-to-face In-class Component (3 45-sessions)	Online After-class Component (5 45-minute sessions 1 20-minute skype session)	Face-to-face After-class Component (1 45-minute collaborative session)	Assessment

| 2 | 1&2&3&4 | Lesson 1: WebQuest 1 http://zunal.com/webquest.php?w=310177 - exploring the WebQuest and preparing a deadline chart for the tasks and student duties (PW) Lesson 2: Web tool training: understanding and using online tools (*WebQuest, Edmodo, SurveyMonkey, Google*) (GW) Drafting survey questions (IW&PW) – Peer feedback Lesson 3: APA Style (GW) | a. Completing survey questions and revising and editing (IW) b. Designing a survey on *SurveyMonkey* (IW) c. Peer revising and feedback on Edmodo d. Discussing the survey and WebQuest 1 on the skype (T-S) e. Doing preliminary research, skimming and scanning web materials (IW) f. Reflection | Discussing survey questions and WebQuest 1 with peers (GW) | Online survey |

| 3 | 5&7&8 | Lesson 1:
Metacognitive strategies: planning short-term goals, reflecting on writing and learning (IW)
Lesson 2:
Discourse analysis – patterns of organization (PW)
Cohesive devices
Lesson 3:
Steps of the process writing (GW)
Focusing on the pre-writing strategies (PW&IW)
Planning a research project (IW) | a. AWRP – narrowing down the topic, brainstorming, agreeing on a theme
Online research
Collecting survey's data (IW)
b. Posting topic selection GO and the list of sources on Edmodo
Online interaction
c. IOT 1 – patterns of organization
Cohesive devices
Affixes
AWL 1
d. Analyzing surveys' data and creating charts
on the skype (T-S)
e. Reflection | Discussing research project's topics and surveys' results with peers

Comparing and contrasting two diseases in posters (GW) | BAWRP - List of sources |

4	8&9&10&11&12	Lesson 1: Cognitive strategy training: reading, skimming, scanning and making notes (PW&IW) Completing note cards (PW&IW) Lesson 2: Outlining a text (PW) AWRP – formulating a thesis, outlining the research paper (IW) Lesson 3: Summarizing a text (GW&IW)	a. Completing research paper outlines and revising them Literature review and completing note cards b. IOT 2 - summarizing c. Sharing AWRP outlines Peer feedback on IOT-1 and interaction d. Clauses Quantifiers Subject-verb agreement Articles Collocations related to the research topic e. Discussing research paper outlines with the instructor on skype f. Reflection	Skimming, scanning and summarizing an academic text (GW)	BAWRP - Outline

		Lesson 1: Paraphrasing (PW&IW) Lesson 2: Writing introductions and conclusions (GW&IW) Lesson 3: Quotations and in- text citations (PW&IW)	a. Parallel structures Compound prepositions Reporting verbs AWL 2 b. IOT-3 – paraphrase c. Peer feedback on IOT-3 and interaction d. Paraphrasing sentences for BAWRP Writing the introduction of the paper e. Discussing paraphrases, citations and introduction with the instructor on skype f. Reflection	Discussing summaries and paraphrases with peers	BAWRP - Summaries and paraphrases
5	12&13				

6	14&15&16	Lesson 1: Working on research paper organization (IW) Reading and analyzing an academic research paper, making an outline (PW) Lesson 2: Focusing on content, organization, cohesive devices and academic style (PW&IW) Lesson 3: Reading and analyzing pieces of statistical descriptions (PW) Describing graphs and tables (GW&IW)	a. IOT-4 – graph and table description Peer feedback on IOT-4 b. Compound sentences Pronoun problems Synonyms Collocations Prepositional phrases Vocabulary of describing quantitative data c. Writing first drafts Inserting survey results and describing statistics (IW) d. Posting first drafts Instructor's feedback on content, organization cohesion and coherence of first drafts on skype e. Reflection	Reading peers' papers, analyzing organization and giving written feedback (PW)	RAWRP - First draft
7	17	Lesson 1: Revising	a. IOT 6 – revising b. Revising research papers Writing the second draft of the AWRP c. Instructor's feedback on content, organization cohesion and coherence of second drafts on skype d. Peer feedback on IOT-5 e. Reflection	Revising an academic essay (GW)	BAWRP - Revising

Week	Unit			
8	18	Lesson 1: Editing	a. IOT 6 – editing b. Editing research papers Writing the final copy c. Peer feedback on IOT-6 d. Reflection	Editing - spot the error (GW)

Regarding IELTS writing, the diagnostic test exam results illustrated that WT-1 - writing a graph description essay - was concerned to be the most difficult academic writing task ($\bar{x}$=3.5). The case of WT-2 is not too different from the former one where learners wrote academic essays discussing for and against arguments on a specific topic ($\bar{x}$=4.12). The findings of the student questionnaire and interviews also supported these results. Almost all of the learners claimed that they were not good at writing different types of essays and they believed that they need to learn writing well-organized and coherent essays. Majority of the learners were also aware that they needed to practice a lot. Similar opinion was stated by the academic professionals. Most of them expressed that learners needed to focus more on WT-1 because they had serious difficulties in producing this type of academic essay.

Taking into consideration these findings, it was decided that an IELTS writing module need to be devised and included in the BAWC syllabus. Table 49 outlines the content of Module 2 – IELTS writing tasks – concerning face-to-face in-class component, online after-class component and face-to-face after-class component.

Table 49

BAWC Syllabus – Module 2 (IELTS Writing Tasks)

Week	Unit	Face-to-face/ In-class Component (3 45-sessions)	Online/ After-class Component (5 45-minute sessions 1 20-minute skype session)	Face-to-face/ After-class Component (1 45-minute collaborative session)	Assessment

7	1	Lesson 1: WebQuest 2 (GW) http://zunal.com/webquest.php?w=315566 - exploring the WebQuest and taking notes Lesson 2: Social strategies: IELTS writing task 1 (graph description) - analyzing samples (PW)	a. Complex sentences Passive voice Phrasal verbs Collocations Vocabulary of describing a graph AWL 3 b. COAWT-1 – wikis – describing a graph (GW) c. Peer feedback on COAWT 1 d. Reflection	Preparation for COAWT-1 – discussing the IELTS WT-1 and outlining the essay	
8	1	Lesson 1: Organizing a descriptive essay Using passive voice, correct cohesive devices and collocations, using appropriate synonyms and word forms Lesson 2: Describing a graph (PW) Revising the essay	a. Punctuation Fragments Parallelism Cohesive devices Synonyms Collocations b. WT-1-Graph description c. Peer feedback on WT-1 d. Reflection	Revising a graph description	Progress test 1 - WT-1 (graph description)
9	2	Lesson 1: WebQuest 3 http://zunal.com/webquest.php?w=321612 (GW) - exploring the WebQuest and identifying the characteristics of opinion essays	a. Cohesive devices Complex sentences Synonyms Collocations AWL 4 b. IOT-7 – Cohesion COAWT-2 – wikis – opinion essay	Preparation for COAWT-2 - outlining opinion essays (GW)	The whole AWRP

9	2	Lesson 2: Social strategies: IELTS opinion essay – analyzing samples (PW) Organization of opinion essays (PW) Lesson 3: Cohesion and coherence ACR Report	a. Peer feedback on IOT-7 and COAWT-2 b. Writing an opinion essay (IW) c. Discussing content, organization and language of the opinion essay with the instructor on skype d. Reflection		Progress Test-2 IELS WT-2 (opinion essay)
11	4	Lesson 1: WebQuest 3 http://zunal.com/webquest.php?w=321612 (GW) - exploring the WebQuest and identifying the characteristics of causes/effects essays Lesson 2: Social strategies: IELTS causes/effects essay – analyzing samples (PW) Organization of causes/effects essays (PW) Lesson 3: Clauses	a. Complex sentences Synonyms Collocations AWL 5 b. COAWT-4 – wikis – cause/efefcts essay c. Peer feedback on COAWT-4 d. Writing an causes/effects essay (IW) e. Discussing content, organization and language of the causes/effects essay with the instructor on skype	Preparation for COAWT-4 - outlining causes/effects essays (GW)	Progress Test-4 - IELS WT-2 (causes and effects)

			f. Reflection		
12	5	Lesson 1: WebQuest 3 http://zunal.com/webquest.php?w=321612 (GW) - exploring the WebQuest and identifying the characteristics of problem/solution essays Lesson 2: Social strategies: IELTS problem/solution essay – analyzing samples (PW) Organization of problem/solution essays (PW) Lesson 3: Passive voice Prepositional phrases	a. Complex sentences Synonyms Collocations AWL 4 b. COAWT-5 – wikis – opinion essay c. Peer feedback on COAWT-5 d. Writing an problem/solution essay (IW) e. Discussing content, organization and language of the problem/solution essay with the instructor on skype f. Reflection	Preparation for COAWT 5 - outlining problem/solution essays (GW)	Progress Test-5 IELTS WT-2 (problem/solution essay)
13	6	Lesson 1: Compensation strategies: Classifying essays (GW) Lesson 2: Reviewing essay types organizations (GW)	a. Subject-verb agreement Segments Run-on sentences b. MOCK Exam – IELTS WT 1&2	Preparation for the AWFE (GW)	
13	6	Lesson 3: Punctuation Capitalization Collocations	c. Instructor feedback on the MOCK exam on skype d. Reflection		

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Looking at the syllabus above, it can be seen that different types of tasks were planned to be applied in the teaching-learning process: in-class and online tasks, collaborative and individual tasks. While the in-class tasks are usually knowledge-based and recognition tasks, the online tasks are writing- and product-based. In the class learners gain knowledge about the process writing stages and different cognitive genres' organization and language. They may work on samples to get familiar with the essays' rhetorical features or explore the procedures of the different stages of the writing process. Beyond the classroom, learners practice and reinforce some academic writing subskills (e.g. note-taking, summarizing, paraphrasing) or produce their pieces of writing.

Cognitivism and social constructivism were taken as approaches to academic writing instruction and learning. Learners are supposed to be engaged in both collaborative and individual tasks. In-class tasks are usually collaborative so learners work in groups or pairs. Instructors are active facilitators and communicators who further the social interaction between the learners. Online tasks, on the other hand, can be collaborative and individual. In the BAWC syllabus online collaborative tasks were planned for IELTS essay practice. The aim is to help learners learn from each other and practice writing in a social context. Bakar et al. (2012) advocate that collaborative writing have positive effects on the quality of text produced by the group members. The researchers also point out that the pieces of writing produced collaboratively are more accurate than those produced individually. On the other hand, Individual online tasks were designed to promote the development of individual academic writing skills. These tasks also help learners develop cognitive skills needed for successful academic writing.

The major aim of this course design is to raise learners' awareness of cognitive, metacognitive, social and compensate strategies. Cognitive strategies (e.g. skimming and scanning, summarizing and paraphrasing) and social strategies (e.g. collaborative writing, peer revising) need to be introduced in the classroom using the demonstration technique before asking learners to apply them in their academic writing process. However, metacognitive skills require more time and effort to be put because

strategies such as self-evaluation and reflection can develop over an extended period of time (Blue, 1988).

Target tasks and teaching materials should be planned and designed in accordance with the instructional and learning objectives. The guiding principles in identifying the themes and content of the learning tasks and materials should include academic topics covered in previous IELTS exam papers as well as some health and medical content, which will be in relevance with learners' wants and preferences.

Even though the main focus of this course syllabus is task-based learning, besides the analytic syllabus, synthetic syllabi were devised, which aim to enhance structural and lexical knowledge of the learners providing them with opportunities for practicing grammar and vocabulary items in various contexts.

Finally, an assessment plan was constructed and proposed. The assessment of this course was decided to be a combination of formative and summative assessment procedures. The formative assessment component involves progress tests, online tasks, classroom assignments and homework, and the BAWRP tasks. The summative assessment component includes the whole project and the academic writing final exam. The progress test assessment tasks might be adopted or adapted from IELTS sources. This will increase the reliability and construct and face validity of these tests. To minimize subjectivity, analytical rubrics should be used in scoring learners' academic papers and essays. The IELTS writing scoring rubrics can be adopted from the ESOL IELTS examination website and research paper criteria can be adapted from different sources. Weigle (2002) argues that analytical scoring criteria might be useful in two aspects: less subjectivity and more detailed information about the learners' performance in various aspects in writing.

5.3. Conclusions

The present study has both curricular and pedagogical implications. To start with, the needs analysis and syllabus design provided insights into the main stages of designing a blended academic writing course. Second, the nature of the BAWC should be grounded upon learners' subjective and objective needs. Also, EAP instructors and lectures' opinions about students' learning needs were taken into consideration as their views and learners felt needs were counseled in identifying BAWC goals and

objectives, in adopting, adapting and developing instructional materials and learning tasks, in deciding on the academic writing teaching approach and assessment procedures.

Considering the things discussed above, it can be concluded that instructors, learners and faculty lecturers should collaborate throughout the needs analysis and syllabus design process for successful course syllabus, materials and assessment. Further, not only curriculum developers should benefit from this course framework but also the instructors themselves. However, English professionals need to be trained in course design so that they can adopt and adapt course syllabi, materials and tasks according to their learners' needs.

Since the suggested academic writing syllabus integrates web-based and face-to-face elements, the tasks and materials suggested in the BAWC syllabus can be adapted to diverse educational settings such as high school, language schools, prep-schools as a supplement course to the main EAP programme or be used as a separate course aiming to develop learners' academic writing and research skills.

5.4 Recommendations

This study has several suggestions for further research. First of all, this study was conducted in a specific context, so it needs to be carried out in various national and international contexts (e.g. state universities, different faculties) to compare and contrast findings.

Additionally, future research should also be carried out to explore the students' needs in more detail, which will help course developers to plan and design more comprehensive course syllabi.

Finally, detailed and comprehensive investigation on learners' styles can be carried out during the needs assessment process and the obtained findings can be used to enlighten course and materials developers in designing teaching materials and target tasks that address a variety of learning styles.

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Appendices

APPENDIX A

SU Course Evaluation Results – January 2016

MOCK KET Results – A2 Level				
Skill	Reading 25%	Listening 25%	Writing 25%	Speaking 25%
Mean	16,5	13,6	16,9	12,2

MOCK PET Results – B1 Level				
Skill	Reading 25%	Listening 25%	Writing 25%	Speaking 25%
Mean	19,4	15,5	17,7	17,8

MOCK IELTS Results B1+ & B2 Levels				
Skill	Reading Band 9	Listening Band 9	Writing Band 9	Speaking Band 9
Mean	4,75	4,95	3,41	4,76

Course Evaluation Focus Groups

Level of Language Proficiency	Medicine	Dentistry	Physiotherapy	Nutrition & Dietetics	Nursing
A2 (318 students)	18 students	18 students	20 students	20 students	19 students
B1 (426 students)	24 students	24 students	26 students	26 students	25 students
B1+ (286 students)	12 students	12 students	14 students	14 students	13 students
B2 (66 students)	13 students	11 students	10 students	10 students	-

APPENDIX B

Course Evaluation Focus Group Results: B1+ & B2 Level Students (352 students)

Target Domain	Domain Element	Themes (Skills)	Number of Statements	%
The Domain of Expressive Language	Written Expression and Communication (letters, essays, projects)	*Organizing and writing coherent and cohesive academic essays	33	68,8
		*Developing ideas	29	60,4
		*Revising and editing	34	70,8
		*Writing different types of academic essays	36	75,0
		*Using appropriate academic vocabulary	29	60,4
		*Summarizing academic texts	31	64,6
		*Applying grammar rules correctly	24	50,0
		*Using a wide range of academic vocabulary accurately	30	62,5
		*Writing a research paper	44	91,7

MOCK IELTS Results January 2016

Reading 4,75; Listening 4,95; Writing 3,41; Speaking 4,76

APPENDIX C

Checklist for Designing and Evaluating Needs Assessments
(adapted from Stufflebeam et al., p. 18-21)

Content	Tick
Preparation	
Identify and describe the client(s), other audiences, and target population.	
Clarify the purposes of the needs assessment:	
• Stated reasons	
• Unstated reasons	
• Defensibility	
Determine the scope and domain(s) of the needs assessment.	
Determine who will be involved in conducting the needs assessment.	
Develop and maintain the necessary political viability.	
Involve key groups and individuals	
Ongoing communication	
Identify and adhere to appropriate protocol	
Identify and describe information needs:	
• Setting	
• Program variables	
• Cost variables	
• Philosophical and conceptual framework	
• Outcome variables to be monitored	
Information Gathering	
Determine relevant sources of information.	
Determine sampling plan(s).	
Develop/select information collection procedures and instruments.	
Specify an implementation plan for each observation procedure.	
Specify verification and aggregation procedures.	
Implement verification and aggregation procedures	
Needs Analysis	
Review and update all background information collected to date:	
• Issues and concerns	
• Changing conditions	

• New developments
Review the information base with the relevant groups.
Conduct a descriptive analysis as indicated by the type of information.
Assess the available information:
• Technical adequacy
• Substantive adequacy
Review analysis plan.
Implement analysis plan:
• Specify type(s) of information to be analyzed.
• Specify purposes of analysis.
• Identify assumptions.
Select and implement analysis techniques.
Discuss the findings and formulate the conclusions.

Reporting the Results of the Needs Assessment

Review and evaluate reporting plan.
Delineate the report(s) to be submitted:
• Audience
• Purpose
• Content
• Format
• Media
Implement reporting procedures.

Using the Needs Assessment Results

Review needs assessment results.
Articulate probable cause-effect relationships.
Identify outcomes and objectives.
Identify alternative strategies.
Identify resources.
Design a program in response to existing needs based on:
• Resources/apportionment
• Cause-effect relationship
• Feasibility
Design an evaluation for the program.

Evaluate the Needs **Assessment**

Utility standards
- Audience identification
- Evaluator credibility
- Information scope and selection
- Report timeliness
- Evaluation impact

Feasibility standards
- Practical procedures

Propriety standards
- Formal obligation
- Control of conflict of interest
- Full and frank disclosure
- Rights of human subjects
- Human interactions
- Balanced reporting

Accuracy standards
- Object identification
- Context analysis
- Described purposes and procedures
- Defensible information sources
- Valid measurement
- Reliable measurement
- Systematic data control
- Analysis of quantitative information
- Analysis of qualitative information
- Justified conclusions
- Objective reporting

APPENDIX D

SECTION 1 - Personal Background

Please provide the following information about yourself.

1. Name

2. Age

3. Gender

4. Level of English before the entrance to the university

5. Current level of English

6. Q6: How long have you been studying English? (In years)

7. Why do you learn English?

- [ ] a. Because it is a compulsory subject at university.
- [ ] b. To be able to read foreign publications.
- [ ] c. To be able to spea to tourists.
- [ ] d. For career.
- [ ] e. Because I would like to study and live abroad.
- [ ] f. For high salary and promotion.
- [ ] g. To be successful in exams.
- [ ] h. To be able to use my PC and the Internet competently.
- [ ] i. To be able to speak to tourists.

Other

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APPENDIX E

STUDENTS NEEDS ANALYSIS SEMI-STRUCTURED INTERVIEW
(SNASSI)

SECTION ONE: *BACKGROUND INFORMATION*

*Please **tick** (√) the appropriate choices to provide the necessary information below.*

1. Name & Surname: …………………………………………..

2. Age:

[ ] 20-25 [ ] 26-30   [ ] 31-35   [ ] 36-40   [ ] 41-45   [ ] 45+

3. Gender:

[ ] Male   [ ] Female

4. Years of learning English:

[ ] Less than 1 year

[ ] 1-4

[ ] 5-8

[ ] 9-12

[ ] 13-16

[ ] 17 or more

5. Current proficiency level of English

[ ] A2 (elem)

[ ] B1 (pre-int)

[ ] B1+ (int)

[ ] B2 (upper-int)

6. What are your reasons for learning English?

SECTION TWO: *BELIEFS*

This section is to find out about your general attitudes towards technology and face-to-face academic writing integration learning

o:	Question	Notes
	Do you think that integrating technology and face-to-face elements in an academic writing course will be beneficial for improving your academic writing skills? How?	
	Do you believe that you can learn English online? Do you think that online tasks will be beneficial for improving your academic writing?	
	Do you think that technology is beneficial for improving your academic writing? How?	
	Do you think that a collaborative academic writing project will help you learn a variety of academic vocabulary and improve your academic writing skills?	
	Do you usually use the Internet? How often? When? For what?	
	Do you use technology for learning English? Give examples? How often? When? For what?	
	Do you think that the use of technology will improve your digital skills?	
	Are you familiar with: • WebQuest • Edmodo • Wikis • surveyMonkey	

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	Which have you ever used, when and for what?	
	Do you think that the academic writing project work is beneficial for improving your academic English and writing skills? How?	
0	Do you think that project work on topics related to your department can be beneficial for improving your academic English and writing skills? How?	
1	In this course the combination of process-based and genre-based approaches will be integrated. Do you think that this will be beneficial for you and will help you improve your academic writing skills? Why? Why not?	
2	Which step of the writing process do you think will be the most difficult? Why?	
3	Which type of feedback will be more useful for you: written, oral or both? Is it OK for you if the written feedback is given online, for example on Edmodo?	
4	Do you believe that peer feedback on your academic writing will be also beneficial for you? How? To what extent?	
5	Your course will be 14 weeks. In one week you will have 3 forty-five-minute face-to-face classroom lessons, one 20-min face-to-face one-to-one session on skype, one 60-minute groupwork session outside the classroom. Also, you will be expected to do 5 40-minute	

	individual sessions at home or in the library. Considering this do you think that these will be enough for you to prepare: • one individual academic writing project on a topic related to your department (1000-1200 words) (in 5 weeks) • seven individual online tasks • five collaborative academic writing tasks on IELTS topics	
	Anything to add?	

(Richards, 2001; Graves, 2000).

APPENDIX F

TEACHER AND ACADEMICIAN FOCUS GROUP INTERVIEW

SECTION ONE: *BACKGROUND INFORMATION*

*Please **tick** (√) the appropriate choices to provide the necessary information below.*

1. Name & Surname of the Moderator/Interviewer:
2. ………………………………………….

2. Age of the teachers/lecturers:

[ ] 20-25 [ ] 26-30   [ ] 31-35   [ ] 36-40   [ ] 41-45   [ ] 45+

3. Gender: [ ] Male   [ ] Female

4. Years of teaching experience/lecturing experience:

[ ] Less than 1 year
[ ] 1-4
[ ] 5-8
[ ] 9-12
[ ] 13-16
[ ] 17 or more

5. Current proficiency level of English

[ ] A2 (elem)
[ ] B1 (pre-int)
[ ] B1+ (int)   [ ] B1 (adv)
[ ] B2 (int)   [ ] C2 (proficiency)

6. Any international publications/research/projects in English?

7. Subjects of teaching/lecturing?

SECTION TWO: *BELIEFS*

This section is to find out about your general attitudes towards technology and face-to-face academic writing integration learning

o:	Question	Notes
	Do you think that integrating technology and face-to-face elements in an academic writing course will be beneficial for improving students' academic writing skills? How?	
	Do you believe that students can learn English online? Do you think that online tasks will be beneficial for improving their academic writing?	
	Which academic writing skills do you think learners have to improve? Why?	
	Do you think that a collaborative academic writing project will help students learn a variety of academic vocabulary and improve their academic writing skills?	
	Do you usually use the Internet in the class? How often? When? For what? Do you use Edmodo?	
	Do you use technology for teaching English/your subject? Give examples? How often? When? For what?	
	Do you think that the use of technology will improve students' digital skills?	

	Are students familiar with: • WebQuest • Edmodo • Wikis • surveyMonkey Which do you think are difficult for the students?	
	Do you think that the academic writing project work is beneficial for improving students' academic English and writing skills? How?	
0	Do you think that project work on topics related to their departments can be beneficial for improving their academic English and writing skills? How?	
1	In this course the combination of process-based and genre-based approaches will be integrated. Do you think that this will be beneficial for the students and will help them improve their academic writing skills? Why? Why not?	
2	Which step of the writing process do you think is the most difficult for the students? Why?	
3	Which type of feedback will be more useful for the students: written, oral or both? Is it OK for the students if the written feedback is given online, for example on Edmodo?	
4	Do you believe that peer feedback on their academic writing will be also beneficial for them? How? To what extent?	

5	The course will be 14 weeks. In one week students will have 3 forty-five-minute face-to-face classroom lessons, one 20-min face-to-face one-to-one session on skype, one 60-minute group work session outside the classroom. Also, they will be expected to do 5 40-minute individual sessions at home or in the library. Considering this do you think that these will be enough for the students to prepare: • one individual academic writing project on a topic related to their department (1000-1200 words) (in 5 weeks) • seven individual online tasks (one every week) • five collaborative academic writing tasks on IELTS topics (one every week)		
	Anything to add?		

(Richards, 2001; Graves, 2000).

STUDENT NAME:	OUTLINING:	PARAPHRASING:
STUDENT ID:	SUMMARIZING:	WT-1: WT-2:

ACADEMIC WRITING DIGNOSTIC EXAM (AWDE)

1. **Read the article carefully and write a clear topic sentence for each of the body paragraphs.**

Advertising Manipulates Viewers

1   In essence, advertising can be defined as a kind of message or form of message transmission that is designed to promote a product, service, or idea. Today, this basic marketing strategy has become a natural part of our daily life. Considering that the $20 billion spent on advertisements in 1979 had drastically risen to $120 billion in 1999 and that in the course of a lifetime, one will see about three years' worth of advertisements on television and approximately 3000 ads per day (DiChiara, 2008), the importance of advertising is clear. Nevertheless, as Giselle Touzard (2008) explains, advertising, which was originally intended to be a source of information for people on the availability of products, "has developed into an industry that shapes people's identity". Coming in various forms - in print, audio, or visual form - advertisements not only bombard audiences with their messages, but also sell ideas of who we are and what we should do or be. Therefore, advertisements are clearly harmful for society as they draw on gender **stereotypes,** present idealized body images and negatively influence children.

2   **Topic sentence:**

Frequently, advertisements make use of **stereotypes,** and myths for the sake of making the message striking and memorable. Thus, it is a common practice to represent women as decorative objects at home who are **submissive** to men. Studies

have identified that in advertising women are less often used in work representations compared with men (Jacobson and Mazur 2007). Especially in the advertisements of household **appliances**, women are portrayed as housewives and mothers. Men, on the other hand, are commonly associated with power, leadership, and efficiency. These features are paired with masculinity particularly in car advertising. Also, professional men are shown in powerful and influential positions, giving orders. This double standard in the illustration of genders not only reveals the **mainstream** view but also **affirms** it because when consumers buy the advertised products, they indirectly approve of the advertisements. Hence, advertisements destroy the possibility of a society where both genders are equal.

3   Topic sentence:

Everywhere advertisements tell the audience what it means to be a desirable man or woman, just as directly as the advertisement that claims, "image is everything". For a man, the message is: you need to be athletic. It seems that whether a man is twenty or forty, whether he has brown or silver hair, an athletic body is **indispensable** for a strong powerful and confident man. For a woman, too, the message is parallel: you need to be beautiful and skinny. Although these images are often simple illusions, created by skillful makeup artists, photographers, or photo re-touchers who work on them, women unfortunately ignore this and become obsessed by their own body-image. Due to a resulting lack of **self-esteem,** today 25 per cent of women are dieting and another 50 per cent have recently started and quit a diet (Jacobson and Mazur 2007). Some women take even more dangerous steps to be like the women they see in advertisements. They develop eating disorders such as anorexia or bulimia. Hence, advertisements can cause disappointment as well as dissatisfaction in both genders.

4   Topic sentence:

Today, as parents try to please their children and TV shows them what to "want", children are considered to be **consumers** as early as three years old. Consequently, advertisers work on this new customer profile and teach children that they "need more" and must "demand more". Moreover, advertisements seriously affect children's eating habits by promoting high-calorie food, a less healthy diet for

children. Today, children are **exposed** to hours of television where they see advertisements for delicious candy or chocolate bars, chips and many other salty, sugary and fat-rich snacks. One can hardly blame children for choosing these over more healthy and un-advertised food such as fruit and vegetables. In fact, these changing eating habits cause more problems than mere dental cavities as researchers relate them also to increasing child obesity.

5   All in all, attempts to **justify** the necessity of advertisements will eventually fail because advertisements cause apparent harm to the public. These written, audio and or visual messages **reinforce** stereotypes and consequently undermine gender equality. They also portray impossible body images for men and women. Finally, advertisements **exploit** future generations for their own ends and cause **irreversible health** disorders. Therefore, people need to save themselves from exposure to advertisements and learn to make their own free choices, before it is too late.

Adapted from: Güçlü, Meriç, Gonca Gülen, Elif Şeşen & Gökçe Tokdemir. *Academic Survival Skills 2*. Ankara: Blackswan, 2011. Print.

Page numbers: 156-158

Glossary

Stereotype: A fixed idea that people have about what a particular type of person is like, especially an idea that is wrong.

Submissive: Always doing what other people tell you to do.

Mainstream: The beliefs or way of living accepted by most people.

Affirm: To say that something is true.

Indispensable: Completely necessary.

Self-esteem: Having confidence in yourself and a good sense of self-worth or value

Be exposed to something: To experience something or be affected by something because you are in a particular situation or place.

Justify: To give a good enough reason to make something seem acceptable.

Reinforce: To make an existing opinion or idea stronger.

Exploit: To use or develop something for your advantage.

Irreversible: Something that is irreversible cannot be changed back to how it was before.

1. **Complete the outline below for the article *Advertising Manipulates Viewers* and then write your summary.**

I. Introductory paragraph:

A) Thesis statement:

II. Body Paragraph 1:

A) Topic sentence:

1) Major supporting detail:

  a) minor supporting detail:

2) Major supporting detail:

  a) minor supporting detail:

  3) Major supporting detail:

III. Body Paragraph 2:

A) Topic Sentence:

1) Major supporting detail:

  a) minor supporting detail:

2) Major supporting detail:

  a) minor supporting detail:

IV. Body Paragraph 3:

A) Topic Sentence:

1) Major supporting detail:

  a) minor supporting detail:

2) Major supporting detail:

  a) minor supporting detail:

V. Concluding Paragraph:

A) Concluding Sentence:

2. **Summarize the article *Advertising Manipulates Viewer* in one paragraph.** Do not forget to include source of the article within your summary.

3. **Paraphrase the 4th paragraph of the article *Advertising Manipulates Viewer*.** Do not forget to include source of the article.

4. **The chart below shows information about changes in average house prices in five different cities between 1990 and 2002 compared with the average house pries in 1989. Summarize the information by selecting and reporting the main features, and make comparisons where relevant.** Write between 150 and 160 words.

Percentage change in average house prices in five cities
1990–2002 compared with 1989
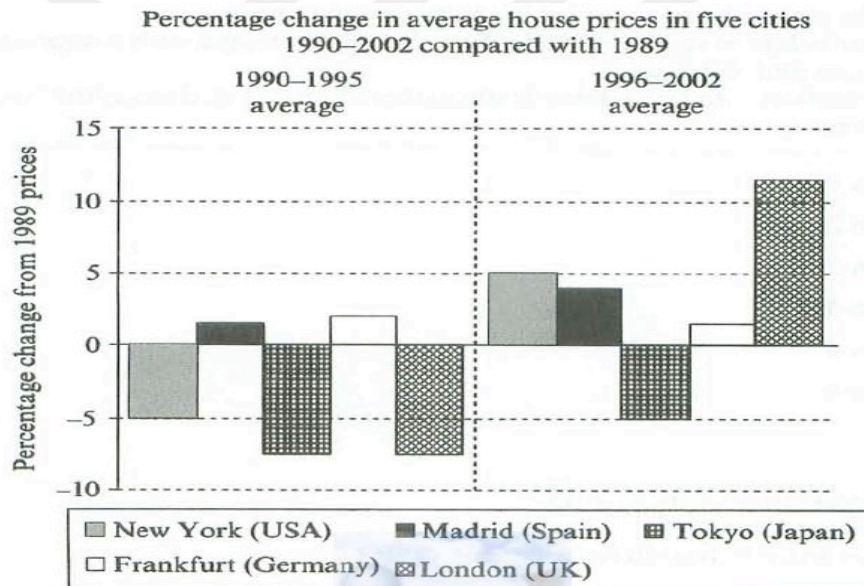
5. **You should spend about 40 minutes on this task. Write about the following topic:**

> *It is generally believed that some people are born with certain talents, for instance music or sport, and others are not. However, it is sometimes claimed that any child can be taught to become a good sports person or musician.*
>
> *Discuss both these views and give your own opinion.*

Give reasons for your answer and include any relevant examples from your own knowledge or experience. Write at least 250 words

APPENDIX H

Self-evaluation and Reflection Form (SERF)

Name/Class Student ID	
What did you learn?	
What are your strengths?	
What are your weaknesses?	
What do you want to improve?	
Did you improve your vocabulary? (Give some examples)	
Did you improve your grammar? (Give some examples)	
Did you improve your writing skills? (Give some examples)	
What are your short-term goals?	
How do you rate your performance on a scale of 1-10?	1 2 3 4 5 6 7 8 9 10
Supervisor	

APPENDIX I

Rating Scale for Peer-assessment

Name of the Assessed Student _____ Date _____

Assignment Type _____Name of the Evaluator _____

	LOW				HIGH
Task Achievement	1	2	3	4	5
Quality of expression	1	2	3	4	5
Content	1	2	3	4	5
Organization	1	2	3	4	5
Coherence & Cohesion	1	2	3	4	5
Grammar	1	2	3	4	5
Vocabulary	1	2	3	4	5
Creativity	1	2	3	4	5
Mechanics	1	2	3	4	5
Vocabulary Notebook	1	2	3	4	5

APPENDIX J

B2 Level Blended Academic Writing Course Syllabus

Week M/U	Topical/ Functional Syllabi	Task-based Syllabus/ Strategy Investment	Structural & Lexical Syllabi	Skills Syllabus		Online Tasks/ Assignments	Exam
Week 1	Topics Needs Analysis (N A)	Student Needs Analysis Semi-structured Interview (SNASSI) (IW) Identifying learning styles and needs (IW) Determining goals and planning for learning (PW&IW)	Grammar: Infinitives and Gerund	Academic Writing Diagnostic Exam (AWDE)	Academic Writing Diagnostic Exam (AWDE)	Student Needs Analysis Questionnaire (SNAQ)	AWDE

Week M/U	Topical / Functional Syllabi	Task-based Syllabus/ Strategy Investment	Structural & Lexical Syllabi	Skills Syllabus		Online Tasks/ Assignments	Exam
Week 2 M 1 / Us 2&3&4	Topics: WebQuest 1 Devising a survey Doing research Functions: Ability Obligation	WebQuest 1 (GW) - exploring the WebQuest and preparing a deadline chart for the tasks and student duties required in the WebQuest (PW) Training on: understanding and using online tools and search engines (*WebQuest, Edmodo, SurveyMonkey, Google*) (GW)	Grammar: Modals – *can, should, need, have to, may*	Skimming and scanning web materials (IW)	Survey questions – drafting, revising, peer and instructor feedback, editing (IW) APA style (PW)	AWRP Toolkit WebQuest 1 http://zunal.com/webquest.php?w=310177 Doing preliminary research Designing a survey on *SurveyMonkey*	Online Survey

Week M/U	Topical/ Functional Syllabi	Task-based Syllabus/ Strategy Investment	Structural & Lexical Syllabi	Skills Syllabus		Online Tasks/ Assignments	Exam
Week 3 M 1 / Us 5&6&7&8	Topics: AWRP Patterns of organization Pre-writing Strategies Functions: Explaining causes and effects Defining problems and suggesting solutions Comparing and contrasting ideas, places	Planning short-term goals (IW) Discourse analysis – patterns of organization (PW) Comparing and contrasting two diseases in posters (GW) Planning a research project (IW) Interacting online (GW&IW) Metacognitive strategies: reflecting on writing and learning (IW)	Grammar: Tenses Comparison Conjunction Linkers Cohesive devices Affixes Vocabulary: Academic word list – sub-list 1 Words, collocations and phrases related to research papers	Scanning Patterns of text organization – listing, definition, causes/ effects, comparison/ contrast, problem/ solution, persuasion (PW)	AWRP – narrowing down the topic, brainstorming, agreeing on a theme (IW) Steps of the process writing (GW) Focusing on the pre-writing strategies (PW&IW) Preparing a list of sources (IW)	IOT 1 – patterns of organization Posting topic selection GO and the list of sources on Edmodo Online research Collecting survey's data Analyzing surveys' data, creating charts Online interaction	AWRP list of sources

Week M/U	Topical/ Functional Syllabi	Task-based Syllabus/ Strategy Investment	Structural & Lexical Syllabi	Skills Syllabus		Online Tasks/ Assignments	Exam
Week 4 M 2 / Us 8&9&10&11&12	Topics: Outlining Summarizing Functions: Responding critically to texts Evaluating information sources	Making an outline (PW&IW) Cognitive Strategies: Reading and making notes (PW&IW) Completing note cards (PW&IW) Summarizing (GW&IW) Giving feedback on peers' pieces of writing (GW&IW) Metacognitive strategy: Reflecting on writing	Grammar: Clauses Quantifiers Subject-verb agreement Articles Affixes Vocabulary: Synonyms and antonyms Collocations	Skimming and scanning Identifying main ideas in a written text (PW) Taking notes Reading and outlining a text (PW)	Summarizing (PW&IW) AWRP – formulating a thesis, outlining (IW) Focus on academic style (PW&IW)	IOT 2 - summary Sharing AWRP outlines Peer feedback on outlines and IOT-2	AWRP outline

Week M/U	Topical/ Functional Syllabi	Task-based Syllabus/ Strategy Investment	Structural & Lexical Syllabi	Skills Syllabus	Online Tasks/ Assignments	Exam
Week 5 M 1 / Us 12 &13	Topics: Introductions and conclusions in a research paper Paraphrasing	Paraphrasing and in-text citations (PW&IW) Responding to feedback (IW) Metacognitive strategy: Reflecting on writing	Grammar: Parallel structures Compound prepositions Vocabulary: Reporting verbs Academic word list – sub-list 2	Skimming and scanning Identifying main ideas and main points in a written text (PW) Taking notes	Paraphrasing (PW&IW) Writing introductions and conclusions (GW&IW) Quotations and in-text citations (PW&IW)	IOT-3 – paraphrase Peer feedback on IOT-3	AWRP summaries and para-phrases

Week M/U	Topical/ Functional Syllabi	Task-based Syllabus/ Strategy Investment	Structural & Lexical Syllabi	Skills Syllabus	Online Tasks/ Assignments	Exam
Week 6 M 1 / Us 14&15&16	Topics: Graph description Drafting Functions: Responding critically to peer drafts	Describing graphs and tables (GW &IW) Working on research paper organization (IW) Metacognitive strategy: Reflecting on writing and self-evaluation	Grammar: Transition words Sentence fragments Parallelism Compound sentences Pronoun problems Vocabulary: Synonyms Collocations Prepositional phrases Vocabulary of describing quantitative data	Reading and analyzing pieces of statistical descriptions (PW) Reading and analyzing an academic research paper, making an outline (PW) Reading peers' papers, analyzing organization and giving written feedback (PW)	Writing first drafts and discussing them with the supervisor Focusing on content, organization, cohesive devices and academic style (PW&IW) Inserting survey results and describing statistics (IW)	IOT-4 – graph and table description Posting first drafts Peer feedback on content and organization of drafts, on IOT-4 Instructor's feedback on content, organization cohesion and coherence of students' drafts	AWRP first draft

Week M/U	Topical/ Functional Syllabi	Task-based Syllabus/ Strategy Investment	Structural & Lexical Syllabi	Skills Syllabus	Online Tasks/ Assignments	Exam

Week 7 M 1 / U 17 M2 / U1	Topics: WebQuest 2 IELTS WT-1 Revising Re-drafting Functions: Responding critically to peer drafts	Revising an academic essay (P W&IW) WebQuest 2 (GW) - exploring the WebQuest and taking notes Social strategies: IELTS writing task 1 (graph description) - analyzing samples (PW) Metacognitive strategy: Reflecting on writing Identifying difficulties with research paper (GW) Self-evaluation (IW)	Grammar: Complex sentences Passive voice Phrasal verbs Vocabulary: Collocations Vocabulary of describing a graph Academic word list – sub-list 3	Close reading – identifying cohesive devices, collocations, synonyms in peers' papers (PW&IW) Reading graph descriptions and analyzing structures and lexis (PW)	Revising research papers Writing the second draft of the AWRP Describing a graph (IELTS WT-1)	IOT-5 -revising WebQuest 2 http://zunal.com/webquest.php?w=315566 COAWT-1 – wikis – describing a graph (GW) Peer feedback on IOT-5 and COAWT 1	AWRP second draft

Week M/U	Topical/ Functional Syllabi	Task-based Syllabus/ Strategy Investment	Structural & Lexical Syllabi	Skills Syllabus		Online Tasks/ Assignments	Exam
Week 8 M1 / U 18 M 2 / U 1	Topics: IELTS WT-1 Editing Graph description Functions: Responding critically to peer drafts	Editing - spot the error (PW) Metacognitive strategy: Reflecting on writing and self-evaluation Identifying difficulties experienced while writing WT-1 (GW)	Grammar: Punctuation Fragments Parallelism Cohesive devices Vocabulary: Synonyms Collocations	Scanning for grammatical errors (IW) Close reading for coherence and cohesion (PW)	Editing (PW&IW) AWRP – writing final copies	IOT 6 – editing Peer feedback on IOT-6	AWRP final copy Progress Test-1 IELTS WT-1

Week M/U	Topical/ Functional Syllabi	Task-based Syllabus/ Strategy Investment	Structural & Lexical Syllabi	Skills Syllabus	Online Tasks/ Assignments	Exam

Week M/U	Topical/ Functional Syllabi	Task-based Syllabus/ Strategy Investment	Structural & Lexical Syllabi	Skills Syllabus	Online Tasks/ Assignments	Exam

| Week 9 M2 / U 2 | Topics:

WebQuest 3

IELTS WT-2

Functions:

Expressing opinion

Responding critically to peer drafts | Social strategies: IELTS opinion essay – analyzing samples (PW)

WebQuest 3 (GW) - exploring the WebQuest and identifying the characteristics of opinion essays

Cognitive strategies: Identifying cohesive devices

Metacognitive strategy: Reflecting on writing and self-evaluation

Identifying difficulties with WT-2 (opinion essay) (GW) | Grammar:

Affixes Cohesive devices Complex sentences

Vocabulary:

Synonyms Collocations Academic word list – sub-list 4 | Skimming

Scanning

Outlining opinion essays (PW& IW) | ACR report

Organization of opinion essays (PW)

Writing an opinion essay

Revising and editing an opinion essay | IOT-7 – Cohesion

COAWT-2 – wikis – opinion essay

Peer feedback on IOT-7 and COAWT-2

WebQuest 3 http://zunal.com/webquest.php?w=321612 | The whole AWRP

Progress Test-2 IELTS WT-2 (opinion essay) |

Week M/U	Topical/ Functional Syllabi	Task-based Syllabus/ Strategy Investment	Structural & Lexical Syllabi		Skills Syllabus	Online Tasks/ Assignments	Exam
Week 10 M 2 / U 3	Topics: IELTS WT-2 Functions: Discussing arguments for and against Responding critically to peer drafts	Social strategies: IELTS discussion essay – analyzing samples (PW) WebQuest 3 (GW) - exploring the WebQuest and identifying the characteristics of discussion essays Metacognitive strategy: Reflecting on writing and self-evaluation Identifying difficulties with WT-2 (discussion essay) (GW)	Grammar: Linkers Complex sentences Vocabulary: Synonyms Collocations	Skimming Scanning Outlining discussion essays (PW&IW)	Organization of discussion essays (PW) Writing a discussion essay Revising and editing an opinion essay	COAWT -3 – wikis – discussion essay Peer feedback on COAWT -3	Progress Test-3 IELTS WT-2 (for and against essay)

Week M/U	Topical/ Functional Syllabi	Task-based Syllabus/ Strategy Investment	Structural & Lexical Syllabi		Skills Syllabus	Online Tasks/ Assignments	Exam
Week 11 M 2 / U 4	Topics: IELTS WT-2 Functions: Explaining causes and effects Respondin g critically to peer drafts	Social strategies: IELTS cause/effect essay – analyzing samples (PW) WebQuest 3 (GW) - exploring the WebQuest and identifying the characteristic s of cause/effect essays Metacognitiv e strategy: Reflecting on writing and self-evaluation Identifying difficulties experienced with cause/effect essay (GW)	Grammar: Linkers Complex sentences Vocabulary : Synonyms Collocation s Academic word list – sub-list 5	Skimmin g Scanning Outlining causes and/or effects essays (PW&IW)	Organizatio n of cause/effect essays (PW) Writing a cause/effect essay Revising and editing an cause/effect essay	COAWT -4 – wikis – causes and/or effects essay Peer feedback COAWT -4	Progres s Test-4 IELTS WT-2 (causes and/or effects essay)

Week M/U	Topical/ Functional Syllabi	Task-based Syllabus/ Strategy Investment	Structural & Lexical Syllabi		Skills Syllabus	Online Tasks/ Assignments	Exam
Week 12 M 2 / U 5	Topics: IELTS WT-2 Functions: Explaining problems and suggesting solutions Responding critically to peer drafts	Social strategies: IELTS problem/solution essay – analyzing samples (PW) WebQuest 3 (GW) - exploring the WebQuest and identifying the characteristics of problem/solution essays Metacognitive strategy: Reflecting on writing and self-evaluation Identifying difficulties experienced with WT-2 (problems/ solutions essay) (GW)	Grammar: Linkers Complex sentences Vocabulary: Synonyms Collocations	Skimming Scanning Outlining problem/ solution essays (PW&IW)	Organization of problem/ solution essays (PW) Writing a problem/ solution essay Revising and editing an problem/ solution essay	COAWT-5 – wikis – problem/solution essay Peer feedback COAWT-5	Progress Test-5 IELTS WT-2 (problem/ solution essay)

Week M/U	Topical/ Functional Syllabi	Task-based Syllabus/ Strategy Investment	Structural & Lexical Syllabi		Skills Syllabus	Online Tasks/ Assignments	Exam
Week 13 M 2 / U 6	Topics: IELTS WT 1&2	Compensation strategies: Classifying essays (GW) Reviewing essay types organizations (GW) Metacognitive strategy: Reflecting on writing and self-evaluation Identifying difficulties experienced with IELTS writing	Grammar: Tenses Clauses Passive voice Vocabulary: Reporting verbs	Skimming Scanning	Revision – essay types	MOCK Exam – IELTS WT 1&2 Instructor feedback	-
Week 14	Topics: Course Evaluation (CE)	Student Focus Group Interviews (SFGIs) (GW) Reflecting on writing, learning and the BAWC (GW&IW)	Modals - *can*	Academic Writing Final Exam (AWFE)	Academic Writing Final Exam (AWFE)	Student Course Evaluation Question- naire (SCEQ)	AWFE

<p align="center">**CURRICULUM VITAE**</p>

PERSONAL INFORMATION
Surname, Name: Kaplan, Ayşe
Nationality: Turkish (T.C.)
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EDUCATION
Degree Institution Year of Graduation
BA in ELT, Dokuz Eylük University, Izmir

WORK EXPERIENCE

September 2016 – Present	Freelance IELTS, KET, PET, FCE, EAP, EMP Instructor and Teacher Trainer
July 2016 – August 2016	Cavendish School of English, Bournemouth, UK
	TEFL Instructor
September 2012 – August 2016	Şifa University, Izmir, Turkey
	EAP & IELTS Instructor, Level Coordinator (A2 & B2), Curriculum Developer, EAP Materials Developer, EAP Assessor & Evaluator, Teacher Trainer
March 2004 – August 2012	Yaşar University, Izmir, Turkey
	EAP Instructor, ELT Assessor, Curriculum Officer, Member Of The CEF Committee, Programme Coordinator
June 2003 – March 2004	English West Language School, Izmir, Turkey
	English Teacher
June 2000 – June 2003	Ceylan Language School, Izmir, Turkey
	English Teacher and Coordinator

March 1994 – December 1994   Local Clinic, Borino, Bulgaria

Nurse

FOREIGN LANGUAGES
Advanced English, Fluent Bulgarian

CERTIFICATES
DELTA
Bell International, Cambridge, UK (2012)

Bell International, Homerton College, Cambridge, UK (2009)
"Skills of Teacher Training" (as a Grundtvig Programme Participant)

PUBLICATIONS
Ustunel, E, Kaplan, A. (2015). English for academic purposes course evaluation – suggestions from students. *International Journal of Humanities and Social Science, 5 (10),* 33-43.
Kaplan, A. (2010). First language acquisition and second language acquisition.
SoFL Newsletter of Yasar University, 5.

PROJECTS
Blended Academic Writing Research Project, Şifa University (2016)
Group work and Cooperative Learning in the EAP Context, Şifa University (2016)
English for Medical Purposes, Şifa University (2015)
Curriculum Renewal, Yasar University (2009)

WORKSHOPS
Learning Styles and Learning Strategies in the EAP Context, Şifa University, (2015)
EAP Assessment, Şifa University (2015)
Syllabus Design, Şifa University (2015)
TBL in the EAP Classroom, Şifa University (2014)
Project Work in the ESP Classroom, Şifa Univrsity (2014)
Integrating Project Work in EFL Classes, Yasar University (2010)
Testıng in Language Programmes, Yasar University (2009)
Curriculum Renewal, Yasar University (2009)

Interest

- Reading books and magazines
- Cooking
- Interested in teacher training

•   Research on team working, active learning, multiple intelligences, learning strategies, PBL, curriculum development, blended learning, academic writing, and testing and assessment