

**THE PERCEIVED EFFECTIVENESS OF THE ENGLISH FOR ACADEMIC
PURPOSES SYLLABUS AT A FOUNDATION UNIVERSITY IN TURKEY**

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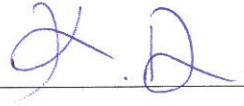
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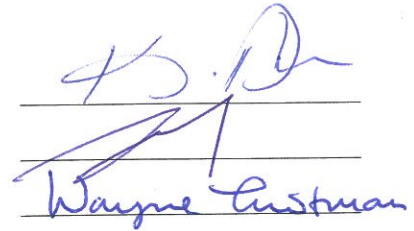
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ABSTRACT

THE PERCIEVED EFFECTIVENESS OF THE ENGLISH FOR ACADEMIC PURPOSES SYLLABUS AT A FOUNDATION UNIVERSITY IN TURKEY

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The global rise of English Medium Instruction (EMI) at the tertiary level has created a substantial demand in Academic English instruction and subsequently, in the appropriate planning, designing and development of such course syllabi. In this regard, the focus of the present study was to evaluate an English for Academic Purposes (EAP) syllabus through the perceptions of the current EAP students and instructors on the effectiveness of the EAP syllabus in the School of Foreign Languages curriculum at a foundation (not for profit, private) university in Turkey. The study further aimed to explore whether any differences existed among the Linguistic and Academic English needs and perceptions of current EAP students studying in varying EMI faculties. The participants of the study consisted of 202 EAP students, 7 of their EAP instructors and lastly, the head of the EAP program. The data, both qualitative and quantitative in nature, were collected through a closed and open-ended syllabus perception student questionnaire, an open-ended instructor questionnaires, a focus group interview with the instructors, and a document analysis of the EAP course syllabus. The findings of the study revealed that the current EAP syllabus, while meeting some basic Academic and English Language needs of the students, should be considered for reevaluation and development according to the discipline-specific needs of students.

Keywords: English for Specific Purposes, English for Academic Purposes, Syllabus Design

ÖZ

TÜRKİYEDE BİR VAKIF ÜNİVERSİTESİNDEKİ AKADEMİK AMAÇLI İNGİLİZCE MÜFREDATININ ALGILANAN ETKİLİLİĞİ

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Dünyada yüksek öğretim düzeyinde İngilizce Dilinde Öğretimin artmasıyla Akademik İngilizce öğretimi ihtiyacı doğmuş ve dolayısıyla bu derslere uygun müfredatın planlanması, hazırlanması ve geliştirilmesi gerekliliği ortaya çıkmıştır. Bu çalışmanın amacı Türkiye'deki bir vakıf üniversitesinde Yabancı Diller Yüksek Okulu'nda uygulanmakta olan Akademik Amaçlı İngilizce (AAİ) müfredat programının etkinliğine ilişkin olarak öğrenci ve okutmanların görüşlerinin değerlendirilmesidir. Çalışmanın bir başka amacı da İngilizce Eğitim veren farklı programlardaki öğrencilerin dilsel ve akademik ihtiyaçları ve bakış açıları arasında farklılıklar olup olmadığının belirlenmesidir. Katılımcılar 202 AAİ öğrencisi, 7 AAİ okutmanı ve son olarak AAİ programının yöneticisinden oluşmaktadır. Doğası gereği hem niteliksel hem de niceliksel olan veriler müfredata ilişkin kapalı ve açık uçlu sorulardan oluşan bir öğrenci görüşleri anketi, açık uçlu sorulardan oluşan okutman anketleri, okutmanlarla gerçekleştirilen bir odak grup mülakatı ve AAİ ders müfredatının belge analizi ile toplanmıştır. Çalışma bulguları neticesinde mevcut AAİ müfredatının öğrencilerin bazı temel İngilizce ve Akademik İngilizce ihtiyacını karşıladığı ancak öğrencilerin disiplinlere özel ihtiyaçları doğrultusunda müfredatın yeniden değerlendirilip geliştirilmesi gerektiği ortaya çıkmıştır.

Anahtar Kelimeler: Özel Amaçlı İngilizce, Akademik Amaçlı İngilizce, Müfredat Hazırlama, Özel Amaçlı İngilizce, Akademik Amaçlı İngilizce, Öğretim Program Hazırlama



To my mother Raziye, my Sister May and my love Evren

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Chapter 1

Introduction

This chapter is made up of six sections. The first presents an overview and the theoretical framework of the study. The second states the problems, followed by the purpose of the study in section three. The fourth section displays the research questions, followed by the significance of the study. The final section provides definitions of the major terms used throughout this study.

1.1 Overview

In the span of a few decades, the importance of the English language has become undeniably evident regardless of the context in which it exists. With the demand to communicate with people from around the world rising, the need to learn English has essentially become one of the top priorities for almost all throughout the globe. With this rapid growth in the importance of English, many non-English speaking countries have begun to place great priority on English in academic settings, especially within the context of tertiary education. Consequently, this has created an expected and relatively urgent move by many educational institutions to make shifts from native language instruction to English Medium Instruction (EMI). The undisputable notion that EMI has spread so quickly hasn't gone unnoticed, with (Coleman, 2006) emphasizing that English is 'progressively becoming the language of higher education'.

As the demand for EMI in tertiary education increases, so does the need for more specialized programs that not only fit the needs of the learners, but also satisfy the requirements of their future educational careers. While the teaching of General English (GE) is the norm in many institutions, the worldwide progression of teaching English for Specific Purposes (ESP) has gained great interest in recent years. With this growth in ESP, its two main branches, English for Academic Purposes (EAP) and English for Occupational Purposes (EOP) have consequently both managed to capture the attention of many educators and researchers alike. This attention seems to be more prominent in the arguably larger branch of EAP, on which, as Abdullah

(2005) and Flowerdew and Peacock (2001) all express, much more pioneering work has been conducted. One major issue to take into consideration in the design and development of EAP programs and their course syllabi is to assess the actual linguistic and academic needs of the target learners.

The term 'needs analysis', first originating from an English language teacher and researcher by the name of Dr. Michael Philip West, was coined after questioning exactly why and how learners of English need to learn. Following Dr. West's inquiries, the Council of Europe and research into ESP and its subsequent branches further developed the notion of needs analysis. Accordingly, it is vital to aid learners in their progression from learning General English to subject-specific English so that they may succeed in the discourse of their individual disciplines (Folse, & Goodwin, 2005; Leki, 2001; Murphy, Mendelsohn, & Ostler, 1980).

In order for educators and administrators to effectively design EAP programs and in turn design reliable and effective course syllabi, the individual and distinct needs of said learners must be identified, analyzed and approached from a variety of angles. The task of designing a syllabus, let alone an EAP is one that involves meticulous efforts of planning and organization, which can often become quite challenging. Institutions are often under pressure to produce syllabi that not only fit with their agreed upon views on English language education, but also with that of its EAP learners and the academic demands put on them. Therefore, in order to create such a program, Dudley-Evans, St. John (1998) express the requirement of careful research and design of pedagogical materials as well as activities in line with a specific group of learners for their specific learning context. Furthermore, according to Ferris (1998), the investigation and integration of students' perspectives and language learning experiences in the development of an ESP curriculum is critical as the educators may not always be aware of the difficulties that learners often face. While, according to Abdullah (2005), the path to needs analysis and EAP course design is rarely a 'cut and dry set of procedures', ideally, the perspectives of a wide range of parties involved should be taken into consideration when designing such syllabi. The needs and perceptions of the learners, the expectations and perceptions of EAP instructors, program administrators, stakeholders and even future employers thoughts, if possible, should be acknowledged. As the above mentioned is quite

comprehensive, many institutions may not be able to create EAP programs by conducting such thorough investigations. Consequently, these EAP programs may not be able to truly provide the actual requirements of the learners.

Thus, it is evident that needs analysis is a significant aspect to take into consideration when designing and developing an efficient and effective course syllabus. By this viewpoint, the value of evaluation of such syllabus also comes into play. In order to identify the strengths and weaknesses of any program, and their syllabi, systematic evaluations are highly important elements to consider. Ornstein and Hunkins (2004) define program evaluation as the steps taken by the collection of information from a variety of sources in order to first, identify its worth and effectiveness, and second, to make necessary decisions regarding improvement, development, modification, continuation and possible cancelation. In the case of EAP programs, and their course syllabi, an evaluation may be greatly beneficial in determining: aspects of the syllabus that work effectively and those that don't, where improvements can be made to better the syllabus, and the areas that the English Language and Academic English needs and expectations of students enrolled in the course are.

With respect to designing and developing an EAP syllabus, it can be seen that an evaluation of the content of current EAP syllabi be conducted, as a syllabus plays a critical role in not only what and how students will be taught, but also in preparing learners for success not only in their academic, but professional careers. Hence, the present evaluation study aims to gather the students' and instructors' perceptions of the English for Academic Purposes (EAP) course syllabus by exploring and identifying whether the syllabus meets the needs of the students and whether any differences exist between the linguistic and academic needs of current EAP students among the five EMI faculties at a foundation (not for profit, private) university in Turkey. Furthermore, it aims to compare the students' perceptions with those of their EAP instructors in order to determine the perceived effectiveness of the EAP syllabus.

The results of the study are expected to provide valuable insight into the effectiveness of the current syllabus. As such, it will create the basis for compelling suggestions to program and syllabus developers at the university in order to make

any necessary improvements to the program. Furthermore, the study will most likely add to the relatively insufficient literature available on EAP course syllabus research in a Turkish EFL context. Finally, the results and suggestions made in the study may be of use to various other institutions both in Turkey and worldwide in determining the efficiency of their own EAP syllabi.

1.2 Statement of the Problem

Ferris (1998) and Less (2003) both assert that in order for EFL students to be successful in their educational careers, they need not only be competent in General English (GE), but also in contextual English parallel to their individual disciplines. Many learners of English often report that they face difficulties and feel inadequate in terms of completing academic tasks in the English language. More specifically, Turkish English preparatory students along with students studying in their respective disciplines tend to be concerned with the academic English language skills that they will have to master in order to be prosperous in their academic and professional careers. Furthermore, students often complain of their disciplinary instructors' dissatisfaction with their abilities to effectively use the English language in their studies, regularly emphasizing their lack of not only General English skills, but more so their lack of academic skills, strategies and study habits within an English context. In addition to this, the generic characteristics of EAP programs can often be demotivating to students as they are perceived as not directly and immediately meeting the specific needs of the students, needs pertaining to their disciplinary courses, and thereby creating the notion of irrelevance within course content. Therefore, the content of GE and EAP course syllabi are frequently unable to successfully meet the skills and English academic competencies expected of students at their English Medium faculties. Despite these concerns, while numerous studies have been conducted in regards to ELT and EAP program evaluation and the evaluation of textbooks in such programs, very limited research has been conducted on the evaluation of EAP syllabi in order to identify their effectiveness in terms of whether the academic and linguistic needs of students are fulfilled.

1.3 Purpose of the Study

In respect to the above stated issues, the evaluation of the perceptions of several parties involved in the English for Academic Purposes syllabus in the School of Foreign Languages at a foundation (not for profit, private) university in Izmir, Turkey has been chosen as the focus of this research study. The interpretation of the EAP syllabus offered at the university along with the identification of the effectiveness of the syllabus will make it possible to determine which aspects of the syllabus prove to be useful in preparing students for their academic careers and which do not. It will also allow for possible suggestions in the optimization and improvement of the current syllabus to better match the needs and expectations of all parties involved.

1.4 Research Questions

This research study was conducted in order to discover the effectiveness of the EAP syllabus through the identification and classification of the needs and perceptions of current EAP students and the perceptions of their EAP instructors. Furthermore, the study aims to offer suggestions to the EAP course syllabus designers and developers for improvements and growth. To achieve these aims, the study attempts to answer the following research questions:

1. To what extent do the EAP students assess their current English Language and Academic English skills?
2. What are the EAP instructors' perceptions regarding the EAP students' current English Language and Academic skill proficiency?
3. To what extent do EAP students believe that the implementation of the EAP syllabus has achieved its aims and objectives in terms of aiding in the development of their English Language and Academic English skills?
4. What are the EAP instructors' perceptions regarding the achievement of the course syllabus' aims and objectives in terms of developing the students' English Language and Academic English skills?

5. To what extent do EAP students believe that the content, topics and materials of the EAP syllabus has helped in the development of their English Language and Academic English skills?
6. What are the EAP instructors' perceptions regarding the syllabus content, topics and materials in terms of developing the students' English Language and Academic English skills?
7. To what extent do EAP students believe that they are able to successfully transfer the English Language and Academic English skills taught as a result of the implementation of the EAP syllabus to their EMI departments?
8. What are the EAP instructors' perceptions regarding the transferability of the English Language and Academic English skills taught in the EAP course to their disciplinary courses?
9. Do the students studying in the 5 EMI faculties show differences in perceptions towards their English Language and Academic English needs?

1.5 Significance of the Study

This study aims to evaluate the English for Academic Purposes syllabus at the School of Foreign Languages at a foundation university in Turkey with the purpose of analyzing and providing suggestions for improvements to the content of the syllabus. The needs and perceptions of the learners and perceptions of the educators are vital to the establishment of effective course syllabi, and as every group is subject to differing needs, it is therefore important to consider these individual perceptions and identify them as accurately as possible. Although many program evaluation studies have been conducted in ELT and EAP programs, many have focused primarily on the entire programs of General English and Academic English education rather than their course syllabi. Moreover, many programs are often designed without much insight into the specific needs of those involved. As Hutchinson and Walters (1987) assert, the needs of the learners are of vital importance in the designing and development of courses, as the lack of identification of such needs may result in a gap between the 'actual and desired' performance of the learners and hence causing a chain reaction of issues such as lack of motivation and interest in the course and even possible failure. Therefore, in order to avoid such

dilemmas, there is a need for further research into the evaluation of EAP course syllabi as they not only hold the key to what the students learn, but also the processes in which they learn the individual components. In this regard, rather than focusing on the EAP program as a whole, as extensive research have been conducted in this area, the present study focuses on the effectiveness and overall perceived worth of the EAP course syllabus. In order to achieve this goal, this evaluation study aims to uncover student English Language and Academic English needs as well as the aspects of the syllabus that work and those that don't as perceived by the students and instructors. According to these perceptions, the researcher makes suggestions for improvements to an actual functioning syllabus as well as adds to the current research on EAP programs, and more specifically, their course syllabi within Turkey and around the world.

1.6 Definitions

This section presents definitions of the significant terms used all through the study in order to allow for consistency and coherence.

Program Evaluation: A systematic investigation to determine a program's worth, leading to the determination of educational effectiveness and program improvement.

English for Specific Purposes (ESP): A field within English Language Teaching (ELT) that focuses on creating a learner-centered, communicative atmosphere based on the specific needs of the learners.

English for Academic Purposes (EAP): A sub-division of ESP, EAP concerns the teaching/learning of both linguistic and basic academic English. EAP courses mainly aim to create the same learner-centered and communicative learning environments as ESP, but with a combination of common academic needs of the learners.

English for General Academic Purposes (EGAP): A sub-branch of EAP, EGAP is the teaching/learning of basic academic English with an emphasis on what

is known as ‘common core’ skills (listening, reading, speaking, writing), focusing on language and academic skills common among all disciplines.

English for Specific Academic Purposes (ESAP): A sub-branch of EAP, ESAP differs from EGAP by the teaching/learning of subject-specific language and academic skills in line with the disciplinary demands on learners. Here, learners are taught English language integrated with the actual tasks and activities required of them in their disciplinary courses.

Needs Analysis (NA): Needs Analysis is the fundamental form of research underlying ESP and its branches. A Needs Analysis study is conducted in order to identify and determine the specific needs of any and all parties involved. This is done so that the best suitable and tailor made course can be presented.

Syllabus Design: Syllabus design involves the evaluation of a number of factors that affect the creation, development or renewal of a syllabus.

Chapter 2

Literature Review

2.1 Introduction

This chapter presents a review of the literature pertaining to language program evaluation, the different purposes of conducting program evaluations, needs analysis as an essential component to consider when evaluating a program, and reviews previous language program evaluation studies. The chapter then focuses on English for Specific Purposes to illustrate the origin of English for Academic Purposes. In addition, the chapter addresses EAP syllabus design including commonly adapted syllabus models to. The literature review concludes with a review of various ESP and EAP evaluation studies conducted both locally and internationally.

2.2 Program Evaluation

A program can be described as a collection of courses linked to one another by shared aims, objectives, goals and similar outcomes (Lynch, 1996). With respect to education, a program can consist of agreed upon educational beliefs, course syllabuses, pedagogical applications, course materials and any tasks and activities all designed with the purpose of meeting predetermined aims and objectives of desired outcomes. In this regard, the regular and systematic evaluation of such educational programs is essential in measuring the extent to which a program is achieving its desired results. Furthermore, program evaluation is an exceptionally valuable way in which not only decision-makers, but also other stakeholders (instructors, administrators and so on) can measure the strengths and weakness of a certain program. By doing so, the possibility of identifying areas in need of improvement can be established so that the best possible education is provided. To better understand the concept of program evaluation, Brown (1995, p 218) explains that a program evaluation “is the systematic collection and analysis of all relevant information necessary to promote the improvement of a program and evaluate its effectiveness with the context of the particular institutions involved. Rosenbusch (1991) further states that a program evaluation is a useful way in measuring whether

a program is operating the way it was initially planned. Moreover, such evaluations of programs are important in assessing the quality of education provided through the identification of weak aspects of a program in need to change as well as the strong elements to that prove to be successful.

Evaluation, regardless of its field of focus, is considered a complex, yet substantial aspect of any program. Within an educational context, evaluation is regarded as an inescapable process that ultimately aids in ensuring the quality, effectiveness and significance of a language program. Evaluation may be conducted for a variety in a variety of situations, for a variety of reasons, all of which are necessary in the development and efficacy of any language program, its curriculum and subsequently, its syllabi. Worthen and Sanders (1998) offer one reason for evaluation by stating that it serves as a way for the decision-makers of a language program to make effective and efficient choices. Stufflebeam and Shinkfield (2007) define evaluation as the organized assessment of a programs' worth, trustworthiness, usefulness, importance and fairness. In other words, it examines whether a certain program is working the way it should be, achieving the goals it originally set out to achieve, and meeting the needs of the parties involved accurately. Lastly, Lynch (1996) expresses that evaluation is the "systematic attempt to gather information in order to make judgments or decisions" (p. 2). He further states that evaluation can be collected both qualitatively and quantitatively that can be gathered through different methods such as observations, assessment tools, surveys and interviews. In terms of English Language programs, evaluation is regularly conducted to identify the strengths and weaknesses of particular elements including, but not limited to its aims and objectives as well as its ability to achieve these goals and its capability to sustain them.

Various functions and reasons for program evaluations can be found. For instance, Cronbach (1991) proposes three primary reasons for which a language program evaluation may take place. The first takes into consideration the improvements needed for an existing course through the identification of both successful and unsuccessful instructional materials and pedagogical applications. The second examines various decisions made in regards to the individuals involved in the program. This step takes the needs of the target learners, their purpose for

taking said course, and identifying their language proficiencies. Finally, the third reason for conducting an evaluation is for the purpose of administrative management.

Kirkpartick (1998, p. 16) offers similar purposes for evaluating a language program by listing the following:

- To justify the existence of the program by showing how it contributes to the organizations objectives and goal.
- To decide whether to continue or discontinue the program.
- To gain information on how to improve future programs

Another take on the reasons for program evaluation is explained by Rosenbusch (1991). She argues that two primary purposes for conducting an evaluation of a program exist. The first considers the examination of whether the expected outcomes identified by the program goals, aims, and objectives, are being met. The second takes into account the extent to which consistency is established among the educational philosophy adapted by the program, its aims and objectives, course content, course materials, classroom activities, and classroom evaluation methods

Therefore, based on the reasons for conducting a program evaluation, Brown (1989) states that two leading types of evaluation are presented in literature: formative evaluation and summative evaluation.

2.2.1 Approaches to program evaluation. Program evaluation may be employed in a variety of ways depending on timing, process, instruments used, audience, and its ultimate purpose. For this, two methods in which a program evaluation can be carried out, known as formative and summative evaluation are among the most commonly forms of evaluation approaches. First introduced by Scriven (1991), formative and summative evaluations mainly differ with respect to when they are conducted and reasons for why they are conducted.

With respect to the role of the evaluator in two different paradigms, Fitz-Gibbon and Morris (1987) state that formative evaluator helps and gives advice to the program planners or developers, looks for potential problems, and identifies aspects of the program that need improvement whereas summative evaluator

describes the program and produces a summary statement as regards the program's achievement of its goals.

Brown (1989) states that formative evaluation is generally carried out during the course of a program with the purpose of collecting information and sharing this information in order to improve a program. Formative evaluation is typically carried out on a small scale and often involves immediate feedback regarding development and improvement. Weston, Mc Alpine and Bordonaro (1995) add that the primary reason for conducting formative evaluation is to verify that the originally set goals of a program are being accomplished with the intent of identifying any necessary areas in need of revisions. These areas may consist of instructional materials, learner needs, tasks and activities or even the entire syllabus of a course within the program. Decisions as a result of formative evaluation are ordinarily made during the course of the program. Lastly, this type of evaluation is typically conducted by an internal party involved in the program, such as a program developer, teacher or administrator.

Summative evaluation, on the contrary, takes place at the end of a program in order to offer information regarding the programs' worth or merit. The primary aim of this type of evaluation is to determine the effectiveness of the program as well as its ability to reach its goals. Rather than providing suggestions for improvement during the course of a program, the results of a summative evaluation are presented to program developers detailed information on aspects of the program that work and those that do not. With this, program developers and decision makers determine the necessary changes and improvements that need to be made.

It should be noted that there isn't one perfect method for conducting an evaluation of a program. An assortment of factors, such as the original purpose for the evaluation, the type of program being evaluated, the certain components being evaluated, the stakeholders directly or indirectly affected by or involved in the program, time constraints and means the evaluators have access to. In spite of these contributing components, its imperative that a program evaluation be conducted in a systematic, organized and well thought-out demeanor.

Considering the research questions of the present study, in light of the above mentioned approaches to program evaluation, it can be said that the current study mostly fits into a summative evaluation format as it was conducted with the purpose

of providing information with respect to the students' and instructors' views on the effectiveness of one course syllabus in the EAP program at the foundation university in Turkey. However, while the evaluation was conducted for this purpose, a secondary purpose for carrying out the study was to provide program developers with suggestions on developing and improving certain aspects of the course syllabus. As very few studies have been conducted on the evaluation of EAP course syllabi, the primary focus of the present study was to evaluate the effectiveness of not an entire program, but an essential and primary competent of any program, its course syllabus. Since essentially, what students are expected to learn, the way in which certain skills and strategies will be taught, and the order in which they will be taught in are all determined by the course syllabus, the researcher found it imperative to further examine and evaluate the perceived effectiveness of the EAP course syllabus at the Turkish university.

In order to have a better understanding of the significance of the evaluation of a course syllabus and the lack of plentiful studies in the field, various program evaluation studies conducted in the field of ELT and EAP are presented below.

2.2.2 Previous program evaluation studies. In a case study evaluating the English language curriculum at a foundation university in Turkey, Erdem (1999) collected data from the perceptions of teachers, students, school administrators and one participant from the higher administration. Data for the evaluation were gathered through student and teacher questionnaires, classroom observations, document analysis, and interviews with teachers and members of the administration. The results of the evaluation illustrated that rather than continuing a traditional teach-centered approach to teaching, the curriculum of the English language program should shift to a curriculum emphasizing student-centered teaching/learning. It was further advised that not only steps be taken to offer in-service training to teachers, but also a need for a systematic evolution of the curriculum to ensure the effectiveness and efficiency of the program.

One study conducted by Özlem (2015) evaluated an ELT master's program at the Graduate School of Educational Sciences of a foundation university in Turkey. The study aimed at examining the perceptions of students, teachers and the program

coordinator towards the program in terms of: content, instruction, resources and expected outcomes, and the role of the teachers in the program. Furthermore, the study aimed at identifying the program's strengths and weaknesses in order to determine areas for improvement. Data for the study were obtained using a student questionnaire (quantitative) and reflective essays (qualitative) written by members from all groups of participants of the study. The results revealed that among the strengths of the program were its instructors, content and contribution to professional development. The weaknesses found were in relation to the limited range of elective courses offered to students and the lack of balance between the course loads. Therefore, it was concluded that the decision makers of the program redesign the master's program to accommodate these issues.

Lastly, in the context of EAP, Kiely (2003) conducted a study to evaluate an EAP course in a British university. His method of evaluation consisted of establishing group discussions, known as the Nominal Group Technique, which consists of approximately fifteen participants giving written descriptions of either their evaluation of their learning needs or experiences pertaining to the program. The approach then involves each participant's written statements being read out loud by the discussion facilitator in order to list, categorize and clarify if need be. By this method, Kiely claims that a final 'master list' can be created prioritizing the actions that need to be taken so that the program can be improved.

Considering the studies above, it can be seen that in order to accurately assess the effectiveness of any language program, and in this case, the EAP course syllabus, in conjunction to program evaluation, the stakeholders of the program must be acknowledged. Weiss (1986) separates stakeholders into two categories: those affected by the program and those who are in charge of making decisions regarding a program's future. The latter category is commonly made up of program developers and managers. The former consists of teachers and students. As program evaluation is a process of determining a program's worth and effectiveness, Kiely and Rea-Dickens (2005, p.12) state that it has to engage with all of these different perspectives. They further assert that in order to have an understanding of the stakes, one must work not only with the aims and objectives of a program, but also with "emerging constructs and dynamic relationships as the program is implemented".

With respect to the present study and its goal of identifying the perceived effectiveness of an EAP course syllabus, the stakes of target learners are of vital importance in ensuring and identifying exactly what is necessary for them to becoming competent in English Language and Academic English skills. Accordingly, Hutchinson and Waters (1987) assert that when deciding on the content of an EAP syllabus, the needs of the target situation and subsequently, target learners will ultimately regulate the direction a syllabus takes.

2.3 Needs Analysis and EAP

Assessing learner needs and perceptions of any language program is at the heart of designing and developing instructional syllabi, especially in regards to English for Academic Purposes. Hutchinson and Waters (1987) and Robinson (1991) all asserts that teaching and learning programs, should consider learner needs and thereby implement a learner-centered approach in the designing and development of a curriculum. And consequently, initiated and guided by the needs of its learners rather than language needs alone, ‘needs analysis’ allows for the unification of language learning objectives and academic syllabus content of any EAP curriculum (Dudley-Evans & St. John, 1998).

2.3.1 Definitions of needs and needs analysis. The design, development and implementation of any EAP curriculum should take into account the variety of linguistic and academic needs of learners. Richards et al. (1992, p. 242-243) defines needs analysis in language teaching as:

The process of determining the needs for which a learner or group of learners requires a language and arranging the needs according to priorities. It makes use of both subjective and objective information. The analysis seeks to obtain information on the situation in which a language will be used including whom it will be used with, the objectives and purposes for which the language is needed, the type of communication that will be used, and the level of proficiency that will be required.

Prior to defining needs analysis, Berwick (1989) first provides a basic definition of 'need' as "a gap or measurable discrepancy between a current state of affairs and a desired future state". In other words, this gap represents the conflict between where learners should be and where they actually are. Reviere (1996) further characterizes need as a gap between real and ideal conditions - that is both acknowledged by community values and potentially susceptible to change. This characterization is made up three units; the existence of a division between reality and the optimal, the attitude towards this division or gap as a need, and finally the gap's sensitivity to change in line with the needs. Narrowing this gap between reality and ideal should be the goal of all language professionals. Moreover, the awareness that there is a need due to the existing gap is critical when dealing with needs analysis. Without this awareness, one cannot successfully close the gap, and therefore, it is the goal of needs analysis to assess the differing perceptions by taking all the parties involved into consideration. Lastly, knowing that there is a divide and having an awareness of a certain needs is relatively insufficient, rather, being able to utilize and manipulate this need is paramount in assuring that target learners are able to achieve the expected learning outcomes.

Ellis and Johnson (1994) further define needs analysis as having a method of obtaining an in-depth description of the needs of learners, taking into consideration the distinct purposes for which the learner intends on using the language, the type of language to be used, the starting level, and the level that is to be achieved. Similarly, Bachman and Palmer (1996) state that needs analysis or needs assessment is associated with the "systematic collection of information about the language needs of learners and the analysis of this information for purposes of language syllabus design". In his article, West (1994) gives an overview of needs analysis in language teaching, including its origin, evolution, methods, requirements and current approaches. According to him, the term "analysis of needs", was coined in the 1920s when trying to establish why learners should learn English and how they should learn. Brindley (1989) and Berwick (1989) suggest additional definitions of different types of needs and accounts of various problems and limitations in making use of

this concept, including ways in which we might distinguish between needs identified by analysts and those expressed or experienced by learners.

Overall, needs analysis has a critical role in the design and development of language courses, both in General English and English for Academic Purposes courses. Although there have been various definitions provided for needs analysis, it's possible to assert that needs analysis grants multiple benefits when applied accordingly and accurately.

2.3.2 A Need for needs analysis. Needs analysis is conducted for many purposes and means. One purpose of conducting needs analysis is to find out the language skills learners need or to see whether an existing course or syllabus addresses the needs of target students. Furthermore, it can be extremely beneficial in determining what students are currently able to do, what they think they need to do, as well as what they want to do in terms of particular linguistic and academic skills. Needs analysis can also be useful in the identification of whether a change of direction in a particular syllabus is required, as well as in the determination of a gap between reality –students' current linguistic and academic abilities - and what they need to be able to do, and finally to collect information about particular concerns that learners may have.

However, conducting needs analysis can have both advantages and disadvantages. It may motivate most of the learners because it values the learners' contribution; however there may also be learner reactions to needs analysis, which may in turn raise false expectations in learners. It is true that we can set more realistic objectives through needs analyses, but it can also lead to conflicts among expectations of learners, course designers, sponsors and teachers. In addition, needs analysis is claimed to be subjective - influenced by perceptions of person conducting it, which can be a drawback.

2.4 English for Specific Purposes (ESP)

Taking the above-mentioned pros and cons into account, conducting research on the variety of linguistic and academic needs and perceptions of learners and their instructors may prove to be greatly beneficial in not only assessing the effectiveness

of a program, but also in motivating learners by showing the value of their perceptions. In this sense, the present evaluation study aims to examine the perceived effectiveness of the EAP course syllabus at the School of Foreign Languages at a foundation university in Izmir, Turkey. As numerous studies on the evaluation of ELT programs can be found in the literature, the focus of this study differs in two ways; firstly, it does not aim to evaluate the whole EAP program, but rather an integral competent of the program, its syllabus, and secondly rather than examining an ELT program, the present evaluation study examines an English for Academic Purpose program. Thereby, not only does the study intend on adding to existing literature of EAP program evaluation, it also aims to fill the void within literature with respect to EAP course syllabi evaluation studies.

In light of this, the current section presents a brief explanation of the origins of EAP by firstly defining its root, English for Specific Purposes. Next, the definitions of EAP and its two main branches are considered. Finally, syllabus design, including commonly adapted syllabus types in EAP programs are presented in order to show certain criteria in need of consideration when designing an EAP course syllabus in order to address a variety of English Language and Academic English skills and strategies.

2.4.1 Defining ESP. To have a good understanding of English for Academic Purposes, it is first important to examine its point of origin, English for Specific Purposes. Ever since its emergence in the 1950s and 1960s, the thriving discipline of ESP has aimed to address the sizable gaps left by General English (GE). Traditional approaches to pedagogy, such as the ones used in GE, often focus on the teaching of practical language, making its application in disciplinary contexts quite problematic. In contrast to this, recent approaches to language course design and content have replaced such traditional methods with bringing the needs of its learners to the forefront, making these needs the primary focus and driving factors of teaching and learning. As GE is often unable to fulfill the specific disciplinary needs of learners, especially in tertiary contexts, ESP's emergence has offered new and innovative perspectives for both learners and educators alike. The development of ESP has brought attention to the notion that the specific reasons for which learners are

learning the language, along with their applicability, are the fundamental building bricks of specialized courses.

The relatively comprehensive, disputed, and often varying definition of the umbrella term English for Specific Purposes has been the subject of much interest amongst researchers for many years. While ESP research specialists have proposed various differing definitions for ESP and ESP courses, each have done so by focusing on one similar ideology, the concept of a learner-centered phenomenon (Belcher, 2004; Brumfit, 1980; Dudley-Evans, St. John, 1998; Hutchinson & Walters, 1987; Hyland & Hamp-Lyons, 2002; Robinson, 1989 & 1991; Strevens, 1980; Swales, 1992).

With such importance given not only to the linguistic, but also communicative needs of learners, a prominent practitioner and well-known researcher in the field, Swales (1992) defines ESP as “the areas of inquiry and practice in the development of language programs for people who need a language to meet a predictable range of communicative needs” (Swales, 1992, p. 300).

In demonstrating not only the significance, but also the necessity for ESP, it is paramount to present the forms in which it differs from General English. While its name may not be widely recognized, GE is the most common form of English language education offered across the globe. Encompassing a linguistic system in which the target language is taught in the most general and applicable of ways, GE courses simply aim to provide English language that can be used in familiar, daily situations. In contrast, ESP courses are specifically designed to meet the identifiable needs of the learners.

With that said, the field of ESP is not what it once was. As Robinson (1991) points out, the notion of ESP came out in response to a specific need by non-English speakers, a need that addressed and possessed accurate representations of functional purposes for using the language. Thereby, as such purposes are prone to changes, he stresses that so must ESP. Smoak (2003) further illustrates the gradual ideological progression behind ESP by commenting on a shift from the notion of teaching “technical vocabulary” of a given field or profession to the move towards the awareness of relevance of “sub-technical vocabulary, needs analysis, discourse-

analysis, linguistic corpora” and finally the communicative need of learners (Smoak, 2003, p.23).

Widdowson (1981) suggests that if curriculum designers are able to accurately determine the language needs of learners, these specifications can be used to establish the content of a language program able to meet these identified needs. Likewise, Hutchinson and Waters (1987) argue that rather than viewing ESP as a product, that it should be seen as an approach. In other words, their interpretation of ESP is not concerned with the specifications of the language or the pedagogical applications. Their argument is that the notion of ESP methodologies is rather non-existent, but a collection of methodologies implemented within the ESP classroom, methodologies that can just as easily be applied to any ESL/EFL context.

Moreover, according to Ferris (1998), the investigation and integration of students’ perspectives and language learning experiences in the development of an ESP curriculum is critical as the educators may not always be aware of the difficulties that learners often face. Therefore, in order to create such a program, Dudley-Evans, St. John (1991) express the requirement of careful research and design of pedagogical materials as well as activities in line with a specific group of learners for their particular learning context. They further assert that the creation of such ESP courses are based on one fundamental concept, their learner-centered characteristics built upon the results of needs analysis.

When the vast number of definitions of ESP available in literature are considered, it is clear to see that one integral perception stays consistent, the notion of a learner-centered language teaching phenomenon. Overall, all definitions offer insight into the emergences and continued development of ESP and ESP courses worldwide.

2.4.2 Branches of ESP. The majority of literature on ESP propose that the fundamental focus of ESP courses are based on the creation of authentic materials and pedagogical applications in regards to the analyzed needs of the learners. While identifying and accurately applying these needs may not only prove to be laborious, but often opaque, Abdullah (2005) suggests that this ambiguity involved in language learner needs is quite advantageous. He argues that it may actually equip

practitioners with the pedagogic flexibility to identify teaching/learning objects based on the ‘externally motivated specific purposes(s) of a given course and the disciplinary rationale for language use’ that drives such courses in the first place. As with any matter, needs tend to differ, and such differences in needs has led to the different taxonomies within ESP. Researchers in the field (Dudley-Evans, St. John, and Jo, 1998, Hyland and Hamp-Lyons, 2002, Swales, 1990) have proposed two major branches of ESP; English for Academic Purposes (EAP) and English for Occupational Purposes (EOP), in order to address the differing needs of learners. While EOP is particularly concerned with English that is required for the purposes of work, the focal point of EAP is on the English language skills necessary for academe.

2.5 English for Academic Purposes

English for Academic Purposes (EAP), driven by the rapid and extensive global growth of the English-speaking job market as well as academic research, has subsequently been categorized as the better known of the two branches. Moreover, in response to the high demands of English language instruction at the tertiary level, many universities in non-native settings offer EAP courses to their students in order to satisfy the academic tasks that they will have to perform within their academic and professional careers. This dominance of EAP at the tertiary level stems from the fact that much of ESP was and is dominated by the instruction of EAP, with the majority of the material design, course content, and research being conducted in the field of English for Academic Purposes (Dudley-Evans & John, 1998). Hyland (2006) illustrates the diversity of EAP by drawing attention to the fact that “its strength comes from a variety of theories and a commitment to research-based language education”. It is because of this, he maintains that EAP has grown among international contexts.

2.5.1 Defining EAP. A branch of English for Specific Purposes (ESP), EAP has been identified as the progression from the focus on the culture and literature of English speakers to an emphasis on the language of academic disciplines. It is concerned with the teaching and development of academic and communicative skills

that will allow non-native learners to perform a variety of tasks such as communicating and conducting research in the target language (Flowerdew & Peacock, 2001). In essence, it is a platform through which learners are given the necessary skills in order to move past having a practical command of the English language towards enabling them usage of this newly acquired knowledge in their specialized academic disciplines. Another definition provided by Paltridge and Staefield (2013) sets forth that EAP courses offer the English language competence needed by those who research and use English in order to perform academic tasks. With respect to the reasoning behind EAP, Dudley-Evans, St. John (1998, p34) emphasize that EAP can be seen as any form of English instruction which is in direct relation to a study purpose. As Hyland (2006) illustrates, EAP is commonly concerned with the aiding of learners' study skills or performing research in the target language. It can be characterized as consisting of all areas of academic communicative practice such as:

- Pre-tertiary, undergraduate and post graduate teaching (from the design of materials to lectures and classroom tasks).
- Classroom interactions (from teacher feedback to tutorials and seminar discussions).
- Research genres (from journal articles to conference papers and grant proposals).
- Student writing (from essays to exam papers and graduate theses).
- Administrative practice (from course documents to doctoral oral defenses).

(Hyland, 2006, p. 1)

Needless to say, EAP aims to propose approaches that are efficient, locally controlled and focus on the discovery of solutions that concern the omnipresent and strenuous difficulties that academic education can have on learners (Hyland, 2006, p.4).

2.5.2 Comparison with General English (GE). Making an appearance in the early 60s, the primary aim of EAP has been to introduce learners to the particular communicative and linguistic needs of their future academic careers. It is not only intended to give a balanced and ideal level of academic support, but also to provide

discipline specific support for learners in undergraduate or graduate programs (Strevens, 1980). In contrast to the teaching of General English, which mainly focuses on basic communicative and linguistics skills, EAP offers a specialized program better suited to the actual academic and linguistic needs learners will need to master prior to their academe. Furthermore, in order to clarify the distinctions between discipline-specific EAP and General English pre-academic, Strevens emphasizes that EAP is...

- based on a thorough needs assessment
- usually for a more advanced learner with higher language proficiency
- employing authentic texts and tasks from a discipline-specific academic discourse community, bridging to future workplaces
- characterized by accountability

In the same way, Hamps-Lyons (2001) exemplifies the differences between GE and EAP by drawing attention to the notion of GE's tendencies to focus on the teaching of daily conversational languages in contrast to the teaching of formal and academic contexts that are the core of any English for Academic Purposes syllabi. Dubley-Evans and St. John (1998) further emphasize that EAP courses enable students to attain success in an environment academic in nature, especially where the medium of instruction is in English. In order to achieve this, the designing and development of EAP courses stands upon one major increment, the identification of specific requirements and the determination of the definitive needs of the learners.

Drawing upon the above-mentioned definitions of English for Academic Purposes, it can be said that the common notion of EAP centers upon one main theme, the idea of meeting the linguistic and academic needs of learners.

2.5.3 EAP approaches. One integral aspect of EAP is the presence of two distinct branches, commonly identified as English for General Academic Purposes (EGAP) and English for Specific Academic Purposes (ESAP). Jordan (1997, p. 5) describes the former by claiming that "a large proportion of the common core element known as "study skills" plus other elements of a general academic English register, is the incorporations of a formal, academic style with proficiency in the

language use.” A derivation of language skills, these study skills consist of such things as lecture listening competence and note taking, reading and comprehension of academic texts and articles, participation in discussions, writing academic essays, summarizing, paraphrasing and writing academic reports appropriately, effective presentation capabilities, as well as competence in library research (Dudley-Evans & St. John, 1998, p. 41). The distinction between the two sub branches is maintained by pointing out that EGAP is not involved in subject-specific language, but rather aims to provide learners with the basic academic skills in order to meet the demands of an academic context. Strategies for listening, speaking, reading and writing are all taught in an EGAP course, with no discrimination on context. ESAP on the other hand, is built upon the notion that the above-mentioned study-skills can often possess different approaches across various disciplines. That is to say, ESAP courses’ core ideology lies on the belief that learners should receive the necessary knowledge of both skills and language in relation to a particular discipline such as Engineering, Architecture or Business (Hyland, 2006, p. 9), thereby discriminating and choosing context appropriately. Thus, such courses will mainly consist of discipline specific vocabulary, texts, tasks and projects with emphasis on the distinct academic skills needed for and used in the subject or department in question.

With that said, not everyone is in unison on which approach is able to best provide the most benefits to students studying in EMI universities. While some (Hutchison and Waters, 1987, Blue, 1988, and Spack, 1988) disagree with the teaching of subject-specific language, highlighting the fact that focus needs to be brought on the learners and language learning, others such as (Dudley-Evans & John, 1998) believe that learners should be aided in improving core academic skills in order to reach a desired competence level, and then introduced to discipline-specific content in order to make the best use of their linguistic and academic skills (Hyland, 2006, p. 10). For this, Hyland (2006, p10-11) proposes six reasons for the application of EGAP:

- The lack of expertise and training of language teachers for subject-specific instruction
- Accommodation for weaker learners of English

- Reduction of the status of EAP courses by making their only function as serving academic departments
- Restriction learner imaginatively and creativity by focusing only on the communicative demands of disciplines
- The existence of universal skills with relatively few differences across disciplines
- The transferability of ‘common core’ language forms and skills across all contexts

Supporters of EGAP argue that, rather than teaching subject-specific language, such courses should aim to prepare learners with generic skills needed to complete basic academic tasks. Contrary to those who back EGAP, advocates of ESAP make the argument that these generic skills can often be too broad and may not necessarily meet the disciplinary demands made on students, and thereby defend this approach by stating the following:

- EAP instructors cannot depend on subject instructors to teach disciplinary English literacy skills as they possess neither expertise, nor willingness to do so
- Learners do not necessarily acquire language forms sequentially, but rather on basis of when they need them
- Dependence on common core skills hinders awareness of the uses of language that hold evident disciplinary values
- Rather than teaching “discreet, value-free rules and technical skills” adaptable to any situation, ESAP recognizes the complexities and subsequent benefits of specific literacy
- Common core ignores contextual varieties of meanings and use. The integration of meaning into context creates specific varieties of academic discourse
- Subject specific communicative skills do not necessarily require a high level of common core skills

Dudley-Evans, St. John (1998) summarize that the differences between the two sub branches is that, while EGAP courses make use of generic contexts in the

teaching/learning of Academic English, ESAP courses emphasize the teaching of definite and substantial subject specific tasks that are necessary for learners to perform. Above all, providing courses that are more specialized adds the crucial element of increased motivation for students to participate and learn. With a sense of immediate gratification, students can be inspired to acquire skills and strategies that will prove to be eminently longer lasting.

2.5.4 EAP in different contexts. EAP exists for a variety of purposes in a variety of different contexts. When designing and developing an EAP program, a fundamental principle in the selection of content of an EAP syllabi ultimately depends on whether the subject courses are to be taught in English or not (Dudley-Evans & John, 1998). In this regard, EAP is not only needed at the tertiary level in countries where English is not the native language, it is also observed in countries where the learners are native speakers of English. Dudley-Evans and John (1998) categorize EAP contextual situations into four components: EAP in an English speaking country such as the UK or Australia, EAP in a country where English is the second language, for instance, British colonies like India, EAP where some subjects are taught in the native language while others in English, and lastly, where EAP plays a supplementary role with all subjects taught in the native language. The current study broadly fits into the third category, however, in this context, with the exception of a few native language courses, all subject specific courses are taught in English. EAP courses can further be categorized according the context and specific requirements of the students. Jodran (cited in Chowdhury & Haider, 2012), classifies two types, pre-sessional, full time courses taken by students prior to taking disciplinary courses, and in-sessional, courses taken concurrently with departmental courses. Both courses do not possess a rigid time frame and can be taken either in a short period of about four to twelve weeks, or long periods of six to twelve months or sometimes even longer. Therefore, in the case of the present study taking part in a Turkish university, as Liyanage and Birch (2001) express, in a country where English is not the native language, EAP courses are often mandatory for all students from EMI academic disciplines. This is because alternative to an English as a Second Language (ESL) context where focus is mainly directed towards basic academic

skills, such situations occur in an English as a Foreign Language (EFL) context where not only is there a need for literacy competence, but also a subject specific academic skill proficiency.

Taking the above-mentioned EAP courses, their purposes and contexts into consideration, an integral element of not only providing, but maintaining an efficient, effective and successful education to learners is through the conduction of systematic evaluations.

2.6 Syllabus Design

Designing an EAP syllabus, like any language syllabus take into account several different variables based on learner needs, the aims and objectives of a course, the means by which instruction will be delivered (i.e., teachers, materials and equipment), limitations and constraints such as available facilities, and lastly, time and finance (Jordan, 1997). With the aim of breaking down the curriculum into convenient, usable units that can be implemented at the classroom level, designing a syllabus is an imperative step in the planning of any EAP program. Jordan (1997, p.59 cited in Chowdhury & Haider, 2012) further states that an EAP syllabus, while primarily focusing on study skills such as listening and understanding of lectures, taking notes, giving academic presentations and referencing, the relatively recent trend has focused on the integration of certain skills like reading and academic writing, mainly strategies that include summarizing, paraphrasing, and genre analysis.

2.6.1 Defining a syllabus. A syllabus, in essence, is a detailed document on which the content to be included in a language course is written. Jordan (1997, cited in Hyland, 2006) refers to a syllabus as involving the process by which language and other related content is chosen, assessed and sequenced. To put it simply, Hutchinson and Waters (1987) propose that a syllabus is a piece of paper that states what will be learnt and in what order it will be learnt. Hyland (2006) offers a definition of syllabus as a plan of “what is to be achieved through teaching and learning, identifying what will be worked on in reaching the overall course aims and providing a basis for evaluating student progress” (p. 83). The design and development of a

syllabus, as stated above, requires a rigorous investigation into the needs of the target learners, succeeded by the identification of specific aims and objectives (Jordan, 1997; Nunan, 1985; Robinson, 1991). Yalden (1983, cited in Taghizadeh, 2013) suggests the following steps in designing a syllabus; conducting a needs analysis of the current situation, determining aims and objectives of the syllabus, creating an order in which subjects will be presented, teaching methodologies within the classroom to be implemented, and finally, the testing and evaluation of the taught content. Moreover, Flowerdew (2005) asserts that an ESP/EAP syllabus, no matter the approach it takes, is largely dependent upon an analysis of needs which “may not only examine the target situation, i.e., what learners are required to do, but also consider learning needs, i.e., how are learners best motivated to acquire the language and skills revealed through the target situation analysis. Nunan (1985) argues that without the initial step of needs analysis, it is virtually impossible to begin the designing process. However, Hyland (2006, p.81) concludes that while important, needs analysis is essentially a means to an end by establishing the basis for an EAP course enlightened by the knowledge of learner needs, teaching situations and of target texts and behaviors.

2.6.2 Approaches to syllabus design. While there may be numerous approaches taken to syllabus design (structural, situational, functional-notional, task-based, text-based, content-based), in regards to designing an ESP/EAP syllabus, Flowerdew (2005) claims that there is no clear cut approach, but rather an integration of two or more syllabus types. She further stresses that ESP/EAP instruction should focus on more than just pragmatic concerns such as learner language competencies, but also aid students in gaining ‘critical awareness’ of said notions in order to promote change.

A broad account of various syllabus components in need of consideration when designing a syllabus was offered by van Ek (1975, cited in Nunan, 1985, p. 7):

1. the situations in which the foreign language will be used, including the topics which will be dealt with;
2. the language activities in which the learner will engage;
3. the language functions which the learner will fulfill;

4. what the learner will be able to do with respect to each topic;
5. the general notions which the learner will be able to handle;
6. the specific (topic-related) notions which the learner will be able to handle;
7. the language forms which the learner will be able to use;
8. the degree of skill with which the learner will be able to perform

(van EK 1975, p. 8-9)

In light of the factors involved in syllabus design, Nunan makes a distinction between what are now called product-oriented syllabi and process oriented syllabi. He differentiates between the two by stating that a product syllabus is concerned with the information and skills that should be obtained as a result of instruction. Contrary to this belief, a process syllabus on the other hand, focuses on the actual learning experiences, the ways in which learning takes place both in and out of the classroom.

Hence, it is evident that several aspects need to be acknowledged prior to designing a syllabus. With regard to EAP syllabi, Hyland (2006) states that two major syllabus types have been proposed (White, 1998 and Wilkins, 1976), the synthetic syllabus and the analytic syllabus. A synthetic syllabus makes use of lexico-grammatical and functional syllabuses with an emphasis on distinct parts of knowledge where students are exposed to decontextualized tasks activates prior to 're-synthesizing' the acquired knowledge in real communication, much like that of product oriented syllabuses. An analytical syllabus, on the other hand, includes task-based and process syllabus types concerned with the process by which language is to be learnt, in line with process-oriented syllabuses. Ellis (2003) argues that in an analytical syllabus, learners should be provided with target language as chunks where an emphasis on learners negotiating meaning is present. Moreover, he insinuates that the learner must be left to make sense of grammatical forms and functions in his/her own time.

In accordance with EAP syllabus design, firstly, two types of synthetic syllabus types (grammatical/structural and functional-notional) will be looked at, followed by five types of analytic syllabus types (skill-based, task-based, process based, text-based and content based) will be examined.

2.6.2.1 Grammatical/structural syllabus. The components of a grammatical/structural syllabus consist of the learning/teaching of language forms and functions often broken down into grammatical items as: parts of speech, verb tenses, sentence patterns, articles and so on. The justification behind such syllabi involves the belief that learning/teaching takes place in a step-by-step progression from simple grammatical elements to complex ones (Jordan, 1997 & Robinson, 1991). While there has been a move away from this type of syllabus due to its inability to follow changing views on the nature of language (Nunan, 1985, p. 40), learner competence in grammatical elements is still seen as an important factor when considering syllabus design in ESP/EAP.

2.6.2.2 Functional-notional syllabus. Often referred to as the communicative approach, this type of syllabus, as Jordan (1997) illustrates, is concerned with conceptual meanings, notions, such as time and quantity, used in language and communicative functions such as greetings apologies, and comparisons used in language. Finocchiaro and Brumfit (1983, cited in Nunan, 1985, p. 36) state that a functional-notional syllabus put the students and their communicative needs at the center of the curriculum by claiming increase in intrinsic motivation through the expression of basic communicative functions. Robinson (1991) states that a functional-notional syllabus was substantially improved and utilized within ESP using concepts, and within EAP based on academic functions.

Although EAP courses may make use of both synthetic and analytical syllabus approaches, Hyland (2006) suggests that they are more inclined to lean towards an analytical approach due to its communicative and meaning focused nature with exposure to pertinent authentic target language situations and texts (p. 83). In addition, while the explicit effects of any language-learning syllabus are difficult to determine, Hyland proposes that analytical syllabuses offer a more effective connection between *declarative knowledge* (what students know) and *procedural knowledge* (what they can do with this knowledge).

2.6.2.3 Skill-based syllabus. Based on traditional core skills (listening, reading, writing, and speaking), a skill-based syllabus approach employs the teaching/learning of what Jordan (1997) describes as microskills. These microskills, classified under each skill, include subskills such as skimming, scanning, summarizing, paraphrasing, or note-taking. A skill based syllabus may consist of all four core skills, or only two or three, depending on the course aims and objectives, as well as the needs of the learners. Robinson (1991) suggests that a course adapting a skill based approach may not only facilitate cognitive, but also language skill development, as is therefore a useful approach if not implemented alone, but in conjunction with other approaches.

2.6.2.4 Task-based syllabus. According to Flowerdew (2005), a task-based syllabus is linked to purposeful activities “which learners might be expected to engage in real-life situations”. In this type of syllabus, there is cooperation between knowledge of language and making use of that knowledge in solving issues through the implementation of situations where learners are required to actively participate and take part in purposeful communication. In EAP settings, such tasks might include listening to lectures, discussions on opinions regarding said lectures, or pedagogic tasks that aid in building awareness of the function of language, such as mapping how argument essays are structured (Hyland, 2006). However, Hyland claims that a task-based syllabus fails to effectively integrate students’ perception into account.

2.6.2.5 Process syllabus. Contrary to a task-based syllabus, Jordan (1991) argues that emphasis is on the learner, their preferences, and the overall learning process. This syllabus enables a shared understanding of classroom practices among instructors and students, and gives a larger responsibility to student learning. Similarly, Breen and Littlejohn (2000) maintain the importance of the attention paid to student learning and their involvement in the learning process by offering a collaborative student-teacher framework for making decisions on the content of a course and by giving students the chance to express their perceptions on their learning. Although this approach may present political complications and may

require a redefinition of teacher-student authority in the classroom, Hyland (2006) concludes that such a syllabus is an integral aspect of EAP courses as they can allow for student negotiation by providing authentic opportunities for them to develop their knowledge and awareness of a meaningful learning process.

2.6.2.6 Text-based syllabus. The content of a text-based syllabus is based upon the genres that learners' need and the social contexts in which they use them (Feez, 2002). Flowerdew (2005) further states that this approach emphasizes the way language is used in the social contexts in which genres are established. The philosophy behind a text-based approach is the adaptation of a scaffolded pedagogy, where disadvantaged learners are encouraged through continued support by an instructor to make progress in mastering of relevant genres, i.e., genres in relation to success in disciplinary courses. A key factor in implementing a text-based syllabus, as Hyland (2006) points out, is the selection of texts and tasks according to the learners' specific needs and sequencing them in accordance to the following principles:

- By following their use in a real-world series of interactions.
- By perceived increasing levels of difficulty, from easiest to most complex.
- By determining the most critical skills or functions relevant to students' immediate needs.

In light of the above principles, Hyland sees the classroom practices of a text-based syllabus as a set of connected stages, which enable students to make a progression towards the critical understanding of texts. Here students engage in the learning process by using both prior experiences and first-hand knowledge gained from new explorations (p. 85).

2.6.2.7 Content-based syllabus. Three notable approaches to content-based syllabuses have been proposed: a thematic approach, a sheltered approach and an adjunct approach, all with the common purpose of supporting students with their disciplinary courses. While a thematic approach deals with building the language competence of learners, a sheltered approach puts emphasis on discipline-specific

content and concerns the students' mastery of the content material. The adjunct approach, on the other hand, is deals with creating a language course that is parallel to a subject-course which shares the same content base. Here, the students are said to be able to easily transfer language and academic skills and strategies learnt in one course to the other (Brinton et al., 1989, p. 17-18).

2.7 Previous ESP and EAP Evaluation Studies

A variety of studies have been conducted regarding the evaluation of the effectiveness English for Specific Purposes and English for Academic Purposes programs and courses in meeting the needs of target learners and expectations of instructors. First of all, the studies within a global context are presented, followed by studies conducted locally in Turkey.

2.7.1 English for Specific/Academic Purposes: global context. A need-based evaluation study of EAP courses with pharmacy students at the University of Asia Pacific in Bangladesh aimed to investigate the content and structure of the EAP courses, exploring the academic and work-related needs of the students. The findings of the study indicated that the EAP courses exhibited major drawbacks in meeting the academic and language needs of the learners, especially in the students' need for developing their productive skills (writing and speaking) as they pose the most difficulties. While not as challenging, reading was also found to be a much-needed skill by the learners. According to the researchers (Chowdhury & Haider, 2012), the results indicated a redesigning of the EAP courses by focusing on the importance of developing writing, reading and speaking skills. Furthermore, they suggested that development should focus on the specific academic needs and interests of the students in order to make the courses more relevant to their core subjects. They concluded by recommending that custom subject specific materials should be developed in collaboration with the faculty of pharmacy in order to effectively meet the needs of the students.

In a similar evaluation study conducted by Eslami (2010), the perceptions of undergraduate EAP students studying in an Iranian university and their instructors' perceptions in relation to the problematic areas in EAP programs were examined.

693 EAP students from various faculties at the university and 37 instructors took part in the study. The findings revealed that there were discrepancies not only between the perceptions of the students studying in different disciplines, but also between the EAP students and their instructors. The major findings were as follows: students need to improve their overall English competencies, a progression from teacher-centered to learner-centered teaching is needed, and courses should be designed by examining the precise needs of students in accordance to their different academic fields.

Parallel to the above studies, Ferris and Tagg (1996) investigated the expectations and requirements of 900 disciplinary instructors at four universities in the U.S. The results revealed that the instructors' requirements varied across the different disciplines. The findings also demonstrated that EAP teaching would need to be more genre-specific, advocating courses to place more importance on the different tasks demanded of students.

2.7.2 English for Specific/ Academic Purposes: Turkish context. One evaluation study conducted by Kazar and Mede (2014) aimed at examining the learning and target needs of ESP students at the tertiary level. With 59 students and 6 instructors, the researchers collected data through a needs analysis questionnaire and a semi-structured interview in order to have a better understanding of the perceptions of the participants. The findings of the study revealed that each core skill syllabus in the ESP program should be designed with the target needs of the students in mind, focusing on engaging students in tasks and activities designed to improve the specific subskills that the ESP students have the most difficulties with.

Another study by Üstünel and Kaplan (2015) evaluated EAP courses through the perceptions of first year undergraduate students taking the EAP courses at a foundation (not for profit, private) Turkish university. The researchers aimed to use the student feedback in order to improve and meet their specific needs. 40 EAP students were given a course evaluation questionnaire focusing on course content, independent learning, course materials and resources, testing and assessment, and academic instruction. Focus group interviews were also conducted in order to refine the findings of the questionnaire. The results of the study indicated that not enough

time was given to developing academic skills and strategies. The findings also indicated that the students were reluctant to learn topics unrelated to their departments, and therefore, the researchers suggested that priority be given to the skills and strategies prevalent to the students' disciplinary subjects.

One study conducted at a Turkish university investigated the academic writing needs and lacks of second year International Relations and Political Science undergraduate students taking an ESP course from the perspective of ESP instructors, ESP students, their departmental instructors, and future employers (Daloğlu & Taş, 2007). The study also aimed to identify any differences among these perceptions. The findings indicated that the perceptions of the students' academic needs, lacks and future professional needs differed within the groups mentioned above. A significant finding showed that the writing component of the current ESP course was not able to satisfy the students' academic and professional needs. The researchers suggested a revision in the content of the writing syllabus in terms of activities performed and rhetorical patterns more relevant to their success in subject courses as well as future careers.

Finally, a nation-wide, large-scale evaluation conducted by the British Council and TEPAV (Economic Policy Research Foundation of Turkey) in 2015 on the teaching of English in state schools of Turkey in relation to the classroom teaching of English revealed that Turkey is significantly lacking in the area of English Language Teaching at the tertiary level due to the inadequate instruction of English in primary and secondary schools. In relation to EAP courses, the study exposed a variety of issues existent among the 24 state universities evaluated across Turkey. The study showed that all universities provided some sort of English education during the Prep year and first years (EGP, EGAP, EGSP, or EOP), however, the numbers fell significantly during the following three years of university, with only 15 universities in the second year, 12 in the third year, 11 in the fourth year offering English language education to their students. In terms of the low English proficiency of the students, it was stated that the average English levels of students entering Prep School was quite low (A1+), and that teachers indicated the fact that it was nearly impossible to raise their levels to a B2 in the short span of eight months. Another issue revealed as a result of the study, showed poor motivation among the students

studying in either the Prep Schools or EAP programs. The study stated that the majority of students found a substantial gap between the requirements of their undergraduate disciplinary courses and what they were being taught in their GE or EAP courses. Although feeling students in the EAP courses felt that they had improved their language skills, they found the courses to be lacking in relevance. The study concluded that more credit-bearing EGAP/ESAP should be implemented throughout all four years of an undergraduate program in order to build the English proficiency of the students. Furthermore, it was indicated that these courses should be more relevant to the students' needs in relation to their academic fields in order to improve motivation and better equip them with the linguistic and critical thinking skills demanded of them.

Based on the review of literature and previous studies on English for Specific and Academic Purposes, the significant low levels of English language competencies as well as the considerable gap between students' needs and what is expected of them in their disciplinary courses is evident. Moreover, the lack of studies on the perceptions of both EAP students and instructors in relation to the content of course syllabi in Turkey is indisputable. Therefore, this study aims to address not only this lack, but also provide an example of the extent to which an EAP program effectively meets the needs of its target learners.

Chapter 3

Methodology

3.1 Overview

The aim of this chapter is to provide insight into the methodology of the current study by the presentation of the research questions, research design, setting, participants, data collection instruments and procedures, data analysis and procedures, and finally, the limitations and delimitations of the study.

The first aim of the study was to examine the perceptions of current EAP students studying in five different faculties and their EAP instructors at a foundation (not for profit, private) university in Izmir, Turkey, in order to identify the extent to which the EAP syllabus meets the needs and expectations of the parties involved. The university is an English medium university, where prior to taking the EAP course, all students are either required to attend an English preparatory program at the School of Foreign Languages, or pass an internal proficiency exam. The university's recent change from partial to full English medium instruction for all faculties has made it so that all students are required to take English for Academic Purposes courses at some point before they graduate. The second, and primary aim of this study was to determine the effectiveness of the EAP syllabus in terms of academic and linguistic skill transferability. More specifically, it aimed to find out whether the EAP syllabus is able to provide the necessary academic language demands required by the five EMI faculties at the university. The final aim of the study was to identify, if any, differences in academic and linguistic needs exist within the students studying in different disciplines. With this in mind, the present study is built upon the following research questions:

1. To what extent do the EAP students assess their current English Language and Academic English skills?
2. What are the EAP instructors' perceptions regarding the EAP students' current English Language and Academic skill proficiency?

3. To what extent do EAP students believe that the implementation of the EAP syllabus has achieved its aims and objectives in terms of aiding in the development of their English Language and Academic English skills?
4. What are the EAP instructors' perceptions regarding the achievement of the course syllabus' aims and objectives in terms of developing the students' English Language and Academic English skills?
5. To what extent do EAP students believe that the content, topics and materials of the EAP syllabus has helped in the development of their English Language and Academic English skills?
6. What are the EAP instructors' perceptions regarding the syllabus content, topics and materials in terms of developing the students' English Language and Academic English skills?
7. To what extent do EAP students believe that they are able to successfully transfer the English Language and Academic English skills taught as a result of the implementation of the EAP syllabus to their EMI departments?
8. What are the EAP instructors' perceptions regarding the transferability of the English Language and Academic English skills taught in the EAP course to their disciplinary courses?
9. Do the students studying in the 5 EMI faculties show differences in perceptions towards their English Language and Academic English needs?

3.2 Research Design

A number of methods and approaches can be taken when designing a research study. For the purposes of the present study, a mixed method approach was utilized. Mixed method research is defined as a process by which the collection, analysis, and mixture of both quantitative and qualitative data is employed in a single study or a series of studies in order to comprehend the research questions (Creswell & Plano Clark, 2011). By using both quantitative and qualitative methods, a mixed method approach to research design enables an in-depth perception of the question at hand. Rather than using both sets of methods independently, the qualitative 'strands' serve the purpose of supporting the quantitative 'strands' of research through the merging, integration or linking of both sets into one complete product (Creswell, 2014 p.565).

In order to achieve optimal results, Rossman and Wilson (1985) define “triangulation” as the integration and usage of various data sources in order to make sense of a phenomenon and research question. That is to say, both quantitative and qualitative methods collected are used to assist, enhance or unify one another. In this regard, Miles and Huberman (1984) claim that using both methods creates a stronger foundation upon which to build the research. Moreover, Greene and Carcelli (1997) assert, “by assessing both outcomes of a study (i.e., quantitative) as well as the process (i.e., qualitative), we can develop a powerful picture of social phenomenon”.

Mixed method strategies, classified into the four main categories of convergent, explanatory sequential, exploratory sequential, and embedded designs are among the most common designs used in research today (Creswell, 2014). The convergent design is concerned with the concurrent collection, combining, and use of both quantitative and qualitative data with the purpose of interpreting the research questions. The explanatory design consists of a sequential collection of first the quantitative data and then the qualitative data with the purpose of giving explanations for the quantitative data. The exploratory design deals with the initial collection of qualitative data, followed by the collection of quantitative data in order to clarify relationships identified in the quantitative data. Finally, similar to the convergent design, in the embedded design, quantitative and qualitative data are both collected at the same time (or sequentially), however while one serves as the primary form of data, the other exists to support, enhance or add the former.

This research study employs an embedded mixed method design. The qualitative data (student questionnaires), serving as the primary source of data, is supported by the simultaneously collected quantitative data (open-ended instructor questionnaires) and sequentially collected focus groups interviews. The qualitative data serves to support and strengthen the perceptions that students have towards the EAP syllabus. Furthermore, the qualitative data was collected in order to help explain and follow-up on the outcomes of the quantitative data (Creswell, 2014).

3.3 Universe and Participants

This research study was conducted in the School of Foreign Languages (SOFL) at a foundation (not for profit, private) university in Izmir, Turkey. The EAP

program offered at the university is divided into two sections (SOFL 101 and SOFL 102), one course per semester. Students must receive a satisfactory grade in the first EAP course in order to take the second course. As the university provides full English medium instruction to the mentioned five faculties (with the exception of 2 to 3 mandatory Turkish courses), it is compulsory that all students studying at the university complete both courses in order to successfully fulfill graduation requirements. Students take these EAP courses simultaneously with their departmental courses to ensure maximum efficacy. The SOFL also recommends that students take the EAP courses during their freshmen year of their undergraduate studies in order to provide the most benefit to students in their academic studies. All EAP courses are taught by English language professionals, consisting of both Turkish and native speakers of English. Prior to taking the EAP courses, students must either attend and complete the English preparatory program offered at the SOFL, or receive a minimum score of 70 on the internally prepared English proficiency exam in order to be exempt from the prep program. For the purposes of this study, only the first course (SOFL 101) was examined.

The university is made up of seven faculties, two of which do not require its students to take the EAP courses. The remaining five EMI faculties; the Faculty of Engineering, the Faculty of Economics and Administrative Sciences, the Faculty of Architecture, the Faculty of Sciences and Letter, and the Faculty of Communications were included in the present study. Lastly, it important to note that the EAP course syllabus was not designed to accommodate each faculty individually, but rather cater to a mix of students from all of the five EMI faculties.

3.3.1 Participants. The participants of the study consisted of two distinct groups. The current EAP students simultaneously studying in their EMI faculties represented the first group. The second group is represented by the EAP instructors during the 2015-2016 academic year.

3.3.1.1 EAP students. The students who participated in the study consisted of 202 EAP students from the first course and 67 students from the second EAP course. The youngest participant in the study was 17, while the oldest participant was 26.

49% of the students were male and 51% of the students were female. The majority of the participants were Turkish speakers, however, there were two Persian, two German, one Kurdish, and one Korean speaker in the study. With a total of 202 students, the majority of the students taking the first EAP course were first year freshmen (N=183), 5 were sophomores, 8 were juniors, and 6 were seniors. As for the students' departments, while all faculties contained students from the various departments within each faculty, the Faculty of Science and Letters only consisted of Psychology students. Table 1 shows the distribution of students amongst the five EMI faculties.

Table 1

Distribution of students in the EMI Faculties

EMI Faculties at the University	<i>F</i>	<i>P</i>
Faculty of Engineering	80	39.6
Faculty of Architecture	17	8.4
Faculty of Communication	30	14.9
Faculty of Science and Letters	22	10.9
Faculty of Economics and Administrative Sciences	53	26.2

Note: *F*= Frequency *P*= Percentage

3.3.1.2 EAP Instructors. For the purposes of the present study, the qualitative data were obtained from 7 English for Academic Purposes instructors, including the head of the EAP department (4 male, 1 female, 2 anonymous) working at the School of Foreign Languages of the university during the 2015-2016 academic year. Three of the instructors were native speaker of English, while two were native speakers of Turkish, with a range of 8-20 years of experience in teaching English. With four, the majority of the instructors had over four years of experience in teaching EAP, and had all received or were in the process of receiving certificates on EAP teaching.

3.4 Procedures

The following section provides the sources of data, the types of sampling used for the quantitative and qualitative data collection, and the data collection instruments used in the present study.

3.4.1 Sources of data. In this section, a comprehensive collection of the types of sampling, data collection instruments and procedures, data analysis procedures, reliability and validity of the study as well as the limitations are presented.

3.4.1.1 Types of sampling. A ‘population’ refers to the group of individuals with related characteristics that a researcher plans to study. A ‘sample’, however, is regarded as a collection of individuals selected to represent the population in question. Sampling can be categorized into two main strands, probabilistic and non-probabilistic sampling. Probabilistic sampling, associated with ‘random sampling’ where a group is randomly selected individuals represent the target population, is broken into four branches: simple random sampling, systematic sampling, stratified sampling, and multi-stage cluster sampling. Non-probabilistic sampling on the other hand is concerned with ‘purposeful sampling’ where individuals are selected according to their ability to best assist the researcher in understanding the research question. Purposeful sampling is split into multiple branches, some of which are typical sampling, homogenous sampling, snowball sampling and opportunistic sampling (Creswell, 2014).

With regard to quantitative and qualitative methods, as both are interested in differing approaches to data collection, sampling types within these methods tend to be different as well. Consequently, two types of sampling were used for the present study. For the quantitative aspect, the form of random sampling adopted was stratified sampling, accomplished by randomly choosing from a list of EAP classes while paying attention to selecting classes that were offered on different days and times in order to ensure a spread out collection of individuals from all of the five EMI faculties. As for the qualitative aspect of the study, the purposeful opportunistic sampling method was employed in the form the instructor questionnaire and focus-group interview in order assist with the understanding of the quantitative data.

3.4.1.2 Data collection instruments. The data for the present study was collected by both qualitative and quantitative means via a Likert-scale questionnaire,

an open-ended questionnaire and a focus group interview for the purposes of learning the perceptions of students and instructors towards the EAP syllabus.

3.4.1.2.1 Description of the EAP course syllabus. This section consists of data regarding the current EAP syllabus for the purpose of describing the syllabus type(s) employed, including the course aims and objectives, and course content. The additional description of the syllabus of the second EAP course is given in order to present a better picture of the skills and strategies that students will have acquired as a result of both courses, as well as address the absence of emphasis on some skills and strategies in the first EAP syllabus.

3.4.1.2.1.1 English for Academic Purposes I (SOFL 101). The EAP syllabus sheet (Appendix A) states the main objective of the course is to support students in acquiring and practicing basic academic English skills for the purpose of applying them in their disciplinary studies. The syllabus further states the following in order to help skill development: development in reading and writing skills through exposure to a substantial amount of academic reading texts in contemporary English, development in listening and note-taking strategies by listening to authentic academic lectures, and giving academic presentations. The syllabus employs a skill-based approach where emphasis is put on the core English skills. In addition to the above skills, the following microskills (with the condition of regular attendance) are said to be practiced and improved as a result of the implementation of the syllabus: reading and understanding academic texts through skimming and scanning strategies; summarizing, paraphrasing; listening to lectures and note-taking; and giving presentations.

The analysis of the week-by-week syllabus demonstrated the following number of lessons (3 hour blocks per week) spent on each core skill throughout the course: writing: 5 lessons, listening: 5 lessons, reading: 4 lessons, and speaking: 3 lessons. Although, it is important to note that the specific number of hours spent on each skill is unknown as more than one skill is addressed in one lesson. With that said, it can be seen that there is a heavier emphasis on the teaching/learning of writing and listening skills and strategies when compared with that of reading and speaking.

3.4.1.2.1.2 English for Academic Purposes II (SOFL 102). The EAP syllabus sheet states the main objective of the course is to support students in acquiring and practicing academic skills and strategies needed for writing extended paragraphs based on research conducted by the students. The syllabus employs an integrated approach, with a focus on reading and writing skills and strategies. Moreover, the syllabus states that the following microskills (with the condition of regular attendance) are said to be practiced and improved as a result of the implementation of the syllabus: conducting research; analyzing sources; summarizing; paraphrasing; reading and understanding academic texts; making notes; writing extended paragraphs based on research. Overall, although the SOFL 102 course aims to build upon the reading and writing skills and strategies acquired during SOFL 101, there seems to be a much greater focus on developing writing skills and strategies, as indicated by the course syllabus.

To summarize, while the first EAP course aims to develop all four core skills (reading, listening, writing, speaking) by using a skills-based syllabus approach, the second EAP course aims to develop only the academic reading and writing skills and strategies through the use of an integrated syllabus. Furthermore, both syllabi are claimed to be both process and product oriented.

3.4.1.2.2 EAP student questionnaire. The questionnaire given to the EAP students was an adapted version of Erozan's (2005) study, which examined language improvement courses of an undergraduate ELT curriculum at a Turkish university for the purposes of evaluation and development. In the process of adaptation, the individual components related to specific language and academic skills presented in the EAP syllabus were incorporated (Appendix B).

The aim of the questionnaire was to identify the students' perceptions on a variety of aspects concerning the EAP course. The four-part questionnaire consisted of the following sections; a general background and self-assessment, course aims and objectives, course content and materials, and relationship of the EAP course with departmental courses. The first section was created in order to obtain demographics on the participants according to; their age, gender, faculty, and contained 10 items in

relation to how students self-assess their current English language and academic proficiencies.

The second section, containing two sub-categories, was tailor made to collect information regarding the students' perceptions of their improvement in terms of the contents of the EAP syllabus. The first sub-category contained four items on listening and eight on speaking strategies and skills present in the syllabus, while the second sub-category aimed to find out the students' beliefs regarding their development in reading (four items) and writing (fifteen items) strategies and skills. Finally, an open-ended question was given asking students to comment on whether they would have liked any other strategies or skills included in the syllabus. All thirty-one items were presented on a five-point Likert-scale ranging from "strongly agree" to "strongly disagree".

The third section focused on the course content and materials. Students were asked to state the extent to which they agreed with certain statements concerning the course book's and materials' effectiveness on developing both their language and academic skills. All items were presented on a five-point Likert-scale ranging from "strongly agree" to "strongly disagree". This section also contained an open-ended question asking students to identify any aspects of the syllabus (tasks, topics and projects) that they believed to have been irrelevant or unnecessary.

The final section asked students to state the extent to which they agreed with various linguistic and academic skills and strategies that they were able to transfer from the EAP course to their departmental EMI courses. Students were also asked to state any other skills/strategies/concepts they would have liked to learn in order to meet the demands of their EMI faculties.

The questionnaire was designed by the researcher so that the data collected from the questionnaire effectively provided answers for each of the research questions of the study. Furthermore, in the development of the student questionnaire, one associate professor expert in Curriculum Design and Development, one associate professor in English Language Teaching, and two ELT instructors and a statistician were consulted in order establish reliability and validity of the responses. The questionnaire was then translated into Turkish (students' L1) to avoid any misunderstandings. The items were translated by the researcher and the Turkish

version was cross checked with the English version twice by two ELT instructors. Necessary edits as a result of the feedback were then made.

3.4.1.2.3 EAP instructor questionnaire. The EAP instructor questionnaires were made up of 14 open-ended questions parallel in nature to that of the student questionnaires (Appendix C). In other words, all major sections (aims and objectives, course content and materials, and relationship of the EAP course with departmental courses) present in the student questionnaire were also present in the instructor questionnaire. The first part consisted of seven questions pertaining to their perceptions of students in terms of both language and academic competence; the aims and objectives of the course and whether they thought these were successfully achieved. The second part focused on the effectiveness of the course book and materials in developing students' proficiency in various skills as well as the relevance of the tasks and topics. Lastly, the instructors were asked to consider the transferability of the English language and academic skills taught in the EAP course to the students' discipline courses. When developing the questions for the instructor questionnaire, an expert in Curriculum Design and Development and English Language, an associate professor in English Language Teaching, and two ELT instructors were consulted.

3.4.1.2.4 Semi-structured EAP instructor focus group interview. Creswell (2014) defines the purpose of a focus group interview as the collecting of shared understandings and ideas from a handful of individuals similar or cooperative with each other. The advantage of collecting data in such a way allows the researcher to obtain the most favorable information in a limited time frame. It also eliminates any potential hesitations or reservations commonly exhibited in one-on-one interviews. The focus group interviews were semi-structured in nature, meaning guiding questions were prepared to use as prompts (Appendix D). In the development process of the interview questions, an expert in Curriculum Design and Development and English Language, an associate professor in English Language Teaching, and two ELT instructors were consulted.

Qualitative data from both the instructor questionnaire and focus group interviews were collected with the primary purpose of supporting and strengthening the quantitative data collected from the student questionnaire. With open-ended questions and an interview, the researcher was able to gain a greater understanding of the EAP course, its syllabus and the EAP instructors' perceptions in regards to the EAP syllabus as well as their thoughts on the students' English language and Academic English proficiency.

3.4.1.2.5 Document analysis. The course syllabus sheet for the first EAP course (SOFL 101) was reviewed and analyzed in order to gather information on the syllabus type(s) adapted by the SOFL, including the specific content of the syllabus (Appendix A).

3.4.2 Data collection procedures. For the purposes of the present study, data were obtained from the School of Foreign Languages at a foundation (not for profit, private) university in Izmir, Turkey. Prior to the start of the study, the researcher met with the Assistant Academic Director and Director of the EAP program and was granted permission to conduct the study. The researcher was provided with a timetable indicating the number of EAP classes and their times, and from this, amongst a total of 39 classes, 12 classes (30%) were selected at random. All data were collected on a voluntary basis, where only students wishing to take part in the study were provided with the questionnaire. Furthermore, all participants were made aware of the purposes of the current study and were notified (in writing) of the anonymity of their responses. 202 EAP students completed the questionnaire during a lesson that the instructor saw fit. Rather than using an online platform, the questionnaire was paper based and completed during class hours in order to ensure not only greater participation, but also more reliable responses. The voluntary instructor questionnaire was completed by a total of 5 EAP instructors. The instructors were provided with both soft and hard copies of the questionnaire for the sake of creating flexibility in regards to time. Lastly, the semi-structured focus group interview was conducted with 5 EAP instructors (three of whom had completed the questionnaire).

The following table displays an overview of the research questions, instruments used to address each question and how the responses from each instrument were analyzed.

Table 2

Overview of Research Questions, Tools and Analysis Procedures

Research Question	Data Collection Instrument	Data Analysis
1. To what extent do the EAP students assess their current English Language and Academic English skills?	<ul style="list-style-type: none"> ▪ Student Questionnaire 	<ul style="list-style-type: none"> ▪ SPSS Analysis
2. What are the EAP instructors' perceptions regarding the EAP students' current English Language and Academic skill proficiency?	<ul style="list-style-type: none"> ▪ Syllabus Sheet ▪ Instructor Questionnaire ▪ Focus Group interview 	<ul style="list-style-type: none"> ▪ Document Analysis ▪ Content Analysis
3. To what extent do EAP students believe that the implementation of the EAP syllabus has achieved its aims and objectives in terms of aiding in the development of their English Language and Academic English skills?	<ul style="list-style-type: none"> ▪ Student Questionnaires 	<ul style="list-style-type: none"> ▪ SPSS Analysis ▪ Content Analysis
4. What are the EAP instructors' perceptions regarding the achievement of the course syllabus' aims and objectives in terms of developing the students' English Language and Academic English skills?	<ul style="list-style-type: none"> ▪ Instructor Questionnaire ▪ Focus Group interview 	<ul style="list-style-type: none"> ▪ Content Analysis
5. To what extent do EAP students believe that the content, topics and materials of the EAP syllabus has helped in the development of their English Language and Academic English skills?	<ul style="list-style-type: none"> ▪ Student Questionnaire 	<ul style="list-style-type: none"> ▪ SPSS Analysis ▪ Content Analysis
6. What are the EAP instructors' perceptions regarding the syllabus content, topics and materials in terms of developing the students' English Language and Academic English skills?	<ul style="list-style-type: none"> ▪ Instructor Questionnaire ▪ Focus Group interview 	<ul style="list-style-type: none"> ▪ Content Analysis
7. To what extent do EAP students believe that they are able to successfully transfer the English Language and Academic English skills taught as a result of the implementation of the EAP syllabus to their EMI departments?	<ul style="list-style-type: none"> ▪ Student Questionnaire 	<ul style="list-style-type: none"> ▪ SPSS Analysis ▪ Content Analysis
8. What are the EAP instructors' perceptions regarding the transferability of the English Language and Academic English skills taught in the EAP course to their disciplinary courses?	<ul style="list-style-type: none"> ▪ Instructor Questionnaire ▪ Focus Group interview 	<ul style="list-style-type: none"> ▪ Content Analysis
9. Do the students studying in the 5 EMI faculties show differences in perceptions towards their English Language and Academic English needs?	<ul style="list-style-type: none"> ▪ Student Questionnaire 	<ul style="list-style-type: none"> ▪ SPSS Analysis ▪ Content Analysis

* SPSS = Statistical Package for the Social Sciences

3.4.3 Data analysis procedures. The data for the present study was analyzed both quantitatively and qualitatively. Firstly, the analysis procedure for the student questionnaire is described (quantitative data), next the analysis steps taken for the open-ended responses in the student questionnaire, the open-ended instructor questionnaire and focus group interview are described (qualitative data).

3.4.3.1 Analysis of quantitative data. The data from student questionnaire described in the previous section were collected and analyzed quantitatively. Means, percentages and standard deviations of each item were calculated through SPSS (Statistical package for the Social Sciences) for the entire population as well as each of the five EMI faculties separately in order to illustrate a general picture of the students' perceptions of their English competencies and towards the effectiveness of the EAP syllabus.

3.4.3.2 Analysis of qualitative data. The quantitative data were supported by the collection and analysis of the open-ended responses in the student questionnaire, the open-ended instructor questionnaire responses and the instructor focus group interview through content analysis.

For the open-ended questions in the student questionnaire, the responses (raw data) were first hand coded by inducing distinct concepts and categories in relation to the perceptions of students to the course content and transferability of the skills and strategies. From these categories, common themes were identified and a frequency count was employed in order to determine the number of times students produced these similar themes. The open-ended instructor questionnaire was analyzed in a similar manner by first using open coding to determine categories according to the research questions. These were then inductively analyzed to produce common themes amongst the responses.

The focus group interview and field notes obtained from the interview were first transcribed. The transcribed data were first analyzed through open coding by dividing into segments of information in relation to the research questions (Creswell, 2014). Inductive analysis was then used to identify categories from the codes and these were later collapsed to form common themes.

3.4.4 Reliability and validity. Reliability and validity are methods by which the process of research and the dependability of the research findings are displayed (Roberts & Priest , 2006). The dependability of both notions concern several aspects: the research questions, sampling methods, data collection tools and procedures, analysis of the data and finally, conclusions drawn as a result of the research findings. Validity is defined as “the degree to which all the evidence points to the intended interpretation of the test scores for the proposed purpose” (Creswell, 2014). Reliability, a component of validity, is dependent upon the consistent results from an instruments, regardless of the number of times it is administered. For qualitative data, statistical procedures such as Cronbach’s alpha coefficient can be used to measure the reliability or internal consistency of each item or a group of items in a questionnaire (Cronbach, 1951, cited in Roberts P et al, 2006). For the present study, a reliability coefficient was calculated after the collection of the data in order to determine the reliability of each section of the student questionnaire. The reliability coefficients were as follows: student self-assessment $\alpha=.823$, course aims and objectives $\alpha=.764$, course content and materials $\alpha=.749$ and relationship with departmental courses $\alpha=.849$.

3.4.4.1 Trustworthiness. To ensure the trustworthiness of a qualitative study, Guba (1981) suggests four criteria that researchers should be aware of: credibility, transferability, dependability, and confirmability.

The concept of credibility is one which concerns the correspondence of the findings to the actual truth. In other words, it is the pursuit of ensuring the measuring or testing of what the study actually intended (Shenton, 2004). In order to establish credibility of the present study, triangulation of participants, data collection tools and data analysis was carried out. Furthermore, the voluntary nature of the study allowed to ensure the honesty of the participant responses.

Transferability refers to the “extent to which the findings of one study can be applied to other situations” (Merriam,1998). Moreover, Shenton (2004) asserts the importance of offering in-depth descriptions of the “phenomenon under investigation” (p. 70). Therefore, transferability within the study was established by

providing detailed explanations of the methodology used, including the setting, the triangulation of participants, tools and analysis approaches. Thus, researchers wishing to apply the present study in their own contexts will be able to do so easily.

The dependability of a study questions whether the same results would be obtained if that study were to be repeated in the same context, using the same participants, and same methodology. The dependability of the present study was built through the use of overlapping methods such as open-ended questions and a focus group interview to support the quantitative student questionnaire.

The last criterion, confirmability, involves the findings of a research study to “be the result of the experiences and ideas of the informants, rather than the characteristics and preferences of the research” (Shenton, 2004, p.72). Objectivity in the current study was demonstrated by the researcher’s use of triangulation as well as the presentation of the limitations and delimitations of the study.

3.4.4.2 Limitations and delimitations. There are several limitations and delimitations to the study. First of all, the most prominent limitation concerned the population size. Students who had previously taken the course were not included in the study due to the recent change (two years ago) in the EAP syllabus. Ideally, in order to better represent the population for both students and instructors, a much larger sampling size would need to be taken into consideration.

Secondly, only the instructors in the EAP course were consulted during the data collection process. Due to the lack of permission granted and time restraints of the researcher, the perceptions of the departmental instructors could not be included in the study. The disciplinary instructor perceptions would have provided a greater insight into the demands of the students in their departmental courses.

Thirdly, focus group interviews were not conducted with the EAP students due to scheduling conflicts. Such interviews would have given the opportunity for the researcher to gain a deeper understanding of the students’ perceptions.

Lastly, again, due to scheduling conflicts, classroom observations could not be conducted. These would have allowed for the researcher to observe the ways in which the EAP syllabus was interpreted and implemented by the EAP instructors.

Chapter 4

Results

This chapter presents results of the study in relation to the effectiveness of the English for Academic Purposes course syllabus. The results are presented in four sections, each addressing one of the four research questions of the study (the fifth research question is answered in the conclusion). Under each research question, the results of the quantitative data are displayed and supported by the qualitative data. Furthermore, in each section, the results are categorized on the basis of the four areas of the adapted questionnaire model, in particular, the EAP students' self-assessment of their English language skills, knowledge and academic skills, the course aims and objectives, the course content and materials, and finally the relationship of the EAP courses to the students' English medium departmental courses.

4.1 The Findings of the Extent to which the EAP Students Assess their Current English Language and Academic English skills.

In relation to the first research question, the data were obtained through the self-assessment section of the student questionnaire. This quantitative data is supported by data obtained from the open-ended instructor questionnaire and the focus-group interview conducted with the EAP instructors.

4.1.1 EAP students' self-assessment. The EAP students were asked to evaluate the current difficulties they have in a variety of English language skills and knowledge areas, along with a few academic English skills that are asked of them during their EAP course. The results are categorized into each of the five EMI faculties and items related to self-assessment.

Table 3

Frequency, Mean and Standard Deviation of the items related to Students' difficulties in English Language and Academic Skills: Engineering, Economics and Administrative Sciences, and Architecture Faculties

Items	Engineering			Econ. and Admin. Sciences			Architecture		
	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>
Listening	75	2.64	.939	52	2.83	.810	17	3.00	.866
Reading	77	2.56	.819	51	2.78	.832	16	2.81	.911
Speaking	76	3.22	.793	52	3.35	.861	17	3.53	.800
Writing	78	2.81	.740	52	3.00	.792	16	3.25	.775
Grammar	73	2.66	.837	50	2.72	.927	16	2.87	.957
Vocabulary	76	2.88	.938	50	3.16	.912	17	3.53	.717
Note-Taking	77	2.86	.838	50	2.76	.960	16	2.75	1.065
Summarizing	76	2.70	.800	52	2.92	.813	16	2.69	.873
Paraphrasing	75	2.79	.759	48	2.90	.857	16	2.75	1.000
Giving Presentations	78	2.91	.914	52	2.87	.950	16	3.06	.772

Note: *N*: Number of Participants *M*: Mean *SD*: Standard Deviation

*Scale of 1-4, 4 indicating a lot of difficulties and 1 indicating no difficulties

Table 4

Frequency, Mean and Standard Deviation of the items related to Students' difficulties in English Language and Academic Skills: Science and Letters, and Communications Faculties

Items	Science and Letter			Communications		
	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>
Listening	22	2.86	.889	30	2.67	.959
Reading	21	2.95	.740	28	2.75	.844
Speaking	21	3.43	.746	30	3.33	1.028

Writing	19	2.95	.705	30	3.07	.868
Grammar	21	2.48	.873	30	3.00	.830
Vocabulary	22	2.95	.899	30	3.23	.728
Note-Taking	21	2.67	.856	30	2.67	.922
Summarizing	22	2.77	.752	30	2.97	.809
Paraphrasing	22	3.00	.690	30	3.03	.809
Giving Presentations	21	2.90	.889	30	3.00	.788

Note: *N: Number of Participants M: Mean SD: Standard Deviation*

*Scale of 1-4, 4 indicating a lot of difficulties and 1 indicating no difficulties

As seen in the tables above, the means of the receptive skill difficulties that the students exhibit ranged from 2.56 – 3.00. The results show that among the five EMI faculties, the students studying in the Architecture, and Science and Letters Faculties stated that they had the most difficulties in listening and reading skills, with a mean of 3.00 and 2.95 respectively. On the other hand, those in the Engineering Faculty demonstrated that they had the least level of difficulty in the same receptive skills.

The means of the difficulties that students had with productive skills ranged from 2.81 – 3.53. Similar to the receptive skills, when compared with the other EMI faculties, students in the Faculty of Architecture believed that they experienced the most difficulties in productive skills with a mean of 3.53 for speaking skills and 3.25 for writing skills. In addition, the Engineering students once again stated that they had the least amount of difficulties with a relatively lower mean of 3.22 for speaking skills and an even lower mean of 2.81 for writing skills.

As for the means of the English language knowledge items, the results show a range from 2.48, with the least amount of difficulties experienced by Science and Letters students in English grammar, to a significantly higher mean of 3.53 indicating the most difficulties experienced in the same item by the Communications students. The Engineering students assessed that they had the least problems with building their vocabulary with a mean of 2.88, while the Architecture students expressed having the most problems with English vocabulary, with a mean of 3.53.

Lastly the results of the students' academic skill self-assessment indicated that the students in the Faculty of Architecture thought that they had the most difficulties

in giving presentations, with a mean of 3.06. In contrast, the Engineering students, with a mean of 2.87, represented the least difficult academic skill, followed closely by the Economics and Administrative Sciences students.

Overall, the students studying in the five English Medium faculties expressed that they experienced the most difficulties in speaking, exhibiting an average mean of 3.37 and the least difficulties in note taking with an average mean of 2.74. Furthermore, the students exhibited a slightly higher mean of difficulty in the English Language skills when compared with the academic skills, with average respective means of 2.97 and 2.84. Finally, the Engineering students stated that they experienced the least difficulties in regards to the English language and academic items, followed closely by the Science and Letters students. The Faculties of Communication, Economics and Administrative Sciences, and Architecture respectively expressed that they had the most difficulties.

4.2 The Findings of the Perceptions of the EAP Instructors Regarding the Students' Current English Language and Academic Skill Proficiency.

To answer the second research question, the quantitative data from the student questionnaire is supported by data obtained from the open-ended instructor questionnaire and the focus-group interview conducted with the EAP instructors.

The analysis of the qualitative data gathered from the open-ended instructor questionnaire and focus-group interview to gather information on perceptions of the instructors towards the English Language and Academic English skill difficulties experienced by students proved to be less optimistic. The instructors indicated that while experiencing difficulties in performing basic Academic English tasks such as summarizing and paraphrasing, students' general low English language proficiencies were ultimately their greatest weakness. The instructors further expressed that because the students aren't able to complete the simplest of tasks such as forming sentences or comprehending texts, they naturally experience significant difficulties in performing academic tasks such as responding to comprehension questions on an academic text or taking notes during an academic lecture. The excerpts below demonstrate some of the instructors' views regarding the issues mentioned:

[...] Listening and note taking are big challenges for my students English (Instructor, Open-ended Questionnaire, 14th December 2015).

[...] They cannot produce sentences. Most students cannot express themselves [written or oral] in English (Instructor, Open-ended Questionnaire, 21st December 2015).

[...] Some of the skills and strategies we are teaching them are extremely complex. Summarizing and paraphrasing (Instructor, Open-ended Questionnaire, 21st December 2015).

Additionally, while the students did not comment on this topic, at 100%, all 7 of the instructors expressed that the students' lack of study skills and interest in the EAP course was a major factor in hindering their development. One instructor mentioned that:

[...] Their overall level of general English is the most fundamental handicap. There is not much point knowing academic strategies when even rudimentary English is too difficult (Instructor, Open-ended Questionnaire, 21st December, 2015).

In addition to the specific difficulties that students struggle with, some instructors drew attention to various other issues that students experience:

[...] Their principal difficulty is that their general English level is often quite low. At least 50% of them do not have an English level sufficient enough to be successful in the course, which cause a lot of problems [when implementing the syllabus] (Instructor Focus Group Interview, 29th March, 2016).

[...] I think another issue is that we only see them three times a week in one huge block, and by the end they are usually highly demotivated (Instructor Focus Group Interview, 29th March, 2016).

Overall, it was perceived that the EAP students are generally not very competent in terms of English language skills, let alone in Academic English skills. The instructors were adamant in emphasizing the importance of mastering these skills in order to be successful in the course.

4.3 The Findings of the Extent to which the EAP Students Believe the EAP Course Syllabus has Achieved its Aims and Objectives in terms of Aiding in the Development of the Students' English Language and Academic English skills.

In order to answer the second research question, the following section consists of the results obtained from the course aims and objectives section of the student questionnaire.

4.3.1 Receptive skill development. The EAP students were asked to rate the extent to which the EAP course syllabus aided in the development of their listening and reading academic skills

Table 5

Frequency, Mean and Standard Deviation of the items related to Students' beliefs on Receptive Academic Skill Development: Engineering, Economics and Administrative Sciences, and Architecture Faculties

Listening and Reading Sub skills	Engineering			Econ./Admin. Sciences			Architecture		
	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>
Understand spoken English Language	76	3.76	1.118	53	3.36	1.145	16	3.31	1.014
Listening to/watching lectures and taking notes	80	3.22	1.169	52	3.37	1.237	15	3.60	.828
Listening to/watching lectures and identifying main	80	3.26	1.209	53	3.15	1.133	15	3.47	1.060

ideas									
Listening to/watching lectures and identifying specific information	80	3.29	1.171	53	3.34	1.208	15	3.80	1.014
Reading and understanding academic texts	77	3.84	.812	52	3.65	.947	16	3.44	.964
Reading a text quickly (skimming) to identify main idea(s)	80	3.83	.839	53	3.66	.999	17	3.71	1.047
Reading a text and scanning to find specific information	80	4.01	.703	53	3.81	.942	17	3.65	1.115
Guessing the meaning of unknown words in a sentence/text by using the context Presentations	80	3.70	.947	53	3.32	1.140	17	3.59	1.004

Note: *N*: Number of Participants *M*: Mean *SD*: Standard Deviation

*Scale of 1 - 5, 5 indicating Strongly Agree and 1 indicating Strongly Agree

Table 6

Frequency, Mean and Standard Deviation of the items related to Students' beliefs on Receptive Academic Skill Development: Science and Letters, and Communications Faculties

Listening and Reading Sub skills	Science and Communications Letters					
	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>
Understand spoken English Language	21	3.48	.873	30	3.93	.868
Listening to/watching lectures and taking notes	22	2.45	1.101	30	3.47	1.137
Listening to/watching lectures and identifying main ideas	22	3.73	.883	29	3.72	1.162
Listening to/watching lectures and identifying specific information	22	2.59	1.008	30	3.73	1.081
Reading and understanding academic texts	22	3.82	1.006	30	3.73	1.143

Reading a text quickly (skimming) to identify main idea(s)	22	4.14	.710	30	4.23	.568
Reading a text and scanning to find specific information	22	4.09	.868	30	4.13	.730
Guessing the meaning of unknown words in a sentence/text by using the context Presentations	21	3.86	.964	30	3.77	1.104

Note: N: Number of Participants M: Mean SD: Standard Deviation

*Scale of 1 - 5, 5 indicating Strongly Agree and 1 indicating Strongly Agree

The findings of the extent to which the students' receptive skills in English language improvement due to the implementation of the EAP syllabi revealed a relatively spread out range of means amongst the sub-skills. The listening skills perceived as the most improved by the five groups of students were as follows: understanding spoken English language (average M=3.56) and listening to/watching lectures and identifying main ideas (average M=3.46). However, the remaining listening sub-skills: listening to/ watching lectures and identifying specific information (average M=3.35) and listening to/ watching lectures and taking notes (average M=3.22) were reported as being less improved during the course of implementing the EAP syllabus.

The students from the five faculties all generally expressed a greater improvement in reading sub-skills than those of listening. The reading strategies perceived as the most improved by the students were as follows: scanning to find specific information (average M=3.93) and skimming to identify main ideas (average M=3.91). On the other hand, students stated that they had the least improvement in reading and understanding academic texts (average M=3.69) and a slightly lesser improvement in guessing the meaning of unknown words using context (average M=3.64).

4.3.2 Productive skill development. The EAP students were asked to rate the extent to which the EAP course syllabus aided in the development of their speaking and writing academic skills.

Table 7

Frequency, Mean and Standard Deviation of the items related to Students' beliefs on Productive Academic Skill Development: Engineering, Economics and Administrative Sciences, and Architecture Faculties

Speaking and Writing Sub skills	Engineering			Econ. and Admin. Sciences			Architecture		
	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>
Giving a presentation	80	3.69	.805	53	3.53	.912	16	3.44	.814
Asking and answering questions	80	3.89	.871	53	3.47	.912	16	3.37	1.025
Taking part in discussions	80	3.58	1.088	53	3.36	1.002	16	3.44	1.031
Making a oral summary	79	3.24	.977	53	3.09	1.079	16	3.38	.957
Vocabulary knowledge (usage while speaking)	79	3.48	1.048	53	3.30	1.234	17	3.18	1.286
Pronunciation	80	3.46	1.018	53	3.72	1.045	16	3.63	1.204
Fluency in speech	79	3.15	1.051	53	2.96	1.270	16	2.81	1.109
Accuracy in speech	80	2.94	1.011	53	2.74	1.195	16	2.81	1.047
Reading a text and Summarizing	79	3.65	.833	51	3.39	1.041	16	3.50	1.095
Paraphrasing sentences	80	3.39	1.073	53	3.28	1.133	17	3.00	1.118
Paraphrasing paragraphs	80	3.36	1.117	53	3.25	1.072	17	2.76	1.032
Sentence combining	80	3.63	.786	53	3.57	.991	17	3.56	.892
Using linking words correctly and appropriately	80	3.81	.813	53	3.75	.875	16	3.50	.730
Spelling	80	3.73	.914	53	3.85	1.116	16	3.38	1.088
Punctuation	80	3.44	1.077	53	3.58	1.167	16	3.35	1.367
Writing a coherent and unified paragraph	77	3.39	1.002	53	3.25	1.125	17	3.44	.892
Brainstorming	77	3.52	.968	51	3.33	.952	16	3.60	1.056
Organizing a paragraph	80	3.79	1.027	52	3.81	1.103	15	4.19	.834
Summarizing a lecture	80	3.11	1.055	53	3.21	.927	16	3.19	1.109
Correcting errors	80	3.34	1.067	53	3.43	1.029	16	3.13	.957
Accuracy in writing	80	3.22	1.018	52	3.31	1.147	16	2.88	1.025
Grammar (in writing)	79	3.47	1.036	53	3.43	1.118	16	3.06	1.063

Note: N: Number of Participants M: Mean SD: Standard Deviation

**Scale of 1 - 5, 5 indicating Strongly Agree and 1 indicating Strongly Agree*

Table 8

Frequency, Mean and Standard Deviation of the items related to Students' beliefs on Productive Academic Skill Development: Science and Letters, and Communications Faculties

Speaking and Writing Sub skills	Science and Letters			Communications		
	N	M	SD	N	M	SD
Giving a presentation	22	3.68	.839	30	3.67	1.093
Asking and answering questions	22	3.45	.800	30	3.70	.988
Taking part in discussions	22	3.27	.985	29	3.48	1.122
Making a oral summary	22	3.23	1.020	30	3.27	1.015
Vocabulary knowledge	22	3.91	1.019	30	3.57	1.165
Pronunciation	22	3.50	1.102	30	3.80	1.095
Fluency in speech	22	2.86	1.320	30	3.13	1.106
Accuracy in speech	22	2.82	1.259	30	3.07	1.048
Reading a text and Summarizing	22	3.45	1.057	29	3.79	1.048
Paraphrasing sentences	22	3.41	1.221	30	3.50	1.106
Paraphrasing paragraphs	22	3.32	1.086	30	3.50	1.137
Sentence combining	21	3.71	.845	30	3.60	1.102
Using linking words correctly and Appropriately	22	3.82	1.053	30	3.76	.872
Spelling	22	3.77	.973	30	4.23	.728
Punctuation	22	3.41	1.098	29	3.38	1.071
Writing a coherent and unified paragraph	22	3.27	1.120	30	3.30	1.149
Brainstorming	22	3.59	.908	30	3.14	.990
Organizing a paragraph	22	4.18	.795	30	4.03	1.129
Summarizing a lecture	22	3.05	1.046	30	3.10	1.185
Correcting errors	22	3.55	.912	30	3.43	1.135
Accuracy in writing	22	3.05	.950	30	3.47	1.042
Grammar (in writing)	22	3.41	1.008	30	3.37	1.159

Note: N: Number of Participants M: Mean SD: Standard Deviation

*Scale of 1 - 5, 5 indicating Strongly Agree and 1 indicating Strongly Agree

In regards to the improvement of receptive skills, it was perceived by the students that the writing sub-skills (average M= 3.43) of students had been improved a bit more than those of the speaking sub-skills (average M=3.35). The students stated that they had made the most improvements in organizing paragraphs (average M=4.00), spelling (average M=3.79) and using linking words correctly (average M=3.72). However, the students claimed to have made the least amount of development in the following writing sub-skills: fluency in writing (average M=3.06), summarizing a lecture (average M=3.13) and accuracy in writing (average M=3.18). While not the least improved, paraphrasing sentences (average M=3.31), paraphrasing paragraphs (average M=3.23) and writing coherent and unified paragraphs (average M=3.33) were noticeably lower than the other writing skills and strategies employed in the EAP syllabus.

As for the speaking sub-skills, students believed to have made the most development on their English pronunciation (average M=3.62) and giving presentations (average M=3.60), while making drastically less improvements in speaking fluently (average M=2.98) and speaking accurately (average M=2.87).

When asked whether there were other ways in which they would have liked their listening/reading and writing/speaking skills to have been developed, the content analysis of the open-ended question showed that over 40% (83 students) of the students would have liked to improve their listening and speaking skills through such activities as interactive videos and role plays. In addition, over 50% (104 students) of the students indicated that they would have liked to focus more on developing their presentation skills, including becoming more confident with speaking in English.

4.4 The Findings of the EAP Instructors' Perceptions Regarding the Achievement of the EAP Course Syllabus' Aims and Objectives in terms of developing the students' English Language and Academic English skills.

To answer the fourth research question, the quantitative data gathered from the student questionnaire is supported by qualitative data obtained from the open-ended instructor questionnaire and the focus-group interview conducted with the EAP instructors.

Firstly, similar to the description of the aims and objectives of course syllabus sheet (see Chapter 3), the instructors were in unison. All stated that the major objectives of the EAP syllabus was to aid in students in acquiring and practicing basic Academic English skills and strategies that they could use in their disciplinary courses. Likewise, one instructor stated the main objective of their mission is to support the students studying in their departments. He further expressed that they are trying to give them support in the fact that they are studying in a language that isn't their native language. He also mentioned that English was not their only objective, he stated that they are also trying to teach students the concept of study skills and strategies in general.

4.4.1 Receptive skill development. As far as whether these objectives were able to be met, similar to the findings of the quantitative data, the findings of the qualitative analysis of the instructor questionnaires and interviews indicated that EAP instructors believed the students had made slightly bigger strides in improving certain reading skills than they had in others. The instructors further stated that as the students were relatively familiar with basic reading strategies such as skimming and scanning from their native language, they were able to easily transfer these skills to English. As demonstrated in the excerpts below, instructors perceived the students being able to complete reading tasks such as skimming and scanning with ease when compared to understanding academic texts and guessing unknown words:

[...] My students are better at reading than at any other skill. I feel that most of my students possess these skills naturally. They already know how to

skim, scan or read for gist, being able to transfer and build on these skills from their mother tongue (Instructor, Open-ended Questionnaire, 14th December 2015).

[...] Their weaknesses in reading skills generally result from their poor vocabulary knowledge. They need to build up and enrich their academic vocabulary (Instructor, Open-ended Questionnaire, 14th December 2015).

Two instructors indicated that the lack of interest, enthusiasm and concentration as well as cultural differences could often hinder their advancement in the reading and understanding of academic texts:

[...] They lack concentration to commit to the reading texts in detail (Instructor, Open-ended Questionnaire, 21st December, 2015).

[...] Cultural difficulties...especially in Turkey, having an oral culture, teaching students reading is extremely challenging. Anything more than 200-300 words and their minds start to wonder (Instructor Focus Group Interview, 29th March, 2016).

The analysis of the instructor questionnaire and focus group interview illustrated that 100% of the instructors believed that students needed great improvements in listening and note taking skills. The following statement reveals the perceptions of the EAP instructors' with respect to listening improvements:

[...] My students' listening skills need to be improved. Having been raised in a country where the native language is not English, they have rarely been exposed to real conversations or lectures in English so far....Students need to practice listening skills outside of the classroom (Instructor, Open-ended Questionnaire, 21st December, 2015).

4.4.2 Productive skill development. Firstly, the analysis of the qualitative data indicated, in terms of writing skills, that the EAP instructors believed that students first needed to improve their writing skills at the sentence level, in regards to sentence patterns, grammar and vocabulary knowledge, prior to tackling other challenging tasks such as summarizing and paraphrasing. They mentioned that the students were simply unable to conceptualize how to produce a well-structured summary. With that said, one instructor stated that while these productive skills need to be improved the most, he was aware of the fact that such skills as summarizing and paraphrasing are often challenging to most people, even native speakers of English:

[...] Some of the skills and strategies that we are teaching them are extremely complex...Even native speakers can't do very successfully when they first start (Instructor Focus Group Interview, 29th March, 2016).

[...] Students don't really have an opportunity to bed down these skills before moving onto the next stage (Instructor Focus Group Interview, 29th March, 2016).

With respect to the speaking skills, all seven instructors indicated that the skills and strategies that the students need most were in regards to giving presentations. They expressed that they were aware that many students are asked to prepare a variety of presentations for their disciplinary courses, and that the teaching/learning of such skills were of paramount importance to many students. Furthermore, it was found that the instructors perceived the students' lack of academic oral competence to be a big contributing factor in their inability to give academic presentations. The excerpt below demonstrates their overall perceptions:

[...] They need to improve their presentation skills as it's something that they will benefit from not only in their academic disciplines, but also in their careers and social lives (Instructor, Open-ended Questionnaire, 14th December 2015).

Finally, it is significant to note that although the instructors perceived the importance of teaching students how to give effective academic presentations, very little emphasis was devoted to such skill teaching/learning in the EAP syllabus.

4.5 The Findings of the Extent to which the EAP Students Believe the Content, Topics and Materials of the EAP Syllabus has Helped in the Development of their English Language and Academic English skills.

In order to answer the fifth research question, the following section displays the results obtained from the course content and materials section of the student questionnaire. This quantitative data is also supported by qualitative data obtained from written responses in the student questionnaire

Table 9

Frequency, Mean and Standard Deviation of the items related to Students' beliefs on the effectiveness on the Course Content and Materials in improving English Language Skills: Engineering, Economics and Administrative Sciences, and Architecture Faculties

English Language Skills	Engineering			Econ. and Admin. Sciences			Architecture		
	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>
Listening Skills	77	3.35	1.004	53	3.27	1.142	17	3.04	1.142
Speaking Skills	76	3.08	1.277	53	2.91	1.156	16	3.14	.957
Reading Skills	76	3.69	.917	53	3.47	.975	16	3.57	.941
Writing Skills	77	3.14	1.019	53	3.05	1.154	17	2.54	.904

Note: *N*: Number of Participants *M*: Mean *SD*: Standard Deviation

*Scale of 1 - 5, 5 indicating Strongly Agree and 1 indicating Strongly Agree

Table 10

Frequency, Mean and Standard Deviation of the items related to Students' beliefs on the effectiveness on the Course Content and Materials in improving English Language Skills: Science and Letters, and Communications Faculties

English Language Skills and Strategies	Science and Letters			Communications		
	Items	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>
Listening Skills	22	2.93	1.236	30	3.29	1.102
Speaking Skills	22	2.68	1.182	30	2.72	1.597
Reading Skills	22	3.30	1.072	30	3.47	1.114
Writing Skills	22	2.66	1.130	30	2.99	1.215

Note: *N*: Number of Participants *M*: Mean *SD*: Standard Deviation

*Scale of 1 - 5, 5 indicating Strongly Agree and 1 indicating Strongly Agree

The findings of the effectiveness of the course content in terms of materials and content revealed that the students perceived their reading and listening skills to have improved more than the other skills with an average mean of 3.50 and 3.17 respectively. On the other hand, their perceptions of writing and speaking skills were indicated as showing the least improvement, with an average mean of 2.87 and 2.90 respectively. As it can be seen, the students perceived the course content and materials to be more effective in improving their receptive skills rather than improving their productive skills.

With respect to whether the EAP students believed that the materials used in EAP course consisted of any topics, tasks and projects that may have been unnecessary. Although the content analysis of the open-ended question revealed that approximately 10% of the students that responded (134) stated that the syllabus didn't contain anything unnecessary, over 60% of the students indicated that not only was some content unnecessary, but most were also irrelevant to their disciplinary courses. Students from all five of the English medium faculties were in unison, stating that because of this, they were often demotivated and consequently unable to see the point to the course. The following statements exemplify their perceptions:

[...] The English that we are being taught could have been more connected to the academic English that we are asked to use in our departmental courses. They could have offered more material concerning communication techniques. Learning about topics such as Pricing Considerations is completely irrelevant to what I am studying (Communications Student, Student Questionnaire, 12th December, 2015).

Similarly, another student mentioned that:

[...] It didn't make sense to learn about topics and subjects that were so different to my own area of study (Engineering Student, Student Questionnaire, 12th December, 2015).

[...] Prior to the course, I believed that I was going to be studying with other students from my department. I thought that we were going to learn academic English that we could use in our departments, however we do not (Psychology Student, Student Questionnaire, 12th December, 2015).

Additionally, a surprisingly reoccurring theme amongst these students was the notion of presentation skills. The majority of the students believed that less time and emphasis could be spent on learning how to give presentations. In contrast, the content analysis revealed that approximately 45% of the Psychology students stated that they would like to focus more on developing their reading skills. The following statement shows one student's beliefs towards reading:

[...] Instead of reading texts from the book, it may be more beneficial to read short academic texts and be asked to produce summaries of these texts (Psychology Student, Student Questionnaire, 12th December, 2015).

In contrast to the Psychology students' beliefs, the Architecture students revealed that they would have liked to spend more time on speaking skills, especially those regarding presentations as represented by the excerpt below:

[...] I would like to learn more about how to give a good presentation because we are asked to give a lot of presentations. I need to become more confident about this issue (Architecture Student, Student Questionnaire, 12th December, 2015).

[...] There are far too many reading texts. Rather than spending so much time on reading, I think we should have spent more time on developing our speaking in English (Engineering Student, Student Questionnaire, 12th December, 2015).

Another emerging theme discovered during the content analysis revealed that the students generally found the topics studied to be quite uninteresting, and therefore demotivating. Topics such as the biology of plants, the world economy or the structure of building were reported as being irrelevant to some of the students. Below are excerpts representing their beliefs on the course content, topics and materials:

[...] The reading texts and lectures we listen to are usually boring. It's difficult to concentrate on topics that don't interest us, academically, socially, or intellectually (Economics and Administrative Sciences Student, Student Questionnaire, 12th December, 2015).

[...] The course book and materials used in this course tend to focus on similar topics or subjects. Knowing that there isn't going to be anything in relation to my department, I come to the lessons uninterested and unmotivated. I know that I'm going to be unsuccessful in the course (Engineering Student, Student Questionnaire, 12th December, 2015).

Lastly, some students even saw this course as a burden rather than something that they could benefit from. They expressed the fact that they weren't learning any [immediately] transferable skills hindered their ability to concentrate and unfortunately, their perception of the importance of the course, as seen in the comment below:

[...] I don't think this course has any [positive] effect on my departmental courses. On the contrary, I think that it adds extra load to my already packed schedule. We already had one year of English Prep education (Engineering Student, Student Questionnaire, 12th December, 2015).

It should be noted that the students seem to believe that the EAP course is relatively similar to the General English language education they had previously received in the Preparatory School.

4.6 The Findings of the EAP Instructors' Perceptions Regarding the Syllabus Content, Topics and Materials in terms of Developing the Students' English Language and Academic English skills.

To answer the sixth research question, the quantitative data obtained from the student questionnaire is supported by the qualitative data from the open-ended instructor questionnaire and the focus-group interview conducted with the EAP instructors.

Surprisingly, the EAP instructors were relatively split in regards to their perceptions of the course content and materials. While some believed them to be satisfactory for the most part, others expressed that certain modifications or adaptations need to be made in order to better meet the needs and competencies of the students. The following statements exemplify their beliefs:

[...] The topics covered are contemporary and not boring to read or listen to (Instructor, Open-ended Questionnaire, 14th December 2015).

[...] Since there are students enrolled in various departments in one class, it is impossible to customize the topics/themes according to their needs. However' the themes are based on general knowledge and I think they are coherent (Instructor, Open-ended Questionnaire, 14th December 2015).

[...] In terms of providing a good academic basis, the subjects make some useful grounds for students (Instructor, Open-ended Questionnaire, 21st December 2015).

While the instructors were relatively content with the course book and materials, a few stated that there is always room for improvement:

[...] I like the course book, but sometimes it can have dense content. We have in-house materials and I benefit from them hugely. But, of course they can be improved (Instructor, Open-ended Questionnaire, 14th December 2015).

[...] The spoken summaries are not working and need developing. Paraphrasing and summarizing needs more exercises and practice... The text book is generally okay, although the activities are not set up to be very communicative and so need a lot of adapting. The topics are challenging but interesting, although the students complain that they are boring! (Instructor, Open-ended Questionnaire, 14th December 2015).

One instructor even stated:

[...] No, I am not happy with the course book. It offers too complicated activities for our students. For this reason they develop a kind of hatred towards EAP (Instructor Focus Group Interview, 29th March, 2016).

In regards to the syllabus density in terms of the amount of content taught to the students all instructors agreed that the syllabus was quite loaded and often demanded a lot from the students:

[...] Needless to say, the EAP syllabus is very packed because we've only got three hours a week with them. Summarizing one week and paraphrasing the next...you're never going to master a skill this way unless you are very, very motivated to studying in your own time (Instructor Focus Group Interview, 29th March, 2016).

Finally, although the syllabus is dense, the EAP instructors emphasized the importance of EAP, stating:

[...] There is usually a lot to do, a lot of activities, but there is a short message in the end. There is something that students should understand. For example, when we are talking about the patterns of organization, the thing that we are trying to teach them is that everything has a purpose. Each pattern has a purpose, each genre has a purpose (Instructor Focus Group Interview, 29th March, 2016).

4.7 The Findings of the extent to which the EAP Students Believe that they are Able to Successfully Transfer the English Language and Academic English Skills Taught in the EAP Courses to their EMI Disciplinary Courses.

In order to answer the seventh research question, the following section displays the results obtained from the relationship to departmental courses section of the student questionnaire. This quantitative data is supported by the qualitative data obtained from the open-needed question within the same section.

Table 11

Frequency, Mean and Standard Deviation of the items related to Students' beliefs on the transferability of the English Language and Academic skills learnt in the EAP course: Engineering, Economics and Administrative Sciences, and Architecture Faculties

Items	English Language and Engineering Academic Skills			Econ. and Admin. Sciences			Architecture		
	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>
Listening Skills	77	3.55	1.209	53	3.66	1.018	16	3.88	.806
Speaking Skills	78	3.14	1.203	53	3.19	1.194	16	3.25	1.125
Reading Skills	78	3.68	1.099	53	3.79	1.007	17	3.82	.728
Writing Skills	77	3.19	1.077	53	3.26	1.022	16	2.94	1.181
Note-taking Skills	78	3.33	1.147	53	3.36	1.094	16	2.94	1.063
Summarizing Skills	78	3.36	1.162	53	3.42	1.064	17	3.29	1.047
Paraphrasing Skills	78	3.23	1.172	53	3.26	1.041	16	3.31	1.138
Presentation Skills	78	3.27	1.245	53	3.60	1.166	16	3.75	.683

Note: *N*: Number of Participants *M*: Mean *SD*: Standard Deviation

*Scale of 1 - 5, 5 indicating Strongly Agree and 1 indicating Strongly Agree

Table 12

Frequency, Mean and Standard Deviation of the items related to Students' beliefs on the transferability of the English Language and Academic skills learnt in the EAP course: Science and Letters, and Communications Faculties

Items	English Language Skills			Science and Letters			Communications		
	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>
Listening Skills	22	3.82	.958	30	3.60	1.102	30	3.60	1.102
Speaking Skills	22	3.23	1.193	30	3.00	1.232	30	3.00	1.232
Reading Skills	22	4.00	.690	30	3.80	1.095	30	3.80	1.095
Writing Skills	21	2.90	1.221	30	3.37	1.098	30	3.37	1.098
Note-taking Skills	22	3.45	1.057	30	3.47	1.106	30	3.47	1.106
Summarizing Skills	22	3.45	.858	30	3.37	1.066	30	3.37	1.066
Paraphrasing Skills	22	3.23	.813	29	3.41	1.181	29	3.41	1.181

Note: N: Number of Participants M: Mean SD: Standard Deviation

*Scale of 1 - 5, 5 indicating Strongly Agree and 1 indicating Strongly Agree

In an attempt to determine the transferability of the skills taught in the EAP course onto the students' disciplinary courses, the results indicated an overall average 3.41 transferability mean. As seen in the above table, the students expressed that the reading skills and strategies (average $M=3.81$) obtained from the EAP course were the most useful and transferable skill for them. Following close behind were the listening skills and strategies, at an average mean of 3.70. On the other hand, the productive skills seemed to have been perceived as less transferable, with writing (average $M= 3.13$) and speaking with an ever-slight higher mean of 3.16. The academic skills of summarizing, paraphrasing and giving presentations were stated as being more transferable than the major productive skills yet less transferable than the receptive skills, with average means of 3.37, 3.28, and 3.54 respectively. As for the individual faculties, no significant differences were observed in the transferability of the various skills.

Overall, the students believed to have made more use of the receptive skills rather than the productive skills. With that said, as demonstrated by the statements below, the content analysis of the open-ended question regarding skills, strategies, and knowledge that students reveal one major, repetitive theme amongst all of the students in all of the faculties. Of the students that responded to this question ($N=165$), 10% ($N=17$) reported that they did not require any further skills/strategies to be taught in the EAP course. However, the remaining 90% ($N=148$) of the students asserted a need for discipline specific vocabulary teaching in the EAP syllabus. Furthermore, approximately 50% ($N=83$) of these students had the following similar perceptions regarding their needs; inclusion of subject related topics and materials as well as the division and placement of students according to their departments or faculties, rather than having mixed classes. Another theme found by process of content analysis revealed that about 45% ($N=74$) of the students

would have liked more emphasis on presentation and speaking skills. The statements below exemplify the perceptions of the EAP students:

[...] I would have liked to learn a lot more academic vocabulary related to my disciplinary courses. I would have liked to learn presentation skills and speaking strategies in more detail (Engineering Student, Student Questionnaire, 12th December, 2015).

[...] Students taking this course should be separated according to their departments and relevant topics/subjects should be covered, including technical vocabulary needed in our departments (Psychology Student, Student Questionnaire, 12th December, 2015).

[...] I think that there should be more focus on speaking skills because we are asked to speak and give a lot of presentations in our courses (Architecture Student, Student Questionnaire, 12th December, 2015).

[...] If there were more relations between this course and my departmental courses, I would experience fewer difficulties and diffidently be more interested in the course. Because we are unfamiliar with so many of the technical words, we spend more time searching their meanings, and less time paying attention to the actual course (Economics and Administrative Sciences Student, Student Questionnaire, 12th December, 2015).

4.8 The Findings of the EAP Instructors' Perceptions Regarding the Transferability of the English Language and Academic English Skills Taught in the EAP Course to their EMI Disciplinary Courses.

Qualitative data obtained from the open-ended instructor questionnaire and a focus-group interview conducted with the EAP instructors was used in order to answer the eighth research question.

Contrary to the students' perceptions, the majority of the EAP instructors stated their uncertainty of the specific demands made on the students in their disciplinary courses and could not comment on whether they believed that students were able to transfer skills taught in their EAP lessons. That being said, the instructors strongly expressed that they believe that all of the skills learnt as a result of this course could eventually be used in academic and professional settings. The excerpts below demonstrate their perceptions regarding the above issue:

[...] Although I do not know the curriculum of each department and how parallel the EAP syllabus is with the other departments, I believe this course meets most basic needs of freshmen students since this is not an ESP course and does not aim to meet the specific needs of every department (Instructor, Open-ended Questionnaire, 21st December 2015).

[...] A lot of the students aren't doing what we teach them in their departments, so they aren't able to practice these skills right at this time. They might use them later, but they don't have the chance to use them at the moment (Instructor, Open-ended Questionnaire, 21st December 2015).

Some of the skills reported as being transferable by both students and instructors were receptive skills such as reading strategies:

[...]The skills that they are able to best grasp are reading techniques such as skimming and scanning. They believe that that can use them in their departments (Instructor, Open-ended Questionnaire, 21st December 2015).

Finally, another concern expressed by two instructors emphasized the importance of the perceptions that students have towards not only the EAP course, but also the general responsibilities, stating:

[...] Because we have mixed classes, some of the things we teach them, they won't use in their classes. I think the problem is, they have to pass the course

and we are seen as a barrier (Instructor, Open-ended Questionnaire, 14th December 2015).

[...] I think, when taken seriously by the students, there is no reason why it [the course] shouldn't satisfy the departmental needs. I often get good feedback in this regard from my students (Instructor, Open-ended Questionnaire, 14th December 2015).

[...] The problem is their study skills and personal responsibility rather than what we are actually teaching them (Instructor, Open-ended Questionnaire, 14th December 2015).

[...] It comes down to the attitudes of the students towards the course. If they see it as a hurdle to get over, they don't learn much and don't take the benefits into their [disciplinary] courses. If, however, they take their opportunities, I think it can help them (Instructor, Open-ended Questionnaire, 21st December 2015).

To summarize, it can be seen that while the students and instructors may hold some similar perceptions of the effectiveness of the EAP syllabus, the similarities seem to be far less when compared with their differences. The fact that discrepancies exist between the EAP students and their EAP instructors, as well as among the students studying in the different faculties indicates a need for revisiting the aims and objectives as well as the content and materials used within the EAP syllabus.

4.9 The Findings of Whether Students Studying in the 5 EMI Faculties Show Differences in Perceptions Towards their English Language and Academic English Needs and the EAP Syllabus.

To answer the last research question, the student responses to the student questionnaire regarding their English Language and Academic English difficulties (needs), their perceptions of the syllabus aims and objectives, the course content,

topics and materials in developing their English Language and Academic English skills were used. As no major differences in the transferability of the skills and strategies (with regard to calculated means) taught in the EAP course were observed, they were omitted from this section. The responses revealed that although the students may have some common perceptions regarding the above-mentioned issues, they do possess relevant differences as well.

The differing perceptions of the students studying in the 5 EMI faculties are presented in sections according to the first, third and fifth research questions.

4.9.1 Students' varying English language and academic English needs.

Firstly, the needs according to their perceived student difficulties are presented.

4.9.1.1 Faculty of Engineering. The engineering students seemed to have the most need to develop their speaking skills, vocabulary knowledge and ability to give academic presentations. Within the 5 faculties, these students were reported as having the least need to improve their English Language skills.

4.9.1.2 Faculty of Economics and Administrative Sciences. The findings indicated that the students in this faculty had the greatest problems with speaking, building their vocabulary knowledge and summarizing academic texts/lectures. What is more is that these students were of two faculties that expressed the greatest need for developing summarizing skills.

4.9.1.3 Faculty of Architecture. The architecture students, similar to that of the engineering students, expressed having bigger challenges with speaking, vocabulary and presentations. The need to develop speaking skills was noted as being relatively higher with this group.

4.9.1.4 Faculty of Science and Letters. The students in this group were noted as having difficulties in a variety of areas; reading, speaking, writing, vocabulary, and paraphrasing.

4.9.1.5 Faculty of Communication. These students were reported as needing improvement in speaking and writing skills, as well as building their vocabulary knowledge.

To summarize, although there may be some overlapping with regard to the difficulties that students face with English Language and Academic English, it can be seen that the students studying in different faculties often exhibit differing needs. For instance, while the students from the Faculty of Architecture perceive a greater need for more communicative tasks, the students studying in the Faculty of Economics and Administrative Sciences perceive a need for more emphasis in improving their vocabulary knowledge and summarizing skills.

4.9.2 Students' varying perceptions of the EAP syllabus' aims and objectives. Here, the different perspectives of the students studying in the 5 EMI faculties regarding the EAP syllabus' aims and objectives in terms of developing their English Language and Academic English skills are presented. The results are categorized as follows; the students' views on their receptive skill development, the students' views on their productive skill development and lastly, a summary for each EMI faculty.

With respect to receptive skill development, with the greatest difference in development amongst listening and reading sub-skills, the results as seen in tables 6 and 7, showed that the Science and Letters faculty students believed to have made the largest improvement in reading skills (average $M=3.97$) and the lowest improvements in listening skills (average $M=3.06$).

As for the Engineering students' a larger improvement in their reading strategies (average $M=3.84$) was perceived when compared with the listening strategies (average $M=3.38$).

The Architecture students believed to have made relatively the same amount of improvements to their listening (average $M=3.54$) and reading (average $M=3.59$) skills.

Finally, in comparison to the other faculties, the Communications students expressed that they had made the overall greatest improvements, in both listening

(average $M=3.71$) and reading (average $M=3.95$), while the students studying in the Economics and Administrative Sciences faculty stated to have made the least receptive skill development, with (average $M=3.61$) for listening strategies and (average $M=3.30$) for reading strategies.

With regard to productive skill development, as seen in tables 8 and 9, in comparison to the other faculties, the students in the Faculty of Communications expressed having made more improvements in writing skills and strategies with an average mean of 3.51. The most developments were stated in spelling ($M=4.23$) and summarizing a text ($M=3.79$), while the least were in brainstorming ($M=3.14$) and summarizing lectures (3.10). Similarly, the same students stated that they had also made the most improvements in speaking, with pronunciation ($M=3.8$) and, asking and answering questions ($M=3.70$) while they were not able to make such great advancements in the overall accuracy and fluency of their spoken English language ($M=3.01$ and $M=3.13$ respectively).

The students in the Faculty of Engineering, Faculty of Economics and Administrative Sciences, and Science and Letters all conveyed a similar amount of advancement in writing skills, with average means of 3.69, 3.44, and 3.46 respectively. The same case was demonstrated amongst the speaking skills and strategies with average means of 2.94, 2.97, and 2.96 respectively.

As for the students studying in the Faculty of Architecture, in terms of productive skill development, the findings revealed that they have had the least improvement among the five faculties, with an average mean of 3.28 for writing and 2.81 for speaking skills and strategy improvement. Although the students were able to improve their overall organization of a paragraph ($M=4.19$) more than the other students, they were unable to improve their paragraph paraphrasing skills ($M=2.76$) and general fluency in writings as much.

4.9.2.1 Faculty of Engineering. Students studying in this faculty perceived relatively the same development in their receptive and productive skills. Despite this, it was perceived that their reading skills had improved slightly more than their listening skills. Furthermore, their perception of improving their ability to listen,

comprehend and take notes on academic lectures was relatively lower than any other receptive skill. Another finding showed that these students perceived their abilities to make oral summaries, summarize lectures and develop their overall fluency in speaking and writing to be quite lower than any other productive skill.

4.9.2.2 Faculty of Economics and Administrative Sciences. The results showed that these students were among the two groups that perceived the lowest improvement of their English language and academic skills. While perceiving their abilities to comprehend academic lectures and guess the meanings of unknown words to be the least improved receptive skills, they indicated that they were also unable to improve competence in paraphrasing, summarizing, and writing coherent paragraphs.

4.9.2.3 Faculty of Architecture. With the second lowest perceived improvement of English language and academic skills, the architecture students' perceptions of improving their speaking and writing skills were drastically lower than their listening and reading skills.

4.9.2.4 Faculty of Science and Letters. The psychology students studying in the faculty perceived very little development in their ability to listen to and comprehend academic lectures. Moreover, their views on being able to take part in discussions, make oral and written summaries, and write coherent paragraphs seemed relatively more negative than any other productive skill.

4.9.2.5 Faculty of Communications. Despite the students studying in the Faculty of Communications indicating the perception of highest increase in receptive skill developments, their ability to watch academic lectures, comprehend and take notes were quite low. Their overall abilities to produce both oral and written summaries were also reported as the least improved skills.

4.9.3 Students' varying perceptions of the course content, topics and materials. This section presents the different perceptions that the students had in

regards to the development of their English Language and Academic English skills due to the content, topics and materials used in the course.

As demonstrated in tables 10 and 11, the Faculty of Engineering students believed to have made the greatest improvements due to the course content and materials, with an average mean of 3.31, while the Faculty of Science and Letters seemed to have made the least improvement, with an average mean of 2.89. The remaining faculties expressed relatively similar opinions: Faculty of Economics and Administrative Sciences (M=3.17), Faculty of Communications (M=3.11) and Faculty of Architecture (M=3.07).

4.9.3.1 Faculty of Engineering. The majority of students in the Faculty of Engineering were noted as wanting to spend less time on reading texts and more time on improving their speaking and communicative abilities.

4.9.3.2 Faculty of Economics and Administrative Sciences. These students also believed that their speaking skills were the least improved with the content of the course and materials used. Furthermore, they expressed a need to cover topics that were more relevant socially, academically and intellectually.

4.9.3.3 Faculty of Architecture. The architecture students perceived the lowest development of skills as a result of the content of the course content and materials. The results showed that these students made their need to develop speaking and writing skills abundantly clear. By the same token, they expressed a need to improve their presentation skills as they are required to prepare various presentations for their disciplinary courses.

4.9.3.4 Faculty of Science and Letters. These students we recorded as perceiving the course content and materials as the least effective in raising their overall linguistic and academic skills. Additionally, listening, speaking and writing were viewed as the least developed skills, with reading being developed slightly more.

4.9.3.5 Faculty of Communications. Lastly, the findings indicated that the communications students needed improvement in their productive skills. Besides this, they expressed that the addition of communicative techniques, both oral and written would be extremely beneficial in aiding their success in their disciplinary courses.



Chapter 5

Discussion and Conclusions

The final section presents the discussions of the findings and the implications of the study regarding the evaluation of the needs and perceptions of students towards the EAP syllabus as well as the perceptions of their instructors. First the discussion of the results are presented and summarized, followed by the implications of the study for future English for Academic Purposes courses and research.

1.1 Discussion of Findings for Research Questions

The discussion of the findings of the present study are presented in regards to the five main areas: student linguistic and academic English competence, achievement of the course aims and objectives, effectiveness of the course content and materials, and transferability of skills and strategies to the students' disciplinary courses. The study, similar to other studies conducted in EAP contexts (Eslami, 2010; Feris, 1998) revealed that there are some inconsistencies among the perceptions of the EAP students and instructors towards the effectiveness of the EAP syllabi. Furthermore, the study also indicated that discrepancies were also present amid the five different groups of students studying in the different faculties.

5.1.1 Student English Language and Academic English Competencies.

Considering the first two research questions, the primary purpose of asking students about the difficulties they faced in certain linguistic and academic areas was to ultimately determine the areas in which they needed the most support. Thereby, one of the findings of the students' perceptions of their English language, knowledge and academic skill competencies indicated that students studying in different English Medium faculties do not all have the same English language and academic needs. Another issue realized as a result of the student and instructor responses indicated that, overall, students have more difficulties with the four core English Language skills (listening, reading, speaking, writing) than they do with grammar, vocabulary or Academic English skills. Moreover, parallel with the results of Chowdhury and

Haider's study (2012), the students seem to find productive skills (writing and speaking) much more challenging than any other skill. Finally, it is important to note that a major finding of the instructor questionnaire and focus group interview revealed the perception of overall low English proficiency levels of the EAP students. The students' low level of English language competence was perceived as a major factor hindering their ability to be successful in the EAP course.

Overall, it can be said that the findings of the study support the substantial needs for students to increase their English language competencies. Moreover, while all students appear to have more difficulties improving their productive skills, by experiencing difficulties in contrasting productive skills, the students essentially indicated that they possess differing linguistic and academic needs, which may mean that each group of students is in need of a syllabus designed to accommodate said needs in order to increase their general proficiency levels to meet their educational demands.

5.1.2 Achievement of the course aims and objectives. The third and fourth research questions of the present study aimed at discovering the students and instructors perceptions regarding whether the course aims and objectives were achieved in terms of aiding student linguistic and academic English skill development. The findings based on the analysis of the course syllabi sheet, as well as the student and instructor questionnaires revealed mixed results. One major finding highlighted that when compared with productive skill development, both students and instructors were generally more positive in terms of students' receptive skill improvements. However, while there may be a need for greater focus on productive skill development (i.e., giving presentations, pronunciation, organizing paragraphs), it is important to note that the instructors' perceptions of students' attitudes towards reading and listening were generally negative due to their inability to concentrate for an extended amount of time, therefore limiting optimal improvement.

Another finding revealed that although the instructors believed that the implementation of the course syllabus was able to meet the aims and objectives of the course, they were very assertive in emphasizing that this was only able to be

achieved among students who not only attended classes regularly, but also those who were motivated to learn. The instructors, stating that most students weren't actually attending the lessons and the majority of them often showing very little enthusiasm towards the course illustrated this. Moreover, their limited vocabulary knowledge was indicated as a major aspect in delaying improvement in all linguistic and academic tasks and activities such as listening to lectures, reading academic texts, writing extended paragraphs and giving academic presentations.

An additional finding of the ability of the syllabus to achieve its aims and objectives showed that the total amount of hours allocated to the EAP course may be a significant factor in hindering the students' English and academic language development (instructor questionnaire). Furthermore, the fact that these hours are administered in 3 hour blocks were said to be greatly demotivating for the students.

One can conclude from the above-mentioned findings (Chapter 4), in reality, it seems that the course aims and objectives may not be fully achieved for every group of students, but rather partial fulfillment is being accomplished. It is also indicated that while some aspects of the syllabus are successful at developing and improving students' English language and academic skills, other sections may need improvements in accordance to the students specific needs, namely their academic vocabulary knowledge. Apart from this, it is made apparent that students' lack of motivation and interest in the EAP course is fundamentally problematic for achieving the course aims and objectives. For this reason, syllabus designers and developers may need to apply specialized approaches to each set of students differently in order to draw the students' interest and increase motivation.

5.1.3 Effectiveness and relevance of course content, topics and materials.

In an attempt to answer the fifth and sixth research questions, both students and instructors were asked to express their perceptions on the effectiveness of the course content and materials in developing student English language and academic competence. The findings demonstrated some contrasting views from the students and instructors. One major finding indicated that although having a perception of average development, the students perceived the content of the course, in terms of topics covered and materials used, to be more effective in improving their reading

and listening skills and less in speaking and writing. Another finding revealed by the perceptions of the instructors suggested that content of the course book and in-house materials used, though dense at times were generally sufficient in providing linguistic and basic academic support to students. In comparison, the students' perceptions of the course content were strikingly different to those of the instructors. Correspondingly, the second finding pertaining to the third research question revealed that an overwhelming number of students studying in the five different faculties were extremely dissatisfied with the course content. Both students and instructors indicated how the fact that the students are learning linguistic and academic skills through contexts that are 'irrelevant' to their disciplinary courses is a major inhibitor of motivation and willingness to participate. Parallel to the findings of Üstünel and Kaplan (2015) and the nation-wide project conducted by the British Council and TEPAV (2015), the results of the present study showed that the EAP syllabus should be designed to engage students not only in a variety of tasks related to the production of English language (speaking and writing activities), but also that these tasks and activities should be relevant to their disciplinary courses as students are highly reluctant to engage with topics that are unrelated to their departments.

On the whole, it seems that although students may have a variety of linguistic and academic needs, they have one thing in common – the belief that they should all be learning academic English in relevant contexts, and performing tasks and engaging in projects parallel to their disciplinary courses.

5.1.4 Transferability of English Language and Academic Skills to disciplinary courses. With regard to the seventh and eighth research questions, the findings of the study revealed one major result. An overwhelming number of students (90% of who responded) believed that while they were able to transfer some of the skills and strategies taught in their EAP courses, they expressed an urgent and substantial need to be exposed to discipline specific terminology. Similarly, students also mentioned that they would rather be taking EAP courses with students from their own departments, indicating that not only would this be motivationally beneficial, but also favorable to their academic success. Likewise, while most of the instructors mentioned that they either did not have enough knowledge of the actual

requirements of each faculty or believed that they should be able to transfer the basic academic skills to their departments, they were very much aware of the students' perception of a need for relevant contexts. Thus, in addition to the suggestions made in the previous sections, the integration of subject-specific vocabulary, topics and projects into the syllabus is recommended in order to increase student motivation towards the EAP course.

5.2 Conclusions

The implications of the study and suggestions for improving the EAP course syllabus as a result of the findings of the perceptions of the EAP students and instructors towards the syllabus are presented below.

Although as instructors it is easy to see the potential benefits that an EAP course has to offer, creating this awareness in students can be particularly challenging. For this reason, establishing this awareness plays a crucial role in not only motivating students to attend classes, but also in creating a reason for them to take the lessons seriously, and consequently, opening up a doorway to academic success. As indicated by the findings of this study, if such Academic English courses are designed parallel to the students' disciplinary courses, using relevant contexts, tasks, activities and disciplinary vocabulary, it is believed that students would find value in the course, and subsequently improve their English Language proficiencies through meaningful contexts. The academic and linguistic skills and strategies taught in the current EAP course therefore should be reviewed and revised according to the subject specific needs of the students. It is further suggested that the head of the EAP program along with its instructors work in conjunction with each of the EMI faculties, and if possible each individual department in the designing and development of their syllabi.

Furthermore, rather than offering EAP courses or what can be classified as English for General Academic Purposes courses, it is suggested that when designing and developing an Academic English course, the parties involved should consider forming more specialized courses such as English for Specific Academic Purposes. Therefore, the key to creating awareness in students of the importance of English language as well as Academic skills may be accomplished through the teaching of

value-filled, subject-specific contexts. In accordance with the report published by the British Council and TEPAV (2015), it is recommended that such programs shift away from EAP/EGAP and move towards ESAP in order to improve motivation. With an ESAP course, it will be possible to not only focus on the teaching/learning of English core skills, but also academic English in relation to the actual tasks, activities, assignments and projects that students are engaged in, throughout their departmental studies. Although the task of establishing specialized courses may be laborious, expensive and time consuming as not many discipline-specific teaching materials have been published and English Language instructors may not necessarily be confident in teaching subject-specific content, these should not be viewed as concrete blockades, but rather an opportunity to not only develop professionally, but also provide students with a platform for developing new kinds of literacy, giving them the chance to use communicative skills in particular academic and professional situations (Hyland, 2006). Hyland further emphasizes that it is opportunities like these that allow educators to make teaching more effective, our practices all the more professional, and concludes by stating “effective teaching in the universities involves taking specificity seriously. It means that we must go as far as we can” (p. 117).

In light of the discussion of the findings, an additional aspect to consider is the approaches to syllabus design. Rather than purely focusing on a skill-based approach, it is recommended that syllabus designers and developers contemplate the possibilities of integrating a task and content-based approach as well to address the students needs of performing more relevant tasks and projects in meaningful contexts to ensure students’ mastery of both the English Language and Specific Academic skills (Brinton et al., 1989) . Lastly, some specific suggestions for ESAP courses are presented below:

- Academic Reading:
 - Use of authentic academic texts obtained either directly from the students’ disciplinary instructors or academic texts approved by disciplinary instructors. These can later be adjusted to meet the English Language competencies of the students with tasks and activities designed accordingly.

- Use of shorter academic texts more frequently in order to ensure student participation and enthusiasm towards the course.
- Academic Listening:
 - Use of authentic lectures: rather than voice/video recordings, students can be taken (by the EAP instructors) to real lectures at the university and asked to perform a variety of tasks (i.e., summarizing using notes taken during the lecture).
- Academic Writing:
 - Establishment of an Academic Writing center to aid students in a variety of areas involved in writing (brainstorming, planning, organizing paragraphs/essays, summarizing, paraphrasing etc).
- Academic Speaking:
 - More emphasis on communicative tasks and activities to improve overall speaking fluency, accuracy and confidence.
 - Greater focus on the steps of giving an academic presentation, including planning, organizing and deliverance
 - Showing the differences between casual and academic speech.
 - Use and analysis of authentic presentations such as TED talks, or fieldtrips to real presentations in workshops or seminars either by fellow students or professionals in the students' respective disciplinary fields.
- Discipline-Specific Terminology
 - Teaching/learning of discipline-specific terminology obtained from disciplinary instructors and integrated into texts, lectures, writing projects and presentations.

It should be noted that the degree to which each suggestion is implemented into the ESAP courses is dependent upon the specific linguistic and academic needs of each set of students. For example, as the students studying in the Faculty of Architecture reported a substantial need for improving presentation skills, their

ESAP syllabus should have a greater emphasis on addressing these needs and less on others.

5.3 Recommendations

The present study has a number of recommendations for further research. Firstly, in order to establish a greater understanding of not only the needs of the students studying in various EMI faculties, but also the actual demands made on them in their disciplinary courses, it is recommended that a large scale needs analysis be conducted with not only freshmen, but sophomores, juniors, seniors and graduates of the university. Classroom observations and data from disciplinary instructors would also add depth to the findings. Furthermore, obtaining the expectations of potential employers will also provide crucial insight into what students should be able to do once they have completed their education at the university.

Secondly, it is worth mentioning that this study was conducted in one tertiary institution. If educators are to seriously make changes in the way ESP/EAP programs are run, it is recommended that several other universities are included in a nationwide study examining the aspects mentioned above.

Finally, the study may be replicated in other similar contexts globally in order to have a better understanding of the English language and academic competencies expected of students around the world.

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APPENDICES
APPENDIX A
EAP (SOFL 101) Syllabus

SCHOOL OF FOREIGN LANGUAGES
ENGLISH FOR ACADEMIC PURPOSES I (SOFL 101)
2015-2016 FALL COURSE SYLLABUS*

Course Code	:	SOFL 101
Course Title	:	English For Academic Purposes I
Course Materials	:	<u>Academic Connections 3</u> , by David Hill, 2010 Pearson Longman <u>In house materials – Copy centre OR http://lectures.vasar.edu.tr/</u> Monolingual and thesaurus dictionaries
Course Hours	:	To be specified and announced
Duration	:	15 (+2) weeks (3 class hours per week)
Credits	:	3+0+3
ECTS	:	3

A) Course Description

This course is designed for freshman students. The course, the first in a two-course sequence, employs a skill-based syllabus that addresses both process and product. It aims to help students acquire and practice the basic academic English skills, and apply them in their academic studies. This first course provides students with significant academic reading texts in contemporary English to help learners develop their reading and writing skills. It also provides students with the opportunity to develop their listening and note-taking skills through listening to academic lectures. In addition, it aims to focus on how to do presentations at an academic level.

B) Objectives

Students who regularly attend this course will have practiced and improved the following academic skills: reading and understanding academic texts; summarizing; paraphrasing; listening to lectures and note-taking; giving presentations. Upon completion of the course, students will be better able to comprehend academic texts, improve their comprehension and note taking skills in academic lectures, demonstrate the ability to prepare and deliver academic presentations effectively.

Course Syllabus

Week	Academic skills	Objectives	Materials	Notes and suggested assignments
<p style="text-align: center;">Week 1 28 Sep.-02 Oct. 2015</p>		<p>By the end of this course students will be able to</p> <ul style="list-style-type: none"> *get familiar with the course objectives and the classroom code of conduct 	<p style="text-align: center;">Course Syllabus Assessment Chart</p>	<p>Student are distributed with the course syllabus and informed about the objectives of the course as well as their responsibilities.</p>
<p style="text-align: center;">Week 2 05 – 09 Oct. 2015 Week 3 12– 16 Oct. 2015</p>	<p>Academic reading: Main ideas and supporting details; <i>Skimming:</i> Finding the main ideas quickly; <i>Scanning:</i> Finding specific information quickly; Identifying supporting details</p> <p>Academic listening: Getting the gist; Understanding a speaker's main ideas; Listening for supporting details</p> <p>Academic writing: paraphrasing – using synonyms and changing word forms</p>	<ul style="list-style-type: none"> *find the main idea in an academic text by skimming *identify supporting details and specific information in an academic text by scanning *identify main ideas and supporting details while listening to a lecture *utilize synonyms to paraphrase main ideas and/or supporting details of an academic text * utilize different word forms to paraphrase main ideas and/or supporting details of an academic text 	<p style="text-align: center;">AC3/ Unit 1 – Biology In-house materials</p>	

<p>Week 4 19 – 23 Oct. 2015 Week 5* 26– 30 Oct. 2015 (* 28 October half day off & 29 October HOLIDAY)</p>	<p>Academic reading: Organizational structure; Recognizing organization and purpose of written texts</p> <p>Academic listening: recognizing relationships between parts of a lecture; recognizing detailed relationships between ideas in lectures; note-taking</p> <p>Academic writing: paraphrasing – using synonyms and changing word forms</p> <p>Academic speaking: the structure of a presentation; showing relationships between ideas</p> <p>Academic speaking: Presentation; using notes to prepare a presentation;</p>	<p>*identify patterns of organization and the purpose of academic texts</p> <p>*identify patterns of organization and relationships between parts of a lecture</p> <p>*recognize detailed relationships between ideas in lectures</p> <p>*take notes while listening to a lecture and use them to fill in the incomplete notes/graphic organizers for review and discussion</p> <p>*practice certain paraphrasing techniques (using synonyms and changing word forms) to the notes they have taken from the listening</p> <p>*recognizing the organization of a presentation</p> <p>*show relationships between ideas using logical connectives/signals correctly</p> <p>*present on a given topic using logical connectives to make the organizational structure clear</p> <p>*use notes from the reading text and lecture to prepare a presentation</p>	<p>AC3/ Unit 2 – Business</p> <p>In-house materials</p>	<p>Students are assigned to prepare a presentation on week 6 using the information about different pricing strategies they've read and listened to</p>
<p>Week 6 02 – 06 Nov. 2015</p>	PRESENTATION			
<p>Week 7 09- 13 Nov. 2015</p>	REVISION			
<p>Week 8 16 - 20 Nov. 2015</p>	MIDTERM EXAM	<p>demonstrate an understanding of the pre-learned material</p>		
		<p>Sample Midterm Exam</p>		
		<p>Parts of the Midterm Exam: <i>Listening</i>: note-taking, identifying main idea(s) and supporting details; <i>Reading</i>: techniques of paraphrasing, identifying main idea and specific information.</p>		

<p>Week 9 23 – 27 Nov. 2015</p> <p>Week 10 30 Nov. – 04 Dec. 2015</p>	<p>Academic reading: Understanding coherence and cohesion; recognizing cohesion</p> <p>Academic listening: Recognizing speech markers that build coherence in lectures</p> <p>Academic writing: paraphrasing – breaking long sentences into shorter ones or vice versa</p>	<p>*recognize coherence, cohesion and the tools used in academic texts to be able to easily follow</p> <p>*recognize speech markers that build coherence in lectures</p> <p>*utilize linking words to break long sentences into shorter ones or vice versa</p>	<p>AC3/ Unit 3 – Social Psychology</p> <p>In-house materials</p>	
<p>Week 11 07– 11 Dec. 2015</p> <p>Week 12 14 – 18 Dec. 2015</p> <p>Week 13 21 – 25 Dec. 2015</p>	<p>Academic listening: distinguish major from minor points and essential from non-essential information; identify non-essential information, including digressions and asides</p> <p>Academic writing: paraphrasing – using different grammatical forms preparing written summaries of the texts and lectures</p>	<p>*distinguish major from minor points and essential from non-essential information, including digressions and asides, in academic recordings</p> <p>*identify main ideas and supporting details in a lecture</p> <p>*utilize different grammatical forms to paraphrase main ideas and major points of a text or in a recording</p> <p>*summarize an academic text</p> <p>*summarize a lecture</p>	<p>AC3/ Unit 4 – Architecture</p> <p>In-house materials</p>	<p>Students are assigned to prepare a written summary of the text on p. 93 by using techniques of paraphrasing.</p> <p>Students are assigned to choose an article (written in English) of their interest (at least a page long text which has to be shared with their teacher before the lesson) and asked to present its summary in class on week 14</p>
<p>Week 14 04 – 08 Jan. 2016</p> <p>Week 15* 28 Dec. 2015 – 01 Jan. 2016</p>	<p>Academic speaking: presenting spoken summaries</p>	<p>*preparing spoken summaries by avoiding plagiarism</p>	<p>PRESENTATION</p>	<p>PRESENTATION</p>
<p>Week 16 - 11 – 22 Jan. 2016</p>	<p>FINAL EXAM</p>	<p>REVISION</p> <p>demonstrate an understanding of the pre-learned material</p>	<p>Sample Final Exam</p>	<p>Sample Final Exam</p>
<p>Week 16 - 11 – 22 Jan. 2016</p>	<p>FINAL EXAM</p>	<p>demonstrate an understanding of the pre-learned material</p>	<p>Parts of the Final Exam: <i>Listening</i>: note-taking, identifying main idea and supporting details, inferring; <i>Reading and Academic Skills</i>: summarizing, paraphrasing, and analyzing coherence and cohesion in a reading text.</p>	<p>Parts of the Final Exam: <i>Listening</i>: note-taking, identifying main idea and supporting details, inferring; <i>Reading and Academic Skills</i>: summarizing, paraphrasing, and analyzing coherence and cohesion in a reading text.</p>

APPENDIX B

Sample EAP Student Questionnaire

Evaluating English for Academic Purposes Syllabus and Course Content in the School of Foreign Languages at this University

Dear Students,

This questionnaire has been designed to collect your opinions about this EAP 101 course for the purpose of evaluation. This course will be evaluated in regards to several components such as; course objectives, course content and materials, assessment and the course's relationship with the students' faculty courses.

It is vital that you assess your opinions as realistically and honestly as possible. The data obtained from your responses will be of great value to the improvement of the English for Academic Purposes courses at this University.

Your identity and individual responses will be kept strictly confidential, with the results of the questionnaire being used only for research purposes.

Thank you very much for your participation and cooperation.

Merve Babiker
Bahçeşehir ELT Department

EAP 101 Course Evaluation Questionnaire

Please read the following questions/statements and put an X as appropriate.

I. GENERAL BACKGROUND

1. Your age: _____ years old.
2. Your sex: Male Female
3. Your mother tongue: Turkish English Other (please specify) _____
4. Which Department are you studying in? _____
5. Please check one of the following: I'm a Freshmen Sophomore Junior Senior
 Other (please specify) _____
6. In what language areas and study skills do you think you need practice to decrease the difficulties (if any) you have?

	A lot of difficulties	Some difficulties	Little difficulties	None at all
Listening				
Reading				
Speaking				
Writing				
Grammar				
Vocabulary				
Note-taking				
Summarizing				
Paraphrasing				
Giving Presentations				
Other (please specify)				

II. COURSE AIMS AND OBJECTIVES:

Please mark as appropriate.

5 4 3 2 1

SA: Strongly Agree / A: Agree / NS: Not Sure / D: Disagree / SD: Strongly Disagree

1. With the help of the EAP 101 course, *I have improved* in the following **listening/speaking** areas:

	SA 5	A 4	NS 3	D 2	SD 1
Preparing for a presentation					
Giving a presentation					
Asking and answering questions					
Taking part in discussions					
Understand spoken English language (tape or video)					
Listening to/ watching lectures and taking notes					
Listening to/ watching lectures and identifying the main idea(s)					
Listening to/ watching lectures and identifying specific information					
Making an oral summary					
Vocabulary knowledge					
Pronunciation					
Fluency in speech					
Accuracy in speech					

2. With the help of the EAP 101 course, *I have improved* in the following **reading/writing** areas:

	SA 5	A 4	NS 3	D 2	SD 1
Reading and understanding academic texts					
Reading a text quickly (skimming) to identify main idea(s)					
Looking through and (scanning) a text to find specific information					
Reading a text and summarizing it					
Guessing the meaning of unknown words in a sentence/text by using the context					
Reading and paraphrasing sentences					
Reading and paraphrasing paragraphs					
Sentence combining					
Using linking words correctly and appropriately					
Spelling					
Punctuation					
Writing a coherent and unified paragraph					
Narrowing down a general topic through brainstorming					
Organizing a paragraph: Topic sentence, supporting ideas & concluding sentence					
Writing a summary of a lecture/text					
Correcting errors in a paragraph					
Summarize a lecture/ academic text					
Accuracy in writing					
Grammar					
Fluency in writing					

III. COURSE CONTENT AND MATERIALS

1. Please express your opinion about the following **listening** issues in EAP 101:

	SA 5	A 4	NS 3	D 2	SD 1

The <i>course book</i> was sufficient to improve my listening skills					
There were enough <i>supplementary materials</i> to improve my listening skills.					
The listening skills taught were useful for my general listening ability in English					

2. Please express your opinion about the following *speaking* issues in EAP 101:

	SA 5	A 4	NS 3	D 2	SD 1
The <i>course book</i> was sufficient to improve my speaking skills					
*There were enough <i>supplementary materials</i> to improve my speaking skills					
The speaking skills taught were useful for my general speaking ability in English					

3. Please express your opinion about the following *reading* issues in EAP 101:

	SA 5	A 4	NS 3	D 2	SD 1
The <i>course book</i> was sufficient to improve my reading skills					
*There were enough <i>supplementary materials</i> to improve my reading skills.					
The reading skills taught were useful for my general reading ability in English					

4. Please express your opinion about the following *writing* issues in EAP 101:

	SA 5	A 4	NS 3	D 2	SD 1
The <i>course book</i> was sufficient to improve my writing skills					
*There were enough <i>supplementary materials</i> to improve my writing skills.					
The writing skills taught were useful for my general writing ability in English					

5. Are there any other things (i.e. topics, tasks, projects etc.) that you would have LIKED TO DO in the EAP 101 course? Please explain.

6. Are there any things (i.e. topics, tasks, projects etc.) that you think were NOT necessary to do in the EAP 101 course? Please explain.

IV. RELATIONSHIP WITH DEPARTMENTAL COURSES

1. I was (am) able to transfer the following skills that I learned from my the EAP 101 course to my courses in my department:

SA 5	A 4	NS 3	D 2	SD 1

Listening skills					
Speaking skills					
Reading skills					
Writing skills					
Note-taking skills					
Summarizing					
Paraphrasing skills					
Presentation skills					

2. Are there any other skills that you could use in your departmental course you wish your EAP course would cover?



THANK YOU VERY MUCH FOR YOUR PARTICIPATION AND COOPERATION

APPENDIX C
Sample EAP Instructor Questionnaire

Evaluating the English for Academic Purposes Syllabus in the School of Foreign Languages at the University

Dear EAP Instructors,

This questionnaire has been designed to collect your opinions about the EAP 101 course for the purpose of evaluation. This course will be evaluated in regards to the following components; course objectives, course content and materials, student assessment and the course's relationship with the students' faculty courses.

It is vital that you assess your opinions as realistically and honestly as possible. The data obtained from your responses will be of great value to the improvement of the English for Academic Purposes courses at the University.

Your identity and individual responses will be kept strictly confidential, with the results of the questionnaire being used only for research purposes.

Thank you very much for your participation and cooperation.

Merve Babiker
Bahçeşehir ELT Department

I. BACKGROUND

1. Name of Faculty member (optional):

II. COURSE AIMS AND OBJECTIVES

1. What are the main aims/objectives of the course?

2. Do you believe that all of these aims/objectives are being met? Please explain.

3. Should there be other aims/objectives to the course? If yes, what should these aims/objectives be? In essence, what should the EAP 101 course aim to develop in students?

4. To what extent do you think the EAP 101 course meets your students' needs? Please explain.

5. In your opinion, what are the biggest problems your students often have in the EAP 101 course?

6. What types of study skill problems do your students usually have?

7. What do you think your students still need in terms of the following skills:

▪ Listening: _____

▪ Reading: _____

▪ Writing: _____

▪ Speaking: _____

III. COURSE CONTENT AND MATERIALS

1. Are there any other *topics, themes, strategies or skills* (other than the ones covered) that you think should be covered in this course?

2. Are there any aspects of the course content that you would like to change? Would you like to add anything?

3. Are you satisfied with the course book and materials that you use in the course? What is good and not so good about the course book and materials used in this course?

4. In your opinion, should there be any changes to the materials used for this course? If yes, what kinds of materials would be more effective to students' learning in this course?

5. Does the syllabus allow for flexibility in terms of pacing in order to adapt to the students needs. In other words, is there enough time given to teach the content on the syllabus?

6. Is there coherence in the syllabus in terms of the topics/themes covered? Were the topics/themes related to one another and were they relevant to what you think should be taught in an EAP course?

III. RELATIONSHIP WITH DEPARTMENTAL COURSES

1. To your knowledge, does the EAP 101 course satisfy the academic English skills students' need in their departments? If not, please explain.



THANK YOU VERY MUCH FOR YOUR PARTICIPATION AND COOPERATION

APPENDIX D
Semi-Structured EAP Instructor Interview Questions

1. What are the aims of the EAP syllabus?
 - a. What are you trying to teach your students?
 - b. What are you hoping your students gain from this course?
2. Do you think that your students are aware of these aims?
3. How do you implement the syllabus?
 - a. What are some issues that you face in the classroom?
4. What are some things that you like about the EAP syllabus and what are some things that you don't like?
 - a. Is there anything that you would like to change: add or take away?
5. How relevant do you think the skill that you are teaching right now are to the needs of your students?
 - a. Can they use these skills that you are teaching them in their departments?
6. Do you think that your students would be more successful if they were learning these skills using subject relevant materials?

APPENDIX E
CURRICULUM VITAE

PERSONAL INFORMATION

Surname, Name: Babiker, Merve

Nationality: Turkish (T.C) and American (U.S.A.)

Date and Place of Birth: 28th November 1987, Kuwait City, Kuwait

Marital Status: Single

Phone: +90 534 623 22 60

e-mail: merve.babiker@gmail.com

EDUCATION

Degree	Institution	Year of Graduation
MA	Bahçeşehir University	2016
BA	Temple University	2010

WORK EXPERIENCE

Year	Place	Enrollment
2012 – Present	Gediz University	Assistant Quality Assurance Coordinator & EFL Instructor
2010 – 2012	English Time	Head Teacher/ EFL Instructor

FOREIGN LANGUAGES

Advanced English and Turkish

Fluent Arabic

CERTIFICATES

TESOL/TEFL Teaching Certificate

Philadelphia/ USA

CLIL Certificate

Izmir/ TURKEY

Professional Interests

Curriculum, Syllabus and Course Design

English for Specific/Academic Purposes

Professional Development

Professional Skills

Computer Skills: Software: Alpha InfoTech, Microsoft Word, Excel, PowerPoint

Hardware: IBM PC, Apple Macintosh

Operating Systems: Windows XP Professional/Home, Mac OS

