

English for Academic Purposes Course Evaluation: Suggestions from Students

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Abstract

This paper summarizes a study conducted at the School of Foreign Languages (SoFL) English for Academic Purposes (EAP) classes at a Turkish private university in the first semester of the academic year. The aim of the study was to obtain feedback from first year (freshman) undergraduate students regarding the EAP course delivered in the tertiary campus and utilise the data collected to improve and hopefully meet the specific needs of students related to their success in their academic endeavours and acquisition of academic tools. To identify areas for improvement, a combination of qualitative and quantitative methods of data gathering were used. This paper explores the literature of EAP, programme evaluation and humanistic approach, discusses the findings of the data analysis, and offers some implications for the improvement of the EAP programme considering students' perspectives and suggestions.

Keywords: English for academic purposes, programme evaluation, students' perspectives

1. Introduction

Nowadays, in many non-native contexts such as in Turkey, there is an increasing tendency to use English as the medium of instruction at the tertiary level. Therefore, many English-speaking universities in Turkey offer English for Academic purposes (EAP) courses to their undergraduates. The purpose of the EAP programme is to help first-year students to acquire academic skills as well as communication skills that enable them to use the target language competently, and thus, be successful in their academic studies. The present paper reports on the evaluation study of the EAP programme carried out at the end of the course, aiming to investigate the students' satisfaction regarding course content, course materials, assessment of learning, independent learning, study skills and academic instruction. Students' opinions and suggestions concerning the areas mentioned were gathered and investigated.

1.1. English for Academic Purposes

EAP, a branch of English for Specific Purposes (ESP), aims to develop communication and academic skills that help learners to study, communicate and conduct research in the target language (Flowerdew & Peacock, 2001a). Considering the non-native contexts, EAP courses help EFL students to achieve success in an academic environment where English is the medium of instruction (Dublely-Evans & St. John, 1998).

EAP instruction is mainly associated with diverse study skills including various learning strategies such as listening and note-taking, skimming and scanning, predicting ideas and deducing academic words from the context, seminar discussions and oral presentations, summarizing and paraphrasing, report and essay writing, and reference skills such as using the library and using a bibliography (Flowerdew & Peacock, 2001a; Jordan, 1997). Because it places focus on the learner and the situation (Hump-Lyons, 2001), EAP is learning-centred and humanistic.

Professionals involved in EAP curriculum development and instruction agree that a successful EAP course that meets the target learners' needs is usually based on an integrated syllabus which addresses both process and product and the complex goals of the course (Richards, 2001). They also support the notion of employing the eclectic approach, that is, practices of communicative, skills-based, task-based, process and discourse approaches are combined to improve English language mastery and communicative competences and to promote intrinsic motivation and engagement in learning. Further, the proponents of EAP emphasize the importance of the strategic investment that develops strategies for task fulfillment and self-awareness of styles, strengths and weaknesses (Brown, 2007). This strategy training enables students to be autonomous learners and enhances their ability to choose appropriate strategies for successful development of academic skills and lexis.

1.2. Programme Evaluation

To increase accountability of an EAP programme, namely its efficiency and effectiveness, and to improve it, programme evaluation is essential. In an educational context, evaluation is viewed as 'collecting information about different aspects of a language programme in order to understand how the program works and how successfully it works, enabling different kinds of decisions to be made' (Richards, 2001, p. 286). The main purpose of the evaluation is "to guide classroom instruction and enhance student learning on a day-to-day basis" (Genesee, 2001, p. 146). Considering all aspects of learning and teaching, programme evaluation might be either formative, developmental or on-going, which takes place during the course, and summative, which is conducted at end of the course (Rea-Dickins & Germaine, 1992). While the formative evaluation is usually informal and aims to refine the existing programme by making necessary adjustments, the summative evaluation is formal and its purpose is to assess how effective and efficient the programme is. Summative evaluations that are periodically conducted provide useful information about what has been accomplished and "put a programme in an excellent position to respond to crises when and if, they occur" (Brown, 1989, p. 230). Post-course evaluation conducted with the lecturers of the relevant departments is also essential to get feedback regarding the effectiveness of the EAP course (Jordan, 1997). Well-planned and well-conducted evaluation can provide useful information about the classroom practice and promote more effective teaching and better learning.

1.3. Humanistic Approach

Humanistic approach "asserts the central role of the 'whole person' in the learning process" (Thornbury, 2006, p. 97). It emphasizes the student's awareness, 'the person's subjective view about themselves and the world' (Kyriacou & Chang, 1993) and 'active student involvement in learning and in the way human learning takes place' (Richards & Renandya, 2002). To promote autonomy and develop the ability to take responsibility of what is learned; learners should have voice in the decisions that might affect them. The humanistic approach to evaluation focuses on the students' thoughts and feelings about teaching and learning. The learners' opinions and comments about the existing programme as well as their experiences which they have encountered throughout the learning process are vital when evaluating the EAP course. Students' feedback regarding their perceptions of instruction and learning provides valuable information on the needs of the learners and helps the evaluators to gain worthy insights for effective decision making.

The data collected from the students can provide extremely valuable insights for curriculum development (Alderson & Beretta, 1992) and enhancement of student learning. The learners' valuable feedback can facilitate successful and effective course improvement (Hedge, 2000), which leads to the growth of EAP course suitability and learner motivation and satisfaction.

2. Method

2.1. The Study

The main purpose of this research is to evaluate the effectiveness and efficiency of the EAP programme through the perspectives of the learners. This study aims to address these questions:

- What are the strengths and weaknesses of the existing EAP programme?
- What adaptations and alterations can be made to improve the EAP programme?

Even though the researchers believe that students are the ultimate and more valued critics of the course, they are aware that the teachers' perspectives should also be considered. Clavijo (2001) corroborates this idea when he states that "curriculum organization and development represents a way of thinking and acting in school by teachers and students. Their active roles influence their decision about how to construct curriculum" (p. 34). However, the students as active participants in the learning process and inside evaluators of the academic instruction are in a better position to assess the EAP programme. As Nunan (1993) states there can be "disparities between what teachers believe happens in class and what actually happens" (p. 139). Hence, the reactions of the students to the content of the course, testing system, in-house and commercial materials used, and the teaching and learning process as well as their ideas and suggestions are important to make better decisions.

2.2. Participants and Setting

EAP course evaluation was conducted with 40 EFL freshman students, aged between 18 and 25, at the School of Foreign Languages of a Turkish private university. Students are attending their departments and EAP classes in which they acquire the knowledge for participation and hopefully successful assessment in undergraduate fields of study.

2.3. Data Collection

The programme evaluation of this study which is based on empirical evidence was undertaken at the end of the course in the form of summative evaluation. The aim was to gather objective information about the accountability of the EAP programme and to measure the quality of the course. To provide complete information and strengthen evaluation conclusions, both qualitative and quantitative data were gathered and used in the EAP programme evaluation. Quantitative research which relies heavily on numbers is used to measure "levels and changes in impacts" (Rao & Woolcock, 2003, p. 167) and ensure the reliability and objectivity of the evaluation study (Mackey & Gass, 2005; Richards, 2001). The qualitative source of data reflects the students' perceptions by "delving deep into issues of process" (Rao & Woolcock, 2003, p. 167).

2.4. Instruments

This study makes use of two types of instruments: the EAP Course Evaluation Student Questionnaire (EAPCESQ), devised to obtain quantitative information, and Semi-structured Focus Group Interviews (SFGIs), created to collect qualitative information. The EAPCESQ comprises 35 close-ended questions grouped in five sections: course content, independent learning, course materials and resources, testing and assessment, and academic instruction. Students were asked to complete the questionnaire by indicating agreement with statements on a five-point Likert scale, where "1" indicated "strongly disagree", "2" indicated "disagree", "3" indicated "no idea", "4" indicated "agree" and "5" indicated "strongly agree".

To refine the results of the qualitative data, the SFGIs were conducted. They were held about a week after the questionnaire had been distributed. The aim of the focus groups was to investigate participants' opinions about the areas of concern so as to elicit in-depth information on specific questions (Richards, 2001). Perceived problems were deduced by asking open ended questions. The mixed method research designed as a triangulation strategy was used to increase the reliability and validity of research findings (Long, 2005; Lynch, 1996). Through triangulating, the qualitative and quantitative data were cross-validated and the findings were compiled within a single study.

3. Data Analysis and Results

The questionnaire was administered to the students in the last week of the first semester. The quantitative data obtained through out the questionnaire were compiled and analysed. The average for each item of the questionnaire was calculated. After calculating the averages, it was concluded that the results of negative value between -2 and -1 require significant change, the results of value between -0.9 and 0.9 need to be improved and the results of positive value between 1 and 2 are satisfactory. The data from the focus group discussions were transcribed and analysed by grouping the findings around the themes that were mentioned above. The learners were involved in the process of evaluation by encouraging them to assess some aspects of the EAP course curriculum. They were asked to complete the EAP Course Evaluation Student Questionnaire.

They were given opportunity to state their opinions about issues related to course content, independent learning, course materials and resources, testing and assessment, and academic instruction, and discuss some problematic areas of the EAP programme. The participants' oral expressions of their thoughts about the EAP programme took place in focus group discussions.

The results are discussed in five sections as the data obtained from the questionnaires and focus groups are represented in the sequence according to these sections.

3.1. Course Content

Questionnaire results regarding the course content (Table 1) indicated that all academic skills needed improvement as least satisfaction was expressed for listening and note taking (Table 1, item 1), and writing skills (Table 1, item 6). Though it was reported that the students were satisfied with the opportunities provided in the class to practice their academic listening and note-taking skills (Table 1, item 2), it was clear that they did not improve their listening and note-taking skills on a satisfactory basis. Moreover, students do not share a positive view about the speaking component of the EAP curriculum. They believe that they did not improve their academic speech. The result of item 9 was negative and it revealed that the EAP course did not fulfill students' expectations.

The data obtained from the focus groups revealed similar results. The qualitative data confirmed the idea that all academic skills needed to be improved. Most students agreed that they had serious difficulties in understanding academic written and spoken discourse as well as taking notes during the lectures as they were aware that they failed to use learning strategies. They were also conscious of the fact that many of them lacked the knowledge and academic lexis to comprehend academic texts, lectures and academic speeches, and give presentations. Most of the students expected the EAP classes to be arranged according to their departments and they stated that the EAP course syllabus and content should be designed in consultation with the tertiary departments. Further, the learners expressed that they did not have any opportunities to practice writing academic essays inside the class due to the time constraint and the intense syllabus. Some of the students suggested that the mechanics of different genres of academic essay needed to be learned in the Preparatory Class so that they could be able to apply their endeavors' to vocabulary acquisition and content in the EAP classes. They also stated that the vocabulary taught in the EAP classes was not practical and useful, so they suggested that the academic vocabulary needed in their departments could be taught in the EAP classes as one of the students expressed: "*We are bored and reluctant to learn words that we do not need in our departments, we need to be taught the words appropriate and useful to our departments and strategies for learning vocabulary as well*". Additionally, they recommended that they could be asked to prepare mini-presentations in order to improve their academic speech: "*We need to learn how to give presentations. We also want our instructors to teach us stress-management skills*".

3.2. Independent Learning

Quantitative data regarding the independent learning (Table 2) demonstrated that self-assessment and reflection skills, study skills, and cognitive and Meta cognitive learning strategies required improvement. Students showed the highest dissatisfaction with the items 10 and 11, which indicated that learners needed to develop their study skills in order to be independent learners. The results also showed that students needed to be involved more actively in strategy training (Table 2, item 13).

Students also supported their arguments in the focus groups, in which they expressed that they had no knowledge of how and where to use strategies, albeit they would like to take responsibility for their learning. The following statements made by the students confirm the statistics above:

"We don't know how to study for our departments. Our lack of self-awareness related to learning strategies and study skills exacerbates our stress and ultimate academic failure."

"We need a separate lesson for learning strategies in order to cope with the exams in our departments and academic life in general."

Learners also declared that learning strategies and study skills should be taught exclusively in EAP 101. Furthermore, they requested self-assessment forms to be completed at the end of every lesson. Some students pointed out that because they had only 3 lessons a week, some learning strategies should be thought in the Preparatory Class and instructions in some of the strategies could be taught in the EAP course.

3.3. Course Materials and Resources

The data obtained from the questionnaire indicated that students were satisfied with the in-house prepared instructional materials and the use of various audio-visual aids as the point 19 had the highest value of 1.33 (Table 3). Yet, they do not share a positive view about the text book employed as a course material and a guide of EAP instruction. The numbers indicated that the text book needed to be changed and the library needed sources for studying Academic English. Additionally, the statistics demonstrated that the topics and materials were not engaging and interesting.

Similarly, particular negative feedback regarding the EAP text book was expressed in the focus group discussions. Students stated that a book that focused on study skills and strategy training should be selected. Some of them also suggested that they could be recommended a vocabulary book to study in their own time: *“To improve our academic vocabulary, we need a book to study at home; this will be interesting and enjoyable for us.”* The majority of the students also agreed that topics and texts related to their departments should be preferred.

3.4. Testing and Assessment

Having looked at the quantitative data collected, it seemed that the evaluation system required improvement (Table 4). Learners demonstrated the least satisfaction with point 22 in this section. Students expressed that they wanted to be provided with detailed feedback regarding their achievement at the exams. The collected data also revealed that there was a discrepancy between the course content and the content of exams. Further, it could be drawn from the table that the students were satisfied with the grading system and they agreed that assignments and tests were graded fairly and thoroughly.

Students also expressed similar ideas in the focus groups, in which they pointed out that they would like to receive more feedback about their performance in the exams: *“We were not given an opportunity to see our exams. After the exams some time should be allocated for error work, which will be an opportunity for us to learn from our mistakes.”* The majority of the students asserted their dissatisfaction with the writing component of the exams as they noted that writing an academic essay in one hour was a difficult task and even impossible for them. They suggested that it could be more beneficial if ongoing assessment of the academic essay writing was applied in the EAP classes: *“We cannot write an academic essay in one hour, we want process writing to be included in the writing component of the EAP course.”*

3.5. Academic Instruction

The quantitative data collected regarding the academic instruction (Table 5) revealed positive aspects of teaching. It was reported that their instructor was well-prepared and well-organized, and she treated them equally and with respect. The students also expressed satisfaction with the pace of the classes as well as the instructor's teaching skills and thorough knowledge of the academic English language. The statistics furthermore demonstrated that the instructor encouraged student participation and conducted effective EAP classes.

The focus group discussions showed similar results as the learners noted that the instructor was supportive and helpful inside and outside the class. They also expressed that they were willing to attend the EAP classes because the instructor motivated them to do so: *“We came to the classes because our instructor always helped us when we needed, she used different methods and resources in the classes in order to help us to better understand the course material, and she motivated us, she taught us the skills that we needed in our departments despite the time constraint.”*

4. Discussion and Conclusion

In this study, it was aimed to evaluate the accountability and quality of the existing EAP programme through the perspectives of the students using qualitative and quantitative methods of data collection. Considering the issues summarized above, it can be concluded that the focus of the EAP programme is development of academic skills and learning strategies that enable learners to use English competently in various academic settings. However, the variables in EFL academic teaching situations as well as the learners' needs and learning styles should also be considered (Brown, 2007).

The results suggest that there is not much reinforcement and time given to developing academic skills and strategies. Therefore, the academic curriculum should focus on practicing academic skills and study skills by giving a priority to the skills and strategies that are more needed in students' departments.

The results reveal that there is a great need for the improvement of listening comprehension skills and note taking strategy. This leads to the conclusion that learners should be provided with opportunities to practice these skills and strategies outside the class room due to the fact that the time dedicated to EAP classes is limited. To improve listening and note taking skills, extensive listening tasks can be devised. Two sets of in-house online materials can be designed. Audio-visual recordings of live lectures, recorded in the different departments of the participated university or taken from some online resources, can be created to develop listening and note-taking skills and comprehension of the academic content. Materials based on EAP tutor notes of another lecture series can be designed to develop learners' grammatical and lexical competences (Harvey & Nicholls, 2007). This will help students to prepare themselves to comprehend authentic lectures and extract key information (Flowerdew & Peacock, 2001b).

Other tentative conclusion that can be drawn from the interpretation of the quantitative and qualitative data is that the students have difficulties in producing academic speech. To develop presentation and participation skills, a variety of communicative tasks and activities could be included in the EAP curriculum. Academic platforms on the Module could be organized to foster an environment for academic discussions, and seminar simulations can be implemented in the EAP classes. To develop confidence in speaking and improve speaking fluency, short talks can be integrated in the EAP classes (Jordan, 1997).

With regard to the reading skills, results suggest that students need to develop reading strategies that will help those to comprehend academic texts. To develop such strategies, both extensive and intensive reading tasks can be designed. The intensive reading tasks can focus on the sub skills: scanning, deducing unknown words from context, identifying different patterns of organization and understanding relationships between parts of text through cohesive devices, whereas extensive tasks can involve activities that develop strategies such as skimming, distinguishing between important and less important items, and dealing with long texts that are required by all academic disciplines (Carrel & Carson, 1997). As Macalister (2008) claims "extensive reading will have a positive impact on the rate at which learners acquire the target language" (p. 248) and "vocabulary will be acquired incidentally" (p. 248) during their reading process. All these tasks and activities should be prepared and designed to promote reading comprehension, extend academic vocabulary range and enhance students' intrinsic motivation.

From the statistics displayed above it is obvious that the writing component of the EAP curriculum needs some adaptations and adjustments. Students need to be given opportunity to plan for writing, organize their piece of writing, revise and edit successive drafts in order to ensure that the final product is improved (Flowerdew & Peacock, 2001b). The process approach should be integrated in the EAP programme, which will either develop students' writing skills or promote learner-centeredness (Jordan, 1997). Only one type of essay can be conquered throughout the EAP course mastering the steps of the writing process, nevertheless various genres of academic texts can be incorporated in their writing component of the EAP curriculum so as to make students familiar with them and help them to acquire recurring patterns and structures of academic texts (Hammond & Derewianka, 2001).

In connection with vocabulary teaching, students think that they need to improve their academic vocabulary inside and outside the class. To enrich the students' lexical competence, the incidental learning, explicit instruction and independent strategy development to teaching vocabulary should be incorporated in the EAP curriculum. Learners should be provided with opportunities for both incidental learning of vocabulary, which can be realized through extensive reading and systematic learning of lexis as vocabulary instruction is integrated into all academic components of the EAP programme (Richards & Renandya, 2002).

Results also reveal a clear need for strategy training and instruction of study skills and reflection skills. Learner training encourages learners to take responsibility for their learning in the academic environment. Awareness of learning strategies helps a student to become more autonomous, that is, more conscious of their own learning processes (Szabo & Scharle, 2000). To enhance the success of students in their academic studies, explicit instruction of language learning strategies can be integrated in to the EAP programme. This will develop learners' study skills and strategies that will enable them to cope effectively and efficiently with change, extended learning tasks and examinations. Students can be asked to keep strategy diaries or fill in strategy questionnaires such as Strategy Inventory for Language Learning (SILL) (Oxford, 1990).

Results suggest that students have negative view about the textbook. The instructional materials for this course should be selected, adapted and created according to the students' needs. To scaffold the learning process and foster intrinsic motivation, authentic teaching materials which offer good intake of academic language use (Richards & Renandya, 2002), and materials which "affect the learners by attracting their attention, interest and curiosity" and which engage students in 'learner-centered discovery activities" (Tomlinson, 1998, p. 11) should be utilized. Adopted written and oral texts should promote learning of academic skills and acquisition of academic lexis. For successful acquisition of academic vocabulary, students might be recommended an academic vocabulary self-study book. Furthermore, English instructors and science staff should collaborate in the preparation of the instructional materials and in the decision-making process (Flowerdew & Peacock, 2001b).

The findings also indicate that testing and assessment system needs improvement. To ensure consistency between the objectives of the exams and the objectives of the academic curriculum, students can be provided with sample exams during these mester. To maximize the content validity, test specifications for each test can be developed (Alderson et al., 1995). To minimize subjectivity of the writing component of the tests, clear test instructions should be created, and analytical rubrics should be created and used (Weigle, 2002). In order to give effective feedback about the midterms and finals, more time can be allocated for exam analysis. Students should be allowed to see their midterm and final exams, or at least see the answer key in detail.

To design a successful EAP course for EFL students, it is crucial to provide learners with optimum exposure to academic content and tasks (Stoller, 2001) in the classroom through motivation-stimulating activities, and beyond the classroom by providing students with plenty of extra-class learning opportunities such as extensive listening and reading, online learning, independent learning tasks, and opportunities for application of learning strategies outside the class (Brown, 2007; Harmer, 2007).

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Table 1: Course Content

No	Questions	Value
1	I improved my academic listening and note-taking skills in the EAP classes.	0,05
2	I was provided with sufficient opportunities to practice my academic listening and note-taking skills inside the classroom.	0,95
3	I improved my academic speech in the EAP classes.	-0,58
4	I improved my academic reading skills in the EAP classes.	0,55
5	I was provided with sufficient opportunities to practice my academic reading skills inside and outside the classroom.	0,15
6	I improved my academic writing skills in the EAP classes.	0,05
7	I was provided with sufficient opportunities to practice my academic writing inside and outside the classroom.	0,13
8	I improved my academic vocabulary in the EAP classes.	0,38
9	The EAP classes have met my expectations.	-0,98

Table 2: Independent Learning

No	Questions	Value
10	I learned how to plan my learning and study my lessons independently.	-0,73
11	I have improved my study skills which I use in my academic studies.	-0,8
12	I was provided with enough opportunities to reflect on my learning.	-0,43
13	The EAP lessons have raised my awareness of skills and strategies that I can use for my language development.	-0,53

Table 3: Course Materials and Resources

No	Questions	Value
14	The instructional materials were relevant to the course content.	1,2
15	The instructional materials were sufficient.	1,03
16	The topics and materials used in the EAP classes were engaging and interesting.	-0,6
17	The textbook, <i>EAP Now</i> , used in the EAP classes was engaging and interesting.	-1,2
18	The library has enough sources for studying Academic English.	-1,1
19	A variety of audio-visual aids (OHP, multimedia, flashcards, video, realia and so on) were used.	1,33

Table 4: Testing and Assessment

No	Questions	Value
20	The content of the test tasks is directly linked to the course content and instruction.	0,68
21	I had enough time to complete the test tasks in the exams.	0,83
22	I was provided with sufficient feedback regarding the achievement at the exams.	0,4
23	Assessment results were announced in a reasonable time.	0,78
24	Assignments and tests were graded fairly and thoroughly.	1,23

Table 5: Academic Instruction

No	Questions	Value
25	The instructor was well-prepared and well-organized in class.	1,88
26	The instructor presented language points in clear and engaging way.	1,55
27	The instructor encouraged and ensured full student participation in class.	1,65
28	The instructor answered questions carefully and satisfactory.	1,63
29	The instructor conducted effective and interesting classes.	1,13
30	I was treated fairly, impartially, and with respect.	1,93
31	The instructor was aware of individual and group needs.	1,18
32	The instructor gave appropriate feedback to me about my progress.	1,4
33	The instructor was a good language model for me.	1,63
34	The classes were well paced.	1,48
35	The classes were smooth, sequenced and logical.	0,98

Appendix A

EAP Course Evaluation Student Questionnaire (EAPCESQ)

This questionnaire aims to find out some information about the efficiency and effectiveness of the existing EAP course. There are 5 sections and you are kindly requested to circle the number that reflects your opinion. It will take you about 10 minutes to complete the questionnaire. Thank you!

Student Name: Class: Date:			Strongly Agree	Agree	No Idea	Disagree	Strongly Disagree
COURSE CONTENT	1	I improved my academic listening and note-taking skills in the EAP classes.	5	4	3	2	1
	2	I was provided with sufficient opportunities to practice my academic listening and note-taking skills inside the classroom.	5	4	3	2	1
	3	I improved my academic speech in the EAP classes.	5	4	3	2	1
	4	I improved my academic reading skills in the EAP classes.	5	4	3	2	1
	5	I was provided with sufficient opportunities to practice my academic reading skills inside and outside the classroom.	5	4	3	2	1
	6	I improved my academic writing skills in the EAP classes.	5	4	3	2	1
	7	I was provided with sufficient opportunities to practice my academic writing inside and outside the classroom.	5	4	3	2	1
	8	I improved my academic vocabulary in EAP classes.	5	4	3	2	1
	9	The EAP classes have met my expectations.	5	4	3	2	1
INDEPENDENT LEARNING	10	I learned how to plan my learning and study my lessons independently.	5	4	3	2	1
	11	I have improved my study skills which I use in my academic studies.	5	4	3	2	1
	12	I was provided with enough opportunities to reflect on my learning.	5	4	3	2	1
	13	The EAP lessons have raised my awareness of skills and strategies that I can use for my language development.	5	4	3	2	1
COURSE MATERIALS AND RESOURCES	14	The instructional materials were relevant to the course content.	5	4	3	2	1
	15	The instructional materials were sufficient.	5	4	3	2	1
	16	The topics and materials used in the EAP classes were engaging and interesting.	5	4	3	2	1
	17	The textbook, <i>EAP Now</i> , used in the EAP classes was engaging and interesting.	5	4	3	2	1
	18	The library has enough sources for studying Academic English.	5	4	3	2	1
	19	A variety of audio-visual aids (OHP, multimedia, flashcards, video, realia and so on) were used.	5	4	3	2	1
TESTING AND ASSESSMENT	20	The content of the test tasks is directly linked to the course content and instruction.	5	4	3	2	1
	21	I had enough time to complete the test tasks in the exams.	5	4	3	2	1
	22	I was provided with sufficient feedback regarding the achievement at the exams.	5	4	3	2	1
	23	Assessment results were announced in a reasonable time.	5	4	3	2	1
	24	Assignments and tests were graded fairly and thoroughly.	5	4	3	2	1
ACADEMIC INSTRUCTION	25	The instructor was well-prepared and well-organized in class.	5	4	3	2	1
	26	The instructor presented language points in clear and engaging way.	5	4	3	2	1
	27	The instructor encouraged and ensured full student participation in class.	5	4	3	2	1
	28	The instructor answered questions carefully and satisfactorily.	5	4	3	2	1
	29	The instructor conducted effective and interesting classes.	5	4	3	2	1
	30	I was treated fairly, impartially, and with respect.	5	4	3	2	1
	31	The instructor was aware of individual and group needs.	5	4	3	2	1
	32	The instructor gave appropriate feedback to me about my progress.	5	4	3	2	1
	33	The instructor was a good language model for me.	5	4	3	2	1
	34	The classes were well paced.	5	4	3	2	1
	35	The classes were smooth, sequenced and logical.	5	4	3	2	1

*Adapted from: Jordan, 1997 and Richards, 2001

Appendix B

Semi-structured Focus Group Interviews (SFGIs)

GROUP SIZE:

DATE:

No:	Question	Notes
1.	Do you believe that this course has improved your academic English? Why? Why not?	
2.	Can you understand English when you listen to lectures? To what extent? Well? Good? Not at all? So-so?	
3.	Can you manage to take notes while listening to lectures? What difficulties do you face to face?	
4.	Can you understand academic reading texts? To what extent? Well? Good? Not at all? So-so?	
5.	Can you easily communicate with your instructors or native speakers (in English)? Why not? Do you have the confidence to communicate in English outside the class?	
6.	Can you produce academic presentations in seminars or discussions? What difficulties do you face to face?	
7.	Can you write academic essays? Why not? Do you understand the questions? Do you have enough vocabulary? Do you know where to start?	
8.	Is the academic vocabulary taught in the course practical and useful for you? Which? How?	
9.	Do you have any difficulties in your written exams? What kind of? Time management? Understanding instructions?	
10.	Do you benefit from the strategies taught in the EAP classes while doing your assignments and exams? How?	
11.	Can you assess yourself? How? Can you reflect on your learning?	
12.	Do you study your lessons on your own or do you prefer working in groups? Who helps you? Why not?	
13.	Do you think that the feedback given by your teachers was beneficial and constructive, and helped you see your strengths and weaknesses? Why not? How?	
14.	What are the strengths of the EAP course? What was good?	
15.	What are the weaknesses of the EAP course? What was bad?	
16.	What did you enjoy most?	
17.	What did you enjoy least?	
18.	What would you change in the EAP classes?	
19.	Which skills, do you think, you didn't develop in this course? What were the constraints? (<i>time, pace, lack of AVA, class size, teaching methodology, teacher incompetence, too much content, a lot of exams</i>)	
20.	Do you want to add something else?	