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Investigating English for Academic Purposes provision in South Asian higher education: current trends and future needs

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Abstract

This study investigates understandings and practices around English for Academic Purposes (EAP) in higher education (HE) in four South Asian countries in which English is the primary medium of instruction in HE: Bangladesh, Nepal, Pakistan and Sri Lanka. The study aimed to establish the extent to which critical thinking, the use of source materials and the avoidance of plagiarism were perceived as useful by three stakeholder groups, and whether and how these are taught in university English courses. Questionnaires, interviews and focus groups were conducted with students, EAP tutors and subject lecturers at 14 HE institutes in Bangladesh, Nepal, Pakistan and Sri Lanka. Observations of teaching were also carried out, and syllabuses, policy documents and teaching materials were examined. Findings revealed that, despite all three stakeholder groups reporting that these aspects of EAP were important for students to learn, they were not systematically taught nor included in syllabuses. English teaching in universities focused on general and some professional English rather than EAP, and teacher-centred styles of teaching meant that students enjoyed few opportunities to speak. The key concepts explored in this study were poorly understood by staff and students, and teaching staff were hindered from teaching EAP by lack of training and poor communication with academic departments.

Contents

1

Context and background

South Asia is home to a quarter of the world population, and it has undergone several recent initiatives to improve the quality of its education. One of the areas given prominence in developing education in four particular countries, Sri Lanka, Bangladesh, Nepal and Pakistan, is higher education (HE), especially to enable university education to meet global demands. For example, Sri Lanka aims to develop itself as South Asia's knowledge hub and is trying to internationalise its HE sector (Lyne, 2013). Steps have, therefore, been taken to improve the quality of education in Sri Lanka, to establish branches of foreign universities and encourage overseas students to study at Sri Lankan universities. This makes English the most important language of HE in the country. In this context, providing high-quality English language education at universities is important for both international recognition and for attracting foreign students. Of the 15 state universities and 18 other state-recognised HE institutions that offer degree-level qualifications in Sri Lanka, around 80 per cent offer courses in English medium. Only a few humanities and social sciences programmes are offered in the two local languages, Sinhala and Tamil. All students who enter universities receive English language training regardless of the medium of instruction of their degree programme.

In Bangladesh, public universities use Bangla as the medium of instruction; however, most textbooks and other materials are only available in English (Chaudhury, 2009). Therefore, universities pay attention to improving the English language skills of their students. In addition, good English language skills are demanded by employers, so public universities have made English for Academic Purposes (EAP) compulsory for undergraduates *(ibid)*. Bangladesh has more than 50 private universities where the medium of instruction is English and compulsory EAP courses are offered (Chowdhury & Haider, 2012).

English, and in particular EAP, is also recognised as an important element in university education in Nepal (Shrestha, 2008). According to Shrestha, most university courses such as Medicine, Agriculture, Law and Engineering are offered in English medium and thus there is a need for EAP courses in HE. In addition, there is a growing trend for students going to English-speaking countries such as the USA, UK and Canada for HE *(ibid)*. EAP-type training for such students is provided only by private institutions, which is costly and less affordable for most students. Therefore, there is a need for more EAP courses which are compatible with international education needs in Nepal. Kafle (2014), who analysed the views of a group of Nepali EAP practitioners, has emphasised the necessity of analysing current EAP practices in Nepal in order to better contextualise courses within the global/international context.

In Pakistan, the Higher Education Committee has recommended that all HE courses, except a few in Humanities, should be run in English (Nauman, 2019), thus English is the main medium of instruction in HE in Pakistan (Mansur & Shrestha, 2015). As a result, EAP has become an important aspect of HE, with some compulsory EAP courses being run for undergraduate and postgraduate students. In addition, several initiatives have been taken to enhance the quality of EAP in Pakistan (Ashraf, Hakim & Zulfiqar, 2014).

Although all four countries have recognised the importance of English language education and English as a medium of instruction in HE, to our knowledge, no research has thoroughly investigated the English language provision in South Asian universities. Thus, the current study attempted to analyse students', EAP practitioners' and subject lecturers' views on current EAP provision in Bangladesh, Nepal, Pakistan and Sri Lanka. The main focus of this project was Sri Lanka and data was collected from ten universities there. We also collected data from two universities in Nepal, two universities in Pakistan and one university in Bangladesh. Since EAP covers a broad range of academic skills, the focus of this research was limited to how critical thinking, the use of source materials and avoiding plagiarism are taught in EAP courses in South Asian universities. These three aspects of EAP were chosen because they are important aspects of academic writing skills in the international context.

2

Literature review

Although English is taught at Sri Lankan universities, few studies have investigated how this is done or the extent to which appropriate EAP pedagogies are used. In particular, it is unclear to what extent Sri Lankan university students are taught about critical thinking, how to use source material and how to avoid plagiarism.

Critical thinking is one of the most highly valued attributes of university students, and is crucial to their success in HE (Moore, 2013; Wingate, 2012). Studies have shown that high-performing students engage more critically with reading (McCulloch, 2013) and that students find instruction on critical thinking at university useful (Dooey, 2010). However, the limited research available suggests that critical thinking may not be widely understood or taught in Sri Lanka. In 2014, Gunawardena and Petraki (2014) interviewed ten EAP practitioners in Sri Lankan universities about critical thinking in the EAP classroom. Most understood what critical thinking was, and agreed on its importance, but teaching was limited and teachers lacked training on appropriate pedagogies. They pointed to a lack of attention to issues such as critical thinking in the syllabus, and a lack of communication between managers, curriculum developers and teachers about the aims of the EAP programme.

The appropriate use of source material is more or less a defining characteristic of successful academic writing (Horowitz, 1986; Moore & Morton, 2005), yet there is a large body of evidence indicating that second language students struggle with using sources and may plagiarise or engage in patchwriting (see Pecorari & Petrić, 2014 for a review). The few studies that have been undertaken in Sri Lanka indicate that Sri Lankan students are no exception. In a study investigating the teaching of information literacy, Ranaweera (2010) surveyed six HE institutions and found that none provided any instruction on academic writing or the avoidance of plagiarism, although three did provide some support with referencing styles. Ranaweera noted that staff lacked guidance on how to teach these skills (2010).

Similar problems are reported in relation to plagiarism in Sri Lanka. Jansz and Sari (2015), for example, interviewed postgraduate students and lecturers about plagiarism and found that plagiarism was common among students. They pointed to the lack of a consistent national or institutional policy, or established practices for educating students about plagiarism. Similarly, Kodikara and Kumara (2015) surveyed 171 final year undergraduate and postgraduate students at a Sri Lankan university and found limited and uneven awareness of university policy on plagiarism.

Overall, research suggests that critical thinking, using source material appropriately and avoiding plagiarism are not systematically taught in Sri Lankan universities, despite their potential role in preparing the country for the internationalisation of its HE sector. A similar situation appears to prevail in the other three countries researched in this study, where the use of EAP pedagogies may also be limited.

A study conducted at a private university in Bangladesh analysed the quality of its EAP courses and revealed that they neither met learner expectations nor enabled participants to develop the necessary language skills for academic and professional purposes (Chowdhury & Haider, 2012). One conclusion of the study was that more attention should be paid to academic writing on these courses. This echoes Chaudhury (2009) and Jamil's (2010) studies, which also found a lack of opportunities at Bangladeshi universities for students to develop their EAP and academic writing skills.

Teaching writing may also be somewhat neglected in HE in Nepal. The School of Education at Kathmandu University runs a Master of Education (MEd) in English Language Teaching (ELT) programme to prepare the students for careers as teachers of English language for schools and colleges. However, a recent report (Gnawali & Poudel, 2018) found that students lacked the expected proficiency in English language, particularly in academic writing, despite joining the

programme after 15 years of exposure to English in school and college. The students revealed that academic writing was never taught systematically in their undergraduate courses.

There is less research on the quality of EAP courses offered at university level in Pakistan (Mansur & Shrestha, 2015). However, even the limited number of existing studies seems to suggest that current EAP courses may need improvement *(ibid)*. Mansur and Shrestha (2015) found that students enrolled on an MBA programme in a Pakistani university not only lacked the necessary English language skills on entry, but also the EAP course provided by their university did not improve their academic English proficiency to the expected standards *(ibid)*. Another study (Shah, Rafique, Shakir & Zahid, 2014), found that an EAP coursebook recommended for use in Pakistan did not promote higher order skills such as critical thinking.

Although academic literacy skills such as critical thinking and using source material without plagiarising are essential for students and researchers to succeed on the global stage, there is evidence that support for these aspects of EAP is not systematically provided in South Asian universities. This study therefore aims to investigate the perceived needs of students, staff and researchers in South Asian universities with regard to EAP and, in particular, critical thinking and the effective use of source material, including avoiding plagiarism. The study employed interviews, focus groups, classroom observations, questionnaires and document analysis to investigate the following research questions.

1. To what extent are aspects of EAP, specifically critical thinking skills, the use of source material and the avoidance of plagiarism in writing, perceived as useful by three stakeholder groups (students, English teaching staff and researchers) in HE in South Asia?
2. To what extent are aspects of EAP, specifically critical thinking skills, the use of source material and the avoidance of plagiarism in writing, taught in HE in South Asia?
3. Which factors act as catalysts or barriers to implementing EAP pedagogies?

3

Methodology

3.1 Research context

Data was collected from a total of 14 universities. These included seven state universities, two private universities and one hybrid (public–private) university in Sri Lanka, in three different provinces; a state university in Nepal with around 15,000 students; two private universities in Pakistan, one of which is a business-and-management-oriented institute, and a private university in Bangladesh with around 10,000 students. All participating institutions offered degrees in the medium of English.

3.2 Participants

University students (both undergraduate and postgraduate), EAP practitioners and subject lecturers participated in the study. Table 1 summarises the number of students, EAP practitioners and subject lecturers who took part in the survey and in the interviews/focus groups. The participants represented a range of subject fields: medicine, engineering, computer science, business studies, accounting, law, allied health sciences, surveying sciences, physical sciences, social sciences and humanities.

3.3 Instruments

3.3.1 Questionnaires

Three questionnaires were designed – one for students, one for EAP practitioners and one for subject lecturers. All questionnaires contained three sections.

1. Background information.
2. Current and future English language needs.
3. Overall evaluation of English language provision.

The questionnaires investigated students' English language needs overall, and the current English language provision, including academic writing, using source materials, referencing, plagiarism and critical thinking. In the student questionnaire, the questions investigated respondents' understanding of these aspects of academic writing, how important they were for their studies and if students received any support in improving these skills (see Appendix 1 for the student questionnaire). In the EAP practitioner questionnaire, the questions focused on respondents' understanding of these features

Table 1: Number of participants

Country	Students		EAP practitioners		Subject lecturers	
	Questionnaire	Individual interview/ Focus groups	Questionnaire	Individual interview/ Focus groups	Questionnaire	Individual interview/ Focus groups
Sri Lanka	921	85 (F19, I2)	23	35 (F4, I14)	10	38 (F8, I9)
Nepal	234	7 (F)	6	4 (F)	11	3 (F)
Pakistan	180	8 (F)	7	6 (F)	10	2 (I)
Bangladesh	134	6 (F)	24	3 (F)	8	4 (F)
Total	1,469	106	60	48	39	47
Total		1,575		108		86

F = Focus groups, I = Individual

Interview and focus group data was collected from ten universities in Sri Lanka. Student questionnaire responses were collected from four of these: one hybrid, one private and two state. They are labelled University A (hybrid), University B (state), University C (private) and University D (state) in data reporting.

of academic writing, how important these aspects of EAP were for their students and if they taught such components in their English courses (see Appendix 2 for the EAP practitioner questionnaire). In the EAP subject lecturer questionnaire, the questions addressed participants' understanding of these features of academic writing, how important they were for their students and their evaluation of students' ability to use such skills (see Appendix 3 for the subject lecturer questionnaire).

The three questionnaires were piloted in Sri Lanka with the participation of 25 students, seven EAP practitioners and five subject lecturers, and some amendments were made to the wording of questions to improve clarity.

3.3.2 Interviews

Both individual interviews and focus groups were conducted depending on the availability of participants. The focus groups were between 15 minutes and 60 minutes in length. Individual interviews were between ten minutes and 20 minutes in length. The interviews were semi-structured and probed participants' understanding of using source materials, referencing, plagiarism and critical thinking (see Appendices 4–6 for interview schedules for students, EAP practitioners and subject lecturers, respectively).

3.3.3 Other data collection methods

A total of 38 English language classes were observed in the four countries: 28 in Sri Lanka, five in Pakistan, three in Nepal and two in Bangladesh. The observations lasted between 15 minutes and 45 minutes. The focus of the observations was:

1. content of the lessons covered
2. teaching methodology.

In addition, we analysed English language teaching materials, textbooks, policy documents and syllabuses used in Sri Lanka.

3.4 Procedures

Online versions of the three questionnaires were created and advertised through research assistants in the four countries. In addition to the online version of the student questionnaire, we distributed hard copies where appropriate. The research assistants entered the data from hard copy questionnaires into an Excel spreadsheet. The two UK-based researchers conducted all focus groups/individual interviews as well as observations in Sri Lanka. Research assistants in Bangladesh, Nepal and Pakistan conducted focus groups/individual interviews and observed classes in those countries. They were provided with consent forms, research information sheets, interview schedules and classroom observation schedules prior to data collection.

3.5 Ethical approval

Ethical approval was obtained from the University of Central Lancashire for the whole project and informed consent was obtained from all participants prior to data collection.

3.6 Data analysis

Prior to analysing the questionnaire responses, data screening was performed. Incomplete questionnaire responses were discarded. Table 1 shows the number of participants included in the analysis. The questionnaires contained different types of questions, including multiple choice, Likert scales, yes/no and open-ended questions. Therefore, to maintain consistency of reporting, we calculated percentages rather than mean values.

A thematic analysis approach (Bryman, 2012) was used to analyse the interview responses, classroom observation data and document analysis findings. We applied an inductive method of coding using the qualitative data analysis software NVivo, and themes were derived from the collected data. Boyatzis (1998) recommends developing themes representing subsamples of the research population; therefore, we compared the emerging themes within the three types of interviews (EAP practitioners, students and subject lecturers) and prioritised the main themes related to the research questions.

4

Findings and discussion

In this section, we report the results under each research question: first questionnaire results and then interview/focus group/observation/document analysis results. For individual universities in Sri Lanka, only deviations from the overall country pattern are reported.

4.1 Research Question 1

To what extent are aspects of EAP, specifically critical thinking skills, the use of source material and the avoidance of plagiarism in writing, perceived as useful by three stakeholder groups (students, teaching staff and researchers) in HE in South Asia?

4.1.1 Critical thinking

In the questionnaire, the student participants were asked if they knew what critical thinking meant. As can be seen in Table 2, most participants in Pakistan reported having a clear understanding of this concept. However, particularly in Sri Lanka, most students lacked a clear understanding of what critical thinking was. Among individual universities in Sri Lanka, a similar pattern was visible except in University C, a private university, where 76 per cent of students indicated that they knew what critical thinking was.

When student participants were asked if it was important for them to learn how to analyse others' opinions, 93.46 per cent of the total population agreed that it was important. This percentage is similar across all countries and across all individual universities. In order to investigate whether the participants critically engage with source materials, they were asked if they:

a. report ideas as they are
b. can be critical of the content of sources
c. accept what is said in sources as it is
d. try to analyse if the ideas are relevant to today and give their opinion on those ideas
e. always look at others' opinions critically.

The majority of the participants in Bangladesh, Nepal and Sri Lanka (nearly 55 per cent across all countries) mentioned that they try to analyse if the ideas are relevant to today and give their opinion on those ideas. In Pakistan, about 60 per cent reported always considering others' opinions critically.

Among EAP tutors in the four countries, 100 per cent in Nepal and Pakistan, 81.82 per cent in Bangladesh and 91.30 per cent in Sri Lanka considered it very important for students to think critically. Among the subject lecturers in the four countries who responded to the questionnaire, 100 per cent in Sri Lanka, 73 per cent in Nepal, 62 per cent in Bangladesh and 55 per cent in Pakistan stated that their students need to know how to think critically to a greater extent. More than 50 per cent of the subject lecturers in all countries reported being satisfied with their students' critical thinking ability, with Nepal showing the highest rate of satisfaction, at 81 per cent.

Table 2: Student participants' understanding of critical thinking (by percentage)

	Yes, I know it clearly	I know it to some extent	I don't have a clear idea	I don't know what it means at all
Bangladesh	64.18	26.86	8.95	0
Nepal	63.24	32.91	2.56	0
Pakistan	72.83	20.81	6.36	0
Sri Lanka	44.04	36.28	17.15	2.29
Total	52.40	33.03	12.77	1.44

Although questionnaire responses indicate that students, EAP practitioners and subject lecturers overwhelmingly perceive critical thinking as an important aspect of students' academic writing, the qualitative data does not fully confirm that this translates into practice. When asked if they critique what is included in source materials, student participants of a focus group in Sri Lanka stated: 'We don't question it. We're scared that we'll get low marks.' Likewise, a student in Pakistan said:

> *We're not allowed to think openly in most of the courses but there are a few courses such as strategic management where you need to think critically and that is appreciated.*

Other students felt that they were expected to be critical in their writing, although understanding of what 'critical thinking' really meant varied. In general, there was consensus among students that there should be some 'analysis' of ideas that they take from sources, but several students understood this as limited to certain parts of a text rather than an overall approach to knowledge. For example, a postgraduate student in Bangladesh answered, 'Yes, I have to be critical. I have to give my opinion at the end' and, in Pakistan, a student told us:

> *Yes, it's always important when you are writing. In certain parts you must give your recommendations, in conclusion and executive summary. You also have to give your own opinion when it comes to reports, but in certain report, in certain subjects, not in all.*

Making recommendations or giving one's opinion at the end of an essay does not necessarily equate to taking the sort of critical approach to knowledge that would be expected in the international research community, for example.

The responses of EAP practitioners also revealed some lack of clarity about critical thinking. For example, in one of the state universities in Sri Lanka, an EAP teacher told us that they did not know whether students needed to critique ideas in their writing. When asked if critical thinking was important for students, another said: 'Critical reading is there, but not really critical thinking. Critical thinking is there all the time in literature.' Such evidence indicates that some EAP practitioners who took part in the interviews did not seem to have a clear understanding of what critical thinking actually entails.

The EAP teachers in Nepal appeared to have the most nuanced understanding of what constitutes critical thinking, referring to conceptual frameworks such as Bloom's taxonomy in their answers and commenting on the differences between analysis and evaluation, with one teacher commenting:

> *That's critical actually, when you see that they're mixing up some of these concepts [analysis and evaluation], that's why we're trying to separate certain components.*

4.1.2 Use of source material

When asked whether they have to use source materials in their writing (Q. Do you have to use books/articles written on the topic and use the ideas in them in your assignment?), an overwhelming majority of student participants in all four countries agreed that they did: 96 per cent in both Nepal and Sri Lanka, 94 per cent in Bangladesh and 90 per cent in Pakistan. Figures were similar in the individual universities in Sri Lanka. Among the total population in the four countries, 95.59 per cent of students responded that it is important for them to learn how to use ideas from books/articles in their assignments. All four countries and the individual universities in Sri Lanka show similar results.

Although the participants stated that they had to use ideas from books/articles in their assignments, they did not seem to have a thorough understanding of what 'source materials' are (Q. Do you know what is meant by 'source material'?). There was a similar pattern across all four countries. This may be due to the participants not being familiar with the term 'source materials'. See Table 3 for details.

Ninety-nine per cent of EAP tutors in all four countries described it as very important for their students to know how to use source materials for their writing, and all subject lecturers (100 per cent) agreed. However, as Figure 1 shows, few subject lecturers, particularly in Sri Lanka and Bangladesh, were satisfied with their students' abilities to use source materials.

Table 3: Student participants' understanding of source materials (by percentage)

	Yes, I know it clearly	I know it to some extent	I don't have a clear idea	I don't know what it means at all
Bangladesh	44.77	29.10	21.64	4.47
Nepal	30.83	45.81	18.94	4.40
Pakistan	43.88	40.55	13.88	1.67
Sri Lanka	31.34	44.68	21.13	0.65
Total	34.11	42.91	19.94	1.71

All subject lecturers we interviewed in each of the four countries told us that their students were required to read source materials in English and write their assignments in English, incorporating these materials. Source materials were available entirely in English, in some cases because a British degree was being awarded, as subject lecturers in a private university in Sri Lanka pointed out, stating:

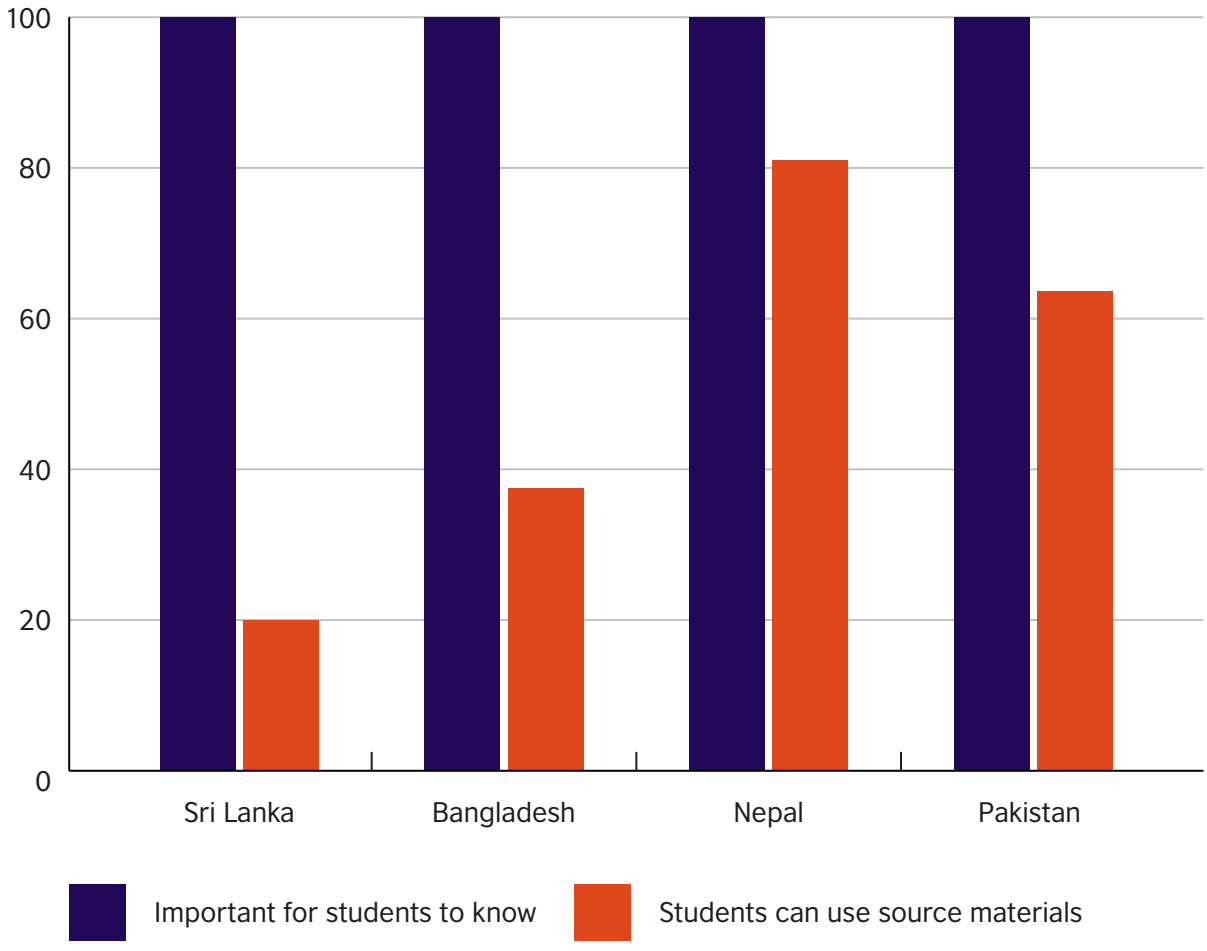
> *Reading materials are entirely in English. It's the [UK University X] degree we award so all the content is in English.*

Even in cases where the degree being awarded was from the local university, source materials were almost exclusively in English. A subject lecturer in Sri Lanka, where degrees in both English and Sinhala mediums were offered, said:

> *Assignments are in English if they're doing English medium. Even if they're studying in Sinhala medium, most books in our area, criminology, sociology, are in English. Without English, they won't be able to read these sources.*

Many lecturers told us that local languages were used only for clarifying instructions or contextualising discussions in class.

Figure 1: Subject lecturers' views on students' use of source materials (by percentage)



4.1.3 Avoidance of plagiarism

Among the total student population in the four countries, 90.38 per cent of students felt that it was important to provide original author details when they used ideas from books/articles in their assignments. Similar results can be seen in all countries and individual universities. More than 80 per cent of the students in all four countries also indicated that they provide the name of the author of books/articles that they take ideas from in their assignments. Within the individual universities in Sri Lanka a similar finding emerged. When asked if they knew what referencing meant, a high percentage of students in Bangladesh, Nepal and Pakistan claimed to know this clearly. Students in Sri Lanka, in contrast, were less confident, with only 57.72 per cent claiming to know clearly what 'referencing' meant (see Table 4).

Table 4: Student participants' understanding of referencing (by percentage)

	Yes, I know it clearly	I know it to some extent	I don't have a clear idea	I don't know what it means at all
Bangladesh	91.04	11.19	5.22	0
Nepal	70.61	25	2.63	0.43
Pakistan	80.35	17.34	2.31	0
Sri Lanka	57.72	30.32	10.54	1.19
Total	65.49	26.18	7.83	0.82

Figure 2: Students' understanding of whether their university checks their work for plagiarism (by percentage)

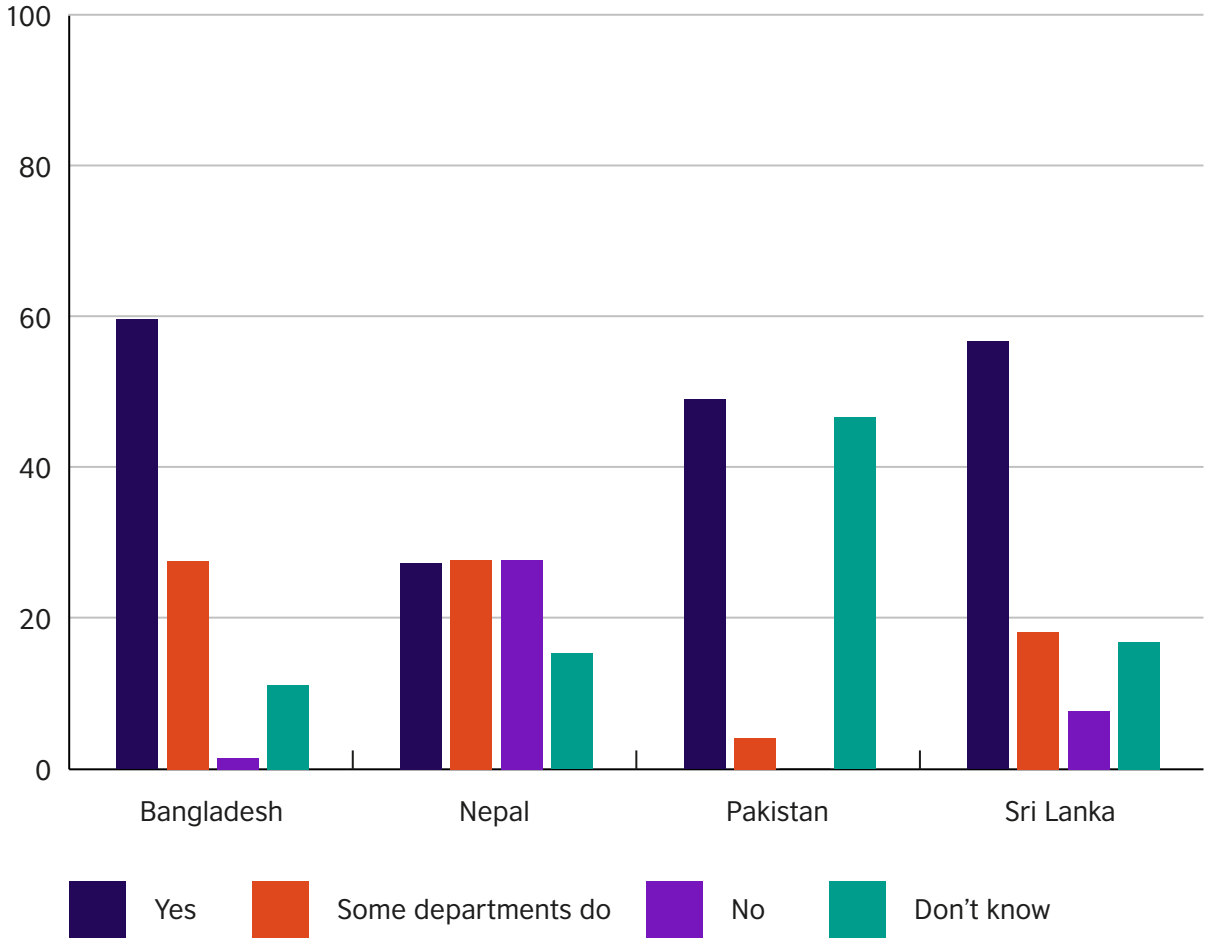


Table 5: Students' understanding of whether their university would treat the sections in their writing copied from other sources without giving a reference as cheating (by percentage)

	Yes	No	I don't know
Bangladesh	90.98	4.51	3.76
Nepal	55.13	16.67	26.07
Pakistan	77.62	22.37	0
Sri Lanka	68.02	12.75	18.79
Total	69.01	13.59	16.69

When asked if they knew what plagiarism meant, 76.78 per cent of the whole student population stated that they were clear about this. This percentage was slightly higher in Bangladesh (83.58 per cent) and Pakistan (90.75 per cent). A lower percentage of students at University B in Sri Lanka (a state university) felt that they clearly know what plagiarism meant (56.67 per cent).

Students in all four countries lacked a clear understanding of whether their universities check for plagiarism, as shown in Figure 2. Particularly in Pakistan, 46.71 per cent of students did not know if their work was checked for plagiarism by their university.

Similarly, students do not seem to have a clear understanding of what their university treats as plagiarism (Table 5). When asked if their university would treat the sections in their writing copied from other sources without giving a reference as cheating, only participants in Bangladesh were confident that this would be the case. Particularly in Nepal, the participants did not seem to know if such a practice would be considered cheating. Among individual universities in Sri Lanka, 38 per cent of the students in University B did not believe that this would be considered cheating by the university and another 25.33 per cent did not know.

Among EAP tutors, 84 per cent in Nepal, 76.19 per cent in Bangladesh, 57.14 per cent in Pakistan and 78.25 per cent in Sri Lanka described it as very important for their students to know how to do referencing. Of the remainder, the majority believes that it was fairly important for students to know this. In addition, 100 per cent of EAP tutors in both Nepal and Pakistan, 95.23 per cent in Bangladesh and 78.27 per cent in Sri Lanka believe that it is very important for students to know how to avoid plagiarism.

All subject lecturers (100 per cent) in Bangladesh, Nepal and Sri Lanka agreed that it was either very or fairly important for their students to have knowledge of how to reference. However, in Pakistan, 45 per cent of subject lecturers said this was not important at all for students. Sixty-three per cent of subject lecturers in Nepal, 30 per cent in Sri Lanka, 28.57 per cent in Pakistan and 38.5 per cent in Bangladesh consider their students' ability to reference accurately to be good or very good. The remainder were less satisfied with their students' ability to reference.

Figure 3: Subject lecturers' views of their students' avoidance of plagiarism (by percentage)

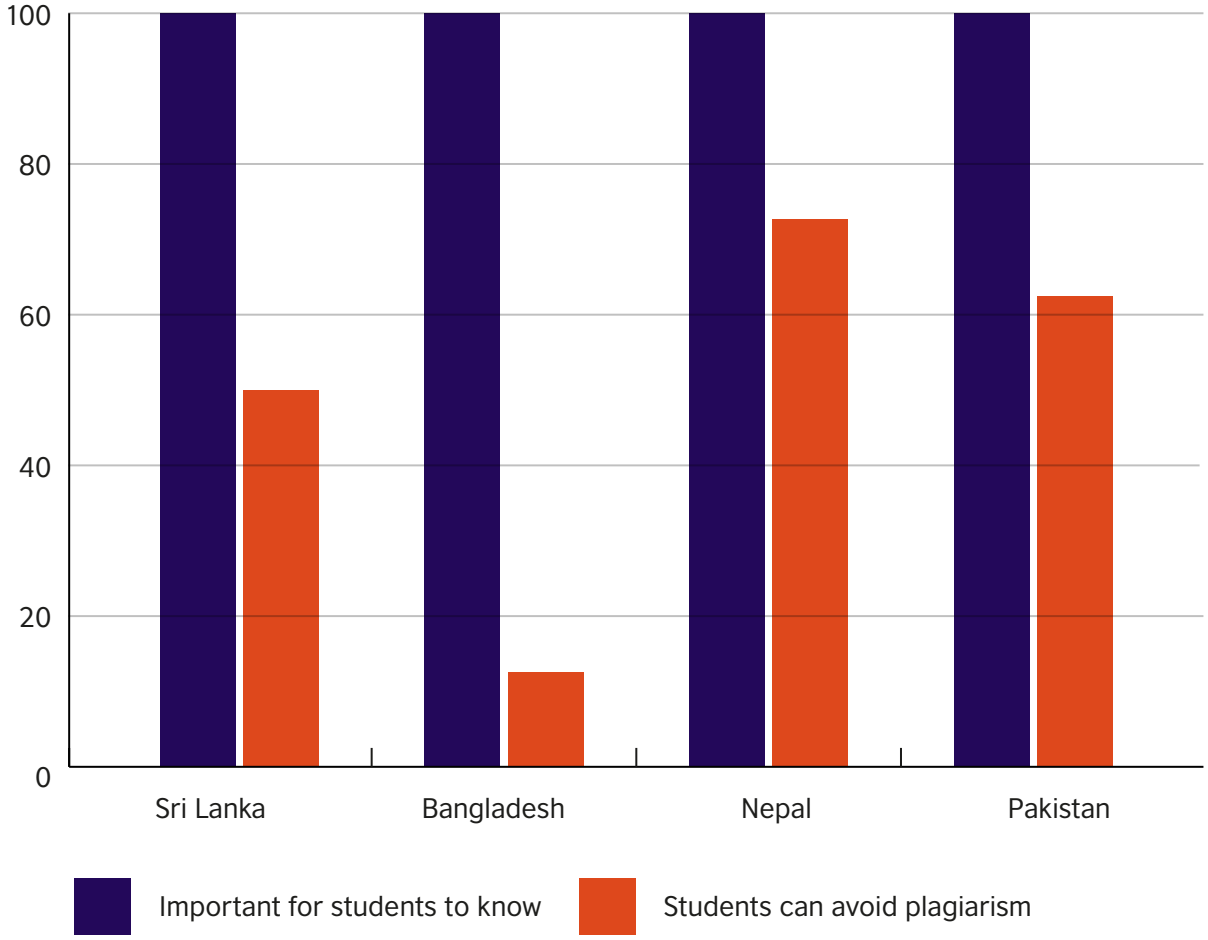


Figure 3 shows that 100 per cent of subject lecturers in Bangladesh, Nepal and Sri Lanka and 98 per cent in Pakistan saw it as very or fairly important for their students to know how to avoid plagiarism, yet they rated their students' ability to achieve this as poor, particularly in Bangladesh.

The questionnaires revealed some confusion among EAP tutors' over whether their universities check students' work for plagiarism. In Bangladesh, only 13.63 per cent said that their university checks student work for plagiarism, and 50 per cent said only some departments do this. Another 13.63 per cent believe that the university does not check student work for plagiarism. In Sri Lanka, most tutors believe that their university does not check student work for plagiarism (42.85 per cent); however, 19.04 per cent said that the university does check for plagiarism, and a further 23.80 per cent believe that only some departments do it. In Nepal, 83.33 per cent said that only some departments do it, whereas the majority in Pakistan (84 per cent) said that their university checks student work for plagiarism. When asked if their university would treat sections in students' writing copied from other sources without giving a reference as cheating, 100 per cent of EAP teachers in Nepal and Pakistan agreed that the university would consider this to be so. However, only 68.18 per cent in Bangladesh and 72.73 per cent in Sri Lanka believed that this would be the case.

We asked subject lecturers the same questions and their answers varied. 90.9 per cent of subject lecturers in Nepal said that their university treats plagiarism either seriously or fairly seriously. However, only 18.18 per cent of these lecturers mentioned that software is used to detect plagiarism in student work. In Pakistan, 87.5 per cent of the subject lecturers reported that plagiarism was treated seriously or fairly seriously in their university and 100 per cent said that software was used to detect plagiarism. In Sri Lanka, 60 per cent stated that plagiarism is treated seriously; however, no one reported that software is used to identify plagiarism. Seventy-five per cent of subject lecturers in Bangladesh also reported that plagiarism is treated as a serious issue, but only 25 per cent mentioned the use of software. More than 90 per cent of the subject lecturers in all four countries indicated that their university would treat the sections of students' writing copied from other sources without giving a reference as cheating.

The qualitative data tells a similar story to the questionnaires when it comes to referencing and avoiding plagiarism. Subject lecturers almost universally agreed that referencing was important, although this concept did not always appear to be clearly understood. For example, when asked if students were expected to reference one subject lecturer in Sri Lanka replied:

> *They have to do referencing. They have to do things like write about how they could use a poem in the classroom to develop English language skills. I normally guide them, show them the basic books. Even things I get from the internet, I set additional reading.*

This lecturer's answer suggests that he understood referencing as reading source materials but not necessarily incorporating these into writing through citation and referencing. Some students from a state university in Sri Lanka also interpreted a question about referencing in this way, replying that they found information for their essays using Google. These were in the minority, however, and most students had a general understanding of what referencing means. For example, one Sri Lankan student told us:

> *We have to mention referencing. We have to write it in our own words, and we have to mention the reference. If we take it from the internet we have to mention where we got it from.*

Others told us that they would be penalised for failing to reference: 'If they [students] don't do referencing, they lose marks' (Student, Sri Lanka).

The large majority of interview and focus group participants in all four countries understood what plagiarism was and reported that it was an unacceptable practice. Almost all students we interviewed were familiar with the term, having been told by the lecturers and tutors to avoid it. They often spoke about this in terms of legality or compliance:

> *There is a policy and all lecturers are repeating it. If you take someone's ideas it should be cited. If it's not cited, that's an offence* (Student, Sri Lanka).
>
> *Copying or pasting something from a book or article into your essay is not OK. I think it's forbidden. It will affect my grade and my grade will decrease if I do that* (Student, Bangladesh).
>
> *Referencing is very important when it comes to taking somebody's work because it's unethical to take somebody's work without permission* (Student, Pakistan).
>
> *Of course, we follow APA and it does not let us to copy. We cite. That is what allows us. So we can copy and paste but we must do citation. Of course, if I fail to notice, that's a different thing, but I don't think we can be deliberately doing those things, and the first thing is that that is not academic, and the second issue is that it's a legal thing. That is plagiarism* (Student, Nepal).

The latter comment shows high awareness that plagiarism is unacceptable, but also indicates that the student may be vulnerable to accidentally committing plagiarism, since they may believe that copying and pasting is acceptable providing a citation is given.

At all private universities, students reported Turnitin being used to screen their writing for plagiarism. At state universities, Turnitin was not always available to all staff, and assignments were not automatically scanned by Turnitin but rather only checked if a lecturer suspected plagiarism. At the Nepali university, Turnitin was not available at all and lecturers checked manually for signs of plagiarism but acknowledged that they may miss some cases.

Where Turnitin was used, there was wide variation in understandings of what similarity levels would be acceptable. In both private universities in Sri Lanka, students said that they are allowed to have similarity percentages of between ten per cent, 20 per cent and 30 per cent on Turnitin. EAP practitioners and subject lecturers we interviewed in these universities also had a similar view, i.e. about 20 per cent of similarity on Turnitin can be tolerated as an appropriate amount of plagiarism. One subject lecturer in Bangladesh said:

> *I try to be very strict and if they copy or plagiarise more than 50 per cent, I tell them to redo the assignment.*

In summary, both the quantitative and qualitative data indicate that the main aspects of EAP investigated are considered important by all three stakeholder groups for students at university. This was consistent across all four countries, except for Pakistan, where referencing was considered less important than elsewhere. Levels of understanding about what concepts like critical thinking and using source material mean in practice, however, were limited. In particular, although plagiarism was widely held to be unacceptable, exactly how this was detected or how much copying might be tolerated was unclear for many participants.

4.2 Research Question 2

To what extent are aspects of EAP, specifically critical thinking skills, the use of source material and the avoidance of plagiarism in writing, taught in HE in South Asia?

Of the total number of student participants, 84 per cent in the four countries stated that they study academic writing as part of their English course at university. The percentages are similar in Sri Lanka (82 per cent), Nepal (80 per cent) and Pakistan (88 per cent), and students from Bangladesh reported the highest levels of teaching EAP (95 per cent). However, in Sri Lanka 43 per cent of students in University B and 76 per cent in University D, both state universities, did not feel that they studied academic writing as part of their English course.

4.2.1 Critical thinking

We asked all three groups of stakeholders if English courses in their university taught students how to think critically. Figure 4 indicates that most students felt that they were taught this (although there were some exceptions for individual universities). Likewise, most EAP teachers felt that they taught critical thinking, although not always to the same extent as students perceived they were learning it. What was most striking was that subject lecturers felt that this was covered in their own subject modules rather than in English courses. In Pakistan and Sri Lanka, no subject lecturers believed that their students learned critical thinking on their English course.

Figure 4: Whether English courses teach critical thinking (by percentage)

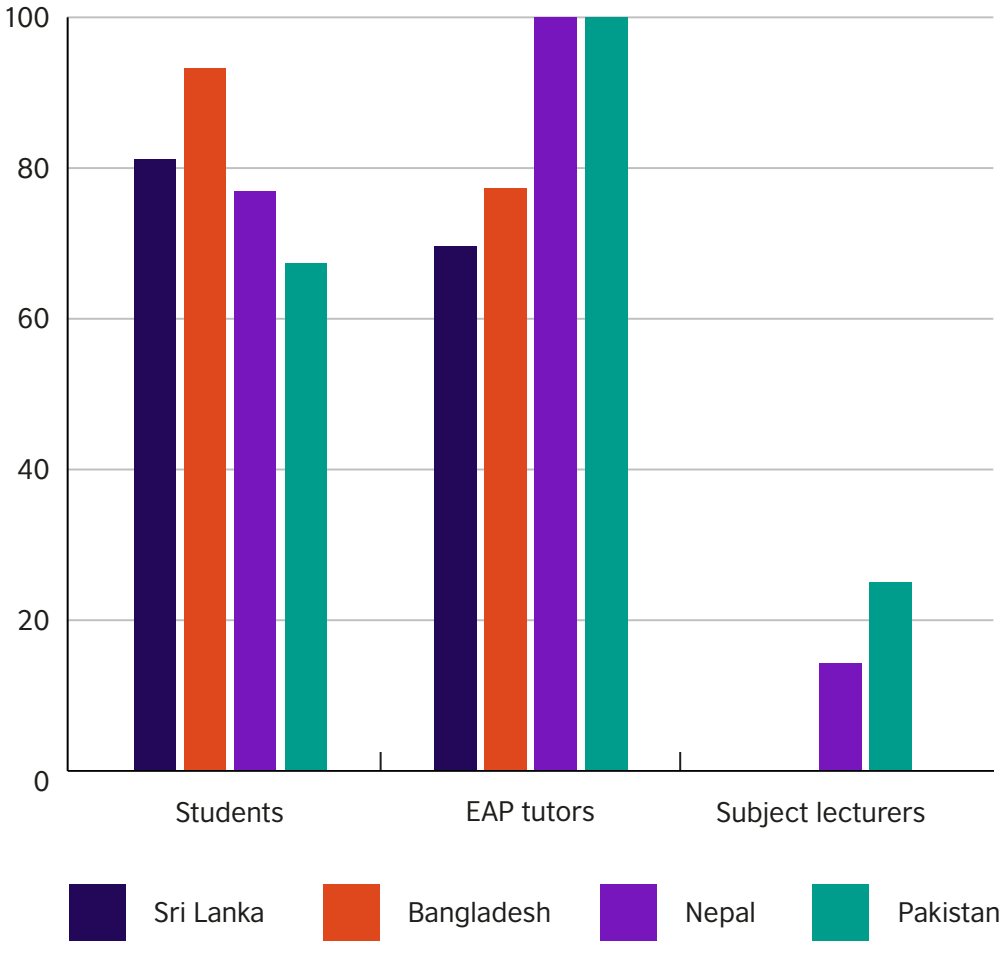
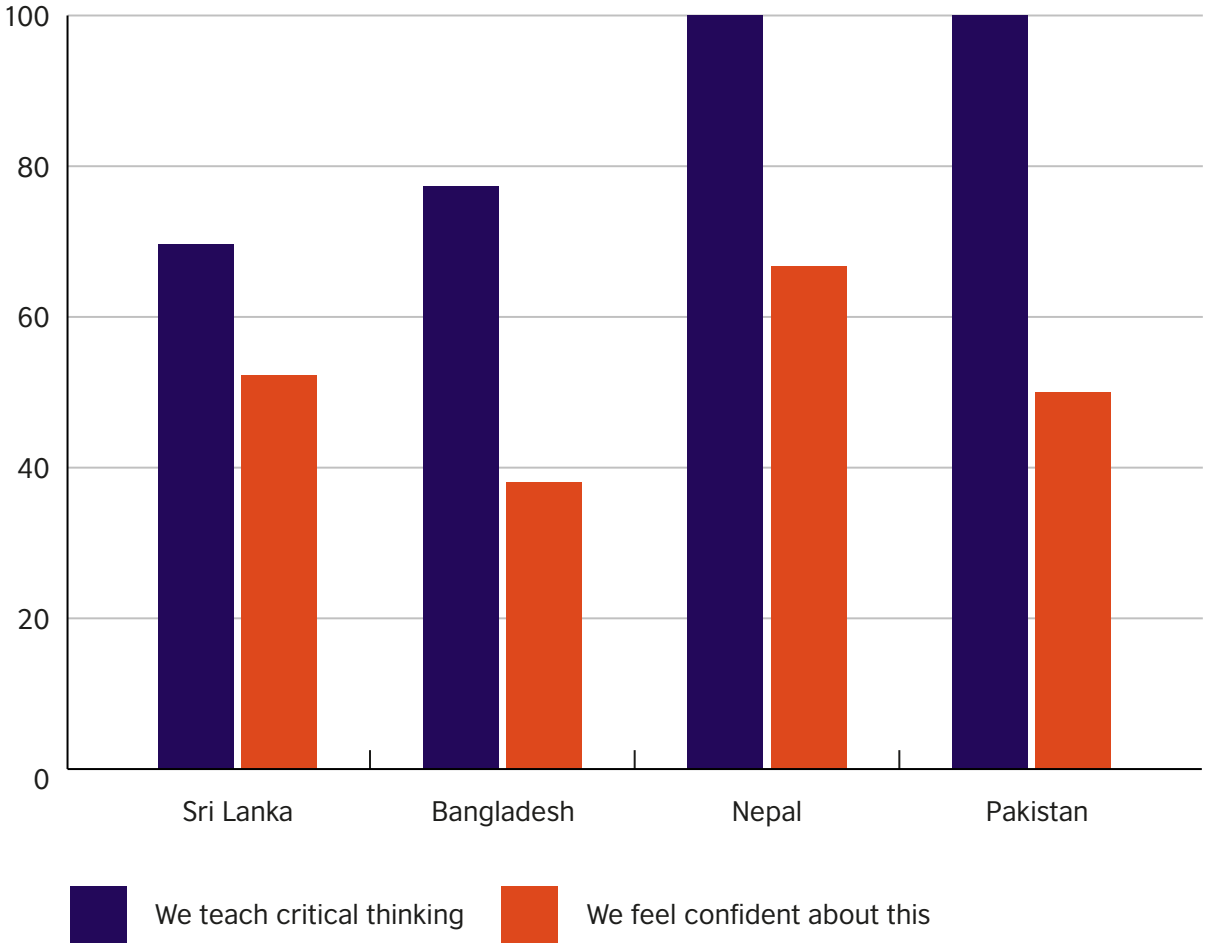


Figure 5: Teaching of critical thinking and teachers' level of confidence about this (by percentage)



Most EAP teachers across the four countries reported teaching critical thinking, but many lacked confidence. Only in Nepal did a majority report feeling very confident about teaching critical thinking (see Figure 5).

Although both students and EAP practitioners in Sri Lanka mentioned in the questionnaire responses that critical thinking is taught on their English course, we obtained different results in the qualitative phase. Most students who took part in the interviews/focus groups said that critical thinking is taught not in their English course but by either their subject lecturers or on their research methods course, which is taught by the subject lecturers. From the student responses, it was apparent that critical thinking is not systematically taught, but students are nevertheless asked to be critical by their subject lecturers. One student commented: 'We analyse the question, and no one teaches us that.'

Several subject lecturers we interviewed in Sri Lanka highlighted that they teach critical thinking to their students. For example, the following quote indicates that they attempt to practise critical thinking in their lessons:

> *We give them case studies and they have to evaluate what's in the case study or we ask them to compare and contrast or critically discuss cases.*

Apart from such anecdotes, we did not see any other evidence of critical thinking being taught at Sri Lankan universities in either the English language teaching materials or syllabuses that we analysed, or in the classroom observations.

In Bangladesh and Nepal, EAP practitioners and subject lecturers who took part in the qualitative phase of the study mentioned that they teach critical thinking, but the two groups of teachers were unaware of what the other was doing. For example, in Nepal, the EAP practitioners did not believe that critical thinking was taught by subject lecturers, even though subject lecturers were unanimous in claiming that it was an essential part of all their courses. In Pakistan, EAP practitioners reported teaching critical thinking, but subject lecturers did not, and this was reflected in comments by some students:

> *Some teachers have not made any conscious effort to include critical thinking … like in many courses it seems voluntary. It's the discretion of the teacher whether he's trying to make students critically think or not, so it's all at the discretion of the teacher in my experience* (Student, Pakistan).

4.2.2 Use of source material

Students

When asked if their English courses show them how to use ideas from books/articles in their writing, the results indicate that the English courses at universities in the four countries attempt to teach students how to use source materials in writing; however, this may not have been done to the extent that students understand it clearly (Table 6). The results from individual universities in Sri Lanka also show a similar pattern – except in University D, where 25 per cent of students indicated that their English course did not clearly show them how to use source materials. In addition, 19 per cent of the students in the same university reported that their English course does not cover this at all.

EAP tutors

An overwhelming majority of EAP teachers in all four countries reported that they teach their students how to use source materials in their English language courses. Figures were 100 per cent in both Nepal and Pakistan, 90 per cent in Bangladesh and 82 per cent in Sri Lanka. Of these, 100 per cent of the teachers in Nepal were very confident of their ability to teach students how to use source materials. In Bangladesh, 38.09 per cent were very confident and 57.14 per cent were fairly confident. In Pakistan, 28.57 per cent were very confident and 71.42 per cent were fairly confident. In Sri Lanka 59.09 per cent were very confident and 31.81 per cent were fairly confident.

Subject lecturers

When asked how their students learn *how* to use source materials, 81.81 per cent of subject lecturers in Pakistan reported that students learn this in their English course. However, in Sri Lanka, none of the subject lecturers reported that students learn this on their English course. In Nepal and Bangladesh a minority, only 20 per cent and 42.85 per cent, of subject lecturers, respectively, said that students learn how to use source materials in their English course. The majority of other respondents claimed that *they* teach students how to use source materials.

In the interviews, we asked the student participants in Sri Lanka if they were taught how to use source materials in their writing. However, we did not receive very clear answers. The participants mentioned that they need to read texts relevant to their degree courses and incorporate ideas from those sources in their writing. They also mentioned paraphrasing and using direct quotes but did not clearly indicate that they were being taught *how* to do this either on their English course or by their subject lecturers. We saw some evidence of paraphrasing and summarising included in teaching materials only in one university.

In Bangladesh, Nepal and Pakistan, interviews with students yielded similar results. Most students told us they need to read and use source materials in English, but none described learning any strategies such as searching for or evaluating sources, surveying texts to quickly identify key elements and so forth. As in Sri Lanka, some mentioned paraphrasing, but it was unclear how explicitly this was taught.

Table 6: Students' perception of how their English course shows them to use source materials (by percentage)

	Very clearly shows it	Shows it to some extent	Does not show it clearly	Does not teach this at all
Bangladesh	57.69	36.15	6.15	0
Nepal	21.58	54.62	14.97	6.17
Pakistan	40.91	48.70	6.49	3.89
Sri Lanka	36.97	53.00	6.12	2.00
Total	36.83	51.24	7.59	2.69

4.2.3 Avoidance of plagiarism

Students

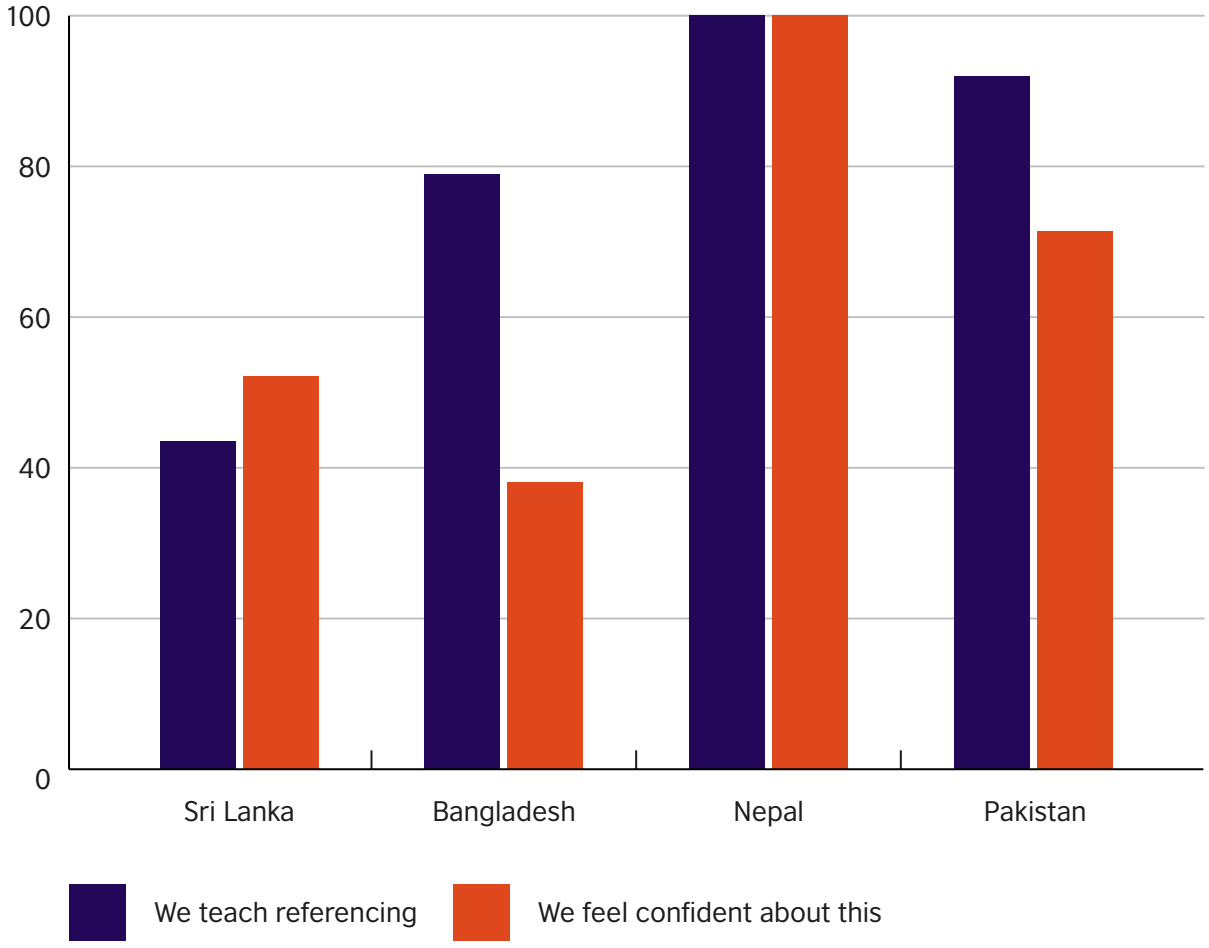
When asked if their English course teaches referencing styles such as APA and Harvard, 53.76 per cent of students in Sri Lanka, 76.86 per cent in Bangladesh, 66.24 per cent in Nepal and 45.66 per cent in Pakistan reported that their English courses teach this. Within individual universities in Sri Lanka, only 23.33 per cent of students in University B and 37.93 per cent of students in University D (both state universities) said that this was taught on their English course. Sixty-six per cent of students in Sri Lanka, 88 per cent in Bangladesh, 74 per cent in Nepal and 79 per cent in Pakistan said that their English course taught them what plagiarism is. Among individual universities in Sri Lanka, only 30.65 per cent in University B and 44.83 per cent in University D reported that their English courses teach them what plagiarism is.

EAP tutors

While most EAP tutors in Bangladesh, Pakistan and Nepal indicated that they teach referencing styles, a minority in Sri Lanka did so. Furthermore, as shown in Figure 6, Nepali and Pakistani EAP teachers reported high levels of confidence in teaching referencing but confidence levels were much lower in Sri Lanka and Bangladesh.

When asked about teaching how to avoid plagiarism, 100 per cent of EAP teachers in Bangladesh, Nepal and Pakistan said that they teach this in their English course. In Sri Lanka, only 73.91 per cent reported that they teach it. In Nepal, 100 per cent of the teachers felt very confident about teaching this. Among teachers in other countries, 73.91 per cent in Sri Lanka, 68.18 per cent in Bangladesh and 66.67 per cent in Pakistan reported feeling very confident. Most of the remaining respondents reported feeling fairly confident.

Figure 6: EAP teachers' views on teaching referencing (by percentage)



Subject lecturers

When asked how their students learned how to do referencing, 12.5 per cent of subject lecturers in Bangladesh, 20 per cent in Pakistan and 57.14 per cent in Nepal told us that they learn it on their English course. Thirty-seven per cent of subject lecturers in both Nepal and Bangladesh also reported that their students learn how to avoid plagiarism on their English course. In Sri Lanka, however, none of the subject lecturers reported that their students learn how to do referencing or how to avoid plagiarism on their English course. The majority who responded to this question mentioned that they teach this to their students.

When asked if referencing and how to avoid plagiarism are taught, student participants of interviews/focus groups in Sri Lanka reported that they are 'told' to use references and to avoid plagiarism, rather than taught. One student commented: 'Yes, but this normally means the lecturers tell us 'don't copy'.' Another told us: 'Yes, we have to do referencing. They told us you can get information from books and internets, but we want to refer them.' This was further confirmed by EAP practitioners who commented:

> *We don't teach them how to do referencing. They need that, but we don't do that. When they go to the final year I think they learn it, however.*
>
> *The regulations tend to be very strict and both arts and law faculty have very strict policy on plagiarism. So at least from the onset of the course, we tell them just to avoid it.*

Interviews with students in Bangladesh and Pakistan also revealed that students do not perceive that they are taught how to do referencing. One Bangladeshi student told us: 'I mostly use APA style. My elder sister taught me that.' In Pakistan, students told us:

> *I learned it myself. In reports, referencing is important, so we had to learn it ourselves because no teacher taught us these styles* (Student, Pakistan).
>
> *I also didn't learn it from any teacher or course, but I learned it from somebody who was writing a journal [article] and then he taught me how to write references because I certainly didn't know that* (Student, Pakistan).

Again, this was confirmed by the subject lecturers we interviewed in both Pakistan and Bangladesh, who told us that they did not teach citation, referencing or paraphrasing. EAP practitioners in Pakistan mentioned that there is very little emphasis on referencing on the English courses, but referencing is taught in research methods courses. This means that, in some cases, these aspects of EAP may not be taught by anyone. Both EAP practitioners and subject lecturers told us that they make the students aware of plagiarism and the use of Turnitin.

In Nepal, particularly at postgraduate level, students were more confident that they had been taught how to do referencing, saying that it was taught by English teaching staff. They also reported finding it very useful:

> *Yes, we learned about referencing and citation. That was a very beautiful moment for me going … through the APA format and citation, even though it's still confusing, but we loved that.*

The findings with regard to Research Question 2 show that despite the perceived importance of critical thinking, using source material, referencing and avoiding plagiarism, these aspects of EAP are not widely taught, or at least students do not perceive that they are taught. The questionnaire data indicated that critical thinking was generally taught, but this was not confirmed by the interviews or focus groups. There is a lack of clarity over who teaches these aspects of academic practices and language with both EAP practitioners and subject lecturers believing that they cover this in their own courses, while feeling that the other does not. EAP practitioners' levels of confidence in teaching these aspects of EAP were relatively low overall, and students felt that they were simply warned not to plagiarise rather than taught how to avoid doing so.

4.3 Research Question 3

Which factors act as catalysts or barriers to implementing EAP pedagogies?

In the focus group and individual interviews that we conducted in Sri Lanka and the classroom observations and document analysis, four main themes emerged relating to the catalysts or barriers to implementing EAP pedagogies in HE in Sri Lanka.

4.3.1 Low proficiency levels of students

Staff in all four countries pointed to students' low levels of proficiency in English as barriers to teaching EAP, and in some cases a proficiency-based approach was built into policy.

All state universities in Sri Lanka who took part in the study seem to follow a similar approach to teaching English. English language competency is not a prerequisite for state university entrance in Sri Lanka; however, when students join the university, they take a placement test. In most cases, students who score highest on this test are exempted from attending English language classes. Most EAP practitioners who provided qualitative data indicated that the students they teach have too low a level of English language proficiency to learn academic English. They believe that basic English should be taught to students in the lower proficiency levels. Thus, the English courses they provide focus on basic grammar and the four language skills (reading, writing, listening and speaking):

> *No, we don't teach academic English, because these students have been learning in their mother tongue. We do have English medium but most of the students here they have their mother tongue medium, so either Sinhala and the Tamil medium in schools. For them to shift to something like academic English, it would not be productive at all, so just plain simple English is what we follow* (EAP practitioner, Sri Lanka).

This is evident in the materials that we analysed and in student comments. Most students viewed English as one of the least useful components of their degree course:

> *It's difficult to satisfy because we are interested to improve our academic writing, but this English course it's like primary level. They always do grammar part, the basic grammar. Direct speech and indirect speech* (Student, Sri Lanka).

The two private universities and the hybrid university in Sri Lanka use only English as their medium of instruction. The hybrid university uses an in-house proficiency test for recruitment. The other two universities require students to achieve a credit pass for English language in the General Certificate of English (GCE) Ordinary Level examination. Therefore, it is likely that most of the students who enter state universities have the same proficiency level as those who enter these private universities. Therefore, it is unclear why state universities consider their students' English level to be too low to teach them academic English.

Pakistani English teachers also tended to foreground general English when asked about their courses, and only mentioned EAP when prompted. For example, one teacher answered, 'My courses cover all four skills: speaking, writing, listening and reading', while another added, 'I second that, both productive and receptive skills.' These comments could come from any general English teacher and do not appear to characterise EAP as one might expect in a HE context. EAP practitioners in Pakistan, Bangladesh and Nepal also mentioned the low proficiency levels of their students in connection with the lack of EAP, saying, for example: 'I don't think most of them are ready to study in English medium at university' (EAP teacher, Bangladesh).

4.3.2 Misconceptions about academic English

As mentioned above, students in Sri Lanka who score highest in the English placement test are exempted from attending English language courses, even though these students may have never used academic language before, written an academic essay, had to do referencing and so forth. An assumption seems to be made that if one speaks English well, there is nothing more to learn in order to study effectively at tertiary level.

Similarly, academic writing support is not provided to students in Sri Lanka who choose to study in their first language – again even though the discourse practices of academia differ from those of everyday life, including high school. This indicates that academic language support is largely ignored in HE in Sri Lanka. These two groups of students clearly need academic language support provision, but universities do not seem to have a clear understanding of the purpose of academic language support.

Even where English language support is provided, it tends to consist mainly of general or professional English, with academic English only touched on. In the questionnaires, we asked both students and EAP practitioners in Sri Lanka if academic English is taught on their English course. More than 85 per cent of both groups reported that it was. However, qualitative data clearly demonstrated that none of the state universities in Sri Lanka teach academic English, but rather focus mainly on general English or English for Specific Purposes (ESP). Legal and business English or general English were common. Reading materials were chosen based on students' subject disciplines (e.g. legal reports for law students) and common components of courses included presentation skills, business letter writing and CV writing. These may be useful but would be best taught by careers or employability experts rather than English teachers. As EAP practitioners also highlighted, even the highest-level courses focused on these aspects of ESP:

> *I'm teaching level 4. That's the highest level, so we're preparing the students to face job interviews and all the associated thing for job interviews, like CV, cover letter.*

In Pakistan, the EAP practitioners listed 'professional speech' and 'business writing' among the topics they teach, as well as the four language skills. When asked what components they teach as academic English, they mentioned that they teach grammar, essay structure and academic vocabulary. In both Bangladesh and Nepal the content of English courses is similar, with EAP practitioners listing 'technical communication', general English, movie reviews, CVs and grammar among the topics covered.

4.3.3 Teaching methodology

We observed 28 English classes in Sri Lanka. The observation revealed that almost all classes in nine universities were highly teacher centred with minimal student engagement. In most classes, the teacher explained and students took notes as though in a lecture. There was almost no pair or group work. Although most EAP practitioners mentioned that they have large classes, most of the classes we observed had fewer than 25 students and many fewer than 15 students. All classes had basic facilities such as desks, chairs and a whiteboard. Most classes had projectors, but they were hardly used by the teachers. In the hybrid university, most teachers used interactive methods such as pair work and group work and some teachers used the audio-visual equipment available. Although students may not have the terminology to express their preferences when it comes to teaching methodology, the Sri Lankan students' comments about what they would change about their English course do suggest that more interaction in class and less focus on grammar would be appreciated:

> *You start with tenses – that's the outline of the course, first present tense, then past tense. It was like that for me and it's still like that. I would prefer if they change the whole outline [we] don't need to go with the whole grammar.*
>
> *We are doing grammar studies here. Lecturers are checking grammar, but more than that we need speaking.*
>
> *We'd like to have more speaking. I'm OK at writing, but the class is targeting a lower level, so it's boring. It's too basic and we don't listen to the teacher.*

Unlike in Sri Lanka, the ten classroom observations conducted in the other three countries reveal that the tutors used more interactive activities where students were encouraged to share notes and discuss with peers. Some teachers used task-based lessons in which students engaged in group tasks.

4.3.4 Lack of communication between subject lecturers and EAP practitioners

Although some EAP practitioners reported that they communicate with subject lecturers when preparing the English language curriculum and materials, most subject lecturers were not satisfied with the communication between the two groups. Most subject lecturers were unaware of the content of the English language courses and generally had a negative attitude towards the usefulness of English language provision at their universities. In Sri Lanka, subject lecturers tend to think that students do not attend English classes because their content is not very interesting or useful for students. This was particularly evident within state universities.

In the other three countries, subject lecturers also seemed to have little awareness regarding the content of English language courses. Likewise, EAP practitioners either did not know whether any aspects of EAP, such as referencing or academic writing, were taught by subject lecturers, or they were sceptical about this, believing that areas such as critical thinking were not taught by subject lecturers, as indicated by comments such as this:

> *Most of the time they are teaching technical things and I don't think they're doing critical thinking* (EAP practitioner, Nepal).

In general, there was little liaison between English language and other subject departments to gain access to sample materials or tasks or to understand what was being taught and what was needed by students in different modules.

4.4 Implications and recommendations

- As discussed above, all four countries included in this study have policies of internationalising their HE systems and facilitating both the quality of research and the mobility of students and academics. If this cannot be achieved because students entering universities in these countries have levels of English proficiency too low to study effectively in English medium, investment may be required in teaching English effectively in the school system. In most countries, lecturers and EAP practitioners pointed to social and economic factors as influencing students' language abilities in the years before joining university. For example, in Nepal, if students attended government rather than private schools, this was seen as affecting their English proficiency. In Sri Lanka, many staff told us about a lack of suitably trained English teachers in schools in rural areas having an adverse effect on students' English level. If students are to enter university ready to make the most of the opportunities afforded by an English medium education, the school system has a part to play.
- EAP should be recognised as having a purpose related to enabling students to participate in the academic discourse community rather than aiming to raise students' general English proficiency. The latter may well improve in tandem with the former, but students' need for EAP is not necessarily related to their overall proficiency and even advanced students or those studying in their first language need to learn about academic discourse. Academic language support should therefore be offered to students with high levels of English proficiency and to those studying in their first language.
- Aspects of professional English and so-called 'soft skills' such as presentation skills, business letter writing and CV writing would be better taught to students through career guidance initiatives, providing that careers staff have sufficient English proficiency to do so. Career guidance staff are likely to have more up-to-date and in-depth knowledge of the professional market in their context, including what employers are looking for, what types of CVs would be viewed most favourably, etc., than English teachers. Teaching these aspects of ESP through careers teams would also free English teachers to spend more time on academic English.
- At least in the Sri Lankan and Pakistani context, English teachers would benefit from training on how to design appropriate EAP materials and how to apply appropriate teaching methodologies. For example, materials that take a broadly task-based approach to teaching and learning might reduce the burden of preparation for teachers, increase interaction among students and enable grammar input to be targeted to what the students really need. Teachers we met were enthusiastic and keen to learn, but they lacked resources and training on how to make the necessary changes. None of the EAP practitioners we spoke to had received any training on how to teach EAP and some had received no training of any type for ten years or more.
- More communication between different stakeholders, namely EAP practitioners and subject lecturers, would be beneficial in terms of designing and updating curricula and developing appropriate materials. This was successfully trialled in Pakistan in the 1980s as a result of a British Council project led by Tony Dudley-Evens, Tim Johns and Maggie Jo St John (Butt, 2016), and should be revived. Greater co-operation would also enable both groups to feel more confident about what their students are learning on their degree as a whole, and what their needs are likely to be.

4.5 Feedback and follow-up training

As discussed above, several EAP practitioners in Sri Lanka explained in the interviews and focus groups that they lacked training, making comments such as:

> *I have not undergone any training last ten years or so. Now, teaching is changing. We should be trained, but we don't know what things are happening in the world.*
>
> *Those who have done English medium education at the universities are appointed to teach English but they don't have proper training.*
>
> *It would be helpful to have training on EAP or ESP.*

In response to these comments, three days of training workshops for EAP teachers were organised, as shown in Table 7. The workshops were hosted by universities in and around Colombo, and EAP teachers from universities in the surrounding area were invited. These workshops included an overview of relevant findings from the research project, plus activities on how to design EAP and grammar lessons for students with different levels of proficiency, and how to apply teaching approaches that would allow for greater interaction by students. Feedback from participants was positive, including comments such as:

> *I found the instructions given on how to plan an interactive lesson very useful.*
>
> *The best thing was learning about EAP, TBLT [task-based language teaching] and grammar lessons.*

We also ran a brief feedback session on 25 July 2019 for one university in Colombo to report back on our findings.

Subject lecturers had also mentioned in the interviews and focus groups that they lacked training in academic writing even though they were required to publish in English. In response to these comments, two workshops on academic English for researchers were organised for subject lecturers, as shown in Table 8.

Materials from the workshops were made available to participants and will also be shared with EAP practitioners in Bangladesh, Nepal and Pakistan via Dr Bimali Indrarathne's website **www.dyslexiaprojectsl.com**

This follow-up training provided us with insights on how future teacher training initiatives should be formed in order to enhance English language teaching provision in the Sri Lankan university context. Based on these outcomes, we were awarded further funding from the Global Challenges Research Fund (GCRF) by the University of York to carry out further impact work on materials design, and ran two teacher training workshops in July 2020 on designing teaching materials for EAP and ESP-type courses, with EAP staff from the universities we worked with on the ELTRA project. These workshops raised the participants' awareness of the curriculum design process and materials design principles, and led two of the universities to begin the process of revising their curriculum to include more focus on EAP. These institutions, both based in Colombo, asked us for further assistance to continue this work, and a final workshop, partly funded by the ELTRA project, was organised in August 2020. This training helped the participants to review and revise draft EAP materials they had prepared and to revise their draft EAP syllabus.

Table 7: Teacher training workshops for EAP teachers

Dates of workshop	Length of workshop	Participating institutions	No of attendees
6–7 January 2020	2 days	3	45
15 January 2020	1 day	1	17

Table 8: Academic English workshops for subject lecturers

Dates of workshop	Length of workshop	Participating institutions	No of attendees
27 July 2019	½ day	1	15
3 January 2020	1 day	3	50

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Appendices

1 Questionnaire for students

Section 1: Background information

1.1 Please tell us the country and name of the university where you study

1.2 What's your faculty of study?

a. Medicine ☐
b. Engineering ☐
c. Management ☐
d. Social sciences ☐
e. Humanities ☐
f. Agriculture ☐
g. Veterinary science ☐
h. Dental science ☐
i. Allied health sciences ☐
j. Other (Please specify) ☐

1.3 Are you studying for an undergraduate or postgraduate degree?

a. Undergraduate ☐
b. Postgraduate ☐

1.4 What's your year of study?

a. Year 1 ☐
b. Year 2 ☐
c. Year 3 ☐
d. Year 4 ☐
e. Year 5 ☐

1.5 What subjects do you study? (Please list each different subject you study as part of your degree)

1.6 What subjects do you study in English medium? (Please list each different subject)

1.7 Do you take exams in English medium?

a. All subjects ☐
b. Some subjects ☐
c. None of the subjects ☐
d. I don't have exams on my course ☐

1.8 Do you write assignments in English medium?

a. All subjects ☐
b. Some subjects ☐
c. None of the subjects ☐
d. I don't have assignments on my course ☐

1.9 How would you rate your level of English to complete your studies in English medium?

a. My level of English is adequate to study in English medium ☐
b. My level of English is slightly too low to study in English medium ☐
c. My level of English is far too low to study in English medium ☐

Section 2: Your current and future English language needs

Section 2.1 English language needs overview

2.1 What do you need to use English for on your degree course? (Please tick all options that apply)

a. Writing assignments ☐
b. Exams ☐
c. Communicating in lectures (e.g. answering questions, group discussions) ☐
d. Understanding lectures ☐
e. Taking down notes in lectures ☐
f. Informal communication (e.g. with lecturers, fellow students) ☐
g. Administrative needs (e.g. writing letters/emails to university administration/department, etc.) ☐
h. Other (Please tell us any other things that you need English for on your degree course) ☐

2.2 If you write assignments in English on your degree course, what kind of texts are they? (Please tick all options that apply)

a. Essays ☐
b. Project reports ☐
c. Literature reviews ☐
d. Empirical reports ☐
e. I don't write assignments in English ☐
f. Other (Please specify) ☐

2.3 What do you think you'll need English for in future? (Please tick all options that apply)

a. To get a job in my field ☐
b. To do research in my field ☐
c. To do higher studies in my own country ☐
d. To do higher studies abroad ☐
e. Other (Please tell us any other things that you'll need English for in future) ☐

2.4 What sort of job would you like to have in future? (Please tick all that apply)

a. Academic (e.g. university teaching) ☐
b. Professional ☐
c. Research ☐
d. Other (Please specify) ☐

Section 2.2 Current English language provision

2.5 Which of these things are covered in your English course that you take at university? (Please tick all options that apply)

a. How to write assignments ☐
b. How to answer exam questions ☐
c. How to participate in group discussions ☐
d. How to ask questions and give answers in lectures ☐
e. How to take notes in lectures ☐
f. Listening strategies (how to understand lectures) ☐
g. Informal communication strategies (to communicate with lecturers or other students) ☐
h. How to write administrative documents in English (e.g. letters, forms, etc.) ☐
i. Other (Please tell us the other topics covered in your English course) ☐

Section 2.2.1 Academic writing

2.6 Do you study academic writing as part of your English course at this university?

a. Yes ☐
b. No ☐

Section 2.2.2 Using source material

2.7 Do you know what is meant by 'source material'?

a. Yes, I know it clearly ☐
b. I know it to some extent ☐
c. I don't have a clear idea ☐
d. I don't know what it means at all ☐

2.8 When you write an assignment, do you have to use books/articles written on the topic and use ideas in them in your assignment?

a. Yes ☐
b. No ☐
c. I don't know ☐

2.9 If you answered 'yes' to the previous question (Q2.8), does your English course show you how to use ideas in books/articles in your assignments?

a. Very clearly shows it ☐
b. Shows it to some extent ☐
c. Does not show it clearly ☐
d. Does not teach this at all ☐

2.10 Is it important for you to know how to use ideas from books/articles in your assignments?

a. Yes ☐
b. No ☐
c. I don't know ☐

Section 2.2.3 Referencing

2.11 Do you know what 'referencing' means?

a. Yes, I know it clearly ☐
b. I know it to some extent ☐
c. I don't have a clear idea ☐
d. I don't know what it means at all ☐

2.12 If you use ideas from books/articles in your assignments, do you mention the name of the author of the book/article in your assignment?

a. Yes ☐
b. No ☐

2.13 Does your English course teach referencing styles such as Harvard, APA, Vancouver, MLA?

a. Yes ☐
b. No ☐
c. I don't know what this means ☐

Section 2.2.4 Plagiarism

2.14 Do you know what is meant by 'plagiarism'?

a. Yes, I know it clearly ☐
b. I know it to some extent ☐
c. I don't have a clear idea ☐
d. I don't know what it means at all ☐

2.15 Do you think it is important to give the original author's name and other details of the books/articles you used in your assignments if you use them?

a. Yes ☐
b. No ☐
c. I don't know ☐

2.16 Does your English course teach you what plagiarism is?

a. Yes ☐
b. No ☐

2.17 Does your university department(s) check your assignments using software to see if you have copied sections in your essay from another source?

a. Yes ☐
b. Some departments check, some don't ☐
c. No ☐
d. I don't know ☐

2.18 When writing assignments, if you copy from another source (e.g. you copy a paragraph from an article and do not mention the author of that article), does your university department treat it as cheating?

a. Yes ☐
b. No ☐
c. I don't know ☐

Section 2.2.5 Critical thinking

2.19 Do you know what is meant by 'critical thinking'?

a. Yes, I know it clearly ☐
b. I know it to some extent ☐
c. I don't have a clear idea ☐
d. I don't know what it means at all ☐

2.20 When writing assignments and answering exam questions, do you use ideas in books/articles as they are, or do you analyse such ideas? Choose the most suitable answer for you.

a. I report ideas as they are ☐
b. I don't think we can be critical of what's in books/articles ☐
c. I accept what's said in books and published articles ☐
d. I try to analyse if the ideas are relevant to today and give my opinion on those ideas ☐
e. I always look at what other people have said critically ☐

2.21 Do you think learning how to analyse others' opinions (e.g. given in books/articles) is important?

a. Yes ☐
b. No ☐
c. I don't know ☐

2.22 Does your English course at this university teach you how to analyse ideas in books/articles?

a. Yes ☐
b. No ☐

Section 3: Overall evaluation of English language provision

3.1 How would you evaluate the current English course provided by the university?

a. Very useful ☐
b. Useful ☐
c. Not very useful ☐
d. Not useful at all ☐

3.2 Do you have any final thoughts or comments on your English courses at university? [Optional]

Thank you!

2 Questionnaire for English teaching staff

Section 1: Background information

1.1 Please tell us the country and name of the university where you work

1.2 What's your job title?

1.3 How long have you been teaching English?

1.4 How long have you been in your current post?

1.5 What levels do you teach at this university? (Please tick all options that apply)

a. Undergraduate ☐

b. Postgraduate ☐

1.6 At this university, what do you teach? (Please tick all options that apply)

a. General English ☐

b. English for Academic Purposes (EAP) ☐

c. English for Specific Purposes
(such as Legal English, English for Engineering, Business English, etc.) ☐

1.7 At this university, which faculties/departments do your students come from? (Please tick all that apply)

a. Medicine ☐
b. Engineering ☐
c. Management ☐
d. Social sciences ☐
e. Humanities ☐
f. Agriculture ☐
g. Veterinary science ☐
h. Dental science ☐
i. Allied health sciences ☐
j. Other (Please specify) ☐

1.8 Have you ever studied at a university abroad?

a. Yes ☐
b. No ☐

If yes, please tell us which country or countries you studied in

1.9 What academic qualifications do you have?

a. Bachelor's degree with English as a subject ☐
b. Bachelor's degree with specialism in English ☐
c. Bachelor's degree in another subject, completed in English medium ☐
d. Master's degree in Linguistics ☐
e. Master's degree in Literature ☐
f. Master's degree in ELT/TESOL ☐
g. Master's degree in another subject, completed in English medium ☐
h. PhD in Linguistics/ELT/TESOL/Literature ☐
i. PhD in another subject ☐
j. Other (Please specify) ☐

1.10 What ELT qualifications do you have?

a. Cambridge CELTA ☐
b. Cambridge DELTA ☐
c. Trinity Certificate ☐
d. Trinity Diploma ☐
e. Local qualification (Please specify) ☐
f. Other (Please specify) ☐

Section 2: Your current and future English language needs

Section 2.1 English language needs overview

2.1 What do your students need to use English for on their degree courses?
(Please tick all options that apply)

a. Writing assignments ☐
b. Exams ☐
c. Communicating in lectures (e.g. answering questions, group discussions, etc.) ☐
d. Understanding lectures ☐
e. Taking down notes in lectures ☐
f. Informal communication (e.g. with lecturers, fellow students, etc.) ☐
g. Administrative needs (e.g. writing letters/emails to university administration/department, etc.) ☐
h. I don't know what they have to do in English on their degree course ☐
i. Other (Please tell us any other things that they need English for on their degree course) ☐

2.2 What do you think your students will mainly need English for in future?
(Please tick the option that represents their main need for English)

a. To get a job in their field ☐
b. To do research in their field ☐
c. To do higher studies in their own country ☐
d. To do higher studies abroad ☐
e. I don't know ☐
f. Other (Please tell us any other things that they will need English for in future) ☐

2.3 In your opinion, what's the level of your students' English when they enter university?

a. Their level is adequate to study in English medium ☐

b. Their level is slightly too low to study in English medium ☐

c. Their level is far too low to study in English medium ☐

Section 2.2 Current English language provision

2.4 Which of these things are covered in the English courses that you teach at university? (Please tick all options that apply)

a. How to write assignments ☐

b. How to answer exam questions ☐

c. How to participate in group discussions ☐

d. How to ask questions and give answers in lectures ☐

e. How to take notes in lectures ☐

f. Listening strategies (how to understand lectures) ☐

g. Informal communication strategies (to communicate with lecturers or other students) ☐

h. How to write administrative documents in English (e.g. letters, forms, etc.) ☐

i. Making presentations ☐

j. Other (Please tell us the other topics that are covered in the English courses) ☐

Section 2.2.1 Academic writing

2.5 Do you teach academic writing?

a. Yes ☐

b. No ☐

2.6 If you teach academic writing, what kind of texts do you teach your students how to write? (Please tick all options that apply)

a. Essays ☐

b. Project reports ☐

c. Literature reviews ☐

d. Empirical reports ☐

e. Other (Please specify) ☐

2.7 How confident do you feel in your ability to teach academic writing?

a. Very confident ☐

b. Fairly confident ☐

c. Not very confident ☐

d. Not confident at all ☐

Section 2.2.2 Using source material

2.8 Do you teach students how to use source material (ideas from books/articles) in their assignments?

a. Yes ☐

b. No ☐

c. I don't know what this means ☐

(If you answered, 'I don't know what this means', please go to Q2.11)

2.9 How important is it for your students to know how to use source materials in their assignments?

a. Very important ☐

b. Fairly important ☐

c. Not very important ☐

d. Not important at all ☐

2.10 How confident do you feel in your ability to teach students about using source material in their assignments?

a. Very confident ☐

b. Fairly confident ☐

c. Not very confident ☐

d. Not confident at all ☐

Section 2.2.3 Referencing

2.11 Do you teach students how to use referencing styles such as Harvard, APA, Vancouver, MLA, etc.?

a. Yes ☐
b. No ☐
c. I don't know what this means ☐

(If you answered, 'I don't know what this means', please go to Q2.14) ☐

2.12 How important is it for your students to know how to do referencing correctly?

a. Very important ☐
b. Fairly important ☐
c. Not very important ☐
d. Not important at all ☐

2.13 How confident do you feel in your ability to teach students how to use referencing in their assignments?

a. Very confident ☐
b. Fairly confident ☐
c. Not very confident ☐
d. Not confident at all ☐

Section 2.2.4 Avoidance of plagiarism

2.14 Do you teach students about how to avoid plagiarism?

a. Yes ☐
b. No ☐
c. I don't know what this means ☐

(If you answered, 'I don't know what this means', please go to Q2.18) ☐

2.15 How important is it for your students to understand how to avoid plagiarism?

a. Very important ☐
b. Fairly important ☐
c. Not very important ☐
d. Not important at all ☐

2.16 How confident do you feel in your ability to teach students about plagiarism?

a. Very confident ☐
b. Fairly confident ☐
c. Not very confident ☐
d. Not confident at all ☐

2.17 How seriously does your university treat plagiarism (in your experience)?

a. Very seriously ☐
b. Fairly seriously ☐
c. Not very seriously ☐
d. Not seriously at all ☐
e. I don't know ☐

2.18 Does your university check students' assignments using software to see if they have copied sections of their essay from another source?

a. Yes ☐
b. Some departments check, some don't ☐
c. No ☐
d. I don't know ☐

2.19 When writing assignments, if students copy from another source (e.g. they copy a paragraph from an article and do not mention the author of that article), does the university treat it as cheating?

a. Yes ☐
b. No ☐
c. I don't know ☐

Section 2.2.5 Critical thinking

2.20 Do you teach students about critical thinking?

a. Yes ☐
b. No ☐
c. I don't know what this means ☐
(If you answered, 'I don't know what this means', please go to Section 2.3 Policy/context) ☐

2.21 How important is it for your students to be able to think critically?

a. Very important ☐
b. Fairly important ☐
c. Not very important ☐
d. Not important at all ☐

2.22 How confident do you feel in your ability to teach students about critical thinking?

a. Very confident ☐
b. Fairly confident ☐
c. Not very confident ☐
d. Not confident at all ☐

Section 2.3 Policy/context

2.23 Does your university have any policies on teaching English/EAP?

a. Yes ☐
b. No ☐
c. I don't know ☐

2.24 If you answered 'yes' to the last question, have you read these policies?

a. Yes ☐
b. No ☐

Section 3: Self-efficacy/barriers

3.1 How satisfied are you with the training you have received to teach on the courses you teach at the university?

a. Very satisfied ☐
b. Fairly satisfied ☐
c. Not very satisfied ☐
d. Not satisfied at all ☐
e. I have not had any training ☐

3.2 Please share any further comments on the training you have/have not received

3.3 Where do you get your teaching materials? (Please tick all options that apply)

a. Published textbooks ☐
b. I make materials myself ☐
c. I find materials online ☐
d. English language unit/department provides materials ☐
e. Other (Please specify) ☐

3.4 How satisfied are you overall with the materials you use on the courses you teach?

a. Very satisfied ☐
b. Fairly satisfied ☐
c. Not very satisfied ☐
d. Not satisfied at all ☐

3.5 Please share any further comments on the materials you use

3.6 How satisfied are you overall with the syllabus of the courses you teach?

a. Very satisfied ☐
b. Fairly satisfied ☐
c. Not very satisfied ☐
d. Not satisfied at all ☐

3.7 Please share any further comments on the syllabus of the courses you teach

3.8 If you had a chance to change the English courses at your university, what, if anything, would you change and why?

Thank you!

3 Questionnaire for subject lecturers

Section 1: Background information

1.1 Please tell us the country and name of the university where you work

1.2 What subject/s do you teach at this university?

1.3 How long have you been teaching?

1.4 What is your highest academic qualification?

a. Bachelor's degree ☐

b. Master's degree ☐

c. PhD ☐

1.5 Have you ever studied at a university abroad?

a. Yes ☐

b. No ☐

If yes, please tell us which country (or countries) you studied in.

1.6 Which languages do you teach in?

1.7 What level/s do you teach? (Please tick all options that apply)

a. Undergraduate ☐

b. Postgraduate ☐

1.8 Who are your students (what backgrounds do they come from/languages do they speak)?

Section 2: Your students' current and future English language needs

Section 2.1 English language needs overview

2.1 What do your students need to do in English to be successful in your degree programme? (Please tick all options that apply)

a. Writing assignments ☐
b. Exams ☐
c. Communicating in lectures (e.g. answering questions, group discussions, etc.) ☐
d. Understanding lectures ☐
e. Taking down notes in lectures ☐
f. Informal communication (e.g. with lecturers, fellow students, etc.) ☐
g. Administrative needs (e.g. writing letters to university administration/department, etc.) ☐
h. I don't know ☐
i. Other (Please tell us any other things that your students need English for on your degree course) ☐

2.2 What do your students need English for in future (after they graduate)?

a. To get a job in this field ☐
b. To do research in this field ☐
c. To do higher studies in this country ☐
d. To do higher studies abroad ☐
e. I don't know ☐
f. Other (Please tell us any other things that they'll need English for in future) ☐

2.3 What sort of jobs might your students go on to do? (Please tick all options that apply)

a. Academic ☐
b. Professional ☐
c. Research ☐
d. I don't know ☐
e. Other (Please specify) ☐

2.4 How many of your students might need to publish in English in future? [Optional]

2.5 What do your students struggle with doing in English? (Please tick all options that apply)

a. Writing assignments ☐
b. Exams ☐
c. Communicating in lectures (e.g. answering questions, group discussions, etc.) ☐
d. Understanding lectures ☐
e. Taking down notes in lectures ☐
f. Informal communication (e.g. with lecturers, fellow students, etc.) ☐
g. Administrative needs (e.g. writing letters/emails to university administration/department, etc.) ☐
h. I don't know ☐
i. Other (Please tell us any other things that your students struggle with doing in English on your degree course) ☐

2.6 In your opinion, what's the level of your students' English when they enter university?

a. Their level is adequate to study in English medium ☐
b. Their level is slightly too low to study in English medium ☐
c. Their level is far too low to study in English medium ☐

Section 2.2 Current English language provision

2.7 Do your students attend English courses at the university?

a. Yes ☐

b. No ☐

c. I don't know ☐

2.8 What do you know about these courses and what they cover? [Optional]

2.9 How well do you think these English courses help your students to study your subject in English successfully?

a. Very well ☐

b. Fairly well ☐

c. Not very well ☐

d. Not well at all ☐

e. I don't know the content of these English courses ☐

2.10 If you answered a–d to the previous question (2.9), please tell us why you think these courses help/don't help your students [Optional]

Section 2.2.1 Academic writing

2.11 What kind of things do your students need to write in English on your degree? (Please tick all options that apply)

a. Essays ☐
b. Project reports ☐
c. Literature reviews ☐
d. Empirical reports ☐
e. Other (Please specify) ☐

2.12 How important is it that they can write these things well in English?

a. Very important ☐
b. Fairly important ☐
c. Not very important ☐
d. Not important at all ☐

2.13 Please tell us why it is important for your students to write these kinds of texts well [Optional]

2.14 How would you rate your students' ability in completing the expected tasks in English?

a. Extremely good ☐
b. Very good ☐
c. Adequate ☐
d. Somewhat good ☐
e. Poor ☐

2.15 Do you teach your students anything about academic writing?

a. Yes ☐
b. No ☐

2.16 If you answered 'yes' to Q2.15, what do you cover? [Optional]

2.17 Do your students learn about academic writing anywhere else (e.g. English or EAP courses)?

a. Yes ☐
b. No ☐
c. I don't know ☐

2.18 To what extent do your students get taught the things they need to know about academic writing?

a. These things are taught in the university to a greater extent ☐
b. These things are taught in the university to some extent ☐
c. These things are not adequately taught in the university ☐
d. These things are not taught at all in the university ☐

2.19 In relation to the above (what your students are taught about academic writing), how do you know? [Optional]

Section 2.2.2 Use of source material

2.20 To what extent do your students need to be able to use source materials in their work?

a. To a greater extent ☐
b. To some extent ☐
c. Not relevant to students ☐

2.21 If your answer to Q2.20 is a or b, why is this important? [Optional]

2.22 How would you rate your students' ability to use source material well?

a. Extremely good ☐
b. Very good ☐
c. Good ☐
d. Somewhat good ☐
e. Poor ☐

2.23 If they know how to use source materials in their work, how do they learn this?

a. I teach them ☐
b. They learn on their English course ☐
c. I don't know ☐
d. Other (Please specify) ☐

2.24 If you teach your students to use source material, what content do you cover? [Optional]

Section 2.2.3 Referencing

2.25 How important is it for your students to know how to do referencing (using referencing styles such as Harvard, APA, Vancouver, MLA, etc.) correctly?

a. Very important ☐
b. Fairly important ☐
c. Not very important ☐
d. Not important at all ☐

2.26 If your answer to Q2.25 is a or b, why is this important? [Optional]

2.27 How would you rate your students' ability to do referencing well?

a. Extremely good ☐
b. Very good ☐
c. Good ☐
d. Somewhat good ☐
e. Poor ☐
f. I don't know ☐

2.28 If your students know how to do referencing, how do they learn this?

a. I teach them ☐
b. They learn on their English course ☐
c. I don't know ☐
d. Other (Please specify) ☐

2.29 If you teach your students to do referencing, what content do you cover? (e.g. how to format quotations, how to follow Harvard referencing style, etc.) [Optional]

Section 2.2.4 Avoidance of plagiarism

2.30 To what extent do your students need to know about avoiding plagiarism?

a. To a greater extent ☐
b. To some extent ☐
c. Not relevant to students ☐

2.31 If your answer to Q2.30 is a or b, why is this important? [Optional]

2.32 How would you rate your students' understanding of how to avoid plagiarism?

a. Extremely good ☐
b. Very good ☐
c. Good ☐
d. Somewhat good ☐
e. Poor ☐
f. I don't know ☐

2.33 If your students do understand how to avoid plagiarism, how do they learn this?

a. I teach them ☐
b. They learn on their English course ☐
c. I don't know ☐
d. Other (Please specify) ☐

2.34 If you teach your students how to avoid plagiarism, what content do you cover? [Optional]

2.35 How seriously does your department at the university treat plagiarism (in your experience)?

a. Very seriously ☐
b. Fairly seriously ☐
c. Not very seriously ☐
d. Not seriously at all ☐
e. I don't know ☐

2.36 Please share any comments you have on the treatment of plagiarism in your department/at your university [Optional]

2.37 Does your department at the university check students' assignments using software to see if they have copied sections of their essay from another source?

a. Yes ☐
b. No ☐
c. I don't know ☐

2.38 When writing assignments, if students copy from another source (e.g. they copy a paragraph from an article and do not mention the author of that article), does your department treat this as cheating?

a. Yes ☐
b. No ☐
c. I don't know ☐

Section 2.2.5 Critical thinking

2.39 To what extent do your students need to think critically?

a. To a greater extent ☐
b. To some extent ☐
c. Not relevant to students ☐

2.40 If your answer is a or b, why is this important? [Optional]

2.41 How would you rate your students' critical thinking ability?

a. Extremely good ☐
b. Very good ☐
c. Good ☐
d. Somewhat good ☐
e. Poor ☐
f. I don't know ☐

2.42 If your students have the ability to think critically, how do they learn this?

a. I teach them ☐
b. They learn on their English course ☐
c. I don't know ☐
d. Other (Please specify) ☐

2.43 If you teach your students critical thinking, what content do you cover?

Section 3: General preparedness of students

3.1 Are any of these things (academic writing, using source materials, referencing, avoiding plagiarism, critical thinking) a part of the students' assessment criteria on your subject?

a. Yes ☐
b. No ☐

3.2 How well prepared are your students for the demands they face of academic English in their field now?

a. Extremely well prepared ☐
b. Well prepared ☐
c. Not very well prepared ☐
d. Not prepared at all ☐
e. I don't know ☐

3.3 How well prepared are your students for the English demands they will likely face in future, in terms of their career or further studies?

a. Extremely well prepared ☐
b. Well prepared ☐
c. Not very well prepared ☐
d. Not prepared at all ☐
e. I don't know ☐

3.4 In your opinion, what should English courses in your university include in order to prepare your students well for their current/future English needs? [Optional]

3.5 What, if any, barriers exist in your university to preparing students well for their current or future English needs? [Optional]

Thank you!

4 Focus group/interview schedule – students

Start:

Tell the students what the research is about and ask them if it's OK to ask them some questions about their English language experience at university.

Ask if it's OK to record the conversation, and mention that names won't be used. It will be anonymous. Put the voice recorder/phone in the middle of the table so it can pick up everyone's voice, and begin.

Current and future EAP needs

1. What do you study here? (What's your degree subject?)
2. Are all your classes in English medium? What about exams and assignments?
3. What kind of things do you have to do in English at this university (e.g. What sort of texts do you have to write? Do you have to write essays/ reports, etc.?)?

Current EAP provision

1. Tell me about the English language courses you take at university. What kinds of topics do you cover?

Academic writing

1. Do you learn anything about academic writing here? Who teaches you that (e.g. Is it your English language teachers or your subject lecturers?)?

Referencing

1. When you do writing in English, you do have to referencing?

   Prompts if needed:

   If you read something in a book or article and you want to mention that in your essay, how do you do that? Do you have to write a list of the material you read?

   What about inside the paragraphs of your essay? Do you need to mention anything there about where information came from?
2. Do you know what style of referencing you use (e.g. Is it Harvard/APA, etc.?)?
3. Who teaches you that (e.g. Is it your English language teachers or your subject lecturers?)?

Plagiarism

1. If you copy something from a book or article, and paste it into your essay/report, is this OK?
2. What would happen if you do that (e.g. Would you lose marks?)?
3. Do you lecturers check your writing for plagiarism?

   Prompts if needed:

   How do your lecturers know if you copied something directly into your essay? Do they check somehow?

Critical thinking

1. When you write essays/reports in English, are you supposed to be critical and give your own opinion?

   Prompts if needed:

   If you read about a theory and mention that in your essay/report, do you just report the theory as it is, or do you also comment on it and say what you think about that theory (e.g. if you agree or not)?

Evaluation of current EAP provision

1. If you could change anything about your English language course at university, what would you change?

Close

1. Is there anything you want to ask before we finish, or anything you want to add that you think is relevant to this research?

Thank the students for their input and ask them to sign a consent form. Stop the recording. Collect the signed consent forms and give the students the information sheet. Tell them that the information sheet is for them to keep. They don't have to do anything with it, but if they have any questions about the research, they can contact us on the email addresses given.

5 Focus group/interview schedule – English teaching staff

Start:

Tell the teachers what the research is about and ask them if it's OK to ask them some questions about English language teaching at this university.

Ask if it's OK to record the conversation, and mention that names won't be used. It will be anonymous. Put the voice recorder/phone in the middle of the table and begin.

Background/context

1. Tell me about what you do/teach here (e.g. What subjects do you teach?).
2. Are all your students' classes in English medium? What about assignments/exams?

Students' EAP needs

1. In your opinion, what's your students level of English when they enter the university? Is it enough to study in English medium?
2. What do your students need to do in English for their degree (e.g. presentations, writing reports, etc.)?

Current EAP provision

General

1. Tell me about the English language courses that you teach. What do they cover?
2. Who decides what you teach/who designs the syllabus?
3. Where do the teaching materials come from (e.g. Do you make materials yourself/get them from the departments/use books, etc.?)?

Academic writing

1. What, if anything, do you teach about academic writing?

   Prompts if needed:

   Do you teach students how to structure essays/ reports/write an introduction, etc.?
2. Do the departments/subject lecturers teach that?

Referencing

1. What, if anything, do you teach about citation, referencing and so on?

   Prompts if needed:

   Do you teach students how to do referencing?
2. What style of referencing do they learn (e.g. Harvard, APA, etc.)?
3. Do the departments/subject lecturers teach that?

Plagiarism

1. Do you teach students anything about plagiarism?

   Prompts if needed:

   Do you teach students about how to use information from their reading without copy-pasting?
2. Do the departments/subject lecturers teach that?

Critical thinking

1. Do you teach the students anything about critical thinking?

   Prompts if needed:

   Do you teach students about how to use/analyse arguments/give their own critique?
2. Do the departments/subject lecturers teach that?

Future EAP pedagogies

1. If you could change anything about the current English courses that you teach here, what would you change?

Close

1. Is there anything you want to ask before we finish, or anything you want to add that you think is relevant to this research?

Thank the teacher(s) for their input and ask them to sign a consent form. Stop the recording. Collect the signed consent forms and give the participants the information sheet. Tell them that the information sheet is for them to keep. They don't have to do anything with it, but if they have any questions about the research, they can contact us on the email addresses given.

6 Focus group/interview schedule – subject lecturers

Start:

Tell the lecturer(s) what the research is about and ask if it's OK to ask them some questions about English language needs at this university.

Ask if it's OK to record the conversation, and mention that names won't be used. It will be anonymous. Put the voice recorder/phone in the middle of the table and begin.

Background/context

1. Tell me about what you do/teach here (e.g. What subjects do you teach?).
2. Are all your students' classes in English medium? What about assignments/exams/reading that they do?

Students' EAP needs

1. In your opinion, what's your students' level of English when they enter the university? Is it enough to study in English medium?
2. What do your students need to do in English to be successful in your degree (e.g. presentations, writing reports, etc.)?
3. Do your students take English language courses at the university? Do you know what these courses cover?

Academic writing

1. Do you teach your students anything about academic writing?

   Prompts if needed:

   Do you teach your students how to structure essays/reports/write an introduction, etc.?
2. Do the English language courses cover that sort of thing?

Referencing

1. Do you teach your students about citation, referencing and so on? (If not, does the English language course cover that?)
2. What style of referencing do they learn (e.g. Harvard, APA, etc.)?

Plagiarism

1. Do you teach your students anything about plagiarism? (If not, how do the students learn that? Does their English language course cover it?)

   Prompts if needed:

   Do you teach students about how to use information from their reading without copy-pasting?
2. Do you check their assignments for plagiarism/copying? How do you do that? (Do you use software?)
3. Do the students submit their work in a hard copy or online/electronically?
4. What's the policy/tolerance of plagiarism (e.g. Is there any particular % that is accepted?)?

Critical thinking

1. Do you teach the students anything about critical thinking?

   Prompts if needed:

   Do you teach students about how to use analyse arguments/give their own critique?
2. Do you know if the students' English language courses cover this sort of thing?

Feedback on student writing

1. When students submit their assignments, do you mark only for the content or do you also consider the language (e.g. Could students lose marks for poor grammar or structure, etc.)?
2. What sort of feedback do you give (e.g. Is it just a mark or do you also give comments)?

Students' future needs/preparedness

1. Thinking about the jobs/further studies your students will go on to do after they graduate, how well prepared are they, would you say, in terms of their English language (e.g. Are they ready, by the time they finish university, to work in English)?

Own writing/publishing experience

1. Can I ask you about your own writing/publishing experience?
2. Have you ever tried to publish any academic writing/research (books, chapters, papers, etc.) in English?
3. Did you get any help with that (e.g. a proofreader or someone to check your English)?

   Prompts if needed:

   Is this an informal/private arrangement or is there a system at the university for supporting you with publishing?

   If the respondent has tried to publish anything:

   Have you ever had comments from reviewers/ editors that you should improve the language in something you wanted to publish?

   How did you learn to do academic writing yourself (e.g. Did you have any training? Were you taught?)?

Close

1. Is there anything you want to ask before we finish, or anything you want to add that you think is relevant to this research?

Thank the lecturer(s) for their input and ask them to sign a consent form. Stop the recording. Collect the signed consent forms and give the participants the information sheet. Tell them that the information sheet is for them to keep. They don't have to do anything with it, but if they have any questions about the research, they can contact us on the email addresses given.

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