

**A CASE STUDY OF THE SPOKEN AND WRITTEN GENRE
NEEDS OF INTERNATIONAL STUDENTS ENROLLED IN THE
MASTER OF EDUCATION IN TESOL PROGRAM AT THE
UNIVERSITY OF SYDNEY: A RETROSPECTIVE ACCOUNT**

by

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ABSTRACT

The aim of the study is to examine the spoken and written genre needs of international students enrolled in the MEd in TESOL program at The University of Sydney. The study employs responses from questionnaires and structured interviews. The data was then grouped into three major categories, international students, lecturers, and administrative staff members. The data collected from the students, the major cohort, was divided into each type of genre they were required to have a command of for academic purposes, information and administrative purposes, and social purposes, along with problems they had with each genre as well as suggestions for improvement. The data from the lecturers and administrative staff members were also divided into three groups, their expectations, reflections and suggestions for improvement.

The study reveals the most common spoken, written, and reading genre needs of international students in the MEd in TESOL program. The outcomes of the study have implications for the design of English for Academic Purposes (EAP) university preparation courses for prospective international students who are intending to undertake the MEd in TESOL program at The University of Sydney.

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CHAPTER ONE

INTRODUCTION AND OVERVIEW OF THE STUDY

1.1 Purpose of the Study

The purpose of this study is to conduct a target situation analysis based on a retrospective account of the spoken and written genres that international students enrolled in the Master of Education in Teaching English to Speakers of Other Languages (MEd in TESOL) program have encountered in their first semester of study at The University of Sydney. The outcome of this study will make suggestions about which spoken and written genres should be included in English for Academic Purposes (EAP) courses for overseas students intending to undertake postgraduate studies in the area of TESOL at Australian universities.

1.2 Overview of the Study

This study investigates the spoken and written genre needs of international students enrolled in the MEd in TESOL program at the University of Sydney and is a retrospective case study. For this purpose, a representative sample of twenty five international students who began their studies in the 2002 July semester were surveyed about their experiences with spoken and written genres during their first semester of study at The University of Sydney.

Six lecturers were also surveyed about their reflections and expectations of the genre needs of international students and their comments on students' performance in the specified research period. In addition, similar information was collected from four staff members of the Fisher Library, the International Office, the Student Centre, and the Student Administration Office of the Faculty of Education and Social Work on their reflections on international students' spoken and written interactions in academic and administrative situations.

Finally the study makes recommendations for the academic and non-academic spoken and written genre needs of international students in the Faculty of Education and Social Work at The University of Sydney which may inform the curriculum development and syllabus design of English for Academic Purposes (EAP) pre-university preparation courses.

1.3 Significance of the Study

This study is significant in that it gives a clear picture as to which spoken and written genres are most needed for international students, as well as the command of English required in English-medium academic learning environments and how students have coped with academic requirements throughout the specified period (during the first semester of their studies) at The University of Sydney.

Most significantly, it contributes information to devising and modifying course objectives to ensure effective and efficient EAP pre-university preparation programs are provided for overseas students continuing on to postgraduate studies in Australian universities. In particular, the study may provide a starting point for EAP programs which aim to prepare international students for the MEd in TESOL at The University of Sydney.

1.4 Ethical Considerations

The Human Research Ethics Committee of The University of Sydney provided approval for this project at the Executive Sub-Committee meeting on 20 March 2003 (See Appendix-C). The survey entailed of a sample of international students, lecturers, and administrative staff members. Therefore, this study was carried out in compliance with the National Statement on Ethical Conduct in Research Involving Humans, and is in line with the Human Research Ethics Committee requirements.

1.5 Definition of Terms

Genres

A genre is a recognizable communicative event characterized by a set of communicative purposes identified and mutually understood by the members of the academic community in which it regularly occurs (Swales, 1990). Bhatia (1993:16) views a genre as “an instance of a successful achievement of a specific communicative purpose using conventionalized knowledge of linguistic and discursal resources”.

Needs Analysis

The term “needs” cannot be defined singly as the implications underlying this word may vary. Many researchers have defined “needs” as “objective and subjective, perceived and felt, target situational, goal-oriented and learning oriented, process-oriented and product-oriented” (Dudley-Evan and St John, 1998:123). They go on to add that there are necessities, wants and lacks. According to Robinson (1991:7) “needs can refer to students’ study or job requirements, that is, what they have to be able to do at the end of their course”. Robinson’s definition describes goal-oriented or product-oriented needs that lead to end-of-course achievement. Richards (2001:51) maintains that a sound educational program should be based on an analysis of learners’ needs, and that procedures used to collect information about learners’ needs are known as needs analysis.

The MEd in TESOL International Students

International students from a non-English speaking background (NESB) are defined by Borland and Pearce (2002:104) as “students who are born overseas in a non-English speaking country and do not speak English at home”. The international students in the MEd in TESOL program come from diverse linguistic, ethnic and cultural backgrounds and include students from a native English speaking background, students with English as a second language background, and students with English as a foreign language background. This study will focus on students with a background of English as a foreign language.

EAP Preparation Programs

Students from educational systems very different to those in the UK, Australia or North America may need considerable help with various study skills and the academic conventions attached to them if they intend to pursue study in those countries (Jordan, 1997:5). Therefore EAP preparation programs can be defined as English for Academic Purposes courses which focus on developing the spoken and written language skills that are required by prospective students in order to undertake university study in English speaking countries.

1.6 Summary

This chapter has outlined the aims of the study which are to investigate the spoken and written genre needs of MEd in TESOL international students at The University of Sydney. The outcomes of the study will be analyzed to provide input for devising and developing EAP university preparation courses. This study builds on past research by expanding our understanding international students' needs in their course of study.

Chapter Two reviews previous research relevant to the study, including the interrelationship between international students' language needs in their course and EAP university preparation course design.

CHAPTER TWO

THEORETICAL BACKGROUND TO THE STUDY

2.1 Introduction

The previous chapter provided an introduction to the study including the purpose of the study. It described a target situation analysis which seeks information about the spoken and written genres required by international students in the MEd (TESOL) program. The outcome of this study may provide input for EAP university preparation courses. An overview of the study was given and the significance of the study discussed. The chapter concluded with definitions of key terms explored in the study.

This chapter reviews previous literature relevant to this study. It starts with a review of the concepts of needs analysis in which the role of the target situation analysis for EAP syllabus design and development is highlighted. It also examines the notions of genre, in particular, as defined by Swales (1990), Bhatia (1993) and Paltridge (2001). Following this, genre needs in academic settings related to international students' spoken and written needs identified in previous studies are discussed.

2.2 Needs Analysis

2.2.1 Needs Analysis in Academic Settings

The first step in the construction of a language syllabus or course is to define the objectives based on an analysis of the needs of learners. Richards (2001) defines the term “needs” as a linguistic deficiency; that is, the difference between what a student can presently do and what they are expected to be able to do in a course. Braine (2001:196) suggests “the design of English language curricula without some consideration of learner needs is almost unthinkable today”. Therefore, Jordan (1997) states that needs analysis should be the starting point for devising syllabi, courses, materials and the kind of teaching and learning that takes place.

According to West (1994), needs analysis was previously focused on English for Occupational Purposes (EOP), but this subsequently shifted to English for Academic Purposes (EAP) and English for Specific Purposes (ESP). Therefore needs analysis is vital to any consideration of course design

for both English for Academic Purposes (EAP) and English for Specific Purposes (ESP) courses. Therefore the role of needs analysis has become crucial to both EAP and ESP course design and development.

Learners' needs should be expressed in terms of the particular types of communication in which the learner will need to engage (West, 1994). Consequently, the findings of a target situation analysis should be available as input for the syllabus design stage. As Nunan (1988:45) maintains, "needs analysis is a set of procedures for specifying the parameters including the criteria and rationale for grouping learners, the selection and sequencing of course content, methodology, and course length, intensity and duration".

A sound educational program should be based on an analysis of learners' needs. Thus, it is clear that procedures used to collect information about learners' needs are known as needs analysis (Richards, 2001). Needs analysis in an academic setting look into the target level of learners' needs in order to set up a framework for devising and developing a syllabus. Munby (1978), in his Communication Needs Processor (CNP), maintains that the target level of participants in a course is considered to be one of the parameters that affects their communication needs in target situations. He presents, in his Communication Needs Processor (CNP), detailed procedures for examining the target situation needs of learners.

Hutchinson and Waters (1987), stress the importance of "necessities"; that is, what the learner needs to be able to cope with in the target situation in terms of their language needs. They also point out that target proficiency needs need to be matched against the existing proficiency of the learners and that if a gap occurs between these two proficiency levels, it can be referred to as the learner's lacks (Hutchinson and waters, 1987). In other words, "necessities" are the requirements of the target situation whereas "lacks" are the difficulties experienced by the students (Jordan, 1997). Therefore, conducting a needs analysis in an academic setting is aimed at identifying necessities or learning needs in target situations in the students' course of study.

Jordan (1997) suggests that EAP needs analysis should seek information about the subject learners are going to study, the depth of the subject and the language necessary for it. He continues that an

EAP needs analysis would then need to see which of the study situations and the related study skills are relevant for the students.

2.2.2 Target Situation Analysis for EAP Syllabus Design

Under the umbrella of needs analysis, one of the approaches incorporated into it is a target situation analysis as described in Mumby's *Communicative Syllabus Design* (1978). A needs analysis which focuses on students' needs at the end of a language course can be described as a target situation analysis (TSA) (Robinson, 1991). West (1994) also points out that a target situation analysis aims at establishing learners' needs required for the particular academic situation. In referring to Hutchinson and Waters (1987:59), "the analysis of target situation needs is in essence a matter of asking questions about the target situation and the attitudes towards that situation of the various participants in the learning process". The best known approach to TSA was that devised by Mumby in 1978 for the British Council. His approach focuses on the students' needs at the end of a language course, and target-level performance (Robinson 1991, West 1994, Jordan 1997).

According to Hutchinson and Waters (1987), needs analysis looks into what knowledge and abilities the learners require in order to be able to perform at the required degree of competence in the target situation whereas Dudley-Evans and St John (1998) maintain that a target situation analysis includes objective, perceived and product-oriented needs of learners.

Therefore the outcomes of target situation analysis must be taken into account and should be available as input data in designing an EAP syllabus. More importantly, the information gathered from a target situation analysis of students reflects the organizational and linguistic features of the genres that they will need to control in their English-medium academic environment. It will also become essential input for the preparation of course syllabi.

In view of this, TSA can be seen as the framework of needs analysis and, most importantly, is able to meet the required needs of learners, by helping the course designer build up a sound EAP program via the outcomes of TSA. As a consequence, West (1994) and Jordan (1997) argue that the first step in the construction of any language syllabus or course is to define objectives based on an analysis of learners' needs.

Generally, EAP curricular may expect learners to demonstrate a certain familiarity with the syntax of the target language. However, this familiarity may vary according to the period and level of the students' pre-exposure to learning English as a second language (Liyanage and Birch, 2001). Dudley-Evans and St John (1998) state that students can transfer the skills they have learnt in English for General Academic Purposes (EGAP) classes to the understanding of their actual lectures or reading texts, or in writing essays and reports required in their disciplines.

Since English for Specific Academic Purposes (ESAP) courses have become another alternative for EAP learners, Jordan (1997) defines English for Specific Academic Purposes (ESAP) courses as including not only the language of specific academic subjects, but also the conventions and expectations of each department, often referred to as the "disciplinary culture". Ferris and Tagg (1996) also suggest that EAP programs should consider offering context-specific EAP courses whenever possible.

To support this, a study conducted by Liyanage and Birch (2001) revealed that an experimental approach based on discipline-specific instructions was clearly superior to the conventional EAP approach which currently dominates the language preparation course of students entering English language universities. Given that EAP learners are adults, it can be assumed that they are in a position to select what they want to learn; hence, learner autonomy should also be an important factor in EAP contexts.

In summary, needs analysis has been the principle method for determining what to include in EAP curricula or course design in order to provide the essential academic skills and genres which international NESB students may encounter in the target situations of their academic disciplines. For this reason, needs analysis for EAP programs usually investigates students' perspectives on course requirements, learning experiences and their communication problems mostly in academic situations in order to cater for their specific needs.

2.3 Genre Analysis

2.3.1 Theoretical Perspectives on Genre

The term “genre” was first introduced in the area of English for Specific Purposes (ESP) in 1981, in an ESP journal article by Elaine Tarone and her colleagues on the language of scientific research reports. The term was also used in Swales’ study of introductions to scientific reports in 1981 (Paltridge, 2001). According to Swales (1990), genre refers to a distinctive category of spoken or written discourse which comprises of a class of communicative events of which the members share some sets of communicative purposes. Australian approaches to genre have been centered on a comprehensive theory of language known as systemic functional linguistics, developed by Halliday (Hyon, 1996)

Paltridge (2001) states that ESP and Australian genre studies have mostly examined the language, discourse, and more recently, contextual features of genres. He gives an example for how different genres are also often closely inter-related with other genres as in the case of the academic essay, which may draw from and cite other genres, such as academic lectures, discipline-specific texts, and journal articles (Paltridge, 2001). Making this genre knowledge explicit can provide language learners with the knowledge and skills they need to communicate successfully in particular discourse communities.

In terms of spoken genres, Swales (1990) points out that genres comprise a system for accomplishing social purposes by verbal means. For Hyland (1990), genres are culturally formulated activities and represent how language is commonly used to achieve particular goals in the society. According to Robinson (1991), a genre analysis approach looks at the operation of language within a complete text and sees the text as a system of features and choices.

Paltridge (2001) suggests that a genre-based approach to language program development provides students with the knowledge of the organizational and linguistic features of genres that they need to have command of in their academic disciplines and professions which will ultimately enables them to participate more successfully in academic settings.

In order to devise an effective EAP program, it is important to establish learners' individual language learning needs in a genre-based approach for learners. Therefore the process of observing and diagnosing the learners' needs in performing spoken and written genres are carried out in this research.

2.3.2 Genre Needs in Academic Settings

The information from a target situation analysis of students will reflect the organizational and linguistic features of genres they need to control in their English-medium academic environment. It will also become essential input for EAP university preparation course design. A number of researchers working within the genre approach to literacy pedagogy have argued for the importance of teaching the conventions of genres that learners need to operate explicitly (Borland and Pearce, 2002)

According to Paltridge (2001), discussion of spoken academic genres concentrates largely on tutorials and seminar presentations. Both genres have been in the literature as being particularly problematic for students from non-English-speaking backgrounds (Paltridge, 2001). However, conversation skills are as important as other macro skills such as academic listening, reading, and writing.

Borland and Pearce (2002) point out that international students need to develop competence in expressing their ideas and applying appropriate discourse styles of generic conventions in written and spoken language. In terms of written genre needs, Swales (1990) points out that producing academic writing can be new for non-native speaking graduate students, and that such students have limited knowledge of the expectations of academic audience on their work. Mullock (2000), in her needs analysis of international students in TESOL programs, point out that the root of international students' problems in academic writing is often understanding what is required of them in the Australian tertiary context; particularly the genre of the analytical essay and how it is structured. She adds that EAP teachers may be unaware of the structure of the genre of the persuasive-analytical essay, and how best to teach these features to international students (Mullock, 2000).

Thus the research indicates that writing tasks in EAP programs should cover the range of basic writing requirements of an English-medium academic learning environment. These include academic written genres such as argumentative essays, reports, case studies, and research projects. Jordan (1997) points out that the reading and writing components are closely integrated. Therefore, in EAP courses, a greater emphasis should be placed upon genre analysis, summarizing, paraphrasing and the integration of source texts, with appropriate references.

Argumentative and discussion essays are the most problematic genre types for international students. Paltridge (2000) notes out that the purpose of an argument is to take a position on some issue and then justify, and persuade the reader or listener that something in the case. On the other hand, discussion genres, according to Derewianka (1990), are commonly used in essays which require the writer to discuss both sides of a case and then form some opinion based on preceding arguments.

Genres also have accompanying “schematic” or “generic” structures, that is, typical organizational structures that might include a typical beginning, middle, and end (Paltridge, 2001). The term “generic structure” or “schematic structure” is used in Australian genre work to refer to genre-specific discourse structures, such as the discourse structure of a lecture, service encounter, business letter, academic essay, or even a recipe. Paltridge (2001) suggests that students need to understand the characteristics of the genre they are studying, be it a spoken or written genre, as much as they need to know about non-linguistic aspects of the genre. Thus the major aims of an EAP course for international students preparing to study at a university should include a wide range of genres that will help students meet the demands and expectations of an English-medium academic learning environment.

Hyon (2001) points out that a genre-based approach in EAP courses helps students to discover how writers organize texts and is especially helpful for developing confidence in lower-level learners. In her follow-up study of eight international students who had completed an EAP genre-based reading course at the University of Michigan, she found that explicit teaching increased students’ awareness of genre characteristics in texts they read; and that genre-based instruction gives students confidence and a positive mind-set towards reading and writing.

2.4 Spoken and Writing Genre Needs of International Students

In recent years, the number of international students coming to Australia from non-English speaking backgrounds (NESB) has been increasing and this situation has necessitated the provision of EAP courses to prepare these students to study at tertiary level institutions in Australia. Therefore research has been carried out focusing on the gap between the target learning needs in Australian tertiary institutions and international NESB students' present proficiency level in order to provide support services for international students.

The review of the previous research in this area is mainly based on cultural and educational background of international students, international students' problem areas in the macro-skills of speaking, listening, academic reading and writing, genre-based teaching in an EAP context, and studies of EAP courses.

Considering the language problems international students encounter and the learning requirements they need to fulfill, there has been a tendency for international students' deficiencies in language skills to be attributed to their language problems. However, researchers such as Keats (1972), Bradley and Bradley (1984), Ballard (1989), Ballard and Clanchy (1991), Bretag *et al* (2002), and Borland and Pearce (2002) disagree and are more concerned with the cultural and educational background of international students, rather than their language competence as the main source of problems. To support this, Ballard and Clanchy (1991:51) believe that the nature and structure of a "reasoned argument" in academic essays is often culturally shaped.

Based on their studies in this particular area, Ballard and Clanchy (1998) argue that students' writing styles and organization of their ideas reflects cultural differences. For instance, the difference between the Western style essay which entails a specific sequence, progressing directly from data to conclusion as opposed to the Asian style essay in which the entire essay revolves around the issue (Bradley and Bradley, 1984). Thus there is a complex interaction of linguistic and culture experiences that underpin student preparedness and capacity to cope with the demands of university study (Borland and Pearce, 2002).

Some researchers also link international students' lack of critical thinking skills in academic reading and writing to their cultural and educational backgrounds. Samuelowicz (1987) points out academic staff's perceptions of international students' lack of analytical and problem-solving skills as a consequence of students' reproduction and surface approach to learning. In Mullock's (2000) study, "problems with critical thinking appeared to be deeply rooted in the culture and previous educational experience of the international students' (Mullock, 2000:249).

Liyanage and Birch (2001:51) note that international students who are facing the dual responsibility of both learning English and using English as a medium of study need a great deal of spoken and written practice in the target language associated with study skills. In this regard, Perez (2002:11) comments that the tertiary education system in Australia requires with only a limited familiarity with the Australian academic context to use a high level of argumentation in in-class spoken interactions. She adds that high level argumentation is furthermore a key component of written assessment at university level. Ballard and Clanchy (1997) also highlight international students' need for well-developed oral skills. They point out that poorly developed oral skills can impede interactions not only between students but also with the range of people they must deal with in the university.

A number of research studies have been conducted on the language needs of international students studying in tertiary institutions in Australia and New Zealand. In early studies, Rao (1976) conducted a nation-wide survey for language needs and problems of Southeast Asian postgraduate students studying in Australian universities. The study revealed that international students have an inability to cope with local slang or accents and that this caused difficulties for international students in following lectures and engaging in conversation with others. Since his survey was conducted on such a large number of subjects, the outcome considered the most common problems of international students.

The findings of Rao's (1976) survey were echoed by later studies of Samuelowicz (1987), Nguyen (1990), Ashdown (1994), and Boonyanate (1996) identifying international students' speaking and listening problems. Samuelowicz (1987) surveyed a large sample of 145 academic staff and 136 undergraduate and postgraduate students at the University of Queensland to examine international students' language and study problems. Nguyen (1990) investigated the language needs of forty-

seven Vietnamese students who had returned to their home country and forty-five Vietnamese students undertaking academic study at the University of Canberra and the University of New South Wales. Ashdown (1994) carried out a needs analysis study of forty-eight international students and lecturers at the University of Waikato in New Zealand. Boonyanate (1996) examined linguistic needs and cultural issues of ten Thai postgraduate students studying at various tertiary institutions in Melbourne.

Nguyen (1990) found listening and pronunciation are the main problems due to lecturers' fast rate of delivery, unfamiliar accent, and using slang and jargon. Similarly, Ashdown (1994) revealed that international students' inability to understand lectures resulted from students' lack of familiarity with the local language and lecturers' fast rate of delivery and the use of slang and jargon. While lecturers agree that most international students needed to improve their writing skills, they did not, however, perceive listening skills as a problem for these students (Ashdown, 1994). However, limiting data collection to questionnaires meant the outcomes of the study could not be extrapolated to show the needs of international students and expectations of lecturers in general.

Following this, Boonyanate's (1996) study also revealed that international students found that there is more than one new accent (Australian) to get used to and makes it difficult for them to understand lectures. In terms of speaking, she points out that the majority of the students' inability in expressing their thought stems mainly from their limited choice of English words and how to put the correct choice of words together to represent their thoughts. In oral presentations, students also fear that lecturers and peers may not understand them due to their pronunciation and wrong choice of words (Boonyanate, 1996). Again using a very small number of subjects of the same ethnic backgrounds, it is difficult to extrapolate the findings of this study to the general population of international students.

To overcome these problems, Samuelowicz (1987) suggested study skills courses which address international students' study skill needs, increase participation in group discussions, and develop their critical and analytical thinking skills. Whilst Ashdown (1994) suggested a credit level English language course, Boonyanate (1996) recommended the need for providing university support services for international students. In contrast, Nguyen suggested the curriculum development of

English for Specific Purposes (ESP) courses in the home country based on the students' target learning needs overseas.

Whilst speaking, listening, and writing skills are seemingly the most desirable skills for international students, the other macro and micro skills are not separable from these core skills, and furthermore are interwoven with them. To illustrate this researchers also link students' needs in writing skills to the complementary reading skills and often focus on the interrelatedness between these two skills. Ballard and Clanchy (1991:31) suggest that competent reading skills are also a necessary foundation for academic essay writing and thus students should apply effective reading strategies to writing since the ideas and evidence to be discussed in essays are more often developed in published works. However, they point out that the reliance on the authority and precise wording of the sources they have read is a key problem for many international students when they have to present or argue a case (Ballard and Clanchy, 1991).

Researchers point out that as written work has ultimate importance in the assessment of students' performance in tertiary level education in Australia, it is therefore the most pressing problem facing international students (Bradley and Bradley 1984, Ballard and Clanchy 1991, Liyanage and Birch 2001). According to Mullock (2000), a fundamental issue most international students face in writing is their tendency to concentrate more on lower level grammatical and paragraph skills, rather than focusing on the wider context of the assignment within the course.

Samuelowicz (1987) suggests that international students need to be taught how to develop an argument according to a pattern preferred in the English academic tradition. She also raises the importance in analysis of written work and practice in structuring arguments. Ashdown (1994) found that writing appears to be the biggest problem area for international students; lecturers believe, however, that generally, international NESB students have very good ideas but just have difficulty in expressing themselves in a way appropriate to their subject. Her findings also echoed the study of Nguyen (1990) that one of the students' difficulties in reading was caused by jargon and technical terms.

Boonyanate (1996) points out that international NESB students' previous essay and report writing styles which equate to a narrative type of writing and are regarded as inadequate by lecturers in

Australian tertiary institutions. On the other hand, she argues that reading is the best way to catch up with what students may have missed in lectures and discussions though students still have problems in reading.

Nguyen (1990) reveals that the biggest academic problem of Vietnamese students relates to the study skills required for written work. This problem is linked with the cultural and educational differences between students' home country and the host country. For example, students are accustomed to writing process with the important information kept for later and less of a direct relationship between successive parts. His finding reflected the difference between Western and Asia writing style highlighted by Bradley and Bradley (1984) and Ballard and Clanchy (1988). The study points out that students had problems in reading because of slow speed of reading and lack of reading skills.

Mullock (2000) argues that the root of international students' problem is a lack of understanding what is required in the Australian tertiary context; particularly students' unfamiliarity with how an analytical essay is structured. She also points out that students' lack of sufficient language resources for paraphrasing finally leads to plagiarism. In terms of reading, her study revealed that students lack of background knowledge, and unfamiliarity with academic genres make it difficult for them to cover the amount of reading as well as the amount of time it takes to read the material.

In order to increase international students' motivation and reading skills, Pawan and Pugh (2002) experimented with the academic literacy needs of international post graduate students studying in an American university through an innovative approach. The result of this approach demonstrated that students' writing and reading skills were significantly improved by using their own knowledge and experience in the learning process, linking texts with other sources of knowledge and performing group work in the setting of a local public library.

Researchers have also recommended genre-based teaching in EAP courses to help overcome international students' learning problems (Ferris and Tagg, 1996, Mullock, 2000, Borland and Pearce, 2000, Biber *et al*, 2002, Casanave, 2002). In American studies in this area, Ferris and Tagg (1996) conducted a needs assessment research of academic staff at four tertiary institutions in the

USA in order to examine academic listening and speaking requirements and suggested the need of genre-specific listening and speaking tasks in university-preparatory EAP courses.

Borland and Pearce (2002) surveyed international postgraduate students at Victoria University to examine their academic needs, language acquisition and cultural experience. This study suggests the provision of primary needs assistance for developing a command of academic genres, formal writing style and academic conventions, such as citation. They suggest it may be useful to collect information on the specific English language genres and conventions with which the students are already familiar. However, the study was limited in so far as the number of subjects comprised only four international students from different disciplines thus the findings did not represent the learning experience of international students in a particular discipline or as a whole.

Another study conducted by Casanave (2002) investigated the writing experience and progress of five female students in an MA in TESOL program at the Monterey Institute of International Students in the USA. She looked at students' perceptions of the different genres of academic writing and their purposes during a series of interviews. In her study, none of the students had been prepared for the diversity of genres in their previous academic work or in preparatory writing courses. However, she found that students' perceptions of their academic literacy practices and identities were changed throughout the course. The study highlighted how the demands of academic writing shifted students' narrow aspects of previous literacy conventions to a broader view which transformed their identities in literacy practice and fulfilled their literacy needs in their professional academic community.

A significant research study undertaken by Biber *et al* (2002) provided a comprehensive linguistic description of the range of spoken and written registers at four American universities in order to explain the full description of tasks that incoming international students encounter. Using the quantitative linguistic comparisons of texts and registers, they set up a multidimensional analysis of speaking and writing tasks at the university. The study suggests that EAP teaching materials need to reflect knowledge about registers used at the university and that exposure to a wide range of registers can enable international students to adjust to the English medium academic environment before undertaking university work.

Among other research in the area of EAP, Bush (1996) surveyed all faculty at the University of Canberra for their expectations and reflections on written needs of international students. Her study revealed that EAP teachers should focus more on subject-related writing, setting reading tasks connected to writing, and quality of argument in academic writing through critical thinking skills. However, the focus of her study was directed mainly towards academic staff and failed to look into the gap between proficiency levels of students and lecturers' expectations.

Liyanage and Birch (2001) surveyed international students taking EAP study skills courses at an Australian university in order to examine international students' specific needs in an EGAP context. Data was collected from two groups of students; an experimental group which received the integration of discipline-specific tasks in the EGAP course and a comparison group which received a typical EGAP approach. Their findings indicate that the integration of discipline-specific tasks in an EGAP class was successful in relating the content to students' academic backgrounds and addressing the language difficulties of students in their disciplines. A potential gap in this study was not demonstrating how and what type of discipline-specific tasks were integrated into the EGAP course.

Bretag *et al* (2002) investigated international students' needs in their academic performance at the University of South Australia. They surveyed seventeen students and five tutors in an EAP study skills workshop and concluded that international students' participation increased and gained more confidence in classroom discussion due to a supportive learning environment, the team-taught support tutorials, and the direct relevance of the course to the integrated academic skill needs of students in their discipline-specific courses.

The most recent study conducted by Cotterall and Cohen (2003) examined the academic writing needs of sixteen international students in an EAP program at the Victoria University in Wellington, New Zealand. In their study, they experimented by focusing on an authentic task, making the expectations of the task explicit, and providing flexible feedback through genre-based text construction, and process-oriented writing practice. The outcomes of the research revealed that using authentic tasks in process writing, providing pre-determined essay structures, and feedback from teacher and peers fulfilled the writing needs of international students preparing to enter English medium universities.

In summary, the studies carried out by Bush (1996), Liyanage and Birch (2001), Bretag *et al* (2002), and Cotterall and Cohen (2003) all recommended the use of authentic and discipline-specific content and tasks in EAP classrooms. However, despite the focus on learning needs of international students in different ethnic backgrounds and disciplines in previous studies, specific needs of international students in a particular discipline are not considered in any of these studies. In particular, none of the studies have acknowledged the complete spoken and written genre needs of international students, and lecturers' expectations and reflections on academic performance of international students in a particular discipline. Some findings were based on homogeneous and particular ethnic backgrounds whereas some findings were restricted to a single research methodology. Perhaps the greatest concern of these studies however is that they focus on the needs and problems of international students as a whole and suggest effective EAP approaches based on their studies, rather than in-depth study of the specific needs of international students in a particular discipline.

The present study, therefore, places a greater emphasis on examining the spoken and written genre needs of international students in the MEd in TESOL program at The University of Sydney, students' perceptions of their learning needs and problems encountered during their first semester of study, lecturers' expectations and reflections as well as administrative staff members' views on international students' spoken and written interaction. It is hoped that the findings of this study will be useful for EAP university preparation courses for international students intending to undertake the MEd in TESOL course at The University of Sydney.

2.5 Summary

This chapter has reviewed literature relevant to this study. In particular it has examined the notions of needs analysis and genres and their major roles in EAP course design. It has also discussed the key findings of previous and more recent studies conducted in Australia, New Zealand and the USA.

The following chapter gives a description of the research methodology employed in the study. It also presents and discusses participants, setting, data collection, and analysis procedures of the study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The purpose of this chapter is to provide information on the study and to present details of the method of data collection and analysis used.

3.2 Participants

Twenty-five international students from non-English speaking backgrounds participated in this study. This comprised eleven Chinese students, ten Korean students, one Russian student, one Vietnamese student, one Indonesian student and one Thai student. The participants were four male and twenty-one female students. In addition, six lecturers from the MEd in TESOL program and four administrative staff members from the Fisher Library, the Student Centre, the International Office, and the Student Administration Office at the Faculty of Education and Social Work participated in the study.

3.3 The MEd in TESOL Program

The setting for the study is the MEd in TESOL program in the Faculty of Education and Social Work at the University of Sydney. The program is a one-year full-time course of study spread over two semesters. Students undertaking this program are required to complete eight units of study comprising four core units, two optional units and another two units from any postgraduate program offered by the Faculty of Education and Social Work or the Linguistics Department in the Faculty of Arts with permission.

3.4 Data Collection

The analysis of target situation needs is in essence a matter of asking questions about the target situation and the attitudes towards that situation of the various participants in the learning process (Hutchinson and Waters, 1987). There are a number of ways, according to the researchers, in which information can be gathered about needs. In terms of the case study and retrospection method used in this study, Nunan (1992:74) defines “case study” as the study of an individual language learner or the study of an individual classroom as a case. West (1994) argues that case studies can provide in-

depth investigations of the learning needs and difficulties of individual students or groups. Richards (2001:62) suggests, “with a case study, a single student or a selected group of students is followed through a relevant work or educational experience in order to determine the characteristics of that situation”.

The data collection procedure in this study comprises two stages; collecting information through questionnaires and a structured interview. In this study, there were three different types of questionnaires in three categories of subjects; international students, lecturers and administrative staff members (See Appendix-B). according to Richards (2001), questionnaires are one of the most common instruments used in surveys. They can also be used to elicit information about many different kinds of issues. Nunan (1992) also says that survey data can be collected through questionnaires or interviews, or a combination of questionnaire and interview. The questionnaires in this study were structured with open-ended questions. McDonough and McDonough (1997) argue that open-ended questions allow the respondents to feel that they can contribute more individual points of view and more detailed information than closed questions. In analyzing the needs of learners, it should be normal practice to ask both the lecturers and student about students’ English needs (Hutchinson and Waters, 1987). The questionnaires administered to the international students include questions asking information about the types of spoken, reading and written needs they experienced during the specified period of study, problems encountered, and suggestions for improvement. The questionnaires administered to the lecturers asked about the types of spoken, reading and written requirements in their modules in specified period, their perception of international students’ problems and the lecturers’ expectations and suggestions for improvements. The questionnaires distributed to administrative staff members from the Fisher Library, the Student Centre, the International Office and the Student Administration Office at the Faculty of Education and Social Work asked about the types of spoken, reading and written requirements of their offices, their reflections on international students’ spoken and written interactions in general and their suggestions for overcoming the challenges faced by international NESB students.

According to Richards (2001:59), since any one source of information is likely to be incomplete or partial, it is advisable that the researcher use a “triangular approach”, that is, collecting information from two or more sources. This approach was employed in this study.

The questionnaires were filled out by twenty five international students, six lecturers, and four administrative staff members. After the questionnaires were processed, ten international students comprising four Chinese students, two Korean students, one Russian student, one Indonesian student, one Thai student, and one Vietnamese student were chosen for a structured interview. The interviews with students took place in the Fisher Library and in the Staff Common Room of the Faculty of Education and Social Work. Four lecturers and four administrative staff were also interviewed in their respective offices. Richards (2001) points out that interviews allow for a more in-depth exploration of issues than is possible with a questionnaire.

Nunan (1992:149) points out that the agenda in the structured interview is totally predetermined by the researcher who works through a list of set questions in a predetermined order. McDonough and McDonough (1997:183) point out that structured interviews have been widely used in research on language learning; for instance, in data collection on attitude or proficiency.

The interview questions posed to international students included some follow-up questions to their responses in the questionnaire, prioritizing the spoken and written needs, including other linguistic skills which are closely related to spoken and written skills, of international students in terms of the difficulty level, their genre awareness in the preparation of their academic written work, the language learning experience in their home country, and their suggestions for prospective international students of MEd (TESOL) program.

The interview questions for the lecturers consisted of follow-up questions to their responses in the questionnaire, genre type and generic structures of the assignment tasks they set, comments on international students' performance and their suggestions for prospective international students. Likewise, the interview questions to administrative staff comprised of follow-up questions to their responses in the questionnaire, their comments on international students' interactions with administrative staff members, and suggestions for prospective international students of the University of Sydney.

3.5 Data Analysis and Procedures

Firstly, the responses in the students' questionnaires were categorized into three groups;

1. the spoken genres they performed, the problems they encountered, and their suggestions for improvement
2. the written genres they performed, the problems they encountered, and their suggestions for improvement
3. the reading genres they performed, the problems they encountered, and their suggestions for improvement

secondly, spoken, written, and reading genres were divided into three different sub-groups in each genre; academic purposes, information and administrative purposes, and social purposes. Genres in each sub-group were prioritized and listed as the most common genres in terms of frequency of students' responses. Then students' problems and suggestions in each genre were grouped into relevant sub-groups and prioritized as most important points.

Data from interviews with international students was categorized into three groups;

1. perspectives on the difficulty level of micro-skills in spoken, written, and reading genres
2. genre-awareness in preparation of academic writing
3. previous educational experience in their home country

Following this, the information collected from the lecturers' questionnaires was classified into two groups;

1. the lecturers' expectations and reflections on international students' spoken, written, and reading performance
2. the lecturers' suggestions to improve international students' performance

Subsequently, data gathered from the interviews with the lecturers was divided into two categories;

1. perspectives on academic genres in their assignment tasks and teaching
2. views on main source of language problems faced by international students and the level of students' performance

Data collected from administrative staff members through the questionnaires and the structured interviews were classified into three groups;

1. types of interactions with international students in each administrative department in terms of speaking, reading, and writing
2. administrative staff's reflections on international students' language proficiency in each macro-skill
3. suggestions for improvement of international students' interactions with administrative staff members

Finally, international students' spoken, written, and reading genre needs were analyzed and discussed according to the three sources of information; international students, lecturers, and administrative staff members as a triangular approach.

3.6 Summary

Chapter Three has presented a description of the research methodology, including the physical setting of the interactions, the participants in the interactions, and the means of collection of the data. It has shown that the study is based on written, spoken, and reading data obtained from three sources; international students, lecturers, and administrative staff members. The data was then categorized, listed and analyzed.

The following chapter presents the analysis of the data which was examined in the research.

CHAPTER FOUR

ANALYSIS AND DISCUSSION OF THE DATA

4.1 Introduction

Chapter three presented a description of the research methodology used in this study. It gave an overview of the participants and setting and outlined the methods of data collection and ensuring data analysis procedures.

This chapter presents and discusses the results of the analysis of the data gathered from questionnaires and structured interviews. The research findings are presented in different parts, focusing on firstly the spoken and then the written genre needs of international students' in academic and non-academic situations. The problems they encountered and their perspectives on improvement are then discussed. The final part of the research findings focuses on lecturers' expectations and administrative staff's reflections on international students' spoken and written performance during the specified period.

4.2 Spoken Genre Needs of International Students in the MEd in TESOL Program

4.2.1 Academic Situations

Information was collected from student questionnaires and was categorized under international students' spoken genre needs in academic and non-academic situations. Spoken genres in academic situations entailed international students' spoken interactions with lecturers, library staff and their classmates for academic purposes. In their daily academic life, university students, particularly graduate students, are normally required to interact orally in various contexts (Morita, 2000). In this study, the key spoken genres in academic situations which international students had to perform during the specified period were collected from questionnaires.

Table 1: International students' spoken genre needs in academic situations

	Spoken Genres	Response Totals
1	Conversations with classmates about course requirements and assignment preparation	20
2	Conversation during pair work and group work in lectures and seminars	18
3	Lecturer-students interactions during lectures and seminars	11
4	Oral presentations in seminars	8
5	Conversations with lecturers about course requirements and assignment preparation	5
6	Conversations with library staff for book loans and returns	2
7	Conversations with lecturers and students during study-skills workshops at the Learning Assistance Centre	1
8	Conversations with library staff during library tours, training courses and seminars sponsored by the Library	1
9	Counter inquiries with library staff about accessing databases, electronic resources, and electronic journals on the Library Website	1
10	Counter inquiries with library staff about email and Internet access, photocopying and printing	1

As can be seen from Table 1, the most common spoken genre needs in academic situations was conversations with classmates about academic issues. This was followed by oral interactions during lectures and seminars. Apart from conversations with classmates, it was apparent that international students' oral performance was occurred mostly in classroom tasks and activities. Spoken interactions with administrative staff were not highlighted.

Table 2: International students' speaking and listening problems in academic situations

	Problems	Respondents
1	Expressing opinions appropriately in group work and presentation	32%
2	Producing clear pronunciation and correct intonation	32%
3	Listening problem caused by the lecturers' fast delivery of speech	28%

(Note : Due to overlap of responses in questionnaires, the overall figure does not total 100%)

When the international students carried out spoken genre needs in academic situations, the main problems they encountered are mentioned in the above table. According to this table, international students' inability to express opinions appropriately during group work and presentation was due mainly to their limited vocabulary and lack of confidence. This was followed by their difficulty in pronunciation in speech production. The challenges faced by international students in participating in class discussions has been discussed in previous studies (Samuelowicz 1987, Ashdown 1994, Boonyanate 1996, and Ballard and Clanchy 1997). In addition, the lecturers' fast speed of delivery made note-taking and spoken interaction with lecturers difficult. Jordan (1997) suggests that international students' problems with note-taking in lectures mainly stems from insufficient knowledge of the subject-matter, lack of familiarity with the structure of spoken discourse structure, of varying styles of delivery and the lecturer's accent and rate of speech.

The student respondents' perceptions on ways to improve their command of spoken genre needs in academic situations were as follows:

1. Communicating more with Australian native speakers of English in both academic and social settings;
2. Sensitization to local accent and expressions during conversations with native speakers;
3. Immersing themselves in the English speaking environment to a greater degree and limiting use of first language;
4. Active participation in group discussion in lectures and seminars;
5. Enhancing English speaking and listening skills through multimedia including movies, television, and radio;
6. Careful listening, clear speaking and requesting the interlocutor to repeat or rephrase when communication problems arise

In light of this, international students tended to perceive that, in order to overcome their difficulties in spoken interactions, they should communicate more with native speakers of English and participate actively in class activities. According to Morita (2000:280), “students’ participation in oral activities is not only important for completion of their course, but also for their disciplinary enculturation and apprenticeship into academic discourses and cultures”.

4.2.2 Non-Academic Situations

Spoken genres in non-academic situations involved spoken genre needs for information and administrative purposes as well as for social purposes.

Table 3: International students’ spoken genre needs for information and administrative purposes

	Spoken Genres	Response Totals
1	Counter inquiries and telephone inquiries at the International Office about confirmation of enrolment, tuition fee payment, collection of Overseas Health Student Cover (OHSC), address change, work visa application, student visa extension, and general inquiries	10
2	Counter inquiries and telephone inquiries at the Student Administration Office at the Faculty of Education and Social Work about pre-enrolment, timetables, subject changes, transfer, examination results, and transcripts	6
3	Conversations with the Student Centre staff about enrolment, tuition free payment, and students identification card	5
4	Conversations with staff from the Student Administration Office about faculty tours and International Student Orientation programs	2
5	Conversations with library staff about booking a discussion room	1
6	Conversations with Immigration Office staff about work visa applications and student visa extensions	1

As can be seen from Table 3, the most common spoken genre for international students for administrative purposes was dealing with International Office staff. This genre was followed by

their spoken interactions with staff from the Student Administration Office at the Faculty of Education and Social Work and the Student Centre.

Table 4: International students' spoken genre needs for social purposes

	Spoken Genres	Response Totals
1	Casual conversations with classmates, friends, neighbors and flat mates	12
2	Service encounters at the Chemist, Optometrist, Pharmacy, Department Store, Supermarket, and Convenience Store	10
3	Telephone or face-to-face conversations with the landlord about tenancy.	7
4	Telephone conversations with Telstra and Energy Australia staff	6
5	Conversations at travel agencies and airline offices	5
6	Conversations at bank about opening bank account, deposits, withdrawals, and overseas remittances	4
7	Ordering food at a restaurant, canteen bistro and pub	3
8	Telephone inquiries and conversations with medical staff at clinics and hospitals (making appointments and talking about illness)	3
9	Casual conversations with students, lecturers, and staff in students clubs, associations and orientation programs	2
10	Telephone conversations regarding job inquiries	2
11	Conversations with drivers and conductors on the bus, train, and taxi	2
12	Conversations with post office staff for buying stamps, mailing, and collecting registered mails and parcels	2
13	Conversations with technicians about fixing appliances	2
14	Conversations with local friends at social gatherings	2
15	Interviews with employer for a part-time job	1
16	Conversations with locals during travel	1
17	Conversations with Australian Post staff about the payment of phone bills	1

	Spoken Genres	Response Totals
18	Conversations with the customers at a part-time job	1
19	Conversations with friends at church	1

The most common genre for social purposes, as Table 4 indicates, was casual conversations with friends. This genre was followed by conversations during service encounters, conversations regarding tenancy, and telephone conversations.

Table 5: International students' listening and speaking problems in non-academic situations

Problems	Difficult	Average	Easy
Understanding regional accent in Australia	60%	40%	0%
Using polite and appropriate expressions	50%	40%	10%
Producing clear pronunciation and correct intonation	30%	30%	40%
Using grammar and appropriate vocabulary	20%	70%	10%

Data was gathered from structured interview to identify international students' listening and spoken difficulties in non-academic situations. As can be seen in Table 5, sixty percent of student respondents indicated difficulty in understanding Australian accents which was considered to be a major communication problem in non-academic situations. This issue was also reflected in their difficulty in understanding lectures in academic situations. This finding matched that of Rao (1976), Nguyen (1990), and Boonyanate (1996). It appeared that the most manageable part of international students' conversations was grammar and vocabulary.

Table 6: International students' problematic spoken genres in non-academic situations

Spoken Genres	Difficult	Average	Easy
Telephone conversations with native speakers of English	60%	10%	30%
Conversations at the immigration office	50%	10%	40%
Conversations at the clinic or hospital	50%	10%	40%
Conversations at the bank	40%	20%	40%

As can be seen from Table 6, a total of sixty percent of student respondents rated telephone conversations as the most challenging means of communication. Difficulties arose due to unfamiliar tone and accent of the interlocutor on the telephone. It seems that the respondents may have lacked the confidence to engage in spoken interactions which were not conducted face-to-face.

The suggestions mentioned below relate to the student respondents' perceptions on ways to improve their command of spoken genre needs in non-academic situations. These were found to be similar to those of academic situations.

1. Practicing listening and speaking skills by imitating native English speakers' conversation in real life situations;
2. Learning speaking and listening skills from multimedia; and
3. Exposing themselves to the English speaking environment as much as possible.

Interview of this, international students were aware of the need for communicative strategies in order to cope with speaking problems encountered in non-academic situations.

4.3 Written Genre Needs of International Students in the MEd in TESOL Program

4.3.1 Academic Situations

As noted by Liyanage and Birch (2001:53), "academic competency is measured through the medium of writing in Australian universities", hence the responses from student questionnaires mainly comprised written genre needs of international students in academic situations and the problems they encountered.

Table 7: International students' written genre needs in academic situations

	Written Genres	Response Totals
1	Academic essays for assignments	25
2	Lecture notes	18
3	Email inquiries to lectures about assignments	8
4	Summaries for presentations	2
5	Summaries of book chapters	1
6	Lecture and seminar tasks	1

	Written Genres	Response Totals
7	lecture notes at the Learning Assistance Centre	1
8	Forms and assignment cover sheets, requests for extensions	1

Among the different types of written needs, as perceived by the student respondents, and illustrated in Table 7, academic essays and lecture notes were the most frequent written tasks performed. They were followed by email enquiries to lecturers about assignments.

In terms of students' needs in academic written genres, ninety percent of student respondents indicated the need to be able to write academic essays as problematic while thirty-six percent of student respondents reported that they had difficulty in note-taking due to the fast rate of delivery of lectures. Thus students suggested that the lecturers' fast rate of delivery had an impact on the spoken and written interactions of international students.

During the research period, the assignment tasks international students carried out from both core and optional modules were collected and specified according to their subject-content areas and genre types (See Appendix-A).

Table 8: Assignment genres in the MEd in TESOL program

	Assignment Genres	Core Modules	Optional Modules	Total
1	Documented Essay	9	4	13
2	Discussion	1	3	4
3	Activity Design	4	-	4
4	Textbook analysis and Documented Discussion	-	2	2
5	Report	2	-	2
6	Teaching Plan	2	-	2
7	Response to Reading	2	-	2
8	Journal	-	1	1
9	Exposition and argument	-	1	1

	Assignment Genres	Core Modules	Optional Modules	Total
10	Documented Essay and Critique	-	1	1
11	Discussion and Critique	-	1	1
12	Discussion and Presentation	-	1	1
13	Oral Presentation	-	1	1
14	Program Analysis and Documented Discussion	-	1	1
15	Workshop Design	-	1	1
16	Course Design Project	-	1	1
17	Research Proposal	-	1	1
18	Research Project Report	-	1	1
19	Negotiated Topic	1	-	1
	Total	21	20	41

Academic essay were the most challenging assessment task for international students, and these were underpinned by different types of genre. Table 8 shows the different genres and the total number of assessment tasks in each module. As can be seen from the table, there were forty-one different written assessment tasks given to students in the research period and, in many modules, students were given choices in the tasks. The most common written genre type was “the documented essay” which contributed to about thirty percent of the total.

This genre was followed by “discussion essay” and “activity design”, which contributed ten percent each to the total number of assessment tasks required to fulfill core requirements of the MEd in TESOL program.

Figure 1: International students' perspectives on the difficulty level of assignment genres

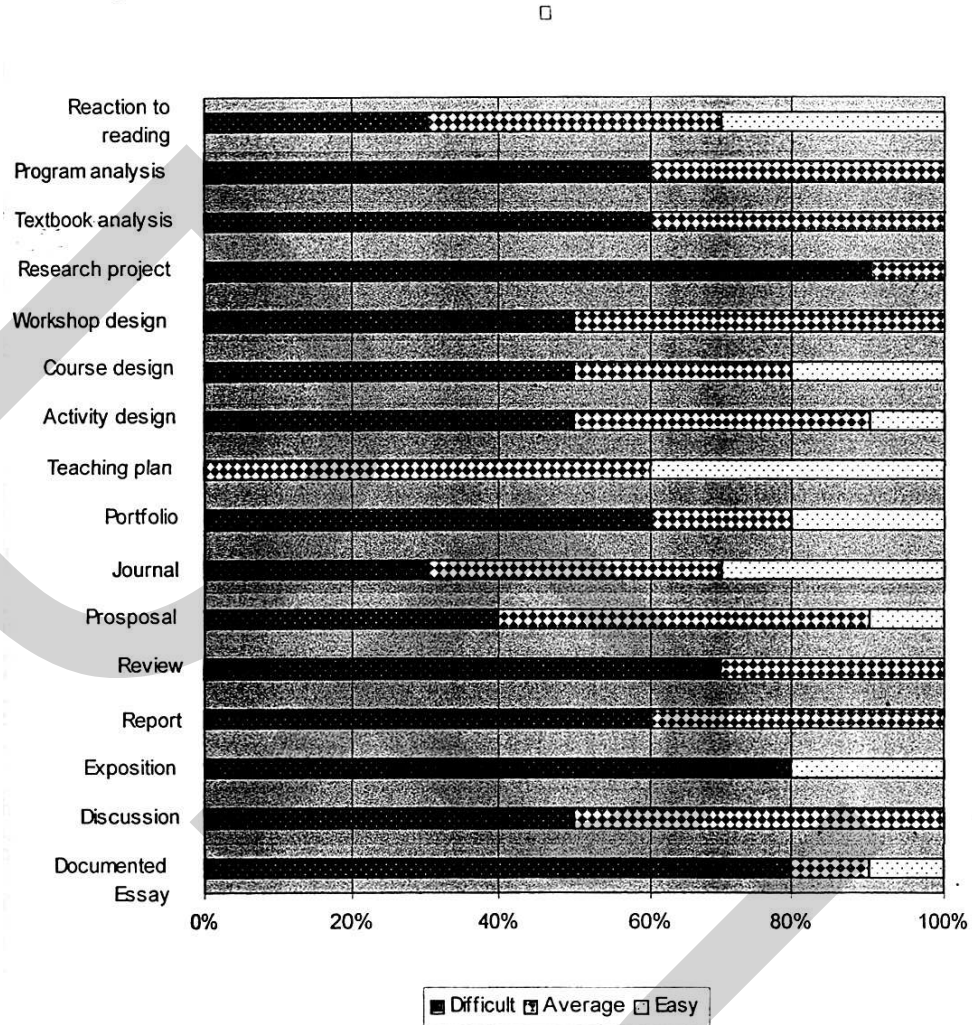


Figure 1 indicates that the majority of respondents (ninety percent) believed that the “research project” was the most difficult assignment genre. This was followed by “exposition” and “documented essay”. The “discussion” genre was considered to be the most difficult genre by only fifty percent of the student respondents and had the same difficulty level as “workshop design”, “course design” and “activity design”. Nevertheless, no student respondents regarded the “discussion” genre as “easy”. Apparently “journal” and “reaction to reading” appeared to be less difficult. Among the different assignment genres, the respondents-labeled “teaching plan” as the most manageable genre they had to deal with.

In addition to the different types of written genres international students performed in their assignment tasks and the difficulty level of each genre, this study also looked into international students' ability to cope with rhetorical structures of the academic essay, and international students' awareness of genre types and generic structure of academic essays.

Table 9: International students' perspectives on the difficulty level of the linguistic and rhetorical structure of assignment genres

Rhetorical structure of Assignment Genres	Difficult	Average	Easy
Rhetorical pattern	70%	20%	10%
Reference and cohesion	70%	30%	0%
Lexis	60%	40%	0%
Paraphrasing	60%	10%	30%
Grammar	50%	40%	10%
Orthography	20%	20%	60%
Referencing	20%	0%	80%

The results presented in Table 9 show a total of seventy percent of student respondents indicated difficulty with both "rhetorical pattern" and "reference and cohesion" in writing academic essays. These aspects presented the greatest challenge to international students. "Lexis" and "paraphrasing" had the same difficulty level. Moreover, these aspects appeared to be interrelated as students' deficiency in vocabulary appeared to be manifested in difficulty with paraphrasing quotations. Mullock (2000) pointed out international students' lack of sufficient language resources for "paraphrasing". This situation has a tendency to lead to "plagiarism" which was highlighted by the lecturers. Students' "plagiarism" may result from their inability to use their own words rather than those used in the text (Leki and Carson, 1997). This issue is discussed in the later part of the chapter. Half of the student respondents identified, "grammar and syntax" was still a fundamental problem in academic writing.

Table 10: International students' awareness of genres and generic structure of academic essays

	Genre Awareness	Respondents
1	Clear understanding and application of genre types and generic structures	40%
2	Uncertainly in classifying assignment tasks for genre types and generic structures	20%
3	Using common generic structure such as thesis, argument and recommendation regardless of particular genre type	20%
4	Asking lecturer how to organize the essay rather than analyzing genre type and generic structure	20%

The results shown in Table 10 above indicate that forty percent of international students were well aware of the genre types and generic structure of academic essays while another forty percent were uncertain of generic conventions and followed a “thesis-argument-recommendation” structure in all genre essay types. The remaining twenty percent of respondents reported that they relied heavily on guidance provided by lecturers through emails. This on-line assistance included textual organization of particular assignment tasks. During the interviews, students indicated that they preferred the scaffolded approach provided by some lecturers through email rather than relying on their own knowledge of generic conventions. Under these circumstances, it is apparent that less than a half of the respondents remained unclear about genre conventions; however, as noted earlier, all students tended to follow the lecturers' specific guidance rather than analyzing the appropriate genre required to respond to task themselves.

Reading and writing from important relations with each other in terms of skills, cognitive processes and ways of learning (Grabe, 1991). Therefore, international students' reading needs in academic situations involve different types of reading which helps students from a knowledge framework for academic writing and reading in undertaking library research an important aspect in the preparation of written assignments and classroom discussions.

Table 11: International students' reading genre needs in academic situations

	Reading Genres	Response Totals
1	Course books, reference books, class handouts, book chapters, research articles, and electronic journals	25
2	Emails from lecturers for reading lists, assignment guidelines, and discipline-specific matters	11
3	Lecture notes and seminar notes	8
4	Education Graduate Handbook	7
5	Lectures' feedback on assignments	7
6	Short stories, teenage novels, magazine articles for literacy portfolio assignment	3
7	Course timetables, course outlines, and reference lists	2
8	Discipline-specific texts on websites	2
9	Instructions and leaflets at the Library	2
10	Assignment tasks, lecture tasks, and seminar tasks	1
11	The Library's website links to the Online Catalogue, electronic journals databases, and subject guides for course requirements and assignment preparations	1
12	Overhead transparencies	1
13	Dictionaries and Thesauruses	1

As illustrated in Table 11, reading discipline-specific books and references were the most common reading genres indicated by student respondents. It can also be seen that students paid more attention to email guidance from lecturers for assignments rather than reading lecture notes.

Table 12: International students' problems in academic reading

	Problems	Respondents
1	Difficulty in understanding discipline-specific terminology	64%
2	Lacking background knowledge in the subject content area	24%
3	Difficulty in understanding the discourse structure of the reading text	20%
4	Difficulty in grasping the main idea of the text	16%
5	Unfamiliarity with discourse and generic structure of academic and research articles	12%

As illustrated in Table-12, the primary need indicated by the majority of student respondent was comprehension of discipline-specific terminology in academic reading. International students' difficulty in coping with terminology correlated with their lack of subject schemata. Likewise, their difficulty in understanding the complexity of the discourse structure of the reading texts correlated with their unfamiliarity with the discourse and generic structure of research articles. Their difficulty in grasping the main ideas of a reading text resulted mainly from their lack of reading skills. These reading problems adversely affected their academic writing and finally led them to unintentionally plagiarize. As Leki and Carson (1997:52) point out, "when students read an unfamiliar subject, they become unsure of their own opinions and biased in favor of the author's point of view".

According to their responses to the questionnaires, additional problems in reading the students described were as follows:

1. Slow speed of reading due to weaknesses in comprehending grammar and lexical items
2. Inability to understand the author's purpose due to lack of background knowledge
3. Uncertainty in formulating an argument as every point in references is seemingly important
4. Difficulty in understanding the whole text despite understanding word by word
5. Impossibility for thorough reading resulting from high volume of reading with time constraints
6. Time constraints in reading due to constant demand of doing assignments simultaneously
7. Difficulty in coping with high volume of reading references

To overcome their problems in reading, fifty-six percent of the respondents proposed "practice for extensive reading through the effective use of reading strategies". Below were the other suggestions made by the student respondents:

1. Practice of non-academic reading as a starting point
2. Raising awareness of generic structure of each genre type
3. Consulting lecturers and classmates with problems in reading
4. Using dictionary for unknown words
5. Building up background knowledge in the subject content area
6. Developing skills in summarizing and determining the main idea
7. Setting up study groups with classmates, reading collaboratively and exchanging reading skills
8. Focusing on the author's arguments, understanding of topic sentence in each paragraph and conclusion while reading
9. Comparing discourse structure of English with that of native language
10. Developing familiarity with research articles and academic essays
11. Raising the speed of reading through reading strategies such as skimming and scanning
12. Spending more time on extensive reading to expand vocabulary and reading skills
13. Requiring teaching experience which enables the students to connect theory with practice and have a broader outlook in academic reading and writing

4.3.2 Non-academic situation

International students' written genre needs in non-academic situations included written genre needs for information and administrative purposes, and for social purposes.

Table 13: International students' written genre needs for information and administrative purposes

	Written Genres	Response Totals
1	Forms for change of address and Overseas Health Students Cover (OHSC) purposes at the International Office	9
2	Written applications and forms for work visa applications and student visa extensions at the Immigration Office	6
3	Pre-enrolment on the University Web Page	5
4	Email inquiries to staff from the Fisher Library, the Student Centre, the International Office, and the Student Administration Office at the Faculty of Education and Social Work for general information	2
5	Forms for enrolment at the Student Centre	1

According to Table 13, similar to non-academic spoken genres, international students' most common genre for information and administrative purposes was written requirements of the International Office and the Immigration Office.

Table 14: International students' written genre needs for social purposes

	Written Genres	Response Totals
1	Letters and emails to classmates and friends	10
2	Written job applications and re'sume' at the Casual Employment Service	4
3	Informal letters, cards, and notes	4
4	Formal letters such as job applications, requests, and complaints	2
5	Forms for opening account at the bank	2
6	Forms for applying for mobile phones, Internet access, and transportation concession	1
7	Forms for membership of local libraries, Internet cafe's, and fitness centers	1
8	Forms for tenancy	1
9	Progressive report at work	1

With reference to international students' written genre needs for social purposes, according to Table 14, the most common genre was written interactions with classmates and friends.

The problems international students encountered in their non-academic written genres were as follows:

1. Difficulty in writing due to first language interference as previously highlighted by Bradley and Bradly (1984), Ballard and Clanchy (1988), Ballard and Clanchy (1991)
2. Difficulty in grammar and discourse structure
3. Difficulty in using appropriate lexical choice
4. Difficulty with nominalization in writing
5. Inability to use formal and informal expressions appropriately

Table 15: International students' reading genre needs for information and administrative purposes

	Reading Genres	Response Totals
1	Notices, instructions, information, reminders, requests, and invoices such as Confirmation of Enrolment, Student Financial Statement, Statement of Fees Due, Fee Payment Advice, Web enrolment forms, and examination results from the Library, the Student Centre, the Registrar's Office, and the International Office	8
2	Annual "Student Information Bulletin" and Enrolment Guide" published by the Student Centre	1
3	Free publications of the University such as "Uninews", "Express" magazine, and "Ur" magazine	1
4	A variety of information at the International Office on accommodation notices, proofreading services, tutoring services, moving sales, students' clubs, Immigration Department's manuals, brochures about Medibank, and leaflets from travel companies	1

As can be seen in Table 15, reading documents from the administrative department was the most common reading genre for information and administrative purposes.

Table 16: International students' reading genre needs for social purposes

	Reading Genres	Response Totals
1	Novels, newspapers, magazines, travel guides, catalogues, manuals, maps, and phone directory	18
2	Road signs, notices, and advertisements in public places	8
3	Emails, letters, cards, notes, and notices from friends, classmates, family members, and the landlord	8
4	Residential tenancy agreement	4
5	Telephone and electricity bills, reminders, and sales promotion letters from Telstra and Energy Australia	3
6	Information and commercial advertisements on television	2

	Reading Genres	Response Totals
7	Bank statements	2
8	Religious books	2
9	Parcel and registered mail collection slip from the post office	1
10	Timetables of buses and trains	1
11	Agreements and conditions of phone and Internet service	1
12	Informational Web pages	1

According to Table 16, international students' most significant genre needs for social purposes was reading a wide range of multimedia and publications.

4.4 Lecturer's perspectives and reflections on learning needs of international students

All six lecturers who taught during the specified period were surveyed by questionnaires and structured interviews to elicit their expectations and reflections on international students' performance. These lecturers are referred to as Dr.Brown*, Dr.Green, Dr.Kirsch, Dr.Smith, Dr.Lewis, and Dr.Jones.

In discussing international students' spoken genre needs, Dr.Brown, Dr.Green, and Dr.Jones commented that some international students were shy to answer questions in seminars and looked for "right" answers rather than displaying a willingness to participate in discussion and to come up with their own conclusions. In addition, they lacked skills of critical evaluation, lacked confidence to ask questions in large lectures, and contribute to class discussions. They commented that these difficulties were probably due to them considering their input as unimportant, lacking confidence in their oral ability, and being unaccustomed to the style of seminars. Dr.Kirsch stressed that international students' need to be more active in participating in class discussions and sharing ideas in class.

The lecturers' suggestions to improve international students' spoken proficiency varied. Dr.Brown suggested international students observe native speaking students carrying out the tasks and use this as a model for their own performance, and to do pre-reading for lectures and seminars so that they

* All names in this dissertation are pseudonyms

are well prepared for questions and tasks. By contrast. Dr.Kirsch, focused more on creating an open atmosphere in seminars for international students in order to avoid native speakers dominating. Dr.Jones and Dr.Smith emphasized peer-mentoring, confidence-building in their own ability, providing scores for participation, and moving outside their own language group and exposing themselves more to the English speaking environment.

With regard to international students' performance in written genres, Dr.Brown and Dr.Jones pointed out that, in academic essay writing, the most obvious problem was representing other people's knowledge versus "plagiarism". They also perceived that students' "unintentional plagiarism" was largely due to inadequate paraphrasing skills. On the other hand, Dr.Green and Dr.Lewis indicated international students' difficulties with sentence and paragraph level text construction, synthesis of information, linking ideas to make an argument in logical sequences and handling the "discussion genre" in academic writing as problematic. Due to international students' difficulty in critiquing policy documents, Dr.Kirsch noted, essays appeared to be factual descriptions rather than an analysis of reading texts. Dr.Lewis assumed that whilst international students may not have difficulty with language itself, they seemed to have difficulty in envisaging what the end-product might look like. Interestingly, Dr.Kirsch and Dr.Smith believed that international students' lack of familiarity with academic essay writing was due mainly to their background education in their home country. To support this, they pointed out the influence of students' first language in syntax and expression in their writing; for instance; the tendency of students of Chinese background to underuse explicit conjunctions at the inter sentential level. As Spack (1997) argues, students' approaches to writing in English are undoubtedly shaped by their educational backgrounds and rhetorical traditions.

To improve international students' written performance, the lecturers highlighted the need to work more in developing a thesis or argument in academic essays and especially practicing "discussion genre" essays According to Dr.Green, a good discussion essay (a) showed an ability to make critical judgments on what had been read, (b) presented the independent point of view of the writer and (c) developed an independent and original argument through the essay, starting at the beginning and finishing at the conclusion. Her reflections on these expectations were that (a) happened most frequently, (b) less frequently and (c) very seldom in students' performance of "discussion genre" essays. This issue indicated that EAP teachers could also place greater emphasis on the quality of

the argument in their writing and on critical thinking in general and previously discussed by Bush (1996).

Of the six lecturers, three recommended international students with non-English speaking backgrounds take an academic writing course at the University's Learning Assistance Centre (LAC). Other suggestions focused on increasing exposure to appropriately structured writing, raising awareness of process writing, reading study skills guide books, understanding the generic structure of the academic essay, and developing analytical writing skills. Furthermore, they also pointed out the teaching experience needs of international students for enhancing their perspectives on planning and preparing their tasks.

To support international students' difficulties in academic writing, Dr.Kirsch, Dr.Lewis, and Dr.Jones said that they gave explicit explanation of genre types and generic structures of assignment tasks to students. By responding to students' emails, Dr.Brown provided the students with detailed guidance for the organization of essays. He noted that many assignment genres in his module were "documented essays" which comprised the sub-topics; "summarize and discuss" or "analyze and discuss" in instructions.

To find a balance between students' needs and lecturers' support, some lecturers said they made their expectations and the structure of assignment tasks more explicit from the outset. Some lecturers said they paid attention to setting appropriate timing of the given workload as a means of helping overcome the problems of international students and thus increasing their performance. One lecturer went so far as to suggest that, since learning difficulties encountered by international students were due largely to different education systems in their home countries, lecturers' expectations should not be based on local students who went through the Australian education system.

Dr.Jones and Dr.Smith indicated they had observed reading problems such as speed of reading, ability to identify important points, and the tendency to read every single word rather than getting the gist and focusing on relevant points. Dr.Green and Dr.Kirsch indicated international students' problems with coping with the amount of reading stemmed mainly from their limited fluency in English. As a result they felt students spent a lot of time on one reading and hence could not have

the breadth of reading to back up their writing. Mullock (2000) points out that lack of background knowledge was most probably a major factor behind the amount of time needed to read and comprehend an article, as well as lack of familiarity with the academic genre.

The lecturers' suggestions to improve international students' reading skills, again included taking an academic reading course at the Learning Assistance Centre. Some lecturers tended to introduce international students to new topics and tasks by giving focus questions for set readings, discussing answers in class, modeling critical reading of an article in the first tutorial class, and running an academic reading seminar at the start of the semester.

In summary, the comments of Dr.Green, Dr.kirsch and Dr.Smith tend to suggest that international students' "educational background" are a key factor in adjusting to the English-medium universities. As Dr.Green noted, it is difficult to generalize about international students as a group since there is so much variability within the group; however, it was conceded that there seemed to be some national patterns that related to culture and education background. In consequence, she noted some international students were strong in one or two micro skills and weak in others whereas other students showed the reverse pattern.

A very positive comment was made by Dr.Brown who mentioned that international students' academic performance did not solely depend on language proficiency, but rather on strengths in many other areas as well. He said that during the specified period, all international students had managed to fulfill course requirements successfully and a good number had achieved very high grades in their assignments. Many Asian students had a cultural hurdle, according to Dr.Green, in "daring" to combine their own opinions with the facts acquired from reading texts. However, the written work of some international students although quite poor in English was excellent in content and revealed a sophisticated understanding of the subject matter.

Interestingly, the study revealed a high level of agreement between students and lecturers' perceptions of problems faced by international students in their studies. This shared perception was further evidenced in suggestions made by both students and lecturers to overcome the problems. When making a comparison between students' and lecturers' perceptions of difficulty in students' spoken performance, the lecturers' comments; "shy to answer", "lack of confidence to ask questions

in large lectures” correspond to the students’ responses; “difficulty in understanding Australian accent”, “listening problems caused by fast delivery of lecture”, “inability in producing clear pronunciation and correct intonation”, and “lack of confidence in linguistic ability”. Among the suggestions for improvement made by both sides, “communicate with native speakers and immerse more in the English-speaking environment” was the same view shared by the lecturers and students.

In terms of written performance, the issue of “plagiarism” in the lecturers’ point of view was related to the students’ perception of “difficulty in paraphrasing”. Likewise, the lecturers’ comments; “sentence level text-construction” and “inability in linking ideas to make an argument” may be related to ‘difficulty in using grammatical and rhetorical patterns” on the students’ side. These issues may be strongly linked to “unintentional plagiarism” in the students’ academic essay writing.

In reading, the lecturers’ comments on “inability of identify important points” was related to the students’ responses; “lack of subject-matter knowledge”, and “the difficulty in finding main ideas”. However, no lecturer mentioned explicitly the problem the students were facing of “high amount of reading with time constraints”. Thus, these findings highlight the international students’ perceptions of their own inabilities in articulating the underlying reasons for the problems indicated by the lecturers.

During the interview, many lecturers commented that international students’ performance, difficulties and learning styles were shaped by their cultural background and education systems. These views are raised in the research by Keats (1972), Bradley and Bradley (1984), Ballard and Clanchy (1988), Ballard (1989), Nguyen (1990), Ashdown (1994), Ballard and Clanchy (1991), and Boonyanate (1996), and Borland and Pearce (2002). In this connection, the information about international students’ previous language learning experience was gathered during the interview.

The following table shows the language learning experience of international students in their home country as reported by the students. Students of mainly Asia cultural and linguistic background were not trained for academic writing and reading through the development of critical thinking skills and did not have exposure to English-speaking environments.

Table 17: International students' previous educational experience in their home country

Country	Education system
China	<ul style="list-style-type: none"> • Bottom-up learning style where students focus more on grammar, word level and sentence level • Unfamiliarity with academic reading and writing in English • Limited exposure to English speaking and listening environment due to cultural and political constraints
Taiwan	<ul style="list-style-type: none"> • Medium of instruction in English classroom is mostly bilingual • Academic writing was not focused in undergraduate courses
Korea	<ul style="list-style-type: none"> • First language interference in academic writing results from different writing styles and rhetorical structures in English and Korean • Students lack practice in academic reading and writing in undergraduate courses • Students' performance is assessed by examination comprising mostly multiple-choice items and open-ended questions which can be recalled from memorization
Russia	<ul style="list-style-type: none"> • Very little practice in academic writing • Examinations conducted orally • Lack of using authentic materials
Indonesia	<ul style="list-style-type: none"> • Teacher-centered and first language dominant classroom • "Spoon-feed" teaching where teacher's input plays a major role and students are passive learners
Vietnam	<ul style="list-style-type: none"> • Lack of study-skills and critical thinking skills in the syllabus
Thailand	<ul style="list-style-type: none"> • Assessment in undergraduate course is examination-based • Written assignments involve only 20% of course assessment

Rather their language learning occurred in first-language-dominant and teacher-centred classroom which did not prepare them to study in English-medium universities overseas. It is, therefore, apparent that academic adjustment to the level required by Australian universities was a great challenge for international students during their transition period. As Samuelowitcz (1987) argues, academic staff need to understand the educational background of their students in order to be able to help them adjust to the new system.

4.5 Administrative staff's perspectives on international students' spoken and written genre needs

Data was collected from four administrative staff members from the Fisher Library, the Student Centre, the International Office, and the Student Administration Office of the faculty of Education and Social Work through questionnaires and interviews on their views on international students' spoken and written interactions with their offices. These staff members are referred to as Mr.James^{*}, Mr.Ronald, Mr.Bruce, and Ms.Jeffery.

Mr.James, Information and Research Services Librarian, said that most communications with international students were oral interactions such as counter enquiries at the Information Desk and conversations during the library tours and tutorials for library research skills, and writing via emails for various issues such as reference inquiries, requests for access to databases and electronic journals, inquiries about aspects of the library policies, and requests for passwords for the use of electronic resources offsite. Despite some language problems, he found that overall international students' written communication was sufficient for the Library staff to undertake the appropriate action.

In the course of spoken interactions, some international students seemed to be shy or not persistent enough to say whether they got what they really wanted. Sometimes the Library staff were not sure about whether what they said was fully understood. In agreement with Ballard and Clanchy (1997), they point out that international students' spoken problems can impede the interactions with all the people in the university they deal with. To adjust to this situation, the Library staff used the strategies of dealing with students on a one-to-one basis, listening to them more carefully, slowing down the speed of delivery, and using simple language in order to facilitate communication.

Due to the short nature of interactions between students and Library staff, it was difficult to generalize regarding international students' spoken and written abilities, and to ascertain if they were progressing individually or not. Furthermore, it was sometimes difficult to differentiate between local and international students. It was assumed, however, that if international students were persisted in listening and speaking, their communication would improve.

^{*} All names in this dissertation are pseudonyms

Mr. Ronald, the Deputy Director of the Student Centre, dealt with international students via emails for the purpose of collecting tuition fees. He commented that some international students' communication of ideas and concepts in their writing was abundantly clear; however, other students' writing was poorly structured and at times totally unintelligible. He suggested international students read all the materials provided as they were designed to equip students to succeed in their field of study. In addition to reading, he noted, students should be able to communicate with native English speakers and meet the basic expectations of English speaking skills.

Mr. Bruce, Information Management Officer at the Student Administration Office of the Faculty of Education and Social Work, mentioned that the main spoken and written interactions that staff dealt with were emails, form-filling, counter enquiries, phone enquiries, and casual conversations for administrative and social purposes. To facilitate their spoken interactions with international students, the staff usually slowed down their speech and repeated or rephrased wordings during conversations. He concluded that the better English the students had, the easier grasp of understanding between students and staff.

He commented that communication with international students at the Faculty office was generally very satisfactory as students admitted to the Faculty had met high proficiency requirements. Interestingly, he had observed that, the English proficiency of international students who had started with the Graduate Diploma in Teaching English as a Foreign Language (TEFL) had proceeded from very hesitant to very fluent during the course of their studies in the MEd in TESOL program.

Therefore, it was noted, students from non-English speaking backgrounds had noticeable improvement in their language level during their course of study. He suggested that many international students' tendency to make friends with others from their home country and to speak their own language would not enhance their English language improvement.

Ms Jeffery, a receptionist at the International Office, said some international students were very embarrassed to speak English in front of other people during inquiries. Particularly some international students were often unable to achieve their communicative goal. She also pointed out

that some of the international students she dealt with were weaker at writing than speaking or listening.

Consequently, due to some international students' writing difficulties, International Office staff sometimes had to explain repeatedly and even write the message down for them. In reading, according to her experience, some students were still unable to grasp all meanings, concepts and interpretation of texts. She suggested that international students should practice spoken and written English skills prior to seeking admission and would benefit from increasing social interaction with other English speaking students rather than continuing to use their first language all the time.

Even though the reflections of administrative staff members were not directly relevant to international students in the MEd in TESOL program, it is useful to understand their point of view on international students as a whole since they comprise the group, apart from academic staff, who international students most often deal with throughout their university studies. In order to improve interactions with international students, as Ballard (1984) suggests, it could be useful for lecturers and staff who have regular contact with international students to raise their awareness of the underlying cultural reasons for the students' behavior and their academic performance.

4.6 Summary

Chapter Four has presented analysis of the data, and a discussion of salient features of the analysis. It listed and described each type of genre international students had to command during the research period. It then discussed the problem international students encountered and their perspectives on the difficulty level of the genres. The data gathered from international students was compared with those of the lecturers and administrative staff members for the analysis and discussion.

The final chapter of the study, Chapter Five, presents a summary of conclusions reached in the study, describes limitations of the study, and makes recommendations for further research.

CHAPTER FIVE

SUMMARY OF CONCLUSIONS, LIMITATIONS OF THE STUDY, AND RECOMMENDATIONS FOR FURTHER RESEARCH

5.1 Introduction

In the previous chapter, the data was analyzed and the findings of the study were discussed. In particular the spoken and written genre needs of international students were analyzed in both academic and non-academic situations. These needs incorporated the views of students, lecturers, and administrative staff. The previous section also highlighted significant findings in international students' spoken and written genre needs.

This chapter outlines a summary of conclusions in relation to the focus of the research with an emphasis on suggestions for EAP university preparation courses. Furthermore, limitations of the study and recommendations for further research are raised.

5.2 Summary of Conclusions

This study indicates that EAP university preparation courses may be beneficial for prospective international students of the MEd in TESOL program at the University of Sydney. In addressing this issue, Jordan (1997) suggests that designing a syllabus involves examining needs analyses and establishing goals.

According to the outcomes of this study, the characteristics of an EAP university preparation course for the MEd in TESOL program could be based on the following criteria:

1. The course would be an English for Specific Academic Purposes (ESAP) course tailored to international students who are undertaking the MEd in TESOL course in particular.
2. To meet the international students' target needs, the course would need to be directly related to the most common spoken and written genre needs of students. It would also need to be related to the problems revealed in this study and provide students with language support to enable them to overcome their difficulties in target situations. Crucially, students should raise their awareness of "communication networks" (Paltridge, 2001:29) of commonly used genres to assist

effective communication with all participants in the context of university postgraduate study including academic, administrative, and social communities they encounter during their study in Australia.

3. The course content would include a focus on linguistic and academic requirements needed to perform well at the postgraduate level in an Australian tertiary context.
4. The teaching approach and teaching methodology in this course should move students from their traditional education backgrounds towards the academic environment of English-medium university where extensive practice in discussions, academic reading, academic writing, and critical thinking skills are primary features.

In devising an ESAP course, the components of the course would place an emphasis on the spoken and written genres; however, other macro skills should also complement these two main genre needs. Authentic teaching materials and a task-based approach would need to be employed in order for international students to be exposed to classroom discussion where they are encouraged to express their ideas openly.

Discipline-specific content and terminology should be provided in order to build up the students' subject schemata. Furthermore, in order to familiarize them with discussion techniques in seminars, a stress-free and friendly teaching and learning environment should be created. Discussion topics should be started with simple and personal topics such as reflections on their personal interests, the educational systems in their home countries, and their perceived needs in pursuing the MEd in TESOL course before moving on to the subject-matter content.

In order to increase international students' spoken and listening skills, they should be introduced to authentic spoken texts which are related to target situations such as academic lectures and conversations between lecturers and students. Model lectures would enable the students to get familiar with different accents particularly the Australian accent as well as speed of delivery, and sequence and presentation style of the academic lecture. As Bradley and Bradley (1984:212) suggest, "it would be beneficial if international students could be familiarized with the characteristics of Australian English, which seem to cause initial problems to almost every students". In order to integrate writing skills, in the process of listening to lectures, note-taking

should be practiced simultaneously. In this regard, Ferris (1998) points out that EAP teachers should continue to spend time helping students develop good note-taking skills.

Teaching spoken genres for social needs as highlighted in this study would also assist students increase their survival skills and linguistic proficiency. This should include teaching event sequences and generic structures of interactions such as telephone conversations with native speakers of English, face-to-face conversations with immigration officers for work visa applications and student visa extensions, conversations at the bank, and the hospital. Identifying and analyzing a language sequence of events will enable EAP teachers to identify the spoken and written discourse encountered in different social practices and integrate spoken and written discourse authentically into course design (Burns *et al*, 1996). In addition, during the teaching of spoken genres, cross-cultural comparisons between Australia and their home countries should also be a part of the lessons in order to raise the students' linguistic and cultural awareness.

International students' difficulties in reading, as revealed in the study, are mostly a slow speed in reading, lack of using reading skills such as skimming, scanning, and prediction, focusing more on surface level reading, unfamiliarity with discourse and schematic structures of discipline-specific texts, inadequate subject-matter knowledge, and difficulty in understanding discipline-specific terms. Consequently, teaching reading in an ESAP course should focus mainly on employing reading strategies, building up subject-matter knowledge, and making explicit instruction for schematic structure of discipline-specific materials. To exemplify, models of the most common reading texts in target situations should be set for students as a means of exploring the structure and main points through the use of reading strategies.

To cope with the discipline-specific terms, students should be asked to prepare a list of discipline-specific terms they encounter in model texts and investigate meanings with the assistance of the teacher and the aid of a dictionary of linguistics or language teaching. According to Jordan (1997:149) "vocabulary development, in fact, is of concern to all four language skills and is also a link between reading and writing". Pawan and Pugh (2002) also point out that learning specialized terminology is essential to mastering any discipline.

In addition to academic reading, other educational and cultural reference books are also recommended for ESAP students such as the university prospectus, publications for studying in Australia and books on language and cultural issues in Australia. These tools would increase students' language and cultural awareness of the host country, especially academic standards and expectations of Australian universities, and enable them to adapt to their new cultural and educational environment.

Reading skills are usually linked with writing. International students' difficulties in reading and their limited proficiency in writing are reflected in their difficulties with academic writing. Particularly, due to a lack of critical thinking skills and unfamiliarity with critical writing, they find it problematic to formulate their own arguments in academic essays. As a result, their writing becomes descriptive rather than argumentative or analytical. Moreover, the interrelated problem of inadequate understanding of the complexity of discipline-specific reading texts and the difficulty in "paraphrasing" causes international students to "unintentionally plagiarize" in their academic essays. Nevertheless, at the commencement of their ESAP course, academic reading should be encouraged as a starting point to practicing reading strategies prior to moving onto academic writing. This point was suggested a number of times by student respondents in the questionnaire. In addition, EAP teachers should set reading and writing tasks which are more closely related to the tasks international students will encounter in their studies (Horowitz 1986, Bush 1996).

In an ESAP course, therefore, models of the most common written genres students will need to command in target situations should be taught and explicit instructions should be given for generic structures of these written genres. A greater emphasis should be placed on micro skills such as paraphrasing, organizing ideas, and formulating logical arguments in academic writing based on the findings in this study. As Paltridge (2002:90) argues, "focusing on genre in EAP classroom provides a context in which students can gain access to academic discourses that will enable them to participate more successfully in academic settings".

In the writing component of an ESAP course, students should develop familiarity with the genre conventions of academic assignments especially research projects, documented essays, discussions, and exposition genres. ESAP students could achieve the purpose of their writing through genre-based text construction and process-oriented writing activities. Students should focus on the writing

process in EAP classrooms rather than on the end-product (Kellyt, 1984). It is hoped that these approaches will gradually transform their traditional or first-language-oriented writing style to a more western academic writing style which will in turn develop their critical thinking skills.

In order to develop a clear picture of generic rhetorical structures of academic essays, models from exemplary past student essays should be provided to show students how to organize their ideas and making arguments for their own opinions. In this regard, a variety of awareness-raising activities could be applied such as using the reference list of model essays and making a comparison between the author's quotation in the original text and the essay writer's method of paraphrasing the quotation in the essay. Students could also analyze the model essays according to the genre conventions for generic rhetorical structures. Samuelowicz (1987:130) suggests that in study skills courses, students should be given examples of both good and bad examples of work in the discipline they study such as students essays, reports, and journal articles to examine and critique.

To summarize, it is hoped that the above suggestions could provide a preliminary framework for ESAP programs preparing international students continuing onto the MEd in TESOL program at The University of Sydney. These suggestions also draw attention to the target needs of international students which should be accounted for in their courses in order to cope with the deterrents to their academic success. The core components of the ESAP course should therefore focus on the students' specific needs and then prepare them in both cognitive and communication skills during their period of academic adjustment before they enter the university.

5.3 Limitations of The Study

This study has a number of limitations. These include:

1. The study investigated the spoken and written genre needs of the international students who participated in the study. It did not represent the entire population of international students enrolled in the July 2002 intake.
2. The study was limited to the spoken and written genre needs of international students at the start of and during their studies in the 2002 July Semester and excluded their genre needs prior to the commencement of their studies.
3. The study conducted a target situation analysis of international students in the MEd in TESOL program for their target needs or objective needs. It did not look into their subjective needs.

4. Recruiting more respondents was restricted since some international students enrolled in the specified period became permanent residents of Australia during the course of their studies so were excluded which in turn restricted the number of student respondents available to participate in the study.
5. Some students' responses to open-ended questions in the questionnaire were incomplete as they provided only a small amount of information.
6. Some students' responses to the questionnaire were ambiguous since they overlapped and had similarities when they mentioned difficulties in spoken and written genres.
7. The information gathered from the interviews only involved a small number of the students.
8. The study made suggestions for ESAP course design but did not look into the procedures and specific structure of the course design.
9. The responses from administrative staff encompassed both undergraduate and postgraduate students from different disciplines at the University of Sydney and were not specific to Med in TESOL students enrolled in the specified period.
10. The information gathered from some administrative departments were not specific; for instance, some respondents did not directly deal with international students in their daily role.

5.4 Recommendations for Further Research

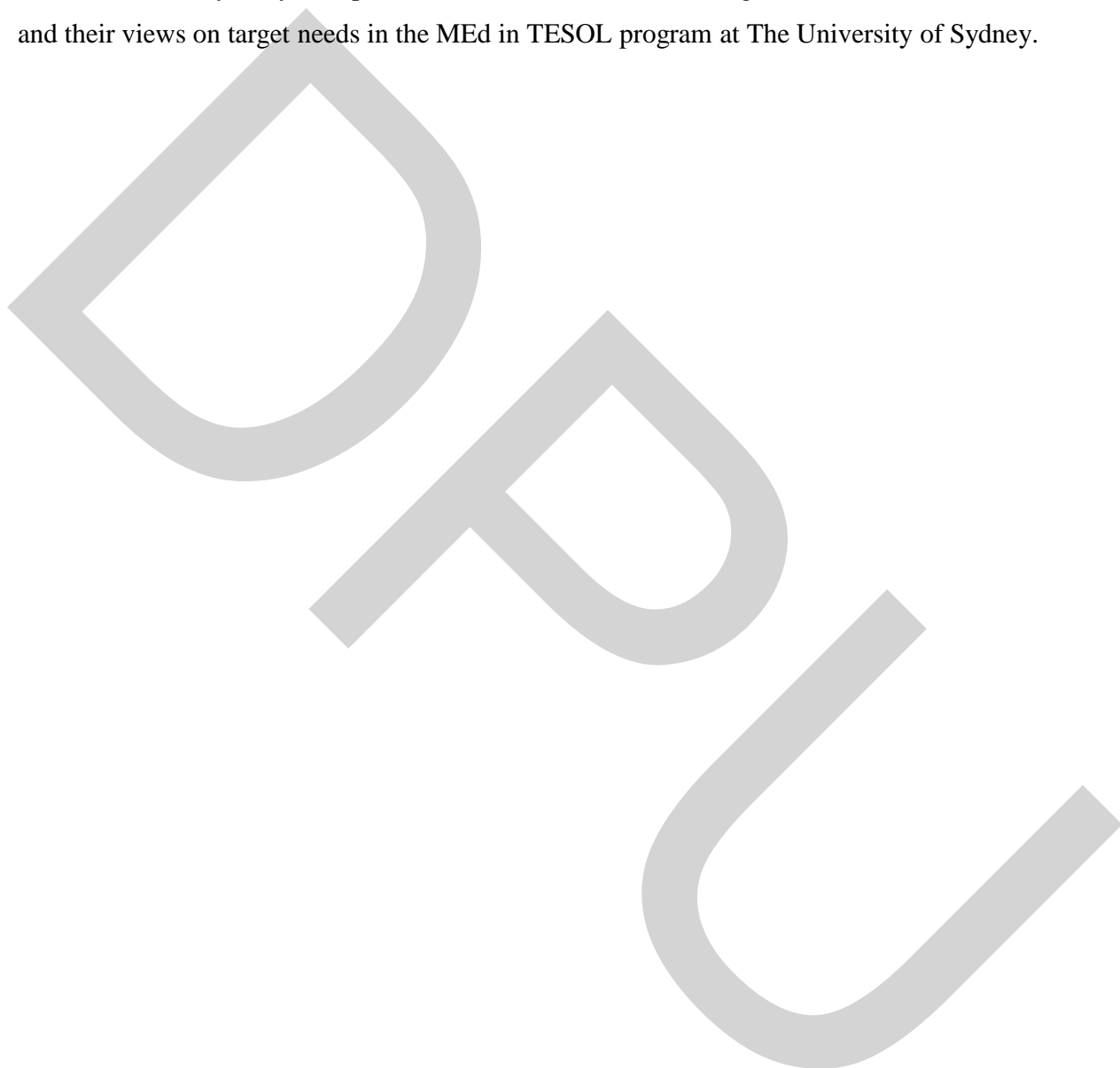
The study has indicated several areas in which further research would compliment and provide more detailed information in the area of needs analysis and genre analysis. It would be useful to carry out similar studies on a large scale in tertiary institutions in Australia. Therefore the following studies are suggested for further research;

1. Another interesting research area which could be carried out is a longitudinal and a large scale study on international students' command of spoken and written genres from the start of the first semester until the end of the second semester to monitor their progress in coping with spoken and written genre needs throughout their entire studies. Moreover, the study could also seek to identify "communication networks", following the models suggested by Paltridge (2001), which comprise of detailed lists of spoken and written needs in academic, administrative and social situations across a one-year study at The University of Sydney.
2. Further research in the relationship between target learning needs of the MEd in TESOL program and the international students' motivation or their learning strategies may reveal how

well international students cope with target learning needs by measuring their motivation and learning strategies.

3. Based on the spoken and written genre needs gathered from this study, another detailed research project could examine the schematic structure of written genres and the event sequence of spoken genres in academic, administrative, and social situations.
4. Another project could be carried out by developing the outcomes from this study and designing a curriculum and syllabus for a discipline-specific ESAP course for prospective international students of the MEd in TESOL program.
5. The research area can be extended by conducting a present situation analysis of an EAP university preparation course in order to find out whether in course content meets the study skills requirements of target situations in Australian universities.
6. A case study could be conducted to examine a sample of international students' academic essays in order to investigate their genre awareness in text organization as well as the extent to which their first language interferes in their academic writing.
7. A similar retrospective case study to this one could be carried out to investigate international students' performance in their academic essays and analyzing lecturers' evaluation of their essays in order to find out students' "lacks" in their written performance.
8. A present situation analysis could be conducted in a non-English speaking country in order to examine the language proficiency level of undergraduate students continuing onto study in Australian universities and the current education systems in their home country which will suggest devising English for General Academic Purposes (EGAP) course for homogeneous group of international students.
9. In addition to EAP needs analysis, a genre-based spoken and written syllabus could be devised for an English for Specific Purposes (ESP) program at tertiary level in a non-English speaking country, based on the outcomes of a target situation analysis in local business organizations.
10. Both present situation analysis (PSA) and target situation analysis (TSA) could be carried out for the spoken and written genre needs of first year undergraduate students in different disciplines in order to design an EGAP university preparation course for undergraduate international students.
11. Conducting a needs analysis for learning needs and learners' needs in a particular discipline could also influence the design of learner-oriented instruction materials and a negotiated syllabus.

Notwithstanding the limitations of the study, and the future research still required in this area, the study has revealed significant spoken and written genres that are often not included in EAP university preparation courses. It has also highlighted the problem areas faced by international students when they carry out spoken, written and other academic genres in the course of their studies and their views on target needs in the MEd in TESOL program at The University of Sydney.



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APPENDICES

Appendix A: Sample Assessment Tasks

Appendix B: Sample Questionnaires

Appendix C: Ethics Approval

Appendix D: Subject Information Statement

Appendix E: Participant consent Form



APPENDIX-A

Unit of Study: Literacy and Language Teaching

Topic Area	Assignment Tasks	Genre Types
Literacy crisis	<p><u>Assignment-1 (40%) 2,000 words</u></p> <p>Choose <i>one</i> only</p> <ul style="list-style-type: none">Outline your understanding of the background to the perceived literacy crisis. Analyses the effects of responses to this “crisis” on your teaching context.	Documented Analytical Essay
Literacy and literacy crisis	<ul style="list-style-type: none">Prepare a critical response to either the set of readings for week 2 and 3 or week 7. In other words identify the strengths and weaknesses of the arguments; identify the key features, assessing the validity of the claims and consider the ways in which the papers interrelate.	Documented Critical Essay
New technology in literacy	<ul style="list-style-type: none">Walter Ong saw the development of computers and technology as the third great shift in perception brought about by “literacy”. To what extent does the new technology reflect social practices; to what extent does it change social practices and the ways we think?	Documented Argumentative Essay
Learner-centred approach	<ul style="list-style-type: none">Outline the origins and development of learner-centred approaches to writing and their application to second language learning. In your view what have been the strengths and problems of these approaches in TESOL?	Documented Discussion Essay

Topic Area	Assignment Tasks	Genre Types
Psycholinguistics and schema approaches	<ul style="list-style-type: none"> Outline the origins and development of psycholinguistics and schema approaches to reading and their application to second language learning. In your view what have been the strengths and problems of these approaches in TESOL? 	Documented Review and Discussion Essay
Communicative language teaching	<ul style="list-style-type: none"> Outline the origins and development of communicative language teaching in terms of its application to literacy. In your view what are the problems and possibilities in the implementation of this in TESOL? 	Documented Review and Discussion Essay
Cross-cultural rhetoric	<ul style="list-style-type: none"> Outline your understanding of cross-cultural rhetoric referring in particular to research into a specific language. How useful is this area of research for you as a teacher? 	Documented Review and Discussion Essay
Text-based genre approach	<ul style="list-style-type: none"> How useful is the text-based genre approach to the teaching of writing? Discuss this in reference to your own teaching context or to a context in which you would work with second language learners. 	Documented Essay and Discussion
Literacy as social practice	<ul style="list-style-type: none"> What is your understanding of the research area into literacy as social practice? Evaluate relevant issues and findings in terms of your area of work or interest. Negotiate to topic. You have seen the topics and heard the lectures. Can you decide on your own question to research and explore? 	Documented Evaluation Essay Negotiated Assigned Topic

Topic Area	Assignment Tasks	Genre Types
Teaching reading and writing	<p><u>Assignment-2: Portfolio Task (60%)</u></p> <p><u>Task 1</u> : Decide on a group of students whom you will be teaching: age, levels of English, teaching situation, their learning goals etc. Decide on a topic/theme/teaching focus that you would use with this group. Collect a set of texts that you could use for teaching reading and writing to this group. This set of texts must include-</p> <ul style="list-style-type: none"> i) some texts at different levels of English demand; ii) a newspaper or magazine story; iii) a short story related in some way to the theme/content iv) some visuals or diagrams 	Teaching Plan
Teaching reading	<p><u>Task 2</u>: Take one of your texts and design two prediction activities for it.</p>	Activity Design
Teaching reading	<p><u>Task 3</u>: Develop a three level guide based on a text of your choice. Identify the age/interest/English level of your target group.</p>	Activity Design
Teaching reading	<p><u>Task 4</u>: Develop a jigsaw reading task based on a text of your choice. Identify the age/interest/English level of your target group.</p>	Activity Design
Teaching reading	<p><u>Task 5</u>: Choose a short story. Identify the theme/learning outcome and the language focus. List what pre-reading and post-reading activities you would do with the story.</p>	Activity Design

Topic Area	Assignment Tasks	Genre Types
Teaching writing	<u>Task 6</u> : Choose a writing outcome and design a set of steps that would lead to this outcome.	Teaching Plan
Teaching reading	<u>Task 7</u> : Read two “teenage” novels and two simplified readers. Give a short summary of each and comment on their usefulness for an ESL group.	Response to Reading
Teaching writing	<u>Task 8</u> : You have just taught one of the novels/ simplified readers you have read. Choose a writing outcome that you could develop from this text and give some steps you would use in teaching to this outcome. (Max 2 pages)	Response to Reading

Unit of Study : Perspectives on Language Development

Topic Area	Assignment Tasks	Genre Types
Learners’ language development	<u>Assignment-1 (10%) 700-1000 words</u> Write a short paper in which you describe briefly the situation in which you teach, what/who you teach, the language backgrounds of your students, and identify what you consider the main issues in understanding and promoting the language development of your students. [i.e.What difficulties do they have and how do you see your role?]	Report

Topic Area	Assignment Tasks	Genre Types
Oral proficiency assessment	<p><u>Assignment-2 (40%) 1500 words</u></p> <p>This will involve the proficiency assessment of a language learner [at any stage of learning any language, as mother tongue or additional language]. It must involve ORAL proficiency assessment. This means that you will have to observe in some way someone talking/verbalizing in one or more languages.</p> <p>You may use observation and/or tape recordings.</p> <p>You may use formal or informal means to elicit language samples for recording. With a foreign language learner you may choose to apply a proficiency scale.</p> <p>For a locally school-based language learner you may use the scales provided by your employing institution.</p> <p>For an infant you may choose to make a functional analysis of prelinguistic speech, or a grammatical analysis of the language used. You could focus on, or include a domain of use analysis for a bilingual. If you work with a young child who is developing fast you could compare their language six weeks apart [record now, record later].</p> <p>You may compare the outputs of two speakers if you prefer. [It may be easier to record two people talking to each other than to record one person.]</p> <p>You do not need to confine your observations to what you have recorded if you have other knowledge of your speaker.</p>	Assessment Report

Topic Area	Assignment Tasks	Genre Types
Language learning and development	<p>You should write in report format [use headings and sub-headings and stick to the facts of what you observe and your evaluation.] You should include generous examples [at least 2 A4 pages] of your informant's output.</p> <p>But do not include these examples in the word count. Include any books you discuss in a list of references (consult the Graduate Handbook 2002 for how to set these out).</p> <p><u>Assignment-3 (50%) 1500 words</u></p> <p>The major assignment will be another written paper of 1500 words, which will focus on a particular topic of your choice. The choice of topic should be made to suit your professional interests, but it must be concerned with language learning, not language teaching.</p> <p>A preliminary written statement of your topic and how you wish to approach it (100 words) should be submitted. You may choose one of the topics suggested below, but you may also suggest any topic which interests you to your tutor.</p>	Negotiated Assignment

Topic Area	Assignment Tasks	Genre Types
Language development	<p><i>General topics:</i></p> <ul style="list-style-type: none"> • How should an understanding of the process of language development affect the practice of classroom teachers of <ul style="list-style-type: none"> - The mother tongue - LOTE - ESL - EFL? <p>[You may choose <i>one</i> or <i>more than one</i> of the above.]</p>	Discussion Essay
Curriculum design	<ul style="list-style-type: none"> • How should an understanding of the process of language development affect the practice of curriculum design for one of the following: <ul style="list-style-type: none"> - The mother tongue - LOTE - ESL - EFL? <p>[Choose <i>one</i> only]</p>	Discussion Essay
Language learning and development	<ul style="list-style-type: none"> • Compare any two of the following processes: <ul style="list-style-type: none"> - Mother tongue development - Second language development - Learning a foreign language <p>[NB: there is no scope in this question for writing about teaching.]</p>	Comparison Essay

Topic Area	Assignment Tasks	Genre Types
Individual differences	<p><i>Specific topics:</i></p> <p>Choose <i>any</i> individual difference which may affect language development/learning and write a report on recent research findings.</p> <p>Possible topics:</p> <ul style="list-style-type: none"> - age - motivation - attitude - personality - cognitive style - learning strategies - intelligence - multiple intelligences - any individual personality factor mentioned in the readings <p>[Choose <i>one</i> only. The purpose of this topic is to provide opportunity for people who wish to do more in depth work.]</p>	Research Report

Unit of Study: English for Business and Specific Purposes

Topic Area	Assignment Tasks	Genre Types
Definition of ESP	<p><u>Assignment-1 (50%) 2500 words</u></p> <p>Write an essay on ONE of the following topics:</p> <ul style="list-style-type: none"> • What is ESP? Include a discussion of the history of ESP and various ways in which it has been defined. 	Documented Essay

Topic Area	Assignment Tasks	Genre Types
History and development of ESP	<ul style="list-style-type: none"> • Discuss the history and development of ESP. include a discussion of the theories underlying the development of ESP. 	Documented Essay
Needs analysis and ESP	<ul style="list-style-type: none"> • What is needs analysis? Include a discussion of the relationship between needs analysis and ESP as well as its history in the development of ESP. 	Documented Essay
Linguistic research in ESP	<ul style="list-style-type: none"> • How have development in linguistic research been taken up in the development of teaching English for specific purposes? 	Documented Essay
ESP teaching material evaluation	<ul style="list-style-type: none"> • Examine an ESP course book in general in relation to the issues discussed in weeks 1-6 this course. 	Text Book Analysis and Documented Discussion
ESP teaching material evaluation	<ul style="list-style-type: none"> • Examine a section of an ESP course book in detail in relation to the issues discussed in weeks 1-6 this course. 	Text Book Analysis and Documented Discussion
ESP program evaluation	<ul style="list-style-type: none"> • Examine an ESP program you are familiar with in relation to the issues discussed in weeks 1-6 this course. 	Program Analysis and Documented Discussion

Topic Area	Assignment Tasks	Genre Types
ESP course design	<p><u>Assignment-2 (50%) 2500 words</u></p> <ul style="list-style-type: none"> • Present an outline for an ESP course designed for a particular group of learners, taking account of issues discussed in this course. Include a discussion of the theoretical rationale underlying the course you have designed. 	Course Design Project

Advanced Study in Language Education (A):

Unit of Study: Language Curriculum Management

Topic Area	Assignment Tasks	Genre Types
Approaches to curriculum design	<p><u>Assignment (50%) 2500 words</u></p> <p>Choose topics from the list below:</p> <ul style="list-style-type: none"> • Critically review one of the approaches to curriculum design discussed in the course in terms of its theoretical basis and feasibility in practice. Draw upon authentic examples of curricula as much as possible. 	Discussion and Critique
Ideologies underlying curriculum development and syllabus design	<ul style="list-style-type: none"> • What is the difference between curriculum development and syllabus design? Choose a language teaching context with which you are familiar and characterize the ideology underlying the curriculum. What impact does this have on syllabus design? 	Discussion Essay

Topic Area	Assignment Tasks	Genre Types
History, development and critique of a syllabus type	<ul style="list-style-type: none"> Discuss the history and development of one of the syllabus types covered in the course. Discuss, in particular, the role of the teacher, the role of the learner, and the issues of syllabus content. What are the strengths and weaknesses of the syllabus type. 	Discussion Essay

Unit of Study: Teacher Research in the Language Classroom

Topic Area	Assignment Tasks	Genre Types
	<p><u>Assignment (50%)</u></p> <p>Choose one topic from the list below.</p>	
Research proposal	<ul style="list-style-type: none"> A research proposal (2500 words) (Note: if you wish to include a dissertation in your degree, you must do this assignment) 	Research Proposal
Research methodology	<ul style="list-style-type: none"> A review of an approach to carrying out research (1000 words) plus a critique of a study which draws on this approach (1,500 words) 	Documented Essay and Critique
Action research	<ul style="list-style-type: none"> a small scale action research project (2500 words) 	Research Project Report

Unit of Study: Languages in the Primary/Elementary Grades

Topic Area	Assignment Tasks	Genre Types
Early second language acquisition	<p><u>Task A (40%) 2500 words</u></p> <p>“Popular tradition would have you believe that children are effortless second language learners” (Brown, 2001, p.87). Basing their comments on both anecdotal assumptions as well as on research findings, others would agree with that “folk-wisdom” saying that children learn foreign and second languages like a “sponge” – they soak it in!</p> <p>Discuss these statements informed by what the literature says about optimal age, context and conditions for early second language acquisition/learning. Formulate a position statement on languages education in the primary/elementary classroom.</p>	Exposition/Argument Essay
Language curriculum planning	<p><u>Task B (40%) 2000 words</u></p> <p>Read the following two scenarios (below – A) which show primary/elementary foreign language contexts.</p> <p>Choose one, and write some planning notes (between 1200 – 1500 words) according to each of the aspects listed in section B below. Indicate the country and the language chosen.</p>	Discussion Essay

Topic Area	Assignment Tasks	Genre Types
	<p>A.</p> <p><u>Scenario # 1:</u></p> <p>Context: you choice of home country, where English is the majority language</p> <p>Target language other than English: your choice</p> <p>Student learners: students 8 and 9 years of age</p> <p>Teacher: non-native speaker of the LOTE</p> <p>Your local (urban) government primary/elementary school offers a wide-ranging curriculum for approximately 500 children from Grades Kindergarten to 6. The school is situated in a large multi-cultural city. There are three classes per grade level and there are approximately 25 students in each class.</p> <p>The school district has allocated funding for you to be the teacher with responsibility for teaching the target language other than English in this school, and for similar programs to exist in neighboring primary schools.</p> <p>Your principal and executive management team have approved the teaching of the language from Grade 3 next year. You will be relieved of your normal classroom teaching duties for one day per week and will meet each of the three Year 3 classes for 1.25 hours per week in one block of time.</p>	

Topic Area	Assignment Tasks	Genre Types
	<p>Parents of the children in this school have varying proficiencies in other languages themselves, although in a recent survey were not clearly supportive of LOTE programs to be introduced to the school.</p> <p>You will be the teacher involved in the eventual overall planning of this language curriculum for the Grade 3 class. Your task initially is to make preparatory notes according to the aspects below.</p> <p><u>Scenario # 2:</u> Context: your choice of home country Target foreign language : English Student learners: students 8 and 9 years of age Teacher: non-native speaker of English</p> <p>A privately-owned co-educational elementary school offers a wide-ranging curriculum for 130 children from Grades 1 to 6. The school is in a large city, known to be a cosmopolitan city with inhabitants from many countries. There is only one class per grade level and there are approximately 20 students in each class.</p> <p>As part of the new curriculum offerings next year, the School Board Governors have approved the teaching of English as a foreign language from Grade 3. Parents of the children in this school have a proficiency in English themselves and in a recent survey, indicated their preference for English at the school.</p>	

Topic Area	Assignment Tasks	Genre Types
	<p>Parents of the children in this school have varying proficiencies in other languages themselves, although in a recent survey were not clearly supportive of LOTE programs to be introduced to the school.</p> <p>You will be the teacher involved in the eventual overall planning of this language curriculum for the Grade 3 class. Your task initially is to make preparatory notes according to the aspects below.</p> <p><u>Scenario # 2:</u> Context: your choice of home country Target foreign language : English Student learners: students 8 and 9 years of age Teacher: non-native speaker of English</p> <p>A privately-owned co-educational elementary school offers a wide-ranging curriculum for 130 children from Grades 1 to 6. The school is in a large city, known to be a cosmopolitan city with inhabitants from many countries. There is only one class per grade level and there are approximately 20 students in each class.</p> <p>As part of the new curriculum offerings next year, the School Board Governors have approved the teaching of English as a foreign language from Grade 3. Parents of the children in this school have a proficiency in English themselves and in a recent survey, indicated their preference for English at the school.</p>	

Topic Area	Assignment Tasks	Genre Types
	<p>You will be the teacher involved in the eventual overall planning of this English as a foreign language curriculum for the Grade 3 class.</p> <p>Your task initially is to make preparatory notes according to the aspects below. You will be asked to suggest the amount of class time for this program per week.</p> <p>B.</p> <p><u>Aspects for comment:</u></p> <p><i>Model</i></p> <p>Which “model” might suit your program best; the language-as-object model OR content-based immersion teaching of the target language? Why?</p> <p><i>Organizational focus for units of work</i></p> <p>Choose from such foci as: themes and topics; text-types; language functions. You might give examples of these.</p> <p><i>Achieving an intercultural awareness in students/Teaching strategies</i></p> <p>Which types of teaching strategies might be suitable for your program? Why?</p>	

Topic Area	Assignment Tasks	Genre Types
	<p data-bbox="451 338 1153 423"><i>Achieving an intercultural awareness in students/ Resources/teaching-learning materials</i></p> <p data-bbox="451 445 1153 584">List types of suitable resources (including human) to add to your program. State your reasons for such choices. Where might you locate such resources?</p> <p data-bbox="451 658 695 692"><i>Learning outcomes</i></p> <p data-bbox="451 712 1153 958">In general terms, describe your vision for the aims of the program for the types of language abilities, skills, knowledge and understandings you would envisage the students in your class might have after six months or one year learning the language in your program.</p> <p data-bbox="451 1032 746 1066"><i>Catering to individuals</i></p> <p data-bbox="451 1086 1153 1225">Describe some strategies you could put in place that would allow individual students to achieve at “their own pace”, “according to their individual needs”.</p> <p data-bbox="451 1299 560 1332"><i>General</i></p> <p data-bbox="451 1352 767 1386">Include a title page with:</p> <ul data-bbox="451 1406 863 1599" style="list-style-type: none"> - your ID number - the unit code and task details - an electronic word count - an indication of which scenario is chosen 	

Topic Area	Assignment Tasks	Genre Types
Language learning activity	<p><u>Task C (20%) [Pass/Fail only]</u></p> <p>Students are to prepare and present verbally a summary of a language strategy suitable for use with primary/elementary grades. The presentation, along with a demonstration of the strategy, should take no more than 5-8 minutes. Students should both explain the strategy (with visual aids or resources is appropriate), and indicate briefly the rationale behind the strategy.</p> <p>The activity could be a: game; finger-rhyme; big book exploration; learning centre activity; song; other strategy as negotiated.</p> <p>A short (200 word) summary of the strategy should be provided to the lecturer in the body of an e-mail for eventual compilation of a shared resource.</p>	Oral Presentation

Unit of Study: Working in Language Teacher Development

Topic Area	Assignment Tasks	Genre Types
Reflections on learning	<p>Assessment tasks (50%) consists of three parts:</p> <ul style="list-style-type: none"> • Participants' weekly post-session diary (15%) 	Journal of Personal Reflections
Language teachers' professional development	<ul style="list-style-type: none"> • Classroom discussion/presentation (15%) 	Classroom Discussion/Presentation

Topic Area	Assignment Tasks	Genre Types
Language teaching and teachers' professional development	<ul style="list-style-type: none"> • Design and delivery of a 45-60 minute workshop for teacher development (20%) 	Workshop Design

APPENDIX-B

Questionnaire for International Students

1. What kind of texts did you have to write last semester?
2. What difficulties did you have with writing these texts?
3. How do you think you could improve your writing of these texts?
4. What kind of texts did you have to read last semester?
5. What difficulties did you have with reading these texts?
6. How do you think you could improve your reading of these texts?
7. What in and out of class spoken interactions did you take part in last semester?
8. What difficulties did you have with these interactions?
9. How do you think you could improve your performance of these interactions?

Thank you for your kind cooperation.

Questionnaire for Lecturers

1. What kinds of texts did international students write for you last semester?
2. What difficulties did they have with writing these texts?
3. How do you think they could improve their writing of these texts?
4. What kinds of texts did international students read for you last semester?
5. What difficulties did they have with reading these texts?
6. How do you think they could improve their reading of these texts?
7. What in and out of class spoken interactions did you take part in last semester?
8. What difficulties did they have with these interactions?
9. How do you think they could improve in these situations?

Thank you for your kind cooperation.

Questionnaire for Administrative Staff

1. What kinds of written texts did you receive from international students last semester?
2. What difficulties did they have with these texts?
3. How do you think they could improve their writing of these texts?
4. What kinds of texts did international students have to read last semester?
5. What difficulties do you think they had with these texts?
6. How do you think they could improve their reading of these texts?
7. What spoken interactions did you have with international students last semester?
8. What difficulties did they have with these interactions?
9. How do you think they could improve in these interactions.

Thank you for your kind cooperation.

APPENDIX-C



The University of Sydney

NSW 2006 Australia

21 March 2003

Dr B Paltridge
Faculty of Education
University of Sydney
Bldg A35

Dear Dr Paltridge

Thank you for your correspondence dated 14 March 2003 addressing comments made to you by the Committee. After considering the additional information, the Executive Sub-Committee at its meeting on 20 March 2003 approved your protocol on the study below. Please note that subject to annual monitoring returns, the approved protocol is valid for five years.

Title: *A cast study of the spoken and written genre needs of international students enrolled in the Masters of Education program specialising in Teaching of English to Speakers of Other Languages (TESOL) at the University of Sydney: A retrospective account.*

Ref No: 6657

Approval Period: 20 March 2003 – 20 March 2004

Authorised Personnel: *Dr Brian Paltridge
Mr Win Naing Soe*

The additional information will be filed with your application.

In order to comply with the *National Statement on Ethical Conduct in Research Involving Humans*, and in line with the Human Research Ethics Committee requirements the Chief Investigator's responsibility is to ensure that:

- (1) The individual researcher's protocol complies with the final and Committee approved.
- (2) Modifications to the protocol cannot proceed until such approval is obtained in writing.
- (3) The confidentiality and anonymity of all research subjects is maintained at all times, except as required by law.
- (4) All research subjects are provided with a Participant Information Sheet and Consent Form, unless otherwise agreed by the Committee.

Human Research Ethics Committee

Manager:

Mrs Gail Briody

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(02) 9351 4474

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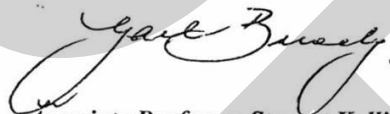
Facsimile: (02) 9036 9310

Email: r.todd@reschols.usyd.edu.au

m.williams@reschols.usyd.edu.au

- (5) The Participant Information Sheet and Consent Form are to be on University of Sydney letterhead and include the full title of the research project and telephone contacts for the researchers, unless otherwise agreed by the Committee.
- (6) The following statement must appear on the bottom of the Participant Information Sheet. *Any person with concerns or complaints about the conduct of a research study can contact the Manager of Ethics Administration, University of Sydney, on (02) 9351 4811.*
- (7) The standard University policy concerning storage of data and tapes should be followed. While temporary storage of data or tapes at the researcher's home or an off-campus site is acceptable during the active transcription phase of the project, permanent storage should be at a secure, University controlled site for a minimum of five years.
- (8) A progress report should be provided by the end of each year. Failure to do so will lead to withdrawal of the approval of the research protocol and re-application to the Committee must occur before recommencing.
- (9) A report and a copy of any published material should be provided at the completion of the Project.

Yours sincerely



Associate Professor Stewart Kellie
Chairman, Human Research Ethics Committee

(encl. 2)

cc. Mr Win Naing Soe, 110 Lawson Street, Redfern 2016

APPENDIX-D



The University of Sydney

Faculty of Education and Social Work
The University of Sydney
NSW 2006
Australia

SUBJECT INFORMATION STATEMENT

PROJECT: A Case Study of the Spoken and Written Genre Needs of International Students Enrolled in the MEd in TESOL at The University of Sydney

A Master of Education in Teaching English to Speakers of Other Languages (TESOL) student at the Faculty of Education and Social Work will conduct a study which examines the spoken and written genres international students have encountered in in-class and out-of-class situations in their first semester of study at The University of Sydney.

This study will involve a sample of students filling out a questionnaire about their experience on the specified topic. In addition to this, lecturers from the Faculty of Education and Social Work and administrative staff members from the Student Administration Office of the Faculty of Education and Social Work, the Fisher Library, the Student Centre and the International Office will be surveyed for their experience of international students' spoken and written genre needs during the research period. Each questionnaire will take about twenty minutes. Follow-up interviews will also be conducted with all participants.

Appropriate time will be chosen for interviews when participants are not engaged in their studies or work. Interviews will be conducted in classrooms in the Faculty of Education and Social Work before and after class hours during the first week and second week of April. Interviews will be tape-recorded and will take about fifteen minutes for each participant. The study will not cost any money to the participants involved and participation in the study is voluntary. If the participants wish to withdraw from the study at any time can do so without reason.

The result of this study will be submitted to The University of Sydney for a Masters dissertation being written in the Faculty of Education and Social Work. The identity of students, the lecturers and staff involved in the study will not be disclosed to ensure anonymity.

If you have any further questions about the study, please e-mail Win Naing Soe at austnsoe@hotmail.com.

Any person with concerns or complaints about the conduct of a research study can contact the Manager of Ethics and Biosafety Administration, University of Sydney, on (02) 9351 4811.

APPENDIX-E



The University of Sydney

Faculty of Education and Social Work
The University of Sydney
NSW 2006
Australia

PARTICIPANT CONSENT FORM

Project: A Case Study of the Spoken and Written Genre Needs of International Students Enrolled in the MEd in TESOL at The University of Sydney

I,
[name]

have read and understood the information for participants on the above named research study and have discussed it.

.....
[signature]

I am aware of the procedures involved in the study, including any inconvenience, risk, discomfort or side effect, and of their implications.

I freely choose to participate in this study and understand that I can withdraw without compromise at any time.

I also understand that the interviews will be tape-recorded and the research study is strictly confidential.

I hereby agree to participate in this research study.

Signature:

Name:

Date:

Signature of witness:

Name of witness: