

## **DEVELOPING INSTITUTIONAL HARMONY AND DEPARTMENTAL RESPECT THROUGH EAP: MATERIALS DEVELOPMENT**

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### **Abstract**

Harmony among the different departments of a university has always been critical from the perspective of teaching English as a second/foreign language (ESL/EFL) since it directly affects the English Language Teaching Program of a university. By ‘program’, we mean English at both the preparation class and during the faculty.

TurAFA is a different and unique military academic institution in that the graduates of the academy receive two degrees: one commissioned officer, two a BA degree of currently five different departments following four-year education and training.

English is of great importance for the prospective graduates of TurAFA for both their military and academic career. A certain proficiency of English will be indispensable aspect of the graduates who will be in need of English either for their tasks and missions both in homeland and abroad or for their academic studies during and after graduation. Therefore, a unique English Language Teaching Program has been developed in terms of schedule and content based on an intensive study of needs analysis and materials development since 2007.

A hybrid experimental design (quantitative and qualitative) has been set up from the very beginning in order to observe and evaluate the effectiveness of the program in terms of developing harmony among the departments and developing respect among the learners and the academicians on the part of the curriculum developers, syllabus designers and materials developers. It has also been investigated how developing materials for EAP course increased the awareness of academicians in terms of TurAFA English Language Teaching Program.

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**Keywords:** EAP, CBI, institutional harmony, respect building, awareness raising, materials development, curriculum development, TurAFA

## **Introduction**

In the past, Greek, Latin, and Arabic were ‘lingua francas’ of their time; however, today, English can be referred as the ‘lingua franca’ more than ever for two obvious reasons; one, the population of the world has increased enormously and two, the means of communication has become more and more complex compared to the earlier centuries. (Widdowson, 2003; Jenkins, 2005; Harmer, 2006; Dudaney and Hockly, 2007; Alexander, Argent, and Spencer, 2008).

Harmer (2007, pp. 17-24, also cited in Kachru, 1985) mentions changing number of native-nonnative speakers of English in order to depict the picture better (Andrews, 2007). According to him, there are 320-380 million native speakers of English in the world in countries like Britain, the USA, Australia etc., and there are more than a billion non-native speakers of English the number of which is still expanding. Similarly, Krashen (2006, p. 1) titles English as ‘the world’s second language’ in order to clarify the extent to which ELT activities have reached thus far in the world. According to him, there is an ‘overwhelming desire to either acquire English or ensure that one’s children acquire English as a second or foreign language’ (Krashen, 2006, p. 1). We can find affirming results when we look at the statistics and numbers pertaining to the extent English activities have outreached. As of 2001, 45% of the 5000 million internet users were native English speakers (State of the Internet Report, US Internet Council and International Technology and Trade Associates Ltd., 2001; reported in Krebs, also cited in Krashen, 2006). 75% of websites linked to servers in 1999 were in English (ibid, p. 1). While 83% of the articles cited in the Science Citation Index were in English in 1977, 95% of the articles cited were in English when the year was 1997 from both native and non-native speaker countries (Garfield, 1998). The International Civil Aviation Organization (ICAO) released a report in 2008 making it obligatory to use English in ground-to-air and air-to-ground communications both locally and internationally except for emergency cases. Therefore, it would not be to say wrong that English is the world’s language for the internet, the science, and aviation in sum.

English has been studied more than any languages in history from the scope of teaching it as a second or foreign language. (Harmer, 2007) One of the results of those studies has been the treeing of sub fields of English like English for Law, English for Aviation, English for Engineering, English for Nursing, English for Sports so on and so forth. This has been referred as English for Specific Purposes (ESP). English for Academic Purposes (EAP) has also emerged and then divided afterwards into two main subfields: English for General Academic Purposes (EGAP) and English for Specific Academic Purposes (ESAP). The latter

then spurred into various sub-fields in accordance with program needs and requirements of target learners (Jordan, 1997; Hyland, 2006). For instance, after a series of studies, curriculum developers came to a conclusion that academic linguistic needs of engineering department students vary from those of humanitarian sciences department students (Hyland, 2006, pp. 73-76). Therefore, the purpose of the Academic English Programs focused on more specific academic needs in terms of proficiency in English (Benesch, 2008). This has increased the importance of communication among decision makers, curriculum developers, and field experts. If it is a team game, the success of educational programs largely depend on effective cooperation and harmony within an institution. This can be achieved through a number of ways one of which being the process of materials development with the help of field experts (McDonough and Shaw, 2003). From the perspective of English language teaching programs, this can also contribute to the respect building of ELT Program developers on the eye of both the learners and academicians of other majors of a faculty.

### **Literature Review**

English has grown as the 'leading language' (Hyland and Hamp-Lyons, 2002, p. 1) since it has been used primarily as the language of the internet, science, and aviation (Krashen, 2006). Being 'the world's second language' (Krashen, 2006, p. 1), English has also become the language of the academic world as well. Therefore, it has become indispensable for those academicians or student-academicians who would like to follow their disciplines. They have to gain fluency in English in general and in academic discourse in specific since it has its own conventions. The discipline of English Language Teaching has had a reply to this demand: English for Academic Purposes (EAP) with the experience of 35 years so far since its outbreak (Hyland and Hamp-Lyons, 2002). The immersion of this sub-field has reformed how English had been taught and reformed the English Language Teaching programs at especially university level. When we consider the number of users of English (non-native speakers of English), the extent of English medium academic settings have grown enormously. Not only for academic motivation but also for economic and employment considerations, English has sustained to be main endeavor.

The learners of EAP suddenly increased which gave rise to the increase in the number of EAP specialists and/or EAP teachers. Considering the native/non-native proportion, both EAP learners and EAP teachers outnumber those of native ones. So, the focus of academic (English) needs stems from the non-native drive which has resulted in new approaches in EAP materials development and teacher training courses. This is different from English for

General Purposes (EGP) and English for Specific Purposes (ESP) (Hyland and Hamp-Lyons, 2002; Dudley-Evans, 2004) which will be elaborated in this paper.

### Defining EAP

English for Academic Purposes can be defined simply as ‘teaching English with the aim of facilitating learners’ study or research in that language (Jordan, 1997, p. 1). But while EAP comprises different areas and practices, these definitions give ideas including not only study-skills teaching but also what might be seen as general English as well. In fact, we need to keep in mind that ‘EAP has emerged out of the broader field of ESP, a theoretically and pedagogically eclectic parent, but one committed to tailoring instruction to specific rather than general purposes’ (Hyland and Hamp-Lyons, 2002). Richards and Schmidt also view EAP within the framework of ESP (Richards and Schmidt, 2002, p. 181) which will be discussed in detail below.

In order to explore and define what EAP is or what it is not, a comparison-and-contrast chart between EAP and GE will be really of great help. The Differences between GE and EAP is clearly classified by Alexander, Argent, and Spencer (2008, pp. 3-5).

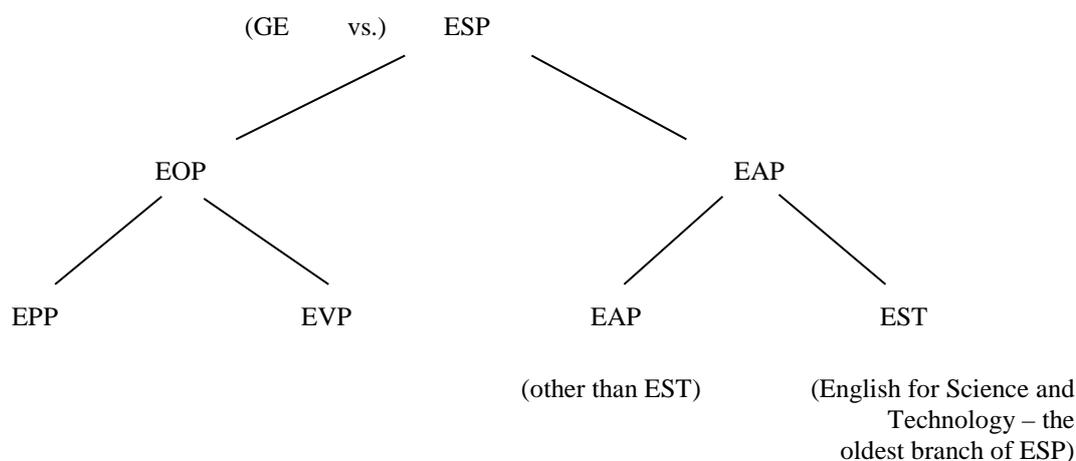
CONTEXT	GENERAL ENGLISH LANGUAGE TECHING	ENGLISH FOR ACADEMIC PURPOSES
1. What drives the syllabus?	Level driven: the main focus is what a student can and cannot do now.	Goal driven: the main focus is where a student has to get, often in relation to specific academic course.
2. Time available	Relatively flexible: a student may opt in and out of ELT at various points in adult life with different motivations.	Not flexible: time is strictly limited and an EAP course is probably a ‘one-off’ endeavor for a student.
3. What is at stake for the student?	For most students, the outcome is a sense of personal achievement or certification of the language level attained, not necessarily involving high stakes.	For almost all students, the only relevant outcome is entry to or successful completion of university study. Failure is costly in time, money and career prospects.
PEOPLE		
4. Student motivation	Motives are varied and general. Students often learn General English out of interest in the language and associated cultures or a wish to become part of a global community.	Motives are specific. A high proportion of EAP students learn English as a means to entering a course at an English-medium university or in order to access a particular academic community.
5. Teachers	Attracts predominantly graduates in the humanities, e.g., English (usually literature), linguistics or European languages.	Attracts a significant number of graduates in evidence-based academic disciplines, such as science, social science, business studies.

6. Teacher-student roles	Unequal: teachers are seen as language experts and students as language novices.	Teachers and students are more equal: both are learning about the academic community.
Teaching and Learning Content		
7. Language Content (grammar and vocabulary)	Potentially, the totality of the English language is possible content. Usually, students need to be equipped for a wide range of communicative situations.	Content is limited to academic discourse, e.g., emphasis on academic style: academic vocabulary and associated grammar and discourse features.
8. Language-skills balance	Speaking and listening are usually given more importance than reading and writing. Exams or students may determine the weighting given.	The main emphasis is on reading and writing. Some EAP students have a specific need, such as academic reading or writing for publication.
9. Materials	Texts and tasks are often chosen for self-expression and are usually short and quickly covered; personal response and creativity are valued.	Texts and tasks are drawn from degree study. They are for communicating information and are inherently long and dense. Clarity and objectivity are valued in student writing.
10. Text choice	Texts are often chosen from entertaining, easily accessible genres. Traditionally, there has been an emphasis on sentence grammar, with topic driving text choice.	Text choice is based on academic genres: students learn about audience, purpose and organization as well as rhetorical functions and inform structure.
11. Text exploitation	Variety and pace of activities are important in delivery, leading to a tendency to move quickly from text to text to maintain interest, each text having a different topic and learning focus.	Texts require more time for full exploration. Each text may have a range of learning focuses. Texts may be linked thematically.
12. Other skills content	There is little emphasis on study skills, or these focus on language learning only. Cognitive skills are not explicitly included.	Study skills are emphasized and made explicit, particularly learner independence and cognitive skills, especially critical thinking.

It can be easily derived from the above chart that, there are certain differences between GE and EAP from three main domains: general perspective, people, and content. These three domains are divided into 12 various contexts which indicate that there is a difference between what we call GE and EAP.

Going back to GE and ESP issue within which EAP is included, Jordan mentions the growth of EAP in the world and in the UK explaining the reasons beneath (2002); moreover, he divides English into two sub-categories as General English (GE) and English for Specific Purposes (ESP) (1997, p. 3). Under ESP, he gives another two broad divisions as English for Occupational/Vocational/Professional Purposes (EOP/EVP/EPP) and English for Academic Purposes (EAP). He further divides EAP into two: English for Specific Academic Purposes (ESAP) and English for General Academic Purposes (EGAP). To clarify this, English for medicine, engineering, and economics can be referred as ESAP whereas general academic

English skills like note-taking, academic writing and reference skills are often cited under the title of EGAP. He gives a model for categories of ESP as follows:



Within the scope of the contemporary definition of the concept of EAP, McDonough (2005, p.57) receives the following answer from Hyland at an interview on EAP indicating the sudden growth and diversion/immersion of EAP out of ESP showing the extent to which the definition of the concept of EAP has reached:

EAP and ESP were both fledgling fields only 20 years ago... When the English for Specific Purposes journal was begun by Grace Stovall Mancill of the American University in Washington in 1980, it was a gamble to start even one journal concerned with ESP, EAP, and related areas. For some years, it was a struggle to fill the pages of two issues a year. But the author and reader base grew steadily, and in the last 10 years, ESPJ has really taken off, growing from 3 issues totaling 250 pages in 1991 to quarterly publication and 320 pages in 1997, and to over 500 pages in 2001 (including a fifth, supplementary issue dedicated to EAP). EAP has emerged from the larger field of English for Specific Purposes as the academic ‘home’ of scholars who do not research in or teach other ‘SPs’, but whose focus is wholly on academic contexts (although we must not forget that there are also scholars and teachers who continue to engage in both ESP and EAP). The modern-day field of EAP addresses the teaching of English in the academy at all age and proficiency levels, and it draws on a range of interdisciplinary influences for its research methods, theories and practices. It seeks to provide insights into the structures and meanings of academic texts, into the demands placed by academic contexts on communicative behaviors, and into the pedagogic practices by which these behaviors can be developed. ...we seek to show that the breadth and depth of work done and to be done in EAP is more than sufficient to fill the pages of a quarterly journal, as JEAP will be by 2003.

### **Issues Related to EAP**

When we think of EAP, a couple of issues arise to be considered within the scope of definition and domain of EAP like EAP and other disciplines, problems and challenges faced, relation between attainment and EAP, and learner perspective (Scarsella, 2003). These issues are derived from the various research papers discussed below.

For the first issue of relation between EAP and other disciplines, Kirschner and Wexler (2002, pp.163-183) emphasize the importance of systematic approach to materials development for EAP courses in order to gain maximum cultivation:

Finally, we have found the process of developing both the courses and the specific unit described here to be an enriching and challenging experience. The materials and related tasks to be chosen for such units should be determined in an ongoing process of design, implementation, evaluation and revision, custom-designed for specific groups of students in specific settings. In our view, the notion of such ongoing development is an essential attribute of EAP course design.

For the issue of problems and challenges within the scope of EAP, Tatzl (2011, pp. 252-270) mentions ‘reciprocal feelings of dissatisfaction among stakeholders, student workload, different levels of students’ prior knowledge and a reduction in the amount of content that can be taught’ as the main issues for higher education within which EAP is pretty widely applied. Similarly, Evans (2008, pp. 240-247) put forward that there are ‘two specific problems faced by second-language university students attending courses in English for Academic Purposes: expository texts and reading-to-write tasks.’ Within this scope, Liu et al (2011, pp. 271-280) carried out a study in order to explore English as a foreign language (EFL) college students’ needs in English for General Purposes (EGP) and English for Specific/Academic Purposes (ESP/EAP) courses in terms of their perceptions of three subcategories of needs, necessities, wants, and lacks and reasons for students’ course enrollment with 972 EFL college students from six universities in Taiwan. The results of the study showed that students had varying perceptions of ‘necessities, wants, and lacks in the different language skills taught in EGP and ESP/EAP courses’ (ibid., p. 271). The findings of the study conducted also demonstrated discrepancies between the students’ perceptions of needs and the actual courses they took, which highlighted the importance of understanding needs as a ‘complex, multiple, and conflicting concept’ (ibid., p. 271). These problems also show the importance of communication among EAP curriculum developers and other bodies influencing institutional decisions.

Coming to the issue of “relation between attainment and EAP”, Donohue and Erling (2012, pp. 210-219) conducted another study in order to determine if differences in academic attainment among university students could be correlated with their use of EAP. In the study, they used Measuring the Academic Skills of University Students (MASUS – a diagnostic language assessment procedure) and informal analysis of assignment feedback and interviews with students in order to investigate the correlation between the two aforementioned variables. The results of the study confirmed that there was a strong correlation between the overall scores students obtained in the MASUS and their attainment as was represented by their assignment grade.

In another study, Allen (1984, pp. 45-54) also found it positive to collaborate with peers and colleagues. Harwood (2005, pp. 149-161) explored various anti-textbook arguments and corpus-based studies which compare the language EAP textbooks teach with corpora of the language academic writers use in order to determine their relevance to EAP. He comes up with a conclusion that it is not impossible to produce an EAP textbook based on the recent research. For high quality material to see the light of day, but, ‘we need communication between publishers, researchers, teachers, and textbook writers to be enhanced’ he asserts (p. 161).

As for the issue of learner perspectives, Dooey (2010, pp. 184-197) found out that while generally the students, applying to study at universities in Australia, interviewed saw their pathway program as a very useful starting point for starting tertiary studies, they claimed that they were still facing many challenges, most of them either directly or indirectly related to English language proficiency. This also shows the importance of cooperation with EAP teachers and subject matter teachers. Similarly, Raymond and Brisay (2000, pp. 89-100) display the importance of cooperation with their study in China. They came up with the conclusion that an innovative EAP course that combined teaching language, study, and acculturation skills, proved to be effective compared to that of solid EAP course.

### **Pulling it together**

What has been analyzed and discussed so far sheds light on a really important issue in terms of EAP from the scope of this paper: cooperation among various disciplines on the process of needs analysis and materials development which might have an impact on the general attainment of learners studying their subject matter in English. Creating awareness of EAP program in an institution among the academicians other than ELT teachers might be an issue for EAP in terms of developing respect and harmony which can be said to be the key factor in the success of any EAP program. The current paper discusses such an issue in EAP

which has not been explored before: the influence of cooperation between experts and materials developers and its role in developing respect on the part of the materials developers on the eye of the other academicians.

The above mentioned issue has not been touched ever before in such a systematic way although recent challenges stem from the poor communication between ELT departments and major subject areas of faculties in need of English for further study. Therefore, the implications of the present research will shed light on important 'knots' hereby.

### **Research Question**

How does developing materials for an EAP course influence the views of the academicians on an ELT department in an institution in terms of awareness, respect and harmony?

### **Participants**

In this research, there are 19 participants (academicians of different disciplines) 15 of whom have PhD, six of whom are Assistant Professors, one of whom is a Professor. Additionally, three of them are TurAFA graduates, four of them are members of the Foreign Languages Department. All the participants have at least eight years of experience in the same institution except for one major academician who completed his BA there in the academy. This is to say that, the participants have the knowledge of what was/how the department was before and after the research, i.e. the implementation of the program and EAP course.

### **Setting**

Turkish Air Force Academy (TurAFA) is a four-year military academy where the students are both academically educated on five major engineering and administrative departments, i.e. aviation and aerospace engineering, electronics engineering, industrial engineering, computer engineering, and administrative sciences and at the same time trained to be fighter pilots for the Turkish Air Force. Although the medium of instruction is not English in the academy, it is given special attention and quite an important amount of time is allotted to English classes in the curriculum.

### **English Language Teaching System at TurAFA**

Being familiar with the English Language Teaching Program of TurAFA is of great significance in terms of the scope of the present paper in that the role of EAP within the general program also reveals the implications of the program in terms of the impact the program has made.

At TurAFA, English is taught at all levels as there is heterogeneity in the proficiency levels of the students at the time of the acceptance to the school. There are some students

having studied English for some years and reached a certain level of proficiency in English before TurAFA and thus starting their English courses at the advanced level, while there are some with no or insufficient previous experience of English and taking beginner level English courses.

The new syllabus has been in use since the beginning of the academic year 2007 and it aims to create an opportunity for the students to learn and/or practice English while increasing their content awareness in the subject matters which will constitute crucial parts of their career. The students of TurAFA will have pre-arranged career fields with clear-cut definitions after graduation, which helped the designers of the syllabus while deciding on the content of the new system. All of the students need to learn and/or improve the language of English in four skills and they are getting educated and trained for almost the same career areas in which they will have to use English. In principle, CBI views the target language largely as the vehicle through which subject matter content is learned rather than as the immediate object of study (Brinton, Snow and Wesche, 1989, p. 5). Therefore, the compatibility of the main principle of CBI encouraged the designers in their effort to both form their own syllabus and produce their own materials within this English language environment of TurAFA.

The syllabus mainly consists of three stages. First, a series of General English course books written especially for adult learners are used. The series includes five different books starting from an introductory level and ending with an advanced level. All the books of the series contain thematically-based, four-skill-integrated units with critical thinking skills. Second, after studying the last book of the series, all the students start studying the authentic books prepared by the Foreign Languages Department of TurAFA according to the principles of CBI. However, only the advanced and the upper advanced course students can have the opportunity to study the whole six books as the beginner and intermediate level students spend more time in the program improving their proficiency to reach the prerequisite advanced level necessary for these books. Each semester all junior and senior students take at least two engineering courses in English. Those engineering courses are all delivered by the subject matter teachers.

The students instructed in this program are evaluated by four-skill achievement tests. In addition, all the students are to keep a course portfolio including their authentic assignments. It is also officially taken into consideration during the assessment of the students.

### Instruments and Data Collection

There are basically three tools: one is the survey, another is semi-structured interviews, and the other is semi-structured observations in the form of teacher journals. Following the surveys, all the academicians were interviewed individually and in two focus groups. Data were collected through written surveys, semi-structured interviews, and semi-structured observation schemes.

### Data Analysis

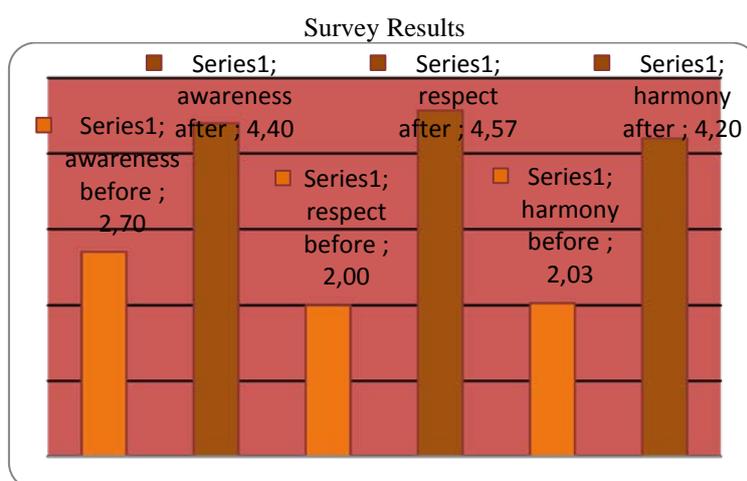
For the quantitative aspect of the research, SPSS was used. For the qualitative aspect, the researchers interpreted the comments combining them with the survey results.

### Results

The results of this study come from three main sources: a survey, interview questions, and semi-structured observations in the form of teacher journals.

The survey was composed of 12 items designed in the form of a Likert type five-scale agree-disagree continuum. There were three dimensions in the survey: awareness, respect, and harmony. The aim of the survey was to collect the ideas of 19 participants who were familiar with both how ELT program was before and how it was after. Therefore, number “1” at the left side of the scale indicated “disagree” while the number “5” at the right indicated “agree”. The idea was to evaluate how the three dimensions changed with the implementation of the program within which EAP had been embedded.

As can be seen from the table below, awareness of the academicians increased comparatively (before: 2.7; after: 4.4), respect on the part of the materials developers and program implementers also increased (before: 2.0; after: 4.57), and harmony between ELT department and other disciplines also increased (before: 2.03; after: 4.2).



(5: Increased; 1: not increased)

Despite the fact that quantitative tool of the research provides ample evidence for what the hypothesis claims, qualitative tools also support it.

For the individual interviews and focus groups, eight questions were directed to the participants. All the 19 participants responded to the questions either individually or in focus groups.

Firstly, in terms of awareness raising one of the interviewees said “...the department has done a lot since 2007... but the learning environment is somehow limited...” stating that he has the knowledge of what has been done. Similarly, another interviewee noted “...the earlier program was very monotonous... the new one has a variety of content specific themes and topics... very relevant to the learners’ future careers...” and the other stated “...it is a paradigm shift for the TurAF...” showing that they all have the information about the ELT program of the faculty and they also declared that their awareness of how to study and why to study English has increased as well as what the cadets should be focusing on.

Secondly, in terms of respect building, one of the interviewees claimed “...you (referring to the department) have done a lot for the TurAF...”, and another said “...I wish I had studied English now... (a TurAFA graduate academician)”, similarly the other put forward “...the profile of the personnel has improved a lot...” indicating that the respect to the staff of ELT department has increased as well.

Thirdly and finally, in terms of harmony between foreign languages department and majors, one of the interviewees said “...we have created one of the modules of AEET together... We can improve it this year if you want” to indicate his joy of cooperating with the department. Similarly, another said “...I do not remember anything from the previous program; but, we are co-operating a lot with the department a lot these days... The new program is awesome...” and another commented “...once I saw two of your colleagues around our department... you were asking content specific questions... I am ready to get involved as well...” indicating that the eagerness to cooperate has increased compared to the years of the previous program.

Coming to the observations, when we look at the history of TurAFA from the standpoint of ELT programs, we have the records of the last 25 years which reveal that the program innovations did not go beyond changing the input hours of English courses and order of a set of books called “American Language Course” developed in accordance with the principles of Army Method or Audio-Lingual Method. But, the current program stands as a paradigm shift in here in that it proposed a new approach to language teaching: teaching language through content (CBI or CLIL). Within this scope, cooperation with the other majors in the faculty on EAP course and materials development was part of the new program contributing the positive impacts of it.

The learners were also observed during the process of developing materials for an EAP course. It was observed that the learners undergoing this course had positive attitude towards the foreign languages department and the staff. One of the learners said “... we saw that English is now more manageable through EAP... there is something called EAP other than GE... thanks for informing us , cadets, about all those... we owe a lot to you...” which was something the experienced teachers could not hear for years in terms of changing attitude of the learners towards the department.

### **Conclusion**

The current study indicated that developing materials for an EAP course influence the views of the academicians and the learners of a foreign languages department in an institution in terms of awareness, respect and harmony. It showed that institutional harmony can be reached through cooperation; respect can be built through collaboration; and awareness of the other components of a faculty can be raised through materials development for an EAP course with field experts as part of curriculum development process.

Another thing which has been indicated through the present study is that developing materials in cooperation with the other departments also had positive influence on the part of the learners who are the ultimate goal of the educational institutions.

It can be derived from the present study that cooperation among various components of an EAP-oriented educational institutions has fruitful outcomes in terms of academicians, English language teachers, and learners. English language teaching courses can have a facilitating effect for major courses of undergraduates in terms of academic purposes.

The ratio between linguistic success and academic attainment is the issue of further study; therefore, it has not been discussed here.

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