

The other 'E' in EAP:

Engagement

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My context:

- A successful Pre-Sessional course
 - Well qualified staff
 - Course syllabus, management and resources overviewed
- but a high failure rate

The failing students

	Undergraduates	Postgraduates
Number of students	15	12
Receiving Faculty	1 x B&L; 7 x FADA; 4 x Sc; 3 x CISM	7 x B&L; 2x FADA; 2x FASS; 1x SC
Length of PS course	1 x 15 week; 3 x 10 week; 11 x 5 week	2 x 15 weeks; 3 x 10 weeks 7 x 5 week
Correct length of PS course (KU criteria)	14 - Yes; 1 - no	11- yes; 1 – no
'Ideal' length of PS course	8 – Yes; 7- No	5 – Yes; 7- No

Initial areas for analysis

- Length of course attended
- Consistency of marking
- Students' academic performance

Academic performance

- Structure and organisation
- Register
- Citation
- Grammar, syntax, vocabulary
- Overall task completion

Students' profiles

	Undergraduates	<i>Postgraduates</i>
Age	17 – 27 yrs	22 – 33yrs
Nationality	Chinese – 4; Korean – 3; Iranian – 2; others - 6	Chinese – 3; Thai – 3; others 6
In accommodation	6 = yes; 8 = no	6 = yes; 6 = no
First time away from home	8 = yes; 7 = no	7 = yes; 5 = no

Students' self-assessments

	Average	Good	Very good
Speaking	4	17	3
Listening	6	11	5
Reading	11	10	1
Writing	9	11	2

To summarise:

- 6 may have been successful on a longer course
- Possible link between performance and accommodation
- Confidence/trust
- Engagement

Towards engagement – external factors

- The market perception
- The applicants' profile
- Questioning the 'gold standard'

Towards engagement - internal factors

- **Justification**
- **Contextualisation**
- **A shift of emphasis**
- **Feedback**

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