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Walden University

College of Education

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Nalda Francis

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Walden University

2019

Abstract

ESL College Students' Perspectives on Classroom Content Delivery and Assessments

by

Nalda J. Francis

MA, Florida Atlantic University, 1995

BS, Andrews University, 1984

Project Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

Walden University

June 2019

Abstract

The purpose of this qualitative case study was to gather the perspectives of English as a Second Language (ESL) students to determine their views regarding content delivery and assessments in their content-specific classes. This case study is based on the concept that students' perspectives should be considered when planning content delivery and assessments for ESL students at Constitution College (pseudonym), a 4-year college in South Florida. ESL college students receive content and assessments in the same manner as native English-speaking students at Constitution College after completing an English for Academic Purposes (EAP) program. Even after this program, some still had trouble with reading comprehension. For students to be successful in their content-specific classes, they must understand the subject matter. Individual interviews were used to gather the perspectives of 13 ESL college students enrolled in EAP courses, selected through purposeful sampling. The questions related to connections between content delivery, assessments, and academic struggles in content-specific classes. As data were collected, they were organized according to recurring themes, common patterns, and categories. The findings suggested that colleges need to ensure that instructors are fully prepared to provide quality instruction during EAP courses for ESL students. If this suggestion is enacted, these ESL students will also benefit as they will be able to use English for academic and social mobility change. The findings will also provide information specific to Constitution College that will add to the body of knowledge regarding the perspectives of ESL college students in the United States.

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Dedication

To my family, Anthon, Nadia, Shalisha, Aidan and Matt: Thank you for encouraging me not to give up on my dream and to my husband for proofreading for me. To my friends, especially Joy and Judith, for helping me to hang in there and not let anyone stomp on my dream. To my cousin, Marvel, who encouraged me as long as she could until death took her away, I say thank you for your encouragement and inspiration along the way. I wish you were here to share the joy of completion with me, but God knows best and you did all you could while you were here. To Valrey Dawn, who would not leave me behind, I thank you for your love and support along the journey. We started together and you insisted that you would not graduate without me and I love you for that confidence that it would happen. Thank you. Thank You. Thank you all.

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Section 1: Problem

Introduction

Across the United States, college classrooms consist of students who come from different parts of the world and speak many different languages. Pathirage, Morrow, Walpitage, and Skolitis (2014) stated that nonnative English-speaking international students identified language proficiency as the most significant stumbling block to their academic performance. Therefore, it was suggested that language education contents be more diverse to meet the needs of all students (Glowacki & Dudka, 2012). In essence, language diversity should be considered when instructors deliver content to ESL college students.

Definition of the Problem

The problem is that ESL college students' perspectives at Constitution College (pseudonym hereafter) have not been considered when planning for their content delivery and assessments. Also, the faculty is not fully aware of the cultural differences in the population they serve. The faculty needs to employ strategies that indicate that students can give input into what happens in their education at this level. For instance, among the many factors that impede ESL college students' academic performance is mastery of the English language. Teemant (2010) pointed out the challenges encountered by ESL students when they must take a test that is written in English. Their language deficiency hinders successful outcomes since language and content are intricately intertwined. It may become difficult for teachers to distinguish between whether students can

demonstrate knowledge due to language barriers, or whether the student has limited content knowledge on the material being assessed (Teemant, 2010).

ESL students at Constitution College have trouble understanding materials delivered to them in English, and the college recognizes this struggle and provides EAP classes to aid these ESL college-level students. Despite the courses put in place for ESL college-level students, some of them still struggle. Metianu's (2007) expressed concerns about the impact of language deficiency on the success of ESL students in colleges across the nation. Metianu found that at the national level, ESL college-level students experienced academic delays because of language deficiencies. Metianu stated that the lack of language proficiency is sometimes perceived as a lack of knowledge and academic ability. This limited academic proficiency can lead to frustration, low self-esteem, and isolation. These challenges can be culturally as well as linguistically difficult for the ESL college-level students.

Generally, these college-level students' perspectives on the issue of content delivery and assessments have also been overlooked in the literature. Rapetsoa and Singh (2012) stated that because ESL students received instruction in a language other than their mother tongue, their learning was affected, and they struggled with comprehension of content as well as assessments. Therefore, as it relates to Constitution College, by conceptualizing the EAP content and assessment from the students' perspectives, it will help to develop a framework that will guide students, instructors, and administrators by providing students' perspectives as to how they feel they can be better served. While students' perspectives on how EAP course contents and assessments are delivered, might

not be enough to determine how ESL college-level students can best be served to succeed academically, Booth, Cooper, Karandjeff, Large, Pellegrin, Purnell, Rodriguez-Kiino, Schiorring, and Willett (2013) said that students' voices should be acknowledged as key agents in their educational success. At the college level of education, students' perspectives should be considered when trying to decipher how to meet their needs successfully. Even though many students maybe well-educated in their home countries, with English as their second language many of them still struggle with passing significant assessments (Metianu, 2007). The failure of ESL students to pass major assessments has negatively affected ESL students' graduation rates in most colleges in the United States.

Rationale

ESL students at Constitution College have trouble comprehending content delivered to them in English. The college recognizes this struggle and provides special classes to assist these students. According to statistics from the (U.S. Department of Education [DOE] and the National Center for Education Statistics [NCES], 2015), the population of ESL students is expected to grow, and Constitution College's enrollment of these ESL students might increase. The way content and assessments are delivered must be addressed to meet the needs of these students. Metianu (2007) opined that more effective programs could be instituted to assist ESL college level students. Students' perspectives could provide the institution with some insight regarding how to deliver content to these students in a manner that would help these students succeed. This project is based on the concept that students' perspectives should be considered when planning content delivery and assessments for ESL students at Constitution College. It was also

evident that faculty members were not aware of cultural differences among the population they served at Constitution College. The purpose of this study was to gather the perspectives of ESL students to determine their satisfaction or dissatisfaction with content delivery and assessments in their content-specific classes.

Constitution College serves almost 70,000 students representing more than 150 countries and 45 languages. Because so many students speak different languages, the college offers EAP courses that are designed to prepare ESL students for college programs. The EAP program consists of 14 courses in three English language usage skill areas: Grammar & Writing, Listening & Speaking, and Reading & Vocabulary. Campos (2010) found that even though programs like these are provided ESL college-level students could still struggle with content delivery and assessments. Similarly, even with provisions in place at Constitution College and other colleges, students may still struggle. As of Fall 2015, ESL students were 9.6% of the student population in Florida, and as of Fall 2016, 44% of the ESL population were Hispanic females and 35% were Hispanic male according to the 2016 Census Bureau. At Constitution College, 7% of the college population (about 3000) were enrolled in the EAP program

The demand for understanding how ESL students succeed is expected to continue because the statistics from the US Census Bureau, 2015, showed that the percentage of immigrants in the U.S., and specifically statewide is projected to grow. Moussu (2013) asserted that ESL college-level students in Canada and the US had problems with writing and even though the ESL college-level students passed the Test of English as a Foreign Language (TOEFL) they still struggled because of their limited English skills.

Definition of Key Terms

The definitions of the key terms listed below are given to provide a better understanding of the study.

English for Academic Purposes (EAP): EAP is a program option for nonnative speakers of English who want to pursue a college degree. At Constitution College, the program consists of 14 courses in three skill areas: Grammar and Writing, Listening and Speaking, and Reading and Vocabulary. Since the EAP program focuses on developing academic-level proficiency, prospective students should have at least some basic understanding of English before enrolling in courses.

English as a Foreign Language (EFL): EFL refers to students who are not native English speakers (NES) trying to learn English in a country where it is not commonly spoken (Prodromou, 2007).

English as a Second Language (ESL): ESL refers to students who are not native speakers of English and are trying to be successful in academic courses. These students receive instruction in English even though it is not their mother tongue (Nash, 2007).

Levels of English Proficiency (LOEP): LOEP is a test that measures a student's proficiency in English before placement in college classes. Students who have not had two years of American high school English must take the LOEP. The LOEP consists of two parts: a short essay and a computer test. The test measures reading and listening comprehension.

Test of English as a Foreign Language (TOEFL): A standardized test to measure the English ability of students wishing to enroll in English speaking universities. The TOEFL is one of the two major English-language tests in the world.

Significance

Students offer considerable insight into how institutions can advance their progress and achievement. Therefore, gathering perspectives about their struggles for success as ESL students is essential to giving students a voice and influencing the assistance, they receive from Constitution College. Through these expressed perspectives, administrators and instructors of Constitution College can examine the programs put in place to assist ESL students and incorporate the students' suggestions into their decisions when they plan for content delivery and assessments. ESL students will feel like they have a significant voice in terms of what happens to them in the classroom.

This study gathered the perspectives of ESL students and allowed them to express their personal feelings about the services offered to them to assist them with their academic courses. The narratives of the students' perspectives will ultimately help to facilitate effective programs to assist students with being successful in their content-specific classes at Constitution College. Other institutions might be able to use the findings from this study to inform their decisions when trying to help ESL college students be successful in their academic pursuits.

Guiding/Research Questions

The research question that is designed to gain an understanding of students' experiences in the ESL program and those enrolled in EAP courses should evoke

responses that provide valuable insight into how students feel regarding how they receive content and are assessed. Therefore, the following question framed the collection of data from ESL college students regarding their perspectives of content delivery and evaluations.

RQ1: What are ESL college students' perspectives regarding content delivery and assessments in content-specific courses?

Review of the Literature

The purpose of this study was to gather the perspectives of ESL students to determine their satisfaction or dissatisfaction with content delivery and assessments in their content-specific classes. A review of the literature provided an understanding of how these students' voices could affect institutional decisions on how to meet their needs and satisfaction with programs in place presently to help. This research could provide evidence regarding the impact of students' voices on educational decisions.

This literature review formed part of the broader strategy that was set to answer the research question. It was centered on ESL college students' experiences with content delivery and assessments in environments that are predominantly English speaking. Also, the research question was based on students whose colleagues and instructors speak English as their first language.

Literature Search Strategies

Thoreau, Sage, Education Research Complete, and ERIC databases were used to search for peer-reviewed, full-text articles published between 2010 and 2015 to gather information within five years of publication. Google scholar was also used to locate

additional information. The following Boolean combinations were used to retrieve information: ESL, student and perspectives; content and assessments; content delivery, non-English speakers and second language learning; language learning and motivation, second language learning and motivation; ESL language acquisition; teacher preparation and ESL; international students and college, and college students and student perspectives.

The current peer-reviewed articles retrieved indicate that students' perspectives were an integral part of any successful educational program, and what will help students be successful should be part of the discussion when planning programs for students. They also pointed out that there was literature that focused on scholars' perspectives on many areas dealing with ESL students but not much on the students' perspectives. Some of these areas included work and family, and critical literacy in EFL reading and writing (Huang, 2011). Most of the literature was centered on improving grammar and vocabulary in ESL students' writing for academic purposes. However, not much existed from the perspectives of ESL students on the way content is delivered to them and how they are assessed. Literature also existed on teachers' perspectives about teaching ESL students, but there was not as much on the students' perspectives about learning (Mishra & Morena, 2013). The search results, however, indicated that students' perspectives on content delivery and assessments were important, English proficiency was a challenge for ESL college students, and that anxiety was also a challenge for ESL students. Therefore, the topics mentioned above will be discussed in the next segments.

Perspectives on Content Delivery and Assessments

Barnes and Lock (2010) discussed college level students' perspectives on the attributes of effective lecturers of EFL at a Korean university, and concluded that "investigations into college level student perceptions of effective FL (foreign language) teachers are necessary so that teachers in training and practitioners can understand how to approach and improve their practice" (p. 19). ESL college level students performed better when lecturers gave students plenty of time to respond to questions, used easy words, showed enthusiasm in their teaching, and gave both clear explanations and good examples (Barnes & Lock, 2010). ESL college level students also comprehended more of the content and performed better when lecturers used a variety of lecturing methods.

Effective lectures that are well prepared and delivered by enthusiastic professors who communicate engagingly to intellectually stimulated students are a superb means of constructing a shared understanding of a topic. Lecturers must possess certain attributes to ensure students' success regarding learning in a foreign country. Lecturers should be patient so that students feel comfortable making mistakes when trying a new language. Instructors are to be responsive to the needs of students and improve their effectiveness; they should understand what students define as effective lectures. Lecturers should also understand how difficult it is to learn a foreign language (Forsyth, 2016).

Some suggestions that college-level students mentioned as being necessary for good delivery of lectures include an understanding of the diverse cultural differences evident among the college student population and the customizing of the services offered to them (Mudra, 2018). Additionally, Mudra (2018) emphasized that due to the diversity

of the immigration population among these college students, understanding their motivational differences may bring encouragement to them (Mudra, 2018). Barnes and Lock (2013) said that “investigations into student perceptions of effective FL [foreign language] teachers are necessary so that teachers in training and practitioners can understand how to approach and improve their practice” (p. 19). Forsyth (2016) said that lecturers should be patient so that students feel comfortable making mistakes when trying a new language. Furthermore, by allowing students to voice their perspectives will enable them to feel that their contributions are valuable especially when they are learning a second language (Bippus, 2011; Crossman & Kite, 2007; Kovarzina, 2011).

The increasing presence of multilingual learners in mainstream college courses presented challenges both for faculty who are responsible for teaching content-specific courses and the learners themselves. Challenges are predominantly faced in terms of the presentation and comprehension of content and as well as assessments. Campos (2010) argued that if teachers do not put more effort to increase content area teaching and learning, then ESL students will continue to struggle in college with their academic content materials. ESL students will likely continue to face challenges in content-specific courses throughout their academic lives. Differentiating instruction is, therefore, an essential factor for instructors to consider. This type of strategy could prove beneficial to ESL college students. Campos (2010) further stated:

Higher education will have to, willingly or unwillingly, [need] to evolve in the wake of globalization and in response to the increasing linguistic diversity of the student population; otherwise, ELLs will continue to struggle through their

academic classes, with little to no aid from the academic faculty in the way of ESL support. (p. 8).

While enhanced diversity in the classroom could lead to an enriched learning environment, as a result of a broad range of student perspectives, this diversity is most effective when it encapsulates the varied language learning needs of students (Kumar & Wideman, 2014). ESL college level students' cultural backgrounds also influence their academic progress. Richards (2011) acknowledged that ESL college-level students faced challenges in coping with academic content and assessments. He studied two ESL college students and related some strategies that the college-level students used to combat the challenges of success in their studies. Richards (2011) explained that the transition these students make from academic ESL classes to content courses is complicated and could be more challenging than learning a discrete set of skills to be successful college learners.

Anxiety as a Challenge for ESL College Students

Teemant (2010) investigated ESL students' perspectives on university classroom assessment practices and found that the college students had test-related anxiety especially in the content area assessments due to the role language plays in academic language proficiency. Academic assessment involves reading and writing tasks that depend on language proficiency. However, these college students were not fully proficient, which impacted their ability to use the English language to access content knowledge and to apply appropriate test-taking or metacognitive strategies. The college students also experienced poor academic performance, insecurity, and fear of negative evaluation. Teemant found that language, culture, and testing preference were potential

explanations of test anxiety among ESL students and concluded that “when faculty members share responsibility for equitable testing outcomes, students benefit” (p. 100). Similarly, Watkins (2014) identified fear and anxiety in public speaking among ESL students since even native speakers have anxiety about public speaking. Therefore, the level of stress in an ESL student would be aggravated by the discomfort of having to speak in another language.

The English language is believed to be a not so easy language to articulate for some native English speakers. Raju and Eng (2012) found that even though English was considered one of the national languages in India, college students still found it problematic to learn as a subject due to etymological and syntactical issues that may affect how the college students use English to communicate academic tasks including public speaking. Consequently, when information is delivered to ESL students, instructors must consider that ESL students will be fearful of speaking up even if they have problems with content comprehension. Having students work together in small groups to deliver oral presentations benefits ESL college students because they learn from each other while they are also developing professional knowledge and linguistic skills. The ESL students will also benefit from an increased metacognitive, cognitive, communication, retrieval, and rehearsal strategies which help to develop their self-confidence in using English as a means of communication (Watkins, 2014). When students were able to help each other, they developed better linguistic skills, which led to more effective presentations with less anxiety.

There is a substantive amount of literature on ESL's affective factors and language competence. According to Bahruddin and Rashid (2014), anxiety is one of the most fundamental affective factors that affect the learning of a second language. If this is true, then ESL students as second language learners would be affected by anxiety in terms of trying to cope with content delivery and assessments.

Ozvali and Gulmez (2012) researched foreign language anxiety in native and nonnative speakers in English classrooms by gathering students' thoughts about anxiety. Ozvali and his colleague found that both groups were not significantly different in their anxiety levels when they must use English in the classroom, even though anxiety was a little higher in native speakers of English. Likewise, Al-Shboul's (2015) study showed that both native speakers and non-native speakers experienced difficulties in English class. Al-Shboul (2015) also explored the causes of writing apprehension among Jordanian English as Foreign Language (EFL) Ph.D. students. Al-Shboul (2015) found that these Jordanian Ph.D. students lacked knowledge of English structure, had negative attitudes toward writing, negative writing experiences, and inadequate knowledge of academic writing. These studies affirmed that both native English speakers and non-English speakers encounter stressful behaviors during their English classes.

English Proficiency as a Challenge for ESL College Students

Pathirage et al. (2014) investigated the helpfulness of ESL courses put in place for international students studying in the United States to assist them with academics and found that the classes were helpful to the students both for academic purposes and for helping them adjust to American culture. Johnston (2014) found that English EFL college

students' learning increased when they applied various techniques and strategies when they read, understood, organized, and translated information even though English was not their first language. Students' learning was positively impacted, even though English was not their first language. Johnston also stated that there is limited research on the impact of language on information literacy in EFL and ESL contexts.

Beckett and Li (2012) stated that many content-based English educators in China felt that learning English and content knowledge simultaneously was helpful because English is a global language that facilitates communication for personal and business use. The students in Beckett and Li's study perceived English as an essential tool in preparing them for better employment opportunities in foreign business ventures (p. 58). It also enables the interconnectedness between China and the world. However, other scholars mentioned in Beckett and Li's study believed that content knowledge should be taught in Chinese, the mother tongue, and English be taught separately to better enable the ESL students to assimilate their content knowledge. Further, Rapetsoa and Singh (2012) posited that any language of learning and teaching, which is not the mother tongue of the learners, has an impact on the process of learning and reiterated that assessments used to determine if learning outcomes have been met are also affected if the language of the evaluation is not the mother tongue.

Tran's (2015) study explored the importance of teachers' perceptions and efficacy beliefs in working with ELL students. Findings from this study stressed the importance of preparing teachers to obtain initial licensure with ELL (English Language Learners) infused coursework as a crucial element in the process of promoting favorable efficacy in

working with ELLs. This preparation of teachers to deal with ESL students helped to prepare them for bolstering confidence in their students.

Crossman and Kite (2007) addressed the perspectives of students from four campuses concerning service-learning in their study at Johnson and Wales University. They mentioned that there was a ‘dearth’ of research on service-learning from the students’ perspectives. Writers have, therefore, suggested that student perspectives are important when addressing many issues. Bippus (2011), years after Kite (2007), studied six ESL adults from five different countries to examine their unique perspectives on service-learning. She used the students’ writings and semi-structured interviews to gather data. She stated, “listening to students’ voices can allow teachers to better accommodate students’ needs in the hopes of providing better education. Hearing students’ unique voices in a case study will add another dimension to the existent literature” (Bippus, 2011, p. 35). So, allowing students to express their perspectives can be valuable. Kovarzina (2011) also gathered students’ views concerning the relationship between encouraging visual imagination and ESL writing performance. The findings of her study have significant implications for the development of hypotheses, which she suggested should be tested with other populations of ESL students. Kovarzina believed there was a need for more studies on ESL students and specifically a need to gather their perspectives and have them tell their stories.

Ruecker (2011) addressed students’ perspectives on the effectiveness of writing placement practices of second language writers using mixed methods and a student-centered data-driven approach to carry out his study. However, he did not investigate

content delivery, instead focused on writing placement practices. He surveyed about 400 students from the University of Texas at El Paso. Ruecker concluded that creating a flexible placement program would probably be the most natural implementation to replace the old plan. Zhang and Kenny (2010) in a study done in Canada, explored the perspectives of three international students enrolled in online courses. While they gathered experiences of college students, they did not focus on ESL college students and did not deal directly with content delivery and assessments. They instead gathered perspectives on the environment of the online course.

Wagner and Huang (2011) analyzed and compared the performance of NES and ESL students in accounting courses at California State University. An oral component was worth 10% of the final grade. They primarily found that in the first semester, the NES students outperformed the ESL students. Wagner and Huang attributed this to language deficiency and culture shock because when ESL students got to subsequent courses, they were on par with their counterparts. The authors also concluded that the relative grades of the students could be a fair and reasonable determination of the quality of education provided by the university and that the relative performance of ESL students in the study could substantiate the fact that the university meets its obligations to ESL students.

Larsen (2012) investigated the use of blended learning (BL) with ESL writing students in an intensive English program at Iowa State University. The participants were 41 students and five ESL teachers. The author employed a mixed method approach and used questionnaires and interviews to collect data on the experiences of the participants

in the BL environment. While this study gathered the perspectives of students in the BL environment, it did not focus on content delivery and assessment to ESL college students. De Jesus (2015) stated that institutions need to consider the learning needs of all students, including international English Language learners, who take online classes. Though this study mentioned the needs of ELLs, it did not focus on content delivery and assessments to ESL college students. Tan et al. (2010) also examined ESL graduate students' perspectives concerning online learning experiences and how such experiences affected the development of English language skills.

Jon (2012) conducted a study on the power dynamics between domestic and international students in higher education in the Asian non-English speaking country of Korea. Although the study did not gather information on content delivery and assessments, its relevance pertains to the leverage that international students had to gain favorable attitudes between the Koreans with fluent English competence. Both groups of students were able to interact within the higher education context thus bridging the English divide which separated Korean students according to "their level of English ability and generates unequal power to access international students" (p. 448). Being able to interact with the international students, the Koreans were able to utilize their English competence to eliminate any language barriers that might inhibit the free flow of communication within the academic setting.

Aboudan (2011) investigated college-level Arabic students to gain their perspectives on existing conditions of learning the English skills required for the International English Language Testing System (IELTS), in the United Arab Emirates

University and examined possible reasons causing the poor performance of Arab college students in the test. Aboudan (2011) looked at several principal objectives which were to (i) ensure a reflection of the aspirations of students, (ii) give students a voice in contributing to their education, (iii) understand students' responses to learning conditions, and how they can hinder their learning, (iv) foster students' awareness and interest in change, and encourage a sense of feelings heard and valued, and (v) being treated like responsible students. By allowing the students to voice their perceptions about their performance, considering the objectives, it activated an increased interest in the student voice movement about students' experiences in learning in college classrooms. The findings also included suggestions the students gave as to what would help them perform better. For instance, the students' suggestions about providing better scheduling of classes in the preparation courses and increased class times in the morning to enable the students to go to school and work, are two practical ideas that may be helpful. Another suggestion was to improve teaching techniques by adding more 'inspiring' pedagogical approaches that would motivate the students. These suggestions may be integral to the findings of my study.

Implications

Based on the literature reviewed for my study, there may be reasons to explore possible adjustments to current programs in place and to include the students' voices in plans primarily in the areas of content delivery and assessments. The study will help the institution determine if the ESL college students enrolled in the EAP program are

satisfied with the present strategies. It will also help decide if they feel other approaches might be more productive to assist them in achieving their goals of a college education.

ESL college students are significant stakeholders in the educational process, and a substantial part of the process is the delivery of content and assessments to students.

When trying to correct a problem, the best people to hear from are the stakeholders.

Getting the students' perspectives will highlight the strengths or weaknesses of the EAP courses that are in place for the ESL students.

Summary

The perspectives of ESL students at Constitution College who are critical stakeholders in the educational process could provide valuable insights into their experiences. Content and assessments are delivered to these students in English, even though this is not their native language. Voicing their perspectives about their experiences might bring about some positive change in content delivery and assessments.

Section 2 presents the methodology of the study and explains the research design and approach. This section also provides a description and selection of the participants, data collection, data analysis, and the limitations of the study. It also discusses the credibility of the study, the researcher's roles, and how discrepant cases will be addressed.

Section 2: The Methodology

Introduction

To gain insight into and to get an in-depth understanding of the experiences of ESL college students at Constitution College, a qualitative approach was employed. Data were collected through a case study of 13 ESL students selected through purposeful sampling. Participants were interviewed with open-ended questions. Collected data were analyzed and organized into themes and categories to find commonalities among responses.

Qualitative Research Design and Approach

Qualitative research relies on non-numerical data to describe and understand human experience (Bogdan & Biklen, 2007; Marshall & Rossman, 2014). This type of analysis is pragmatic, interpretive, and grounded in the lived experiences of people (Marshall & Rossman, 2014). A case study is an in-depth exploration of a bounded system based on an extensive collection of data (Creswell, 2012). Miles and Huberman (1994) stated that a case study is a detailed and intensive analysis of an event, situation, organization, and social unit. Typically, a case has a defined space and time, is one of the most common qualitative approaches, and usually focuses on groups or individuals (Bogdan & Biklen, 2007; Lodico et al., 2010). This case study investigated the perspectives of a group of ESL college students at Constitution College. Though the data could also be gathered through student surveys using a quantitative design, the perspectives of ESL college level students would be best gathered through a qualitative case study. A quantitative design would not be best for collecting the views of students

regarding content delivery and assessments since all quantitative research approaches summarize results numerically. A qualitative case study design allows participants to express themselves verbally rather than objectively checking answers in a quantitative model that utilizes numerical and deductive reasonings (Kawabata, 2015; Lodico et al., 2010). Qualitative work is interpretative. As a qualitative researcher, it is more important to get meaning rather than frequencies. Qualitatively studying a phenomenon allows for the expression of each person's experience and gives each participant the chance to state their reality (Cashman & McGraw, 1993). A qualitative study allows participants to tell their stories and provide voices for their concerns.

For this study, individual interviews were used to collect the perspectives of ESL college level students. These interviews gathered general and specific student feelings about their experience in the ESL program. Students had enough time to answer open-ended questions in individual interviews. Bogdan and Biklen (2007) stated that the more sources of data a study has, the more believable the findings. However, for this study, one source of data sufficed since it was the perspectives of students in the ESL program.

The subjects were 13 ESL college level students enrolled in EAP courses at the study college. Purposeful sampling was used, so information-rich participants were chosen for the study. Purposeful sampling is a type of sampling used in qualitative research that informs a person's "understanding of the research problem and the central phenomenon in the study" (Creswell, 2007). It is used when the researcher extracts data from subjects within a specific group because they are the ones with the information needed. According to Lodico et al. (2010), "the logic and power of purposeful sampling

lie in selecting information-rich cases for in-depth study. “Information-rich cases are those from which one can learn a great deal about issues of central importance to the purpose of the research” (p. 140). There are different types of purposeful sampling, such as convenience sampling, critical case sampling, extreme case sampling, homogeneous sampling, intensity sampling, and representative sampling.

Purposeful homogenous sampling was the choice for this case study since purposeful homogenous sampling is a procedure whereby, I select a sample that has similar characteristics that are of interest to me. In the case of this study on ESL college level students, I chose purposeful homogeneous sampling techniques to select the sample that had the information necessary to fulfill the objectives of the study. Additionally, all the students were native speakers of another language other than English, and they were enrolled in at least one EAP class. Their perspectives provided me with an understanding of how this group felt about content and assessments delivered to them and their feelings about the current assistance given to them through the EAP program.

Participants

In qualitative research, reaching saturation depends on several factors, such as the quality of data, scope of the study, nature of the topic, number of interviews per participant, amount of useful information obtained from each participant, and the method and study design used (Mason, 2010; Morse, 2000). Researchers suggest differing numbers of participants for saturation. Lee, Woo, and MacKenzie (2002) suggested that studies with more than one data collection method require fewer participants to reach saturation. Charmaz (2006) said that a small study with modest claims might achieve

saturation point quicker than more extensive research. Crouch and McKenzie (2006) suggested that 20 participants in qualitative research help a researcher build and maintain a close relationship and promotes a frank exchange of information. There are no specific rules when determining the appropriate sample size in qualitative research. Qualitative sample size may best be determined by the time allotted, resources available, and study objectives (Patton, 1990). Therefore, the small sample size will be chosen for this study. A sample size range of 13 participants was selected. Though the size and percentage of the ESL population at Constitution College had not yet been verified the number of participants was adequate according to the standard sizes of qualitative research participants.

Since the suggested sample size for a qualitative case study research ranged from four to 20 and needed to be a flexible and provisional number, it was thought that a total number of 13 participants was a good number. When data were being gathered, the total number of available participants from the study college was determined, and this number was also determined by the number of available students. O'Reilly and Parker (2013) purported that two key considerations guide the sampling methods in qualitative research: appropriateness and adequacy. Researchers should be pragmatic and flexible in their approach to sampling. O'Reilly and Parker concluded that researchers should focus more on sample adequacy rather than focusing on the generalizability of their study.

The participants for this study were a group of 13 ESL students in a local college. These ESL college students were enrolled in at least one EAP course. A list of students was requested from the registrar's office with all ESL students who were enrolled in EAP

courses so that contact could be made with them via email to find students who were willing to participate in the study. For months students were contacted via email, but only three students responded. A request for change was made to the Walden University Institutional Review Board (IRB) to grant permission for students to be contacted. Walden University's IRB and the study college's IRB approved the request for change. An appointment was made with the EAP coordinator, and she agreed to allow me to attend her classes and pitch to her students.

After two visits to two of her classes, several willing participants volunteered to participate. From the volunteers, the first 13 students were selected and interviewed. The EAP coordinator was able to convince students that I could be trusted, and they did not have to fear. Also, the EAP coordinator told the classes the information they gave might be able to enhance the academic and social mobility changes in the EAP program that would be beneficial to them and other incoming ESL college students. The EAP coordinator was also able to assist with helping to establish a researcher-participant working relationship since she already knew the students.

Even though there was concern about ethics, there was nothing unethical about the development of an alliance between the EAP coordinator and me since there were no meetings with the coordinator until the study began. I could pitch the study to the students in the coordinator's classes and invite them to participate. The participants were chosen without any problems with ethics. The first 13 ESL EAP students who agreed to participate and interviewed were used. When the students were contacted, the reason for the contact and the purpose of the study were explained. Arrangements were made to

speak with each of them, and they were asked to participate in the study. Even though initially it was thought that translating the interview questions would be a good idea, I realized later that English was the language of the EAP classes. So, no translations were done. Consent forms were signed at the interview before the interview began.

Participants had the opportunity to decline the meeting according to the consent forms. Much time was spent explaining the content of the letter to each student before the conversation began.

A class meeting was set up through the EAP coordinator at the college to explain to the students in detail the procedure we would follow to gather the necessary data. At the meeting, participant letters were distributed to all students present in the class. A drop box was set up in the Communications Department office so students who wanted to participate could input their participant letters. The box was checked at the beginning and end of each day for five days. Then interviews were set up. The first 13 students who volunteered and showed for interviews were used. I met with each participant separately to gain consent and their confidence. The conversation was as private as possible. Only people with college IDs were granted access to the private study rooms, so they were unavailable for the interviews at the college because the two people entering the private rooms had to have college identifications (IDs). Privacy was essential because when it is more personal, students are more willing to participate (Khoza, 2015; Turner, 2010).

The interviews were one-on-one interviews with participants. They were allowed to tell their stories about their experiences in the ESL program and their EAP classes through question and answer. The interviews were in the form of 10 open-ended

questions to elicit narrative responses so that the participants could tell their stories. Participants' names were not used, but instead, each participant was assigned a number. The use of numbers was a way of protecting the participants. The numbers will prevent anyone from recognizing the participants and help to ensure that their responses will not be used against them in any way.

Data Collection

This case described the perspectives of 13 ESL college-level students on their feelings about content delivery and assessments. Data were collected using one-on-one interviews to gather data on how ESL students feel about the delivery of content and assessments to them. Ten questions created by another researcher were tweaked and used for the interview questions to gather information from the participants (see Appendix H). These questions were open-ended, which allowed the participants to tell their stories. Because these questions were open, they also allowed for further inquiry, when necessary (see Appendix C).

According to Agee (2009), once a satisfactory question is in place, a study can begin. She stated that right questions do not necessarily produce proper research, but poorly conceived or constructed items will likely create problems that affect all subsequent stages of a study. There is a well-thought out research question in place and well-constructed sub-questions for this study. The central research question, "What are the perspectives of ESL college students on content delivery and assessments in content specific courses?" was answered by ten sub-questions.

Interview question one (see Appendix C) was the most crucial of all the questions. In this answer, participants got to tell the “meat” of their stories about their experiences with content delivery and assessments in their content specific classes. Interview question two allowed participants to state their comfort levels with content delivery and assessments with regards to their status as ESOL/ESL students. The participants’ comfort levels with content in their content specific courses helped them determine the challenges they faced and how these challenges affect their success. Interview question three addressed the challenges faced by participants and allowed them to express their perspectives on their comfort levels. The next four questions attempted to discover the attitudes of the participants toward the assistance offered presently by the college to assist students with comprehending content and assessments. Interview questions eight, nine and ten allowed participants to express how they try to help themselves, get additional help from the college and what specific help if any, they receive with content delivery and assessments in their content specific courses.

Participants were willing to answer all the questions, and none were skipped or frowned upon because of cultural biases as previously thought. They responded to every item to the best of their ability. So, this assumption did not prove to be true. However, some participants expressed their inability to express themselves in English as they would like because of their language barrier. The students were reassured that their predicament was completely understood and that they should proceed as best as they could while I expressed empathy towards their feelings. I also reminded them that saying how they felt about an issue was not necessarily harmful but could be favorable to bring about positive

change. They were coached towards the understanding and position that pointing out the strengths and weaknesses of the help they receive could only benefit the people in the program. Of course, they were reminded of the fact that if they did not feel comfortable participating, they could refuse participation at any time. On the other hand, all volunteers were encouraged to remain until there were 12-15 willing participants.

All one-on-one interviews were tape recorded. Recordings were manually transcribed verbatim by me after each meeting. Transcribed copies of students' responses and field notes were kept as data sources in a computer file throughout the study. Participants' answers to the interview questions as well as responses to any additional questions or my answers to questions participants might ask were also kept as source documents. All responses, as well as field notes and documents, if any, were checked and rechecked, using member checking, for accuracy and the data gathered from this study will hopefully add vitality as well as knowledge to the field of adult education (Bogdan & Biklen, 2007; Lodico et al., 2010; Sample Proposal, Dixie State University, 2015). The responses were compared to the recordings and played and replayed many times over to make sure that they were documented in writing correctly. The participants were contacted via email, before the final report, to make sure that what had been transcribed was what they said. A copy of the transcript from their interview was sent to each participant via email for them to confirm the authenticity of the transcription (Iivari, 2018).

Data Analysis

All interviews were tape-recorded. The taped interviews were manually transcribed, and field notes were entered into a computer file throughout the study. Ongoing data and content analysis, “a process which coded information based on concepts deducted from the data, is used to analyze the data” (Kece, 2015, p. 1337) took place throughout the study. Final data and content analysis took place after all data were collected, but as the study ensued and data collected, they were organized, coded, and analyzed with some help from NVivo 11 and an inter-rater. The data were analyzed and coded and with the help of NVivo11 software program organized according to themes, common patterns, and categories (Harryba, Guilfoyle & Knight, 2012; Kaefer, Roper & Sinha, 2015; Mayring & Fenzi, n.d.; www.qcamap.org;). The recurring students’ responses were used to develop commonalities and set different themes, common patterns, and categories.

I used member checks to make sure that bias didn’t influence how the students’ perspectives were interpreted (Lodico et al., 2010). The transcripts of the interviews were sent to the participants for review to make sure that the transcription from the tape was correct and that their statements were interpreted correctly. The subjective perspectives were monitored by a well-kept journal or field notes of my feelings and thoughts. Care was taken to make sure that all field notes were kept confidential and safe and were kept in a computer file and that computer will be kept locked with a password.

Discrepant Data

For case study research, discrepant data is data that challenges the theoretical proposition of the study (Yin, 2014). For this study, the theoretical foundation is that student voices are not only essential but vital (Aboudan, 2011; Bippus, 2011). No discrepant cases occurred, so no additional interviews were necessary. Therefore, all 13 interviews were included in the data.

Limitations

One limitation of the study could be a generalization because of the small sample size. However, for this type of research, the sample size is usually low. Therefore, the small size should not present any problems since the lessons learned could apply to other settings (Lodico et al., 2010). Also, the sample is only from one college. However, ESL students exist in higher education all over the United States and probably have very similar experiences. According to Kokhan (2013), misplaced college students might fail to improve in English and therefore get frustrated with their low progress in English.

Similarly, students with low academic skills could face many language-related challenges. These types of students are in many colleges and universities. Therefore, the results of this study could impact other communities.

Data Collection

Data were collected through one-on-one individual interviews. A qualitative approach was used, and 13 participants were questioned. Interviews are a more personal form of research than questionnaires because the interviewer can probe and ask follow-up questions (Turner, 2010; Calderon, 2016). The questions were open-ended to allow the

participants to tell their stories and express their perspectives (Turner, 2010). Some participants gave long answers, while others gave short responses. Some stated their inability to communicate well in English. Participants answered ten questions. Each question elicited a different set of responses from each participant. From the responses, some significant themes emerged such as challenges faced by participants, exploring options, instructional experience, rethinking EAP instruction and delivery, strategizing for success and zooming in on what students need for success. From these significant themes emerged categories like components of the EAP Program, obstruction flags and crafting the master program. These themes and categories were used to develop codes for the study.

Instrumentation. The interview consisted of ten questions borrowed from Ropeti's study of student perspectives regarding school failure at the American Samoan Community College in American Samoa. Ms. Ropeti was contacted via email and permitted the use of her questions (Appendix H). They were tweaked and used to gather the data in this study. Each interview lasted about 20 minutes, were audio recorded through an audio recording device and field notes were taken on notebook paper.

Procedures and process for data collection. Data collection was in the form of one-on-one semi-structured interviews. The EAP coordinator agreed to allow me to present my study to her classes. Once approval was granted by the IRB the times were set for the presentations. On the days set for the pitches, I arrived at the classroom and presented either at the beginning or just before the end of the class so as not to cause too much disruption. The EAP coordinator made the introduction to the students and then the pitch was presented.

Invitation letters to participate in the study were handed out to all the students in the classes. Students were told that if they agreed to participate, they should put the completed form letters in a box in the communications department office. Within two days of completing the pitches to recruit participants, 28 positive responses and two negatives were received in the box. The interviews were scheduled according to the students' convenience and were conducted on campus in the library. The first thirteen students who showed for interviews became participants in the study.

The interviews were all audio recorded. All participants' responses were manually transcribed into a Word document. After the transcriptions were done, Microsoft Word was used to summarize the responses to each question and to do a preliminary analysis of each participant's responses to each question. The Word tracker was used to keep track of the summarization of each answer. As the summary was done, the concepts that emerged were compared to find themes, patterns, and categories.

The codes were derived from the recurrence of specific words and phrases that came up during the transcription of the interviews and the summarization of the

responses. Themes generated when similar ideas expressed by participants were brought together into a single category. As the summarization progressed the answers to each question were tallied and the instances when a concept or word was mentioned. Then I put the summaries into NVivo to generate a tally and a percentage for each concept or word (see Figure 1).

The role of the Researcher. I am a teacher with a total of over thirty years of experience in middle school, high school, and college. During the years of teaching, I represented migrant students as a secondary advocate for ten years and always wanted to help migrant students who struggled with a language barrier. Also, many high school students who graduated from the school at which I taught went on to attend Constitution College and many of these students still struggled with the English language even after graduation and therefore, I knew they would continue to struggle in college. The college did not employ me. I did not know anyone who worked at the college, nor did I previously teach or interact with any of the students who volunteered for the study. This study came about purely out of a love and desire to help migrant students with whom I had worked several years before. None of the participants knew me and I did not know any of them.

Data Analysis Results

Interviewed participants were nine females and four males enrolled in EAP courses all between the ages of 20 and 65. They were from 11 different countries, with 54 percent of them being Hispanic. These participants were selected according to the criteria mentioned earlier in the study. Three classrooms taught by the EAP coordinator were

visited, and the study pitched to the students. At the end of each pitch, invitation letters were handed out to the students. I asked those who wanted to participate in the study to place their completed forms in a box in the communications department office. The box was checked at the beginning and end of each day for one week. It was also checked at the beginning of the following week to see if there were any other letters. All letters were collected and filed according to the dates that they were received. Each participant who gave a positive response was called, emailed, and texted to set up an appointment for the interview.

Data collected through one-on-one semi-structured interviews were transcribed and responses to questions summarized to capture the gist of each answer for easier analysis by NVivo software. Afterward, the interviews were transcribed into Word documents, and I went through each transcription using Word tracker to search and keep track of each response. I created a table in Word (see Appendix D). Next, I looked for common words and phrases in the answers to arrive at specific themes. Then I used common themes to create codes. Next, I compared the codes to find similarities and differences. This case study is small, and once I began to do the analyses, it was realized that the use of a qualitative analysis software was more trouble than it was worth. However, because it had been proposed to use NVivo software, I felt obligated to use it. So, I proceeded to use a combination of NVivo with Microsoft Word, and the combination worked very well.

The first step that summarizes the analytical process was the transcription of the interviews. Second, I carefully read through each interview transcript to find significant

themes and patterns. Third, I coded all the interviews to find common themes and patterns. Fourth, I created a table with all summarized responses to all questions to compare the responses to develop categories easily. Fifth, I grouped major themes to avoid redundant themes. The sixth and final step, I created a codebook and then uploaded the summarized responses into NVivo to generate comparison charts.

The main research question that guided this study was: What were the perspectives of ESL college students regarding content delivery and assessments? I found that students were willing and ready to tell their stories. The students interviewed felt that the program used to help them progress towards proficiency in English was very useful but that there were a few improvements to the program that would make it even more effective. They felt that these improvements would help them be more successful in the program. They thought that the teachers were excellent and very willing to assist whenever assistance was needed. So much so, that most of them did not need to ask for help outside of the EAP program.

The suggestions for improvement were derived from the students' responses to the ten open-ended interview questions (see Appendix C). The answers to these questions also provided the basis for the themes that emerged for this study. From the responses, it was found that the students had very similar suggestions for improvement to the program (see Table 1). ESL students expressed an overwhelming desire to have more inside and outside of class time for conversations and instances to practice English. EAP students felt the need for more social interaction inside and outside of class through more clubs and social events. I also found that students wanted to have more opportunities to talk to

their professors or academic advisors about achieving their educational goals. Overall, it was found that participants wanted many more opportunities through activities to get to practice their English by speaking naturally with a native speaker or even just conversing with people who speak good English and especially with an excellent American accent.

The data also revealed that there should be more clubs for the EAP students to get to know each other and to get connected because lots of the students who take EAP classes are usually international students who do not know each other. So, there should be some social activities for them to connect with each other. Some students also expressed the desire to have more technology in the classroom, while others felt that the classes needed to be longer, especially for reading and writing. Even some felt that more writing classes were required to give EAP students the opportunity to use their communication skills.

One of the participants thought that there should be more writing assignments because writing includes all the new vocabulary and ways to express everything correctly. To write about something, one must read and get involved in the topic. Additionally, some of the participants praised their instructors for an effective program and stated that they received enough help within the EAP program, so they hardly ever needed to ask for help outside of the program. However, some felt that they needed more EAP classes which should be longer for each class period because they would have more hours to learn.

The participants also voiced the desire to have more speaking conversation classes with native Americans. One participant thought that maybe one more class per

week would help them to get to know and interact with their peers. Several participants supported this idea for more classes. Another participant thought it would sound very strange, but he would like them to open other courses because he did not feel that the courses, he was taking were enough. When asked which courses he would like to see added, he suggested a communication course since he thought it was impossible for one to learn the complete language in five months.

Almost all the participants in this study felt that the lack of English proficiency motivated them to learn English and put out more effort to learn the language. That motivation challenged them to learn English every day to succeed. One of the participants described the experience in a positive light by expressing how good it felt to learn English. Another participant embraced the challenges because they push her to do better. The participants believed that because of the opportunity to learn English, their knowledge had increased and to go higher one must get better at it. One must see learning English as urgent and set personal goals to attain them.

Only two of the participants expressed the feeling that they did not receive enough help from the EAP program to counteract their language barrier. However, I found that one participant thought that the EAP program was just average because there were no live tutors, only labs and she said that labs get boring sometimes because of lack of interaction with a live person. With a lack of interaction, one can get bored at times. Instructors who just read the book to students without interaction or explanations made some of the students rate the EAP program as just good but not great. I found that students had problems with the attendance policy. Some students would like to work as

part of immersing into the culture, but with the present attendance policy, it is difficult. Presently, you can fail a class if you have too many absences.

I also found that some students felt they needed more access to active advisors. Some expressed dissatisfaction with interaction experienced with advisors. Some needed more access to their professors to discuss their academic challenges while others had successful interactions when they sought help with academics from their professors. While some participants praised the instructors in the EAP program, few expressed challenges with professors concerning content delivery and assessments.

In response to a question about what specifically participants needed to be successful, one participant suggested that he/she would appreciate having good advisors to go to. I found that participants were concerned about the cost to international students for their education. One participant informed me that Canadian rates have changed so that international students and Canadians pay the same price for tuition. So, if US colleges are going to stay in the business of recruiting international students, they will have to adjust their international rates to come closer to the regular American students' rates. Table One illustrates the EAP students' experiences as coded per responses.

Table 1

The EAP Student Experience

Code	Mentioned by Participants
Student felt they needed more inside and outside conversations and instances to practice English	9001, 9002, 9003, 9004, 9006, 9007, 9008, 9009, 9012, 9013
Student expressed a desire to have more technology in the program	9001, 9002,
Student felt classes need to be longer	9001, 9006, 9007,9013
Student felt they received enough help to counteract their language barrier	9001, 9006, 9013
Student felt the program was effective	9001, 9002, 9003, 9004, 9006, 9009, 9010, 9013
Student felt they needed more EAP classes	9001, 9002, 9003, 9004, 9006, 9007,
Student felt their language deficiency motivated them to learn English	9001, 9002, 9003, 9005, 9006, 9007, 9009, 9012, 9013
Student expressed a desire to have more access to effective advisors	9009, 9010,
Student expressed a desire for one-on-one tutoring	9005, 9008

Credibility

For this research, member checking was used to make sure that I interpreted what participants tried to express correctly. Participants and inter-rater provided feedback by email, which was documented accordingly. I also used one of her classmates as a peer examiner to verify the findings and interpretations so that they would be unquestionable.

Discrepant Data

As I looked through transcripts of the interviews, it was found that there were no significant differences in the experiences of the participants. Discrepant cases are usually documented in the data analysis. However, no discrepant data were found. I also found that most of the ESL students similarly experienced the EAP program.

Conclusion

A qualitative approach was used to analyze the data. The data collected from 13 ESL college students enrolled in EAP courses were collected and examined through a qualitative case study. The findings will inform administrators and EAP staff about students' perspectives on content delivery and assessments, and the changes suggested will be communicated to the administration and ultimately, the EAP staff.

Section 3: The Project

Introduction

This qualitative study explored the perspectives of ESL students enrolled in EAP courses on content delivery and assessments at Constitution College, a public college in South Florida. At this college, the ESL population was about 75% Hispanic as of 2016. Students who attend this college and score below the 50th percentile on the TESOL must enroll in EAP courses. The following section discusses in more details the data obtained from the participants' interviews, which illustrated some of the problems the participants' experienced and possible solutions to offset these problems. This section also includes a rationale for the project description that is developed from this study. It also provides additional literature review to support the major topics discussed herein, an explanation of potential barriers to the project implementation, and description of the project evaluation plan.

The participants' responses were that they were mostly satisfied with the EAP program because they believed that most of their teachers motivate them to learn. However, they believed some improvements to the program could enhance the learning experience and the success of the students enrolled in the program. They indicated that there were challenges they needed to overcome like; limited English vocabulary, limited oral language skills for engaging in conversational English, cultural differences that impact quick assimilation of the English language, time management, and limited technological skills, to be successful in their EAP courses. They also highlighted some factors, like insufficient EAP Courses, insufficient class time, and not enough interaction

with native English speakers, that negatively impacted their academic success. The participants stated that the college was devoid of planned social activities for international ESL students that would allow them to communicate with authentic speakers of the English language and immerse themselves in the culture. The participants also expressed a desire for more accessible and better academic advisors. Some felt that even when advisors are accessible, they do not give good advice to students. Nevertheless, they felt that by turning their challenges into positives, they could build their intrinsic motivation, develop self-esteem, and improve their time management skills to help them achieve success.

They also communicated that there were a few major benefits of the EAP program, like the effectiveness of the program, which provided them with access to tutoring labs. Some stated that they had opportunities to build their self-confidence. Most of the participants expressed a desire for Constitution College EAP faculty to rethink and enrich instructional delivery in the EAP program to make it even more effective for both instructors and students. They offered ways in which this could be done by doing some simple tweaks. These simple tweaks include; adding more opportunities for classroom conversations, providing multiple English language simulations for practice skills, more tutoring services, having smaller class sizes, providing opportunities for campus work-study experiences, and social events to interact with English language speakers. A few of the participants also mentioned increasing the classroom resources by adding more audios to listen to English conversations and other language practices. Some also suggested that faculty could enable more collaboration through English immersions and

assist students to develop more personal attributes like being more passionate, develop perseverance, setting goals, and time management skills. By doing these modifications to the EAP program, the participants felt that they would be better able to succeed in their EAP courses as there would be more added resources and exposure to opportunities to practice and increase their English language competence.

The forthcoming section illustrates these themes that were developed from the perspectives of ESL students enrolled in the EAP program. Figure 1 illustrates the relationships between the themes which form the components of the EAP program. All 13 participants provided diverse perspectives about their EAP instructional experiences, including options that were accessible to them and hurdles that impeded their academic success. They also provided insightful recommendations for improving the EAP program, as discussed in Section 2.

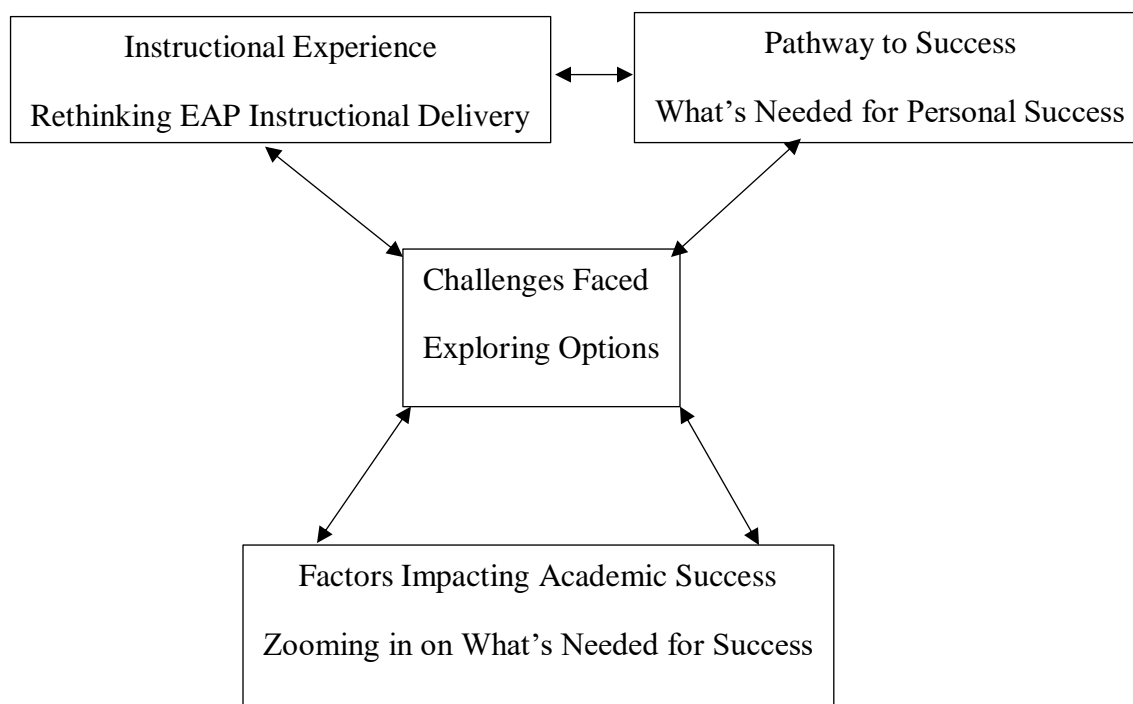


Figure 1. *Relationships among the themes.*

The EAP program was created to assist these students and prepare them to move forward in their quest to pursue higher education. The themes emerged from responses to the ten questions posed to students in one-on-one interviews (see Appendix C). For leaders and instructors to adequately address issues in the EAP program, some professional development must be put in place to educate them concerning the cultural and academic needs of ESL students enrolled in this program.

The study revealed that instructors in the program are following different teaching practices since participants reported that some teachers were excellent and understanding, while others were not, which suggests that there is not a standardized presentation for

EAP assessments and delivery of content. Figure 2 provides an overall depiction of what students considered to be obstruction flags that impeded their success. Teachers should use suggestions-to help craft the framework that would improve the EAP program.

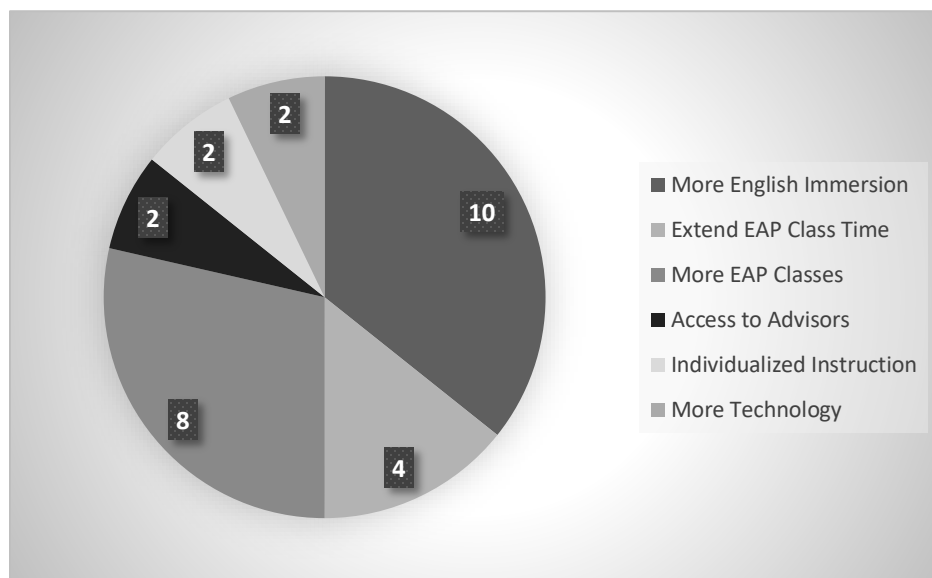


Figure 2. *Obstruction flags.*

As illustrated in Figure 2, ten of the participants said they would benefit from having immersion opportunities in natural English settings to interact with English language speakers. Another eight of the participants said they needed more EAP classes, and four of them desired extended EAP class time. Four participants thought access to advisors and technology integration in the EAP program would be helpful. These services are the responsibility of the institution as a service provider. Therefore, EAP instructors could capitalize on them for curriculum planning for instructional improvement towards quality instruction or best practices. Also, there could not be sharing of instructional

ideas and best practices among colleagues if some instructors are so much more effective than others.

Rationale

The objective of this project was to institutionalize professional development (PD) for EAP instructors to equip them with tools for student-centered teaching that will improve EAP students' learning. This PD will make the institution and EAP instructors more aware of the challenges and issues that EAP students face in the program and how they view the program. Principally, the students acknowledged the need for rethinking the EAP instructional delivery as they felt that more interactions with native English speakers, more writing assignments, and more EAP classes would help them acquire the required English proficiency to matriculate successfully and wean from the EAP program. Therefore, PD is a vital tool that can guide instructors and equip them with best practices to improve student learning (Hsiou-Hai & Chen-Wei, 2016). Through PDs, instructors will have the needed institutional support to ensure updated teaching practices and student-centered instructional delivery with updated methods.

This case study, as well as research, informs us that student perspectives should be an integral part of the planning process if programs are to be successful within any educational institution and student perspectives can be embedded into the program through professional development for all EAP instructors (Hagenauer & Volet, 2014). Instructors should be supported by the college to acquire the necessary best practices to motivate their students and propel them to success. The problems articulated in this case

study will be addressed through further discussion on professional development for instructors teaching EAP classes for students with limited English proficiency.

Review of the Literature

The literature review was conducted with two questions in mind: How can we inform instructors about how ESL students feel about the EAP program and how they are instructed? How can we improve the EAP program to meet the needs of the ESL students? These two questions will guide me as I try to develop a plan for PD that will enhance the pedagogy of the instructors and benefit the students, they encounter in the EAP Program. This section of the literature review discusses the search strategies used to locate sources that will help to answer the above questions and provide support for suggestions for PD that will benefit both instructors and ESL students.

Search Strategies

Thoreau, Sage, Education Research Complete, and ERIC databases were used to search for peer-reviewed, full-text articles published between 2013 and 2018 to gather information within five years of publication. Google scholar was also used to locate additional information. The following Boolean combinations were used to retrieve information: ESL teacher and professional development; professional development practices; professional development and college teaching; non-English speakers and second language motivation; non-English speakers and second language learning; college ESL teacher support; language learning and motivation, second language learning and motivation; ESL and in-class conversation; international students and out of the class conversation; ESL language acquisition; teacher preparation and ESL; service learning

and ESL; culturally responsive teaching; culturally sensitive pedagogy; and college students and student perspectives.

The current peer-reviewed articles retrieved indicate that students' perspectives are an integral part of any successful educational program, and what will help students be successful should be part of the discussion when planning programs for students. It also points out that PD would be a good solution to the problems outlined by participants and that both instructors and students would benefit from PD on service learning and cultural awareness. The search results also indicate a gap in the implementation of PD specifically for EAP instructors, thus, the need for this project to create a plan that makes ongoing PD mandatory for EAP instructors at the college where this research took place.

Instructors respond better when policy stipulates professional development. The study and literature review revealed a need for professional development on cultural awareness for instructors at this study college. If the PD is implemented, it will bring about culturally responsive teaching, which will result in high-quality instruction for EAP students. Service learning emerged as a solution to the participants' suggestions of a lack of opportunities to practice their new language. These topics: professional development, culturally responsive teaching, quality of instruction, and service learning will be discussed in the next segments of this section.

Professional Development

Implementing a policy for ongoing PD on cultural awareness for EAP instructors is something that would benefit the entire institution (Calderon, 2016; Rhodes, 2013). Based on the findings of this study, the students in the EAP program were from culturally

diverse backgrounds and had different learning styles. The study highlighted the various ways that the students in the EAP program could be helped to meet their learning needs. Understanding the cultural implications and how to improve the language instruction for these students is paramount for faculty to know through professional development. Day (1999) defines PD as “the process by which, alone and with others, teachers review, renew and extend their commitment as change agents to moral purpose of teaching; and by which they acquire and develop critically through each phase of their teaching lives” (p. 249). As this definition suggests, PD is concerned with much more than the development of teaching skills. Effective PD is seen as increasingly vital to school success and teacher satisfaction. Effective PD will also impact teachers' attitudes and can additionally contribute to changes in the philosophy of an institution (Adelman, 1998; Alshumaimeri & Almohaisen, 2017; Meng, Tajaroensuk, & Seepho, 2013). Changes in the attitudinal dispositions of the teachers and the philosophy of the institution’s EAP program is at the core of this project content that advocates for culturally responsive pedagogy.

Ongoing PD is necessary to keep EAP instructors up to date with the newest and best practices available to ensure student success and retention (Hanover Research, 2011). Even with ongoing PD for all instructors, specific PD for EAP instructors on cultural awareness and active learning must be continuous. Instructors keen on being highly responsive to students are often unsure of how to pedagogically enact their respect for diversity (Conway & Hayes, 2011). PD could eliminate the uncertainty of whether

one is using correct pedagogy or not and bring about a common language among the instructors as to what constitutes best practices.

For learners to get active learning opportunities, professional development for instructors should be considered as a significant goal in the institutions' policies (Tawalbeh, 2015). Professional institutions and organizations should formulate plans to face new demands in the field of education through a shared vision. Teachers should develop their competencies through preparation and training to improve students' learning so they can meet the changes of modern times (Tawalbeh, 2015). PD, through in-service training for EAP instructors, will ensure students receive the kind of instruction necessary for their success.

Quality of Instruction

Quality of instruction is a critical factor in determining the success of an English language program (Nicholas, Rossiter, & Abbott, 2011). The pursuit of greater student attainment must not sacrifice quality (Rhoades, 2012). Instructors who receive ongoing PD are better prepared to meet the changing learning populations, to improve students' communicative competence, and to facilitate the integration into the communities in which they live. PD should provide instructors with opportunities to experiment with practice and reflect evidence-based techniques that meet their intended PD goals and assist them in becoming skilled with new, more effective practices (Rhodes, 2013). Continuous PD is essential when providing instruction to students who are learning English as a second language. Successful PD programs are not shallow, fragmented, unfocused, or based on educational fads; instead, they are grounded in research. There are

four models of PD for ESL educators: craft or mentoring, theory to practice, inquiry or reflective and a combination of all three models in one sitting. Substantive research has been done to demonstrate how to use these models in the classroom with second language learners. Some of these studies could become part of the reading resources used in the professional development to allow the teachers to analyze the contents for suitability to their contexts critically. The model used should be relevant to the instructors in the setting in which they work and teach. It is essential that all stakeholders be involved in developing a shared vision for PD.

Many researchers believe that to increase student success, instructional quality must improve. This improvement can be made by “sustained classroom-based professional development programs” which will ensure increased knowledge, use of best practices, and ‘pedagogical beliefs’ (Tawalbeh, 2015). Good teaching practice promotes student-teacher contact, cooperation among students themselves, and active learning. Good teaching practice also communicates high expectations and respects capabilities of talented students and styles of students’ learning (Tawalbeh & Ismail, 2014; Bao, 2015). Based on the obstruction flags represented in Figure 2, these instructors need improvement in their practices to achieve what the students deemed important to meet their capabilities and unique learning styles. Eight percent of the students would appreciate more advisor contact, so this is significant to an aspect of good teaching as proposed by Tawalbeh and Ismail’s (2014) concept of student-teacher contact.

The faculty is central to enhancing the quality of instruction of instruction and student attainment. Faculty plays a crucial role in realizing the national goal and this

institution's goal of increased college completion. Not only do the instructors face challenges as to how to instruct the foreign language learners, but the students undergo much stress and pressure to achieve in the ESL and EAP classroom (Marlowe, 2016). Teachers should view teaching as a professional continuum where professional development is a lifelong learning endeavor (Alshumaimeri & Almohaisen, 2017). Instructors should be allowed to attend ESL conferences to enrich their instruction of EAP students (Borg, 2015). Conferences can make instructors aware of changes in practice around the world and alert them of new classroom management and motivated techniques (Calderon, 2015).

Educational quality and student attainment derive not only from proper instruction but also from various forms of engagement with and mentoring by faculty outside the classroom, in labs, in service learning, in informal exchanges, and in structured co-curricular settings such as learning communities (Rhoades, 2011). The education of EAP students extends beyond the classroom, and as the study participants expressed, there is a need for interaction with faculty and other native speakers of the language outside of school. EAP and international students need engagement in and out of school to practice the new language.

Service Learning

Engagement outside of the classroom is fundamentally connected to student attainment, especially through service learning. Service learning is an excellent way to connect EAP students and faculty. Service learning involves faculty working with students in creative, engaging ways not only outside the classroom but off campus

(Rhoades, 2011; Droppert, 2013; Chen & Kraklow, 2013). These opportunities will provide students opportunities to immerse themselves into the culture and to practice the new language.

Service learning will help build a stronger sense of community and a sense of affinity to the college (Moore, 2011). Service learning gives students experiential opportunities to learn in real-world contexts and develop skills of community engagement while affording community partners opportunities to address significant needs. Of course, the EAP students will have to be at a certain level in English proficiency and have something to offer to the business partners of the college, to participate in service learning. However, it is a significant component to consider, since 38% of the students in this study thought that immersion in English language settings inside and outside of the campus would be beneficial for them to acquire proficiency in the language in an authentic way.

Droppert (2013) argued that service learning is gaining a lot of attention on most college campuses because of the significance of the teaching methodologies. Through service learning, it is easier to build community partnerships if a consistent number of students are involved each semester. Service learning is a pedagogy that takes the framework of traditional education and expands its scope and outcomes through acts of community service connected to academic learning (Sun & Yang, 2015). Service-learning theory manifests itself across the educational landscape by connecting the academic content that a student is striving to master through community service activities

(Horng-Yi, 2014; Seilstad, 2014). So, service learning could be built into the EAP program, and students would be offered the opportunity to participate or not participate.

Culturally Responsive Teaching

A divide currently exists between the social and academic aspects of student life. Institutional approaches geared toward improving retention rates need to consider a holistic approach that includes both academic and non-academic factors of student happiness and success (Hanover, 2011). Students need to have a sense of belonging, especially international students who are away from home and friends. The findings of this study revealed that there were students in the EAP classes who came from international locations and they didn't know anyone or each other. Their greatest challenge was using English in either form, spoken and written, so there should be some activities to get them together, so they could socialize and get acclimatized quickly. Through culturally responsive teaching, both the teacher and the students would be able to create the bonds that will enable them to learn from each other through meaningful dialogues and simulation activities. Also, there needs to be a strong connectedness in the classroom as well as outside (Hagenauer & Volet, 2014; Horng-Yi, 2014). Classroom interactions are significant, but even more critical are student interactions outside of class (Tinto, 2011). Campus experience must include elements of teaching and learning within the context of a social setting which can address student development in and outside the classroom (Henning, 2014; Jorgenson, Farrell, Fudge & Pritchard, 2018).

Positive relationships in the classroom have a positive effect on students and the instructors themselves (Kabody, 2013). However, the more college students have out of

class interactions with their instructors, the better the quality of the relationship and the more connected the students become to the institution (Hagenauer & Volet, 2014). This connectedness will also help with retention. When students feel a part of the institution, they stay longer with the institution and perform better at that institution. Also, students studying outside of their home countries often bring different expectations to teacher-student relationships (Zhou, Jindahl-Snape, Topping, & Todman, 2008). Students are motivated to learn in favorable environments and when they feel respected and a sense of belonging (Li & Rubie-Dacies, 2017). Instructors and faculty must have high expectations for their students.

Culture affects how motivation to learn occurs. Diverse learners from varied cultural backgrounds are motivated differently and require different pedagogical strategies for learning. Also, the importance of education varies from culture to culture, and this value impacts one's motivation to learn (Conway & Hayes, 2011). Thus, it is essential that instructors are educated and become familiar with the way different cultures perceive education.

Existing Support

It has been reported that the college presently has ongoing professional development in place for EAP instructors (J. Solley, personal communication, July 18, 2018). Instructors share best practices among themselves, but it is not a policy at the college. Sharing of best practices should be encouraged by the college if not mandated. There is one professional development day sponsored by the college, but this might not be enough for EAP instructors. They are dealing with a much more dynamic population

than general education teachers. Therefore, considering the findings of this study, it would be to the institution's advantage to devise policies that make specific professional development for EAP instructors mandatory.

Potential Barriers

The findings from this study suggest that PD presently offered might not be relevant or that instructors are not fully committed to participate and follow up by putting learning into action seriously. Some instructors are displaying entirely different pedagogies in the classroom, and some are ineffective. Instructors must be willing to participate in PD and to practice what they learn from the PD. If they are unwilling to engage, results will be negative thus making PD worthless. Instructor buy-in is paramount.

Another possible barrier to providing PD for EAP instructors could be the cost of funding paying for professional personnel to conduct PD if it is mandated and becomes policy. One way to cut costs would be to allow online PD. Support can also be offered by the college's long-distance learning portal (Calderon, 2015). Online learning is very prevalent today, and technology is available to the instructors at the study college. This could be a way of getting everyone in agreement with the PD—administration, and instructors.

Project Evaluation Plan

The development of a professional development policy for ESL/EAP instructors is intended to help EAP instructors become familiar with the needs and challenges of EAP students and the current strategies and practices that would motivate EAP students

in the classroom. All participants will be provided with a feedback form at the end of each session to get insight into its success, and to learn how to improve the upcoming sessions. Based on the evaluations, a guide will be created and shared with participants to provide continuous improvement based on the assessments to affect the success of the next sessions.

Implications

If this policy takes effect and PD for EAP instructors is institutionalized, the rate of success for EAP students at this college will be significantly increased, and the English language proficiency of EAP students will be enhanced. This PD could also be used for all ESL instructors at this college and could be generalized to other colleges as well. It could also serve as a pattern for teachers of students acquiring other languages in other institutions.

Section 4: Reflections and Conclusions

Project Strengths and Limitations

Project Strengths

A strength of this project is that this project recommendation paper if instituted will consist of practices that evolved from the perspectives of EAP students as collected in this study. This project will provide EAP instructors with regular means to receive academic support to enrich their instructional skills. This project will put in place a plan specifically designed to enhance the teaching and learning experiences of EAP instructors and students. Once the PD is completed by the instructors, the instruction will allow and enable EAP students more opportunities for success in their education. Also, upon completion of the PD, this project recommendation paper might be shared with the president of the college, the EAP department chair, and EAP instructors, and instructors should be allowed to receive credit for completion. While this project recommendation paper targets EAP instructors specifically, it could also serve the entire ESL department at Constitution College.

Project Limitations

A limitation of this project is that the college already has PD in place for instructors on what is called PD day. Some instructors might feel that this is redundant. This project recommendation paper will be discussed with the EAP department chair and suggest that instructors get monetary incentives for participation in the PD. Also, PD participants should receive memberships in professional ESL organizations paid for by the institution. Some colleges in Florida offer a salary increase for every 60 hours of PD completed.

There could also be some intrinsic incentives derived from the PD as an individual's intrinsic motivation to develop professionally comes from within (Avidov-Ungar, 2016). Therefore, some participants might genuinely want to improve themselves while others will do it only if there are extrinsic incentives.

Recommendations for Alternative Approaches

The findings of this study and literature review suggested that institutions need to ensure that instructors are fully prepared to produce successful students in multiple ways. To do this, instructors need to be equipped with best practices through PD and be encouraged to gain knowledge regarding the cultures of their students and explore opportunities to partner with similar EAP/ESL college programs nationally and internationally, to share knowledge, experience, workshops, PD, and resources. The institution should also facilitate instructors' collaboration and sharing of ideas and resources, provide access to quality online PD resources, create local or online instructor mentoring pairs or teams to provide novice instructors with guidance and support and promote active collaborative teacher learning communities that support PD goals. Another alternative form of PD is to make CDs or DVDs of the PD available to faculty so they can view or listen at their leisure and submit participation reports to the administration for credit. Individuals being able to participate in their own time but within a specified time frame would probably limit resistance to PD. The institution would need to have several copies available in a location that is familiar to the faculty so it can check them in and out without any problems. Instructors should be given credit for

participation either in the form of continuing education units or monetary compensation in some way.

To check if PD is beneficial to instructors, the institution should conduct periodic and annual evaluations to assess the quality and effectiveness of the institution's PD program and activities and identify ongoing needs. They should use the results to develop and extend the organization's PD program. Another recommendation would be to encourage instructors to enroll in accredited TESL programs and, when possible, provide funding for successful completion. Instructors should also be encouraged to share their knowledge and experiences at TESL conferences with potential funding from institutions. Lastly, institutions should provide financing for instructors to become affiliated with professional TESL associations and attend or present at TESL annual conferences.

Another suggestion would be to set up service learning, so students get more opportunities to practice the new language. The institution would need to set up partnerships with community businesses and leaders. Students would get a chance to work with the organizations and community leaders, getting opportunities to work with them in different ways. The partnerships would allow international students to learn about the working culture as well as the learning culture of the school and community. Stronger classroom learning communities and a better relationship would develop between the instructors and students and the community and institution.

Primary Recommendation

To ensure this policy is successfully implemented, funding from the college would be of paramount importance. Stakeholder buy-in would also be essential. The

college would be required to invest in the resources needed to implement the PD and “create a culture of open communication among all members involved in creating the policy, and provide a supportive environment” (Calderon, 2016, p. 78). When instructors are familiar with the different cultures of their students and meet their needs, the rate of success and English proficiency among EAP students will increase.

Scholarship, Project Development, and Evaluation and Leadership Change

Scholarship

On this journey, I learned that research is frustrating, long, tedious, and very repetitive. I also learned that there is a big difference between my project study and the research articles I read. I also found out that the project study is just as difficult as writing a dissertation. I found that some of the same topics I covered I had to redo many times over. However, I learned a lot. I found out that scholarly academic writing is very different from regular writing. I always thought I was a good writer until I started my project study. I realized I had much to learn about academic writing.

Through this process, I found that I can do whatever I want if I just put my mind to it and persevere. Many obstacles may arise and did, but one must keep the goal in mind and keep pressing on. I thought the process would never end, and now I can see the end. Being a scholar is very rewarding because I have gained much knowledge along the way. I am almost at the end of my career, but self-fulfillment is my greatest achievement. I am, however, hoping to start at another level in education. Changing to another level of teaching will be rewarding for me academically, but unfortunately not financially. I must,

however, use my degree to repay my student loans. I would also like to write something else during my lifetime. If that happens, then this degree will be more than worthwhile.

Project Development and Evaluation

The development of this research allowed me to strengthen and improve my research skills. It gave allowed me to conduct one-on-one interviews with participants of a research project and collect qualitative data. I believe I have developed the necessary skills as a researcher and can now move on to conduct formal research, mentor a project study candidate, or be part of a project study committee. I think I could fill a position as a beginning researcher with a research company.

Leadership Change

This journey has strengthened my leadership skills and prepared me for many roles in higher education and my community. I learned that I could achieve almost any goal I set for myself if I work hard at it. I also found that I like to research and could think about settling into research as my next career path. The journey made me realize that I would like to do more writing in the field of education and would also like to work in higher education even more than I wanted to before.

Reflection on the Importance of Work

This project will bring about positive social change in the community because it will provide suggestions for professional development for EAP instructors at Constitution College. This project policy recommendation paper will enable instructors to be more prepared to give the proper instruction and guidance to EAP students. The

recommendations provided herein apply to any institution seeking to establish PD for ESL instructors and might be suitable for use with general education instructors as well.

Implications, Applications, and Direction for Further Research

Based on the literature review, there are gaps in the literature that exists on the support and services offered to ESL instructors. It also showed that educational institutions need to make sure that their instructors and faculty members are exposed to current research-based instructional practices and that the institutions need to take responsibility for accomplishing this task. More research is required to fully understand the extent of support and services available to ESL instructors and faculty in higher education. More research is also needed in the area of presentation methods of PD and exploring the factors that would motivate instructors to participate and benefit from PD offered by the institution.

Conclusion

The findings of this study support the recommendations that institutions of higher learning must give their instructors all the support they need to create the best possible conditions for the success of their students. The institution must invest in ongoing PD to fulfill its support to its instructors. Although multiple solutions are suggested, this institution must select what is best for its instructors and what meets the needs of all the EAP instructors. As stated earlier, instructors should develop their competencies through preparation and training to improve students' learning, and PD should be considered as a major goal in the institution's policies (Abbott & Rossiter, 2011; Rhoades, 2012; Tawalbeh, 2015). PD is needed to provide EAP instructors with research-based

instructional practices, cultural awareness, quality instruction, and connectedness between instructors and students inside and outside of the classroom.

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Appendix A: The Project

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Executive Summary

Over the years, many institutions, including institutions of higher learning, have prided themselves in providing professional development (PD) for their instructors. PD is one way of keeping instructors up to date with best practices since research has shown that as students' needs change, instructors' teaching methods should also change. Institutions should provide PD to keep instructors' practices current. Cultural diversity has been a growing concern in many institutions of higher learning and especially in the departments that deal directly with culturally diverse students. At this college, the ESL population was about 75 percent Hispanic as of 2016 (US Department of Commerce; US Census Bureau; J. Solley, personal communication, June 1, 2018). Students who attend this college and score at a certain level on the TESOL must enroll in EAP courses.

Therefore, exploring the perspectives of EAP students on content delivery and assessments helped to understand their apparent suggestions that the EAP program needed some improvements. One-on-one interviews with individual semi-structured interview questions were used to collect qualitative data.

The coding process began inductively, and five main themes emerged from the data analysis. From the themes that emerged it was found that students expressed the need to have more opportunities to practice English inside and outside of class, more access to advisors and better advisors, the use of more technology, more extended hours in EAP classes, consistency in instructional pedagogy and the lowering of tuition for international students. Therefore, the PD should revolve around these suggested issues. The suggestions from the students during data collection helped to guide this project study.

The findings from this study suggested that participants were satisfied with the EAP program overall and with the instruction and assessments. However, the students felt that some adjustments to the program would make it stronger. To enact these improvements to the program, some amount of professional development (PD) would be in order. Implementing a policy for ongoing PD on cultural awareness for EAP instructors is something that would benefit the entire institution (Calderon, 2016; Rhodes, 2013). Based on the findings of this study, the students in the EAP program were from culturally diverse backgrounds and had different learning styles.

Background

Analysis of the data regarding the perspectives of ESL college students concerning content delivery and assessments revealed that students' views were almost absent from consideration when planning the delivery of content and assessment to students. Additionally, the data also indicates that there are many challenges present for EAP students. The support that EAP instructors receive directly impacts the efficacy and ability of EAP students to become proficient in the English language (Kabody, 2013). Research also indicates that policy exists to ensure that colleges provide professional development to instructors, but it is dependent on each institution to decide on the frequency and quality of the PD (Calderon, 2016).

Supporting Literature

The supporting research and findings suggested that implementing a policy for ongoing PD on cultural awareness for EAP instructors is something that would benefit the entire institution (Calderon, 2016; Rhodes, 2013). Based on the findings of this study, the students in the EAP program were from culturally diverse backgrounds and had different learning styles. The study highlighted the various ways that the students in the EAP program could be helped to meet their learning needs. Understanding the cultural implications and how to improve the language instruction for these students is paramount for faculty to know through professional development. Day (1999) stated that professional development (PD) is the process by which, alone and with others, teachers review, renew and extend their commitment as change agents to moral purpose of teaching: and by which they acquire and develop critically through each phase of their

teaching lives (p. 249). PD is concerned with much more than the development of teaching skills. Effective PD is seen as increasingly vital to school success and teacher satisfaction. Effective PD will also impact teachers' attitudes and can additionally contribute to changes in the philosophy of an institution (Adelman, 1998; Alshumaimeri & Almohaisen, 2017; Meng, Tajaroensuk, & Seepho, 2013). Changes in the attitudinal dispositions of the teachers and the philosophy of the institution's EAP program is at the core of this project content that advocates for culturally responsive pedagogy.

Ongoing PD is necessary to keep EAP instructors up to date with the newest and best practices available to ensure student success and retention (Hanover Research, 2011). Even with ongoing PD for all instructors, specific PD for EAP instructors on cultural awareness and active learning must be continuous. Instructors keen on being highly responsive to students are often unsure of how to pedagogically enact their respect for diversity (Conway & Hayes, 2011). PD could eliminate the uncertainty of whether one is using correct pedagogy or not and bring about a common language among the instructors as to what constitutes best practices.

For learners to get active learning opportunities, professional development for instructors should be considered as a significant goal in the institutions' policies (Tawalbeh, 2015). Professional institutions and organizations should formulate plans to face new demands in the field of education through shared vision. Teachers should develop their competencies through preparation and training to improve students' learning so they can meet the changes of modern times (Tawalbeh 2015). PD, through in-

service training for EAP instructors, will ensure students receive the kind of instruction necessary for their success.

Professional Development Plan for EAP Faculty

Goals

The findings of this study indicated that the EAP students encountered challenges and issues with the way the faculty interfaced with them as second language learners and others from other geographical locations. They also thought that the instructors in the program were following different teaching practices. The participants reported that some teachers were excellent and understanding while others were not which suggested that there was not a standardized presentation for EAP assessments and delivery of contents. The findings also revealed that 38% recommended having more immersion classes and 31% called for more EAP classes. Therefore, the goals of this professional development are to help the EAP faculty to:

1. Recognize the importance of the philosophical and theoretical frameworks that embody pedagogical principles for teaching students of diverse cultural backgrounds.
2. Understand how their philosophy of teaching can impact instructional practices and cultural implications.
3. Understand how becoming more culturally aware can provide a roadmap to serve their students better both academically, emotionally and socially.
4. Become aware of current best practices on how to improve language instruction for ELL or ESE students.

5. Understand their responsibilities to consistently provide research-based strategies that can improve their instructional delivery in EAP classes especially when working with a diverse community of learners.

The specific learning outcomes include the following:

- Creating an action plan that will enhance their EAP course contents with more culturally responsive teaching strategies and pedagogical practices including differentiated instruction.
- Identifying extra-curricular activities and community engagement projects via service learning that will strengthen cultural awareness and promote cultural diversity, according to the UNESCO Declaration (2001) (Articles 1, 4, 6, and 7) among stakeholders, faculty, staff, and students.

Timeline for Implementation

This professional development will be a three-day intensive seminar where the EAP faculty will have the opportunity to refresh their philosophical and theoretical perspectives about teaching culturally diverse students. They will also get opportunities to increase their pedagogical skills based on the practical and interactive nature of the sessions. This PD may occur during May or June 2020, when these faculty members are more likely to be closing out the school year and planning for the summer sessions. This time frame will best fit their overall plans for the new academic year. It is anticipated that this PD will include three special lecture series to be convened by guests for a selected session each day. I will also explore the possibility of getting 15 curriculum education unit (CEU) points from the College for these teachers. Failing that, I will ask

the college to provide a certificate of participation to each participant once he or she submits a reflective paper detailing their action plans. Figure 3 illustrates a draft of the proposed professional development agenda outlining the contents and activities for each day. The upcoming section provides the foci and annotated bibliography of the course materials that will be used over the three days.

Reading Resources/Materials for Professional Development

Annotated Bibliography

Focus: Philosophy Matters: Understanding Culturally Diverse Students

Jones, B. A. & Nichols, E. J. (Eds.). (2013). *Cultural competence in America's schools: Engagement and understanding. (Educational policy in the 21st century: Opportunities, challenges & solutions)*. Charlotte, NC: Information Age Publishing.

This volume covers topics on culture and issues of race and ethnicity and their impacts on student learning, teacher and leadership efficacy, and educational policies in the nation's public schools. Three chapters of this volume have been selected for this professional development project. Chapter 2, entitled, *The Philosophical Aspects of Cultural Difference: Connecting Achievement to Our Past, Present, and Future*, provides an insightful discussion on human's quest to *survive* and *thrive* from the ecological, biological, and sociological standpoints. Using three guiding questions, the authors raised cultural concerns of:

- Who are we today, from a racial, and ethnic perspective, relative to the history of human development?

- How has the survive and thrive instinct held by various racial and ethnic groups shaped their view of the world and each other?
- What are the implications of cultural differences for educators who work in or develop the policy for highly diverse education settings?

Chapter 4, entitled, *Relationships- The Foundation of Learning*, embeds the school system in a siloed, non-communicative uncaring environment that lacks positive student engagement which undermines and limits the ability of students to succeed. Drawing on Maslow's theory of relationships, the author provided suggestions on how to promote *relationship-based learning* that will increase efficacy among teachers and administrators especially from a cultural perspective aimed at boosting student relationship. Themes, like, *trust, transparency, social justice and equality*, are discussed in a bid to build healthy relationships. The author challenges educators to reflect on their self-assessment and development of cultural competence to determine what deficit-based notions they have of culturally diverse students and low-income communities, including students' families.

Chapter 7, entitled, *Schools, Neighborhood and Community*, provides a detailed discussion on the quality and nature of relationships between schools, neighborhoods and broader community. According to the author, schools serve an important social function which is critical for understanding the family, within the school-neighborhood and community context. Therefore, the significance of this chapter is to develop educators' understanding of urbanization, professionalism, and highly diverse school environments since they continue to struggle with how to serve culturally diverse students.

Shultz, J. J. & Peters-Davis, N. (2016). *Challenges of multicultural education: Teaching and Taking Diversity Courses*. New York, NY: Routledge Publishing Inc. ISBN 10: 978159 4511073.

In chapter 8 of this book, the authors discussed diversity in the college classroom and how teachers can develop an understanding of diversity to build engaging learning communities, where students feel comfortable in discussing matters about their identities, diversity, and differences using real conversations in the undergraduate courses. Using examples of students' excerpts, the authors established the backdrop and foreground of the chapter. They also described a working theory of diversity in the classroom; how to establish a space which includes taking and not taking risks; and challenging the assumptions of consciousness using Paulo Freire's (2002) "consciousness as the consciousness of consciousness." In this context, Freire explained "consciousness as the consciousness of consciousness," as a process of active introspection concerning one's context, which is never fully complete. Space is never fully fertilized, and this leads to limit-situations. When the theory of consciousness as the consciousness of consciousness is applied to the undergraduate classroom communities, the assumption is that student-teachers and teacher-students are in the process of "becoming" (i.e., they are unfinished, incomplete beings with an unfinished reality). However, through fertile consciousness, teachers and students become more internally aware of themselves and make decisions about what they will share or what they will open themselves to which may lead to shared insight.

Supplemental Readings: Understanding Diversity

Abdul-Raheem, J. (2016). Faculty diversity and tenure in higher education. *Journal of Cultural Diversity*, 23(2), 53-56.

The author highlighted the fact that cultural diversity is evident among faculty and students in higher education. The author believed that tenured faculty members are in a better position to advocate for cultural equality in their institutions and act as mentors for the students. Knowledge about multicultural education must be included in courses to enable understanding of different cultures or to acknowledge other cultures to promote equality in the work environments and classrooms.

Chan, E. Flanagan, A., Hermann, R. & Barnes, N. (2015). Tentative steps into the space of another: Teacher challenges of crossing cultures to build bridges with students. *Curriculum and Teaching Dialogue*, 17(1&2), 11-25.

Using a narrative inquiry approach, these authors explored how students of diverse social and cultural background build relationships. The literature reviewed included statistics on ethnic diversity in the United States, curriculum development for culturally diverse students, and the importance of supporting students' participation and engagement in school. Based on their findings, the authors discussed the instructors' assumptions and interpretations of the students' performance and questioned their sense of identity concerning their students. They suggested the notion that students might prefer to reveal or conceal their stories instead of educators seeking to engage them in discussions about their experiences for the purposes of diversifying curriculum and integrating them into the school community. Finally, they thought that the idea of

students' interaction into school space is highly complex. Trying to engage them in academic learning may require recognition that their needs may differ from what educators initially anticipated as helpful or appropriate.

King, E., & Butler, B. R. (2015). Who cares about diversity? A preliminary investigation of exposure to courses on cultural diversity in teacher preparation programs in North Carolina. *Multicultural Perspectives*, 17 (1), 46-52.

This article discusses a study that was conducted to understand diversity exposure and multiculturalism for education in the southeastern United States, through content analysis of undergraduate courses. The authors provided statistics to illustrate how ethnic diversity among students continue to be fluid while the composition of teachers remains relatively stagnant. The findings revealed that multicultural education/diversity curriculum is evident to some extent in the course content, but this varies considerably among institutions. They advocate for more significant efforts to include diversity exposure in teacher education programs to enable teacher candidates to gain multiple perspectives on developing an enriching classroom environment that values multiculturalism.

UNESCO (2001) Universal Declaration on Cultural Diversity Article 1. Retrieved at <http://unesdoc.unesco.org/images/0012/001271/127162e.pdf>

This document is a comprehensive declaration governing universal cultural diversity that keeps humanity in check regarding everyone's right to exist and two International Covenants of 1966 relating respectively to civil and political rights and economic, social, and cultural rights. Articles 1 and 5 are of interest in this professional

development. Article 1 focuses on cultural diversity as a common heritage of humanity across time and space. The uniqueness of human diversity gives way to the plurality of the identities of each group and the society in which they live. Through cultural diversity, we can utilize our creativity, resources, and innovations which foster biodiversity, which benefits present human beings and future generations. Article 5 describes what schooling should include with emphasis on teacher training to raise awareness about cultural diversity on how to create a multilingual and multicultural classroom that promotes positive student interactions as daily routines.

Focus: Towards Culturally Responsive Pedagogy - Curriculum Matters

Dyson, Y. D. & Smith Brice, T. (2016). Embracing the village and tribe: Critical

Thinking for Social worker from an African-centered approach. *Journal of Social Work Education*, 52(1), 108-117.

This article discusses an evidence-based practice (EBP) as a model for critical thinking with African American college freshmen to assist them with decision-making, a lens used to view their populations, resources, and best practices. The educators at this historically black college used the EBP model to help the students to engage these students rather than a lecture-based approach. The strategies proved beneficial in helping the students to understand the course materials better and apply the information to their everyday lives.

Mel Lin S. (2015). A study of ELL students' writing difficulties: A call for culturally,

linguistically, and psychological responsive teaching. *College Student Journal*, 49(2), 237-250.

This study investigated the writing needs of English language learners (ELLs) to develop a writing program to address these needs, improve their writing process and writing performances. Second language learners writing styles differ from the writing from their primary language and is also influenced by cultural factors. Therefore, ELLs may need to unlearn their native language writing patterns in rhetorical styles, organization, and expressions to match the American writing styles. The authors also found emotional and psychological issues like anxiety and adjusting to the American writing patterns from a sociocultural perspective. Therefore, the author suggested that instructional strategies for ELLs English composition classes should include not only the linguistic/cognitive components of writing but also the psychological/emotional and sociocultural aspects of writing by employing linguistically, culturally, and psychologically responsive teaching.

Sato M. & Ballinger, S. (2016). Understanding peer interaction: Research synthesis and directions. *Language Learning & Language Teaching*, 45, 1-30. doi: 10.1075/llt.45.01int

Due to the limited research on types of interactions between the second language (L2) learners and native speakers and language teachers, these authors provide a research synthesis of empirical studies focusing on interactional patterns and learner characteristics, tasks and modality, and learning settings relative to second language learners. This introductory chapter provides discussion on salient points regarding the type of interaction, facilitator of L2 processing, the context for L2 development, pedagogical option, theories of peer interaction, mediating variables that affect peer

interaction, and modality of interaction. The central focus emphasizes that the learner's ability to profit from peer interaction is dependent on the social dynamics of the group or pair. Face-to-face interaction is the major conduit to a positive learning environment.

Focus: Creating Inclusive Classroom Settings

Pedota, P. J. (2015). How can student success support teacher self-efficacy and retention?

The Clearing House, 88, 54-61. doi: 1:18/00098655.2014.998600.

The author provides several useful tips on how teachers can support the academic success and positive self-image of their adolescent students which in turn boost the teacher's self-efficacy and retention. Although this article focuses on adolescents, the tips that were described will enhance the learning environment of college-level students. These tips include how to establish a climate where student receive ongoing support and encouragement, the benefits of setting long and short-term goals to accomplish high expectations for students, use of verbal and nonverbal communication that all students understand, responding to students' concerns, questions, and work. Tips also include how to differentiate planning to engage students and promote success, and how to build a culture that enables a partnership with parents and the wider community.

Sung, H. Y. (2015). Emotional intelligence and socio-cognitive skills in collaborative teaching and learning. *New Directions for Teaching and Learning*, 143, 61-77

This author explores emotional intelligence from the understanding that human beings are social beings who are always searching for ways to create their environment and destiny (i.e., the social cognitive theory). In this search for knowledge and commonality, there is a common bond that binds people together through emotional

intelligence, irrespective of our cultural differences. The author focuses on emotional intelligence from the perspective of self-development, human relationships, adaptability, problem-solving, and constructive thinking. This chapter provides information that can be adapted to strengthen the classroom environment in EAP classes because of the suggestions that instructors can increase emotional intelligence in students through experiential learning, explicit modeling, direct coaching, and relationship building.

Table 2. Rethinking the EAP Course: Making the Course “Fit” Them

Workshop Agenda	
Date (TBA) Location: TBA	
Day 1	Date (TBA)
8:00-8:30 a.m.	Registration Introductions, Purpose, and Announcements
8:30-10:30 a.m.	Lecture: Teaching ESL in the 21 st Century- Philosophy Matters
10:30-10:45 a.m.	BREAK Small Group Breakout Sessions-
10:45-12:45 p.m.	Discussion Topics: Philosophy Matters- Where do I fit? Implications for Teaching ESL
12:45-1:45 p.m.	LUNCH Lecture: Schools, Neighborhood, and Community
1:45-2:45 p.m.	Small Group Breakout Sessions Discussion Topics: Putting It Together- Reflective Changes, Brainstorming
2:45-4:00 p.m.	Curriculum Changes

Table continues

Day 2	Date TBA
8:00-8:30 a.m.	Registration, Introductions, Announcements
8:30-10:30 a.m.	Culturally Responsive Pedagogy
10:30-10:45 a.m.	BREAK
10:45-12:45 p.m.	Small Group Breakout Sessions (ABC Format to rotate and explore discussion topics)
12:45-1:45 p.m.	Discussion Topics: Creating Inclusive Classroom Settings Differentiated Instruction for Adult Learners Multicultural Education
1:45-2:45 p.m.	LUNCH
2:45-4:00 p.m.	Lecture: Faculty Diversity and Teaching EAP Courses
	Reflective Planning- Curriculum Integration (Creating Action Plan Draft)
Day 3	Date (TBA)
8:00-8:30 a.m.	Registration, Introductions, Announcements
8:30-10:30 a.m.	Lecture: Increasing Awareness of Cultural Diversity - UNESCO (2001) - Community Engagement via Service Learning - Creating School Culture
10:30-10:45 a.m.	BREAK
10:45-12:45 p.m.	Small Group Breakout Session (ABA Formats) Discussion Topics: Rethinking EAP Courses- Cultural Awareness Matters Teacher Self-Efficacy in Teaching EAP Courses ESL Strategies and Approaches
12:45-1:45 p.m.	LUNCH
1:45-2:45 p.m.	Lecture: The Role of Emotional Intelligence in ESL Education (Social and Emotional Implications)
2:45-4:00 p.m.	Reflective Planning- Continue Action Plans - Share Draft Action Plan - Wrap-up
	Complete Workshop Survey

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Appendix B: Interview Log

Participant #	Dates & Times	Length of Interview	Participants' Questions	Participant's Reaction to Question	Opinion Expressions, Explanation of Feedback
9001	9-19-17 12:09 pm	12:09	Appendix C	Appendix E	
9002	10-31-17 11:00 am	15:16	Appendix C	Appendix E	
9003	11-13-17 9:00 am	16:19	Appendix C	Appendix E	
9004	3-19-18 8:45 am	12:10	Appendix C	Appendix E	
9005	3-19-18 10:50 am	14:20	Appendix C	Appendix E	
9006	3-19-18 11:30 am	14:51	Appendix C	Appendix E	
9007	3-19-18 1:00 pm	15:55	Appendix C	Appendix E	
9008	3-19-18 2:00	17:25	Appendix C	Appendix E	
9009	3-20-18 9:30 am	13:01	Appendix C	Appendix E	
9010	3-20-18 12:00	15:25	Appendix C	Appendix E	
9011	3-20-18 12:45 am	16:10	Appendix C	Appendix E	
9012	3-20-18 1:15	16:37	Appendix C	Appendix E	
9013	3-21-18 11:00 am	14:21	Appendix C	Appendix E	

Appendix C: Interview Questions

1. Describe your experiences with content delivery and assessments in your content specific classes?
2. What challenges do you face as an ESL student? (Challenges may include language barrier or feelings of inadequacy resulting from being placed in EAP courses).
3. How do these challenges impact your learning and ability to pass your classes?
4. How would you like the college to help you combat these challenges?
5. How helpful are your EAP classes? Are they enough to counteract your language deficiency in your content specific classes?
6. What specific assistance or support do you feel will be most helpful to you?
7. How do you describe the effectiveness and quality of the assistance, service and help rendered to you by your teachers or the college as a whole?
8. Do you need to make sacrifices to pass your classes? If so, what are they?
9. Have you sought help from anyone here at the college concerning your language deficiency outside of the EAP classes? If yes, what was the outcome? If no, why not?
10. What specifically do you think you need in order to be successful?

Appendix D: Invitation Letter

You are invited to take part in a research interview of ESL college students enrolled in EAP classes. You are invited to participate in the interview because you are an ESL student and enrolled an EAP class. If you would like to participate, please complete and place your invitation letter in the box in the communications office or you can contact me by email at nalda.francis@waldenu.edu or by phone at 772-323-4339. Text messaging will also be acceptable to the same number.

This interview is being conducted by a researcher named Nalda J. Francis, who is a doctoral student at Walden University. Nalda J. Francis has been a resident of Broward County for the past 12 years.

The interview should not take more than about 15 minutes of your time. As a thank you for your participation, you will be offered a \$20.00 gift card to Dunkin Donuts or Subway.

Thank you for your participation.

Nalda J. Francis

Please print your information below.

Name _____

Telephone Number _____

Email address _____

Accept Circle *Yes* *No*

Appendix E: Excerpts of Individual Responses

Step 1. Identifying Excerpts from Individual Responses Per Questions

Respondent	Ques.1	Ques. 2	Ques. 3	Ques. 4	Ques. 5
9001-	Confused with English; End of semester test does not cover the semester's work.	Learning English; feels good learning English	Gets scared whenever there is a test; nervous of failing	College students' learning resources- audio player would help	Very helpful but not enough; need more EAP classes
9002	Good -improve speaking of English; listening, reading, writing more activities to do at home; opportunities for practice	Challenge is: hard to explain in English because of limited English/language barrier; limited vocabulary; impede oral communication; challenges – verbal interaction, lacks understanding during conversation (translation issues)	Motivates student to learn English- challenges serve as motivation to learn English; lack of vocabulary and clarity in speaking affect learning; self-motivated to build vocabulary and clarify speaking	Give more classes in speaking-conversational English; more time to interact with native English speakers; opportunities for more daily expressions (with native Americans); speak with other students who have completed EAP programs	EAP classes are enough –12 credits with labs and practice at home; EAP labs are good –labs have videos; lab opportunities are good; videos help to relate situations to life
9003	Learns English from teachers with different teaching styles; learns from both	Expressing feelings in English; lack of vocabulary prevents expressions in English; impedes writing and speaking communication	Motivate student to do better; to combat the challenges, student listens and reads books; crossword puzzles	Teachers should try to motivate students	EAP wonderful; lives in US and need to know how to communicate in English; classes are helpful and enough
9004	EAP classes make you feel like a child and dumb sometimes; slower than regular classes; classes good especially the writing classes	Hard to understand content in content specific classes; improvement after one semester in EAP	In content-specific classes like Math lots of words student didn't understand in the beginning; quick improvement with EAP classes	Content-specific teachers need to know that they have international students in class; teachers in content-specific classes should tailor their classes to meet needs of international students	Reading classes didn't help that much because English already spoken in country of origin; Writing classes are most challenging;
9005	Problem communicating with people and professor; don't like to speak in English-shy; afraid to participate	Talking in front of a class; writing and reading in English challenging; cultural differences in the books also present a challenge	Needs lots of time to study; extra time due to language barrier; spend a lot of time in the labs with tutors	Being aware of individual differences; need to study at home to get it; need more time for accounting classes	Helped with grammar and writing; EAP classes motivate student to talk and think only English;

Table continues

Respondent	Ques.1	Ques. 2	Ques. 3	Ques. 4	Ques. 5
9006	Writing and grammar good; practice express self and ask questions; need more vocabulary and time; professors are good but need to learn as second language and its vocabulary	Vocabulary to express English; accent challenge; classes help to reduce the accent. Cultural problem; expressions are; lacks knowledge with some cultural topic (MLK); tech requirements like formatting a document; changes motivate students to work harder to be at the same level of native speakers.	More EAP courses would help student with challenges; more courses for communication; more clubs and activities would help student combat challenges; more opportunities to speak English	Reading and grammar are adequate but need more courses in communication skills are necessary; in communications students learn more vocabulary; more time is needed for each class period in reading and communication skills	More writing assignments; program is effective; Good professors who are helpful and answer questions and provide good information
9007	Professors use lots of interactive activities; professor explains very well; assignments are manageable	Happy to take EAP classes therefore doesn't consider language barrier as a challenge; pay attention in classes and there will be no challenges	Challenges motivate student to learn English since this is needed to get ready for college level classes;	Greatest challenge is getting to class early; make EAP classes longer—lengthen class period; difficult to learn a language in five months with short class periods; time for each class should be longer	EAP classes are very helpful—learn new vocabulary every day; They are not enough to counteract language barrier – need more time in EAP
9008	Need more grammar rules and assessments; spreadsheet with grammar rules would be helpful; need opportunities to learn the language	No challenges	Put in last level of grammar program; need opportunities to learn the language	College could help with pronunciation tutoring; lots of classmates struggling with pronunciation; needs to practice English with native speakers to get assistance with pronunciation and accent	EAP classes are very helpful; and getting good grades; tutoring would be helpful
9009	In EAP class learned how to structure idea, speak, write and communicate with people; found the EAP classes interesting	Main challenge is not being able to communicate in English; English is the second language	Challenge is to pass the class; first class in EAP program;	The college can provide opportunity to participate in different activities in the evening at school; college can provide opportunities for student to talk to professors about how to achieve academic goals	Very helpful; Student has learned a lot

Table continues

Respondent	Ques.1	Ques. 2	Ques. 3	Ques. 4	Ques. 5
9010	So far it is a good but unfair experience; Unfair because student has been in US 2 years but expected to speak English very well on his job; in her home country student was a sales manager, made comparison to explain why she said it was unfair; didn't need English in sales person job; spoke in Spanish	Challenge at every level, everyone is not at the same level; biggest challenge is speaking in English; reading and writing are better than speaking; doesn't read anything in English except in class; time to study BC study is very rigid; need library time; family has one car and everyone works or goes to school and a mentally challenged son; does not have time to put 100% in school	Great impact on learning. had to drop courses first semester; studying is hard and demand many hours to study and go to the library; sometimes must study in his car – time is a great challenge	The college offers a lot but sometimes student cannot take advantage because of time constraints and transportation difficulties	EAP classes are helpful but some professors are confusing; Chapters are not presented in sequence as they appear in the textbooks. Causes confusion; Some professors are very patient while others are not. Some of them tell the students that the book is wrong; Because the professors say the book is wrong, they change the methodology
9011	Frightened because in the beginning did not know any one and spoke no English; currently feels good and comfortable;	Believes that there are people who dislike speakers of other languages; cannot express self the way he/she would like to in English	Impact is not as great as expected because others are facing the same challenges;	College is already helping with speeches and assignments	EAP classes are very helpful with speeches and self-expression; In class no other language but English

Table continues

Respondent	Ques.1	Ques. 2	Ques. 3	Ques. 4	Ques. 5
9012	Used to be afraid of talking to people because of language barrier but now feels comfortable talking in English; first semester with very good experience	Not many challenges because classmates are in similar positions and professors are patient; one challenge is a different method of study using computers—student not accustomed to so much technology	Challenges impact learning in a positive way because student can use the computer as a resource for learning; Use of technology is a good challenge—uses Google, send email to professor—it is practical	Would like the college to continue providing access to technology for homework and for homework; college should also continue to use books; College continue to use computers for labs – technology for some things—blend old school with technology	The EAP classes are enough to counteract language barrier because they allow for a lot of writing, reading and speech; professors encourage students to speak even if they make mistakes; Lot of opportunity to talk with professor and in class speak only English
9013	Like the classes in the EAP program because teachers are native speakers and are very helpful and try to explain everything; professors teach according to the different learning styles; has a good memory which is useful in remembering things- her learning style	Main challenge is that Spanish speaking students tend to dominate the class and try to talk to each other in Spanish; professors are strict and try to correct domination with time out for people who speak other language in class except English; another challenge is that the classes are too short—class period should be longer; needs more social activities for EAP students so they can make friends	Challenges don't really impact learning but emotions; feelings of inadequacy develop when Spanish speaking students dominate	BC needs another department for international students or EAP students only; EAP students are customers and should be treated well or they will find other schools; student life needs to be improved for EAP students; EAP students just go in and out of class with not much activities or opportunities to use the language—having new friends is part of learning the language; EAP program should include opportunities to use the language and to make new friends to practice English.	EA classes are helpful because the testing in the program shows gains and mistakes; EAP classes help to develop self confidence in speaking and reading in another language other than your own

Table continues

Respondents	Ques. 6	Ques. 7	Ques. 8	Ques. 9	Ques. 10
9001	Background music would help; need more repetitions	Longer classes; more EAP classes needed	Give up job; study all night, no time to eat	Friend and sister; Sister is a student at the college not in any official capacity	Audio recorder more challenging assignments; research; Pre-test at the beginning of the class and post-test at the end
9002	More conversations; more activities and simulations; would like to have a preview class for English; would like preview class for English 1101 including regular classes	The labs are very helpful; EAP program, members in lab/lab faculty help her; need interactive work; some teachers are good—some not so good; some kind and friendly professors but issues with teaching style (bookish); Not enough interaction or interactive activities; need to write more	No sacrifices—international student. so, no job; sacrifices weekends depending on assignments	Yes, friends; has asked for help because she brought her friend with her to the interview to advocate on her behalf –he is not in the EAP program—he is American	Aunt is not associated with college; Involvement in activities at the college; need to associate more with native speakers; books labs practices; activities for practice
9003	Needs a class for communication—30 minutes for just talk; needs to be able to talk to native speakers—people not in EAP program; doesn't talk in class because it is too difficult	Good assistance; uses only lab assistance; knows only about the lab for assistance when you have problems	Don't need to make any sacrifices to pass classes; just study—no sacrifices; practices with teacher and in lab	Never asked for help from anyone outside EAP; asks people at home—children, niece who are American but not associated with the college	Study hard and push herself; Provide more opportunity for practicing English

Table continues

Respondents	Ques. 6	Ques. 7	Ques. 8	Ques. 9	Ques. 10
9004	Going through basic rules in each level of the program since some students test out of certain courses and miss some of the classes in the sequence	Classes are very effective; Students are not afraid to ask questions; prevents language barriers; teachers understand that EAP students have a language barrier, so they adjust to students' individual needs	Time is sacrificed to pass classes	Did not seek help from anyone outside; needs extra help in content specific class but not EAP classes; teachers help students a lot so no need for extra help	Provide opportunities to talk with native English speakers; Provide opportunity for EAP students to speak English in front of bigger group other than EAP class; Provide another class so EAP students can interact with peers and get more practice speaking English; EAP teachers are very experienced teachers and they do a great job. One teacher teaches regular English classes and prepares students for them.
9005	Just talking in English would help the most; opportunity to talk in English; not being shy would help; tutors and labs	Program is very effective; could not speak in English before EAP classes; labs are very helpful to making the program very effective	Main sacrifice is time; no free time to hang out with friends	No help from anyone outside of EAP program;	Opportunities to model native English speakers; read more English books; To be successful study hard. The EAP program has everything already; the professors need to know the background of the students for the students to be successful; limited background in theatre is a limitation; Professors should not laugh at students, especially non-native students; Being made fun of serves as motivator for student

Table continues

Respondents	Ques. 6	Ques. 7	Ques. 8	Ques. 9	Ques. 10
9006	More writing assignments would be helpful	Program is effective; good professors who are helpful and answer questions and provide good information	No time to watch tv; sacrificed time to study; no time to hang out with friends; sacrifices sleeping time	No. Haven't sought help from anyone outside of the EAP program; help given in EAP program is adequate—no need to seek extra help	In order to be successful, students should be passionate about what they are doing; and be sure about doing things confidently; doing things confidently
9007	Interactive activities and more group work will help; competition for spelling would help;	Program is very effective; professors are good—lots of practice of English in class	Give up or sacrifice sleep to pass classes; give up or sacrifice time to pass classes—prioritize time	No help sought from anyone outside of EAP program—family members speak English; get help at home	Student need patience in order to be successful; Read a lot to be successful; practice English to be successful; program is good; well-prepared; right vocabulary in textbook and used in program
9008	Tutoring for grammar and pronunciation would be helpful and help with writing essays	Program is only average because tutors are not available 24 hours; Labs are available, but student gets bored from looking at the computer screen and not interacting with anyone. EAP program is only average because of lack of interaction between the professor and the student in the labs;	Sacrifice time to attend classes because of attendance policy; student thought in the US attendance was not mandatory –did not know that you can fail a class if you have too many absences-- cultural difference; sacrifice job; sacrifice opportunity to get hands on experience through work	Has not sought help outside; enough help in EAP program; student thinks teamwork would help him to be successful	To be successful you must communicate ideas and persuade people to join you; student was shocked it was a must to attend classes; must matriculate in English before pursuing degree
9009	Most helpful would be to be able to talk to the professors more frequently	EAP program is very effective; effective because professors talk to students about how to face the challenge of the class	Do not have to make sacrifice; only sacrifice is to study hard	No help sought outside of EAP program; will have meeting with counselor soon; just started program so no outside help needed yet	In order to succeed students must stay focused; study hard; In order to be successful student must be respectful to the professors and be ready to make sacrifices; must have good experience in college and be able to express self

Table continues

Respondents	Ques. 6	Ques. 7	Ques. 8	Ques. 9	Ques. 10
9010	Make the classes smaller so student gets more attention	The effectiveness depends on the professor. Some professors take you by the hand and lead you while others tell you to go home and study the book and come back. Students need to know what support the college offers	Yes, many sacrifices are needed. Not enough time to study—sometimes studies in car	Yes. There is a big problem with one specific professor. Six students reported to the administration and the boss was supposed to address the problem on the day of the interview; students check with the department and if this professor is teaching, they don't take the class	Personal advisors; Saw an advisor before but was not a good experience; college needs good advisors; Student cannot say if experience is good or bad because it is first experience—no comparison; Urgently needs to learn English
9011	Labs are most helpful; Labs allow for speaking and correction of incorrect pronunciation and allows for repetition	Program is good but some teachers just read textbooks without explanations; some students get bored and don't understand when there is no explanation or interaction	No sacrifices, only time; like learning English; therefore, doesn't consider anything as sacrifices	Has not sought any help outside of EAP program; in class student asks classmates and professors, also uses google (technological resources)	To be successful, set goals; Doesn't know career goal yet; Overall, student has learned a lot especially with the speeches to improve Speaking English and to comfortably interact with people

Table continues

Respondents	Ques. 6	Ques. 7	Ques. 8	Ques. 9	Ques. 10
9012	Specific assistance or support would be for the college to provide more social activity for meeting more English speakers and be able to converse with them; socializing activities to get more competent in English; provide a place where students can just gather and have conversations with English speakers	Program is effective, teachers are good, first semester but student thinks teachers understand her –good experience; really like teachers; college and professor’s experiences good so far	Not many sacrifices since being a student is all she has to do. Don’t consider anything sacrifice because student is happy parents are allowing her to study abroad to learn English. Her job is to pay them back by getting good grades	Has not sought help outside of EAP; just started program so no help needed yet	In order to be successful, student need to pay attention in class, do homework, and believe in yourself; ; In order to be successful student needs to feel he wants to learn and motivate yourself to learn; be positive; EAP experience motivates her and she motivates herself to learn; Likes the EAP program but don’t have much time and experience so this is a new experience for her which motivate her.
9013	Provide work experiences for international students; When students don’t have option to work on campus, they will try to do it illegally and at the end BC’s name will be smeared; college should provide more opportunities for international students to work on campus	First experience so nothing to compare but compared to home country program is very good.	There is always a sacrifice; you have to give up something if you want to meet your goal; sacrifice of time and money; international student rate is higher; in Canada international rates have changed to the same as residents ‘ rate and lots of international students are moving to Canada; if the international students count to the US colleges, they will have to adjust their rates as well hopefully soon	Has not sought help outside of EAP program because professors answer all the questions; has not asked for help because doesn’t need help	Everything is provided. If a person is not successful it is his/her own fault; hard work is the key to success; Everything is provided. If a person is not successful it is his/her own fault; there should be more activities for international students; The prices for international students should be closer to residents’ rates like Canada

Step 2. Comparison Analyses from Individual Responses to Identify Major and Minor Themes

Ques. 1. Describe your experiences with content delivery and assessments in your content specific classes?

9001	Confused with English; end of semester test does not cover the semester's work.	<p style="text-align: center;">Major Theme Course Experiences: Contents and Processes Students Overall Feeling Mixed Experience (good and not so good)</p> <p style="text-align: center;">Instructional Experience/Instructional Pedagogy</p> <p style="text-align: center;">Teaching Styles Content Delivery</p>
9002	Good experience; improve speaking of English; listening, reading, writing more activities to do at home; opportunities for practice	
9003	Teachers are different; learns English from teachers with different teaching styles; learns from both	
9004	Compared with other classes slower but good; EAP classes make you feel like a child and dumb sometimes; classes are much slower than regular classes; classes are good especially writing class—the writing classes are especially helpful	
9005	Problem communicating with people and professor. Don't like to speak in English-shy; afraid to participate	
9006	Writing and grammar classes were really good; got opportunity to express self and ask questions; need more vocabulary and time for each class; professors are good but need to learn as second language and its vocabulary	
9007	Professors use lots of interactive activities; professor explains very well; assignments are manageable	
9008	Need more grammar rules and assessments; spreadsheet with grammar rules would be helpful; need opportunities to learn the language	
9009	In EAP class learned how to structure idea, speak, write and communicate with people; found the EAP classes interesting	
9010	So far it is a good but unfair experience; unfair because student has been in US 2 years but expected to speak English very well on his job; in home country student was a sales manager, made comparison to explain why he said it was unfair... didn't need English as sales person job; spoke in Spanish	
9011	Frightened because in the beginning did not know any one and spoke no English; currently feels good and comfortable;	
9012	Used to be afraid of talking to people because of language barrier but now feels comfortable talking in English; first semester with very good experience	
9013	Like the classes in the EAP program because teachers are native speakers and are very helpful and try to explain everything; professors teach according to the different learning styles; has a good memory which is useful in remembering things- her learning style	

Ques. 2. What challenges do you face as an ESL student? (Challenges may include language barrier or feelings of inadequacy resulting from being placed in EAP courses).

9001	Learning English Feels good learning English	<p style="text-align: center;">Major Theme Challenges Faced by Participants</p> <p style="text-align: center;">Limited Vocabulary Oral Communication/ Conversational English Challenges Cultural Differences Technology Skills</p>
9002	Cannot speak English well; First challenge is that it is hard to explain in English because of limited English; can't explain very well because of language barrier; limited vocabulary; impede oral communication; challenges – verbal interaction, lacks understanding during conversation (translation issues)	
9003	Greatest challenge is expressing feelings in English; lack of vocabulary prevents expressions in English; limited vocabulary impede writing and speaking forms of communication	
9004	Hard to understand content in content specific classes; improvement after one semester in EAP	
9005	Biggest challenge is talking in front of a class; writing and reading in English are also challenging—writing is a bigger challenge but reading is also very challenging; the cultural differences in the books also present a challenge	
9006	Vocabulary to express English is a challenge; the accent is a challenge. The EAP classes help to reduce the accent. Culture is a problem. Expressions are different from culture to culture; lacks knowledge with some cultural topic (MLK). Lost with some requirements like formatting a document; need class on American culture in EAP program; changes motivate students to work harder; student wants to be at the same level of native speakers.	
9007	Happy to take EAP classes therefore doesn't consider language barrier as a challenge; pay attention in classes and there will be no challenges	
9008	No challenges	
9009	Main challenge is not being able to communicate in English; English is the second language	
9010	Challenge at every level, everyone is not at the same level; biggest challenge is speaking in English; Reading and writing are better than speaking; doesn't read anything in English except in class; time to study BC study is very rigid; need library time; family has one car and everyone works or goes to school and a mentally challenged son; does not have time to put 100% in school	
9011	Believes that there are people who dislike speakers of other languages; cannot express self the way he/she would like to in English	
9012	Not many challenges because classmates are in similar positions and professors are patient; one challenge is a different method of study using computers—student not accustomed to so much technology	
9013	Main challenge is that Spanish speaking students tend to dominate the class and try to talk to each other in Spanish; professors are strict and try to correct domination with time out for people who speak any other language in class except English; another challenge is that the classes are too short—class period should be longer; needs more social activities for EAP students so they can make friends	

Ques. 3. How do these challenges impact your learning and ability to pass your classes?

9001	Gets scared whenever there is a test; nervous of failing	<p style="text-align: center;">Major Theme Factors Impacting Academic Success</p> <p style="text-align: center;">Challenges Yield Intrinsic Motivation Time Management</p> <p style="text-align: center;">Learning Resources Classroom Diversity</p>
9002	Motivates student to learn English—the challenges serve as motivation to learn English; lack of vocabulary and clarity in speaking affect learning; self-motivated to build vocabulary and clarify speaking.	
9003	Challenges motivates student to do better; to combat the challenges, student listens and reads books recommended by teacher—does crossword puzzles	
9004	In content specific classes like Math lots of words student didn't understand in the beginning; quick improvement with EAP classes; quick improvement with EAP classes	
9005	Needs lots of time to study; needs extra time because of language barrier; needs three times as much study time as other students in order to pass; must spend a lot of time in the labs with tutors	
9006	More EAP courses would help student with challenges; more courses for communication; more clubs and activities would help student combat challenges; more opportunities to speak English	
9007	Challenges motivate student to learn English since this is needed to get ready for college level classes;	
9008	Put in last level of grammar program; need opportunities to learn the language	
9009	Challenge is to pass the class; first class in EAP program;	
9010	Great impact on learning. had to drop courses first semester; studying is hard and demand many hours to study and go to the library; sometimes must study in car – time is a great challenge	
9011	Impact is not as great as expected because others are facing the same challenges;	
9012	Challenges impact learning in a positive way because student can use the computer as a resource for learning; use of technology is a good challenge—uses Google, send email to professor—it is practical	
9013	Challenges don't really impact learning but emotions; feelings of inadequacy develop when Spanish speaking students dominate	

Ques. 4. How would you like the college to help you combat these challenges?

9001	College should give items that could assist students – Students’ need learning resources an audio player would help	<p style="text-align: center;">Major Theme Pathway to Success</p> <ul style="list-style-type: none"> • Increase Learning Resources and Opportunities • Awareness of Cultural Diversity (to include international students’ needs)
9002	Give more classes in speaking-conversational English; give more time to interact with native English speakers’ opportunities for more daily expressions (with native Americans); speak with other students who have completed EAP programs	
9003	Teachers should try to motivate students	
9004	Content specific teachers need to know that they have international students in class; teachers in content specific classes should tailor their classes to meet needs of international students	
9005	Being aware of individual differences; need to study at home to get it; need more time for accounting classes	
9006	Reading and grammar are adequate but need more courses in communication skills; in communications students learn more vocabulary; More time is needed for each class period in reading and communication skills	
9007	Greatest challenge is getting to class early; Make EAP classes longer—lengthen class period. Difficult to learn a language in five months with short class periods; time for each class should be longer	
9008	College could help with pronunciation in tutoring; lots of classmates struggling with pronunciation; needs to practice English with native speakers to get assistance with pronunciation and accent	
9009	The college can provide opportunity to participate in different activities in the evenings at school; college can provide opportunities for students to talk to professors about how to achieve academic goals	
9010	The college offers a lot but sometimes student cannot take advantage because of time constraints and transportation difficulties	
9011	College is already helping with speeches and assignments	
9012	Would like the college to continue providing access to technology for homework; college should also continue to use books; College should continue to use computers for labs –technology for some things—blend old school with technology	
9013	BC needs another department for international students or EAP students only; EAP students are customers and should be treated well or they will find other schools; Student life needs to be improved for EAP students; EAP students just go in and out of class with not much activities or opportunities to use the language—having new friends is part of learning the language; EAP time should include opportunities to use the language and make new friends to practice English.	

Ques. 5. How helpful are your EAP classes? Are they enough to counteract your language deficiency in your content specific classes?

9001	Very helpful but not enough; need more EAP classes	<p style="text-align: center;">Major Theme Benefits of EAP Classes</p> <p>Program Effectiveness</p> <ul style="list-style-type: none"> • Labs • Classes <ul style="list-style-type: none"> ✓ (professors' pros and cons) ✓ Self-expression/self-confidence
9002	EAP classes are enough –12 credits with labs and practice at home; EAP labs are good –labs have videos; lab opportunities are good; videos help to relate situations to life	
9003	EAP classes are wonderful; make effort to help self; lives in US and need to know how to communicate in English; classes are helpful and enough	
9004	Reading classes didn't help that much because English already spoken in country of origin; Writing classes are most challenging;	
9005	They helped a lot with grammar and writing; The EAP classes motivate student to talk only English; Motivate you to think in English first not your language first	
9006	More writing assignments; program is effective; Good professors who are helpful and answer questions and provide good information	
9007	EAP classes are very helpful—learn new vocabulary every day; They are not enough to counteract language barrier –need more time in EAP	
9008	EAP classes are very helpful; and getting good grades; tutoring would be helpful	
9009	Very helpful; learned a lot	
9010	EAP classes are helpful but some professors are confusing; Chapters are not presented in sequence as they appear in the textbooks. Causes confusion; Some professors are very patient while others are not. Some of them tell the students that the book is wrong; Because the professors say the book is wrong, they change the methodology	
9011	EAP classes are very helpful with speeches and self-expression; In class no other language but English	
9012	The EAP classes are enough to counteract language barrier because they allow for a lot of writing, reading and speech; professors encourage students to speak even if they make mistakes; Lot of opportunity to talk with professor and in class speak only English	
9013	EAP classes are helpful because the testing in the program shows gains and mistakes; EAP classes help to develop self confidence in speaking and reading in another language other than your own	

Ques. 6. What specific assistance or support do you feel will be most helpful to you?

9001	Background music would help; need more repetitions	<p style="text-align: center;">Major Theme Rethinking EAP Instructional Delivery/ Enriching EAP Instructional Delivery</p> <p>Importance of Classroom Conversations Multiple Simulation Activities Tutoring Services Smaller Class Size Social Interaction Work on Campus</p>
9002	More conversations; more activities and simulations; would like to have a preview class for English; would like preview class for English 1101 including regular classes	
9003	Needs a class for communication—30 minutes for just talk; Be able to talk to native speakers—people not in EAP program; Doesn't talk in class because it is too difficult	
9004	Going through basic rules in each level of the program since some students test out of certain courses and miss some of the classes in the sequence	
9005	Just talking in English would help the most. Opportunity to talk in English; not being shy would help; tutors and labs	
9006	More writing assignments would be helpful	
9007	Interactive activities and more group work will help; Competition for spelling;	
9008	Tutoring for grammar and pronunciation would be helpful and help with writing essays	
9009	Most helpful would be to be able to talk to the professors more frequently	
9010	Make the classes smaller so student gets more attention	
9011	Labs are most helpful; Labs allow for speaking and correction of incorrect pronunciation and allows for repetition	
9012	Specific assistance or support would be for the college to provide more social activity for meeting more English speakers and be able to converse with them; socializing activities to get more competent in English; Provide a place where students can just gather and have conversations with English speakers	
9013	Provide work experiences for international students; When students don't have option to work on campus, they will try to do it illegally and at the end BC's name will be smeared; College should provide more opportunities for international students to work on campus	

Ques. 7. How do you describe the effectiveness and quality of the assistance, service, and help rendered to you by your teachers or the college as a whole?

9001	Longer classes; more EAP classes needed	<p style="text-align: center;">Major Theme Program Effectiveness</p> <p>✓ Quality Assurance (Instructional) - Program effective/good - Teacher quality</p>
9002	The labs are very helpful; EAP program, members in lab/lab faculty help; need interactive work; Some teachers are good—some not so good; some kind and friendly professors but issues with teaching style (bookish); Not enough interaction or interactive activities; need to write more	
9003	Good assistance; uses only lab assistance; Knows only about the lab for assistance when you have problems	
9004	Classes are very effective; Students are not afraid to ask questions; prevents language barriers; Teachers understand	

	that EAP students have a language barrier so adjust to students' individual needs	✓ Services- Labs access and other forms of interactive activities
9005	Program is very effective; Could not speak in English before EAP classes; Labs are very helpful to making the program very effective	
9006	Program is effective; Good professors who are helpful and answer questions and provide good information	
9007	Program is very effective; Professors are good—lots of practice of English in class	
9008	Program is only average because tutors are not available 24 hours; Labs are available, but student gets bored from looking at the computer screen and not interacting with anyone. EAP program average because of lack of interaction between the professor and the student in the labs;	
9009	EAP program is very effective; Effective because professors talk to students about how to face the challenge of this class	
9010	The effectiveness depends on the professor. Some professors take you by the hand and lead you while others tell you to go home and study the book and come back; Students need to know what support the college offers	
9011	Program is good but some teachers just read textbooks without explanations; Some students get bored and don't understand when there is no explanation or interaction	
9012	Program is effective, teachers are good, first semester but student thinks teachers understand her –good experience; really like teachers; college and professor's' experiences good so far	
9013	First experience so nothing to compare but compared to home country program is very good.	

Ques. 8. Do you need to make sacrifices to pass your classes? If so, what are they?

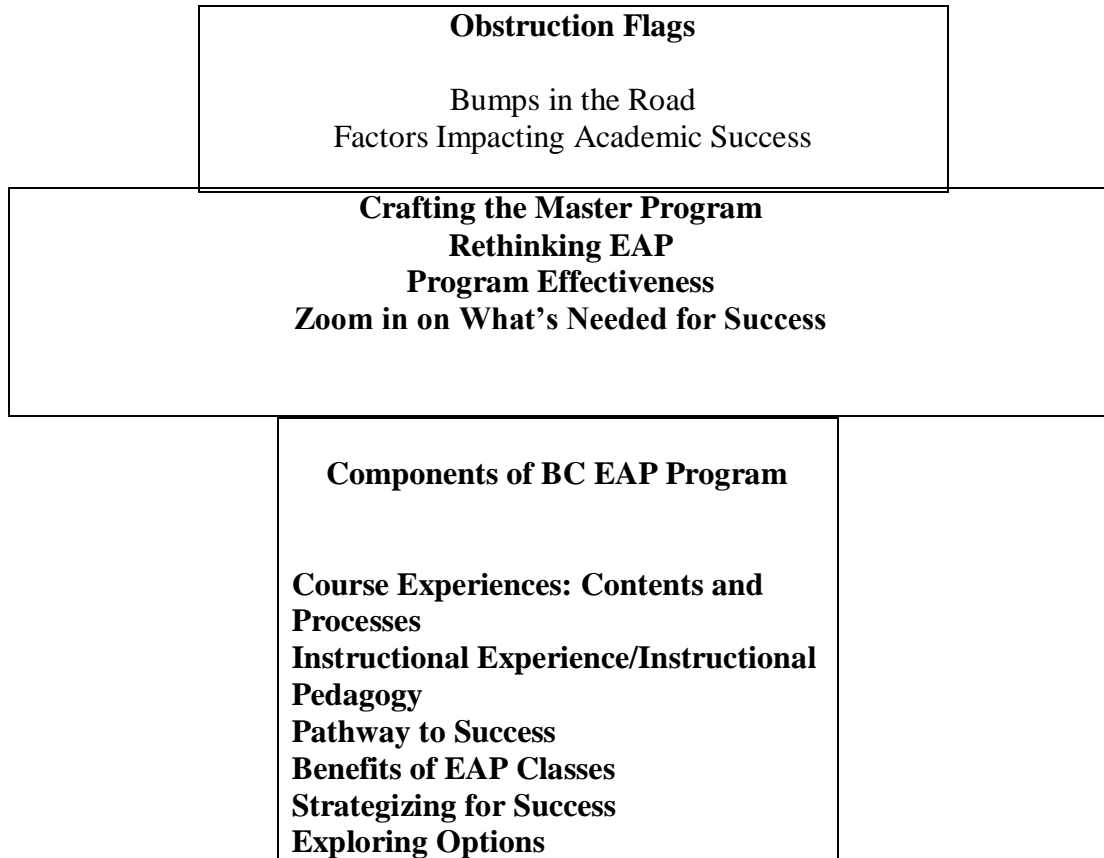
9001	Ques. 8	Major Theme Strategizing for Success Jobs Time No sacrifices
9002	Give up job; study all night, no time to eat	
9003	No sacrifices—international student so no job; Sacrifices weekends depending on assignments	
9004	Don't need to make any sacrifices to pass classes; just study—no sacrifices; Practices with teacher and in lab	
9005	Time is sacrificed to pass classes	
9006	Main sacrifice is time; no free time to hang out with friends	
9007	No time to watch TV; Sacrificed time to study; No time to hang out with friends; sacrifice sleeping time	
9008	Give up or sacrifice sleep to pass classes; Give up or sacrifice time to pass classes—prioritize time	
9009	Sacrifice time to attend classes because of attendance policy; Student thought in the US attendance was not mandatory –did not know that you can fail a class if you have too many absences--cultural difference; sacrifice job; sacrifice opportunity to get hands on experience through work	
9010	Do not have to make sacrifice; Only sacrifice is to study hard	
9011	Yes, many sacrifices are needed. Not enough time to study—sometimes studies in his car	
9012	No sacrifices, only time; Like learning English. Therefore, doesn't consider anything as sacrifices	
9013	Not many sacrifices since being a student is all she must do. Don't consider anything sacrifice because student is happy parents are allowing her to study abroad to learn English. Her job is to pay them back by getting good grades	
	There is always a sacrifice. You have to give something if you want to meet your goal; sacrifice of time and money; International student rate is higher; In Canada international rates have changed to the same as residents ' rate and lots of international students are moving to Canada; If the international students count to the US colleges, they will have to adjust their rates as well hopefully soon	

Ques.9. Have you sought help from anyone here at the college concerning your language deficiency outside of the EAP classes? If yes, what was the outcome? If no, why not?

9001	Friend and sister; Sister is a student at the college not in any official capacity	Major Theme Exploring Options Inside EAP Resources including faculty Outside Sources (family and friends)
9002	Yes, friends; Has asked for help because she brought her friend with her to the interview to advocate on her behalf – he is not in the EAP program—he is American	
9003	Never asked for help from anyone outside EAP; Asks people at home—children, niece who are American but not associated with the college	
9004	Did not seek help from anyone outside; Need extra help in content specific class but not EAP classes; Teachers help students a lot so no need for extra help	
9005	No help from anyone outside of EAP program;	
9006	No. Haven't sought help from anyone outside of the EAP program; Help given in EAP program is adequate—no need to seek extra help	
9007	No help sought from anyone outside of EAP program—family members speak English; get help at home	
9008	Has not sought help outside; Enough help in EAP program; Student thinks teamwork would help him to be successful	
9009	No help sought outside of EAP program; Will have meeting with counselor in the near future; Just started program so no outside help needed yet	
9010	Yes. There is a big problem with one specific professor/ Six student reported to the administration and the boss was supposed to address the problem on day of interview; Students check with department of this professor is teaching they don't take the class	
9011	Has not sought any help outside of EAP program; in class student asks classmates and professors, also uses google (technological resources)	
9012	not sought help outside of EAP; Just started program so no help needed yet	
9013	Has not sought help outside of EAP program because professors answer all the questions; has not asked for help because doesn't need help	

Ques 10. What specifically do you think you need in order to be successful?

9001	Audio recorder more challenging assignments; research; Pre-test at the beginning of the class and post-test at the end	<p>Major Theme</p> <p>Zoom in on What's Needed for Achieving Success</p> <p>Classroom Resources</p> <p>Audio Collaboration /Immersion</p> <p>Personal Attributes (being passionate, persuasive, set goals, time management habits)</p> <p>Advising</p>
9002	Involvement in activities at the college; need to associate more with native speakers; books labs practices; activities for practice	
9003	Study hard and push herself; Provide more opportunity for practicing English	
9004	Provide opportunities to talk with native English speakers; Provide opportunity for EAP students to speak English in front of bigger group other than EAP class; Provide another class so EAP students can interact with peers and get more practice speaking English; EAP teachers are very experienced teachers and they do a great job. One particular teacher teaches regular English classes and prepares students for them.	
9005	Opportunities to model native English speakers; read more English books; To be successful study hard. The EAP program has everything already; the professors need to know the background of the students for the students to be successful; limited background in theatre is a limitation; Professors should not laugh at students, especially non-native students; Being made fun of serves as motivator for student	
9006	In order to be successful, students should be passionate about what they are doing; and be sure about doing things confidently; doing things confidently	
9007	Student need patience in order to be successful; Read a lot to be successful; practice English to be successful; program is good; well-prepared; right vocabulary in textbook and used in program	
9008	To be successful you must communicate ideas and persuade people to join you; student was shocked it was a must to attend classes; must matriculate in English before pursuing degree	
9009	In order to succeed students must stay focused; study hard; In order to be successful student must be respectful to the professors and be ready to make sacrifices; must have good experience in college and be able to express self	
9010	Personal advisors; Saw an advisor before but was not a good experience; college needs good advisors; Student cannot say if experience is good or bad because it is first experience—no comparison; Urgently needs to learn English	
9011	To be successful, set goals; Doesn't know career goal yet; Overall, student has learned a lot especially with the speeches to improve Speaking English and to comfortably interact with people	
9012	In order to be successful, student need to pay attention in class, do homework, and believe in yourself; In order to be successful student needs to feel he wants to learn and motivate yourself to learn; be positive; EAP experience motivates her and she motivates herself to learn; Likes the EAP program but don't have much time and experience so this is a new experience for her which motivate her.	
9013	Everything is provided. If a person is not successful it is his/her own fault; hard work is the key to success; Everything is provided. If a person is not successful it is his/her own fault; there should be more activities for international students; The prices for international students should be closer to residents' rates like Canada	

Step 3. Categorizing the Major Themes

Appendix F: Certificate of Completion



Appendix G: Permission to Use Ropeti Questions

On Monday, October 3, 2016, Siamaua Ropeti <s.ropeti@amsamoa.edu> wrote:

Hello Nalda,

I am happy to hear of your interest in my questions used in that study, of course you have my permission, if this study could help another student find answers to their projects, I am most happy to share it.

May I just ask why you opted for those questions? I always believe simplicity is key.

SRopeti