

Georgia Nikoleta Trimi: Teachers' and students' beliefs on an EAP course in a private college in Athens: investigating students' present and target needs"



“School of Humanities”

“The Teaching of English as a Foreign/International
Language”

Postgraduate Dissertation

“Teachers’ and students’ beliefs on an EAP course in a private college
in Athens: investigating students’ present and target needs”

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Supervisor: Dr. Theodora Chostelidou

Patras, Greece, January 2024

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After months of research in combination with long hours at work, a journey towards knowledge comes to an end.

Had it not been for the valuable support and guidance of certain people and groups of people, I wouldn’t have been able to complete this Dissertation.

Firstly, I would like to thank my supervisor, Dr. Chostelidou for her valuable support, and guidance. Her comments, insight and emotional support carried me through this difficult task.

I would also like to thank my coordinator at work, my colleagues and the college students who took part in the research and willingly spent time to answer the questionnaires, their support and contribution was valuable..

Last but not least, I would like to thank my family and close friends for their patience and emotional support and understanding during this time.

1 Abstract

This research aims to examine teachers’ and students’ beliefs on an EAP course in Athens and to investigate students’ present and target needs. For the purpose of this research a questionnaire was distributed to first-year EAP students at college attending Business, Shipping, and Hospitality classes, and another questionnaire was distributed to the EAP tutors and subject specialists, who work at the college. Four research questions were examined.

Quantitative research was introduced to explore: 1) the present and target needs of EAP students in an EAP course in a private college in terms of writing, speaking, listening and reading. 2) whether the students’ subject discipline classes affected their opinion about their needs in terms of writing, speaking, listening and reading. 3) the present and target needs of students in a private college in terms of writing, speaking, listening and reading according to EAP tutors' and subject specialists' views. 4) whether the teaching experience affects EAP tutors’ and subject specialists’ opinions about students’ needs about writing, speaking, listening and reading.

The research results were compared with an earlier similar study conducted abroad to add an additional dimension to the present research. The research findings indicate that EAP tutors, subject specialists and students’ views regarding students’ present needs converge, while students’ and EAP tutors’ and subject specialist’ views regarding student’s target needs diverge. Business students consider research skills as very important and the more teaching experience EAP tutors and subject specialists have, the more they view presentation skills as a very important present need for students.

Keywords

EAP, ESP, Needs Analysis, target needs, present needs

2 Περίληψη

Ο σκοπός της έρευνας είναι να εξετάσει τις απόψεις των καθηγητών και μαθητών σε ένα μάθημα Ακαδημαϊκών Αγγλικών σε ένα ιδιωτικό κολλέγιο την Αθήνα, ερευνώντας τις παροντικές ανάγκες και τις στοχευόμενες ανάγκες των μαθητών. Για τον στόχο αυτής της έρευνας μοιράστηκαν ερωτηματολόγια στους πρωτοετής φοιτητές του κολλεγίου που σπουδάζουν Επιχειρηματικότητα, Ναυτιλιακά και Τουρισμό, και ένα άλλο ερωτηματολόγιο μοιράστηκε στους καθηγητές ακαδημαϊκών Αγγλικών και στους καθηγητές ειδικοτήτων του κολλεγίου. Τέσσερα ερευνητικά ερωτήματα εξετάστηκαν. Ποσοτική έρευνα χρησιμοποιήθηκε για να εξεταστούν : 1) οι παροντικές και στοχευόμενες ανάγκες των σπουδαστών σε ένα μάθημα ακαδημαϊκών Αγγλικών σχετικά με την γραφή, τα προφορικά, την ακουστική δεξιότητα και την ανάγνωση 2) αν η κατεύθυνση των σπουδών επηρέασε την γνώμη των μαθητών για την συγγραφική ικανότητα, τα προφορικά, την ακουστική ικανότητα, ανάγνωση 3) οι παροντικές και στοχευόμενες ανάγκες των σπουδαστών για την συγγραφική ικανότητα, τα προφορικά, την ακουστική ικανότητα και την ανάγνωση σύμφωνα με τις απόψεις των καθηγητών ακαδημαϊκών Αγγλικών και ειδικοτήτων 4) αν η διδακτική εμπειρία των καθηγητών ακαδημαϊκών Αγγλικών και καθηγητών ειδικοτήτων επηρέασε την γνώμη τους για τις ανάγκες των φοιτητών για την συγγραφική ικανότητα, προφορικά, ακουστική δεξιότητα και ανάγνωση.

Τα αποτελέσματα συγκρίθηκαν με προηγούμενη μελέτη του εξωτερικού για να δοθεί μια επιπλέον διάσταση στην παρούσα έρευνα. Τα αποτελέσματα έδειξαν ότι υπάρχει συμφωνία μεταξύ των καθηγητών ακαδημαϊκών Αγγλικών, καθηγητών ειδικοτήτων και των μαθητών για τις παροντικές ανάγκες και διαφωνία για τις στοχευόμενες ανάγκες των φοιτητών. Οι φοιτητές της Επιχειρηματικότητας θεωρούν τις ερευνητικές ανάγκες ως πολύ σημαντικές , και οι καθηγητές ακαδημαϊκών Αγγλικών και οι καθηγητές ειδικοτήτων με μεγαλύτερη διδακτική εμπειρία θεωρούν την παρουσίαση ως πολύ σημαντική δεξιότητα για τους φοιτητές.

Λέξεις – Κλειδιά

Ακαδημαϊκά Αγγλικά, Αγγλικά Ειδικού σκοπού, Ανάλυση Αναγκών, Στοχευόμενες Ανάγκες, Παροντικές Ανάγκες

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6 List of Abbreviations & Acronyms

EAP : English for Academic Purposes

GE: General English

NA: Needs Analysis

ESP: English for Specific Purposes

ELT: English Language Teaching

TAVI: Text as vehicle of information

TALO: Text as linguistic object

TBLL: Task based learning

EGAP: English for General Academic Purposes

ESAP: English for Specific Academic Purposes

Introduction

The expansion and the importance of using English as a means of teaching in tertiary education is evident during the last years (Yeung, 2020.) This reality is also reflected in the countries of the expanding circle, such as Greece, which is the country this study has taken place. According to Kachru and the model “World Englishes” he proposed in 1985, English can be allocated in three concentric circles (Kachru, 1985 cited in Quirk and Widdowson, 1985). The inner circle included countries, which use English as a native language , the outer circle countries refer to countries with historical ties to England and use English in the public sector and education as second language, and finally the Expanding Circle refers to countries such as Greece, which use English as a foreign language in schools and tertiary education (Al-Mutari, 2020).

During the last years colleges, which use English as the main medium of instruction have been introduced in Greece, therefore, in tertiary education, there is a growing demand for English for Academic (EAP) courses, which prepare the first year students to cope with their undergraduate studies, where the medium of instruction is English. Additionally, Academic writing has also become a very important part of the teaching syllabus, because it is a vast and constantly expanding field of study. In tertiary education, writing for academic purposes has become a high stakes activity, since the English as medium of instruction has expanded globally (Starfield, 2019). This is the reason why the need for EAP courses to reflect the learners’ needs in order to help them cope with the demands of their studies is important. (Chostelidou, 2010).

Given that there is a specific syllabus to be followed by EAP tutors during the semester, there is a lack of official Needs Analysis (NA) conducted prior to the course. According to Dudley-Evans and St. John (1998), needs analysis, course design , materials selection, teaching, learning , evaluation are the cornerstones of an ESP course. These aspects are considered as stages of the course, they depend one another and they also overlap in a non-linear manner (Dudley –Evans & St. John , 1998). Acknowledging the significance of NA in course design, investigating the teacher’s and teacher’s perceptions concerning aspects of the EAP course, the language skills including writing, speaking, listening and reading skills is important.

The aim of this study is to examine the teachers’ and students’ beliefs on an EAP course in a private college in Athens investigating the students’ present and target needs. According to Dudley –Evans and St. John (1998) the present needs stem from the present needs analysis, which determines the students’ current skills, therefore the present needs determine the gaps in students’ knowledge and skills, and additionally, the target needs stem from the target situation analysis, and therefore they show the important activities the students will be using English for (Dudley –Evans and St. John , 1998). More specifically, from the teacher’s perspective what students need to do (target needs) (Dudley-Evans &St. John, 1998) and also what students need to do to cope with difficulties is going to be examined (present needs) (Dudley-Evans & St. John , 1998)(See Appendix 1). Additionally, from the students’ perspective what students need to be able to do (target needs) (Dudley-Evans & St. John, 1998) and what students find difficult to do (present needs)(Dudley-Evans & St. John , 1998) are going to be discussed through the results of questionnaires (See Appendix 2).

According to Hutchinson and Waters 1987 (cited Juan, 2013) the target needs are linked to the lacks, needs, and wants of students which are necessary for them to perform sufficiently in a target situation. Additionally, according to Dudley-Evans and St. John (1998) the present needs refer to the strengths and weaknesses students currently have.

The aim of this study is to better understand teachers’ and students’ perceptions to better inform and improve the teaching practices and help students achieve their academic goals. This study aims to answer the following research questions:

- What are the present ad target needs of EAP students in an EAP course in a private college in terms of writing, speaking, listening and reading?
- Do the subject disciplines that the students attend affect their opinions about their needs in terms of writing, speaking, listening and reading?
- What are the needs of EAP students in an EAP course in a private college in terms of writing, speaking, listening and reading according to their EAP tutors and subject specialists?
- Are the EAP tutors’ and subject specialists’ views about the needs of EAP students in an EAP course in a private college in terms of writing, speaking, listening and reading affected by their years of teaching experience?

To achieve this, present needs and target needs from the teachers’ and students perspectives are going to be examined, investigating writing, speaking, listening and reading skills (receptive and productive skills).The first chapter will provide the literature review, in which

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definitions and characteristics of ESP and a brief history of EAP, pedagogical principles in teaching EAP , the role of the practitioner and the types of Needs Analysis are going to be provided. The second chapter is the methodology section, in which the teachers, the students and the sample are going to be described. The third chapter is the data analysis, in which the data are going to be presented. The fourth chapter will provide a discussion of the results, the fourth chapter will provide recommendations for further research, the fifth will discuss the limitations and finally the sixth and last chapter will provide a conclusion of the findings.

1 Literature Review

1.1. Definitions and characteristics of ESP

ESP is a complex term and it is defined by a variety of characteristics; according to Dudley Evans (1997 in Anthony, n.d.) ESP is defined by absolute and variable characteristics. To begin with, the absolute characteristics include that ESP is designed to satisfy the students’ needs. ESP also used the methodology and activities that lie beneath the surface of the course in relation to the relevant discipline, and finally ESP focuses on the language, which is suitable to these activities in relation to grammar, lexis, discourse, genre and study skills . On the other hand, the variable characteristics state that ESP may be associated with or designed for specific disciplines. Specific teaching situations may be used in an ESP course, and a different methodology might be used that the one in the General English course. There is a possibility that ESP is designed for adult learners, either they attend university , or they are employees, or even secondary students. ESP is usually designed and geared towards international students, and finally most ESP courses require from the student to have basic knowledge of English. (ibid in Anthony, n.d.)

ESP has moved away from the trends of ELT, and the major focus is the needs analysis, practical outcomes, text analysis, the preparation of students to communicate successfully in the tasks which are essential for their work situation or field of studies (Dudley- Evans, St John 1998)

According to Dudley-Evans, & St. John (1998), the characteristics of an ESP course revolve around language which should be an integral part of the course, and also the underlying methodologies and activities of the discipline it serves. Specific students’ needs must be met, the content must focus on language and more specifically grammar, lexis, register, discourse skills and genres and the relevant activities. ESP addresses specific disciplines and teaching situations, and finally the ESP course is geared towards adults studying at tertiary education, working at specific work situation, or even learners at secondary school. The ESP course is designed for students of all levels (Dudley- Evans, St. John 1998).

1.2 Classification of EAP

The term EAP was thought to have first appeared in 1975 in British Council, and it is one of the two main branches of ESP. One main branch of ESP is EOP namely (English for Occupational Purposes) and the other one EAP (Alqahatni, 2011 cited in Flowerdew, 2016),(Dudley –Evans and St. John, 1998).

EAP can be further sub-divided into EGAP (English for General Academic Purposes) or ESAP (English for Specific Academic Purposes). Whether the content of the EAP course is general or specific depends on the students in the class. The skills features in the EGAP course are associated with listening to lectures, seminars, reading textbooks, articles, writing reports and dissertations to name a few. Each of these is associated with certain skills, for example in reading, students should have the skill of reading for the main idea and being able to distinguish between the main ideas and the details (Blue, 1993 cited in Dudley Evans and St. John, 1998) Additionally EGAP provides English to students from a variety of disciplines, while ESAP provides English to students in specific disciplines (Blue, 1988 cited in Flowerdew, 2016).

1. 3 The differences between EAP and General English

EAP courses should prepare students to thrive and succeed in the context of tertiary education, supplying them with the linguistic skills and study skills which are essential for this purpose. Therefore, according to Yafeng (2018), students should be given the opportunities to practice listening lectures, taking notes and reading academic texts in English. There should also be great focus on teaching students to write academic essays or various academic texts in English, and take part in academic discussions in English. In addition in tertiary education autonomous learning plays an important role and it can hugely affect a student’s future success in the program of studies. Therefore students must also be taught how to conduct research, how to make use of the library resources independently , to collect information from valid academic sources , analyze it, take notes and synthesize it to produce for example academic essays (Yafeng, 2018). Also students within the learning goals of an EAP course must acquire good communication skills, which will enable them to communicate and cooperate better in a team of fellow students. The enhancement of critical thinking skills and also the ability to communicate with students from various cultural

backgrounds is also useful in an every growing international context. EAP courses have a lot to offer, not only to graduate students, but also to post-graduate, doctoral and vocational students (Yafeng, 2018)

1. 4 Pedagogical Principles in teaching EAP

EAP is increasing because of the internationalization of university level studies and the globalization of the English language as a medium of education, as an increasing number of students want to study abroad and attend English speaking universities, whereas there are academics who want to do research abroad, teach abroad in exchange programs and finally publish their papers in international journals in English (Kimova 2014)

The following pedagogical principles namely constructivism and connectivism as background philosophies, corpus linguistics as a teaching resource in EAP, using tasks and authentic materials in the EAP class and the role of the EAP practitioner, are very important in Teaching English for Academic Purposes (TEAP) (Hyland, 2006 in Klimova, 2014), and they are going to be presented below.

1.4.1 Constructivism and Connectivism as background philosophies in EAP

According to Klimova (2014) the concepts of constructivism and connectivism suggest the notion of the ability to see connections between ideas, concepts, real-life activities and environments. Practically in the classroom this can be translated as encouraging students to see concepts and content through different angles and perspectives. The activities in the EAP classroom must offer students the opportunities for self-reflection, self-regulation, self-analysis and self-awareness. The learning environment must be conducive so that the skills and the tasks will be taught through realistic activities, connected to the real-world (Klimova 2014), because students will have to use skills in an academic context, for example in the class or during a real lecture. Moreover, knowledge should be constructed and not learnt by heart and merely produced, and this knowledge must be achieved through experience, collaborating with others and negotiating in social contexts (Klimova, 2014). The students acquire the new knowledge by using their previous knowledge and experience to construct it in the process. Students must develop their higher order skills, critical thinking skills, their problem-solving abilities and they must also be encouraged to seek knowledge through exploration and exploring independently (Klimova, 2014). Learning is also achieved through

exposure to a variety of different opinions. Student must also understand the knowledge complexity through the emphasis on conceptual interrelatedness and interdisciplinary learning. In order for students to surpass their abilities, they need to use scaffolding, and finally, nurturing and maintaining connections are needed to achieve continual learning (Klimova, 2014).

1.4.2 Using Tasks in the EAP classroom

One of the most common approaches in the EAP classroom is the Task based learning (TBLL), and it is particularly helpful, because according to Willis & Willis (2011 cited in Viriya, 2018) it enhances students’ confidence by allowing them to practice the language without being afraid of making mistakes. Task based approaches consist of several stages: pre-task, task, planning, report, analysis and practice (Viriya, 2018)

TBLL refers to the type of learning in which the students are given the opportunity to use the target language in order to enhance the language competence, under the guidance of the teacher (Willis 1996 cited in Celik, 2017). According to Ellis (cited in Celik, 2017), the most important feature of the task is meaning. Students are engaging in meaningful situations, by dealing with tasks, which have a problem-solving orientation. Both process and content are emphasized in task-based learning during which students incorporate what they learn and how they learn. It is believed that during the task and the problem –solving situation, the students use any of the skills, and as a result of that, language acquisition will become possible.

Another aspect of task-based learning is that students mainly focus on meaning and not on form . In their attempt to communicate, they stop being learners, nut they turn into users and therefore the focus shifts on the process of communication (Celik, 2017).

There are numerous benefits for students if they engage in tasks based learning. First, they will engage in group work and group learning and they will have a deep understanding of the subject; their metacognitions and higher order thinking skills are going to be developed and as a result of that, they will be able to do research in the future (Vermillion 1997, in Klimova, 2014).

1. 4.3 Authentic materials in class

There is a tendency to prioritize authentic materials in the EAP class, for example Law texts could be used in an EAP class comprising of law students. (Klimova, 2014). However, it has been argued that students do not prefer authentic texts, because they have to read these texts during their studies. They would prefer other texts while working in their EAP class. These texts can be used for a variety of activities and they are a link between the class and the real world (Klimova, 2014).

1.4.4 Promoting learner autonomy

EAP Teachers must provide them with supporting/online courses, provide assignments and also provide personal consultations with a tutor (Klimova, 2014). Autonomous learning a core principle in EAP, because the students must realize their needs and strengths and weaknesses, become responsible and look for information and knowledge independently (Klimova, 2014)

Using blended learning

Technology plays an important role in TEAP, because the course goals are technology oriented, technology supports interaction apart from face-to-face teaching (Graham et al in Klimova, 2014). Collaborative learning can easily be achieved in group work, educators and teachers can collaborate from different parts of the world, the costs of teaching are reduced because students do not have to spend much money to travel in order to complete their studies (Klimova, 2014)

The disadvantages are that both teachers and learners might not be knowledgeable of the use of technology, technical issues might appear and interrupt the lesson. , students’ study skills might not always be fully developed through blended learning. (Klimova, 2014)

1.4.5 Integrating cooperative and collaborative learning.

Collaborative learning is also very popular and important in TEAP. According to Klimova (2014), cooperative and Collaborative learning are terms which are used interchangeably because they both involve student participation and small groups Collaborative learning is when students learn together towards a goal, while in cooperative learning students work together in the same place or project/task. Collaborative learning can enable students to develop their writing skills while working together, and it can also be beneficial for students from different backgrounds, while collaborative learning can be peer feedback, or peer

editing (Klimova, 2014). This helps student become more culturally aware if they collaborate with students from different cultures, they develop the ability to work in a team, the process of learning including writing becomes more active, because all team members collaborate, students improve their cognitive and metacognitive skills. (Klimova, 2014).

1.4.6 Team Teaching

Team teaching suits the nature of EAP teaching and according to Klimova (2014), it can be distinguished in three levels a) the cooperation with involved teachers gathering information from the subject department about the syllabi, tasks and “other information useful for the EAP course design”. Collaboration is important during which the EAP teacher and the subject teacher collaborate and in order to design the EAP course in “support of the subject course” and teach teaching. (Klimova ,2014).

1.4.7 Role of the ESP practitioner

The ESP practitioner takes on a number of roles according to Dudley-Evans and St. John (1998), which are not restricted to the role of the teacher. The ESP practitioner is a teacher, a course designer, a collaborator, researcher and finally and evaluator. Additionally teachers are not the main source of knowledge of the content and the materials and they need to communicate with the students because they bring their prior subject specific knowledge (Dudley- Evans, St John 1998), and they also need to be flexible. Teachers are expected to assume the role of the course designer, they must be responsible for the preparation of the course and the materials, as well as be able to write materials and assess their effectiveness. As researchers they must be able to use the results of the research effectively, what is involved in skills students must acquire during the course, be able to understand the discourse and finally to carry out research. (Dudley- Evans & St. John, 1998). As collaborator and evaluators they must be able to test students and evaluate the courses , the teaching materials and conduct needs analysis. (Dudley-Evans & St. John, 1998).

Finally, one of the most important roles an EAP instructor will assume is the role of the facilitator. The main purpose of this role is to boost students’ confidence to deal with the texts, tasks and contexts presented within their courses and by their subject instructors. The role of the facilitator also involves creating a suitable classroom atmosphere , where students can engage in problem solving tasks, by making use of critical thinking, self-regulation

strategies and autonomous learning. This also implies that the EAP instructor as a facilitator is aware of monitoring and assessment techniques (Mehrabi & Bashrabadi, 2016).

According to Dudley –Evans and St. John 1998 (cited in Ibrahim, 2019), the role of the ESP instructors consists of multiple –dimensions. The ESP instructor is not only an instructor, material developer, learning assessor, language instructor, but they are also facilitators. In order to achieve this, the ESP practitioner must have an important awareness of the psychological needs of learners. They must also have an open mind, curiosity and deep interest for the ESP field.

1.4.8 Types of EAP situations

Before we design an EAP course, it is important to distinguish between the 4 different types of EAP situation. The first type is in English-speaking countries, the second is countries where English is spoken as ESL, the third situation refers to countries where certain subjects are taught in English and other taught in the native language, and finally the fourth situation refers to countries where subjects are taught in the native language, but English plays an important role. (Blue, 1988 a cited in Dooley Evans and St. John, 1998).

Skills for the ESP/EAP class

All skills are useful for an EAP course. More specifically, reading is the first macro skill needed for the ESP /EAP class, because students will inevitably have to read sources to use them for their assessments. In order for students to achieve this goal, they need to focus on the meaning of text more instead of its linguistic features. The main shift which need to be done to place the focus from Text as a Linguistic Object (TALO), to Text as a vehicle of information (TAVI) (John and Davies 1983, in Dudley –Evans & St John, 1998) During an EAP course students must learn how to choose relevant information from texts, use all the components of the text, not only the main body, but the headings too in order to extract meaning, to skim, to scan for details , understand the organization of the text , how the sentences are related and transfer the knowledge from the text to perform a task (Dudley – Evans & St, John, 1998). Regarding listening to a monologue, students’ aim is to listen for the main idea, listen how the topic is developed , how to understand the key vocabulary , and understand the meaning from the context. Features such as phonology, speed of delivery and note taking during the monologue are important skills to be considered. (Richards, 1983). In listening and speaking, students must learn to process the information in real time, take into

account the verbal and the non-verbal cues, be able to paraphrase and summarize the speaker's message and also to initiate interaction (Dudley-Evans & St. John, 1998). In speaking monologues, students are asked to prepare and deliver presentations; students need the appropriate language and skills, knowledge of the structure of the presentation, knowledge of how to use voice. Finally, concerning writing students must know the genre and the conventions. They must also know how to brainstorm, draft, redraft, revise, the purpose of their writing and their readership. The most common processes of teaching writing are the product, the process, the socio constructionist, genre analysis and synthesis analysis. Types of activities for teaching writing in ESP/ESP classes include extensive writing skills through tasks, rhetorical awareness, editing skills through peer feedback, editing skills and linguistic awareness. Tutors should bear in mind that long writing tasks cannot take place during the lesson, but students need ideas during the writing stages, therefore tutors must find the right balance between presenting about writing, and assigning the appropriate tasks (Dudley-Evans & St. John, 1998).

1.4.9 Needs Analysis

Needs analysis in combination with syllabus design, materials selection and production, teaching, learning and evaluating are key components of an ESP course (Dudley-Evans & St. John, 1998). Needs analysis examines aspects which include information in connection with the tasks students will be using English for, personal information about students, which factors affect their learning, the skills they already have and their lacks (what they need to learn). Needs analysis retrieves data, which can be useful for syllabus design. Data can be collected using various methods, including, the distributions of questionnaires, structured interviews, observations and analysis of authentic texts (Dudley-Evans & St. John, 1998).

There are multiple types of Needs Analysis that need to be considered when designing and teaching an EAP/ESP course. Firstly, there are objective and subjective needs analysis, perceived and felt needs, target situation, process oriented analysis and product oriented needs analysis. First of all, the objective and perceived needs are the ones as they are viewed from the outsider who observe the learning situation, and they take into account what is known and what is verified (Dundley and St. John, 1998). The subjective and the felt needs are derived from insiders and refer to cognitive and affective factors. The product oriented needs stem from the goal or target situation, and the process oriented needs stem from the learning situation (Dundley and St. John, 1998). More specifically, the target situation analysis (TSA) contains the objective and the perceived, product oriented needs, the Learning

situation analysis (LSA) refers to the subjective needs and the process-oriented learning and finally, the present situation analysis (PSA) refers to the strengths, weaknesses in language skills and experiences (Evans and St. John, 1998).

There should be a clear distinction between objective and subjective needs when conducting a Needs Analysis . Objective needs refer to the factual, observable data, such as the situation, the learners, the language the learners have to acquire, and the learners’ current proficiency level; these types of needs are diagnosed by the teacher. (Brindley 1989 , Brown 1995 cited in Juan 2013). On the other hand, the subjective needs refer to the “learning cognition and the emotional needs “ of the learners (Brindley, 1989 cited in Juan, 2013), their cognitive style, personality traits and self-esteem. Two additional terms which should be considered are the target needs, and the learning needs. In the target needs we refer to the lacks, wants, and needs for students to cope with at a target situation, and on the other hand the learning needs are the motivation, attitudes , interests and learning purposes (Hutchinson and Waters, 1987 cited in Juan 2013). The necessities are the requirements for the target situation, the lacks are the difference between the necessities and the learner’s current knowledge, and the wants are the subjective needs

The current concept of Needs Analysis according to Dudley-Evans and St. John (1998) include a variety of aspects. Firstly, needs analysis retrieves professional information about the students, it answers the questions which tasks will be used in English, the target needs and the objective needs. Personal information is also going to be retrieved from the students, including their background, how they learn, the reasons for participating in a course and their expectations from it, the subjective needs, wants , and means. Also, the present situation analysis is reveals; students’ competency ; their level, needs analysis helps the instructor understand the lacks, that is the difference between the target situation analysis and the present situation analysis, it also reveals the learning needs, that is how the language skills can be learnt effectively. Professional communication information about how the skills and the language are going to be used in the target situation including linguistic analysis, discourse analysis and genre analysis. Finally, through needs analysis the ESP/EAP instructor retrieves information about the environment the course will run (means analysis) (Evans and St. John, 1998)

A broader definition is provided by Hyland (2006). Needs analysis refers collecting and assessing information in connection to the course design. It is a process which continues during the course a instructors learn more about our students, and in this way it is actually

linked to evaluation – the means of establishing the effectiveness of a course. Needs is an umbrella term which refers to learners’ goals and backgrounds, their language proficiency, the reasons for taking the course, teaching and learning preferences, and the contexts they will need to communicate in. Needs Analysis can involve learners’ level of knowledge, lack of knowledge and what they want to learn, and this information can be collected and analyzed in a variety of ways (Hyland, 2006 cited in Plesca, 2017). Since the needs analysis is linked to the evaluation of the course as it was mentioned before, the evaluation that follows will influence decisions about long term change of the course (Dudley-Evans and St. John, 1998).

For needs analysis a variety of sources can provide information, such as current students, ex-students, people who work in the field, ESP research in the field, and for the evaluation part similarly both the learners and people who work in the field and colleagues can provide valuable information. Some ways of retrieving this type of information for Needs Analysis and evaluation is the questionnaires, structured interviews, and observations to name a few (Dudley-Evans & St. John, 1998).

Finally, a very useful framework for needs analysis which explains what target situation analysis and present situation analysis entail according to Hutchinson and Walters ; Target situation Analysis includes and refers to the reasons the language is used, and how the language is going to be used referring to the types of text or discourse, medium (speaking, writing etc) and channel (face to face etc), the content areas referring to subjects (eg. shipping, business,) and who the learners are going to be including their first language, their level of knowledge, where the language is going to be used referring to physical context (library etc), human context (alone) , linguistic context (abroad, in my country), and when the language is going to be used. On the other hand, present situation analysis refers to the reasons (why) the learners are taking the course (compulsory or not, their attitudes are included), how the learners learn (learning background, methodologies that appeal to them, resources that are available, information about the learners (who they are, nationality, etc), when and where the ESP/EAP course will take place (concurrent with needs, pre-needs, part-time, full time, classroom etc). (Hutchinson and Walters, 1987, cited in Plesca, 2017)

ESP/EAP Course Design

Apart from the Needs Analysis which help tutors to determine the needs, wants and expectations of students and the institution and features of the actual teaching situation, there are some parameters which have to be considered before designing an ESP/EAP course. The

parameters which must be considered are whether the course is intensive or extensive, if it will be assessed or not, if it provides immediate or non-immediate results if the tutor takes on the role of the knowledge provider or facilitator, if the course has a broad or a narrow focus and finally if it is a pre-study course, or a parallel study course, the materials can be common core or specific to learners (Dudley-Evans & St. John, 1998).

1. 5 Literature Review of relevant studies

According to Candella (2019) student's attitudes towards EAP play a significant role in the success of the course. Student's attitudes may not be positive at the beginning of their ESP course, because some students may not see the importance of the course and adopt a skeptical attitude towards it. However, one reason resulting in their being skeptical is that they received scant information about the competences they would develop during the course and the goals they should have achieved by the end of the course. However, the likelihood of students developing positive attitudes increases if the students are informed of the purpose of the course, the skills developed and the educational goals. Therefore, it is beneficial to introduce students to the aims of the course before the lessons start officially (Candella, 2019).

1.5.1. Students' and Teachers perceptions towards the EAP Syllabus

EAP courses have been frequently offered without prior needs analysis, and as a result, of that the students' and the instructor's perspective are largely unknown (Eslami, 2010). The question is which areas are considered problematic by teachers and students, and which areas need improvement and revision. EAP practitioners usually lack teacher training, and teacher instruction, the right amount of evaluation, and the challenge is to develop curricula with specific time frame taking into account student's needs, which would in turn provide a basis for effective language programs (Eslami, 2010). Teacher's and student's voices are not adequately effective about the effectiveness of EAP programs.

According to student's view and attitudes towards the EAP syllabus according to a needs analysis conducted by Eslami (2010) the majority of EAP students, namely 65-75 % believe that their own low level of English is a serious problem. especially by students from Humanities and Engineering in comparison to Medicine students consider it to be a serious problem in their learning. What is also considered significant is the lack of vocabulary, reading at a slow speed, poor listening skills, writing, speaking and reading comprehension and the instructors' not persisting on the importance of using the internet was also important

(Eslami, 2010). Relatively important were the issues of very large classrooms, too many translation activities, no audio visual activities and outdated materials. No or little student involvement in the classroom activities was also considered important, mostly by students of humanities.

The teachers considered the low level of English as more important than the students. Also teachers perceived problems including lack of audio-visual materials , out dated textbooks, limited vocabulary and negative attitudes towards English are considered significantly more important for teachers than for students. Contrary to students who considered teacher-centered classes to be highly important, teachers did not considered them to be so important. Instructors also considered boring classes and excessive use of translation as less problematic than students considered them to be. Finally, the lack of students' participation in the class activities as more important than what students considered to be (Eslami ,2010). It can be observed from the findings that the attitudes between teacher's and the students diverge.

According to Eslami (2010) students need to improve their level of English, have more involvement in classroom activities and student-centered activities. Teacher use less student-centered activities, because they perceive that the low level of English of students will keep them unmotivated and for this reason they choose more student –centered activities. Teacher must keep up with the latest teaching methods, to be able to conduct interactive lessons including students with different proficiency levels. There are also differences between students according to their field of studies. These precise students' needs according to their field need to be examined to better prepare them for their studies (Atai, 2000 , cited in Eslami ,2010).

According to another research conducted by Afshar & Ahmadi (2020), the researchers also investigated whether there were important differences between students' and teachers' perceptions of EAP. As the research suggested, there is a significant mismatch between the teachers' and students' perceptions, and more specifically the students considered the classes boring, and preferred more interactive methods of assessment, and also preferred EAP teachers to teach the EAP courses, because they were familiar with the field (Asfar and Ahmadi, 2020). The teachers found the textbook interesting but only a small number of students found it interesting, leading to demotivation, boredom, and dissatisfaction (Asfar and Ahmadi, 2020). Half of the teachers mentioned that writing skills were improved, but only a few students claimed it. Teachers considered note-taking for lectures, essay writing and more

important that student’s considered it to be. Both groups maintained that more time should be spent on teaching English and class discussions in English (Asfar and Ahmadi, 2020). This means that student’s voices must be considered while negotiating and interacting with stakeholders of the program to design a more effective and well-informed syllabus for EAP courses.

Another research conducted in the educational context in Russia also showed that teacher’s and students’ perceptions of Academic English diverge. More specifically, according to the educational context of the study, namely the English language education of Russia and English writing (Butler et al., 2014), in which academic writing was rarely taught as a specialized course, academic writing, which is part of the EAP was perceived differently by students. In particular, more teachers maintained that academic writing in the student’s native culture changes and deepens students’ understanding, because it improves their analytical and synthesizing skills and it also improves their ability to evaluate research (Butler et al., 2014). More teachers than students answered that revising is an important stage in Academic Writing (70% teachers and 60% students). On the other hand, almost the same number of teachers and students almost agree that clear meaning is an important element of good academic writing, and that writing is a process which enhances socialization and can better be learnt in groups (Butler et al., 2014).

Another research conducted by Sosa and Matamoros (2021) indicates a further example of mismatch between teacher’s and students’ perceptions at tertiary level was recorded in Bogota, Colombia. The main aim of this study was to examine to what extend student’s and teachers’ perceptions of the English level course V containing ESP English, diverged and converged. English for Specific Purposes (ESP) classes are developed taking into account the particular needs of the learners attending the course. ESP can then further be divided into English for Academic Purposes (EAP) or ESP for work. (Sosa and Matamoros, 2021) Learning ESP does not simply revolve around students learning vocabulary for specific purposes, but also to learn general language, to build the specific skills upon. After the foundations of the language have been build, then more specific vocabulary must be acquired depending on the students’ needs and goals (Coaxhead, 2001 cited in Sosa and Matamoros, 2021). According to this study, the misconception was that teachers thought the students who attended the course has poor language skills, on the other hand, the students claimed that they had acquired a lot of knowledge regarding language skills (Sosa and Matamoros, 2021). It is important that balance be kept between teachers; expectations and students’ needs and the

goals set by the institution, to meet the learning goals of the course (Sosa and Matamoros, 2021).

Abdolrezapour and Tavakoli (2013) conducted a survey during which they distributed questionnaires to 90 EAP students and 30 EAP teachers in order to examine to “what extend they were satisfied with materials, facilities, degree of focus that should be on language needs and factors contributing to effective language learning (Abdolrezapour and Tavakoli, 2013). The findings of the study revealed that sometimes teachers’ and students’ perceptions of the EAP course diverged or converged as the study suggested. To begin with, the students claimed that they were offered few opportunities to practice English during the lesson, and teachers claimed on the other hand, that they did not have adequate knowledge of EAP to deal with the challenges encountered in class. Both teachers and students agreed that they were not satisfied with the textbooks, because they featured simple texts, which prevented students from developing their reading skills. Finally, what students perceived as highly important is that the materials should be more related to their specialized knowledge. This study emphasized the importance of conducting a needs analysis before the beginning of the EAP course, in order to improve learning opportunities and that the syllabus can be compatible and considerate with the students’ needs.

Song and Zhou (2022) conducted a study examining student’s EAP skills and views of graduate students at a public university in northwestern China exploring the importance of academic speaking, listening, writing and reading skills. Questionnaires and semi-structured interviews were used to extract the data. After that, a comparison between teachers’ and students’ perceptions was conducted. The study showed that students placed great emphasis on transactional speaking, interactional listening, basic writing and basic listening. Students found basic language skills difficult, as well as pronunciation. They also made negative comments on the English class. On the other hand, teachers agreed that the students’ main difficulty was listening and speaking, however, even both teachers and students agree, teachers believe that vocabulary was the major issue which caused difficulties to the students’ listening and speaking skills (Song & Zhou, 2022). The students also wanted to talk to each other to practice, while the teachers mostly talked about the textbook and the resources, explaining the tasks. It is common that teachers’ perceptions differ from students’ perceptions, but if the teaching does not meet the students’ expectations, then the students’ motivation levels will decline throughout the EAP course (Bhomik & Kim, 2018 in Song and

Zhou, 2022). As a result of that, a needs analysis and the comparison of teacher’s and students’ perceptions can be useful source to inform the syllabus and hopefully to improve it. Another study was conducted by Gaskaree (2019) in Iran, in which 95 undergraduate students, 17 EAP teachers and 8 content instructors from four universities took part. The aim of this study was to investigate the present situation of needs in EAP regarding Iranian students, the target needs of Iranian undergraduate students, the potential differences between different groups on their perceptions of undergraduates’ language abilities and communication demands in the target situation. Finally, the last research question would examine the most striking issues of EAP teaching and learning in the Academic context of Iran (Gaskaree, 2019). One of the most striking results of this study was the discrepancy of views between students and EAP tutors, in which students viewed language as an important language, while teachers thought that language as communications skills is more important in a professional target setting (Hyland, 2007 in Gaskaree, 2019).

2 Methodology

2.1 Aims of the research

The aim of this research is to gain insight into EAP tutors, subject specialists’ and students’ perceptions about their EAP course, regarding students’ present and target needs. More specifically the study will be examining the following research questions:

1)What are the needs of EAP students’ in an EAP course in a private college in terms of writing, speaking, listening and reading (receptive and productive skills) ?

2)What are the needs of EAP students’ in an EAP course in a private college in terms of writing speaking. listening and reading (receptive and productive skills) according to their EAP tutors and subject specialists?

2.2The sample

In order to achieve the aims of the research 2 samples were used. The first one is consists of 50 students in total, most of whom are male (See Appendix 3, Graph 1) and attend hospitality, business and shipping classes (See Appendix 3, Graph 2) . Also, the majority of the students have a B2 level of English knowledge (See Appendix 3, Graph 3) and have Greek as their first language (See Appendix 3, Graph 4).

The second sample is consisted of 30 EAP tutors and subject specialists. Half of them are male and half of the others female (See Appendix 3, Graph 7) while most teach English for academic purposes (See Appendix , Graph 8) and have a MA, MSc or MBA (See Appendix 3, Graph 9). Lastly, the biggest part of the teachers mentioned that they have 15 and above years of teaching experience (See Appendix 3, Graph 10).

2.2.1. The students

The sample which was taken and analyzed for the purpose of this study was taken from a private college in Athens. The sample consisted of first –year students, from a variety of disciplines, namely business, shipping, and hospitality (See Appendix 3, graph 2). The total

number of students of the sample were 50, and more specifically 54% of which were male and 46% were female (See Appendix 3, graph 1).

2.2.2 The Instructors

The instructors were the EAP tutors of the course, and the subject specialists who taught the main courses. The total number of the participants was 30 and the disciplines they taught were EAP, Business, Shipping, Hospitality and Other (See Appendix 3 , Graph 8).

2.2.3 The Course

This course falls into the category of an English for General Academic Purposes (EGAP). The skills features in the EGAP course are associated with listening to lectures, seminars, reading textbooks, articles, writing reports and dissertations to name a few. Each of these is associated with certain skills, for example in reading, students should have the skill of reading for the main idea and being able to distinguish between the main ideas and the details (Blue, 1993 cited in Dudley Evans and St. John, 1998).

Additionally, as an EAP/ESP course, it is designed to meet student's needs and it is geared towards adults, international students and students who have the basic competence in English (Dudley-Evans 1997 in Antony n.d.)

2.3 The research tools

2.3.1 Research tool

To answer the research questions that were presented in section xx above 2 questionnaires were used, one for the EAP students and one for the EAP tutors and subject specialists. The questionnaire for the students is consisted of 3 chapters, the first one investigating their gender, the classes they attend, their level of English and their first language through 4 close-ended questions. The second section investigates the target needs in aspects of EAP studying, research, writing, language, presentation and reading, while the third one investigates their present needs. The second and third section include 30 Likert type questions with answer from 1-Strongly agree, 2 Agree, 3. Undecided, 4. Disagree, up to 5-Strongly disagree.

The EAP tutors’ and subject specialists questionnaire is similar in structure to the students’ one. The first section consists of 4 close-ended questions, analyzing the teachers’ gender, the class they teach, the level of studies and their years of teaching experience. As for the second and third section, they are similar to the ones in the students’ questionnaire, consisting- of 30 Likert type questions each and analyzing the students’ target and present needs in aspects of EAP studying, research, writing, language, presentation and reading.

2.3.2The students’ questionnaire

The questionnaire consists of three parts. The first part contains questions about the demographics (gender, studies, first language and level of English competency) the second part of the questionnaire features questions which investigate their target needs, and the questions examine what students need to be able to do using English (see Appendix 1), and the third part features questions which investigate students’ present needs, in which the questions investigate what areas they find difficult (see Appendix 1).

2.3.3. The EAP tutors’ and subject specialists’ questionnaire

Another questionnaire structured in the same way was distributed to the EAP tutors and the subject specialists of all disciplines, who taught- first year students. The first part of the questionnaire contained demographic information, investigating the gender, the level of studies, discipline of teaching and years of teaching experience, then the second part of the questionnaire consisted of questions investigating the students’ target needs, and the questions examined which areas EAP tutors and subject specialists think their students need to be able to do. Finally, the third part of the questionnaire investigates the students’ present needs, in which the questions examine which areas EAP tutors and subject specialists think their students need to practice to be able to cope with difficulties.

2.4 .Aims of the research

In the present research the teachers’ and students’ perception of an EAP course in a private college in Athens, are analyzed. More specifically, the target needs and the needs that the students have at the present are analyzed, according to the participants’ views. Additionally another aim is to explore whether there is convergence or divergence in terms of present needs and target needs, between EAP tutors, subject specialists and students. Also, whether the classes that the students attend and the EAP tutors’ and subject specialists’ experience in the educational field affects their opinions, is analyzed. So, the following research questions are investigated:

- What are the present ad target needs of EAP students in an EAP course in a private college in terms of writing, speaking, listening and reading?
- Do the classes that the students attend affect their views about their needs in terms of writing, speaking, listening and reading?
- What are the needs of EAP students in an EAP course in a private college in terms of writing, speaking, listening and reading according to their EAP tutors and subject specialists?
- Are the EAP tutors’ and subject specialists’ views about the needs of EAP students in an EAP course in a private college in terms of writing, speaking, listening and reading are affected by their years of teaching experience?

2.5 Data collection

The data collection was achieved with the use of a Google form. The file contains all the variables of the research tool, while it is accompanied by an introduction note, which informs the participants about the aims and goals of the research. It also makes it clear that the participation is anonymous and voluntary and that the needed time to complete the questionnaire is 5 to 7 minutes. Additionally, it offers the researcher’s contact information online, in case the participants have a problem during the research or have questions.

3 Data analysis

The data was analyzed through the SPSS v25 program, while the Microsoft Excel program was also used. To analyze all the variables frequencies, percentages, means, and standard deviations were calculated, investigating correctly, besides the demographic characteristics, the first and third research questions. In order to answer to the second research questions the Kruskal-Wallis test was used. The Kruskal-Wallis test is a non-parametric statistical test used to determine if there are statistically significant differences between two or more groups of an independent variable on a continuous or ordinal dependent variable. This test is particularly useful when the assumptions of one-way ANOVA (such as normal distribution of residuals and homogeneity of variance) are not met. It ranks all the data from all groups together and then compares the sums of these ranks between groups. If the distribution of the ranks differs significantly across the groups, the Kruskal-Wallis test will indicate a statistically significant difference. Additionally, the Pearson correlation was used to answer the fourth research question. The Pearson correlation coefficient, often referred to as Pearson's r , is a statistical measure that quantifies the strength and direction of a linear relationship between two continuous/ordinal variables. It's a value between -1 and 1, where 1 indicates a perfect positive linear correlation, -1 indicates a perfect negative linear correlation, and 0 signifies no linear correlation. Pearson's r assesses how well a linear equation can describe the relationship between the variables. The above are presented in tables and graphs (See Appendix 3).

3.1 Students’ questionnaire

The following chapter presents the results of the questionnaires, and the research questions.

In the following Table 1, the students’ gender is revealed. It becomes clear that 54% of them are males and females occupy 46%.

Table 1. Students' gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	27	54,0	54,0	54,0
	Female	23	46,0	46,0	100,0
	Total	50	100,0	100,0	

In Table 2 and Graph 2 (See Appendix 3) the subject disciplines that the EAP students attend, are identified. 42% of students mention that they study hospitality, 32% study business and 26% study shipping.

Table 2. subject discipline

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Business	16	32,0	32,0	32,0
	Hospitality	21	42,0	42,0	74,0
	Shipping	13	26,0	26,0	100,0
	Total	50	100,0	100,0	

Table 3 and Graph 3 (See Appendix 3), indicate the students’ level of English. 50% of them mention that their knowledge reflects a B2 level, 34% mention that their level equals a C2 level and 16% have a level below B1 in English.

Table 3. Level of English

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	C2	17	34,0	34,0	34,0
	B2	25	50,0	50,0	84,0

Below B1	8	16,0	16,0	100,0
Total	50	100,0	100,0	

Furthermore, the students were asked to record their first language. 86% of them answered that their first language is Greek, while 8% mention English. The rest 6% mention that they have another first language, according to Table 4 and Graph 4.

Table 4. First language

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Greek	43	86,0	86,0	86,0
	English	4	8,0	8,0	94,0
	Other	3	6,0	6,0	100,0
	Total	50	100,0	100,0	

Continuing, in order to investigate the variables of the questionnaire, 12 new variables-Scores were calculated using the means by row. The first score was calculated from 2 initial variables of the questionnaire. The second score from 3 variables, while the 3rd and the 4th scores were calculated by 4 and 15 variables respectively. Firstly, the Cronbach’s Alpha indicator was used in order to investigate the reliability of the group of questions. The values are acceptable ranging from 0.773 up to 0.968, so the variables-Scores reliably contain the information of the questions it consists of. Also, all the scores accept values from 1 to 5 and the higher the mean is, the more the participants agree that there is a target or present need. Based on the score, above average is the need for present needs in terms of reading (3.08), writing (3.04) and language needs (3.03). Based on the score, below average are the needs for present needs in research (2.91), presentation (2.80) and study (2.67) needs. Based on the

score, below average in target needs are the target needs in research (2.03), writing (2.00), presentation (1.98), reading (1.97), language (1.95) and study skills (1.87). The above are presented in Table 5 and Graph 5 and answer to the first research question.

Table 5. Students’ opinions about target and present needs

	Cronbach's Alpha	N of Items	Mean	Std. Deviation
Targeted study skills	0.865	3	1.87	0.873
Targeted research needs	0.872	4	2.03	0.925
Targeted needs in writing	0.968	15	2.00	0.879
Targeted language needs	0.875	3	1.95	0.986
Targeted presentation needs	0.773	3	1.98	0.866
Targeted reading needs	0.838	2	1.97	0.987
Present study skills needs	0.876	3	2.67	1.158
Present research needs	0.895	4	2.91	1.134
Present needs in writing	0.958	15	3.04	0.974
Present language needs	0.784	3	3.03	1.054
Present presentation needs	0.795	3	2.80	1.086
Present reading needs	0.903	2	3.08	1.122

In order to investigate the second research question, the Kruskal-Wallis test, was used as of the disciplines that the students attend. The results are presented in Table 6, while 1 statistically significant dependency is revealed. In Graph 6, it becomes clear that the students who attend business courses agree on a higher level that there are target needs concerning research, compared with the ones who attended the shipping courses and the last ones who attend the hospitality courses coming next.

Table 6. *Kruskal-Wallis subject discipline*

	Kruskal- Wallis H	df	Asymp. Sig.
Targeted study skills	5.018	2	0.081
Targeted research needs	6.063	2	0.048
Targeted needs in writing	3.980	2	0.137
Targeted language needs	2.919	2	0.232
Targeted presentation needs	3.174	2	0.205
Tareted reading needs	4.442	2	0.109
Present study skills needs	0.497	2	0.780
Present research needs	0.092	2	0.955
Present needs in writing	0.184	2	0.912
Present language needs	0.679	2	0.712
Present presentation needs	0.084	2	0.959
Present reading needs	0.872	2	0.647

3.2 EAP tutors’ and subject specialists’ questionnaire

In Table 7 and Graph 7, it is shown that half of the EAP tutors’ and subject specilists who took part in the research are male (50%) and the rest are female (50%).

Table 7. *Teacher's gender*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	15	50,0	50,0	50,0
	Female	15	50,0	50,0	100,0
	Total	30	100,0	100,0	

Furthermore, it seems that 33.3% of the teachers teach EAP, while 26.7% are subject specialists who teach business courses. The participants who teach shipping are 23.3%, 10% chose the answer “Other” while 6.7% teach hospitality courses. The above are presented in Table 8 and Graph 8 (See Appendix 3)

Table 8. Class they teach

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	English for Academic Purposes	10	33,3	33,3	33,3
	Business	8	26,7	26,7	60,0
	Shipping	7	23,3	23,3	83,3
	Hopsitality	2	6,7	6,7	90,0
	Other	3	10,0	10,0	100,0
	Total	30	100,0	100,0	

In Table 9 and Graph 9 (See Appendix 3) the EAP tutors’ and subject specialists’ highest qualification is investigated. 66.7% of the EAP tutors and subject specialists that they have a MA, MSc or MBA, while the rest 33.3% mention a PhD.

Table 9. Level of studies

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	MA/MS/MBA	20	66,7	66,7	66,7
	PhD	10	33,3	33,3	100,0
	Total	30	100,0	100,0	

In Table 10 and the respective Graph 10, it becomes clear that 46.7% of the participants have 15 years of experience and above, while 23.3% 1 to 5 years. Also, those who have 6 to 10 years are 20% and 10% belongs to those who have 11 to 15 years.

Table 10. Years of experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-5 years	7	23,3	23,3	23,3
	6-10 years	6	20,0	20,0	43,3
	11-15	3	10,0	10,0	53,3
	15 and above	14	46,7	46,7	100,0
	Total	30	100,0	100,0	

To investigate the EAP tutors’ and subject specialists’ views about the target needs and the present needs of their students, 12 new variables-Scores were created in total, which receive values from 1 to 5. The higher the mean is, the more the respondents agree that the students need each target or present skill. The Scores are created by the mean of 2, 3, 4 or 15 questions each, while the Cronbach’s Alpha indicates that they reliably contain the information of the questions they consist of, ranging from 0.622 up to 0.946. In Table 11 and Graph needs 11 (See Appendix 3, Graph 11) (1.23). The above, also answers the third research question. It becomes clear that the teachers are between the answers “Strongly disagree” and “Disagree”, leaning towards the disagreement, as of the fact that their students have a present language need (1.57), research need (1.54), presentation need (1.54), writing need (1.52), reading need (1.50) and study skill need (1.41). Also, they seem to disagree about the target language needs (1.61), while they lean towards “Strongly disagree”, when it comes to the target study skills (1.38), reading needs (1.37), needs in writing (1.34), presentation needs (1.27) and research needs.

Table 11. Teachers’ opinions about target and present needs

	Cronbach's Alpha	N of Items	Mean	Std. Deviation
Target study skills	0.708	3	1.38	0.426
Target research needs	0.803	4	1.23	0.493
Target needs in writing	0.880	15	1.34	0.406
Target language needs	0.918	3	1.61	0.764
Target presentation needs	0.622	3	1.27	0.441
Target reading needs	0.928	2	1.37	0.642
Present study skills needs	0.876	3	1.41	0.444
Present research needs	0.946	4	1.54	0.500
Present needs in writing	0.928	15	1.52	0.524
Present language needs	0.936	3	1.57	0.728
Present presentation needs	0.749	3	1.54	0.646
Present reading needs	0.931	2	1.50	0.657

To answer the fourth and last research question, namely whether EAP tutors’ and subject specialists views about the present and target needs of EAP students in terms of writing, speaking, listening and reading are affected by the years of teaching experience, the Pearson correlation was used. The results are presented in Table 12, revealing 7 statistically significant correlations, in a 95% and 99% trust level. More specifically, the more years of teaching experience the tutors have, the less they agree that the students need target study skills, research needs, needs in writing, language needs, presentation needs and reading needs. Also, the higher the years of teaching experience, the less the participants mention that the students have present needs in presentation skills. The above correlations accept values from 0.381 up to 0.625.

Table 12. Pearson correlations

		Years of experience
	Pearson Correlation	-,620 ^{**}
Target study skills	Sig. (2-tailed)	0.000
	N	30
	Pearson Correlation	-,504 ^{**}
Target research needs	Sig. (2-tailed)	0.005
	N	30
	Pearson Correlation	-,459 [*]
Target needs in writing	Sig. (2-tailed)	0.011
	N	30
	Pearson Correlation	-,450 [*]
Target language needs	Sig. (2-tailed)	0.013
	N	30
	Pearson Correlation	-,435 [*]
Target presentation needs	Sig. (2-tailed)	0.016
	N	30
	Pearson Correlation	-,625 ^{**}
Target reading needs	Sig. (2-tailed)	0.000
	N	30
	Pearson Correlation	-0.114
Present study skills needs	Sig. (2-tailed)	0.548
	N	30
	Pearson Correlation	-0.108
Present research needs	Sig. (2-tailed)	0.568
	N	30
	Pearson Correlation	-0.273
Present needs in writing	Sig. (2-tailed)	0.144
	N	30
Present language needs	Pearson Correlation	-0.321

	Sig. (2-tailed)	0.084
	N	30
	Pearson Correlation	-,381*
Present presentation needs	Sig. (2-tailed)	0.038
	N	30
	Pearson Correlation	-0.248
Present reading needs	Sig. (2-tailed)	0.186
	N	30

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

3.3 Conclusions

The above research investigates the target needs and the needs that the students have at present according to both the students’ and the EAP tutors’ and subject specialists’ views of an EAP course in a private college in Athens.

A total of 50 students took part in the research, most of whom are male, who attend subject disciplines of hospitality and have a B2 level of English. Also, most of them have Greek as their first language. Investigating the first research question, it becomes clear that the students believe that the most important present need is the reading skills, and the most important target need is the research skill. As for the second research question, it is revealed that the students who attend business courses agree on a higher level that there are target needs concerning research skills.

Also, 30 EAP tutors and subject specialists participated in the research, both male and female. Furthermore, most of the participants, who teach including EAP tutors and subject specialists, have an MA, MS or MBA and have 15 and above years of teaching experience. Additionally, on a higher level, compared to the rest of the participants, they mention that there are target language needs and present needs for language skills, in response to the third research question. Furthermore, concerning the last research question, it becomes clear that the more years of experience the EAP tutors and subject specialists have, the less they support that their students have target needs concerning study skills, research, writing, lan-

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guage needs, presentation and reading. Lastly, the more years of teaching experience the EAP tutors and subject specialists have, the less they mention that the students have present needs concerning presentation needs.

4. Discussion

The purpose of this section is to examine whether the research questions posed in this research have been answered based on the data collected through the questionnaires and the subsequent analysis of the data retrieved. The study and the questionnaires investigated the following questions:

- What are the needs of EAP students in an EAP course in a private college in terms of writing, speaking, listening and reading skills?
- Do the students’ subject disciplines that the students attend affect their views about their needs in terms of writing, speaking, listening and reading?
- What are the needs of EAP students in an EAP course in a private college in terms of writing, speaking, listening and reading skills according to their EAP tutors and subject specialists?
- Are the EAP tutors’ and subject specialists’ views about the needs of EAP students in an EAP course in a private college in terms of writing, speaking, listening and reading affected by their years of teaching experience?

4.1 Discussion of the first research question

The aim of the first research question is to answer whether the questionnaires revealed the students’ needs in terms of writing, speaking, listening and reading skills.

To be more specific, regarding their present needs, students considered very important, the reading skills (3.08), followed by the writing skills (3.04) and finally the language skills development (3.03). Less popular options were the present needs in research (2.91), presentation skills (2.80) and study skills (2.67).

In terms of target needs, there seems to be a disagreement among the participants, since the following skills are below the average 3. The 50 participants answered that research (2.03), writing (2.00), presentation (1.98), language (1.95) and study skills (1.87) are the most important target needs.

From these results it is shown that while students consider their needs in reading skills, writing skills and language as very important to develop concerning their present needs, however, they do not consider them equally important as the target needs; Probably they do not think that they will need these skills to function effectively in the target situation. However, even though below average, the research skills are considered to be the most Important target need (2.03), followed by writing (2.00) and presentation skills (1.98)

These findings are going to be discussed in relation with a similar study which was conducted in Iran (Gaskaree, 2019) and the possible contrasts and similarities are going to be analyzed. According to Gaskaree (2019) a similar study was conducted; some of the aims of the research focused on the present needs of undergraduate students in an EAP course in the Iranian context, and also some aims focused on the students', the subject specialists' and the EAP tutors' perceptions of the students' present and target needs .

There is a correlation between the present study and the study conducted in Iran. Regarding the present needs, in Greece students deemed reading, writing, and language needs as the most important. Students may have this viewpoint because reading and writing are considered interrelated activities, because there is a connection between the readers' actions and the writers' actions. This means that writers need to read before they write, and they also need to read what they have written to reflect on the meaning and to make corrections (Fahzad & Emmam, 2010). These are possibly the reasons why students think reading and writing are very important present needs to master them in the present.

Furthermore, there may be a pressing need to practice writing because writing is considered to be a difficult skill to master. In academic writing, a lot of steps must be taken in order for students to produce an academic essay for submission. Students need to be able to select the appropriate material, build sound arguments, evaluate the source, write and draw conclusions (Jordan 1997, in Fahzad & Emmam, 2010). Another aspects which is considered challenging for students to master is that students need to have knowledge of the academic genre and the conventions of the writing and the texts (Fahzad & Emmam, 2010)

Language is also considered to be a very important present need, because improving their language skills is very important target goal for the students. Students are expected to show a certain level of proficiency before they study at college, since the medium of teaching is English. (Terrachke and Wahid, 2019). Moreover, one of the goals of an EAP course is to

help students to improve their language proficiency (Hyland and Hamp –Lyons, 2002 in (Terraschke and Wahid, 2019). The students who participated in the study in Greece had relatively low proficiency in English. Only a small number of students had a C2 certificate in English, namely 34% of the students who participated in the study, and 50% had a B2 certificate in English and a 16% had B1 and below. The course book which was used in the classroom was geared towards C1 level, it was expected that students’ level of English would approach C1 level. Given that the majority of the students were significantly below C2 level, language improvement was possibly a pressing present need for the majority of students in the Greek context.

On a similar note, students are told at the induction week about the content of the course, and they are also informed of what kind of academic skills they will acquire during the EAP course. They are also informed that they will learn how to deal with academic texts. Students were aware from class discussions that academic texts are complex and loaded with information, a lot of the students have a B1 certificate in English, therefore, it seems logical that they need more practice in dealing with academic texts.

Academic reading does not simply include reading and answering questions based on the text, but it included other skills, such as skimming, scanning, inference, and drawing conclusions. This means that skimming and scanning are proven to be effective for students to quickly find important information in a text due to EAP training (Song & Zhou, 2022).

Finally, language needs are deemed important domestically at the college, but the findings are similar beyond the borders. Academic language especially in written form differs from the colloquial language which is used for everyday occasions. Academic language bears a variety of features, including lexical density, which means that the text carries a lot of information in a short space (Imani and Habil, 2014), lexical complexity, lexical formality (Imani and Habil, 2014) to mention a few examples. Students find writing daunting and they want to place emphasis on it as a present need, and probably because they realize that the formality, the complexity, and the density of academic language is important to be mastered in order to improve their writing skills, they view language as important to master, and challenging at the same time.

On the other hand, the students in Iran think that note-taking with 86,1%, writing with 85,2 % and critical reading with 73,9 % are considered to be the most important present needs (Gaskaree, 2019). There is a similarity in terms of writing and reading, in both groups in both the Greek and the Iranian context. This may happen because in both cases, namely in the Greek and the Iranian context the majority of students’ first language was not English, therefore, writing and reading in English seemed to be a difficult task. Also, the connection between academic writing and academic reading could also be the reason why reading and writing were viewed as important present needs domestically and internationally.

As far as the target needs, within the Greek context, are concerned, research needs are important; also, it seems obvious that students continue to view writing skills as an important target goal, and also presentation skills are a further important skill they will need to work on.

Generally speaking, writing can be the most challenging aspect of EAP learning as students have never encountered the academic writing format before. Introducing students to standard writing techniques benefits them in their specialized study (Song & Zhou, 2022). This also means that students know that writing will be necessary for their summative assessment, as they are informed at the beginning of the year during the first lesson and during the induction week, that they need to submit an essay and a graph for their assessment. They also know that they will need writing for their other subject courses, so they deem it as important. They probably find it important because academic writing is different from the writing they have been exposed to so far in high school, since all students who participated in this study are first-year undergraduate students.

Finally, the students in this study tend to agree that writing skills and language skills are important target needs. They probably understand that their importance will continue to exist after the EAP course which only lasts a semester during the 1st year and a semester in the second year and they will need more time to enhance these skills and bring them to high level to achieve confidence when writing essays or presenting in English. Academic writing is complex, it requires the knowledge of the conventions and genre, and this skill cannot be perfected over a semester (Jordan 1997, in Fahzad and Emmam, 2010)

A striking similarity between the study that was conducted in Greece and the study conducted in Iran (Gaskaree, 2019) was that in both contexts students deem the study skills as the least

important target need, probably because they have realized they will not be assigned tasks as homework as it happens in secondary education.

Students in the college in Athens are not assigned homework from the textbook at home, instead, all the coursework is done in class during the lesson. Draft writing, analyzing written models, reading, academic listening summary writing, group -work are all tasks done in class. Only for the summative assessments do the students study at home and spend time to prepare the written assignments. Probably it is not adequately stressed that working in groups in class promotes autonomous learning, and the skills acquired in class are skills they will have to use on their own, and that study skills will have to be applied for this purpose. For example, when they do their research to produce a written assignment for submission, the teacher will not be present to guide them, but they will need to use the skills acquired in class. Maybe the importance of autonomous learning and that learning goes beyond the classroom and the lesson time is not emphasized enough; or maybe since they are first year undergraduate students, they are not yet familiar with the type of studying they should be doing at college, and think that homework is assigned on daily basis.

4.2 Discussion of the second research question

The second question investigates whether the subject discipline the students attend affects their views about their needs in terms of writing, speaking, listening and reading.

The analysis revealed that the field of studies plays a certain role and affects the students’ needs to a certain extent; students attending a business course agree on a higher level that research skills are important as a target need, followed by those who attended a shipping course and then are those who attend a hospitality course. This must be based on the fact that business students are likely to do more research during their studies, to analyze the market, the market trends, the target groups each products . Research is claimed to be a very important element of the entrepreneurial success (Hamburg, 2019)

In addition, business students have to deal with a variety of aspects that feature research, for example part of their studies and future profession may include (among other fields) Market research. Market research can involve a variety of things; for example it can refer to the process by which we gain knowledge into how markets function. Market research also refers

to how a company is organized and works or it can refer to the results of research, such as a database of products bought by customers, or a report that provides recommendations (Mooi and Sarstedt, 2010). It is obvious that for these needs to be met, students must become familiar with research skills.

Regarding Shipping studies there is a number of competencies future employees and students who will be the future employees need to develop. According to Kadir et. al. (2019), technological developments are changing the landscape of maritime industry and a wider variety of skills will be necessary from the workforce operating on board and on land. More specifically, future work force in the shipping industry should have technical, social, methodological, and personal competencies. They should be qualified in human resources, they should have teamwork skills, the ability to speak languages and to adapt to cultural differences, ethical skills, technical knowledge, awareness of safety issues, cognitive ability to learn and research skills (Kadir et. al, 2019). As it can be observed, research skills may be necessary, but there is a variety of important skills the workforce in maritime industry need to acquire, and research skills is a small fragment of them.

In Hospitality studies, the nature of the studies and the jobs linked to these studies are more vocational. Hospitality is associated with knowledge of working at the reception, customer service, culinary methods and service (Spowart, 2011). According to future employees, the most important competencies their future employees should have are interpersonal skills and soft skills. There is also a great emphasis on problem solving and self-management (Raybould and Wilkins, 2006 in Spowart, 2011). Moreover, management skills are deemed very important in the hospitality industry (Harper et al. 2005, in Spowart, 2011). It is clear that interpersonal skills and communication in combination with management and critical thinking for problem solving skills are highly desirable. The nature of the Hospitality jobs does not seem to entail a great amount of research.

Based on the data, it seems that the field of Business requires research skills more, followed by the Shipping studies and finally the Hospitality and Tourism studies, as such, the subject discipline of the students affects their views about their needs in terms of skills. Nevertheless, all students should learn research skills, because they will help them advance their critical thinking, and pass their written assessment. Finally, the subject discipline the students attend affects their opinions about their needs in terms of writing, speaking, listening and reading. Concluding, according to Atai (2000 , cited in Zoreh, 2010) the students’ field of studies

determines their perception of their needs to a large extent, therefore students' field of studies should not be neglected as an unimportant factor during the needs analysis and the syllabus design.

4. 3 Discussion of the third research question

This section discusses the student's EAP needs in a private college in terms of writing, speaking, listening and reading from their EAP tutors' and subject specialists' perspective.

Based on the low mean scores, EAP teachers and subject specialists tend to lean towards disagreement as the higher the mean score the more the participants would agree

In terms of present needs, the majority of teachers tend to focus on the disagree option concerning their students' needs on language (1.57), research (1.54), presentation (1.54), writing (1.52), reading (1.50) and study skills (1.41). The present needs are significantly below the average 3, and the striking point which is revealed is that the skills have very small differences in terms of percentages from each other,

It can be assumed that even though all the mean numbers are relatively low (under 3.0) the teachers acknowledge the importance of present needs concerning language, because students must have the language skills to write essays, reports and presentation slides for their summative assessment. Not only will the content and the citations, but language also plays an important role in the production, delivering a presentation in class, asking questions during a lecture. The means of instruction is English, so English language is important for various reasons, including also email communication with teachers.

Contrary to students who have ranked research needs in the not so important present needs, teachers rank it as the second most important present need. Teachers are aware of how many steps research involves and how much experience a student must have to find the right key words, locate an article, decide whether the article has relevant and valid information and then extract the relevant information for the task and include it in their own text. The concept of research seems to be elusive for students and especially for first year ones.

Similarly, needs in presentation skills are ranked as the third most important present need, because delivering presentations is also an important task and required task for student's

assessment. For example, in the EAP course, students need to deliver one individual presentation. Contrary to the students who ranked reading as the most important reading need, teachers ranked it towards the end. Probably this happens because students see the academic texts as very dense and daunting, and they feel the need to read them from the beginning to the end to understand them. However, it is impossible to read all the articles, so students must learn techniques for reading such as skimming, scanning, to firstly understand if the article is relevant to what they intend to write and then read it and extract the relevant information. This will help students to read more quickly and shorten the amount of time spent when reading a text (Fauzi, 2018) Teachers are experienced and know that reading skills are important, but if the language and the right reading techniques are mastered, then reading comprehension will be achievable and less daunting.

Surprisingly teachers have placed writing needs very low, maybe because a lot of modules require graph descriptions and mathematics, so it is assumed that little language will be needed to complete these tasks.

Finally, teachers ranked study skills as the least important, because they assign a lot of tasks in the class and students do not have homework to do as they used to do at school. At college, study skills, especially during an EAP course, promote autonomous learning, group work, critical thinking, note-taking.

According to Wingate (2006), it is not possible to teach 'study skills' successfully if they are separated from the content of the lesson. There should be no separate course which will be informing students about how they need to study at college, but there should be academic tasks dealt by the students in class instead. However, doing the tasks is not enough; students should also be encouraged to reflect on what they have learnt, and the skills they have acquired during their involvement with the task. Study skills should not only describe a task, but also allow the student to deal with a task. After the students have dealt with the task, then they will have become familiar with a study skill, and they will deal with a similar task more effectively in the future (Wingate, 2006). It is possible that students, EAP tutors and subject specialists thought that study skills would be a task linked to homework.

Also, teachers lean towards disagreement about the target needs concerning language (1.61), while they lean towards "Strongly disagree", when it comes to the target needs concerning

study skills (1.38), reading (1.37), writing (1.34), presentation (1.27) and research skills (1.23).

However, as far as target needs is concerned, even though language needs are ranked first in the target need, the presentation needs and the research needs are ranked last in the target needs. Maybe this reaction means that language cannot be acquired easily, it is a long-term process and it will still remain important goal for students, long after they finish a specific module.

However, study skills and presentation skills refer to a specific set of skills, and once the students become introduced to them, if the students are engaged in classroom activities which enable them to develop these study skills, then the study skills will be acquired (Wingate, 2006). More specifically, writing the main ideas on the slides using key words, and also relevant supportive graphics must be included. Study skills involve writing down your notes clearly and revising before the deadlines. These skills can be more easily acquired than the language skills which are ongoing and more complex.

Concerning the potential convergence or divergence in the students’ and the teachers’ perceptions of present needs and target needs, regarding the present needs students and teachers agree that language and writing are very important skills, therefore, there is convergence.

Regarding the target needs students think that research, writing, presentation are the most important target needs, but the teachers think that language is the most important target need, maybe because students think that they will have acquired the language, and that the complexity and formality of writing will be more difficult than the language acquisition

On the other hand, teachers place a greater emphasis on the language, because it is the foundation of academic writing. Students might be taught the complexities of academic writing, but if the language has not reached a certain level for example C1 at least, it is difficult for students to achieve the required levels of complexity, density and formality.

Concluding, it is common that teachers and students share different views regarding their perceptions of in terms of present needs and target needs (Bhomik & Kim, 2018 in Song and Zhou, 2022), however, if the teaching does not satisfy the students’ needs, then the students’ motivation levels will drop (Bhomik & Kim, 2018 in Song and Zhou, 2022). This means that the diverging views should be taken into account during syllabus design.

4.4. Discussion of research question 4

Are the EAP tutors’ and subject specialists tutors’ views about the needs of EAP students in an EAP course in a private college in terms of writing, speaking, listening and reading affected by their years of teaching experience?

The years of teaching experience play a role in determining the importance of both student’s present needs and target needs. More specifically, the more years of teaching experience the tutors have, the less they agree that presentation skills are important as a present need.

Regarding the students’ target needs, the more years of experience EAP teachers and content teachers have, they agree that target study skills, research needs, needs in writing, language needs, presentation needs and reading needs are not much necessary.

It is important to investigate how novice and experienced EAP tutors’ and content instructors’ identities are created at this point. According to Atai et. al (2022) experience in teaching plays an important role in the construction of an EAP tutors’ identity, who works at tertiary education. As the case study revealed, the subject of the study was undergoing a variety of negative emotions when he started teaching EAP for the first time. The subject of the study experienced emotional and practical tensions resulting from previous experiences and expectations from teaching GE in contrast to the realization of teaching at an EAP context. This combined with the socio-cultural features of working at tertiary education and the lack of ongoing training for inexperienced EAP tutors, caused stress to the EAP tutor. However, as time passed, he built his resistance, resilience and adaptability (Atai et al 2022) . Similarly, EAP tutors and subject specialists have to deal with a variety of tasks and obligations when working at a college. Deadlines, workload and administrative tasks are very daunting and stressful. At the same time, students are stressed because especially when they are first –year students they find the assessments difficult . It is likely that if an EAP tutor or subject specialist are inexperienced and stressed, they might allow student’s anxiety to affect them negatively. However, the more experienced they become, the more resilient they become, they do not let students’ anxiety of how they will cope with the demands of the course, and have more calm and collected attitude, that skills are not important, because eventually through class work, task-engagement in class and assessment, they will be mastered by the students.

4.5 Concluding Remarks

The present research attempted to investigate the students’ and the teachers’ perceptions of an EAP course regarding present and target needs.

From this small-scale study the data retrieved suggest that students need to focus on language more, because they may feel that mastering academic English is a difficult task. Taking into account the first-year students’ level of English is important; in this study 66% of the students’ level of English was below C2 on the CEFR scale. This means that more emphasis should be given on language tasks in class, focusing on EAP, including paraphrasing, among other, and turning sentences from informal to formal.

Reading should not be overlooked, and the reading tasks should continue to be included in the curriculum, however, students should receive training in reading skills, and more specifically, skimming, scanning, guessing the topic of the text, so that the academic articles may not seem difficult for them.

Study skills should be emphasized, but not separately. Instead all the tasks in class should be designed and selected in a way which allows students to use them, become familiar with them, and as a result, when they encounter similar tasks, they will be able to use the transferable study skills they have acquired,

It is important to understand the students’ needs to inform the curriculum (Bhomik & Kim, 2018 cited in Song & Zhou, 2022), but teacher’s opinions should also be taken into account because of their experience. Writing and language should be emphasized with in class tasks, and study skills of course to teach students how to deal with the requirements at college.

Finally, conducting NA prior to the beginning of an EAP course is important, because student’s perspectives reveal valuable information about how they view their present needs and target needs.

4.6 Limitations

The study included only first year students, the content instructors and their EAP tutors. The limitation of this study was that it did not include students from other years to make a

comparison between them and find out eventually if the present needs and the target needs have altered or remained the same.

Another limitation of this study is that it investigated the present needs and the target needs of the students in terms of writing, speaking, listening and reading. In a more detailed study, micro skills in each of the main skills should be presented in more detail and more detailed results should be discussed.

Further study is suggested to be conducted with the main focus on students attending specific faculties. For example, a study could be focusing on a Needs Analysis investigating the present needs and the target needs of Shipping or Business students’ separately.

4. 7 Conclusion

To conclude, all research questions have been answered. According to the first research question, which examined the needs of EAP students in an EAP course in a private college in Athens in terms of writing, speaking, listening and reading, students consider reading, writing and language as the most important present needs. However, these skills are not viewed as equally important target needs. On the other hand, research skills, writing and presentation skills are regarded as the most important target needs.

According to the second research question, which examined if students’ attendance in their discipline classes affected their opinion about their needs in terms of writing, speaking, listening and reading, the results revealed that Business students deem research skills as very important.

The third research question examined the needs of EAP students in an EAP course in a private college in terms of writing, speaking, listening and reading and the results have shown that EAP tutors and subject specialists acknowledge language needs, research needs and presentation needs as the most important present needs, while reading and study skills were ranked as not very important present needs. As far as the target needs are concerned, language and presentation skills and research skills are deemed as very important.

Regarding present needs students and teachers agree that writing, and language are very important skills, so there is convergence in their views. However, regarding the target needs,

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students think that research, writing and presentation skills are the most important, while teachers think that language is the most important target need, therefore there is divergence between students’ and teachers’ view regarding target needs.

Finally, the four research question examined whether the years of teaching experience affects the EAP tutors’ and subject specialists’ views about the needs of EAP students in terms of writing, speaking, listening and reading. According to the results, the more years of experience EAP tutors and subject specialists have, they agree that presentation skills are the most important present need, and additionally, the more teaching experience they have, the think that study skills, research needs, language needs, presentation needs and reading needs are not much necessary as target needs,

Taking into account the previous finding, it can be said that conducting Needs Analysis is a very important step before the start of an EAP course, because it provided insights into students’ present needs and target needs. The careful examination and analysis of these results can inform the syllabus and provide better materials and tasks, to help students achieve their learning goals.

Not only should the teacher’s voices be considered, but students’ perceptions should be taken in to account; their perceptions can shed light into the needs of the course content and help the EAP tutors to design the syllabus appropriately and adjust their teaching methods accordingly.

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6. Appendixes

6.1 Appendix 1

Questionnaire for students

Investigating teacher's and students' perceptions of an EAP course in a college in Athens (Questionnaire for students)

Dear students,

This questionnaire has been developed by Georgia-Nikoleta Trimi to serve the needs of my Dissertation at the Hellenic Open University for the MA in teaching English as a Foreign Language

This questionnaire is anonymous and the results are going to be used for research purposes only.

Thank you for assisting my work!

Part A: Demographics

- 1.I am a) male b) female c) other
- 2.I am studying a) Business b)Hospitality c)Shipping
- 3.My level of English is a) C2 b)B2 c) below B1
4. My first language is a)Greek b) English c) Other

If other indicate which one

Part B:Students’ target needs

- 1.I need to be able to study effectively
1. Strongly agree 2.Agree 3.Undecided 4. Disagree 5.Strongly disagree
- 2.I need to be able to prioritize my assignments
- 1.Strongly agree 2.Agree 3.Undecided 4. Disagree 5.Strongly disagree
- 3.I need to be able to manage my time
- 1.Strongly agree 2.Agree 3.Undecided 4. Disagree 5.Strongly disagree
- 4.I need to be able to include sources in my writing

1.Strongly agree 2.Agree 3.Undecided 4. Disagree 5.Strongly disagree

5.I need to be able to cite sources in my writing

1.Strongly agree 2.Agree 3.Undecided 4. Disagree 5.Strongly disagree

6.I need to be able to create a list of references

1.Strongly agree 2.Agree 3.Undecided 4. Disagree 5.Strongly disagree

7.I need to be able to find right sources for my assignments

1.Strongly agree 2.Agree 3.Undecided 4. Disagree 5.Strongly disagree

8.I need to be able to implement the different stages of writing

1.Strongly agree 2.Agree 3.Undecided 4. Disagree 5.Strongly disagree

9.I need to be able to write an outline

1.Strongly agree 2.Agree 3.Undecided 4. Disagree 5.Strongly disagree

10.I need to be able to write a draft

1.Strongly agree 2.Agree 3.Undecided 4. Disagree 5.Strongly disagree

11. I need to be able to edit my writings

1.Strongly agree 2.Agree 3.Undecided 4. Disagree 5.Strongly disagree

12. I need to be able produce sound arguments in writing

1.Strongly agree 2.Agree 3.Undecided 4. Disagree 5.Strongly disagree

13.I need to be able to distinguish the difference between a report and an essay

1.Strongly agree 2.Agree 3.Undecided 4. Disagree 5.Strongly disagree

14. I need to be able to write a report

1.Strongly agree 2.Agree 3.Undecided 4. Disagree 5.Strongly disagree

15. I need to be able to write an essay

1.Strongly agree 2.Agree 3.Undecided 4. Disagree 5.Strongly disagree

16. I need to be able to describe a graph

1.Strongly agree 2.Agree 3.Undecided 4. Disagree 5.Strongly disagree

17. I need to be able to present information accurately in writing

1.Strongly agree 2.Agree 3.Undecided 4. Disagree 5.Strongly disagree

18. I need to be able to identify the key words in a topic in writing

1.Strongly agree 2.Agree 3.Undecided 4. Disagree 5.Strongly disagree

19. I need to be able to write a summary

1.Strongly agree 2.Agree 3.Undecided 4. Disagree 5.Strongly disagree

20. I need to be able to paraphrase

1.Strongly agree 2.Agree 3.Undecided 4. Disagree 5.Strongly disagree

21. I need to be able to understand the topic in writing

1.Strongly agree 2.Agree 3.Undecided 4. Disagree 5.Strongly disagree

22. I need to be able to recognize different types of graphs

1.Strongly agree 2.Agree 3.Undecided 4. Disagree 5.Strongly disagree

23.I need to be able to know the difference between formal and informal English

1.Strongly agree 2.Agree 3.Undecided 4. Disagree 5.Strongly disagree

24. I need to be able to use synonyms

1.Strongly agree 2.Agree 3.Undecided 4. Disagree 5.Strongly disagree

25. I need to be able to use a variety of complex structures in writing

1.Strongly agree 2.Agree 3.Undecided 4. Disagree 5.Strongly disagree

26. I need to be able to deliver a presentation in class

1.Strongly agree 2.Agree 3.Undecided 4. Disagree 5.Strongly disagree

27. I need to be able to use non-verbal communication skills in presentations

1.Strongly agree 2.Agree 3.Undecided 4. Disagree 5.Strongly disagree

28. I need to be able to create slides for presentations

1.Strongly agree 2.Agree 3.Undecided 4. Disagree 5.Strongly disagree

29. I need to be able to identify the main ideas in a text

1.Strongly agree 2.Agree 3.Undecided 4. Disagree 5.Strongly disagree

30. I need to be able to identify the details in a text.

1.Strongly agree 2.Agree 3.Undecided 4. Disagree 5.Strongly disagree

Part C: Present situation analysis

1. I find it difficult to study effectively

1.Strongly agree 2.Agree 3.Undecided 4. Disagree 5.Strongly disagree

2. I find it difficult to prioritize my assignments

1.Strongly agree 2.Agree 3.Undecided 4. Disagree 5.Strongly disagree

3. I find it difficult to manage my time

1.Strongly agree 2.Agree 3.Undecided 4. Disagree 5.Strongly disagree

4. I find it difficult to include sources in my writing

1.Strongly agree 2.Agree 3.Undecided 4. Disagree 5.Strongly disagree

5. I find it difficult to cite the sources in my writing

1.Strongly agree 2.Agree 3.Undecided 4. Disagree 5.Strongly disagree

6. I find it difficult to create a list of references

1.Strongly agree 2.Agree 3.Undecided 4. Disagree 5.Strongly disagree

7. I find it difficult to find the right sources for my assignments

1.Strongly agree 2.Agree 3.Undecided 4. Disagree 5.Strongly disagree

8. I find it difficult to implement the different stages of writing

1.Strongly agree 2.Agree 3.Undecided 4. Disagree 5.Strongly disagree

9. I find it difficult to write an outline

1.Strongly agree 2.Agree 3.Undecided 4. Disagree 5.Strongly disagree

10. I find it difficult to write a draft

1.Strongly agree 2.Agree 3.Undecided 4. Disagree 5.Strongly disagree

11. I find it difficult to edit my writings

1.Strongly agree 2.Agree 3.Undecided 4. Disagree 5.Strongly disagree

12. I find it difficult to produce sound arguments in writing

1.Strongly agree 2.Agree 3.Undecided 4. Disagree 5.Strongly disagree

13. I find it difficult to distinguish between a report and an essay

1.Strongly agree 2.Agree 3.Undecided 4. Disagree 5.Strongly disagree

14. I find it difficult to write a report

1.Strongly agree 2.Agree 3.Undecided 4. Disagree 5.Strongly disagree

15. I find it difficult to write an essay

1.Strongly agree 2.Agree 3.Undecided 4. Disagree 5.Strongly disagree

16. I find it difficult to describe a graph

1.Strongly agree 2.Agree 3.Undecided 4. Disagree 5.Strongly disagree

17. I find it difficult to present information accurately in writing

1.Strongly agree 2.Agree 3.Undecided 4. Disagree 5.Strongly disagree

18 I find it difficult to identify the key words in a topic in writing

1.Strongly agree 2.Agree 3.Undecided 4. Disagree 5.Strongly disagree

19. I find it difficult to write a summary

1.Strongly agree 2.Agree 3.Undecided 4. Disagree 5.Strongly disagree

20. I find it difficult to paraphrase

1.Strongly agree 2.Agree 3.Undecided 4. Disagree 5.Strongly disagree

21. I find it difficult to understand the topic in writing

1.Strongly agree 2.Agree 3.Undecided 4. Disagree 5.Strongly disagree

22. I find it difficult to recognize different types of graphs

1.Strongly agree 2.Agree 3.Undecided 4. Disagree 5.Strongly disagree

23. I find it difficult to know the difference between formal and informal English

1.Strongly agree 2.Agree 3.Undecided 4. Disagree 5.Strongly disagree

24. I find it difficult to use synonyms

1.Strongly agree 2.Agree 3.Undecided 4. Disagree 5.Strongly disagree

25. I find it difficult to use a variety of complex structures in writing

1.Strongly agree 2.Agree 3.Undecided 4. Disagree 5.Strongly disagree

26. I find it difficult to deliver a presentation in class

1.Strongly agree 2.Agree 3.Undecided 4. Disagree 5.Strongly disagree

27. I find it difficult to use non-verbal skills in presentations

1.Strongly agree 2.Agree 3.Undecided 4. Disagree 5.Strongly disagree

28. I find it difficult to create slides for presentations

1.Strongly agree 2.Agree 3.Undecided 4. Disagree 5.Strongly disagree

29. I find it difficult to identify main ideas in a text

1.Strongly agree 2.Agree 3.Undecided 4. Disagree 5.Strongly disagree

30. I find it difficult to identify details in a text

1.Strongly agree 2.Agree 3.Undecided 4. Disagree 5.Strongly disagree

6.2 Appendix 2

Questionnaires for EAP tutors and subject specialists

Investigating teacher's and students' perceptions of an EAP course in a college in Athens (questionnaire for EAP tutors and subject specialists) Dear colleagues, This questionnaire has been developed by Georgia-Nikoleta Trimi to serve the needs of my Dissertation at the Hellenic Open University for the MA in Teaching English as a Foreign Language This questionnaire is anonymous and the results are going to be used for research purposes only. Thank you for assisting my work!

Part A: Demographics

- 1) I am a) male b) female c) other
- 2) I teach a) EAP a) Business b)Hospitality c)Shipping
- 3) Level of studies a) MA/MS b)PhD
- 4) Years of experience : a) 1-5 b) 6-10 c) 11-15 d) 16 and above

Part B: Target situation analysis

1. My students need to be able to study effectively

1. Strongly agree 2. Agree 3. Undecided 4. Disagree 5. Strongly disagree

2. My students need to be able to prioritize their assignments

1. Strongly agree 2. Agree 3. Undecided 4. Disagree 5. Strongly disagree

3. My students need to be able to manage their time

1. Strongly agree 2. Agree 3. Undecided 4. Disagree 5. Strongly disagree

4. My students need to be able to include sources in their writing

1. Strongly agree 2. Agree 3. Undecided 4. Disagree 5. Strongly disagree

5. My students need to be able to cite sources in their writing

1. Strongly agree 2. Agree 3. Undecided 4. Disagree 5. Strongly disagree

6. My students need to be able to create a list of references

1. Strongly agree 2. Agree 3. Undecided 4. Disagree 5. Strongly disagree

7. My students need to be able to find the right sources for their assignments

1. Strongly agree 2. Agree 3. Undecided 4. Disagree 5. Strongly disagree

8. My students need to be able to implement the different stages of writing

1. Strongly agree 2. Agree 3. Undecided 4. Disagree 5. Strongly disagree

9. My students need to be able to write an outline

1. Strongly agree 2. Agree 3. Undecided 4. Disagree 5. Strongly disagree

10. My students need to be able to write a draft

1. Strongly agree 2. Agree 3. Undecided 4. Disagree 5. Strongly disagree

11. My students need to be able to edit their writings

1. Strongly agree 2. Agree 3. Undecided 4. Disagree 5. Strongly disagree

12. My students need to be able to produce sound arguments in writing

1. Strongly agree 2. Agree 3. Undecided 4. Disagree 5. Strongly disagree

13. My students need to be able to distinguish between a report and an essay

1. Strongly agree 2. Agree 3. Undecided 4. Disagree 5. Strongly disagree

14. My students need to be able to write a report

1. Strongly agree 2. Agree 3. Undecided 4. Disagree 5. Strongly disagree

15. My students need to be able to write an essay

1. Strongly agree 2. Agree 3. Undecided 4. Disagree 5. Strongly disagree

16. My students need to be able to write a graph

1. Strongly agree 2. Agree 3. Undecided 4. Disagree 5. Strongly disagree

17. My students need to be able to present information accurately in writing

1. Strongly agree 2. Agree 3. Undecided 4. Disagree 5. Strongly disagree

18. My students need to be able to identify the key words in a topic in writing

1.Strongly agree 2.Agree 3.Undecided 4. Disagree 5.Strongly disagree

19. My students need to be able to write a summary

1.Strongly agree 2.Agree 3.Undecided 4. Disagree 5.Strongly disagree

20. My students need to be able to paraphrase

1.Strongly agree 2.Agree 3.Undecided 4. Disagree 5.Strongly disagree

21. My students need to be able to understand the topic in writing

1.Strongly agree 2.Agree 3.Undecided 4. Disagree 5.Strongly disagree

22. My students need to be able to recognize different types of graphs

1.Strongly agree 2.Agree 3.Undecided 4. Disagree 5.Strongly disagree

23. My students need to be able to know the difference between formal and informal English

1.Strongly agree 2.Agree 3.Undecided 4. Disagree 5.Strongly disagree

24. My students need to be able to use synonyms.

1.Strongly agree 2.Agree 3.Undecided 4. Disagree 5.Strongly disagree

25 My students need to be able to use a variety of complex structures in writing

1.Strongly agree 2.Agree 3.Undecided 4. Disagree 5.Strongly disagree

26 My students need to be able to deliver a presentation in class

1.Strongly agree 2.Agree 3.Undecided 4. Disagree 5.Strongly disagree

27. My students need to be able to use non-verbal communication skills in presentations

1.Strongly agree 2.Agree 3.Undecided 4. Disagree 5.Strongly disagree

28 My students need to be able to create slides for presentations

1.Strongly agree 2.Agree 3.Undecided 4. Disagree 5.Strongly disagree

29. My students need to be able to find the main ideas in a text

1.Strongly agree 2.Agree 3.Undecided 4. Disagree 5.Strongly disagree

30. My students need to be able to find details in a text

1.Strongly agree 2.Agree 3.Undecided 4. Disagree 5.Strongly disagree

Part C: Present situation analysis

Georgia Nikoleta Trimi “Teachers’ and students’ beliefs on an EAP course in a private college in Athens: investigating students’ present and target needs”

1. To cope with difficulties my students need practice in studying effectively

1.Strongly agree 2.Agree 3.Undecided 4. Disagree 5.Strongly disagree

2.To cope with difficulties my students need practice in prioritizing their assignments

1.Strongly agree 2.Agree 3.Undecided 4. Disagree 5.Strongly disagree

3.To cope with difficulties students need practice in managing their time

1.Strongly agree 2.Agree 3.Undecided 4. Disagree 5.Strongly disagree

4. To cope with difficulties my students need practice in including sources in their writing

1.Strongly agree 2.Agree 3.Undecided 4. Disagree 5.Strongly disagree

5.To cope with difficulties my students need practice in citing the sources in their writing

1.Strongly agree 2.Agree 3.Undecided 4. Disagree 5.Strongly disagree

6.To cope with difficulties my students need practice in creating a list of references

1.Strongly agree 2.Agree 3.Undecided 4. Disagree 5.Strongly disagree

7.To cope with difficulties my students need practice in finding the right sources for their assignments

1.Strongly agree 2.Agree 3.Undecided 4. Disagree 5.Strongly disagree

8.To cope with difficulties my students need practice in implementing the different stages of writing

1.Strongly agree 2.Agree 3.Undecided 4. Disagree 5.Strongly disagree

9.To cope with difficulties my students need practice in writing an outline

1.Strongly agree 2.Agree 3.Undecided 4. Disagree 5.Strongly disagree

10. To cope with difficulties my students need practice writing a draft

1.Strongly agree 2.Agree 3.Undecided 4. Disagree 5.Strongly disagree

11. To cope with difficulties my students need practice in editing their writings

1.Strongly agree 2.Agree 3.Undecided 4. Disagree 5.Strongly disagree

12. To cope with difficulties my students need practice in producing sound arguments in writing

1.Strongly agree 2.Agree 3.Undecided 4. Disagree 5.Strongly disagree

13. To cope with difficulties my students need practice in distinguishing between a report and an essay

1.Strongly agree 2.Agree 3.Undecided 4. Disagree 5.Strongly disagree

14.To cope with difficulties my students need practice in writing reports

1.Strongly agree 2.Agree 3.Undecided 4. Disagree 5.Strongly disagree

15. To cope with difficulties my students need practice in writing essays

1.Strongly agree 2.Agree 3.Undecided 4. Disagree 5.Strongly disagree

16. To cope with difficulties my students need practice in describing a graph

1.Strongly agree 2.Agree 3.Undecided 4. Disagree 5.Strongly disagree

17. To cope with difficulties my students need practice in presenting information accurately in writing

1.Strongly agree 2.Agree 3.Undecided 4. Disagree 5.Strongly disagree

18. To cope with difficulties my students need practice in identifying the key words in a topic in writing

1.Strongly agree 2.Agree 3.Undecided 4. Disagree 5.Strongly disagree

19. To cope with difficulties my students need practice in writing a summary

1.Strongly agree 2.Agree 3.Undecided 4. Disagree 5.Strongly disagree

20. To cope with difficulties my students need practice in paraphrasing

1.Strongly agree 2.Agree 3.Undecided 4. Disagree 5.Strongly disagree

21. To cope with difficulties my students need practice in understanding the topic in writing

1.Strongly agree 2.Agree 3.Undecided 4. Disagree 5.Strongly disagree

22.To cope with difficulties my students need practice in recognizing different types of graphs

1.Strongly agree 2.Agree 3.Undecided 4. Disagree 5.Strongly disagree

23. To cope with difficulties my students need practice in distinguishing between formal and informal English

1.Strongly agree 2.Agree 3.Undecided 4. Disagree 5.Strongly disagree

24. To cope with difficulties my students need to practice in using synonyms

1.Strongly agree 2.Agree 3.Undecided 4. Disagree 5.Strongly disagree

25. To cope with difficulties my students need practice in using a variety of complex structures in writing

1.Strongly agree 2.Agree 3.Undecided 4. Disagree 5.Strongly disagree

26. To cope with difficulties my students need practice in delivering a presentation in class

1.Strongly agree 2.Agree 3.Undecided 4. Disagree 5.Strongly disagree

27. To cope with difficulties my students need practice in non-verbal communication skills in presentations

1.Strongly agree 2.Agree 3.Undecided 4. Disagree 5.Strongly disagree

28. To cope with difficulties my students need practice in creating slides for presentations

1.Strongly agree 2.Agree 3.Undecided 4. Disagree 5.Strongly disagree

29. To cope with difficulties my students need practice in finding main ideas in a text

1.Strongly agree 2.Agree 3.Undecided 4. Disagree 5.Strongly disagree

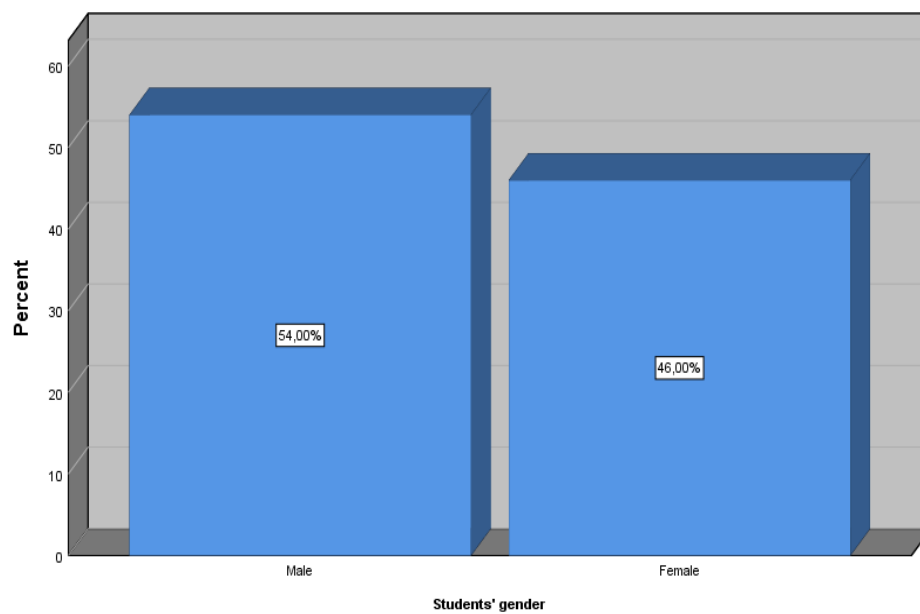
30. To cope with difficulties my students need practice in finding details in a text

1.Strongly agree 2.Agree 3.Undecided 4. Disagree 5.Strongly disagree

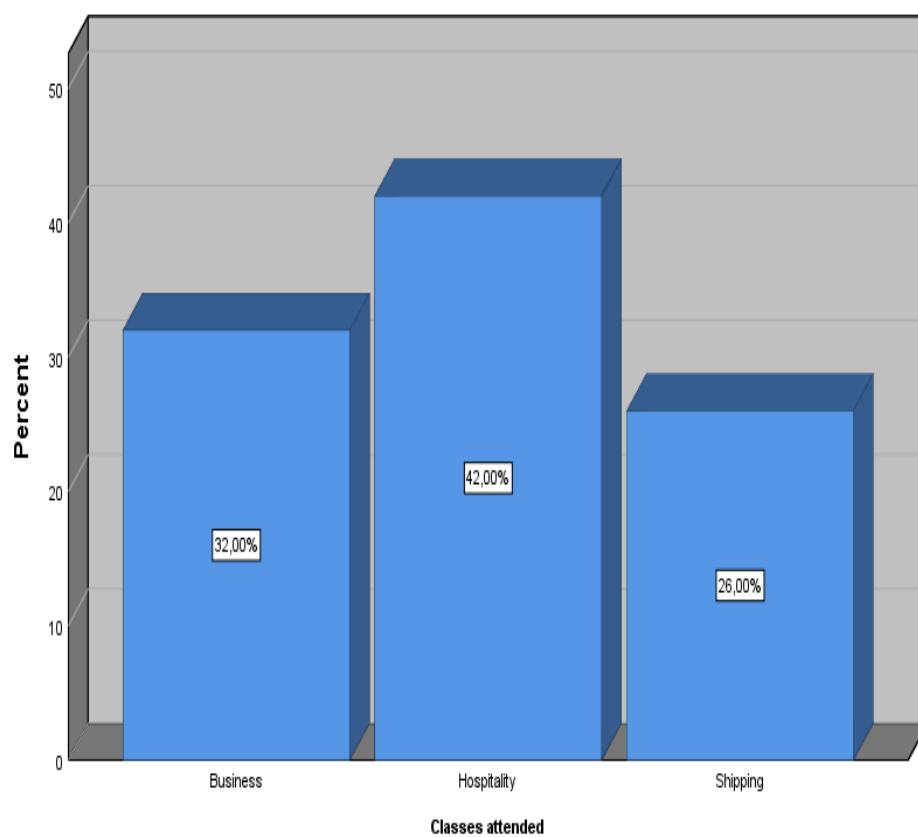
6.3 Appendix 3

Graphs

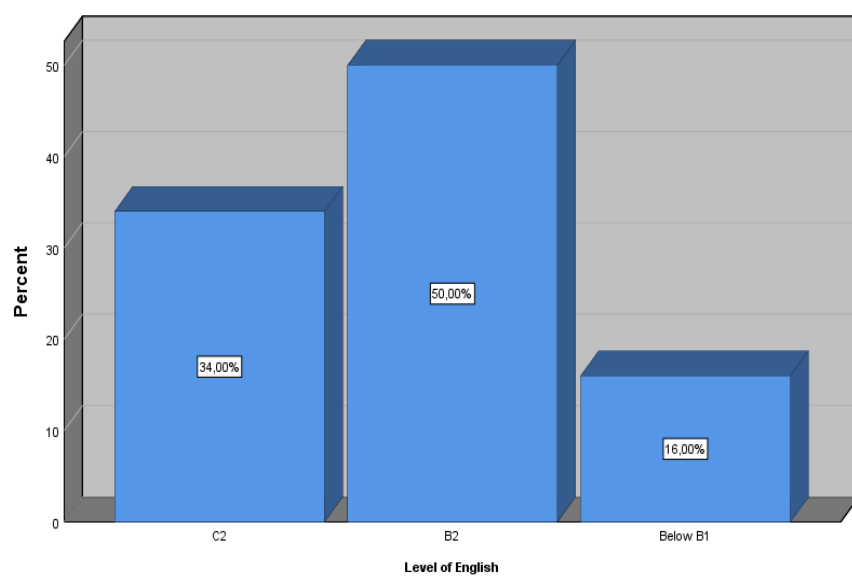
Graph 1



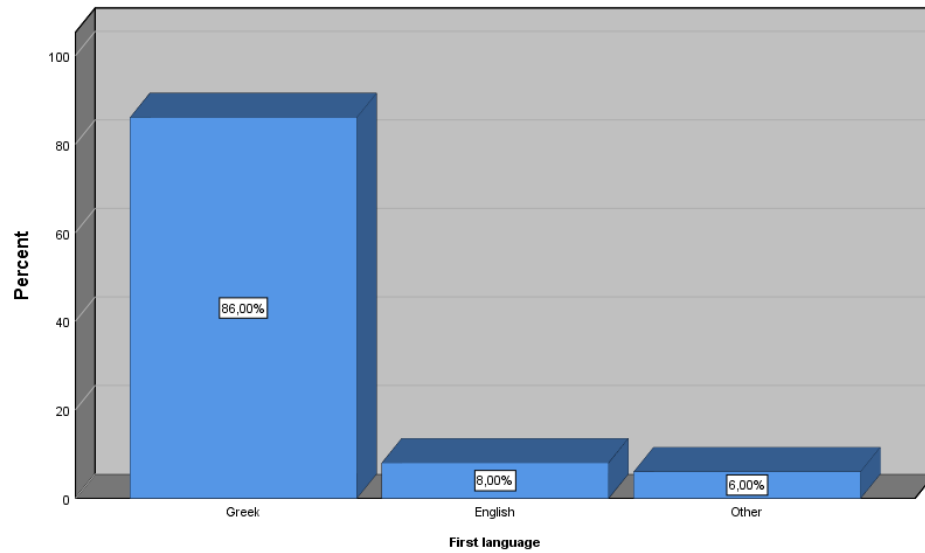
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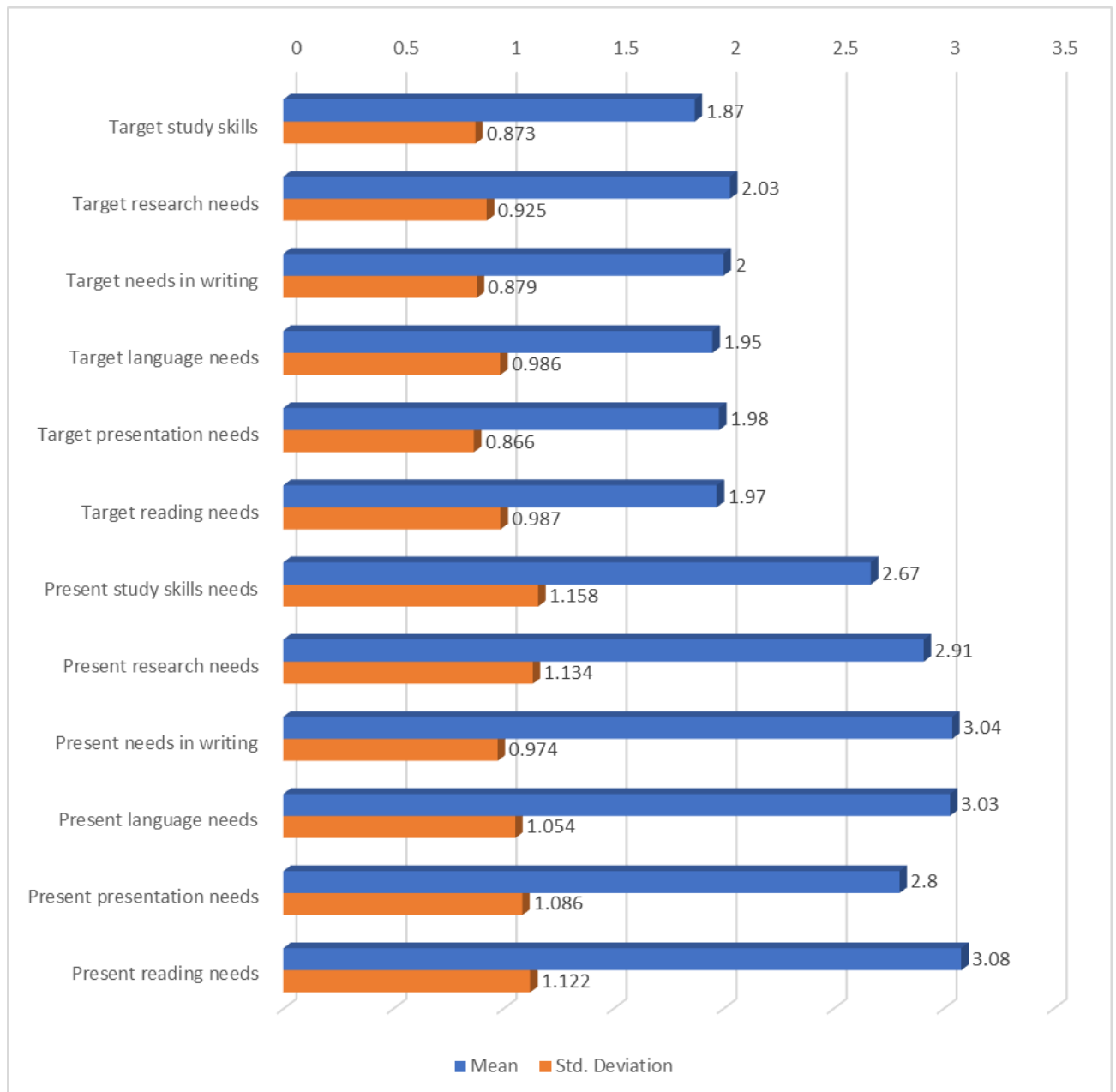
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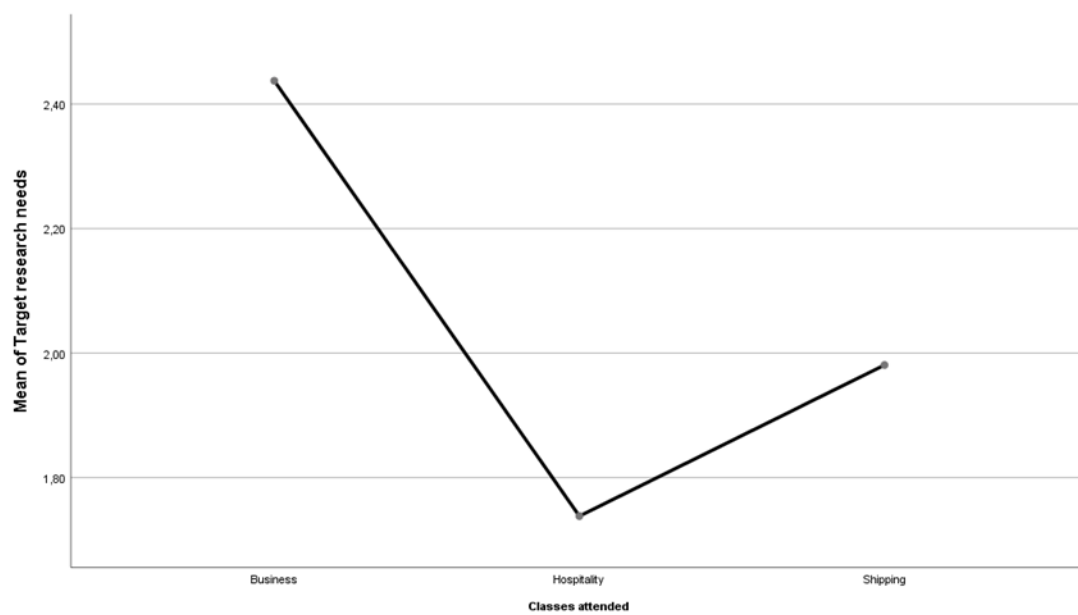
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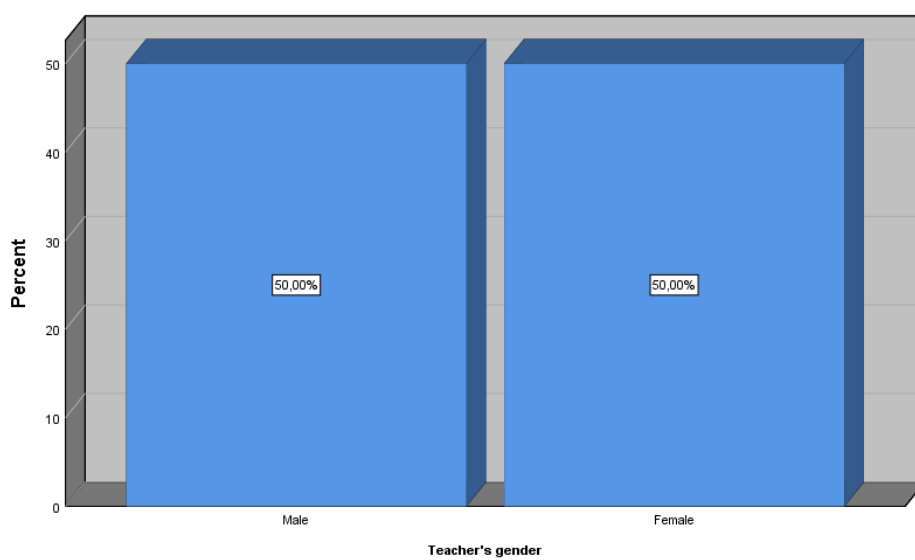
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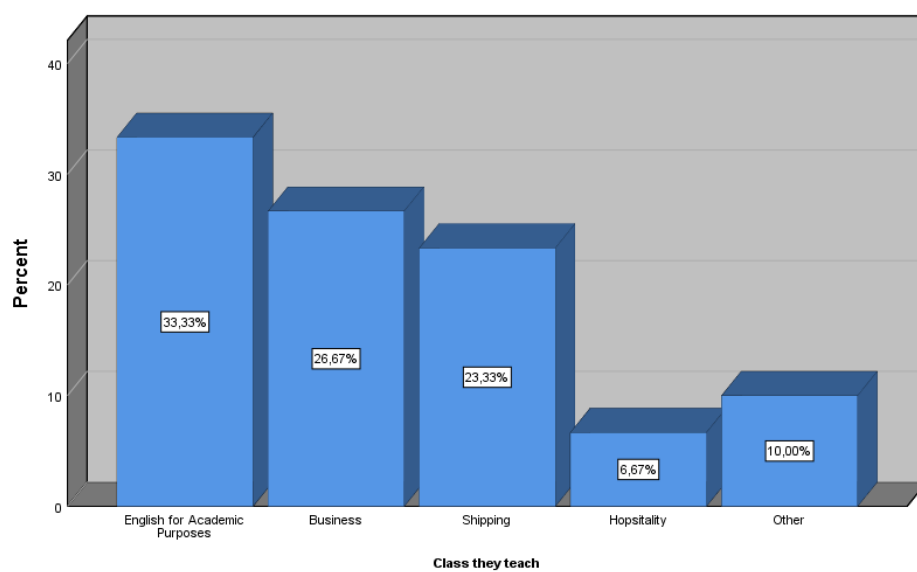
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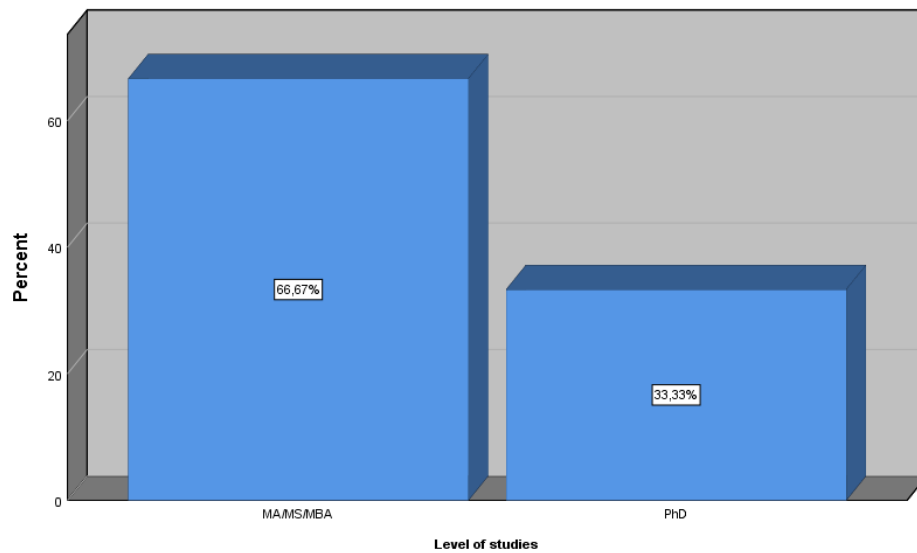
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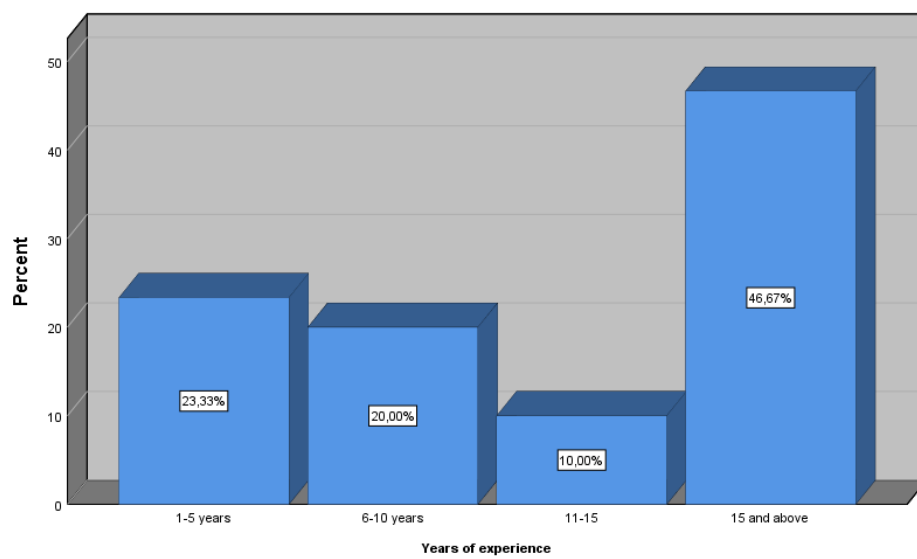
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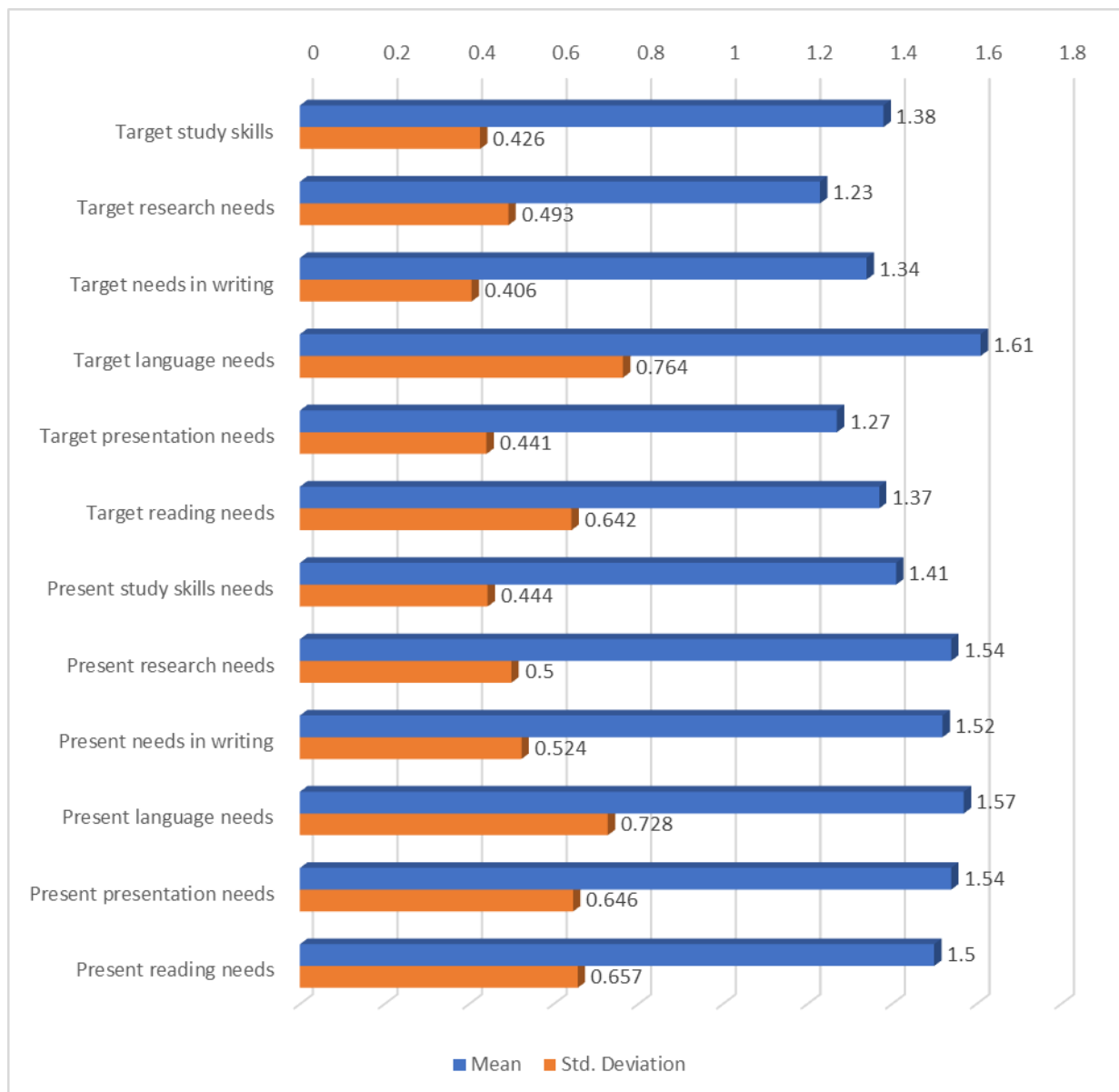
Graph 9



Graph 10



Graph 11



Author’s Statement:

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