

**FROM THE PERSPECTIVE OF THE  
NON-ENGLISH SPEAKING  
BACKGROUND STUDENT :**

**THE RELEVANCE OF  
COMPLETING A UNIVERSITY  
BRIDGING PROGRAM FOR  
FUTURE ACADEMIC SUCCESS**

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# AIM

To explore NESB students' perceptions of the English for Otago bridging program and how it relates to the outcome of their first year academic studies at the University of Otago.

**Why am I doing this research?**

Teacher for over 25 years

Personal and professional curiosity

## Number of Fulltime International students enrolled in the NZ University sector from 2010 to 2015

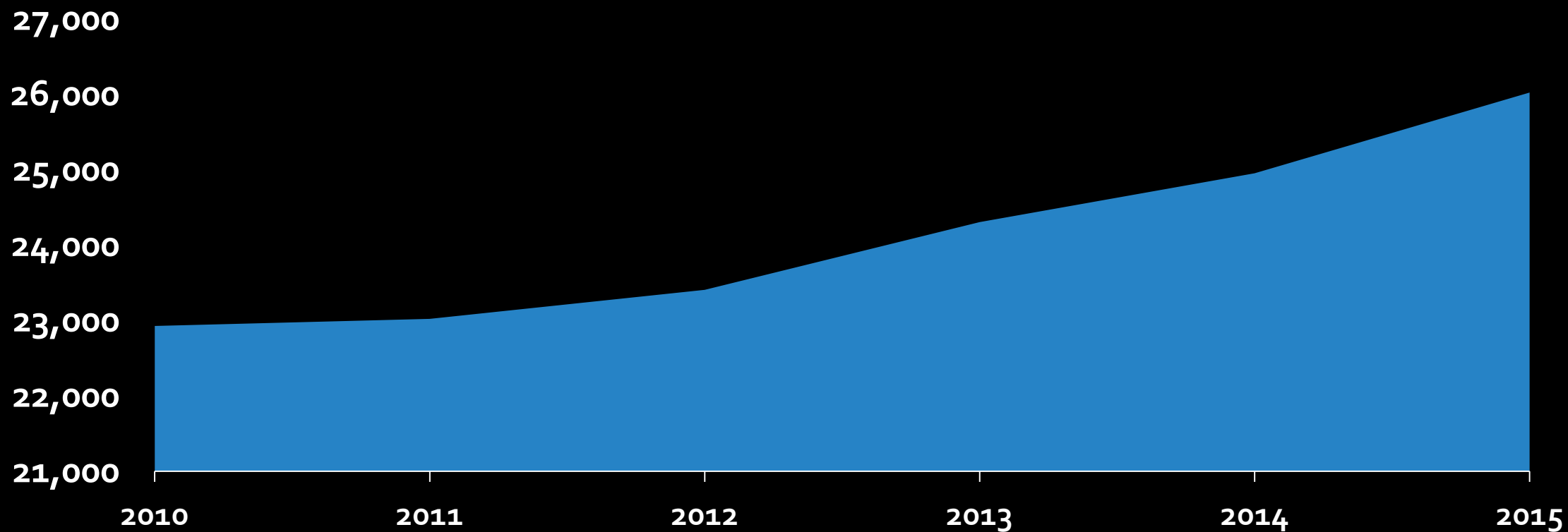


Figure 1 International Student enrolments.

Source <https://www.enz.govt.nz/news-and-research/research/new-zealand-international-education-snapshot-2015-full-year-report/> - retrieved 05/072017.

**University of Otago**  
website for  
'home countries of international students',

**17 out of 21**

are countries where

**English is not an official language**

and is

**not the language used in further education.**

# International Student Fulltime Enrolments University of Otago 2012-2016

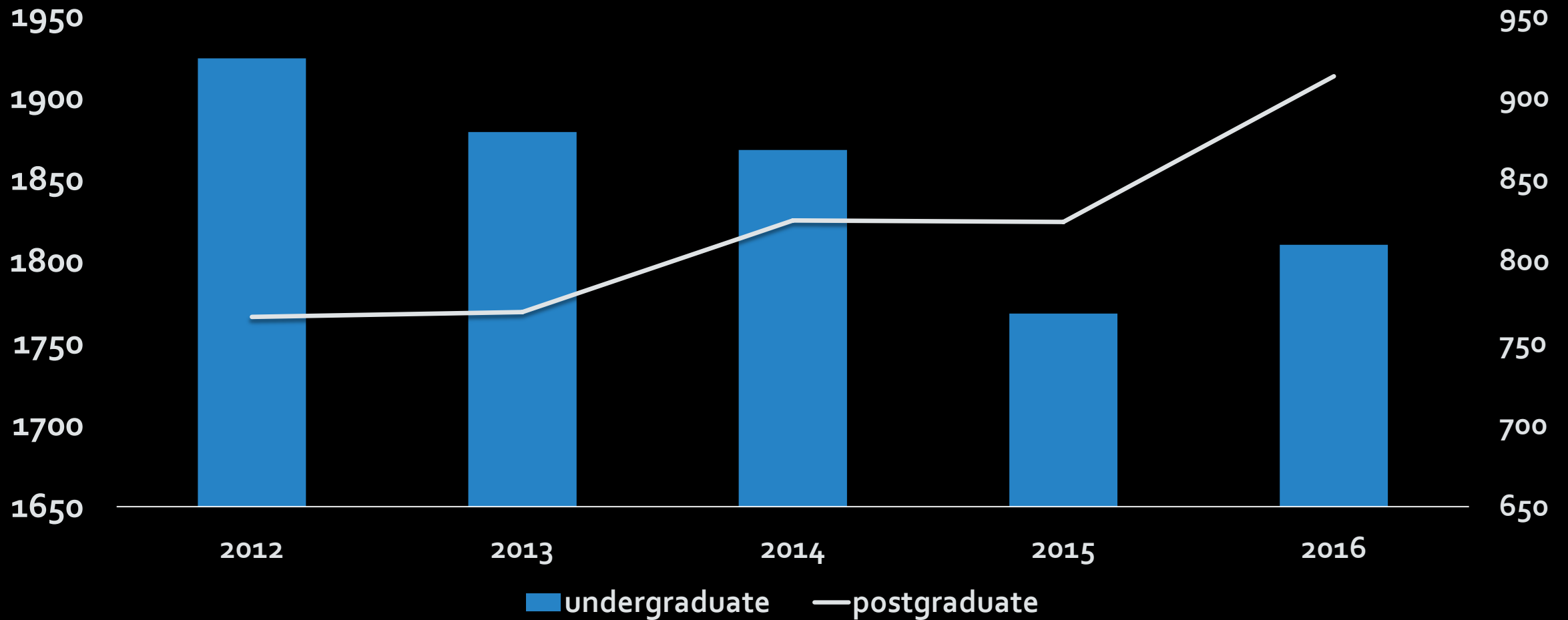


Figure 2 retrieved 31/07/2017

Source: <http://www.otago.ac.nz/about/quickstats.html#8>

# 'English For Otago'

## Otago University Language Centre

A bridging programme 'English For Otago' is designed specifically for Non English Speaking Background (NESB) international undergraduate or postgraduate students who wish to enter mainstream academic studies at the University of Otago.



# English For Otago - content

Academic Vocabulary

Critical understanding and assessment of academic texts

Listening

Paraphrasing and summarising academic texts

Delivering a presentation

Participation in academic debates and discussions

Research skills

Production of different academic writing

Structuring an argument for academic texts

Group research skills.



**QUALITATIVE**  
**Questionnaire**  
**One to one semi structured interviews**

**Two phases** - a time span of approximately 12 - 18 months:

**Phase 1** - data from research participants whilst they were enrolled in the 'English For Otago' program.

**Phase 2** - data from research participants once they had completed their first year of academic studies at the University of Otago.

# Research participants

10 students completed Phase 1 and Phase 2

Non-English Speaking Background (NESB)

Mix of Undergraduate and Postgraduate

All passed the English For Otago program and accepted their conditional offers to study at the University of Otago

All have completed their first year of university study

# **Ethical considerations**

**No conflict of interest**

**Protect identity**

**Awareness of cultural differences**

**Language support**

**Phase 1 - Interview questions based on these key words:**

**Expectations**

**Perception**

**Impressions**

**Transition**

**Readiness**

# Preliminary results - Phase 1

<b>Theme</b>	<b>Undergraduate</b>	<b>Postgraduate</b>
<b>Acculturation</b>	"I get used to kiwi accent....they talk so fast!"	"It gives me a chance to get used to NZ and how they speak and do things differently to how I do things and speak. Accent very hard sometimes so more I hear of it easier for my future."
<b>Development of New Skills</b>	"Working in a group for presentation very difficult for me, I don't like to make mistakes but this useful for my studies – I will have to do this."	"I am familiar with doing research but being at EFO helps me with new technology for research and how things are done in NZ – like learning how to use APA referencing and use new databases and the library system."
<b>Academic Adjustment</b>	"I'm so worried about failing...not knowing what Otago University wants me to do."	"It's very stressful. I have a scholarship so I must pass, I cannot let them down. My family are so proud."

**Phase 2 - Interview questions focused on these key words:**

**Perceptions**

**Impressions**

**Strategies**

**Reflection**

**Transition**

## Preliminary results – phase 2

<b>Theme</b>	<b>Undergraduate</b>	<b>Postgraduate</b>
<b>Transition</b>	“EFO like a family, teachers have time for you and help with problems. At university not so any more...a shock for me. Hard to talk to lecturer in big lecture room. I’m too shy”.	University not such a problem, I found it easy maybe because I have been to university in my home country. But I have good supervisor, very helpful, has helped me with many problems – my favourite person!!”
<b>Academic Support and Expectations</b>	“Assessments should be same as our university subject in EFO - help me be better prepared do essay in topic of my subject at university instead of general one”.	“I would like to listen to a lecture in my subject before going to university – help with knowing my department before I arrive ”.
<b>Academic Communication Skills</b>	Yes the writing was excellent....helped me a lot	“My English is now better – speaking and listening – maybe because I use it everyday and am used to my teachers and how they sound”.

**So What?**

**Understanding**

**Facilitate improvements**

**Collaboration**

**Quality programmes**

**Responsive to needs**



# THANK YOU

For further information please contact

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