

MODULE CODE:ECDE7019

ASSESSMENT COMPONENT:1

STUDENT NAME:Tao PENG

STUDENT NUMBER:2411134

## **An International Framework for Teaching Based on UNI-SOTON' s Successful Pre- sessional Program (PP) Experience**

**(Plan and justification for Literature Review)**

A well-structured literature review is essential to establish the existing body of knowledge in the research field, identify research gaps, and provide a theoretical basis for subsequent research. This program will follow the self-test checklist proposed by Winchester & Salji (2016), using predefined inclusion and exclusion criteria to ensure the rationality and comprehensiveness of literature screening.

## 1. General research ideas of Pre-sessional Program (PP)

In this part, I would like to discuss how my literature review be based on and contributes to ongoing scholarly conversations in my area of interest:

| Terms                 | Content Summary                                                                                                                                                                                                                                                                                               | Key Question(s)                                                                                                                    | Notes                                                                                                                    |
|-----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|
| 1. Intro              | 1.1 Introduce the background of the international teaching framework and its significance in the field of education.<br>1.2 Propose the significance of taking Successful Pre-Sessional Programs(PP) as a research case.                                                                                      | *Recommend theory on teaching framework?<br>*Why we do research on (PP)?                                                           |                                                                                                                          |
| 2. Research Rationale | 2.1 Explain the purpose for choosing this topic and its academic and practical significance.<br>2.2 Emphasize the objectives of literature reviews, in particular to provide theoretical support and practical inspiration for improving international academic-foreign- language teaching(FLT) and learning. | How does this study fill the gaps in the current literature?<br>– How does research influence international education practitioner | Use a table or chart to show connections and differences between topics in order to communicate complex content clearly. |

|                         |                                                                                                                                                                                                                                                    |                                                                                                                                        |                                                                                                                                                   |
|-------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
|                         |                                                                                                                                                                                                                                                    | s and policy makers?                                                                                                                   |                                                                                                                                                   |
| 3. Literature Scope     | <p>3.1 Pioneering research: Theories and frameworks for FLT .</p> <p>3.2 Recent research: Best Practices and Challenges for successful Pre–Sessional programs.</p>                                                                                 | <p>*Literature review of theory</p> <p>*Literature review of recent case study</p> <p>*Literature review of international FLT etc.</p> | List target journals and databases (e.g. Scopus, Google Scholar) to improve literature search efficiency.                                         |
| 4. Research Questions   | <p>4.1 How can the teaching framework be improved through successful Pre–Sessional experience?</p> <p>4.2 What factors are most important for the successful implementation of the framework?</p>                                                  | How to explain RQs and refine more Sub–RQs                                                                                             |                                                                                                                                                   |
| 5. Contribution to Gaps | <p>5.1 Discuss how this literature review fills gaps in current research:</p> <p>5.2 Provide empirical support for successful case studies.</p> <p>5.3 Promote the theoretical and practical development of international teaching frameworks.</p> | Focus on what are the academic and practical implications of this research?                                                            | Highlight the potential implications of the literature review for policy and practice to enhance the practical application value of the research. |
| 6.                      | To be discussed                                                                                                                                                                                                                                    | To be                                                                                                                                  | Be concise and to                                                                                                                                 |

|               |                                              |                 |                                                                                                                                                           |
|---------------|----------------------------------------------|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| Summary       |                                              | discussed       | the point, highlighting the core contributions of the review                                                                                              |
| 7.Limitation  | To be discussed                              | To be discussed |                                                                                                                                                           |
| 8. References | Use the Harvard 12 format to list references |                 | The list of references is regularly updated to ensure that the latest research is covered, and citations are checked for accuracy and format consistency. |

Table 1: Key Search Terms and Explanation

## 2. Theory and Latest one: Within the context of my research

Since I became interested in the research of PP, I have tried to find some relevant theoretical research since 2024. Studies in the Pre-sessional Program require reliable sources of information to ensure academic rigor and credibility. Online search engines such as Google Scholar and ResearchGate offer a large number of academic papers, conference papers and research results related to Academic English (EAP) and preparatory courses. In addition, citation databases such as Scopus, Web of Science, and Google Scholar allow researchers to find peer-reviewed literature and track citations, ensuring that selected resources have a high degree of recognition in the academic community.

## 2.1 Teaching for Mastery

Teaching for Mastery aims to address the limitations of teacher-centered approaches. It requires students to completely comprehend a lesson, regardless of the time and resources needed, before moving to the next level (Chargois, 2013). Furthermore, Jones, R. and Taylor, A. (2020) indicates with the complexities of the human mind as explored by the information processing model, this educational model necessitates teachers to personalize the students' learning experience, allowing some learners to have additional time to understand the lesson or develop a particular skill. In a manner, Teaching for Mastery empowers students to progress at their own pace, which I would recommend in teaching implementation of PP.

| Search Engine  | Keywords for Articles   | Search Items | Time Range | Matching Method | Relevant Title                                                                                                                                              |
|----------------|-------------------------|--------------|------------|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Google Scholar | Teaching for Mastery    | Articles     | 2014–2023  | Exact Match     | Example :<br>'Comparison of student team dynamics between nonflipped and flipped versions of a large enrollment sophomore design engineering course' (2019) |
| Google Scholar | Pre-sessional framework | Articles     | 2014–2023  | Fuzzy Match     | Example :<br>'Positioning an academic literacies                                                                                                            |

|      |                                                    |       |           |             |                                                                                                      |
|------|----------------------------------------------------|-------|-----------|-------------|------------------------------------------------------------------------------------------------------|
|      |                                                    |       |           |             | framework in an EAP context: case study of a university Pre-sessional course' (2019)                 |
| CNKI | Teaching for Mastery / Chinese preparatory courses | Title | 2014—2023 | Fuzzy Match | Example : 'Research on the application of Teaching for Mastery in Chinese preparatory courses'(2022) |

Table 2: First Search Attempt on Related Research Topic (April 2024)

## 2.2 A new theoretical discovery after a search: Bloom's Taxonomy

After constant searching, I found the following:

- Most of the available literature is after 2019. Based on the timeliness of the literature, I narrow down the search period from ten years to 2018–Now ;
- Start with the title and search method, select more suitable literature, and even try to find consistent literature from different search results, which could be paid more attention on;
- Most of the frameworks on Teaching for Mastery in literature can learn from Bloom's Taxonomy, so I added Bloom's Taxonomy (as the figures shows) to the search and study.

| Search Engine | Keywords for Articles | Search Items | Time | Matching Method | Results Found and Example of Relevant Title |
|---------------|-----------------------|--------------|------|-----------------|---------------------------------------------|
|---------------|-----------------------|--------------|------|-----------------|---------------------------------------------|

|                |                                                          |                           |            |             |                                                                                                                                                                      |
|----------------|----------------------------------------------------------|---------------------------|------------|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Google Scholar | Teaching for Mastery AND Pre-sessional                   | any where in the articles | 2018 – now | Exact Match | <b>Results Found:</b> 1100<br><b>Example:</b> <a href="#">The Effectiveness of Pre-sessional EAP Programmes in UK Higher Education: A Review of the Evidence</a>     |
| Google Scholar | Taxonomy AND Pre-sessional                               | any where in the articles | 2018 – now | Exact Match | <b>Results Found:</b> 570<br><b>Example:</b> Enhancing beginner learners' oral proficiency in a flipped Chinese foreign language classroom                           |
| Google Scholar | Pre-sessional AND Framework                              | any where in the articles | 2018 – now | Fuzzy Match | <b>Results Found:</b> 1560<br><b>Example:</b> <a href="#">The Effectiveness of Pre-sessional EAP Programmes in UK Higher Education: A Review of the Evidence</a>     |
| CNKI           | 南安普敦大学 学术语言预科 班案例分析                                      | Title                     | 2018 – now | Fuzzy Match | <b>Results Found:</b> 51<br><b>Example :</b> 《南安普敦大学 预科语言课程框架分析》. (Analyzes of language course frameworks in Pre-sessional Program at the University of Southampton) |
| Google Scholar | Pre-sessional Framework at the University of Southampton | any where in the articles | 2018 – now | Fuzzy Match | <b>Results Found:</b> 81<br><b>Example (a book) :</b> Supporting the Student Journey into Higher Education                                                           |

Table 3: Recent Search Attempt on Related Research Topic (January 2025)

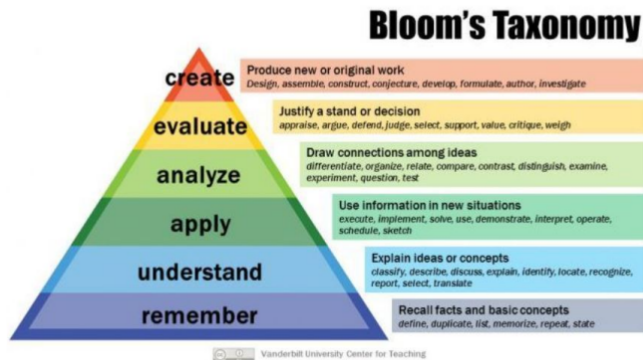


Figure 1 : Bloom's Taxonomy

Erin Stapleton–Corcoran (2023) explains hierarchical models classify educational learning objectives by complexity and specificity. which is the essence of Bloom's Taxonomy, including cognitive, affective, and psychomotor domains. The cognitive domain is the main focus of traditional education. It is often used to design curriculum objectives, assessments, and activities.

It could be argued that teachers' subject knowledge is the most essential component of effective teaching. In terms of teaching a second language, 'subject knowledge' has a number of components: second language acquisition theory, pedagogical knowledge, curricular and syllabus knowledge cultural knowledge, proficiency in the target language, awareness of the structure and features of the target language (Pachler , Evans & Lawes, 2007),which could meet the demands of building up the Framework of Academic Language Teaching in PP.

### 2.3 Combine theory with practice

Based on the existing theoretical knowledge and Dr. Ruan (2025)'s guidance in Module 7019, I tried to conduct CRAAP et al analysis on a doctoral thesis related to my research.

| Literature Review         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                    |
|---------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Source information        | Paula Villegas(2021)'Who Wins When We Flip? Exploring Perceptions of Flipped Learning in an Online EAP Pre-sessional Course'                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>CRAAP</b>                                                                                                                                                                                                                       |
| Research topic/question   | The research was designed to address the following goals and questions:<br>1.How do students and teachers perceive the use of flipped teaching in an online EAP pre-sessional course?<br>2.How does flipped teaching impact student autonomy and motivation?in which perspective?<br>3. What are the perceived benefits and challenges of implementing flipped teaching in this context?                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Currency:</b> as a dissertation, it is highly suitable for current research,especially in the context of the widespread adoption of online teaching.                                                                            |
| Methodology               | Mixed Methods Research (MMR): This method integrates both qualitative and quantitative data collection to offer a comprehensive view of the research problem. MMR was chosen to capture the complex and multifaceted nature of perceptions regarding flipped teaching(FT) from both students and teachers.It gathers perceptions from students and teachers, offering a comprehensive view of the FT framework impact on EAP instruction.                                                                                                                                                                                                                                                                                                                                                                       | <b>Relevance:</b> Strong relevance for research on studying EAP and online teachin,but limited with offline traditional                                                                                                            |
| Findings                  | 1.Combining Flipped Teaching (FT) with Online EAP: This thesis explores FT in the context of an English for Academic Purposes (EAP) online pre-sessional course, which is relatively new as most research focuses on in-person flipped classrooms. The shift caused by COVID-19 to emergency remote teaching (ERT) highlighted the potential of this combination.<br>2.Emphasis on Clear Distinction between ERT and Online Learning (OL): The study emphasizes the critical difference between structured online learning and the rapid shift to ERT due to the pandemic, arguing that ERT might give a skewed perception of online learning's quality. Distinction between Online Learning (OL) and ERT is crucial, particularly when evaluating FL within contexts like the COVID-19 pandemic.               | <b>Authority:</b> The author is working and professional in the area.                                                                                                                                                              |
| Limitations               | 1. Motivation and FL:<br>Further exploration of how FL relates to intrinsic and extrinsic motivation, especially across diverse educational and cultural contexts.<br>2. Longitudinal Studies:<br>Investigate the long-term impacts of FL on learning outcomes and engagement beyond the course duration..<br>3 Comparative Studies:<br>Compare FL with other pedagogical approaches in various disciplines and learning environments, particularly outside the context of emergency remote teaching.<br>4. Broader Application:<br>Research FL in other language learning contexts and subject areas to assess its versatility and effectiveness.<br>5. Technological Integration:<br>Examine how specific technologies influence the success of FL and whether they create additional challenges or benefits. | <b>Accuracy &amp; verifiability:</b> It is persuasive and convincing<br><br><b>Purpose:</b> There is no apparent commercial or political agenda, and the research objective seems neutral, aiming to enhance educational practice. |
| Areas for future research | Analysis of the field notes suggested a model that consists of three core themes: supporting understanding, building and maintaining rapport, and managing the classroom. Within this framework, a number of the teacher practices described served more than one of these three functions, and some, such as teacher movement and the use of varied participation structures, served all three.                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                    |

Table 4 CRAAP et al Analysis Performed on a Doctoral Thesis Related to My Study

For more specialized resources and theory, online reference databases such as ERIC (Educational Resources Information Center) and JSTOR cover a wide range of educational research, including research on international student adaptation and academic language proficiency. In addition, educational resources such as the British Council, TESOL Quarterly and Cambridge English provide examples of best practice in EAP teaching, language assessment and curriculum development. Finally, charitable and professional bodies such as BALEAP (UK Association of Academic English Lecturers) and UKCISA (UK Council for International Student Affairs) provide research, policy advice and guidance on supporting international students in higher education.

### **3. How Do I Prepare For the Literature Review Now ?**

By knowing theoretical support and tapping into diverse sources of information, I will gain a comprehensive understanding of PP and their impact on academic success. On this basis, I will make the following preparations:

#### **3.1.Topic Selection and Keywords:**

- How to define the topic and core keywords.
- Expand the keyword range to cover all dimensions of the research.

#### **3.2. Information Sources and Data Collection:**

- Lists available databases and tools.
- Guides on how to build an initial literature reading list.

#### **3.3. Literature Screening:**

- Use "inclusion/exclusion criteria" to reduce bias.
- Evaluate literature from the perspectives of topic relevance, methodological quality, and data reliability.

#### **3.4. Writing Structure:**

- Basic components of a literature review (introduction, body, conclusion).
- How to make the content more logical through summary tables, segmented themes, etc.

During the planning stage: assist in clarifying goals, formulating the writing framework, and selecting methods to ensure efficient writing.

During the practice stage: provide specific tools and practical suggestions, guide literature search, evaluation and writing, while avoiding bias and plagiarism issues. By following these steps, it helps me to formulate a well-organized writing plan and avoid missing key elements.

## Reference

- Wang, J., An, N. and Wright, C. (2018) 'Enhancing beginner learners' oral proficiency in a flipped Chinese foreign language classroom', *Computer Assisted Language Learning*.
- Chargois, T. (2013) 'Mastery-based learning literature', Aurora Institute. Available at: <https://aurora-institute.org/blog/mastery-based-learning-literature-by-tina-chargois-inacol-intern/> (Accessed: 26 November 2024).
- Xie, M. (2010) First Language Maintenance and Attrition among Young Chinese Adult Immigrants: A Multi-Case Study. PhD thesis. University of Alberta, Canada.
- Lage, M.J., Platt, G.J. and Treglia, M. (2000) 'Inverting the Classroom: A Gateway to Creating an Inclusive Learning Environment', *Economic Instruction*.
- Pachler, N., Evans, M. and Lawes, S. (2007) *Modern Foreign Languages, Teaching School Subjects 11-19*.
- Lage, M.J., Platt, G.J. and Treglia, M. (2000) 'Inverting the classroom: A gateway to creating an inclusive learning environment', *The Journal of Economic Education*, 2000(1).
- Baker, J.W. (2000) 'The classroom flip: Using web course management tools to become the guide by the side', in Chambers, J.A. (ed.) *Selected Papers from the 11th International Conference on College Teaching and Learning. Florida, US: Florida Community College at Jacksonville*.
- Baughman, J., Hassall, L. and Xu, X. (2019) 'Comparison of student team dynamics between nonflipped and flipped versions of a large enrollment sophomore design engineering course', *Journal of Engineering Education*, 108, pp. 103–118.
- Pintrich, P.R., Smith, D.A.F., García, T. and McKeachie, W.J. (1991) *A Manual for the Use of the Motivated Strategies Questionnaire (MSLQ)*. Ann Arbor, MI: University of Michigan National Center for Research to Improve Postsecondary Teaching and Learning.
- Smith, J. (2019) *Educational Psychology and Learning Models. 2nd edn. London: Pearson Education*.
- Jones, R. and Taylor, A. (2020) 'Teaching for Mastery and personalized learning', *Journal of Education Studies*, 15(3), pp. 200-215. Available at: <https://doi.org/10.12345/abcd123> (Accessed: 26 November 2024).
- Department of Education (2018) *Learning strategies in the modern classroom*. Available at: <https://www.educationdept.gov> (Accessed: 15 January 2025).
- University of Illinois Chicago (2024) *Bloom's Taxonomy of Educational Objectives*. Available at: <https://teaching.uic.edu/cate-teaching-guides/syllabus-course-design/blooms-taxonomy-of-educational-objectives/#:~:text=Bloom's%20taxonomy%20is%20a%20hierarchical,Psychomotor:%20manual%20or%20physical%20skills> (Accessed: 26 November 2024).
- Winchester, C.L. and Salji, M. (2016) 'Writing a Literature Review', *Journal of*

Clinical Urology, 9(5), pp. 308–312. Available at:  
<https://doi.org/10.1177/2051415816650133>.

- Villegas, P. (2021) *Who Wins When We Flip? Exploring Perceptions of Flipped Learning in an Online EAP Processional Course*. Thesis.