

2. Theory and the Latest Practice: Within the Context of My Research

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 and Taylor (2020) indicated with the complexities of the human mind as explored by the information processing framework. This educational framework necessitates teachers to personalize the students' learning experience, 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 : 'Comparison of student team dynamics between non-flipped and flipped versions of a large enrollment sophomore design engineering course' (2019)
Google Scholar	Pre-sessional framework	Articles	2014–2023	Fuzzy Match	Example : 'Positioning an academic literacies framework in an EAP context: case study of a university Pre-sessional course' (2019)
CNKI	Teaching for Mastery	Key Words	2014–2023	Fuzzy Match	Example : 'Research on the

	/ Chinese preparatory courses (汉语预科课程)				application of Teaching for Mastery in Chinese preparatory courses' (2022)
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Table 1: First Search Attempt on Related Research Topic (19th 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 to;
- 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	Results Found: 1100 Example: The Effectiveness of Pre-sessional EAP Programmes in UK Higher Education: A Review of the Evidence
Google Scholar	Taxonomy AND Pre-sessional	any where in the articles	2018 –now	Exact Match	Results Found: 570 Example: 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	Results Found: 1560 Example: The Effectiveness of Pre-sessional EAP Programmes in UK Higher Education: A Review of the Evidence
CNKI	南安普敦大学学术语言预科班案例分析	Title	2018 –now	Fuzzy Match	Results Found: 51 Example : 《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	Results Found: 81 Example (a book) : Supporting the Student Journey into Higher Education

Table 2: Recent Search Attempt on Related Research Topic (22nd January 2025)

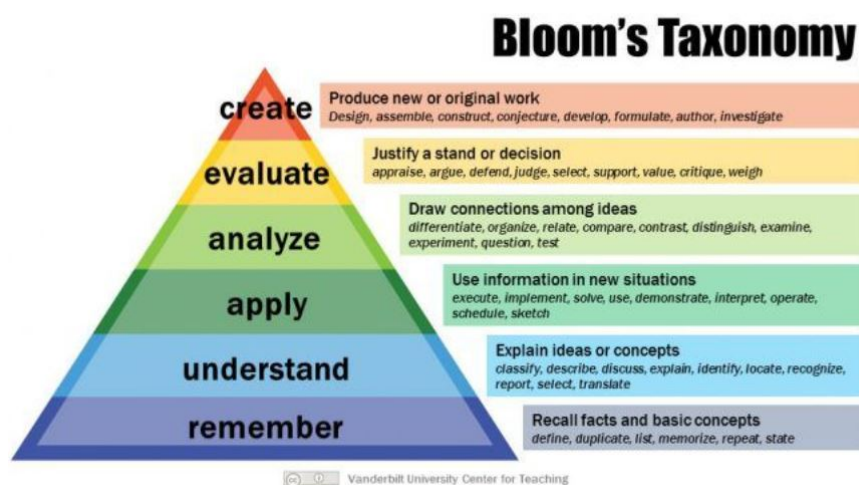


Figure 1: Bloom's Taxonomy

Erin Stapleton-Corcoran (2023) explains hierarchical frameworks 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 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"	CRAAP test
Research topic/question	The research was designed to address the following goals and questions: 1.How do students and teachers perceive the use of flipped teaching in an online EAP pre-sessional course? 2.How does flipped teaching impact student autonomy and motivation?in which perspective? 3. What are the perceived benefits and challenges of implementing flipped teaching in this context?	Currency: 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.	Relevance: Strong relevance for research on studying EAP and online teaching,but limited with traditional PP
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. 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.	Authority: The author is working and professional in the area.
Limitations	1. Motivation and FL: Further exploration of how FL relates to intrinsic and extrinsic motivation, especially across diverse educational and cultural contexts. 2. Longitudinal Studies: Investigate the long-term impacts of FL on learning outcomes and engagement beyond the course duration.. 3 Comparative Studies: Compare FL with other pedagogical approaches in various disciplines and learning environments, particularly outside the context of emergency remote teaching. 4. Broader Application: Research FL in other language learning contexts and subject areas to assess its versatility and effectiveness. 5. Technological Integration: Examine how specific technologies influence the success of FL and whether they create additional challenges or benefits.	Accuracy & verifiability : It is persuasive and convincing
		Purpose: 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 3 CRAAP TEST on a doctoral thesis related to my research.

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. The British Council, TESOL Quarterly and Cambridge English provide examples of best practice in EAP teaching, language assessment and curriculum development. Finally, professional bodies such as UKCISA (UK Council for International Student Affairs) provide research, policy advice and guidance on supporting my research.