

**Developing Listening and Speaking Skills in EAP Courses:
A Mixed Method Study at a Private University in Bangladesh**

By

S.M. Arefin Kabir

ID: 15103061

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BracUniversity

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Dedication

I would like to dedicate my work to my creator Alllah-Subhanahu-wa-ta'ala who gave me this life, my father without him I can hardly imagine my existence and my late mother.

Acknowledgement

I would like to thank all my teachers and my supervisor Dr. Md Al-Amin for making my undergraduate journey successful. Without their guidance and motivation, it would be impossible for me to pursue my ELT journey. It is an area of study where our country lacks research. I would like to thank Nazia Masood and Sheikh Nahiyan for their invaluable support and cooperation. I will be grateful to them forever. Also, I would like to thank my cordial friend Mobtasim Fuad Sarkar for helping me unconditionally to collect data for this research.

Declaration

I, S.M. Arefin Kabir, certify that the work presented in this dissertation is my own. No other sources or mediums were part of this original work to the best of my knowledge and interest. All the other sources and information, used and unused in this research have been acknowledged. I, hereby, declare that I have not submitted this material, either in a whole or part, previously or concurrently in this or any other institution.

S.M. Arefin Kabir
21 December 2019

Approval

The thesis titled “Developing Listening and Speaking Skills in EAP Courses: A Mixed Method Study at a Private University in Bangladesh” submitted by S.M. Arefin Kabir (1510306) of Fall, 2019 has been accepted as satisfactory in partial fulfillment of the requirement for the degree of Bachelor of Arts in English on 21 December 2019

Examining Committee

Supervisor

Dr. Md AlAmin

Assistant Professor, Department of English and Humanities
Brac University

Department Head
(Chair)

Dr. Ferdous Azim

Professor, Department of English and Humanities
Brac University

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Abstract

This study explores how a pre-university English course helps developing students' English skills particularly speaking and listening and prepare them to cope with the English skills necessary for the higher studies at the university level. Most of the private universities in Bangladesh offer English courses for the newly admitted students which aim to improve students' English skills particularly academic English skills necessary to cope up with the English medium education. Academics from the higher education institutions often complain that most of the newly admitted students lack English proficiency necessary to study at the undergraduate level. Both qualitative and quantitative data were collected and analyzed to understand the phenomena. This study concludes that pre-university EAP courses are necessary to prepare students for the subsequent higher study. These courses are also effective to develop students' speaking and listening skills. This study also found that EAP courses are designed to improve four macro skills, which are Speaking, Listening, Reading and Writing. The study recommends to design EAP courses with more focus on speaking and listening.

Chapter 1: Introduction

English is the global lingua franca, attained the status of an international language and in the context of Bangladesh, it is considered a foreign language. In the same way, it can be said that English is the second language that students learn in the academic setting. English language education in schools begin from early kindergarten and continues to the tertiary level. Bangladesh has revised and redesigned its English language teaching policy at different education levels (including primary, secondary and higher secondary) over the years. Thus, it can be said that the global change. English Language Teaching (ELT) has influenced the country's ELT scenario. For example, GTM or Grammar-translation method was the primary method of teaching English in the country for a long time and due to this, it always had a considerable effect on English language learners who study the National Curriculum (Bangla medium and English-version). Currently, there is an increasing interest in a more communicative and context-based language teaching in Bangladesh has gained considerable importance. Although, the secondary and higher secondary curriculum has prescribed communicative activities in the English language textbooks but the teachers at that level face certain limitations when teaching the students to accomplish the communicative tasks.

Furthermore, the backwash effect, in which the effect of curriculum and teaching on particular subjects leads the learners to focus only on exam. Thus, the consequence is that they are not learning to interact in English rather than learning grammar items to answer them correctly in the exam paper and gain marks. Aforementioned, its extensive use in the academic and professional areas has made it the second language to be used alongside Bangla on a daily basis. Consequently, the tertiary level of education comprises of both undergraduate and postgraduate studies and it uses English as the medium of instruction where communication, study materials, and coursework are all conducted in English. Thus, it can be said that, predominantly, the private universities of Bangladesh emphasize using English both inside and outside the classroom. As a result, students need to have a good command of their English writing, speaking and listening skills, which are considered as the four macro skills of the language. Therefore, all private Universities in the country offer EAP (English for Academic Purposes) to make students proficient in English writing, speaking and listening.

1.1 Background of English Language Teaching in Bangladesh

English teaching curriculum and materials in the secondary and higher secondary level of the Bangla medium are predominantly based on and follow the GTM (Grammar Translation Method). Previously, this genre of pedagogy was called the “Classical Method” which was teacher-centered and required memorization of grammatical rules and vocabulary, translation of texts and written exercises (Brown & Lee, 2015, p. 17). Also, grammar items were taught in isolation and the exercises or tests did not have any relation to each other. Thus, GTM has always only focused on the grammatical accuracy of learners’ writing skills. Therefore, other skills such as the listening and speaking skills are overlooked. Hence, students who completed this level of education, have underdeveloped language skills and when they go for higher studies in the Universities, they face difficulties in communicating, especially when they are required to use it for speaking and listening purposes. Brown and Lee stated that interaction is the collaborative exchange of thoughts, feelings or ideas between two or more people (2015, p. 259). For instance, when delivering an academic presentation, interacting with the course instructor and peers and when listening to class lectures, it is demanded of the students to be proficient in the English language as the language for these activities is English. Hence, there exists a need for EAP courses at this level as they have a significant role to play in the first step for undergraduate studies for these students by evaluating their proficiency levels in the English language.

As private universities in Bangladesh are required to have mandatory EAP courses in their curriculum (include citation), therefore, there are various EAP courses at these universities that are catering to the need of the students. An ESAP (English for Specific Academic Purposes) course was selected for this study. The ESAP course aims to develop oral communication and listening skills, and the purpose of this study is to see how an ESAP course is developing the proficiency level of the students. From an initial survey, it was evident that a group of students belong to a proficiency level of intermediate-mid, which, according to ACTFL proficiency guidelines, can handle successfully a variety of uncomplicated communicative task in straightforward social situations (Breiner & Sanders, 1995, p.16). Hence, an EAP course focusing on oral communication and listening skills will assist some learners to achieve intermediate-high-level proficiency which is described as “speakers who can converse with ease

and confidence when dealing with the most routine task and social institution of intermediate level (p. 16).

1.2 Context of the Study

Enrolling in a tertiary level institution in the country is challenging in the country as the number of students are more compared to the number of institutions, both public and private. The tertiary level of education is very important as it produces efficient and organized human resources or workforce for our country. Students have the opportunity to study different disciplines in a university including engineering, medical, science, humanities, business, and law. Aforementioned that the curriculum, material and medium of instruction in undergraduate programs is in English. As a result, it includes delivering presentations and understanding class lectures in English. The problem is most of the students, who are from Bangla medium background, lack speaking and listening skills as they did not have any opportunity in secondary and higher secondary level to practice and develop these skills. According to Mirza and Mahmud, there have been many theoretical arguments for and against the use of learners' mother tongue or first language (L1) in teaching the second or foreign language (2012, p. 71). It is also believed that the use of the first language in foreign classrooms is has a negative effect on learning the target language. They also stated that Bangladesh is a monolingual country with 95% of the people who speak Bangla.

Mirza & Mahmud's study also shows that teachers often use L1 in the class when they discuss difficult grammatical items, to explain the meanings of unknown words, and to give instructions. In a class, the students were asked to take part in different activities based on a selected English passage. Before the students did the exercises, the teacher explained the passage. While switching codes and translating sections of the reading. He also gave the Bangla equivalent of some difficult words and phrases. The use of both L1 and L2 seemed to be quite an effective judging from the students' responses. In giving instructions, the teachers first used English and then Bangla. Another teacher first attempted to explain the words, grammar points and meanings of complex ideas in English but reverted to Bangla when he found the students unable to understand his English explanations. The other teacher used L1 only to give instructions such as to follow him and not to make noise. Among the three observed teachers, one teacher used Bangla a lot (about 60% of the limited time) because he thought that the

learners would not understand if he conducted the class in English. One of the teachers opined that in some cases using Bangla saved time. The observations indicate that Bangla is used when English fails to work. It shows the English proficiency of the students in a particular classroom where English is the medium of instruction.

1.3 Existing EAP Courses

The Term EAP stands for English for academic purposes, which is designed to make students efficient to cop up with their undergraduate curriculum without any kind of difficulty. There are three types of institutions in the tertiary education system of Bangladesh. From the initial survey, it was evident that private Universities included EAP courses in their undergraduate curriculum and the reason private universities included EAP in the curriculum because the use of English is more in its ambience rather than public university and national university. Moreover, in national university and public university National Predominantly, EAP courses are designed for freshmen undergraduate students. According to Hyland (2006), English for Academic Purposes refers to language research and instruction that focuses on the specific communicative needs and practices of particular groups in academic contexts (p. 2). With the aim to meet the weaknesses in the macro skills of English, different private have EAP courses depending on the policy of that particular University. After gathering some information from two private Universities from the initial survey, they have three EAP courses. Hence, those courses can be described as EAP 01, EAP 02 and EAP 03. Theses course are aimed to teach the macro skills (listening, speaking, reading and writing) of the English language. EAP courses are designed similar to language courses in language institutes... each preceding course is pre-requisite for the subsequent course.so a student must complete EAP A in order to do EAPB.

1.4 Methods andMaterial

As it is already mentioned that, private Universities strictly follow English as the medium of instruction. As a result, the Communicative Language Teaching approach which is also known as CLT is followed in the classrooms. Current understandings of CLT can be traced back to who proposed that knowing a language involved more than knowing a set of grammatical, lexical, and phonological rules. In or der to use the language effectively, learners

need to develop communicative competence ability to use the language they are learning appropriately in a given social encounter (Hyme, 1972 as Cited in Hiep, 2007). Hiep also stated that in a language classroom a significant amount of pair work and group work is conducted, authentic language input in real-life context is provided, students are encouraged to produce language for genuine, meaningful communication. As a result, the materials used in a CLT classroom are different from a GTM classroom, which means it is quite uneasy for the learner to accept a new study material. In CLT classroom authentic materials are used more rather than prepared materials. Authentic materials are not designed for teaching but used for the purpose of teaching with a view that gives an idea of how English is used in real life. Authentic material can be a newspaper article, a movie clip, a song or a story.

1.5 Course Duration and Details

The timing and lesson plan of the course is totally dependent on the University policy. As private universities follow three months long semester and the courses are usually 3 months long. However, from initial survey data, it was found that the courses have 22 classes in a semester, which fits in three months long semester. Two to three classes per week and class durations are around 60 to 80 minutes. Depending on the policy it can be a credit or a non-credit course. Usually, it weighs three credits in most universities. To complete the course sequence, a student needs two to three semesters. Sometimes EAP courses are considered as a pre-requisite for respective major courses. As they need to master some skills before they take respective major courses. Otherwise, they may struggle and lacks some skills to undergo that course. For instance, a learner has to learn paragraph and essay writing before he/she starts courses which involves writing a research paper

Chapter 2: Literature Review

2.1 Listening as a Receptive Skill

Listening is one of the four macro skills of a language. To talk about listening it is a receptive skill and speaking is a productive skill. It is quite evident that without these two human communications is incomplete. The issue is in terms of using a second language and English is a very dominant second language, English speakers of other language find it very difficult to use English in speaking and listening. According to Brown & Lee (2015) through reception, we internalize linguistic information without which we could not produce language (p.314). The word reception here means hearing and listening is the input into our brain in order to produce language. In other words, through listening to meaningful sounds one understands what the other person is trying to convey. It also includes understanding accents, pronunciation, vocabulary, grammar, and culture. Understanding through listening includes some processes, which can be related to someone's linguistic competence, socio-psychological variables and previous knowledge, it is also known as schemata. English language teachers start the process by using listening comprehension which is basically an audio clip or video clip. At the academic level, particularly in Universities Listening is part of English language courses and it is aimed to make freshmen students acquire this skill. The language course is known as EAP or English for specific academic purposes.

2.2 Speaking as a Productive Skill

The productive skill speaking means uttering meaningful sounds which are also called phones in linguistics and phonetics. So, one has to produce or utter meaningful sounds or phones in order to convey the meaning he/she is intended. It is also another skill of the four macro skills of a language. When we think of learning a second language the first question, we ask someone is doing you speak it. As a result, it is evident that humans have a natural tendency to look at speaking as a major aspect of language proficiency. Furthermore, if we compare speaking with other macro skills then it can be said easily that speaking is the most important of those skills. The reason is when someone can speak a language correctly and fluently it shows a person's hold in that particular language. Another reason can be considered that in the age of globalization English has become the medium in every domain of communication, both local and international. As a result, the demand for fluent speakers are necessary for academic, business,

corporate, government and of course in international sectors. However, it has a close relation with listening as learners take listening comprehension in order to understand pronunciation, use of vocabulary and stresses, intonations. They are taught these features to speak the language properly. According to Khamkhien (2010) English speaking tests, in general, aim to evaluate how the learners express their improvement and success in pronunciation and communication, several aspects, especially speaking test formats and pronunciation need to be considered (p.184). Hence, able to communicate fluently and accurately is the target of teaching productive skill speaking and like listening it is also present in EAP courses that are integrated with the respective undergraduate curriculum.

2.3 What is EAP

The methods, approach, and techniques of English language teaching have changed a lot over the last few decades. Methods like direct method, audiolingual method, Communicative Language Teaching, Naturalistic approach and the widespread use of Grammar Translation Method. These are all different pathways in the modern era through which the process of English Language teaching is served. According to Brown & Lee, For the century-spanning mid-1880 to the mid-1980, the language-teaching profession may be aptly characterized by a series of methods or perhaps pedagogical trends that rose and declined in popularity (p.15). As a result, it influenced and shaped ELT to give it a specific and focused way to teach the macro skills of English. In consequence, EAP emerges. The acronym EAP stands for English for Academic Purposes. This means in the era of globalization this course helps English speakers of other languages (which has a term called ESOL) to serve academic purposes effectively. At the undergraduate level in many countries and also in Bangladesh the curriculum and study materials follow the English medium. As a result, to succeed in this level a person has to have good command over the four macro skills of English and an EAP course is designed with the aim to meet the needs of a learner who is not good in those areas. The term EAP is quite broad. It covers especially pre-tertiary and tertiary level education. According to Hyland (2006), English for Academic Purposes refers to language research and instruction that focuses on the specific communicative needs and practices of particular groups in academic contexts (p. 2). It means preparing instruction in an understanding of the cognitive, social and linguistic demands of specific academic disciplines. This takes practitioners beyond preparing learners to study in

English to developing new kinds of knowledge and arming students with the communicative skills to participate in particular academic and cultural contexts. Nowadays, ELT facilitators are practicing the sustainability and effectiveness of students. For example, in a University there are several students from various backgrounds and it is quite tough to assess for a teacher the needs of the students. In a view to making EAP effective researchers are observing students and their proficiency level and designing courses and selecting course materials to meet the needs. The reason behind all this research and course design is to improve the proficiency level of the learners. In the modern era, there is a new idea which is flourishing and that is 21st-century skills and it includes a good command over the four macro skills.

2.4 EAP for Freshmen University Students

The undergraduate level or University level is considered as tertiary level education. In the context of Bangladesh, there are a good number of public and private Universities are established. In private Universities EAP courses are offered, for some policy reason, no public university offers EAP courses. Furthermore, EAP courses are needed to improve the proficiency level of students predominantly freshmen students. The reason is a major amount of the students in the context of Bangladesh belong to Bangla medium background and there is hardly any chance to improve the four macro skills, which are Speaking, Listening, Reading and Writing. According to the National education policy English will remain as the medium of instruction in higher education (2010, p. 24). As a result, the medium of instruction (MOI) in undergraduate classrooms follows English. As a result, apart from English medium students, it is quite tough for Bangla medium students to cope up in this system. Hence, to make their undergraduate journey easy ELT researchers are working on EAP courses to make it effective.

2.5 The Need of Listening and Speaking for freshmen Undergraduates

Listening and speaking skills are an essential and important aspect of the practical application of a language. In the proposal above, it was said that the private universities of Bangladesh follow English as the Medium of Instruction inside the classroom and English is used for communication outside of the classroom as well. If the curriculum of a private university is taken into account, then it is evident that to develop the speaking and listening proficiency of students, private Universities of Bangladesh offer EAP (English for Academic Purposes) courses.

From the initial survey data, it was found that the proficiency level of the students as per the ACTFL proficiency guidelines, is intermediate-mid. The intermediate-mid level speakers of the English language can handle uncomplicated modified tasks in straightforward social situations (Byrnes, A-11). Therefore, learners' expectation from such courses is to develop their proficiency in intermediate-high or advanced-low. Hence, if we think from another viewpoint, good listening and speaking abilities is also required for pursuing further education such as a Ph.D. and also, for getting a good job in a variety of sectors such as the corporate and multinational companies and doing well in language aptitude tests such as TOEFL or IELTS. Thus, English fluency is an ever-growing need around the world nowadays, and it requires more effective ways to teach English. The ability to listen and comprehend a language serves the goal of extracting meaning from the utterances which are precise words, syntax, and expressions. Thus, learners must develop the ability to listen, in order to comprehend all of these and in order to that; they are needed to be taught all of this explicitly. The tasks or activities employed in classroom materials enable listeners to recognize and act on the general, specific, or implied meaning utterances (Richards, 2006, p.14). For example, auditory stimuli in the initial stages of the listening process. However, English language learners often evaluate their success in acquiring English or effectiveness through speaking efficiency. Richards (2006) also mentioned that an important dimension of conversation is using a style of speaking that is appropriate to the particular circumstances (p. 21), which can also be considered as pragmatic ability. However, there is also the function of speaking in a certain context. Hence, all these abilities are important for a person to survive in the modern era and it possible to teach through a speaking course, which is well designed.

2.6 What is ESP

The term ESP stands for English for specific purpose means it narrow downs the steps of ELT practitioner in a way to meet some specific needs of a learner in order to improve the proficiency level. According to Partridge and Starfield, a key feature of an ESP course is that the content and aims of the course are oriented to the specific needs of the learners. ESP courses, then, focus on the language, skills, and genres appropriate to the specific activities the learners need to carry out in English (2013, p. 2). The concept of ESP has been derived from EAP and the focus of ESP is narrower than EAP is the term contains specific. Paltridge and Starfield also

mentioned that there is a wide range, of course, are developed in order to serve different specific purposes like English for occupational purposes (EOP), English for vocational purposes (EVP), English for medical purposes (EMP), English for business purposes (EBP), English for legal purposes (ELP), and English for sociocultural purposes (ESCP) (Belcher, 2009 as cited in Paltridge & Starfield, 2013, p. 2).

2.7 ESP: Meeting Learners' Need for Listening and Speaking Skills

ESP (English for Specific Purposes) is a criterion in which there are more specialized courses that aim to meet the need and demands of specific learner groups with specific agendas. These include English for Job Purpose (EJP), English for Business Purpose (EBP) but the focus of my study is on an English for Academic Purposes course that focuses on speaking and listening in a private university in Dhaka, Bangladesh. In order to identify the needs of the learner's precisely, a needs analysis report is necessary, and my research is all about the need's analysis report in a view to designing the effective syllabus. Kathleen Graves in her book *Designing Language Courses* illustrates a circular flow of course design process in which she mentions that assessing needs is a significant part of a systematic approach to course design (2000, p. 3), which conveys that a well-designed course will meet the needs of the learners and will develop their proficiency and that can only be possible through getting a clear picture of the situation. An ELT curriculum is the result or product of multi-step research, and a curriculum is designed to improve targeted learners' proficiency level. Hence, in the situation of private universities of Bangladesh, the importance of speaking and listening course is needed to be assessed to get a clear view of the reality of the learners and teachers.

2.8 Research Gap

It is evident from Mirza and Mahmud's study that researches have been conducted in the area of reading and writing but there is no considerable research in the focused area of listening and speaking. As a result, the researcher has decided assess the effectiveness in those specialized area. The aim of the study is to contribute to the research gap.

Chapter 3: Methodology

In this portion of the study, the research design and methodologies will be discussed, which are applied according to the context. In the first section, the context is discussed in the area where the study is being conducted, particularly on tertiary level students. In the next section, the quantitative research design is discussed and it is applied in this study. Afterward, the data collection and analysis process are explained and how it meets the answers to the research question.

3.1 Purpose of This Study:

Aforementioned, the aim of this research is to look at the effectiveness of speaking and listening in an EAP course in a private University context in Bangladesh. It is fair to say that English language teaching has always been teaching for special purposes. “Since the 1960s, English for Specific Purposes (ESP) has grown to become one of the most important areas of English as a Second Language” (Anderson, 2014, p.194). The demand for EAP courses is increasing because the university curriculum and teaching materials follow the international standard. For instance, books are used in undergraduate education is written by foreign writers. Hence, to get used to international standard and English medium education EAP courses are playing a significant role.

3.2 Research Design

The survey design provides a mix method along with documentation and numeric description of trends, attitudes, or opinions of the participants by studying a sample of the participant and form sample result. As a result, the study is conducted using convergent parallel mix method approach and the reason behind is that data for assessing the effectiveness of speaking and listening is done following the quantitative data collection procedure and some information is documented to get an overview. Also, some questions regarding personal information and attitude towards English are documented. The results of the study were calculated by analyzing the interview samples. This is the reason of following the mix approach and it is needed for analyzing the needs and getting an idea of the participants attitude on English, which is the purpose of the survey and it was clearly stated, which is identifying the needs of the learners by finding their strengths, weakness, and proficiency. Secondly, the nature of the surveyor the

survey design contains a numerical description along with documentation of interview data, which according to Creswell (2014) convergent parallel mix methods is form of design in which the researcher converges or merges quantitative and qualitative data in order to provide a comprehensive analysis of the research problem (p.15). The mix method research design makes it easier to figure out the effectiveness in a particular context and it also makes the researcher figure out the answers to the research question. The study is aimed to figure out the answers to the following research questions:

- Does the course develop students' ability in speaking and oral presentation inside the classroom?
- Does the course develop students' daily life communicating ability with teachers and peers in English?
- Does the course develop students' ability to understand English vocabulary, pronunciation variation, and complicated sentence structure through listening?

This study is focused to extract what students think about the course they are enrolled in. It basically prioritizes their opinion from a close-ended point of view. EAP courses have objectives and how effective these objectives are in terms of meeting the students' needs and students are satisfied or no do they need more from a course, are the material and the syllabus suitable for them, are they find it difficult or not are the outcomes of this study.

3.3 Data Collection:

The question was designed to extract opinions from the participants regarding speaking and listening activities they covered in EAP courses and how they think the curriculum, activities and syllabus is effective or not. Besides, their attitude towards English language was also asked in the questionnaire. To assess the needs of the students that includes strengths and weaknesses and also the necessity of Speaking and listening (which are two of the four macro skills) in an EAP course, firstly, a survey to profile the learners and gather information about the course was conducted which helped the researcher get an idea about the students and teacher's background.

Afterward, an interview with close-ended questions was also conducted among the students with questions about their background and the way they use English and also what did they expect from this course and why they enrolled in a particular course like

this one. During the interview the researcher took notes regarding participants opinions. These provided a clear idea about the student's background, classroom environment and, most importantly, about the course.

During data collection at the primary phase, 19 participants were interviewed online. Afterward, 10 participants were directly interviewed using the same close-ended questions. However, before the interview was conducted, a pilot study was conducted to make sure that the procedures I planned to use was compatible with the research aim. The participants just agreed or disagreed with the statement they were presented. Participants were randomly interviewed depending on their availability. "Researchers can select participants by random selection or random sampling and with random selection or random sampling, each individual has an equal probability of being selected from the population, ensuring that sample will be representative of the population (Keppel & Wickens, 2003 as cited in Creswell, 2014). In the study, the participants are considered as the representative sample of the students enrolled and completed EAP courses. Participants were from different departments from the University. The participants are almost newly admitted students and most of them finished an EAP course not recently. Generally, all of them have just finished the EAP 01 and EAP 02. During the data collection, they were asked to provide an opinion from the experience of the course EAP 02. The course EAP 02 is focused on all the macro skills. The first the time difference between first phase and second phase had an interval of one week.

3.4 Interview

"The purpose of the research interview is to explore the views, experiences, beliefs and/or motivations of individuals on specific matters" (Gill & Chadwick, 2018, p.292). The aim of the interview was to explore and extract the students' experiences. As it is mentioned beforehand that, there were two phases in collecting data. In the first phase, 19 randomly picked participants were being interviewed through online and in the second phase 10 participants were interviewed and they were also picked randomly from different departments of the University. The participants are randomly picked but the researcher kept in mind that they have completed at least two EAP courses and all the participants have completed EAP 01 and EAP 02 courses. Both the courses have focused on the four macro skills but to meet the aim of the study the participants are asked to give opinion from their experience of learning Listening and Speaking

form the course EAP 02. Gill & Chadwick also mentioned that “When designing an interview scheduled it is imperative to ask questions that are likely to yield as much information about the study phenomenon as possible and also, be able to address the aims and objectives of the research”.

3.5 DataAnalysis:

After recording the responses from the students and the course instructor quantitative data analyzing process was followed. The responses are illustrated show graphs and pie charts to show the effectiveness. It is the most widely used approach to illustrating responses in survey research, such that the term is often used interchangeably with a rating scale, although there are other types of rating scales. Besides, information regarding their personal details, motivation and attitude towards English, habits, previous educational background are documented alongside numeric explanation. Afterwards the qualitative data is documented.

3.6 Ethical Consideration

Conducting a study includes collecting data and it includes opinions and background of the participants. It means there is sensitive information. So, a researcher has to be careful about using the information to meet the aim of the study. The researcher has to gain the trust of the participant and protect their information in order to promote the integrity of the study. The researcher also needs to be concerned about the language he used in an interview questionnaire or in vocal conversation. It is very sensitive to make sure that none is insulted or offended in terms of religious and community basis during data collection. “Researchers need to protect their research participants; develop a trust with them; promote the integrity of research; guard against misconduct and impropriety that might reflect on their organizations or institution; and cope with new, challenging problems (Israel & Hay, 2006 as cited in Creswell, 2014, p. 92)”. The researcher has to be friendly and cooperative otherwise the participant will not cooperate with the study and if it occurs, then the researcher will find it difficult to collect data and the participants might provide information, which will make the researcher struggle to analyze data as the participants provided information abruptly. Moreover, the researcher has to maintain the anonymity of the participants. The researcher will not disclose their personal information like name and age. Also, the place or the institution, where the researcher conducted the study, has to

obscure or the researcher will not present any information that kills the reputation of the institution, place or community.

Chapter 4: Findings

The data for the study were collected through using a close-ended questionnaire and the results are illustrated through thematically and in graphs and pie charts. The findings from students' responses, are explained in subsequent sections.

4.1 Students' Response

Most of the responded think that they belong to the Intermediate proficiency levels. According to ACTFL proficiency guidelines which are intermediate-mid and they can handle uncomplicated modified talk in straightforward social situations. To be exact, 12 of the twenty participants believe this and the rest of the 8 participants think that they belong to professional proficiency level, which can be considered as intermediate high. According to ACTFL proficiency guidelines, Intermediate high learners can communicate in every situation using English comfortably. To discuss the participants' background, most of them were form Bangla medium background. Among 20 participants, 14 were from Bangla medium5 participants from English version and only one from English medium. A Bangla medium student will be less proficient form English version student and the reason is their exposure to English. It is believed that an English medium/version student has more and better exposure to English in compare to a Bangla medium student. It is also believed that English is best acquired in a naturalistic way and for that exposure to a certain environment is very necessary. As a result, English medium/version students get this opportunity for more than Bangla medium students. Moreover, they are used to attending a lecture where English is the medium of instruction. Hence, from these assumptions, they belong to a better proficiency level. Nevertheless, they are still learning more about language and did not face that much difficulty.

4.2 CourseDescription

EAP 01 and EAP 02 courses are designed for freshmen students who have just started their undergraduate journey. As a result, the aim is to make them proficient in all the four macro skills of English, which will help the rest of their life to pursue higher study and in professional life. Both EAP 01 and EAP 02 are three-credit-hour courses and a student needs to study 3 months as the University follows trimester policy. From the students' response, where they were asked that what is your motivation to do this course 13 students admitted that they are doing this as the university authority has made it compulsory for them, while the other 7 participants take as a part of their self-development. From these opinions, the level of motivation becomes evident in the students. According to Jeremy Harmer in the discussion of motivation, "an accepted distinction is made between extrinsic and intrinsic motivation, that motivation comes from inside and from outside" (p.98). Students' who think that it is mandatory for them are taking the motivation from outside and who take it as part of their self -development are taking the motivation form inside.

4.3 Students' Understandings TowardsEnglish

The participants were all at the tertiary level of their education life and the medium and curriculum at this level are totally English oriented. Therefore, a good amount of English proficiency is required. However, to be good in English one has to study and it properly. To figure out they were asked some questions to find out their attitude towards English. For instance, how many hours they study English, what is their weakness, what is their preferred way of learning English, do they stammer while uttering English, do they memorize them

presentation speech or not. And there was a mixed response regarding the questions. Like, most of the participants study English for 30 minutes to an hour more or less and it shows how they are motivated and interested in it. Another question was do they memorize presentation speech or not and most explained that they partially memorize their speech. In this opinion, it is understood that they have weaknesses in grammar, vocabulary and sentence making. If one has good command on that section then he/she would not have memorized, because a proficient person in English is confident enough to generate English in their mind. However, they were also asked if they are comfortable or not while the course teacher uses English and everybody partially agreed that they are okay with it. From this opinion, it is evident that most of them are intermediate mid learners and somehow understand English to some extent. Overall, they showed a neutral stand in understanding English and according to ACTFL proficiency guidelines, intermediate mid learners show this kind attitude towards English.

4.4 Use of English

The context of Bangladesh says that English is a foreign language in this country and the reason is it is not used dominantly side Bangla. According to Kachru's Three Circle of World English's, Bangladesh falls under the outer circle where is English is used mainly in Institutions. From this reference, English is can be considered the second language. However, some researchers do not want to go to the debate on English as a foreign and second language. They use the term ESOL, which means English speakers of other languages. Hence, the people of Bangladesh can be considered as ESOL. As a result of that fact, the participants were also asked how they use English in and outside the classroom with friends and family. Most of them agreed that they use English sometimes not all the time inside and outside the classroom, which makes it evident that Bangladesh falls under the outer circle and English is treated as a non-native

language. It also makes it evident that English is only used in some specific places like in University and English medium/version schools. It is also believed if one has master something one has to practice that thing appropriately, as English medium/version students have more opportunities to practice English and that makes them more proficient in compare to others.

4.5 Developing English Speaking Proficiency throughEAP

While investigating speaking and listening was the prime objectives, this study also aimed to see to what extent participating students develop their fluency. Although no test was used to measure their proficiency, nor no pre or post-test was used to decide their proficiency, students self-reported perception of their proficiency is taken into account in this case. On this point, most of the participants agreed that they partially think about getting enough help form the course teacher and course materials to develop speaking. They have four classes a week and two classes are designated for speaking and listening. They were asked separately what kind of activity they do in speaking class. They replied that they made and deliver presentations, take part in role-play, solo speech on a particular topic, act out on something, describing something and impromptu speech. These activities are very much essential in terms of making a learner speak in front of the class and in front of the teacher. They have to interact with the course teacher and with their peers while they are in the class. It means they see and hear meaningful and practical use of English, which is considered as meaningful input. According to Jeremy Harmer “receptive and productive skills feed each other in a number of ways, what we see or write is heavily influenced by what we hear and see” (p.266), which can also be related to the behavioristic point of view of language learning. Another aspect is integrating skill and language work, the term language skills mean to discover facts about language and in order to use a language successfully, it is essential for leaners to learn. As it is already mentioned that

learners are engaged in a different class and in real life activities as a part of the course. Through these activities they learners acquire pragmatic abilities, which is very much necessary to speak properly in English in real-life situations. According to Jeremy Harmer, “we often ask students to look at the text and discover facts about language for themselves, but whether they are trying to work out construction, or whether we are explaining things that occur in written and spoken text” (p.267). The proper learning sequence will offer both skill combinations along with language study based on the thematic thread. English language facilitators follow certain steps in order to execute this process, which is found in the EAP courses and the participants found it interesting in terms of learning and polishing their speaking skills. The integration of language skills follows some stages and Harmer in his mentioned it. Firstly, students complete a questionnaire about how they respond to physical appearance. It involves questions like, how you feel when you first meet someone, do you initiate a conversation with some unknown and what about people you find attractive. The course teacher discusses these aspects through different activities in the class. Secondly, they asked to read the text in a group or pair they are told to represent in front of the class, which means it is encouraging them to speak. Thirdly, they are shown something and are told describe. So, these factors of an EAP course is integrating language skills in teaching and helping learners to construct an image of practical language use in their brain.

4.6 Developing Listening Proficiency Through an EAP Course

Listening is a receptive skill and it is also incorporated with reading as well. A typical procedure to involve students in listening is to involve them in listening comprehension. A listening comprehension could be the teachers’ instructions, lectures, a piece of music, an audio clip, movie clip. The learner has to listen to it properly to find out specific or meaningful information, which is quite for English speakers of other languages. English has its distinct

phonetics, pronunciation and accents. In the context of Bangladesh, most of the people find it difficult to understand this feature of English. The participants were asked if they are able to distinguish British and American Accents and there were mixed responses. 15 of the 29 participants say that they partially understand the difference and on the other hand 12 of the 29 says they completely understand this difference. And the reason is the different educational and cultural backgrounds. Another thing they were asked what they are okay or not if the teacher takes the class in English completely and in this case, maximum students are okay with it. So, they have the minimum proficiency to understand this kind of input. The course contains some in-class listening activities that focus on developing their listening proficiency. From the interview session the participants are asked what type of activities they faced in class and in response they said that they were involved in listening comprehension where they are told to figure out specific information, pronunciation and figuring out specific vocabularies or to get a general idea. According to Harmer a typical procedure for getting students to read a written text or listen to a recording involves both two types of tasks, type 1 tasks are those where we get the students to read or listen for some general understanding, rather than asking them to pick out details or get involved in a refined search of the text and in type 2 they are those where we get students to look at the text or listen to the text considerably more detail [...]. Hence, the course is focusing on developing learners listening proficiency. After taking the course and completing EAP courses learners are more confident in facing English input. Another question was asked also that if they need subtitles to watch English movies or they find words uttered by the speaker too quickly and they find it difficult. In response to that, they said after practicing some tasks in the class they are less dependent on subtitles while watching English movies. As a result, it can be

said that EAP courses and its materials are meeting the needs of the learners to overcome their fear and developing their proficiency level

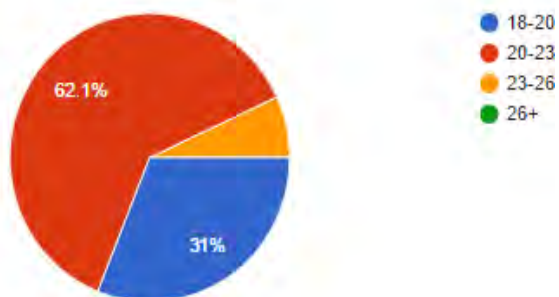
Chapter: 5 Analysis and Discussion

5.1 Figures

In this section the results are illustrated in figures. The data are collected through an online survey and the results are presented in graphs and pie charts.

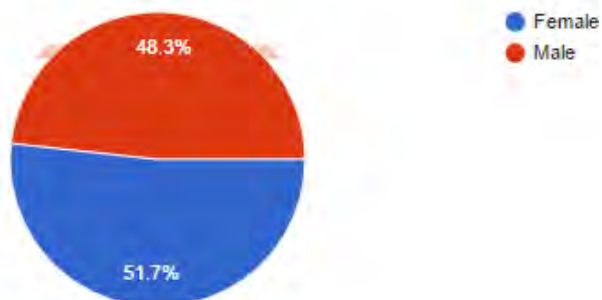
1. Agerange

29 responses

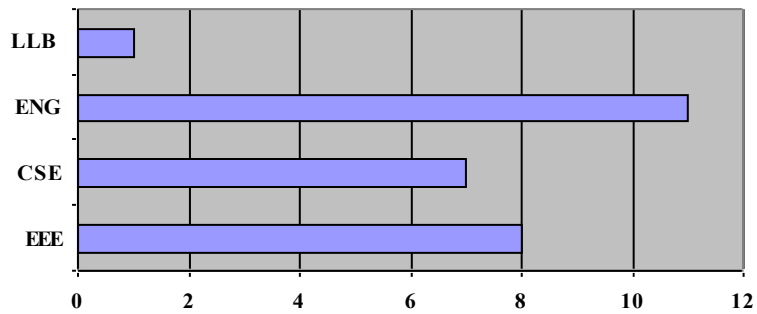


2. Sex

29 responses

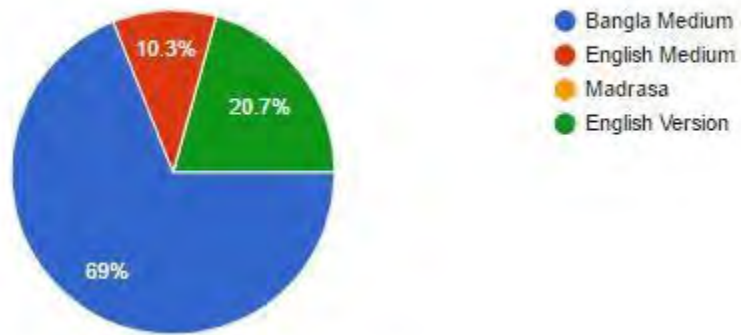


3. Write down the department you are studying?



4. What was your previous educational background (in school and college)?

29 responses



5. Do you think that your speaking ability will develop after completing EAPcourse?

29 responses



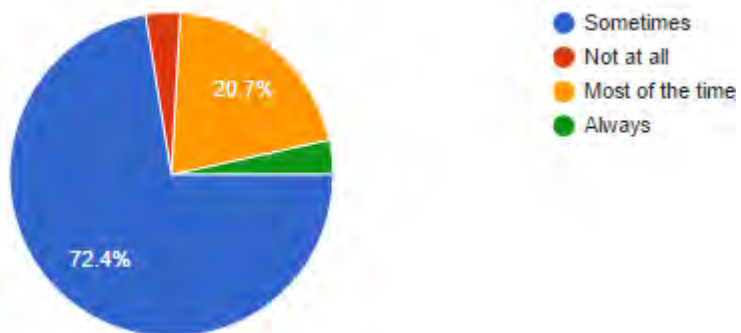
6. How many hours do you study English for classroom purpose everyweek?

28 responses



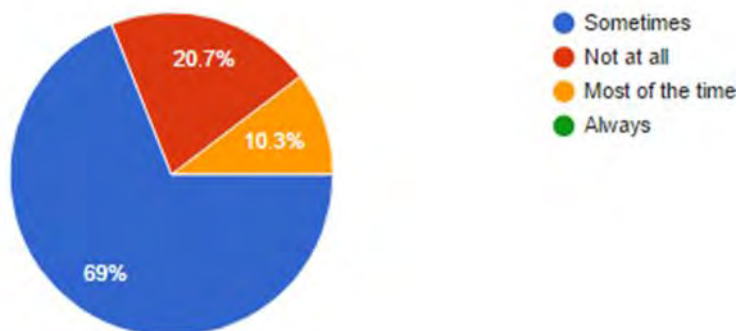
7. Do you use English with your friends inside the classroom?

29 responses



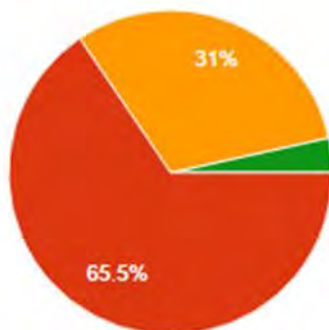
8. Do you use English outside the classroom with your parents and friends?

22 responses



9. What do you think your English-speaking fluency level is, from the following options?

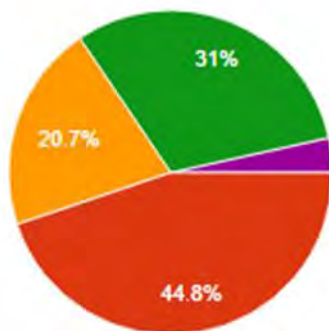
29 responses



- Beginner (Use phrase and short sentence to communicate)
- Intermediate (Can communicate with familiar topics you know)
- Professional (Can communicate in every situation by using full sentence)
- Advanced (Have high command on grammar, Vocabulary, Speak fluently and can deliver flawless presentation without any kind of difficulty)

10. What is your main motivation to learn English?

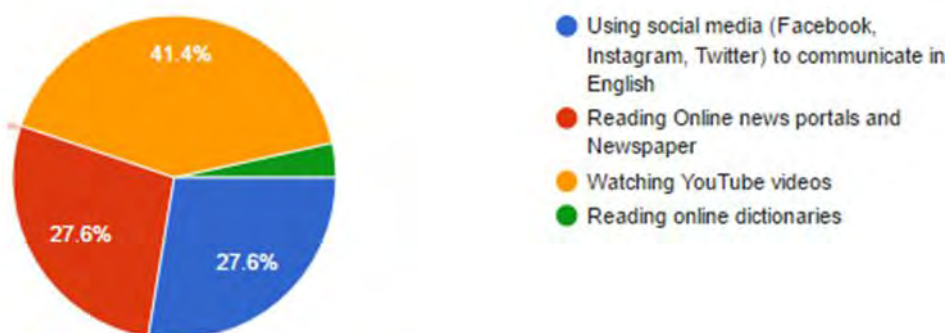
29 responses



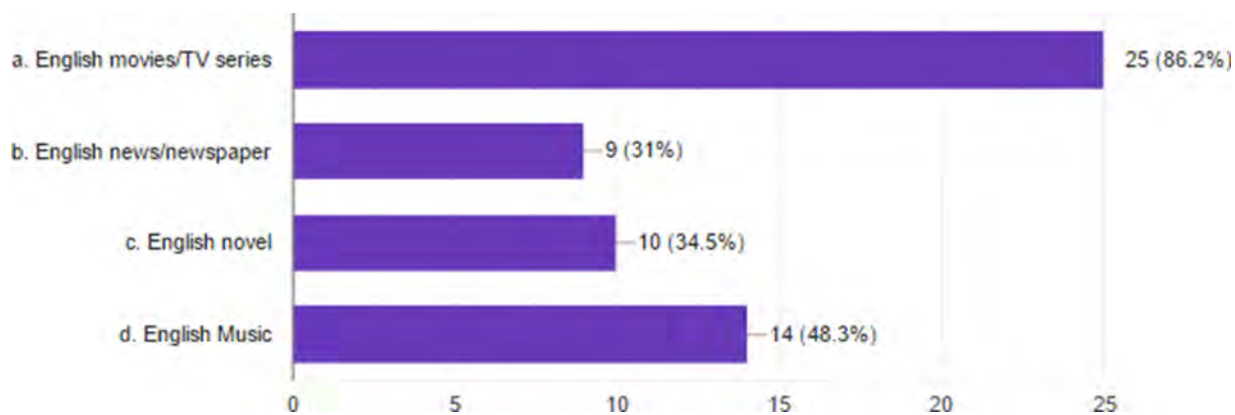
- To get better grades in university courses
- To pursue higher study in the future
- To get a well-paid job
- For self-development
- To get a prestigious identity in society

11. What use of the internet helps you in developing your English speaking and listening?

29 responses

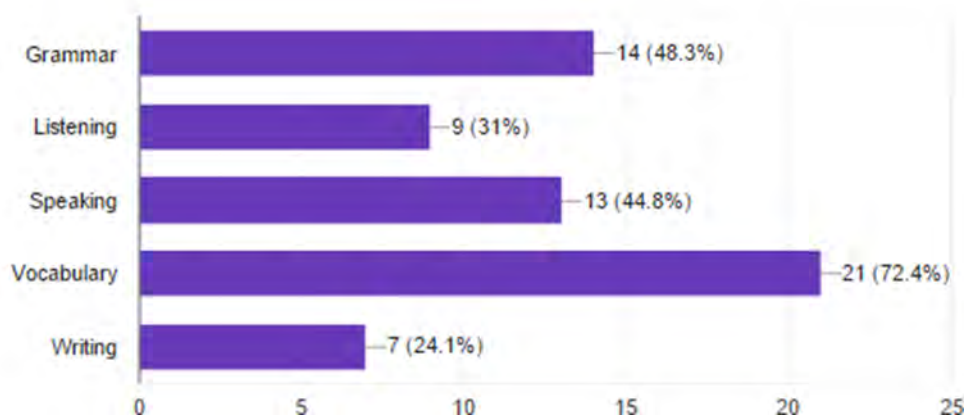


12. Which of the following helps you to develop your English language proficiency?



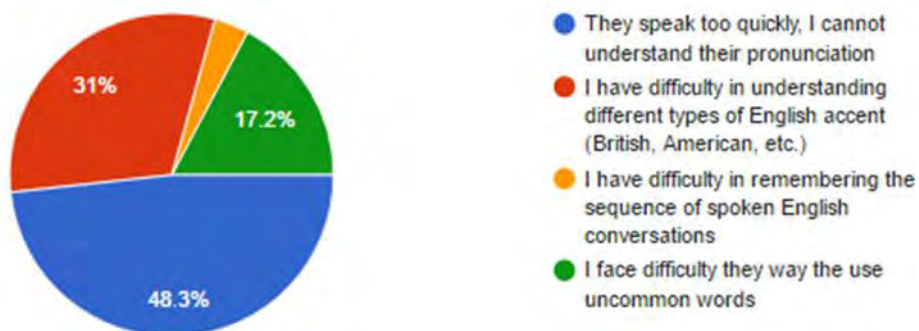
13. Which area of English do you think you are weak in?

29 responses



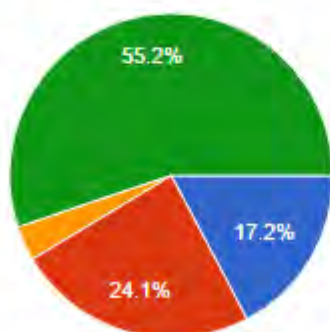
14. What type of difficulty do you find when you listen to the English dialogue in movies/ TV shows?

29 responses



15. How well can you understand English words and sentences when listening to your friends, teacher or others speaking in English with you?

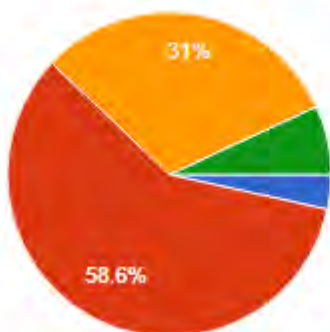
29 responses



- I can only recognize common words (words that I know or I am familiar with)
- I can only recognize if they speak in short sentences
- I can recognize when they speak long sentences
- I can recognize them using different type of sentences (short sentence, long sentence connected with each...)

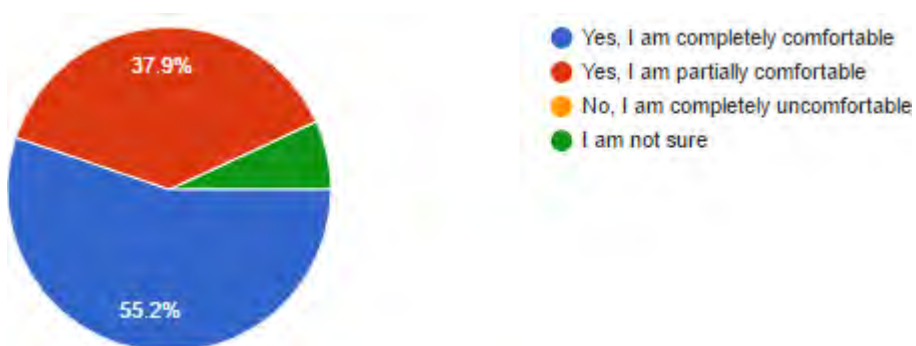
16. Do you feel uneasy and uncomfortable when your teacher asks you to give an oral presentation on a topic?

29 responses



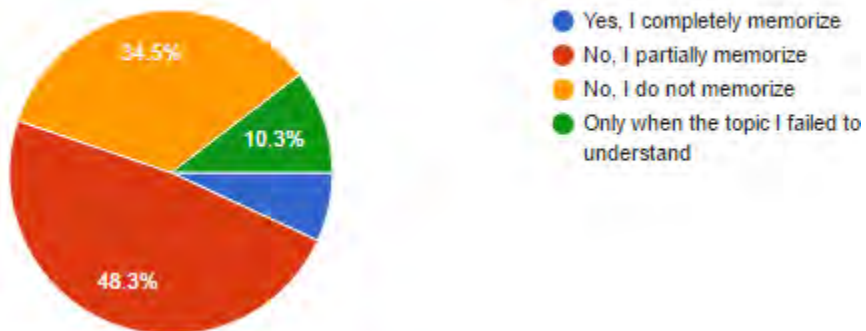
- Yes, I completely feel uneasy and uncomfortable
- Yes, I partially feel uneasy and uncomfortable
- No, I do not feel uneasy and uncomfortable
- I am not sure

17. Are you comfortable with the teacher speaking in English to provide instruction in the classroom?



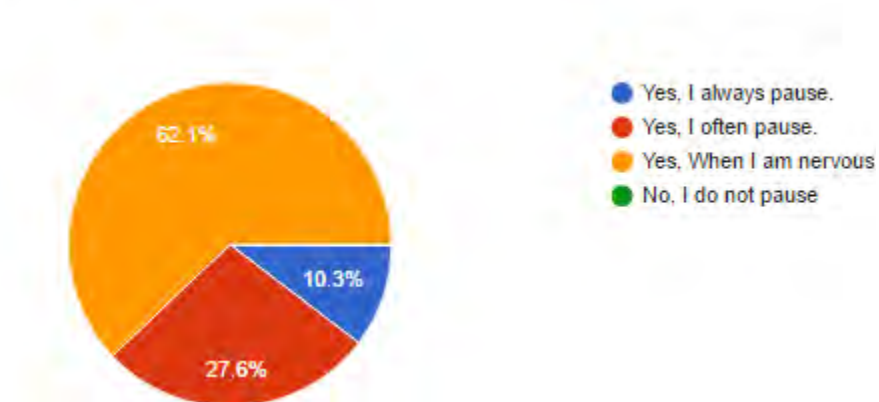
18. Do you memorize the speech on a given topic on which you are to give presentation in theclass?

29 responses



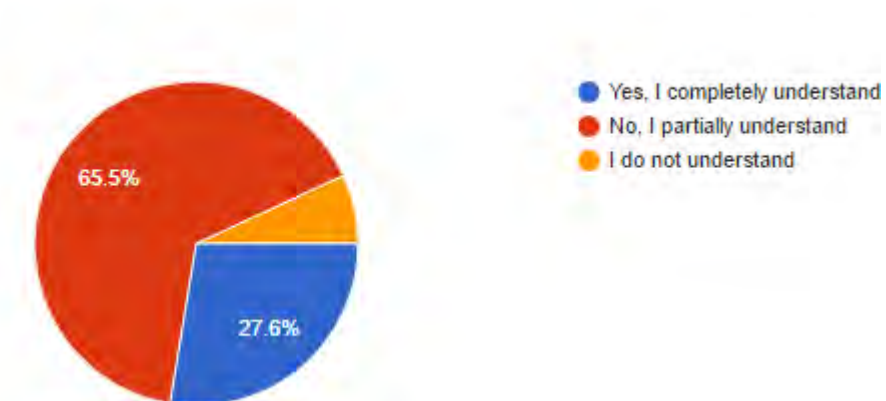
19. Do you often stammer (pause) while speaking in English?

29 responses



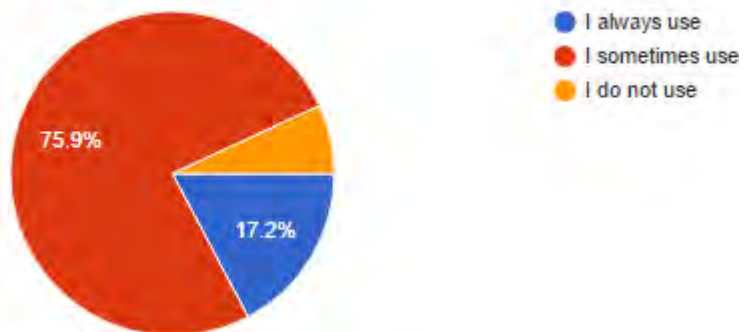
20. Do you understand the difference between American and British English?

29 responses



21. Do you use words (such as “um”, “ah”, “okay”, “well”) in between sentences while speaking?

29 responses



5.2 Discussion of Results

All the responses are illustrated and explained. There were 29 participants, among them 14 were male and 15 were female. To be exact about their age range, 18 participants belong the age range from 20 to 23, 9 of them were from 18 to 20 and two them were 23 to 26 years old. To talk about the departments, 11 of them were from English, 7 of them were from Computer Science and Engineering, 8 of them were form Electrical and Electronical Engineering and 3 of them were from Law. All of them came from various educational background and to be exact 20 participants were from Bangla medium, 3 of them were from English medium and 6 of them were from English version. The question they were asked that why they did a particular EAP course and there were two options, for self-development and it is mandatory. As the university authority made it mandatory for all students whoever enrolls in this university. Hence, 22 out of 29 participants said that it is mandatory and the rest 7 said that they did this for self-development and the researcher asked why they thought like that and in response they said that they took this

as a motivation in learning English. Afterwards, how many hours they study English for classroom and for self-development and in response they said that they study thirty minutes to an hour daily for both the reasons. Moreover, they were asked that if they use English inside and outside classroom in terms communicating with their peers and with family members and they use English inside the classroom most of the time but use a little bit of English outside classroom. Furthermore, the researcher asked what they think of their English proficiency level and most of them around 19 participants considered themselves as an intermediate, means they can use English only on familiar topics and 9 of them considered their level as professional and only one considered as advanced. The most information about this study was that if they agree on the point that English courses will develop their speaking and listening proficiency and most of them partially agreed on this point and some of the partially disagreed. Then again, they were asked about their motivation behind learning English and most of them responded for persuading higher study and for self-development and few considered to get a well-paid job. It evident from these responses that they participants are more or less extrinsically motivated. According to Jeremy Harmer, “extrinsic motivation is the result of any number of outside factors for example the need to pass the exam, the hope of financial reward or possibility to future travel (p.98)”. Furthermore, they were asked about the internet and other related instruments helping them to develop their English speaking and listening fluency and they considered English movies, TV shows, YouTube videos, reading newspaper, reading novels help them to develop their proficiency. In terms of weakness in a particular area most them admitted that they are weak in vocabulary and they also found it difficult when they listened any unknown words from English movies and news. Furthermore, they were more or less okay when the teacher uses English as medium of instruction inside the class, but they feel uncomfortable when asked to saysomething

on a particular topic inside the classroom. For this reason, they became nervous when they are told give presentation and some the participants agreed on the point that they partially or completely memorize their presentation speech. Moreover, the stammer and pause while speaking and use fillers means, words like “um, ah, okay, well” during presentation. In term listening and understanding English, they were good to understand British and American variation of English.

From these responses the researcher understood the fact that EAP courses are effective for learners who have just started their undergraduate journey. Moreover, it is helping them collaborate and cooperate inside the classroom and also helping them to overcome their weaknesses in listening and speaking through effective classroom activities. On a different not, apart more the interview questions the researcher asked them about their classroom activities. In response, the activities were individual presentation, group presentation, group debate over topics, group work, argumentative presentation, music presentation, advertisement presentation, impromptu speech, final presentation with a certain topic. They were very happy to do these classroom task during the semester. As a result, their response is meeting the aim of the, study which is about the effectiveness and it is also providing results on the research gap, which was in area of listening and speaking.

Chapter 6: Conclusion & Recommendation

As mentioned, several time in this thesis, this study aimed to get a clear idea of the effectiveness of EAP courses and how the students have benefitted after completing the course and also tried to figure out the effectiveness of the course policies and the design of methods, syllabus, and materials accordingly.

EAP courses are not only important for academic life but also it will contribute a lot to the professional life of a person. In the contemporary era, rich English communication skill is necessary in corporate and in a bureaucratic world. Hence, EAP courses have effective and useful outcomes. However, the research questions were about improving proficiency, fluency, pragmatic ability and about discouraging memorization and also completing EAP courses will be able to solve these mentioned weaknesses of the learners and also it will help the students a lot in their undergraduatelife.

A study of Iran where the government supervises EAP programs in universities requires needs analysis to identify what kind of course, syllabus and material will be suitable for the learners at the beginning level of their undergraduate program. After completing the course with various classroom activities will improve students' proficiency level. Students will be able to improve their speaking fluency by interacting with their peers. The teacher will make a group and assign each group to discuss on a topic through this activity learners will be able to overcome their nervousness and also learn how to use the English language in real life, which can be considered as developing the pragmatic ability. If we talk about discussing pronunciation, then the course instructor will expose the learners in English movies, and news clips and the learners will imitate how a particular word is pronounced. Besides, while speaking the instructor can provide

corrective feedback on their pronunciation, through audio-visual exposure learners can learn new vocabulary and can learn to use vocabularies according to the context which again will develop their pragmatic ability.

Moreover, they will also learn how to deliver a speech, and it will prevent them from memorizing presentation speech. Eventually, the learners will be able to improve their speaking and listening proficiency and overcome their weaknesses. In the end, it can be said that a Speaking and listening EAP course will make the pathway easy for an undergraduate student to complete his studies at a private University in Bangladesh.

6.1 A course with only focusing on listening and speaking

In the context where the study took place offers EAP courses which have a focus on all the four macro skills of English. Since there are students from different backgrounds, social and cultural background it is not beneficial for all the learners to learn all the four skills under one instructor or in one syllabus. Besides, it is also good for a teacher to teach effectively if he/she focuses on only listening and speaking and the other one can focus on reading and writing. However, classroom teaching and language skills can be effective if it is integrated. But, for some low performing students who are unable to take the integrated approach, can be benefitted if they are taught separately. In this case, the institution can revise its policy and can design a separate course on listening to speaking. In terms of assessment, it is also good for the tester to test speaking and listening skills separately with separate testing materials in a specialized environment. For example, a listening or a speaking lab. According to Heaton 1974, “phonemic discrimination test consists of a picture, accompanied by three or four spoken by the examiner in person in a tape” (p.58). As a result, to test listening comprehension a specialized environment is

needed to perform this kind test. On the other hand, learners may find it interesting to learn to listen and to speak in a different environment apart from mainstream classrooms.

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Appendix: Questionnaire

1. What is your age? Select the range that is appropriate.
 - a) 18-20
 - b) 20-23
 - c) 23-26
 - d) 26+

2. What is your sex?
 - a) Male
 - b) Female

3. Write down the name of the Department you are studying in?

4. What was your previous educational background (in school and college)?
 - a) Bangla Medium b) English Medium c) Madrasa d) English Version

5. Do you agree that your speaking ability will develop after completing English course?
 - a) Yes, I agree
 - b) Yes, I partially agree
 - c) No, I partially disagree
 - d) No, I disagree

6. How many hours do you study English for classroom purpose every week?
 - a) 30 minutes to 1 hour b) 1 hour to 1.5 hours c) 1.5 hours to 2 hours d) more than 2 hours

7. Do you use English with your friends inside the classroom?
 - a. Not at all
 - b. Sometimes
 - c. Most of the time
 - d. All the time

8. Do you use English outside the classroom with your parents and friends?
 - a. Never
 - b. Sometimes
 - c. Most of the time
 - d. All the time

9. What do think your English-speaking proficiency level is, from the following options?
- Beginner (Use phrase and short sentence to communicate)
 - Intermediate (Can communicate with familiar topics you know)
 - Professional (Can communicate in every situation by using full sentence)
 - Advanced (Have high command on grammar, vocabulary, speak fluently and can deliver flawless presentation without any kind of difficulty)
10. What is your main motivation to learn English?
- To get better grades in university courses.
 - To pursue higher study in the future
 - To get a well-paid job
 - For self-development
 - To get a prestigious identity in society
11. What use of the Internet helps in developing your English speaking and listening?
- Using social media (Facebook, Instagram, Twitter) to communicate in English
 - Reading Online news portals and Newspaper
 - Watching YouTube videos
 - Reading online dictionaries
12. Which of the following option helps you to develop your English language proficiency?
- Watching English movies/TV series
 - Reading English news/newspaper
 - Reading English novel and stories
 - Listening to English Music
13. Which area of English do you think you are weak in? (you can put a circle/tick on more than one option)
- Grammar
 - Speaking
 - Writing
 - Vocabulary
 - Reading
14. What type of difficulty do you find when you listen to the English dialogue in movies/TV Shows?
- They speak too quickly, I cannot understand their pronunciation

- b) I have difficulty in understanding different types of English accent (British, American, etc.)
 - c) I have difficulty in remembering the sequence of spoken English conversations
 - d) I face difficulty the way the use uncommon words
15. How well can you understand English words and sentences when listening to your friends, teachers or others speaking in English with you?
- a) I can only recognize common words (words that I know or I am familiar with)
 - b) I can only recognize if they speak in short sentences
 - c) I can recognize when they speak long sentences
 - d) I can recognize them using different type of sentences (short sentence, long sentence connected with each other)
16. Do you feel uneasy and uncomfortable when your teacher asks you to give an oral presentation on a topic?
- a) Yes, I completely feel uneasy and uncomfortable
 - b) Yes, I partially feel uneasy and uncomfortable
 - c) No, I do not feel uneasy and uncomfortable
 - d) I am not sure
17. Are you comfortable with the teacher speaking in English to provide instructions in the classroom?
- a) Yes, I am completely comfortable
 - b) Yes, I am partially comfortable
 - c) No, I am completely uncomfortable
 - d) I am not sure
18. Do you memorize the speech on a given topic on which you are to give presentation in the class?
- a) Yes, I completely memorize
 - b) No, I partially memorize
 - c) No, I do not memorize
 - d) Only when I do not understand
19. Do you often stammer (pause) while speaking in English?
- a) Yes, I always pause.
 - b) Yes, I often pause.
 - c) No, I do not pause
20. Do you understand the difference between American and British English?
- a) Yes, I completely understand
 - b) No, I partially understand
 - c) I do not understand

21. Do you use words (such as “um”, “ah”, “okay”, “well” etc.) in between sentences while speaking?
- a) I always use
 - b) I sometimes use
 - c) I do not use