

Effectiveness of EAP Courses in Private Universities of Bangladesh

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the requirements for the degree of
Bachelor of Arts in English

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Declaration

I hereby declare that

1. The thesis submitted is my/our own original work while completing degree at Brac University.
2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.
3. The thesis does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.
4. I/We have acknowledged all main sources of help.

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Approval

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Ethics Statement

All the rules of ethical issues have been maintained before conducting the study. Consent from all the participants were collected through a consent form (please see Appendix A) before the interviews.

Abstract

The aim of the research is to document undergraduate students' perception and preferences as well as teachers' perception regarding the EAP course at tertiary level which can be continued as a significant issue for language research. This study has been done to discover areas for development, a blending of qualitative and quantitative methods of data gathering were used. The results of the survey and interview showed that both students and teachers are aware of the lacking that exist in learners expected English language proficiency level compared to the actual proficiency level which is seen when students enroll at universities. Learners' lack of the knowledge of the language is one of the major reasons for their not being able to use four study skills appropriately and efficiently. The researcher collected both students' and teachers' responses with the help of survey and interview questionnaire to find the best possible answer to central research question and to improve and optimistically meet the particular needs of students connected to their success in their academic endeavors and acquisition of academic materials and contents as well as in professional endeavors.

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Table of Content

Name of contents:		Page No.
Declaration		ii
Abstract		v
Acknowledgement		vi
Chapter 1: Introduction		1
1.1	English language teaching in Primary, Secondary and Higher Secondary Level	1
1.2	English language teaching at Tertiary level	3
1.3	Problem statement	3
1.4	Purpose of the study	4
1.5	Central Research Questions	5
Chapter 2: Literature Review		5
2.1	What is EAP and its history	5
2.2	What is ESP?	7
2.3	EAP & Syllabus Design	7
2.4	EAP at tertiary level	8
Chapter 3: Methodology		10
3.1	Research design	10
3.2	Sampling and setting	10
3.3	Instrumentation	11
3.4	Data collection procedure	12
3.5	Data analysis procedure	13
3.6	Obstacles encountered	13

Chapter 4: Research Findings		15
4.1	Percentage and mean findings from the students' questionnaire	15
4.2	Graphical representation of the students' questionnaire	16
4.3	Qualitative responses from Teacher's Questionnaire	20
Chapter 5: Discussion		23
5.1	Answering Research Question 1	23
5.2	Answering Research Question 2	26
5.3	Answering Research Question 3	27
Chapter 6: Conclusion		31
6.1	Summary of the findings	31
6.2	Recommendations	31
6.3	Conclusion	32
References		
7.1	References	33
Appendix		
Appendix A		37
Appendix B		39
Appendix C		42
Appendix D		50

Effectiveness of EAP Courses in Private Universities of Bangladesh

Chapter 1 Introduction

The term EAP (English for Academic purposes) comprises of importance and the reason of its usefulness in helping English language learners development of competencies which is required to work appropriately and effectively in their academic and also in professional endeavors.

1.1. English Language Teaching in Primary, Secondary and Higher Secondary Level

English education has been implemented across Asia in response to globalization and the increasing extension of English as an international language. This has created both opportunities and challenges of English language education in non-English speaking countries. At present, English has become an “indispensable instrument” which is related to social accomplishment for Bangladeshi people. Proficiency in English is a prime factor for pursuing higher education and for professional advancement (Hu, 2005). In the late 90s, the Government of Bangladesh introduced CLT (Communicative Language Teaching) as National Curriculum Textbook Board (NCTB) emphasize more on the improvement of the communicative proficiency in English language and Ministry of Education (MoE) has implemented it in Primary, Secondary and in Higher Secondary levels. Before the implementation of CLT, Grammar-translation Method (GTM) was the main method in the country for more than a decade. Nevertheless, GTM had been quite ineffective and inadequate to improve students’ proficiency level in four basic skills. Therefore, CLT has been implemented as English needs to be known as a necessary “work-oriented skill” that is considered useful if the employment, improvement and “educational needs of the country are to be met successfully.” English needs to be taught as something to be used and effective, “rather than as something to be talked about” (NCTB, 1996, pg: 135-136).

However, it has been found out that CLT method has not been effective in terms of language teaching in primary, secondary and higher secondary classroom where as primary education is said to be the “foundation stone” from where “our future generation launches its golden start of education” (Kabir 2015, pg. 3). The approach CLT, is only written in curriculum in Bangladesh, and there is no practical use of this method either inside or outside the classroom (Abedin, et al, 2009). According another author, 63% of the learners agree that they learn English because it’s part of their course requirement. 78% students’ results present frustration level regarding this language, 56% students get nervous and confused while speaking in English (Hasan, 2015). Teaching in schools usually emphasizes on discrete grammatical aspects and provide less “interesting exposure”. There are fewer opportunities to use English for the learners in schools and teaching is done “through Bengali even in English classes” (Hasan, 2015, pg-78-79). In their twelve years of schooling, students are not exposed to practical use of speaking skills, rather teachers more emphasize on writing and reading skills. Learners’ in their professional life will have to interact with variety of people in different kinds of contexts where medium of instruction will be English. These learners’ need to be able to read and write and should have the potential to speak fluently and effectively. They need to be able to think critically to deal with distinctive and complicated environment which learners’ might encounter in their professional sector.

Taking into consideration the non-native contexts, EAP courses are seen to be very useful for EFL students to attain success in an academic setting where English is the medium of instruction (Dubleby-Evans & St. John, 1998).

1.2. English Language Teaching at Tertiary Level

In Bangladesh, different private universities usually offer at least two to three courses of English language teaching to their undergraduates. The universities offer the foundation courses in the first semester that generally completes the basic components of the language. Afterwards, in second semester, they offer more advanced level of courses which covers the 4 basic skills such as reading, writing, listening and speaking skills and also includes extended version of strategies of the skills.

Moreover, students are taught presentation skills as well as communication skills that enable them to use target language proficiently, and thus, be successful in their academic as well as professional segment. In terms of writing skills, they are taught different writing strategies and writing essays and compositions and many more. Therefore, EAP courses aim to develop students' distinctive skills during second language acquisition, and it gives them opportunity to have the practical use of these skills, make learners' base strong in English language and they are introduced to different learning tasks as well. EAP courses emphasize more on the necessity of the planned speculation which improves methodologies for completion of tasks [...] (Brown, 2007).

1.3. Problem Statement

However, the existing researches portrays that there is one aspect that has been lacking in EAP courses is a focus on improving learners' study skills which is a very important thing that students need to deal with the huge amount of reading which they face on entrance in an English medium criterion. In complex situations, students have to deal with not only learners' proficiency level in English but also their inadequate basic study skills, inappropriate strategies for learning, reading, writing, and speaking skills because the students who get enrolled to private universities, most of their medium of instruction is

Bangla. During their academic journey, these learners are seen to encounter huge challenge of dealing with the English medium environment. Even though the learners are doing EAP courses, their language proficiency level are still lower than what it is expected to be at the tertiary level because majority of the students after their secondary level education, have failed to improve “minimal proficiency in the language” (Hamid & Baldauf Jr., 2008, p. 19). The strategies that primary, secondary and higher secondary level education system follow do not actually help to develop learners’ proficiency level. Thus, students end up struggling to adopt the new environment where medium of instruction is English. When the reality of classroom begins, learners find it difficult in terms of reading texts, comprehension of texts and answering questions from them as majority of the higher study materials are written in English. Not only that but also students faced difficulties in comprehending the lectures in English, since they practice Bangla lectures at their secondary and higher secondary level.

1.4. Purpose of the study

This research presents the effectiveness of the EAP courses carried out at the end of the course, aiming to document the learners’ perception, expectations and preferences regarding course content, materials, academic instruction, learning skills and evaluation of learning. Students’ opinions and teachers’ perception and preferences concerning the areas mentioned have been accumulated and investigated.

1.5. Central Research Questions:

1. What is the impact of EAP courses on students’ overall academic and professional endeavors?
2. What type of learning do students prefer in EAP courses?
3. What is teachers’ perception regarding the EAP courses at tertiary level?

Chapter 2

Literature Review

2.1. What is EAP and its History

Back in 1950s and 60s, Britain started receiving huge number of international students through British Council and also started responding to the growth of English language as a common language in many countries for business purposes. The need for language teachers to teach English language was increasing in those countries and EAP (English for Academic Purposes) seemed to be the solution for those language learners who progressed to study in Britain. According to peacock and flowerdew (2001), they found out from a source "(The World Almanac and Book of Facts (1998)", in US, those who are the children of immigrants, majority of the students generally require EAP more (Anthony 1997).

The main purposes of EAP (English for Academic purposes) are to make learners proficient in the English language so that students can complete their academic tasks or achievements. It has been defined as “teaching English with the aim of assisting learners’ study or research in that language. English for Academic purposes (EAP) has appeared as a sub-discipline of the term called "English for Specific purposes (ESP)" (Flowerdew and Peacock, 2001, p. 8 as cited in Hyland, 2006, p. 1). According to Hyland (2006), EAP is a huge term which includes all kinds of academic communicative practice, mainly tertiary level education. Since Hyland mentioned that EAP covers all areas of academic communicative practice, according to Ding and Bruce (2017), these areas include being responsive towards students' needs through curriculum planning and materials development which is called needs analysis, collaboration with academic communities, different academic tasks such as reading, writing, speaking, argumentation, testing evaluation and especially pre-tertiary, tertiary and advanced level education. Ding and Bruce (2017) writes, “EAP is a peripheral support

service.” EAP is usually taught within educational institution based on students’ needs for their English foundation courses and to provide the language support to learners for pursuing studies of other subjects (Jordan, 2002). Jordan (2002) also added that the purpose of EAP is not precise; it refers to any English teaching that relates to study purpose.

An EAP course also has different varieties like “ESAP (English for Specific Academic Purposes) and EGAP (English for General Academic purposes) courses”. (Charles and Pecorari, 2016). Here, ESAP means that different university department might have different writing and speaking necessities. For instance, Students who are majoring in English Literature, they are required to be able to write journals, analytical paper based on critical reading of short stories and prose. Therefore, to fulfill these requirements, the ESAP (English for Specific Academic Purposes) course can help the students really well. EGAP refers to general English courses which are compulsory for all students whichever department he or she belongs to. Throughout the years, EAP has advanced in such a way that at present, interdisciplinary methodologies influence the plans of classroom works, teaching modules and educational program in every educational institution throughout the world.

English language is considered to be Lingua Franca since it has been used as an international language all over the world and also has the greatest numbers of native speakers. Hyland and Lyons (2002) talk about four major principles of EAP which are “Authenticity” which represents that the “classroom texts and tasks will be close to academic world”, “Groundedness” which is an assurance to “connect pedagogy and research”, “interdisciplinary” that shows that “EAP employs various range of theories and methods” and lastly, “relevance” where “linguistic and contextual relevance is ensured through needs analysis.”

2.2. What is ESP?

English for Specific Purposes (ESP) focuses on teaching and learning of English as a second or foreign language where the learner's aim is to use English language in a specific area. In an ESP course, learners need to meet their specific needs of the English language. Paltridge & Starfield, 2013. Carter (1983) categorizes ESP in three kinds such as "English as a restricted language", "English for Academic and occupational purposes"(McDonough 1984, p. 6) and "English with specific topics". English as a restricted language can be originated in circumstances like English for the waiters serving in a hotel, English for business purposes and so on.

“EAP is part of a larger area of applied linguistics called English for Specific Purposes (ESP)” (Charles and Pecorari, 2016). In ESP courses, the course plan and materials are purposive in all “essentials by the prior analysis of communicative needs of the context” (Robinson 1991).

2.3. EAP & Syllabus Design

EAP courses generally pay attention to the Academic procedure of "writing, planning, organizing, presenting, re-writing, editing and proof-reading" as in it focuses on the development of study skills (Robinson, 1988). An EAP based good syllabus involves three main principles according to Charles and Pecorari, which are Practice that helps to develop materials, teaching and research where “EAP is driven by the needs of the learners” (Charles and Pecorari, 2016). Here, students follow the same syllabus and the needs of different students of EAP can be wide-ranging and the content of EAP teaching has to be based on an analysis of needs of the students. According to Kaur (2007), in terms of second language acquisition, it is important for the teachers to know about learners and their needs to make a better syllabus design, and this is the reason why needs analysis is needed to be done

appropriately. Needs assessment is an activity which includes gathering information about students learning situation through questionnaires, interviews, and observations "that are necessary or useful for the fulfillment of a defensible purpose." (Stufflebeam, McCormick, Brinkerhoff, Nelson 1985, p-16).

To have a successful EAP course, it is important to check the understanding of the teachers on the efficiency of their courses in order to understand students' needs. For instance, this will help an analyst to discover skills in English language where it will help the student to perform any particular role, "to identify whether the existing course design lacks adequate needs", to determine if any student is falling behind in English language learning, what are the ways that would help him or her to learn this language well and also to find out "what abilities they have and what abilities they should have to learn the language"(Richards 2001). It is not compulsory to select only one syllabus, but a combination of two or three syllabi working collectively is extremely helpful (Brown 1995). Syllabuses are more localized and are based on accounts and records of what actually happens at the classroom level as teachers and learners apply a given curriculum to their own situation. These accounts can be used to make "subsequent modifications to the curriculum", so that the developmental process of EAP is "ongoing and cyclical." (Nunan 1988). The purpose of EAP courses is to "enable students to write better not for EAP writing classes but academic purposes" (Leki & Carson, 1997, p. 39)

2.4. EAP at Tertiary Level

After enrolling at universities, students will have to learn everything including their majors in English language, thus, EAP courses assist students to achieve success in an academic environment where "English is the medium of instruction" (Dublely-Evans & St. John, 1998). Berman and Cheng (2001) also adds that in terms of university level where medium of instruction is English, mainly the non-native speakers have to overcome different

challenges throughout the beginning of their academic studies. The demand for EAP courses is increasing worldwide because these courses are necessary not only for educational purposes but also for their professional purposes. (Eslami, 2010). Met & Lorenz (1997) asserted in their article that limitations in language ability may become obstacle for students to express and explore complicated concepts. Elvira Barriosa, Aurora Lopez-Gutierrez, Clotilde Lechuga (2016) conducted a study in which their first-year experience of a partly taught bachelor's degree program has discovered major challenges concerning lack of integrated language provision and support, language proficiency level in students and mixed level group. In Bangladesh as well, tertiary level students struggle in EAP courses. To plan an effective EAP course for learners at tertiary level, it is essential to provide students with finest experience to academic materials and tasks (Stoller, 2001) in the classroom through motivational activities, and by providing students with ample of extra-class learning opportunities outside the classroom such as extensive learning of four basic study skills, online learning, autonomous learning tasks, and opportunities for application of learning strategies outside the class (Harmer, 2007)

Chapter 3

Methodology

This chapter discusses the research methodology and design adopted for conducting this study. The main focus of the study is to discover student's experiences, perspectives regarding the EAP courses and their needs. Here, the researcher primarily focuses on EGAP courses which mean "English for General Academic Purposes". In addition to that, this chapter will also contain research design, sampling, setting used for the survey conducted, instrumentation which has been used during the survey, data collection procedure, data analysis procedure and the obstacles encountered while conducting the survey. The researcher chose this topic to document student's perceptions, experiences, needs and teacher's perception as well regarding EAP courses at the tertiary education level.

3.1. Research Design

Both qualitative and quantitative research design seemed appropriate to answer the questions that the researcher has attempted to study. The responses for the student questionnaire have been taken through a Likert scale and interview and for the teacher questionnaire, it contained open ended questions "(qualitative interview questions)", which give the research content both qualitative and quantitative attributes.

3.2. Sampling and Setting

The researcher conducted the survey within 5 private universities; the students were from tertiary education level. In the research, the total number of students was 125, since the researcher has targeted 25 students from each university.

For the teacher's questionnaire, interviews have been taken to get qualitative responses from the 5 teachers. A qualitative research is very useful to achieve information

through qualitative data collection approaches such as in-depth interviews [...] (Guest, et al, 2013). When data collection procedure is done through both qualitative and quantitative approaches, it leads to a better perception of the research problem (Creswell, 2013).

The researcher conducted the survey of tertiary education level students of EAP courses on five private universities in Dhaka city. The students were given 15 minutes to complete their survey in their class within a formal setting.

3.3. Instrumentation

To conduct the survey, the researcher made two different sets of questionnaires which were prepared for the students and teachers in order to use them as instruments to collect data. The student questionnaire contained 18 questions which followed the Likert Scale: (Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree). Moreover, few students have been interviewed to gather more information regarding effectiveness of the courses and how they are usually learning and what strategies have been more appropriate. The participants were asked to rate the places which they think they have difficulties, or they are good at and the abilities they have improved by placing a tick mark on the options provided. Language researchers generally narrate the distinctive ways they measure things numerically in case of scales of measurement which is called Likert scale. It is said to be useful in its' own way for quantifying different aspects of language teaching and learning. (Allen & seaman, 2007). According to DeVellis (1991), second language researchers use Likert scales while conducting surveys to get the views, opinions and perceptions through teacher and student's evaluation regarding second language acquisition and many more (as cited in Busch, 1993).

In addition, the teachers' questionnaire contained 8 quantitative questions for interview. As the questionnaires had open-ended questions, it seemed highly desirable to the

researcher to “audio-record the interview” because it is a “more neutral and less intrusive way of recording the interview” (Ritchie & Lewis, 2003, p. 166). The responses of the teachers’ interviews were recorded using a smartphone which had voice recording capabilities and the average session was about 15 minutes.

All the teachers who took part in survey were very cooperative and supportive. Besides taking part in interview, they also gave their valuable judgments and suggestions on the following study. This helped the researcher to gather more information.

3.4. Data Collection Procedure

The data were collected through questionnaire and interview. In the visit, permission letter was presented to the authorities of each university to ensure the acceptance for conducting the surveys of students and teachers. Both note-taking and audio-recording were used for writing up after interview of the teachers as the tool of data collection process in this research. Teachers’ experience, teaching strategies and problems regarding teaching EAP courses, all these factors were very important for the research. For students, survey photocopies of the questionnaire were distributed among the students and students had participated in the data collection procedure in their formal setting. This data collection procedure had been accordant for all the five universities to maintain the consistency. The researcher had to explain the questions in order to get the appropriate answers from the students, in some cases; she had to use Bangla language to make students understand. However, the researcher did not have any influence regarding participants’ responses. Students filled up the questionnaire according to their ideas and experiences regarding the EAP course. The researcher also went through in-depth interviews with the students. The researcher surveyed the teachers teaching foundation course as well from all the five private universities and that have been completed in the respective teachers’ room. Each teacher

answered a list of open-ended questions through which the researcher aimed to record the responses and get the required information.

3.5. Data Analysis Procedure

The collected data have been analyzed in order to answer the research questions of the study. Afterwards, all the survey papers were collected and evaluated and the results have been shown through percentages, and through mean score. The data collected from the close ended questions which was done by using spreadsheet and collected raw data were analyzed through Microsoft excel and the responses were converted into mathematical figures. The raw responses were calculated; afterwards, they were converted to percentages and to analyze these data, mean score has also been calculated for the responses. Graphical representations of the survey have been created as well to show the results.

3.6. Obstacles Encountered

In order to conduct the survey, the researcher had to get permission from each of the universities authorities. The survey was conducted during the holy month of Ramadan. Therefore, the office hours were significantly shorter, and everyone was eager to get back home as early as possible. Hence, getting the schedule to conduct the survey was a bit tough. A certain university refused to do the students survey before Ramadan as they had quiz on that particular day and told the researcher to go after Ramadan, but they did let me get done with teacher's interview. In another university, the researcher was allowed to do the interview but was refused to do the survey and the researcher had to ask few tertiary level students to answer the questionnaires and some were asked online of that particular university. In most cases, the researcher had to wait for some time to meet the authorities to get the permission to conduct the survey. Moreover, the researcher had to wait for 2 or 3 hours to do the survey in required classroom. In other 3 universities, the survey went quite well except waiting for

hours for students' survey and teacher's interview as teachers were in classrooms and also had to take last 10 minutes of the class time to conduct the survey. Besides, for the Ramadan and Eid-ul-Fitr vacation, the researcher had to postpone her survey date once.

Chapter 4

Research findings

This chapter contains the findings and interpretation of the data collected through questionnaires and interviews with the target group. The survey was conducted among 125 tertiary level students of five different private universities in Dhaka city. A total of 18 questions have been incorporated in the survey questionnaire for students. In addition to the students, the researcher has divided the data collection procedure into two different parts:

1. Students' Survey and Interview

2. Teachers' Interview

The data has been interpreted with a mathematical representation scale based on the mean score to show the survey results.

Strongly Agree: 4.50-5.00

Agree: 4.00-4.49

Neutral: 3.50-3.99

Disagree: 3.00-3.49

Strongly Disagree: 2.50-2.99

4.1. Percentage and mean findings from students' questionnaire have been arranged in a table which has been added in appendix B

4.2. Graphical Representation of the Students' Questionnaire

The graphs have been made in response to the research questions. The first graph represents the four basic language skills which are speaking, reading, writing and listening. This graph shows development students have made through EAP course.

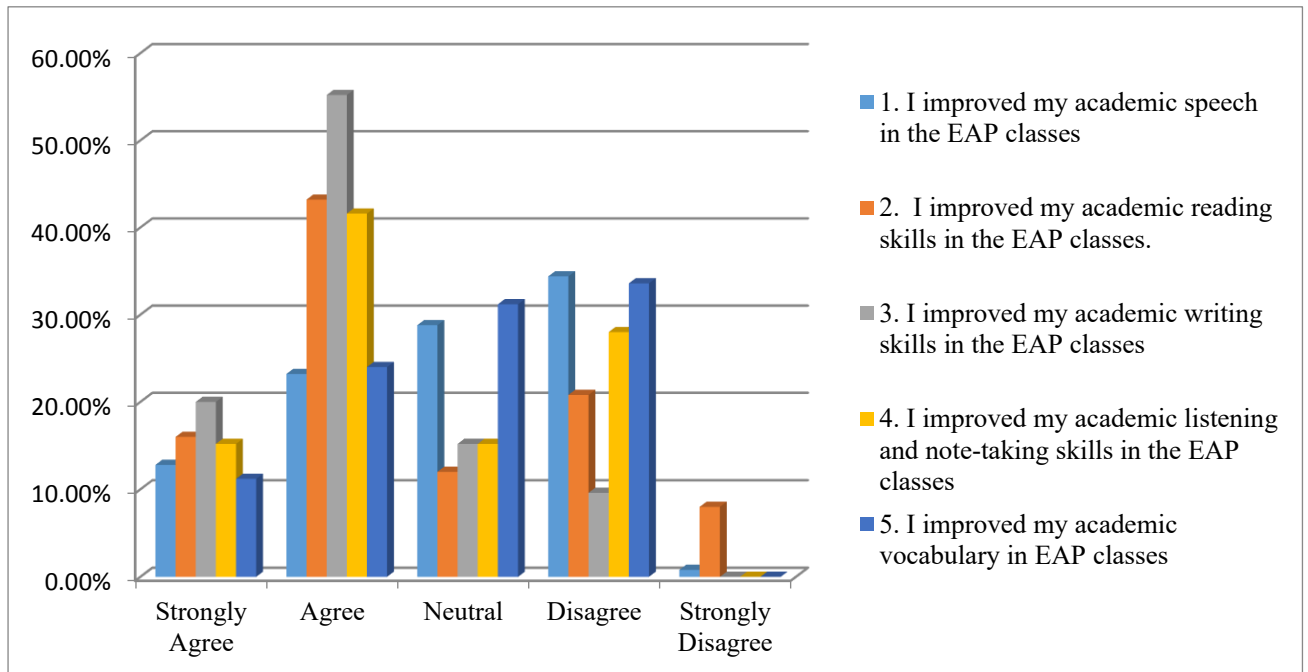


Figure 1: Students' responses regarding four basic language skills and vocabulary

The graph in Figure 1 contains the answers of 125 students of tertiary education level. The table portrays that, in terms of academic speech improvement, which is statement 1, 23.20% students have agreed and 12.80% have strongly agreed with the term. However, there are responses which show that 28.80% of the students have neutral opinion, while 34.40% of the students disagreed and 0.80% strongly disagreed with the statement, which is really high.

In case of academic reading skills improvement, statement 2, 43.20% agreed and 16% students agreed. However, 12% students have neutral opinion while 20.80% of the students disagreed with the statement and 8% strongly disagreed.

When it comes to academic writing skills improvement, statement 3, 55.20% students agreed and 20% students strongly agree with the term. 15.20% opinions are neutral while 9.60% students disagreed with the statement. In terms of listening and note-skills, which is statement 4, 41.60% of the students agreed and 15.20% strongly agreed with the statement while 28% students disagreed with the statement and 15.20% students have neutral opinion.

In statement 5, about vocabulary, 24% of the students agreed with the statement and 11.20% of the students strongly agreed with the statement. But the percentage of disagreement is 33.60% which is quite high. Besides, 31.20% of the students have neutral opinion.

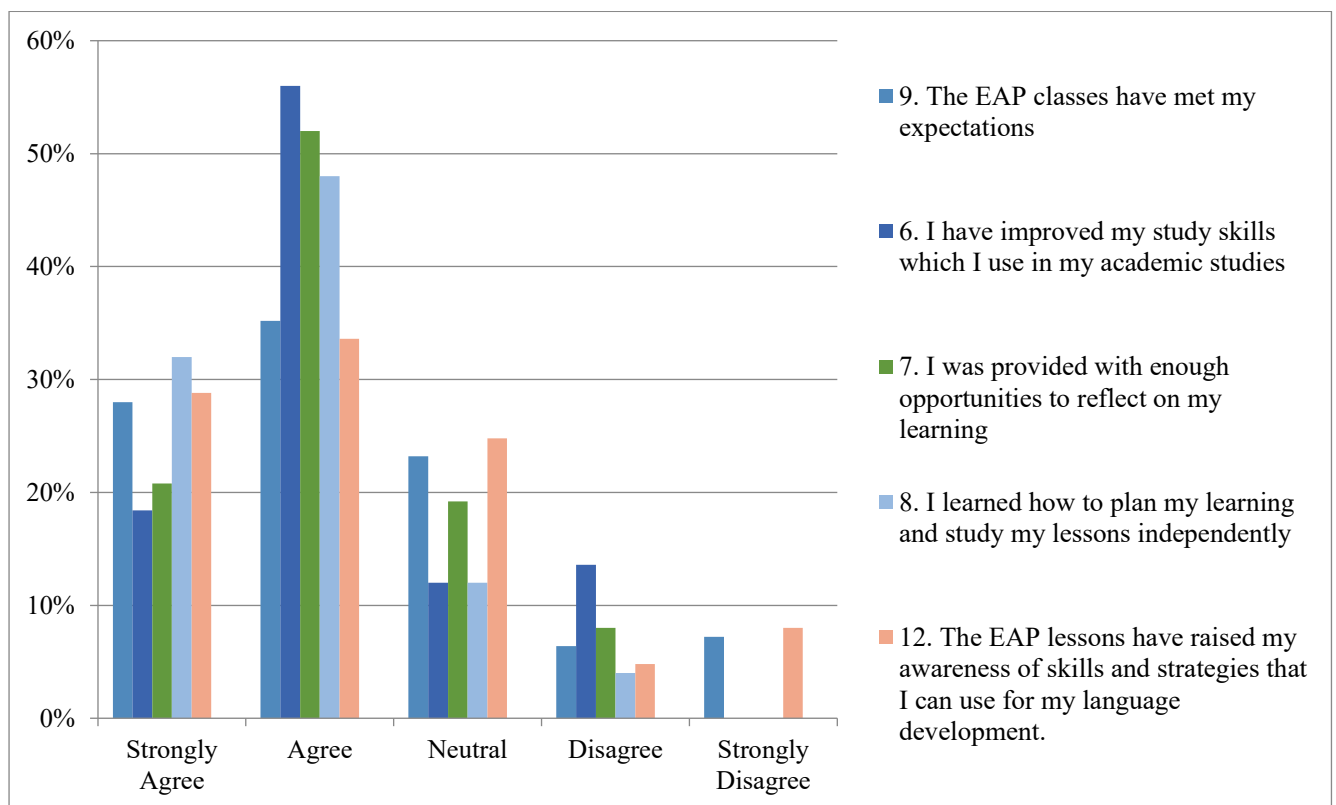


Figure 2: Students' responses regarding EAP courses meeting their expectations in academic endeavors

In Figure 2, it comprises of 5 statements of 125 students' questionnaire which are statement 6, 7, 8, 9, and 12 shows the most agree with the notion of the impact of EAP

courses in academic endeavors. Here, the bars are higher for agree with the maximum 56%. Yet there are students who have disagreed with a maximum of 13.60%.

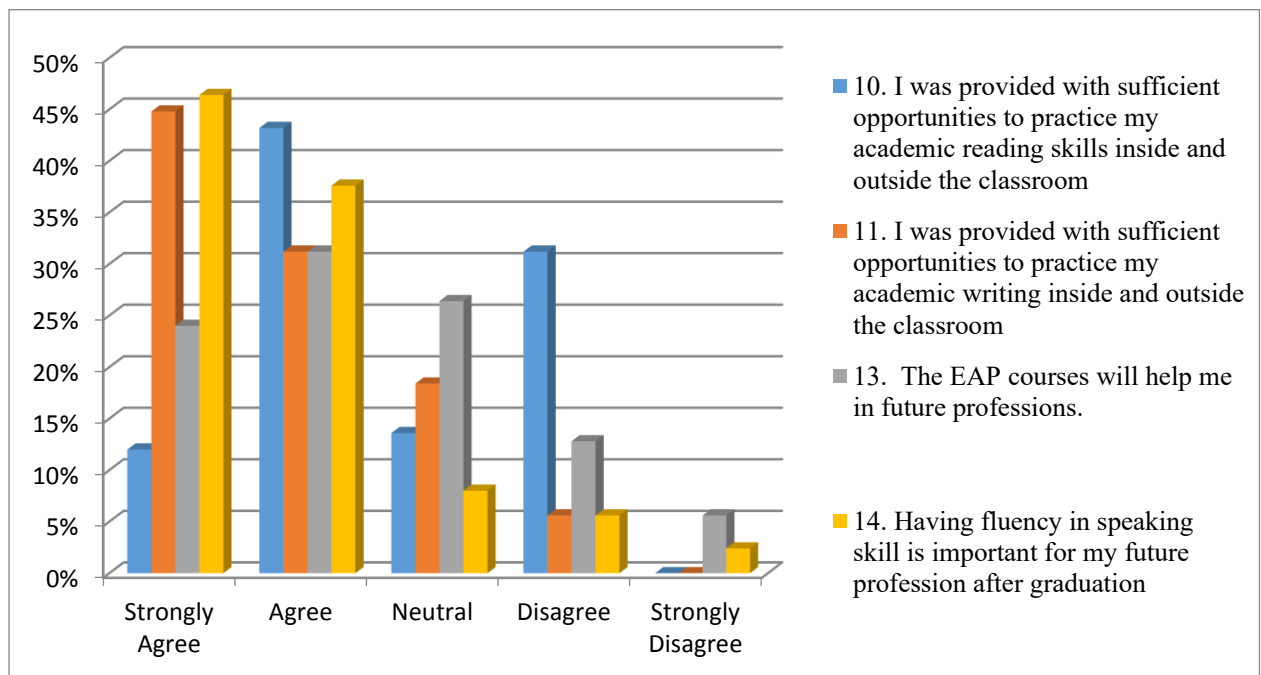


Figure3: Students’ responses regarding EAP courses meeting their expectations in professional endeavors

In Figure 3, it contains the results of the statement 10, 11, 13, and 14 and it shows the most agree and disagree with the notion of the impact of EAP courses in professional endeavors. Here, the bars are higher for strongly agree with the maximum 46.40%. Yet there are students who have disagreed with the maximum of 31.20% which is quite high.

Therefore, the first central research question requires the impact of EAP courses on students’ overall academic and professional endeavors. This has been answered by Figure 1, which answers statement number 1, 2, 3, 4, and 5 and this shows the results of four basic language skills and vocabulary which are learnt through EAP courses, Figure 2, which answers statement number 6, 7, 8, 9, and 12, and it shows the results of the impact of EAP courses of academic endeavors and Figure 3, which answers statement number 10, 11, 13, and 14 and it comprises the results of the impact of EAP courses in professional endeavors.

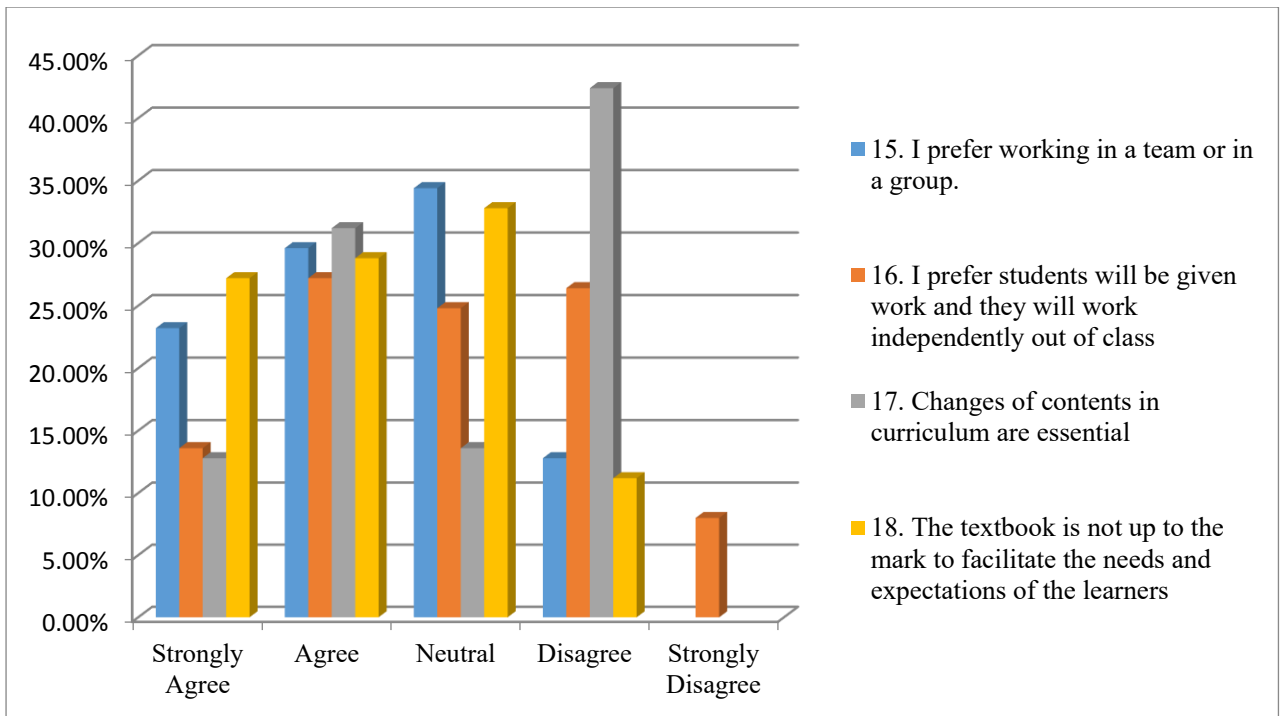


Figure 4: Students' learning preferences regarding EAP courses

Figure 4, the graph contains the results of statement 15, 16, 17, and 18 which shows the percentages of students' learning preferences in terms of EAP courses which answers the second central research question about the type of learning students prefer in EAP courses.

In statement 15, 23.20% students have strongly agreed and 29.60% have agreed with the statement. 12.80% of the students disagreed and 34.40% students have been neutral. Therefore, students more like to work in a group rather than alone.

In terms of statement 16, the percentages of the students who have agreed are 27.20% and 13.60% strongly agreed with the statement. Yet there are students who have disagreed and strongly disagreed, in percentages 26.40% and 8% respectively. 24.80% of the students have been neutral with their opinion.

In case of statement 17, 12.80% of the 125 students strongly agreed with the statement and 31.20% of the students agreed with it. Though, 13.60% have been neutral with their opinion and 42.40% students disagree with the statement.

About statement 18, 28.8% of the students have agreed and 27.20% strongly agreed with the statement. 32.80% of the students have been neutral with their opinion and 11.20% disagree with the statement.

4.3. Qualitative Responses from Teacher’s Questionnaire

Teachers’ responses to individual question have been added in Appendix C.

Statements	T1	T2	T3	T4	T5
How is the overall students’ attendance of the English foundation course?	35 students	20-25 students	25-27 students	33-34 students	37-38 students
Do you think the duration of the course is appropriate for every student?	Need more time	Enough	Enough	Need more time	Enough
What students are expected to accomplish from these	- Proficiency in speaking and listening. -writing down different patterns of	- develop students’ language skills. - To be	- To write better - Should have knowledge	- To write better and speak well	-to be better at writing, speaking, listening

courses?	essays, paragraph composition	good in all 4 basic skills and presentation	about general and common mistakes in writing and speaking		skill and presentations.
Do you think the syllabus is useful in terms of meeting those expectations?	-Sufficient -materials have been used from the internet -Maintains communication and interaction in classroom	-Different survey is done based on students' needs to develop course materials and a useful syllabus.	-Appropriate -Contains huge amount of writing and speaking tasks	-Authentic materials -Daily News paper is used as course materials -internet and technology are being used instead of textbooks - annotation of texts	- Quite satisfactory -useful in terms of meeting expectations of the students
Is there any fixed strategy in terms of textbooks and methodologies to be applied in the classroom?	- strategies changes every semester based on student's ability -Learners' centered classroom	-Very specific in terms of methodology -emphasize learners centered approach	-No specific methodology has been used -giving feedbacks to every student after their task is done	-learners centered approach	- does not emphasize on any methodology
What is teachers' perception	-students are not much studios - has to struggle since majority	- no practical use of English in 12 years	- To develop English 4 basic skills, presentation	- it is a great opportunity for students to learn the	-guide students towards appropriate

regarding EAP courses at tertiary level?	students' background is Bangla. -Nevertheless, courses are helping out students to develop their basic skills	of schooling for Bangla Medium students -EAP courses helps to improve their 4 basic skills	which are needed for academic endeavors.	English language. - this is very useful for their professional life	writing, reading, speaking and listening skills.
Do you allow your students to use Bangla?	Yes	No	Yes	Yes	Yes
What are your preferences in terms of teaching styles?	-Group works -Pair Works -presentations	-Group works Pair works -	-brainstorm - allows students to communicate openly -lot of writing tasks	-group works -pair works	-group activities -task based activities

Table 2: Responses to teachers' questionnaire

Chapter 5

Discussion

This chapter contains discussion of the data collected from the research on EAP courses at different private universities in Dhaka city. The main focus of the researcher was to identify students' perceptions and preferences regarding EAP courses at tertiary level. This chapter will then continue to discuss the perception of the teachers regarding EAP courses. The researcher thinks that students' experiences are necessary to better cater their needs through EAP courses and to improve the materials and contents of the course as well.

5.1. Answering Research Question 1

The first research question wanted to find out the impact of EAP courses on students' overall academic and professional endeavors. This question had been answered by statement 1, 2, 3, 4, 5, 6, 7, 8, 9, 12, 10, 11, 13 and 14 through the students' questionnaire and students were also interviewed as the learners' important responses can facilitate successful and efficient course development (Hedge, 2000). Proficiency in the English language is seen as a symbol of admiration and those who excel at this language, they generally have importance in the society. Therefore, it helps them to be successful in not only academic level, but also in professional level. After surveying and interviewing the students, the researcher understood that learning English for these students is not just an academic requirement but also a professional need. The participants were asked if their learning expectations were met. The result comes up with mixed responses where half of the students agreed with the statement and the other half disagreed with it. Some of the students took it because the course is compulsory for everyone which is required for completion of their undergraduate degree.

However, the participants said that they have learnt things that they did not have knowledge about before. Majority of the students' expectations were fulfilled through learning new topics including citation technique, paraphrasing, summarizing, etc. In addition, there were supplementary materials like learning about journal article, library database and many more as perceived by students. One of the students mentioned that, even though the course helped him in meeting his expectations, it would have been much better if the course includes critical analytical paper, writing strategies or how to write response papers to improve the writing skill. Majority of the students expect that all of their language skills will improve and these courses will help them in future profession but it did not completely have met their expectations

According to the first research question's results, in terms of speaking skills, 23.20% agreed and 12.80% of the students strongly agreed with the statement that they improved their speaking skills through EAP courses. Yet, there are students who disagreed with the statement and the percentage is 34.40% which is quite high. Furthermore, from the interview, the researcher also found that most of the students' medium of instruction is Bangla which has become one of the reasons for students not improving in study skills. In previous level of education, students were not able to practice speaking in English as much as they wanted to because those classes were very less communicative and interactive compared to the EAP courses at universities. The classroom communicative activities helped students to improve their English-speaking skills. But those who have disagreed with the statement mostly belong to Bangla medium background and they are unable to understand the lecture and complicated words that is being used in class.

According to the results, students have improved more in writing, and reading. In addition, majority of the participants, those who came from Bangla medium, said that there are contents and materials they were not familiar with before. They also mentioned that it

takes much longer time to get familiarized with these items and at the same time, these new contents in syllabus are quite interesting to them. Least satisfaction was expressed for speaking, listening and note taking skills (figure 1). It was reported that students were satisfied with the opportunities to practice their academic reading and writing skills more inside and outside the classroom (figure 3). Therefore, it is quite clear that students did not improve their listening and note taking skills and also speaking skill on a satisfactory basis. Teachers also respond to this aspect that speaking and listening tasks should be focused more in classroom. Few students believe that the speaking component of the EAP course did not improve their speaking skills as perceived by students.

Moreover, they say that few presentations cannot help to improve the speaking skill. Students had difficulties understanding spoken discourse. The students are also conscious about the fact that they lacked the knowledge to comprehend academic lectures, and also while giving oral presentations. Besides, few students mentioned that cooperative learning through interactive group participant helped them which they think that it will be better for their professional life.

According to the data, (figure 2) most students tend to agree on the term that EAP courses have been quite satisfactory in meeting their expectations in terms of improving their study skills. Also, students were agreeing with the term that they were provided with enough opportunities which they can reflect in their academic studies because the students were taught well how to write thesis statement, argumentative essays and many more. In case of how to plan learning and study lessons independently, the EAP lessons have raised their awareness of skills and strategies which they can use for their language development. The reason is, students were taught to participate in group discussions and also were encouraged to share their own thoughts and ideas where the cooperative learning afterwards develop these ideas which are appreciated and makes them feel independent. However, the

percentages of the students who have disagreed were less than the students who have agreed with the statements.

The qualitative data confirmed that academic skills needed to be improved mostly in terms of speaking since fluency in speaking skill is needed the most in future profession after graduation (figure 3) as perceived by students.

5.2. Answering Research Question 2

The second research question required the answer of type of learning students prefer in EAP courses. Mostly prefer to work in a group. On the other hand, when a task is given to the students, they are told to make groups and have to work in a group. Burdett (2003) stated that group work is a learning strategy that provides students possibilities to function and discuss their individual idea with others (Burdett, 2003, p.177). Majority of the teachers, during interview, has mentioned about the group and pair works and they also added that group and pair work has been very effective as it includes interaction between students and it gives student more space to speak independently and to share their own views regarding any topic.

But there are students who prefer to work alone rather than being in a group, they find it quite difficult to complete a task which they could do on their own as perceived by students. According to their opinion, it will be better if students are given tasks according to their preferences or their needs to make the language learning easier. There were negative opinions such as some learners felt uncomfortable and shy in the classroom while doing these activities. Even though group or pair work has been very effective and successful in terms of language learning. No matter how much anyone hates or loves group work; it is one of the effective strategies of learning a lesson that creates a powerful learning experience among students (Wiemer, 1986, p.2). Kriflik and Mullan stated in their article that working in a

group is a manner of cooperating learning method that “furnishes students learning positively” (Kriflik & Mullan, 2007, p.14).

Giving the fact that it’s true that findings suggests that teachers encourage students to practice in group works, on the other hand, many students have mentioned that it might work well, but due to inefficient group forming difficulty or students’ different personality, many of them do not cooperate, perhaps they prefer different learning styles. Based on the students’ survey and interview and teachers’ interview, it has been found out that group work might not be straight forward solution because in that case, teachers need to have active monitoring to identify that all of the students are participating in a group work. The teacher should create a balance regarding proficiency level of the students in a group work.

Majority of the students have disagreed with changing of contents in curriculum are essential as students get to learn a lot of things about this language as mentioned earlier. Moreover, the contents they have learnt have been helpful in their academic area. Yet there are students who have agreed that course contents need to be changed as it has not been effective for few students because needs and learning strategies have variations as perceived by students. Therefore, their preferences also have variations. Moreover, majority of the students have been neutral with their textbook not being up to the mark to facilitate the needs and expectations of the learners. The number of students being agreed with the statement indicated that the text book needed to be changed whereas according to the teachers, the textbooks are up to the mark to fulfill the language requirements in the classroom. Moreover, teachers are seen to use authentic materials so that students have exposure to real language use in classroom.

5.3. Answering Research Question 3

The survey conducted does not only document the impact on students, it furthermore, adds perceptions of the teachers regarding EAP courses. Therefore, lastly, the third research

question is required the perceptions of the teachers regarding EAP courses at tertiary level. EAP teaching aims at developing learners' language ability and study skills. According to the teachers' interviews, majority of the students at the end of their 12 years of schooling, have failed to develop least proficiency in English language. The reason is, the contents that have been followed in language teaching pedagogy at primary, secondary and higher secondary levels do not really help to increase their proficiency level in this language. Therefore, when they enroll at universities, they struggle to adopt this language. Thus, teachers end up using L1 which is Bangla in classroom to teach English language and it is said to be "natural and effective to use L1" in classroom (Mirza, et al, 2012, p. 71).

Most teachers emphasized more on learners centered approach, as learners gain an understanding of their own learning style and learners' get to collaborate with other learners'. In terms of second language acquisition, learners need independence to learn required skills of the target language. Therefore, to promote learners centered approach, "teachers have to help learners when teachers are not available to support them in language learning situations" (Cotterall, 1995, p.220). According to Hump-Lyons (2001), EAP is learning-centered and humanistic. Most of the teachers mention that Bangla medium students have less exposure to English compared to the English medium students. Only one teacher has said that they do not have any particular text book for the course. They usually teach students through a newspaper which students have to buy every day before they start their class and students are given task to read different articles and paraphrase those articles or write summary and many more. Here, students get to work on different topic and also, they are given tasks from internet which is quite interesting and does not make students feel bored. Students will remember through practicing, not through memorizing strategies from the textbook.

Authentic materials comprise of real language. It is essential for the teachers to develop other materials around them based on the needs of students and to make interest in

those materials in order to achieve the objectives of English language teaching. One of the teachers mentioned that the material they are using is Daily Star Newspaper as their only source. All the students get the Daily newspaper regularly with lesser prices than regular price. The language teachers use them as the course materials. Students have to write a summary and find unknown words, and have to make sentence with those words. To learn different strategies teachers use internet materials and he thinks students are more into technology and internet rather than text books, therefore these ways of teaching language is more appropriate and enjoyable for the students. Moreover, students are taught to annotate reading texts and the teacher thinks that this will help students in coping up with other subjects as well. These kinds of materials are easily available and efficient for the learners. These provide resources for ELT teachers and present them the “opportunity to expose learners to materials created for real life” and to make it available outside the classroom. Teachers are seen to use authentic texts “sensibly, they provide learners with alternatives to learn real English usage” (Bose, 2009, pg-18-20).

If the classrooms were teachers’ centered classroom, the contents of the curriculum would have been ineffective and teachers centered class room discourages “individual thoughts and creativity” (Hasan, 2011). Majority of the teachers follow learners centered approach in classroom so that students feel free to share their thoughts and views regarding any topic.

Majority of the teachers believe that to develop communication skill, one needs to have one to one conversation regularly, therefore they believe more in group work and pair works rather than individual work. Teachers allow students to brainstorm and give their own ideas and this allows students’ creativity to flow freely. According to the teachers, learners should be given more space while discussion is going on. The interactive teaching style and group activities help students improve their language proficiency level. Therefore, when

students will be given tasks in their major courses that have to be done by creating groups, they will be able to do their tasks properly and will not hesitate or feel alienated to do their tasks. Yet, according to the results, there are students, who do not prefer group work as the researcher previously mentioned

Students' responses portray that the present EAP courses do not include the development of vocabulary, and improvement of speaking, listening, and writing skills in order to be able to write academic writings. Teachers should not simply include students' activity just for the sake of making them respond in class. Teachers can use effective techniques not only in terms of one or two study skills, but also in all four skills to encourage the learners both inside and outside the classroom.

Professionals involved in EAP curriculum development and instruction agree that a successful EAP course that meets the target learners' needs is usually based on an integrated syllabus which addresses both process and product and the complex goals of the course (Richards, 2001). The EAP course teachers can work on development of students' critical thinking, giving tasks such as writing response papers, analytical papers and journals where students will get to analyze distinctive characters and also they will have more exposure to literature. The EAP courses can include critical thinking skills and also critical and analytical writing skills which is, the researcher thinks, an important aspect for higher education

Chapter 6

Conclusion

This chapter accumulates the summary of the results and findings through the research conducted in terms of effectiveness of EAP at tertiary level and recommendations.

6.1. Summary of the Findings

The result brings new understanding solution for the implementation of EAP courses in an appropriate way in private universities of Bangladesh. The strategies and techniques that the teachers apply have been ineffective for quite a lot of students at tertiary level. There has been inefficient group formation that did not work for the learners since it was not according to their proficiency level or their needs as perceived by students. The collected data and responses portray the awareness of the teachers and students regarding the proficiency that the students are expected to have at tertiary level whereas they actually lack in that criteria. It shows the need of strategy training that would help learners to be autonomous in academic and also in professional environment and the need of efficient instructions of distinctive study skills.

6.2. Recommendations

- Teachers can use effective techniques not only in terms one or two study skills, but also in all four skills to encourage the learners both inside and outside the classroom.
- The EAP courses can include critical thinking skills and also critical and analytical writing skills which is, the researcher thinks, important aspect for higher education.

6.3. Conclusion

Since English is the foreign language to the people of Bangladesh, students of our country find it as a difficult task in their education. It is a matter of great concern that effective implementation of English curriculum is still far behind from the desired goal. The researcher found that individual interview along with the survey was very effective. The results indicate that learners have needs in case of academia and professional as well which the students expect to complete through EAP courses. The tertiary level of education should be given more importance to make these courses more effective so that the current and future generation university students get proficient enough in English language. An effective language learning technique used by language teaching practitioner can benefit students who are coming from Bangla Medium institutions. The course material can be created more relevant as well as interesting to make these courses more effective and motivating. It has also been found out from the results that the EAP courses should address the academic and professional interests of the students in order to help students find the course worth studying and improve the level of proficiency of the learners.

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APPENDIX A

Students' Questionnaire

	Student's name: Education Background: Age:	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	I improved my academic speech in the EAP classes.					
2	I improved my academic reading skills in the EAP classes.					
3	I improved my academic writing skills in the EAP classes					
4	I improved my academic listening and note-taking skills in the EAP classes.					
5	I improved my academic vocabulary in EAP classes.					
6	I have improved my study skills which I use in my academic studies.					
7	I was provided with enough opportunities to reflect on my learning.	37				

8	I learned how to plan my learning and study my lessons independently					
9	The EAP classes have met my expectations					
10	I was provided with sufficient opportunities to practice my academic reading skills inside and outside the classroom.					
11	I was provided with sufficient opportunities to practice my academic writing inside and outside the classroom.					
12	The EAP lessons have raised my awareness of skills and strategies that I can use for my language development.					
13	The EAP courses will help me in future professions.					
14	Having fluency in speaking skill is important for my future profession after graduation					
15	I prefer working in a team or in a group.					

16	I prefer students will be given work and they will work independently out of class					
17	Changes of contents in curriculum are essential					
18	The textbook is not up to the mark to facilitate the needs and expectations of the learners					

APPENDIX B

Percentage and mean findings from the students' questionnaire have been arranged in a table below:

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Mean Score	Viewpoint
1. I improved my academic speech in the EAP classes.	12.80%	23.20%	28.80%	34.4%	0.8%	3.128	Disagree
	64	92.8	86.4	68.8	0.8		
2. I improved my academic reading skills in the EAP classes.	16%	43.2%	12%	20.8%	8%	3.384	Disagree
	80	172.8	36	41.6	8		
3. I improved my academic writing	20%	55.2%	15.2%	9.6%	-		

skills in the EAP classes	100	220.8	45.6	19.2	-	3.856	Neutral
4. I improved my academic listening and note-taking skills in the EAP classes.	15.2%	41.6%	15.2%	28%	-	3.44	Disagree
	76	166.4	45.6	56	-		
5. I improved my academic vocabulary in EAP classes.	11.2%	24%	31.2%	33.6%	-	3.128	Disagree
	56	96	93.6	67.2	-		
6. I have improved my study skills which I use in my academic studies.	18.4%	56%	12%	13.6%	-	3.792	Neutral
	92	224	36	27.2	-		
7. I was provided with enough opportunities to reflect on my learning.	20.8%	52%	19.2%	8%	-	3.856	Neutral
	104	208	57.6	16	-		
8. I learned how to plan my learning and study my lessons independently	32%	48%	12%	4%	-	4.00	Agree
	160	192	36	8	-		
9. The EAP classes have met my expectations	28%	35.2%	23.2%	6.4%	7.2%	3.704	Neutral
	140	140.8	69.6	12.8	7.2		

10. I was provided with sufficient opportunities to practice my academic reading skills inside and outside the classroom.	12%	43.2%	13.6%	31.2%	-	3.36	Disagree
	60	172.8	40.8	62.4	-		
11. I was provided with sufficient opportunities to practice my academic writing inside and outside the classroom.	44.8%	31.2%	18.4%	5.6%	-	4.002	Agree
	224	124.8	40.2	11.2	-		
12. The EAP lessons have raised my awareness of skills and strategies that I can use for my language development.	28.8%	33.6%	24.8%	4.8%	8%	3.704	Neutral
	144	134.4	74.4	9.6	8		
13. The EAP courses will help me in future professions.	24%	31.2%	26.4%	12.8%	5.6%	3.552	Neutral
	120	124.8	79.2	25.6	5.6		

14. Having fluency in speaking skill is important for my future profession after graduation	46.4%	37.6%	8%	5.6%	2.4%	4.20	Agree
	232	150.4	24	11.2	2.4		
15. I prefer working in a team or in a group.	23.2%	29.6%	34.4%	12.8%	-	3.632	Neutral
	116	118.4	103.2	25.6	-		
16. I prefer students will be given work and they will work independently out of class	13.6%	27.2%	24.8%	26.4%	8%	3.12	Disagree
	68	108.8	74.4	52.8	8		
17.Changes of contents in curriculum are essential	12.8%	31.2%	13.6%	42.4%	-	3.144	Disagree
	64	124.8	40.8	84.8	-		
18. The textbook is not up to the mark to facilitate the needs and expectations of the learners	27.2%	28.8%	32.8%	11.2%	-	3.72	Neutral
	136	115.2	98.4	22.4	-		

Table 1: mean findings and viewpoints from the students' questionnaire

APPENDIX C

Teacher's interview:

1. How is the overall students' attendance of the English foundation course?

The first respondent has said that, on an average, they have 40 students in a class, 35 students are mostly present.

The second respondent said that the department allows 30-35 students in each class, in case of fall and summer semester, the number of students is usually 20-25. According to the faculty, they maintain a very strict attendance policy, so students are bound to attend every class.

The third respondent said that out of 35 students, 25 to 27 students are regular in class.

According to fourth respondent, out of 40 students 33 to 34 students are usually active in classroom.

The fifth respondent said that they take 40 students each semester, due to strict attendance policy, the students' attendance is usually 37 or 38.

2. Do you think the duration of the course is appropriate for every student?

According to the first respondent, students do need more time than the allotted one. Here, students have mixed abilities. In that case, some students have poor knowledge in English, therefore, they are not quite accustomed to listening and speaking. To be good at this, they need to have extra class to practice the speaking and listening skill more.

According to second respondent, the duration of the class time is enough but if it is shorter than the allotted time, it is not possible to finish the required things that they have in their lesson plan and if it is longer than the given time, the students might catch boredom. He also

says that it is important for the students to be attentive and give attention towards the class lectures. But, in some cases, it should be longer and that also for some particular lessons.

The third respondent said that the allotted time is 90 minutes which is enough for students in terms of speaking in classes but it could have been better if the time was a bit more for writing classes.

The fourth respondent said that 1 hour and 20 minutes is enough since 90% of the students are from Bangla medium background, they find this language learning quite hard and they want to get done with each class as fast as they can otherwise, it gets boring for students. Moreover, the text book is made containing each class lesson in each chapter, so that they can finish it in time and can have time to review what they have learnt before quiz or any exams.

According to fifth respondent, 90 minutes is enough since they have two classes in a week which makes it 180 minutes. He also said that 180 minutes is enough to learn about this language.

3. What students are expected to accomplish from these courses?

The first respondent states that the EAP courses aim to make them good in all four basic language skills. In terms of listening and speaking course, she expects students to be able to have certain level of proficiency in speaking and listening. At least, teacher expects students to be fluent in speaking in this language. In terms of reading and writing, we expect them to write down different patterns of essays, paragraphs, and compositions so that students can apply it properly not only in their academic endeavors but also in future professional life. All though, it is not hundred percent successes, but, since this is a required course, every student has to go through it.

The second respondent says that the EAP courses aim to make students develop their language skills that will be required later in academic life. He expects his students to be good in writing, speaking, reading, listening, and presentations in English language. He also expects that after they are done with the EAP courses, they can actually do well in their other courses where they have to present. Students coming from business, engineering departments, this course will help them to develop required skills. He also mentions that the course comprises of certain policy that actually force learners do well in the courses, and the success rate is satisfactory.

According to third respondent, students are expected to write better and should have knowledge about the general or common mistakes they make in writing and speaking and if they follow the lectures and strategies, they are expected to be a better writer and speaker as well.

Forth respondent says that there are students coming from English medium, it is quite challenging for Bangla medium students because the students having English medium background are doing well. Therefore, we expect better outcomes from them. Nevertheless, for Bangla medium students, this is the first time for many of them who are being exposed in English speaking environment. In some cases, their writing is good, and then he expects them to be a better writer. However, he also adds that there are students coming from English medium, their performance is not as expected. Few Bangla medium students are seen to be really well in this language. Since the course includes enough language learning tasks, students are getting better at this language.

According to fifth respondent, he is focusing more on speaking and listening skills because it needs more practice to be fluent and accurate. He expects his students to be well in

terms of speaking in English and be better at presentations in any courses. Moreover, students are taught different writing skills to be a better writer as well.

4. Do you think the syllabus is useful in terms of meeting those expectations?

The first respondent says that the given syllabus is sufficient enough for an EAP course. She not only follows the syllabus but also suggests different materials from the internet and prepares her own material. She also added that she always tries to maintain communication and interaction in the classroom.

The second respondent states that every semester they go through different survey to make changes in the curriculum and makes plans based on the needs of the learners and learners demand. He also says that it is to make a useful syllabus for the students so that they can fulfill their achievement in learning this language.

Third respondent says that the given syllabus is appropriate because it contains huge amount of writing and speaking tasks that will help the students to learn this language better. But in terms of writing, it is quite hard to maintain the multi-drafting, because the teachers have to take 4 drafts from 35 the students and have to give feedback as well.

According to forth respondent, the material they are using is Daily Star Newspaper as their only source. All the students get the Daily newspaper regularly with lesser prices than regular price. The language teachers use them as the course materials. The students have to write a summary and find unknown words, make sentence with those words. To learn different strategies teachers use internet materials and he thinks students are more into technology and internet rather than text books, therefore these ways of teaching language is more appropriate and enjoyable for the students. Moreover, students are taught to annotate reading texts and the teacher thinks that this will help students in coping up with other subjects as well.

The fifth respondent says that the teachers follow a particular text book for EAP courses which they are using every semester and the results are quite satisfactory. Therefore, the syllabus is useful in terms of meeting expectations regarding second language acquisition.

5. Is there any fixed strategy in terms of textbooks and methodologies to be applied in the classroom?

According to first respondent, the strategies changes every semester based on the students ability. Mostly, the teachers focus more on learners' centered approach. And the textbook she follows, is appropriate to learn the language skills.

The second respondent states that the teachers are very specific in terms of methodology. They also emphasize more on learners' centered approach. He wants his students to be more independent where students have to come up with information and ideas rather than teachers'. Therefore, it is a learners' centered classroom.

The third respondent says that there is no specific approach or methodologies he follows. But one thing he does which is giving feedbacks every time after the students are done with their tasks.

The fourth respondent states that he follows learners' centered approach where students should have lot of opportunities to share their ideas and they can practice more so that they can get maximum time in learning. Just being a listener does not help.

According to fifth respondent, they do not emphasize on any certain methodology but they surely have a text book that is being used every semester.

6. What is teachers' perception regarding EAP courses at tertiary level?

According to first respondent, although the syllabus is good but the students are not much studious, she has to struggle to make students learn this language or make them study

the language learning material. Mostly Bangla medium students struggle to adopt this language even after 12 years of schooling in Bangla medium.

The second respondent thinks that learning English language should be from our schooling, because we are learning English as a subject from our primary school. Students did not have any practical use of English in their school or college when it comes to Bangla Medium students. Moreover, there were no communicative activities. But, in other way, through EAP courses, it does make changes in terms of English language writing, speaking in private university students in tertiary level.

The third respondent says that to develop English skills, presentations, to write well such as summary, essays, reports and more, EAP courses will help them to learn all of these important skills that are needed for academic endeavors. According to him, writing and speaking are the most important skills in the students' academic life, but he also emphasized the inclusion of reading and listening skills in the EAP courses.

Fourth respondent states that EAP courses are some great opportunity for the students. He believes that, in addition to academic life, this type of courses helps to prepare students for professional life as well.

The fifth respondent says that EAP courses will guide students towards appropriate writing strategies, speaking strategies, reading comprehensions and many more so that they can learn things appropriately in their major courses and fulfill their achievements in professional life as well.

7. Do you allow your students to use Bangla?

The first respondent said that the teachers do allow students sometimes speak in Bangla in class if the students are not able to express in second language since their background is Bangla.

According to second respondent, the teachers do not allow speak in Bangla. Moreover, the teachers make sure whatever they say, they have to say it in English. Even if they make mistakes while speaking in English, teachers do not permit them, and also students are given time to think and translate it into English.

The other three teachers agreed with the statement that they do allow students to use Bangla if it's necessary since majority of the students belong to Bangla medium and their proficiency level is quite low.

8. What are your preferences in terms of teaching styles?

According to first respondent, she makes students do group work activities, pair works, and presentations. Moreover, she takes online quizzes through a particular social site.

According to second respondent, he believes that to develop communication skill, one needs to have one to one conversation regularly, therefore he makes sure that each of the students gets to share when they are given different topic in every class. He believes more in group work and pair works. He less emphasizes on individual work.

According to third respondent, he allows students to brainstorm and give their own ideas and this allows students' creativity to flow freely. Moreover, he makes sure of everybody is communicating more openly in the classroom. He believes in giving more space to learners while discussion is going on. Moreover, students are given lot of writing tasks in classroom.

The fourth respondent says that he prefers group work rather than individual work. He also adds that the interactive teaching style and group activities help students improve their language proficiency level.

The fifth respondent says that, since in 12 years of schooling in Bangla medium, students were not exposed to interactive, group or communicative activities. To make

students more interactive and communicative, he always prefers group activities and task-based activities. Therefore, when students will be given tasks in their major courses that have to be done by creating groups, they will be able to do their tasks properly and will not hesitate or feel alienated to do their tasks.

Appendix D

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. I improved my academic speech in the EAP classes.	16	29	36	43	1
	12.80%	23.20%	28.80%	34.4%	0.8%

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
2. I improved my academic reading skills in the EAP classes.	20	54	15	26	10
	16%	43.2%	12%	20.8%	8%

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
3. I improved my academic writing skills in the EAP classes	25	69	19	12	-
	20%	55.2%	15.2%	9.6%	-

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
4. I improved my academic listening and note-taking skills in the EAP classes.	19	52	19	35	-
	15.2%	41.6%	15.2%	28%	-

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
5. I improved my academic vocabulary in EAP classes.	14	30	39	42	-
	11.2%	24%	31.2%	33.6%	-

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
6. I have improved my study skills which I use in my academic studies.	23	70	15	17	-
	18.4%	56%	12%	13.6%	-

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
7. I was provided with enough opportunities to reflect on my learning.	26	65	24	10	-
	20.8%	52%	19.2%	8%	-

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
8. I learned how to plan my learning and study my lessons independently	40	60	15	5	
	32%	48%	12%	4%	-

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
9. The EAP classes have met my expectations	35	44	29	8	9
	28%	35.2%	23.2%	6.4%	7.2%

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
10. I was provided with sufficient opportunities to practice my academic reading skills inside and outside the classroom.	15	54	17	39	-
	12%	43.2%	13.6%	31.2%	-

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
11. I was provided with sufficient opportunities to practice my academic writing inside and outside the classroom.	56	39	23	7	-
	44.8%	31.2%	18.4%	5.6%	-

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
12. The EAP lessons have raised my awareness of skills and strategies that I can use for my language development.	36	42	31	6	10
	28.8%	33.6%	24.8%	4.8%	8%

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
13. The EAP courses will help me in future professions.	30	39	33	16	7
	24%	31.2%	26.4%	12.8%	5.6%

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
14. Having fluency in speaking skill is important for my future profession after graduation	58	47	10	7	3
	46.4%	37.6%	8%	5.6%	2.4%

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
15. I prefer working in a team or in a group.	29	37	43	16	-
	23.2%	29.6%	34.4%	12.8%	-

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
16. I prefer students will be given work and they will work independently out of class	17	34	31	33	10
	13.6%	27.2%	24.8%	26.4%	8%

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
17. Changes of contents in curriculum are essential	16	39	17	53	-
	12.8%	31.2%	13.6%	42.4%	-

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
18. The textbook is not up to the mark to facilitate the needs and expectations of the learners	34	36	41	14	-
	27.2%	28.8%	32.8%	11.2%	-