Effective Teaching Method for EAP courses in Bangladeshi Private Universities: A Comparative Study

By

Golam Benyeaz Ibney Shohid

16103009

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Declaration

It is hereby declared that

1. The thesis submitted is my 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 have acknowledged all main sources of help.

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_____

Golam Benyeaz Ibeny Shohid
16103009

Approval

The thesis/project titled "Effective Teaching Method for EAP courses in Bangladeshi Private Universities: A Comparative Study" submitted by

     Golam Benyeaz Ibney Shohid (16103009)

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Examining Committee:

Supervisor: _____
(Member)   Mohammad Mahmudul Haque
                                         Assistant Professor,
                           Department of English and Humanities
                                         Brac University

Departmental Head: _____
(Chair)   Professor Firdous Azim, PhD
                                  Professor and Chairperson
                           Department of English and Humanities
                                           Brac University

Ethics Statement

I, Golam Benyeaz Ibney Shohid, certify that the work presented in this dissertation is my own work. Any other sources have not been used that are not part of this original work. All other sources and information used and unused in this study have been acknowledged. 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

Abstract/ Executive Summary

The remaining researches in English Language Teaching focus on the appropriateness of the EFL courses. Some studies focuses on different teaching Methods and its outcome. One of the most discussed topics is regarding GTM (Grammar Translation Method) or CLT (Communicative Language Teaching). These works and its participants are from primary and higher secondary education. These participants are yet to realize the significance of making suggestion on their learning. In last few years Private universities are growing in number in Bangladesh. The each discipline of these universities is being guided by the UGC (University Grant Commission). However, suggestions are given by the NCTB (National Curriculum and Textbook Board) on the curriculum of ELT in primary and higher secondary education. Currently, many private universities are offering EAP (English for Academic Purpose) courses to prepare their students for their further academic program. This paper discusses on the effective teaching method for EAP courses in these private universities. The study comprises a comparative study between two EAP courses from two different private universities of Bangladesh.

Keywords: ELT; Grammar Translation Method; Communicative Language Teaching; English for Academic Purpose.

Dedication (Optional)

"You talk when you cease to be at peace with your thoughts;

And when you can no longer dwell in the solitude of your heart you live in your lips, and

sound is a diversion and a pastime.

And in much of your talking, thinking is half murdered."

— Khalil Gibran, The Prophet

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I would like to dedicate my work to my parents and the teachers who guided me through all

the academic hurdles.

Acknowledgement

I would like to thank my parents for motivating me and give me support till this this day of my study. As I studied in science till the higher secondary, it was obvious that I would have persuaded my Undergraduate degree in any engineering discipline. It was a tough decision for me to choose between the public and the private university. Then the choice of the subject I wanted to study in my undergraduate degree was another problematic decision to make. However, my parents always supported me on the decision I took. They believed in my potential and enthusiasm I had for this subject. BRAC University has always been there with me in this undergrad journey. The well-disciplined academic curriculum and the respectable faculty members always inspired me to strive for the excellence. I will be grate full to all the staffs and attendance who gave me all the logistics and technical support to continue my academic task successfully. The Department of English and Humanities has contributed in making a good academic out of an ordinary student. The respectable chair of the Department Professor DR. Firdous Azim inspired us throughout her Excellency. Madam Lubaba Sanjana gave me the guidance choosing the undergraduate courses and enrolls in those courses successfully. She was always been helpful inside and outside the classes. Her remarkable teaching inspired me to do my major in ELT (English Language Teaching). Professor Mohammad Mahmudul Haque Sir made our lectures merely sophisticated. His charismatic teaching and lectures created an endless eagerness and curiosity among us about the study. Sir always inspired us to study beyond the confined syllabus. Dr. Rifat Mahbub is another inspiring name in my undergraduate life. Madam could provoke our creativity and she could make us do our best in any task. She was a teacher who respected her student opinion and thought. She made us believe that we can achieve anything if we believe in ourselves. Every student has some academic commitment to their duties and integrity. Madam Rukhsana Rahim Chowdhury always reminds us about our duties. Her priority was not only to make us

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List of Acronyms

EAP   English for academic purpose

ELT   English Language Teaching.

GTM   Grammar Translation Method

Glossary

GTM: Grammar Translation Method refers to one of the teaching methods of teaching foreign languages to the L2 learners.

EAP: English for Academic Purposes - refers to the language and associated practices that people need in order to undertake study or work in English medium higher education. It is a branch of English Language Teaching.

Chapter 1

Introduction

English being the lingua franca has earned its demand in Bangladesh. Every Students need to go through English language learning whether they are from Bangla Medium or English Medium or from Madrassa and Vocational. Although the Language remains as a subject until the higher secondary students, it becomes the medium of communication and further their higher education. The curriculum of any Undergraduate program requires a minimum proficiency in English language. Proficiency in a language refers to the all four skills such as reading, writing, listening, and speaking. Therefore, any universities first and foremost objective is to develop or refurbishes their fresher undergraduates in English language. Some Universities have their own language institutes where they design their preferred English language courses according to their academic needs. However, some universities do not have any particular language institutes. These language courses are designed for enhancing the second language proficiency among their students in order to initiate their academic studies properly. The syllabus and course materials are written in English. Especially, private universities tend to follow the global syllabus. The books are written in English. Almost every academic task such as assignments, presentations, group works, class lectures, and even the communication between the teachers and the students are in English. Bangladesh is a country where economic prosperity is progressive and more and more people are now concern regarding higher education. Students are pursuing their undergraduate degrees in public, private, and foreign universities. Almost every private university has their English language courses. These courses are designed to make the students prepare for their academic courses. Although we have UGC (University Grant Commission), there are no requirements or parameters given on EAP (English for Academic Purpose). As a result, universities are reluctantly offering EAP courses to their students. Moreover, there is no synchronization

among the universities EAP courses. It is difficult to determine whether the universities are offering effective EAP courses for their students. The purpose of any EAP courses is to make the students capable of receiving their further academic education in English. It is often being seen that many students are failing to perform in their academic writing or reading. Due to their poor English they are failing to cut good grades in their undergraduate degree. Some of them are even struggling in finding admission into foreign universities to peruse their Masters or PHD. The teachers are adapting to the latest teaching methodologies and teaching materials to enhance the quality of these EAP courses. They are putting their effort to extract learning efficiency from students end. However, the most popular and conventional method for ELT remains the GTM (Grammar Translation Method). The Grammar Translation Method is widely popular around the country since it allows the students to learn English through their native language. However, recent studies and findings proofs this method is to less effective teaching method.

Chapter 2

Literature Review

The following chapter contains the literature I found relevant to my study

2.1 CLT Approach

Grammar translation method was the most revered method for teaching English to the students of Bangladesh starting from their primary school until the higher secondary. However, the most recent and current method that has been followed by most of the institutions is the CLT (Communicative Language Teaching). CLT came after the establishment of grammar translation method and audio- lingual method. However, Direct Method is another popular method of teaching English language that has its long driven tradition in EAP classroom. Communicative language teaching (CLT) in 1960s became a dominant language teaching approach in 1970s. Savignon (1983, 1997) suggested that a class- room model of communicative competence includes Canale and Swain's (1980, later refined includes Canale, 1983) four components that are grammatical competence, sociolinguistic competence, discourse competence, and strategic competence (SATO, .K, 2002). CLT oriented language courses and academic text materials were introduced in second language learning. The major objective was to facilitate the learners to use the target language in L2 context. Therefore, the drill based language teaching took turn into communicative oriented activities to preserve the spontaneous and natural use of language using proficiency. Learning a foreign language is a dynamic, interactive process that involves creative expression on a personal level. Our students themselves must be at the core of this interactive process (Hendrickson, 1991). CLT refers to both processes and goals in classroom learning. CLT is based on the theoretical concept of communicative competence. There are conceptualizations of communicative competence. For instance, Bachman (1990) charted a

theoretical framework for communicative language ability that includes knowledge structures, strategic competence, psychophysiological mechanisms, context of situation, and language competence (SATO, .K, 1999). Language competence is further divided into organizational competence (grammatical and textual competences) and pragmatic competence (illocutionary and sociolinguistic competences). Brown (1994) proposed a definition of CLT to include the following issues: (a) "Classroom goals are focused on all of the components of communicative competence"; (b) "Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes"; (c) "Fluency and accuracy are seen as complementary principles underlying communicative techniques"; and (d) "students ultimately have to use the language, and receptively" (Brown, 1994, p. 245, italics Original (SATO, .K, 1999). Following the linguistic theory of Chomsky (Savignon, 2001), CLT focuses on 'communicative competence' which incorporates the grammatical, sociolinguistic, discourse and strategic use of the language in different contexts (Hasan & Akhand, 2009). s. CLT practice is quite diverse, yet underlying all of its variations are these similarities: 1) communicative competence is the goal at each level of instruction, 2) interaction between language users and their environment is a primary objective of all exercises, and 3) the processes involved in using language, that is, the strategies for making sense of something and for negotiating meaning, are the center of attention (Nattinger, 1984). To understand this concept, it is important to examine language and language learning. The major purpose of a language is to successfully communicate with others. When learning any language, it is essential to remember that the goal is to communicate effectively with that language, particularly in the oral form. There are four basic language skills, listening, speaking, reading and writing. Listening and speaking are primary skills; whereas reading and writing are secondary ones. On the other hand, listening and reading are recognized as receiving skills while speaking and

writing are producing skills (Savignon, 1991) learning any language, involves this process. Like a chain reaction, one depends upon another. Without the development of the primary skills, those classified as secondary are more difficult to learn and have little purpose. This is supported by Emmit, Komesaroff & Pollock (2006) in their discussion on language acquisition. The content 16 of CLT sequences activities according to this principle and emphasizes the learners' communicative competence (SEDP, 1999). Learning any language does not merely involve linguistic knowledge such as grammar, vocabulary or the language structure but also the ability to apply that language effectively for communication. Language is learnt as a tool to communicate rather than an ornament to look at (SEDP, 1999). For example, only owning, or having knowledge about a bicycle does not fulfill its utility, if one does not know how to ride it. Similarly, linguistic knowledge on its own does not ensure successful communication unless it is used for a particular purpose. In this way, learning any language is unlike learning other content-based subjects. Consequently, CLT emphasizes the learners' communicative competence with a focus on linguistic form, social context, interpretation and the function of the language in diverse situations (Savignon, 2003). Language use is therefore more important than mere knowledge of the language. Communicative language teaching requires more, however, than attention to strategies for presenting the structures and functions of language. Above all, it requires the involvement of learners in the dynamic and interactive process of communication (Savignon, 1987) CLT is highly accepted and widely used in the non-English speaking countries as an approach to develop English as a second language (Mangubhai, Marland, Dashwood & Son, 2007; Sakura, 2001; Savignon, 2003; Thompson, 1996). Asian countries, Latin American countries and others where English is not the mother tongue, use CLT to teach and learn English as a second language (Hiep, 2007; Howard & Millar, 2009; Nishimura, 2000; Sakura, 2001; Sato & Kleinsasser, 1999; Savignon, 2003; Zhang, 1997). Furthermore, English-speaking

countries such as the UK, USA and the European Union also use this approach to teach ESL learners from diverse backgrounds (Anderson, 2008; Sirota & Bailey, 2009; Carlo et al., 2004; Hite & Evans, 2006; Safford & Costley, 2008; Savignon, 2003). CLT focuses on the phenomenological perspective of 'learning by doing' and the notion that language learning not only depends on learning the grammatical rules but also the ability to use the language in real life situations for communication. The key characteristics of CLT include an emphasis on the meaning of the language, incorporation of four basic language skills (speaking, listening, reading and writing), teaching grammar in context, enhancing learning by doing, and focusing on 17 many language practice activities such as dialogue, role play, interviews, games, pair and group work . For any activity, CLT follows some prescribed but flexible stages such as, pre, main and post activity. Before starting the activity, the teacher sets the scene with a lesson-related short discussion, including the introduction of difficult words, providing guiding questions and clear instructions. During the main part of the lesson teachers are expected to monitor students' performance, according to the objectives of the learning and assist with difficulties. At the end of the task s/he must elicit answers, correct confusions and provide feedback to the whole class. CLT also does not consider reading aloud as an effective technique to develop learners' reading skill. The theory that underpins the reading component of CLT assumes that to understand the text, therefore silent reading is more appropriate than oral reading to increase comprehension skills. Reading aloud is useful at the earliest stages of learning when the learners' attention is centered on pronunciation rather than understanding the meaning. Therefore, CLT tends to focus on silent reading activities in the classroom to develop reading skills. Savignon (2003) argues that in spite of the learning in CLT being contextualized, sometimes it is undermined in practice by focusing excessively on the achievements in learners' communicative competence. She states that in most cases this is not due to CLT itself as an approach, but it is the implementation and

evaluation procedures that make it seem unsuccessful. To overcome these challenges, Japan has a reformed curriculum, Hong Kong and Costa Rica changed public examination systems and curriculum, Taiwan shifted into a bilingual environment with all road signs in English as well as Chinese and the European Union shifted its focus on learner autonomy in language education (Hiep, 2007; Howard & Millar, 2009; Nishimura, 2000; Sakura, 2001; Sato & Kleinsasser, 1999; Savignon, 2003; Zhang, 1997). It can be said that CLT is used widely in learning English as a second language. There can be some modifications to accommodate the background of the learners in different contexts and to make it more learners centered.

2.2 Direct Method

Direct Method refers to oral and natural method of teaching among L2 learners. This method was being introduced around the 1900s as an alternative to the conventional grammar translation method (GTM). Although GTM (Grammar Translation Method) was effective in improving the writing skill of L2, it was failing to meet the expectation of the teacher and students to improve their proficiency in speaking in second Language. Direct Method was an immediate response to the alternative to Grammar Translation Method. Moreover, Grammar Translation Method was failing to deliver the communication need in terms of spontaneities and interactive use of language. It encourages the involvement of students in speaking, and listening to the foreign language in everyday situations. It comprises oral interaction, spontaneous use of the language. It discourages translation. It pays less effort to understand the grammatical, syntactical aspects of the language. The major priorities are on proper pronunciation and phonetic symbols to pronounce the vocabularies alike the natives. Then the written relevant examples come in action. It induces the participative and interactive role of students to learn the foreign language having said that it is a sophisticated method to apply in classroom situation. It can be applied properly in a class where the numbers of students are limited, and it requires high motivation of the students. In artificial classroom settings it is

problematic to ensure the understanding of natural situation and enough practice for everyone. However, variants of this method have been developed where the teacher allows limited explanations in the student's native language and explains some grammar rules to correct common errors a student may make when speaking. One of the most famous supporters of this method was the German Maximilian Berlitz, who founded the Berlitz chain of private language schools. Some characteristics of this method are: Lessons are in the target language there is a focus on everyday vocabulary; visual aids are used to teach vocabulary Particular attention is placed on the accuracy of pronunciation and grammar a systematic approach is developed for comprehension and oral expression. It sought to immerse the learner in the same way as when a first language is learnt. All teaching is done in the target language, grammar is taught inductively, there is a focus on speaking and listening, and only useful 'everyday' language is taught. The weakness in the Direct Method is its assumption that a second language can be learnt in exactly the same way as a first, when in fact the conditions under which a second language is learnt are very different. The Direct Method (DM) emerged in the 1890s largely as a response to the perceived inability of the Grammar-Translation Method to teach learners to genuinely communicate. The argument was that the Grammar-Translation Method taught learners about the target language but not how to speak the target-language. In DM, there is no translation. In fact using native language is prohibited, and all communication should be initiated directly in the target language. Vocabulary is explained through visual aids and miming. More emphasis is given on Listening and speaking skill though reading and writing play their task. Grammar is deduced rather than instilled. However, exception may occur in some cases where students come from diverse background. More translation and less oral work might be necessary with beginners in college, if we are to consider the mythical "average student" instead of the best student (Skidmore, 1917). There is a widespread assumption that language is best learnt when students actively use it in the

classroom. The Direct Method, which is also known as natural method or conversational method, has been popular since it enables students to communicate in the foreign language. The Direct Method through focusing on everyday language and using questions and answers lays an emphasis on teaching oral language. Teaching a foreign language as far as possible after the manner in which a child would learn it in the foreign country (Skidmore, 1917). Rivers summarizes the characteristics of the Direct Method as students learn to understand a language by listening to a great deal of it and that they learn to speak it by speaking it associating speech with appropriate action" (Rivers, 1968, s.18).

Proponents of the Direct Method are of the opinion that "'language consists - except for lexicographers - not of words, but of sentences" (Vietor 1882, s.4) which will enable the students to learn speech earlier. In the Direct Method language is learnt for communication, as Larsen-Freeman (2000) states language is primarily speech. Classroom instruction and classroom activities are carried out in the target language; therefore, students are actively involved in using the target language. Conversational activities hold an important place in this method. Through using language in real contexts, students stand a better chance of thinking, and speaking in the target language. Similarly, Stern points out that the Direct Method is characterized by the use of the target language as a means of instruction and communication in International Journal of Academic Research in Business and Social Sciences the language classroom, and by the avoidance of the use of the first language and of translation as a technique (Stern, 1983). The Direct Method will enable students to understand the language which will help them to use the language with ease; moreover, as L1 is not allowed students learn the language through demonstration and conversation which will lead them to acquire fluency. The Direct Method has been useful in that it "provided an exciting and interesting way of learning the foreign language through activity. It proved to be successful in releasing students from the inhibitions all too often associated with speaking a

foreign tongue, particularly at the early stages." (Rivers, 1968) Similarly, Richardson through explaining the learning process in the Direct Method stresses the role of teachers as "they all insisted on the primacy of phonetics as a basis for language teaching; on the importance of oral practice and the necessity for making the reader the center of instruction; on the principle of direct association between the thing referred to and the new word in the foreign language; on the teaching of grammar by inductive methods, and of the avoidance of the written or printed word until the pupil's pronunciation was so sound that it would not be influenced by seeing how the words were spelt," (1983, s.38) The Direct Method received strong criticism in that it required teachers speak with a native like fluency (Richards and Rodgers, 2007). Because the success of this method depends on the competence of the teachers, students will not have a good opportunity to develop their language skills unless this native-like proficiency is obtained by the teachers. As the professors of the Pennsylvania State University state "a successful teacher of the Direct Method needs competence in his language, stamina, energy, imagination, ability and time to create own materials and courses, immense vitality, robust health, real fluency in the modern language he teaches. He must be resourceful in the way of gesture and tricks of facial expression. However, taking the students' comprehension capacity into consideration, as long as the classroom instruction is conducted in the target language students will benefit a lot from the use of this method. This method was criticized for not teaching listening strategies systematically. There is no question that students' listening development relies on listening to the target language continuously. However, students who listen to the target language constantly tend to develop their listening skills.

2.3 Learner's Variable

The greatest block way for any second language learner is fear. To overcome fear motivation plays a vital role. Motivation can either be intrinsic or extrinsic. However,

Gardner and Lambert (1972) define 'motivation' in terms of the L2 learner's overall goal or orientation, and 'attitude as the persistence shown by the learner in striving for a goal. Instrumental motivation involves the concepts of purely practical value in learning the second language in order to increase learners' careers (as cited in Saville-Troike, 2006). One research on the role of motivation in second language acquisition is conducted by Gardner and associates. This research is driven by Gardner (1985 and 2000) socio educational model of second language acquisition and generally makes use of the Attitude/Motivation test battery (AMTB) to measure the major components of the model. In socio educational model a distinction is made between attitudes, integrativeness and attitude towards the learning situation and a third component motivation. The role of motivation in SLA has been linked to attitudes, and research on attitudes and motivation has traditionally been associated with the names of Gardner and Lambert (1972). They suggested a distinction between instrumental and integrative motivation and their work has strongly influenced research. An L2 learner holds attitudes toward the need to acquire the L2 and about members of communities who use this language. The better one uses the language the more status he or she earns in that particular group. Integrative motivation, defined as the desire to be a part of recognized or important members of the community or that society that speaks the second language (as cited in Saville-Troike, 2006). "A majority of cognitive psychologists agree that emotion is essential to human cognition (Harris, Gleason, & Aycicegi, in press; Panksepp, 1998)."

Intelligence refers to human beings general reasoning skills. It is the mental ability of reasoning, perceiving relationships and analogies, calculating, learning quickly. It is very difficult to define intelligence as it is abstract in nature. There are several aspects of intelligence. Stern defines intelligence similarly as he stated, "a general capacity of an individual consciously to adjust his thinking to new requirements: it is general mental' adaptability to new problems and condition (Freeman, 1925, p.255)." It is difficult to define

intelligence because it changes over time. He stated, "Cognitive ability is assessed by tests that change over time. Items on a test that assess ability in a 4-year-old are not used on tests of adult intelligence (Brody, 2004, p.235)." However, intelligence can be dynamic depending on the individual and its implication. Psychologists have found out several types of intelligence that play role in differentiating human beings. These can be verbal, nonverbal or reasoning. These differences defy individual uniqueness. For instance, there are many students who learn more through music and rhythms. It enhances one's pronunciation efficiency in English words. "Music may be a privileged organizer of cognitive processes, especially among young people (as cited in Gardner, 1998, p. 32). In recent times, researches have shown more new intelligences. Gardner's (1983) these different kinds of intelligence are linguistic (involved in reading, writing, listening and talking), musical (involved in playing, composing, singing and conducting), logical-mathematical (involved in solving logical puzzles, deriving proofs, performing calculations), spatial (involved in moving from one location to another or determining one's orientation in space). "It was found that 76 percent of reading achievement is attributable to the relation of reading achievement to visual perception, intelligence, and reading for understanding (Ende, B.Fuller, 1967, p. 282)." Interpersonal intelligence involves in understanding of others' and one's relations to other. "In recent years, it has become more common for college-level Spanish programs in the United States to incorporate some form of community-based learning to provide learners a type of linguistic and cultural immersion experience within local Spanish-speaking communities (Hispania, 2011, p.286)

2.4 What is EAP?

English for Academic Purposes refers to practices regarding language which is being needed to study or work in English medium higher education. The objective of an EAP

course, then, is to help these people to learn the institutional and disciplinary practices regarding study and work through the medium of English. It has been considered to be a branch of ELT (English Language Teaching). It is a type of ESP (English for Specific Purposes).The teaching content is similar to the language, practices and needs of the learners. ESP is goal driven. The learners are not learning the English language for the sake of it, but because of their need, to use English in their professional or academic sphere. They required learning English in order to succeed in their academic careers. EAP involves an attitude to learning and teaching that believes that it is possible in a useful way to specify what language and linguistic practices are required in a particular academic context. Therefore, one important aspect of EAP course He concludes that learners do have an awareness of what goes on in class and that teachers should therefore make an attempt to align their task orientation to that of learners (Barkhuizen, 1998). Usually, there is a specified period for the ESP course. Most EAP students are taking fixed term courses in preparation for a particular task – such as an essay, dissertation or conference presentation, or an academic course. They are studying English for a short time every week along with their academic courses or jobs. ESP learners tend to be adults rather than children. Most EAP students are over 18. Most of them are required to go through extensive academic writing in English language. He stated, "The bulk of the literature on writing needs for courses across the disciplines consists of surveys of faculty."(Carson, 1994, p. 2).

2.5 Authentic Material

Authentic materials are specifically designed for the EFL students to perceive the language as it is used by the natives. Authentic materials can be anything that is written for the native language users. For example, any newspaper that is written in English, video, music, radio shows etc. These are called authentic because the real

purpose of its creation is to serve the native. T0hese materials are not designed to teach English, yet these can be good choice to use as learning material for the foreign learner. It helps the foreign learner to perceive the language as it is used by the native English users. It is an original and candid exposure to the foreign language. English newspaper is usually printed into authentic English. Therefore, it is a common authentic material for EFL learner. Any book that is written by an Englishman can be another good authentic material for the foreign language learners. The newspaper or any book written by English native alone cannot meet the need of the students to learn English. There are many other sources such as- schedules, calendars, advertisements, menus, notes, receipts, coupons, tickets, and brochure etc. Authentic listening materials are more convenient than reading materials. In listening the learners can do the task individually. However, the teacher needs to supervise and check if the learners are not getting demotivated by the difficulties. Although authentic materials have fewer drawbacks, it is efficient to use these materials as long as the learners accept them. Learners thoroughly enjoy these materials such as music, videos.

2.6 Non- authentic materials

Prepared materials are designed to teach the EFL students. The prepared material is an inevitable tool for learning in the EAP course. However, it alone cannot fulfill the student's need. The efficient way to develop any skill is to rehearse and run repeat drill the skill. Non authentic materials such as course packet, handout, and textbooks sometimes may fail to offer such rehearsal. Moreover, students may find it monotonous to depend on particular course books. Students are more into authentic materials as these materials not only boost their learning but also entertain them in the process.   Another drawback is that the course book or any non-authentic materials are

usually written in strictly followed academic language. This academic language does not prepare them for the real world English. Since students are from multiple disciplines, they may still face problem connecting to the lectures of their own discipline. There should be a balance between the academic language as well as the real world language. However, in our country students from Bangla Medium are less familiar with the authentic materials. Mostly, they rely on textbooks. It may seem to them new. The materials can be edited or improvised considering these learners' capability. The unfamiliar language may cause anxiety in their performance. It should be edited according to their level. The teachers need to consider the fact that although the foreign language is being taught for academic purposes; they have to also learn the grammar, vocabularies, and other linguistic features of that language. It is necessary because it helps to use the language properly. For language learning the teaching has to be intricate. Any additional teaching materials can be used to make sure the approach helps the students to elaborate their understanding through their target language. The linguistic aspect as well as the practical use of that language in their further academic study is the foremost objective of any EAP course.

Chapter 3

Methodology

In this paper the researcher follows the mixed method approach. There are many types of mix method approach. The researcher chooses the convergent parallel mix method as it allows the researcher to collect and analyze the data efficiently. The data are collected both in qualitative and quantitative method. Questionnaire for qualitative and quantitative are formulate in the same form. The researcher takes the help of Google Form to collect the data. Two separate Google forms are created to collect response separately from the teachers and the students. Mixed methods research refers to a mix of qualitative and quantitative data. This method comprises collecting, analyzing, and interpreting data collectively. It can be assumed that the qualitative data and the quantitative data will provide different types of information. Qualitative will provide open ended data and the quantitative will provide closed-ended data. Both the data has limitations and strength. The strength need to be combined to make a precise understanding of the research problem or question and at the same time it may help to get rid of the limitation of the both. "This "mixing" or blending of data, it can be argued, provides a stronger understanding of the problem or question than either by itself. This idea is at the core of a reasonably new method called "mixed methods research."(Creswell, ed.4, p.264) As this methodology is recent, researchers need to accustom with the methodology through understanding of the definition and the research design. There are various types in mix method research methodology for example – convergent parallel mix method, sequential explanatory

mix method. It depends on the research topic and the researcher's choice to select the appropriate method for their research. The discussion, analysis, interpretation, and validation will be according to the design context. This method incorporates the qualitative and quantitative data in response to research questions and hypotheses. The analysis of both forms of data will be included. The qualitative and the quantitative data collection, and analysis need to be thoroughly initiated. Proper sampling, information sources, and data analysis are such steps. The two types of data are integrated in the design analysis through the data merging, connecting the data, and embedding the data. These procedures are added in a distinct mixed methods design which also comprises the timing of the data collection for example- concurrent or sequential. This methodology originated around the late 1980s and early 1990s based on the work from individuals in diverse fields such as- evaluation, education, management, sociology, and health sciences. It has gone through several periods of development including the formative stage, the philosophical debates, the procedural developments, and more recently reflective positions (noting controversies and debates) and expansion into different disciplines and into many countries throughout the world (Creswell, p.264) mixed methods is chosen because of its strength of drawing on both qualitative and quantitative research and minimizing the limitations of both approaches. At a practical level, mixed method provides a sophisticated, complex approach to research that appeal to those on the forefront of new research procedures. It also can be an ideal approach if the researcher has access to both quantitative and qualitative data. At a procedural level, it is a useful strategy to have a more complete understanding of research problems/questions, such as the following: Comparing different perspectives drawn from quantitative and qualitative data

Researcher can discuss quantitative result with a qualitative follow-up data collection. Then analysis better measurement instruments through qualitative data collection and analysis and administer the instruments. Furthermore, an experimental result can be formulated through gaining individual perspectives. This determines the types of mixed method used in the research and it also tells the rationale behind the choice of it. Discussion of the primary strategies should be discussed in short. The challenge that arises that mainly makes the inquirer struggle. Some diagrams and graphs can be included. The problems include the need of extensive data collection. It may take long hours to analyze the both qualitative and quantitative data. Moreover, the researcher needs to be familiar with the both qualitative and quantitative types of research. The design also requires a clear, precise, and visual model to perceive the details and the flow of the research activities of the design. Several factors are to be taken under the consideration before choosing a particular type of mix method design. It depends upon the intent of the procedures and the practical consideration. There is several variation of mix method design. These designs have some common underlying features of many designs along with some modifications. A researcher can come up with his or her own technique if he can understand these similarities and modifications. The problem regarding time issue can be solved by collecting the both qualitative data and the quantitative data at the same form or same visit. The researcher also needs to consider if the data integration can be merged together. It requires the combination, comparison, and transformation, or a joint display. The data connection refers to the fact that the analysis of one data leads to the next data. The convergent design requires the spate collection and analysis of the data independently. However, the embedded experimental design demands that the qualitative data can be collected independently but it can support the argument in the larger design.

3.1 Convergent parallel mix method

The convergent mixed method approach is widely used for its time saving efficiency. It is a simple mixed method strategy. The idea regarding mix method is that it is a compilation of separately collected research data both qualitative and quantitative. In their Study, "Bergman (2008) provides a general definition of mixed methods research as "the combination of at least one qualitative and at least one quantitative component in a single research project or program" (Hashemi & Babaii, 2013, p. 829). However, the convergent Parallel Mix method approach elaborates this idea. It allows the researchers to collect both qualitative data and quantitative data, and then compare those data and further come to a conclusion. Although the qualitative and quantitative data remain different in terms of the information, the final analysis from their comparison presents a common result. He stated, "In this approach, a researcher collects both quantitative and qualitative data, analyzes them separately, and then compares the results to see if the findings confirm or disconfirm each other (see Figure 10.1)." (Creswell, 2014, p.269) He also stated, "It builds off the historic concept of the multi method, multi trait idea from Campbell and Fiske (1959), who felt that a psychological trait could best be understood by gathering different forms of data."(Creswell, 2014, p.269) Campbell and Fiske concept includes only quantitative data. However, the mixed methods researchers suggest including the combination of quantitative and qualitative data. This approach follows some data collection procedures which are distinct from other approaches. The qualitative data includes instrumental data, observational data, observational checklist; numeric records for example- census data. It can also be interviews, observation, documents, and records. The idea is to collect both forms of data simultaneously using similar variables, constructs, or concepts. The sample size in qualitative data usually remains smaller comparing to the quantitative data collection. The purpose of qualitative data is to extract information from small sample. However, the quantitative data collection requires an

extensive amount of information to execute a logical statistical test. Many mix method researches may prefer collecting information from the equal number of the participants on both the qualitative and quantitative database. It increases the qualitative sample; it limits the amount of data. However, there are some researchers who do not consider the uneven sample sizes as a problem rather their argument is the qualitative and quantitative research differs from each other in their nature. For instance, qualitative data collection explores the detailed and descriptive of the information. On the other hand quantitative data generalizes the majority's opinion. They together present an equal count. Another problem is if the participants must be the same both in the qualitative and quantitative data collections. However, this problem is usually resolved by keeping the same participants in both of the data collections since it is a comparative analysis between two databases.

Chapter 4

Data collection

4.1 Limitation of the study:

Due to COVID19 outbreak most of the educational institutions were being shut down. It was merely impossible to collect the data physically. However, the limited amounts of data were being collected through online. The respondent number is limited. Most of the participants are out of Dhaka. Due to poor internet connection very few participant could respond to the online survey. The topic of this study requires more participants than it has now covered. In this current turbulent situation of the country, participants were not in a good mental state to respond to the survey. Their answer may seem inadequate. Therefore, the discussion and data analysis of this study remains limited. However, the researcher plans to elaborate and flourish the study in the future when the situation gets resolved.

4.2 Instruments

The whole data collection process was done through online. Online survey questionnaire was delivered to the participants in Google Form. The Questionnaire was a combination of both qualitative and quantitative question. Qualitative questions required broad answer whereas the quantitative questions were opinion based. The qualitative questions were designed to collect the detail and intricate response from the participants. The quantitative questions had five options accordingly strongly agree, agree, neutral, disagree,

and strongly disagree. The forms were separately formulated for the students and the teachers.

4.3 Participants

Twenty students and two teachers participated altogether for this study. Two private universities were chosen for this research. The students were from diverse background and discipline. They are all undergraduate students. Two EAP teachers' responses were included. The United International University and BRAC University both offer EAP courses to their first year undergraduate students. The UIU offers two different EAP courses accordingly Intensive English-1 and Intensive English-2. These two courses prepare their students for their further academic courses. The course focuses on all four skills such as- reading, writing, listening, and speaking. BRAC University offers English 101 and English 102. These courses also comprise all four skills with equal priority. However, in this study only English 102 has come under the discussion. English 102 is more writing oriented course. Its objective is to prepare the students of English department to enhance their writing skill to enroll their further course. Courses offered by Department of English and Humanities require extensive paper works and writing. Every course has paper submission. The major focus of the course is writing. This course flourishes the writing capabilities through diverse writing techniques. Students are introduced to two aspects of expository writing. One is the personalized or subjective writing. Another one is the analytical or persuasive writing. The first segment teaches the students to express their subjective perspective through essay writing. The second segment allows them to analyze the objective issues through factual details. These courses encourage them to develop their analytical ability and critical thinking.

4.3.1 Information of the Participants

Name	Institution
Mahir Shariar	BRACU
Golpo	UIU
Farhin Rahman	BRACU
Sumaia Tasnim	UIU
Shamsia Saima Mumu	BRACU
Ishrak Shumayra	BRACU
Tasnia Shahrin	BRACU
Mantaka Ishraq	BRACU
Jannatul Ferdousi Anonna	UIU
Amit Datta	UIU
Rubaida Amrin Khan	UIU
Hossain Bin Islam Rohit	UIU
Masruba Akter Nirzona Prodhan	UIU
Mohammed Yasin Arafat Hridoy	UIU
Jannatul ferdous	UIU
Sabbir Ahmed	UIU
Sumaiya Tasneem	BRACU
Aurin Shenjuti	BRACU
Zerin Jahan	BRACU
Sanzana Rahim Rafa	BRACU

Table1: Detail of the Participant (Students)

Name	Institution
Saima Akhter	**UIU**
Rohi Andalib Huda	**BRACU**

Table 2 : Detail of the Participant(Teacher)

4.4 Findings

The participants in this study are mostly from Bangla medium background. They went through Grammar Translation Method till their higher secondary education. Any changes to their conventional curriculum may seem new to them. However, students express their opinion regarding the EAP courses they face in their first year undergraduate enrollment. In the qualitative section most of the students expressed that they have multimedia facilities in their classroom. They also said they are being taught through music, article, newspaper, videos. One student said that "It's easier to understand rather than reading textbook." Another student said "yes, it speeds up the process and more better way to understand the topic." One student said "it creates more interest towards the course." These are all authentic materials that are not designed to teach English language, yet students are enjoying and accepting these materials. When the students were being asked if they face any difficulties understanding the lectures and the activities, they said their teacher made it clear for them. Moreover, they take

help from their teachers. The students added that they are oriented with the topic such as essay writing, paragraph writing, paraphrasing, research paper writing, citation, annotation, report writing, summary writing, and paraphrasing. Some of the students from UIU complained that they face interruption in their multimedia classes due to electricity. They claimed that they perform drama, impromptu speech in their speaking class. They also perform the activities that are in their course book. They are given the task to find errors from the speaking video. Sometimes they play the role of a news reporter. They are also taught on how to speak fluently. Moreover, their teacher put more emphasis on their gesture, eye contact during their presentations. They also discuss on the concurrent global and domestic issues which are debatable. The art of questioning is inspired in this course. Vocabulary and pronunciation is another area where their teacher put more effort. Intonation and native like spontaneity are taken care of.

Two teachers participated in this study. They take EAP course in their respective institutions. One teacher from UIU (United International University) has been teaching ENG1105: Intensive English I and ENG1207: Intensive English II. She mentioned that they have 48 classes per trimester. She told that she does not follow any particular teaching method. It always depends upon the needs of the students. She tries to teach according to the learners' need and the difficulties of the topic. She thinks learner- based teaching approach is the so far one of the most effective approaches for any language course and her students show a good progress after each feedback session that she have with them during the consultation hour. She also mentioned that they have a course book that they must follow but she prefers using materials available on the internet and are more contextually relatable to the learners. She mentioned she uses other teaching materials in the class. For example: she uses audio-visual materials, newspaper, songs, literary pieces, magazine, articles, comic strips, maps, language games etc. They have different activities for practice sessions and other than those,

the learners need to perform drama and news, submit assignments, design brochure and prepare a newspaper or magazine on their own. The class comprises students from diverse background and there are students from Madrassa as well. Sometimes she need to improvise her teaching techniques as she mentioned that "Each class is different and each student faces different level of difficulty, thus they need to be treated differently." Another teacher from BRAC University expresses her opinion through qualitative questions. Roohi Andalib Huda has been teaching English 102: Composition I and English 201: Composition II. However, in this study she has only discussed about ENG102: Composition I. The students from her ENG 102 have participated in this study. She thinks her teaching method helps the students to progress chronologically and the content makes sense to them as one builds upon the next. She uses course packet for teaching materials. She also uses additional handouts along with the course packet. These handouts contain fewer amounts of authentic materials. These are specifically designed focusing on the topic and the language. Her students are also from diverse background. Some are from Bangla Medium and some are from English Medium. She sometimes needs to improvise her teaching method according to the learners' need.

Students' Response

Is the course effective in your future academic writing and speaking?
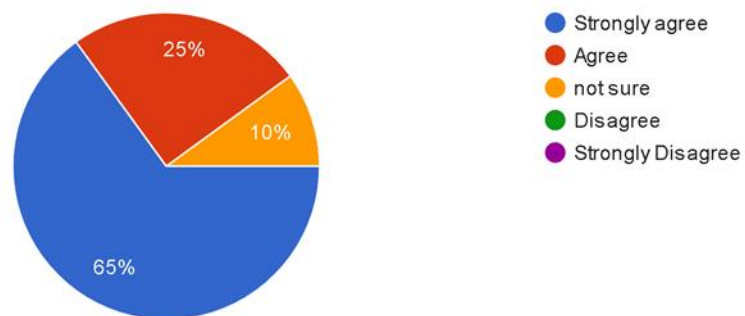20 responses

- strongly agree
- agree
- not sure
- disagree
- strongly disagree
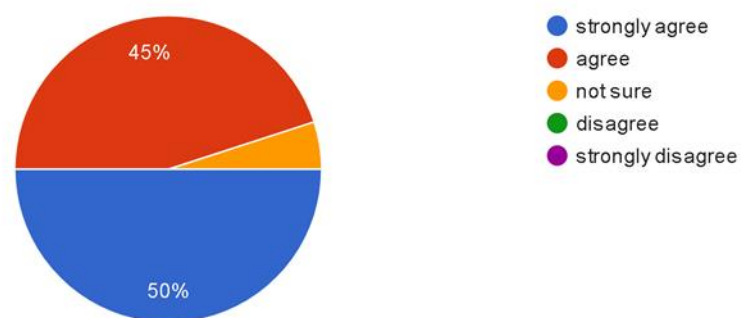
does your class has mulmedia facilities?
20 responses
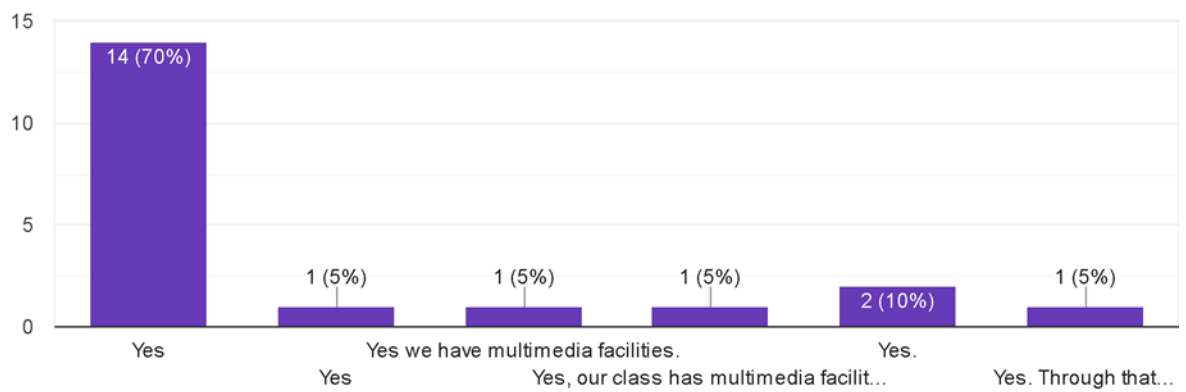
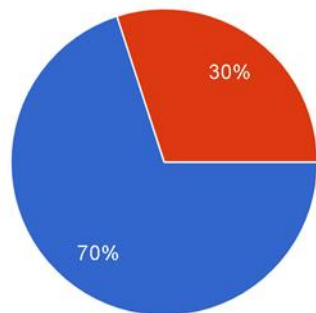## The activities are creative and helps to improve your communication skill
20 responses

- Strongly agree
- Agree
- not sure
- Disagree
- Strongly Disagree

27

The excercises are different and creative
20 responses

- strongly agree
- agree
- not sure
- disagree
- strongly disagree

50%

45%
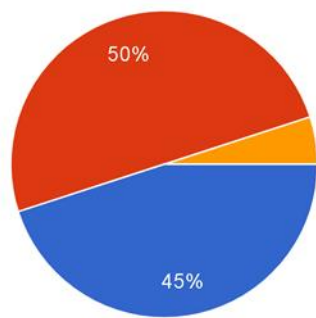
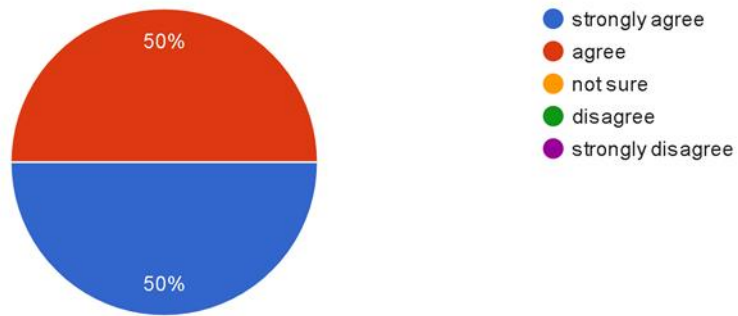## the activites inclueds indvidual task, pair work, group task.
20 responses

- strongly agree
- agree
- not sure
- disagree
- strongly disagree

30%

70%

the vocabularies used in the books are usable in real life communication.

20 responses

- strongly agree
- agree
- not sure
- disagree
- strongly disagree

50%

50%

the teacher focuses less on grammar and more on the examples.

20 responses

- strongly agree
- agree
- not sure
- disagree
- strongly disagree

65%

25%
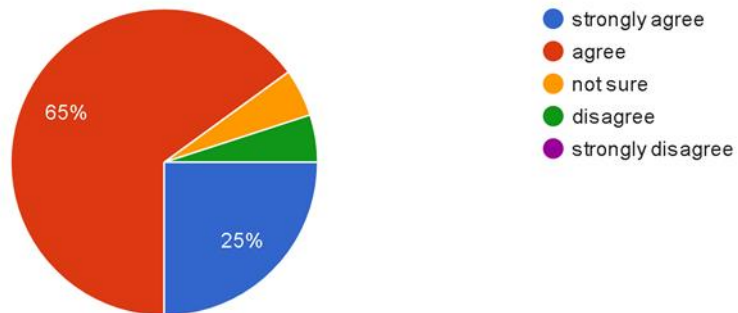
teacher tries to provide example from real life situation
20 responses
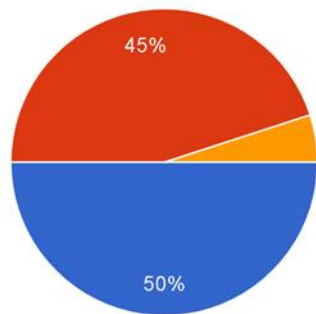
- strongly agree
- agree
- not sure
- disagree
- strongly disagree

45%
50%

teacher uses articles, videos, music and other creative materials in the classroom.
20 responses
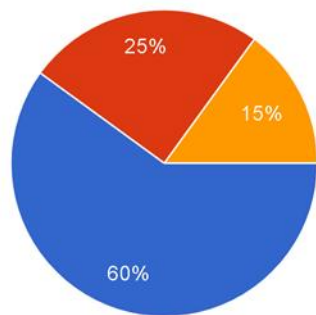
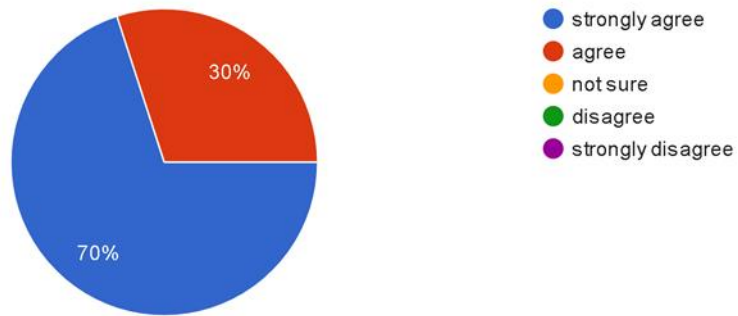- strongly agree
- agree
- not sure
- disagree
- strongly disagree

25%
15%
60%

the course helps to improve your writing, speaking, listening, reading skill.
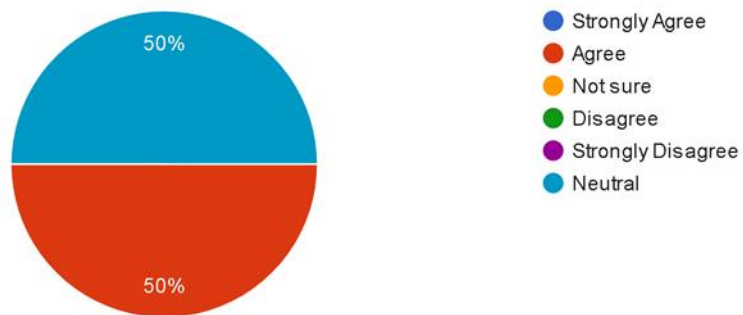20 responses
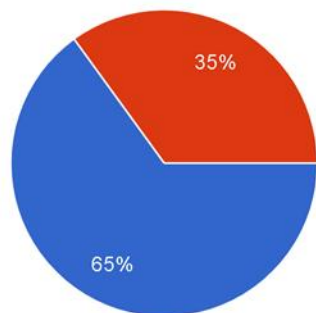
- strongly agree
- agree
- not sure
- disagree
- strongly disagree

35%
65%

the classes were taken in English language.
20 responses

- strongly agree
- agree
- not sure
- disagree
- strongly disagree

30%

70%

Teachers Response

Do you think the course materials are adequate to meet students' need?
2 responses

- Strongly Agree
- Agree
- Not sure
- Disagree
- Strongly Disagree
- Neutral

50%

50%

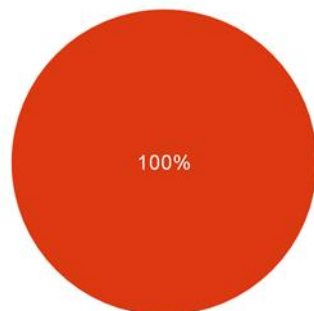Do you think students like activity more than lectures?

2 responses

- Strongly Agree
- Agree
- Not Sure
- Disagree
- Strongly Disagree

50%

50%
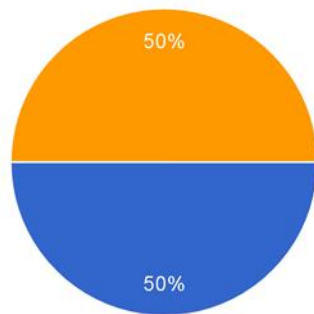
Do you think student's participation duartion in this course is adequate ?
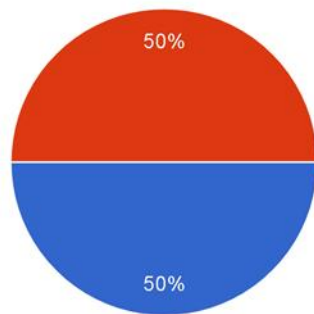
2 responses

- Strongly Agree
- Agree
- Not Sure
- Disagree
- Strongly Disagree

100%

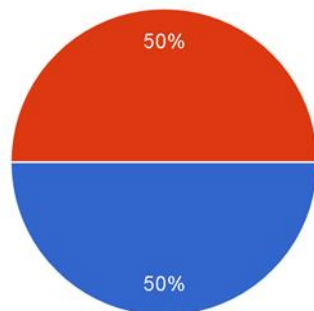## Do you think the course objective fulfil student's need?

2 responses

Legend:
- Strongly Agree
- Agree
- Not Sure
- Disagree
- Strongly Disagree

50%
50%

Do you think the transition between the activities are proper?
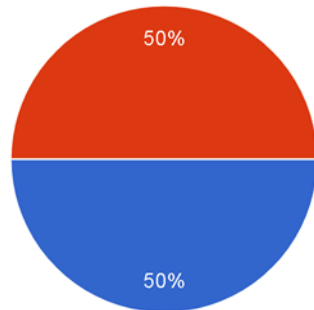
2 responses

Legend:
- Strongly Agree
- Agree
- Not Sure
- Disagree
- Strongly Disagree

50%
50%

Are the activites encourage the students to have interactive and communicative participation in the class?

2 responses

- Strongly Agree
- Agree
- Not Sure
- Disagree
- Strongly Disagree

Do you thnk the grammar and vocabylary introduced in the coursebook is realistic and useful to the students ?

2 responses

- Strongly Agree
- Agree
- Not Sure
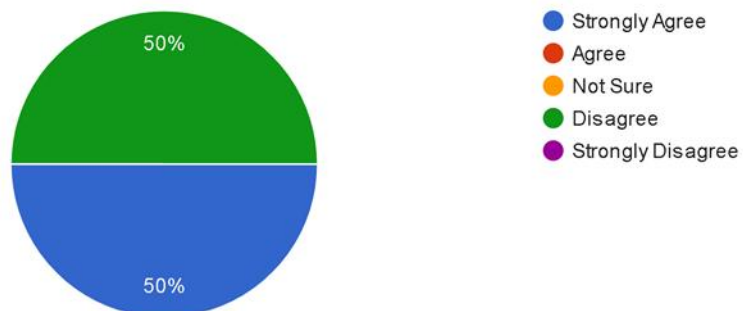- DisAgree
- Strongly Disagree

34
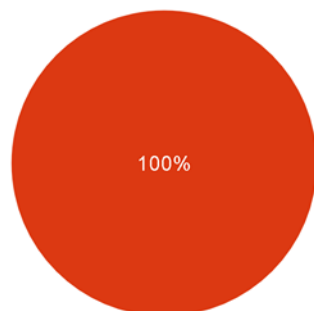
Are the vocabularies used in the text are according to their competency level?

2 responses

- ● Srtongly Agree
- ● Agree
- ● Not Sure
- ● Disagree
- ● Strongly Disagree

100%

Do you face any challanges to teach in this diverse class?

2 responses

- ● Strongly Agree
- ● Agree
- ● Not Sure
- ● Disagree
- ● Strongly Disagree

50%

50%

The course enhances students' writing skill (for example : vocabulary, grammar)

2 responses

- ● Strongly Agree
- ● Agree
- ● Not Sure
- ● Disagree
- ● Strongly Disagree

50%

50%
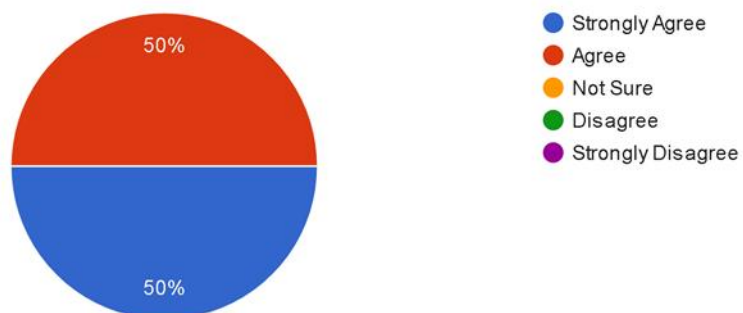
4.5 Discussion of the Findings

The students' responses to the questions are barely negative. Most of the students agreed on the effectiveness of their EAP course in their academic performance. They have multimedia classroom facilities. The students from UIU (United International University) mentioned that their teacher is very cooperative. They follow the course books along with intensive amount of authentic materials. These authentic materials such as music, videos, group work are a good source of intrinsic motivation. Motivation is a major learner variable in the process of learning a new language. A group work may encourage an adherence to the particular circle. Some students may get integrative motivation (the desire to be a part of recognized or important members of the community or that society that speaks the second language) to learn the new language. Moreover, if we hark back to Gardner's' (1998) definition of different types of intelligence, it appears that musical intelligence is an effective factor in learning the second language. Additionally, they go through several activities such as drama, and this is another vital intelligence named spatial intelligence (involved in moving from one location to another or determining one's orientation in space). The teacher from UIU (United International University) prefers to use authentic materials beside the course books. She tries to make her students acquainted with the concurrent issues on the internet. The contextual learning is an efficient way to teach the second language. "The key to understanding a text (written or spoken) is the ability to use our knowledge of the world to place it within a context that makes sense of it."(Mishan& Timmis, 2015, p.104) she tries to make the class more interactive. She believes in learners need- based teaching method is the best method for learning the second language. Although she does not follow any particular teaching method, she uses adequate authentic materials along with the prepared materials. However, the type of materials she uses in her EAP course is mostly similar to the CLT approach. CLT approach encourages the students to use the language in real life situation.

Intensive English I and Intensive English II is STT (student talk time) oriented. A balance combination of activity, task, lectures and the use of authentic and non-authentic materials makes her teaching method a remarkable one. Her teaching method is very less deviated from the CLT approach. On the other hand Roohi Huda follows a teaching method of her own which is topic build upon the next. She mostly uses non authentic materials such as course packet and handouts. Her teaching is TTT (teacher talk time) centered. Her teaching method sometime gets improvised according to the context. The teaching materials she uses are designed purposefully to teach language. Her teaching method is eclectic method. It comprises a portion of GTM and CLT approach. However, she is much deviated from the CLT approach since she uses non authentic materials more.

The quantitative data was the combination of responses from United International University's students' response and the response from the BRAC University students. The combination comprises the response regarding Intensive English I (UIU) and ENG102 (BRACU). Total 20 participants gave their responses. The statistics and graphs show that the majority percentages of students ensured that every criteria such as multimedia classroom, activity, task, authentic materials are up to the mark. They are satisfied with the course as well as the teacher. The average percentage of strongly agree fluctuate between 50% -65% and the majority rest are agree and very few are neutral in giving their opinions on particular queries. From teachers end, the opinions of the two teachers are pretty much similar. The percentages are around 50% strongly agrees and 50% agree. However, the response mismatches on the question of facing challenges in teaching in a diverse class. Another response was significant where Roohi Huda was not sure regarding the question whether the students are more interest in authentic materials.

4.6 Result

After comparing both qualitative and quantitative data, we can surmise that Intensive English is more efficient than ENG102 in terms of further academic success of the students. The teaching method of the teacher from UIU is more effective since her teaching technique engages the students in the class more interactively. Moreover, a learners' need based teaching technique is more preferable to use the English language in communicative manner. On the other hand Roohi Huda's teaching method is equally good. However, the less use of authentic materials and TTT oriented teaching method is a drawback for the learners as well as the teacher.

Chapter 5

Conclusion

Many teaching approaches have been tested and implemented in our SLA curriculum. The teachers in primary and higher secondary still use the conventional GTM (Grammar Translation Method). However, the country has been introduced to new teaching approaches. CLT (communicative language teaching) is very recent teaching approach which is mostly used in EAP courses offered by the universities. In this comparative study two prominent universities are taken into consideration, two EAP courses from two different universities were evaluated based on their teacher's teaching method and their students' responses. However, it is inconclusive to determine the most effective teaching method for EAP courses in these private universities where the data is limited. However, from the analysis it seems the teaching method of the teacher from UIU is remarkable one. Her teaching technique influenced by the CLT approach comprising the major learners' variables. Roohi Huda's

teaching method can be more efficient if more authentic materials could be incorporated. Biria& Boshrabadi (2015) study found the following

> By contrast, in many teaching situations, particularly in developing countries, the teaching materials are not chosen by teachers of the educational institutions or those responsible for material development, rather they are "handed" materials provided by the Ministry of Education. It is evident that English teachers working in the second scenario have no choice in selecting the teaching materials. (p.5)

A fine balance between STT and TTT in her course may elevate the course outcome further.

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Appendix A.

Teachers' Response

1.   Do you follow any particular teaching method for the EAP course that you teach?

2.   How does your teaching method helps the students

3. **Do you only use course books?**

4. **What are the other teaching materials that you use in the class? (For example: videos, music, newspaper, article etc.)**

5. **Is the classroom diverse? (for example: students from Bengali medium and English Medium)**

6. **Do you need to improvise your teaching method according to the class' need?**

Note: the following questions have five different responses to answer accordingly strongly agree, agree, neutral, disagree, and strongly disagree.

7. **Do you think the course materials are adequate to meet students' need?**

8. **Are there any activities in this course?**

9. **Do you think students like activity more than lectures?**

10. **The course enhances students' writing skill (for example : vocabulary, grammar)**

11. **The course improves students' listening and communication skill (for example: they can use the language in real life situation)**

Appendix B

Students' Response

12. **Does your class have multimedia facilities?**

13. **Do you like to have videos, music, articles for this course other than textbooks?**

14. **Do you practice any activity or task during your writing and speaking class?**

15. **Did you face any difficulties understanding the lecture and activities?**

16. **What are the topics discussed during writing class.**

17. **What are the topics discussed during speaking class.**

Note: the following questions have five different responses accordingly strongly agree, agree, neutral, disagree, strongly disagree

18. **Is the course effective in your future academic writing and speaking?**

19. **The activities are creative and helps to improve your communication skill**

20. **The exercises are different and creative.**

21. **The activities include individual task, pair work, and group task.**

22. **The vocabularies used in the books are usable in real life communication.**

23. **The teacher focuses less on grammar and more on the examples.**

24. **Teacher tries to provide example from real life situation**

25. **Teacher uses articles, videos, music and other creative materials in the classroom.**

26. **The course helps to improve your writing, speaking, listening, reading skill.**

27. **The classes were taken in English language.**