

Teaching English for Specific Purpose: A Study on the Strategies for Teaching and Learning English as a Second Language in Pharmacy Departments in Bangladesh

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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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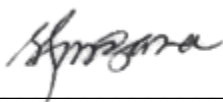
Approval

The thesis titled “Teaching English for Specific Purpose: A Study on the Strategies for Teaching and Learning English as a Second Language in Pharmacy Departments in Bangladesh” submitted by Sumya Akhter of Fall, 2023 has been accepted as satisfactory in partial fulfillment of the requirement for the degree of Master of Arts.

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Ethics Statement

This study is based on my personal research. I adhere to BRAC University's ethical rules throughout the study process. I protected the ethical considerations as well as the participants' privacy. As a result, I did not disclose their true names or institutions; instead, I utilized pseudonyms to protect their anonymity. I did not compel anyone to participate, and consent was obtained from all of them.

Abstract

This study explores the pedagogical approaches employed by pharmacy departments in Bangladesh for instructing pharmacy students in English as a second language (ESL). The research seeks to comprehend the present condition of ESL instruction, ascertain the challenges encountered by students and teachers, and suggest techniques to augment the quality of language teaching. The study used a mixed-method approach, including qualitative methods like as interviews and document analysis, to collect data from students in different pharmacy departments around Bangladesh. The findings demonstrate that the provision of English as a Second Language (ESL) education in pharmacy departments is intricate, as students encounter challenges such as varying levels of English proficiency, linguistic barriers, and limited exposure to authentic pharmaceutical communication situations. The study suggests various approaches to enhance English for Specific Purposes (ESP) teaching in pharmacy departments. These approaches include developing curriculum modules that integrate pharmaceutical terminology and communication skills, introducing real-life case studies and practical exercises, and promoting a collaborative learning environment. The study seeks to address the lack of professional competency in the field of pharmacy in Bangladesh by empowering instructors and students and enhancing the overall quality of English language education.

Keywords: English as a second language (ESL), English for Specific Purposes (ESP), Pharmacy Department, Mixed-methods Approach, Qualitative, Language Obstacles, Pharmaceutical Terminology, Bangladesh.

Dedication

I dedicate this work to my beloved parents, husband and younger brother.

Acknowledgement

“In the name of Allah, the Most Gracious the Most Merciful”

At first, I want to give thanks to the Almighty that I have finished my papers in time. Thanks a lot, to my thesis supervisor, Dr. Syeda Farzana Sultana, Asst. Professor, who has given me a chance to conduct research on this topic. Thanks for her proper suggestion and instructions. Without her guidance I could not have done it properly. I am grateful to my parents, husband, brother and in-laws for their support and drive in overcoming life's challenges. I would like to thank our chairperson Professor Firdous Azim and all the faculty members. I also want to convey thanks to the related authors & writers of the relevant resources related to my research topic. Without their research & findings, I couldn't have given relevant information. If you like my research on this paper, my work will find the success.

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List of Acronyms

ESP	English for Specific Purposes
EMI	English Medium Instructions
EAP	English for Academic Purpose
ESOL	English for Speakers of Other Languages
EOP	English for occupational Purpose
EST	English for Science and Technology
ELP	English for Legal Purposes
EMP	English for Medical Purposes
EBP	English for Business Purposes
DU	Discourse Unit
IFF	Iffat
DIP	Dip
MIM	Mimi
AMA	Aman
JIM	Jimi
CLT	Communicative Language Teaching

Chapter 1: Introduction

In the increasingly globalized world, knowing English has become a necessity, especially in academic and professional settings. English is used in many different industries, including those related to health, technology, tourism, and business nowadays. This obviously necessitates those educational institutions incorporate English instruction into their curricula so that students can learn it as a preparation for their future employment. The curriculum is currently being developed with an emphasis on the students. According to Semartini (2022), students should no longer attempt to fit into the present curriculum; rather, the curriculum should be created in accordance with student needs. Students who study English for Specific Purposes will have less trouble finding employment depending on their educational plans. English for Specific Purposes (ESP) language courses are designed to meet the specialized needs and expectations of students in relation to their chosen academic fields and professional fields (Hutchinson & Waters, 1987). ESP classes, as opposed to general English courses, are thus a useful way to expose university-level students to disciplinary language and communication in their specific fields. However, disciplinary language is now increasingly ubiquitous in university settings around the globe outside of language-focused courses.

In most of the times, medical practitioners and researchers need to gain proficiency in the English language in order to disseminate their results through publication, as well as for the purposes of teaching and learning. According to Hwang and Lin (2010), the use of pharmaceutical English has been increasing significantly in lectures, textbooks, and journal articles. English has a vital role in the area of medicine due to its widespread usage for sharing academic, scientific, and technical information on a global scale. Therefore, it is important to

promote the acquisition of English language skills among medical personnel as much as possible for the globalized world (Piroozan, Boushehri & Fazeli, 2016).

Wu and Chu (2018) and Nartova-Bochaver et al. (2019) have conducted research on the implementation of English for Specific Purposes (ESP) programs for pharmacy students in Taiwan and Russia. The findings research conducted by Wu and Chu demonstrates that the inclusion of ESP (English for Specific Purposes) lessons in the pharmacy department curriculum had a substantial positive impact on students' language competency and communication skills. The study conducted by Nartova-Bochaver et al. in 2019 emphasizes the significance of incorporating pharmaceutical English training into university courses to enhance language proficiency and prepare students for future careers in the medicine business. Nevertheless, pharmacy students in Bangladesh frequently encounter challenges in acquiring English language proficiency due to insufficient instructional methodologies and resources. Chowdhury (2019) and Shamsuzzaman and Haque (2020) emphasized the difficulties associated with developing language proficiency in structured educational environments. Shariah (2022) and Alam (2015) have also explored the challenges and approaches to instructing students in various professional fields within the realm of English for Specific Purposes (ESP). However, there is a scarcity of specialized research specifically addressing the pharmaceutical industry in Bangladesh. There is no research investigating the perceptions of students and the challenges faced by them in learning English during studying medicine and there is no research exploring the role of ESP course in pharmacy students.

While taking an ESP course during my master's studies, I realized the significance of ESP courses for students in different fields and how these courses help the learners to develop proficiency in English to work in their specific fields. Moreover, I have friends and relatives who

are studying in pharmacy department, some of them are already graduated and working as pharmacists in different medicine farms and my time-to-time conversations with them encouraged me to do research in this specific topic. From what I learned from them; it became clear that the way the pharmacy students are taught English language is not quite promising. It seems imperative that pharmacy students receive comprehensive training in English for Specific Purposes (ESP) to enhance their proficiency in the language and facilitate their overall development. Hence, the objective of this study is to identify the key determinants that would significantly influence the teaching and learning of English language in the field of pharmacy in Bangladesh. The study aims to identify the challenges and specific requirements of pharmacy students, in order to develop instructional methodologies and materials that are suitable for their specific environment. By comprehending understanding the importance of cultural and contextual factors in language acquisition, educators may develop more effective and tailored language programs by following the findings of this study.

Background of the Study

Coroban (2018) highlights the significant impacts of English on pharmacy education, particularly in countries where it is not the primary language. English is the universal language used in pharmacy departments, providing students with access to worldwide research and literature. Fluency in English enables students to understand pharmacological concepts, interact with classmates and instructors, and participate in exchange programs with colleges abroad. The percentage of foreign-born employees in the health care sectors varies among English-speaking nations, with a significant percentage in Australia (Coroban, 2018). English proficiency also benefits pharmacy students by enabling them to access prestigious academic journals and the

latest advancements in their field. Therefore, English fluency is a crucial asset in the discipline of pharmacy, preparing students for success in the globally interconnected pharmaceutical industry.

Coroban (2018) emphasizes the importance of English language communication skills for pharmacists, as it facilitates communication with patients, coworkers, and researchers from diverse backgrounds. English is crucial for career success and progress in the global pharmaceutical industry, as it is the primary language for scientific papers, regulatory standards, and pharmaceutical research. Durga (2018) highlights the need for higher language proficiency in medical professions due to increased job competition. Fluency in English allows pharmacists to stay updated with industry developments, provide high-quality healthcare services, network internationally, and actively participate in pharmaceutical science and practice development.

English is crucial in Bangladesh's pharmacy sector, as it serves as the primary medium of instruction for pharmacy students and professionals. English proficiency equips students with the necessary language skills to grasp complex scientific concepts, communicate effectively, and engage in academic discussions. It also increases pharmacists' job prospects, enabling them to pursue international opportunities, participate in research projects, and contribute to the development and dissemination of pharmaceutical knowledge. For non-native English speakers to succeed in specialized industries like pharmacy, they feel the necessity to become fluent in English. According to some research, pharmacy students in Bangladesh, where English is not the first language, often struggle to develop the language skills essential for success in their academic endeavors and future professions.

There are fifty-three public universities and one hundred and three private universities in Bangladesh. Most of the students of universities require to know English, especially private universities as the private universities follow EMI system. Different universities offer various

English courses (English 101 or Fundamental English) as the students need to be good enough in English since the subjects are taught in English language. The public universities also offer different English courses to the students of different departments. Bangladeshi pharmacy students can take English classes to improve their language abilities and provide them the tools they need for effective communication in both their academic and professional lives. The difficulties and constraints that these courses frequently confront make it difficult for them to effectively address the unique linguistic requirements of pharmacy students. The English courses offered in universities in Bangladesh are mostly EAP (English for Academic Purposes) courses which focus on developing students' study skills, which are crucial for effective English language learning (Chowdhury & Haider, 2012). These courses cover topics like effective reading, summarizing, writing essays, and note-taking. However, many lack focus on developing students' study skills, which are essential for tertiary students to cope with the vast amount of reading they face in an English medium environment. Pharmacy students are sometimes required to take English courses that adhere to a general English language curriculum and are not specifically designed to meet the unique language needs of the pharmacy industry (Chowdhury & Haider, 2012). The course material might not be applicable to scientific writing, pharmacy-related communication, or pharmaceutical terminology. Students may thus find it difficult to apply the language skills they have learnt in these courses to their studies in pharmacy and to their future employment. Many pharmacy students are not able to find employment, and even those who get jobs struggle due to the increased competition in their industry from foreign employers (Durga, 2018). Therefore, the purpose of this paper is to explore the perception of students about ESP courses and to what extent the ESP courses at universities are effective for pharmacy students.

The main purpose behind conducting this study is to look into the methods used to teach English language to the pharmacy students in ESOL context of Bangladesh. It aims to identify the difficulties pharmacy students encounter when learning the English language and to investigate efficient teaching strategies that can improve their language competency for real life communication. To meet the special needs of pharmacy students in Bangladesh, the study aims to contribute to the development of focused and context-specific teaching approaches, ultimately enhancing the students' communication skills in the pharmaceutical industry. My study investigates the following research questions:

1. How is English language taught to the pharmacy students in Bangladesh and what methods and materials are used to teach English to the pharmacy students?
2. What are the perceptions of students about the learning outcomes of the English language classes?
3. What kind of challenges do the teachers face in teaching English? What kind of challenges do the students face in learning English?

In conclusion, this introduction chapter prepares the groundwork for a thorough assessment of English for Specific Purposes (ESP) in the context of pharmacy education in Bangladesh, emphasizing the importance of English language skills in the global pharmaceutical sector. It emphasizes the significance of tailoring educational curricula to pharmacy students' individual requirements in order to assure their academic and professional success. The chapter demonstrates the need for personalized ESP courses by evaluating relevant literature and identifying research gaps, particularly in terms of the problems that pharmacy students in Bangladesh encounter in gaining English language skills.

Chapter 2: Literature Review

This chapter discusses the importance of ESP (English for Specific Purposes) courses. The first part of the chapter explores the theoretical research and literature on the subject of ESP courses. It begins by defining ESP and providing a quick summary of its history, highlighting the significance of learners understanding this history. The chapter also investigates the causes of the genesis of ESP and its numerous branches. Along with discussing the many stages of development in the ESP field, it also goes through the particular abilities and methods used in ESP. This chapter's primary focus is on the significance of ESP programs in Bangladesh. The importance of these courses in the nation is presented in depth. The chapter discusses the procedures and importance of need analysis for designing the appropriate course for the target students. Additionally, the chapter next looks at relevant research that was done in diverse settings, concentrating on pharmacy students from various universities.

English for Specific Purpose (ESP)

Definition of ESP

The word "specific" in ESP (English for Specific Purposes) refers to the particular goal of learning English and students study English in a setting that is both familiar to them and relevant to their daily lives (Hans & Hans, 2015). As a result, individuals are able to quickly apply what they learned in the ESP classroom to their jobs and academic endeavors. The ESP method develops a natural urge to further interact with English speakers and texts because of their passion in the selected topic, in addition to increasing the practicality of their knowledge. In order to properly integrate motivation, subject matter, and content and support the teaching of pertinent skills, ESP also entails assessing each individual's needs (Hans & Hans, 2015).

ESP is outlined to address particular demands of the students. ESP is English instruction that is centered on the immediate and actual requirements of the students. ESP is task-based and needs-based (Smoak, 2003). English for Specific Purposes was initially proposed in the 1960s and received a lot of attention in the 1970s. According to Hutchinson and Waters (1987), ESP is a way of teaching languages where all decisions regarding the content and methodology are based on the learner's motivation. This definition emphasizes how the curriculum and instructional design for ESP courses are driven by the learner's goals and needs. The emphasis is on practical language skills pertinent to each learner's specific domain, whether they are professionals looking to strengthen their corporate communication abilities, medical professionals hoping to sharpen their medical English, or engineering students getting ready for technical communication. According to Donough (1984), the goals of ESP should also be defined depending on the needs of the students, as well as the materials and syllabus. As a result, teachers need to understand why students enroll in ESP courses and what they require from the courses in order for the learning objectives that have been defined in the curriculum to be appropriate for their needs.

Branches of ESP

Dudley-Evans and John (1998) state that English for Specific Purposes (ESP) has historically been split into two primary categories: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). These divisions are significant because they establish the level of particularity that is suitable for each course. The text's diagram also emphasizes the scheduling of the courses, showing whether they are pre-experience/pre-study courses, parallel to the main course of study, or after the main course of study.

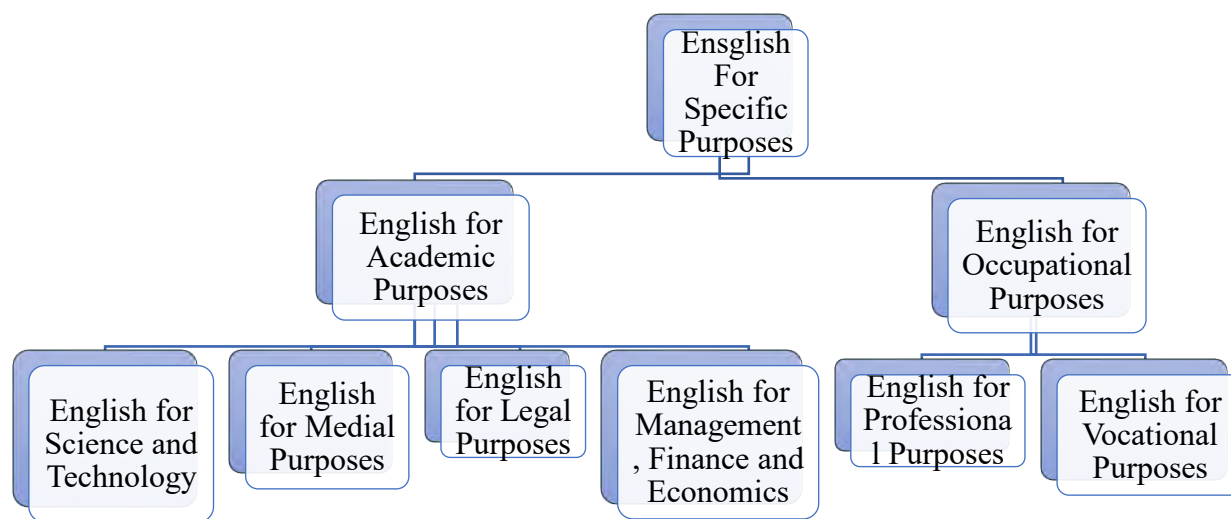


Figure 1: Branches of ESP (Dudley-Evans & John, 1998).

The main goal of English for Academic Purposes (EAP) is to get learners ready for academic environments like universities and research facilities (Dudley-Evans & John, 1998). EAP has made English for Science and Technology (EST) a priority. EAP also offers English for Medical Purposes (EMP) and English for Legal Purposes (ELP), which meet the linguistic requirements of professionals in the medical and legal fields, respectively. Though no particular abbreviation has been developed for these courses, there has recently been an increased emphasis on academic study in business, finance, banking, economics, and accounting, particularly in MBA courses (Dudley-Evans & John, 1998).

English not primarily used for academic purposes is referred to as English for Occupational Purposes (EOP). This area comprises language instruction for a variety of professions, including commerce, administration, law, and medicine (Dudley-Evans & John, 1998). It also includes non-professionals' occupational goals in working or preparing for work

circumstances. English for Business Purposes (EBP), a subtype of EOP, focuses on language instruction for business people. Due to its relevance and inclusion of both General English and Specific Purpose English, EBP is occasionally seen as distinct from EOP. However, since a business purpose is essentially an occupational purpose, it makes sense to regard EBP as a component of EOP.

Significance of ESP

ESP courses cater to the individual linguistic requirements of learners in their chosen vocations, allowing them to apply their learning to real-life situations. These courses are highly successful and efficient due to their relevance and applicability. Habtoor (2012) highlights ESP as a distinct area of English teaching and learning, as materials and teaching strategies are tailored to the needs of the student. ESP courses help learners communicate effectively and confidently in their specific areas of expertise, boosting their confidence and credibility. For example, English for Business Purposes (EBP) and English for Medical Purposes (EMP) courses help students develop academic writing and presentation skills, enhancing their ability to clearly communicate research findings and ideas.

Learning English for specific purposes skills can greatly improve students' professional chances and prospects (Basturkmen, 2006). Professionals with strong communication skills in their particular industries are highly valued by employers, such as business professionals who can interact with foreign partners, negotiate contracts, and grow their firms internationally. Healthcare professionals skilled in English for Medical/ Pharmaceutical Purposes can look into international partnerships, research opportunities, or practice medicine in English-speaking nations. ESP courses offer a customized learning experience, as opposed to General English courses that take a one-size-fits-all approach. Teachers can modify the curriculum to meet the

unique needs, obstacles, and objectives of each learner, allowing students to advance at their own rate while focusing on language skills most important to their career or academic goals.

Additionally, learners can participate in real-world activities and simulations relevant to their professions, further strengthening their language abilities through application.

Needs Analysis for Pharmacy Students

Target Needs

The term "needs" has been elaborated in various definitions; it can be recognized as the students' learning necessity; it can also be defined as what the students must do to master a language; it also refers to something that students desire to gain from the language class; and finally, it can also be thought of as everything the students have not learned or are unable to do in a language (Hutchinson & Waters, 1987). When creating an English curriculum for a particular purpose, needs analysis is crucial. Since English is a foreign language to non-native speakers and requires subject-matter knowledge, this is primarily intended for them. Information sharing, service provision, and aid provision are the three most important purposes for using English (Castagnolo, 2008).

The goal target of learning and the subject matter or information to be covered in the course might be the focus of a needs analysis when creating an English syllabus or course. This has been demonstrated in numerous studies conducted by academics, like Suwandi and Wafa (Suwandi & Wafa, 2020), who demonstrated the topics and abilities that students need to master.

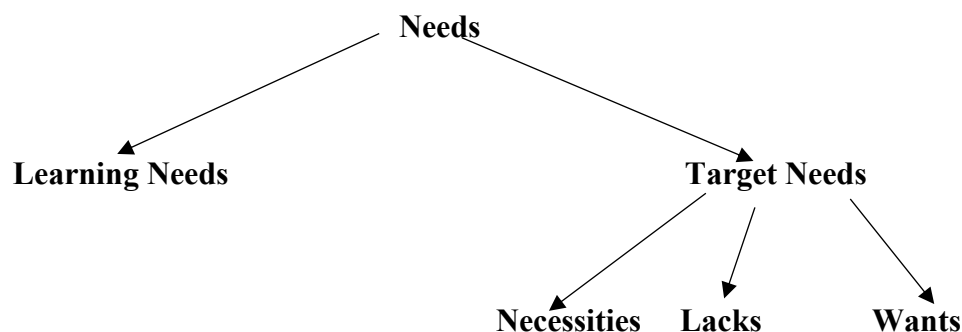


Figure 2: Taxonomy of Target Language Needs (Hutchinson and Waters, 1987).

According to Hutchinson and Waters (1987), target needs is a kind of catch-all phrase that, in reality, conceals a number of significant disparities. It is more beneficial to consider the target situation in terms of Necessities, Lacks and Wants.

Necessities. The core language abilities needed for efficient communication in targeted situations are included in necessities (Hutchinson & Waters, 1987). For maintaining patient safety and effectively communicating vital information, these abilities are essential. To interact successfully with both coworkers and patients, pharmacy students need to have a thorough understanding of a wide range of medical words (Mustafa et al., 2022). It's crucial to comprehend concepts like "dosage," "contraindication," and "generic vs. brand name" in order to accurately convey information and guarantee patient safety in English language. It is important for pharmacy students to be able to communicate prescription instructions accurately and effectively in English. To encourage optimal medication adherence and reduce risks, they must accurately communicate dosage, frequency, and potential adverse effects to patients and students need to learn to use clear language when communicating unfavorable drug responses to healthcare experts (Mustafa et al., 2022). This ability guarantees the prompt and accurate dissemination of crucial information, enhancing patient care and safety.

Lacks. ESP, or English for Specific Purposes, emphasizes meeting individual student requirements, focusing on filling gaps in knowledge and skills. Hutchinson & Waters (1987) emphasize that understanding necessities alone is insufficient for ESP. To determine if specific requirements are necessary, teachers must evaluate students' existing knowledge and compare it with the required proficiency level. Pharmacy students often face difficulties in their studies and work field due to their English language competency. Studies show that some students struggle with communication, reading instructions, reading scientific articles, operating computers, and educating patients, colleagues, and customers (Chowdhury, 2019 and Hasan, 2023). They also struggle with understanding quick English speakers, accents, confidence, and vocabulary, particularly in terms related to health and pharmacy. To address these issues, course designers must understand the needs of pharmacy students and tailor their ESP courses accordingly. By addressing their gaps in knowledge and skills, students can improve their confidence and general language proficiency.

Wants. The clear recognition and comprehension of each learner's specific needs is a key characteristic of teaching English for Specific Purposes (ESP). However, these demands are neither fixed nor accepted by all; rather, they are shaped by personal views, which can differ greatly depending on one's perspective. The idea of "necessities" in ESP is closely related to the idea of awareness, or a cognitive understanding of what abilities and information are necessary for successful communication in a given situation. Due to the inherent subjectivity of perception, it plays a crucial part in determining how ESP situations develop. The key beneficiaries—the learners—might have a clear and vivid awareness of what they consider to be the fundamental abilities needed to successfully negotiate their target scenarios (Hutchinson & Waters, 1987). Learners naturally develop a sophisticated perspective on what constitutes the "necessities" in

their chosen subject as they actively engage in their learning journey. At the same time, they are intensely conscious of their own shortcomings and potential growth areas, or "lacks" (Hutchinson & Waters, 1987).

Target Situation and Learning Needs Analysis Framework

Hutchinson & Waters' needs analysis is a crucial aspect of curriculum and education, particularly in English for Specific Purposes (ESP) approaches. It involves analyzing the target situation and learners' attitudes to provide answers to communication requirements and difficulties in future roles. This helps teachers align learning objectives with practical requirements, ensuring the curriculum adequately prepares students for specific linguistic demands. A Target Situation Analysis framework is essential for designing English courses for pharmacy students to meet the unique linguistic requirements of future pharmacy professionals. This analysis starts by identifying the roles that pharmacy students are likely to take on after graduation, such as community pharmacies, hospitals, research labs, and pharmaceutical firms. Each role has specific linguistic requirements, such as strong verbal communication skills for clinical settings and advanced writing skills for research-related fields (Woźniak & Arada, 2018). Understanding these linguistic nuances is essential for designing an English course that adequately prepares students for their future careers.

The learning needs analysis framework is also essential for the course design process (Hutchinson & Waters, 1987). A thorough evaluation of pharmacy students' current language abilities serves as the first step in this analysis, using interviews, language tests, and self-assessment surveys. Understanding the driving forces behind pharmacy students' choice to take an English course allows for a truly student-centered curriculum (Suwandi & Wafa, 2020). Learning preferences are equally important to course design as motivations (Hutchinson &

Waters, 1987). Incorporating cultural competence into the curriculum helps pharmacy students be ready for a range of patient interactions, ensuring effective communication in healthcare settings.

Effective Strategies for Teaching English as a Second Language to Pharmacy Students

Teacher's expertise in English

The importance of the teacher cannot be overstated when teaching English for Specific Purposes (ESP) to students. The proficiency of the teacher in the specific English is crucial to the success of language instruction in this specialized field and the teachers who are well-versed in scientific discourse, communication skills, and targeted terminology are needed to teach ESP (Harmer, 2007). The instructor must not only be fluent in English but also have a solid grasp of the vocabulary, jargon, and communication patterns common in the specific sector. With the aid of this knowledge, the teacher can close the communication gap between the language learners' prior knowledge and the language requirements of their chosen career.

The teacher's responsibility extends beyond subject-matter knowledge to encouraging a cooperative and communicative learning environment. Pharmacy students may come from a variety of linguistic backgrounds, so it is crucial for the teacher to establish a secure environment where students can practice and experiment with their language skills. Active participation, group work, and peer collaboration can improve the language learning process and give students chances to use their newly acquired skills in real-world situations.

Adaptation of teaching materials for students

Rosmayanti (2022), Harmer (2007), and Basturkmen (2006) have all highlighted the importance of teachers in adapting instructional materials for English for Specific Purposes (ESP). They argue that standard English language textbooks lack the specialized information

needed for students to prepare them for their future professional roles. Teachers must be well-versed in scientific literature, communication techniques, and pharmacological terminology to effectively adapt their materials. They can recommend domain-specific terminology, case studies, and real resources to help students understand real-world problems. Teachers must ensure that the language is clear and accessible to students at their level of competency.

Technology and multimedia resources are also essential in enhancing students' language learning. Interactive pharmaceutical software, virtual patient simulators, and online databases can provide immersive and situationally relevant learning experiences. These tools can help students practice their language skills in real-world situations, such as counseling patients or giving drugs. Teachers can encourage active engagement and content adaptation, allowing students to take control of their language learning.

Providing relevant and authentic pharmaceutical resources

Semartini (2020) emphasizes the importance of authentic and relevant teaching materials in ESP classrooms for pharmacy students. She suggests that materials like patient case studies, medical journals, drug labels, and pharmaceutical guidelines are valuable for exposing students to the language and setting they will use in the workplace. This contextual learning is crucial for improving language proficiency.

Rao (2019) also highlights the benefits of using authentic materials in language instruction. These resources reflect the complexity of language usage in everyday life, forcing students to consider the nuances of pharmaceutical terminology and communication. This engagement can lead to increased motivation and engagement in their future careers.

Incorporating real pharmaceutical resources helps students develop critical thinking skills and language proficiency, which are essential for their future careers. Teachers play a crucial role

in helping students use these resources effectively, providing advice on data analysis and synthesizing. These information literacy skills are essential for pharmacy students to navigate the constantly changing field of pharmaceutical knowledge.

Researches on ESP courses for Students in Different Contexts

English literacy is crucial in today's globalized society, as it is the most widely spoken language on the planet. English is essential in various sectors such as business, medical, biochemistry, botany, arts, medicine, geometry, and geology. The teaching and learning of English for particular purposes (ESP) has rapidly increased due to the need for English among professionals, academics, and students (Mayo, 2000; Johns, 2013; Rinawati, Trisnadi & Murwantono, 2022).

In Iran, an ESP course for medical studies focuses on vocabulary, grammar, and reading comprehension for students studying medical science (Rinawati, Trisnadi & Murwantono, 2022). In the business sector, English has become increasingly important as employers require multilingual workers. Business English courses aim to enable students to interact with colleagues in professional settings, covering subjects like reading, correspondence, resumes, and business jargon or terms of sale, advertising, and marketing.

Researchers in Malaysia and the UK have studied the language requirements of engineering students, highlighting the value of ESP programs in preparing graduates for global employment markets. Legal English research has also been a focus of ESP research, with studies from Finland, Brazil, and Japan highlighting the importance of linguistic precision and clarity in legal documents and the necessity of specialist language instruction for lawyers and other legal professionals. In the field of aviation, a global viewpoint is developing, with researchers like Bartels (2001) focusing on the linguistic and communicative abilities needed for pilots and air

traffic controllers. Studies from countries like Japan have focused on language training programs for aviation workers to promote safety and effective communication (Fukuda 2015). Overall, the importance of English in today's interconnected world cannot be overstated.

ESP courses for Pharmacy Students in Other Countries

Semartini (2022) conducted research in Indonesia, revealing that pharmacy diploma students require English language instruction to inform the public about medications and health. Hidayati & Haryati (2018) and Solihati & Rahayu (2020) also highlighted the importance of a needs analysis in the teaching-learning process to understand students' preferences and develop effective instructional materials and activities.

Semartini (2022) found that students pursuing a pharmacy diploma have a strong requirement for English speaking ability, as they are required to educate the public about health and medicine. However, learners still struggle with speaking English, which is crucial for organizations and educators to create curricula and learning materials that emphasize speaking ability. This indirectly necessitates memorizing specific words, particularly in the medical and pharmaceutical fields, which has repercussions for English language instructors at the Pharmacy School.

Suwandi and Wafa (2020) also suggested that the curriculum should include subjects, language functions, concentration, abilities, expertise, and teaching methodology depending on the needs of the students, their language requirements, and learning demands. The practical/conceptual curriculum is suitable for pharmacy students, as it should be based on descriptions of the general tasks of a pharmacist. Overall, understanding students' needs and preferences is essential for creating effective and effective English language instruction for pharmacy diploma students.

ESP courses for Pharmacy Students in Bangladesh

As local institutions meet 98% of the nation's overall medical demand, the pharmaceutical business in Bangladesh is growing and has a lot of promise. The businesses export pharmaceuticals to other nations in addition to satisfying home demand. Bangladesh earned 136 million from pharmaceutical exports in the 2019–20 fiscal year (Hossan, 2021). Additionally, Bangladesh is ranked 71st out of 134 nations in the world for pharmaceutical exports. Bangladesh also manufactures homeopathic, unani, and ayurveda medications in addition to allopathic ones. Currently, Bangladesh is home to 257 pharmaceutical firms, of which 80 percent produce generic medications. In Bangladesh, indigenous firms like Square, Beximco, Reneta, and Oponin now control the pharmaceutical industry (Hossan, 2021).

When the Department of Pharmacy first began in 1964 in Bangladesh, there were only 20 students, a few instructors, and few physical classrooms, labs, and utilities (Hossain, 2021). From 1964 to 1966, the departments of pharmacy and biochemistry essentially used the same classrooms and labs. In 1966, Prof. Dr. Abdul Jabbar was appointed head of the pharmacy department (Hossain, 2021). According to the Business Bliss Consultants FZE (2018), pharmaceutical science and industry-based courses make up 95% of the entry-level BPharm curriculum in Bangladesh, which has historically produced pharmacists with knowledge of pharmaceutical production, quality control and assurance, pharmaceutical marketing, and regulatory affairs. Additionally, several south Asian nations, including India, Nepal, and Pakistan, have started clinically-focused PharmD programs to include pharmacists into the healthcare system in response to the worldwide rise aimed at reforming pharmacy education. Following the similar pattern, pharmacy schools in Bangladesh have been updating their course

offerings to incorporate patient-care training, including looking into the introduction of PharmD programs.

English is essential in pharmacy education as it acts as the universal language of the pharmaceutical industry, allowing pharmacists to access and participate in a wealth of global studies, recommendations, and advancements. The majority of pharmaceutical texts, journals, and drug labels are also available in English, thus mastering the language is essential for thorough comprehension and well-informed decision-making in the industry. English proficiency is not only advantageous but also necessary for pharmacists to provide the best care, stay current on developments, and participate in the global healthcare dialogue in today's increasingly interconnected world. But it is unfortunate that Pharmacy Council of Bangladesh do not have any course suggested on English language proficiency despite of its great necessity (Pharmacy Council of Bangladesh, 2019).

To date, very few studies have been conducted on the particular need of English language teaching to pharmacy students in Bangladesh. There is that study conducted on the nature of English courses taught in universities of Bangladesh and, the study explores the academic as well as professional needs of potential pharmacy professionals and looks at the content and structure of the EAP courses (Chowdhury & Haider, 2012). However, in recent time, there is no particular studies on how English is taught to pharmacy students, what types of methods and materials are used to teach English to them and how the present ways of teaching English are benefiting or obstructing by the pharmacy students. Therefore, I want to conduct a comprehensive study on the current methodologies and materials employed for teaching English to pharmacy students, assess their effectiveness, and explore the potential challenges faced by pharmacy students in the process.

In conclusion, the backdrop and structure for teaching English for Specific Purposes (ESP) to pharmacy students are thoroughly outlined in this chapter. It starts off by defining ESP and its importance while highlighting its specialized method of teaching English in specialized sectors. Exploration of ESP's origins and numerous branches sheds light on its development and versatility across a range of professional fields. The idea of English for Specific Purposes (ESP) and its significance in pharmacy education are introduced in this chapter. It discusses the needs analysis for pharmacy students, placing special emphasis on their linguistic demands. The chapter covers excellent teaching techniques, such as content-based instruction, communicative language teaching, task-based language learning, and instructor proficiency in pharmaceutical English. It also looks at earlier research on ESP programs in various settings. In general, Chapter 2 establishes the framework for creating a customized ESP course for pharmacy students in Bangladesh.

Chapter 3: Research Methodology

In this chapter, I discuss the methodology I used in my study, offering insights into the research design, sampling methods, instrumentation, data collection procedures, and data analysis techniques. Furthermore, I shed light on the reliability test analysis. This chapter aims to furnish readers with a comprehensive understanding of our research approach, while also addressing the challenges encountered during the study.

Research Design

This study aims to explore the teaching of English to the pharmacy students in Bangladesh using a pragmatic research paradigm. The research design involves analyzing the reactions of interviewees and analyzing collected documents. The central objective is to understand how English is taught to students and teachers in different universities and what are the perceptions of students. A qualitative research design approach is chosen to investigate this issue. Qualitative research, as defined by Foley (2019), looks at people's lives, experiences, behaviors, emotions, and feelings, as well as the functions of organizations, social movements, cultural phenomena, and cross-national contacts. Data is gathered through record analysis, interviewing, and teaching materials analysis, taking into account numerous realities.

Researcher's Role

After hearing from my family and friends that their university English courses were mostly foundational and not specific for their field, I developed an interest in looking into the English courses offered to pharmacy students. After completing ESP coursework as part of my Masters' program, I understood the value of adjusting language instruction to meet the requirements of each individual student. Furthermore, knowing how students view language study in an EFL setting like Bangladesh, is essential to my desires to become a teacher. The

piloting test of the study objectives were to evaluate the questions' appropriateness and trustworthiness as well as to receive a preview of the final interviews. As a result, I believe that these things will prevent me from being biased and the study will not be influenced by my personal opinions about the participants and their situation.

The pronoun "I" has solely been used to conveniently narrate and describe the findings throughout this investigation. Although it may appear that the "I" is projecting personal opinions, the study is actually free of any personal or cultural prejudices because an expert graded the topics of the studied data to ensure the reliability of the information (Wang, Tseng & Johanson, 2021). To ensure the accuracy of the data, the interview transcripts were distributed to the participants for member verification. As a result, the "I" in the study refers to my attempt to investigate strategies for teaching and learning English as a second language in pharmacy departments in Bangladeshi ESOL context and what are the perceptions of the students about it.

Participants

The table shown below, has the information about the participants selected by me who are the part of the study:

No.	Name	Age	Gender	Academic Background
1.	Iffat	22	Female	Final Year of Undergrade
2.	Aman	24	Male	Final Year of Undergrad
3.	Jimi	23	Female	Final Year of Undergrade
4.	Dipa	25	Female	Graduated
5.	Mimi	23	Female	3 rd Year of Undergrade

Table 1: Participants' Profile.

I selected 5 participants mention above in the table who are from different universities. While Dipa is graduated and working in a pharmaceutical company, Iffat, Aman, Jimi and Mimi are still studying in different universities. The main criteria of selecting the participants for this study are:

1. The students that I have chosen are from pharmacy departments of different public and private universities of Bangladesh and they have experience in learning English in their bachelor program.

2. The students are third and fourth years of their studies.

3. The participants are willing to be part of the study with their parents' consent also.

Participants were chosen based on these criteria since those from the same setting can provide more nuanced information about the situation's reality and it is necessary for participants to have both in-person and online educational experiences so that their opinions on the use of technology in English language classrooms and its potential future applications can be explored in light of their own experiences, preferences, and attitudes (Horrel et al. 2015). The reason I have chosen the participants as they are my relatives and friends; therefore, they are easy to reach whenever I need any information.

I adopted the purposive data sample procedure techniques to conduct this study in order to ensure that I obtained the relevant data. This kind of data sampling falls under the category of non-probability sampling approaches, which are seen to be better suitable for qualitative research (Vehovar et al., 2016). According to Kothari and Garg (2020), non-probability sampling or purposive sampling is a sampling technique that does not provide a foundation for calculating the likelihood that each component of the population will be represented in the sample. In this kind of sampling, the researcher carefully chooses the sample's components; his decision in this

regard is final. To put it another way, with non-probability sampling, researchers deliberately choose specific cosmological units to construct a sample on the idea that the small mass they selected out of a huge one will be typical or representative of the entire universe. They explain that while the purposive sampling technique allows for a large range of variation, the researcher must select a small number of participants who can provide detailed information. It is crucial to recruit competent volunteers who have firsthand knowledge of the study's phenomenon in order to gather pertinent data and prevent misdirection (Kothari & Garg, 2020).

An Overview of Data Collection Procedures

To grasp the exploratory causes and assess how and why a certain program or phenomenon operates in the way it does, researchers can conduct qualitative research. According to Yeung (2018), there are several ways of collecting data in qualitative research such as interview, observation, focus group discussion, content analysis, self-reporting. I have chosen interview and content analysis as my data collection procedures as these can be performed in online session. Structured, semi-structured, and unstructured research interviews are the three main varieties of qualitative research interviews (Gill, Stewart, et al., 2008). I have conducted semi-structured interview as it consists of a few core questions that help outline the areas to be investigated but also provide the interviewer or interviewee the freedom to veer off course to go deeper into an idea or response.

Zoom Interview and Audio Recording

Horrell, Stephens, & Breheny (2015) highlight the advantages of Zoom interviews, a technology that allows for online video calls to gather detailed personal information. These methods are more convenient and cost-effective than in-person interviews or focus groups,

especially when conducting research with participants over a large geographical spread. Horrell et al. (2015) also highlight the flexibility of online methods.

In this study, the Zoom interview method was chosen to reach participants in Rajshahi, who would be difficult to reach outside Dhaka for in-person interviews. Zoom meetings were also convenient for Dhaka residents who had classes and work during the day. The participants were more comfortable to attend the interview via Zoom as it was difficult for them to meet in-person within a short period as they had classes and offices. Accurate data analysis can be achieved through recording the conversation in video or audio form, as recommended by Rice & Ezzy (1999). The Zoom conference with the students was recorded in audio form, ensuring the best possible recording quality. This approach allows for more flexibility and convenience in conducting research with participants over a large geographical spread.

Semi-structured Interview

To conduct this study, I have chosen semi-structured interview for interrogating the participants in order to collect the data. The semi-structure interviews are useful for having in-depth conversations and the researcher can typically draw nuanced findings by thoroughly examining the talks and various, initially superficial replies that took place during the interview. Most of the time, I have tried to continue to examine all verbal and non-verbal reactions, such as hunches, laughter, and quiet, to uncover information that is useful in the final data analysis of the many themes gleaned from the interview (Deterding & Waters, 2018). The interviewers can combine various themes to encourage flexibility. Deterding and Waters (2018) have suggested that in semi-structure interview, researchers can talk about a variety of subjects with many themes. This interview's interactive format allows for the participants to express themselves freely and several studies asserted that the creation of flexible coding for computer-assisted

qualitative data analysis, when applied to well-coded themes, can produce trustworthy analysis from sizable interview samples (Deterding & Waters, 2018).

Designing the Interview Protocol

In order to create the semi-structured interview questions for this study, I have designed the interview protocol adapted from Jacob and Furgerson's (2012) guide to "Writing Interview Protocols and Conducting Interviews". The ten phases of this semi-structured interview are as follows:

Phase 1-: Using a script to open and close the interview: The first phase enabled me to discuss all relevant data about my study and crucial information regarding informed consent before I started the interview. Additionally, it provided a place to wrap up the interview and provide the participant a chance to add any final views that had not been covered (Jacob and Furgerson, 2012).

Phase 2-: Collecting informed consent: gave the participant a participant information sheet and an informed consent form through e-mail to go over and sign before I started the interview (Appendix A).

Phase 3: Starting with the basics: I started off with questions that gather some fundamental background information from the participant to assist establish understanding and create a welcoming environment. I ensured this by getting their name, course year, how they are doing, whether anything intriguing is going on right now, their likes and interests.

Phase 4: Creating open-ended questions: I asked open-ended questions which provided the participant additional time and room to share more specifics about their experiences. It will be less likely to result in merely "yes" or "no" responses, which do not provide rich data, when

questions like "Tell me about..." are used instead of "Did you ever encounter X?" So, I asked, "Can you tell me why" or "Could you explain," know more (Appendix B).

Phase 5: Research should guide your questions: I performed a comprehensive literature review on the subject I was using interviews to learn more about before developing my interview questions (Jacob and Furgerson, 2012).

Phase 6: Beginning with easy to answer questions and moving towards ones that are more difficult or controversial: Following the Jacob and Furgerson's (2012) interview protocol framework, in the sixth phase, I did not presume that the participant understood the topic as well as I did, even if I had described it to them. Especially at the start of the interview, I resisted the urge to ask my participants the research questions directly because they would frequently be too conceptual and abstract for them to readily respond. Because, if I asked abstract questions too early, the participant might get hostile. I started by posing inquiries based on specific, preferably recent or continuing experiences. I tried eliciting their feelings regarding recent modules to give them the chance to share any positive or unpleasant experiences. I followed up with inquiries that especially focus on ideas connected to a sense of belonging.

Phase 7: Using prompts: In the seventh phase, when the researchers pose open-ended questions, their hope is that the respondent will take advantage of the chance to share in-depth qualitative information about their experiences and viewpoints with them. Participants, however, occasionally require instructions to get them moving (Jacob and Furgerson, 2012). I tried to anticipate what prompts you could give to help someone answer each of your open-ended questions. In the eight phases, of the framework, the researcher needs input from another professional at this stage (Jacob and Furgerson, 2012).

Phase 8: Receiving Feedback on Interview Protocols: To get feedback on the interview questions, I have gotten in touch with my thesis supervisor, Assistant Professor from the English and Humanities department. The professor has many years of experience instructing linguistics courses at a prestigious private university in Bangladesh.

Phase 9: Avoiding to make the interview too long: In the ninth phase, I would consider including six to ten well-written questions in the procedure if I wanted the interview to last an hour or less. I thought about the persons I was interviewing and kept in mind that I was asking them to give their time and experiences with me. Also, I was aware of how long I anticipated the interview to last.

Phase 10: Piloting the interview questions: Lastly, I was determined whether my interview questions made sense by pilot testing my interview protocol. I familiarized myself with the questions' sequence and flow during the pilot testing process, which made me feel more at ease when I started conducting interviews for the data gathering (Jacob and Furgerson 2012).

Piloting the Interviews

When the expert provided me with comments, I piloted the interview questions with one of my participants. Because she was available and helpful, I decided to conduct the pilot with her. She was always eager to assist me with my study. In both quantitative and qualitative research, Tashakkori and Teddlie (2003) introduce the usefulness of pilot studies. Because it assists in identifying errors and flaws in the process, piloting is seen as being quite vital. This pilot study's objectives were to evaluate the questions' appropriateness and trustworthiness as well as to receive a preview of the final interviews.

Course Outlines and Syllabus Analysis

Creshwell (2014) highlights the importance of document analysis in improving data quality in studies. This involves gathering and reviewing course outlines and syllabi used by participants in English classes, providing a valuable source of primary information related to pedagogical techniques and subject matter in teaching English in pharmacy departments. These documents reflect the curriculum's goals, intended learning outcomes, and content chosen to meet the linguistic requirements of pharmacy students. By examining these documents, the effectiveness of current teaching strategies can be assessed and potential areas for improvement identified. Document analysis also provides objectivity and reliability, allowing for systematic examination of course materials, identifying recurrent patterns, trends, and discrepancies. This approach makes the research findings more credible and valid, as they are supported by concrete evidence from the documents themselves.

An Overview of Data Analysis Procedures

This section of the chapter will discuss the phases I have taken to analyse the data obtained from the video recording of zoom interview and contents collected from the participants.

Data Analysis Framework

Choosing the right data analysis framework is crucial for conducting a research study effectively, and in this particular study, the researcher has opted for qualitative thematic analysis. According to Braun and Clarke (2006) and King (2004), thematic analysis proves to be efficient when the goal is to uncover diverse perspectives of participants, identify commonalities and differences among these perspectives, and generate unexpected insights (cited in Nowell et al.,

2017). In alignment with this approach, the researcher conducted interviews to gather opinions from various participants, analyzed the similarities and differences in their perspectives, and derived thematic patterns from the collected data.

I employed Creswell's qualitative data analysis framework (2018, p. 269) to analyze the data. The subsequent section will provide a broad description of the data analysis procedures.

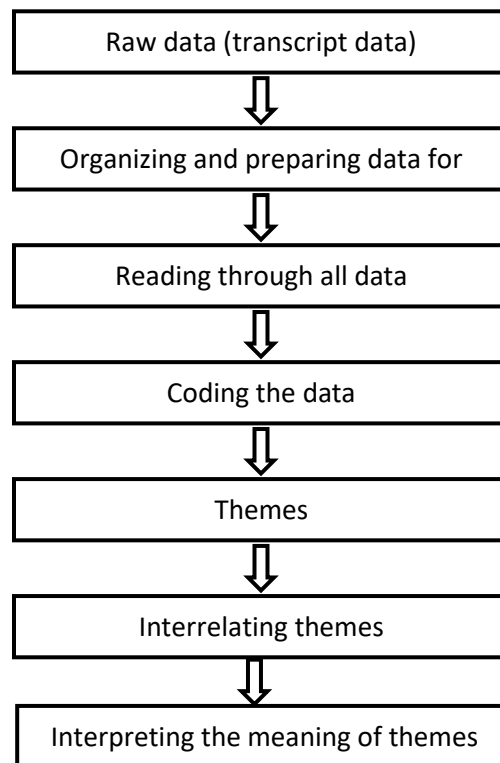


Figure 3: Data Analysis Framework

Data Preparation: Initially, all interviews were transcribed, calculated, and organized by information source.

Data Review: Next, the researcher gained an overall understanding of the data, including tone, credibility, and impressions.

Data Coding: Each interview was coded using in vivo terms, representing categories within the information.

Theme Generation: Using coded data, the researcher identified multiple themes, crucial for qualitative analysis.

Theme Representation: Themes were carefully chosen to accurately represent each category, with detailed descriptions and connections explored. The researcher discussed the detailed description of the themes, find out the subthemes, and try to interconnect themes.

Analyzing Interviews and Classroom observations

I have transcribed the recorded interview on Zoom and listed it in the Appendix C. I have then chosen crucial codes from the transcript and listed them in several categories for the following cycle (Appendix D). The themes are analyzed to find the result for the research questions. Contents have been also analyzed for findings on the research questions.

Ethical Consideration

I have made every effort to adhere to all ethical standards, and these standards have been taken into account before the data collection process began. Those individuals who have indicated their willingness to participate in the study are interviewed by me. I have instructed the participants to read the interview consent form and sign it before the interview session begins. I have also informed the participants that their comments will be collected and used solely for research reasons, with their names and other personal information remaining confidential. All of the names used in this study are pseudo-names. Along with this, I have adopted a careful tone when speaking to the participants in order to avoid displaying any topical bias in her discourse.

Trustworthiness of the Study

The relevance and integrity of the findings depend significantly on how trustworthy the qualitative study is (Gunawan, 2015). According to Gunawan (2015), the trustworthiness of a study reflects the trustworthiness of the data, the procedures used to verify the study's quality, and the technique of interpretation. He (2015) says that researchers should set up protocols and processes for a study that is thought to be worthy of consideration by readers in order to make the research trustworthy. Focusing on trustworthiness and credibility issues, such as credibility, dependability, transferability, and confirmability, should be a qualitative researcher's primary objective (Gunawan, 2015).

I have used member checking and triangulation to show the data's veracity to check the credibility of the research. The member check has been seen as a crucial component of justification in qualitative research. It has been applied to gauge how accurately a researcher has captured the subjectivity of a participant. The participants must understand that the results perfectly capture their ideas. Because of this, I have written up the participant's interview in word documents and emailed them to enable member checking (Appendix C).

In qualitative research, triangulation is a technique to boost the reliability of study results. Triangulation, according to Trochim (2006), can support the conclusion that underlying biases caused by a method or an observer have been overcome by combining theories, methods, or observers in a study. To provide a more comprehensive explanation for researchers, an attempt is being made to investigate and explain the complicated human behavior utilizing a variety of methodologies.

I have gathered information for this study from interviews and content analysis. The viewpoints of various researchers are included in analyst triangulation or investigator triangulation in a study. Another observer is also present in this investigation to watch the participants' behavior.

In conclusion, this chapter precisely details the study's methodology, stressing a qualitative multiple case study technique within a pragmatic research paradigm to investigate English teaching and learning in Bangladeshi pharmacy departments. The study uses purposive sampling, semi-structured interviews, and document analysis to capture the varied viewpoints of both students and instructors on English for Specific Purposes (ESP). The thorough consideration of ethical principles, as well as the use of trustworthiness measures such as member verification and triangulation, increase the reliability of the findings. This methodological approach is intended to give a thorough knowledge of ESP teaching tactics and learning outcomes in the context of Bangladeshi ESOL contexts, supporting the study's goal of improving English language instruction in pharmacy education.

Chapter 4: Findings

The chapter begins with participants' narratives stemming from open-ended questions designed to uncover issues and resolutions concerning their ESP courses. Here, I outline the significant discoveries from the interviews, considering not just their verbal responses but also their tone and mannerisms. I asked identical questions to both group of students, current students and graduates—and aimed to understand their perspectives on their ESP course experiences. I have organized the findings into thematic presentations. This chapter aims to present the results of this study and the result of this study is organized in such a way that it addresses the research questions and the research questions of this study are:

1. How is English language taught to the pharmacy students in Bangladesh and what methods and materials are used to teach English to the pharmacy students?
2. What are the perceptions of students about the learning outcomes of the English language classes?
3. What kind of challenges do the teachers face in teaching English? What kind of challenges do the students face in learning English?

Findings Related to Research Question 1

Students' Perceptions about the English Course

As the nature of the English course is important to know for the study, I questioned the participants about their course and asked them to explain me about the English course. During her pharmaceutical studies, Iffat took English classes that included a wide range of subjects, such as grammar, vocabulary, reading comprehension, writing, speaking, and listening. The courses, designated as ENG 091, 101, and 102, were not designed with pharmacy students in mind; rather, they were general education courses. Iffat stated,

We are taught grammar and vocabulary through a variety of methods, like umm including lectures, discussions, exercises, and various games, presentations, but unfortunately there were not ESP courses as I have told earlier that those courses were generalized course” (DU IFF 8).

She said that while they gave her a solid basis in English language proficiency, she would have preferred more specialized instruction in pharmaceutical terminology to better meet the needs of her line of work. Iffat stressed how important it is for Bangladeshi pharmacy students to speak English fluently. Not only is fluency in English necessary for postsecondary education, but it is also critical for success in the pharmaceutical industry and research contributions. Proficiency in the English language is essential for pharmacy professionals as it facilitates better communication with patients and healthcare providers.

From the interview of Aman, I have come to know about the English course that he took in his undergraduate. Aman said that the English course he took for his pharmacy degree was elementary and did not adequately prepare him for the linguistic requirements of the pharmacy industry. The training was intended to improve language skills, but it did not adequately address the unique demands of pharmacy students, which left them unprepared for situations they would encounter in the real world.

At the beginning of the interview, Jimi underlined the need of English language competency for pharmacy education. Proficiency in the language is crucial for success in postsecondary education, research, and the workforce. She emphasized how important it is to have efficient communication with patients, pharmaceutical firms, regulatory agencies, and healthcare providers. General English skills, such as writing, speaking, listening, grammar, and vocabulary, were taught in Jimi's ESP course. It did not, however, provide specific instruction on

pharmacological terminology [“it did not provide specialized pharmaceutical terminology training” (DU JIM 8)]. Jimi highlighted the necessity for the training to include pharmaceutical terminology and more interactive exercises pertaining to pharmacy practice.

As other participant, Dipa is concerned about the necessity of English in education and professional life as well. In her study of pharmacy, Dipa highlights the need of being proficient in the English language as she said, “English language proficiency is important for, pharmacy students in Bangladesh” (DU DIP 6). She points out that the English course covers fundamental reading and grammar, giving students a basis for comprehension and communication in the language. She is a pharmacy department student. Since her other classes are taught in English, she understands the need of using appropriate language and pronunciation in her academic endeavors. The importance of English language competency in the teaching of Bangladeshi pharmacy students is highlighted by Dipa's viewpoint.

Another participant, Mimi said about the English course that she enrolled in her undergraduate program,

This is included in general education course. As the courses are included in general education, all the other departments also follow the same uh same syllabus. And the topics that were included in our syllabus were- uh fundamental subjects’ grammatical items were uh modifier, sentence transformation, translation, prepositions, umm special uses of phrases and words, like that I mean the way we have learnt in middle school (DU MIM 8).

Mimi shared her insights about the needs of English and how the students lack proficiency in English. Students who had studied in Bangla (the native language) during intermediate levels found it difficult to adjust to the abrupt move to an English-based curriculum

in honors levels because the whole pharmacy program was taught in English. Mimi emphasized that being able to communicate in English is essential to completing the pharmacy course successfully.

Grammar and Vocabulary Learning

In this research, I tried to know about the importance given in grammar and vocabulary teaching in the English course. The curriculum placed a great deal of emphasis on grammar and vocabulary as essential components of English language studies. Iffat stated that these abilities were taught using a variety of techniques, such as talks, debates, exercises, games, and presentations. There is a deficit in specialist pharmaceutical language training despite the emphasis on general language proficiency. This is due to the lack of English for Specific Purposes (ESP) courses. This can be seen in the course outline provided by her that there is no task based on pharmaceutical studies (Appendix E). The writing practice are based on basic composition topics which will not benefit the students in developing skills for pharmacy sector.

According to the interview, vocabulary and grammar are not given much weight in the English course. These crucial topics appeared to be skimmed over in the course material with little attention. It is possible that this training gap made it more difficult for students to communicate successfully in the pharmaceutical field. Aman said, “when it comes to grammar and voca+ vocabulary, it wasn't a big deal in our English class. I mean uh they kind of brushed over it without giving it much thought” (DU AMA 8).

Grammar and vocabulary are important part of English language learning. Jimi's English lesson focused on grammar and vocabulary, utilizing exercises, notes, and games to enhance students' language education. On the contrary, the participant, Dipa, shares her experience with

an English language course that focuses on vocabulary and grammar, as it is essential for reading, writing, and taking exams in English. The course also covers specific medical terminology, catering to the unique language needs of the pharmaceutical industry. This method helps students in the pharmacy department meet their unique language demands and gets them ready for professional situations where they can communicate effectively. Speaking and writing techniques are covered in the English course, with an emphasis on their critical significance in teaching, learning, and comprehending medical terminology in the pharmacy field.

Mimi gave an explanation of the subjects covered in her English classes, stressing that they were conventional in style and part of a comprehensive education program. The classes included themes like basic grammar that are taught in middle and intermediate schools. The curriculum's lack of particular pharmaceutical language limited its applicability to the pharmacy industry. Mimi stated that there was no conversation on each student's unique English language demands between the professors and the students. The professors stuck to the prescribed curriculum, and students may only ask questions on the topics during class.

Language Skill Development

The statements from Iffat, Aman, Jimi, Dipa, and Mimi collectively highlight the significance of competencies in the four language skills—listening, speaking, reading, and writing—in the field of Pharmaceutical Studies and the corresponding profession. Each individual offers insights into how these skills are essential for effective communication, professional growth, and successful engagement with the unique demands of pharmaceutical studies.

Iffat emphasizes the pivotal role of speaking and writing skills in her English course, considering them essential not only for the academic requirements of her English course but also for her future profession as a pharmacist. The ability to communicate effectively with healthcare professionals and patients is crucial in her line of work, and the course has contributed significantly to her confidence in real-life scenarios such as presentations and group discussions.

Aman echoes the importance of speaking and writing skills in the pharmaceutical profession but expresses a concern that these skills did not receive adequate attention in his English course. He underscores the essential nature of these skills in their field, indicating a potential gap in the curriculum that needs addressing for students to thrive in their professional communication. Aman said, “Not really. We were kind of left hanging when it came to that. We didn’t have any listening tasks in the English course. I cannot imagine of that” (DU AMA 20).

Jimi, on the other hand, highlights the comprehensive development of speaking, writing, and listening skills in his English course. She emphasizes the critical role these skills play in effective communication with healthcare professionals and patients. Furthermore, Jimi notes the positive impact on her ability to read and comprehend medical literature and research papers, highlighting the broader application of language skills in research and clinical practice.

Dipa corroborates the necessity of speaking and writing skills for communication and understanding medical terms in the pharmaceutical profession. She credits her English course for contributing significantly to her confidence in real-life communication scenarios, particularly with colleagues and pharmaceutical professionals. Additionally, Dipa discusses the focus on developing listening skills through class tests, showcasing the holistic approach to language proficiency in her course.

Mimi provides a contrasting perspective by mentioning that the fundamental English courses she took were more generalized, lacking specific content tailored to pharmaceutical studies. She acknowledges the importance of speaking and writing skills for reading comprehension, obtaining good results, and professional communication. However, Mimi expresses disappointment in the inefficiency of the English courses in addressing the specific language needs in speaking, writing, reading and listening skills in pharmaceutical sectors.

Need Analysis

Need analysis is crucial part of designing any course, especially ESP courses. I asked Iffat whether their teachers did any need analysis before designing the English course. Teachers discussed the value of English before the lesson started and were accessible to answer questions from students. Iffat mentioned that,

They also helped us when we asked something out of interest. And uh after providing the course outline, my teacher also asked us for feedback. Though I think mentionable changes were not made in the outline (DU IFF 10).

On the basis of student input, the course outline did, however, undergo some minor adjustments. Iffat highlighted the teacher's willingness to help outside of class and expressed gratitude for the support, both of which contributed to a productive learning environment.

Aman, Jimi and Dipa shared that before teaching the course, the teachers did not talk with them about their needs, lacks and wants for the English course. Mimi reported that the teacher followed the syllabus and did not address the needs of English for her.

Alternative Assessments

Iffat's confidence in real-life situations has increased through participation in presentations, group debates, and research paper writing. Group projects have created a cooperative atmosphere for language skill development. Incorporating alternative evaluations, such as group projects and presentations, has proved advantageous for real-world application of language abilities, enhancing students' overall fluency in the language. Assessment methods included exams, presentations, and projects. The course design made it easier for Bangla-speaking students to enter higher education by providing relevant learning opportunities. Students felt the courses prepared them for real-life pharmacy situations, where English communication is essential. Iffat stressed that the classes gave students the confidence to speak with patients and healthcare providers in English, which is crucial for success in the pharmacy field.

Iffat acknowledged that the materials and content were well-structured and covered a broad variety of issues, but she felt that there could have been a stronger emphasis on pharmaceutical communication. As Iffat stated, “the pharmaceutical communication was not adequately covered” (DU IFF 26), one area where the program needs to be improved was the lack of specific instruction on pharmaceutical communication which is evident in the course outline given by Iffat that the syllabus has no pharmaceutical based contents (Appendix E2).

Aman noted a significant gap in the course's effectiveness, as it did not provide substitute evaluations like group projects or speeches, which could have improved practical communication skills. The training did not significantly impact students' reading and comprehension abilities, as the reading assignments were straightforward and did not cover the intricacies of research papers and medical literature. This restriction made it difficult for students to use their English language proficiency in clinical and research endeavors.

According to Jimi's remark, projects, presentations, and examinations were employed as means of evaluation. Although the evaluation displayed a variety of styles, it was noted that no specific adjustments were made in response to students' feedback or English language criteria. According to her, the assessments generated significant educational opportunities that are indirectly connected to the pharmaceutical sector.

Mimi also mentioned the lack of group projects and evaluations. Standard techniques like class tests, midterms, final exams, presentations, and assignments were used in evaluation and assessment procedures, but there was no particular emphasis on pharmacy-related content. Mimi felt that the classes had not adequately prepared her for scenarios in which pharmaceutical settings require proficiency in the English language.

Findings Related to Research Question 2

Learning Outcomes

ESP course are significant to get the most learning outcomes from the students so that the course helps them in every stages of their lives. The participant, Iffat emphasizes the pivotal role of speaking and writing skills in her English course, considering them essential not only for the academic requirements of her English course but also for her future profession as a pharmacist. The ability to communicate effectively with healthcare professionals and patients is crucial in her line of work, and the course has contributed significantly to her confidence in real-life scenarios such as presentations and group discussions.

Aman emphasizes the necessity of speaking and writing abilities in the pharmaceutical field, but is concerned that these skills were not adequately addressed in his English course. He emphasizes the importance of these abilities in their area, pointing out a possible curricular gap

that must be addressed in order for students to prosper in professional communication. Aman stated,

I have to be honest though and say that the course hasn't made a big difference in my English proficiency. Although my goal when I enrolled was to improve my language abilities, the results did not live up to my expectations. The course material did not correspond well with the practical language requirements of a Bangladeshi pharmacy student. The materials didn't seem to be in line with the particular language and communication requirements used in the pharmacy industry. I therefore found it difficult to use the knowledge I learned in the course for both my academic and professional endeavors. The specifics of effective communication in the context of pharmacy were not adequately covered by the learning objectives. The focus on general language proficiency failed to address the specific vocabulary and communication situations that pharmacy students encounter (DU AMA 32).

Jimi, on the other hand, emphasizes the whole development of speaking, writing, and listening abilities in his English class. She underlines how important these abilities are in efficient communication with healthcare workers and patients. Jimi also notices a beneficial influence on his ability to read and interpret medical literature and research articles, emphasizing the broader use of language skills in research and clinical practice.

Dipa corroborates the necessity of speaking and writing skills for communication and understanding medical terms in the pharmaceutical profession. She credits her English course for contributing significantly to her confidence in real-life communication scenarios, particularly with colleagues and pharmaceutical professionals. Additionally, Dipa discusses the focus on developing listening skills through class tests, showcasing the holistic approach to language proficiency in her course. Dipa said that “the learning outcome was not any exceptional. I think

as a pharmacy student, it did not help me a lot for advance level English. It just helped me in basic English which I believe I am good from the beginning” (DU DIP 32).

Mimi provides a contrasting perspective by mentioning that the fundamental English courses she took were more generalized, lacking specific content tailored to pharmaceutical studies and she thinks that the English course could not bring satisfactory learning outcomes which might help her in her pharmaceutical career. She acknowledges the importance of speaking and writing skills for reading comprehension, obtaining good results, and professional communication. However, Mimi expresses disappointment in the inefficiency of the English courses in addressing the specific language needs of pharmaceutical sectors.

Findings Related to Research Question 3

Challenges Faced by the Students

Iffat emphasized that one of the biggest obstacles to learning English is pronunciation, particularly for people who are from Bangla-speaking backgrounds. To get past this obstacle, pronunciation practice was required, suggesting a possible area for focused assistance in upcoming language classes.

Aman added that students were confused since several of the subjects addressed in the course were not considered relevant to pharmacy studies. Aman made the case for the necessity of a curriculum that is more narrowly focused and in line with the particular linguistic and communication needs of the pharmaceutical sector.

Aman gave his insights about the materials used in the course, he said, “The materials and content were a bit outdated, and there were definitely gaps in the curriculum as well. So, “We could not used more up-to-date resources, but we made it somehow” (DU AMA 26). Aman

voiced his displeasure with the antiquated resources and information utilized in the English training. The course's efficacy in preparing students for the linguistic needs of their area was restricted by its lack of relevance to pharmacy studies and its lack of current resources.

Jimi also shared the difficulties she encountered as a student. Jimi, a Bangla student, initially encountered difficulties comprehending the lessons due to English not being his primary language. However, he successfully surmounted these challenges and made progress in his language acquisition journey with the assistance of his lecturers. Jimi suggested that using pharmaceutical terminology and other communication activities related to pharmacy practice within the training might enhance its effectiveness. Incorporating authentic pharmaceutical scenarios into the language learning process would enhance the overall effectiveness of the course.

Teacher's Role

The theme "The Teachers should have Background Knowledge on the Specific Field so that The English Course Becomes Relevant to the Learners' Study and Professional Area" emerges prominently from the shared experiences and perspectives of Iffat, Aman, Jimi, Dipa, and Mimi regarding their English course instructors.

Iffat expresses a positive view of her teacher, noting her excellence, knowledge about the English language, patience, and supportiveness. The teacher's ability to create a positive learning environment is acknowledged, contributing to Iffat's overall positive experience. However, Iffat does not delve into the teacher's background knowledge in the specific field of pharmacy, leaving room for speculation about the relevance of the course content to the learners' study and professional area.

Aman, on the other hand, raises concerns about the suitability of the course structure and the teacher's background. He suggests that the interruptions in the course may stem from the teacher not being from the pharmacy department and lacking knowledge in their field. Aman implies that a teacher with a background in pharmaceutical studies might have been more effective in delivering relevant content, aligning the course with the specific needs of pharmacy students.

Jimi praises her English course teacher, emphasizing her excellence, preparation, and efforts to make the course interesting and effective. However, she acknowledges a challenge faced by the teacher due to the diverse language backgrounds of the students, particularly those from a Bangla medium background. This highlights the importance of teachers understanding the specific challenges faced by learners in the context of their study area.

Dipa reflects on the suitability of her course teacher, noting that while he was good, he faced challenges due to the unfamiliarity with medical terminologies. This observation underscores the need for English course instructors to possess at least a basic understanding of the specific terminologies and language nuances relevant to the learners' study and professional area. Dipa said,

My course teacher was good, and he was quite suitable for that course, but he did face some challenges because our medical terminologies are not that familiar to him. So sometimes he faces problems, understanding those terms and has trouble teaching them properly (DU DIP 36).

Mimi, however, introduces a different perspective, stating that the teacher was compatible and suitable for the course but pointing out that the syllabus was irrelevant for the

teacher. This implies a potential mismatch between the course content and the teacher's background, raising questions about the overall effectiveness of the course in meeting the learners' needs.

Chapter 5: Discussion

In this chapter, a thorough analysis is undertaken regarding the data collection process from the interview questions covered in the preceding sections. The discussion delves into the key concepts and challenges, concluding with recommendations for consideration in the conclusion chapter. The research questions of this study are following:

1. How is English language taught to the pharmacy students in Bangladesh and what methods and materials are used to teach English to the pharmacy students?
2. What are the perceptions of students about the learning outcomes of the English language classes?
3. What kind of challenges do the teachers face in teaching English? What kind of challenges do the students face in learning English?

Analysis of the Findings Related to Research Question 1

The English Course is General Language Course rather than English for Specific Purpose Course

ESP is designed to suit specific student needs. ESP is English education that focuses on the students' immediate and genuine needs. ESP is task- and need-driven (Smoak, 2003). English for Specific Purposes was first proposed in the 1960s and gained popularity in the 1970s. According to Hutchinson and Waters (1987), ESP is a technique of teaching languages in which all content and approach decisions are based on the learner's motivation. This concept stresses how the learner's goals and needs drive the curriculum and instructional design for ESP courses. According to Donough (1984), the aims of ESP should be specified in relation to the students' requirements, as well as the materials and curriculum. As a result, teachers must understand why

students enroll in ESP classes and what they expect from the courses in order for the curriculum's learning objectives to be appropriate for their requirements. However, there are many courses that teach general English rather than focusing of particular needs. In Tunisia, there are frequently no defined goals for studying English. The English taught is for General Purposes, however it is referred to as ESP wherever possible. The students are not trained in language or the arts (Seymore, 1994.)

From the findings of this study, it is seen that while some courses emphasize comprehensive grammar, vocabulary, reading, writing, speaking, and listening, others express dissatisfaction with the core nature of the course. Aman believes that the basic English course did not adequately prepare pharmacy students for their specific language requirements. Jimi emphasizes the absence of specialized medical terminology in English courses, prompting questions about the suitability of the program for meeting these requirements.

Consensus among participants is about the vital need of English fluency for pharmacy students in Bangladesh, emphasizing its significance in higher education, research contributions, and professional accomplishments. The perceived magnitude and focus of the English language component vary throughout their courses. Mimi highlights the challenges faced by students who had previously studied in Bengali, emphasizing the need for English language proficiency courses specifically tailored to the needs of pharmacy students.

The findings suggest the need for a more refined and targeted approach to English instruction in pharmacy departments in Bangladesh. Strategies should include the integration of medical terminology, enhancement of communication skills relevant to the pharmacy profession, and provision of extra support for students with diverse linguistic origins. The course outlines

and curriculum indicate that the English courses provided to pharmacy students are fundamental in nature, rather than being tailored to meet their special needs.

The findings of the study confirm the importance of English language proficiency for pharmacy students in Bangladesh and calls for more tailored and individualized English language courses to meet the specific linguistic requirements of the pharmacy industry.

Grammar and Vocabulary are Given the Most Importance and These are Taught in Traditional Way While Pharmaceutical Terminologies are Ignored

Learning English for specific purposes (ESP) skills can significantly enhance a student's professional prospects. Employers value candidates with strong communication skills in their industries, such as business and healthcare professionals. ESP provides a competitive edge in the job market, allowing them to interact with foreign partners, negotiate contracts, and grow their businesses internationally. In multilingual and international settings, ESP training is crucial for improving pronunciation, grammar, vocabulary choice, and cross-cultural communication skills. Berardo (2018) emphasizes the importance of ESP in pharmacy students, emphasizing its importance in a multilingual and international setting.

The findings from interview responses of Iffat, Aman, Jimi, Dipa, and Mimi provide insights into the importance of grammar and vocabulary in English language instruction within pharmacy departments in Bangladesh. Iffat emphasizes the significance of these features and uses various approaches such as lectures, debates, exercises, games, and presentations. However, her curriculum lacks classes specifically designed for learning English for Specific Purposes (ESP), suggesting a deficiency in specialized training for pharmaceutical terminology.

Aman's experience demonstrates a more unfocused approach to grammar and vocabulary, with only briefly addressed topics. This lack of specific pharmaceutical vocabulary results in challenging communication within the pharmacy industry. Jimi, on the other hand, emphasizes the importance of grammar and vocabulary in her English language course and emphasizes the need for exercises, annotations, and interactive games to enhance the learning experience.

Dipa prioritizes pragmatic utilization of English abilities in her pharmacy-focused classes, focusing on grammar and vocabulary aspects. She also gives importance in specialist training in medical terminology, including communication skills, report writing, and interpretation of medical literature in English.

Mimi, on the other hand, offers an elaborate analysis of the subjects addressed in her English courses, focusing on fundamental subjects such as grammatical elements, sentence conversion, language translation, and prepositional usage. Her English lessons strictly follow a conventional curriculum, encompassing grammar and vocabulary without specific pharmaceutical terminology instruction.

The results of the research reveal that English language education in pharmacy departments places differing levels of importance on grammar and vocabulary. Iffat, Jimi, and Dipa emphasize the importance of these factors, but Aman and Mimi adopt a broader approach that lacks relevance to pharmacological terms.

Competencies in Four Skills (Listening, Speaking, Reading & Writing) are absolutely obligatory in Pharmaceutical Studies and Profession

Sikumbang & Dalimunte (2004) and Trisnadi & Murwantono (2022) emphasize the importance of university English language programs focusing on students' needs and goals in

their major disciplines. An ESP course for medical studies aims to develop students' language abilities for their future professional lives, focusing on improving four language abilities (Sikumbang & Dalimunte, 2021). Abdallah and Mohamed (2018) emphasize the importance of English in the medical industry, as students must read professional publications, participate in international conferences, and produce accurate medical reports. In Algeria, there is a lack of English language courses specifically designed for the medical sector. Iranian higher education requires English for Specific Purposes (ESP) subjects, focusing on vocabulary, grammar, and reading comprehension for medical science students (Rinawati, Trisnadi & Murwantono, 2022).

The study results reveal that English courses for pharmacy students vary in their effectiveness in preparing them for the specific language demands of their profession. While some participants reported positive results in communication, reading skills, and research, others identified significant gaps and shortcomings. Iffat and Dipa emphasized the importance of speaking and writing skills in their roles as pharmacists for effective communication with healthcare professionals and patients. Mimi, however, reported that her courses were more general and lacked specific instruction on pharmacy-related speaking and writing skills.

The participants reported increased confidence in communicating with colleagues and pharmaceutical professionals in real-life situations, such as giving presentations, writing research papers, and participating in group discussions. However, Mimi was dissatisfied with the lack of specific training in pharmaceutical sectors of English, leaving her lacking the necessary skills for research and clinical practice.

The study also found that listening tasks were included in the English classes, but Aman was dissatisfied with the emphasis placed on speaking and listening skills. Dipa emphasized the positive impact of audio-based class tests on her listening skills.

The findings suggest that tailoring English courses to the specific needs of pharmacy students is crucial, as it should incorporate relevant content and skills that align with the demands of pharmaceutical research, clinical practice, and effective communication.

Need Analysis is Necessary to Design an ESP Course to Understand the Necessities of the Learners

Needs can be defined as students' learning needs, mastery goals, desired outcomes from language classes, and unlearning or unable aspects of a language. In creating an English curriculum, needs analysis is crucial. English is a foreign language for non-native speakers, and they require subject-matter knowledge. The three most important purposes for using English are information sharing, service provision, and aid provision, as per Castagnolo (2008). This helps in tailoring the curriculum to meet the specific needs of these students.

Iffat's experience highlights the importance of English teachers prioritizing the importance of English and seeking feedback. However, the course outline remains unchanged despite student input, indicating a potential disconnect between communication and curriculum changes. Aman is dissatisfied with the lack of proactive investigation into students' English requirements, arguing that this standardized approach fails to address varying language skill levels. Jimi's testimony also supports this trend, but the course syllabus remains unchanged, raising concerns about the effectiveness of the feedback loop. Dipa's response suggests a minimalist approach, without active involvement or consideration of specific requirements. Mimi's example demonstrates a systematic commitment to the curriculum, but the absence of proactive dialogues and dependence on a pre-established curriculum raises concerns about the flexibility of instructional approaches. The results underscore the need for improved communication channels between educators and learners, and a more flexible curriculum design

strategy that incorporates student input to cater to varied language proficiency levels in pharmacy departments in Bangladesh. Using a customized and flexible teaching method could potentially enhance the English language learning achievements of pharmacy students.

Alternative Assessments allow students to apply their knowledge to real-life situations and solve practical problems. Different assessments are helpful for creating various learning opportunity

Larsen-Freeman & Anderson emphasize the importance of learner-centered approaches, which prioritize the needs, interests, and skills of each individual learner. CLT, a well-known example, emphasizes communication in language learning, promoting authentic communicative activities like conversations, role-plays, and problem-solving exercises. This method encourages active participation, encourages communication, and helps develop practical language skills applicable to everyday situations, thereby enhancing the learning experience. Semartini emphasizes the importance of authentic and relevant teaching materials for pharmacy students in ESP classrooms. Reliable pharmaceutical resources like patient case studies, medical journals, drug labels, and pharmaceutical guidelines are essential for exposing students to the language and the workplace. This contextual learning helps improve language proficiency and enables them to relate their language abilities directly to their future roles as pharmacists.

The study reveals that the integration of presentations and group projects in English lessons is a common feature among participants. Iffat found these tests beneficial for improving his oral and written communication abilities in practical contexts. Jimi and Mimi also highlighted the importance of presentations in enhancing communication, confidence, and leadership attributes. Aman emphasized the absence of such opportunities at university, resulting in missed opportunities. Some course syllabi do not include presentation, speaking, and listening

responsibilities. The syllabus includes discussions and a final presentation, which are crucial for enhancing English language communication abilities. Participants also indicated various assessment and evaluation procedures, including exams, class evaluations, listening tests, and speaking performances. Dipa emphasized the significance of a final test.

The English lessons' materials and substance elicited varied responses. Iffat commended the methodical approach to developing language skills, while Aman expressed dissatisfaction with outdated materials and the need for more relevant pharmacy-related subjects. Jimi found the course topic captivating but suggested incorporating interactive and medicinal tasks. Mimi, however, expressed concerns about the pertinence of pharmaceutical studies in her general education class.

Analysis of the Findings Related to Research Question 2

The Learning Outcomes are not Satisfactory as the English Course could not Help the Learners in the Pharmacy Field and the Course have just Improved the Basic English Language Proficiency Overall

Iffat is satisfied with the lessons she received, stating they have equipped her for practical pharmaceutical situations where English proficiency is crucial. However, Aman and Dipa express dissatisfaction with the course's limited impact on their English abilities. Aman believes the training program failed to meet his expectations in terms of enhancing his language abilities, particularly as a Bangladeshi pharmacy student. Jimi, on the other hand, highlights the advantages of convenient and efficient contact between patients, pharmaceutical companies, and regulatory authorities.

Aman and Mimi criticize the course's treatment of crucial topics pertaining to the pharmaceutical industry, with Mimi claiming that all the material covered had been mastered during her middle school and undergraduate education. Dipa acknowledges the importance of essential skills but criticizes the materials for their absence of a pharmacological academic background.

Iffat expresses satisfaction with the comprehensive learning results, particularly highlighting the course's influence on her self-assurance in communicating in English with healthcare professionals and patients. However, Aman contends that the course failed to sufficiently address the distinctive vocabulary and communication challenges commonly encountered in the field of pharmacy. Mimi shares the belief that the course successfully achieved its objectives, but it offered no advantages in terms of pharmaceutical education or career progression. Jimi highlights the advancements made in fluency, grammar, and vocabulary but suggests a stronger focus on pharmacy-related topics.

The diverse perspectives of participants underscore the necessity for an advanced methodology in instructing English for Specific Purposes (ESP) within pharmacy departments in Bangladesh. An in-depth analysis and adjustment of the curriculum are required to address differing views on the importance of course material and ensure it meets the unique requirements of pharmacy students.

Analysis of the Findings Related to Research Question 3

As Students from Bangla Medium Schools, Learners mostly have faced Problems in Pronunciations. Also, Inappropriate contents and lack of Incorporation of Pharmaceutical Terminologies Have Created Challenges for the Learners

English is a language that opens up a whole new world of possibilities. It quickly becomes the universal language. It is also commonly regarded as the global language of communication, and it is an essential component of education in many countries throughout the world. Bangladesh is no exception, where English is taught as a second language in schools, beginning at the primary level and continuing through the tertiary level, but students who are educated through the Bangla medium frequently struggle to achieve proficiency in English (Hasan, 2023).

The study highlights the importance of acquiring proficiency in English pronunciation for those learning English as a second language, particularly those with non-English linguistic origins. Iffat and Jimi, who were from Bangla-speaking households, emphasized the difficulty of pronunciation and the need for interactive and engaging teaching methods. Aman, who was initially struggling with English lessons, emphasized the need for teacher-student interactions and support networks to overcome language hurdles.

Dipa, who struggled with medical terminology in English, emphasized the need for customizing language instruction to meet the unique requirements of pharmacy students. This includes teaching essential terminology for professional communication. Mimi's positive experience was due to her prior familiarity with the course material, which could be attributed to her prior familiarity with the themes presented.

The study emphasizes the need for a varied methodology for teaching English with specific goals, especially in pharmacy departments in Bangladesh. This can be achieved by incorporating engaging and varied course material, providing focused pronunciation coaching, and addressing specific language challenges related to the subject. Teachers should have pedagogical resources that can accommodate the diverse linguistic backgrounds of students,

ensuring that language instruction is accessible and relevant. Emphasizing interactive teaching approaches and integrating medical terminology can facilitate the transition from broad English proficiency to the specific language skills required in pharmacy.

The Teachers should have Background Knowledge on the Specific Field so that The English Course Becomes Relevant to the Learners' Study and Professional Area

Harmer (1995) emphasizes the crucial role of teachers in teaching English for Specific Purposes (ESP). Proficiency in specific English, scientific discourse, communication skills, and targeted terminology are essential for success in this specialized field. Teachers must be fluent in English, have a solid grasp of vocabulary, jargon, and communication patterns in the specific sector, and close the communication gap between learners' prior knowledge and the language requirements of their chosen career.

Iffat tributes her English teacher for creating a constructive learning environment, but Aman questions her competence in fitness and pharmacological expertise. Jimi praises her skilled approach, but acknowledges the challenges faced by children from Bangla medium families. Dipa acknowledges her teacher's expertise but notes a lack of understanding in medical terminology. Mimi is a favorable opinion, but deems the curriculum lacking purpose.

The statistics show a diverse range of experiences and viewpoints about the suitability of English teachers in pharmacy departments. Efficient pedagogical strategies, meticulous planning, and genuine passion for the subject matter are beneficial. However, challenges arise due to a lack of understanding specialized terminology and course structure.

The study suggests addressing language barriers, offering extra support to students with limited English proficiency, and aligning course content and syllabus with the unique

requirements of pharmacy students. Suggestions include specialized teacher training initiatives and curricular modifications to enhance English language education in pharmacy departments in Bangladesh.

Chapter 6: Conclusion

This study aimed to investigate the efficacy and difficulties of teaching English for Specific Purposes (ESP) in pharmacy departments in Bangladesh, specifically focusing on the methods used for teaching and acquiring English as a second language. The extensive interviews conducted with students at different phases of their pharmacy study yielded significant insights into their experiences, the extent to which the curriculum meets their requirements, and the results of the specialized language training.

Summary of the Findings

The study found that pharmacy students believe their English courses adequately cover broad language skills, but there is a significant lack of English for Specific Purposes (ESP) in pharmaceutical terminology and context-specific communication abilities. This highlights the need for curriculum enhancement that better aligns with the linguistic demands of the profession. The study also found that traditional teaching methods for grammar and vocabulary in the pharmaceutical domain may not be effective. Instead, there is a preference to incorporate these elements into specific content for pharmacological research. Students' satisfaction with their English language classes varied, with some feeling well-equipped for their professional roles, while others felt there was a gap between course material and real-world requirements.

The majority of Bangla-speaking students face challenges in mastering English pronunciation and phonetics. Customizing pronunciation exercises and phonetic instruction to suit their individual backgrounds can improve outcomes. The effectiveness of English for Specific Purposes (ESP) courses depends on instructors' mastery of English and their understanding of the specific domain. Training in both ESP technique and pharmacy principles

can bridge the gap between general English education and pharmacy students' specific needs. An exhaustive needs analysis is crucial for incorporating pharmacy students' specific needs into the ESP program. Regular updates and adjustments can lead to more efficient and focused language education.

Scope for Future Research

This work has several opportunities for future investigation. Additional research might examine the efficacy of various instructional approaches and resources especially tailored for English for Specific Purposes (ESP) courses in pharmacy and other specialized domains. In addition, longitudinal studies might investigate the enduring effects of enhanced ESP courses on students' professional achievements and communication abilities within the pharmaceutical industry. Furthermore, there is potential to expand the research to encompass additional locations and conduct a comparative analysis of the tactics and efficacy of ESP instruction in diverse cultural and educational settings.

Limitations of the Research

Despite the study's inherent limitations, I, as the researcher, have made diligent efforts to acknowledge and mitigate them. Initially, the investigation is carried out and all of the research inquiries are tackled utilizing a qualitative approach. A further constraint of the study is the exceedingly low number of participants. Due to limitations in resources and time, I am unable to include a large and diverse group of pharmacy students and professors from several institutions around Bangladesh in my coverage. This might potentially influence the generalizability of the results to a broader population. In addition, I have conducted the interviews utilizing the Zoom program due to the impracticality of personally reaching every kid. Utilizing interviews

conducted via platforms such as Zoom may include various limitations, such as possible technological glitches, the absence of non-verbal cues, and a potential impact on the depth of data collected due to a lack of human contacts. In addition, while the study's method of indirectly observing classrooms may provide valuable information, it may not adequately depict the dynamics and interactions that occur within the classroom. Notwithstanding these limitations, the study seeks to mitigate biases and offer enlightening data on the methodologies for instructing and acquiring English as a second language in pharmacy departments in Bangladesh.

Recommendations

According to the results of this study, the following suggestions are put up to improve the instruction and acquisition of the English language in pharmacy departments:

- Develop and execute a tailored ESP (English for Specific Purposes) syllabus that integrates pharmaceutical vocabulary, real-life communication situations, and information pertinent to the sector.
- Offer instructors professional development opportunities to augment their comprehension of the pharmaceutical domain and ESP teaching approaches. This encompasses instruction in specialized terminology, technical language, and communication protocols that are pertinent to the field of pharmacy.
- Perform routine needs assessment to comprehend the precise demands of pharmacy students and adjust the course material accordingly. This entails actively interacting with students and faculty members from the pharmacy department to ensure that the courses align with the specific requirements of the learners.

- Incorporate interactive and engaging teaching techniques, such as case studies, role-plays, and simulations, to enhance the relevance and effectiveness of learning. Utilize multimedia materials and real-life circumstances to augment students' practical communication proficiency.

- Establish collaborations with the pharmaceutical sector to offer students opportunities to engage in authentic communication scenarios and familiarize themselves with industry-specific terminology. Such opportunities may encompass guest lectures, internships, and joint projects with industry personnel.

Concluding Thoughts

This study made major contributions to our knowledge of the intricacies and problems of teaching and learning English for Specific Purposes (ESP) in Bangladeshi pharmacy departments. While it demonstrates a remarkable attempt to provide students with broad English abilities, it also highlights a serious gap in meeting the unique linguistic demands of the pharmacy profession. The findings indicate the need for curriculum changes that incorporate pharmacological terminology and context-specific communication skills, indicating a shift toward a more personalized and specialized approach in ESP training. Furthermore, the study emphasizes the significance of teacher experience in both English and pharmacy to bridge the gap between general English instruction and pharmacy students' particular demands. The ideas aim to develop a more effective and relevant ESP learning environment that solves present deficiencies while also anticipating the pharmaceutical industry's increasing expectations. By implementing these recommendations, educational institutions may considerably improve pharmacy students' preparation for future professional positions, ensuring they are well-equipped to face the difficulties of a worldwide pharmaceutical landscape.

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Appendix A

Letter of Consent for Participants

Dear Sir/Madam,

I am presently conducting a research study for my dissertation to complete my MA in ELT. The topic of my research is “Teaching English for Specific Purpose: A Study on the Strategies for Teaching and Learning English as a Second Language in Pharmacy Departments in Bangladesh” and this is being supervised by Dr. Syeda Farzana Sultana, Assistant Professor, Dept of English & Humanities, BRAC University . This letter is an invitation to participate in this study. I'd like to offer you to participate in a brief interview and share your experiences in learning English language at your university. Below you will find information about the study and about what your involvement would entail, should you decide to take part.

I would like to take the interview via Zoom app and it will be recorded for the purpose of the study. Your name will not be mentioned in my paper as I will use your opinions anonymously. Your privacy is my high priority here and your information will not be misused.

Please review the information on the consent form on the next page before signing it if you would like to take part in the study. We appreciate you contributing to this study.

Sincerely,

Sumya Akhter

Department of English and Humanities

BRAC University.

Cell no.: 01730246060

E-mail: sumya.akhter@g.bracu.ac.bd

Participant's Consent Form

Please read the following section:

Statements	Agree
1. I received written and/or spoken information on the study's objectives; I had the chance to ask questions, and any that I had were thoroughly and satisfactorily addressed.	
2. I also understand that I have the freedom to accept, decline, or cease participating at any moment, without being required to give a reason or face any consequences. I reserve the right to reject to answer any questions if I decide to take part. If I decide to leave the study, any information that has been gathered about me will be destroyed as soon as it is technically feasible	
3. I am aware that my interview will be recorded on audio and video and I give my consent to it.	
4. My parents are aware of the interview.	
5. The researcher can contact me if she needs any further information in any time.	
6. I have been provided with a copy of the information letter and understand that I will also be given a copy of this consent form.	

Date:

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Name

.....

Signature

Appendix B

Interview Questions for Students

1. Can you briefly describe the English course you took during your studies of medicine and do you think English language proficiency is important for pharmacy students in Bangladesh?
2. How much importance is given to grammar vocabulary in your English language class? How grammar and vocabulary are taught and did the English course provide any specialized pharmaceutical terminology training?
3. Have any of your teachers talk to you about your needs in English before or after providing the course outline?
4. Were you taught speaking and writing skills in your English course? In what ways are these skills necessary for your profession? How has the course contributed to your overall confidence in communicating with colleagues and pharmaceutical professionals in real life situations?
5. Did you do any alternative assessments like presentation or group projects? Do you think these were helpful?
6. Has the course improved your ability to read and comprehend medicine literature and research papers in English? If so, how has it influenced your research and clinical practice? Did it help you to write research papers and get published?
7. Did the course provide any practical guidance on preparing for pharmaceutical exams or licensing tests that are conducted in English? If yes, please share how this guidance has helped you.

8. Did the course focus on developing your listening skills? If yes, how were you taught the listening skills and how did you benefit from those?
9. How was the assessment and evaluation done? Did it create any learning opportunity that is relevant to your field?
10. How well do you think the course prepared you for real-life pharmacy scenarios where English language proficiency is essential?
11. What is your thought about the materials and contents in the course? Were there any areas or aspects of pharmaceutical communication that you feel were not adequately covered in the English course? Were there any resources or materials that you wished were included in the course?
12. Did you find any aspect or topic covered in the course to be irrelevant to your study field?
13. Were there any specific teaching methods or activities in the course that you found particularly effective? If yes, please describe them.
14. What kind of challenges did you face in learning English language in the course and in general?
15. What do you think about the teacher of your English course? Was he/she suitable for teaching the course? Did your teacher face any challenges during teaching the course?

Appendix C

Sample Theme Generation Template

RQ1.	How is English language taught to the pharmacy students in Bangladesh?				
IQ.	Can you briefly describe the English course you took during your studies of medicine and do you think English language proficiency is important for pharmacy students in Bangladesh?				
Iffat	Aman	Jimi	Dipa	Mimi	Themes
I took during my studies of pharmacy was some general English courses..., English language proficiency is important for pharmacy students in Bangladesh. (DU IFF 6)	the English course I took during my pharmacy studies was pretty basic, and to be honest... is definitely important for us uh specially pharmacy students (DU AMA 6)	I took general English courses during my pharmacy studies... English proficiency is crucial for pharmacy students in Bangladesh (DU JIM 6)	That English course is about, basic English reading and grammar... I think English language proficiency is important (DU DIP 6)	One was in 1 st semester- "Fundamentals of English", then 2 nd one was "Composition and communication Skill Course"... English language proficiency is important- so important (DU MIM 6)	*General English Course than Specific English Course *English is inseparable part of education as well as pharmaceutical studies
IQ.	How much importance is given to grammar vocabulary in your English language class? How grammar and vocabulary are taught and did the English course provide any specialized pharmaceutical terminology training?				
they are given a lot of importance in those courses... unfortunately there were not ESP courses as I have told earlier that those courses were generalized	when it comes to grammar and vocabulary, it wasn't a big deal in our English class. I mean uh they kind of brushed over it without giving it much thought. And, as for	my English language class, grammar and vocabulary were highly emphasized ... did not provide specialized pharmaceutical terminology (DU JIM 8)	they place a lot of importance on grammar and vocabulary... provide a specialized medical terminology training and it covers medical terminology, communication skills, report writing, and	fundamental subjects' grammatical items were uh modifier, sentence transformation, translation, prepositions ... Beyond these, no other topics were taught in grammar and vocabulary teaching	*Grammar and vocabulary are taught in traditional methods and given most importance *Specialized pharmaceutical terminologies are ignored

course. (DU IFF 8)	specialized pharmaceutic al terminology, that was nowhere to be found (DU AMA 8)		medical uh literature comprehensio n in English. (DU DIP 8)	actually. (DU MIM 8)	
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Appendix D

Contents: Course Outlines

Appendix D1: Course Outline and Syllabus of ABC University:

**East West University
Department of English
Course Outline
Spring 2009**

Course Code: ENG 102 (14)

Course Title: Composition and Communication Skills

Class Time: Tuesday & Thursday 8:30-10:00

Pre-requisite: ENG 101

Credits: 3

Room #: ADMN 801

Course Instructor: Ms. Akhter Jahan

Office: Cubicle # 404, Research Building, 3rd Floor

Tel #:

E-mail: ak_jahan2ee@yahoo.com

Office Hours: S - 11:30-1:00, M - 2:00-3:00, T - 10:10-1:10, W - 2:00-3:00, R - 10:10-12:40.

Who is the course for?

In this composition course, students will study the principles of and practice writing and analyzing non-fiction prose, focusing on argument and academic research strategies. As students, one should be able to write a literate and well argued essay and should be able to read a literary text with some understanding and sensitivity. For practical purposes, this means that students should be able to write an effectively organized and substantial essay that is generally grammatically and syntactically sound, and to identify and discuss prose features. In English 102, students will acquire and polish the tools fundamental to effective writing and reading that will help them to participate successfully in the discourse of the university and beyond.

Course Objective:

This course is designed to give students scope to practice English and communication skills vital for people who need to use the language in their professional lives. In doing so, the course will enable students to

1. To become an informed consumer and critic of any text written in English.
2. To gain an understanding of the underlying principles of effective writing styles.
3. To gain an understanding of the importance of the organization techniques of writing adapting to a variety of audiences and occasions.
4. To demonstrate an ability to prepare and deliver effective written responses.
5. To improve skills in critical reading and thinking.

Contents:

The course focuses on generating ideas, planning, drafting, editing, and writing several drafts. It covers the following topics: Essay writing, report writing, formal letter writing and writing a term paper.

Text book:

College Writing Skills with Readings by John Langan. New York: McGraw-Hill Publications.

Reference books

Technical Communication: Principles and Practice by Meenakshi Raman and Sangeeta Sharma, Oxford University Press

Business Class by David Cotton and Sue Robbins, Addison Wesley Longman Ltd.

Handouts: Please collect and read the material before coming to class.

Other Materials:

- A folder-to be used for keeping all of your writings (including all drafts) and building a portfolio of your work;
- Copies of all written works should be saved in the folder.

Appendix D2.: Couse Outline of XYZ University

Course Outline English Fundamentals (ENG101), Fall 2023

Brac Institute of Languages, Brac University
Building 2, 14th Floor
Phone: 8824051, EXT 4010

I. Rationale:

ENG 101 is a foundational GenEd course in which students will develop critical thinking, persuasive argument, and study skills through reading, critiquing, and interpreting texts in speaking and writing assignments. The contents will cover the four basic English language skills (reading, writing, speaking, and listening) required for students' academic needs. This course will teach students the sequential steps of the writing process, from prewriting strategies to planning/outlining to writing and revision. Through course elements such as (1) weekly writing and reading, (2) formal essay assignments, (3) clear assessment criteria, and (4) personalised feedback, students will build fluency, confidence, and good habits of work and mind. This will help them build a strong foundation for the challenging writing and thinking tasks they will take on during their time at BRACU and beyond.

Students are required to maintain a portfolio (including writer's journal, data log, article review, blog, etc.) where they will reflect on and respond to the weekly readings, and seed ideas for future assignments. Short formal writing assignments are embedded throughout the course, building toward a longer essay assignment with the opportunity for revision. Students will practice 'workshopping' their writing through peer feedback, individual sessions with the instructor, and consultation with the Writing Centre.

II. Course Aims & Outcomes:

Academic Process:

1. To comprehend and engage with a variety of texts (e.g. academic readings, literature and audio-visual media)
2. To perform close and critical readings of an assigned text
3. To learn to distinguish researched claims and facts from beliefs and opinions
4. To demonstrate their understanding of academic integrity by making use of appropriate referencing strategies in their course work
5. To use writing as a medium for interpreting and reflecting on lived experiences and global events

Writing:

6. To explain, at a foundational level, the necessary elements of academic writing and practice executing them towards mastery.
7. To explain that writing is a recursive process (prewriting, writing and rewriting) and to demonstrate the ability to take a piece of writing through the different steps of the writing process.
8. To develop fluency in writing, i.e. the ability to write quickly and easily generate thoughts and ideas.
9. To learn to be a good reader and constructive editor by reflecting on and assessing others' writing (through the peer review process).

III. Elements of the course:

- Weekly reading and writing to build fluency and critical analysis skills (reconstructing, examining and analysis) through regular practice
- Formal writing assignments with opportunities for revision, to develop an understanding of the structure, content and style required of formal writing
- Clear criteria for writing shared with students and reinforced through assessments, written comments and individual student-instructor conferences explicitly addressing those criteria
- Presentations and listening practice
- Personalized feedback given and received through peer and instructor workshops as part of the revision process to motivate students and build confidence and control

OVERVIEW OF ASSIGNMENTS

The writing assignments of this course familiarise students to the academic writing process with a particular focus on paragraph and essay writing. Additionally, speaking assignments include debating and a group presentation, requiring demonstration of presentation skills. Students will complete the semester with a capstone project where, in group, they will plan, design, and present an "Action Plan for a Sustainable World " highlighting one SDG (Sustainable Development Goal).

Reading

- Short story
- Essay
- Newspaper articles and reports

Writing - Informal

- Writer's Journal
- Data Log reflection
- Article review
- Blog

Writing - Formal

- Point based paragraph
- Opinion paragraph assignment
- Persuasive essay assignment

Speaking/Listening

- 'The Socratic Method' dialogue
- Stating an opinion
- Listening activities
- Debate
- Final Presentation on *Action Plan for a Sustainable World*

COURSE POLICY

Attendance:

- 70% attendance in class is mandatory
- Students need to attend the classes on time
- In case of any emergencies or health issues, students will email their faculty stating the reason for missing classes, along with relevant supporting or medical documents.

Assessment:

- If any student fails to sit for the Midterm exam or Final Exam, he/she will get an "F" in the final grade.

- If any quizzes or assignments or exams are missed for valid reasons, students will **email the course instructor within 3 days** with supporting documents (e.g. pictures of medical documents).
- For group projects, presentations and writing assignments, marks will be given based on the **performance and contribution of individual students**.
- For late submission of assignments, one mark will be deducted for each day.
- The **use of Artificial Intelligence (AI)** to generate content, when an assignment does not clearly call or allow for it without proper acknowledgement or approval, is plagiarism. Any ENG101 graded assessments detected for such plagiarism will be penalised as per the plagiarism policy.

Plagiarism:

As a student-centric university, Brac University aspires to provide high-quality education. In order to maintain this standard, we highly discourage students from adopting any unfair means in their academic endeavours. **Cheating, Plagiarism, and Copying** are serious academic misconducts, and the University has placed a “**zero tolerance**” approach to all unethical practices.

Plagiarism refers “to represent as one’s own idea or expression of an idea or work of another in any academic examination or term test or in connection with any other form of academic work, i.e., to commit plagiarism” (BRAC University Regulations of Students Conduct, P.1., Section 4.1.4). Students caught plagiarising may face either academic or disciplinary consequences. If found guilty of plagiarism, it may result in the following:

Consequences of Plagiarism:

- A failing grade of an assignment or course
- Suspension from the university for a period of time
- Permanent expulsion from the university

***All plagiarism instances will be reported to the concerned authorities for disciplinary actions.

Read more at:

<https://www.bracu.ac.bd/sites/default/files/resources/policies/BRAC-University-Plagiarism-Policy.pdf>

Appendix D3: Course Syllabus of MN University:

GED 111	Fundamentals of English	CREDIT 3
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[Prerequisite: None]

This course covers the basics of English language aiming at raising English language proficiency of the students to an acceptable level and is essential for those who have inadequate language skills. After acquiring the knowledge of writing simple sentences, the students will learn how to write compound and complex sentences. Teaching of the basic grammar and syntax of English is particularly emphasized. On completing the course, the students should be able to understand the teachers' lectures in English, read paragraphs written in simple English, converse on everyday matters, and write short sentences.

Book References

1. Understanding & Using English Grammar **by** Betty S. Azar
2. Avoid Common Mistakes in English **by** Prof. Zahurul Islam
3. Oxford Advanced Learner's Dictionary (Latest Edition)
4. Everyday Dialogues in English **by** Robert J. Dixon
5. Intermediate English Grammar **by** Raymond Murphy
6. Basic English Language Skills **by** Dr. M. Maniruzzaman
7. Learning English in the Easy Way **by** Sadruddin Ahmed

GED 122	Basic Concept of Islam	CREDIT 3
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[Prerequisite: None]

Islam is a religion of peace and complete code of life for mankind without any discrimination among black and white, rich and poor, high and low, caste and creed, nationality or even religion. This course will discuss all fundamental aspects of Islam which include, Iman, Salat, Saum, Zakah, Hajj, as well as Halal, Haram, Hijab, Brotherhood, Akhlak, Truthfulness, Amanat, Adl, Sources of Shariah, personal life, family life, social life, political system, education system of person from the cradle to graveyard, even the life that comes Hereafter. This course has been designed in a way, so that different religious groups including the Muslims who will participate in this



course are expected to acquire a good understanding about different aspects of Islam and remove their misconceptions regarding Islam and the Muslims.

Book References

1. Islam Belief and Teachings; Ghulam Sarwar
2. Islam the Ultimate Religion; Dr. Abu Bakar Rafiq
3. Islam Ideology and the Way of Life; Afzalur Rahman
4. Islamic Teaching Course-Vol.; Dr. Gamal Badawi
5. Basic Concept of Islam; Mohammad Abul Kalam Azad

GED 213	Composition & Communication Skills	CREDIT 3
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[Prerequisite: GED111 - Fundamentals of English]

This course builds on GED 111 (Fundamentals of English) and aims at improving the speaking and writing skills of the students. In speaking, students should have extensive practice in communicating in common everyday situations, both formal and informal. They also have to learn the basic rules of English pronunciations. In writing, students need to learn the techniques and devices of paragraph writing and also the method of writing formal essays.

Book References

1. Intermediate English Grammar **by** Raymond Murphy
2. From Paragraph to Essay **by** Maurice Imhoof and Herman Hudson
3. English Conversation Practice **by** Grand Taylor
4. Oxford Advanced Learner's Dictionary (Latest Edition)
5. A Handbook of Paragraph Writing **by** Jahurul Islam
6. Avoid Common Mistakes in English **by** Prof. Zahurul Islam
7. Everyday Dialogues in English **by** Robert J. Dixon
8. Basic English Language Skills **by** Dr. M. Maniruzzaman
9. Easy Phonetics **by** Muhammad Yeasir