

**Appropriateness of EAP Courses at Tertiary Level:**

**An Intra-University Study in Bangladesh**

**Sheikh Nahiyah**

**ID: 15103005**



Inspiring Excellence

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**BRAC University**

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**By**

**Sheikh Nahiyah**

**ID: 15103005**

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## Dedication

The place  
of language is,  
The place between us, In  
this world of pretenses; that we lose,  
Something I did not know before: what  
words meant, at times were inchoate  
Therein; shrill and sharp; the  
Spaces I know now, because  
It is the place of  
language.

- Sheikh Nahiyan, "The Place of Language".

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*I would like to dedicate my work to my Creator who gave me the ability to speak, my Mother  
and my Father, who gave me the life and my Mentor who showed me the light.*

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## **Declaration**

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

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SHEIKH NAHIYAN

August 2, 2018

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**BRAC University**

## **ABSTRACT**

The existing research works of ELT in the context of Bangladesh, either focus on the implementation of language teaching methodologies, its issues and how the teacher's role is essential to language learning and development. Additionally, most of these works mainly focus on primary, secondary and higher secondary levels of education, in which problems are pointed out and suggestions made, to better facilitate language learning and development for the English language learners of the country. Then again, there is a lack of research that explores the gap that exists in their expected English language proficiency level in comparison to their actual proficiency level when they start higher education at the tertiary level institutions of the country. Thus, this dissertation has come into existence to understand how the gap is fulfilled in the tertiary level education, through the EAP (English for Academic Purposes) courses offered in the university. As the revised National Education Policy (2010) requires all universities to have a three-credit hour EAP course, therefore, a more detailed review of such courses is mandatory. Most of the existing ELT research work in Bangladesh, especially in the tertiary context, have not focused on solely documenting students' experiences and opinions. In the following dissertation, the effectiveness of EAP courses at the tertiary level, entirely from students' perspectives has been documented. The researcher has conducted a cross-sectional longitudinal qualitative study, where students' responses were collected and processed to find the best possible answers to the research questions driving this study.

## **Chapter 1: Introduction**

Bangladesh has seen a considerable amount of change in its educational policies and medium of instruction over the years. However, over the turn of the century, the global change in English Language Teaching (ELT) has influenced the country's ELT scenario. Grammar-translation Method (GTM) was the primary method of teaching English in the country for a long time. There were growing criticisms against the GTM stating that this method of teaching English is inadequate to develop learner's proficiency in all four skills. ELT researchers, along with organizations have called for reforms in the method of ELT in Bangladesh and have pressed to use a more communicative approach. Hence, the increasing interest towards a more communicative and context-based language teaching in Bangladesh has gained considerable importance.

### **1.1. English Language Teaching in Higher Secondary Level**

The English curriculum provided by the National Curriculum and Textbook Board (NCTB) adopts the National Education Policy 2010. The curriculum for "classes 1-10 have been newly developed following the Communicative Language Teaching (CLT) approach already in practice since 1996 (English Curriculum for Eleven & Twelve, 2012, p. 24). Additionally, it elaborates that the English curriculum for Classes 11-12 is consistent with the curriculum of the previous classes, addressing the concern of language practitioners, teachers, students, and other important stakeholders of the institutions, and it includes a selection of reading materials, literary pieces, and blending of formal grammar with communicative language practices. The curriculum recognizes English as a skill-based subject, so the syllabus has been devised in such a manner that learners can use the language in "real-life situations" after they have acquired the necessary language skills to do so, where they are gathering knowledge by learning about cultures and values and developing a positive attitude towards them. Subsequently, this curriculum will help them achieve language skills when pursuing higher education with greater chance of getting employment locally and globally (2012).

However, existing research in CLT practices in Bangladesh reports the failure of this approach for effective language teaching and development in the country. It has been noted

that in the HSC English classroom, teachers give emphasis on reading and writing skills with a particular focus on grammar, and this is especially true in “rural schools.” The reason teachers do so because, formally, “listening and speaking are not assessed either in school-based or school-leaving examinations,” and therefore both teachers and learners do not worry about these skills that are essential for communicative English (Hamid & Baldauf Jr., 2008, p. 17). In contrast, it has also been reported that teachers are untrained in CLT and their “proficiency level is very poor” especially in rural areas (Haque, 2014). Although Ali and Walker (2014) have delineated an outline which “assures the successful implementation ELT in Bangladesh,” however, this outline is partially absent in the concurrent classroom practices in Bangladesh” (as cited in Karim et al., 2017, p. 113).

Ansarey (2012) reports that “large classes, the heavy workload on Teachers, heavily-loaded program, curriculum/assessment mismatch, students’ poor communicative abilities, students’ low motivation” is responsible for CLT’s ineffectiveness in Bangladeshi context. Another research conducted to report students’ perception towards English language learning in Bangladesh found out that majority of the students (about 73.8%) think that “learning English means to learn grammar rules” (Mamun, 2015, p. 51). The research also reports that students’ listening and reading skills are very poor as only 48.2% can comprehend when listening to English news, and when reading English newspapers (Mamun, 2015). Another research reports that students often “do not get the opportunity to practice listening and speaking skills” (Haque, 2014). Thus, classroom practices are ineffective and hamper students’ development in the English language. Conversely, another study reports that about 78% of students think that learning English will be “useful for them in higher education in Bangladesh” (Hasan, 2005, p. 57).

Therefore, from the existing research, it can be hypothesized that students who are enrolling into different universities to obtain higher education have lower proficiency levels than expected, and this occurs due to the discrepancy between the curriculum and language teaching pedagogy of the English language classroom in HSC level.

## 1.2. The Context of This Study

The tertiary level of education is important because students who graduate upon completing their undergraduate studies, add to the efficient workforce of the country. They can properly do so by being proficient in the English language, and so, English language learning at this level must be effective. Existing research works such as Chowdhury & Haider's research on EAP courses, and the need of Pharmacy students at a private university in Dhaka reports that even after doing the EAP course, about 67.5% students still face difficulty with their writing skills and 82.5% students still face difficulty with their speaking skills. Additionally, 80% of students mention that "the ability to write English as a very highly important skill" that is needed to do well in other academic courses (2012). Mamun et al., report in their study that about 83.5% of students believe that "they need English in order to succeed in higher education" (2012). Mirza & Mahmud's study in English Medium Private Universities reports that students' language skills are fairly poor as 80% students cannot write their exam papers properly and that 75% of the students "suffer from fears and anxieties, of the lessons and the exams" as it is in English (2012). These research reports show that even in the tertiary education level, students' English language skills are poor, and, so they are unable to fulfill the goals of tertiary level education.

Above figures show that in most of the private universities students study EAP courses yet, their language proficiencies are still lower than what it is expected to be at the tertiary level. For example, the ACTFL Proficiency Guidelines states that Advanced-level speakers will have "sufficient control of basic structures and generic vocabulary" in their speech, and they can perform all Advanced-level tasks such as explaining in details or fully narrating accurately in all time frames, with "linguistic ease, confidence, and competence" (2012). In the case of the university students, as the figure suggests, that is not the case as they cannot perform the tasks or do not have the proficiency that they should have at the Advanced level. Therefore, it can be said that the language problems are creating difficulties in other academic achievements too. All of these existing researches do not study the effectiveness of EAP courses at the tertiary level in Bangladesh from an all-inclusive point of view. Therefore, the current study aims to look at how effective the EAP

courses are in universities for the students. The study looks at the holistic picture of how the English Medium of Instruction (MOI) in a tertiary level educational institution, along with teacher's teaching style, classroom activities, syllabus and materials and other factors affect students' English language performances and proficiency levels.

### **1.3. Existing EAP Courses at the University Where this Study Takes Place**

The university where this research has taken place offers two three-credit EAP courses, EAP 01 and EAP 02.

#### **1.3.1. EAP 01**

EAP 01's rationale is that it aims to fulfill the basic academic and professional English language needs of the students. The students who take this course are expected to develop the competence of English that will help them do better in other academic courses. The course aims to cover all four skills of the English language, and hence, classroom tasks aim at promoting specific language skills. This includes analyzing reading texts, writing academic papers, delivering presentations by using MS PowerPoint. All of the objectives are integrated through different classroom activities lessons where the Speaking classes help students improve their oral communication skills.

On the other hand, the Reading and Writing classes have a good number of selected reading materials covering a wide range of topics to help students develop thinking on current global issues. Two types of essays are taught in this course – Argumentative and Response Essay. Oral Presentation activities include Poster and Advertisement Presentation, Debate on Climate Change and Argumentative essay presentation, aimed to improve Critical Thinking in students.

#### **1.3.2. EAP 02**

EAP 02's rationale is to enhance existing language skills of the students, where they are expected to be competent language users. Upon becoming Advanced level learners in English, students will develop the ability to organize thoughts and give logical reasoning to support it. Through this, their skills of analyzing and synthesizing opinions and ideas using the English language will be shown.



The course also aims to cover all four skills of the English language, with a primary focus on reading and writing aspects of the language for academic purposes. Additionally, there is the simultaneous exercising of speaking and listening skills through classroom discussions and presentations in the course. The students are expected to achieve reading comprehension skills where sub-skills such as inferencing from a text, practicing rhetoric, creating a composition, synthesizing their critical thinking and technical sentence pertaining to global awareness.

#### **1.4. Duration of the Courses**

The course delivery plan states that EAP 01 course is delivered over a period of 22-weeks with 2 Speaking and Listening class and 2 Reading and Writing class every week. The course is a 3-credit hour course, and the duration of each class is 1 hour 20 minutes.

On the other hand, the EAP02 course delivery plan states that the course is delivered over a period of 13-weeks with 1 Speaking and Listening and 2 Reading and Writing classes every week. The course is also a 3-credit hour course, and the duration of each class is 1 hour 20 minutes.

#### **1.5. Types of Materials**

Both EAP 01 and EAP 02 have separate booklets designed specifically for the courses. Concerning course objectives and rationale, the coursebooks play a vital role to expose students to the English in the manner the course aims to. The EAP 01 coursebook is a collection of collected reading texts that help students develop reading comprehension, summary and paraphrasing skills. In addition, there are writing tasks in the coursebook which teach students how to write paragraphs, use different types of sentences and formulate an argument for an argumentative essay.

The EAP 02 coursebook contains writing tasks on how to write a report, common types of an essay format, making a logical argumentation in writing, doing a qualitative problem-based project. The reading texts and materials include how to respond to quotes, how to apply critical reading skills to solve a problem, and using rhetoric for persuasive writing.

## **Chapter 2: Literature Review**

### **2.1. What is EAP**

English Language Teaching has evolved over the last few decades, especially after the introduction of new language teaching methodologies in the late 1980s and 1990s (Brown, 1994, p.13-37). During this period, other approaches and disciplines have influenced ELT and gave shape to more specific ways of teaching the English language. Approaches such as EAP (English for Academic Purposes), ESP (English for Specific Purposes), General English, often similarized with ESL (English as a Second Language) have been formulated, popularized and put into practice.

EAP or English for Academic Purposes has been defined as “teaching English with the aim of assisting learners’ study or research in that language” (Flowerdew and Peacock, 2001, p. 8 as cited in Hyland, 2006, p. 1). One of the main purposes of EAP is to make learners proficient in the English language so that their academic achievements are fulfilled. Hyland also writes that EAP is a broad term that covers all areas of academic communicative practice, especially in the pre-tertiary and tertiary level education. Over the years, EAP has evolved in such a manner that at present, interdisciplinary approaches affects the formulations of classroom practices, teaching modules, and the curriculum in every educational institution all over the world.

Currently, academics and language teaching practitioners are focusing on the practicality and suitability of EAP. This has been backed by research which aims to understand EAP “in terms of local contexts and the needs of particular students” (Dudley-Evans, 2001, p. ix as cited in Hyland, 2006, p.1). The move towards this has mainly been because English has become a global language and proficiency in it, is necessary because it is the medium of instruction in academic, research, and professional fields. One interesting fact is that EAP is a more well-defined, theoretically grounded form of English for Specific Purposes or ESP.

### **2.2. What is ESP and General English**

English for Specific Purposes or ESP “refers to the teaching and learning of English as a second or foreign language where the goal of the learners is to use English in a

particular domain” (Paltridge & Starfield, 2013, p. 2). Learners in an ESP course have specific needs of the English language that must be fulfilled. This concept of ESP has given rise to other areas such as “English for Academic Purposes (EAP), English for Occupational Purposes (EOP), English for Vocational Purposes (EVP), English for medical purposes (EMP), English for business purposes (EBP), English for Legal Purposes (ELP), and English for Socio-Cultural Purposes (ESCP)” (Belcher, 2009 as cited in Paltridge & Starfield, 2013, p. 2). Through these ESP courses, countries produce an “annual crop of graduates able to function in employment through English has become an economic imperative” (Hyland, 2006, p. 2).

English for General Purposes or learning English as a Second Language or without any specific purpose is learning English for the sake of learning. It is because, today, “English has also become a lingua franca to the point that any literate, educated person is in a very real sense deprived if he does not know English” (Burchfield, 1985, p. 160 as cited in Philipson, 1992, p. 5). This linguistic deprivation creates a sense of inferiority in the society as the language is used in almost all disciplines and areas in the society, including but not limited to the sciences, technology, medicine, and computers, business, trade, and all international, and government organizations.

In this manner, the language has become a lingua franca, and everyone in the society feels the need to learn the language. So, the learning process of English generally, is negotiated, and, thus, constituted locally. The manifestation occurs as there exists an intrinsic and extrinsic motivation in the learners due to the role of English in the society. Hence, as the contemporary global linguistic landscapes are converging, “differences between languages are diminishing, and English is increasingly replacing local languages as the medium of instruction (MOI) in schools and Universities in Asia” and this has “necessitated the provision of English for Academic Purposes (EAP) as an integral element of education in this region” (Liyanage & Walker, 2014, p. ix).

### **2.3. EAP and First-Year University Students’ Needs**

EAP is mainly about practicality in the classroom, and existing research points out that the agenda of such courses are concerned with “curriculum and instruction rather than

with theory and analysis” (Hyland, 2006, p. 8). Therefore, in a university where students are studying in different subjects, and the MOI (medium of instruction) is English, the need for an EAP course becomes imperative. Hence, this need is a gap that an EAP course aims to fulfill. These courses aim to provide insights into the:

- Structures and meanings of academic texts
- Demands placed by academic contexts on communicative behaviors
- Pedagogic practices by which these behaviors can be developed. (Hyland & Hamp-Lyons, 2002, p. 3)

Generally, academic texts at the tertiary level are very much different from the previous levels of education; therefore in universities, students are expected to critically read and analyze academic texts. Thus, they must understand the structures and meaning of these texts, and this is necessary for all the students, studying for different majors. It can be said that as students are not familiar with such types of texts, therefore, there is a gap between what they know and what they encounter in their first year of university education. Additionally, students are often required to create logical arguments in their speech or discourse based on their academic study. This involves group discussions and discussions with the teacher in the classroom. Similar to the first insight, students were not previously familiar with such ways, and they must be acclimatized with it at the tertiary level of education. Therefore, these show that the gap and the needs of the learners that are to be fulfilled must be done so by the language teaching pedagogy of EAP courses. Hence, to better cater to the needs of the students, EAP courses have further been differentiated by researchers into ESAP (English for Specific Academic Purposes) and EGAP (English for General Academic Purposes) courses. EGAP courses “select more general contexts”, are usually short in length, and “confront a huge responsibility” because they are responsible in improving “students' general study skills” by “relating them to the students' academic disciplines and teaching the students discipline-specific genres” (Liyanage & Birch, 2001, p. 51).

On the other hand, ESAP courses “cater for the needs of individual academic departments and their students,” and have a “relatively homogeneous needs and objectives

of students” in ESAP contexts (Liyanage & Birch, 2001). This means that different academic departments may have different writing and speaking requirements from the students, for example, students majoring in English Literature may be required to be able to write journals based on critical reading of prose and poetry while students who are majoring in Business may be required to be able to write formal business letters, proposal letters and such. Therefore, to fulfill these specific requirements, the ESAP courses can benefit the students. The advantage of ESAP over EGAP is that it is easier to teach as the language needs are “discipline-specific,” meaning that only the skills needed for that particular area of study are taught (Shing, Sim & Bahrani, 2013, p. 29). Then again, EGAP is usually preferred at First-Year University level because researchers perceive that it permits the transfer of learning outcomes, often “on a global level,” and “across similar and dissimilar tasks, contexts, and disciplines” (Zarei & Rahimi, 2014, p. 1). In other words, the classroom of EGAP courses contains students studying in different disciplines and majors, and thus, there is a holistic learning experience for the students.

#### **2.4. EAP and First-Year University Students’ Needs: Existing Research in Bangladesh**

The tertiary level of education in Bangladesh comprises of many universities in the capital, and other regions of the country and majority of these institutions have EAP courses. These courses are mostly EGAP courses, and sometimes, in closed-credit programs of certain universities, there are ESAP courses as well. The need to develop a proper EAP course at the tertiary level in Bangladesh has always existed, and, at present, as local ELT researchers and practitioners are becoming more aware of the problems in the curriculum and the classroom, the amount of research into this has increased considerably. Before looking into what the condition of EAP courses are in the country, it must be mentioned that at the tertiary level, the MOI (medium of instruction) for almost all subjects is English, as decreed by the National Education Policy which states that “English will remain as a medium of instruction in higher education” (2010, p. 24) This creates a discrepancy at this level because in the primary and secondary levels of the country (except English medium schools), the MOI is Bangla and students’ proficiency level in the English language is often very low.

One study concludes that most students at the end of secondary level education “have failed to develop minimal proficiency in the language” (Hamid & Baldauf Jr., 2008, p. 19). This is because the approach or the language teaching pedagogy enacted at the classrooms at primary and secondary levels do not actually help increase the proficiency level of the students. Thus, students struggle when they enroll at universities at the tertiary level. On the other hand, it must be noted that the students in almost all the classrooms are monolingual (they have the same L1), multiple research has concluded that it is “natural and beneficial to use L1” in such classrooms (Harbord, 1992; Nation, 2003 as cited in Mirza, Mahmud & Jabbar, 2012, p. 71). Additionally, the teachers who teach the English language in such classrooms are themselves non-native speakers of English, and often have “deficient English language competence” (Medgyes, 1992, p. 346). Therefore, these teachers often use L1 or their native language, which is Bangla, to teach L2 – English. They also follow a rigid approach to language teaching where the “teacher-centered environment” discourages “individual thought and creativity” (Hasan, 2011, p. 29). The research domain of language teaching has always emphasized on giving students the chance to showcase their creativity in the language classroom, as in that manner, learning occurs better. Teachers at the primary and secondary level always fail to meet or strategize the pedagogic demands of the classroom, and, thus, students fail to reach a more advanced level of proficiency in the English language.

Consequently, when students enroll into the tertiary level institutions, especially, in the private universities of the country, they face a major obstacle: the MOI (medium of instruction) in these institutions is in English. Also, the subjects that they have opted to study at the university are taught in English, and students find it difficult to cope and acclimatize with the learning conditions thereafter. In order to tackle this problem that the students face, universities in the country provide one or two mandatory EAP credit courses that the students must take in the first-year of education at the institution. Thus, these courses mostly try to bridge the “gap” that is present between the required language proficiency level and the actual proficiency level among the learners. As ELT researchers and practitioners are more aware of such nuances and central issues to language teaching,

they are involved in carrying out intra and inter-institutional research works where they aim to find the problems that the students still face while and after doing the EAP courses.

Upon reviewing multiple research works conducted in different universities of the country, one report states that almost all EAP courses required a needs-based evaluation. This is because all these EAP courses affect the “future prospects of these students” as “academic success at tertiary level” (Chowdhury & Haider, 2012, p. 94) is driven to a great extent by the EAP courses. In a study carried out at a private university in the country, students in the EAP course were “given a guided writing assignment which was based on the content” of a book they read. The students’ attention focused on “adhering to and duplicating models in the correct language” where they “studied model texts and attempted various exercises aimed towards drawing attention to relevant features of a text” (Hasan, 2011, p. 35). However, the students failed to produce a good composition in the exam because they were unsuccessful in internalizing the structures of the text. Thus, they failed to demonstrate their ability to adhere to the proper structure of the composition that they were taught in the classroom. This study states that such problem arose because majority of the students’ in their previous education levels have depended on their “memorizing ability without internalizing the content” (Hasan, 2011, p. 30). Hence, a needs-based evaluation of EAP courses is imperative as changes must be brought to existing curricula and teaching methodologies in order to fulfill the needs of the students in the classroom.

## **2.5. The contribution of This Research to the ELT Research Domain in Bangladesh**

As this study focused on the tertiary level of education in the country, the researcher has further specified where and how he has conducted this research work. Primarily, the researcher has focused on students’ needs, and, thus, this study aims to document their experiences, opinions, and perspectives about the EAP courses that they have completed at the university. It must also be added that the researcher carried out this study at the best-ranked private university of the country, and he did so because he also wanted to briefly find out how the EAP courses of this university have helped it become the best-ranked private university in the country. The existing research on the EAP courses at tertiary level education, specifically, the private universities of the country have mostly been done through ways that have not ideally focused on the “context” and the “needs” of the students

in the classrooms. Either some research works have strictly followed the model of research projects conducted in the EFL (English as Foreign Language) courses of non-native learners in North American universities or some have focused on the MOI (medium of instruction), language policies, ideologies and practices in the private university scenario in Bangladesh (see Hamid, Jahan & Islam, 2013).

On the other hand, some researchers have focused on voicing the teacher's opinions and how they attempt to use pedagogic strategies to meet the demands of the classroom (see Mirza, Mahmud & Jabbar, 2012). Additionally, other research works have focused on doing an experimental study where they proposed changes to a certain aspect of the EAP course or carried out a sample to gather some quantitative data, to support their hypothesis (see Abedin, Khan Majlish & Akter, 2009; Hasan & Akhand, 2010; Hasan & Shabdin, 2017; Clement & Hasan, 2014). Hence, almost all of these existing research works have not focused on giving utmost importance to students' experiences and opinions. Therefore, by giving importance and focusing mainly on students' experiences and opinions, this study will contribute to the ELT research domain of tertiary level education in Bangladesh in this way that the researcher has focused strictly on students' needs. It is because the researcher believes that an appropriate language teaching pedagogy and a context-embedded language teaching curriculum can only be developed if it gives utmost importance to students' needs.



### **Chapter 3: Methodology**

This chapter briefly describes and notes the research design and methodology that the researcher chose and applied for the study. In the first section, the researcher discusses the purpose of the study in the area of tertiary level education and ELT in Bangladesh. Followed by that, the researcher briefly discusses how and why he opted to choose a qualitative research design, and the principle he followed to design the research. Next, the researcher has briefly discussed the data collection procedures and how the data was interpreted and analyzed to answer the research questions of this study. All of these have been done in order to examine the appropriateness of EAP courses in a tertiary level educational institution.

#### **3.1. Purpose of This Study**

This research has been designed to find out the appropriateness of EAP courses at the tertiary education level in Bangladesh. The prime focus of this study has been to document students' experiences, opinions, and perspectives about the EAP course and compare it with existing research in this field. Previously, the works of multiple researchers (Abedin, Khan Majlish & Akter, 2009; Hasan, 2017) amongst others have reported findings from an experimental study that proposed changes to a certain aspect of an EAP course in the tertiary level education setting. Most of these works have focused more on teachers' perceptions and perspectives in comparison to students' perceptions and perspectives. Therefore, the researcher chose this topic to document students' perceptions and their experiences.

#### **3.2. Research Design**

A research method, as Atmowardoyo (2018) explains is a "systematic procedure" used by a researcher to "solve the defined research questions," and it covers three main ideas that include "research design, data collection, and data analysis" (p.197). Bogdan & Biklen (2007) stated that research design is used to refer to the "researcher's plan of how to proceed" (p. 54). Similarly, present studies in qualitative education research showcase that the work is "not as segmented" as it was perceived traditionally. Denzin and Lincoln (2003) asserted that "qualitative researchers do not try to prove a hypothesis rather they

are concerned with understanding the behavior of the subjects in their own frame of reference” (as cited in Poddar, 2011, p. 21). However, the researcher has worked in order to find a conclusive hypothesis through this research.

A qualitative research design seems more appropriate to answer the questions that the researcher has attempted to study. Broadly, this research aims to answer the following research questions:

- What are students’ learning expectations from EAP courses?
- To what extent are students benefitted through the EAP courses?
- What are the tertiary level students’ views about EAP Courses at the university?

This study mainly based on students’ self-reported opinions, feelings, personal perspectives, as well as their experiences while doing the EAP courses in their institutions. It is noted that longitudinal studies involve “more than one episode of data collection” and the form of longitudinal study that the researcher opted for is cross-sectional longitudinal study. It is because such a study explores the macro-level change on a wider context, and thus, it focuses on individuals rather than on a single individual (Ritchie & Lewis, 2003, p. 54). Therefore, while designing the research method, the researcher considered the following:

- The number of research episodes and their timing
- Initial sample selection
- Selection for follow-up interviews

Consequently, the research was conducted over a period of 3-months, during which participants were randomly selected from different departments at the university. The initial sample selection consisted of 5 participants where each participant was from different departments and was studying for different subject majors. It is noted that purposeful sampling is when a researcher selects individuals and sites “to learn or understand” the central phenomenon because the standard for this procedure is to see if they are “information rich” or not (Patton, 1990, p. 169 as cited in Creswell, 2012, p. 206). Individual interview sessions took place, and each participant answered a list of open-

ended questions through which the researcher aimed to record the responses and identify the characteristics. The sampling also helped the researcher to modify the questions as participants suggested modifications where they said that certain questions could be rephrased and made simpler.

Also, the researcher identified the characteristics of students' experience in the EAP courses that they have completed in their university and the departments that they belong to. The reason to choose these characteristics was to get a holistic overview of students' experiences regarding the EAP courses as they come from different departments in the university and may have different opinions about the courses.

### **3.3. Participants of the Study**

This research is strictly on the tertiary level education context of Bangladesh. The institution where the research has been conducted is a privately-run university in Dhaka, Bangladesh. As it is a liberal arts university, students studying different subjects often have to do courses where there is a mixture of learners from different disciplines. All of the students in this university have previously received 12-years of schooling and passed their examinations, and most of them come from a Bangla medium background. There are only a few students who come from an English medium background. Their age group is 19 to 25 years. For the study, there was an unequal number of male and female participants.

The participants have been randomly selected out from more than 6000 students who are currently enrolled in this institution. The researcher initially asked his friends and acquaintances at this institution if they would be interested in becoming part of this research work. After getting positive responses from a lot of them, the researcher requested the participants to ask their friends and other students from the university. In this way, the effort of keeping everything anonymous was furthered. The names of the participants used in this research are pseudonyms (For the complete list of names of the participants, see Appendix B).

### **3.4. Data Collection Procedure**

During the initial phase of data collection, 5 participants were interviewed individually. The interview questions were open-ended and were constructed in such a

manner that participants' experiences and opinions could be known. There were 18 questions used for the interview.

As these were open-ended questions, it seemed highly desirable to the researcher to "audio-record the interview" because it is a "more neutral and less intrusive way of recording the interview" (Ritchie & Lewis, 2003, p. 166). As a result, the responses were recorded using a Smartphone which had voice recording capabilities. The average session was about 10 minutes. The recordings were transcribed into individual transcripts afterward. A sample transcript has been attached in the Appendix section of this research paper (see Appendix A). The data collection procedure of the broad study consisted of collecting students' responses of open-ended questions using the online platform, Google Forms. The responses were recorded in the platform, and all of the responses were then downloaded in form of a MS Excel Spreadsheet document where a table listed the responses of the students.

#### **3.4.1. Interviews**

The interviews were conducted over a period of 3-months with unequal gaps between each interview. As participants are studying at the university, therefore, managing a free-time for them to give interview was difficult. It is because they had their course work and other obligations and only voluntarily agreed to take part in this study. Thus, the researcher took interviews only when the participants were available. In this way, it can be said the interviews were semi-structured and were individual in-depth interviews and the question were "sufficiently focused" because the study was conducted on a "homogenous group" (DiCicco-Bloom & Crabtree, 2006, p. 316).

#### **3.4.2. Documents Analysis**

Document analysis is essential in qualitative research as it "requires that data be examined and interpreted in order to elicit meaning, gain understanding, and develop empirical knowledge" (Bowen, 2009, p. 27). Therefore, the documents for this study were mainly the syllabus of the EAP courses, the transcripts of the interviews. The researcher also analyzed the secondary language curriculum of Bangladesh in addition to multiple

research papers and books to compare students' responses to existing work and to what extent it answers the research questions.

### **3.5. Broad Study**

For the main part of this study, the researcher has used a set of open-ended questions to collect data. The data was mainly collected by using the internet platform, Google Forms which acted as "email interviews" as it helped me collect "open-ended data through interviews with individuals using computers and the internet" (Creswell, 2012). It was done so because all of the participants lived in different areas and were not always available for one-on-one interview sessions. Also, the objective of open-ended questions is that participants give their "own answers to the questions" (Babbie, 1975/2012, p. 231). Hence, this falls in-line with the objective of the research that has been conducted where the researcher attempted to give utmost importance to students' opinions and their experiences regarding the EAP courses that they have completed at the university.

### **3.6. Data Analysis**

After the data was transcribed and processed, the researcher selected themes for the qualitative analysis. The theme in qualitative data analysis is the main product of "data analysis that yields practical results in the field of study" (Vaismoradi et al., 2016). The qualitative content and thematic analysis is a technique used in such form of study because the textual data is scrutinized and themes are elucidated. The meaning then is conveyed through these themes, and the answers to the research questions are achieved. Therefore, the researcher during the data collection and processing tenure edited and grouped the data according to the themes that were selected based on the research questions.

### **3.7. Ethical Considerations**

The researcher attempted to ensure that the ethical issues for a research project are followed strictly. A researcher conducting the research must consider using an appropriate language when approaching the participants, and also anticipate the "possible barriers to participation, and provision to help to overcome them" (Ritchie & Lewis, 2003). The researcher only took interview of those participants who showed a willingness to take part in this study, and those who did not show willingness were not forced or coerced into

participating. Additionally, the researcher also attempted to ensure that the language that the researcher spoke in, to ask the questions, did not have any bias. Thus, an unbiased language to ask questions of the participants helped the researcher to ensure that they were not encouraged to answer the interview questions in any particular way. It is because the researcher's objective throughout the data collection procedure was to record responses from participants' that were unique and their own. Moreover, in order to ensure anonymity of the participants, before starting the interviews in the initial study, the researcher informed them orally that all of their responses will be used for research purposes only. The researcher then notified them that their names, credentials and personal details will not be mentioned anywhere within or excluding to this research work. As mentioned previously all the names of the participants that have been mentioned in this research are pseudonyms.

## Chapter 4: Developing English Language Skills: Students' Stories

### 4.1. Developing English Language Proficiency through EAP

The following section of this chapter contains participants' views and their responses collected from the qualitative study. The participants were a mix of both male and female students where they mostly came from Bangla Medium background, with a considerable amount of English version, and some from English medium. All of the participants had different experiences of being in an English language teaching environment which was evident in their answers, and in the manner, they responded. Also, the participants were studying in different years of their undergraduate program at the university and were randomly selected for the study.

Ahsan's response to the questions about what is his opinion on the importance of developing English language skills and how it is essential for their academic and other achievements in life was interesting. His response started by emphasizing on the fact that he comes from a Bangla medium background where the schooling focused on teaching English not as a productive feat or language but as one that could be used to achieve grades in the examinations. This mentality of teaching a language in order to achieve certain test results has also been documented in multiple research findings where it was reported that "the teachers narrow down the syllabus, and teach their students the selected topics to be tested in the examination" (Maniruzzaman & Hoque, 2010, p. 68), and that these teachers acknowledge the fact that "when the examination gets closer they focus on what is more important for the examination" (Amin, 2017, p. 115). Subsequently, when the researcher was interviewing Khan, he said "I come from a Bangla medium environment, where we learned English in a Grammar-based Translation way where we learned "আমি ভাত খাই" meaning "I eat rice" ... I do not think this is the right way and I realized it only I was doing the EAP courses".

He mentioned that by doing the EAP courses, he learned the functional aspects of the English language that was missing when he studied the language in school and college. In school and college, Khan only saw the English language learning process as a gateway to finish syllabus in order to achieve a good grade. For him, the complete functionality and

learning the language in a more communicative manner became more familiarized as he did the EAP courses.

On the other hand, Binte's response to the same question was, "my speaking teacher had more influence on my presentation skills because he helped me improve my fluency and intonation when I spoke the English language. As I was a shy and introvert, my teacher helped me understand that I can overcome this and speak the language better". She added that this aspect of being more fluent in the English language helped her overcome the fear of speaking in public and also improved her performances when she did academic presentations in the classroom for other courses as well.

#### **4.2. Learning Academic Writing through EAP**

Usually, the purpose of EAP courses is to "enable students to write better not for EAP writing classes but academic purposes" (Leki & Carson, 1997, p. 39). The researcher through the interviews wanted to explore the students' experiences, and to what extent these EAP courses helped them to learn academic writing. The following section elaborates on that.

In the session with Ahsan, he added that for writing achievements, the best way in his opinion is when the teacher provides a specific aspect of forms and students be aware of it and follow it to do better in writing. Similarly, for Khan, the key to writing achievements is when the teacher gives the students the freedom of being creative with their ideas. He added that in EAP 01 course he was able to do this, and let his creativity flow in the writings. Khan's comments are similar to what has been documented in another research where it has been mentioned that using creativity in ELT creates the need "to use language to construct new meaning" and this "facilitates language learning by helping to stretch and destabilize learners' language" (Tin, 2013, p. 387). Ahsan also added a similar comment and said that if the teacher is willing enough to give the students' freedom to write in their own and only guides them, then it will help them in writing achievements more easily. For Binte, writing achievements depends on some factors, and she added that it is similar to oral achievements as well as it helped her in her other academic courses at the university.



Aktar, on the other hand, when questioned about whether writing English achievements mainly rely on teachers or not said that it does depend on the teachers. She said that teachers could play an important role in helping students develop their writing skills through proper supervision. They can introduce proper writing methods/ styles to the students and acquaint them with the accurate format or style for a good academic paper or writing. Tangpermpoon (2008) comments that EAP instructors should use techniques in the classroom where students are expected to generate ideas through brainstorming, “mind-mapping” and free-writing – that will help the learners to think about “appropriate vocabulary, grammar, and organization for writing” in the way that the course requires them to. Therefore, students of the institution where this research is taking place also think the same. Aktar added another comment by saying that teachers are responsible for giving the guidelines but it is up to the students whether he or she will rigorously practice it or not. In the context of Bangladesh, teachers are expected to teach the students how to write in a coherent and grammatically correct way. This what Tasnim commented and said that in order to actually improve their writing skills in English, learners should incorporate what they are taught and be active participants in classroom activities in order to obtain academic writing achievements.

Twenty-one participants said they do agree that the academic writing achievements are mainly dependent on the teacher of the EAP courses. Sathi said that it is essential as teacher’s instructions are very much needed before practicing writing. She said that, the teacher can give a basic outline or a guide to how to write academically or creatively. Paromita respondent shared an example and said that a proper argumentative essay has to have a proper introduction, thesis sentence, body paragraph and a conclusion, which they learned to write from their teacher. Also, the teacher can properly teach the grammar which is necessary to do better in academic writing. A good number of participants believe that it is up to the teachers to analyze students’ weak and strong areas in their writings, and then guide them, and motivate them to improve the areas of weaknesses.

The EAP courses taught the students argumentative essay writing, summary and guided writing, and it also taught them to write a research paper. The participants stated that this helped them to do better in other courses, because those courses required

students to either write academic essays and research papers. Sabiha, who is a Bachelor of Social Sciences student said that they have to write reflective papers by reading critical essays. The techniques that she learned in order to write a summary in the EAP courses helped her a lot. This has been reported in another research work which says that a genre-based approach can “enhance students’ abilities in constructing narrative, expository, and argumentative essays” (Chen & Su, 2011, p. 185). The EAP courses, as the students’ responses suggest, was helpful for students to identify certain features of the texts that they ought to read for academic purposes, and paraphrase them accordingly. The participant added that due to this, it helped her overcome the problem of plagiarism in her academic writing.

Some respondents said that they learned to annotate reading texts in these EAP courses and this helped in coping up with other subjects as well. Kabir added that EAP courses taught the standardized way of writing reports, journals, and speech; this helped them writing answers in the examination scripts well. He added that he could structure his answer well and that helped him get better marks. Kamrul added that these EAP courses helped improve his writing to such extent that when he was preparing for his IELTS and GRE examinations. The argumentative writing practice done in these courses helped him score good marks in these tests. A participant who finished his undergraduate program of Bachelor of Science said that the research techniques, and how to use APA citation style to reference critical and research works taught in the EAP courses helped him write his dissertation paper. Academic writing, most importantly, requires students to be able to maintain sequences while writing an answer, or a summary of a critical essay or even writing a research paper by themselves. Also, academic writing often requires students to write more than 2000 words academic research paper where students need to paraphrase or summarize. A good number of participants also stated that they could overcome these issues better due to the EAP courses that they did.

On the other hand, Aminah who is an English major said that as the MOI (medium of instruction) at the university is in English where the teachers teach all subjects in English, students are expected to communicate in English as well. Hence, the EAP courses helped her do that.

Some of the respondents added that the EAP courses also helped them in devising their own definition of a theory or concept that they learned in another course and had to write its definition in a test. Similarly, the respondents said that aspects such as Transitional Words, Coherence, Topic Sentences, and Concluding Sentences – all of these were taught in the EAP courses, and these helped in overall improving their writing for other courses of the academia. It also helped certain students in improving the grammatical problems that they had in their writing. However, 10 participants said that the EAP courses did not help them much to learn and improve their academic writing. When they were asked why they think so, the participants said that because they think the course materials and syllabus had certain limitations such as the reading texts seemed repetitive in pattern and that bored them. Therefore, when they encountered critical essays of other disciplines in other courses, they faced difficulties. These students suggested that if there were more critical essays or certain techniques were taught to address such essays, then it would have helped them better.

## **Chapter 5: Classroom Pedagogy and Language Learning: Student Experiences**

The following section aims to give details on participants' views about the problems that they faced in the classroom and how the teaching methods and other factors affected their language learning process. Similar to the previous chapters, this chapter begins by reporting the findings from the pilot study of students studying at different departments at the university where this research has taken place. Following the same pattern of doing a case-oriented analysis, this chapter also determines the other central variables that have been derived for the study.

### **5.1. Teaching Styles, Classroom Activities and Language Learning of EAP courses**

When the researcher asked the participating students about the teaching styles, classroom activities and how it contributed to language learning and development, Ahsan began by saying that the teacher engaged with the students in the classroom. Ahsan's EAP course teacher allowed the students to brainstorm and give their own ideas. He said that this allowed students' creativity to flow freely, and everyone communicated more openly in the classroom. He shared one example from his writing class where the teacher started the lesson by talking about recent issues that were happening in the country at that time. The instructor asked for students' opinions and then proceeded to the day's lesson- opinion-based writing. Ahsan continued by saying that the teacher formed groups and asked them to discuss among themselves and then write an opinion-based writing following the structure in the booklet of the EAP course. He added that after the activity ended, the teacher gave feedback. Through this activity, Ahsan interacted better and had real-time practice of the lesson which helped him later on.

Khan, on the other hand, shared a similar story where he said that in EAP 01 course, they had freedom to showcase their creativity in their writing and presentations. However, in the EAP 02 course which is mandatory for university students as well, he did not get that opportunity to be creative. It was a very rigid course according to Khan. The teacher who taught EAP 01 gave the students ability to write in their own, but by only following the rubric of writing. She allowed them to use their own words, and describe it in their own

way. However, the rigidity in EAP 02 meant that students could not experiment with sentence style and it seemed like 02 was not a direct successive course to 01. Even if the teacher used interactive teaching methods, but this type of activities hampered learning according to him.

Shafin mentioned that the EAP 01 course teacher mostly focused on group activities. The instructor randomly selected the students and put them together in a group. This often created confusion and differences among the group members. The manner by which the teacher chose the members to form the group is by “chance”, and it demands “little pre-planning, and, by its very arbitrariness, stresses the cooperative nature of working together” (Harmer, 1985/2001, p. 121). However, one of the main problems of such way of forming a group is that students do not adhere to the cooperative nature of working together, and, so, problems arise in the groups. As in Shafin’s case, this happened, it can be said that the teacher failed to make the group activity to “sufficiently encourage positive interdependence” (Jacobs & Ball, 1996, p. 6). He also added that even though the teacher promoted and focused on group activities, rather, students’ performances were evaluated based on individual efforts.

Shafin shared an example about the writing class of EAP 01. In that class, the teacher taught the students how to write a thesis statement, which was part of a broader learning outcome of how to write an argumentative essay. She gave appropriate examples that seemed relevant to Shafin; however, some students could not grasp them and seemed confused in the class. For those students, the teacher suggested individual tutorial classes and Shafin says that helped them. On the other hand, the teacher who gave Speaking lessons was very vocal according to Shafin, and by that he meant that she always stressed on students’ oral presentations. This approach taken by the teacher is opposed by the findings of an existing research conducted at San Diego State University on students whose L2 was English and were taught an EAP course. The researcher stated that “speaking instruction should include response to reading or lectures rather than the preparation of dialogues or presentations” (Johns, 1981, p. 56). Therefore, based on students’ experience and existing research, the research conducting this research comments that there exists a

necessity of revision for the EAP courses at the institution where this research has taken place.

Consequently, Aktar stated that cooperative learning through interactive group participant helped her in the EAP courses as she thinks it will prepare her better for her professional life. However, Aktar's comment does not specify how it can benefit her in the academic endeavors. Additionally, the researcher comments that previously Aktar received a traditional grammar-based approach to language teaching, therefore, her new experience of cooperative learning makes her think that it will be helpful. Tasnim adds that this involves the students to participate in discussions with the teacher and do group activities where they are encouraged to talk about their own ideas, where the cooperative learning further develops these ideas. She added that this overall familiarity also took out the alienating factor in the classroom and built rapport and for many learners in the classroom, this reduced anxiety and nervousness about one's ability of the English language. However, she added that, there were also negative inhibitions such as some learners felt uncomfortable and shy in the classroom while doing these activities.

Upon asking the participants who answered the open-ended questions online in Google Forms, there were mixed responses. More than 30 participants emphasized the fact that the teaching style used by the teacher in the classroom was very interactive, and how they tried and almost all times managed to involve students in the classroom. In other words, the teacher's role as a facilitator is seen to be helpful by the students. An existing research work reports that if the teacher acts as a facilitator, then classroom interaction becomes a "way of aiding the learner's production of the target language" whose purpose "is to supportively add to the learner's developing narrative" (Clifton, 2006, p. 145).

Sonia shared an anecdote where she said, "I liked how the classes were very interactive, and as majority of the in-class activities were group works. This helped in exchange of ideas, which I feel is quite beneficial in learning. Moreover, I also felt that the teachers used relevant examples and anecdotes from their personal lives, which made the topics easier to understand." Therefore, the idea of cooperative language learning becomes apparent from this anecdote. Farid made a comment that compliments this anecdote, where he said that the teacher cooperated and maintained interaction with the students.

On the other hand, 5 participants stated in their opinions that seating arrangements in different group activities seemed helpful. The participants called it “the round table participation of the students” which resulted in every student’s equal participation in the classroom, making it engaging and interesting. Existing work on classroom seating arrangement in the language classroom reports that when this type of circular seating arrangement is followed, then “learners make eye contact with everyone else in the group, and thus, interact much more naturally” (Scrivener, 2011, p. 63). Shamim and Sumaiya added that the friendly nature and attitude of the teacher towards the students, made the atmosphere in the classroom more inviting. For Shamim, it allowed him to talk to the teacher and share the problems that he had in the EAP course that he was doing. Traditionally, all English language courses taught in schools and colleges has been “lecture-based” as Fuad commented. However, at the tertiary level, teacher’s attempt to motivate learners to interact, and work in groups, actually helped in improving their communication skills. Also, activities such as presentations, group assignments nurtured the idea of “team spirit” in learners which has a lasting impact in other areas of life as well. In the same way, Siddika added that by working in groups or pairs, students often used to share their own experiences and thoughts and incorporated that in their answers. So, any student who felt shy at first did not feel so later on as teacher helped create an environment that fostered positive attitude from the students.

Mainul commented that the teacher gave clear instructions, with step-by-step tasks to complete within some time. He said that this helped him in learning the language most, adding that as the topics were broken down into simpler units, this helped to keep track and the interactive, cooperative language learning activities taught the students how to coordinate and communicate with peers as well. Sazid shared an example, where he said that one-to-one interaction during oral presentation helped develop students’ ability to speak impromptu. This example, therefore, in resonant of what the communicative model of language learning preaches, which uses “impromptu or extemporaneous speech” as a “dominant model” (Colina, 2002, p. 5 as cited in Heinz, 2013, p. 387). On the other hand, teacher’s promotion of student talking time (STT) facilitated “learning and promoted communicative interaction in their classroom” (Cullen, 1998, p. 179) also helped according to respondents, because the classroom had a learner-centered environment, and so the

classes seemed very interesting and students felt motivated. It allowed Alif, from this group, and his friends to get the maximum opportunity to perform better without any hesitation. This experience is a complete change to what they previously experienced in the language classrooms in their schools and colleges because; the language teacher maintained a more traditional role in those classrooms.

An interesting point that Atef shared about his experience of doing the EAP courses is that the teaching methods varied from self-analyses to teaching every details of the language. He said that these EAP courses, especially the speaking classes, emphasized on teaching oral presentation in front of an audience. On the other hand, the teacher often read out the best answer in writing class, and for some students, that inspired them to work harder. However, he added that this approach also demotivated some students as they felt they will not be able to achieve that level in the classroom. Existing research on detailed peer feedback reports that this is true because “weaker” students often find this to be a case of “social embarrassment” and face a “cognitive challenge” to do better (Topping, 1998, p. 253).

Finally, a major response from more than 10 participants was that teaching methods used in the EAP courses were more practical and very different if compared with the teaching methods used in previous level of education that they received. Mehabub thinks that the teacher approached to teaching a new aspect or topic, by first showing an example, then explaining it, and then making the students practice it and asses it later on, through classroom activities or presentations. This is resonant of the Presentation, Practice and Production procedure of language teaching, which has received considerable backlash in existing research works of English language teaching, where multiple researchers have commented it as being a more “teacher-centered” approach to language teaching. It is because, this approach, “entirely fails to describe the many ways in which teacher can work when, for example, using coursebooks, or when adopting a task-based approach” (Scrivener, 1996, p. 76 as cited in Harmer, 1985/2001, p. 82).

## **5.2. Report on Affective Factors Influencing Language Learning of EAP Courses**

Zareen said that one of her EAP teachers were often “rude.” It can be commented that such behavior from the teacher inhibits the language learning process. Nower, a



student studying for a Bachelor of Science degree said that she often felt shy in the classroom, and could not speak in front of anyone. On the other hand, Lutfa added that a particular teacher in the EAP course did not have a clear accent, and the instructions given were unclear. This created a problem in the classroom and hampered the development of his language skills. Many participants collectively said that problems were faced in the EAP courses while doing group activities. It is because at times the group members were reluctant and not cooperative at all. Rashid said that one group member would try to take charge and ignore the opinion of the other members. According to these participants, the teacher's intervention would have been necessary, but there was not any. However, this can be considered an affective factor as well because the students failed to create meaningful human communication with each other.

Merissa, Pranti, and Sarah said that they are all introvert language learners. For them, interacting with someone to make groups, and then do the group activities seemed a barrier for their language learning. According to them, making groups was a difficult task, as they were not used to interacting with unfamiliar individuals. Often, the teacher asked them to make groups, but they felt shy, and so they expected the teacher to ensure good participation and cooperation from other members in the group. It was only in a few instances that the teacher ensured good participation through the group works. They added that they faced challenges as group activities meant team work, and very often, able group members were not available. Ishtiaq said that many members did not have language proficiencies that he had and so the members did not try at times because they thought they would not be able to perform well. For him, the affective factor was this negative psychology that he encountered.

For the majority of the participants who answered the open-ended questions online in Google Forms, affective factors did have a high impact on their language learning. Afrida, a respondent who comes from a Bangla medium background said that as her proficiency level was low in the EAP course, so she was very nervous about her speaking skills. Her peers were from English medium background, and they were better in the language than she was. Hence, she was worried that she would be laughed at if she made a mistake while speaking in English in the classroom. This thought demotivated her and made her feel lesser than her classmates. When she tried giving an oral presentation, she was very

nervous and that affected her linguistic performance because she often tried memorizing her speech rather than presenting it naturally. Hence, her experience only confirms to what existing research report that language anxiety has a “devastating effect on performance in oral communication” (Henter, 2014, p. 375) devastating effect on performance in oral communication.

Saina – a Bachelor of Laws student, said that the major obstacles she faced in the classroom were the new teaching style and methods used by the teacher. She said that the format of writing, speaking and of oral presentations, all seemed to alienate her, especially the activities that included group work. She added that she wanted to work alone and thought that if she could get one-on-one input from the teacher that would have been enough for her. The course did not give her that freedom. On the other hand, participants said that the main problem they faced in the classroom was that the environment was very noisy, and, so it was difficult to hear the teacher’s lecture. Hossain said that his classmates were not disciplined and they made unnecessary comments and talked in the classroom. This hampered class time and made it difficult to get the point across to the teacher. He thinks the language teacher should have taken a stricter role when this happened in the classroom. Therefore, it can be commented that the teacher failed to be an “effective classroom manager” as he could not “systematically minimize the frequency with which students became disruptive” (Brophy, 1983, p. 267).

Samdina’s problem in the classroom was that the teacher often assigned her to a group where the members had lower language proficiency levels, because of this, they had “negative attitude and lack of motivation,” and that became an obstacle for Samdina to successfully do the group activity. It further created problems while communicating with the members and these members were often shy to participate in the group work as they could not convey ideas and opinions properly. Ten more participants shared a similar response to this one, and one of them added that getting to know everyone in the classroom was a challenge. As the EAP course is a course where students from all disciplines and majors are doing it together, therefore, it was difficult to communicate and build rapport with everyone as students were different years of their undergraduate programs. Ishrak, another participant, said that even though the teaching style implemented by the language institute that offers the EAP courses is unique, however, the

teachers often are not able to implement it in their classrooms properly. Hence, he thinks that teachers need to be aware of what the students require in the classroom and adapt to the situation accordingly. It has been reported in research that “ESL college/university students are often intimidated by academic speaking tasks, including both formal presentations and participation in large- or small-group class discussions” (Ferris & Tagg, 1996, p. 300). Five participants’ experience directly supports this report, and five other participant’s comments were that as they are introvert learners, it felt intimidating to work in groups, and also to give an oral presentation in front of the whole classroom.

## **Chapter 6: Syllabus and Materials of EAP Courses: Students' views**

For the final part of the qualitative data analysis, the researcher identified several themes that will address the research questions that this study is trying to find the answers. The open-ended questions asked for the students' opinion about language teaching pedagogy, syllabus, and the materials used for the courses. Additionally, the questions also tried to know how the EAP courses helped them to do better in other courses as well. Similar to the previous chapters, this chapter begins by reporting the findings of the students studying in different departments at the university where this research has taken place.

### **6.1. Participants' Comments about the EAP Syllabus**

In this section of this chapter, participants' stories and opinions about the coherence of language teaching pedagogy, materials, and the syllabus have been recorded. All participants' had different experiences of being in an English language teaching environment and followed different types of English language syllabus and materials previously. The pedagogic approach concerning the syllabus and materials in the EAP courses seemed to show considerable effects.

Majority of the participants stated that EAP 01 introduced concepts and practices of writing that they were not familiar with before in their previous years of receiving an education. In EAP 01, students were expected to learn how to paraphrase from a critical academic paper, story or news article. Next, they were taught how to write a summary, and followed by that; they learned how to write an argumentative essay. All participants mentioned that the goal of the course seemed ideally appropriate as they began their undergraduate education.

However, as they progressed with the EAP courses and also with their undergraduate education, it seemed to them that EAP 02 was not so different from EAP 01. Due to this, the goal of EAP 02 course seemed limited to them. For Ahsan, both the EAP courses seemed to be on-par with how standard EAP courses at tertiary level education should be. He shared an example where he said that as he progressed with his undergraduate program, the courses required him to have more advanced writing skills and he felt that both the EAP courses helped to achieve that. More than 30 participants

shared the same view as Ahsan. Khan, on the other hand, said that the manner through which the skills were taught in both the EAP courses seemed to him that Speaking should be in conjunction with Listening, followed by Reading in conjunction with Writing. The researcher comments that it is easier to present writing courses isolated from reading courses than to isolate the latter from speaking or listening courses. Due to this reason, the EAP courses, especially the EAP 02 course does not have any direct focus on Listening or Reading.

As the majority of the participants said that EAP 02 did not seem to be a direct follow-up to EAP 01, the researcher asked them to elaborate why they think so. Khan said that EAP 02 seemed a repetition of EAP 01 with only the pattern of the syllabus to be slightly different from 01. It is because in both the courses, students learned the same topics and items all over again. On the other hand, 20 participants added that in EAP 02, they were taught how to write a formal email, business letters, and this seemed unnecessary to them at that point in time. According to Mehedi, who is studying for a Bachelor of Business Administration degree, topics such as these should be covered in an entirely separate ESP course taught to students in their third or fourth year. It is because he did the EAP 02 course in his first year, and now he is in his third year, so he does not remember these topics anymore. Mehedi's response was similar to what Farha, Tabassum, Archi, and Mou shared.

Tabassum said that the EAP 01 course had an effective syllabus because it fulfilled the basic need of English for Academic Purposes. Golam and Masud added to her comment by saying that the approach to teaching reading and writing skills fulfilled the goals of the course. Maliha said the syllabus of EAP 01 taught useful topics which she thinks will help her in other academic courses in the future. Similar to Maliha, Hasan, Israr, Haider, Nawar, and Pranto said that they think the syllabus is sufficient for a student to learn the essentials of EAP. On the other hand, 5 participants said that the most benefit that they received by doing EAP 01 was the citation techniques, specifically APA and MLA that they learned in the course. It was useful because the university and other academic courses have a strict policy against plagiarism. Therefore, referencing and learning how to paraphrase helped them overcome the issue of plagiarism.

Afrida along with 35 other participants said that the EAP 01 syllabus could have been more helpful if grammar items were taught. They added that in conjunction with learning sentence structures, if the course helped them to develop their vocabulary as well, then it would have been beneficial for them. It can be commented that students learned grammar items out of context in previous levels of education, and so it was difficult for them to grasp the communicative meaning of the English language then. That is why; their competence in grammar was below the level it should have been.

On the other hand, the participants' opinion and response about EAP 02 syllabus were mostly negative. Sukanya said that she found the syllabus to be confusing because she was attempting to apply what she learned in EAP 01, however, the teacher was finding faults in the structure of her writing repeatedly. She became upset at this and said that she expected the EAP 02 syllabus to be ideally different from EAP 01 and be more critical. Khan's comments assert this because he also said that as being a Bachelor of Social Sciences major, he expected EAP 02 to have content that was more intensive. He expected to learn how to write an academic research paper where he could apply qualitative and quantitative research techniques. However, he could not learn these through the EAP courses, especially not through EAP 02. Hence, he felt that the EAP did not add to what he already knew or learned previously. Tanvir, Alam, Saina, Suhana, Shafwan, Newaz and ten other participants commented that because of the repetitive nature of EAP 02 similar to EAP 01, it seemed monotonous and boring at times. 5 other participants added that newer topics could have been incorporated in EAP 02. It is because, as Akeeb, a graduating student mentioned, as many students have the ambition to go abroad to pursue higher studies, they often have to take aptitude tests which test advanced vocabulary. As it is an EAP course, he feels that if advanced vocabulary development were incorporated in EAP 02, then it would have help students overall for their academic future. More than 30 participants emphasized on the issue of teaching reading skills. Ashik, Labib, and Merissa among these participants said that if the course taught them how to do "speed reading," then it would have been good for them. It is because in the later part of their undergraduate programs, students are often required to read more than 100 pages of academic books, and journal articles every now and then. Hence, if there were techniques taught in the EAP 02 course, on how to read these types of texts, then it would have been highly beneficial.

Iqbal and Arka, both studying for a Bachelors of Pharmacy degree said that EAP 02 could have been more effective if the syllabus was arranged by listening to the needs that learners had. They said that as it was a monotonous syllabus, and tasks were repetitive even though they were communicative and interactive. Still it needs improving. It is because similar to other participants, both of them emphasized on improving reading skills through the EAP 02 course.

## **6.2. Participants' Comments about Materials of the EAP courses**

All participants said that they had to follow a booklet that was specifically prepared for each course. For EAP 01, the materials seemed interesting and appropriate for the classroom activities that were there. However, for EAP 02, as the syllabus was a repetition of EAP 01, the materials seemed boring and monotonous, even though the classroom activities were engaging and communicative and involved learning through cooperative group work. Ahsan said that he thinks most of the course materials for EAP 01 are up to date and also helpful for students who are only starting their undergraduate programs. Similar to Ahsan's comment, Farah, a first-year student, along with Aktar, Tabassum, Mayen said that the booklet's materials are revised every semester. However, 5 other participants added that few other writing and especially reading improvement methods and materials could be incorporated in the booklet. According to Khan, the availability of supplementary e-materials in the university's own server which gave limited access to the students was inadequate.

There were only very few interactive videos, and the teachers or the syllabus did not emphasize on using these videos to learn a language item. Coryell and Chlup comment that e-learning and e-materials for language learning can act both as a barrier as well as a "learning curve for the English Language Learner (ELL)," and it is up to the instructor to use computer-aid and combine it with face-to-face interactions of the classroom in order to create a "blended learning environment" (2007, p. 264). Therefore, the researcher comments that the server could be used to incorporate more engaging and interactive materials for the learners as it is up to the teacher to create that perfect balance in the classroom. At the same time, the majority of the participants, especially those who came from a Bangla medium background said that the materials for EAP 01 seemed interesting to them because they showcased content that the students were not familiar with before.

Therefore, the booklet of EAP 01 had engaging and new materials in them, and it also helped them get a broader perspective that is necessary to do well in the academic courses.

Twenty participants said that the worksheets used in the classroom seemed boring to them, and it was the same case for the materials that were given to complete tasks on at home. Most of the materials did not have a similar theme; they were very arbitrary with no specific structure. For example, Ruhin added that there were no poems, but only short stories or newspaper articles or writings of students who had completed this course. Ten other participants made a statement similar to this, where Wahab said that if EAP 02 course had newer materials, especially materials that would improve their ability to read critical academic journal articles, then it would have been really beneficial. On the other hands, 23 participants said that if there were materials which emphasized on writing formats and if these were used in EAP 02, especially on how to write better academic papers by following the citation and referencing styles properly, then it would have been good for them. Similarly, Aktar added that the coursebook/materials did not meet her expectations of learning outcomes completely because she felt they did not give her adequate opportunity to enhance vocabulary, often by analyzing the contextual meaning of texts. In her opinion, materials that develop or enhance vocabulary can be beneficial. The only positive comment that came from the respondents was Farha's who said that the students were taught how to make a reading journal and this helped her later on in her academic courses.

### **6.3. Participants' Comments about Learning Expectations and Goals of EAP courses**

All participants were asked if their learning expectations were met if compared to what the syllabus offered. There were mixed responses with half of the participants said that their learning expectations were met and the other half saying that it did not meet. Tanzim, Abrar, Sarah, Farah, Iqbal, Nawar, Ruhin all said that they did not have any expectations when they took the EAP courses. They had to take it because it was a mandatory General Education course that was required for the completion of their undergraduate degree. However, they all said that after doing EAP 01, they learned topics and aspects that they did not know about before or did not have an exposure to. For Suhana, Nawar, Siddika, Abrar, Labib, Alam, Israr, they had learning expectations of EAP 01, and most of their expectations were fulfilled after they completed the course. Nawar said



that she learned many new topics that were in the syllabus and also topics that were not formally included in the syllabus. She could do so because of the supplementary materials that the teacher provided and also the personal research she did on the internet. 10 other participants added that though they did not expect much out of these courses, however, they ended up learning a lot of new topics that included citation technique, paraphrasing, and Kabir said that he learned how to use online journal article and library database.

Mahir said that he thought his writing would improve but it did in only one aspect: how to write an argumentative essay. He expected that the courses would help him learn how to write other papers such as response paper or a critical analytical paper. Mahir's comment was supported by similar statements made by Mou, Zareen, Masud, and Kabir. Kabir said that he expected his writing to improve after doing EAP 01 and it did. Throughout the time, his writing improved gradually, and he said the way the syllabus was designed and lessons were taught, helped to fulfill his goal. First-year students, Shafwan and Suhana said that in their school and college, learning outcomes of the English course depended on how well they could follow guide books, textbooks and memorize the content of those materials. This type of "rote-learning approach" prevailing in such institutions in the country shows that it "does not foster the sort of cognitive language development in L1" that transfers to L2 (Ghosn, 2002, p. 176). They could not utilize their knowledge and capabilities. So the EAP 01 course helped them in learning how to utilize their own knowledge through self-learning and applying them in writing and speaking.

On the other hand, Archi, Newaz, Alam, Samdina, Saina, Wahab among others said that even though EAP 01 syllabus met their expectations, but EAP 02 fell short. It is because; the syllabus became repetitive in EAP 02 and did not have any "real" or "advanced" course goals. Therefore, this shows that students did not have a "need for achievement" in EAP 02 course and this is a typical factor of "motivation in foreign language learning contexts" because language leaning in an academic context is characterized by "academic achievement situations" (Dornyei, 1990, p. 3). The respondents felt that the syllabus of the EAP 02 course was not challenging enough for them, and also, it did not focus much on listening and reading skills development. That is why the syllabus and classroom activities often seemed boring to them. All students expect that all of their language skills will improve because of the EAP courses, but it did not completely.

## **Chapter 7: Discussion and Conclusion**

### **7.1. Discussion**

This study, to find the appropriateness of EAP courses at the tertiary level education in Bangladesh focused on documenting students' perspectives only. In the ELT research domain of Bangladesh, the focus has mostly been on documenting teachers' experiences and opinions. The researcher notes that students' experiences are essential to better cater the EAP courses to them and improve the contents of the course as well.

### **7.2. Summary of the Findings**

The findings of the current study have been summarized and outlined in the following section of this chapter, and to what extent they have answered the research questions are driving this study.

#### **7.2.1. Developing English language proficiency through EAP.**

Students' responses to the development of English Language Proficiency through EAP were mostly positive. Majority of the participants said that the EAP courses did help improve their proficiency level in the English language. Participants such as Khan, Akeeb, Sarah, Mehedi, Aktar, Alam, Merissa, in addition to 20 other participants said that after doing the EAP 01 and EAP 02 courses they became better at academic and formal writing. As most of the participants came from a Bangla medium background, initially, they struggled with the writing tasks of the EAP and other academic courses at the university. On the other hand, Suhana among 30 participants said that the writing techniques learned in the EAP 01 course helped her in latter academic courses as well. Her major is in Economics, and she is required to read a lot of academic journals and write reflective papers based on that.

#### **7.2.2. Learning academic writing through EAP.**

From the study, the researcher found out that 35 students think they learned academic writing by doing the EAP courses. Rashid, a respondent from this group, told the researcher that the teacher's instruction is essential to academic writing achievements. It is because, as Tabassum added, students learn the components of different types of essays

and academic writings from the teachers. 30 students shared a common reply that EAP teachers play a huge role in guiding and helping the students to become better in their writing. One student from this group is Aktar, who said that teachers are responsible for giving the guidelines, but it is up to the student whether he or she will rigorously practice it or not. The EAP courses help the students to write in a coherent and grammatically correct manner. It is true that writing achievements in the EAP course bring “academic success” at the tertiary level because almost all courses at the university, “evaluate students through some form of written text, e.g., broad and short question answers in examinations, essays, academic papers, etc.” (Leki & Carson, 1994, p. 83). The researcher hypothesizes that the EAP courses play a massive role in developing students’ writing skills.

### **7.2.3. Improving English speaking skills through EAP.**

Forty-five participants out of the total sixty-five said that the EAP teacher’s role and how the speaking classes were oriented helped improve their English Speaking skills. In previous levels of education, students were not able to practice their English as much as they wanted to because those classes were less communicative when compared to the EAP course classroom. The classroom activities and what the course demanded along with teacher’s motivation, helped students improve their English speaking skills. The researcher hypothesizes that the EAP courses and the teachers play the role of the “facilitator” to develop students’ oral English skills – which was amiss in previous levels of education.

### **7.2.4. Teaching styles, and classroom activities of EAP courses.**

Forty students emphasized the fact that interactive teaching style of the EAP courses helps students in their language learning and development. Khan, from this group, said that the teacher always promoted communication and interaction in the classroom. He added that meaningful interaction between students and the teacher was core to the EAP courses and this was amiss in previous levels of language teaching. From the responses, it is evident that the interactive teaching style and group activities and the task-based approached in the EAP courses were absent in previous levels of education. Therefore, all of these, in conjunction helped students improve their language proficiency levels.

### **7.2.5. Affective factors are influencing language learning of EAP courses.**

Fifty-four participants said that affective factors did have a high impact on their language learning even in the EAP courses. Most of the students are from Bangla medium backgrounds and have lower-than-expect proficiency levels in English. Hence, this group of students often felt shy and nervous during activities or tasks that required them to give oral presentations in front of the classroom. Saina and Merissa said that the interactive teaching style of the teacher was new to them and this made them feel alienated in the classroom. Most of the learners in this group are introvert learners and, thus, they feel nervous when they are asked to speak in public.

The researcher understood that learner attitudes, learner motivation and learner anxiety were the principle affective factors that affected language learning in the EAP courses and it was because, in previous levels of education, students were not involved in interactive and communicative activities and learning.

### **7.2.6. Participants' comments about EAP syllabus, and materials.**

Thirty-six participants said that the syllabus of the EAP courses was designed in such a manner that it helped develop their proficiency levels in English. Ahsan, from this group, emphasized the fact that as he progressed with his undergraduate programs, he required more advanced writing skills. The syllabus of the EAP courses helped to achieve that. In contrast, 12 participants said that the sequence of teaching the language skills could have been different in the syllabus. The researcher understands that discrete language skills should be taught in a segregated manner in the EAP courses. It is because in previous levels of education, such focus was absent and so students' proficiency levels were still lower than what it should have been.

Additionally, thirty-seven participants said that EAP 02 syllabus was a repetition of the EAP 01 syllabus. They added that except for one topic of the course, everything was similar to what the students learned in EAP 01. On the other hand, 30 participants said that if the EAP course syllabi were such that it further helped improve critical reading and listening skills, then they would have been benefited more.

### **7.2.7. Participants' comments about learning expectations and goals of EAP courses.**

Thirty-two participants said that their learning expectations were met after doing the EAP courses while thirty-three participants said that it failed to meet their expectations. The group whose learning expectations were met included Suhana, Nawar, Siddika, Hasan, Labib, Alam and Israr among others and they said that EAP 01 met their expectations completely. The other group said that as the syllabus of EAP 02 because repetitive, the course seemed to them as if it did not have any “advanced course goals,” and so it failed to meet their expectations.

## **7.3. Results, Recommendations, and Conclusion**

### **7.3.1 Results.**

The findings from the interview questions listed above, jointly answer the research questions driving this study. The research questions are:

- What are students' learning expectations from EAP courses?
- What extent are students benefitted through the EAP courses?
- What are the tertiary level students' views about EAP Courses at the university?

As this has been a cross-sectional longitudinal qualitative study, the researcher has used themes to find answers to the above-stated research questions from the participants' responses. The themes were selected based on the research questions. Hence, the questions have been collectively answered through the findings summarized in the section 7.2.1 to 7.2.7 of this chapter. The research findings list the students' expectations from the EAP courses, and how the expectations were fulfilled through the methods (different teaching styles) and classroom activities of the EAP courses. These were collectively used to conduct the EAP courses. Additionally, these helped students' English Language Proficiency levels to increase, and they were able to learn new formats of academic writing, and their overall academic writing skills and speaking skills were improved too. Correspondingly, students' comments about the syllabus and the materials besides their

learning expectations and the goals of the course collectively answer all three research questions driving this study, especially, the first and the third question.

### **7.3.2 Recommendations.**

The data collected from all the participants show that there are some limitations that the EAP courses have at the tertiary level. The researcher has briefly listed the issues that must be addressed for increased efficiency of the courses.

#### ***7.3.2.1. A remedial credit course before EAP 01.***

Although the institution has a non-credit, “Foundation Course in English,” however, students who have completed this course and come to do EAP 01 still have problems in their language. Students’ responses showed that the current EAP courses do not address issues such as improvement of vocabulary, developing critical reading skills to adapt to reading various types of academic texts in English, developing holistic writing skills to write different types of academic and research writings. Thus, such responses have made the researcher propose that a remedial credit course prior to EAP 01 that addresses issues such as improvement of vocabulary and other grammatical errors can be beneficial to the learners.

#### ***7.3.2.2. A writing course consequent to EAP 02.***

As most of the participants said that they expected to learn more and different types of academic writings in EAP 02. Hence, a separate advanced writing course which familiarizes students with both qualitative and quantitative research techniques and teaches them how to write a dissertation and academic research papers can be introduced. This can be an ESAP (English for Specific Academic Purposes) course which may have a syllabus that will be specific for students from different departments.

#### ***7.3.2.3. An appropriate language teaching pedagogy.***

Proficiency in the English language is seen as a symbol of admiration and gives its speakers importance in the society. It is because the norms and the standards of British and American cultures have created this image of the proficient English speaker in Bangladesh that whoever is fluent in the language and can also write well, is someone who is of esteem.

The researcher upon interviewing the students understood that learning in English is not only an academic requirement but also a social need. Peer pressure, use of Social Media websites, and the supposed image to be considered as someone of “standard” in the local community makes the learners to be psychologically influenced and driven to learn the language. Hence, the EAP course can balance the social and academic needs together, by promoting an appropriate pedagogy in the classroom. The appropriate pedagogy will be the language teaching pedagogy in the learners’ context that makes them “feel at home” in both national and international cultures. Thus, the researcher proposes that the communicative approach that the teacher uses in the EAP courses can be better appropriated to make the learners more aware of global and local needs to the English language.

#### ***7.3.2.4. Using variation in materials for EAP 02.***

The materials of EAP 01 seemed interesting and engaging to the learners as they were not exposed to such materials in previous levels of education. However, in EAP 02, the materials seemed repetitive. As the EAP courses have their specially created booklet, therefore, a variation in materials and tasks can prove to be more engaging and interesting for the learners. EAP 02 can then act as a bridge or medium to a more advanced ESAP course that the researcher has proposed. The researcher proposes that multimedia and internet resources based on local context can be created, in addition to; English literature written by local writers can be introduced in the EAP courses to develop cultural competencies as well.

#### **7.4. Conclusion**

The current study has left many questions unanswered which arose as the researcher interviewed the participants. This cross-sectional longitudinal qualitative research was an intra-university study where students from only one private university were interviewed. Although the students were from different departments at the university, their responses are only limited to the context of their institution. Therefore, the researcher believes that in order to better document students’ perspectives and add to the ELT research domain of Bangladesh, future research works should be conducted amongst

other private universities in the country as well. The researcher, due to the limited time of this research project, could not collect responses from other universities. That is why, in the future, the researcher hopes to conduct an inter-university study where students' perspectives from other tertiary level institutions can be recorded. In that way, an overall picture of the appropriateness of EAP courses at the tertiary level in Bangladesh can be drawn. Thus, for future research, a quantitative/ mixed method approach can be chosen by taking a larger sample of students from different private universities in Dhaka and other cities of the country.

To conclude, the researcher comments that the tertiary level of education is of immense importance for Bangladesh. It is because the country is seeing rapid growth in the economy, research, and other significant areas, and it is continuously adding to the global workforce and global development. In order to be agents of change for the nation that was born in blood, the current and future generation of university students must be proficient in the English language. An appropriate pedagogic approach taken by the language teaching practitioner where the syllabus has been appropriated to a greater extent can benefit learners who are coming from Bangla medium secondary level into the universities for education. To bring a change in English Language Teaching in the other levels of education is also possible. However, the vastness of it is still creating impediments to implement CLT in Bangladesh. Hence, to bridge the gap in ELP (English Language Proficiency) of the learners who enroll into universities, the EAP courses can be better prepared to cater to their needs and help them become the ideal citizens of the nation who will take it to even greater heights.



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## **Appendix A: Sample Transcript**

The following is a Sample Transcript from the individual interview sessions.

**R: What do you like about the teaching methods (teaching style) used by the teacher in the classroom?**

I: Cooperative learning through interactive group participation, which I think is very helpful to prepare students for their professional life.

**R: Do you think your English teachers' teaching methods (teaching style) always affect your English performances?**

I: Yes. because these methods also influence how I learn other subjects or courses. Using such type of method, it helps me grasp the language better and so I can do better in other courses.

**R: What are the problems did you face in the classroom?**

I: Problem is inability to understand certain topics as I cannot apply learnings from those topics when necessary.

**R: Do you think the communication between teachers and students is very important in oral English learning?**

I: Yes... it is very important as teachers can only point out the problems students have when they communicate with the teachers.

**R: What do you think about the syllabus for the course?**

I: The syllabus of the 01 completely fulfills the aim of the course and helps to improve the speaking and writing skills to a great extent as well as successful application of these skills in other courses.

**R: Did the course book/materials in the syllabus match your expectations (what you wanted to learn in the course)?**

I: The coursebook/ materials did not meet my expectations in learning outcome completely because I didn't get enough opportunity to improve my vocabulary and analyzing contextual meaning of the texts. If there any text or anything that enhanced vocabulary, it could have been good.

**R: Do you think oral English achievements (speaking skills in English) mainly rely on teachers?**

I: No... it doesn't mainly rely on teachers. I think to improve speaking skills it is necessary to practice and communicate as much as possible. We must practice and involve ourselves to communicate and practice more in English... that's why I think it is not possible for the teacher to help with the oral English achievements.

**R: Do you think writing English achievements (writing skills in English) mainly rely on teachers?**

I think so yes. But then again, I will say it depends. Because teachers can play an important role to help students develop their writing skills. They can give proper supervision, introduce the correct writing method to the students. Students only can get acquainted by the teacher with different format and styles for good academic writing. So



teachers must introduce them and then students need to learn them and use them in their writing. Like that, they can show that they have become good in writing.

**Appendix B: List of Participants of the Study**

<b>No.</b>	<b>Name of Participants</b>	<b>Department</b>
1	Ahsan	Department of English
2	Khan	Department of Economics and Social Sciences
3	Binte	Department of Mathematics
4	Aktar	Department of English
5	Tasnim	Department of Business Administration
6	Sathi	Department of Biotechnology
7	Paromita	Department of Pharmacy
8	Sabiha	Department of Law
9	Kabir	Department of English
10	Kamrul	Department of Computer Science and Engineering
11	Aminah	Department of English
12	Shafin	Department of Economics and Social Sciences
13	Sonia	Department of Business Administration

14	Shamim	Department of Computer Science
15	Sumaiya	Department of English and Humanities
16	Fuad	Department of Biochemistry
17	Siddika	Department of Law
18	Mainul	Department of Computer Science
19	Sazid	Department of Business Administration
20	Alif	Department of Applied Physics
21	Atef	Department of English and Humanities
22	Mehbub	Department of Business Administration
23	Zareen	Department of Economics and Social Sciences
24	Nower	Department of Pharmacy
25	Lutfu	Department of Computer Science
26	Rashid	Department of Law
27	Merissa	Department of Microbiology
28	Pranti	Department of Economics and Social Sciences

29	Sarah	Department of Pharmacy
30	Ishtiaq	Department of Electrical and Electronic Engineering
31	Afrida	Department of Business Administration
32	Saina	Department of Mathematics
33	Hossain	Department of English and Humanities
34	Samdina	Department of Law
35	Ishrak	Department of Economics and Social Sciences
36	Mehedi	Department of Pharmacy
37	Farha	Department of Computer Science
38	Tabassum	Department of Biochemistry
39	Archi	Department of Electrical and Electronic Engineering
40	Mou	Department of Economics
41	Golam	Department of English and Humanities
42	Masud	Department of Computer Science
43	Maliha	Department of Economics and Social Sciences

44	Hasan	Department of Economics and Social Sciences
45	Israr	Department of Business Administration
46	Haider	Department of Pharmacy
47	Nawar	Department of English
48	Pranto	Department of Computer Science
49	Sukanya	Department of Mathematics
50	Akeeb	Department of Architecture
51	Tanvir	Department of Computer Science
52	Alam	Department of English and Humanities
53	Shafwan	Department of Electrical and Electronic Engineering
54	Suhana	Department of Pharmacy
55	Newaz	Department of Mathematics
56	Ashik	Department of Computer Science
57	Labib	Department of Business Administration
58	Iqbal	Department of Pharmacy

60	Arka	Department of Pharmacy
61	Farah	Department of Economics and Social Sciences
62	Mayen	Department of Business Administration
63	Ruhin	Department of Electrical and Electronic Engineering
64	Wahab	Department of Mathematics
65	Tanzim	Department of Economics and Social Sciences