"Appropriateness of service Courses at East West University."

A dissertation submitted in partial fulfillment of the requirement for the Master of Arts in English Language and Literature.

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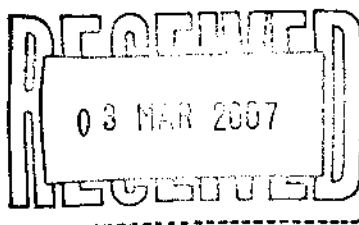
This work is dedicated to:

My dear Father, Md. Sarwar Hossain who has done a lot for me to reap the fruits of his labour.

My beloved Mother, Delwara Begum for bringing me up.

My uncle, Kabir Ahmed and aunt Nasima Parvin who have guided me to conduct my masters program from East West University.

My brother Riyadh, Ratul and cousin Rabi, Ratu as a source of encouragement for me.

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Table of Contents

Acknowledgement

Chapter -1
Introduction   **Page**

1.1 Preamble:

Students enrolling at East West University reportedly face difficulties to cope with teaching their text and reference books. As the books and the medium of instruction and examination are in English many students fail it difficult to manage. In an attempt to overcome or at least case the problem of linguistic complexity of the students, East West University introduces 4 English courses Eng 099 Remedial English, Eng 100-Spoken English , Eng 101 – Basic English, Eng 102-Composition and Communication skills. These are the courses, here it is known as 'Service Course'. This thesis is concerned in seeking out the appropriateness of the Service Courses.

According to the office of the Department of BBA at East West University, 1874 students completed Service Courses from the department last year (Spring 2005, Summer 2005, and Fall 2005). All the Students had to take four Service Courses .The present study tries to examine the appropriateness of service courses through a systematic analysis.

1.2 Statement of the Problem:

English is the second language in Bangladesh. Students, who enroll at East West University, mostly come from Bengali medium academic background. The moment they start attending lectures, reading the text books in English, they find themselves fully puzzled. Though they are meritorious enough, they cannot compete with the students, who have English medium background.

In order to minimize the gap existed between the students, East West University is running four Service Courses such as ENG 099,ENG 100, ENG101 and ENG 102.The course ENG 099 is named as Remedial English. This program is intended for facing difficulties in coping with English as a medium of instruction .The course incorporates components of the basic language skills: listening, speaking, reading and writing. Problems such as grammatical, structural and appropriateness problems, along with other types of mistakes students make are addressed through reading, writing and speaking.

Special emphasis is given on writing correct sentences, guided writings, guessing word meaning in context, understanding long sentences, understanding main idea and also the gist and details of reading text. Special focus is given on spelling ,forming negatives and questions, complete and incomplete sentences ,making sentences with words from reading passage , arranging jumbled words, punctuations correction, reading prose, reading for specific information, free writing ,writing formal letters ,translating from Bengali to English etc.

Eng 100 which is titled by Spoken English, aims at improving student's speaking ability. They are expected to be able to communicate well in a range of situations. This course will also considerably reduce learner's overall shyness, nervousness and inhibition in speaking. Daily formulaic expression, free conversation and its strategies to overcome Communicative difficulties, debate, public speaking, formal, and informal spooking,

questioning, techniques, politeness issues, use of social English and euphemistic expressions are the main components of this course.

Eng 101 is known as Basic English, is primarily designed to provide the opportunity for understanding and improving communications skills especially reading and writing. Students are expected:

1. To become an informed reader and critic of any text in English.

2. To gain an understanding of the underlying principles of effectives writing styles.

3. To develop strategies for writing paragraphs. These strategies will include generating ideas, organizing thoughts in a paragraph, rewriting and proofreading.

4. To demonstrate an ability to prepare and deliver effective spoken responses.

5. To improve skills in critical listening and thinking.

The Basic English Course is designed to help students develop their competence in reading, writing, listening and presentation skills for academic purposes. The approach at all times will be communicative and interactive and will involve individual, pair and group work. Students will be exposed to different types of texts to develop efficient reading skill. Reading will also involve activities and discussions leading to effecting writing. Students will write paragraphs and will also be trained to edit and revise their own as well as their peer's writing.

Eng 102 is known as Composition and Communication skills, is designed to improve student's writing skills with emphasis on unity, coherence, precision, and clarity in thought development. Along with honing their skills of developing main points into well developed and unified paragraphs with clear focus, student will learn how to give a good

introduction and draw a meaningful conclusion at the end of an essay. Students will learn how to write good narrative descriptive argumentative comparison and contrast and expository essays through out the semester. Students will also do some special kind of writings to develop their communication skills. As reading, writing, listening, speaking and thinking are connected and required for developing language skills students will try to integrate these skills by doing the above mentioned writing assignments throughout the semester. In addition to essay and communicative writing, students will also write a research paper following a step-by-step process. Students will have to write this paper in their own words, by completely avoiding plagiarism. For this at least draft will be required. They will write and develop this research paper throughout the semester. At the end of the oral class presentation.

Both content and grammar will be the focus of the course. Students will have to do analytical and reflective exercise on naming of errors correction. While writing, integrated reading and writing skill practice and editing will be emphasized. At the end of the course, one should be able to write essays and other kinds of writing that show

-One can clearly and thoughtfully summarize, analyze, and other's writings;

-One can develop, organize, and complete his/her writings that show good, selective, reflective and clear thinking.

-One can adopt a tone, a point of view, show original thinking in his /her own words, and use a vocabulary appropriate to the assignment; and

-One has a good command over the conventions of Standard written English.

1.3   Purpose of the Study:

- To identify the lacking in ENG 099, ENG 100, ENG 101, ENG 102, if there are any.

- To try to find out a solution of the problems of the students, if they have any.

- To suggest recommendations to the authority.

- To help conduct an appropriate Remedial English course in a university.

- To help students do better in the course.

- To cope with the advanced world.

1.4   Research Questions:

Are the Service Courses appropriate? The research question will pinpoint how effective the Service courses are. It can lead to some recommendations to the university authority if there is any problem in the course design. The research will take three months to carry out. Researcher would like to collect data from the students of East West University. He has no ethical constraints in doing the research. He will not disclose the identity of the subjects. The project has already been approved by the advisor and the university committee. It is expected that the costs of conducting the research will not exceed budget.

1.5 Theoretical Framework:

The Service Courses of East West University fall under the criteria of EAP (English for Academic Purposes). EAP is one of the branches of ESP (English for Specific Purposes).In order to design an effective EAP program, one has to pin down use is to which the learner wishes to put English. Learning aims can be identified in terms of academic purposes to which the language will be deposit. The language will then be found effective because the learners will begin to display communicative ability in specific areas. So the researcher will follow the features of EAP while doing his research.

1.6 Definition of Terms:
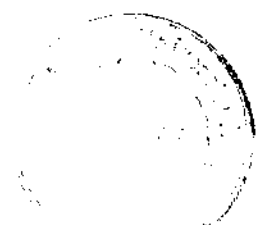
By "Service Courses" the researcher would like to mean the foundation courses adopted by the East West University to attain a basic proficiency in English. The university has offered these courses in order to improve four basic language skills- listening, speaking, reading and writing.

1.7 Delimitations of the Study:

Though the topic is a general one for the majority of Bangla medium students entering English medium university, this dissertation is limited to East West University only.

1.8 Limitations of the Study:

The researcher did not carry out any pilot study prior to this research. He will not ask questions to every students of East West University. He would like to randomize the

samples of his research. Since it is an academic research, the researcher will select 20 students only.

1.9 Significance of the Study:

1. The study will be significant by examining the effectiveness of the Service Courses at the East West University. It will expose the strengths and weaknesses of the courses.

2. The study will be important because not a lot of systematic and scientific research has been done so far in this context.

1.10 Conclusion:

After having determined the research questions and a theoretical framework, the researcher would like to do an extensive literature review in the next chapter of this study. It will provide him with enough resources on which he would depend for his research.

Chapter -2

In the Communicative movement, the English for Academic Purposes Program(EAP) is committed to extending the students' use of English beyond the hours spent in the classroom. The program provides students with opportunities to use English in both social and educational settings.

Hutchinson and Waters (1987) show that ELT has got some of the common divisions. ESP is one of them. They opine that ESP is divided into two main types, differentiated according to whether the learner requires English for Academic Study(EAP: English for Academic Purposes) or for work / training (EOP / EVP / VESL: English for Occupational Purposes / English for Vocational Purposes / Vocational English as a Second Language).

Benesch (2001) believes that the teaching and design of EAP has been pragmatic and in general has been a response to the needs of content courses offered in academic institutions. Her general concern appears to be for the position of ESL students rather than EFL where students learn in their own cultural environment. She thinks the emphasis has been on curriculum and instruction and less on research and theory. For Benesch (2001) EAP is about form, cognitive process and institutional practices. She also discusses the economic roots of EAP and states that it was the result of 'efforts of governments and private companies to promote English worldwide for political and commercial purposes'. She sees the need to develop an ethics of EAP which would include the roles of EAP teachers, needs versus rights, inclusion verses exclusion of non-elite students, and EAP as academic and workplace preparation and students' roles in their education.

Wenger(1998), and Flood(1999) believe that knowledge is socially constructed and, therefore, learning too, the implication being that learning communities create a body of knowledge through discussion and sharing that may be used in the future and in turn empower that community.

Friendberg shows an EAP instruction in the following way:

"English for Academic Purposes is an offshoot of ESP, which is an offshoot of ESL. Unlike the kind of general ESL taught in many IEPs, ESP instruction is based on the specific needs of the learners. When those learners are college or university students, English based on academic content (EAP) is necessary. Although some IEPs claim to offer EAP, frequently such instruction amounts to nothing more than only superficial exposure to a smattering of academic disciplines. While EAP instruction should be taught by trained ESL teachers, it should involve sustained content in the students' chosen disciplines and be closely coordinated with the content of the credit-bearing academic courses in which the students are concurrently enrolled. EAP instructors should base their courses on the authentic textbooks, other instructional materials, and lectures from a specific academic class. Effective EAP instruction involves close collaboration between academic and ESL instructors."

Richterich and Chancerel (1980) provide a model based on Deficiency Analysis (DA) or Present Situation Analysis(PSA). The PSA ascertains the students' state of language development at the beginning of the language course. The student themselves, the teaching establishment, the user institution, place of work, sponsoring body etc. are analyzed in it. Richterich and Chancerel present many useful and important issues under the following headings:

> Background of the Students

> Goals and Expectations

> ➤ Learners' preference on their learning style

> ➤ Teacher's background

> ➤ Teacher's proficiency in target language

> ➤ Teachers' training and professional experiences

> ➤ Teachers' preference of teaching methods

> ➤ Teachers expectation from the program

> ➤ Administrative context of the program

> ➤ Constraints on time, budget, and resources

> ➤ Testing assessment

Writing task covers the range of basic writing requirements in an English medium academic learning environment. These include summaries of, or reactions to readings annotated bibliographies, reports, case studies, documented essays, and research projects. Patterns of rhetorical organization in these pieces of writing include problem/solution' Topic/restriction/illustration, descriptions, discussions, cause-and-effect, and compare-and-contrast. In these sense, the program can also be said to include a genre-based syllabus, which "is founded on the identification and analysis of the specific genres the students are required to read and write in their subject-based studies,"(Davis 1988:132). Specific micro-skills in the writing component include expressing sentential relations, developing grammatical cohesion, using discourse markers, drawing attention to main points, distinguishing main points from supporting detail, summarizing, and Transco ding the information from charts to text. Attention is also given to analyzing essay

examination prompts, which require learners to display familiarity with particular concepts, processes, and arguments.

Reading skills draw from Munby's (1978) taxonomy of micro-skills and functions, the English Language Testing System (ELTS) needs analysis (Carroll 1981) Emmett's(1985) three years survey of the needs of ESL student in British Universities. These skills include skimming a text for general understanding, scanning a text to locate specific information, identifying the main points in a text, distinguishing main points from supporting detail, deducing lexical meanings from context, making inferences from a text and understanding reference information.

Oral communication skill collaborate largely on seminar presentations and tutorial participation as both of these areas have been described in the literature as being particularly problematic for students from non-English speaking backgrounds.

In recent years much research and discussion has been carried out concerning what processes are involved in listening comprehension and how this pertains to teaching. It is generally agreed that there are two distinct, but complementary process; 'bottom-up' and top-down'. Bottom-up processing refers to decoding the sounds of a language into words, clauses, sentences, etc. and using one's knowledge of grammatical of syntactic rules to interpret meaning. Top-down processing refers to using background knowledge or previous knowledge of the situation, context and topic to experience to

anticipate, predict, and infer meaning. Native speakers obviously have a cultural advantage in this regard.

Many of the listening materials on the market today are concerned chiefly with helping learners become more adept at improving top-down skills by having them perform tasks in identifying relevant information while ignoring unnecessary details. In order to simulate the knowledge that native speakers bring to any listening event, learners are often provided with vocabulary lists prior to the task and told who the speakers are what the situation is, and what the topic is about. However, scant attention is paid to the phonological characteristics that mark informal speech. This seems a bit like putting the cart before the horse.

Among the many micro-skills learners need at the bottom-up processing level are discriminating among the distinctive sounds of English, recognizing the stress patterns of words, recognizing the rhythmic structure of English, recognizing the functions of stress and intonation to signal the informational structure of utterances, identifying words in stressed and unstressed positions, recognizing grammatical word clauses, and recognizing typical word-order patterns Richards 1983). Clearly teachers are asking a lot from their students, particularly lower-level students, when top-down listening task are given without first assessing the students' ability to do bottom-up processing.

Riyad (2005) shows that the authority of East West University "should bring more foreign instructors from overseas". So there are major lacks in this university. He also

opines "that student(s) should be taught how to read a text with pleasure. Only then , they can read a text carefully".

In Institute for Applied Language Studies, University of Edinburgh, the EAP program has two principle aims:

1) To raise students' overall level of English to the point where they can efficiently understand academic texts and lectures, and can express themselves in speech and writing

2) To extend their study skills (e.g. effective use of library information systems and research techniques).

The program provides practice in the following areas of academic language use :

listening to lectures and making notes, reading efficiently, writing essays and projects, and taking part in seminars and small-group discussions.

Chapter -3 Page

Methodology

3.1 Research Design:

The researcher has a particular research question to show appropriateness of the Service courses at East West University. He intends to do his dissertation on this topic. He will supply a questionnaire to 20 students of this university and collect data from them, sitting at their houses, in an informal setting. He will then, analyzes data and draw a conclusion. The expenses of traveling for this research will be minimal and will be covered by the researcher.

3.2 Theoretical Framework:

As it is an academic research and the researcher could not buy costly books for this research because of the limitation of his budget, he could not find any sources from where he could determine a theoretical framework . Since the subject of this study is relatively a new one and many theses have not been found on this, the researcher could not collect any more information.

3.3 Setting :

The researcher will go to students' houses to collect data. So the home settings will be informal in this study. The subjects would feel homely at their residence to give information to the researcher.

3.4 Sampling:

There are 1874 BBA students at undergraduate level at East West University, who completed Service Courses. The researcher would like to select 20 students from them on

a random basis. He will select those, who have already completed their Service courses. Among the 20 students, there would be 10 male and 10 female students to avoid gender biasness.

3.5 Data Collection Procedure:

The researcher will collect addresses of 20 students (10 male and 10 female) from the Department of BBA. He will handover a questionnaire to each of the students. It will be comprised under a few broad headings, which are: (1) Speaking (2) Reading (3) Writing (4) Listening. The researcher expects to collect the questionnaire later so that the respondents can opine their views and give their answers more freely and without any fear or shyness or hesitation. The student will put a tick an appropriate box from a number of options

3.6 Questionnaires:

Questionnaires are printed forms of data collections, which include questions or statements to which the subject is expected to respond. Using survey methods, Questionnaires were given to the respondents and the filled in Questionnaires that helped the researcher to understand the students' language problems and their lacks. After reading the following questions, they will tick of the five numbers, 1= No/never 2=Sometimes, 3=Often, 4= Very often & 5= Always.

Speaking:

1. Do you think you are able to ask the instructor during lectures?

2. Do you think you are able to answer questions asked by the instructor?

3. Do you think you are able to make presentations/ do demonstrations on a topic related to your field of study?

4. Do you think you are able to participate in pair/ group work activities in class in order to complete a task given by the instructor?

5. Do you think you are able to express your opinion and / or convince classmates of your opinion/ negotiate meaning during class discussions/ debates?

6. Do you think you are able to communicate with foreign instructors in an outside class?

7. What difficulties do you face while speaking in English? (Tick on the right word you can tick as many as necessary.

1.Pronunciation	2. Grammar	3.Vocabulary	4.Appropriateness	5. Fluency

Reading:

1. Do you think you are able to go through a chapter, article etc. quickly to decide whether the information it contains is useful for you or not?

2. Do you think you are able to summarize a text orally or in written form?

3. Do you think you are able to read an article/text quickly to find the specific information that you are looking for?

4. Do you think you are able to answer comprehension/ discussion questions related to a text (during an exam, during class work or for an assignment)?

5. Do you think you are able to read various texts on a particular issue to form and express your own opinion about the issue?

6. Do you think you are able to read a text and criticize the author's approach/ idea?

7. Do you think you are able to read a text and express the author's ideas using your own words?

8. Do you think you are able to interpret data in various forms (graphs, charts, etc.)

9. Do you think you are able to guess the meaning of unfamiliar words without a dictionary?

10. Approximately how many pages of text/ reference books / journal/ articles you have to read every semester.

a. 400-500 pages	b. 500-600 pages	c. 600-700 pages	d. above

11. What difficulties do you face while reading in English

a. Long sentence	b. Text organization	c. Concept	d. Word meaning

Listening:

1. Do you think you are able to take notes during a lecture given in English ?

2. Do you think you are able to follow the instructions of the lecture during class?

3. Do you think you are able to watch a video recording and commenting on what you see?

4. Do you think you are able to communicate with classmates?

5. Do you think you are able to listen to an audio recording?

6. Do you think you are able to listing to guest lectures/ speakers from overseas?

7. What difficulties do you face while listening to anything in English?

a. Sound recognition	b. Stress	c. Intonation	d. Accent

Writing:

1. Do you think you are able to answer comprehension/ discussion questions in exam?

2. Do you think you are able to write project report describing the steps and the results of an experiment/ group project?

3. Do you think you are able to write an essay / project on a topic incorporating ideas from a variety of sources and document these sources appropriately?

4. Do you think you are able to write a summary of an article?

5. Do you think you are able to design a questionnaire to gather information for an assignment?

6. What difficulties do you face while writing in English?

a. Fully appropriate words	b. Forming sentences	c. Organizing structures	d. Organizing paragraph

3.7 Data Analysis Procedure:

Data, collected from the students will be analyzed quantitative perspective. The grades that the students got in the service courses will also be examined. The researcher will employ a co-rater to analyze the results of this study.

3.7.1 Quantitative Analysis:

The researcher will identify how many students respond 'yes' and how many students respond 'no' to the questionnaire provided by himself. He will put those data, collected in responding to different questions, in a table and draw a conclusion out of it. He would also like to put them in a pie chart so that the readers can understand them easily and

quickly. He will also focus on the percentage of the number of students who are able to follow the lectures of the teachers more comprehensively than before. If there is any improvement, the researcher will state that in his study.

3.8 Conclusion:

Now the researcher analyzes the data collected and makes some suggestions in the next chapter.

Chapter -4 Page

Results

4.1 Preamble:

The data obtained from students' survey is analyzed and presented in this chapter. The data is presented under a few broad headings, which are (1) speaking (2) reading (3) writing (4) listening .

Students had to tick an appropriate box from a number of options. The numbers stand for the various grades starting from 'never' to 'always'. Of the five numbers, 1=no/never, 2=sometimes, 3=often, 4= very often, and 5= always.

After calculating data, the score is measured into following categories:

The score 4 and above = a high score.

The score between 3 to 3.99 = a relatively high score.

The score between 2 to 2.99 = a relatively low score.

The score below 2 = a low score.

4.2 Speaking

Table-1

Item No.	Never	Someti me	Often	Very often	Always
1. Do You think you are able to ask the instructor during lectures?	-	1	9	10	-
2. Do You think you are able to answer questions asked by the instructor?	-	3	8	9	-
3. Do You think you are able to make presentations/ do demonstrations on a topic related to your field of study?	-	2	10	7	1
4. Do You think you are able to participate in pair/ group work activities in class in order to complete a task given by the instructor?	-	1	10	8	1
5. Do You think you are able to express your opinion and / or convince classmates of your opinion/ negotiate meaning during class discussions/ debates?	-	2	10	7	1
6. Do You think you are able to communicate with foreign instructors in an outside class?	-	8	9	3	-

Table-2

No.	Item	Total	Mean or score
1	Do You think you are able to ask the instructor during lectures?	69	3.4
2	Do You think you are able to answer questions asked by the instructor?	66	3.3
3	Do You think you are able to make presentations/ do demonstrations on a topic related to your field of study?	64	3.2
4	Do You think you are able to participate in pair/ group work activities in class in order to complete a task given by the instructor?	69	3.4
5	Do You think you are able to express your opinion and / or convince classmates of your opinion/ negotiate meaning during class discussions/ debates?	67	3.35
6	Do You think you are able to communicate with foreign instructors in an outside class?	56	2.8

7. What difficulties do you face while speaking in English? (Tick on the right word you can tick as many as necessary.

1.Pronunciation	2. Grammar	3.Vocabulary	4.Appropriateness	5. Fluency
4	4	5	1	6

The detail of the students speaking proficiency data are given below:

For item No.1: (ask the instructor question during lectures). 1 student ticked 'sometimes'. 9 students answered 'often'. 10 students ticked 'very often'. No student ticked 'always'. The score in this item is 3.45, which is relatively high score.

For item No.2: (answer questions asked by the instructor). 3 students ticked 'sometimes' . 8 students ticked 'very often'. No student ticked 'always'. The score in this item is 3.3, which is relatively high score.

For item No.3: (make presentation or do demonstration on a topic related to their field of study). 2 students answered 'sometimes'. 10 students ticked 'often'. 7 students ticked 'very often' and 1 student ticked 'always'. The score in this item is 3.2 which is relatively high score.

For item No.4: (participate in pair/ group work activities in class in order to complete a task given by the instructor). Only 1 student ticked 'sometimes'. 10 students answered 'often'. 8 students ticked 'very often'. 1 student ticked 'always'. The mean of this item is 3.45 which is also a relatively high score.

For item No.5: (Express their opinions, or convince classmates of their opinion during class discussions/ debates) ,Only 2 students answered 'sometimes' 10 students ticked 'often' 7 students ticked 'very often'. 1 student ticked 'always'. The mean in this item is 3.35 which is also a relatively high score.

For item No.6: (Communicate with foreign instructors in and outside class) 8 students ticked 'sometimes' 9 students ticked 'often'. 3 students ticked 'very often'. No student ticked 'Always'. The mean in this item is 2.8 which is a relatively low score.

Students were finally asked what difficulties they face while speaking in English. The options were pronunciation, grammar, vocabulary, fluency, appropriateness. 4 students ticked both pronunciation and grammar. 5 students ticked vocabulary. 6 students answered fluency. 1 student ticked appropriateness.

4.3 Reading

Table-3

Item	No/Never	Sometimes	Often	Very often	Always
1. Do You think you are able to go through a chapter, article etc. quickly to decide whether the information it contains is useful for you or not?	-	4	9	5	2
2. Do You think you are able to summarize a text orally or in written form?	-	1	8	10	1
3. Do You think you are able to read an article/text quickly to find the specific information that you are looking for?	-	1	9	10	-
4. Do You think you are able to answer comprehension/ discussion questions related to a text (during an exam, during class work or for an assignment)?	-	2	9	9	-
5. Do You think you are able to read various texts on a particular issue to form and express your own opinion about the issue?	-	3	13	4	-
6. Do You think you are able to read a text and criticize the author's approach/ idea?	-	6	7	7	-
7. Do You think you are able to read a text and express the author's ideas using your own words?	-	4	11	4	1
8. Do You think you are able to Interpret data in various forms (graphs, charts, etc.)	-	3	9	6	2
9. Do You think you are able to guess the meaning of unfamiliar words without a dictionary?	-	3	11	3	3

Table-4

No.	Item	Total	Score
1	Do You think you are able to go through a chapter, article etc. quickly to decide whether the information it contains is useful for you or not?	65	3.25
2	Do You think you are able to summarize a text orally or in written form?	71	3.55
3	Do You think you are able to read an article/text quickly to find the specific information that you are looking for?	69	3.45
4	Do You think you are able to answer comprehension/ discussion questions related to a text (during an exam, during class work or for an assignment)?	67	3.35
5	Do You think you are able to read various texts on a particular issue to form and express your own opinion about the issue?	61	3.05
6	Do You think you are able to read a text and criticize the author's approach/ idea?	61	3.05
7	Do You think you are able to read a text and express the author's ideas using your own words?	62	3.1
8	Do You think you are able to Interpret data in various forms (graphs, charts, etc.)	67	3.35
9	Do You think you are able to guess the meaning of unfamiliar words without a dictionary?	66	3.3

10. Approximately how many pages of text/ reference books / journal/ articles you have to read every semester.

a. 400-500 pages	b. 500-600 pages	c. 600-700 pages	d. above
13	4	2	1

11. What difficulties do you face while reading in English?

a. Long sentence	b. Text organization	c. Concept	d. Word meaning
4	2	4	10

For Item no1: (go through a chapter, article etc quickly to decide whether the information it contains is useful for them or not.)

None the students put ticked on 'never'. 4 students ticked 'sometimes'. 9 students ticked 'often'. 5 students answered 'very often' and 2 students marked 'always'. The mean of this item is 3.25, which is relatively high score.

For item no 2: (summarize a text orally or in written form) None the students put ticked on 'never'. 4 students ticked 'sometimes'. 9 students ticked 'often'. 5 students ticked 'very often' only 2 students responded 'always'. The score in this item is 3.55, which is a relatively high score.

For item no 3: (read an article/ text quickly to find the specific information that they look for.) No student is found to put tick on 'never'. Only 1 student ticked 'sometimes'. 9 students ticked 'often'. 10 students ticked 'very often'. No students marked always. The score of this item is 3.45, which is a relatively high score.

For item no 4: (answer comprehension questions related to a text during an exam.) No student is found to put tick on 'never'. 2 students ticked 'sometimes'. 9 students marked 'often'. 9 Students responded 'very often'. No student ticked always. The mean in this item is 3.35, which is a relatively high score.

For Item no 5: (go through a chapter, article etc quickly to decide whether the information it contains is useful for them or not.)

None the students put ticked on 'never'. 4 students ticked 'sometimes'. 9 students ticked 'often'. 5 students answered 'very often' and 2 students marked 'always'. The mean of this item is 3.25, which is relatively high score.

For item no 6: (summarize a text orally or in written form) None of the students put ticked on 'never'. 4 students ticked 'sometimes'. 9 students ticked 'often'. 5 students ticked 'very often' only 2 students responded 'always'. The score in this item is 3.55, which is a relatively high score.

For item no 7: (read an article/ text quickly to find the specific information that they look for.) No student is found to put tick on 'never'. Only 1 student ticked 'sometimes'. 9 students ticked 'often'. 10 students ticked 'very often'. No students marked always. The score of this item is 3.45, which is a relatively high score.

For item no 8: (answer comprehension questions related to a text during an exam.) No student is found to put tick on 'never'. 2 students ticked 'sometimes'. 9 students marked 'often'. 9 Students responded 'very often'. No student ticked always. The mean in this item is 3.35, which is a relatively high score.

For Item no 9: (go through a chapter, article etc quickly to decide whether the information it contains is useful for them or not.)

None the students put ticked on 'never'. 4 students ticked 'sometimes'. 9 students ticked 'often'. 5 students answered 'very often' and 2 students marked 'always'. The mean of this item is 3.25, which is relatively high score.

4.4 Listening:

Table-5

Item No.	No	Sometimes	Often	Very often	Always
1. Do You think you are able to take notes during a lecture given in English ?	-	1	11	6	2
2. Do You think you are able to follow the instructions of the lecture during class?	-	1	7	11	1
3. Do You think you are able to watch a video recording and commenting on what you see?	-	5	7	7	1
4. Do You think you are able to communicate with classmates?	-	3	10	7	-
5. Do You think you are able to listen to an audio recording?	-	3	15	2	-
6. Do You think you are able to listing to guest lectures/ speakers from overseas?	-	9	11	-	-

Table-6

No.	Item	Total	Score
1	Do You think you are able to take notes during a lecture given in English ?	69	3.45
2	Do You think you are able to follow the instructions of the lecture during class?	72	3.6
3	Do You think you are able to watch a video recording and commenting on what you see?	64	3.2
4	Do You think you are able to communicate with classmates?	61	3.05
5	Do You think you are able to listen to an audio recording?	59	2.95
6	Do You think you are able to listing to guest lectures/ speakers from overseas?	51	2.55

7. What difficulties do you face while listening to anything in English?

a. Sound recognition	b. Stress	c. Intonation	d. Accent
3	2	6	9

For Item no1: (take notes during a lecture given in English.)

None the students put ticked on 'never'.1student ticked 'sometimes'. 11students ticked 'often'. 6students answered 'very often' and 2 students marked 'always'. The mean of this item is 3.45, which is relatively high score.

For item no 2: (follow the instructions of the lecture during class) None of the students put ticked on 'never'. 1student ticked 'sometimes'. 7students ticked 'often'. 11students ticked 'very often' only 1 student responded 'always'. The score in this item is 3.6, which is a relatively high score.

For item no 3: (watch a video recording and commenting on what you see.) No student is found to put tick on 'never'. 5students ticked 'sometimes'. 7students ticked 'often'. 7students ticked 'very often'.Only1 student marked always. The score of this item is 3.2, which is a relatively high score.

For item no 4: (communicate with classmates.) No student is found to put tick on 'never'. 3 students ticked 'sometimes'. 10 students marked 'often'. 7Students responded 'very often'. No student ticked always. The mean in this item is 3.05,which is a relatively high score.

For Item no 5: (listen to an audio recording.)

None the students put ticked on 'never'. 3students ticked 'sometimes'. 15students ticked 'often'. 2students answered 'very often' and no students marked 'always'. The mean of this item is 2.95, which is relatively low score.

For item no 6: (listen to guest lectures/speakers from overseas) None of the students put ticked on 'never'. 9 students ticked 'sometimes'. 11students ticked 'often'. No students ticked 'very often' and 'always'. The score in this item is 2.55, which is a relatively low score.

The last question, in this section, was to the student 'what difficulties do you face while listening to anything in English?' They were given some multiple choices like sound recognition, stress accent, and intonation. 3 students ticked 'sound recognition' 2 ticked 'stress' 6 ticked 'intonation' and 9 of them ticked 'accent'.

4.5 Writing:

Table-7

Item	No.	Sometimes	Often	Very often	Always
1. Do You think you are able to Answer comprehension/ discussion questions in exam?	-	-	13	7	-
2. Do You think you are able to write project report describing the steps and the results of an experiment/ group project?	-	-	8	12	-
3. Do You think you are able to write an essay / project on a topic incorporating ideas from a variety of sources and document these sources appropriately?	-	1	9	10	-
4. Do You think you are able to write a summary of an article?	-	-	8	12	-
5. Do You think you are able to design a questionnaire to gather information for an assignment?	-	-	11	9	-

Table-8

No.	Item	Total	Score
1	Do You think you are able to Answer comprehension/ discussion questions in exam?	67	3.35
2	Do You think you are able to write project report describing the steps and the results of an experiment/ group project?	72	3.6
3	Do You think you are able to write an essay / project on a topic incorporating ideas from a variety of sources and document these sources appropriately?	69	3.45
4	Do You think you are able to write a summary of an article?	72	3.6
5	Do You think you are able to design a questionnaire to gather information for an assignment?	69	3.45

6. What difficulties do you face while writing in English?

a. Fully appropriate words	b. Forming sentences	c. Organizing structures	d. Organizing paragraph
4	11	3	2

For Item no1: (answer comprehension/discussion questions in exam.)

None the students put ticked on 'never', 'sometimes' and 'always'. 13students ticked 'often' and 7 ticked 'very often'. The mean of this item is 3.35, which is relatively high score.

For item no 2: (write project report describing the steps and the results of an experiment /group project) None the students put ticked on 'never', 'sometimes', and 'always'. 8 students ticked 'often'. 12 students ticked 'very often'. The score in this item is 3.6, which is a relatively high score.

For item no 3: (write an essay/project on a topic incorporating ideas from a variety of sources and document these sources appropriately.) No student is found to put tick on 'never'. Only 1 student ticked 'sometimes'. 9 students ticked 'often'. 10 students ticked 'very often'. No students marked always. The score of this item is 3.45, which is a relatively high score.

For item no 4: (write a summary of an article.) No student is found to put tick on 'never'. 1 student ticked 'sometimes'. 9 students marked 'often'. 10 Students responded 'very often'. No student ticked always. The mean in this item is 3.45, which is a relatively high score.

For Item no 5: (design a questionnaire to gather information for an assignment.) None the students put ticked on 'never', 'sometimes', and 'always'. 11 students ticked 'often'. 9 students answered 'very often'. The mean of this item is 3.45, which is a relatively high score.

The last question in this section to the student was-what difficulties do they face while writing in English? They were given four choices. 4 students ticked 'fully appropriate words'. 11 ticked 'forming sentences', 3 ticked 'organizing structures', 2 ticked 'an organizing paragraph.'

Chapter -5 Page

Conclusion and recommendations

5.1 Preamble:

The present study was born out of a necessity to evaluate the service courses at the East West University. It was felt that English language courses at the department were not able to improve the language proficiency.

The objectives of the study were framed with this background in mind. The principal objective of the study was to identify the lacking of the service courses. The present language courses were evaluated from an analysis of the differences of language proficiency.

In designing the questionnaires, the researcher tried to make it as possible in terms of layout and quality of reproduction.

According to BEST (1977), 'a good questionnaire should have clear and complete instruction .All questions should be worded as simply and clearly as possible and they should be presented in a logical order, proceeding from general to more specific.'

For explaining aims and objectives of the surveys, a covering letter was attached to them Respondents were assured that the information provided would be treated with strict confidentiality and would only be used for the purpose of this research .The questions were formulated and arranged in a logical order to make it as easy as possible .Related items were grouped with clear and brief instruction.

5.2 Recommendations:

Recommendations for further improvement of the ongoing language courses can be made in the light of the information found in the study.

In speaking areas, students were asked questions in six different perspectives to know their speaking proficiency. Results show that students' level is not still up to the mark. They are very weak in communicating with foreigners. Foreign instructors should be engaged in 'Spoken English' course.

The Basic English Course is not appropriate enough to provide the opportunity for understanding and improving properly in achieving communications skills especially reading. Students should be exposed to different types of texts to develop efficient reading skill. Most of the students are slow reader. They are able to read 400-500 pages in every semester, which one cannot expect.

While reading anything in English, most of the students face problems in new words. Even long sentences in a particular text make them puzzled. So, the department should prepare course content, considering all these problems.

In listening areas, most of the students are not able to listen or understand, which is pronounced in foreign accent. None of the courses do not address properly to the students in achieving listening abilities.

Apart from four service courses, listening course should be introduced individually. Simultaneously state of the art language labs can assure the students in gaining listening areas.

To some extent, students are able tom handle in writing areas. Because in every course, the course instructors emphasis on writing.

5.3 Conclusion:

From the above discussion, we can conclude that the department of the East West University should take the initiative to solve all of these problems. At the same time, others would be benefited from this study.

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Appendix 1 speaking

Question / Student	1	2	3	4	5	6
1	3	2	4	3	3	2
2	4	4	3	3	4	3
3	3	3	4	4	3	2
4	3	3	3	3	2	2
5	4	3	4	4	4	4
6	3	4	3	4	4	4
7	4	4	4	4	4	3
8	3	4	3	4	4	4
9	4	4	4	3	3	3
10	4	3	3	3	3	2
11	3	2	2	2	2	2
12	4	3	3	3	3	2
13	3	3	3	4	4	2
14	4	4	3	3	3	3
15	3	3	4	4	3	3
16	2	2	3	3	3	2
17	4	4	5	5	5	3
18	4	4	3	4	4	3
19	4	4	4	3	3	3
20	3	3	2	3	3	3
Total	69	66	64	69	67	56
Score	3.45	3.3	3.2	3.45	3.35	2.8

7. What difficulties do you face while speaking in English? (Tick on the right word you can tick as many as necessary.

1.Pronunciation	2. Grammar	3.Vocabulary	4.Appropriateness	5. Fluency
4	4	5	1	6

Appendix.2Reading

Question \ Student	1	2	3	4	5	6	7	8	9
1	3	3	4	4	2	2	3	3	3
2	3	4	4	4	3	2	2	3	3
3	2	3	3	3	2	2	2	3	3
4	4	3	3	3	3	2	2	2	2
5	2	4	3	3	3	3	3	3	3
6	3	4	4	4	4	4	3	2	2
7	2	3	3	2	2	3	3	3	3
8	3	4	3	4	3	4	3	4	3
9	4	4	4	3	3	3	3	3	3
10	2	2	3	3	3	2	2	2	2
11	3	3	3	3	3	3	3	4	4
12	3	3	4	4	4	2	3	4	4
13	4	4	4	3	4	4	4	5	5
14	5	5	4	4	3	3	4	5	5
15	5	4	4	4	3	3	3	3	3
16	4	4	4	3	3	4	5	3	5
17	4	4	4	3	4	4	4	4	4
18	3	3	2	2	3	4	4	4	3
19	3	4	3	4	3	4	3	4	3
20	3	3	3	4	3	3	3	3	3
Total	65	71	69	67	61	61	62	67	66
Score	3.25	3.55	3.45	3.35	3.05	3.05	3.1	3.35	3.3

10. Approximately how many pages of text/ reference books / journal/ articles you have to read every semester.

a. 400-500 pages	b. 500-600 pages	c. 600-700 pages	d. above
13	4	2	1

11. What difficulties do you face while reading in English?

a. Long sentence	b. Text organization	c. Concept	d. Word meaning
4	2	4	10

a. Long sentence	b. Text organization	c. Concept	d. Word meaning
4	2	4	10

Appendix3 Listening

Question / Student	1	2	3	4	5	6
1	4	4	2	3	3	2
2	3	3	2	3	2	2
3	3	3	2	3	3	2
4	4	4	4	4	3	3
5	5	4	4	3	3	3
6	3	2	2	2	3	3
7	4	4	3	3	3	3
8	5	5	5	4	4	3
9	4	4	4	4	3	3
10	3	3	2	2	3	2
11	2	3	3	2	3	3
12	3	4	4	4	3	3
13	3	4	3	4	3	2
14	4	3	4	3	4	3
15	3	3	4	4	2	2
16	3	4	3	4	2	2
17	4	4	3	3	3	3
18	3	3	3	3	3	3
19	3	4	4	3	3	2
20	3	4	3	3	3	2
Total	69	72	64	61	59	51
Score	3.45	3.6	3.2	3.05	2.95	2.55

7. What difficulties do you face while listening to anything in English?

a. Sound recognition	b. Stress	c. Intonation	d. Accent
3	2	6	9

Appendix 4 Writing

Question / Student	1	2	3	4	5
1	3	4	4	4	4
2	3	3	3	3	3
3	3	4	3	4	3
4	4	3	4	3	3
5	3	3	4	4	3
6	3	4	3	4	3
7	3	3	3	3	3
8	4	4	4	4	4
9	4	3	4	3	4
10	3	4	3	4	3
11	3	4	3	4	3
12	3	4	3	4	3
13	4	3	4	3	4
14	3	4	4	4	4
15	4	4	4	4	4
16	3	3	4	4	4
17	4	4	3	3	4
18	4	3	3	3	3
19	3	4	4	4	4
20	3	4	2	3	3
Total	67	72	69	72	69
Score	3.35	3.6	3.45	3.6	3.45

6. What difficulties do you face while writing in English?

a. Fully appropriate words	b. Forming sentences	c. Organizing structures	d. Organizing paragraph
4	11	3	2