

## Science Students Listening Needs and Insights into Listening Instruction: An Analysis

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**Abstract:** *Globalization has assisted the emergent importance of English Listening skills in all walks of life, principally in tertiary education. Previous research points out that many University students face serious learning difficulties and lack confidence in Listening in classrooms. This paper is based upon data collected by using questionnaires and interviews from Science students and Science teachers at the Science Faculty of Dhaka University. The findings are concerning the compulsory EAP courses at three departments of the Science Faculty. Science students' specific Listening needs and the areas of difficulty were identified and suggestions have been made for addressing these needs and problems and for renewing the present EAP courses.*

### Introduction

Globalization, i.e. the trend for world-wide amalgamation in education and other sectors (Held et al., 1999) is changing the situation in which English is learnt as a foreign language (EFL) or second language (ESL). English stands at the centre of the global language system, in economic and cultural globalization namely the globalization of language. It has become a universal global *lingua franca* (Crystal, 2003) par excellence and entrenches this dominance in a self-reinforcing process. It is the central language of communication in business, politics, administration, science and academia, as well as the dominant language of globalised advertising and popular culture. (Held et al., 1999, p. 346) The balance of emphasis in the use of English as a *lingua franca* has shifted, from a primary focus on written communication to a growing emphasis on aural communication. Thus linguistic globalization has intensified the importance of Listening skills.

People need English competence for their practical life and in nearly all domains, in every nation, English is more and more necessary – they often need aural skills. But, traditional EFL pedagogies in Asian and Southeast Asian nations are not adequate to meet this need for expanded emphasis on aural communications. Traditional pedagogies take a scholastic approach and focus

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almost exclusively on learning to read and write, with little or no attention to the aural skills. Teachers, schooled in a scholastic approach, focus on grammar and correct usage with little attention to aural communication, and feel comfortable reproducing this approach with students. Because of the growing role of English both locally and internationally the scholastic approach has however become obsolete as the profound need for Listening skills cannot be avoided. When students enter the tertiary level, they must adjust rapidly and learn fast, cope with both academic and social needs therefore communication is crucial in order to function in the classroom and succeed academically.

Thus this study is driven by the need to identify those specific aural language needs from the perspective of lecturers and students involved in the EAP Courses at the Science Faculty of Dhaka University. As indicated by previous research these needs may include: difficulty with general listening comprehension, poor levels of participation, unrealistic lecturer expectations, and, differences in teaching styles.

### **Needs Analysis**

The method of identifying learners' needs is called Needs Analysis (NA). NA is a prominent feature and vital element in designing any ESP syllabus (Munby, 1978; Robinson, 1991). NA helps identify the specific language needs that can be addressed in developing goals, objectives, and content for a specific language program. According to Hutchinson and Waters (1987) the primary goal is to determine the content for an appropriate English language course where all decisions as to content and methodology are based on learners' reasons for learning. Gardner and Winslow (1983) affirmed that the need to conduct a NA is "to produce information which acted upon makes a course better adapted to students' needs" (Gardner and Winslow cited in Dudley-Evans & St John, 1998:121). Nunan (1999) classified NA into 1) *content needs*: linguistic / lexical / discourse selection and sequencing of topics, grammar, functions, notions and vocabulary 2) *process needs*: selection and sequencing of learning tasks, experiences and strategies to be used by students and teachers.

Flowerdew and Peacock (2001) suggested that data be collected from the people responsible for the course, i.e. language teachers, subject matter experts, learners, administrators and the institution. Robinson (1991) recommended questionnaires, interviews, observations, case studies, test and authentic tests.

In the local scenario several Bangladeshi researchers and curriculum experts have lamented the lack of any comprehensive and tangible data on the needs of Bangladeshi, tertiary level learners. Some researchers have strongly recommended NA at Dhaka University and other universities (Khan, 2000; Haque & Zaman 1994; Rahman, 2007)

Khan (2000) urged that: "-- *the syllabus needs to be rewritten keeping in mind the needs and demands of the students. -- a needs analysis could also be carried out to determine student needs*" (Khan, 2000:106-7).

Haque & Zaman (1994) stressed that: "-- the *EFL course should aim at academic purposes and learner needs/wants* as -- the *learners' needs and wants tremendously control the whole package of teaching materials--*" (Haque & Zaman 1994:79).

### ***Evaluation***

Evaluation is a necessary part of NA; Weir and Roberts (1994) observed that -- "Evaluation is a part of the whole educational process, specially, in ELT that seeks to improve the educational quality of a language program or project normally while it is in progress" (Weir and Roberts, 1994:4)

Evaluation determines whether a program is meeting its goals i.e. whether, the measured outcomes for a given set of instructional inputs match the intended or pre-specified outcomes; whether the stated objectives have been achieved. Similarly Tuckman (1985:3) opined that: -- "--how successfully the language program innovations are being implemented can only be observed by a systematic evaluation procedure--".

An ELT program cannot be completed without a methodical evaluation procedure. Systematic evaluation generates relevant data and information about innovation; whether changes need to be made in the course outline and materials and how far it can be continued or whether it is transferable etc. The main purposes of evaluation in language education projects and programs are for accountability or developmental purposes, and are closely linked to the concept of awareness raising (Rea-Dickins and Germaine, 1998).

### **Research in Listening Needs Analysis and Course Evaluation**

NA is the practical way of identifying specific English language needs as it is context specific, suited to particular group's needs and effective when information is drawn from both students and teachers as informants. Prior studies have shown that students and instructors do not always identify the same problems.

English for Academic Purposes (EAP) NAs have focused on general academic literacy skills and NA on academic aural/oral skills was "virtually nonexistent" (Ferris 1998, p. 291). Flowerdew (1995, p.1) supports this view and stresses upon the need to research academic listening, the importance of pronunciation; oral participation in group discussions; different lecturing styles and general listening comprehension for successful participation in tertiary courses.

Ostler (1980) surveyed the academic needs of ESL students at the University of Southern California about the relative importance of various academic tasks across the four macro-skill areas (reading, writing, listening and speaking).



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Subsequent studies identified listening comprehension as an area of 'need'. This included the areas of general listening and more specifically listening to lectures.

Ferris (1998) conducted a comparative needs analysis study on students' views of academic aural/oral skills on ESL students at California State University. She explored students' perceptions of college requirements regarding listening skills; difficulties in meeting requirements (Ferris, 1998, p. 289). It emerged that students lacked confidence in listening abilities; they could not understand instructors, and felt their speech was unintelligible (Ferris, 1998, pp. 310-311). Ferris, concluded that "ESL students could benefit from increased attention to academic aural skills development, prior to (or at least concurrent with) taking subject matter courses" (Ferris, 1998, p. 314).

Khan (2000) evaluated the English Foundation Course being at the Arts Faculty of Dhaka University. She found that students' expectations were not being fulfilled; 'listening' was neglected; the textbook was unsatisfactory.

Dooy (2006) identified the listening needs of international students at Curtin University. The perceptions of students and instructors agreed on the importance of listening for academic success and attributed importance to general listening skills in lectures, tutorial and group assignments and identified areas of difficulty.

Basturkmen and Al-Huneidi (1996) studied the English needs students and faculty in Kuwait University to examine perceptions of the importance of skill; sub-skills; language deficiencies; language demands and needs. Specific tasks important for study were identified and the relevance of the current English program was assessed. They found that most faculty members (>60%) perceived students skills as inadequate.

Akin and Gucer (2001) evaluated materials at Turkey's Bilkent University and found that the EAP materials were unsatisfactory; lecture-based, too theoretical, not task-based and text selection was inappropriate.

Zhu & Flaitz (2005) found that undergraduates at an American public university faced difficulties with listening to long lectures; discussions; juggling listening and note-taking; simultaneously having to read and listen; participating and interacting in and out of class.

Present day funding and resource constraints put pressure on tertiary courses to focus on the skills deemed to be the most needed (reading and writing), consequently, students frequently do not have opportunity to practice listening and enter mainstream courses ill-prepared to cope with the requisite aural demands.

Jordan (2002) in Farr (2003, p.67) 'cited studies which empirically concluded that the initial difficulties students encountered in the L2 academic environment are primarily in the domains of listening.

The current study is informed by those studies that have explored the various listening needs of university students. The findings of the present research



reflected and confirmed different strands of the findings from all the aforementioned studies.

**Methodology**

**Participants:** 60 Dhaka University, Science Faculty students from the Departments of Physics, Bio-chemistry and Psychology, who had completed compulsory EAP undergraduate courses in their own departments, completed a computer coded survey questionnaire. Additionally 30 Science subject teachers and ESL lecturers from the same departments completed a computer coded survey questionnaire for teachers.

**Procedure:** Completed questionnaires were analyzed using SPSS software. Data has been presented in table form and frequency counts and percentages have been used to describe findings for easy reference.

**Instrument:** Computer coded questionnaires using a five-point Likert scale to assess responses to close-ended questions was used to determine students' and teachers' perceptions. Classroom observation was used to clarify questionnaire findings. Selective interviews were conducted to clarify emergent themes.

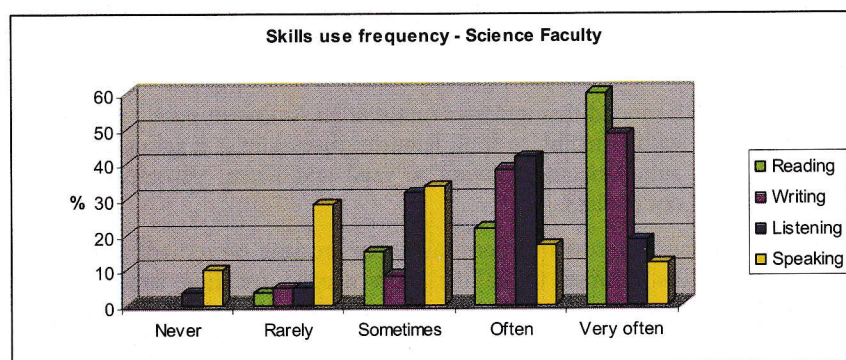
**Data Analysis and Findings**

The Science students' perceptions regarding the four language skills are presented in this section.

*Frequency of use of the language skills*

The findings for frequency of use of the four skills are presented in Figure 1

**Figure 1: Frequency participants are expected to use language skills**



Significantly it was found that most students (60%) “often - very often” listened.

High reading and writing frequencies are due to the fact that English is the officially stated medium of instruction at the Science Faculty and all texts are in

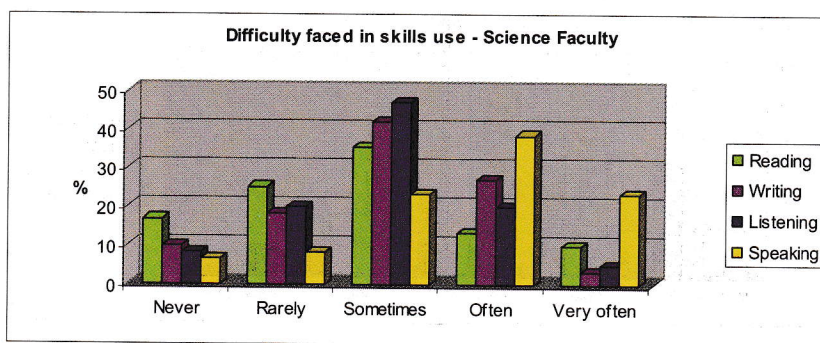
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English. The Listening frequency is slightly lower perhaps because teachers code-switch.

***Difficulty faced in the language skills***

The difficulty students faced in the language skills are summarized in Figure 2.

**Figure 2 Frequency of difficulty faced while using English language skills**

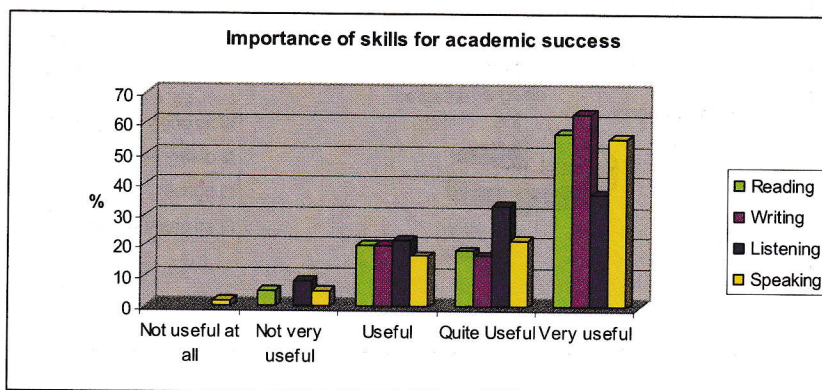


It was found that a number of students (25%) “often - very often” faced difficulty in listening; additionally a sizeable number of students (23.3-46.7%) “sometimes” faced difficulty in all the skills.

***Perceived importance of the skills for academic success***

The Science students’ perceptions about the importance of the English language skills for their academic success are given in Figure 3.

**Figure 3 Students’ perception of importance of skills for academic success**

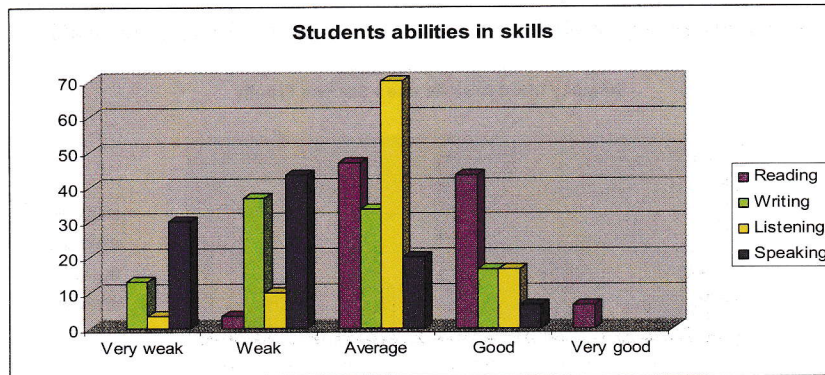


Notably the overwhelming majority of students (91.7-100%) perceived all the

skills as “important-very important” for academic success. Since English is the medium of instruction in this Faculty, and all texts are in English, this accounts for the students’ perceptions.

The findings for the teachers’ perceptions of their students’ skills proficiency are presented in Figure 4.

**Figure 4: Teachers’ perception of students’ proficiency in the four skills**

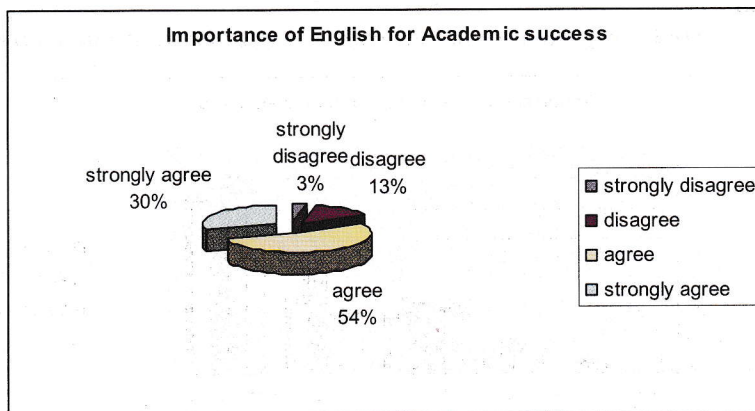


It was found that the vast majority of teachers (> 85%) perceived students as “average - good” at Listening.

**Teachers’ perception of the importance of English for academic success**

The teachers’ opinion concerning English as a deciding factor for academic success is presented in Figure 5.

**Figure 5: Teachers’ perception of importance of English for academic success**





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Appreciably most teachers (84%) perceived English as “important” for academic success.

**Overview of frequency of use of the Listening sub-skills**

The findings for the Listening sub-skills most frequently used by Science Students are presented next.

***Frequently engaged in Listening Tasks***

Table 1 illustrates the findings for the various listening skills Science students frequently used:

**Table.1: Frequency of frequently engaged in Listening tasks:**

	Never	Sometimes	Often-Always
Listen to & understand lectures & notes	2(3.3)	8(13.3)	50(83.3)
Listen to & carry out instructions/directions	1(3.3)	5(8.3)	54(90)
Listen to & understand class/tutorial discussions		2(3.3)	58(96.6)
Listen to & understand questions/points raised during class/tutorials	2(3.3)	8(13.3)	50(83.3)
Listen to & answer questions in class/tutorials	4(6.7)	13(21.7)	43(71.6)
Listen to & understand seminars & talks	3(5)	17(28.3)	40(66.6)
Listen to & understand television programs	3(5)	9(15)	48(80)
Listen to & understand radio programs	13(21.7)	16(26.7)	31(51.6)
Listen to & understand different English accents	5(8.3)	23(38.3)	32(53.3)

\*All figures within parentheses are in percentages

The majority of the Science students (62 -80%) “often”:

- listen to and understand questions or points raised during class or tutorials
- listen to and carry out instructions or directions
- listen to and understand class or tutorial discussions
- listen to and understand lectures and notes,
- listen to and answer questions in class or tutorials,

- listen to and understand television programs
- listen to and understand radio programs.

It must be noted that lectures are mostly in Bangla interspersed with English phrases and technical terms.

***Freshmen Science Students' perceptions of Listening Ability***

Table 2 presents the results of students' ability in the listening sub-skills:

**Table 2: Ability in listening sub-skills**

	Very weak-Weak	Average	Good-Very good.
Listen to & understand lectures & notes	6(10)	17(28.3)	37(61.6)
Listen to & carry out instructions/directions	4(6.7)	26(43.3)	30(50)
Listen to & understand class/tutorial discussions	2(3.3)	30(50)	28(46.7)
Listen to & understand questions/points raised during class /tutorials	2(3.3)	30(50)	28(46.7)
Listen to & answer questions in class/tutorials	7(11.6)	32(53.3)	21(35)
Listen to & understand seminars & talks	15(25)	32(53.3)	13(21.6)
Listen to & understand television programs	7(11.6)	27(45)	26(43.3)
Listen to & understand radio programs	11(18.3)	28(46.7)	21(35)
Listen to & understand different English accents	21(35)	20(33.3)	19(31.6)

\*All figures within parentheses are in percentages

It was found that most Science students claimed to be "average-very good" in listening. However significant numbers of students admitted to being "very weak-weak" in:

- Listening to and understanding different English accents (35%)
- Listening to and understanding seminars and talks (25%)
- Listening to and understanding radio programs (18.3%)
- Listening to and understanding television programs (11.6%)
- Listening to and answering questions in class or tutorials (11.6%)
- Listening to and understanding lectures and notes (10%)

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The results indicate weakness in certain core listening sub-skills which needs to be improved. These findings contradict the Science teachers' findings as most Science teachers (86%) perceived Science students as "average- very good" in Listening. Many researchers (Mason, 1995, Ferris, 1998, Mulligan & Kirkpatrick, 2000, Zhu & Fleitz, 2005,) have reported similar findings that "the processing required to understand lectures, take meaningful notes created problems for students."

**Usefulness and Learning of the Present EAP Courses**

***Teachers' perception of Course Usefulness in teaching Listening Sub-skills***

Teachers' opinions regarding the usefulness of the existing EAP courses in teaching Listening sub-skills are given in Table 3.

**Table 3: Teachers' perception of courses' usefulness in teaching Listening sub-skills**

	Not at all helpful	Not very helpful	A bit helpful	Quite helpful	Very helpful
	N %	N %	N %	N %	N %
Listen to & understand lectures & notes	1 (3.3)	5 (16.7)	9 (30)	10 (33.3)	5 (16.7)
Listen to & carry out instructions/directions		5 (16.7)	7 (23.3)	13 (43.3)	5 (16.7)
Listen to & understand class/tutorial discussions		4 (13.3)	8 (26.7)	12 (40)	6 (20)
Listen to & understand questions/points raised during class /tutorials		2 (6.7)	11 (36.7)	13 (43.3)	4 (13.3)
Listen to & answer questions in class/tutorials		4 (13.3)	7 (23.3)	14 (46.7)	5 (16.7)
Listen to & understand seminars & talks	1 (3.3)	6 (20)	9 (30)	9 (30)	5 (16.7)
Listen to & understand television programs	3 (10)	3 (10)	11 (36.7)	9 (30)	4 (13.3)
Listen to & understand radio programs	4 (13.3)	4 (13.3)	11 (36.7)	9 (30)	2 (6.7)
Listen to & understand different English accents	5 (16.7)	5 (16.7)	6 (20)	11 (36.7)	3 (10)

\*All figures within parentheses are in percentages



It was found that most teachers (>65%) believed the courses helped teach Listening sub-skills. But many teachers felt the courses did not help to teach:

- Listening to and Understanding lectures and notes (20%)
- Listening to and Understanding seminars and talks (23.3%)
- Listening to and Understanding class and tutorial discussions (13.3%)
- Listening to and Carrying out instructions and directions (16.7%)
- Listening to and Answering questions in class and tutorials (13.3%)

These findings are supported by Dooley's (2006) NA findings that existing bridging EAP courses did not adequately prepare students for some necessary listening skills..

***Students' perception of the Learning & Usefulness of EAP Courses***

The Science students' perceptions regarding the learning and usefulness of the EAP courses are illustrated in Table 4.

**Table 4: Students' perception of courses' learning & usefulness**

Strongly disagree	3.3
Disagree	8.3
Not sure	16.7
Agree	36.7
<b>Strongly agree</b>	<b>35.0</b>

*Note: Data is presented in percentages (%)*

Though the majority of students (71.7%) felt the EAP courses were helpful some students (11.6%) felt the course was not "useful" and others (16.7%) were "unsure"; thus indicating that some students' needs are not being met.

***Course effectiveness & Students' Pre-course & Post-course Skills Use Frequencies***

The students' skills use frequencies before and after doing the courses was explored in order to ascertain courses' effectiveness. A marked increase (from

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53.4% to 85%) was noted in students who “often-very often-always” listened (See Table: 5 in Appendix), so perhaps the EAP courses helped students improve in Listening to some extent.

### **Overview of EAP Courses’ Difficulty**

#### ***Students’ perceptions of course difficulty***

The difficulty the students faced in the EAP courses was looked into next (See Table: 6 in Appendix). Significantly many Science students “often-always” found:

- class discussions difficult (40%)
- the language of the course book or handouts or materials difficult (50%)
- the tasks and activities difficult (48.3%)
- had difficulty completing work timely in class (40%)

Lots of students (40-53.3%) “Sometimes” faced difficulty in all of the above. Thus the EAP courses; materials and tasks are difficult, this issue needs to be attended to.

### **Overview of Classroom Teaching Styles and Suggestions for EAP Course Improvement**

#### ***Students’ perceptions of prevalent teaching styles***

An exploration of students’ perceptions of the most frequently used teaching styles, established: Lecturing (73.6%); Teacher asking questions and students answering (43.3%); Group discussions with teacher as facilitator (38.4%); Student presentations (32%) as the most frequently used teaching styles (See Table: 7 in Appendix).

#### ***Students’ perceptions of preferred teaching styles***

An investigation of students’ preferred classroom teaching styles, found: Group or pair work (80%); Teacher asking questions and students answering (78.3%); Group discussions with teacher as facilitator (78.3%); Students given work and working independently out of class (76.7%); Students doing practical fieldwork (76.7%) as teaching styles students’ preferred (See Table: 8 in Appendix).

***Teachers' perceptions of prevalent classroom teaching styles***

Examination of teachers' perceptions of frequently used teaching styles, revealed: Teacher asking questions and students answering (81%); Lecturing (73%); Students given work and working independently out of class (63%); Student presentations (56.7%) as the most frequently used teaching styles (See Table: 9 in Appendix).

Thus there is clear mismatch between the students' preferences, Teachers' preferences and prevalent teaching styles (classroom observations corroborated these findings). This matter needs to be addressed to ensure optimum teaching-learning.

**Selected excerpts from Students' Interviews pertaining to Listening**

The following themes emerged from students' interviews:

- The pedagogical style of classroom instruction is didactic, teacher-centred; students are passive learners. In typical didactic pedagogical teaching style teachers explain, students do textbook exercises, and classroom interactions are largely one-way. The main focus of teaching is on grammar, reading and writing. Aural communication skills such as Listening are ignored and students were not encouraged to become competent in them:
  - *--teachers just taught me grammar and writing -- (R3)*
  - *--they only focus on grammar and writing--they read some text books--do the exercises-- mark the exercise--there are listening test but a little bit not much-- (R7)*
  - *--I think I have problem with listening -- (R5)*
  - *--we were taught reading and grammar. That is why... my listening -- skills are not good enough--(R4)*
  - *--the teacher only explain the grammar-- we just write it down and do the exercise I think -- it's no enough -- We are just passive and just listen to the teacher--(R1)*
  - *it's quite difficult for the students to learn English -- teachers just teach grammar --(R5)*
- Classes lacked a balanced exposure to the four skills as a large part of the teaching time was devoted to teaching reading and writing moreover as Listening was not assessed in exams, it lost importance in classroom teaching. Thus the associated difficulty aggravated matters.
  - *--we didn't have much time-- because -- students didn't have much chance to*
  - *talk about and to listen --we have very many other things to study like writing and reading --consumed and required more time--(R4)*
  - *exams excluded listening skills, this also inhibited skill development--(R2)*



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- *The university places more emphasis on reading and writing. To pass the examination in English, we don't need to listen English--(R7)*
- *--when I became a university student I had to learn to listen and to speak, because I was not used to speaking and listening I had to work very hard--(R1)*
- *--when I went to university I was in big trouble. The most difficult thing is listening. Many of my friend share this thought with me – they also find difficulties in listening—(R4)*
- *I think the most difficult skill is listening, because people (who speak English) have different accents-- (R2)*
- Students had few opportunities for practicing Listening apart from in the classroom:
- *--I think maybe we need more practice --teachers should give us more chance especially in listening --we never had a chance to listen to another different accent—(R3)*

### Recommendations

The following suggestions have been made:

- courses should be redesigned in-keeping with Science students' Listening needs, Science teachers' needs and future career and employment needs
- real life, subject related materials should be used so that students can relate to, connect with them, and to provide classroom teaching-learning with transfer value
- course content, teaching activities and instruction should integrate the skills and provide substantial practice in Listening which is not the case now
- course content and instruction should be based upon tangible needs analyses and have a sound theoretical framework
- Students suggested the inclusion of:
  - Additional Listening (16%)
  - Practical subject related materials (53%)
  - Fieldwork (25%)
  - Movie, drama, music and debate (19%)

### Conclusion

This study raised awareness and provided information to teachers, curriculum experts, and decision makers about the existing Science Faculty EAP courses. Science students' specific Listening needs; problems, difficulties, and preferences were ascertained. Important issues that need to be considered for courses to be effective and learning friendly were identified. It was established from Science teachers' perception that Science students' abilities fall considerably short of the proficiency level required for academic success at the

tertiary level. Shortcomings of the EAP courses' content and instruction were identified and found to be in keeping with Pally's (2000) "exploration of student work in intermediate-advanced level classes" which also found a gap between the skills taught in ESL programs and those needed by students headed for academic/professional settings" (Pally, 2000). Thus this study has implications for future curriculum development.

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Appendix

Table 5: Distribution of skills use frequencies before and after the course

	Pre C Rdn g	Post C Rdn g	Pre C Wrtn g	Post c Wrtn g	Pre C Lstn g	Post C Lstn g	Pre C Spkn g	Post C Spkn g
Never		3.3	6.7	1.7	13.3	5	26.7	6.7
Sometime s	28.3	11.7	31.7	11.7	33.3	10	33.3	31.7
Often	41.7	28.3	33.3	25	31.7	26.7	16.7	25
Very often	13.3	28.3	18.3	21.7	11.7	26.7	18.3	18.3
Always	16.7	28.3	10	40	10	31.7	5	18.3

Note: Data is presented in percentages (%)

Table 6: Difficulty faced by students in following the EAP courses in class

	Never %	Sometimes %	Often %	Very often %	Always %
The discussions in class were difficult for me	6.7	53.3	18.3	16.7	5
The language of the course book/handout /materials were difficult for me	10	40	35	8.3	6.7
The tasks and activities were difficult for me to do	6.7	45	30	8.3	10
I had difficulty in completing the given work on time in class	6.7	53.3	21.7	10	8.3

Note: Data is presented in percentages (%)

**Table 7: Frequency of the different classroom teaching styles being used**

	Never	Rarely	Sometimes	Often	Very often
Lecturing	1(1.7)	3(5)	10(16.7)	20(33.3)	26(43.3)
Teacher asking questions & students answering	3(5)	16(26.7)	14(23.3)	19(31.7)	8(13.3)
Group discussions with teacher as facilitator		13(21.7)	23(38.3)	19(31.7)	5(8.4)
Students given work & working independently out of class	5(8.3)	13(21.7)	25(41.7)	11(18.3)	6(10)
Student presentations	8(13.3)	14(23.3)	18(30)	17(28.3)	3(5)
Students silently doing written work in class	19(31.7)	9(15)	23(38.3)	9(15)	
Using drama music role plays games	20(33.3)	11(18.3)	22(36.7)	5(8.3)	2(3.3)
Group or pair work	21(35)	12(20)	17(28.3)	8(13.3)	2(3.3)

\*All figures within parentheses are in percentages

**Table 8: Students' preferences of teaching styles**

	Not at all helpful	Not very helpful	A bit helpful	Quite helpful	Very helpful
Lecturing	2(3.3)	9(15)	13(21.7)	18(30)	18(30)
Teacher asking questions & students answering			13(21.7)	21(35)	26(43.3)
Group discussions with teacher as		1(1.7)	12(20)	17(28.3)	30(50)



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facilitator					
Students given work & working independently out of class	1(1.7)	4(6.7)	9(15)	21(35)	25(41.7)
Student presentations		3(5)	18(30)	19(31.7)	20(33.3)
Students silently doing written work in class	1(1.7)	12(20)	18(30)	14(23.3)	15(25)
Using drama music role plays games	4(6.7)	4(6.7)	14(23.3)	21(35)	17(28.3)
Group or pair work	1(1.7)	3(5)	8(13.3)	17(28.3)	31(51.7)
Students doing practical fieldwork	2(3.3)	5(8.3)	7(11.7)	15(25)	31(51.7)

\*All figures within parentheses are in percentages

**Table 9: Science Teachers' preferences of Classroom teaching styles**

	Never	Rarely	Sometimes	Often	Very often
Lecturing		3 (10)	5 (16.7)	5 (16.7)	17 (56.7)
Teacher asking questions & students answering		2 (6.7)	4 (13.3)	11 (36.7)	13 (43.3)
Group discussions with teacher as facilitator	1 (3.3)	6 (20)	8 (26.7)	5 (16.7)	10 (33.3)
Students given work & working independently out of class	1 (3.3)	1 (3.3)	9 (30)	13 (43.3)	6 (20)
Student presentations	1 (3.3)	6 (20)	6 (20)	11 (36.7)	6(20)
Students silently doing written work in class	5 (16.7)	8 (26.7)	7 (23.3)	7(23.3)	3 (10)
Using drama music role plays games	9 (30)	5 (16.7)	9 (30)	5 (16.7)	2 (6.7)
Group or pair work		9 (30)	10 (33.3)	5 (16.7)	6 (20)
Students doing practical fieldwork	4 (13.3)	8 (26.7)	9 (30)	8 (26.7)	1 (3.3)

\*All figures within parentheses are in percentages

**Table 10: Science Students' Suggestions for EAP course Improvement**

	Psychology	Physics	Bio-chemistry
Increased time allocation for Listening	8	-	8
Increased time allocation for Speaking	22	36	18
Increased time allocation for Reading	8	11	12
Increased time allocation for Writing	26	8	12
Increased time allocation for Grammar	8	-	6
Increased time allocation for Vocabulary	-	8	6
Introduction of practical subject related materials	12	21	20
Introduction of Fieldwork	-	16	9
Introduction of movie/drama/music/debate	16	-	3
Introduction of Presentations	-	-	4
Reduced time allocation for Grammar	-	-	2

\*All figures are in percentages