

**Needs Analysis of International Students in EAP Courses: A Case
Study of IIUI**



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Abstract

This exploratory case study investigates the linguistic challenges, perceptions, and learning preferences of international students enrolled in the English for Academic Purposes (EAP) course at International Islamic University (IIUI), Islamabad. Utilizing a mixed-methods approach informed by the Needs Analysis Models of John Munby (1978) and Kaewpet (2008), the research employed questionnaires for both current EAP students and alumni, as well as interviews with EAP instructors and departmental heads. Additionally, two classroom observations were conducted to gather qualitative data on instructional methods and students' engagement. The findings reveal a significant discrepancy between the perceived effectiveness of the EAP course by current students and the outcomes experienced by EAP alumni. While the course is well-intentioned, the data suggests it is not fully preparing students for the academic demands of their degree programs. A central finding indicates that despite completing the course, a majority of alumni still struggle with oral communication, listening comprehension, and note-taking. The study also highlights a mismatch between the desired learning methods of students (such as speaking and interactive activities) and the predominantly lecture-based instructional approach observed in the classrooms. Based on these findings, the study concludes that the current EAP curriculum and teaching methodologies require significant pedagogical improvements to align with the specific needs and goals of international students at IIUI. Recommendations are proposed to enhance the course's effectiveness and better equip students for academic success.

Keywords: Needs Analysis, English for Academic Purposes (EAP), International Students, Academic Success, Curriculum Development, Pedagogical Improvement, Case Study, IIUI, Linguistic Challenges

Declaration

I , Aamir Ejaz Khan, Registration No: 677/FLL/MSENG/F21, a student of MS English Linguistics at International Islamic University Islamabad , do hereby solemnly declare that the thesis submitted by me in partial fulfilment of the requirement of the degree of MS in English is my original work, and has not been submitted earlier, and shall not be submitted by me in the future for obtaining any other degree from this or any other university.

Signature of Deponent

Aamir Ejaz Khan

Dedication

I

dedicate

this work

to

My Parents

My Wife

&

My Uncle

Acknowledgement

Praise be to Allah, the Lord of the entire universe. May Allah send His blessings upon the last Messenger of Almighty, Hazrat Muhammad (S.A.W), and the progeny of Hazrat Muhammad (S.A.W). I am immensely pleased to have completed my MS thesis, a reality that would not have been possible without the support and encouragement of the amazing people around me.

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CHAPTER 1

INTRODUCTION

1.1 Background of the Study

English has become the greatest common language spoken universally. No one can ignore the reality that English is a window to the modern world, as it has been used for numerous purposes and needs across fields such as medicine, tourism, education, science, and technology. Good proficiency in the English language can enhance the chances of progress and achievements for its learners in academic and professional life (Nishanthi, 2018).

The global expansion of higher education has resulted in a considerable surge in international students' enrollment pursuing academic degrees across different global contexts. Among other academic and social-cultural challenges- language proficiency in the instructional medium is a very significant and critical factor of the students' academic success and overall integration. At university level, English serves as a medium of instruction, and it necessitates enrollment of the international students to develop and enhance specific linguistic skills required for their studies (Rienties et al., 2012).

In Pakistan, English came with the arrival of British traders who came to the sub-continent during the 1600s. Moreover, during the colonial era of the sub-continent, English served as the medium of education and public administration. After independence, it became the official language of Pakistan and is considered a sure passport to every sphere of social life, especially for academic and professional success.

English is the primary and official language of instruction at university level in Pakistan; therefore, tertiary-level students are required to show greater skills in the English language to enhance their academic success. Having sound knowledge of English and linguistic

competency is a crucial requirement for both Pakistani and international students studying in Pakistani universities. It has been observed that Pakistani students face many hurdles in terms of language skills and proficiency owing to their poor and low-standard academic background. International students who are pursuing their degrees in Pakistani universities, especially at IIUI, show a worse situation.

The International Islamic University Islamabad (IIUI) is a renowned institution attracting international students from different linguistic and cultural backgrounds by offering degrees across a wide range of disciplines. As a student of IIUI, the researcher has observed that international students at IIUI who are enrolled in different degree programs pursuing their bachelor's and master's face many problems in terms of English language skills when they are supposed to portray their thoughts and ideas in the academic context. It is pertinent to mention that Centre for Language Teaching (CLT) in the department of languages and literature at IIUI offers a preparatory course titled as English for Academic Purposes (EAP) for international students before the start of their actual degree program for their academic success and well-being. This specific course is being taught by the ELT instructors of the CLT in the department of languages and literature. It is very essential to know international students' English language needs within the unique academic and cultural context of IIUI. Despite anecdotal evidence from instructors indicating that international students struggle with the academic language demands of their courses; this issue has yet to be formally investigated. The present research aims to fill this research gap by conducting a systematic analysis of these challenges and their main causes, and thereby serving as a foundational study on the topic.

1.2 Statement of the Problem

Significant research work has been done about the needs and hurdles of students in ESP&EAP courses. In the Pakistani context, various research works demonstrate students'

needs, wants, and hurdles in ESP&EAP courses. All researchers focused on international students in multiple settings. International Islamic University attracts many students from different countries and academic backgrounds, and they are expected to show English language proficiency; so that academic quality improves and they achieve their desired learning goals. However, international students face many hurdles and problems, and achieve unsatisfactory academic proficiency while studying at undergraduate and graduate levels in Pakistani universities, especially at the International Islamic University. Furthermore, no significant research work has been done to analyze the needs and problems of international students even after completing their pre-sessional courses like EAP language courses. I aim to fill this gap and intend to highlight international students' linguistic and learning discrepancies by suggesting some pedagogical improvements.

1.3 Aims and Objectives of the Study

This study aims to analyze the language learning problems faced by the international students enrolled in EAP courses. It will do so through a comprehensive review of the effectiveness of the present EAP course which is being offered by the CLT in the Department of Languages and Literature at IIUI. Furthermore, this study will also investigate students' and stakeholders' perspectives on the EAP courses.

The specific objectives are:

- a. To analyze the linguistic and academic gaps of international students in EAP courses.
- b. To investigate the factors contributing to the deficiencies faced by international students in their EAP course learning.

- c. To evaluate the alignment between the current EAP course syllabi and the academic needs of the international students.
- d. To highlight students' and stakeholders' perceptions regarding the EAP course syllabi and students' needs.
- e. To recommend practical, and evidence-based pedagogical strategies for improving EAP instructions.

1.4 Research Questions

- What are the present linguistics and learning discrepancies of international students studying EAP courses and the reasons behind these discrepancies?
- To what extent do EAP language courses assist students in their immediate and future academic achievements?
- What are students' and stakeholders' perceptions related to present EAP language course syllabi and students' hurdles?

1.5 Research Significance

By conducting the current research work, international students' language gaps and issues will be analyzed, which are anticipated to assist language instructors and other stakeholders to design their teaching methodology and syllabi according to international students' needs and requirements. Resultantly, international students will likely achieve their required language proficiency through these EAP language courses. Lastly, a huge possibility of pedagogical improvement in language courses is expected through this research work.

1.6 The Study's Setting

International Islamic University (IIUI) Islamabad, served as a site for the present research work. IIUI is a prominent public sector university aiming to provide higher education in both modern sciences and Islamic studies. Its core aim is to produce scholars and graduates well-versed in Islamic learning and teaching, and must align their personality and character with Islamic teachings and practices. Resultantly, this unique approach not only attracts indigenous students but also a major portion of international students.

IIUI was established on 11th November, 1980 with named as 'Islamic University', and later on upgraded and reconstituted as 'International Islamic University' in March, 1985 through an ordinance. Currently, IIUI consists of nine faculties and six independent academies, institutes and centers with numerous departments having a range of disciplines. The university offers different academic programs which include: Islamic Studies (Usuluddin); Social Sciences (Anthropology, Economics, Psychology, Education, Sociology, Mass Communication, Law etc.); Management Sciences (Business Administration, Accounting and Finance, Commerce, Project Management, Public Administration etc.); Natural Science (Biotechnology, Biology, Biochemistry, Microbiology, Food science and Technology, Bioinformatics, Physics, Mathematics, Statistics , Environmental Sciences); Engineering and Technology (Civil Engineering, Electrical Engineering, Software Engineering, Computer Science etc.); and the Language and Literature (English, Urdu, Persian and Arabic). As degree programs are concerned, IIUI offers over 144-degree programs as of 2016-, and 138-degree programs as of 2022, likely due to changes or updates to the curriculum.

1.6.1 The CLT as a Specific Research Site

This research was specifically conducted at the Centre for Language Teaching (CLT), which was established in March 2008 to address the growing significance of English as a global

lingua franca in professional and academic settings. The CLT is a vital part of the faculty of languages and literature. Its main aim is to enhance language proficiency and communication skills of students and professionals, especially to assist and prepare international students with low language proficiency and skills- before joining of their actual degree programs at IIUI.

1.6.2 Courses Offered by the CLT

The CLT offers two main tracks for English language programs: Special English Preparatory Courses like IELTS, TOFEL, GRE, GMAT, GAT etc., and English Proficiency Programs which includes courses for researchers, students with limited English proficiency, and for working professionals.

1.7 Rationale Behind the Research Work

The main rationale for selecting IIUI as the setting was its significant and substantial international student population, as substantial international students' population shows a rich and diverse demographic. Additionally, university's strong commitment of sound educational environment, and using the English language as medium of instruction in majority faculties makes it the best and ideal site for the present research which aims to understand the specific challenges and needs of international students in an academic setting. Moreover, the EAP course offered by the Centre for Language Teaching (CLT) serves as a crucial bridge for international students at IIUI, providing a relevant and impactful site for a needs analysis as they pursue their Bachelor's and Master's degrees. In a nutshell, the current research investigation aims to know experiences, and perspectives of these international students within the specific and diverse academic and cultural context of IIUI and its EAP program.

1.8 Delimitation

The present study focused only international students studying at IIUI in the EAP language courses. In addition, the study's primary focus was on academic language requirements of international students currently enrolled in EAP language course. As a case study focusing on international students of IIUI, the findings may not be directly generalizable to other institutions or contexts with various student populations and academic settings.

1.9 Theoretical Framework of the Study

The present study mainly focused on the most prominent Needs Analysis Model of John Munby (1978) and refined by Hutchinson and Waters (1987). The input includes variables like: age, gender, educational background and proficiency in English. In addition, this study has also considered some relevant factors of Kaewpet's (2008) Needs Analysis Model in order to analyze the target needs, learning needs and more specifically pedagogical needs. The integration of these models provided a comprehensive lens through which different needs of international students at IIUI in EAP course were investigated and analyzed.

The distribution of questionnaire, interview and class observation provide crucial information for the present study. The process involves the collection of data from the respondents and evaluation, interpretation, and analysis based on the EAP students' views regarding current practices in EAP course offered at IIUI. The operationalization of this framework through a mixed-methods research design, including specific details on participants, instruments, and data collection procedures, will be thoroughly discussed in Chapter 3.

1.9.1 Rationale for Using Needs Analysis

Need analysis is the very first significant step in designing an effective ESP course. As stated by Haque (2014), designing an effective language course requires a foundational needs analysis. Moreover, it is important consideration for teachers that they should know learners' variables in order to align themselves with instructional approaches, students' needs and the instructional materials.

Fatihi (2003) gave a historical overview of need analysis by stating, "it has a long history in language pedagogy". In his article titled "A Brief Study of Needs Analysis", Haque (2014) presented some definitions of need analysis as : "Techniques and procedures for collecting information to be used in syllabus design; the process of determining the needs for which a learner or a group of learners requires a language and arranging the needs according to priorities; a device to know the learner's necessities, needs and lacks, learner's wants, desires, demands, expectations, motivations, lacks, constraints and requirements." (Haque, 2014, p. 03)

In short, need analysis is a process through which sufficient and reliable task analysis, information about learners, teachers and course design can be collected. Furthermore, through the need assessment, learners' needs and wants can be highlighted. What skills they should learn, why these skills have taught and learn and how these skills can be learned in the best possible way

1.9.2 Study Design

The present study employed an exploratory case study methodology to conduct an in-depth investigation regarding effectiveness of the EAP course at a single, specific institution: at International Islamic University, Islamabad to achieve its aims and objectives. Two questionnaires were formulated separately for EAP alumni, and for the currently enrolled EAP

students. Furthermore, interviews were conducted with the Heads of the Education Department and Islamic Finance & Economics Department to know their overall observations regarding the role and effectiveness of the EAP course. The ELT teachers were also interviewed about their observations and perception related to international students' linguistic challenges. Additionally, two comprehensive class-room observations were conducted. This assisted the researcher to get valuable insights regarding instructional methodology for the EAP course and international students' linguistic hurdles. This holistic approach of classroom observations, interviews, and formal/informal discussions gave a deep understanding of the teaching learning process in EAP language courses.

CHAPTER 2

REVIEW OF THE LITERATURE

This chapter comprises four parts. The first part discusses a brief history of the ESP and EAP, and the second part elaborates on the Needs Analysis and English language proficiency. The third part encapsulates teaching techniques and methodologies. The fourth part highlights in detail the ideas, concepts, outcomes, approaches and reviews of the previous research studies.

2.1 ESP and EAP: A Historical Perspective

Following the world -war II, the world faced an era of unprecedented progress in technology and trade. The huge expansion in commerce and technology demanded an internationally accepted language, so this role fell to English. In this period, people were not only interested in learning and knowing a language just for the sake of prestige as was the practice of the past- but they were also more conscious about the needs and reasons for language learning. Furthermore, English has achieved the status of international language and the language of business and technology. (Hutchinson & Walters, 1987)

Historically, the era of the 1950s and the 1960s is considered as the dawn of ESP in the field of ELT. Hutchinson and Waters (1987) are of the view that in the rise of ESP as a discipline – the sudden expansion in the world’s economy, the huge progress of technology, oil-rich countries’ economic boom, and the rapid progression in overseas students of English-speaking countries. Additionally, it became evident to the international community that the significance of learning English not only caters to the transmission of knowledge and communication but also a language that has earned the status of lingua franca and a language of international communication. (Ramirez, 2015)

In addition, according to Hutchinson and Walters (1987), new development in education psychology also contributed the emergence and rise of ESP by giving main importance to the learners and their ways and attitudes of learning. As learners were observed to have different needs and interest of learning which effects their motivation and learning. Hence, the growth and the development in the field of ESP was brought about by three main factors as:

- a) The increasing demand of English for particular needs
- b) Development in the fields of Linguistics
- c) Expansion of new development in the field of Psychology (Hutchinson & Waters, 1987, p. 8).

Hutchinson and Walters (1987) gave their views that since its developments in 1960s-ESP has undergone three main phases of development. The first stage which took place during the 60s and 70s - highlights the significance of register analysis and main aim was to identify the grammatical and lexical features of these registers. In the second stage, the focus shifted on rhetorical or discourse analysis, and this stage shifted the focus beyond the sentence level. The third stage observed the focus on target situation analysis. Similarly, the next stage focuses were not only on the language itself, also on the thinking process that underlie language use. The fifth stage is known as the learning-centered approach which is the latest one and based on processes of the language learning (Hutchinson & Waters, 1987, pp. 9-14). The ESP has been a controversial problem among academicians and everyone has different definitions and approaches as per his understanding. It is significant to note that what ESP is not.

As per Hutchinson and Walters (1987):

- a) ESP is not matter of teaching '*specialized varieties*' of English.
- b) ESP is not just a matter of science words and grammar of Scientists.

c) ESP is not different in kind from any other form of language teaching (Hutchinson & Waters, 1987, p. 18).

As Dudley- Evans and St John (1998) puts it, “language can be regarded as a defining feature of ESP. They evaluated the advantages and disadvantages of the definitions offered by the earlier literature and propounded instead their own definition of ESP emphasizing ‘absolute’ and ‘variable’ properties.

I. The absolute characteristics are:

ESP is based on the learners’ individual needs; ESP makes use of the underlying methodology of the discipline it serves; ESP is centered on the language (grammar, vocabulary, register), skills, discourse (structure) and genres (conventions) common to the specific/specialized subject area (Dudley- Evans and St John, 1998, p. 04).

II. Variable Characteristics include:

ESP may be related to or made for certain fields, it may use a different method than general English in some teaching situations, and it is likely to be made for adults, either in college or in a job. It could be used for high school students, but ESP is usually made for students who are already at an intermediate or advanced level. Most ESP courses assume that students already know the basics of the language system, but it can be used with beginners (Dudley- Evans and St John, 1998, p. 05).

By considering the above-mentioned features of ESP it is clear that those who are conducting ESP classes and designing courses should consider all needs and wants of the learners. As Hutchinson and Walters (1998) opined that “ESP must be seen as an approach not as a product.” (p.19). In simple words, ESP is not a specific kind of language and teaching method with a particular kind of teaching material, but it is an approach to language learning

which is purely based on learners' needs and wants. It is an approach to language teaching where all decisions regarding content and methods are based on the learner's reason for learning.

2.2 Classification of ESP

Since its emergence during the 1960s and 1970s, ESP has been growing and expanding as a discipline, tailoring the needs and wants at tertiary educational institutions and at other workplaces. Traditionally, there are two broader categories of ESP. English for Academic Purposes (EAP), and English for Occupational or Vocational Purposes (EOP or EVP).

2.2.1 English for Academic Purposes (EAP)

In recent time, with the growing significance of the English language and its use, the pivotal role of English for Academic Purposes (EAP) cannot be ignored. It is an approach in language education and language teaching focusing on identifying particular language characteristics with a considerable focus on discourse practices and the communicative skills of the target academic groups. Moreover, the approach acknowledges the specific subject-related needs and expertise of learners. As a result, it encourages and develops research-based syllabi with the target of helping learners' academic needs. It is worth noting that EAP is considered and understood as a text-oriented approach aiming at the identification and understanding of the composition and structure of written text and the spoken discourse in order to make these clearer to learners. Therefore, it includes into the broader conception of English studies. (Hyland, 2014)

English for Academic Purposes (EAP) has a significant importance in academic world; especially, at the tertiary educational level. Its importance and necessity become more explicit as students are required to meet the academic expectations in their respective study programs.

Without good command and knowledge of the English language, students cannot express their ideas in both formal and informal academic settings. As a result, students at university levels are required to learn and show their good English language skills and knowledge because without sufficient academic English proficiency – students cannot understand academic texts, they cannot portray their knowledge and even cannot pass their exams at a standard criterion. So, a good command and proficiency in academic English is a sure passport for their successful journey into the academic world at tertiary level.

2.2.2 English for Occupational Purposes (EOP)

English for Occupational Purposes (EOP) is another subfield of the English for specific purposes (ESP). As Koester (2012) wrote in the article titled as “English for Occupational Purposes,” EOP refers to the ways English is used in different work and professional settings. The historical development of the English for occupational purposes (EOP) is closely linked with the developments in the English language teaching and the emergence of courses that aimed at teaching and preparing students and trainees to use English in particular, professional and occupational context. The growth of EOP is often linked to the emergence of the English language as a ‘*Lingua Franca*’ of business and work.

The students having a professional degree or diploma are expected to communicate and express themselves fluently and accurately at workplace in specific language i.e. a special variety of the English language. English for occupational purposes include: English for Doctors, English for Technicians, English for hotel Managers, English for Banking, English for Engineers, English for scientists and English for computer professionals.

2.3 Needs Analysis and the ESP

Needs analysis is the very first step in curriculum design of the ESP/EAP program. It is widely acknowledged as the cornerstone of English for Specific purposes (ESP). The

definition and the notion of the needs analysis has been different along the decades. During the 60s and in early 60s, the major goal and focus of needs analysis consisted in observing communicative needs of the learners and a method of getting specific teaching objectives; nowadays, its aim encompasses collection of information about the learners, defining and highlighting the target situation and environment of the ESP classes. (Otilia, 2015)

Otilia (2015) cited the findings of Dudley Evans and St. John (2009) in the research work titled as *Needs Analysis in English for Specific Purposes*: there are eight components of needs analysis that have been further subdivided into five broader areas as: target situation analysis and objective needs analysis, linguistic analysis, subjective needs analysis, present situation analysis, and means analysis. Moreover, he concluded that the outcomes of the needs analysis help teachers to check the learners' professional needs, needs in terms of language skills and also the learners' deficiencies in the area of language skills. It is the needs analysis which determines the core objectives of the language course and students' needs- leading to the selection of appropriate course content that meets the learners' expectations and the needs. Hence, needs analysis serves as a foundation on which one can develop an appropriate curriculum content, interesting teaching materials and methodologies and can enhance students' interest and motivation for learning.

Likewise, Astika (1999) opined that needs analysis should be treated as an integral part in syllabus design. A well-conducted needs analysis can develop a link between the learners' present needs with their needs in their prospective employment. According to Astika (1999), needs analysis not only involves students but also all parties in the educational environment with the inclusion of relevant user institutions that finally employ students.

2.3.1 Needs Analysis and Its Origin

West (1994) wrote that in 1920s; Michael West used the term analysis of needs by explaining the two concepts of the term ‘need’ as: “What learners have to perform with the foreign language in the target situation, and how learners could get the proficiency in the target language.” (p.01)

The term ‘need’ could not get much attention and usage in academia since then. With the emergence of ESP, the concept of ‘need’ came back with a broader meaning and scope.

As observed by the Li (2014), needs analysis holds a significant stage of ESP teaching, and it is a very reliable and widely used tool to analyze the validity and relevancy of syllabus design activities in the English language teaching. According to Li (2014), needs analysis is the most effective way of curriculum design.

With reference to the origin and development of needs analysis, Songhori (2008) has given his views in a very detailed manner. According to him, it was mid 1970s when needs analysis was firmly established by quoting the study of West (1998). In the beginning, the main concern of needs analysis was linguistic analysis and register analysis; with the publication of Munby’s Communicative Syllabus Design in 1978, needs analysis shifted with a focus of putting the learner’s purposes in the central position with the framework of needs analysis. As a result, the concept of target needs appeared paramount and a research-proven reality that function and situation were also fundamental.

Songhori (2008) further describes that needs analysis (another name as needs assessment) plays a vital role in the process of designing a language course and carrying out any language course, be it ESP, EAP, EOP or any general English course. After the publication of Munby’s book ‘Communicative Syllabus Design (1978)’, Chambers (1980) used the term ‘*Target Situation Analysis*’. Later on, numerous terms have been introduced such as: present

situation analysis, pedagogic needs analysis, deficiency needs analysis, learning needs analysis, means analysis, register analysis, discourse analysis and genre analysis. Additionally, needs analysis should not be a only concern of ESP; it should be of general English, EAP and of any language course.

2.4 Needs Analysis and the EAP Course

In the EAP context, Mohammad (2017) concluded that at tertiary level- EAP courses are goal-specific and effects students' performance for a relatively longer period of time. So, it is important that the course content of these courses should be designed practically which can address all the main communication issues encountered by the students. In order to comprehend and to highlight the needs and the hurdles of the students- a systematic and well-structured needs analysis is very essential. Moreover, the key findings of the needs analysis survey help the course designers and the teachers to develop an understanding of the students' problems, their concerns and expectations regarding the course.

2.5 Renowned Models and Approaches to Needs Analysis

As Needs analysis is defined as a systematic process of identifying and evaluating the needs of a target group, organization, or community; it helps to understand and bridge the gap between "what is" (current state) and "what should be" (desired state). Following are some renowned models and approaches to needs analysis, often used in various fields like education, training, community development, and organizational enhancement.

2.5.1 Communication Needs Processor (CNP) by John Munby (1978)

Hutchinson and Waters (1987) in their book describes that the most widely acknowledged work on needs analysis is given by Munby's (1978) in his renowned work '*Communicative Syllabus Design*'. In his work, Munby presents an explanatory set of methods

for knowing target situation needs by defining the procedures as the Communication needs processor (CNP) and it consists of questions which highlights significant communication variables like: topic, medium, participant etc.

John Munby's famous needs analysis model is based on the ideas of the proficiency of language user and the relationship of knowledge and communication. In order to establish his own theoretical framework, Munby drew the ideas from the works that encapsulate the nature of competence and performance, and he relied on the concepts of some renowned figures like: Chomsky, Habermas and Hymes. The Communicative needs processor establishes two main parameters as: one that process non-linguistic data titled as 'a posteriori'; the other that gives the data in the first place called 'a priori'. Further, the "a posteriori" includes: "dialect", "target level", "communicative event", and "communicative key". The later encompasses: "purposive domain, setting, interaction, and instrumentality."

Moreover, the parameter "*a priori*" initiates with *participant* before the discussion of the purposive domain (the first component), and this is the input that consists on a brief information on identity- as information about the age, sex, nationality etc., and about the language that includes target language, mother tongue and other languages. The next, "*purposive domain*" (where the type of ESP is first established), then, *setting* which is about physical setting and psychological setting where the former includes: workplace, school etc., and the later consists on the environment of the target language (culturally different and unfamiliar). Additionally, there are two more parameters as- *interaction* and *instrumentality*; the former is the parameter where the target participants are identified and the expected relationships are speculated, for instance, subordinate vs supervisor and the later shows constrains on the input in terms of *medium*, for example, spoken or written. Lastly, *mode* and *channel* of communication are also considerable parameters.

On the other hand, *dialect* is the first parameter in ‘*a posteriori*’ which identifies about the standard whether it is American or British. Next comes *target level*-at this stage participant’s target level of command is supposed to be highlighted. After the target level, *communicative event* and *communicative key* are the second last and the last variables of the parameters. Communicative event explains what the participant will do productively and receptively; whereas, communicative key elaborates about the activities comprising an event (Munby, 1978, pp. 34-37).

2.5.2 Needs Analysis Model by Hutchinson and Waters (1987)

One of the most well-known needs analysis tools for identifying target situation needs is Munby's Communication Needs Processor, as recognized by Hutchinson and Waters (1987). However, in addition to the linguistic aspects of the target situation in CNP, Hutchinson and Waters (1987) identified and emphasized a great deal more needs, and they made a clear distinction between learning needs and target needs in their presentation of their work. They described the "target needs" in terms of "necessities," "lacks," and "wants" in their highly influential work, English for Specific Purposes: A Learning-Centred Approach. "Necessities" refers to what students must know in order to perform well in the target situation, while "Lacks" refers to the discrepancy between the students' current proficiency and the desired proficiency. The learners' perceptions of their needs are also referred to as "wants." An overview of a target situation analysis framework to determine the information in target needs is provided below:

1) Why is the language required?

- For employment
- For education
- For training

- For a mix of these
- For another reason, such as promotion, status, or testing

2) How is the language going to be used?

- **Medium:** reading, writing, speaking, etc.
- **Text or discourse types:** academic texts, lectures, casual conversations, technical manuals, catalogues, etc.
- **Channel:** such as the phone or in-person interactions.

3) What topics will be covered?

- **Subjects:** such as biology, engineering, architecture, shipping, commerce, and medicine
- **Level:** such as secondary school, postgraduate, technician, or craftsman

4) With whom will the student use the language?

- Native or non-native speakers
- The receiver's degree of expertise (e.g., expert, layman, student)
- The relationship (e.g., superior, subordinate, teacher, customer, colleague)

5) In what context will the language be employed?

- **Human context:** such as being by yourself, attending meetings, giving a demonstration, or speaking on the phone
- **Physical environment:** such as an office, lecture hall, hotel, workshop, or library

- **Linguistic context:** domestically or internationally

6) When will the language be used?

- Concurrently with the ESP course or subsequently
- Frequently, seldom, in small amounts, in large chunks

the ESP course

- Often, infrequently, in small amounts, or in large chunks (Hutchinson & Waters, 1987, pp. 59-60).

After addressing the notions of 'target situation needs,' and approaching 'necessities', 'lacks' and 'wants' as a journey in reaching those needs, Hutchinson and Waters move on the discussion of what they call 'learning needs', which is the route in the journey. They have provided a framework to consider learning needs in terms of:

1) Why are the learners taking the course?

- Compulsory or optional
- Apparent need or none
- Does status, money, promotion come into it?
- What do learners think they are going to achieve?
- How do learners feel about the ESP course?
- Do they want to improve their English or irritated at having to spend the time?

2) How do the learners learn?

- What is their learning background?
- What is their conception of teaching and learning?

- What methodology will appeal to them?
- What sort of techniques are likely to bore / alienate them?

3) What are the resources available to them?

- Number and professional competence of teachers;
- Teacher's attitude to ESP;
- Teacher's knowledge of the subject content and attitudes towards it.

4) Who are the students?

- What do they already know about English?
- Age, sex, and nationality?
- What expertise do they possess?
- What interests them?
- What sociocultural background do they have?
- What methods of instruction are they accustomed to?
- How do they feel about English or the cultures of the English-speaking world?

5) In what location will the ESP course be held?

- Is the environment comfortable, boring, noisy, cold, etc.?

6) What time will the ESP course be held?

- Time of day;
- Daily or weekly;
- Full-time or part-time (Hutchinson & Waters, 1987, pp. 62-63).

According to Hutchinson and Waters (1987), language use and language learning are both essential in the analysis of target situation and learning needs, which they call a learning-centered approach to needs analysis. Their model seems to be an improvement of Munby's CNP as they further define learners' needs in two types: target needs and learning needs.

2.7 Past Studies of Needs Analysis

Generoso and Arbon (2020) conducted a research study that aimed on conducting a language needs analysis. By the analysis an EAP curriculum could be design for foreign students' English skills, emphasizing competency- based and differentiated pedagogical instructions. Key finding of the work highlighted a lack of English- speaking opportunities, a mismatch between existing curriculum and teaching focus. Moreover, the study found a strong need for differentiated approaches to address students' specific learning needs and motivations. The research focused on a specific type of students, e.g., EFL high school students or general foreign students.

Similarly, another seminal work by Afari Pazoki & Alemi (2021) titled as "A Survey of EAP Needs in Iran from the Viewpoints of Teachers and Students" investigated EAP needs in Iran from the perspectives of both university students and EAP teachers. The research focused on students' and teachers' perception of problematic areas, instructional methodologies and assessment. The findings of the work showed significant discrepancies between students' and teachers perceived needs (particularly in listening and grammar). Half of the students showed dissatisfaction regarding current teaching and assessment methods.

The comprehensive mixed- method study of Damayanti et al., (2024) conducted a needs analysis and impact evaluation of an EAP professional learning program for lecturers across various universities in Indonesia. The study gathered perceptions of both lecturers and students.

The needs analysis revealed that EAP instructors required improvements in digital skills, teaching techniques for diverse proficiency levels, and more robust teaching methods for enhancing students' productive skills and critical thinking abilities. This study mainly focused on teachers' professional development informed by needs analysis.

A worth mentioning quantitative study by Kumar et al., (2024) showed that a significant portion of students experienced difficulties with general vocabulary, adapting language skills, and expressing complex ideas. The students expressed a strong need to enhance their speaking skills for both professional and social setting by clearly indicating a gap in their communicative competence.

Ali et al., (2021) in the research work titled as "Challenges Faced by the International Students Studying in Universities of Pakistan" gave a descriptive account of challenges faced by international students in Pakistani higher education institutions, including academic, social, cultural, administrative, financial, and discrimination related problems. The study highlighted that 'language barriers' as a main impediment to students' comprehension of lectures, effective peer interaction, and academic task completion. The researchers also included other challenges like: homesickness, difficulty in making local connections, and a perceived lack of support system from universities. This study broadly identifies language barriers as a challenge. It does not delve deeply into the linguistic and academic skills international students find most problematic in EAP courses.

Additionally, Ahmed et al., (2023) conducted a needs analysis of English language writing and speaking proficiency skills from the perspective of engineering students at a Pakistani university. The study aimed to understand requirements for effective professional communication. The findings demonstrated that engineering students perceived a strong need for English language use in diverse professional settings (official correspondence, face-to-face

interaction, field work, and meetings). Study's analysis provided a guide for developing more effective English language and communication courses specifically tailored to their productive skill needs for future careers.

Zafar, Kousar & Rehman (2018) investigated problems faced by international students in private higher education. They had analyzed that about 75% students faced academic obstructions; 56% discussed their psychological issues. Moreover, due to lack of communication between teachers and students, social and cultural barriers, they repeatedly complained about teachers biased behavior and worsened academic performance.

There is another study aimed at analyzing problems of international students at Pakistani universities. But again, this study has only focused on international students' problems related to food adjustment, acknowledgement of culture, language barriers and class-rooms diversity. This study concluded that these problems can be mitigated through individualized, intentional and culturally sensitive ways. In this said study, there is a focus on students' academic hurdles and problems.

Dar (2010) has analyzed about the ESP courses by providing the context of universities in Pakistan. She has investigated about the 'target needs' of those students who were enrolled in "Advanced English Language Diploma" class. The sample of her work comprised of: 40 students, 5 teachers, 5 former students. By conducting need analysis, she explored about the learners' needs and wants; lacks and expectations; preferred learning styles and level of expectations, and interest of the students. she concluded her work by showing low level of interest and satisfaction on the part of learners, and suggested the need of separate ESP course according to the target learners.

Another significant work by Sultan, Afsar and Abbas (2019) has analyzed and observed the target needs of the Bachelor of Engineering students in Pakistan. Furthermore, the

researchers identify the gap between present syllabi and the needs of the students. This study was conducted in five engineering universities of Rawalpindi and Islamabad. The finding of the study clearly demonstrates the needs and wants of the students and existing teaching learning situation.

In addition, Ibrahim (2016) conducted research in order to analyze students' academic needs for English language by highlighting- a case study of faculty of Public and Environmental Health (PEH) at university of Khartoum. Dudley- Evan's and St. John's (1998) needs analysis framework was used by the researcher. Moreover, the study focused on needs analysis of the target situation, present situation analysis and learning needs analysis. The study used questionnaire, interviews and a proficiency test for data collection. The study concluded that the PEH students' needs English language for academic study, furthermore, this study found that students' needs are: learning in pairs, groups and ICT. This study has also highlighted needs of a course for students' academic development.

Moslemi et al. (2011) also investigated foreign language learning needs of MA students from different majors. A number of 80 students and twenty-five subject specific teachers were participated in the study and seven English instructors. Interviews, questionnaires and text were used to analyze the study. The research had showed dissatisfaction of students about current ESP curriculum and suggested an urgent need for revision and reconsiderations of English instructions with joint teaching of the ESP courses.

Liu et al. (2011) represented college students' needs in English for general purposes and EAP/ESP courses. The study focused on students' wants, needs and lacks and their reason for enrolment in the program. Questionnaire was the main data collection tool administered to 972 EFL college students from six universities in the said study. The study has revealed students' different lack, wants, and needs in different language skills taught in EAP, EASP and

EGP courses. The study has demonstrated language discrepancies and highlights students' wants, lacks and needs also.

Besides above listed previous researches, another significant work by Zand-Moghadam et al. (2018) analyzed and explored the needs related to the English language learning of Iranian EAP learners of humanities and social sciences. A questionnaire was used to judge perception and needs of different levels (BA, MA& Ph.D.) students. Strauss and Corbin's 1998 systemic approach was used to analyze narrative. The results of the study revealed that EAP courses did not pay the deserved attention to language skills such as; speaking and listening with a greater focus on writing skills. But, coverage of other sub-skills like grammar and vocabulary was satisfactory. Moreover, the study showed that the EAP course books are insufficient in terms of language skills. Like all above listed previous works, this research also highlighted teachers' and students' suggestions about urgent needs of course books and materials' revision.

Likewise, Song & Zhou (2022) conducted research by applying a mixed-method approach 'MMR' with questionnaire as a data collection method to check English for academic purposes needs of the graduate students residing in under-developed areas of China. The findings of the said study revealed that productive skills were overrated to receptive skills. Moreover, several important issues and specific pedagogical implications for curriculum design were also highlighted.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

This chapter begins with the discussion of the theoretical framework adopted to conduct a needs analysis of international students in the EAP course at IIUI. The research design, theoretical underpinning, data collection instruments, and sampling procedures are discussed in detail to demonstrate the study's rigor and validity.

3.2 Theoretical Framework of the Study

This study's needs analysis framework is primarily based on the model proposed by John Munby (1978) and further refined by Hutchinson and Waters (1987). Additionally, relevant factors of Kaewpet's (2008) needs analysis model have also been considered in order to analyze the target needs, learning needs and more specifically pedagogical needs. The integration of these models provided a comprehensive lens through which different needs of international students at IIUI in EAP course were investigated and analyzed.

3.2.1 Needs Analysis Model by Kaewpet's (2008)

According to Kaewpet (2008), needs can be categorized into three integrated areas as: 'target needs', 'learning needs' and 'pedagogical needs' and the model provides a holistic approach about this categorization. Target needs refer to- the objective language skills and knowledge required for a successful performance in the target academic situation like: language required for understanding lectures; language needed to participate in different discussions; to read academic texts and to produce correct academic writing in the respective discipline. Whereas, learning needs focuses on the learner's subjective perspective like: learners perceived language difficulties; their preferred learning styles and motivation; learners' prior language learning experiences, and most importantly learners' expectations from the EAP

course. Acknowledging and understanding these needs are very crucial for tailoring and adaptation of pedagogical approaches that demonstrate an engaging and effective approach for the specific class of learners.

On the other hand, pedagogical needs encompass all the practical constraints and opportunities within the educational context such as: available resources, time limitations, class size and the instructor's expertise. Pedagogical Needs: This aspect considers the practical constraints and opportunities within the educational context, such as available resources, time limitations, class size, and the expertise of the instructors. According to Kaewpet (2008), the proper address of pedagogical needs helps to identify to what extent and how effectively target and learning needs has addressed in the EAP course.

3.2.2 John Munby's (1978) Needs Analysis Model

The most acknowledged and renowned work by John Munby (1978) in '*Communicative Syllabus Design*' which was later on refined by Tom Hutchinson and Allen Waters (1987) in their seminal work- *English for Specific Purposes: A Learning -Centred Approach* within the English for Specific Purposes (ESP) provides another significant lens for the present study. This framework emphasizes the analysis of communicative needs in the target situation, focusing on:

Firstly, what learners have to know to function in the target situation effectively is the concern of 'Necessities', and this linked closely with Kaewpet's 'target needs.' Secondly, what are learners' perspective and perceived needs they need or wish to learn in the EAP course known as "wants". It's about the learner's own understanding and motivations of learning and is alike to Kaewpet's 'Learning needs.' Thirdly, another significant point is 'lacks' that refers to the gap between the learners' current language proficiency and the required proficiency to

meet the identified necessities, and knowing these gaps is important in order to determine the specific areas that the EAP course needs to highlight.

Lastly, Hutchinson and Waters (1987) addresses ‘Situation Analysis ‘that is – the importance of analyzing the learning context and the target situation, which includes specific academic disciplines, teaching methodologies, and cultural environment.: Hutchinson and Waters also highlight the importance of analyzing the context of learning and the target situation, including the specific academic disciplines, teaching methodologies, and cultural environment. In short, this in-depth understanding is crucial for tailoring the EAP course to cater the needs of the learners.

Tersely, by incorporating the concepts from the communicative and ESP-focused framework of Munby which is refined by Hutchinson & Waters, and the Kaewpet’s holistic model, the present study aims to present a rich and nuanced understanding of the language related needs of international students in the EAP course at IIUI.

3.3 Research Design

The present study employed an exploratory case study methodology to conduct an in-depth investigation regarding effectiveness of the EAP course at a single, specific institution: at International Islamic University, Islamabad to achieve its aims and objectives. According to Yin (2014), “a case study can be defined as an empirical inquiry that investigates a contemporary phenomenon within its real-word context, especially when the boundaries between the phenomenon and context are not clearly evident.”

This approach for the present study is appropriate because the aim is not to generalize findings across all universities. The study’s sole purpose is to get a deep, holistic understanding of a complex issue in a specific, bounded setting. Furthermore, the case study design permits

for the triangulation of a data from different sources- including students and alumni surveys, instructor interviews, and classroom observations to build a rich, and context-dependent picture of the EAP course's impact. A broader and a more generalized research design is not suitable for this detailed analysis of the 'how' and 'why' behind the students' experiences and the course's outcome. Hence, by focusing on the single, unique context, the study provides valuable insights that are highly relevant to the improvement of the EAP program at IIUI.

As the main aim of the study is: to review the present linguistic problems of international students studying in EAP courses; to assess the effectiveness of the present EAP syllabi with students' academic needs and to evaluate learners' and teachers' perception about the existing problems. The researcher decided to apply qualitative and quantitative approaches for the research work. As Walliman (2005) suggests, "when appropriate, a mixture of quantitative and qualitative research is possible" (p.271). Triangulation techniques refer to the blend of qualitative and quantitative methodologies. Cohen et al., (2007) define the importance of triangulation technique in Social Sciences in the following way:

Triangulation techniques in social sciences attempt to map out, or explain more fully, the richness and complexity of human behavior by studying it from more than one standpoint and, in so doing by making use of both quantitative and qualitative data. Triangulation is a powerful way of demonstrating concurrent. (p.141)

Differences lie in qualitative methods of data collection and quantitative methods of data collection. According to Patton (1990), qualitative methods consist on three kinds of data collection:

- (a) In-depth open-ended interviews
- (b) Direct observation
- (c) The written documents

By considering aim and objectives with a focus on research methods, a research field was conducted to gather the data to validate the research work.

3.4 Population

The population for the present study comprised stakeholders of the English for Academic Purposes (EAP) language course at the Centre for Language Teaching at IIUI, including currently enrolled international students of Spring 2025, EAP alumni, EAP teachers, and Heads of Departments.

3.5 Sampling

In order to gather data from the population of the study, various sampling techniques could be used. The researcher utilized random sampling technique to obtain the data from the students of EAP language course in the Centre for Language Teaching in the English department of the Islamic International University, Islamabad. Moreover, the researcher chose Purposive sampling technique to gather data from the participants. According to Eric (2019), purposive sampling which is also known as judgmental, selective, or subjective sampling, “is a non- probability sampling technique where researchers intentionally select participants based on specific characteristics relevant to their study.” The sampling of the study comprised of 12 currently enrolled EAP students, 3 EAP teachers, 40 graduates (ex-EAP students) and 2 heads of department.

3.6 Research Instruments and Data Collection

The Sampling was mainly conducted at the Islamic University, Islamabad in the Centre for Language Teaching. By considering the research’s objectives, the researcher employed different data collection methods to get deeper understanding of the current teaching and learning situations of EAP language course at IIUI, in the Center for Language Teaching.

The main aim was to get authentic and credible data by using a combination of tools like: questionnaires, interviews, and classroom observations.

3.6.1 Questionnaire

Questionnaire is a significant research tool in a research work. It helps the researcher to gather the relevant and reliable data for a research study. A questionnaire is the main and the most dominant way of collecting primary and quantitative data. Thus, it is very essential to ensure an effective design of the questionnaire, its content quality, appropriateness that should leads an unbiased result in the research. (Kuphanga,2024)

Similarly, Taherdoost (2022) argued that questionnaire is the most versatile and potent tool of data collection across diverse research domains. Data collection method through questionnaires offers researchers accessibility, cost-effectiveness with an ability to reach a broader population by enabling efficient collection of reliable data.

3.6.1.1 Question Types

Different types of questions were constructed for the questionnaires. The questionnaire consisted of several closed-ended questions, including multiple-choice questions where respondents were required to choose the most appropriate and relevant option. Additionally, some questions were designed as ranking scales, where respondents were asked to order a list of options from 1 to 6. Two questions were open-ended, allowing respondents a chance to give their understandings and views. Lastly, a Likert scale was used to measure students' satisfaction with course content and teaching methodologies. The main purpose behind using Likert scale, ranking and prioritization is to get in-depth views and understandings of the students.

3.6.1.2 Questionnaire for Students

The questionnaire (Appendix-B) was to be filled by the international students enrolled in the EAP language course. The questionnaire was mainly comprised of two parts; part-1 sought information related to personal information, educational background and respondents' self-perception of their language ability. Whereas, part-2 comprised 12 questions in total having 10 close- ended questions and 02 open-ended. The researcher tried to be brief, concise and clear in constructing the questions. The questionnaire included: personal information, students' self- perception about language competency, EAP course contents, instructional methodologies, and their preferred learning styles. Additionally, questions were constructed to gather the data about teaching learning situations; students' needs and hurdles, preferred learning method, and significance of the language skills among the students.

The researcher personally visited the EAP classroom and distributed the questionnaire. The main aim of this direct approach was to assist and engage with the respondents and to minimize any potential confusion in the questionnaire items. Furthermore, to ensure accurate and correct responses, the researcher assisted the students during the process, and the assistance included: defining terms, clarifying instructions and providing instructions on how to comprehend questions without influencing their actual responses. This on-site assistance was imperative in minimizing missing data and enhancing the reliability and validity of the collected information. Additionally, the researcher conducted this data collection process during regular class hours by gaining prior permission from the EAP instructor.

3.6.1.3 Questionnaire for Already Graduated Students

The questionnaire (Appendix-C) was filled by the students who had finished the EAP course from the Centre for Language Teaching before joining their actual degree programs. The questionnaire consisted of some questions related to their learning experience

of EAP and the course effectiveness in their current academic journey. Additionally, the questionnaire contained 02 open ended questions that sought their suggestions and opinions regarding EAP course syllabi and for the improvement in instructional methodology.

3.6.2 Classroom Observations

Classroom observation is an effective and significant way to enhance classroom teaching and students' learning. It has a long tradition in evaluation and teaching assessment in English language classes throughout the world. In short, it is a systematic observation and record keeping process of classroom teaching and observation. (Zhu Ya-nan, 2023)

3.6.3 Interviews

Interview is considered as more reliable and authentic tool of data collection in research as compared to the questionnaire; and an interview is a well-acknowledged method of data collection in the field of applied linguistics research. Interviews as a data gathering tool has been used in diverse contexts for the fulfillments of many purposes. (Klimas,2016)

Likewise, Fox (2009) is of the view that the interview is a very vital data collection technique that involves verbal communication between the researcher and the respondents. It is common to use interview in research designs, in exploratory and in descriptive studies.

Different approaches to interviewing can be used: from completely unstructured (participants are allowed to talk freely whatever they wish to talk) to highly structured (participants responses are limited to answering direct questions). (Fox, 2009, p. 05)

In order to get the relevant data from the respondents, the researcher conducted structured interviews. Before conducting the interviews, the researcher got approval from the supervisor about the sequencing and wording of the interview questionnaire.

Two head of departments were interviewed for their observation of students' English language proficiency, language issues, language spaces, and views about possible coordination between the CLT and their respective departments. The interview was consisted of five questions (Appendix-F).

3.7 Questionnaire's Administration

The administration of questionnaires involved in- person visit of the researcher, and via WhatsApp to the ex- students of EAP course. For interviews, appointments were arranged by phone call and took place at their respective offices. It is worth noting that all the interviewees displayed a positive and encouraging attitude towards the research work, and their responses were recorded using a mobile phone voice recorder. A coding sheet (Appendix-H) was used to prepare quantitative data before entering into SPSS for quantitative analysis.

CHAPTER 4

DATA ANALYSIS

4.1 Introduction

The chapter presents a comprehensive and in-depth analysis of the data gathered through interviews, class observations and questionnaires. The researcher analyzed the data by employing SPSS (Statistical Package for Social Sciences). The data in the section is primarily presented in tabular form to ensure briefness, and bar charts are used only when graphical representation regarded more suitable than the numerical representation.

The data includes: questionnaire for the EAP students, a separate questionnaire for the EAP alumni, and interviews with stake holders (Heads of departments &EAP instructors). Additionally, classroom observations were also made in order to collect the research data and to validate the study. Based on the size of gathered data and the study's main research questions, the information collected from classroom observations and interviews was organized and analyzed in a systematic manner by across the categories that encompassed distinct aspects as:

- a) Personal information of the research participants (Demographics of the participants)
- b) EAP students' self-perception of their language proficiency (How EAP students perceive their language skills)
- c) Significance of EAP language course (The perceived importance of the English language skills for their academic journey)
- d) EAP course contents (The materials and topics of the EAP course)
- e) EAP students' preferred learning styles (The methods that helps the EAP learners to achieve their language learning goals)

- f) Teaching methods and techniques used in the EAP classroom (The strategies and approaches employed in teaching English courses)
- g) Evaluation of EAP course (An assessment of effectiveness of the EAP course and its objectives)
- h) Respondents' suggestions about the improvement of EAP course syllabus and teaching techniques
- i) Classroom observations

Following section presents the analysis of data by considering the above-mentioned categories.

4.2 Participant Demographics

Each questionnaire begins with four to five questions regarding the respondents' personal information, and the information helped the researcher to make a link between data and the respondent demographics. The details of gender, age and educational background are as follows:

4.2.1 Questionnaire for Students

The first section of the questionnaire for enrolled EAP students collected their personal information, including their gender, age, and educational background.

4.2.1.1 Gender Distribution

At International Islamic university, Islamabad, the CLT department offers EAP language course to both male and female international students. There is a separate and dedicated CLT department for male students and a distinct CLT department for female students. Despite the distribution of questionnaires to female international students, no responses were received. So, to ensure the feasibility and timely completion of the study, the

scope of the present study was narrowed to include only male participants (12 male EAP students & 40 male EAP alumni).

4.2.1.2 Academic Background

Knowing learners' academic background is very crucial for effective pedagogical practices, especially when English is their secondary or tertiary language. As the notion of 'dual system' in education is practiced globally. It refers to the existence of public and private sectors schools' system, exists in many countries like Pakistan, China and Saudi Arabia etc. Difference among international bodies lie in its specific manifestations and implications. In Pakistan, at secondary level a student has to opt for matriculation system (mostly offered and followed by government schools) or the internationally aligned Ordinary Level (O level- primarily in private institutions). This leads to difference curricula, teaching approaches and methodologies, teachers' competencies and assessment criteria and evaluation standards. Therefore, existence of the private and public education sectors has significant impacts on students' academic performance like: foundational knowledge, communication and critical thinking skills and future academic and career path. The researcher explored how many students come from this dual system of education.

4.1.3 First Language of the Participants

Knowing students' native language is of paramount importance for knowing their experiences with academic English usage and related challenges.

Table 4.1 What is your first language

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Chinese	7	58.3	58.3	58.3

	Other	5	41.7	41.7	100.0
	Total	12	100.0	100.0	

The above table (4.1) clearly mentioned 58.3 % students as Chinese, 41.7 % students with other languages like: Arabic, Uzbek, Persian, Thai etc. None of the participants indicated English as his first language. It indicates that all the participants (100%) of the sample were non-native English speaker.

4.3 Questionnaire for Currently Enrolled EAP Students

4.3.1 EAP Students' Self-Perception Related to their Language Proficiency

Consideration of learners' proficiency level in target language is a significant element while conducting a needs analysis survey. In students' questionnaire, *test item no.05* was related to the self-perception of their overall language proficiency in the English language.

Table 4.2 Rate Your Overall English Proficiency

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Beginner	1	8.3	8.3	8.3
	Elementary	10	83.3	83.3	91.7
	Intermediate	1	8.3	8.3	100.0
	Total	12	100.0	100.0	

The above given table (4.2) shows currently enrolled EAP students' self-perception about their English language capabilities. As it has indicated in the table, among total participants only 1 participant, representing 8.3 % of the total sample, perceived himself as a

beginner in terms of English language proficiency. Whereas, 10 respondents that are 83% of the total sample identifies themselves at elementary level, and only 1 participant (equivalent to 8.3% of the total sample) reports an intermediate level. Overall, the table shows that 91.7% of the participant considers their English language proficiency either at beginner or elementary level.

4.3.2 Significance of EAP Course for International Students

A very crucial step in Needs Analysis involves learners' attitudes regarding the language course and its perceived importance for them. In students' questionnaires statement 01 was about students understanding about English for Academic Purposes and General English. Likewise, statement no. 2 & 3 of the students' questionnaire were about the significance and role of the EAP course for their future academic needs and the needs and academic expectations of their future degree program. In addition, Question No.1& 3 of EAP teachers' interview were also intended to know their perception regarding EAP & General English and the role of the EAP course for their future degree program. The following table highlights EAP students, EAP alumni about the nature of EAP.

Table 4.3 I Consider EAP Course for My Career

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	1	8.3	8.3	8.3
	Useful	2	16.7	16.7	25.0
	Quite important	5	41.7	41.7	66.7
	Not Quite important	1	8.3	8.3	75.0

	Not at all important	3	25.0	25.0	100.0
	Total	12	100.0	100.0	

The above table (4.3) shows a positive perception or response from the participants as 66.7% participants consider EAP course as important for their future career. One participant (8.3%) views as very important, two participants (16.7%) find useful and five participant (41.7%) perceive as quite important. on the other hand, 33.3% of participants show a less positive view. One respondent considers EAP course as ‘not quite important’ and three participants (25.0%) deem as ‘not at all important for their career.

4.3.3 EAP Students Responses about Methods / Techniques Used in the EAP Course

In order to comprehend the students perceived learning styles in EAP classes, the following table (4.4) demonstrates EAP students overall perceived teaching methods.

Table 4.4 In Teaching EAP Language Courses

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Lectures	1	8.3	8.3	8.3
	Group/pair work	4	33.3	33.3	41.7
	Home assignment	5	41.7	41.7	83.3
	Technical writing practice in class	1	8.3	8.3	91.7
	Presentations	1	8.3	8.3	100.0
	Total	12	100.0	100.0	

The above-mentioned table (4.4) shows participants' observations regarding teaching methods used in EAP classes. According the table, 'home assignments' and 'Group/Pair work' which account approximately 75% (home assignment (41.7%), Group/Pair work (33.3%)) of the total practiced teaching methods in EAP classes indicates instructors' dominant inclination towards making independent and active learning to the EAP students.

4.3.4 EAP Students' Perceived Importance of English Language Skills

Q. No 12 of students' questionnaire was about their perceived importance regarding English skills. EAP students' self-perceived importance of language skills provide a sufficient information regarding their priority and future career needs.

Table 4.5 Skills Most Important For You

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Presentation Skills	6	50.0	50.0	50.0
	Writing Skills	1	8.3	8.3	58.3
	Reading Skills	4	33.3	33.3	91.7
	Don't Know	1	8.3	8.3	100.0
	Total	12	100.0	100.0	

The table (4.5) demonstrates that 50.0% of the participants consider presentation skills as the most significant skill, and it indicates students' strong perceived need of effective oral communication in academic and professional setting. Reading skills are perceived as the second most important skill with an account of 33.3 % and the writing skills as the least

significant among the given option as only one Participant (8.35) has selected. Only one participant (8.3%) selected ‘don’t know’ as his choice that indicates his uncertainty about the important language skills.

4.3.5 Students’ Perceived Challenges Regarding EAP Course Components

Knowing the perceived challenges and gaps of the students in an EAP language course is very crucial and significant because it is very foundational step in creating a student-centered learning environment, effective course design and teaching methodologies with students support for their academic and professional success.

Table 4.6 More Challenging for You

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	The writing assignments	3	25.0	25.0	25.0
	The reading materials	2	16.7	16.7	41.7
	The speaking task and presentations	5	41.7	41.7	83.3
	Understanding of the grammatical concepts	2	16.7	16.7	100.0
	Total	12	100.0	100.0	

The above table (4.6) highlights those five individuals representing 41.7% of the total sample identified ‘speaking tasks and presentations’ as the most challenging components of EAP course; whereas, 25.0% (03 participants) demonstrated writing assignments as the

challenging task. On the other hand, 2 participants representing 16.7% of the sample perceived ‘the reading materials’ and ‘the grammatical concepts’ as the daunting tasks for them in an EAP language course. This finding correlates with the previous findings in Table 4.6, where 50.0% of the participants considered ‘presentation skills’ as the most important. This highlights that there is a great deal of work required to assist the students in their struggle of learning ‘presentation skills’.

4.3.6 Most Effective Learning Method in EAP Language Course

Understanding about students’ preferred learning styles is essential for effective teaching and valuable outcomes in an EAP language course. It assists the instructors to tailor suitable methods and materials for the learners and it will surely motivate the learners by developing stronger self-directed learning skills.

Table 4.7 Help You Learn English Best

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Watching videos/lectures	2	16.7	16.7	16.7
	Reading text	1	8.3	8.3	25.0
	Writing essays or notes	2	16.7	16.7	41.7
	Speaking in Groups	2	16.7	16.7	58.3
	Listening to products	3	25.0	25.0	83.3
	Using online tools/apps	2	16.7	16.7	100.0
	Total	12	100.0	100.0	

The finding of the table (4.7) resonates that 25% of the respondents selected ‘listening to podcast’ as the most preferred learning method. Whereas, 16.7% of the total sample indicates ‘watching videos/ lectures, writing essays or notes, speaking in groups, and using online tools/apps’ are the preferred learning ways. It is interesting to note that only 1 participant accounting for 8.3% preferred ‘Reading Text’ as the most effective method of learning English.

4.4 Questionnaire for EAP Alumni

After completion of EAP language course, the international students formally join their actual bachelor’s and master’s degree programs in different disciplines. In these programs, they have to show English language proficiency by performing specific communicative tasks that are related to various academic expectations set by the departments and the university’s medium of instruction. Thus, the feedback of EAP alumni is the most relevant and significant for the evaluation and enhancement of the effectiveness of an EAP language course within a language department. The valuable insights cannot be captured by only immediate learners’ surveys or by internal assessments because alumni’s feedback validates applicability and relevancy of the course syllabus. Moreover, it helps to identify current gaps and weaknesses of the course, transferability of skills and informs about curriculum development and enhancement of EAP course so that it remains relevant and can meet the academic and linguistic needs of the immediate and future learners. First part of the questionnaire contained personal information of the alumni like: age, gender and their educational background (their current semester and the department).

Table 4.8 Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20-25	40	100.0	100.0	100.0

Table 4.9 Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	40	100.0	100.0	100.0

The table 4.8 demonstrates that every surveyed EAP alumnus falls between the age bracket of '20-25' representing 100% of the frequency, valid percentage and cumulative percentage. Whereas, the 'gender' table (4.9) indicates that all selected EAP alumni were male, and it shows a very remarkable homogeneous group between the age of 20-25.

Table 4.10 further details the selected EAP alumni's current academic status: 17.5% are in their first semester of bachelor's; 32.5% participants are in their second semester; 35% are in the third semester, and 15% participants represent the fourth semester of their degree programs. This data indicates that all the students are in their early academic journey and they are not much familiar with complex academic challenges and advanced academic convention.

Table 4.10 Current Semester

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	First	7	17.5	17.5	17.5
	Second	13	32.5	32.5	50.0
	Third	14	35.0	35.0	85.0
	Fourth	6	15.0	15.0	100.0
	Total	40	100.0	100.0	

4.4.1 Role of EAP Course in Current Degree Program

The main aim of international students' enrollment in EAP language course is to become proficient in language, and can enhance their communicative competency.

Table 4.11 English Language Demands of Your Current Degree Program

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	2	5.0	5.0	5.0
	Slightly	8	20.0	20.0	25.0
	Moderately	10	25.0	25.0	50.0
	Very much	19	47.5	47.5	97.5
	Extremely	1	2.5	2.5	100.0
	Total	40	100.0	100.0	

The table (4.11) shows that a significant majority of EAP alumni perceived the English language demands of their degree programs to be high. Out of the total respondents, 47.5% responded by selecting the option ‘Very much’, and another 25.0% rated the demands as ‘Moderately’ high. In contrast, a smaller portion of the participants rated the demands as low, as 20.0% of the alumni rated the demands were ‘Slightly’ high, and 5.0% felt the demands were ‘Not at all’ high. Likewise, a very small fraction (2.5%) rated the demands as ‘Extremely’ high.

4.4.2 Impact of EAP Course on Academic Performance

When EAP alumni were asked about the impact of EAP course on their overall academic performance in current degree program, the alumni gave mixed but generally positive outlook of the EAP course’s effectiveness in their academic performance.

Table 4.12 Overall Academic Performance in Your Degree Program

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	10	25.0	25.0	25.0

	Neutral	14	35.0	35.0	60.0
	Agree	11	27.5	27.5	87.5
	Strongly agree	5	12.5	12.5	100.0
	Total	40	100.0	100.0	

The table (4.12) represents that a significant portion of the EAP alumni showed a positive view. 27.5% of the respondents ‘Agree’ that EAP course helped achieving academic expectations of their current degree program, and 12.5% selected ‘Strongly agree’. When combined, 40.0% ($27.5\% + 12.5\%$) of the participants showed a positive view about the role and effectiveness of the EAP course. While, a notable portion of the sample representing 25.0% showed a negative perception by selecting ‘Disagree’ suggesting that EAP course did not prepare them well for the academic requirements of their current degree program. Moreover, a significant portion of the respondents selected ‘Neutral’ by presenting 35.0% of the total population related to the statement that ‘the EAP course improved your overall academic performance in your degree program.’

4.4.3 Students’ Confidence in Academic Setting

The question no. 9 in EAP alumni questionnaire was about their feedback related to their confidence of using English in academic setting after completing the course.

Table 4.13 Confident in Using English in an Academic Setting

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	3	7.5	7.5	7.5
	Slightly	1	2.5	2.5	10.0
	Moderately	11	27.5	27.5	37.5

	Very much	21	52.5	52.5	90.0
	Extremely	4	10.0	10.0	100.0
	Total	40	100.0	100.0	

The table (4.13) shows that 52.5% of the alumni selected the option ‘Very much’; it indicates participants’ high level of confidence in using English in an academic setting after attending the EAP course. While combining the ‘Very much’ and ‘Extremely’, a substantial 62.5% of the participants showed high confidence in using English academically. On the other, 27.5% of the EAP alumni reported being ‘Moderately’ confident, and a small portion of the EAP alumni expressed low confidence, as ‘Not at all’ was selected by 7.5% and ‘Slightly’ by only 2.5%.

4.4.4 Most Beneficial EAP Component

The following table (4.14) indicates EAP alumni choices related to the statement ‘which EAP course component has been most beneficial to you in your degree studies’ as:

Table 4.14 Most Beneficial to You in Your Degree Studies

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Academic reading	6	15.0	15.0	15.0
	Academic Writing	6	15.0	15.0	30.0
	Listening and note taking	13	32.5	32.5	62.5
	Speaking and presentation skills	15	37.5	37.5	100.0
	Total	40	100.0	100.0	

The table 4.14 indicates that 15.0% of the respondents considered ‘Academic reading’ as the most beneficial component of the EAP. Whereas, 13 respondents representing 32.5% of the total sample, opted ‘Listening and note taking’ as the most effective and beneficial component of the EAP. Whereas, 15 respondents considered ‘Speaking and presentation skills’ as the beneficial part of the EAP. Only 15.0% of the participants selected ‘Academic writing’ as a helpful and crucial EAP component.

4.4.5 English Language Skills Challenge- Despite Attending EAP Course

In Question no. 12 of the EAP alumni questionnaire, students were asked about English language challenges they are still facing despite attending the EAP language course before the start of their actual degree program. The following table (4.15) presents responses as:

Table 4.15 English Language Skills Despite Attending the Preparatory Course

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Writing paper and assignments	8	20.0	20.0	20.0
	Listening lectures	10	25.0	25.0	45.0
	Speaking with teachers and classmates	15	37.5	37.5	82.5
	Reading academic text	7	17.5	17.5	100.0
	Total	40	100.0	100.0	

The table (4.15) indicates ‘Speaking with teachers and classmates’ as the most persistent challenge for the students as 37.5% (n=15) of the respondents selected the related choice. Whereas, ‘writing paper assignments’ and ‘listening lectures’ remain second most daunting language challenge for the students despite their training and learning in the EAP

language course. All the respondents identify at least one English language skill as challenging despite having undergone preparatory course.

4.5 EAP Instructors' Perception of EAP and General English

The very first question that was asked to the EAP teachers during the interview was about their awareness regarding the English for academic purposes (EAP) because the knowledge about the two approaches in ESP course design (EGAP & ESAP) is crucial. The teachers' understanding about the EAP and its core objectives in terms of teaching approaches and methodologies is very significant and has been acknowledged by many EAP practitioners. The responses from the all respondents revealed that they have some general understanding about the EAP course. As a specific, the respondents could not explain the core differences in terms of approaches and methodologies of the general English and the English for academic purposes. For instance, one of the instructors (see appendix G) explained the difference as:

“You see, English for academic purposes, we often get students who want to pursue their career in some professional degree. Like, you know, they want to join the management sciences, computer sciences, they want to join international relations, education and economics and other fields. Now, that is the purpose that we need to teach English, which fulfils that specific purpose, where they need a lot of reading and writing, note-taking is there, listening to lectures is there, summarizing is there. So, if they don't have these skills, they cannot pursue that...” (IEAP1)

The second and the third questions were about the EAP course, its core objectives, and course's effectiveness with students' future academic needs; their response were analyzed as present situation analysis. Subsequently, the fourth question intended to seek students' general English language proficiency in the EAP course, and the following questions (Q.5,6,7) were about teaching approaches and methodologies, challenges in EAP classes, classroom

management, and students' difficulties. Interview Question No.08 & 09 were intended to know the teacher's opinion about inclusion of more resources in EAP course and their satisfaction about the recourses. The last question (Q No. 10) was asked to know about the overall role of EAP and the language Centre (CLT) in terms of assistance for the international students regarding language hurdles.

Theme 1: EAP Course Objectives are Clear and Well-Aligned but are Partially Effective

The respondents were two EAP instructors and they shared their perception about EAP and its core objectives. One respondent (IEAP1) said that the main purpose of EAP is to make students capable in using English for higher studies, and the core objective is to make them proficient in language skills (reading, writing, note-taking, presentation, summarizing etc.) for their academic success. But, according to the instructor- despite these core objectives the provided material and the time frame is 'not sufficient'. The teacher showed dissatisfaction when asked about the course's future alignment. According to him, the course aims at providing general communication skills for daily interactions, and it has very little to do with academic needs.

"You see, when I talk about the current EAP course, to some extent, yes, but to a greater extent, no. The problem is, this course has been designed specifically for developing communication skills, and students, you know, daily life practices, their interaction with people, etc., which is good, and writing is there, but if I say specifically for academic purpose, no, and that is the reason why we have to bring our own material here, and we have to do it, we have to put some extra work, and any course, if you see, is not sufficient. There is always room for improvement, there is always room for teachers to supplement it with some material of their own. Material of their own, they need to supplement it." (IEAP1)

The second respondent (IEAP2) gave a broader definition of EAP by highlighting its core objectives and alignment. The respondent explained about the course authenticity as it has designed by the Cambridge and has been used internationally, but he showed partial satisfaction about its effectiveness because students have very poor language background and they cannot align themselves with the course as per the course's required objectives. He further explained that the course is well-designed but students' poor academic exposure and deficiencies has proven it less effective.

“Yes, this course is basically designed by Cambridge University, written by a very authentic person. This course is taught in many countries all over the world and for the students all over the world...I can say no, because the main problem is the background knowledge of the students... Their basic language skills are very weak, okay, and the other problem is that we have to cater them...we have to accommodate them...” (IEAP2)

Theme 2: Mixture of Mixed-Level Classes Poses a Significant Pedagogical Challenge

According to the EAP instructors, one of the major challenges they face in EAP classes is- teaching a class of mixed proficiency level. It poses a greater impact on their uniform teaching approach. He further elaborated this point by saying that, teacher should talk ‘for a very little time’ in a language class, but this practice cannot be applied in a class of mixed proficiency level where weaker students require more teachers’ role and assistance and it delimits the actual instructional and pedagogical approaches in an EAP class.

Furthermore, the mixed level classes effects classroom management, as the teacher has to bridge the gap among students of different levels. A teacher has to be more dominant in the class whereas the approach should be- students’ maximum participation in different language learning activities. These problems are results of university administration’s myopic policies

and might be some financial constraints regarding these mixed-level classes instead of mixed-ability classes.

“The main challenge is, the biggest challenge we find here is, is the mixed level class, not ability... And mixed level, due to some, you see, some official problems of the university, they want big classes, financial difficulties are there. So, due to that reason, mixed levels are sitting together. Now this is a thing which may not be prevalent anywhere in the world. I'll say not even in Pakistan. It is not there. And this challenge which we are facing is a very big problem. And all the teachers are struggling, okay, to counter actually this thing that we have here.”

Theme 3: Specific Linguistic Challenges Faced by the Students are: Vocabulary, Weak Listening, Writing and Poor Academic Background

The interview with the EAP instructors highlighted that student face different linguistic challenges like: lack in vocabulary, poor listening and weak academic writing. One of the instructors described writing as a laborious and challenging activity that requires a good academic background. In the case of international students currently enrolled in EAP course, they have not only poor academic background but also many cognitive and linguistics issues. So, the current EAP course could not adequately address the students' needs because the course might be trying to make a complex structure over a weaker foundation.

“You see, the first thing I would like to say is in teaching, now it might sound new to some people. Vocabulary is the basic barrier. Now, you will see people saying grammar. No, it's not like that. When I go to a foreign country, even if I have just 25-30 vocabulary words, nouns, they are enough to communicate... their vocabulary is very weak, their listening, speaking is very weak, and we do something to cope with that...”

Theme 4: Inadequate Infrastructure and Resources Provided by the Language Centre Hinder Learning, Teaching and EAP Goals

The interview with relevant EAP instructors further revealed that among other problems, the problem of inadequate infrastructure and limited resources provided to both the EAP teachers and the students exacerbate the problem. For instance, one EAP instructor highlighted some very serious issues like: lack of overhead projectors, small size white boards (that requires constant erasing), small classroom sizes, unsuitable furniture, poor printed textbooks and limited teachers' training and teaching resources. Interview with the EAP teachers concluded with the comments that the CLT provides assistance to both the teachers and to the students but 'not sufficient' and necessitates 'fundamental changes. The CLT 'provides the teachers' and tries to get the 'competent teachers', but due to resources' limitation and students' poor backgrounds – the teacher cannot achieve pedagogical goals in EAP classrooms.

IEAP1: "If I talk about the EAP course, I'm not very much satisfied with it because I told you in the beginning, we always supplement it. And the Language Centre assistants with their language-related problems, you see, they do. But it is not sufficient..."

IEAP2: "They provide the teachers, okay, and they try to get the competent teachers, teachers under their own circumstances, you know...the compensation being offered to the teachers is quite insufficient...as a result we cannot provide students what they deserve."

4.6 Management Views Regarding Effectiveness and Role of EAP Courses

As the CLT provides assistance to the international students during their enrollment as an EAP learner. This learning exposure and experience prepares them for their immediate future academic needs and demands. By considering EAP role, interviews were also conducted

from the head of departments in order to get their valuable insights and observations regarding effectiveness of the EAP course, students proficiency level and the possible coordination between the department and the CLT.

By considering the significance of positive feedback of the heads, one head of department (HOD1) expressed his views related to the role and effectiveness of the CLT and the EAP course. According to him, after attending the EAP course, the majority of the students show proficiency in writing and listening skills, but they lack in speaking skills. “Yes, they are proficient. What I observed in the writing and listening skills, but in speaking skills, they are not proficient, the students can give answer to the questions being asked in the class to some extent, but they cannot communicate well in class discussions.” The issue further leads to the problems like pronunciation and presentation skills.

By highlighting the role of the CLT, the HOD expressed satisfaction by saying that majority of the students who have spent one or two semesters in EAP course, demonstrates good language skills as compared to those who did not attend the course. In addition, the head gave suggestions regarding enhancement of more speaking and presentation activities in the CLT, and a good coordination among the CLT and the other departments in order to make role of the CLT more effective and robust.

Another head of the department (HOD2) expressed himself by showing greater dissatisfaction about the EAP alumni language proficiency. “I am not 100% satisfied. So, if I compare, for example, the old students who completed these courses from the language department they were better as compared to the students we are getting in the current, you can say, few years. So, that's why you can see that level of satisfaction may be around 60-70. Yeah, not 100% satisfied.”

He highlighted the problems with core language skills (listening, writing and speaking). He backed his arguments by saying that students poor academic background, outdated curriculum, traditional teaching methods and a mismatch between preparatory course and discipline specific needs are the main reason of students' poor language proficiency despite attending the EAP course. "No, I don't think they can express themselves or they can express something about the courses that they are taking. So, again, it is because they have poor listening, you can say, comprehension... For example, if you ask them a simple question, very simple, that please introduce yourself. So, many they cannot introduce. And similarly, when during the lecture, teacher asks them any question, is there any question, so many they will be silent..." He suggested: a good coordination between the language Centre and other departments, inter-departmental coordination, needs based curriculum, needs based regular meetings, and modernizing course contents can enhance the students' language ability and the effectiveness of EAP course. "They must talk to us; they must have regular meetings with us. We will tell them our need. And then, if they design their courses accordingly, that will be more helpful. Rather than using, you can say, the old-fashioned courses designed in old ways, it is not really helpful nowadays. Nowadays, you need to look at the other developments like Artificial Intelligence, there are ChatGPT, if it is the students, they want to use it. So, they must teach them that how they can make it more effective for their writing skills. And what are the care that they need to do. So, they must make their courses in line with modern requirements and the requirements of economic discipline..."

4.7 Class Observations 1

Classroom observation serves as a significant technique to validate quantitative data. In an EAP class, classroom observation is a valuable tool for professional growth of teachers and the assurance of quality standard of educational institutions. EAP observation often considers specific features in relation to academic discourse and practice that includes: Lesson

planning, content and lesson materials, teaching approaches and methods for academic skills, educator's language and discourse, students' participation, feedback and classroom management and environment. in short, EAP classroom observation focuses on how effectively an EAP teacher is preparing students for the academic needs and demands of higher education.

The researcher systematically observed the teaching and learning activities in an EAP classroom in the Centre for Language Teaching at International Islamic University, Islamabad.

4.7.1 Lesson Material in EAP Class

The researcher observed the EAP class of international students in their 15th week of the semester. The class comprised total 19 students, and it was a mixed-level class and only 12 students were present in the class. The teacher started his lesson by simply writing some prepositions (simple, compound and phrase-preposition) on the whiteboard.

The teacher introduced the topic to the students which was written on the whiteboard. The teacher didn't distribute any specific material to the students related to the topic. He started teaching about 'prepositions' by merely writing some mixed kinds of prepositions on the whiteboard. The teacher was well prepared for the class, but he did not explain even the fundamental concepts related to the topic (prepositions). After few minutes, the teacher instructed the students to open their textbooks and he started teaching another topic related to subject-verb agreement. The teacher explained briefly about the topic and then initiated communicative activity by asking some questions related to subject verb agreement by using an exercise on their textbook's page 51. for the achievement of speaking skills, the teacher divided the students in pairs by making one weak student with an advanced student. He advised not to use mobile phones. The activity lasts for twenty minutes after that the teachers asked some relevant questions but majority of the students remained passive only few responded with the assistance of the teacher.

4.7.2 Relevance of the Topic

The topics were relevant to the needs of the EAP students. The students were trying their best to grasp the core concepts of the topics. To some extent they were trying to use the propositions in different contexts. As good understanding of prepositions and subject-verb agreement is essential for student's context-specified communications and for grammatically correct sentences.

4.7.3 Students' Interest Level

The topic was relevant and interesting, but students did not show any explicit interest in the lesson. The students were not willingly involved in the lesson due to the complexity of the topic and their weak prior knowledge of the topics. Some students were trying to grasp the idea; majority of the students were busy with their mobile phones and some were discussing with each other. The teacher tried to engage them again and again by instruction and encouraging comments, but they were not able to participate actively in the class with interest. During informal discussion with the researcher, the teacher showed dissatisfaction about the performance and language skills of the students despite teaching them for many weeks. The teacher again and again tried to involve them in different activities, but he received very little response from the students because they were lacking in fundamentals and basic comprehension skills.

4.7.4 Teaching Method and Approach

The teacher employed mixed-method and eclectic approach in the observed class. He used different activities for his teaching and classroom practice, and he used whiteboard only as educational aid. He divided the class in pairs/groups in order to involve them in different learning activities. Every time the teacher encouraged the students to fully participate in the activities but majority of them remained passive and reluctant. At the end of the class, the teacher encouraged to write on topic in parallel to the given topic on their textbooks. All the

students participated in writing activity. The researcher observed that, the students wrote a piece of writing by copying the text by using mobile phones or copying from the peer -learners.

4.8 Class Observation 2

The lesson initiated with the questions about the difference between '*how many*' and '*how much*' from the teacher's side. The students were in their 14th week of the semester, and the class consisted of 9 EAP students. The class took place in language lab of the English language department.

4.8.1 Material for the Lesson

The instructor was well prepared for the class. He welcomed the students and started the class with some informal discussion.

4.8.2 Relevance of the Topic

The teacher started the class by asking some basic questions about the use of 'how many/much' and about the countable/uncountable nouns. The teacher instructed them to open their textbooks and read the given words on the page.

4.8.3 Teaching Method

The teacher adopted mixed method in the class. He used white board for some basic naming words and then he played an audio recording relevant to the already written words on the board. After the listening activity, he asked the students about the information and words they have perceived via listening. He realized students' confusion, and played the audio again. The focus was primarily on listening. The teacher inserted them to fill their workbook pages accordingly.

4.8.4 Students' Interest Level

The students showed much interest in the class, as the environment of the class was very appropriate. They showed keen interest in listening a conversation and by filling their workbooks. Class was well equipped with audio visual aids (white board, overhead projector etc.). Students participate in all sorts of activities very energetically. At the end of the class, the teacher asked some question related to the lesson, majority of students answered correctly and appropriately, but the teacher only helped them to recall the core ideas could not stimulate their critical thinking.

4.9 Analysis and Discussion of Findings

The analysis of findings revealed a crucial and multifaceted discrepancy between the EAP course's design, students' and stakeholders' perceptions and the outcomes perceived by EAP alumni. Findings from the key data sources- currently enrolled students and alumni questionnaire, EAP teachers' interviews, classroom observations and feedback from department heads indicate that although the EAP course is well-intentioned, but is insufficient in meeting students' expectations and needs. Ultimately, the current EAP course is not assisting and preparing the students for the academic demands of their degree programs.

By combining the three strands (data from EAP students and alumni questionnaires, perception of head of departments and EAP instructors, and classroom observation) together, a core finding indicates that there is a clear contrast between currently enrolled students' expectations and alumni experience regarding EAP course. Current students are optimistic about the EAP course as 91.7% classifying them as beginner or elementary in terms of English language proficiency, and responded that the course is crucial for their future academic career. Whereas, 72.5% of the EAP alumni perceived the English language demands of their degree programs as 'Moderately' or 'Very much' high. EAP instructors confirm this challenge,

nothing that international students have very weak basic language skills, and further teaching is complicated by mixed-level language classes.

Furthermore, a key inconsistency emerged regarding oral communication skills: 50% of the current EAP students prioritize ‘presentation skills’ as the most crucial for their future academic and professional careers. Alumni validated the significance of oral skills by reporting ‘presentation and speaking skills (37.5%) and listening and note-taking (32.5%) as the most beneficial EAP components in their degree studies. Despite recognizing their importance, both groups identify oral skills as the most challenging. As 41.7% of the current students identified ‘speaking tasks and presentations’ as challenging components of the EAP course, and 37.5% alumni considered ‘speaking with teachers and classmates’ as the most persistent challenge they faced after completing the EAP course. This critical finding shows that students are aware of the importance and role of ‘speaking and presentation skills’, yet they struggle to master them. Furthermore, gap related to oral communication has noted by the both Heads of Departments and alumni. They highlighted that students persistently face challenges with communication skills. As one of the head of department revealed that students cannot express themselves in simple communicative events like asking questions during a lecture. A significant portion (37.5%) of alumni expressed that ‘speaking with teachers and classmates’ was their most difficult challenge despite completing the course.

The analysis further revealed the reasons of these skills gaps through interviews with EAP instructors and observations of classrooms. The skills gap in student communication is mainly owing to the design of the EAP course. As one instructor revealed that the current EAP course focuses on communication for daily life, with “very little to do with academic needs.” The fact that students have weak language background, and this makes the course less effective.

The classroom observations showed students' learning of a topic where teacher focused on low-level skills (listening and note-taking). The repeatedly act of playing audio-recording again and again helped students to recall core ideas rather than developing and stimulating their critical thinking. This teaching approach further indicates why students have problems with higher order tasks (speaking and academic writing).

In addition to the issues mentioned above, the EAP instructors also revealed that they also face systemic issues like: teaching a mixed-level class, and a lack of essential resources like projectors and appropriate furniture. The Head of department also mentioned that outdated and irrelevant curriculum and a lack of coordination between the Centre for Language Teaching and other departments contribute in students' underperformance.

In a nutshell, by combining the three strands (data from EAP students and alumni questionnaires, perception of Heads of departments and EAP instructors, and classroom observation), it can be concluded that the present EAP course is not meeting its goals. As current students of EAP course seemed optimistic, but alumni and instructors' feedback revealed its shortcomings. It is worth mentioning that according to the EAP teachers and department heads, systemic issues and current EAP course prevent students from developing the academic skills they need to succeed in their degree programs.

CHAPTER 5

CONCLUSION AND RECOMMENDATION

5.1 Introduction

This case study was thoughtfully planned, conceived and executed. Needs analysis was used as an approach to explore and examine EAP students' needs, hurdles and perception in an EAP language course at IIUI. Beyond understanding the present existing needs and wants of the EAP students, the study also aimed to explore EAP students' perception, EAP instructors' valuable insights and stakeholders' perception regarding existing EAP course. This chapter will summarize the present study with reference to the data analysis and discussion, its limitations followed by some valuable suggestions for the improvement of instructional methods and improvement in the present EAP course syllabi at IIUI.

5.2 Conclusion

The aim of the present exploratory study was to view and analyze the linguistic hurdles, perceptions, and learning preferences of a distinct group of learners of English for Academic Purposes language course. The objectives of the study was mentioned in the section 1.3. A field survey was carried out in order to validate the study, and the respondent were EAP alumni, current EAP students, EAP instructors and Heads of departments. The data were analyzed and interpreted quantitatively and qualitatively under the consideration of nine categories.

A central finding of the study revealed that despite attending the EAP language course, majority of the students (37.5%) responded that they are still struggling with oral communication. This is compounded by difficulties in listening to lectures which affects 25.0% of the students, and 20.0% of the students said that they face challenges with writing papers and assignments (see table 4.15). These figures underscore a fundamental gap between the course's design and its intended outcomes of preparing and assisting students for the academic and linguistic

demands of their degree programs. The conclusion indicates some interconnected factors that explain these persistent gaps. A very first reason is the insufficient or limited real-life practice that students receive. While the main purpose of the course is to prepare students for an authentic academic environment, but it fails to provide sufficient opportunities for them to actively use the language in real university life.

This is further compounded by the teaching methods employed. The analysis further indicates that the curriculum and the teaching approach are predominantly lecture-based which places more focus on passive skills. This is cleared from the fact that the majority of the EAP alumni, 37.5% perceived ‘speaking and presentation skills’, and 32.5% considered ‘listening and notetaking’ as the most beneficial components of the course (see table 4.14). Furthermore, the lack of availability and exposure to authentic, high stakes academic settings in EAP preparatory course itself prevents the development of practical skills needed for success.

A key finding highlights paradoxical recognition regarding importance of EAP despite low language competency. As a majority of respondents (66.7%) clearly mentioned that EAP language course is ‘quite important’ for their future academic career (see table 4.3). It indicates a self-awareness of the learners about instrumental value of English in academic and professional life.

The present study reveals a deeper and paradoxical situation concerning the perceived significance and actual challenges of EAP course. As on one hand, the EAP course is widely regarded as crucial by the students themselves, a striking percentage of 66.7 % respondents considered it “quite important” for their future academic careers (see table 4.3). Similarly, this positive perception is reinforced by the fact that majority of EAP alumni combined 62.5% (very much + extremely) indicated positive feedback in relation to the developed confidence in academic setting due to the EAP course (see table 4.13). This newfound confidence is attributed

to teachers' assistance, institutional support and students' prior language exposure. It might also be due to academic environment given in the preparatory course or outside of the classroom. It is evident that EAP course, in some capacity, fosters a sense of psychological preparedness and self-assurance which is invaluable despite incomplete outcome.

Presentation skill is considered as the most important skill by half of the respondents (50%) and also as the most challenging part of EAP by 41.7% respondents (see table 4.5 & 4.6). This indicates a major gap in productive skill as students perceive the requirement of effective oral communication for their academic and professional success despite their struggle. This requires a need for relevant and targeted interventions that fills this gap by focusing on confidence building and practical application.

Likewise, it is very surprising to note that 'Writing skills' are deemed as the least important skill (table 4.5 =8.3%). Yet writing assignments are mentioned as the second most challenging EAP component (table 4.6=25%). This highlights students' frustration about the daunting task of writing or their lack of awareness of its pervasive role in higher education and in professional life.

Moreover, teachers' preferences for 'home assignments (41.7%)' and 'group/pair work (33.3%)' highlights more beneficial and preferred over traditional lecture methods (see table 4.4). This indicates learner-centered and interactive approach aligns with modern *communicative language teaching* principles. Respondents' choice of 'listening to podcasts' and 'watching videos/lectures' (25.0% & 16.7%) shows their best preferred learning methods that indicates students are more inclined towards auditory and visual inputs (see table 4.7). EAP students' low preference for Reading text (8.3%) as a learning method further gives a sense that traditional text-based learning may be too hard or ineffective for the EAP students especially for international students.

In brief, the study illuminates a group of EAP students who have clear aspiration for English proficiency, especially in oral communication for their academic and professional career, but they face major challenges in productive skills owing to their poor academic and foundational language levels. The learners expressed preference for active, multimedia assisted and collaborative learning classes demands a strong and effective EAP language course beyond traditional methods.

On the other hand, the quantitative analysis about currently enrolled students in EAP language course also gives a comprehensive and deeper understanding of the EAP students regarding their demographic characteristics, their linguistic challenges, and perception related to the EAP course. The quantitative analysis demonstrates that 75% have a matriculation background, 25% participants holding an o level background. Chinese is the most dominant first language of the respondents with 58.3%, and remaining 41.7% speaks ‘other’ languages (see table 4.1). This sort of linguistic background is an important factor to be considered because it effects learners learning and highlights other language transfer issues.

When asked about the relevance of the EAP course, approximately 41.7% considered EAP as ‘Quite Important’, 25% responded as ‘Not at all important’ and 16.7% find it ‘useful’. This highlights respondents’ aspiration about the future career in relation to EAP, or lack of awareness about the practical implications of EAP course. In terms of EAP teaching methods, 41.7% demonstrated that giving ‘home assignments’ is a common practiced approach with ‘group/pair work’. Whereas other methods like ‘lectures’, ‘writing activities in class’ and ‘presentations’ are fewer chosen methods. In terms of specific skills, “Presentation Skills” are considered as the most important skill with a response ratio of 50%; whereas, “reading skills” as the second most important skills with 33.3% responses. In addition, the speaking task and presentations and writing assignments are deemed as most daunting challenges with percentage

of 41.7 % & 25%. Finally, 25% learners cited ‘listening to podcasts’ as a best preferred learning method followed by ‘watching videos/lectures’, ‘writing essays or notes’, and ‘speaking in groups’ by showing 16.7% of the sample (see table 4.7).

This analysis clearly shows a clear focus and emphasis on developing ‘presentation’ and ‘speaking skills’, that is also revealed as major challenge with a preference for auditory and interactive learning techniques.

The demographic profile of EAP alumni (see section 4.4) has provided information about their level of language proficiency – predominately beginner to elementary level.

Majority of the EAP alumni (37.5%) considered ‘speaking and presentation skills’, and 32.5% considered ‘listening and note taking’ as the most beneficial EAP component (see table 4.14). It shows oral comprehension and notes taking is the most crucial skill perceived by the students. Moreover, it indicates that productive skills like; speaking and writing have considered more significant than passive skills (listening). Students’ perception about the important EAP component (listening and notes taking) further highlights teachers predominantly lecture based approach and a curriculum design that undermines academic reading and speaking.

In summary, the EAP teachers and the heads of departments (as key stakeholders) give a more critical and significant perspective. They acknowledge that the current EAP course is not meeting its intended goals and objective due to numerous external, systemic issues. As one of the instructors highlighted that teaching a mixed-level class is not only a big issue but it also hinders effective pedagogical practices. They also mentioned a lack of essential resources and infrastructure which limits their ability to provide students with what they deserve. Furthermore, a head of department openly attributed students’ underperformance despite attending EAP course to a lack of coordination between the language centre and other academic

departments. Thus, these perceptions from stakeholders emphasize that the problems are not just a matter of poor teaching, but are deeply rooted in structural and systemic deficiencies that require a fundamental overhaul of the entire EAP program.

5.3 Suggestions

The first and the foremost step involves updating of the existing EAP syllabus, as the currently practiced IELTS- centric materials and contents is not appropriate for the international students aspiring to improve their academic skills. IELTS assesses proficiency and it does not provide sufficient and comprehensive framework for enhancing academic skills. It is suggested that EAP curriculum should include genre-specific academic writing by focusing on conventions of different academic texts like essays and reports. In addition to this, relevant and authentic tasks of listening and speaking should be integrated after conducting needs analysis by the relevant experts.

Likewise, differentiating classes by proficiency level is recommended to better address students' needs, so that teachers can utilize and apply resources and instructional strategies accordingly. Mixed-level classes pose many intricate challenges for EAP instructors and for the students as well. In current scenario, pair/ group work and differentiated instruction strategies are highly recommended. Besides this, integrated technology is a vital suggestion for EAP classes. Teachers should encourage and allow students to use their mobile devices for the execution of different activities.

More specifically, explicit presentation skills training is very essential. Students should be provided with opportunities of low-stakes presentation opportunities and peer-feedback sessions as well.

Institutional and administrative support can truly make a difference. As the CLT is the primary entity that manages EAP language course related activities; a strong collaboration with the English department is essential. The department of English can provide more practical and workable suggestion regarding curriculum, pedagogical approaches, and professional growth opportunities for EAP teachers. Collaboration, discussion, and knowing needs and wants of other departments and disciplines can truly make an impact on EAP syllabi and teaching.

Last but not the least, recognizing that majority of the EAP students have poor academic background, so it is paramount to develop a support mechanism for them. The support mechanism may include: remedial academic skills workshops, focusing on critical thinking, doing needs assessments and tracking students' progress and hurdles by offering them all possible academic supports within EAP course and outside of the EAP classroom. Finally, regularly feedback collection from students and stakeholders to ensure the effectiveness and relevancy of the course can surely make a difference.

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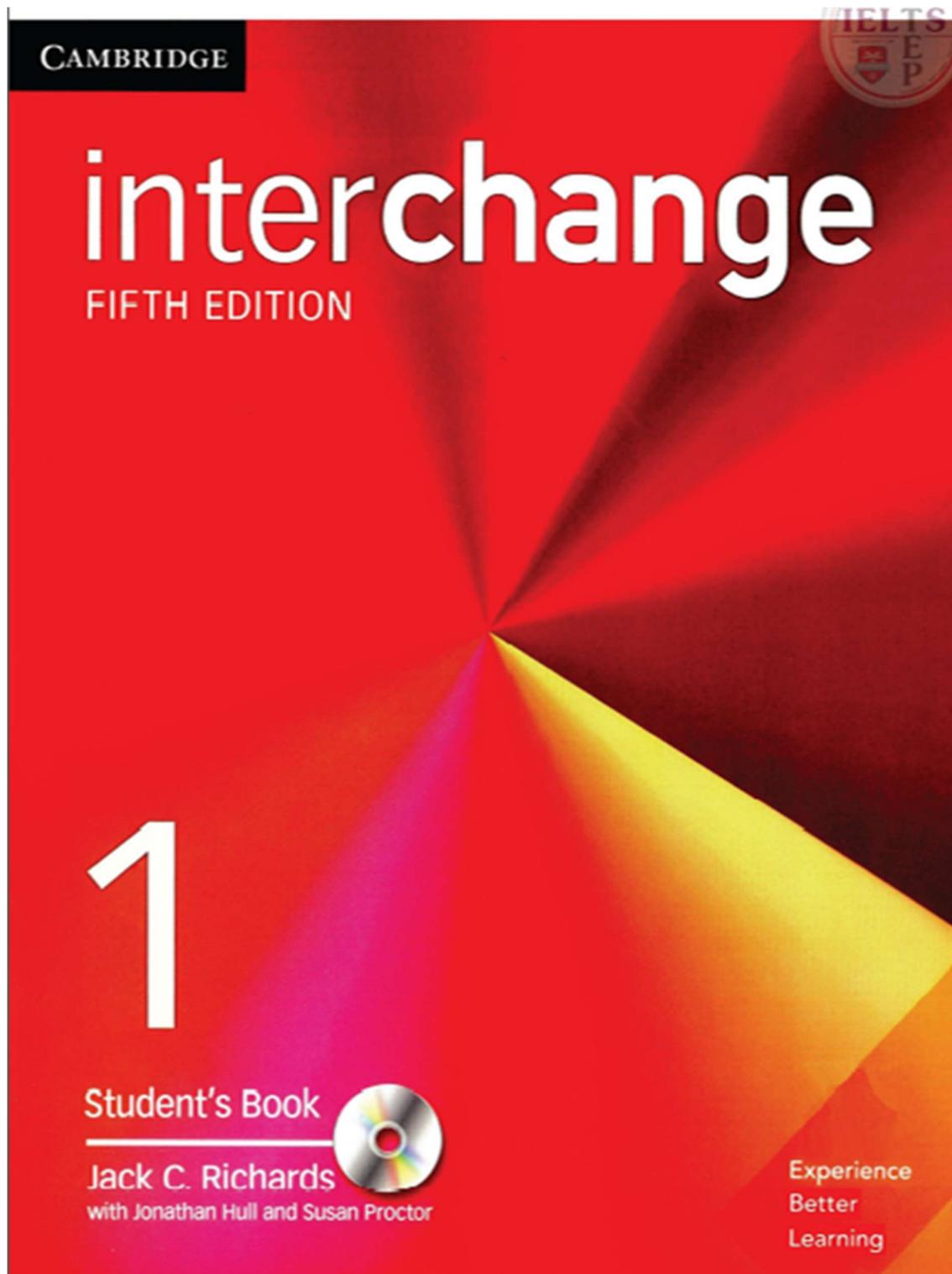
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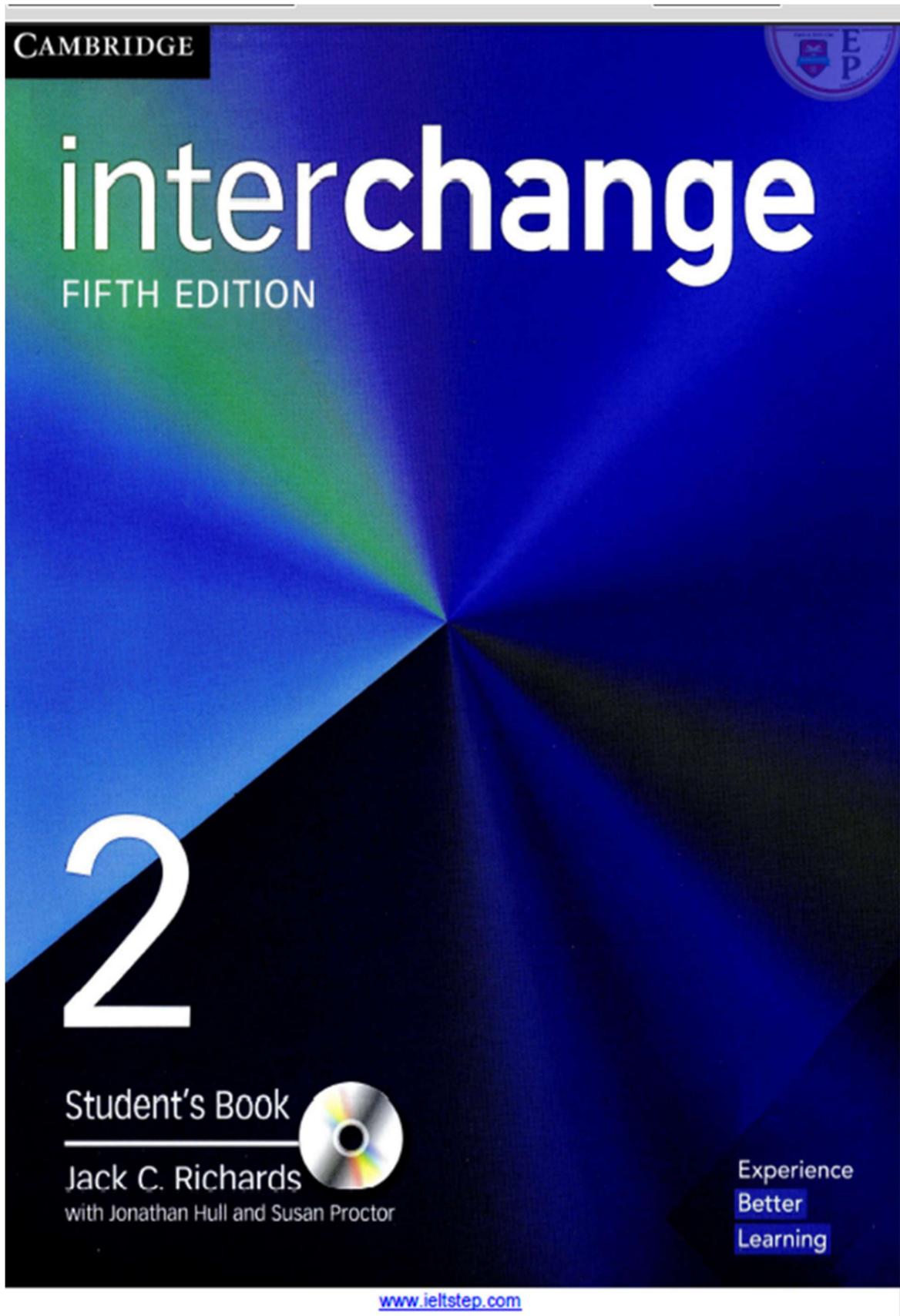
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Appendices

Appendix A: Visuals of EAP Course Books





Plan of Book 1

Titles/Topics	Speaking	Grammar
UNIT 1		
Where are you from?	<p>Introducing oneself, introducing someone; checking information; exchanging personal information; saying hello and good-bye; talking about school subjects</p>	<p>Wh-questions and statements with be; questions with where, when, and who; yes/no questions and short answers with be; subject pronouns; possessive adjectives</p>
PAGES 2-7		
UNIT 2		
What do you do?	<p>Describing work and school; asking for and giving opinions; describing daily schedules</p>	<p>Simple present Wh-questions and statements; question: where; time expressions: at, in, on, around, early, late, until, before, and after</p>
Jobs, workplaces, and school; daily schedules; clock time		
PAGES 8-13		

Titles/Topics	Speaking	Grammar
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PROGRESS CHECK PAGES 14-15

UNIT 3

	Talking about prices; giving opinions; discussing	Demonstratives: this, that, these, those; one and ones; questions: how much and which; comparisons with adjectives
How much are these?	preferences; making comparisons; buying and selling things	

Shopping and prices, clothing and personal items, colors and materials	
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PAGES 16-21

UNIT 4

Do you play the guitar?	Talking about likes and dislikes; giving opinions; making invitations and excuses	Yes/no and Wh-questions with do; question: what kind; object pronouns; modal verb would; verb + to + verb
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Titles/Topics	Speaking	Grammar
Music, movies, and TV		
programs; entertainers;		
invitations and excuses;		
dates and times		
PAGES 22-27		
PROGRESS CHECK	PAGES 28-29	
UNIT 5		
What an interesting family!	Talking about families and family members; exchanging information about the present; describing family life	Present continuous yes/no and Wh-questions, statements, and short answers; quantifiers: all, nearly all, most, many, a lot of, some, not many, and few; pronoun: no one
Family members;		
typical families		
PAGES 30-35		
UNIT 6		

Titles/Topics	Speaking	Grammar
How often do you run?	Asking about and describing routines and exercise; talking about frequency; discussing sports and athletes; talking about abilities	Adverbs of frequency: always, almost always, usually, often, sometimes, hardly ever, rarely, never; and never; questions: how often, how long, how well, and how good; short answers
Sports, fitness activities, and exercise; routines		
PAGES 36-41		
PROGRESS CHECK	PAGES 42-43	
UNIT 7		
We went dancing!	Talking about past events; giving opinions about past experiences; talking about vacations	Simple past yes/no and Wh-questions, statements, and short answers with regular and irregular verbs; past of be
Free-time and weekend activities		

Titles/Topics	Speaking	Grammar
PAGES 44-49		
UNIT 8		
How's the neighborhood?	Asking about and describing locations of places; asking about and describing neighborhoods; asking about quantities	There is/there are, one, any, and some; prepositions of place; quantifiers; questions: how many and how much; count and noncount nouns
Stores and places in a city; neighborhoods; houses and apartments		
PAGES 50-55		
PROGRESS CHECK	PAGES 56-57	

Plan of Book 1

Titles/Topics	Speaking	Grammar
UNIT 9 PAGES 58–63 What does she look like? Appearance and dress; clothing and clothing styles; people	Asking about and describing people's appearance; identifying people	Questions for describing people: What...look like, how old, how tall, how long, and what color; modifiers with participles and prepositions
UNIT 10 PAGES 64–69 Have you ever been there? Past experiences; unusual activities	Describing past experiences; exchanging information about past experiences and events	Present perfect yes/no and Wh-questions, statements, and short answers with regular and irregular past participles; already and yet; present perfect vs. simple past; for and since
PROGRESS CHECK PAGES 70–71		
UNIT 11 PAGES 72–77 It's a really nice city. Cities; hometowns; countries	Asking about and describing cities; asking for and giving suggestions; talking about travel	Adverbs before adjectives; conjunctions: and, but, though, and however; modal verbs can and should

UNIT PAGES It's important to get rest. Health problems; medication and remedies; products in a pharmacy	12 78–83 Talking about health problems; asking for and giving advice; making requests; asking for and giving suggestions	Adjective + infinitive; noun + infinitive; modal verb could and should for suggestions; modal verbs can, could, and may for requests
PROGRESS CHECK PAGES 84–85		
UNIT PAGES What would you like? Food and restaurants	13 86–91 Expressing likes and dislikes; agreeing and disagreeing; ordering a meal	So, too, neither, and either; modal verbs would and will for requests
UNIT PAGES It's the coldest city! World geography and facts; countries	14 92–97 Describing countries; making comparisons; expressing opinions; talking about distances and measurements	Comparative and superlative forms of adjectives; questions: how far, how big, how high, how deep, how long, how hot, and how cold
PROGRESS CHECK PAGES 98–99		

UNIT PAGES What are you doing later? Invitations and excuses; free-time activities; telephone messages	15 100–105 Talking about plans; making invitations; accepting and refusing invitations; giving reasons; taking and leaving messages	Future with present continuous and be going to; messages with tell and ask
UNIT PAGES How have you changed? Life changes; plans and hopes for the future	16 106–111 Exchanging personal information; describing changes; talking about plans for the future	Describing changes with the present tense, the past tense, the present perfect, and the comparative; verb + infinitive
PROGRESS CHECK PAGES GRAMMAR PLUS PAGES 132–151	112–113	

Appendix B: Students' Questionnaire

Dear Respondent,

The main purpose of this survey is to explore and analyze students' needs and perceptions regarding English for Academic Purposes (EAP) language course at the International Islamic University, Islamabad. The research may help to improve the syllabi and teaching methodology of English for Academic Purposes (EAP) language course. Please, answer the survey honestly. Your all responses will remain strictly confidential and will be used solely for research purposes. By completing the questionnaire, you will be participating in the research.

Thank you for your time and cooperation.

Aamir Ejaz Khan

M.Phil. English (4th Semester) International Islamic University,
Islamabad.

PERSONAL INFORMATION

Research Site: Centre for Language Teaching

University: International Islamic University, Islamabad

Department: Faculty of Languages and Literature

Course Level: _____

1. Gender: Male / Female

2. EDUCATIONAL BACKGROUND (Tick which applies to you)

Matric

Name of Institution _____

O Level

Name of Institution _____

FSc

Name of Institution _____

A Level

Name of Institution _____

What is your first language?

- a) Arabic
- b) Urdu
- c) Chinese
- d) Other: _____

4. How long have you studied English?

- a) Less than 1 year
- b) 1-2 years
- c) 3-4 years
- d) 5-6 years
- e) More than 6 years

5. How would you rate your overall English proficiency?

- a) Beginner
- b) Elementary
- c) Intermediate
- d) Upper-Intermediate
- e) Advanced

6. Have you taken any EAP language course before the joining of International Islamic University?

Yes

No

If yes, please describe briefly.....

7. How would you rate your overall English proficiency?

- a) Beginner
- b) Elementary
- c) Intermediate
- d) Upper-Intermediate
- e) Advanced

Note: PLEASE TICK THE APPROPRIATE BOX

S #	Statement	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
1.	Learning English for academic purposes is different from learning general English.					
2.	English for academic purposes (EAP) courses mostly meet the future academic needs of the students.					
3.	EAP course syllabus is clear and well-organized.					
4.	I am satisfied with the teaching methodology of current EAP course.					
5.	EAP course helps the students to develop their specific English language skills for their BS academic programs.					
6.	The contents of the EAP course is interesting.					
7.	The contents of the EAP course are very challenging.					
8.	The contents of the EAP course is practical.					
9	There are enough opportunities for practicing English skills in the EAP course syllabus and in the EAP classes.					

9. I consider EAP course for my career:

Very important	Useful important	Quite Important	Not quite Important	Not at all Important
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Q.10 The materials in EAP language courses cover the following skills. (answer on the scale from 1 to 5 where 1 is the most emphasis and 5 is the least emphasis)

a. Writing Skills	1	2	3	4	5
b. Reading Skills	1	2	3	4	5
c. Speaking Skills	1	2	3	4	5
d. Listening Skills	1	2	3	4	5
e. Vocabulary	1	2	3	4	5
f. Grammar	1	2	3	4	5

Q.11 In teaching EAP language courses, the following methods are often used? (Please tick the appropriate option)

- a. Lectures
- b. Group/pair work
- c. Home assignments
- d. Critique of research papers
- e. Technical writing practice in class
- f. Presentations (by the students)
- g. Other (please specify) _____

12. Which one of these skills is the most important for you?

- h. Presentation Skills
- b. Writing skills
- i. Reading skills
- c. Don't know

13. Which aspect of the EAP course remains more challenging for you?

- a) The writing assignments
- b) The reading materials
- c) The speaking tasks and presentations
- d) Understanding of the grammatical concepts

14. Rank the following language skills according to their importance for you from 1 (important) to 6 (least important):

Reading _____

Writing _____

Speaking _____

Listening _____

Grammar _____

Vocabulary _____

15. How important are the following components for you in an EAP course? Rate from 1 (Not Important) to 5 (Very Important).

a)	Writing academic essays:	1	2	3	4	5
b)	Reading academic texts:	1	2	3	4	5
c)	Listening to academic lectures:	1	2	3	4	5
d)	Delivering academic presentations:	1	2	3	4	5
e)	Participating in discussions:	1	2	3	4	5
f)	Note-taking:	1	2	3	4	5
g)	Academic vocabulary development:	1	2	3	4	5
h)	Grammar for academic writing:	1	2	3	4	5

16. Which activities help you learn English best? (Check all that apply)

- a) Watching videos/lectures
- b) Reading texts
- c) Writing essays or notes
- d) Speaking in groups
- e) Doing grammar/vocabulary exercises
- f) Listening to podcasts
- g) Using online tools/apps

17. How do you learn more effectively?

(Prioritize on a scale from 1 to 5 where 1 is the most useful and 5 is the least useful)

a.	By attending lectures	1	2	3	4	5
b.	By in-class writing tasks	1	2	3	4	5
c.	By doing Home Assignments	1	2	3	4	5
d.	By giving Presentations	1	2	3	4	5
e.	By working in Pair/group	1	2	3	4	5
f.	By teachers' feedback on writing/speaking	1	2	3	4	5

Q.18 Give at least two suggestions about improving the syllabi of EAP course?

1.

2.

Q.19 Give at least two suggestions about improving the teaching methodology of EAP language course?

1.

2.

Thank You

Appendix C: Questionnaire for EAP Alumni

Dear Respondent,

The main purpose of this survey is to explore and analyze students' needs and perceptions regarding English for Academic Purpose (EAP) language courses at the International Islamic University, Islamabad in the Centre for Language Teaching. The research may help to improve the syllabi and teaching methodology of English for Academic Purpose (EAP) language courses. Please, answer the survey honestly. Your all responses will remain strictly confidential and will be used solely for research purposes. By completing the questionnaire, you will be participating in the research.

Thank you for your time and cooperation.

Aamir Ejaz Khan

M.Phil. English (4th Semester) International Islamic University,

Islamabad.

PERSONAL INFORMATION

1. AGE: 20- 25, 26 - 30, 30-35, 36 +

2. Gender: Male / Female

3. EDUCATIONAL BACKGROUND

a) Current Semester.....

b) Department.....

4. To what extent did the EAP course prepare you for the English language demands of your current degree program?

a) Not at all

b) Slightly

c) Moderately

d) Very much

e) Extremely

5. How helpful were the reading skills you developed in the EAP course for understanding academic texts in your degree program?

- a) Not helpful
- b) Slightly helpful
- c) Moderately helpful
- d) Very helpful
- e) Extremely helpful

6. How useful were the writing skills you learned in the EAP course for completing assignments in your degree program?

- a) Not useful
- b) Slightly useful
- c) Moderately useful
- d) Very useful
- e) Extremely useful

7. How relevant were the listening and speaking skills practiced in the EAP course to your ability to participate in lectures and discussions in your degree program?

- a) Not relevant
- b) Slightly relevant
- c) Moderately relevant
- d) Very relevant
- e) Extremely relevant

8. To what extent do you agree that the EAP course improved your overall academic performance in your degree program?

- a) Strongly disagree
- b) Disagree
- c) Neutral
- d) Agree
- e) Strongly agree

9. Did the EAP course help you to feel more confident in using English in an academic setting?

- a) Not at all
- b) Slightly
- c) Moderately
- d) Very much
- e) Extremely

10. Did the EAP course help you to better understand the academic culture and expectations of your university?

- a) Not at all
- b) Slightly
- c) Moderately
- d) Very much
- e) Extremely

11. Which EAP course component has been most beneficial to you in your degree studies?

- a) Academic reading
- b) Academic writing
- c) Listening and note-taking
- d) Speaking and presentation skills
- e) None of these

12. what kind of challenges you are still facing in the English language skills despite attending the preparatory course?

- a) Writing papers and assignments
- b) Listening lectures
- c) Speaking with teachers and classmates
- d) Reading academic text

13. What aspects of the EAP course could have been more helpful for your current studies?

Answer.....

.....

.....

.....

.....

.....

.....

.....

Appendix D: Classroom Observation Sheet

University:____

Department:

Time:__ Semester:__ Discipline:__

Subject:_____

Topic:_

Contents	Observed	Comments
Materials prepared for lesson?		
The topic is relevant to the students' need.	<input type="checkbox"/>	
The topic is interesting	<input type="checkbox"/>	
The topic is Challenging	<input type="checkbox"/>	

Emphasis on	Writing Reading Speaking Listening <input type="checkbox"/> Vocabulary Grammar	
Methodology		
AVA used	White board Multimedia OHT	

Teaching Method Used	Lecture Discussion Drill and Practice	
Students are involved in the class. They Show interest in the class.		
Variety in learning materials.		

. Classroom practice (activities)		
Instruction addresses diverse learning styles.		
Teacher uses varied grouping strategies		
Students are encouraged to participate in the class.		

Concise and Clear Language		
Subject Knowledge		
Assessment is related to instruction.		
Assessment involves critical thinking		
Weaknesses		
Priorities for future development		

Appendix E: Interview Questions for Teachers

Q1. Could you describe the course and its core objectives you primarily teach?

Q2. Do you think the current EAP course is effective and aligns with the academic needs that the students will face in their future degree programs?

Q3. According to your observation, what is the general English language proficiency levels of the students entering in the EAP course?

Q4. Does the current EAP class consist on students of different language proficiency level? If so, how does this influence your teaching methodology and classroom management?

Q5. In your observation, what kind of difficulties student face in developing their language skills for the academic purposes?

Q6. What are the main challenges you often encounter in teaching EAP course?

Q7. Do you think there should be some sort of more resources or support that would be helpful for the EAP students in their discipline -specific course work?

Q8. To what extent you are satisfied with the resources (teaching material, technology, physical space etc.) -the language center provides for your work as an EAP teacher?

Q9. Do you believe the current EAP course and the language center provide sufficient assistance to the students in their language related problems?

Appendix F: Interview Questions for Head of Department

Q.1 What is your overall observation of the English language proficiency of students in your department who have completed the English preparatory course before joining the BS program?

Q.2 Do you think these students can effectively express themselves in English in academic settings within your department? If not, what are specific language issues students still struggle with despite attending the course?

Q.3 Do you think the English preparatory course has trained the students with the required English language skills necessary for success in your department?

Q.4 Did you observe any significant difference in terms of the English proficiency and skills among students who have completed the preparatory course and those who have joined the program without the preparatory course?

Q. 5 Do you believe a good coordination between other departments and the language center could be effective and practical for the ELT teachers and the needs-based course designing of the English preparatory courses?

Appendix G: Interview Transcript of Instructor EAP**IEAP1**

So, the very first question from my side is, **how would you describe English for academic purposes?**

You see, English for academic purposes, we often get students who want to pursue their career in some professional degree. Like, you know, they want to join the management sciences, computer sciences, they want to join international relations, education and economics and other fields. Now, that is the purpose that we need to teach English, which fulfils that specific purpose, where they need a lot of reading and writing, note-taking is there, listening to lectures is there, summarizing is there.

So, if they don't have these skills, they cannot pursue that.

Sir, could you describe the course and its core objectives you primarily teach?

You see, we have a very good course. It does cover some of the things that are needed for academic purpose. In that, actually, we focus on the four skills, listening, speaking, reading and writing, whereas when we talk about academic purpose, of course, note-taking is there, listening to lectures, so listening skills must be developed and they have presentation, they have to present something. We have everything here, but we need to supplement it with something, with some material of our own, because we know that the little time they have, just one year here, is not quite sufficient for them. So, teachers often send them by WhatsApp or some other means, some material, and they need to do it on their own. Of course, first we teach everything in the class, specifically focusing on listening, speaking, reading, writing skills, and since they have to deal more with reading and writing, we focus more on it.

Sir, do you think the current EAP course is effective and aligns with the academic needs that the students will face in the future degree programmes?

You see, when I talk about the current EAP course, to some extent, yes, but to a greater extent, no. The problem is, this course has been designed specifically for developing communication skills, and students, you know, daily life practices, their interaction with people, etc., which is good, and writing is there, but if I say specifically for academic purpose, no, and that is the reason why we have to bring our own material here, and we have to do it, we have to put some extra work, and any course, if you see, is not sufficient. There is always room for improvement, there is always room for teachers to supplement it with some material of their own. Material of their own, they need to supplement it.

Sir, according to your observation, what is the general English language proficiency levels other students can drink in the EAP course?

You see, those students we have here, we have very weak students. Generally, they are weak, they are foreigners, and even there are some students, like from Afghanistan and some other countries, who are studying English for the first time. Now, to bring them for EAP course, to prepare them, it's not an easy task. You see, teacher, since the teacher needs to teach all the students in the class, so there are some who have studied six years, eight years of English, but surprisingly, they are also weak students. You know, they also need, you know, they cannot pursue their course directly for academic purpose. If they join their faculties, if they join economics or computer science, often we hear about their failures and their inability in coping with those difficult courses. You know, they have books which have different vocabulary,

difficult vocabulary, and they have not been used to listening and speaking so much in their lives, which is a general practice I have seen in many places.

So, considering that, their proficiency level is just, it's a kind of mixed level, but generally, they are very weak students. Correct, sir.

So, next question is, again, like question three, about the current EAP course. So, **does the current EAP class consist of students of different language proficiency level? Sir, if so, how does this influence your teaching methodology and classroom management?**

Yes, about this, I would say, since having different language proficiency levels in the class, facing the challenge, this is a big task, sir. You see, we cannot follow one method now. You see, like there is the famous direct method is there, okay. They say, okay, follow this, don't use English in the class, teach it like, it is not possible. We always do something according to the circumstances that we are having or according to the actual situation in the real time, in the classroom. It is very easy to say, use this method, use this method. We even pair up students. We have a student who is a weak student, a stronger student of the same country. We even allow them to communicate in their language. What happens, even today, like I am teaching, I have paired them like that. So, a Chinese, a stronger Chinese student always explains in Chinese. It is so difficult to give instructions to weak students. So, they explain each other. A funny student, I have paired them together. Sit together, help. I have told a stronger student to help him. Communicative. Communicative is a technique, it is not a methodology of course. And we use that. For that purpose, of course, we have some problems. We have the lack of infrastructure is there. Our projectors, other things are there. We have problems. We use the whiteboard to the best to explain the things in an effective method. And to, you see, make teaching stepwise. You see, to cut the instructions or anything or any teaching which we are doing in smaller portions. We cannot give a lecture that I keep speaking there for 10 minutes, 20 minutes and tell them to do something. No. I need to speak for very little time and tell them to do an activity. Then again, 2 minutes activity, 2 minutes activity, 2 minutes activity.

Like in CELTA course in UK, they tell them that after every 2 and a half minutes, you should give them an activity. Don't make exercises longer. Don't make your instructions. Teaching, here by instruction I mean teaching. Teaching a long process. You see, like when we say the teacher talk time should be less, it means involve the students in group work, pair work, and always monitor them, help them, and help the weaker students.

Thank you so much, sir.

Sir, my next question is, in your observation, what kind of difficulties students face in developing their language skills for the academic purposes?

You see, the first thing I would like to say is in teaching, now it might sound new to some people. Vocabulary is the basic barrier. Now, you will see people saying grammar. No, it's not like that. When I go to a foreign country, even if I have just 25-30 vocabulary words, nouns, they are enough to communicate. I can do my work, you see. You see, if I think of grammar, I cannot deny grammar. Some basic grammar is also there. But with the help, if I need water in a foreign country, if I only say water, and my gestures, my hand movements, my body

movements, my lip movements, I explain them water, they will give me water. If I talk about bank, passport office, any place, just with some actions, and just saying the word is enough. You see, so, other thing which I would like to say is, in academic purpose, specifically, look, let me talk about economics. There are so many difficult words there. You see, economics may be having the word like, look, inflation, econometrics, and some other, you see, technical terminologies there, you see, index, ratio, standard deviation. There are words there. They should be familiar with that vocabulary also. We should devise in a way that when they finish from here, they should be able to cope with those difficulties, and listening, since they need to listen to lectures, when they join the faculties, listening and speaking. When we talk to them, they are new students, it is difficult to understand us. It is difficult for them to speak. If we start from listening, speaking, and we move on to reading and writing. Reading is there, and writing, of course, is labour, is some hard work. So writing is not easy, and good writing is not possible without reading. Okay, and I would also say without listening, speaking, reading, good writing is not possible. So, they face difficulty when they come here. Their vocabulary is very weak. Their listening, speaking is very weak, and we do something to cope with that. So,

sir, what are the main challenges you often encounter in teaching EAP course?

The main challenge is, the biggest challenge we find here is, is the mixed level class, not ability. Please make a difference, mixed level and mixed ability. You see, mixed ability is, we find students, someone is good in reading, is not good in writing. Someone's listening is good; speaking is not good. We see these things. Grammar is little, one student's grammar is a little weaker than another student's grammar. Okay, so this is a mixed ability class. And mixed level, due to some, you see, some official problems of the university, they want big classes, financial difficulties are there. So due to that reason, mixed levels are sitting together. Now this is a thing which may not be prevalent anywhere in the world. I'll say not even in Pakistan. It is not there. And this challenge which we are facing is a very big problem. And all the teachers are struggling, okay, to counter actually this thing that we have here.

Sir, do you think there should be some sort of more resources or support that would be helpful for the EAP students in the discipline-specific coursework?

Sure. You see, overhead projectors should be there. The first requirement that we need here is that, you see, we should have big whiteboards in the class. You see, if I have to erase the whiteboard, every time I write and erase, there are small whiteboards in the class. You see, and moreover, overhead projectors, language, I don't think in the current situation can be taught without the help of overhead projectors. It becomes so tedious. It becomes so difficult. We used to teach in there. Economic problems are there. We should provide students with coloured books. Now they are very expensive. Students cannot afford coloured. They Xerox, they photocopy. And this, which I know, is another thing which is not allowed. Some things are there. And it is something that we often discourage also, that we should have books. But, you see, considering the financial situation of the students, what can we tell them? You see, now if we have the overhead projector and we have the e-book with us, the coloured, all the themes can be shown. There, all the lessons can be shown. And teaching becomes very interesting with the help of that. All right, sir.

Second last question of this interview is, sir, to what extent you are satisfied with the resources, i.e., teaching material, technology, physical space, etc., the Language Centre provides for your work as an EAP teacher?

You see, you are asking about teaching material, technology, physical spaces, etc. Well, I would say we have a language lab. Okay, it's working also. We sometimes take students there. We're listening, speaking activities. We teach them there also. But overall, we have other rooms. Because if we have four or five teachers, lab can be used by one teacher, two teachers a day. Others cannot use the lab. But when you talk about resources, overhead projectors should be there in all the classes. You see, features should be provided with computers also. Like I said, there should be big rooms. Now, if you have seen our rooms, they are very small. You see, these tables we have here are not for a language teaching class. You see, there should be some room for movement. A table where four students can sit. This is not there. We have another room also.

Same problem, big tables combined together. How would we do? We can do the pair work. How would we do the group work? How can we ask the students to move in the class if it's a small class? You see, a language class needs interactions. You can see the teacher's book written by all these famous writers. And what problem we see is they often ask, tell the students to stand up, group them like this, tell them to stand in different places of class. If we don't have space, that also creates a problem. So, teaching material, we have teaching material, but I believe we should have more teaching material and that would help us. Thank you so much, sir. Last question from my side.

Do you believe the current EAP course at the Language Centre provides sufficient assistance to the students in the language-related problems?

If I talk about the EAP course, I'm not very much satisfied with it because I told you in the beginning, we always supplement it. And the Language Centre assistants with their language-related problems, you see, they do. But it is not sufficient. We need to make some fundamental changes. It has to be a very dynamic place for teaching. We need to have a lot of training for teachers. You see, we need to make it a lively learning place, okay? And only that would help us in coping with the problem that we are facing. And unless we do it, it would be difficult. We try with the things we have in the class. We have the current resources, but they are not enough. Like I said, the teacher's training should be there and students should also be, if we have resources, should be taken to some places, some picnics, you know, they should get a chance to speak there, get to watch football, like it is done in some other countries, okay? Watching a movie, if we have a web projector, simple, you know, British Council, American Centre, special English programmes, they should be given something to watch. As a class, of course, we do give them some material which they watch or which they use at homes, but I believe even that is not enough. As a class, when we are doing the interactions, when we are helping them, when teacher is teaching them, that environment is also needed. All right, sir. Thank you so much.

Appendix H: Coding for Questionnaires**Codes for EAP Students' Questionnaire****Variable labels****A01** Gender**B01** Educational level**B01a** Matric**B01b** O level**B01c** FSc**B01d** A level**C01** First language**C01a** Arabic**C01b** Urdu**C01c** Chinese**C01d** Other**C02** Year of studying English**C02a** Less than 1 year**C02b** 1-2 years**C02c** 3-4 years**C02d** 5-6 years**C02e** More than 6 years**C03** Overall English proficiency**C03a** Beginner**C03b** Elementary**C03c** Intermediate**C03d** Upper-Intermediate**C03e** Advanced

C04 Have you taken any EAP course before the joining of International Islamic University?

S01 Learning English for academic purposes is different from learning general English.

S02 English for academic purposes (EAP) courses mostly meet the future needs of the students.

S03 EAP course syllabus is clear and well-organized.

S04 I am satisfied with the teaching methodology of current EAP course.

S05 EAP course helps the students to develop their specific English language skills for their BS academic programs.

S06 The contents of the EAP course are interesting.

S07 The contents of the EAP course are very challenging.

S08 The contents of the EAP course are practical.

S09 There are enough opportunities for practicing English skills in the EAP course syllabus and in the EAP classes.

S10 I consider EAP course for my career.

C05 The materials in EAP language courses cover the following skills.

C05a writing skills

C05b Reading skills

C05c Speaking skills

C05d Listening skills

C05e Vocabulary

C05f Grammar

C06 In teaching EAP language courses, the following methods are often used?

C06a Lectures

C06b Group/pair work

C06c Home assignments

C06d Critique of research papers

C06e Technical writing practice in class

C06f Presentations (by the students)

C06g Other

C07 Which one of these skills is the most important for you?

C07a Presentation skills

C07b Writing skills

C07c Reading skills

C07d Don't know

C08 Which aspect of the EAP course remains more challenging for you?

C08a The writing assignments

C08b The reading materials

C08c The speaking tasks and presentations

C08d Understanding of the grammatical concepts

C09 Rank the following language skills according to their importance for you.

C09a Reading ____

C09b Writing ____

C09c Speaking ____

C09d Listening ____

C09e Grammar ____

C09d Vocabulary____

C10 Which activities help you learn English best?

C10a Watching videos/lectures

C10b Reading texts

C10c Writing essays or notes

C10d Speaking in groups

C10e Doing grammar/vocabulary exercises

C10f Using online tools/apps

C11 How do you learn more effectively?

C11a By attending lectures

C11b By in-class writing tasks

C11c By doing home assignments

C11d By giving presentations

C11e By working in pair/group

C12 Give at least two suggestions about improving the syllabi of EAP course.

C13 Give at least two suggestions about improving the teaching methodology of EAP language course?

Value label**/A01**

- 1 Male
- 2 Female

/B01

- 1 Matric
- 2 O level
- 3 FSc
- 4 A level

/C01

- 1 Arabic
- 2 Urdu
- 3 Chinese
- 4 Other

/C02

- 1 Less than one year
- 2 1-2 years
- 3 3-4 years
- 4 5-6 years
- 5 More than 6 years

/C03

- 1 Beginner
- 2 Elementary
- 3 Intermediate
- 4 Upper intermediate

5 Advanced

/C04

- 1 Yes
- 2 No

/S01 to S09

- 1 Strongly Agree
- 2 Agree
- 3 Uncertain
- 4 Disagree
- 5 Strongly Disagree

/S10

- 1 Very Important
- 2 Useful
- 3 Quite Important
- 4 Not quite important
- 5 Not at all important

/C05a to C05f

- 1 Checked
- 0 Unchecked

/C06a to C06g

- 1 Checked
- 2 Unchecked

/C07a to C07d

- 1 Checked
- 2 Unchecked

/C08a to C08d

- 1 Checked

2 Unchecked

/C09a to C09f

1 Checked

2 Unchecked

/C10a to C10g

1 Checked

2 Unchecked

/C11a to C11e

1 Checked

2 Unchecked

Codes for EAP Alumni's Questionnaire

Value labels

P01 Age

P02 Gender

P03 Educational Background

C01 To what extent did the EAP course prepare you for the English language demands of your current degree program?

C02 How helpful were the reading skills you developed in the EAP course for understanding academic texts in your degree program?

C03 How useful were the writing skills you learned in the EAP course for completing assignments in your degree program?

C04 How relevant were the listening and speaking skills practiced in the EAP course to your ability to participate in lectures and discussions in your degree program?

C05 To what extent do you agree that the EAP course improved your overall academic performance in your degree program?

C06 Did the EAP course help you to feel more confident in using English in an academic setting?

C07 Did the EAP course help you to better understand the academic culture and expectations of your university?

C08 Which EAP course component has been most beneficial to you in your degree studies?

C09 What kind of challenges you are still facing in the English language skills despite attending the preparatory course?

Value label**/P01**

1	20-25
2	26-30
3	30-35
4	36+

/P02

1	Male
2	Female

/C01

1	Not at all
2	Slightly
3	Moderately
4	Very Much
5	Extremely

/C02

1	Not helpful
2	Slightly helpful
3	Moderately helpful
4	Very helpful
5	Extremely helpful

/C03

1	Not useful
2	Slightly useful
3	Moderately useful
4	Very useful
5	Extremely useful

/C04

- 1 Not relevant
- 2 Slightly relevant
- 3 Moderately relevant
- 4 Very relevant
- 5 Extremely relevant

/C05

- 1 Strongly disagree
- 2 Disagree
- 3 Neutral
- 4 Agree
- 5 Strongly agree

/C06

- 1 Not at all
- 2 Slightly
- 3 Moderately
- 4 Very much
- 5 Extremely

/C07

- 1 Not at all
- 2 Slightly
- 3 Moderately
- 4 Very much
- 5 Extremely

/C08

- 1 Academic reading
- 2 Academic writing

- 3 Listening and note taking
- 4 Speaking and presentation skills
- 5 None of these

/C09

- 1 Writing papers and assignments
- 2 Listening lectures
- 3 Speaking with teachers and classmates
- 4 Reading academic text