

THE EVALUATION OF ENGLISH FOR GENERAL ACADEMIC PURPOSES (EGAP) COURSE IN AN INDONESIAN UNIVERSITY

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Abstract: This paper presents an internal evaluation on English for General Academic Purposes (EGAP) subject which is developed by the English Language Teaching Center (ELTC) from a private university in East Java, Indonesia. The research was conducted to elicit feedback on the effectiveness of English for General Academic Purposes (EGAP). The presented data were obtained from questionnaires, group interviews, classroom observations and the students' final scores. There were 124 students and 6 lecturers involved in this small-scale research. Therefore, this paper is intended to describe the interesting facts of the study.

Key words: English Language Teaching (ELT), course evaluation, English for General Academic Purposes (EGAP)

Abstrak: Tulisan ini memaparkan evaluasi internal program / mata kuliah English for General Academic Purposes (EGAP) yang telah dikembangkan oleh unit English Language Teaching Center (ELTC) dari sebuah universitas swasta di Jawa Timur Indonesia. Penelitian dilakukan untuk memperoleh masukan tentang efektifitas program / mata kuliah English for General Academic Purposes (EGAP) tersebut. Data diambil dari penyebaran kuesioner, pelaksanaan interview kelompok, observasi kelas dan pengamatan terhadap nilai akhir mahasiswa. 124 mahasiswa dan 6 dosen berpartisipasi dalam penelitian ini. Hasil akhir menunjukkan beberapa hal menarik yang akan ditelaah lebih lanjut dalam tulisan ini

Kata kunci: pengajaran Bahasa Inggris, evaluasi pembelajaran

A task force consisting of three English Language Teaching Center (ELTC) academic staffs of a private university in East Java Indonesia had conducted a needs analysis survey to find out the language needs of the university students and lecturers. The result of the survey enabled the team to design a new course book for the new English for General Academic Purposes (EGAP) course that accommodated the needs of the target audience, i.e. the students of the non-English Departments. Communicative Language Teaching (CLT) approach,

authentic materials, and Computer Assisted Language Learning (CALL) were integrated into the course book. In addition, study-skill section was presented in each book chapter. In this section, the learners learnt how to read effectively, paraphrase complex ideas, present their ideas orally, develop an essay, etcetera. In general, the EGAP course was designed to prepare the students to attend their subject-matter classes in English (refer to Floris, 2008, pp. 53-62 for further information about this needs analysis survey and its implications). Below is a sample of the course book's chapters

Sample of the course book's chapters

.UNIT ELEVEN
Football

Study Skill Focus:

- Speaking: Individual Presentation (part 2)

Language Focus:

Before You Read

Look at the picture below and say things about it. Let us find out how many the class can think of in 3 minutes.



www.servifutbol.com/competicion.asp?c=18986&competicion=
www.personallyours.co.uk/football_number_plates.htmmundial+2006

Let's Read

Zidane: The Greatest Athlete You Have Never Heard Of

Most of you may have never heard of him, but he is the greatest athlete since Michael Jordan's second retirement. His career accomplishments can make Tiger Woods' resume seem weak. He is a hero to millions around the world, yet, few of you would recognize the legend if you saw him. His name is Zinedine Zidane. Algerian by descent and born in France, Zidane is a U.N. Goodwill Ambassador, a Christian Dior model, adidas' biggest athlete behind David Beckham, and among other things, a soccer immortal.

Zidane has won every major team award and individual praise in the modern game. For his

club teams, Zidane has won league championships and a European championship, frequently earning MVP awards. For his national team, Zidane has led France to a World Cup and European championship. Internationally, Zidane has also won MVP awards, including the 1998 European Player of the Year, 2000 UEFA European Championship Player of the Tournament, and a record three FIFA World Player of the Year awards.

In his international debut in 1994, he entered the game against the Czech Republic with France down 2-0, but able to lead France to tie the game. On July 12, 1998, Zidane would shock the world and cement his legendary status. The midfielder single-handedly dominated defending champion Brazil in the finals of the World Cup with two first half goals, mesmerizing the world in the process.

He carried his teams, winning everything with his astonishing performances. He led France to the European Championship crown in 2000. His sublimely volleyed, game-winning goal captured the 2002 Champions League (Europe's club championship) for Real Madrid. Some regard it as one of the greatest goals ever. Furthermore, the legend continued last June, as Zidane rescued France in the 2004 European Championship with two second-half injury time goals to tie and defeat England.

He had something more than just physical skill. He was more than just a genius playmaker. He was more than just an athlete. Pele called him the greatest soccer player of the last decade. When the World Cup arrives this June, Zidane will be showing his magic for the last time. He will retire from soccer by 2007.

Exercise

Answer these questions:

- Why is Zidane praised by many people?
- In your opinion, is Zidane really the greatest athlete in the world?
- Can soccer be compared with other team sports?

Language Focus: Modals

Modals express the certainty of the action - whether the action is possible (*can & could*), the subject is allowed (*may & might*), advised (*shall, should & ought to*) or required (*must*). Common Modal Verbs are:

Can	
Could	Ought to
May	Shall
Might	Should
	Must
Had to	

Modals have several characteristics. They:

- ... are always accompanied by the "bare" infinitive (without *to*);
- ... do not require the auxiliary *do* in the negative or interrogative;
- ... have no proper past tenses;

- ... have no proper infinitive;
- ... have no participles

Examples:

- People can enjoy guided tours.
- Caving should only be attempted with the help and assistance of experienced cavers.
- Cavers must not leave anything behind when they leave. Any litter or food left behind by the cavers can pollute the water and disturb the natural balance.

Exercise

Practice these uses of "modals" by creating two new sentences to illustrate each of the modal verb (eight sentences in all). Your sentences should be related with the general idea of the reading passage, i.e. Italy conquers the world as Germany wins friends.

Let's Speak

Study Skill Focus: Individual Presentation (part 2)

There are different types of visual aids, but the most common ones are transparencies (overhead projectors) and computer (slide projectors).

In general, the rules for preparing visual aids are:

- Limit the information on a transparency / slide projector to one or two ideas. Use keywords. Keep statements short, clear and supported by drawings or schematics when possible.
- If you prepare a transparency by hand, there should be no smudges or corrections on the paper. If you prepare your transparency using a word processing package, make sure that the draft copy you produce on paper first is printed by a laser printer first, then made into a thermal transparency.
- Do not put too much dazzle into your multi-media presentation.
- Use characters not less than ½" in height. If you use word processing software, use bold type, 28 point or larger.
- Use uppercase and lowercase letters in the titles and text. Sentences printed exclusively in capital letters are harder to read.
- Use no more than 12 lines per sheet, and leave space between lines.
- Use only black, blue or red colors. Do not use pink, yellow, orange or any pastel colors as they cannot be seen clearly in a large room.
- Use graphs, pictures, charts and cartoons. People will comprehend the main point of graph, picture more quickly than a page full of numbers.

For maximum effectiveness in the use of the presentation tools, here are some suggestions:

- Face your audience and make eye contact.
- Keep your shoulder out of the way. Do not block the screen.
- Keep in mind that the projector's lamp can be turned on or off to direct the audience's attention to the speaker or to the screen as desired.
- Do not hide behind the computer. Get a remote mouse and get back up in front of the group, where you belong as presenter.

Exercise

Prepare and give a short talk lasting 3 minutes on ONE of the following topics:

- My favorite sportswoman / sportsman / sports team

- The most popular sport in my country
- The new sports I would like to try

Let's Write

Think about the role that sports play in your own lives. If you are involved in a sport, how does it affect your lives? If you do not participate in a sport, what do you do for exercise? What benefits you notice from being physically active and fit? Write your answers in a piece of paper in the form of an essay.

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The EGAP course was offered to first-year-students as a two-credit bearing program. Approximately 150 students from ten departments of the university enrolled the course. They were randomly grouped into six classes.

To assess the effectiveness of the EGAP course, an evaluation on its implementation needed to be conducted. This is in line with Rea-Dickins and Germaine's opinion (1992, p. 3) that evaluation can "provide a wealth information to use for the future direction of classroom practice". The ELTC team did not opt for a summative type of evaluation because as Parlett (1981) has stated in this type of evaluation, the participants are only required to do tests at the beginning and end

of the program to determine the effectiveness of the program.

Instead illuminative type of evaluation was selected. In such evaluation, an evaluator seeks to gain insights into all aspects of the system in which the event takes place (Parlett, 1981). A variety of information-gathering techniques is used in the process of illuminative evaluation. Instruments used in the needs analysis survey such as interviews, questionnaires, observation, and examination of existing documentation are normally used illuminative evaluation in order to preserve the richness of the data and to acknowledge multiple perspectives. The illuminative evaluation clearly offers more credibility

because it offers more reliability and validity of the results.

The purpose of the evaluation of the EGAP course was to determine the extent to which (a) the course was satisfying and (b) the aims of the course were attained. The present paper is to disseminate the results of an independent evaluation of the course that had been carried out. In the following sections, the methodology is described, then the results are discussed and appropriate conclusions drawn.

METHOD

This study was carried out at the end of the course. The data were obtained from a questionnaire and were cross-referenced through semi-structured discussions (interviews), classroom observation, and review of the students' final sores.

The questionnaire was administered to elicit the required data. Items in the questionnaire were developed based on four-Likert-scales, with *one* denoting "strongly disagree" and *four* denoting "strongly agree". The questionnaire comprised thirty questions and was divided into four sections, each of which contained questions related to (a) the profile of the respondents, and their perceptions towards the (b) course materials, (c) teachers, and (d) overall program. The questionnaire was distributed to the students only.

In addition, there were semi-structured discussions (interviews) with the students. The questions for the interview were set in a way so that it could supplement the responses given in the questionnaire. The interviewers had nine guiding questions, and they could also elaborate the questions to get deeper understanding of what the respondents thought (refer to appendix three).

A group interview was also conducted with the teachers. The interviewer simply asked the teachers to comment on the

materials and the teaching learning process conducted.

The third instrument was in the form of classroom observation. In observing the class, every observer got a classroom observation sheet that contained two sections. The first section contained seven multiple choice questions on the process of teaching and learning in the classroom, while the second one was about the observer's personal comments on the strengths and weaknesses of a particular EGAP class.

The fourth instrument was the students' final sores. The research team asked all teachers to submit their students' scores. The team then calculated the average score.

The subjects of this study were the students of six EGAP classes. They came from ten various degree programmes offered at the university. The population was 150 students. All teachers of EGAP course (six lecturers) involved were also interviewed to give feedback.

The questionnaires were intended to be distributed to all students learning EGAP. Since the survey took place at the end of the course, only 124 students completed and returned the questionnaires giving an attrition rate of 17%. The survey questionnaires were administered for durations between ten to fifteen minutes.

Below is the profile of the students who filled in the questionnaire.

Table Profile of the Respondents

Batch	#	%
2001	2	1.61
2002	6	4.84
2003	3	2.42
2004	24	19.35
2005	89	71.77

Table Profile of the Respondents

Department	#	%
Accounting	5	4.03
Communication Studies	3	2.42
English	5	4.03
Electrical Engineering	16	12.90
Hotel Management	6	4.84
Management	6	4.84
Informatics Engineering	17	13.71
Industrial Engineering	18	14.52
Mechanical Engineering	46	37.10
Visual Communication Design	2	1.61

Next, the ELTC team selected thirty EGAP students randomly to be interviewed. These discussions were set at the dates and times agreed by the interviewees and interviewer. Each interview took about ten to fifteen minutes. All interviewees were encouraged to share their views and

experiences openly and honestly so the interviews might yield further details that were not included in the questionnaire. A group interview with all teachers held by the research team. This discussion lasted for an hour. Below is the list of the questions prepared for the interview

Interview Questions

1. How is the EGAP course material?
 - a. Do you face any difficulties in understanding the materials?
 - b. Do you face any difficulties in accomplishing the tasks?
 - c. Which activity that you like best?
 - d. Which activity that you do not like?
2. How is the organization of the course?
 - a. Is the allocated time (100 minutes, once per week) sufficient?
 - b. Is the classroom convenient?
3. How would you rank your overall satisfaction with the course?
 - a. Does the EGAP class help you to improve your English?
 - b. What is the best thing about the course?
 - c. What could be done to improve the course?

Owing to time constraints, the ELTC team did classroom observations inclusively throughout the last three meetings of EGAP course which persisted for about 100 to 120 minutes. The observations were conducted

using a non-participant approach where the researchers joined the class, but took on the role simply as observers. The observation form is:

Class Observation Form

Lecturer: _____
Day / Date: _____
Time: _____
Number of students: _____
Course material: Unit _____
Observer: _____

Indicate your answer for every item by ticking (√) one of the available options. Please note that you can provide personal comments at the end of the form. Thank you.

Section One: Evaluation of the today's course

1. How well was the course material?
 Excellent Good Poor Very poor
2. How was the difficulty level of the course material?
 Excellent Good Poor Very poor
3. How was the duration of the course?
 Excellent Good Poor Very poor
4. How clear were the teacher's explanations of the material?
 Excellent Good Poor Very poor
5. How well did the teacher create and maintain environment conducive to learning?
 Excellent Good Poor Very poor
6. How well was the course organized overall?
 Excellent Good Poor Very poor
7. How would you rank your overall satisfaction with the course?
 Excellent Good Poor Very poor

Section Two: Personal comments

Write a short narrative assessing what you see as the important strengths and weaknesses of this EAP course (with any recommendations for changes)

The questionnaire was calculated using quantitative method. The calculations were quantified in terms of percentage. The details obtained from the semi-structured discussions, observations and students' scores served the purpose of improving the validity and reliability of the results of the questionnaire.

RESULTS

The evaluation conducted in each EGAP class showed that there were areas of strength and areas where improvements were necessary. Some interesting findings were described below.

RESULTS OF THE QUESTIONNAIRES

No. 1 if the students STRONGLY DISAGREE, No. 2 if they DISAGREE, No. 3 if they AGREE, and No.4 for STRONGLY AGREE to the following statements

Evaluation of the course material

No	Statements	1		2		3		4	
		#	%	#	%	#	%	#	%
<i>Overall course material</i>									
3	The course material was interesting	0	0.00	30	24.19	79	63.71	15	12.10
4	The course material was of appropriate difficulty	2	1.61	49	39.52	66	53.23	7	5.65
5	The course material helped me to improve my English	2	1.61	14	11.29	79	63.71	29	23.39
<i>Reading Section</i>									
6	The reading texts were of reasonable length	2	1.61	22	17.74	84	67.74	16	12.90
7	The reading texts were of appropriate difficulty	6	4.84	47	37.90	62	50.00	9	7.26
8	The reading topics were interesting	1	0.81	38	30.65	73	58.87	12	9.68
9	The reading exercises were useful	2	1.61	21	16.94	77	62.10	24	19.35
10	The reading exercises were of appropriate difficulty	1	0.81	57	45.97	56	45.16	10	8.06
<i>Language-Focus Section</i>									
11	The grammar theories presented were sufficient	4	3.23	28	22.58	78	62.90	14	11.29
12	The grammar theories presented were of appropriate difficulty	5	4.03	51	41.13	57	45.97	11	8.87
13	The grammar theories presented were informative	0	0.00	27	21.77	84	67.74	13	10.48
14	The language exercises were useful	3	2.42	21	16.94	78	62.90	22	17.74
15	The language exercises were of appropriate difficulty	4	3.23	52	41.94	58	46.77	10	8.06
<i>Speaking Section</i>									
16	The speaking activities were giving me opportunities to speak in English	1	0.81	10	8.06	74	59.68	39	31.45
17	The speaking activities were interesting	1	0.81	27	21.77	68	54.84	28	22.58
18	The speaking activities were of appropriate difficulty	6	4.84	47	37.90	61	49.19	10	8.06
<i>Writing Section</i>									
19	The writing activities were giving me Opportunities to write in English	2	1.61	12	9.68	86	69.35	24	19.35
20	The writing activities were interesting	0	0.00	36	29.03	71	57.26	17	13.71
21	The writing activities were of appropriate difficulty	4	3.23	53	42.74	58	46.77	9	7.26
<i>Study Skill Section</i>									
22	The theories presented were informative	1	0.81	17	13.71%	89	71.77	17	13.71
23	The exercises were useful	3	2.42	10	8.06%	80	64.52	31	25.00

Evaluation of the teacher

No	Statements	1		2		3		4	
		#	%	#	%	#	%	#	%
24	The teacher was providing clear explanations	1	0.81	5	4.03	75	60.48	43	34.68
25	The teacher was creating conducive learning environment	2	1.61	12	9.68	79	63.71	31	25.00
26	The overall performance of the teacher was good	0	0.00	8	6.45	76	61.29	40	32.26

Personal Comments

No	Statements	#	%
27	What is the best thing about the course?		
-	The teacher	14	9.86
-	The speaking session	32	22.54
-	The writing session	9	6.34
-	The reading session	7	4.93
-	The listening session	2	1.41
-	The grammar lesson	1	0.70
-	The class activities (fun)	15	10.56
-	The classroom discussion	15	10.56
-	The topic	5	3.52
-	The small size of the class	3	2.11
-	The group work	3	2.11
-	The activities outside the class	4	2.82
-	All	14	9.86
28	What could be done to improve the course?		
-	Add up-to-date material	23	21.90
-	More speaking activities	15	14.29
-	More reading activities	2	1.90
-	More listening activities	2	1.90
-	More grammar exercises	5	4.76
-	More writing activity	2	1.90
-	More games	5	4.76
-	More activities outside the classroom	7	6.67
-	Use multimedia (LCD, computer, etc)	15	14.29
-	Teachers should pay more attention to the students	9	8.57
-	Students should be more active	10	9.52
-	Have smaller class	9	8.57
-	None, everything is fine	20	19.05
29	Do you have any other comment about this course?		
-	The should be more games	5	4.07
-	The course is good	90	73.17
-	There should be advanced level for this course	3	2.44
-	More information about EGAP should be provided	4	3.25
-	Students want more speaking and discussion sessions	3	2.44
-	Students like the teacher	5	4.07
-	Teachers need to motivate students to use English actively	6	4.88
-	The materials should be more interesting and up-to-date	6	4.88
-	The difficulty of the EGAP material should be increased	2	1.63

No	Statements	#	%
30	What overall rating will you give for the EGAP course?		
-	Excellent	26	20.97
-	Good	97	78.23
-	Poor	1	0.81
-	Very poor	0	0.00

Course Materials

Concerning the course materials, ELTC received positive feedback from the students who were involved in the program. More than 70% of the respondents found that the materials were interesting and helped them to improve their English. The same opinion was also expressed by all interviewees.

The students interviewed liked the topics presented. They also agreed with the choice of having general topics rather than having topics related to each faculty. As one of the interviewee said, “It would be boring if the topics discussed in EGAP class were similar to those discussed in our subject-class”. This finding was interesting as it somewhat questioned the argument that “students usually prefer to devote time to studytexts and topics related to their particular discipline” (Jordan, 1997, p. 250).

Furthermore, the interviewees stated that they would like to study topics related to the current issues and teenagers’ lifestyle. Topics such as vegetarian, traditional culture or caving were considered “boring”. Since students will learn English more effectively “when they study materials which are stimulating and relevant to their lives” (Krauss, 2000, p. 9), the ELTC team replaced some topics with those which are up-to-date such as World Cup 2006, Shakira and pop culture.

59% of the students who filled in the questionnaires believed that the difficulty level of the course was appropriate for them. The results of the questionnaires further demonstrate that the difficulty level

of each section (reading, language focus, speaking, writing, study skill) of each unit was generally considered sufficient. This finding showed that the course material’s level of difficulty was within or just beyond the students’ current level of linguistic competence. This situation could motivate the students to learn the language effectively (Jordan, 1997, p. 250).

Some interviewees stated that the reading was a bit heavy sometimes because they did not understand the vocabularies. However, by reading such texts, they admitted that they now had more English vocabularies. An interviewee commented, “I had problem with some of the reading texts because of the difficult vocabularies found in the texts. But at the end of the course, I found that I improved my vocabularies”. To overcome this reading difficulty, the course book had actually presented the topic on how to tackle difficult vocabularies in Study-skill section of unit seven. Since there were still some (if not many) students had this difficulty, it means that in the future, the course teachers should have more discussions and exercises concerning this topic.

More than 70% of the respondents agreed that the activities or exercises presented in the course book were interesting and useful. The teachers and the observers also commented that the course activities which presented many group works and incorporated meaningful and challenging components encouraged the students to become more involved in the classrooms. This finding confirmed Brown’s idea (2001) that giving students

the opportunity for increased meaningful practice would facilitate their acquisition of the target language. In addition, collaboration among students could create a more interactive learning environment for learners to actively engage in (2001).

Though study-skill-section had never been introduced before in the previous English classes, 85% of the students who filled-in the questionnaires thought that the theories presented were informative. Furthermore, 90% noted that the exercises were useful. Some student interviewees reported that they had learnt something new from this section. Hopefully these EGAP students would apply the study skill strategies in their disciplines to improve their academic success.

Some respondents (14.29%) would like to have more speaking activities. Some interviewees were of the opinion that they needed speaking for practical reason, i.e. communication. As an interviewee commented, "We have been learning English, its grammar especially, since elementary school. But I think it is useless if we cannot speak in English because it means that we cannot communicate with other people".

All students tend to enjoy some parts more than others (e.g. many students like speaking more than writing) and consider some parts more important than other parts. This is normal, but later they should allow some time to work on the parts of English they do not like too. As the time allocated for the EGAP course was only two credit hours, the students themselves had to learn independently outside their English class. To this, ELTC would provide a resource center which can facilitate the learners to do self-study and join a number of language activities organized by the center.

Interestingly, 4.76% of the total number of EGAP students wanted to study English grammar more. Some interviewees also stated that they would like to have more

grammar practices. As one of them noted, "We need to master the English grammar first before writing or speaking in English".

The course facilitators and the ELTC team themselves believed that university students should be competent in English if they were to compete in the international market. Therefore, they should concentrate more on learning how to use the language in context than on studying the structures. In addition, the students needed to be equipped with essential study skills so that they could perform any academic tasks successfully. EGAP course was then designed to be what Hutchinson and Waters (1987, p. 69) defined as "skills-centered course". It was designed for intermediate students who had basic knowledge of the language systems. Grammar was not the focus of this EGAP program. It should be noticed, however, that all course teachers admitted there were some students who encountered basic grammatical problems.

Consequently, to make sure that all parties acquire their needs, in the future, ELTC should to apply the screening test (Entry Level Test) strictly. Those who fail the test will need to join a General English (GE) course.

In the end, the teachers and students interviewed stated that the general appearance of the materials was satisfactory though more care needed to be taken regarding neatness, presentation and layout which would make the materials more attractive and eye-catching. More visuals were also needed to be added to the materials in order to make them more appealing and stimulating for the students.

Teachers

The results of this study also confirmed that the teachers provided clear explanations and created conducive learning environment. 94% of the EGAP students affirmed that the teachers' overall

performance was good. All interviewees reported that their teachers encouraged them not to become passive note-takers in EGAP classes. Regular practice of the language was encouraged. The lecturers also make their students understand that mistakes are part of learning. There is good rapport between teachers and students. A positive atmosphere was observed in all the classes visited. All of these obviously made the students feel comfortable in the classrooms.

To this, a teacher commented, "Students would enjoy the learning process when they were given a greater responsibility for their learning and when they believed that learning was important to them. Therefore we as the teachers should ask them to be actively involved during the lesson period rather than just sitting there and being lectured at". Another teacher stated, "The role of the teacher in is/her classroom should constantly move between that as 'provider of knowledge' and that as 'facilitator'. First, we need to provide certain information to students. Then we need to work out a strategy for reading, speaking or writing tasks together with them."

Still all students interviewed asked the teachers to provide more fun activities that can get their enthusiasm and interest up. Some observers also suggested the course teachers to provide more fun activities to improve the classroom atmosphere. One of the observers said, "To improve this course, in my opinion, more facilities such as pictures, songs, or games can be used to stimulate the students' thinking, participation and English fluency".

This finding implied that the course materials developed invited adaptation from the teachers. Though the course book had provided various student-centered activities, still the lecturers should complement it by providing more motivational and meaningful activities. This would stimulate

their students to take more active roles in their learning process.

Overall Course

The students generally felt that the course was well organized, interesting and could assist them to improve their English proficiency. 78.23% of the respondents stated that the course was good and 20.97% said it was excellent. A student interviewed told the researcher, "This EGAP class is unique because in this class, I have opportunities to study realistic and practical materials, use technology, learn actively, and to collaborate with my peers in the production process". Another interviewee stated, "Great! The program was highly interactive. It actually met and exceeded my expectations. I was having fun".

The average score of students taking EGAP course was B+ with scores ranging from 76 to 85. It showed that the students were doing superior work. They had very good academic performance with a high-level of above-satisfactory degree of achievement required by the course fulfillment. They had strong comprehension and application of the language skills. This finding further implied that the teaching and learning process in EGAP classes were running smoothly. It was not surprising that all student interviewees admitted that they would recommend this course to their friends both for the value of the subject matter and the expertise and style of the teachers.

CONCLUSION

The EGAP course was designed to assist first-year-students to be more prepared for the exposure to oral and written materials in English. The overall findings of this study strongly suggested that students joining the EGAP course had positive attitudes towards learning English. Therefore ELTC (and the course teachers)

should develop more motivational tasks to inculcate the students' positive strong desire to succeed in learning the language.

This article also shows that the evaluation study, which took place at the end of the academic semester, proved to be useful as it provided valuable information. Therefore the process of evaluation should form a major part of the design and implementation of language projects. Evaluation needs to be conducted on an ongoing basis.

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