

Effectiveness of ELTU Course for First Year Undergraduates in Accomplishing L2 Requirements

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If new entrants to the university have less competency in the English language, they find it challenging to follow degree programmes in the English medium. Students of the beginners' level classes at ELTU are reluctant to express themselves when they are not supported through the use of their first language (L1). Research indicates that English as a Second Language (ESL) students have an alarmingly high dropout rate in language acquisition in many countries (DelliCarpini, 2008). The reasons vary from personal dislike towards lessons to less competency. This means that the lecturers must be able not only to teach the syllabus, but also to make the concepts and content comprehensible and interesting to ESL learners in their classrooms. In this opinion based study, the research question is if university ESL courses accomplish the second language (L2) requirements of students whose degree programmes are been conducted only in the English medium. In gathering data, 110 first year students of the Faculty of Commerce and Management representing the beginners' level classes in the English for Professional Purposes course were given questionnaires. Questions included the students' feedback towards the class formation, curriculum and teaching methods. Self-evaluation of students' L2 competency before starting the course and after completing the course was also sought. Furthermore, unstructured individual and group interviews of students were conducted. Data indicated that the majority was interested in the course and that they would attend lectures even if attendance was not compulsory. Preference to follow the degree in the English medium due to career requirements, improvement in L2 competency in terms of writing, speaking and understanding the language and confidence built in a learner-friendly English environment in proficiency-based classrooms were mentioned by a majority of the participants. Among the recommendations were to include a field trip, etiquette learning and more basic grammar for further efficacy. Significance of this study is to recommend improvements for the syllabus and pedagogical approaches in the ESL course enabling low-proficiency students to accomplish L2 requirements.

Key words: Efficacy, ELTU course, Less performers, L2 Requirements