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(i) Students', TPS Instructors' and Engineering Instructors' Perception of Students' English Language Ability

(ii) Students', TPS Instructors' and Engineering Instructors' Perception of Students' Difficulties in Listening

(iii) Students', TPS Instructors' and Engineering Instructors' Perception of Students' Difficulties in Speaking

(iv) Students', TPS Instructors' and Engineering Instructors' Perception of Students' Difficulties in Reading

(v) Students', TPS Instructors' and Engineering Instructors' Perception of Students' Difficulties in Writing

5.3.2 Research Question 2: What is the perception of the students, English instructors and Engineering instructors regarding the listening, speaking, reading and writing tasks that are important for the students?

(i) Students', TPS Instructors' and Engineering Instructors' Perception of the Importance of Listening Tasks

(ii) Students', TPS Instructors' and Engineering Instructors' Perception of the Importance of Speaking Tasks
(iii) Students', TPS Instructors' and Engineering Instructors' Perception of the Importance of Reading Tasks

(iv) Students', TPS Instructors' and Engineering Instructors' Perception of the Importance of Writing Tasks

5.3.3 Research Question 3: What kinds of teaching and learning materials, handouts/notes, teaching aids, assessments and activities do the students and English instructors perceive as suitable for the course?

(i) Students' and TPS Instructors' Perception of Teaching and Learning Materials

(ii) Students' and TPS Instructors' Perception of Handouts and Notes

(iii) Students' and TPS Instructors' Perception of the Use of Teaching Aids

(iv) Students' and TPS Instructors' Perception of Assessments

(v) Students' and TPS Instructors' Perception of Number of Students for Activities and Tasks

(vi) Students' and TPS Instructors' Perception of Classroom Activities

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