CHAI	PTER ONE - INTRODUCTION	Pages
1.0	Introduction	1
1.1	Background To The Study	1
1.2	The Reading Component Of The English Courses	3
	1.2.1 The Contents Of The Reading Component	4
	1.2.2 Materials In The Reading Component	5
1.3	Statement Of The Problem	8
1.4	Purpose Of The Study	11
1.5	Research Questions	12
1.6	Significance Of The Study	13
CILA	APTER TWO - REVIEW OF LITERATURE	
CHA	FIER TWO- REVIEW OF LITERATURE	
2.0	Introduction	16
2.1	The Features Of ESP Courses	16
2.2	The ESP Materials	18
	(a) Matching Authentic Topic To Real Content	20
	(b) Providing Variety In Micro Skills And In	20
	Activities Types (c) Grading The Exercises	2
	(d) Presenting The Materials Well	2

2.3	ESP And Business English		
2.4	The Importance Of Reading		
2.5	The Co	omponents Of Reading	27
	(a)	Decoding / Word Recognition	27
	(b)	Comprehension	28
2.6	The Li	inks Between Schemata And Reading	28
	(a)	Prior Knowledge	29
	(b)	Knowledge Of Text Structure	31
2.7	The L	inks Between Features Of Texts And Reading	33
	(a)	Readability	33
	(b)	Suitability Of Content	33
	(c)	Exploitability	34
	(d)	Vocabulary	35
2.8	Progra	amme Evaluation	36
2.9	Evalu	ation Models	39
	2.9.1	Tyler's Objective Oriented Approach	40
	2.9.2	Metfessel And Michael Evaluation Paradigm	41
	2.9.3	Provus' Discrepancy Evaluation Model	42
	2.9.4	Stufflebeam's Decision Oriented Approach	44
	2.9.5	Scriven's Formative And Summative Evaluation	45
2.10	Alten	native Views Of Evaluation	46
2.11	Evalu	uation Of Language Programme	49
2.12	The I	Future Of Evaluation	53

CHAPTER	THREE -	METHO	DOLOGY

3.0	Introduction		
3.1	Selection Of Subjects		
3.2	Instruments		57
3.3	Questionnair	res For Students	58
3.4	Questionnair	res For Lecturers	59
3.5	Interviews V	Vith The Lecturers And Students	59
3.6	Administrati	ion Of Instruments	60
3.7	Analysis Of	Data	61
3.8	Limitations	Of The Study	61
<u>CHA</u>	PTER FOU	R - FINDINGS	
4.0	Introduction	n	63
4.1	Data Obtain	ned From Students' Questionnaires And Interviews	63
	4.1.1	Students' Choice Of Literature Published In English	63
	4.1.2	Reasons For Reading	64
	4.1.3	Comprehension Of Materials In Reading	65

4.1.4	Hindrances To Comprehension Of Reading	66
	Materials	
4.1.5	General View On The Reading Materials	67
	(a) Usefulness Of The Reading Materials	67
	(b) Level Of Interest	68
	(c) Level Of Difficulty	69
4.1.6	Views On Four Aspects Of The Reading Materials	70
	(a) Vocabulary	7 0
	(b) The Language Used In The Reading Materials	71
	(c) Passages In The Reading Materials	72
	(d) Tasks In The Reading Materials	72
4.1.7	Benefits Of Using The Reading Materials	73
4.1.8	The Benefits Of Reading The Newspaper Articles	74
4.1.9	The Merits Of The Reading Tasks	75
4.1.10	Students' View On Reading Skills That Improved	76
	Comprehension Of Business Text	
4.1.11	Frequency Of Using Reading Skills	77
4.1.12	Application Of Each Reading Skill In Reading	
	Business Texts	77
	(a) Locating Main Points	77
	(b) Scanning For Information	78
	(c) Getting A General View Of Text	78
	(d) Skimming For Information	79
	(e) Referring To Information Mentioned Earlier or Late	80
	(f) Locating Topic Sentence	80
	(g) Recognizing Connectors	81
	(h) Predicting What Will Follow	81
	(i) Finding Meanings Of Unknown Words	82

	4.1.13	A List Of Skills That Were Used Frequently Or Most Frequently By Students	83
	4.1.14	Rating The Reading Skills	84
		(a) Range Of Reading Skills	85
		(b) Applicability Of Skills	85
		(c) Emphasis Placed On Teaching The Skills	86
	4.1.15	Time Allotment For Teaching Reading Skills	87
	4.1.16	Critical Thinking	88
	4.1.17	Effects Of Teaching Reading Skills	89
	4.1.18	Students' Conclusion About The Reading Component	90
4.2	Data Obtai	ned From Lecturers' Questionnaires And Interviews	91
	4.2.1	Lecturers' View Of The Business Students	91
	4.2.2	Lecturers' View On Students' Comprehension Of	92
		Reading Materials InThe Reading Component	
	4.2.3	Lecturers' View On Aspects Of English That Hinder Comprehension Of Students	93
	4.2.4	Lecturers' View On The Reading Materials	94
		(a) Usefulness Of The Reading Materials	94
		(b) Level Of Interest	95
		(c) Level Of Difficulty	96
	4.2.5	Specific Aspects Of The Reading Materials	97
		(a) Vocabulary	97
		(b) The Language Used In The Reading Materials	97
		(c) Passages In The Reading Materials	98
		(d) Tasks In The Reading Materials	98

4.2.6	Lecturers' View On Text Types	99
	(a) Text Types	99
	(b) Organization Of Materials	99
4.2.7	Lecturers' View On Students' Application Of Each	
	Reading Skill Taught	100
	(a) Locating Main Points	100
	(b) Scanning For Information	100
	(c) Obtaining General View Of Text	101
	(d) Skimming For Information	101
	(e) Referring To words That Link Ideas	102
	(f) Locating Topic Sentence	102
	(g) Recognizing Connectors	103
	(h) Predicting What Will Follow	104
	(i) Finding Meanings Of Unknown Words	105
4.2.8	Lecturers' View On Skills Used Frequently Or	106
	Infrequently By Students	
4.2.9	Rating The Reading Skills Taught	107
	(a) Range Of Reading Skills	107
	(b) Applicability Of Skills	108
	(c) Emphasis Placed On Teaching The Skills	108
4.2.10	Time Allotment For The Reading Component	109
4.2.11	Effects Of Teaching Reading Skills	110
4.2.12	The Value Of The Reading Component	110
4.2.13	Ways To Improve Reading Ability Of Students	112
Summar	y Of Findings	113
(a)	Views About The CIMA Students	11:
(b)	Views About The Materials Used In The Reading	11
	Component	
(c)	Views On The Reading Skills Taught	11

4.3

4.4	Recomme	endation To Improve The Reading Component	119
	4.4.1	Students' Suggestions	119
	4.4.2	Lecturers' Suggestions For Improvements	120
		THE PARKETON OF PRINDINGS AND SOLI	ITION
<u>CHA</u>	PTER FIV	VE - DISCUSSION OF FINDINGS AND SOLU	HON
5.0	Introduct	ion	121
5.1	What Are	e The Views Of Students On The Suitability Of The	
	Reading	Component?	121
	5.1.1	Students' View On The Reading Materials Used	121
	5.1.2	Students' View On The Reading Skills Taught	129
	5.1.3	Students' View On The Reading Component	137
5.2	What Ar	e The Views Of The Lecturers Regarding The Suitability	
	And Org	anization Of The Reading Component?	139
	5.2.1	Lecturers' View On The Reading Materials	139
	5.2.2	Lecturers' View On The Reading Skills Taught	142
5.3	Has The	Reading Component Fulfiled Its Objectives Of Helping	
	Students Improve Their Comprehension Of Business Texts In		
		Have Good Grades In Examination ?	146
	5.3.1	The Objectives	146
5.4	Implicat	ions Of The Findings	148
5.5	Recomn	nendations For Improving The Reading Component	151

5.6

Conclusion

152

Bibliography	154
Appendix A	177
Appendix B	184
Appendix C	189
Appendix D	190

LIST OF TABLES

Table		Page
4.1.1	Students' Choice Of English Reading Materials	63
4.1.2	Hierarchy Of Reasons For Referring To Materials In English	64
4.1.3	Comprehension Ability Of Students	65
4.1.4	Students' View On Aspects Of English That Hinder Comprehension	66
4.1.5 (a)	Students' View On The Usefulness Of On The Reading Materials	67
4.1.5 (b)	Students'View On The Level Of Interest Of The Reading Materials	68
4.1.5 (c)	Students' View On The Difficulty Level Of The Reading Materials	69
4.1.6 (a)	Students' View On Vocabulary In The Reading Materials	70
4.1.6 (b)	Students' View On The Language Used In The Reading Materials	71
4.1.6 (c)	Students' View On The Passages In The Reading Materials	72
4.1.6 (d)	Students' View On The Tasks In The Reading Materials	72
4.1.7	The Benefits Of Using The Reading Materials	73
4.1.8	The Benefits Of Reading The Newspaper Articles	74
4.1.9	The Merits Of Doing The Reading Tasks	75
4.1.10	Reading Skills That Improve Comprehension Of Business Text	76
4111	Frequency Of Using The Reading Skills Taught	77

Table		Page
4.1.12 (a)	Students' View On Application Of "Locating Main Points" In Reading Business Text	77
4.1.12 (b)	Students' View On Application Of "Scanning For Information" In Reading Business Text	78
4.1.12 (c)	Students' View On Application Of "Getting A General View Of Text" In Reading Business Text	78
4.1.12 (d)	Students' View On Application Of 'Skimming For Information" In Reading Business Text	79
4.1.12 (e)	Students' View On Application Of "Referring To Words That Link Ideas" In Reading Business Text	80
4.1.12 (f)	Students' View On Application Of "Locating Topic Sentence" In Reading Business Text	80
4.1.12 (g)	Students' View On Application Of "Recognizing Connectors" In Reading Business Text	81
4.1.12 (h)	Students' View On Application Of "Predicting What Will Follow" In Reading Business Text	81
4.1.12 (i)	Students' View On Application Of "Finding Meanings Of Unknown Words" In Reading Business Text	82
4.1.13	A List Of Skills Used Frequently Or Most Frequently By Students	83
4.1.14 (a)	Students' Views On The Range Of Skills Taught	85
4.1.14 (b)	Students' Views On The Applicability Of Skills Taught	85
4.1.14 (c)	Students' Views On The Emphasis Placed On Teaching Reading Skills	86
4.1.15	Students' View On Allotment Oof Time	87
4.1.16	The Benefits Of Doing Critical Thinking Tasks	8
4 1 17	Studente View On Effects Of Teaching Reading Skills	8

Table		Page
4.1.18	Students' Conclusion About The Reading Component	90
4.2.1	Lecturers' View Of The Business Students	91
4.2.2	Lecturers' View On Students' Comprehension Of Reading Materials In The Reading Component	92
4.2.3	Lecturers' View On Aspects That Hinder Comprehension Of Students	93
4.2.4(a)	Lecturers' View On The Usefulness Of The Reading Materials	94
4.2.4 (b)	Lecturers' View On The Level Of Interest Of The Reading Materials	95
4.2.4 (c)	Lecturers' View On The Difficulty level Of The Reading Materials	96
4.2.5 (a)	Lecturers' View On Vocabulary In The Reading Materials	97
4.2.5 (b)	Lecturers' View On The Language Used In The Materials	97
4.2.5 (c)	Lecturers' View On The Passages In The Reading Materials	98
4.2.5 (d)	Lecturers' View On The Tasks In The Reading Materials	98
4.2.6 (a)	Lecturers' View On Text Types	99
4.2.6 (b)	Lecturers' View On Oraganization Of Materials	99
4.2.7 (a)	Lecturers' View On Application Of "Locating Main Points" By Students	100
4.2.7 (b)	Lecturers' View On Application Of "Scanning For Information" By Students	100
4.2.7 (c)	Lecturers' View On Application Of "Getting A General View	101

Table		Page
1.2.7 (d)	Lecturers' View On Application Of "Skimming For Information" By Students	101
4.2.7 (e)	Lecturers' View On Application Of "Referring To Words That Link Ideas" By Students	102
4.2.7 (f)	Lecturers' View On Application Of "Locating Topic Sentence" By Students	102
4.2.7 (g)	Lecturers' View On Application Of "Recognizing Connectors" By Students	103
4.2.7 (h)	Lecturers' View On Application Of "Predicting What Will Follow" By Students	104
4.2.7 (i)	Lecturers' View On Application Of "Finding Meanings Of Unknown Words" By Students	105
4.2.8	Lecturers' View On Skills Used Frequently And Most Frequently By Students	106
4.2.9 (a)	Lecturers' View On The Range Of Skills Taught	107
4.2.9 (b)	Lecturers' Views On Applicability Of Skills Taught	108
4.2.9 (c)	Lecturers' View On The Emphasis Placed On Teaching Reading Skills	108
4.2.10	Lecturers' View On Allotment Of Time For The Reading Component	109
4.2.11	Lecturers' View Reagarding Effects Of Teaching Reading Skills	110
4.2.12	The Value Of The Reading Component	110
4.2.13	Ways For Improving Reading Ability Of Students	112