

## CHAPTER 4: FINDINGS

### 4.0 Introduction

This chapter discusses the information obtained from the questionnaire and the interview sessions. All the information was accumulated, calculated and transferred into percentages. Then, the information gathered was analyzed, interpreted and shown in the forms of charts, graphs and tables for better understanding of the readers.

### 4.1 Findings from the questionnaire

#### 4.1.1 Part A: Personal Particulars

Table 1.0 Gender

Gender	
a) Male	58%
b) Female	42%

The subjects of this study include all the form five-science stream students of the school. Thus, the researcher did not choose them randomly or did not have the chance to leave out anyone. Thus, it was a coincidence that they were evenly

distributed, with the number of male students slightly exceeding the number of female students.

**Table 1.1** Age

Age	
a) 17	82%
b) 18	2%

All the respondents had their primary education in government primary schools. Thus, it is common that all of them would be 17 years old when they are in the fifth form. However, 2% of them were 18 years old as they had one more extra year in the 'Remove' class before entering form 1. This 'Remove' class is specially designed for students from vernacular primary schools with lack of proficiency in Bahasa Melayu and English. It is made compulsory for those students who did not really excel in the Ujian Penilaian Sekolah Rendah (UPSR).

**Chart 1.0** Mother tongue vs Spoken language

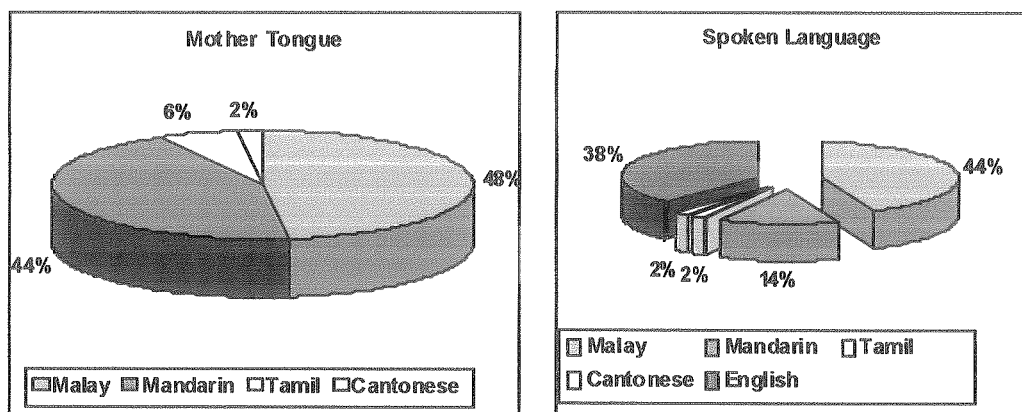
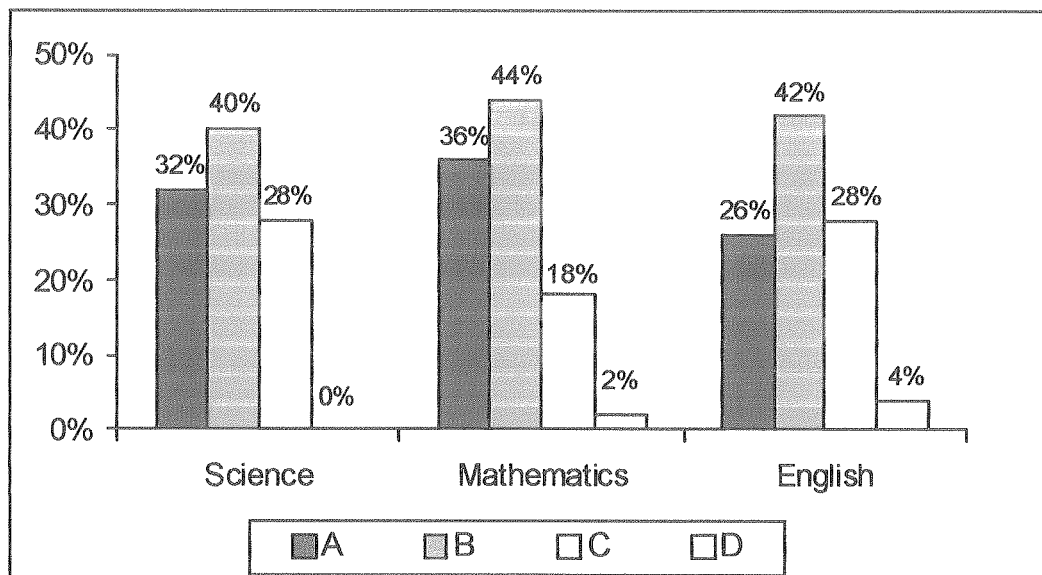


Chart 1.0 above shows that Bahasa Melayu is the most common mother tongue among the respondents (48%) as almost half of them were Malays. The Chinese who speak Mandarin (44%) and the Indians who speak Tamil (6%) follows this. Nevertheless, there were another 2% who has Cantonese as their mother tongue.

Based on chart 1.0 also it is apparent that not all the Chinese students use Mandarin as their spoken language even though it might be their mother tongue. Only 14% of them use Mandarin in their daily communication. This is due to the fact that most of them use English as their spoken language. Meanwhile, Malay is being used as the spoken language for 44% of the subjects. This is maybe because the Malay students prefer to use their own mother tongue in their daily life for communication.

**Graph 1.0 Grades for Science, Mathematics and English**



The graph above shows that most of the respondents have achieved grades A, B or C for English, Mathematics and Science in the Penilaian Menengah Rendah (PMR) examination. This is understandable because only those with such results can enroll into the science stream. Thus, we could conclude that most of them are eligible to be in the science stream and are proficient in all the three subjects.

**Table 1.2 Rating of fluency**

Rating	English		Malay	
	Written	Spoken	Written	Spoken
Fluent	2%	10%	38%	40%
Manageable	94%	72%	46%	48%
Poor	4%	18%	16%	12%

In general, the respondents feel that they are not fluent in English compared to Bahasa Melayu. 72% of them rate their proficiency in English to be 'manageable' in both written and spoken. However, they rated themselves to be fluent in Bahasa Melayu. This might be due to the fact that Malay is the medium being used in both their primary and secondary schools. Thus, they tend to be more fluent in Bahasa Melayu.

## 4.1.2 Part B: Needs Analysis

### 4.1.2.1 Needs Analysis

Table 1.3 Using Listening and speaking skills

	Never	Rarely	Some times	Frequently	At all times
a) How often do you use English in school?	2%	2%	64%	24%	8%
b) How often would you like to use English in school?	0%	0%	24%	66%	10%
c) Are you confident in speaking English in school?	2%	4%	74%	12%	8%
d) How often do you have difficulties in expressing yourself in English in school?	0%	0%	72%	20%	8%

According to the table above, 64% of the respondents use English sometimes and another 24% use English frequently. However, about 66% of them want to use English frequently in school. This shows that the respondents have high interest in the language and would like to use it more often. At present, most of them only use English sometimes because they feel that they are not proficient and might make a lot of mistakes when using the language. This is the most probable reason for them being not very confident in using English in school. More than 70% of the respondents claim that they are only confident sometimes.

**Table 1.4 Using reading skills**

	Never	Rarely	Some times	Frequently	At all times
a) In general, I find reading sentences in English difficult.	10%	28%	52%	6%	4%
b) I find reading and understanding Scientific text is difficult.	16%	20%	48%	16%	0%
c) I find reading for specific information difficult.	12%	18%	48%	20%	2%
d) I find reading and making inference from given information difficult.	6%	24%	44%	22%	4%
e) I find reading and locating main ideas and supporting details difficult.	18%	28%	44%	10%	0%
f) I find reading a Science text difficult.	16%	32%	28%	24%	0%
g) I find reading Science Terminology difficult.	12%	30%	40%	18%	0%
h) I find reading and understanding how information is organized in the forms of linear and non-linear texts difficult.	8%	10%	58%	24%	0

Reading is a very important skill that the respondents should have in order to master EST. This is because the students have to read scientific texts for many

reasons such as skimming and scanning for specific information or to find main ideas and supporting details. Based on table 1.4, the respondents claim that they do not really face problem in reading English and science text that often. Perhaps, reading science terminologies as well as linear and non-linear texts may pose some threat for them sometimes.

**Table 1.5 Using Writing skills**

	Never	Rarely	Some times	Frequently	At all times
a) I find making sentences in English difficult.	4%	58%	30%	8%	0%
b) I find the spelling of Science Terminology difficult.	6%	12%	72%	10%	0%
c) I find writing reports difficult.	0%	2%	52%	24%	22%
d) I get confused between American English and British English? (Grammar, spelling, pronunciation, etc)	4%	18%	66%	10%	2%

Normally, the science stream students would not have much difficulty in making English sentences. This is evident in table 1.5 which shows that the respondents rarely face problem in making sentences in English (58%). However, they do find the spelling of science terminologies to be difficult sometimes (72%). At the same time, they do also find writing reports to be difficult (52%) and are

confused between American and British English sometimes (66%). It should be noted that they are to use the British English as our education system follows the British English system.

**Table 1.6 The NEED of English language skills**

2) Which of the following English language skills do you feel you NEED most in order to excel in EST? You may tick more than one.	
Reading	82%
Writing	76%
Listening	42%
Speaking	56%
Grammar	46%
Vocabulary	48%

According to table 1.6, the English language skills that are needed most by the students are reading (82%) and writing (76%). Apparently, the students have to read all the materials being used by the teacher and produce the end result in the form of writing. Thus, they perceive that they should be able to read and write well in order to excel in EST. Speaking (56%) follows this, as the students are also required to do presentations in the classroom. Meanwhile, the other skills are needed at the average level compared to those mentioned above.



**Table 1.7 The importance of the skills**

3) Why do you think the skill(s) is/are important for you to learn EST? (Please state)	
a. To complete all the exercises/assignments given by the teacher.	42%
b. To answer the examination questions well.	48%
c. To learn the subject well.	32%
d. To do presentation.	16%
e. To understand the content of the subject	52%

52% of the respondents have stated that they need the skills in order to understand the content of the subjects well. Another 48% of the respondents stated that the skills are important to answer the examination questions well. They have also stated that the skills help them to complete all the exercises given by their teacher.

#### 4.1.2.2 Students' perceptions towards the EST subject

**Table 1.8 Students' perceptions towards the EST subject**

	Yes	No
1) Do you find the EST subject suitable for you?	96%	4%
2) Do you find the EST subject enjoyable?	74%	26%
3) Do you find the EST subject useful in improving your English skills?	82%	18%

Almost all the respondents agree that EST is a suitable course for them and it really helps in improving their English skills. However only 74% of them really enjoy learning the subject. The other 26% of them may feel that EST is a heavy subject, which is boring due to their lack of proficiency in English. This situation is comprehensible as this particular group include the respondents with grades C and D for the three core subjects taken into account to enter the science stream.

**Table 1.9 Students' rating of their performance in EST**

	Poor	Satisfactory	Good	Excellent
4) How would you rate your performance in EST in relation with your English Language proficiency?	16%	26%	48%	10%

In general, almost 76% of the students are satisfied or happy with their performance in EST. About 26% of the respondents have ticked 'satisfactory' and another 48% ticked 'good' to show their performance level. However, it should be noted that only 10% of the respondents feel that they are at the 'excellent level. This problem is the basis of our argument in this study.

**Table 2.0 Skills to be improved**

5) a) Which skill(s) do you want to improve, in relation to learning EST?	
Reading	76%
Writing	72%
Listening	42%
Speaking	56%
Grammar	36%
Vocabulary	38%

Realizing the need of reading skills to do well in this subject, majority of the respondents assert that reading and writing are the two most important skills that they need to improve in order to excel in this subject. 76% of the respondents stated that their reading needs to be improved and another 72% needs to improve their writing skills. This might be due to the fact that they do not see listening, grammar and vocabulary to be that important to learn EST compared to reading, writing and speaking. At the same time, they feel less confident in their own reading and writing ability.

**Table 2.1 Skills to be given attention in class**

5) b) Which skill(s) do you feel should the class give more attention to?	
Reading	48%
Writing	56%
Listening	22%
Speaking	36%
Grammar	18%
Vocabulary	18%

56% of the respondents want the teachers to pay more attention to writing. Reading, having known to be the most important skill to study EST, follows this. Since the students realize that reading and writing are the two most important skills needed to excel in EST, they want the teachers to tackle strategies that may enhance their reading and writing skills.

**Table 2.2 Frequency of using the language skills to learn EST**

SKILL	FREQUENCY			
	On most occasions	Some times	Rarely	Never
<b><u>1. Reading</u></b>	72%	28%	0%	0%
a) Understanding notes and instructions				
b) Understanding textbooks/ reference books.	74%	26%	0%	0%
c) Understanding newspaper / magazine articles	52%	36%	12%	0%
d) Understanding internet articles	48%	38%	14%	0%
<b><u>2. Writing</u></b>	82%	18%	0%	0%
a) Answering test/ examination questions				
b) Writing notes and exercises	68%	32%	0%	0%
c) Writing reports	72%	28%	0%	0%
d) Composing essays	72%	28%	0%	0%
<b><u>3. Listening</u></b>	78%	22%	2%	0%
a) To understand EST lessons				
b) To understand teachers' instructions and explanations	52%	48%	0%	0%
c) To understand presentations	52%	42%	6%	0%
d) To follow discussions	58%	38%	4%	0%

<b>4. Speaking</b>	56%	34%	10%	0%
a) Asking questions to the teacher				
b) Consultations with teachers	52%	32%	16%	0%
c) Exchanging opinions during group discussions	28%	54%	18%	0%
d) Doing presentations	54%	42%	4%	0%

This is a very important section in the questionnaire to be analyzed thoroughly to identify the language needs of the EST learners. Based on the table above, it is apparent that the students need to use the reading skills at most of the times in the EST lessons. Most importantly, they need the reading skills in order to understand the textbook and the reference books (74%) as well as to understand the notes and instructions (72%).

82% of the respondents claim that they need the writing skills for the purpose of answering examination questions. Obviously, they need to know the techniques of writing in order to tackle the questions, especially for writing essays and reports. They do also need the writing skills to take notes and complete the exercises and assignments given by the teacher.

At the same time, they need the listening skills in order to understand the EST lessons (78%) and to understand the presentations done by their peers (52%). Another importance of the listening skills is to understand the teacher's instructions. This is understandable as without the skill they would not be able to get the messages from the teacher.

Lastly, the respondents need the speaking skills the most to do presentations in class (54%). Of course they also need it to ask questions to the teacher, but presentation is more important to them. This is maybe due to the fact that the teacher had made it compulsory for each student to take part in the presentations. Thus, they have no choice but to prepare for it.

**Table 2.3 Learning strategies**

7) How do you learn best? (You may circle as many answers as you choose)	
a) By reading from the book	44%
b) By listening to the teacher.	32%
c) By discussing with friends.	52%
d) By doing role-play and presentations.	14%
e) By playing games.	50%
f) By drillings (Doing a lot of exercises)	46%
g) Others (Please specify)	-

According to table 2.3, group discussions are chosen as the best way to learn. 52% of the respondents prefer to study in groups instead of studying alone. Learning by playing games follows this with 50% of the respondents choosing this strategy. The table also shows that the respondents do not think that doing role-play and presentations help them much to learn something.

### 4.1.3 Part C: Improving knowledge and skills

Table 2.4 Improving knowledge and skills

1 To what extent has the course helped you in improving your knowledge and skills through classroom activities?					
Class Activities	To a very great extent	To quite an extent	To some extent	Very little	Not at all
a) Class presentation	8%	12%	66%	14%	0%
b) Role playing	2%	6%	56%	36%	0%
c) Group discussion	16%	28%	48%	8%	0%
d) Writing exercise	4%	18%	66%	12%	0%
e) Report Writing	8%	20%	62%	10%	0%

When asked to what extent has the subject helped in improving their knowledge, majority of them has ticked 'to some extent'. This clearly shows that while doing all the classroom activities, the subject has helped to improve their language skills to an extent. Classroom activities such as class presentation (66%), writing exercise (66%) and report writing (62%) are seen to be the most helpful to the students to improve their knowledge and skills.

**Table 2.5 Adequacy in understanding area of EST syllabus**

2. Is the EST course adequate in helping you to understand the areas stated below?					
Areas in EST Syllabus	More than adequate	Extremely adequate	Adequate	Quite adequate	Not adequate
a) Develop vocabulary knowledge in relation to EST.	2%	12%	72%	14%	0%
b) Identify/Understand the EST information by listening and viewing.	2%	10%	62%	26%	0%
c) Identify/Understand the EST information by reading EST different types of texts.	2%	10%	66%	22%	0%
d) Understand the method of writing report.	4%	8%	64%	24%	0%
e) Understand the method of presenting information.	2%	10%	72%	16%	0%
f) Able to think critically and apply the knowledge acquired.	2%	8%	68%	22%	0%



When it comes to questions to survey the areas studied in EST syllabus, majority of the respondents prefer to stand in between by just saying ‘adequate’. However, all of them agree that the subject has really helped them to improve all the areas stated, in a way or another. 72% of the respondents have stated that EST has helped to develop their vocabulary knowledge. This is understandable because they have to learn plenty of new words and terms from different fields such as, chemistry, physics, biology, engineering and other fields related to EST.

#### 4.1.4 Part D: Teaching method

**Table 2.6 Satisfactory level of the method of teaching**

1) In general are you satisfied with the method of teaching for this subject?	
Very satisfied	12%
Satisfied	82%
Not satisfied	6%

Apparently, 96% of the respondents are satisfied with the teaching method of their teachers. Only 6% of them are not satisfied due to their own logical reasons such as lack of proficiency. At the same time, they might also not be interested in EST as they could not adapt to the teaching methods and strategies used by the teacher in class.

**Table 2.7 Efficiency of teaching EST**

2 Is the EST course taught efficiently in the areas stated below?			
Components in EST	Very efficiently	Efficient	Not efficient
a) Structure Practice (Vocabulary/Grammar)	12%	86%	2%
b) Reading (EST Materials)	22%	78%	0%
c) Writing (Report)	34%	62%	4%
d) Conversation/ Listening (Presentation)	8%	64%	28%

Having said that the majority of the respondents are happy with the teaching method of the teachers, they do also feel that the EST subject is taught efficiently in all the areas in EST.

**Table 2.8 Appropriateness of materials used**

	Yes	No
3 Do you find the materials being used for the subject appropriate?	98%	2%
Textbook	92%	8%
Audio visual aid	0%	100%
Reference books	82%	18%

The respondents also claim that the materials used for this subject are definitely appropriate. They are happy with the use of textbooks and reference

books, however, 100% of the respondents are not very happy with the use of audio-visual-aids in class. Perhaps, there was no use of audio visual aids at all in the classroom that caused all the respondents to tick 'No' for this part of the questionnaire.

**Table 2.9**      **Comments or suggestion to improve teaching method**

4) Do you have any other comments to improve the teaching method of the subject?	
a) Teacher cannot be too strict in the class	72%
b) There should be more use of ICT such as use of audio visual and internet	76%
c) There should be more hands on activities in class	48%
d) Teacher should use ICT to teach instead of 'chalk & talk'	82%
e) There must be more fun activities in class	48%

As English for Science and Technology is the subject aimed to obtain information by listening to and viewing texts on science and technology in English from audio-visual and electronic sources, it is definitely appropriate for the use of ICT in the EST classroom. This is what suggested by 82% of the respondents. The students are also to access and understand information on the Internet and other electronic media. Thus, it is logical that there should be more use of ICT such as the use of audiovisual and the Internet in the EST lesson. 76% of the respondents have supported this idea.

At the same time, having said that EST might be a boring subject for some students due to their lack of proficiency in English, the teacher should play a vital part to make the class more interesting and enjoyable for the students. The teacher should ensure that the method used to teach is appropriate for the students and can arouse the students' interest in the subject. Therefore, the students expect the teachers to be more caring and friendly instead of being too strict in the classroom. A strict teacher might kill the students' interest in the subject and the learning may fail too.

**Table 3.0**      **Comments or suggestion on the teaching and learning of EST**

5) Do you have any other comments or suggestions on the teaching and learning of EST?	
a) ICT/audio visual aids must be used to teach EST	76%
b) Students must be encouraged/allowed to use computers (hand-on) to find articles for EST	84%
c. EST lessons to be held in self access centers instead of class room	66%
d. Certain video/computer games being used to teach EST	48%
e. Teachers must be friendly because EST is a boring subject	76%

According to table 3.0, the most highlighted comment or suggestion would be the use of computers in the classroom. 84% of the respondents want to be allowed to use computers in the EST lesson. Perhaps, the students can be given hands-on activities to be carried out during the lesson. 76% of them also claim

that the teachers should use audiovisual aids to teach EST to make the lessons more interesting and lively.

This would be accessible if the lessons are carried out in the self-access centers or the computer laboratories as suggested by 66% of the respondents. This might not be possible for every lesson, but the teacher may consider doing so at least once or twice a fortnight. In addition, it will be easier for the teachers to conduct the lesson using the computers, as plenty of materials are available on the Internet.

In addition, 48% of the respondents suggest that the teachers use certain video games or computer games to teach EST. This might be a good suggestion for teachers to teach vocabulary, as apparently there are a few games on the Internet, which use EST terms. For example, the game 'Metal Gear Solid 3' exposes students to certain medical terms, which are being used in EST. Another game known as 'Little World' exposes students to certain Physics terms and concepts that are also being taught in EST.

Undeniably, video or computer games have become part and parcel of a teenager's life nowadays. Thus, teachers may consider this suggestion seriously to make their lessons more interesting. They can even let the students watch episodes from current famous series such 'Crime Scene Investigation' (CSI) or "House" which use Chemistry and medical terms. In the extreme cases, these

visuals can be used as good set inductions. However, the use of these games and visuals must be under close supervision of the teacher as some of them may contain violence.

#### **4.2 Findings from the Interview**

For the purpose of this study, three teachers who are currently teaching EST in this school are interviewed. The teachers' academic and professional background is stated below.

##### **1) Teacher A**

Teacher A has 28 years of experience in teaching English language. She has been teaching EST in this school since the subject was introduced in 2003. Moreover, she is the current head of the English Panitia of this school. She was educated in Penang and Johor where she was qualified as a teacher with Diploma in Education. She then pursued her Degree in TESL at Newcastle, England. Upon returning to Malaysia, she was posted to a distinguished school in Penang. Later, she continued with her Masters degree in management and followed her husband to Kuala Lumpur in 2001. Since then, she has been teaching in this school where the study had taken place.

This teacher has wide experience in teaching EST as she has attended a few courses organized by the education department for the teaching of EST in 2003 and 2005. She has also become a facilitator for a few seminars and workshops held for teachers teaching EST in Kuala Lumpur.

## **2) Teacher B**

The next teacher obtained a diploma in Education in 1986 from Maktab Perguruan Ilmu Khas (now known as Institut Perguruan Ilmu Khas), Cheras. She then obtained her degree in English Language studies (BA ELS) from Universiti Kebangsaan Malaysia in 1999. In 2004, she finished her masters' degree in University Malaya (MESL).

Professionally, Teacher B has twenty over years of experience in teaching English in various schools in the east and west Malaysia. She asked for a transfer to Kuala Lumpur in 2001 and has been teaching English and EST for the past 5 years in this school.

## **3) Teacher C**

Teacher C has 18 years of experience in teaching English and has been teaching EST in this school since 2003 together with teacher A. Upon completion of degree in Education in Universiti Pertanian Malaysia (now known as Universiti Putra Malaysia), she furthered her Masters' degree in the same university and graduated in the year 2000.

This teacher also has wide experience in teaching EST as she has attended a few courses organized by the education department for the teaching of EST in 2003 and 2005 together with teacher A. She has also become one of the

facilitators for a few seminars and workshops held for teachers teaching EST in Kuala Lumpur in 2005 and 2006.

#### **4.2.1 Summary of the findings**

As stated previously, this study aims to identify the EST learners' language needs based on the students' and the teachers' perception. Thus, it is definitely unquestionable to involve the teachers in the process of getting information. Besides, this act is also to ensure that the students' responses from the questionnaire were accurate and valid.

During the face-to-face interview with the three teachers, they were asked more or less the same questions (Refer Appendix E). However, there were also some spontaneous questions asked based on the answers given by the teachers. Most of the questions were asked on their perceptions about the subject, the learners and their needs. The teachers were also asked questions on the difficulties that they face while teaching EST and the way they overcome these problems. It is believed that their answers may shed some light on the major issue being discussed in this study.

##### **4.2.1.1 Teachers satisfaction in teaching EST**

In summary, the teachers are not very happy teaching EST. In fact, they find teaching EST to be quite burdening for them as they have to do their 'homework' before entering the class. This is because, despite the number of



years that they have been teaching EST, they still have to go through the materials being used and spend some extra time to find out the meanings of certain unfamiliar terms. In addition, they have to plan their lesson carefully in order to avoid any mistakes during the lesson.

Without a shred of doubt, this condition is prevalent among the teachers because they were trained in teaching general English and not EST specifically. Thus, they might not be well versed in the scientific terms used in EST. However, these teachers claim that they have put in a lot of effort in order to plan their lessons and deliver it accurately. This tallies with the students' response that is they are mostly satisfied with their teachers' teaching methods.

Out of the three teachers, two of them have attended special courses for teaching EST previously. They claim the courses to be very helpful as they were taught some strategies and methods of teaching. Besides that, they were also given modules of activities, which can be used in EST lessons. However, as the trend of science and technology changes tremendously day by day, the modules are hardly being used nowadays.

#### **4.2.1.2 Teachers' perception on the students' learning EST**

On the other hand, the teachers are not very sure if the students enjoy learning EST. Based on their observation in class, the students tend to struggle to finish their work and assignments. Even their school level test results show that they fare at the average level for EST compared to their better achievement in

English. This contradicts with the students' response which, claims that they enjoy learning EST. Perhaps, the students enjoy learning the new scientific knowledge despite the heavy workload for the subject.

When the teachers were asked about the students' proficiency and confidence level, they claim their students to be quite proficient and confident in using the English language. This is because the students are among the best form five students in the school. Nevertheless, there are about 25% of the students who are less confident in using English due to their lack of proficiency.

At the same time, the teachers also feel that majority of the EST students face difficulties sometimes when it comes to reading and understanding scientific texts. The students are required to have different reading skills such as reading for specific information, reading and making inference, skimming and scanning, and reading linear and non-linear texts in order to read the scientific texts for EST. Thus, those who lack these skills will face great problems in understanding EST texts.

Similarly, the teachers also feel that sometimes the students have difficulties in writing for EST, especially with the spelling of Science terminology. The students are more competent in transferring information than writing short essays or reports. Therefore, the teachers emphasized on the use of dictionaries and glossaries. Besides, in order to help the students with their report writing, the teachers have come out with templates that the students can use to write their reports.

#### 4.2.1.3 Teachers' perception on the language skills needed by the students to learn EST

Another important question posed to the teachers during the interview was on the language skills the EST learners need most to learn EST well. For this question, all the three teachers agreed that reading and writing are the most important skills that the learners need in order to excel in EST. Between these two skills, reading is the most important skill that helps the students to learn EST. Without this skill the students would not be able to learn EST at all. According to them, this is evident, as they need to read scientific texts for different purposes such as reading for specific information, reading and making inference, and reading to locate main ideas and supporting details. This view is supported by Turner (2004) who argues that the language skills of reading and the independent nature of research for writing that is usually reading-based are very important.

Besides reading, the EST learners definitely need the writing skill in order to produce written tasks such as writing reports and to answer their examination questions correctly. This statement emphasizes the students' response that claims that they need reading and writing skills the most to learn EST well. Therefore, they think that the students should improve further in these two skills.

Nevertheless, the listening and speaking skills are not to be ignored. The students need these two skills to engage themselves in the classroom activities such as to ask questions to the teachers or to do group discussions and

presentations. Undeniably, the students will not be able to take part in these classroom activities without listening and speaking skills and consequently fail in the learning process.

Having said that reading and writing are the most important skills needed by the students, the teachers assert that this is where they face problem while teaching EST. The teachers state that at least 50% of the EST learners lack reading and writing skills. Even if they are able to read and understand the materials, they still have problems producing written work. At most of the times, this problem can be seen vividly in the way the students answer their examination papers. Even though they can understand the texts read, they are still unable to write the answers accurately and thus lose a lot of marks.

#### **4.2.1.4 Teachers' strategies to help the students learn better.**

Based on the information from the interview, the teachers had to come out with certain strategies to help the students overcome the problems. They suggest teaching students techniques of answering reading comprehension and using templates to write reports and short articles. In the first strategy, the students are taught to find the key words from the questions and the reading text in order to find the correct answers. Whereas in the second strategy, the students are trained to write with templates, which are planned structures of the required writing format. These strategies are believed to have helped the students to perform better in the school level tests.

At the same time, the teachers also realize that group discussions play a vital role in the learning of EST. Thus, a lot of group work is given for them such as doing scrapbooks and group presentations on certain topics. Nonetheless, a lot of written exercises are also given regularly to improve their written skills. Luckily, they have more than enough material such as charts and reference books that can be used in the classroom. The group presentations are intended to improve the students speaking skill as well.

However, the teachers admitted that they do not use audiovisuals in the EST classroom, as they do not have the facility or enough time to do so. They would also love to bring the students to computer laboratories, but they claim that at most times the computers would be out of order or the Internet access would be not available. Besides, the use of these aids requires the teachers to spend a lot of time on the preparation whereas the teachers are already over burdened with other work.

#### **4.3 Conclusion**

In conclusion, both the questionnaires and the interview had assisted in answering the research questions of this study. Based on the information obtained from the questionnaire as well as the interview, it can be safely concluded that Reading and Speaking skills are the most required skills by EST learners. Therefore, these two skills should be given more emphasis in order to help EST learners to achieve better results.