6. Results and Discussion

6.1 Correlations between Students' EEE Scores and Their Scores in FE I and FE II

The result of the computation of the correlation coefficients for the students' EEE scores and their scores in FE I and FE II is presented in Table 5.

Table 5: Correlations between Students' EEE Scores and Their Scores in FE I and FE II

		EEE Score	FE I Score	FE II Score
EEE Score	Pearson Correlation	1.000	.814**	.802**
	Sig. (2-tailed)	.	.000	.000
	N	1782	1782	1782
FE I Score	Pearson Correlation	.814**	1.000	.902**
	Sig. (2-tailed)	.000	.	.000
	N	1782	1782	1782
FE II Score	Pearson Correlation	.802**	.902**	1.000
	Sig. (2-tailed)	.000	.000	.
	N	1782	1782	1782
	N	1782	1782	1782

** Correlation is significant at the 0.01 level (2-tailed).

Table 5 shows that there were strong positive correlations between the students' EEE scores and their scores in both FE I and FE II. There was also a strong

positive correlation between the students' scores in FE I and their scores in FE II. All these correlations were statistically significant at the .01 level. The significant strong positive correlations between the students' EEE scores and their scores in FE I and FE II imply that the students' EEE scores could be used as a tool for placing students in required English courses at the university.

6.2 Distribution of Students' EEE Scores and Their Grades in FE I and FE II

To establish cut-off points for placing students in appropriate required English courses at the university, it is necessary that data of the distribution of the students' EEE scores and their grades in FE I and FE II be thoroughly examined. The results of such examination would provide important input into the determination of appropriate cut-off points for placement purposes.

The data relating to the distribution of the students' EEE scores and their grades in FE I and FE II are shown in the appendix. A close look at the data revealed interesting relationship between the students' EEE scores and their grades in the two FE courses at various EEE score intervals which served as useful input into the establishment of appropriate cut-off points for placing students into different ability groups. The observations about this relationship are presented in the following sections:

6.2.1 Observations about Students Scoring 21-33 in EEE

Table 6 presents data for the distribution of the students scoring 21-33 in EEE and their grades in FE I and FE II.

Table 6: Percentage of Students Scoring 21-33 in EEE and Their Grades in FE I and FE II

EEE Score	Percentage of Students Obtaining Each EEE Score	Percentage of Students Obtaining Each Grade in FE I									Percentage of Students Obtaining Each Grade in FE II									
		A	B+	B	C+	C	D+	D	E	I	A	B+	B	C+	C	D+	D	E	I	NR
21	0.49					0.49							0.49							
22	0.49							0.49								0.49				
23	0.49							0.49									0.49			
24	0.97								0.49	0.49							0.49			0.49
25	1.94								0.49	1.46										1.94
26	2.91					0.49		1.46	0.97						0.49		0.97			1.46
27	7.77					0.49	0.49	1.94	2.43	2.43				0.49	0.97		0.49			5.83
28	8.74					0.49	1.94	1.46	2.91	1.94				0.49	0.97	1.94		0.49		4.85
29	7.77				0.49	0.49	1.46	0.97	1.94	2.43			0.49	0.49	0.49		0.97			5.34
30	11.65					0.49	2.43	4.85	0.97	2.91					1.46	0.97	1.46		0.49	7.28
31	20.87				0.97	2.43	3.40	3.88	5.34	4.85			0.97	2.43	4.37	1.46	1.94		0.97	8.74
32	16.99				0.97	0.49	2.91	4.85	3.88	3.88			0.97	0.49	1.46	4.85	0.97	0.49		7.77
33	18.93				1.46		4.37	5.83	3.40	3.88				3.88	1.94	1.46	1.46		0.97	9.22
Total	100 (N = 206)				3.88	5.83	16.99	26.21	22.82	24.27			2.91	8.25	12.14	11.17	9.22	0.97	2.43	52.91
				9.71			66.02			24.27		2.91			20.39		21.36			2.43	52.91

Note: A = Excellent, B+ = Very good, B = Good, C+ = Average, C = Fair, D+ = Poor, D = Very poor, E = Fail, I = Incomplete (e.g. students not taking the mid-term and/or final examinations for the course, withdrawing from the course, or dropping out), NR = Not registered for the course

Strikingly, Table 6 shows that more than half (66.02%) of the students scoring 21-33 in EEE obtained D+/D/E in FE I and almost one-fourth (24.27%) did not complete the course. About half (52.91%) did not register for FE II. 9.71% and 20.39% of the students in this group obtained C+/C in FE I and FE II respectively. Only 2.91% of the students (6 out of 206 students) managed to obtain B in FE II.

An examination of changes in the grades the students scoring 21-33 in EEE obtained across the two FE courses presented in Table 7 explains the above-mentioned points:

Table 7: Changes in FE I and FE II Grades of Students Scoring 21-33 in EEE

EEE Score	No. of Students Obtaining Each EEE Score	No. of Students Obtaining Higher/Same/Lower Grade in FE II		
		Higher Grade	Same Grade	Lower Grade
21	1	1		
22	1	1		
23	1		1	
24	2	1		1
25	4			4
26	6	2	1	3
27	16	3	1	12
28	18	5	2	11
29	16	3	1	12
30	24	4	3	17
31	43	18	4	21
32	35	10	6	19
33	39	12	3	24
Total	206 (100%)	60 (29.13%)	22 (10.68%)	124 (60.19%)

Note: I and NR were considered lower grades.

When these students' grades across the two FE courses were examined, it was found that 60.19% of them obtained a lower grade in FE II than in FE I and 10.68% of them received the same grade in both semesters. More importantly, most of the students who obtained E or I in FE I did not register for FE II. There are possible reasons for this: they may have held back from taking a more difficult required English course in the second semester; they may have dropped out of the university; or in the worst case, they may have been expelled from the university. The fact that this particular group of students constituted about half of the total of those scoring 21-33 in EEE made them a focus of concern.

The above observations about the distribution and changes in the students' FE I and FE II grades seem to provide us with three important indications. First, those students scoring at the lower range in EEE, that is between 21 and 33 in this study, were likely to fail in the first FE course at the university. Second, only a small number of these students could improve their grades in FE II. Third, about half of them, for some reasons, did not or could not continue their English learning or possibly even their career as a student in the second semester. It is, then, fair to conclude that these students could be considered at the risk of failing their English study at the university.

6.2.2 Observations about Students Scoring 34-66 in EEE

Table 8 delineates data for the distribution of the students scoring 34-66 in EEE and their grades in FE I and FE II.

Table 8: Percentage of Students Scoring 34-66 in EEE and Their Grades in FE I and FE II

EEE Score	Percentage of Students Obtaining Each EEE Score	Percentage of Students Obtaining Each Grade in FE I									Percentage of Students Obtaining Each Grade in FE II									
		A	B+	B	C+	C	D+	D	E	I	A	B+	B	C+	C	D+	D	E	I	NR
34	2.29			0.06	0.12	0.41	0.65	0.41	0.41	0.24		0.06	0.18	0.24	0.47	0.18	0.29	0.06		0.82
35	3.06		0.06	0.06	0.18	0.41	1.00	0.59	0.35	0.41	0.06	0.12	0.12	0.35	0.71	0.47	0.12	0.06		1.06
36	3.53			0.12	0.65	0.71	0.94	0.71	0.29	0.12			0.29	0.82	0.94	0.41	0.35	0.06	0.06	0.59
37	2.94			0.29	0.06	1.06	0.59	0.35	0.18	0.41		0.12	0.12	0.76	0.53	0.29	0.18			0.94
38	3.76		0.06	0.24	0.29	0.65	1.00	0.82	0.24	0.47	0.06		0.29	0.47	0.71	0.65	0.35	0.12	0.06	1.06
39	3.65			0.24	0.76	1.06	0.59	0.35	0.47	0.18		0.12	0.47	1.24	0.82	0.18	0.29	0.06		0.47
40	3.29		0.12	0.41	0.71	1.00	0.59	0.24	0.18	0.06	0.06	0.24	0.71	0.71	1.06	0.18	0.06		0.06	0.24
41	3.12		0.06	0.29	0.76	0.71	0.88	0.24	0.12	0.06		0.35	0.76	0.47	0.76	0.29			0.06	0.41
42	3.59			0.41	1.00	0.82	0.88	0.18	0.12	0.18	0.06	0.24	0.76	0.94	0.65	0.41	0.12		0.06	0.35
43	4.47		0.06	0.59	1.47	0.88	1.12	0.29	0.06		0.06	0.41	0.94	1.29	0.82	0.24	0.06		0.12	0.53
44	3.18		0.18	0.59	1.06	0.82	0.24	0.29				0.41	0.94	0.82	0.53	0.12	0.06		0.06	0.24
45	5.00		0.12	0.88	1.47	1.35	0.65	0.24	0.18	0.12	0.06	0.47	1.29	1.41	0.71	0.24		0.06	0.06	0.71
46	3.47		0.24	0.47	1.18	0.94	0.35	0.24	0.06		0.12	0.35	1.41	0.53	0.59	0.12			0.12	0.24
47	4.35		0.71	0.88	1.41	0.76	0.47		0.06	0.06	0.35	0.71	1.12	1.29	0.47	0.12			0.12	0.18
48	3.88	0.06	0.24	1.71	0.76	0.65	0.24	0.12	0.06	0.06	0.18	1.18	1.06	0.94	0.12				0.41	
49	3.59	0.06	0.47	1.06	0.65	0.76	0.35	0.06		0.18	0.18	0.82	1.06	0.41	0.47	0.18	0.06		0.06	0.35
50	3.35	0.12	0.47	1.12	0.94	0.47	0.18			0.06	0.29	1.00	1.00	0.47	0.35	0.12	0.06			0.06
51	3.76	0.12	0.41	0.88	1.41	0.59	0.29	0.06			0.41	1.00	1.18	0.65	0.29				0.06	0.18
52	3.12	0.12	0.29	1.35	0.76	0.47	0.12				0.71	0.94	0.88	0.24	0.24			0.06	0.06	
53	3.53	0.24	0.35	1.47	0.82	0.29	0.18	0.18			0.47	1.00	1.18	0.53	0.06	0.06				0.24
54	3.41	0.12	0.76	1.18	0.76	0.41	0.12	0.06			0.53	1.35	0.76	0.41	0.18	0.06	0.06			0.06

EEE Score	Percentage of Students Obtaining Each EEE Score	Percentage of Students Obtaining Each Grade in FE I									Percentage of Students Obtaining Each Grade in FE II									
		A	B+	B	C+	C	D+	D	E	I	A	B+	B	C+	C	D+	D	E	I	NR
55	2.76	0.12	0.82	0.76	0.59	0.41	0.06				0.53	0.82	0.71	0.59	0.06	0.06				
56	2.53	0.06	0.82	0.65	0.65	0.35					0.65	0.76	0.65	0.12	0.18				0.12	0.06
57	2.88	0.41	1.18	0.65	0.35	0.12				0.18	1.12	0.59	0.71	0.06	0.12				0.06	0.24
58	1.82	0.35	0.65	0.59	0.06	0.06					0.94	0.41	0.29	0.12		0.06				
59	2.82	0.47	1.29	0.82	0.18					0.06	1.18	0.88	0.47	0.12					0.06	0.12
60	2.47	0.71	0.94	0.59	0.06	0.06				0.12	1.47	0.76	0.12		0.06					0.06
61	2.47	0.82	1.18	0.35	0.12						1.29	0.82	0.29	0.06						
62	2.06	0.65	0.71	0.35	0.18					0.18	1.53	0.18	0.18							0.18
63	1.94	0.76	0.82	0.24	0.06			0.06			1.41	0.35	0.12							0.06
64	1.71	1.00	0.29	0.29	0.12						1.18	0.24	0.12	0.12						0.06
65	0.88	0.47	0.35		0.06						0.76	0.12								
66	1.29	0.65	0.41	0.24							1.00	0.18	0.06						0.06	
Total	100 (N = 1,700)	7.29	14.06	19.82	19.65	16.24	11.47	5.47	2.76	3.12	16.65	17.00	20.24	16.18	11.88	4.41	2.12	0.41	1.65	9.47
		41.17			35.89			19.70		3.12	53.89			28.06			6.94		1.65	9.47

Note: A = Excellent, B+ = Very good, B = Good, C+ = Average, C = Fair, D+ = Poor, D = Very poor, E = Fail, I = Incomplete (e.g. students not taking the mid-term and/or final examinations for the course, withdrawing from the course, or dropping out), NR = Not registered for the course

Table 8 reveals that the students scoring 34-66 in EEE obtained all kinds of grades as follows: A/B+/B (41.17%), C+/C (35.89%), D+/D/E (19.70%) and I (3.21%) in FE I; and A/B+/B (53.89%), C+/C (28.06%), D+/D/E (6.94%) and I (1.65%) in FE II. The remaining 9.47% of the students did not register for FE II in the second semester.

Four interesting observations can be made here. First, students with B and B+ grades and those receiving A in FE I and FE II emerged in the data, for the first time, at the EEE score of 34 and 48 respectively. Second, in this group of students there was an approximate even distribution of students across the grading scale from B+ to D+ and from A to C in FE I and FE II respectively. Third, the students tended to get a higher grade in FE II as can be seen from the fact that the number of students obtaining A/B+/B in FE II is higher than that in FE I. In addition, fewer students received C+ or below in FE II than in FE I. Fourth, the number of students who did not complete FE I or FE II and that of those not registering for FE II were much lower among the students scoring 34-66 in EEE than those scoring 21-33.

Based on the last two observations mentioned above, it is reasonable to say that the students scoring 34-66 in EEE are not at risk of failing FE I and FE II. They have the potential to survive, handle, or succeed in the two FE courses at the university without extra help. In support of the above statement, Table 9 provides additional data of changes in their FE grades over the two semesters.

Table 9: Changes in FE I and FE II Grades of Students Scoring 34-66 in EEE

EEE Score	No. of Students Obtaining Each EEE Score	No. of Students Obtaining Higher/Same/Lower Grade in FE II		
		Higher Grade	Same Grade	Lower Grade
34	39	15	8	16
35	52	21	13	18
36	60	26	17	17
37	50	21	7	22
38	64	20	12	32
39	62	31	19	12
40	56	30	16	10
41	53	34	8	11
42	61	28	22	11
43	76	42	16	18
44	54	27	16	11

EEE Score	No. of Students Obtaining Each EEE Score	No. of Students Obtaining Higher/Same/Lower Grade in FE II		
		Higher Grade	Same Grade	Lower Grade
45	85	38	26	21
46	59	31	16	12
47	74	39	19	16
48	66	35	18	13
49	61	25	21	15
50	57	26	22	9
51	64	43	13	8
52	53	37	10	6
53	60	27	29	4
54	58	34	20	4
55	47	26	15	6
56	43	25	12	6
57	49	22	15	12
58	31	16	14	1
59	48	21	20	7
60	42	21	19	2
61	42	18	21	3
62	35	17	14	4
63	33	16	15	2
64	29	6	21	2
65	15	6	9	0
66	22	8	13	1
Total	1,700 (100%)	832 (48.94%)	536 (31.53%)	332 (19.53%)

Note: I and NR were considered lower grades.

As shown in Table 9, almost half of the students (48.94%) obtained a higher grade in FE II than in FE I. At the same time, students receiving the same grade in both courses constituted 31.53% of all the students and those with a lower grade in FE II than in FE I accounted for the lowest percentage, only 19.53%. Therefore, it can be concluded that over the course of two semesters about one half of these students obtained an improved grade whereas the other half did not. Among the latter half, there were more students obtaining the same grade than those obtaining a lower grade.

6.2.3 Observations about Students Scoring 67-74 in EEE

Table 10 shows data for the distribution of the students scoring 67-74 in EEE and their grades in FE I and FE II.

Table 10: Percentage of Students Scoring 67-74 in EEE and Their Grades in FE I and FE II

EEE Score	Percentage of Students Obtaining Each EEE Score	Percentage of Students Obtaining Each Grade in FE I									Percentage of Students Obtaining Each Grade in FE II									
		A	B+	B	C+	C	D+	D	E	I	A	B+	B	C+	C	D+	D	E	I	NR
67	20.42	14.79	4.23	0.70	0.70						16.20	2.82	0.70						0.70	
68	16.90	10.56	4.23	2.11							14.08	2.11								0.70
69	11.27	7.04	3.52	0.70							9.86	1.41								
70	11.27	7.04	1.41	2.11	0.70						9.15	0.70	0.70							0.70
71	14.08	9.86	2.82	1.41							12.68	0.70								0.70
72	12.68	9.15	3.52								11.97	0.70								
73	8.45	8.45									8.45									
74	4.93	2.82	1.41	0.70							4.23		0.70							
Total	100 (N = 142)	69.72	21.13	7.75	1.41						86.62	8.45	2.11						0.70	2.11
		98.60			1.41						97.18								0.70	2.11

Note: A = Excellent, B+ = Very good, B = Good, C+ = Average, C = Fair, D+ = Poor, D = Very poor, E = Fail, I = Incomplete (e.g. students not taking the mid-term and/or final examinations for the course, withdrawing from the course, or dropping out), NR = Not registered for the course

The cut-off point between the students scoring 66 and those scoring 67 in EEE in this study was induced by the fact that a noticeable difference in these students' chances of getting A in FE I was observed. The data presented in the appendix show that the chance of those students scoring 66 in EEE receiving A in FE I was only 50% (11 out of 22 students) whereas that of those scoring 67 was 72.41% (21 out of 29 students).

Table 10 shows that the majority of the students scoring 67-74 in EEE, 98.60% and 97.18%, obtained A/B+/B in FE I and FE II respectively. More specifically, many more students obtained A in FE II (86.62%) than in FE I (69.72%). Besides, the number of those obtaining B+/B was much lower in FE II than in FE I implying that this group of students have the potential to improve their English given more exposure to learning. Also, these students, in comparison to those scoring 34-66 in EEE, achieved a higher grade in the FE courses at the university. A consideration of Table 11 showing changes in the grades the students scoring 67-74 in EEE obtained in the FE courses over the two semesters throws additional light onto their English performance at the university.

Table 11: Changes in FE I and FE II Grades of Students Scoring 67-74 in EEE

EEE Score	No. of Students Obtaining Each EEE Score	No. of Students Obtaining Higher/Same/Lower Grade in FE II		
		Higher Grade	Same Grade	Lower Grade
67	29	7	19	3
68	24	8	14	2
69	16	5	10	1
70	16	3	12	1
71	20	6	13	1
72	18	4	14	0
73	12	0	12	0
74	7	2	5	0
Total	142 (100%)	35 (24.65%)	99 (69.72%)	8 (5.63%)

Note: I and NR were considered lower grades.

Table 11 reveals that the majority of the students scoring 67-74 in EEE, 69.72%, retained the same grade across the two semesters whereas only 5.63% of them obtained a lower grade in FE II. It should be noted that the number of the students in this group retaining their grades was more than two times greater than

that of those scoring 34-66 in EEE, suggesting that those scoring 67-74 in EEE (unlike those scoring 34-66) were quite consistent in their performance in the FE courses over the two semesters.

6.2.4 Observations about Students Scoring 75-98 in EEE

Table 12 presents data for the distribution of the students scoring 75-98 in EEE and their grades in FE I and FE II.

Table 13. Percentage of Students Scoring 75-98 in EEE and Their Grades in FE I and FE II

EEE Score	Percentage of Students Obtaining Each EEE Score	Percentage of Students Obtaining Each Grade in FE I									Percentage of Students Obtaining Each Grade in FE II									
		A	B+	B	C+	C	D+	D	E	I	A	B+	B	C+	C	D+	D	E	I	NR
75	30.43	30.43									26.09	2.17							2.17	
76	15.22	13.04								2.17	13.04									2.17
77	13.04	13.04									13.04									
78	2.17	2.17									2.17									
79	6.52	6.52									6.52									
80	2.17	2.17									2.17									
81	8.70	6.52			2.17						6.52									2.17
82	2.17	2.17									2.17									
83	6.52	6.52									6.52									
85	4.35	4.35									4.35									
86	2.17	2.17									2.17									
87	2.17	2.17									2.17									
88	2.17	2.17									2.17									
98	2.17	2.17									2.17									
Total	100 (N = 46)	95.65			2.17					2.17	91.30	2.17							2.17	4.35
		95.65			2.17					2.17	93.47								2.17	4.35

Note: 1. A = Excellent, B+ = Very good, B = Good, C+ = Average, C = Fair, D+ = Poor, D = Very poor, E = Fail, I = Incomplete (e.g. students not taking the mid-term and/or final examinations for the course, withdrawing from the course, or dropping out), NR = Not registered for the course

2. There were no students scoring 84 and 89-97.

Table 12 shows that a strikingly high number of students scoring 75-98 in EEE obtained A in FE I (95.65%) and FE II (91.30%). A negligible number of these students received B+/C+/I in either course, or did not register for FE II. It should be noted that the number of the students in this group obtaining A in both of the two FE courses was considerably higher than that of those scoring 67-74 in EEE suggesting that students scoring 75-98 in EEE had a higher entry level of English proficiency and eventually had a higher chance of success in learning English at the university. Data in Table 13 presented below further confirm that their achievement in the FE courses was very consistent over the course of two semesters.

Table 13: Changes in FE I and FE II Grades of Students Scoring 75-98 in EEE

EEE Score	No. of Students Obtaining Each EEE Score	No. of Students Obtaining Higher/Same /Lower Grade in FE II		
		Higher Grade	Same Grade	Lower Grade
75	14		12	2
76	7		6	1
77	6		6	
78	1		1	
79	3		3	
80	1		1	
81	4		3	1
82	1		1	
83	3		3	
85	2		2	
86	1		1	
87	1		1	
88	1		1	
98	1		1	
Total	46 (100%)		42 (91.30%)	4 (8.70%)

Note:
1. I and NR were considered lower grades.
2. There were no students scoring 84 and 89-97.

An elaboration of the data in Table 13 is necessary. Among the four students receiving a lower grade in FE II, two obtained A in FE I. One of these students received B+ and the other obtained I in FE II. The remaining two received C+ and I in FE I and did not register for FE II. It is interesting to point out that the majority of these students with a lower grade in FE II (3 out of 4 students) either did not

complete FE II or did not register for the course. It is likely that these students, despite their high EEE scores, for some reasons, decided not to continue their study at the university. Nonetheless, when the overall data were considered, there was a clear indication that most of the students scoring 75-98 in EEE (95.65% or 44 out of 46 students) attained a high grade and they were able to retain their grade across the two FE courses. This is probably due to their entry level of English proficiency which was higher than that of those scoring below 75 in EEE.

6.3 Cut-off Points for Placing Students in Required English Courses

All of the above observations and discussion about the distribution of the students' EEE scores and their grades in FE I and FE II made it possible to establish cut-off points for placing students in appropriate required English courses at PSU based on their EEE scores as outlined in Table 14:

Table 14: Cut-off Points for Placing Students in Required English Courses

EEE Score	Required English Course
0-33	Preparatory English
34-66	Foundation English I
67-74	Foundation English II
75-100	Exempted

To obtain a picture of the result of the application of the above placement scheme, it would be interesting to delineate the number of students placed into each of the required English courses. Such information would be useful for future administrative purposes such as the estimation of student enrollment in various required English courses, the allocation of teaching assignment to departmental teaching staff members, and other program management decisions.

If all the 2,094 students in the Faculties of Engineering, Science, Medicine, Management Sciences, Natural Resources, Pharmaceutical Sciences, Nursing, and Dentistry at PSU (Hat Yai) in the academic year 1999 were put in required English courses according to the above placement scheme, their distribution would be as follows:

Table 15: Hypothetical Student Distribution for Required English Courses

Required English Course	Percentage of Students in Each Faculty Placed in Each Required English Course								
	Engineering	Science	Medicine	Management Sciences	Natural Resources	Pharmaceu-tical Sciences	Nursing	Dentistry	Total
Preparatory English	3.44	3.34	0.00	0.48	1.96	0.00	0.62	0.00	9.84
Foundation English I	19.10	17.48	3.53	19.34	9.46	3.53	7.78	0.96	81.18
Foundation English II	0.96	0.24	1.86	1.38	0.00	1.34	0.05	0.96	6.78
Exempted	0.14	0.05	1.00	0.33	0.00	0.33	0.00	0.33	2.20
Total	23.64	21.11	6.40	21.54	11.41	5.21	8.45	2.24	100 (N = 2,094)

Based on the data presented in Table 15, the proposed placement scheme in this study provides the following summary:

1. In all faculties under study, the majority of the students will be placed into FE I as their first required English course at the university. This accounts for 81.18% of all the first year students.

2. None of the students in the Faculties of Medicine, Pharmaceutical Sciences, and Dentistry will be placed into the Preparatory English course suggesting that these students are ready for learning of English at the university.

3. A total of 9.84% of the first year students in the Faculties of Engineering, Science, Management Sciences, Natural Resources, and Nursing will be placed into the Preparatory English course suggesting that some students in these five faculties may not be ready for and need extra help in their learning of English at the university. It should be noted, however, that more students in the Faculties of Engineering and Science will be placed in such a course than those in the Faculties of Management Sciences, Natural Resources, and Nursing.

4. A total of 6.78% of the first year students will be placed in FE II as their first required English course. The students in this group belong to the Faculties of Medicine (1.86%), Management Sciences (1.38%), Pharmaceutical Sciences (1.34%), Dentistry (0.96%), Engineering (0.96%), Science (0.24%), and Nursing (0.05%). None of the students from the Faculty of Natural Resources will be placed in this group.

5. A total of only 2.20% of the first year students in the Faculties of Engineering, Science, Medicine, Management Sciences, Pharmaceutical Sciences, and Dentistry will be exempted from both FE I and FE II. It should be pointed out that about half of these students belong to the Faculty of Medicine. None of the students in the Faculties of Natural Resources and Nursing will be exempted from both FE courses.