

From Genreal to Sepsific English: A Case Study of NUML

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Abstract

The present study was conducted to explore the need for ESP courses in Pakistani universities. The present study scrutinizes the target needs of the students of Advanced English Language Diploma of National Universities of Modern Languages who join the Language Course for occupational purposes. The sample for the study consisted of 40 students, 5 teachers and 5 alumni. The needs, lacks, wants, expectations, preferred style of learning, interest and satisfaction level of students were determined with the help of Needs Analysis using questionnaires, interviews and observation tools. The results indicate low interest and satisfaction level of the students due to the general nature of the Diploma course. This calls for the separate ESP courses for the students who join the English Diploma courses for occupational reasons.

Key words: Needs analysis, English for specific purposes, general to specific, NUML, ESP in Pakistan

Background of the study

Over the last ten years the term “languages for special purposes” has gained a prominent place in language teaching. English for Specific Purpose (ESP) is generally used to refer to the teaching/learning of a foreign language for a clearly utilitarian purpose of which there is no doubt (Mackay 1978:2). This purpose is most of the times occupational, vocational, academic or professional.

It should be noted that whenever a syllabus is designed for any ESP course, a “Need Analysis” is desirable. This aids the ESP course designer in getting a clear view of the language needs of the learner which in turn helps in defining the goals and objectives of the course. However, before conducting any needs analysis, it is appropriate to ascertain first of all, what exactly is the meaning of “needs” and secondly, what kind of information can be gathered through a needs analysis?

Until the 1970s, language teachers and educators played a major part in determining language needs.

After the 1970s, however, learners were seen as active participants in the course designing process and their views, opinions and needs were also given due importance. There have been number of theorists who contributed to the classification of language needs along learner-based lines and played a major role in the development of learner-centred instruction (Richterich, 1983; Munby, 1978; Hutchison & Waters, 1987; Brindley, 1989; West, 1994; Nunan, 1988). A needs analysis is now part and parcel of ESP courses and is immensely strengthening the teaching learning process.

Statement of the Problem

Advanced Language Diploma that is taught in NUML is joined by two groups of students. One group of the students joins the diploma-course for academic purposes and second for occupational purposes. The group of students, who join the course for occupational purposes, are often not satisfied with the course-contents and skills that were being taught. The researcher had been teaching the Diploma students in NUML since

2006 and was aware of their lack of interest and satisfaction. Moreover, the students showed minimal improvement at the end of the course. It was very important to not only find out the problems they were face but also the cause of their dissatisfaction.

Rationale of the study

The following research on the needs, wants, shortcomings and expectations of the Advanced Diploma students was most desirable. There was a need to revise the syllabus which could not have been done without needs-analysis. This dissatisfaction of the Advanced English Diploma students propelled the researcher to conduct Needs Analysis, which helped the researcher in finding out the needs, wants, shortcomings, expectations and of the second group of students. Moreover, needs analysis was helpful in re-designing the objectives of the course which will aid in designing a whole new ESP syllabus, instead of a general one, for the specific group of the students. The Need Analysis was conducted as an initial step in redesigning of the Diploma course.

Objectives of the study

The objectives of the research were:

- To analyze the target needs of the students of Advanced Diploma level who had joined the course for occupational purpose.
- To probe into the need for the ESP courses for the professional students at NUML.

ESP in Pakistan

A historical view of the language policies of Pakistan (Haq, 1993) show that at the time of independence in 1947, Pakistan was facing the problem of having a language policy. Urdu was declared as the national language but in order to run the government smoothly one local language from each province was recognized as official provincial language and English was maintained as official language. On the educational scenario two languages were prevalent. Urdu had been the language of instruction at primary level since 1948 and at higher levels English was the medium of instruction. All over the country both Urdu and English medium schools were functioning .This phenomenon gave birth to two systems of

Education and subsequently, two classes of people; upper class for superior jobs and lower class for inferior jobs (Ibid., pp. 13-14)

In 1958, there was the first martial law and during the rule of Ayub Khan all the training for military officers was in English and cadets were not allowed to use ethnic language. In Sharif Commission 1959, it was stated that Urdu should be medium of instruction in secondary schools from six class to matric and in 15 years Urdu should replace English completely.

The position of English changed immensely after Zia-ul-Haq in 1977. In educational policy of 1978, it was advised to shift English medium schools to Urdu medium .During that period, Urdu was taught very strictly in government schools and English was introduced only after the sixth class. Benazir Bhutto from 1988 to 1990, however, showed a different attitude towards English; she gave the schools an option of adopting English as medium of instruction from class one .Her government also announced that English should be taught as an additional language from class one instead of class six. As a result ,the government of Sindh and Punjab introduced English as a compulsory subject in primary schools and this continues up to the present time. As a result, English has been the official language since the beginning and there has been English medium schools fully functioning as well. English has been the requirement of higher jobs and proficiency in English is the pre-requisite of success in any professional field.

This shows the shift from General English to English for Specific Purpose in Pakistani Educational Institutions. Language teaching has become the need of the hour. Instead of Masters in Literature, universities all over Pakistan are introducing combined Masters in Literature and Linguistics. There is also an increasing demand of language teachers not only for the universities which have the department of English but for the Science and Business universities as well. Thus the phenomenon of English for Specific Purpose has originated in Pakistan and it is playing an important role in the lives of the youth. Students are required to equip themselves with the knowledge of English language and the success in their professional fields is highly dependent on

their knowledge of English. This calls for not only the separate subject of English in academic life of the students but also the separate ESP courses for different professions. However, none of the Language Universities in Pakistan have tried to incorporate such courses in the curriculum.

The Advanced English Diploma course taught in NUML is joined by students as well as professionals to improve their performance at work. Students join the Advanced Language Diploma course in order to improve the skills needed at their workplace the most. Students enter the course with high expectations in mind and get disappointed at the end when their expectations are not fulfilled to the maximum level. The reason behind this is the fact that the Advanced Language Diploma course is a general English course. It is not designed for ESP students rather it generally improves the language Skills by teaching the subjects like Reading, writing, Speaking, Listening skills, CALL, Phonetics and Phonology, Grammar and integrated skills. The objectives of the course aim at improving grammar and all four skills , writing skills in particular. The assessment system focuses on checking the writing, reading and listening skills; the speaking is assessed orally by one speaking skills test. Furthermore, the methodology also focuses on improving grammar and conducting activities in the classroom from the course books. All the books in the curriculum are general English books which do not emphasize on the skills in relation to any specific profession. This course, which is general in nature, obviously does not prioritize the skills in the way they are prioritized by the students who join it for occupational purposes (since professional students have specific demands). The discrepancy between the objectives of the course and the students' reasons for joining the course is evoking many complaints from the professional students. The present needs analysis was conducted to abridge this discrepancy and to put an end to students' complaints by providing a basis for the modification of curriculum according to needs of the students.

The Needs Analysis Model for the Present Study

It should be noted that the present study has incorporated elements from various needs analysis models. The most famous model for conducting needs analysis is Munby's Communicative Syllabus Design (1978). Munby's model provides a comprehensive model of analyzing the target situation of a learner. Munby (1978) lists 9 elements namely "Participants" (information on age, sex, nationality and academic background of the learner), "Purposive Domain" (identification of the exact purpose for which the language will be used), "Setting" (information about physical and psychosocial setting of the place of work), "Interaction" (the relationships between the interlocutors), "Instrumentality" (medium, mode, and channel of communication required in the target situation), "Dialect" (the kind of dialect is used in the target situation of the learner), "Target Level" (size of utterance/text, complexity of utterance/text, range of forms and functions, tolerance of errors, tolerance of lack of fluency in relation with the learner's target situation), "Communicative Event" (activities and subject matter), and "Communicative Key" (the manner in which communication needs to be carried out). However, in spite of the influence of CNP on subsequent needs analyses, it has its limitations. It only produces an unordered list of linguistic features and, as Hutchinson and Waters (1987, pp. 54-59) point out, does not consider the target needs from different standpoints , i.e. of teacher, learner, and sponsor. It makes no distinction between necessities, lacks, and wants. Neither does it mention what the learner needs to do in order to learn. In order to overcome the limitations of Munby's model (1978), a distinction has been made by Hutchinson and Waters(1987) between target needs i.e. what the learner needs to do in the target situation and learning needs i.e. what the learner needs to do in order to learn. Apart from Hutchison and Waters(1987), Richterich (1983), Brindley (1984) and Nunan (1988) also introduce the idea of evaluating the "Subjective" needs along with the "Objective" needs to ensure comprehensive analysis.

The framework adopted for the present study was the combination of different approaches

regarding the target needs of the ESP learners. The “Communication Needs Processor” by John Munby(1978) was incorporated with the target needs analysis model by Hutchinson and Waters (1987) and the Objective and Subjective distinctions of needs given by Richterich(1983), Brindley(1984) and Nunan (1988).

a sample, irrespective of the gender. Only those students of advanced English diploma course were selected who had joined the course for occupational reasons.. The strategy of random sampling was adopted for this research. Total 20 students, 5 teachers and 5 alumni were taken as a sample.

Table 1 : Needs Analysis Model for the Present Study

NEEDS ANALYSIS MODEL FOR PRESENT STUDY		
JOHN MUNBY	HUTCHISON AND WATERS	RICHTERICH (1983); NUNAN (1988); BRINDLEY (1984)
<i>CNP</i>	<i>Necessities (Target Proficiency)</i>	<i>Objective Needs</i>
Participants	Why is the Language needed? How will the language be used? What will the contents areas be? Who will the learner use the language with?	Biographical Information
Purposive Domain		Age
Setting	Where will the language be used? When will the Language be used?	Nationality
<ul style="list-style-type: none"> ▪ Physical Setting ▪ Psychosocial Setting 		Home
Interaction	<i>Wants</i>	Language
Instrumentality		<i>Subjective Needs</i>
<ul style="list-style-type: none"> ▪ Medium of Communication ▪ Mode of Communication ▪ Channel of Communication 	What do the students want from the course?	Perceptions
Dialect	How do they want to learn?	Goals
	<i>Lacks</i>	Priorities
Target Level	What do the students lack?	Reason For Taking The Course
<ul style="list-style-type: none"> ▪ Dimensions ▪ Conditions 	Target proficiency should be matched with existing proficiency to establish the lacks.	Preferred Style Of Learning
Communicative Event		Expectations
Communicative Key		

Methodology

The present research was a case-study. As it has been cited by Best (2006, p. 249) that, “a case-study examines, in depth, a social unit , as a whole. The unit may be a person, a family, a social group, a social institution, or a community”. Case study was selected for this research because this method helped the researcher in conducting an in-depth investigation of the diploma students who joined the course for occupational purposes.

Sample

During this research the advanced diploma students, teachers and alumni were selected as

Research Tools

For conducting this research, the strategy of “*triangulation*” was used. Triangulation is a crucial step in need analysis. This strategy was a good choice for the research because it permitted the researcher to cross-check the information for validation of the ‘needs analysis’. In this regard Long (2005) has stressed the importance of Cross-checking of data provided by at least three of the sources, as it adds to the validity of the needs analysis. Moreover, it has also been cited by Gay (1999, p. 217) that triangulation gives “a complete picture” by taking information from multiple resources. Three tools namely questionnaire,

Table 2 Research framework for the questionnaire

Part I	Part II	Part III	Part IV	Part V
Objective information	Subjective Information	Needs	Lacks	Wants
The objective information about the learner	The subjective information about the learner	The needs of the learner in terms of the target situation	The gap between the existing proficiency and target proficiency	Students own concept of learning
Adopted from Richterich (1983), Brindley (1984) and Nunan (1988)	Adopted from Richterich (1983), Brindley (1984) and Nunan (1988)	Adopted from Hutchison and Waters (1987) and Munby (1978)	Adopted from Hutchison and Waters(1987)	Adopted from Hutchison and Waters(1987)

interview and observation were employed for the research .

Questionnaire

The first tool used to collect information from the students was questionnaire. The framework used for the questionnaire was a combination of different schools of thought regarding ‘needs analysis’. The framework for the questionnaire is given in the table 2.

Questionnaires(see Appendix 1) were administered to all the advanced English diploma students. The questionnaire contained 24 questions and they were administered to 40 students, in total. The questionnaire consisted of close-ended items and, as in close-ended questionnaires “the range of possible responses is determined by the researcher” (Nunan, 1988 p. 143), the possible choices in this questionnaires were selected by the researcher.

Interview

The second tool that was used by the researcher was ‘structured interview’. The researcher conducted a detailed one-to-one interview of the advanced English diploma students, teachers and alumini.10 students,5 teachers and 5 alumni were interviewed in total. There were interview questions to find out the facts as well the attitudes and opinions of students, teachers and alumni. The researcher used the structured interviews

for this research. There were different interview questions for students, teachers and alumni (see appendix 2, 3, 4)

Observation

The third tool used for the research was observation. The researcher used a structured observation sheet.The researcher observed at least three advanced English diploma classes of each subject. The learners only show interest in the subjects that relate to their ‘needs’, ‘wants’, ‘lacks’, expectation and reasons for joining the course. Thus, observation was used so that students’ interest and participation level in each subject could be determined. The researcher only observed those students who had joined the course for occupational reasons. The advanced English diploma students were observed on four levels 1) Physical factors of classroom, 2) Social factors, 3) Psychological factors, 3) Educational factors (see appendix 5 for observation sheet)

Data Analysis

The results were analyzed with the help of SPSS. It is notable that the current course gives preference to reading and writing skills. The interview from the alumni revealed that 60% alumni thought that the Advanced Diploma course had helped very less in terms of their profession. Most of the alumni’s expressed reason for joining the course was to improve their speaking skills and the Advanced

Diploma helped them very less due to its focus on writing skills. In another question 60% of the alumni rated their satisfaction level as “below average”, and 40% rated it averagely. It should be noted that none of the alumni had selected the category “good” and “excellent”. This shows that the diploma course did not rise up to their expectations that they brought to the classroom. The satisfaction level of alumni and students, as viewed by teachers, is given in the figure below;

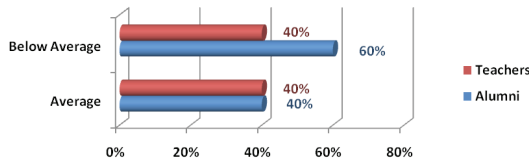


Figure 2. Percentages of satisfaction level of alumni and teachers

It can be stated that the general curriculum of English has been provoking the complaints of the ESP students all over the world. A study was conducted by the Curriculum Development Cell at the Institute of Technology, Kanpur, India (Fatihi 2003) for Science and Technology (NEST) programme. The data obtained through this survey were partly published in NEST - Folder 2 and NEST - Folder 3. It was found that about 70% respondents felt dissatisfied with the existing English courses. A majority of the respondents found the existing English courses to be uninteresting and useless, and wanted to study English through self access materials. The study concluded that there often occurred a conflict between the course makers' perception of what the student's need and what the students themselves feel they should get in the classroom.

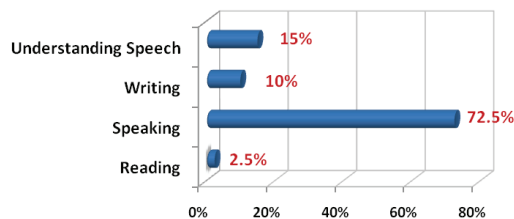


Figure 3. Percentages of skill students want to develop with the help of the course.

The above mentioned study of ESP students in India also reinforces the promotion of good communication skills for ESP skills. It was found in that study that above 80% of the students felt

that their prospective employers prefer fluent speakers of English against those who cannot speak English fluently. The students also preferred English courses that aimed at improving their communicative ability (Fatihi, 2003).

Moreover, according to the data of Advanced Diploma students, 35% students said that half of their work required speaking. After that nearly 30% of the time is spent on listening skills by 15.5% students. The percentages computed for each skill show that half of the time of Advanced English Diploma students' is spent on speaking skills. Listening skills comes second in their preference. When asked about the preferred style of learning, 40% of the students preferred the conversational practice in the classroom. 20% students wanted to get vocabulary training and 15% preferred listening from cassettes and equally 15% wanted activities related to grammar. Only, 5% wanted to be shown movies, 2.5% desired the use of computer-related activities and 2.5% wanted to discover their own mistakes for rectification.

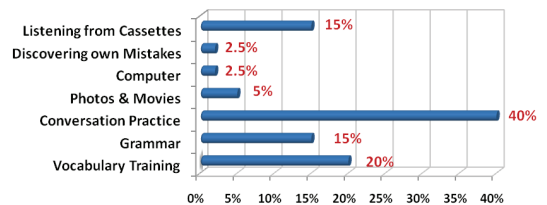


Figure 4. Percentages of students' preferred style of learning.

When asked about the use of the language, 35% of the students answered that they would be using the language with the colleagues. Among the rest, the exchange of 27.5% would be taking place with students (because of their profession of teaching), and 17.5% and 12.5% answered that their communication would take place with clients and experts. When checked for the duration of communication, 50% students needed English for 4-6 hours, 25% for 6-8 hours and 12.5% for 8-10 hours. In terms of frequency, 67.5% students needed English frequently and 27.5% students needed it very frequently. These results indicate that the students need to be fluent and confident in English as it is required frequently in their profession. Moreover, 85% students used the spoken medium for English language in their target situation and 15% students required the

written medium. The results of the study can be compared with the study conducted by Akkakoson (2004) on the use of English top Thai companies (Wall, 2008). The subjects were 17 human resource management representatives from 15 companies sampled and divided into three levels: upper-level company, middle-level company and low-level company. In this setting, it was found that English was an important tool for business communication and all four skills were required. English was very useful for most of the employees of all the companies studied. High-level and middle-level company representatives required the speaking and writing in English skills while listening and speaking skills were of significant importance to the junior level staff. This study in Thailand also strengthens the assertion that speaking skills should be incorporated more in ESP curriculum as compared to other skills. The comparison of these two studies reveal that ESP students need to possess good communication skills, confidence and fluency of English for better performance at their workplace. This need is not individual rather that is the trend all over the world.

The Advanced Diploma students were also asked about their level in each skill. According to the results, 45% students thought that their level of reading skills was “good”. 50% rated their level of writing skills as average. Moreover, 47% students rated their listening skills as below average and 50% of the students rated their speaking skills as below average. These figures clearly indicated that the diploma students are in high need of a syllabus that focuses more and more on enhancing their speaking skills as it is needed the most and students face difficulties in all the factors associated with it.

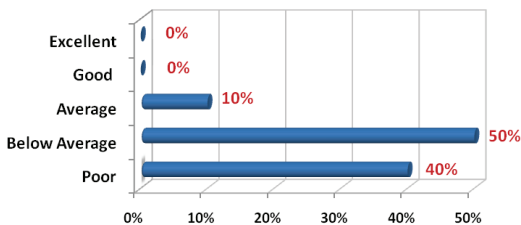


Figure 5. Percentages of the level of Speaking Skills.

When asked about the expected results of the course, 40% of the students expected to improve their communication skills. Furthermore 20% hoped to improve their fluency and 20% hoped to

understand English in a better way. Lastly, 10% of the students expected to improve the sentence structure and acquire ample vocabulary. These results validate that students' expectations were mostly related to Communication skills and all the factors that contributed towards enhancing this skill.

As found in the interview with the teachers, 60% of the teachers were in favour of focusing more on speaking skill of the students. Among the rest 20% voted for listening skills and 20% for grammar. Similarly, 40% of the teachers rated the satisfaction level of the students as below average and the equal 40% of the teachers rated it average. Furthermore, 60% teachers rated the interest level as below average and 20% rated it as average.

When asked about the most helpful subject, 60% alumni were of opinion that speaking skill was most helpful to them. Among the rest 20% alumni had voted for integrated skills and 20% for phonetics and phonology. Current students also showed similar tendency;

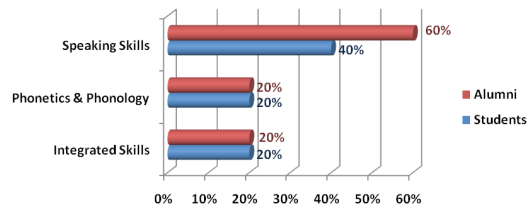


Figure 6. Percentages of the most helpful subject

The results of this study can be compared to the study conducted by Schutz and Derwing (1991) of English language needs among educated Taiwanese who worked or studied in the areas of science, engineering and technology (Wall 2008). More than half of the subjects reported that English was useful for their studies and professions and thought English was the best international language for general use. Speaking was rated most important of the English language skills in terms of needs. The respondents also stated in the study that practicing speaking skills in the classroom helped them in their professional lives. This shows that speaking skills is the most desirable skill for all ESP students across the world and it is high time we start incorporating it in ESP curriculum in Pakistan.

Findings and Conclusion

The results of the study showed that students needed to communicate in English with their colleagues, superiors, clients and students and this calls for the use of formal variety of English. Most of the times standard dialect (RP) was required by the students at their work place. The communication in English took place very frequently and thus students needed fluency to cope with the frequency of use. The channel required by most of the students was face to face and thus the medium was spoken English. The functions of language employed at the workplace varied according to the professions. Multiplicities of functions were required by the students and great deal of variation was there in the use of appropriate functions. It should also be noted that the content areas required in students' communication differed according to the professions. There were certain lacks in students' personalities. The level of the students was below average as pointed out by teachers and students themselves. Furthermore their competency level in reading and writing was rated as good by the students, listening was rated as somewhat between average and below average and finally Speaking Skills were rated as below average by majority of the students. Thus the weakest area of the students, as also pointed out by teachers, was speaking which the students eagerly wanted to polish. Advanced diploma students also wanted to speak fluently and grammatically correct English with confidence after finishing the course. Students' expectations revolved around their weaknesses in English language. They expected to polish their communication-skills to perform well at their workplace. When asked about the preferred style of learning in the classroom, the students and alumni both pointed out the activities that were acutely insufficient. They preferred great deal of conversational practice and vocabulary training. Regarding the syllabus that is being taught, the level of satisfaction of students, as pointed out by alumni and teachers, was below average. It was also pointed out by the teachers that the level of interest was very low. Teachers rated the interest level of the students as below average. Alumni were of view that Advanced Diploma had helped them very less in their professional life and their

target level had not been achieved. The satisfaction and interest level of the students and alumni was low because they were not really happy with many subjects that were being taught to them.

The above mentioned results strengthen the need of ESP courses for the students who join the English Language Course for occupational reasons. If these students are taught with different methodology and with different course content, their performance and satisfaction level can be improved to a great degree. With the increased demand of proficiency of English in the professional life, the students are in high need of an ESP course that equips them with the knowledge of English with respect to their profession. General English no longer helps the students at their workplace and a General English course provides no improvement. Concluding this we can state that with the sudden shift from General to Specific English in Pakistan, there is an urgent need of developing ESP courses with great precision.

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ANNEX I

QUESTIONNAIRE

PART I – 'OBJECTIVE INFORMATION'

Age ____

Sex ____

Marital status _____

Mother tongue _____

Other language(s) you can speak

Occupation _____

Central duties _____

___ Translation skills

SB4. What percentage of your time is spent on each skill? Write the % before each skill.

___ Reading

___ Writing

___ Speaking

___ Listening

PART II – 'SUBJECTIVE INFORMATION'

*Please tick one blank for appropriate answer.***SB1. What are the reasons for taking this English course?**

___ Occupational reasons

___ Academic reasons

___ others, please specify _____

___ Vocabulary training

___ Grammar-based tasks

___ Conversation practice

___ Photos and movies

___ Use of Computer

___ Listening from Cassette

___ Pair/Group work

___ Discovering own mistakes

SB2. Why do you need English?

___ For study

___ For promotion purposes

___ For training

___ For improvement in job performance

___ For settlement in a foreign country

PART III – 'NEEDS'

*Please tick a blank for appropriate answer.***SB3. Which Language skills do you want to develop with the help of this course?**

___ Understanding speech

___ Understanding written materials

___ Speaking

___ Writing

N1. Where will be the Language used?

___ University

___ Home

___ Office

___ other, please specify _____

N2. With whom the language will be used?

___ Experts

___ Clients/Customers

___ Colleagues

___ Students

___ Boss

___ Teachers

___ Patients

___ others, please specify _____

N3. What will be the content areas of your English communication?

___ Computers

___ Health and Care

___ Education

___ Sales & Marketing

___ Banking & Finance

___ Social Work/NGOs

___ Crime & Criminals

___ others, please specify _____

N4. At what time of the day do you require English the most?

___ Morning

___ Afternoon

___ Evening

___ Other time, please specify _____

N5. For how long do you need to communicate in English?

___ 0-2 hour

___ 2-4 hours

___ 4-6 hours

___ 6-8 hours

___ 8-10 hours

___ 10-12 hours

N6. How often does the communication in

English take place?

___ Very frequently

___ Frequently

___ Once in a while

___ Rarely

N7. Which channel is frequently used in communicating in English?

___ Face-to-face

___ Telephone

___ Radio

___ Public address

___ System (TV, film, video, audio tape etc.)

___ Typewriter,

___ Telex,

___ Fax,

___ Others, please specify _____

N8. Which medium is generally used in communicating in English?

___ Written

___ Spoken

N9. What kind of English are you most required to speak?

___ Formal

___ Informal

___ Both

N10. Which dialect is mostly required in your communication?

___ Standard

___ Regional

___ Colloquial

N11. Which functions of language are most important for you?

- Requesting
 Greeting
 Giving and taking information
 Commanding
 Asking/ Answering questions
 Giving opinion/ Agreeing/ Disagreeing with an opinion
 Advising
 Making/ Accepting suggestions
 Accepting/ Refusing an offer
 Making/ Accepting/ Refusing Invitations
 Complaining
 Apologizing
 Expressing likeness/ Dislikeness
 Asking for permission
 Asking for clarification
 All of the above

PART IV – ‘LACKS’

Please tick a blank for appropriate answer.

L1. Evaluate your level of English

- Poor
 Below Average
 Average
 Good
 Excellent

L2. Rate your skills in English in the following four area from 0 to 5 (0 is the lowest and 5 is the highest point).

- Reading
 Writing

- Listening
 Speaking

L3. What are the main problems faced by you in English Language?

- Difficulty in Speaking Fluently
 Speaking incorrect grammatical sentences
 Difficulty in pronunciation
 Lack of confidence
 Difficulty in Understanding English
 Reading
 Writing
 Learning new words (vocabulary)
 Spellings
 Difficulty in asking and giving opinions, expressing a negative opinion, agree and disagreeing, thus making participation in any group discussion very difficult.

PART V – ‘WANTS’

Please tick a blank for appropriate answer

W1. Which listening abilities do you want to improve?

- To comprehend speech delivered with native-speaker fluency
 To Comprehend conversations on every day social & routine job-related themes
 To listen to extended lectures/briefs and summarizing main ideas in note form
 To recognize words in the context by the help of speech sounds
 To effectively and attentively listen to the information sent by the speaker

W2. Which of the speaking skills do you want

to improve?

- ___To participate in discussions
- ___To form grammatically correct sentences while speaking
- ___To use the language appropriately in socio-cultural contexts
- ___To speak fluently and accurately
- ___To ask and answer questions
- ___To pronounce words clearly and correctly
- ___To be confident while speaking

W3. Which of the following reading skills do you want to improve?

- ___To Read a range of general authentic texts on every day social and routine job related themes, e.g. newspapers, briefs
- ___To read notes/books/articles/reports
- ___To make summaries and deducing unknown words
- ___Skimming (reading quickly for the main idea

or gist)

- ___Scanning (reading quickly for a specific piece of information)
- ___To Understand a wide range of technical/academic vocabulary in professional settings

W4. Which of the writing skills do you want to improve?

- ___To use linear organization of ideas to present ideas in a logical manner
- ___To write articles, reports etc.
- ___To use a wide range of technical/academic vocabulary in writing
- ___To writing formal & informal correspondence & documents on practical, social & Professional topics.
- ___To write to find a good job.
- ___To summarize & paraphrase information in paragraphs or an essay

APPENDIX II**INTERVIEW QUESTIONS FOR STUDENTS**

- S1. What is your academic background?
- S2. What kind of job are you doing?
- S3. Which language skill is needed the most in your profession?
- S4. What are your weakest language areas?
- S5. Keeping in mind your weakness in English language can you throw some light on difficulties that you face in English?
- S6. What are your expectations from the Course? What do you expect to gain after the completion of diploma course?
- S7. Which subject from the diploma is helping you the most?
- S8. Which subject from the diploma is helping you the least?
- S9. How do you want to learn? What kind of activities would you prefer in the classroom?

APPENDIX III**INTERVIEW QUESTIONS FOR TEACHERS**

- T1. How do you rate your students' level of English?
- T2. What do you think is the weakest area of your students?
- T3. Keeping in mind the weaknesses of your students, which language skill in your opinion should be given the most importance?
- T4. How do you rate your students' level of satisfaction with the course?
- T5. Keeping in mind your students' behaviour and feedback in the class, how would you rate their level of interest?
- T6. In your opinion what are the expectations of students from the course? What do they hope to gain after the completion of diploma?
- T7. Are the needs of all the students related or is there diversity in the needs?

APPENDIX IV**INTERVIEW QUESTIONS FOR ALUMNI**

- A1. You joined the diploma course to improve your job performance. To what extent this diploma has helped you in your profession?
- A2. Keeping in mind the extent to which this diploma has helped you professionally, how will you rate your level of satisfaction with the course?
- A3. Were all your needs catered for and taken care of in the syllabus that was taught in the course?
- A4. Which subject from the Diploma Course has helped you the most?
- A5. Which subject from Diploma Course has helped you the least?
- A6. Can you give any suggestions for the improvement of the language course that you have attended?

APPENDIX V**OBSERVATION SHEET**

Class _____

Semester _____

Subject _____

Date _____

PHYSICAL FACTORS

Factors	Excellent	Good	Average	Below Average	Poor
<i>Spacious</i>					
<i>Proper Lightening</i>					
<i>Airy</i>					
<i>Educational Charts</i>					

SOCIAL FACTORS

Factors	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<i>Good Interaction Among Students</i>					
<i>Supportive Behaviour</i>					
<i>Relaxed Atmosphere</i>					
<i>Complementing Each other's Responses</i>					

EDUCATIONAL FACTORS

Factors	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<i>Class Participation</i>					
<i>Interest Level</i>					
<i>Noise/Commotion</i>					
<i>Asking Questions</i>					
<i>Have done the Homework</i>					
<i>Have brought the Books</i>					
<i>Listening Attentively</i>					
<i>Responding to Directions</i>					
<i>Responding to Questions Willingly</i>					
<i>Responding in Telegraphic Speech</i>					
<i>Talking Behind Teacher's Back</i>					
<i>Taking Down the Notes</i>					

PSYCHOLOGICAL FACTORS

Factors	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<i>Doodling</i>					
<i>Alertness</i>					
<i>Looking Outside the Window</i>					
<i>Looking at the Watch Repeatedly</i>					