

**Analyzing Target Needs of the Students of Advanced English
Language Diploma: A Case Study of National University of
Modern Languages**

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Submitted by

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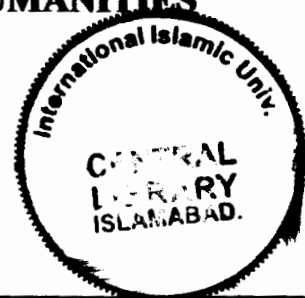
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FINAL APPROVAL

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To

MY FAMILY

Whose Presence Has Been an Inspiration

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ABSTRACT

The present English for Specific Purpose (ESP) study explores the target needs of the students of Advanced English Language Diploma of National University of Modern Languages. The sample for the study consisted of 40 students, 5 teachers and 5 alumni. The students, teachers and alumni were only selected from the evening session of Advanced Language Diploma. The needs, lacks, wants, expectations, preferred style of learning, interest and satisfaction level of students were determined by using questionnaires, interviews and observation tools. Percentages were calculated with the help of SPSS and the results showed that the students' needs were mostly related to the factors pivotal for successful verbal communication. Most of the time students were required to utilize speaking skills at their workplace for successful performance. Students needed to communicate mostly with their colleagues, superiors, clients and students and required standard dialect and formal variety of English. Moreover the communication took place very frequently at their work place and content areas of their communication differed according to the professions they were in. The "lacks" in the students were proportional to their job requirements. The students' "speaking skill" level was found to be "below average". The students faced difficulty in speaking fluently and forming grammatically correct sentences. Furthermore they lacked the confidence and vocabulary to ensure successful communication. The students were also unhappy about their lack of understanding of the native accent. The syllabus the students were exposed to in the Advanced Diploma course was not fulfilling students' expectations with the course and their preferred style of learning. The interest level and the satisfaction were not up to the mark, as was pointed out by teachers, alumni and students themselves. The results of the study call for an urgent modification in the syllabus of Advanced Diploma students in relation with their needs, wants, lacks, expectations and preferred style of learning. The findings and recommendations of the study can be used for a review of the curriculum of Advanced English Diploma course.

The present study focused on analyzing the target needs of the students of Advanced English Language Diploma .The researcher mainly focused on the students who join the course for occupational reasons. The researcher has been teaching the language courses at NUML and has been aware of the discomfort and dissatisfaction of the students who join the course to enhance their performance at their professional setting. The students have been taught a variety of material that is general in nature and does not directly relate to the needs and lacks for the students in terms of demands at their workplace. The students mainly join the language courses for enhancing the communication skills but the syllabus does not focus as much on the speaking skills as it is desired by the students. Specially the dissertation that the students are required to write in the second semester diverts their attention from their main aim of focusing on speaking skills and evokes many complaints from them. In the present study, the researcher focused on the students of Advanced Language Diploma who joined the course for occupational reasons and analyzed : a) their level of English ; b) their language needs , in terms of the demands at their work place ; c) their lacks and wants ; d) the expectations from the course ; e) their preferred style of learning ; f) their level of interest and satisfaction , regarding the syllabus they are being taught. The data collected regarding the target needs of the students is available for the Syllabus designers of the Advanced Language Diploma of NUML, and is going to help them in evaluating the learning needs and in designing the course, in accordance with the needs of the students of language courses. This research is going to help the course designers in general to evaluate the language courses in the light of the needs and expectations of the students.

1.2 STATEMENT OF THE PROBLEM

Advanced Language Diploma that is taught in NUML is joined by two groups of students. One group of the students join the diploma-course for academic purposes and second for occupational purposes. The group of students who joined the course for occupational purposes were not satisfied with the course-contents and skills that were being taught . It was very important to not only find out the problems they were facing but also the cause of their dissatisfaction. This could only be done by Needs Analysis, as it allowed the researcher to probe into the needs of students in a detailed manner. Needs analysis helps the researcher in finding out the needs, wants, shortcomings, expectations and of the second group of students. Moreover, needs analysis is also going to be helpful in re-designing the objectives of the course which will

aid in designing a whole new syllabus for the specific group of the students who join the Advanced Language Diploma course for occupational purposes.

1.3 RESEARCH QUESTIONS

In the present study the researcher attempted to answer the following research questions:

- What are the needs of the Advanced Language Diploma students who join the course for occupational purposes?
- What are the shortcomings of the Advanced Diploma students?
- What do the students want from the course?
- What are the expectations of the students from the course?
- What is the preferred approach of the students of Advanced English Diploma level?
- What is the interest and satisfaction level of the students in terms of the current syllabus?

1.4 DELIMITATIONS OF THE STUDY

The study was delimited for the students, teachers and alumni of National University of Modern Languages Islamabad. The researcher delimited her study to the students and teachers of first and second semester of Advanced Language Diploma, irrespective of the gender. Among the students of Advanced Language Diploma the study was delimited to only those students who had joined the course for occupational purposes. The study was further delimited to the diploma students, teachers and alumni of the evening sessions only.

1.5 OBJECTIVES OF THE STUDY

1.5.1 PRIMARY OBJECTIVE:

The primary objective of the research was:

- To analyze the target needs of the students of Advanced Diploma level who had joined the course for occupational purpose.

1.5.2 SECONDARY OBJECTIVES:

The Secondary objectives of the research were;

- To investigate the shortcomings of the students enrolled in Advanced Language Diploma course.
- To analyze the wants of the diploma students.
- To look into the expectations of the students from the course.
- To scrutinize the preferred style of learning of the advanced diploma students.
- To explore the interest and satisfaction level of the students.

1.6 SIGNIFICANCE OF THE STUDY

This research on the target needs of the diploma students who join the course for occupational reasons will be significant in many ways. First of all this study will add to the knowledge of the subject. Secondly, it has been mentioned earlier that the satisfaction level of the students' is not up to the mark. The present study will give the solution to these problems and suggest the ways of ending the frustration of the students. Thirdly, the present study would be helpful in determining the communicative needs of the learners according to their profession. The study is also going to be effective in finding out the shortcomings, wants and expectations of students. Moreover, it will be beneficial in determining all the skills that learners need to improve for their profession, which is then going to be helpful in the selection of topics and themes according to the purpose. Thus, the results of the study are going to be helpful for the Course designers for the review of the existing Advanced Language Diploma syllabus. Since students are the beneficiary so it will help the course designers in modifying or re-designing the course in terms of students' needs, wants and weaknesses.

1.7 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. The satisfaction level of the students who join the Advanced Language Diploma course for occupational purposes was not up to the mark.

Furthermore, the course was not fully catering for the needs and demands of the students in terms of their professions. As a result the research was conducted to modify the syllabus or to compose a separate syllabus for the students who join the course for occupational purposes.

1.8 METHODOLOGY

The present research was a case-study. As it has been cited by John B. Best (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”. The research was an in-depth investigation of a group of students. Case study was selected for this research because this method helped the researcher in conducting an in-depth investigation of the diploma students who join the course for occupational purposes. A detailed analysis of the diploma students was indispensable because of their low satisfaction level. There was a need to find out their problems and also give a solution. Thus, this in-depth analysis of the diploma students with the help of case study is going to be helpful in modifying or re-designing the course for professional students.

1.9 POPULATION

The population of the study included all the students, teachers and alumni of Advanced Language Diploma of the evening session of the National University of Modern Languages Islamabad irrespective of the gender.

1.10 SAMPLE OF THE STUDY

Random sampling technique was used in selecting the students, teachers and alumni as has been cited by Gay (114) that in random sampling “all individuals in the defined population have an equal and independent chance of being selected for the sample”. The sample size of teachers, students and alumni was not very large, and it helped the researcher in completing the research within a limited time.

The sample consisted of the students of First and Second semester of Advanced Language diploma of National University of Modern Languages. Only those students were selected who join the Advanced Language Diploma course for occupational reasons. 20 students were taken as a sample. The teachers of NUML who have been teaching the Advanced Language

Diploma classes comprised the sample of the study. A total number of 5 teachers were selected. Lastly, alumni were included in the sample. Total 5 alumni were chosen for the study.

1.11 PROCEDURE

The following procedure was used to conduct the present study:

1. The study was delimited to the students and teachers of NUML.
2. The students, teachers and alumni of First and Second semester of Advanced Language Diploma course of the evening session of NUML were selected as a target sample of the study. Only those students who join the Advanced Diploma course for occupational reasons were selected.
3. Three tools namely closed-type Questionnaires, structured Interviews and structured observation sheets were used as data collection tools. Triangulation is a crucial step in need analysis .In this regard Long (30) 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.
4. The questionnaires were closed type and were administered to the students only. The questionnaire was helpful in gathering information regarding the academic background, job details, level, demands, expectations, difficulties in learning English , target needs ,wants and preferred style of learning of the students.
5. The interviews were structured and they were taken with only 15 volunteer students to avoid the extension of research work beyond the time span. The interviews of the students were helpful in clearing the ambiguities in the answers of the students given in the questionnaires .It also helped the researcher to find out their level of satisfaction with the present course and what in their opinion should be included in the course. The interviews with the teachers helped to gather information about teachers' perception of students' level, needs, lacks and expectations. The interviews with the alumni were helpful in gathering information about their level of satisfaction with the course as well as their suggestions for improving it.
6. Moreover the structured observation sheets were used on which students were rated in the areas like level of alertness, restlessness, class participation, feedback to the teachers ,

note-taking, doodling etc in the different classes to evaluate their degree of interest in each subject. Non-participant-observation-strategy was employed by the researcher.

7. The data collected through the tools was analyzed using SPSS. The percentages were calculated and the data was presented in tabulation and graph form.

1.12 DATA ANALYSIS

The Data was analyzed using SPSS. Percentages were calculated with the help of SPSS, to identify which needs and demands were most desirable and also if students differ in expectations for the diploma course. The comparison was also drawn between teachers' and students' responses regarding level of students, expectations, satisfaction level, difficulties in English and most & least helpful subjects to identify the similarities and differences between results.

Thus the study was conducted to analyze the needs, desires, inefficiencies, expectations, preferred style of learning, and interest and satisfaction level of the students. The researcher developed the research questions as well as objectives with great precision. The study was delimited to the students, teachers and alumni of Advanced English Diploma class of evening session and random sampling was used to select the sample. The data was analyzed with the help of SPSS and conclusion was drawn at the end. In this chapter the researcher has given the general introduction to the study. The next chapter is going to talk about the theories and concepts regarding needs analysis along with the models used for conducting the research on Advanced English Diploma students who had joined the course for occupational reasons.

CHAPTER II

LITERATURE REVIEW

2.1 INTRODUCTION TO ESP:

ESP is part of a more general movement of teaching Language for Specific purposes (LSP). LSP has focused the teaching of languages such as French or German for specific purposes, as well as English (Dudley-Evans 2). Mackay & Mountford (2) in an early definition refer to ESP as the “teaching of English for a clearly utilitarian purpose”. They further say that “this purpose is usually defined with reference to some occupational requirement e.g. for international telephone operators, civil airline pilots etc., or vocational training programmes, e.g. for hotel and catering staff, technical trades etc., or some academic or professional study e.g. engineering, medicine, law etc (Ibid 2).

Stevens (155-156) gives four main criteria for Special Purpose Language Teaching (SP-LT). According to him any SP-LT (or ESP) should focus on a) basic skills according to learners' purposes ; b) “selection” of vocabulary and grammar needed by the learner ; c) only those “themes and topics” required by the learners ; d) “communicative needs” of the students according to their given situations.

Stevens modifies and further develops this definition and suggests (155-156) that “All special Purpose Language Teaching (SP-LT) or ESP courses are either occupational or educational in nature”.

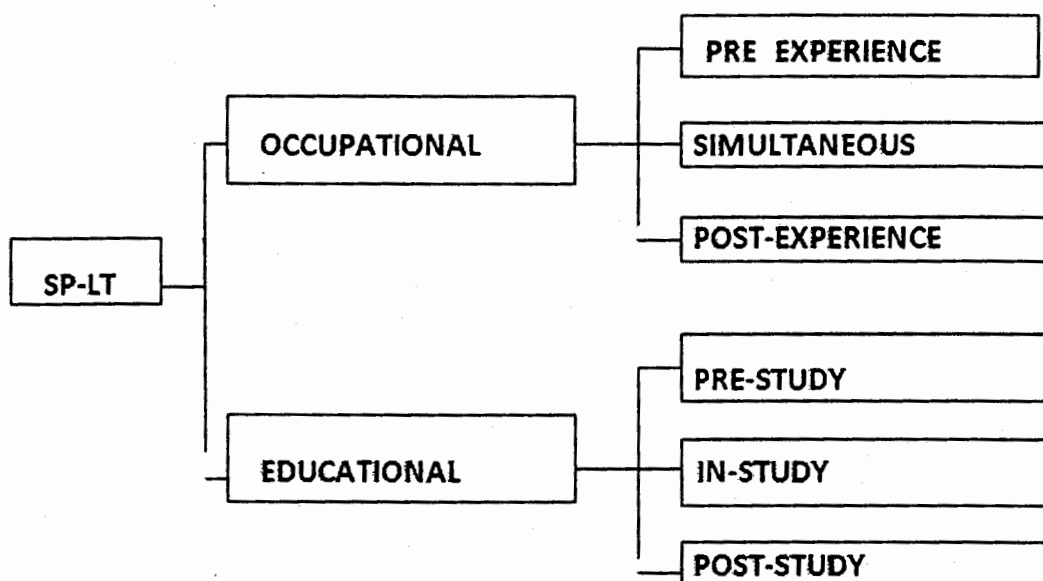


Fig.2.1. The division in SP-LT from Stevens, P., "Special-Purpose Language Learning: A Perspective". in *Language Teaching and Linguistics: Volume. 10, Issue. 3, 1977.155-1556*

Coffey largely re-iterating Strevens (3), said that, "There is no special language; only a principle of selection from the language to meet the purposes defined" ; and that "before a course can be designed, in any of its parameters, the process that Strevens calls 'restriction' must take place: the selection of items and features from the corpus of the language that are relevant to the designer's intention and the student's needs" (Coffey 4). In this regard learners' needs are highlighted by many writers in ESP. Furthermore Kennedy & Bolitho state that "In short, ESP has as its basis in an investigation of the purposes of the learner and the set of communicative needs arising from those needs" (Kennedy & Bolitho 3).

2.2 ESP IN WEST

2.2.1 THE ORIGINS OF ESP IN WEST:

Before considering the developments in ESP that led to the importance of needs analysis in ESP programme, it is significant to first look at the way the concept of ESP was evolved. The ESP movement took place in the second half of the 20th century .The rise of ESP was initially

due to the economical reasons. It should be noted that there was "rise" in the 'currency' of the English language. This was brought about by the economic dominance of the United States after the Second World War. In addition to this were both an influx of foreign aid workers into developing countries and an increased need of English in former colonial countries. Moreover, there was the influx of western experts into the oil rich countries of the Middle-East, creating an additional need for a lingua franca. This lingua franca was English (Hutchison & Waters 7).

In the second place an educational movement took place that aimed at finding out the ways in which language is actually used in real life communication .During this movement, the learner was starting to be considered as more central to the educational process. Strevens (1977) notes (152) "the existence of a major 'tide' in educational thought, in all countries and affecting all subjects, thus moving towards the 'learner-centred education'".

2.2.2 THE DEVELOPMENTS OF ESP IN WEST:

ESP was not developed overnight. It followed various stages and approaches to ESP have evolved and improved as time passed .It is also important to realise that these 'stages' in the development of ESP were overlapping in nature.

Most writers agree that the first real starting point of ESP was in the "Register Analysis" approach from the early 1960s onwards. The basic idea behind Register Analysis (RA) was that the choice of language used in certain circumstances is pre-determined. This pre-determination is governed either by the situation, the speakers are in, or by the subject matter they are talking about. Thus it would be possible to find a special language or register to match these subjects or situations or, as Pickett put it (5-11), you could find "the right words in the right place" .Analysis of these registers was thus called Register Analysis. The aim was to "establish the statistical contours of different registers" (West 36) .

The next stage of development was that of "Discourse Analysis".Whereas in the first stage of its development, ESP had focused on language at the sentence level, the second phase of development shifted attention to the level above the sentence (Hutchison and Waters 10).Discourse Analysis looked at the way in which sentences were linked together in a text to form a wider definition of meaning . As according to Coffey (5) "It (discourse analysis)

encouraged students to think in terms of use of the language for a purpose, rather than in terms of practising correct usage.

The third stage in the development of ESP was the “Target Situation Analysis”. During this stage more attention was given to finding out the learners’ reasons for learning. This identified process of finding out learners’ reasons for joining the course is usually known as “Needs Analysis” (Hutchison and Waters 12). The most important aspect of this stage was that the needs of learners were placed at the centre of the course design process. This target situation analysis stage marked a certain “coming of age” for ESP (Ibid 12).

The next stage was “Skills and Strategies”. As noted down by Hutchison and Waters (12) “this fourth step of ESP has been seen as an attempt to look below the surface and to consider not the language itself but the thinking processes that underlie language use”.

Concern with skills and strategies led to the next movement in ESP development – “the Learning-Centred Approach”. This approach means that course-designing is a negotiated process between students and teachers where students are constantly consulted regarding the content and structure of the course: “an approach with the avowed aim of maximising the potential of the learning situation” (Hutchinson & Waters 77).

2.3 ESP IN PAKISTAN

2.3.1 THE SHIFT FROM GENERAL ENGLISH TO ESP IN PAKISTAN:

In Pakistan the origins of ESP can only be understood with respect to General English. It should be noted that there is a very thin line between English for Specific Purpose and General English. ESP, however, can only flourish if General English is given importance and has a prominent place in a region.

A historical view of the language policies of Pakistan 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. As Pakistan is a multi-lingual country, it used the three-language structure with a major communication role assigned to each language. Nida (as quoted by Samuel 21) differentiates these three levels of communication as a) Communication with people of in group (the language of each cultural group) ; b) Communication with people of out-group (national language) ; c) Communication involving specialized language (a world language such as English).In Pakistan first role was fulfilled by vernacular; second, by Urdu; and third, by English. As it has been cited by Haque (14) as well that “the use of English was inevitable for system maintenance; the ruling class was trained to do their work in English”.

On the educational scenario however, 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

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. During this period government schools institutionalized Urdu and English was only taught as a compulsory language. Similarly when Bhutto became the president of Pakistan , in the Constitution Act of 1973, Urdu was given official recognition and it was declared that arrangements should be made for its use as official language within fifteen years and English would be used as an official language till then (Haque 16-18).

The position of English was 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 language was taught very strictly in government schools and English was introduced only after the sixth class. It should be noted that some English medium schools continued to function under the influence of elite class. In 1987 there was some alteration in the policies and English became the medium of instruction for science subjects. However, this change in the Policy occurred when children had already stopped learning English and the teachers also did not

teach English during that time .As a result, the competency of people in English language “descended” to a great extent.

In 1992’s and 1998’s policies the language issue was not addressed and ex-Prime Minister Nawaz Sharif’s Pakistan 2010 project did not include a section on linguistic issues. 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 it is clear from the linguistic history of Pakistan, that 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. A language preference study conducted (Haque 18) in 1998 from the students of University of Karachi shows that 90% declared English as an important language and 72% students favoured English as a medium of instruction in primary schools and equally 94% students favoured English as a medium of instruction in secondary schools and universities. This shows that the students are well-aware of the requirements of the professional fields after the completion of studies.

As a result English has not been included as general subject in schools and colleges, but is also taught in all specialized fields - for example there is a subject of “Business English” for Business students , “Mass Communication” for Mass Media students, and so on. English in these disciplines is taught according to the professional requirements e.g. the business students are taught about business letters, applications, cover-letters , memos in English, as those would be required by them in their professional life. In the field of engineering the syllabus concentrates even when it is dealing with written communication on writing tenders, quotations, reports, etc which, of course, will be frequently required by them in their work place. This proves that though not much but to some extent ESP is influencing English teaching in Pakistan. Various corporate sectors also provide training to their newly recruited employees concentrating on the skills they will be frequently using at their work place. Aviation industry is one such example.

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, now a day's 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.

2.3.2 THE STATUS OF ESP IN PAKISTAN:

It is clear from the above discussion that ESP has become a need of the hour in Pakistan. English has become unavoidable and it is a gate way to lucrative job and higher status. It has gained special national status in Pakistan. It has a special place in the parliament, judiciary, broadcasting, journalism, and in the education system. One can find himself surrounded by English everywhere. The importance of the ability to speak or write English has recently increased significantly because English has become necessary in professional fields, especially in cities. Learning English language has become popular for business, commerce and cultural reasons and especially for internet communications throughout the world. Thus learning English is not only important for a student who is doing majors in English but it has become pivotal for students of every discipline. Students of every department need to learn the subject of English with respect to their profession. English taught to them trains them with respect to what they will be exposed to when they will enter their professional lives. For example, a student of Sales and Marketing is trained in terms of persuasive speaking in order to convince the customer in future. Since students related to marketing will be required to communicate well in English, the subject of business communication equips them with the knowledge of "do's" and "don'ts" of effective communication in business context.

The prevailing view regarding ESP seems to have gained so much prominence that unless the students learn English, they can only work in limited jobs. Those who do not have good command over English cannot obtain good quality jobs. They cannot communicate efficiently with others, and cannot have the benefit of Pakistan's rich social and cultural life. As a result language teaching has gained prominence in Pakistan and there has been increased demand of the language teachers for teaching English to each discipline. The phenomenon has been so strong that the importance of English Literature has started to fade in comparison with Language. English has not only become important for academic life but it is also a pre-requisite for lucrative jobs. Thus ESP has gradually started to replace General English in Pakistan and there is a need to develop ESP courses with great precision on all levels-academic as well as occupational.

2.4 ESP WITH RESPECT TO PRESENT STUDY:

Thus it is clear from the above discussion that ESP has gained an important status in Pakistan. It is a gateway to better life and better career. It is indispensable for every discipline as it equips the learners with the skills needed in their professional life. Students of various departments not only learn English with respect to their professions in their academic studies but they also enter into different Language courses during their professional life. The Advanced English Diploma course taught in NUML is one such example. It 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. The course obviously does not prioritize the skills in the way they are prioritized by the students who join it for occupational purposes. 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 study was conducted to abridge this discrepancy and to put an end to students' complaints. The research aimed to find out the needs, wants, shortcomings, expectations of the Advanced Diploma students in a detailed manner. The needs-analysis of the Advanced Language Diploma students who join the course for occupational purposes was conducted, so that a new English

Language course can be designed , exclusively for ESP students. It has been argued in the earlier section that in Pakistan there is a shift from General English to Specific English. Now students all over Pakistan learn a subject of English in their academic life with respect to the profession they are expected to adopt. Keeping that fact in mind there is a need of English even after the completion of the studies. There should be separate ESP courses with respect to different professions which the learners can join to enhance their performance at work. It should also be noted that the students can never be sure about the skills they are going to need in their professional lives unless and until they actually start working. This fact further reinforces the need of a separate ESP course for the professional students.

2.5 NEEDS ANALYSIS IN ESP:

ESP places the learner at the centre of the learning programme. The courses designed for ESP are constructed keeping in mind a) skills needed by the learner ; b) vocabulary and grammar needed by the learner ;c) topics and themes relevant to target situation and d) communicative needs of the learners. These courses cannot be designed without conducting the needs-analysis of the students. A needs-analysis not only aids in finding out the target needs of the students, but it also gives succour in exploring students' idea of learning and their expectations from the course. Thus needs analysis is a crucial step in ESP course-designing process. The key stages in ESP are need analysis, course-design, materials-selection, teaching and learning, and evaluation .As it is clear from the figure below that Needs analysis is conducted before designing the course for ESP learners.

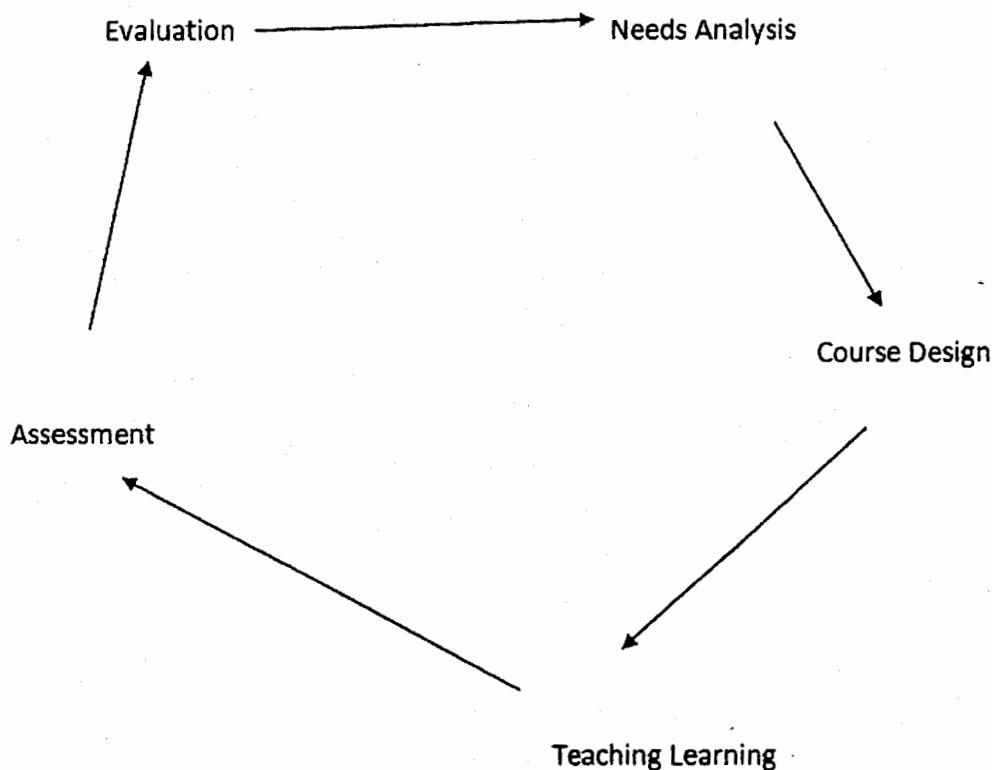


Fig.2.3. Stages in the ESP process: theory from Dudley-Evans, T. and St John, M.J. *Developments in English for Specific Purposes: A Multi-Disciplinary Approach*. Cambridge: Cambridge University Press, 1998.121

The researcher conducted the needs analysis of the students of the Advanced Diploma course for the very same reason. Many students join the course for occupational reasons but because of the general nature of the course their expectations from the course are not fulfilled to the optimal level. The researcher found out the needs, wants, shortcomings, expectations and preferred style of learning of the students for providing a basis for the designing a separate course for professional students of Advanced English Language Diploma.

Before discussing the needs analysis models and process in detail, it is appropriate to look at the way how needs and needs-analysis is defined by various people.

2.5.1 DEFINITIONS OF NEEDS IN ESP:

If we specifically analyze the definition of needs analysis in ESP, it should be noted that within ESP the definitions of needs and needs-analysis have widened with experience and research. For instance, in the 1960s and early 1970s, literature and language trained English teachers, who were teaching English to science students, knew very little of the “what” and “how” of those studies and concomitantly little about the language of science and technology (Dudley-Evans 122). Now, however, needs analysis is considered to be at the heart of ESP and it is indispensable for the ESP course designing process.

Within the context of ESP, we can find variety of the ways in which needs are defined and looked at. Pauline Robinson interprets needs as ‘lacks’, that is, what the learners do not know or cannot do in English. Pauline Robinson also considers needs to be what the learners themselves would like to gain from the reading teaching. Berwick suggests that a need is a “gap or measurable discrepancy between a current state of affairs and a desired future state.” Hutchinson & Waters (1987) classify needs as “necessities”, “lacks” and “wants”. Necessities are described as a “what the learner has to know to function effectively in the target situation”. ‘Lack’ is the gap between target proficiency and existing proficiency of the learner. “Wants” then are what learners feel they need in order to operate in a target situation. Hutchinson and Waters (1987) further classify needs (55) into “target needs” (what the learner needs to do in the target situation) and “learning needs”(what the learners needs to do in order to learn. According to Mackay (28) there are “academic needs” (what students require for further academic study and “job needs” (what students require to perform particular jobs). Some researchers also make reference to what they call “objective” and “subjective” needs (Richterich, 1980). Brindley (1989) gives three categories of needs (63-79), the “language proficiency” view of needs, the “psychological” view and the “specific purposes” view.

2.5.2 DEFINITIONS OF NEEDS ANALYSIS IN ESP:

Richards, Platt J., and Platt H. (1992). state that (242-243) Needs analysis is “the process of determining the needs for which a learner or group of learners requires a language and arranging the needs according to priorities”. According to Yalden (43, 166) needs analysis

remains an important first stage of curriculum development. Hutchinson and Waters (1987) describe needs analysis as "the most characteristic feature of ESP course design" (63). Moreover, Richards and Rodgers (1986) view needs analysis as "central to the processes by which relevant content for specialized language courses was determined"(47). They go on to say that Needs analysis is "concerned with identifying general and specific language needs that can be addressed in developing goals, objectives and content in a ESP program" (Richards & Rodgers 156).

This research focused on different types of needs in ESP. Hutchison and Waters (1987) classification of needs was looked into and only the target needs were focused at during this research. The researcher aimed to find out the 'needs', 'lacks' and 'wants' of advanced diploma students. Moreover the Mackay's (1978) job needs were taken up as the advanced diploma students needed English for job. Finally the subjective and objective factors of target needs were also analyzed.

2.6 THE NEEDS ANALYSIS PROCESS IN THE PRESENT STUDY:

In the present study many issues were taken into account during the process of conducting a needs analysis. The researcher very carefully decided on what data need to be collected, when it should be collected, by whom, through what means and for what purpose or purposes.

First of the all, the researcher very carefully selected the kind of data needed for the research. Data was not completely objective or completely subjective; it was the combination of both. Another important decision was regarding the time of needs-analysis and when it should be conducted. The researcher chose to collect the data in the middle of the course. Richterich and Chancerel (1980) and Holliday and Cooke (124-143) also suggest that needs analysis can be done before the course, during the course or with a combination of both. It is also important to remember that needs analysis is not a once-for-all activity. It should be a continuing process, in which the conclusions drawn are constantly checked and re-assessed.

In terms of data collection, the data was collected by the researcher herself. As it has been mentioned earlier as well that researcher has been teaching the diploma students and she was well aware of the problems of the students. In this regard it has also been cited by Holliday

(quoted by Dudley Evans 131) that insiders should be taken as they will know the education system.

The main sources for the collection of data were the learners, teachers and ex-students. In this regard according to Dudley-Evans (132) the main sources for data collection are a) the learners, b) people working or studying in the field, c) ex-students, d) documents relevant to the field, e) clients, f) employers, g) colleagues, h) ESP research in the field. The researcher also selected the tools very carefully, as the whole procedure depends on collecting the relevant data that reveals the exact needs of the students. The researcher selected three tools i.e. questionnaires, structured interviews and observations. Dudley-Evans (132) and Hutchison and Waters (58), also suggest that the main data collection methods for needs analysis are: a) Questionnaires, b) Discussions, c) Structured interviews, d) Observations, f) Assessments.

Last but not least, the purpose for which needs analysis was being conducted was also very clear in the mind of the researcher. The research was conducted so that needs of the students could become clear and the syllabus could be modified accordingly or re-designed for the students of Advanced Diploma. In this regard it is also cited by Gardner and Winslow (76) that "One purpose of needs analysis is to produce information which when acted upon makes courses better adapted to students' needs". Richards also suggests that needs analysis serves three main purposes: it provides a means of obtaining wider input into the content, design and implementation of a language programme; it can be used in developing goals, objectives and content; and it can provide data for reviewing and evaluating an existing programme (quoted by Nunan 43).

For the last step the researcher used SPSS for analyzing the data collected from the needs analysis. All the collected data was put into SPSS and the percentages of responses were calculated. With the help of these percentages the researcher drew the conclusion.

2.7 THE MODELS OF NEEDS ANALYSIS USED IN THE PRESENT STUDY:

The present research was aimed at finding out the "target" needs of the advanced English diploma students. All the students taken as a sample were in the professional phase of life and the researcher intended to look into the skills and level of competence required by the students in

order to perform well in their target situation. When students enter into advanced diploma course, they have their professional demands in mind. It is very important then, to know the success criteria related to the work place of the learners. Munby (1978) in this regard has introduced the 9 elements in his CNP which help to find out the demands of the target situation. The research adopted many elements from Munby's CNP. The details of the model are as follows;

2.7.1 MUNBY'S COMMUNICATIVE NEEDS PROCESSOR (CNP):

The most famous work on needs analysis is John Munby's Communicative Syllabus Design (1978). Munby's approach functions at two levels- priori and posteriori. At the priori level Munby includes the parameters of participant, purposive domain, settings, interactions and instrumentality. At the posteriori level Munby presents parameter such as dialect, target level, communicative event, and communicative key. In total Munby lists 9 elements which should come under consideration during a need analysis.

The purposive domain parameter specifies the occupational or educational purpose for which the target language is required, where as the setting parameter specifies both physical and psychosocial setting in which the target language is required.

Interaction parameter identifies those with whom the participant has to communicate in the target language .Furthermore; it also looks into the relationship that exists between him and his interlocutors. Instrumentality includes medium, mode, and channel of communication. At the posteriori level Munby presented Parameter such as dialect, target level, communicative event, and communicative key. The parameter of dialect is finding out whether the dialect required in the target situation is regional, colloquial or standard. The participant target level is divided into dimensions and conditions .Dimensions are concerned with the size of utterance/text, complexity of utterance/text, range of forms and functions, delicacy of forms, flexibility of communication etc ,while conditions relate to tolerance of errors, tolerance of lack of fluency etc. The parameter of communicative event is concerned with what the participant has to do and the activities he has to indulge in. Lastly, the parameter of communicative key is concerned with the tones the learner has to master.

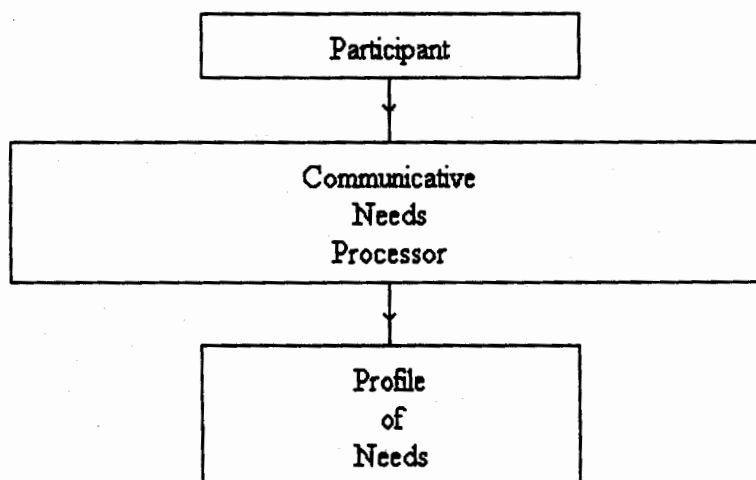


Fig. 2.4. *A Summarized form of Munby's CNP*

It should be noted that all the 9 elements were not adopted by the researcher. The researcher only adopted the elements like participants, purposive domain, dialect, instrumentality, setting, interaction and communicative event. However, it should be noted that the approach of ESP today is concerned with keeping the learner at the heart of learning process. The course of ESP is not designed in isolation; rather the learners are also involved in this process. Munby's model in this regard does not involve the learner. Munby's model just focuses on finding out about the target situation and thus learners' own point of view, their current level, their wishes and desires, the skills they want to polish and the way learners want to learn are not taken into account. As a result it could not be relied on for the research on advanced English diploma students.

It is important to mention here that the advanced language diploma students come from very different backgrounds. Their level of education, competence, skills, vocabulary etc differ from one another. For a successful learning it is very important to, first of all, bring all the learners to the same level and then move forward. During a learning process if half of the learners lag behind, because of their incompetence, then the learning system is at fault, for sure. If the course just focuses on the target situation without considering the existing level of students and their preferred style of learning, then the learning process will not be very effective. Hutchison and Waters (1987) have given a model for analyzing target needs in this context. Hutchison and Waters (1987) talk about finding out the target needs of students along with

“lacks” to ensure complete analysis. This model also brings to surface the point of view of learners by analyzing their “wants” regarding the learning process. The model by Hutchison and Waters (1987) thus claims to cover all the aspects of target-situation. This model by Hutchison and Waters was incorporated to atone for the elements of objectivity in Munby’s CNP. The details of the model are as follows:

2.7.2 HUTCHISON AND WATERS’ TARGET AND LEARNING NEEDS:

Hutchison and Waters take up the concept given by Richterich and Chancerel (1983) and take it one step forward. They also recognize the importance of dealing with subjective elements and criticize Munby’s model on many grounds. First of all , in dealing with need Analysis, Hutchison and Waters make a basic distinction 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).Target needs are further categorized into ‘necessities’, ‘wants’ and ‘lacks’. The details are as follows;

a) **‘Necessities’**: According to Hutchison and Waters ‘necessities’ are "the type of need determined by the demands of the target situation, that is, what the learner has to know in order to function effectively in the target situation" (Hutchison and Waters 55).

b) **‘Lacks’** :These are concerned with finding out what the learner ‘lacks’ so that are gaps can be filled through the ESP course. This can only be done if we find out the existing proficiency of the learner. In other words, we need to match the target proficiency against the existing proficiency, and the gap between them is the learner’s ‘lacks’. (Hutchison and Waters 55-56)

c) **‘Wants’**: ‘Wants’ is basically concerned with exploring the learners' views about language and the reasons why they need the language .According to Richterich (29) a need “does not exist independent of a person. It is people who build their images of their needs on the basis of data relating to themselves and their environment”. It is thus notable that the learners too, have

a view as to what their needs are, and it is an important step of 'need analysis' to evaluate the point of view of the learners regarding their needs. (Hutchison and Waters 56)

2) **Learning Needs:** Learning needs help to define the route through which the learner will achieve the target proficiency needed for the target situation. Learning needs explain how students will be able to move from the starting point to the destination. Figure below illustrates this taxonomy.

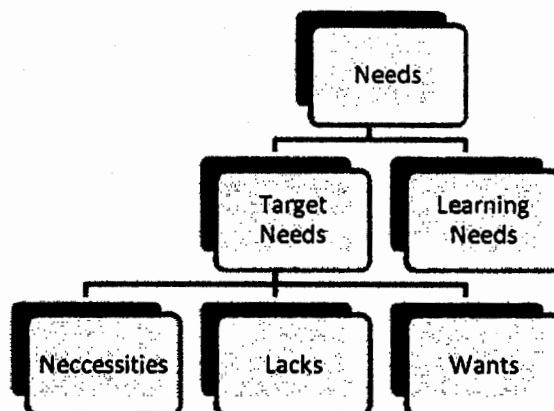


Fig. 2.5. Classification of needs by Hutchison and Waters

Hutchison and Waters model of target needs formed the basic foundation of the present study due to its subjectivity. Learners play a prominent role in the course designing process and the fact that Hutchison and Waters model of 'target needs' takes into account the demands, 'wants' and 'lacks' of the ESP learners made it a perfect choice for the present study. For the initial step, 'needs' in relation with the target situation were analyzed to establish the target proficiency of the students. Furthermore, 'lacks' of the Advanced Diploma students were analyzed meticulously to estimate the gap that exists between the existing and required proficiency. 'Wants' of the diploma students were also scrutinized to find out about students' own preferred style of learning.

However, there were certain aspects that could not be covered with the help of this model. There are some other factors as well that should be weighed. An important point in this regard is that every student comes to the classroom with his/her own set of expectations. The problem arises when there is a discrepancy between the expectations of the students and the

course that he is encountered with. Hutchison and Waters (1987) model takes into account the 'lacks' and 'wants' but it does not talk about the expectations, demands and reasons for joining the course. Due to this fact the Hutchison and Waters model could not be adopted fully as well for the research on the advanced diploma students. Many other schools of thoughts were merged as well to ensure complete analysis.

Most importantly, the course that is taught to advanced diploma students evokes great deal of complains. Students are unhappy about the subjects taught to them and consider those subjects completely redundant. Furthermore, the students are required to write a dissertation which, as students put it, diverts their attention from the skills that they want to polish. Last but not least, students also do not agree with the way the skills are prioritized in the syllabus. All these issues are there because of the objectivity of the course design. The advanced diploma language course was designed in complete alienation of students and it fails to cater for the subjectivity that is the most important part of a syllabus design. Subjective information is completely missing in the course designed for advanced diploma students. In the light of the above facts it was indispensable to incorporate models which highlight the importance of collecting objective as well as subjective information from the students. The models by Richterich (1983), Nunan (1988) and Brindley (1984) focus on combining the subjective information with objective information for a complete analysis. The present study made use of the subjective and objective information propagated by these models. The details of the three models are given below;

2.7.3 RICHTERICH'S 'OBJECTIVE' AND 'SUBJECTIVE' NEEDS:

Richterich is the first one to stress the importance of subjectivity in conducting a 'needs analysis'. Richterich does not approve the CNP as it concerns only with the objective information of the learner. Richterich notes (2) that "the very concept of language needs has never been clearly defined and remains at best ambiguous". According to Richterich (1983) 'objective needs analysis' is an incomplete step as it deals with the target situation only. Therefore, subjective needs analysis is indispensable to collect information from learners so as to guide the learning process.

Another point that Richterich and Chancerel (1983) make is that the 'needs analysis' should not be done just once or twice. On the contrary 'needs analysis' should be an ongoing process. According to them needs vary too much from person to person, the system should have to be continually adapted. Richterich and Chancerel ascertain the idea (3) that "experience shows that in general the learner is little aware of his needs and, in particular, he is unable to express them in very clear terms". As a result, the 'needs analysis' should be a necessary part of the curriculum.

2.7.4 NUNAN'S MODEL OF 'NEEDS ANALYSIS':

Following the steps of Richterich and Chancerel (1983), Nunan (1988) classifies 'needs analysis' under two headings: "objective" needs and "subjective" needs. 'Objective needs' are evaluated by the teacher on the basis of the personal data of the learners. 'Subjective needs' are derived from the learners themselves and influence the learning process.

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According to Nunan "Objective data is that factual information which does not require the attitudes and views of the learners to be taken into account. Thus, biographical information on age, nationality, home language, etc. is said to be 'objective'. Subjective information, on the other hand, reflects the perceptions, goals, and priorities of the learner. It will include, among other things, information on why the learner has undertaken to learn a second language, and the classroom tasks and activities which the learner prefers." (Nunan 18).

Nunan (1988) furthermore states (14) that for a needs analysis, "information will need to be collected, not only on why learners want to learn the target language, but also about such things as societal expectations and constraints and the resources available for implementing the syllabus." He defines two types of needs analyses: a "learner analysis" (what background factors are the learners bringing to the classroom?) and "task analysis" (for what purposes is the learner learning the target language?). In addition, a "means analysis", or analysis of learner styles based on subjective inquiry into how students like to learn best can aid in finding out how to approach the material which needs to be learned (Nunan 78).

2.7.5 BRINDLEY MODEL OF 'NEEDS ANALYSIS':

Brindley also adopts Richterich (1972,1980, 1983 and 1984) distinction between what is called 'objective' and 'subjective' 'needs analysis'. According to Brindley (1984), "the "objective needs" are those which can be diagnosed by teachers on the basis of the analysis of personal data about learners along with information about their language proficiency and patterns of language use (using as a guide their own personal experience and knowledge, perhaps supplemented by Munby-type specifications of micro-skills) ,whereas the 'subjective needs' (which are often "wants", "desires", "expectations", or other psychological manifestations of a 'lack') cannot be diagnosed as easily, or, in many cases, even stated by learners themselves"(as cited in Nunan 44) . 'Objective needs analysis' collects factual information for the purposes of developing goals and objectives , whereas 'subjective needs analysis' gathers information about learners which can be used for determining the learning process .

In a research project Brindley (1984) surveyed teachers' understanding of 'student needs' to evaluate the effectiveness of learner-centered system. After the survey Brindley (63-79) states three different views of needs: the 'language proficiency' view of needs, the 'psychological-humanistic' view and the 'specific purpose' view.

These models of "objective" and "subjective needs" occupied an important place in the present study. To achieve the desired results, first of all the objective information on age, sex and academic background of the diploma students was collected. Likewise the information regarding students' goals, priorities, reasons for joining the course, purpose and preferred classroom activities were also looked into. However the 'objective data' (age, gender, nationality, academic background) and the 'subjective data' (reasons for taking the course, expectations, preferred learning styles) cannot alone reveal all the information necessary for conducting a successful 'target needs' analysis as these do not include the lacks and most importantly the learners needs in terms of his/her profession. The 'target situation' has to be analyzed comprehensively to ensure the complete picture As a result, the models by Richterich, Nunan and Brindley were incorporated with Munby's CNP and Hutchison & Waters' 'Target needs model' for complete analysis of students' needs.

It is clear from the above discussion, that none of the models could be taken solely for the research. Munby's CNP is in excellent source of analyzing the target situation but it is highly objective. Hutchison and Waters target needs model takes into account the views of the students but it doesn't help to find out their expectations, demands and reasons for joining the course. Similarly, the 'objective' and 'subjective' needs models by Richterich, Nunan and Brindley covers complete subjective and objective information but obviously these models do not look into target situation which was the important aim for the research. Thus, to overcome all the above-stated problems and to ensure a powerful and complete 'target needs analysis', the researcher developed her own model for analyzing the target needs of the advanced diploma students by combining the necessary elements from all the models discussed above. 'Needs', 'lacks' and 'wants' in Hutchison and Waters' model for analyzing the target needs were incorporated with Richterich (1983), Nunan (1988) and Brindley's (1984) concept of taking up the 'subjective' and information from the learners. Some of the elements from Munby's CNP (1978) were also incorporated to ensure complete relativity of 'needs analysis' of the advanced language diploma students.

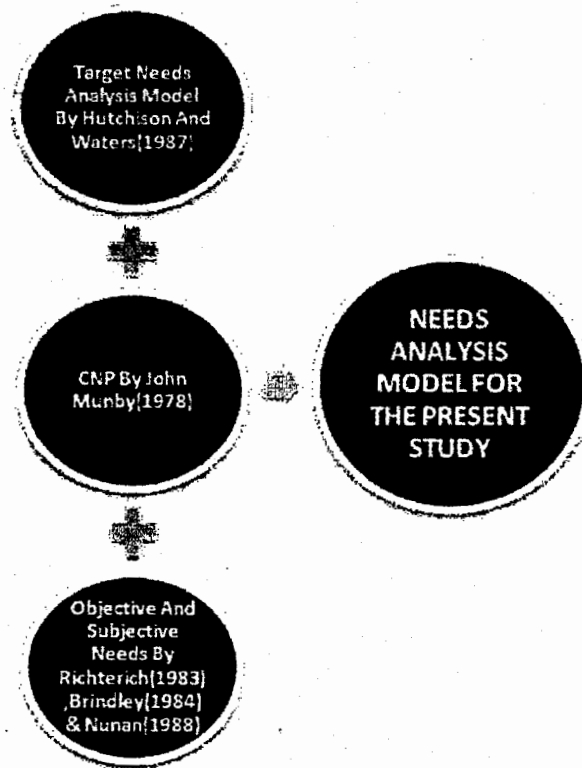


Fig. 2.6. Needs Analysis Model for the Present Study

Summing it up ESP is basically concerned with the vocational and communicative needs of the learners. There have been numerous developments in the English for Specific Purpose and the ESP today places learners at the heart of the learning process. In Pakistan ESP has started to originate as success in different professions depends upon the proficiency of English language. Students even join the language courses during their professional life to improve their performance at workplace. Advanced Language Diploma course taught at NUML is one such example. It is joined by students as well as professionals. However, the Diploma course is general in nature and it is not exclusively designed for helping the students in professional lives. This leads to the low satisfaction level of the students who join it for occupational reasons as it is not related to their 'needs', 'wants', 'lacks' and expectations. The following research was conducted to find out the 'needs', 'wants', 'lacks', expectations, and reasons for joining the course and preferred style of learning of the professional students so that a separate syllabus can be designed for students who join the language course for occupational reasons. The researcher could not adopt any model completely for the present study. Consequently, different models of 'needs analysis' were incorporated to ensure a comprehensive 'target needs analysis' of the professional students of Advanced Diploma Course. In this chapter, the researcher discussed ESP and 'Needs Analysis' from theoretical point of view. The complete detail of how the theories and concepts of needs analysis were incorporated in the research design is given in the next chapter.

CHAPTER III

RESEARCH METHODOLOGY

The following research was a case study. According to Yin (23) ,“A case study is an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used”. Case studies are particularistic, descriptive, and heuristic and rely heavily on inductive reasoning in handling multiple data sources. This research focused on the advanced English language diploma students who join the course for occupational reasons as it has also been cited by Duff (35) that “It (case study) may be based on particular groups ; organizations; or events”.

Case study was adopted by the researcher due to the following reasons:

First of all a “case study” explores the real life situations, thus it was selected in order to conduct a research that was ‘strong’ in reality. Secondly, the results from the case are generalizable to an average population. Thus the findings can be generalized about the students of all diploma courses who join the course for occupational purposes. Thirdly, according to Aldelman et al. (1976), “Case studies can also provide a database of materials which may be reinterpreted by future researches” (149). The results of the research are going to be available to any practitioner intending to conduct research on diploma students. Fourthly, the findings of this research can be used by the curriculum makers to review the advanced English diploma syllabus in the line of needs of students as “the insights yielded by case studies can be put to immediate use for variety of purposes” (Aldelman et al. 149).

For carrying out the case study , ‘qualitative’ as well as ‘quantitative’ research methods were adopted. The researcher adopted the following research design;

3.1 POPULATION:

Population has been defined as “the group of interest to the researcher, the group to which she or he would like the results of study to be generalizable” (Gay 112). The population of the research included the students and teachers of Advanced English diploma of evening session of National University of modern Languages ,irrespective of the gender.

3.2 SAMPLE:

A sample has been defined by Gay (111) as “the process of selecting a number of individuals for a study in such a way that the individuals represent a larger group from which they were selected”. During this research the advanced diploma students, teachers and alumni were selected as a sample, irrespective of the gender. The sample consisted of advanced English diploma students of first and second semester of evening session. 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. As according to David Nunan (142) ,random sampling is the selection of “subjects at random from a list of the population”, thus the students, teachers and alumni of advanced English diploma evening session were randomly selected for this research.

Total 20 students were taken as a sample. The teachers who had been teaching the advanced English diploma courses in the evening session were selected. Total 5 teachers were taken as a sample. The researcher also included 5 alumni as a sample for this research.

Random sampling was adopted due to many reasons. First of all, as in random sampling “all the individuals in the defined population have an equal and independent chance of being selected for the sample” (Gay 114), thus this technique was adopted, so that every student, teacher and alumni could have an equal and independent chance of being selected for the sample. Secondly, random sampling was adopted in order to obtain findings that would represent all the students who join the language course for occupational purposes, as it has also been cited by Gay (114) that “random sampling is the best single way to obtain a representative sample...the probability is higher for this procedure than for any other”. Lastly random sampling was adopted as it permitted the researcher to make inferences about the general population of professional students of diploma all over the country, based on the behavior of the sample.

3.3 RESEARCH TOOLS:

For conducting this research, the strategy of “triangulation” was used. The research involved the use of multiple methods or data sources. Three tools namely questionnaire, interview and observation were employed. Triangulation was adopted because it gives “a complete picture (Gay 217). This strategy was a good choice for the research because it also permitted the researcher to cross-check the information for validation of the ‘needs analysis’.

3.3.1 QUESTIONNAIRE:

The first tool used to collect information from the students was questionnaire. According to David Nunan (143) “the questionnaire is a relatively popular means of collecting data. It enables the researcher to collect data in field settings, and the data themselves are more amenable to quantification than discursive data, such as free-form field notes , participant observers’ journals, the transcripts of oral language”.

The framework used for the questionnaire was a combination of different schools of thought regarding ‘needs analysis’. The questionnaire was divided into five parts. The first part included the “objective information” about the students e.g. age, nationality, profession, job description, academic background. The second part of the questionnaire dealt with “subjective information” like the reasons for joining the course, area in which language will be used, the skills required by the students and their preferred style of learning. These two parts were based on the models of ‘objective’ and ‘subjective needs’ by Richterich (1983), Nunan (1988) and Brindley (1984). The third part dealt with the questions regarding the professional “needs” of the students. The fourth part aimed at finding out the “lacks” of the students and the fifth part was constructed for evaluating the “wants”. The last three parts were based on Hutchison and Waters’ (1987) model of “needs”, “wants” and “lacks”. In the third part some aspects of Munby’s (1978) CNP were also included. The framework for the questionnaire is given below in the table.(For full questionnaire see Annexure I)

Table 3.1*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)

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

The questions included in the questionnaire were of three types. These three categories were 1) List, 2) category 3) ranking. In 90% of the questions the students' had to choose an answer from the list of options. However, in the section of “Needs” one category question was included and in the “Lacks” section one ranking question was included, so that students could rank their skills in the four areas . The table below lists the three types ,with examples:

Table 3.2

Types of questions used in developing the questionnaire.

Question Type	Example
List	<p><i>Why do you need English?</i></p> <p><input type="checkbox"/> For study</p> <p><input type="checkbox"/> For promotion purposes</p> <p><input type="checkbox"/> For training</p> <p><input type="checkbox"/> For in job performance</p> <p><input type="checkbox"/> For settlement in a foreign country</p>
Category	<p><i>For how long do you need to communicate in English?</i></p> <p><input type="checkbox"/> 0-2 hour</p> <p><input type="checkbox"/> 2-4 hours</p> <p><input type="checkbox"/> 4-6 hours</p> <p><input type="checkbox"/> 6-8hours</p> <p><input type="checkbox"/> 8-10 hours</p>
Ranking	<p><i>Rate your skills in English in the following four areas.(from 0 to 5).</i></p> <p><input type="checkbox"/> Reading</p> <p><input type="checkbox"/> Writing</p> <p><input type="checkbox"/> Listening</p> <p><input type="checkbox"/> Speaking</p>

The questionnaire was used as a tool, firstly due to its efficiency as the administration of a questionnaire requires less time. The researcher was able to administer and collect the questionnaires in relatively short period of time .Secondly, as according to Dudley-Evans (133), “they (questionnaires) can determine facts or attitudes” ,so questionnaires were used by the researcher to collect data about the ‘needs’, ‘lacks’ and reasons for joining the course(facts) and their ‘wants’ and preferred style of learning(attitudes).Questionnaires are also less expensive and thus they were prepared and administered with convenience. Lastly, as a questionnaire “permits the collection of data from a much larger sample”(Gay 255), this tool allowed the researcher to collect data from evening students of advanced diploma who join the course for occupational reasons, with ease.

3.3.2 INTERVIEW:

The second tool that was used by the researcher was 'structured interview'. According to Gay (2003) "A typical qualitative interview is a one-to-one session in which the researcher asks a series of open-ended, probing questions". The researcher conducted a detailed one-to-one interview of the advanced English diploma students, teachers and alumni. 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 interview questions for the Advanced English diploma students were designed to find out about the background, job description, reasons for joining the course, the skills they want to polish, and their satisfaction and expectations from the course. The students were also asked about the subjects that are most as well as least useful for them. In the end, students were asked to give their suggestions (For complete interview questions for students see Annexure II). The interview questions for the advanced English diploma teachers were aimed at finding out the attitude, interest level, expectations, weaknesses and needs of the students as viewed by the teachers (For complete interview questions for teachers see Annexure III). Finally the interview questions for the alumni intended to find out their level of satisfaction with the course and how far the diploma had helped them in their professional life. Alumni were also asked about the subject that helped the most and the least and the language skill that was most and least attended to during their course of study. In the end they were asked to give suggestions for improvement (For complete interview questions for alumni see Annexure IV). All the interviews were audio-taped.

The researcher used the structured interviews for this research as it has been cited by Dudley-Evans (1996:134-135) that "Structured interview is extremely useful in evaluation and needs analysis, they provide valuable information that we may not obtain otherwise." The researcher carefully prepared a list of questions for the sample. There were different interview questions for students, teachers and alumni.

The interview tool was used for the research because there are many things that cannot be directly observed. It is different, rather nearly impossible, to observe the needs, demands and

expectations of the students. Interviews were an excellent choice for this research as interviews revealed in-depth data which could not be directly observed. Secondly, the closed-type questionnaire only allows a person to choose from the choices given. It cannot be used to capture the reasons for choosing a particular answer. To fill up this gap, interviews were employed as interviews “can obtain data that subjects would not give on a questionnaire” (Gay 262). Furthermore, as the interviews are one-to-one sessions, the interviewer can easily judge the honesty of a response. Thus interviews were used to make an accurate and honest assessment of students ‘needs’, ‘wants’, expectations and satisfaction from the course.

3.3.3 OBSERVATION:

The third tool used for the research was observation. 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 (For complete observation sheet see Annexure V) . Below is the table to explain what each of these factors aimed to find out:

Table 3.3

Research framework used for observation.

Factors involved in observation	What these factors aimed to find out
<i>Physical Factors</i>	Relates to the physical environment of the class.
<i>Social Factors</i>	Relates to the kind of interaction and relation among the students.
<i>Psychological Factors</i>	Relates to the level of restlessness, boredom and alertness of students.
<i>Educational Factors</i>	Relates to the notes-taking, class participation, involvement in class activities, discussions and questions asked by the teacher.

The observation was done with a help of a 'structured observation sheet'. The four factors on the observation sheet were rated by the observer. Likert scale was used to construct the observation sheet. As according to Dudley-Evans (134) "the likert scale consists of statements that respondents agree or disagree with", the researcher used a 5 point scale to evaluate the agreement or disagreement on the four factors being observed. The researcher used the adjective checklist for constructing a likert scale. The following types of checklists were used;



Fig. 3.1. *Checklist 1 for observation sheet*

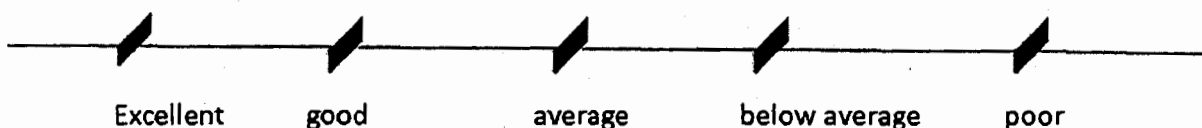


Fig. 3.2. *Checklist 2 for observation sheet*

During this research, the non-participant observation strategy was used by the researcher. As it has been cited by Gay (265) "In non-participant observation, the observer is not directly involved in the situation to be observed... the observer is on the outside looking in and does not intentionally interact with, or affects, the object of observation", so the researcher during the research did not try to participate or change anything during the observation. It should also be noted that, among many types of non-participant observation, the "naturalistic observation" was employed by the researcher. The classroom of advanced English diploma students was observed within the "naturalistic" setting as the researcher intended to "record and study behavior as it normally occurs" (Gay 265)

There were many reasons for adopting this tool for the research. First of all the researcher wanted to cross-check the data provided by the other two sources for validation. Secondly, needs

and interest level relates to the subconscious and, most of the times, the student is not able to articulate his feelings and satisfaction. More interestingly, sometimes students are not even aware of what their needs actually are. To overcome this factor, "observation strategy" was used as observation can reveal some useful information that students cannot point out to e.g. level of boredom and restlessness. It is important to note that especially the non-participant observation was used by the researcher to avoid the "observer bias". The researcher observed the advanced English diploma students as an outsider with great deal of objectivity and deliberately avoided participant observation because "more involved the researcher is, the greater the degree of subjectivity likely to creep into observation"(Gay 222) .Lastly naturalistic observation strategy was adopted by the researcher because sometimes during filling out a questionnaire or giving an interview , students tend to exaggerate or try to give a good impression. Thus naturalistic observation was adopted as "certain kinds of behavior can only be (or best be) observed as they occur naturally"(Gay 265).

3.4 PROCEDURE

For the first step the study was delimited to the students, teachers and alumni of NUML. The students and teachers of First and Second semester of Advanced Language Diploma course of the evening session of NUML were selected as a target sample of the study. Only those diploma students were selected who had joined the course for occupational reasons. Furthermore 5 alumni were also included in the sample.

Three tools namely Questionnaires, Interviews and "Observation sheets" were used as data-collection tools. The questionnaires were closed type and were administered to the students only. The interviews were structured and were taken with 10 volunteer students. The questionnaire and interviews of the students helped to gather information about their 'needs', 'lacks', 'wants', expectations, preferred style of learning and expectations from the course. Moreover, the researcher conducted the interviews of 5 teachers of Advanced English Diploma course. The interviews with the teachers were helpful to gather information about teacher's perception of students' level, needs and level of interest and satisfaction. Lastly, 5 alumni were interviewed as well. The interview from the alumni revealed information about their level of satisfaction with the diploma, the subjects and skills that helped them the most and their suggestions for improvement. Moreover the "structured observation sheets" were used on which

the physical factors, social factors, psychological factors and educational factors relating to advanced English diploma students were ranked. "Non-participant observation strategy" was employed by the researcher. The data collected through the tools was analyzed, using the appropriate statistical procedures. On the basis of the analysis, the conclusion was drawn and recommendations were given.

3.5 DATA ANALYSIS

The Data were analyzed with the help of SPSS. The data were first encoded and put in SPSS, which helped in doing the in-depth analysis. Percentages were also calculated to identify which needs and demands were most desirable and also if students differ in expectations for the diploma course. The comparison was also made between teachers and students to identify the similarities in the results.

Thus the researcher very carefully developed a research framework for analyzing the 'needs', 'lacks' and 'wants' of advanced diploma in a comprehensive manner. Population and the sample were selected with great precision. Moreover, the researcher very carefully selected and designed the three tools used in the research. In this chapter the research design or procedure for conducting the needs analysis of advanced diploma students was discussed. The next chapter will present the implementation of this research design with the help of data analysis in graphical and tabulation form.

CHAPTER IV

DATA ANALYSIS

The researcher aimed at analyzing the 'target needs' of the students of Advance Diploma class at National University of Modern Languages. During this research, three different kinds of tools were adopted by the researcher for carrying out the research e.g. questionnaires, interviews and observation. In this chapter complete analysis of data collected by the three tools is discussed.

The researcher made use of SPSS for analyzing the responses from questionnaires and interviews. The responses by students, teachers and alumni were fed into SPSS and the percentages and frequencies of different responses were calculated. With the help of these percentages and frequencies the researcher was able to prioritize the 'needs', 'demands', expectations, level and weaknesses of students. The percentages and frequencies were then presented with the help of 'bar graphs'. The researcher also constructed tables to present comprehensive information.

The analysis of questionnaires, interviews and observation is as follows;

4.1 QUESTIONNAIRE ANALYSIS

The questionnaires were administered to the students of Advanced English Diploma classes. The responses have been analyzed with the help of SPSS and the percentages of responses have been calculated. The percentages are presented with the help of 'bar graphs' by Microsoft Excel. Tables have also been made to complement the information given by graphs. The analysis of the questionnaire is as follows;

4.1.1 SB1:

The first question in the questionnaire was meant to take information about the reasons for joining the course. The responses are shown in the table and figure below;

Table 4.1.

Frequencies and Percentages of students' reasons for joining the course.

Responses		
Occupational Reasons	40	100.0%
Academic Reasons	0	0.0%
<i>Total</i>	40	100%

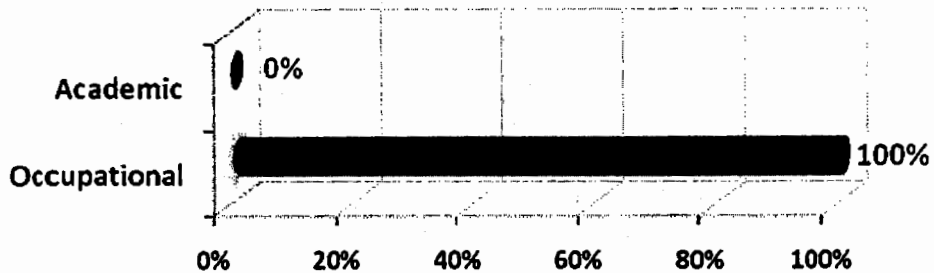


Figure 4.1. *Percentages of students' reasons for joining the course.*

According to the figure, all 40 students said that they had joined the Advanced English Diploma course for occupational purpose. None of the students selected the option "academic". These results clearly indicate that a separate course should be designed for the two groups of students. A general English course can be there for the students who join the course for academic reasons, whereas, an ESP course needs to be designed for the students who join the course for occupational purpose.

4.1.2 SB2:

This question aimed at finding out the reasons for needing English. The researcher wanted to evaluate whether the students needed English just for better performance in workplace or they also had any other motives like promotion, foreign country etc. in mind. The results are shown in the table and figure below;

Table 4.2

Frequencies and Percentages of why students need English.

Responses		
Promotion	8	20.0%
Improvement in Job Performance	32	80.0%
<i>Total</i>	40	100%

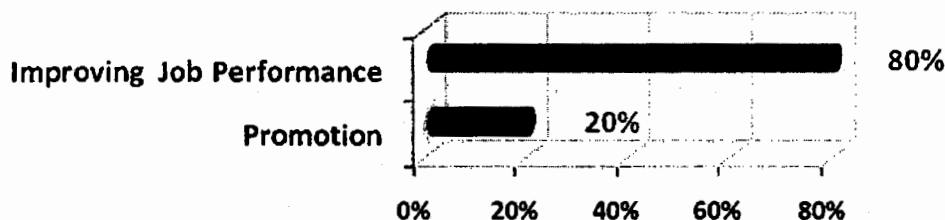


Figure 4.2. *Percentages of why students need English.*

According to the results, 80% students wanted to improve English for job and 20% for promotion purposes. This makes it clear that the students want to improve their job performance as they have their professional demands in mind. Thus the syllabus for Advanced Diploma students who join the course for occupational reasons should be specific in nature and should focus entirely on the skills needed in professional life by the students.

4.1.3 SB3:

A Language course caters for the needs of the students if it focuses exactly on the skills that are required by the students. Keeping this fact in mind, the question about the skill that students wanted to develop was asked. The responses are shown in the table and figure;

Table 4.3

Frequencies And Percentages of skill students want to develop with the help of the course.

Skills		
Understanding Speech	6	15.0%
Writing	4	10.0%
Speaking	29	72.5%
Reading	1	2.5%
<i>Total</i>	40	100%

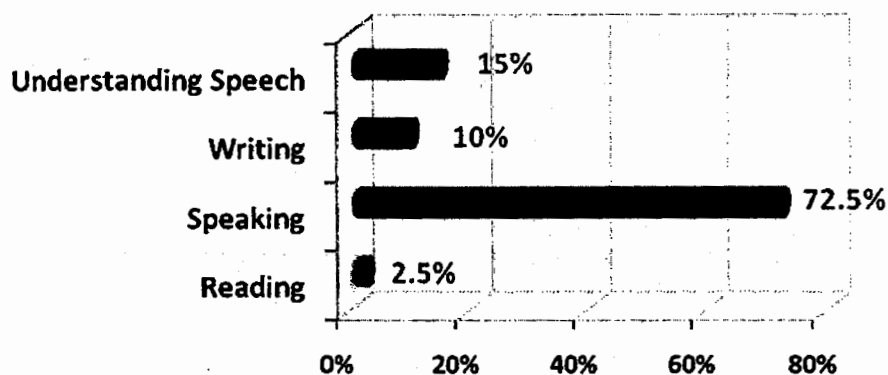


Figure 4.3. *Percentages of skill students want to develop with the help of the course.*

According to the figure, 72.5% students wanted to develop speaking skills with the help of this course. Moreover 15% students wanted to improve their listening skills, 10% their writing and only 2.5% had joined this course for enhancing their reading skills. These results make it clear that speaking skills is the main concern of the Advanced English Diploma students who join the course for occupational reasons.

4.1.4 SB4:

Students were asked to write down the percentage of the time spent on each skill so that the skills could be prioritized for the syllabus. The analysis of the percentages for each skill is given below

A) First of all, the students were asked to write down the percentage for the reading skills. The responses are summarized in the table and figure below.

Table 4.4.

Frequencies and Percentages of students' time spent on the Reading Skills.

Responses		
5%	2	5.0%
10%	19	47.0%
12%	1	3.0%
15%	4	10.0%
20%	14	35.0%
<i>Total</i>	40	100%

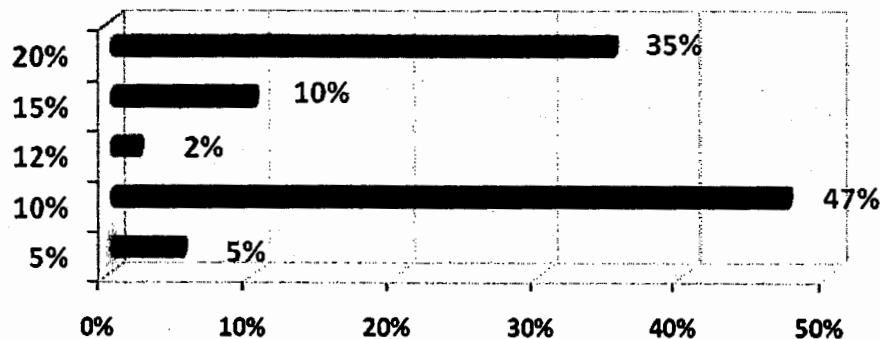


Figure 4.4. *Percentages of students' time spent on Reading Skills.*

According to the figure, 47% students said that only 10% of their time was spent on reading skill. Among the rest 35% students said that 20% of their time is spent on reading skill daily, 10% students' 15% time and 2% students' 12% time is spent on the reading skill. These results indicate that reading skill occupies a very little place in the students' professional life.

B) After reading skills the students were asked to evaluate the percentage of the writing skills. The results are given below in the table and figure;

Table 4.5

Frequencies and Percentages of students' time spent on Writing Skills.

Responses		
0%	1	2.5%
5%	3	7.5%
10%	11	27.5%
15%	5	12.5%
20%	15	37.5%
25%	4	7.5%
30%	2	5.0%
<i>Total</i>	40	100%

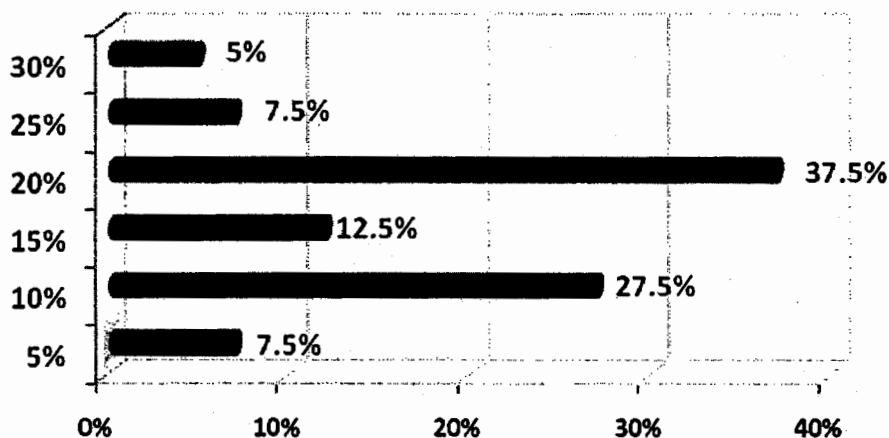


Fig 4.5. *Percentages of students' time spent on Writing Skills.*

According to the figure, 37.5% students said that 20% of their time is spent on the writing skill daily. Other percentages include 10% time (of 27.5% students'), 15% time (of 12.5% students'), 7.5% time (of 25% and 5% students') and finally 30% time of 5% students'. These results indicate that writing skills are needed more by the students of Advanced Diploma course as compared to the reading skills.

C) Thirdly the students computed the percentage of time spent on speaking skills. The responses are given in the table below;

Table 4.6

Frequencies and Percentages of students' time spent on Speaking Skills.

Responses		
10%	3	7.5%
20%	3	7.5%
25%	3	7.5%
30%	6	15.5%
35%	3	7.5%
40%	3	7.5%
45%	3	7.5%
50%	14	35.0%
60%	1	2.5%
70%	1	2.5%
Total	40	100%

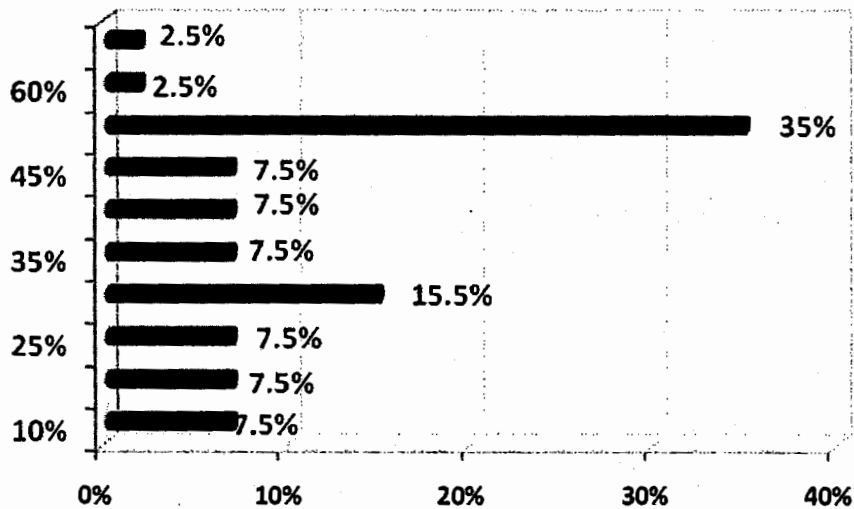


Fig 4.6. *Percentages of students' time spent on Speaking Skills.*

According to the figure, 35% students said that 50% of time they were in need of speaking skills. After that nearly 30% of the time is spent on speaking skills by 15.5% students. These figures clearly indicate that most of the time speaking skills is required by the students of Advanced Diploma and thus it should be focused more and more in the syllabus.

D) Finally the students evaluated the percentage for the listening skills. The results are given below in the table;

Table 4.7

Frequencies & Percentages of students' time spent on Listening Skills.

Responses		
10%	1	2.5%
15%	1	2.5%
20%	9	22.5%
25%	3	7.5%
30%	14	35.0%
35%	1	2.5%
40%	5	12.5%
45%	1	2.5%
48%	1	2.5%
50%	3	7.5%
60%	1	2.5%
<i>Total</i>	40	100%

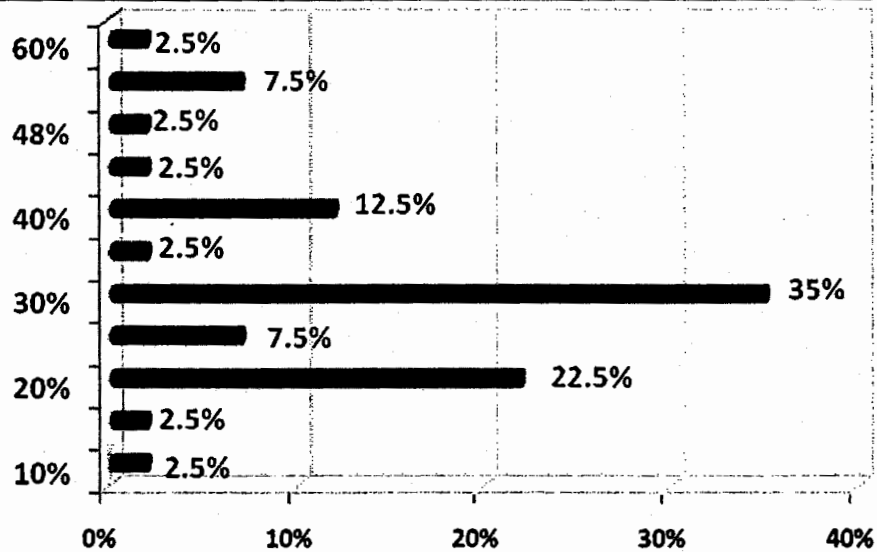


Fig 4.7. *Percentages of students' time spent on Listening Skills.*

According to the figure, the highest percentage of the students (35%) said that 30% of their time was spent on each skill. These results indicate that listening skills is used in considerate amount by the students of Advanced English Diploma 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.

4.1.5 SB5:

In order to gather some data on the students' preferred style of learning the students were asked to point out the kind of activities they would prefer in the classroom. The responses are given in the table and figure below;

Table 4.8

Frequencies and Percentages of students' preferred style of learning.

Responses		
Vocabulary	8	20.0%
Grammar	6	15.0%
Conversation	16	40.0%
Listening from Cassettes	6	15.0%
Pictures	2	5.0%
Computer	1	2.5%
Discovering Own Mistakes	1	2.5%
<i>Total</i>	40	100%

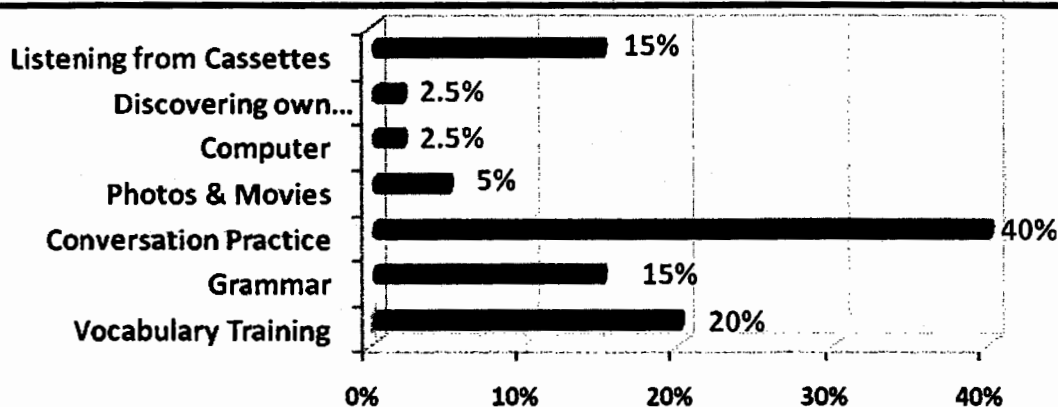


Figure 4.8. *Percentages of students' preferred style of learning.*

According to the figure, 40% of the students preferred the conversational practice in the classroom. Moreover, 20% students wanted to get vocabulary training and 15% preferred listening from cassettes and equally 15% wanted activities related to grammar. Lastly, 5% wanted to be shown movies, 2.5% wanted the use of computer-related activities and 2.5% wanted to discover their own mistakes for rectification. These results clearly indicate that the Advanced English Diploma students want more and more practice regarding the communication skills and prefer vocabulary training, because it helps in enhancing the communication skills to a great extent.

PART III- NEEDS

4.1.6 N1:

The students were asked about the area in which they would be using the language. This question was asked to get information about the 'target situation' of the student. The responses are given in the table and figure below;

Table 4.9

Frequencies and Percentages of areas in which language will be used.

Skills		
Home	0	0.0%
University	1	2.5%
Office	39	97.5%
<i>Total</i>	40	100%

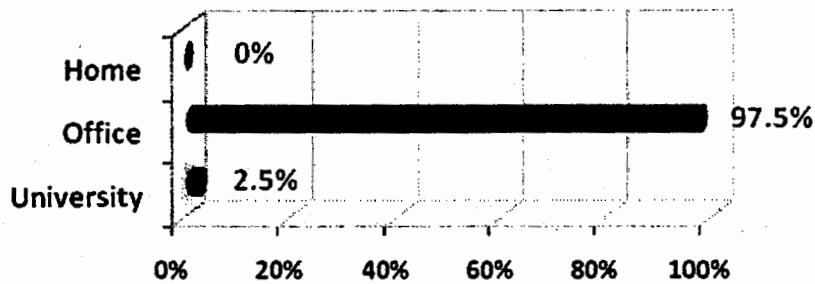


Fig 4.9. *Percentages of areas in which language will be used.*

According to the figure ,97.5% students would be using the language at their workplace. These results show that the target situation of the Advanced Diploma students is their professional setting and they join the diploma course keeping in mind their professional demands.

4.1.7 N2:

The students were asked about the person with whom the interaction would be taking place. With the help of this question the researcher aimed to evaluate the type of English required and the degree of formality that would be there in the relationship. The responses are given in the table and figure below;

Table 4.10

Frequencies and Percentages of with whom students will be using the language.

Responses		
Experts	5	12.5%
Colleagues	14	35.0%
Students	11	27.5%
Clients/Customers	7	17.5%
Boss	2	5.0%
Teachers	1	2.5%
<i>Total</i>	40	100%

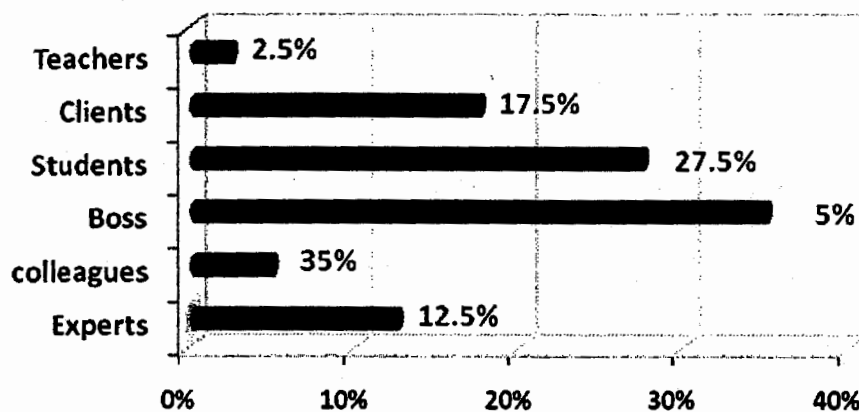


Figure 4.10. *Percentages of with whom students will be using the language.*

According to the figure, 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. These responses make it clear that students need good variety of English as they will be using English with their experts, students, colleagues and clients.

4.1.8 N3:

The students were asked about the topics of communication that would be taking place in the 'target situation'. This question will be helpful in the selection of topics and themes in the syllabus, according to the requirement. The responses are given in the figure below;

Table 4.11

Frequencies and Percentages of topics of Communication.

Responses		
Computers	8	20.0%
Health and Care	5	12.5%
Education	15	37.5%
Sales & Marketing	4	10.0%
Banking & Finance	3	7.5%
Social Work/NGOs	3	7.5%
Crime & Criminals	2	5.0%
<i>Total</i>	40	100%

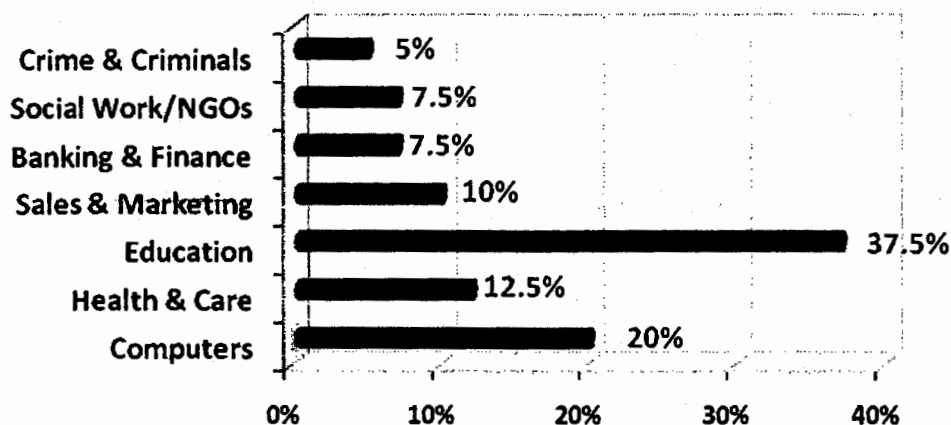


Figure 4.11. *Percentages of topics of Communication.*

According to the figure, 37.5 % students' communication would be based on education (because of their profession of teaching), 20% had to discuss about computers, 10% and 12.5% students' communication revolved around marketing & finance and Health & Care. Lastly 7.5% and 5% students needed to talk about social work and crime & criminals. These results show that there is great deal of variation in the topics and themes required by the students, according to their 'target situation'.

4.1.9 N4:

Students were required to write about the time of the day when they would be using English the most. This question was asked because the formality of the language depends a lot on the time of its usage. The responses are given in the table and figure below;

Table 4.12

Frequencies and Percentages of time of the Communication

Responses		
Morning	37	92.5%
Evening	3	7.5%
Afternoon	0	0.0%
<i>Total</i>	40	100%

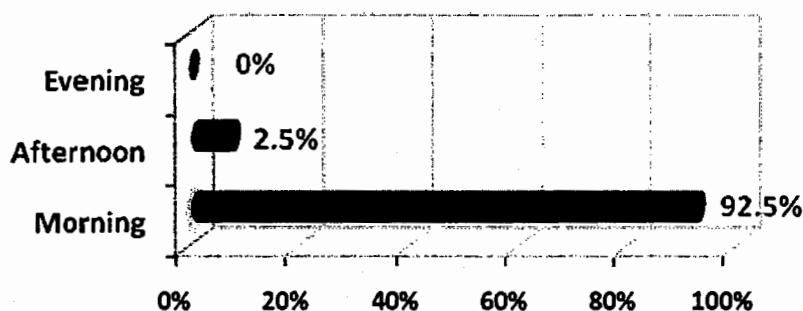


Figure 4.12. *Percentages of time of the Communication.*

According to the figure, 92.5% students required English in the morning and only 2.5% needed English in the afternoon. These results indicate that the degree of formality of English is high because of its usage in the morning. The English that should be included in the course should be "high-structured" and the standard pronunciation should be taught to the students.

4.1.10 N5:

The length of the communication determines the 'quality of English required by the learner. Keeping this fact in mind the question was asked about the extent of command of English was required by the students. The responses are shown in the table and figure below;

Table 4.13

Frequencies and Percentages of length of Communication.

Responses		
2-4 Hours	5	12.5%
4-6 Hours	20	50.0%
6-8 Hours	10	25.0%
8-12 Hours	5	12.5%
<i>Total</i>	40	100%

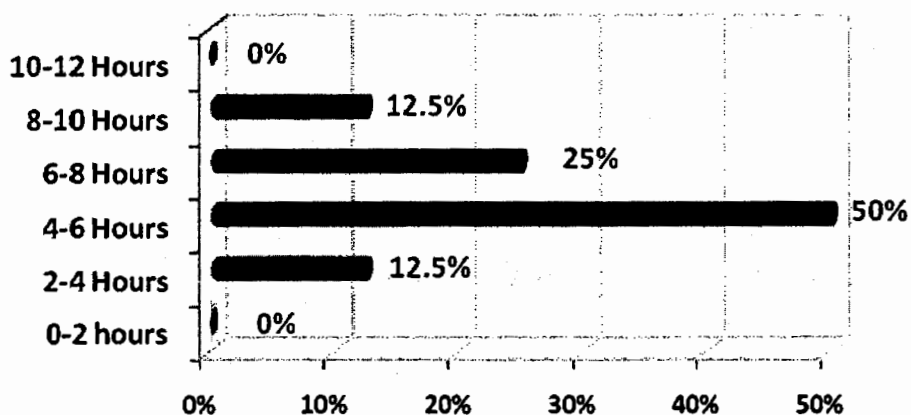


Figure 4.13. *Percentages of length of communication.*

According to the figure, 50% students needed English for 4-6 hours, 25% for 6-8 hours and 12.5% for 8-10 hours. These results make it clear that students require a good command on the language as they will have to use English for considerable period of time. Fluency is required by the students of Advanced Diploma and fluency can only be attained if there is more and more conversational practice in the class.

4.1.11 N6:

The frequency of the communication is directly proportional to the fluency required in English. The question about the frequency of the use was included to evaluate the spontaneity of communication needed by the students. The responses are given below in the table and figure below;

Table 4.14

Frequencies and Percentages of frequency of Communication.

Responses		
Very Frequently	11	27.5%
Frequently	27	67.5%
Once in a While	1	2.5%
Total	40	100%

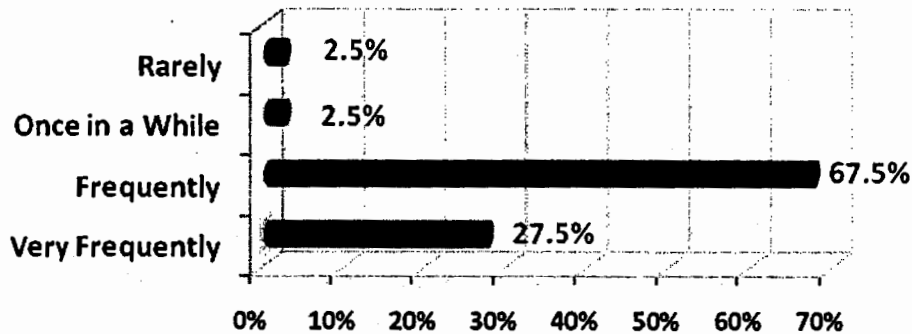


Figure 4.14. *Percentages of frequency of Communication.*

According to the figure, 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. This calls for a syllabus that focuses more and more on practice of speaking skills.

4.1.12 N7:

The students were asked to write about the channel they used for communication as the channel of communication determines the type of language needed by the students. The results are shown in the table and figure below;

Table 4.15

Frequencies and Percentages of the channel of Communication.

Responses		
Face to Face	36	90.0%
System	4	10.0%
<i>Total</i>	40	100%

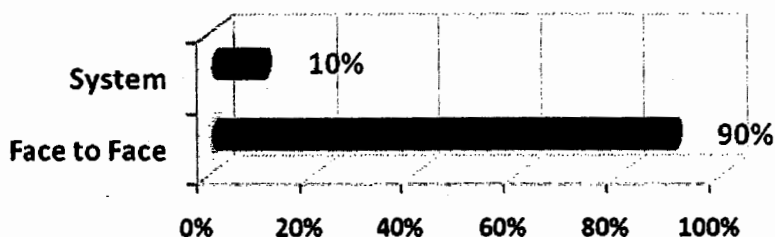


Figure 4.15. *Percentages of channel of Communication.*

According to the figure, 90% used English face to face in their target situation and 10% used the channel of computer. These results indicate that most of the students use the spoken English in their target situation and thus it should be targeted the most in their syllabus. This also shows that students need spontaneity in speech as well for affective oral delivery at workplace.

4.1.13 N8:

The medium of communication is an essential factor in determining the degree of formality, exactness and complexity of situation. Keeping these factors in mind the question regarding medium of communication was included. The responses are given below in the table and figure;

Table 4.16

Frequencies and Percentages of the medium of Communication.

Responses		
Written	6	15.0%
Spoken	34	85.0%
<i>Total</i>	40	100%

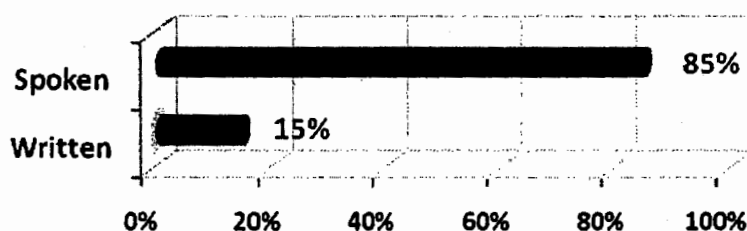


Figure 4.16. *Percentages of the medium of communication.*

According to the figure, 85% students used the spoken medium for English language in their target situation and 15% students required the written medium. These results indicate that students need good communication skills. It also indicates that along with the communications skills the syllabus should also aim at improving the fluency, tone and speed of talking.

4.1.14 N9:

The grammatical structural and vocabulary vary according to the degree of formality of the language. Keeping this fact in mind questions about the required formality of English was asked. The responses are given in the table and figure below;

Table 4.17

Frequencies and Percentages of the kind of English required by the students.

Responses		
Formal	23	57.5%
Informal	3	7.5%
Both	14	35.0%
<i>Total</i>	40	100%

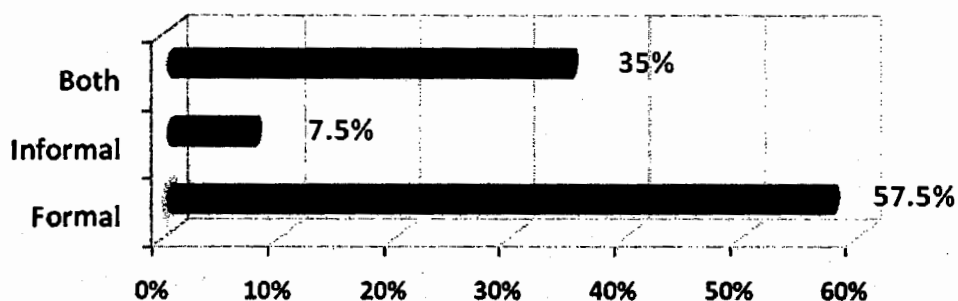


Figure 4.17. *Percentages of the kind of English required by the students.*

According to the figure, 57.5% students needed to speak the formal English, 35% required informal and 7.5% used both varieties. These results indicate that most of the students require high degree of formality and thus effort should be done for instilling ample vocabulary and correct grammatical structure in students' English.

4.1.15 N10:

Dialect is also an important factor in determining the degree of correctness of pronunciation required by the students. Thus this question was included to evaluate the role pronunciation played in their communication. The responses are given below in the table and figure;

Table 4.18

Frequencies and Percentages of the dialect required by the students.

Responses		
Standard	28	95.5%
Colloquial	2	5.0%
Regional	0	0.0%
Total	40	100%

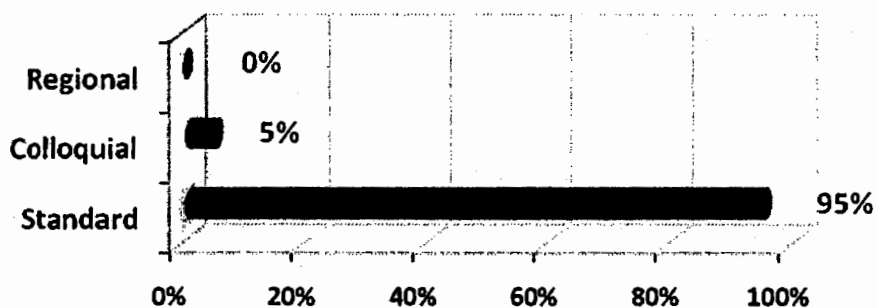


Figure 4.18. *Percentages of the dialect required by the students.*

According to the figure, 95% students required the standard dialect and only 5% students used the colloquial dialect. These results clearly indicate that students are in need of exact pronunciation as they use standard dialect in their target situation. It also indicates that students should be exposed more and more to the speech samples of natives so that they rectify their mistakes by making a comparison between their speech and the speech made by natives.

4.1.16 N11:

Functions of language are an integral part of language as the structure depends a great deal on the functions used by the speaker. Furthermore, the degree of formality also varies with the situation and the function used for that particular situation. Keeping the above fact in mind the question about the required functions of language was included. The results are summarized in the table and figure below;

Table 4.19u63

Frequencies and Percentages of the functions of Language required by the students.

Responses		
Greeting	1	2.5%
Giving and Taking Information	18	45.0%
Commanding	2	5.0%
Asking/Answering Questions	4	10.0%
Giving/Agreeing/Disagreeing with Opinion	2	5.0%
All of the Above	13	32.0%
<i>Total</i>	40	100%

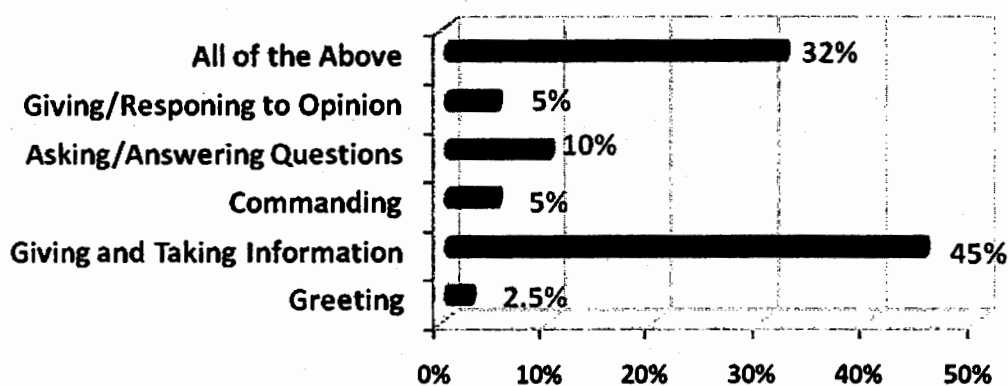


Figure 4.19. *Percentages of the functions of Language required by the Students.*

According to the figure, 45% students required the function of giving and taking information. Moreover 32% students required all the functions mentioned in the list and 10%, 5%, and 3% required the functions of answering/asking questions, commanding and greeting. These results indicate that a variety of functions are required by the students and thus they should be given a knowhow of how different functions are used in different situations and the tone and structures associated with each function.

PART IV-LACKS

4.1.17 L1:

Students were asked to evaluate their level to see the gap that existed between the target proficiency and the existing proficiency. The results are summarized in the table and figure below;

Table 4.20

Frequencies and Percentages of students' level of English.

Responses		
Below Average	20	50.0%
Average	13	32.5%
Good	7	17.5%
<i>Total</i>	40	100%

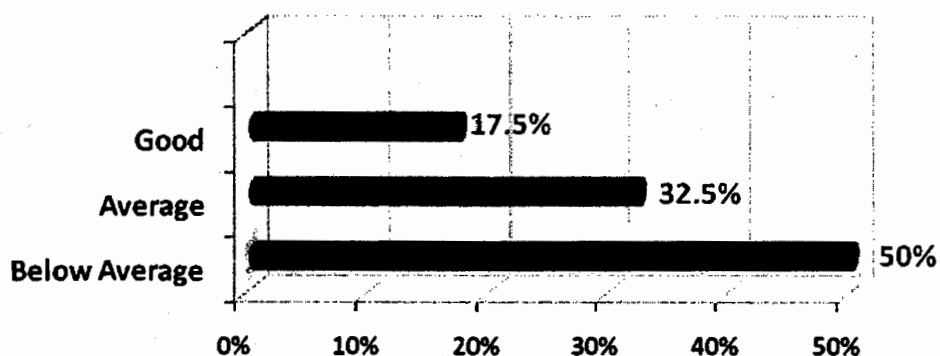


Figure 4.20. *Percentages of the students' level of English.*

According to the figure, 50% rated their level as “below average”, 32.5% and 17.5% rated it as “average” and “good”. These results clearly indicate that mostly students are in high need of a syllabus that first of all aims to improve their command on the English language in terms of the skills. This also shows that syllabus should be activity based so that students can get great deal of practice for raising their level.

4.1.18 L2:

The researcher asked the students to rate their level in the four skills i.e, Speaking, Reading, Writing and Listening .The responses for each skill are as follows;

A) First of all students were asked to rate their reading skills to evaluate the effort needed to be done in terms of reading skills. The responses are summarized in the table and figure below;

Table 4.21

Frequencies and Percentages of the level of Reading Skills.

Responses		
Below Average	7	17.5%
Average	13	32.5%
Good	18	45.0%
Excellent	2	5.0%
<i>Total</i>	40	100%

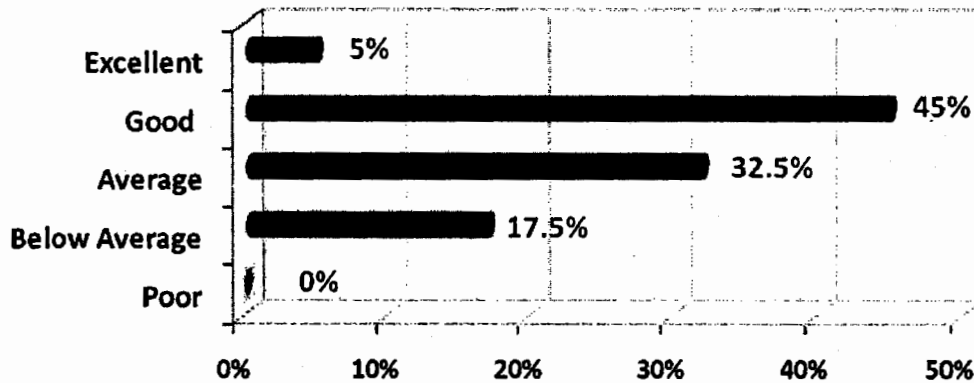


Figure 4.21. *Percentages of the level of Reading Skills.*

According to the figure, 45% students thought that their level of reading skills was “good”. Moreover 32.5% students rated it as “average” and 17.5% students rated it as “below average”. These results indicated that reading skills is not the centre of focus of Advanced English Diplomas students.

B) Researcher asked the students to rate their writing skills to establish its degree of need among the Advanced Diploma students. The responses are summarized in the table and figure below;

Table 4.22

Frequencies and Percentages of the level of Writing Skills.

Responses		
Poor	3	7.5%
Below Average	14	35.0%
Average	20	50.0%
Good	3	7.5%
Excellent	0	0.0%
<i>Total</i>	40	100%

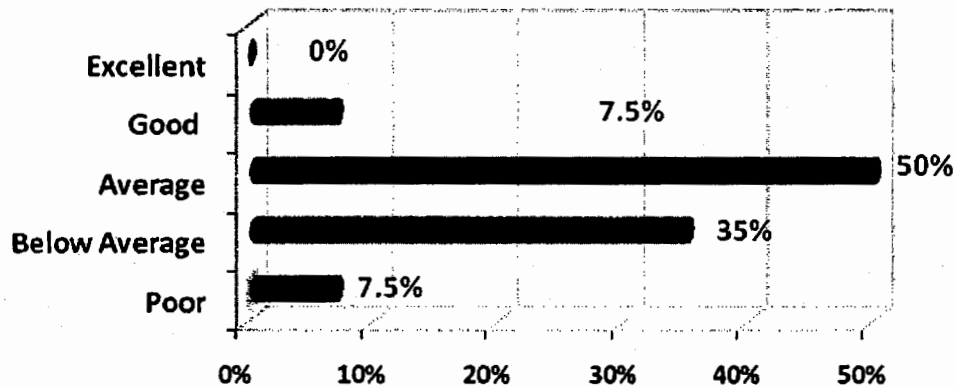


Figure 4.22. *Percentages of the level of Writing Skills.*

According to the results, 50% rated their level of writing skills as “average”, 35% rated it “below average” and 7.5% rated it as “good” and “poor”. These results indicate that majority of students’ writing skill is average and more effort is required on their writing skills as compared to reading skills.

C) Thirdly the students were asked to rate their listening skills to find out the place this skill should occupy in the syllabus. The results are summarized in the table and figure below;

Table 4.23

Frequencies and Percentages of the level of Listening Skills.

Responses		
Poor	9	22.5%
Below Average	19	47.0%
Average	12	30.0%
Good	0	0.0%
Excellent	0	0.0%
<i>Total</i>	40	100%

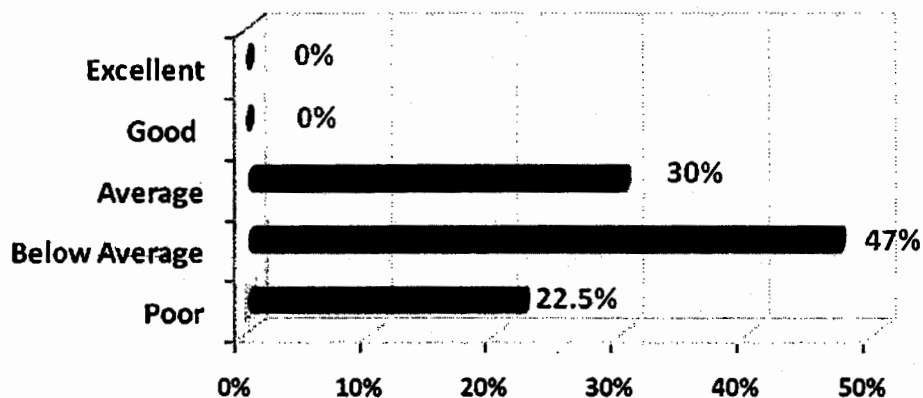


Figure 4.23. *Percentages of the level of Listening Skills.*

According to the figure, 47% students rated their listening skills as “below average” and 30% rated it as “average”. It should be noted that 22.5% students rated their listening skills as “poor”. These results indicate that students’ listening skills is not up to the mark and it should be given proper attention.

D) Students finally rated their speaking skills to indicate the existing proficiency in the speaking skills so that the gap could be abridged. The responses are summarized in the table and figure below;

Table 4.24

Frequencies and Percentages of the level of Speaking Skills.

Responses		
Poor	16	40.0%
Below Average	40	50.0%
Average	4	10.0%
Good	0	0.0%
Excellent	0	0.0%
<i>Total</i>	40	100%

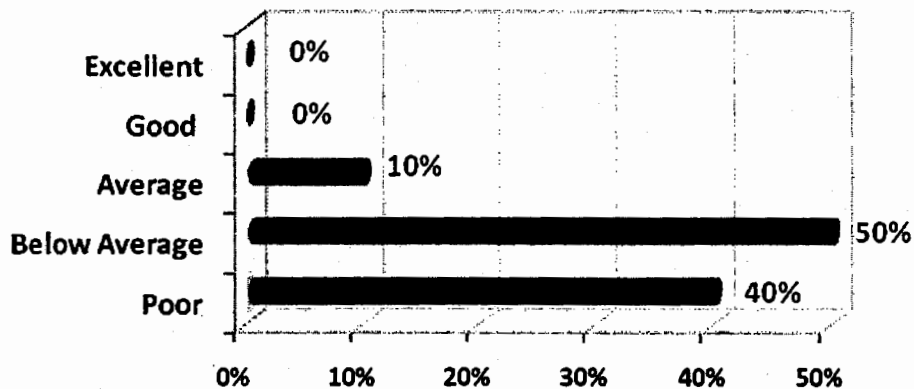


Figure 4.24. *Percentages of the level of Speaking Skills.*

According to the figure, 50% of the students rated their speaking skills as “below average”, 40% as “poor” and only 10% as “average”. These figures clearly indicate 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.

4.1.19 L3:

Students were asked to jot down the problems they faced in English language so that the effort could be put in to eradicate these difficulties. The results are summarized in the table and figure below;

Table 4.25

Frequencies and Percentages of the problems faced by the students.

Responses		
Speaking Fluently	9	22.5%
Incorrect Grammatical Sentences While Speaking	12	30.0%
Pronunciation	5	12.5%
Lack of Confidence	4	10.0%
Understanding English	4	10.0%
Writing	1	2.5%
Spellings	1	2.5%
Group Discussion	4	10.0%
<i>Total</i>	40	100%

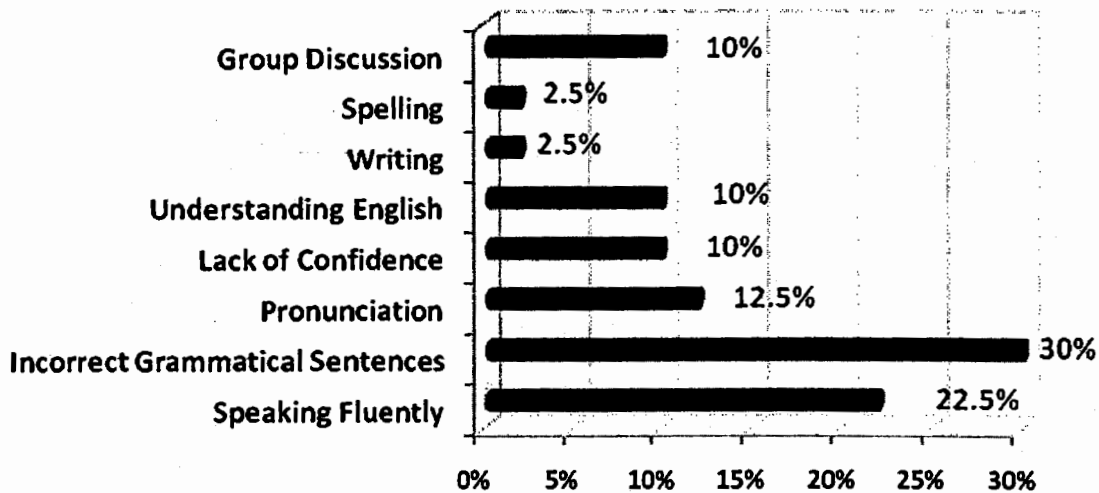


Figure 4.25. *Percentages of the problems faced by the students.*

According to the results, 30% students faced difficulty in making correct sentences while speaking. Furthermore 22.5% and 12.5% students found it difficult to speak fluently and pronounce correctly. Finally 30% students faced difficulty in speaking confidently, participating in group discussion and understanding English. These results indicate that most of the students face difficulties in the factors related to the communication skills.

PART V-WANTS

4.1.20 W1:

This question aimed at evaluating the listening abilities needed by the students' so that the activities could reflect the exact listening needs. The responses are summarized in the figure and table below;

Table 4.26

Frequencies and Percentages of preferred Listening skills of the students.

Responses		
Understanding Natives	19	47.5%
Understanding Daily Conversation	8	20.0%
Listening to Lectures	3	7.5%
Understanding sounds	2	5.0%
Listening effectively	8	20.0%
<i>Total</i>	40	100%

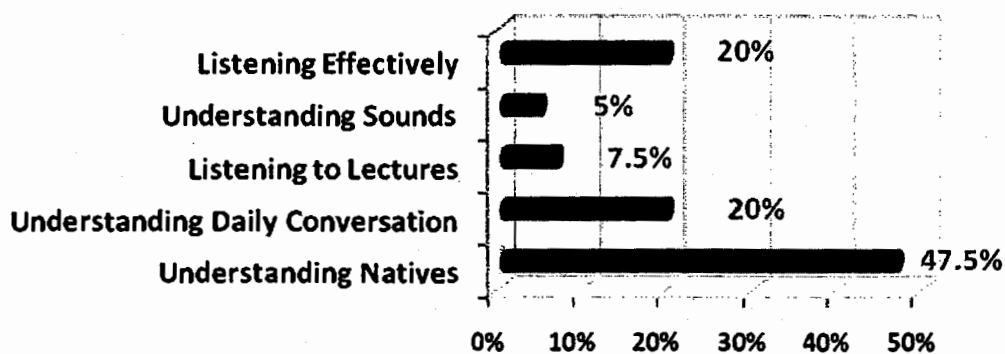


Figure 4.26. *Percentages of preferred Listening Skills of the Students.*

According to the results, 47.5% students wanted to understand natives' speech. Moreover 20% students wanted to understand communication at workplace and equally 20% wanted to listen effectively in general. These results indicate that most of the diploma students want to understand not only the native speech and vocabulary but the accent as well. This shows that the 'native speech' should be used as a sample in the classroom.

4.1.21 W2:

The students were asked about the speaking skills which they wanted to improve so that effort could be done in instilling these skills according to the needs. The responses are summarized in the table and figure below;

Table 4.27

Frequencies and Percentages of preferred Speaking Skills of the students.

Responses		
Discussion	10	25.0%
Correct Structure	10	25.0%
Speaking in Context	1	2.5%
Fluency	10	25.0%
Questioning	4	10.0%
Good Pronunciation	1	2.5%
Confidence	4	10.0%
<i>Total</i>	40	100%

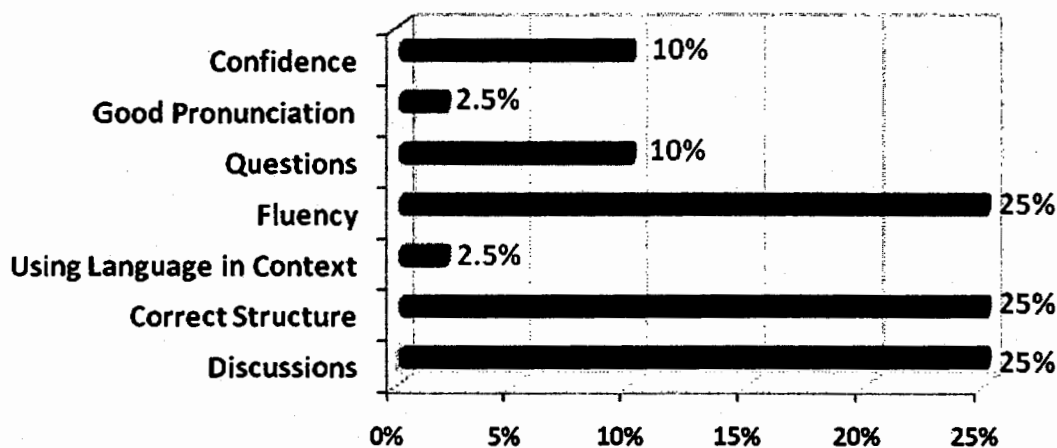


Figure 4.27. *Percentages of preferred Speaking Skills of the students.*

According to the figure, 25% students wanted to participate in discussions, 25% wanted to acquire fluency and 25% wanted to use correct structure while speaking. Among the rest 10% wanted to be confident during communication. These results indicate that students' main focus is on fluency and using the correct structure so that they can participate in any kind of communicative activity.

4.1.22 W3:

Moreover, Students selected their preferences for the reading skills required by them so that those skills could be taken care of. The responses summarized in the table and figure below;

Table 4.28

Frequencies and Percentages of preferred Reading Skills of the students.

Responses		
Reading Newspapers	10	25.0%
Reading books/articles	13	32.0%
Deducing New Words	5	12.5%
Skimming	3	7.5%
Scanning	3	7.5%
Technical Vocabulary	6	15.0%
<i>Total</i>	40	100%

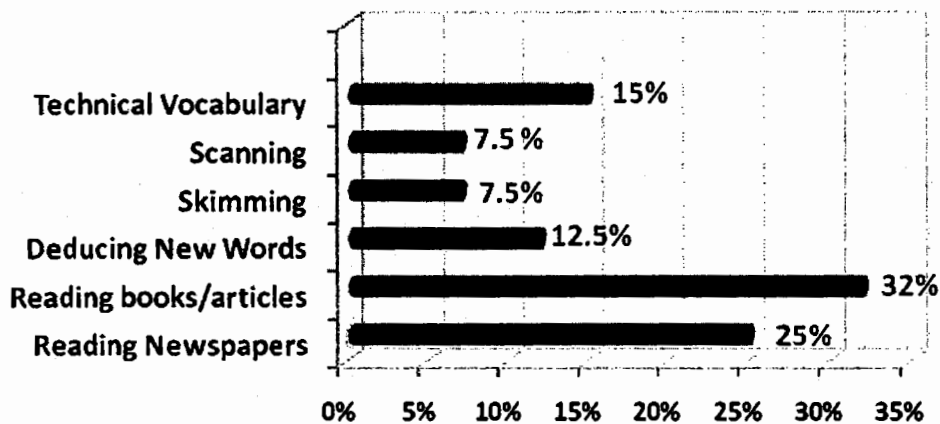


Figure 4.28. *Percentages of preferred Reading Skills of the students.*

According to the results, 32% students wanted to develop reading skills so that they could read books and articles, 25% wanted to read English newspapers, 15% wanted to understand technical jargons and 12.5% wanted to understand unknown words. These results clearly indicate that students reading needs are mostly associated with vocabulary.

4.1.23 W4:

Lastly students were asked to pin point the writing skills needed by them so that the skills could be prioritized accordingly .The responses are summarized in the table and figure below;

Table 4.29

Frequencies and Percentages of preferred Writing Skills of the students.

Responses		
Organization	9	22.5%
Writing Reports	8	20.0%
Using good Vocabulary	8	20.0%
Writing Formal/Informal Correspondence	7	17.5%
Writing Job Applications	5	12.5%
Summarizing Information	3	7.5%
<i>Total</i>	40	100%

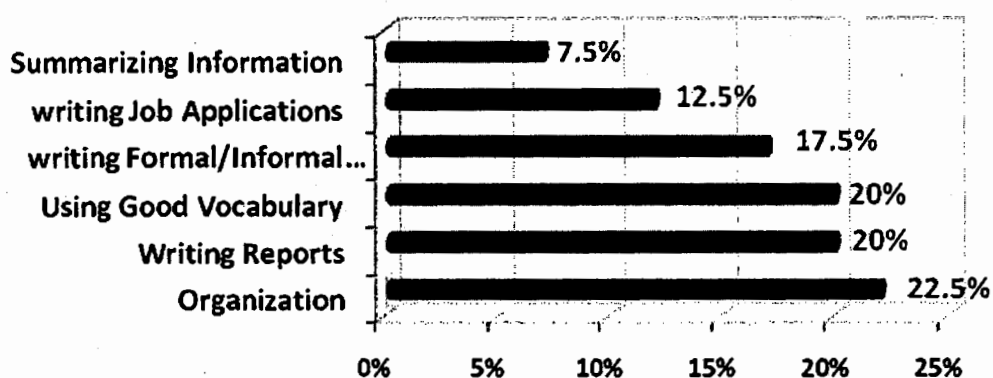


Figure 4.29. *Percentages of preferred Writing skills of the students.*

According to the figure, 23% wanted to have organization while writing, 20% wanted to use good vocabulary while writing and equally 20% favour writing good reports etc at workplace. Furthermore 17.5% needed good writing skills for formal/informal correspondence and 12.5% for job applications. These results clearly indicate that the students' want to have organization, correct sentence structure and good vocabulary while writing.

4.2 INTERVIEW ANALYSIS:

The researcher conducted the interviews from the students, teachers and alumni of Advanced English Diploma. The interview questions have been analyzed with the help of SPSS. The data has been presented with the help of bar graphs by Microsoft Excel. The tables are also constructed to give detailed analysis. The analysis of the interviews is as follows;

4.2.1 ANALYSIS OF STUDENTS' INTERVIEWS:

4.2.1.1 S1:

First of all, the students were asked about their academic background to collect data regarding the level of Advanced Diploma students. The researcher aimed at evaluating the level. The responses are summarized in the table and figure below;

Table 4.30

Frequencies and Percentages of students' academic background.

Responses		
Bachelors	4	40.0%
Masters	6	60.0%
Total	40	100%

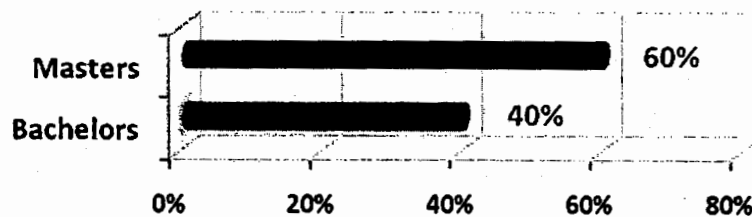


Figure 4.30. *Percentages of students' academic background.*

According to the figure, 60% of the students had done their Masters before entering into the Advanced Diploma course. Furthermore 40% of the students were graduates. These percentages indicate that students should have the clear understanding of the basics of English language as their average level is post-graduate.

4.1.1.2 S2:

Students were furthermore asked about the kind of job they were involved in. By asking this question the researcher aimed at finding out the central duties that the student had to perform during the job. The researcher's main concern was to evaluate which skills would be helpful in improving student's performance in relation with the target situation. The responses are summarized in the table and figure below;

Table 4.31

Frequencies and Percentages of students' professions.

Responses		
Law	1	10.0%
Telecom	1	10.0%
Administration	1	10.0%
Management	1	10.0%
Government Employee	1	10.0%
Sales	1	10.0%
Teaching	4	40.0%
<i>Total</i>	40	100%

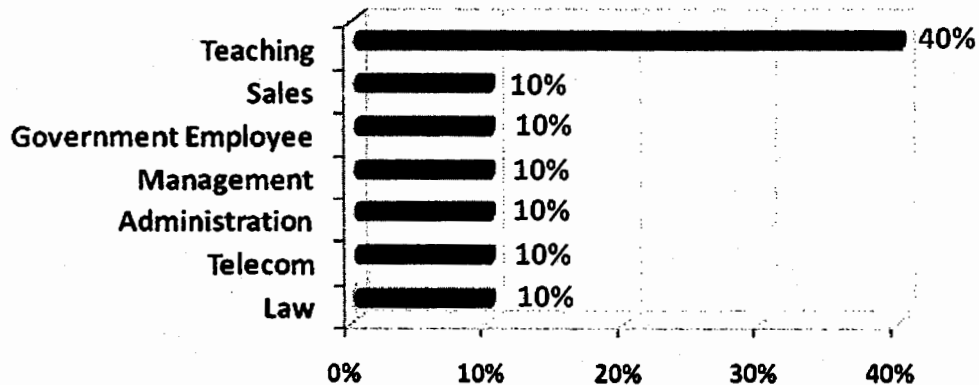


Figure 4.31. *Percentages of students' professions.*

According to the figure, 40% of the students were into the profession of teaching. The rest of the 60% students were related equally to Sales, Management, Administration, Telecom, Law and Government job. This shows that students come from variety of backgrounds with very different professional demands. It should be noted here that all these professions encompass variety of success criterion which are poles apart from each other.

4.2.1.3 S3:

The students were questioned about the skills that were needed the most in their profession. Through this question researcher aimed to find out the skill that should be the centre of focus for the syllabus of Advanced English Diploma students. The responses are summarized in the table and figure below;

Table 4.32

Frequencies and Percentages of most needed skills

Responses		
Speaking	6	60.0%
Writing	1	10.0%
Listening	3	30.0%
Reading	0	0.0%
<i>Total</i>	40	100%

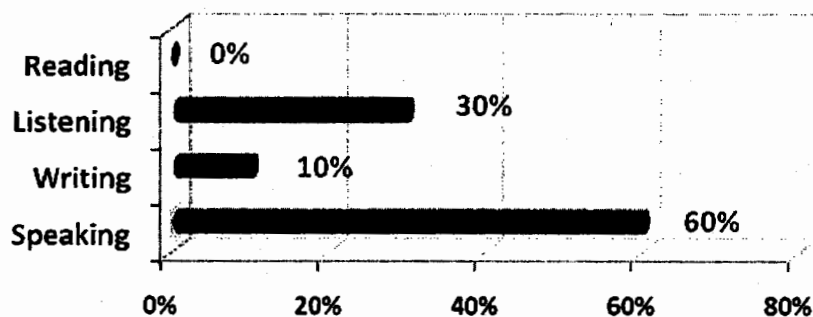


Table 4.32. *Percentages of most needed skills.*

According to the figure, 60% of the students showed their preference for the speaking skills. Among the rest, 30% voted for listening, 10% for writing and none for reading skills. These results indicate that Advanced English Diploma students needs mostly relate to the communication abilities. We can easily conclude that the students' syllabus should focus more on the aspects that are helpful in developing good communication skills. Listening should come after speaking in the syllabus.

4.2.1.4 S4:

A Language course should succor the students in overcoming the weakness that lie inside them. Keeping in mind this purpose the question about the weakest area of the students was asked so that it could be worked on by curriculum makers in future. The results are shown in the table and figure below;

Table 4.33

Frequencies and Percentages of students' weakest area.

Responses	Frequencies	Percentages
Speaking	7	70.0%
Listening	2	20.0%
Writing	1	10.0%
<i>Total</i>	40	100%

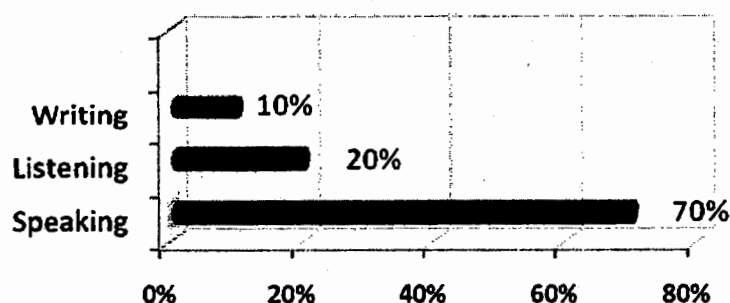


Figure 4.33. *Percentages of students' weakest area.*

According to the figure, 70% students expressed their weakness in the speaking skill. Among the rest 20% students were not satisfied at all with their listening abilities and 10% with their listening. Here again we can see that the weakness of majority of the students' in the speaking skills calls for a syllabus that would focus more and more in improving their communication abilities.

4.2.1.5 S5:

After finding out about the weakest language area, students were asked in detail about the difficulties they faced in English language. It is notable that all the difficulties that students' pointed out were related to the communication skill of an individual. The results are shown in the table and figure below;

Table 4.34

Frequencies and Percentages of difficulties faced by the students in English.

Responses		
Lack of Confidence	1	10.0%
Bad Pronunciation	1	10.0%
Grammatical Mistakes	2	20.0%
Lack of Fluency	3	30.0%
Understanding Vocabulary	2	20.0%
Understanding Native Accent	1	10.0%
<i>Total</i>	40	100%

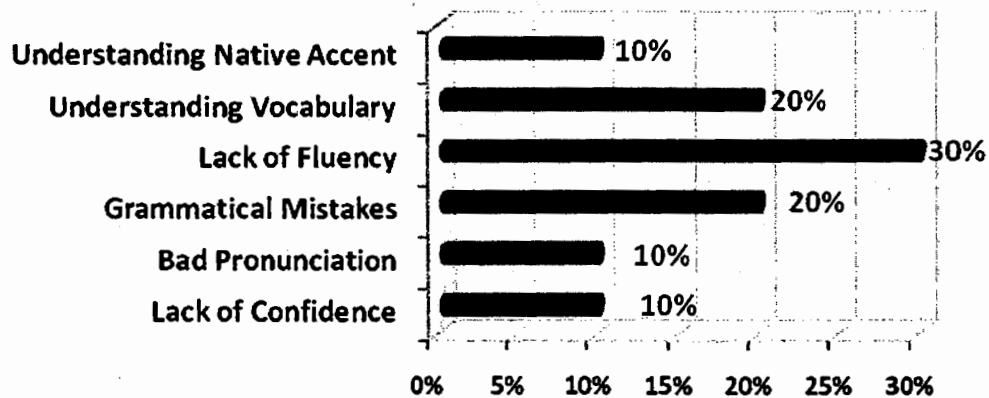


Figure 4.34. *Percentages of difficulties faced by the students in English.*

According to the figure, 30% of the students faced difficulty in speaking fluently. Furthermore 20% of the students made structural mistakes while speaking and equally 20% of the students found it difficult to understand the vocabulary of the speaker. Among the rest 10% of the students faced problems in terms of confidence, another 10% in pronunciation and yet another 10% in understanding native accent. This shows that the difficulties that students face in English language mostly revolve around the speaking and then listening skills.

4.2.1.6 S6:

Advanced Diploma students were asked what they expected from the course so that their needs could be prioritized accordingly. The results are given in the table and figure below;

Table 4.35

Frequencies and Percentages of expectations of students from the course.

Responses		
Fluency	2	20.0%
Good Communication Skills	4	40.0%
Forming grammatically Correct Sentences	1	10.0%
Good Vocabulary	1	10.0%
Understanding English	2	20.0%
<i>Total</i>	40	100%

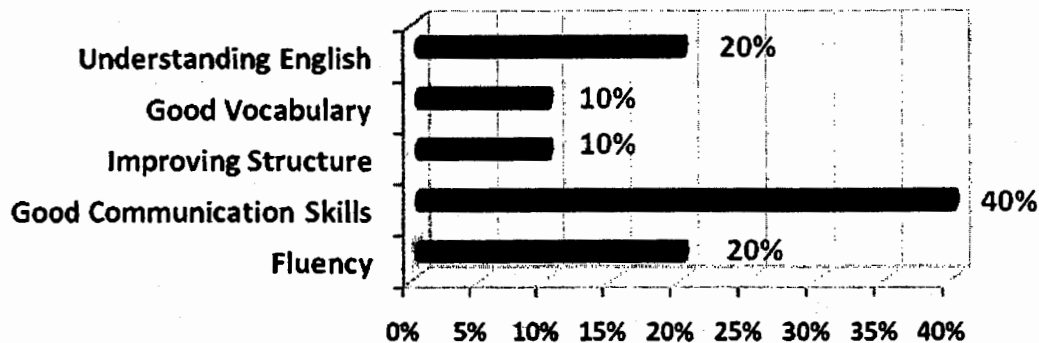


Figure 4.35. *Percentages of expectations of students from the course.*

According to the figure, 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 are mostly related to Communication skills and all the factors that contribute towards enhancing this skill.

4.2.1.7 S7:

In order to determine, how well the syllabus has been catering to their needs, the students' were asked about the subject that was helping them the most in terms of their needs and expectations. The results are summarized in the table and figure below;

Table 4.36

Frequencies and Percentages of the most helpful subject.

Responses		
Speaking Skills	4	40.0%
Grammar	1	10.0%
Phonetics and Phonology	2	20.0%
Integrated Skills	2	20.0%
Creative Writing	1	10.0%
<i>Total</i>	40	100%

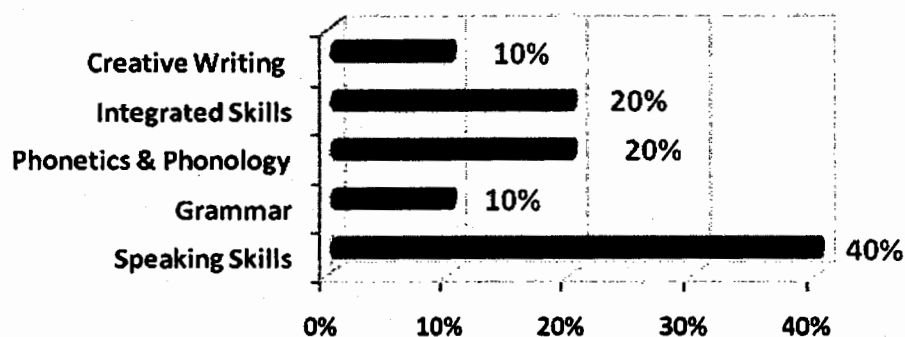


Figure 4.36: *Percentages of the most helpful subject.*

According to the figure, the most helpful was the speaking skills subject for the students as 40% students favoured it. Phonetics and phonology (20%) and integrated skills (20%) were rated second according to the role they were playing in learning process. Furthermore, 10% of the students voted for grammar, and equally 10% for creative writing. These results show that the subjects that aim at improving all the factors related to communication skills of the students are most helpful for them.

4.2.1.8 S8:

After being asked about the most helpful, the students were asked about the subject that was least helpful for them in terms of their needs. The results are shown in the table and figure below;

Table 4.37

Frequencies and Percentages of the least helpful subject.

Responses		
Language and Literature	3	30.0%
Dissertation	4	40.0%
Academic Skills	2	20.0%
CALL	1	10.0%
<i>Total</i>	40	100%

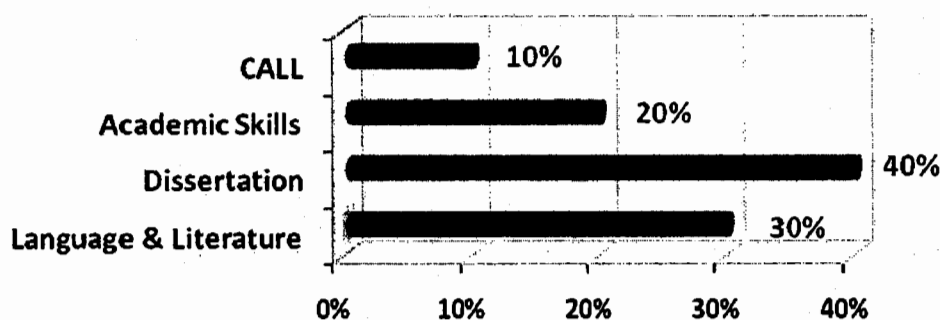


Figure 4.37. *Percentages of the least helpful subject.*

According to the figure, 40% of the students expressed their dislike for dissertation, 30% for language and literature, 20% for CALL and 10% for academic skills. These results show that dissertation is being least helpful for the students' in terms of learning, especially because it does not correlate with the needs and expectations of Advanced Diploma students who join the course for occupational reasons.

4.2.1.9 S9:

In the end, the students were asked about their preferred style of learning. It is very important in any ESP course to keep learners at the heart of the learning process. Keeping this thing in mind, the researcher aimed to find out students' own idea of learning. The results are shown in the table and figure below;

Table 4.38

Frequencies and Percentages of the preferred style of learning.

Responses		
Movies	2	20.0%
Class Activities	2	20.0%
Focus on Speaking	4	40.0%
Practice from Cassettes	1	10.0%
Vocabulary Training	1	10.0%
<i>Total</i>	40	100%

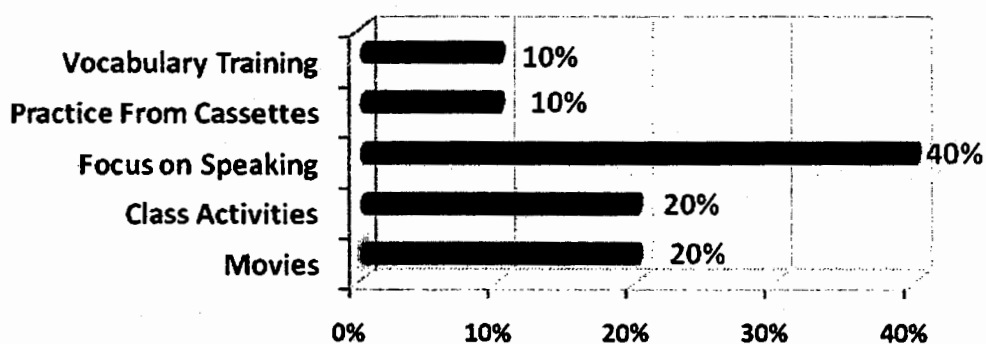


Figure 4.38. *Percentages of the preferred style of learning.*

According to the figure, 40% of the students wanted the syllabus to focus more on speaking. Among the rest, 20% of the students were in favour of more class activities and 20% were interested in movies. Lastly, 10% of the students wanted vocabulary training and yet 10% preferred doing practice from cassettes. The following results clearly indicate students' preference for a syllabus that aims at improving their communication skills.

4.2.2 ANALYSIS OF TEACHERS' INTERVIEWS

4.2.2.1 T1:

It is significant to mention here that the students are not always aware of their needs and their level of English. Teachers are in a better position to evaluate the level of the students in her class. Keeping this fact in mind, the following question about the level of students' was asked. The teachers were given the following options a) Poor b) Below average, c) Average, d) Good, e) Excellent. The responses are shown in the table and figure below;

Table 4.39

Frequencies and Percentages of the students' level of English.

Skills		
Poor	0	0.0%
Below Average	3	60.0%
Average	2	40.0%
Good	0	0.0%
Excellent	0	0.0%
<i>Total</i>	40	100%

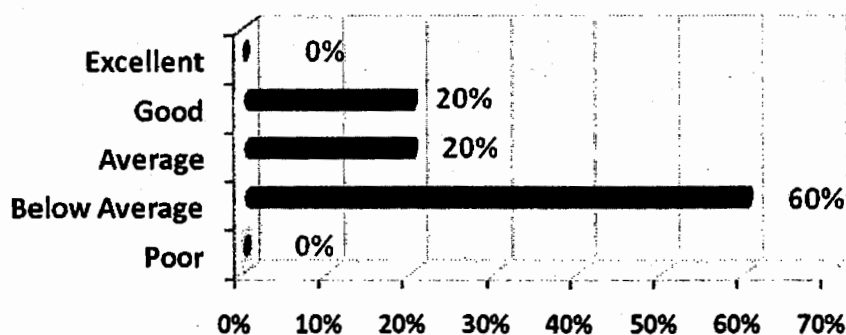


Figure 4.39. *Percentages of the students' level of English.*

According to the figure, 60% of the teachers were of the view that students' level was below average. Furthermore 40% of the teachers thought that students' level was average in terms of English. These results show that the Advanced Diploma students do not have the average level of English language. On the contrary, their level of English is below normal and this calls for excessive care in the syllabus designing process.

4.2.2.2 T2:

The teachers were asked to evaluate the weakest area of their students. It should be noted that the research was conducted at the end of the semester and the teachers had been teaching for a couple of months. Keeping this thing in mind the following question was asked as the teachers were in a position to answer it in a better way. The results are summarized in the table and figure below;

Table 4.40

Frequencies and Percentages of the weakest area of students.

Responses		
Fluency	1	20.0%
Wrong Grammatical Structure	2	40.0%
Understanding Native Accent	1	20.0%
Lack of Vocabulary	1	20.0%
<i>Total</i>	40	100%

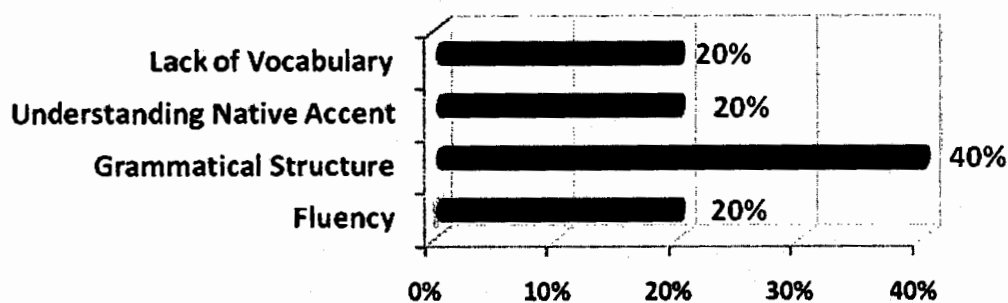


Figure 4.40. *Percentages of the weakest area of students.*

According to the figure, 40% of the students were of the view that students were weak in forming grammatically correct sentences while speaking. Among the rest 20% teachers pointed out the lack of fluency, 20% lack of vocabulary and the last 20% pointed out the difficulty in understanding the native accent. These results show that the students' weakest area comprises of factors that ensure successful communication skills.

4.2.2.3 T3:

In order to evaluate the skill that should be focused on, the teachers were asked about the language area that should be given the most importance in terms of the needs of the students. The results of the responses are given in the table and figure below;

Table 4.41

Frequencies and Percentages of the skills that should be focused on.

Responses		
Speaking	31	60.0%
Listening	1	20.0%
Grammar	1	20.0%
Total	40	100%

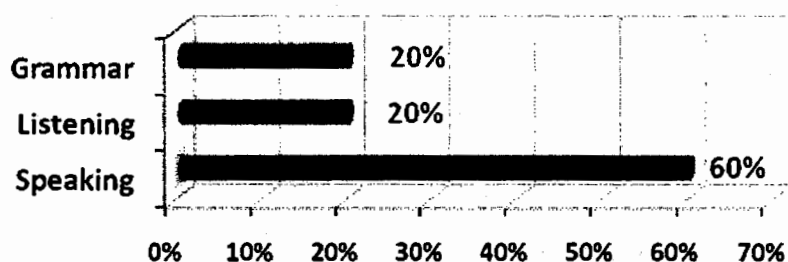


Figure 4.41. *Percentages of the skills that should be focused on.*

According to the figure, 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. It should be noted that the teachers are capable of evaluating students' weaknesses and suggesting ways for overcoming it. These responses by the teachers who have been teaching the diploma students make it very clear that the syllabus for Advanced Diploma students who join the it for occupational reasons should focuses more and more on the speaking skills of the students.

4.2.2.4 T4:

The teacher has to deal with the students throughout the class and a teacher can assess the satisfaction of the students with the help of students' feedback and behavior. Thus this question was asked to get teachers' view on the satisfaction level of the students. The teachers were given the following options a) Poor b) Below average, c) Average, d) Good, e) Excellent. The responses are given in the table and figure below;

Table 4.42

Frequencies and Percentages of the students' satisfaction level.

Responses		
Poor	0	0.0%
Below Average	2	40.0%
Average	2	40.0%
Good	1	20.0%
Excellent	0	0.0%
<i>Total</i>	40	100%

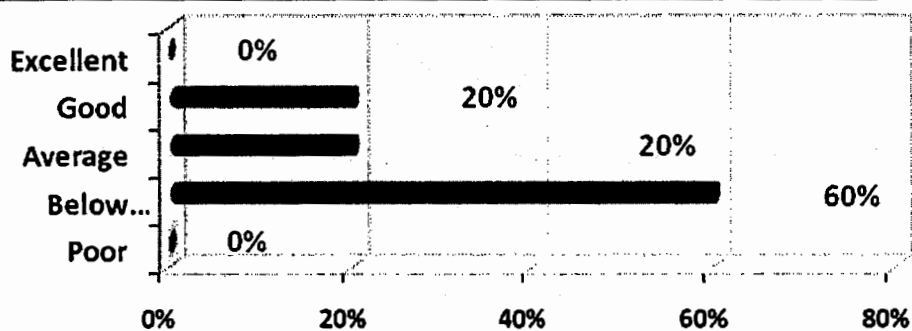


Figure 4.42. *Percentages of the students' satisfaction level*

According to the figure, 40% of the teachers rated the satisfaction level below average and the equal 40% of the teachers rated it average. It is notable that one teacher (20%) was of view that that the students' satisfaction level was "good". It should be made clear that two teachers who rated the satisfaction level "below average" were teaching the subjects "Research Methodology" and "CALL". The teacher who rated it "average" was taking "Academic skill". Moreover the last teacher who rated the satisfaction level good was the "Speaking Skills" teacher. These results clearly indicate that the students are more satisfied with the subjects that aim at enhancing their communication skills.

4.2.2.5 T5:

Level of interest depends entirely upon students' satisfaction with the course and fulfillment of their expectations. Teachers were asked to rate their students' interest level to determine how well their needs had been catering. The responses are summarized in the table and figure below;

Table 4.43

Frequencies and Percentages of the students' interest level.

Responses		
poor	0	0.0%
Below Average	3	60.0%
average	1	20.0%
Good	1	20.0%
Excellent	0	0.0%
<i>Total</i>	40	100%

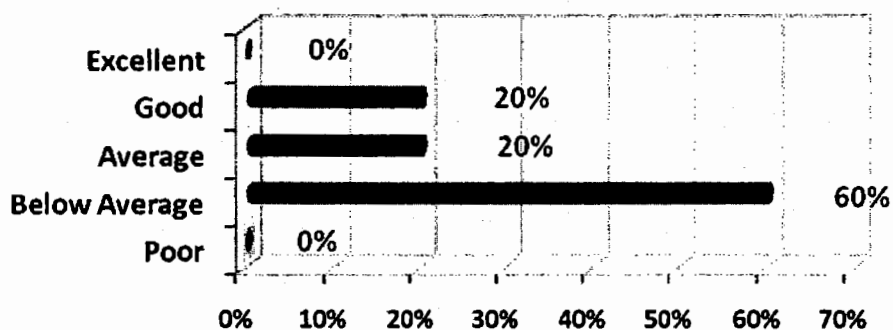


Figure 4.43. *Percentages of the students' interest level.*

According to the figure, 60% teachers rated the interest level as "below average" , 20% rated it as "average" and 20% as "good". It should be noted that the speaking skills teacher evaluated the level as good and was happy with the performance of her students. This further validates the point mentioned above by the teachers that students weakest area is their communication skills. As students' needs are catered during the speaking skills period, thus their interest and satisfaction level is high during that class.

4.2.2.6 T6:

The satisfaction of the students strongly relates with the way the needs of the students are catered during the course. The teachers were asked about the expectations of the Advanced Diploma students to evaluate the loopholes that were there in the syllabus they were exposed to. The responses are given in the table and figure below;

Table 4.44

Frequencies and Percentages of the students' expectations with the course.

Responses		
Understanding English	2	40.0%
Good Communication Skills	3	60.0%
<i>Total</i>	40	100%

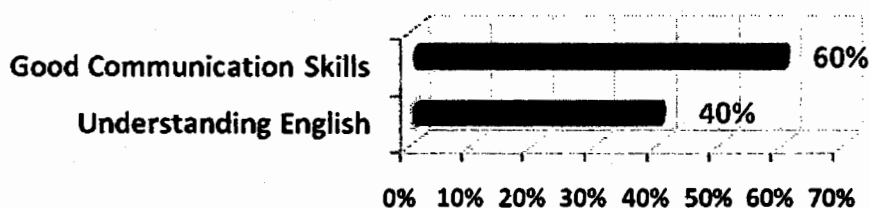


Figure 4.44. *Percentages of the students' expectations from the course.*

According to the figure, 60% of the teachers were of opinion that the students expected to improve their communication skills after the completion of the Advanced Diploma course. Furthermore 40% of the teachers believed that students expected to polish their listening skills after the diploma course. These results indicate that the students' reasons for joining the course revolve greatly around the communication skills because this skill was needed the most at their workplace.

4.2.2.7 T7:

Students of the Advanced Diploma come from very different backgrounds and professions. Keeping this fact in mind the teachers were asked if there was diversity in the needs of the Advanced Diploma students. The responses are summarized in the table and figure below;

Table 4.45

Frequencies and Percentages of the relatability of students' needs.

Responses	Frequencies	Percentages
Not Related	3	60.0%
Related to some Extent	2	40.0%
Definitely Related	0	0.0%
<i>Total</i>	40	100%

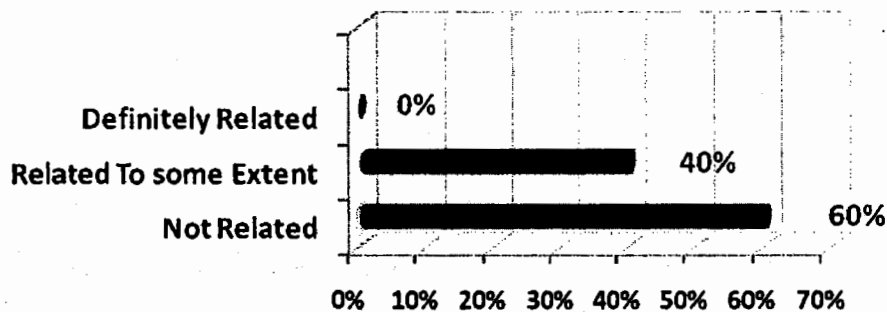


Figure 4.45. *Percentages of the relatability of students' needs.*

According to figure, 60% teachers did not find similarity in the needs of all the Advanced Diploma students. Moreover 40% of the teachers believed that needs did relate but still there was diversity in the needs. Teachers further explained that there was similarity in terms of students' preference for the communication skills but as the students had come from very different profession, so the professional demands varied from student to student.

4.2.3 ANALYSIS OF ALUMNI' INTERVIEWS:

4.2.3.1 A1:

It is very important that a language course should fulfill the expectations of the students and especially an ESP course should improve the performance in the workplace. For this purpose alumni were asked about the extent to which the diploma has helped them in their profession. The results are given in the table and figure;

Table 4.46

Frequencies and Percentages of helpfulness of diploma course.

Responses		
Helped Very Less	3	60.0%
Average	2	40.0%
A Lot	0	0.0%
Total	40	100%

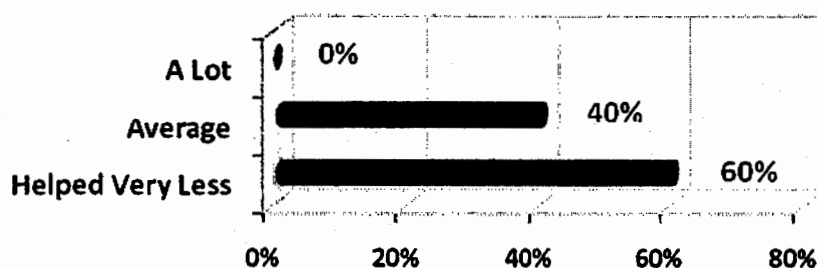


Figure 4.46. *Percentages of helpfulness of diploma course.*

According to the results, 60% alumni think that the Advanced Diploma course had helped very less in terms of their profession. Moreover 40% alumni were of view that the diploma the help had been very average. Alumni further explained that their main reason for joining the course was related to the speaking skills. The Advanced Diploma has helped very less because of its focus on the skills other than speaking.

4.2.3.2 A2:

This goes without saying that the Advanced Diploma students join the course for improving their Performance in job. Keeping this fact in mind, the alumni were asked about their level of satisfaction so that the effectiveness of diploma programme could be evaluated. The alumni were given the following options; a) Poor b) Below average, c) Average, d) Good, e) Excellent. The results are summarized in the table and figure below;

Table 4.47

Frequencies and Percentages of the alumni' level of satisfaction with the course.

Responses		
Poor	0	0.0%
Below Average	3	60.0%
Average	2	40.0%
Good	0	0.0%
Excellent	0	0.0%
<i>Total</i>	40	100%

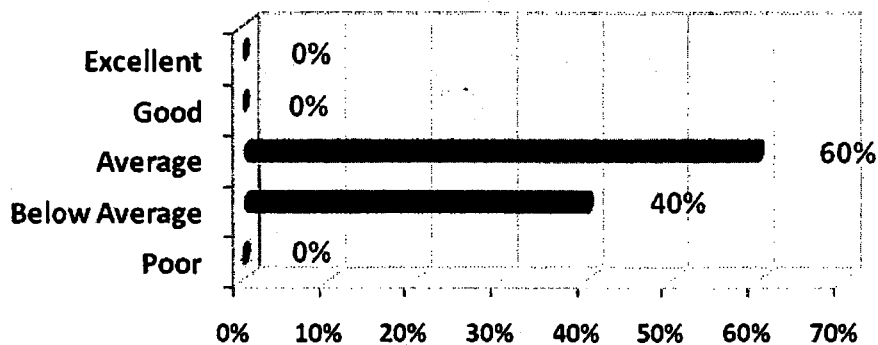


Figure 4.47. *Percentages of the alumni' level of satisfaction with the course.*

According to the figure, 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.

4.2.3.3 A3:

The level of satisfaction of the students is directly proportional to the extent to which the needs are taken care of. In order to further validate the effectiveness of the syllabus they were exposed to, the question regarding the extent to which the diploma had helped the alumni was asked. The responses are given in the table and figure below;

Table 4.48

Frequencies and Percentages of fulfillment of needs.

Responses		
No	3	60.0%
Neutral	2	40.0%
Yes	0	0.0%
<i>Total</i>	40	100%

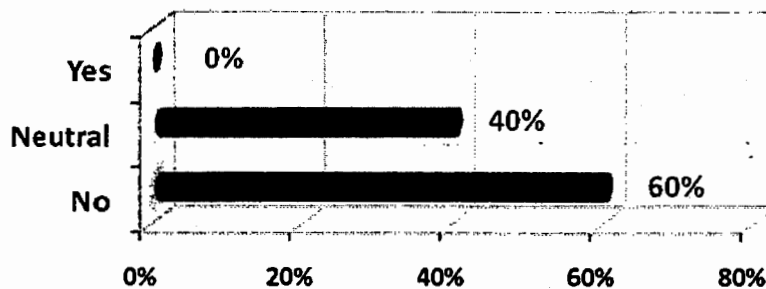


Figure 4.48. *Percentages of fulfillment of needs.*

According to the figure, 60% alumni thought that their needs were not catered during the diploma. None of the alumni said "yes" and 40% gave a neutral response. The alumni were further asked about the needs that were not taken care of. Their responses showed that their needs were mostly communicative and since the syllabus focused less on speaking skills; those needs were not catered properly. These results clearly indicate that General English course is not proving very helpful for the students who join it for occupational reasons.

4.2.3.4 A4:

The alumni were further asked about the subject that helped them the most. The researcher aimed to find out the aspects of the syllabus that should be kept and further polished. The responses are given below in the table and figure;

Table 4.49

Frequencies and Percentages of the most helpful subject.

Responses	Frequencies	Percentages
Speaking Skills	3	60.0%
Integrated Skills	1	20.0%
Phonetics & Phonology	1	20.0%
<i>Total</i>	40	100%

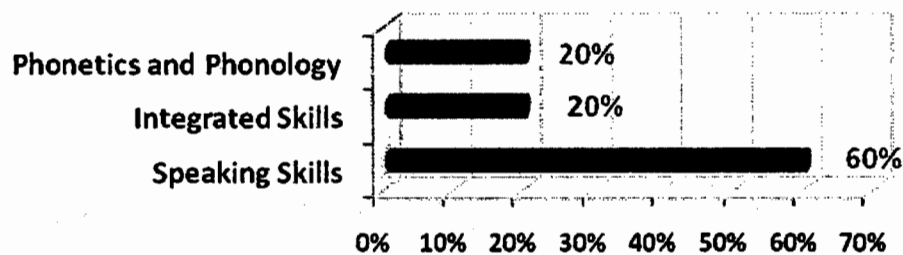


Figure 4.49. *Percentages of the most helpful subject.*

According to the figure, 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”. These results indicate that the subjects that aimed at polishing the communication skills of the students were most helpful for alumni.

4.2.3.5 A5:

After being asked about the most helpful subject, the alumni were further asked about the subject that was least helpful for them. By asking this question, the researcher aimed to evaluate the aspects of the subjects that should be modified or omitted. The responses are summarized in the table and figure below;

Table 4.50

Frequencies and Percentages of the least helpful subject.

Responses		
Language & Literature	1	20.0%
Dissertation	3	60.0%
CALL	1	20.0%
<i>Total</i>	40	100%

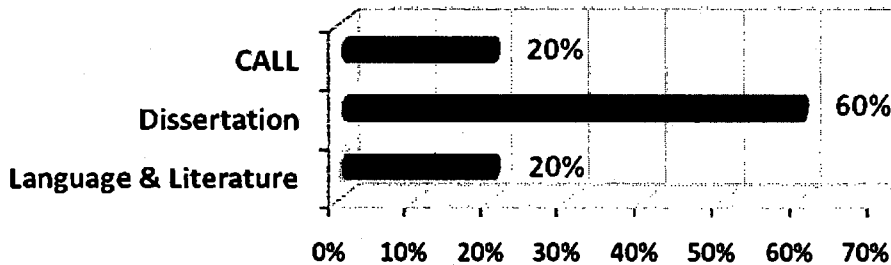


Figure 4.50. *Percentages of the least helpful subject.*

According to the figure, 60% alumni had shown their dislike for dissertation. Furthermore 20% had shown their unhappiness with “language & literature” and equally 20% with “CALL”. These results further validate the point that students who join the diploma course for occupational purpose aim at enhancing the communication skills and are usually uneasy with the subjects that focus skills other than speaking or listening.

4.2.3.6 A6:

In the end the alumni were asked for the suggestions to improve the Advanced Diploma course. As the alumni had attended the diploma course, thus they were in better position to give any suggestions for improving the effectiveness of the syllabus. The results are summarized in the table and figure below;

Table 4.51

Frequencies and Percentages of the alumni' preferred style of learning.

Responses		
More Focus on Speaking	2	40.0%
Exclusion of Dissertation	1	20.0%
Movies	1	20.0%
Vocabulary Training	1	20.0%
<i>Total</i>	40	100%

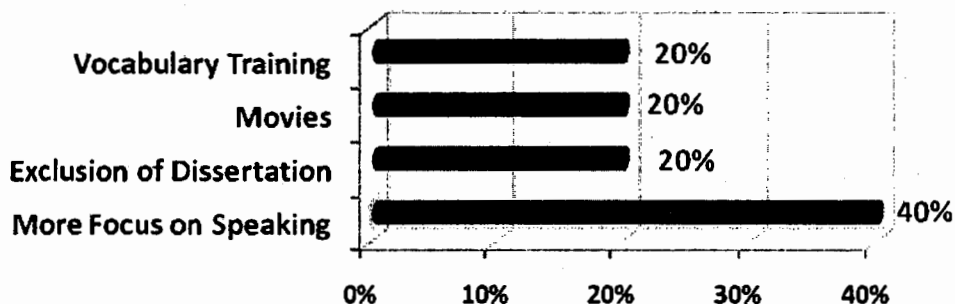


Figure 4.51. *Percentages of the alumni' preferred style of learning*

According to the results, 40% alumni were in favour of focusing more and more on the speaking skills. Furthermore 20% had shown their interest in movies and 20% in vocabulary training. The rest of 20% wanted the dissertation to be excluded from the syllabus. Alumni further explained that the speaking skill should be the focus of the course and there should be separate period for vocabulary training as good communication skills depend on it excessively.

4.3 OBSERVATION ANALYSIS

The researcher observed the Advanced Diploma classes of first and second semester to cross check the information provided by the questionnaires and interviews. The researcher made three observations of each class. The observation was done with the help of a 'structured observation sheet' and different factors were marked on a five point 'likert scale'. The analysis of the observation is as follows;

4.3.1 PHYSICAL FACTORS:

The rooms for Advanced English diploma first and second semester were in good condition. The rooms were spacious and they accommodated the students well. There were good educational charts all over the rooms relating to the subjects. The rooms were airy and well lightened as well.

4.3.2 SOCIAL FACTORS:

There was great deal of communication among the students. Both the semesters contained girls as well as boys. It is important to note that the students were sitting in a very relaxed manner and were comfortable with each other. There was not any kind of competitive behaviour in the class; rather the students were very supportive towards each other. Students were complementing each others' responses as well.

4.3.3 EDUCATIONAL FACTORS:

In terms of educational factors there was great deal of variation among the students of first and second semester in terms of the subjects.

In the advanced English diploma first semester classes, the students' participation and response was higher in the subjects of speaking skill, integrated skill, grammar and phonetics as compared to the subject of creative writing. During these four classes the students were participating in a good manner. The ratio of the students' responses for each question asked by the teacher was also high. During these classes the students were not making noise and talking behind teachers' back. Almost every student had brought the book and they were responding to

the directions given by the teacher. It should also be noted that the students were not responding in mono-syllables, rather they were giving very concise answers. Among speaking skill, grammar, phonetics and phonology and integrated skills, the interest level and participation was higher during the periods of 'speaking skills' and 'integrated skills'. On the contrary, during the period of creative writing, the class participation was less. Many students hadn't brought their books and students were neither asking many questions, nor responding willingly to some of the question asked by the teacher.

In the Second Semester classes, the students' participation was highest in 'speaking skills' class. The students were participating fully. The class was alert and they were responding to the directions given by the teacher. Students were not making any kind of noise. During the other classes e.g. research methodology, academic skills, language and literature and CALL, the students' interest level was very low. Their level of participation was not up to the mark. They were neither not responding willingly to the questions asked by the teacher nor were they asking many questions. Many students had not brought their books as well.

4.3.4 PSYCHOLOGICAL FACTORS:

In the first semester classes, the students were very alert during the periods of speaking skills, grammar, phonetics and phonology and integrated skill. There was no doodling as such and the students were not looking restless. Students were looking at their books and they were not making any attempt to look outside the window or at their watches. The alertness level was higher for speaking skill and integrated skill as compared to grammar and phonetics and phonology.

In the second semester classes, the students were very alert during the period of speaking skill. There was not any kind of restlessness among the students. However during the classes of research methodology, academic skills, language and literature and CALL students were not very alert. Restless was evident among the students and many students looked at their watches a couple of times. Specially, the restless during the classes of language and literature and research methodology was higher as compared to academic writing and CALL.

4.4 SIMILARITY IN THE RESPONSES:

It should be noted that there was great deal of similarity in the responses. These common factors require proper attention as they prioritize the needs, wants and lacks of the Advanced Diploma students. The common factors are as follows;

4.4.1 OCCUPATIONS VS CONTENT AREAS:

First of all ,the professions of the students are highly related to the content areas of communication. There is a great variation in terms of professions and topics related to each profession. The similarity in the responses is given below in the figure;

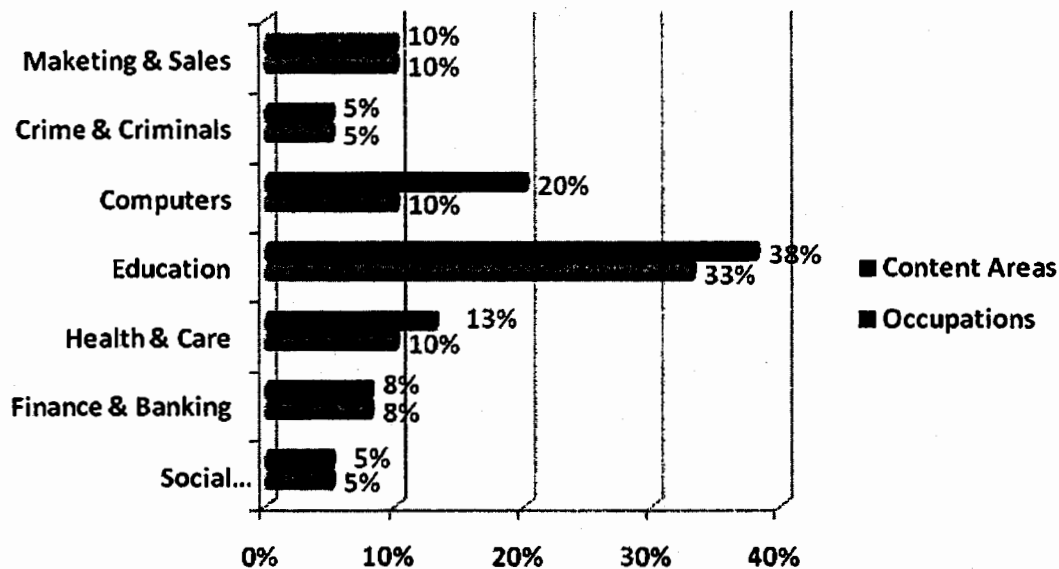


Figure 4.52. Percentages of the occupations vs content areas.

According to the figure, there is great deal of variation in students' professions and the content areas they require in their communication. This comparison validates the point that there is diversity in the students in terms of their occupational activities and functions associated with them.

4.4.2 LEVEL OF ADVANCED DIPLOMA STUDENTS: TEACHERS VS STUDENTS

In the interview questions teachers were asked about the level of their students .Moreover students were also asked to evaluate their level. The similarity in the responses is given below in the figure;

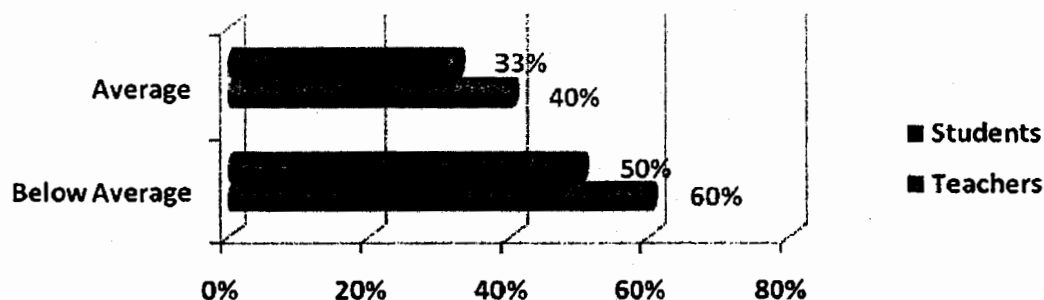


Figure 4.53. *Percentages of similarity in students' level of English*

According to the figure, 33% students and 40% teachers rated the level as “average” and most importantly 50% students and 60% teachers rated the level as “below average”. This similarity in the results of teachers and students maintain that average level of students is not to the optimal level and efforts should be done for raising the level of Advanced Diploma students.

4.4.3 EXPECTATIONS FROM THE DIPLOMA COURSE: TEACHERS VS STUDENTS

During the interview students were asked about the expectation they had brought to the classroom. In the same way teachers were also asked about the expectations of their students. The similarities in the responses are given in the figure below;

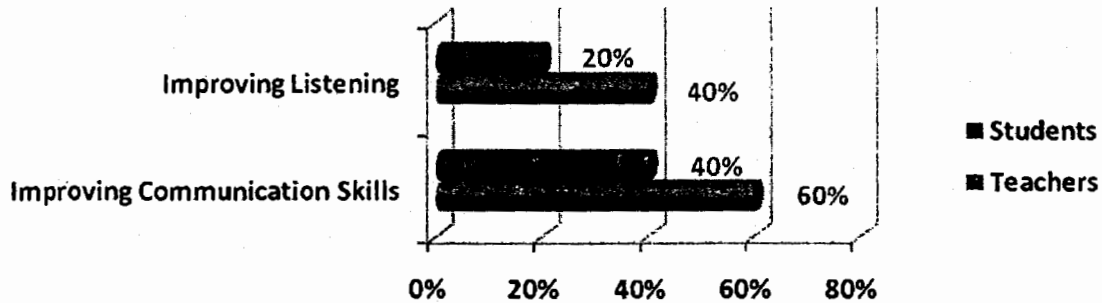


Figure 4.54. Percentages of similarity in the expectations from the course.

According to the figure, 20% students and 40% said that the expectations were related to listening skills, whereas 40% students and 60% teachers were of view that the students expected to improve their communication skills after the completion of diploma course. These comparisons clearly indicate that the students' main focus is on speaking skills and listening comes second in preference. Thus the course should aim more and more to enhance the communication skills of the students.

4.4.4 SATISFACTION FROM THE COURSE: TEACHERS VS ALUMNI

During the interview alumni were asked to rate their level of satisfaction with the course, the teachers also rated the satisfaction level of their students. The similarity of the results is given below in the Figure;

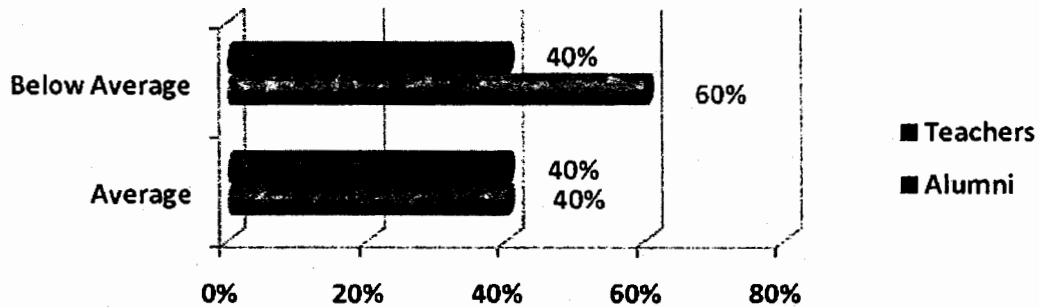


Figure 4.55. *Percentages of similarity in the satisfaction level.*

According to the figure, 40% alumni and 40% teachers rated the satisfaction level as “average” and 60% alumni and 40% teachers rated it as “below average”. This similarity clearly indicates that the syllabus does not cater to the needs of the students because of its general nature. Thus, it should be altered or at least modified to reach the desired satisfaction level of the students who join the course for occupational reasons.

4.4.5 WEAK AREAS IN ENGLISH: TEACHERS VS STUDENTS

Students were interviewed about their weak areas in English that are a source of difficulty for them. Teachers were also asked to pin point the weak areas of their students. The similarity in the responses is given in the figure below;

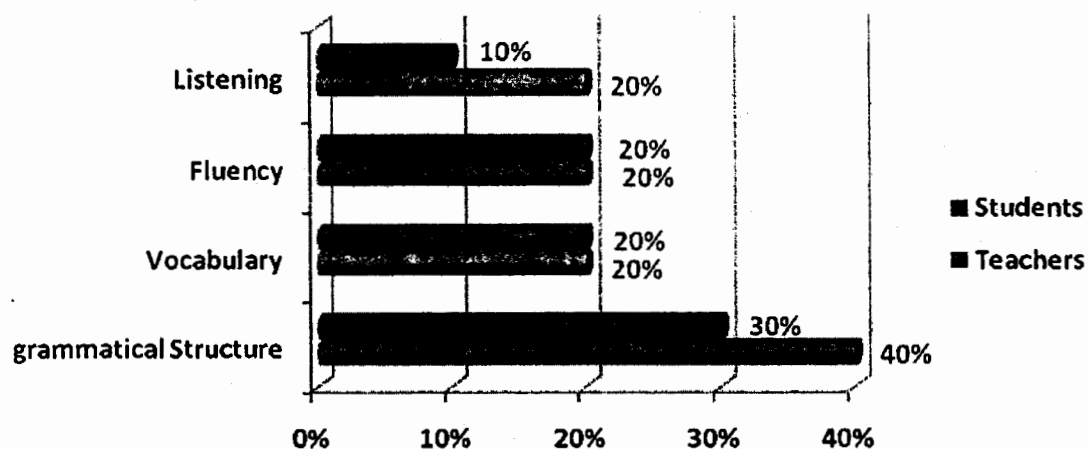


Figure 4.56. Percentages of similarity in students' weakest area.

According to the figure, 40% teachers and 30% students were of opinion that wrong grammatical structure while speaking was the main problem, 20% teachers and students had voted for vocabulary and 20% teachers and students for lack of fluency. Lastly, 20% teachers and 10% students thought that listening ability was not up to the mark. These similarities in the results make it clear that these four areas need serious consideration. Especially efforts should be done in incorporating Good communication skills in terms of fluency, correct structure and good vocabulary.

4.4.6 MOST HELPFUL SUBJECTS: STUDENTS VS ALUMNI

Students of Advanced diploma and Alumni both were asked about the most helpful subjects. The similarity of the responses is given in the figure below;

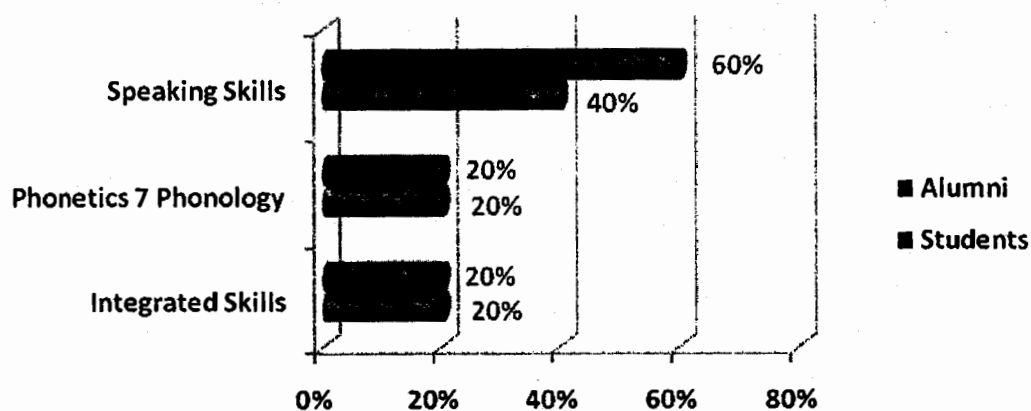


Figure 4.57. Percentages of similarity in the most helpful subject

According to the figure, 60% alumni and 40% had voted for “speaking skills”. Moreover 20% students and teachers had favoured “phonetics and phonology” and equal amount of 20% students and alumni had selected “integrated skills”. During the observation the researcher also noted that students’ alertness and participation was highest during the classes of “speaking skills”, “phonetics & phonology” and “integrated skills”. This similarity indicates that these three subjects should be kept and further polished as they fully satisfy the needs of the students. The important point to mention here is that these subjects fully satisfy the needs of the students because they aim at improving the communication skills of the students and relate highly to the expectations of the students from the course.

4.4.7 LEAST HELPFUL SUBJECTS: STUDENTS VS ALUMNI

Students and alumni also pointed out the least helpful subjects. The similarity in the responses is given in the figure below;

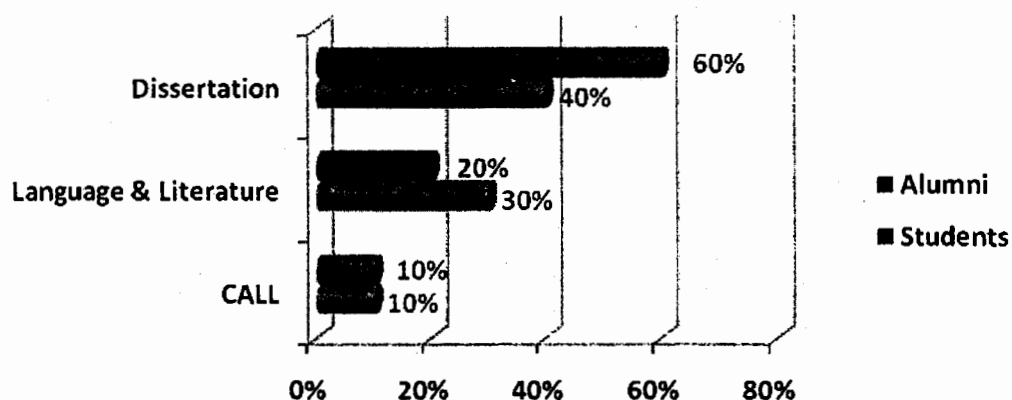


Figure 4.58. Percentages of similarity in the least helpful subjects.

According to the figure, 60% alumni and 40% students thought that dissertation was the least helpful subject. Furthermore 30% students and 20% alumni were not in favor of “language and literature” and lastly 10% students and alumni were not at all happy with CALL. During the observation the students’ restless and lack of participation was very obvious in above mentioned subjects. This similarity in the responses indicates that students are not completely happy with these subjects as they do not relate to their needs and wants. The reason is that these subjects mainly focus on the reading and writing skills of the students which is opposite to what their actual weaknesses’ are.

4.4.8 STUDENTS' PREFERRED STYLE OF LEARNING: STUDENTS VS ALUMNI

In the end students and alumni both were asked about their own idea regarding learning. The similarity in the responses is given in the figure below;

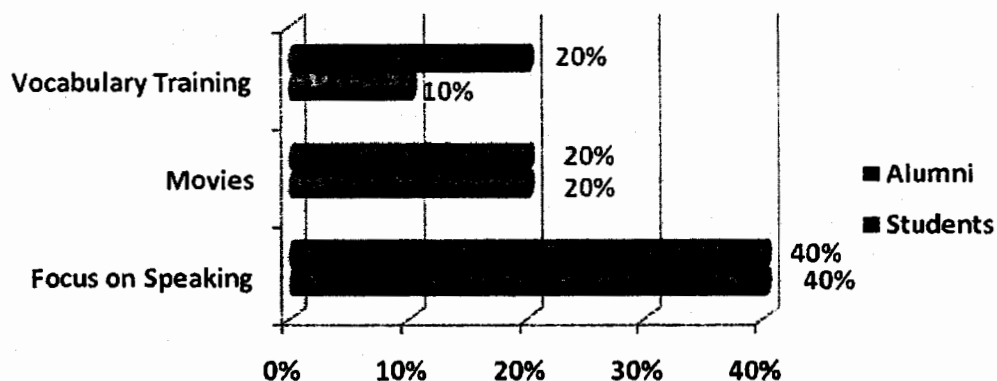


Figure 4.59. Percentages of similarity in students' preferred style of learning.

According to the figure, 40% students and alumni wanted the course to focus more and more on improving the speaking skills. Equally 20% of the students and alumni wanted visual aids like movies to be included in the syllabus. Lastly, 20% alumni and 10% students wanted to get vocabulary training. These similarities make it clear that these three factors should be incorporated in the syllabus as these relate highly to students' needs, expectations and reasons for joining the course.

All the responses along with the similarities in the responses prioritize the needs, wants and lacks of Advanced English Diploma students. The data analyzed in the form of graphs and tables in this chapter gave out comprehensive information about the students who joined the Advanced English Diploma Course for occupational reasons. The conclusion drawn with the help of the analysis of the responses is discussed in the next chapter.

CHAPTER V

FINDINGS

The study that has been presented in the previous chapters was descriptive - qualitative and quantitative in nature. Its aim was to establish an understanding of a particular group of Advanced English Diploma students and examine their professional 'needs', 'lacks', 'wants', expectations, demands and preferred style of learning. Precisely, this study has also investigated the level of interest and satisfaction of students' regarding the syllabus that they are exposed to. In this respect several insights have been gained about the students of the Advanced Language Diploma who join the course for occupational reasons. The findings of the research are as follows;

The 'objective information' revealed that the students had come from various backgrounds .Most of the students were post graduates and some were graduates. The professions that the Advanced Diploma students were involved in were at great variance with each other. Many students belonged to the profession of teaching. There were also students from the professions of IT, Law, banking and medicine .A few students belonged to social organizations like NGOs. Among the class, many were government employees and a couple of them dealt with management. Almost all the students had joined the language course for improving their performance at their workplace. A few also had promotion purposes in mind.

In terms of the "job needs" 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 was required by the students at their work place. The communication in English takes 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. Students belonging to different professions had to speak on different issues in relation with the

job they were involved in. For example, a student who was a lawyer had to speak mostly about crime and criminals. In the same way a person belonging to the profession of banking needed to talk about money and finance.

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 level of 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. Students had, furthermore, explained that they found difficulty in forming grammatically correct sentences while speaking. Moreover, students found it difficult to speak fluently and understand properly the native accent. Students of Advanced Language Diploma were also unhappy about their lack of good vocabulary that hindered long term communication. This makes it clear that students’ “lacks” are mostly related to the flaws in communication properly.

There are certain things that students “wanted” from the course. Among the four skills the students wanted to improve their speaking skill the most. Advanced diploma students who had joined the course for occupational purpose wanted to speak fluently and grammatically correct English with confidence after finishing the course. Students also wanted to understand the native speech in a better way and to be able to write organized and grammatically correct English. Reading skill came last in their preference.

Students of Advanced English Diploma course who had joined it for occupational purposes also had some “expectations” from the course. Students’ expectations revolved around their weaknesses in English language. They expected to polish their communication-skills to perform well at their workplace. They expected to improve their sentence structure, vocabulary, fluency and listening abilities after the completion of diploma course. The expectations of the Students’ related mostly to the improvement of communication skills

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. Students also showed their interest in watching

movies as it would enable them to master the right accent and tone as well as the understanding of the foreign accent. Students also preferred more and more activities in the classroom. Thus their preferred the style of learning revolved around enhancing the communication skills.

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 like “dissertation”, “CALL”, “Language and Literature” and “academic skills”. However, when asked about the most helpful subjects, students and alumni both voted for “Speaking Skills”, “Phonetics and Phonology” and “Integrated Skills”. Students’ also showed their likeness for “grammar”. It should be noted that the subjects’ with which students were satisfied aim at improving the communication skills of an individual.

Summing it up, the skills that students wanted to improve with the help of the Advanced Diploma were prioritized by the students in the following order a) Speaking Skills, b) Listening Skills, c) Writing Skills and d) Reading Skills. It was also clear with the help of the results that speaking skills were required the most in the target situation of the learners. Students were also not satisfied with their communication skills and they expected to enhance them after the completion of Advanced Diploma course. However, the course that was being taught was general in nature and did not prioritize the Language skills as they had been prioritized by students in terms of the demands at their workplace. The actual syllabus was also at variance with the students’ preferred styles of learning which led to low satisfaction and interest level of them. The findings of the study are further discussed in detail in the next chapter. The researcher has also given recommendations on the basis of the findings in the proceeding chapter.

CHAPTER VI

DISCUSSION & RECOMMENDATIONS

6.1 DISCUSSION

On the basis of the findings given in the previous chapter , the results can be summarized in the figure below;

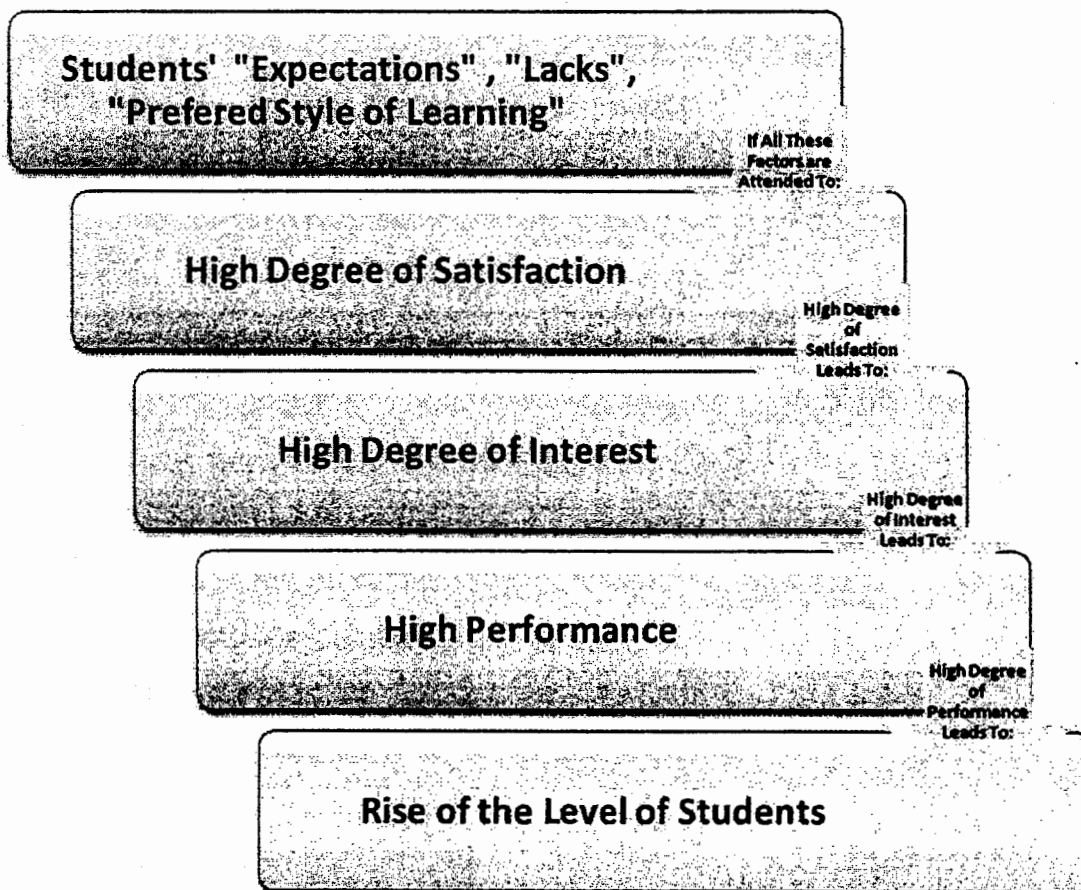


Figure 6.1. *Hierarchy of the Learning Process*

It has been shown in the figure 6.1 that with the commencement of a language course students come to the class with a particular frame of mind. Students have their own expectations from the course. They bring to the classroom their paucities and weakness that they want to work on and, in the long run, eradicate from their personality. If the course that they are exposed to does not adapt to their 'needs', 'wants' and 'lacks' students lose interest in learning and their level of satisfaction drops to unfathomable depths. As a result the performance of the students suffers and their level fails to rise at all.

This brings to surface a pivotal fact regarding the syllabus of the students. If they are not involved in the syllabus design process, if the expectations, preferred style of learning and 'lacks' are not looked into, then the students fail to exhibit satisfactory performance and as a result their 'level' does not rise. This shows that students should be given their fair share in the curriculum designing process to ensure maximum level of satisfaction and interest.

It is evident from the analysis and findings that students who join the course for occupational purposes particularly want to enhance their communication skills as it is needed most in their professions. Most notably students find difficulty in forming grammatically correct sentences and are not fluent while speaking. It is also notable that they do not possess ample vocabulary to communicate effectively. Moreover, they feel difficulty in understanding the foreign accent as their own pronunciation is not upto the mark. Students enter into diploma course with the expectation to eradicate all the above-mentioned loopholes. Unfortunately, the skills that students require the most and the areas that want to work on are not targeted in the syllabus. There is a period of speaking skills but its duration is only 75 minutes and it is only twice a week. There is no separate session for vocabulary training and listening skills. The verb tenses are touched upon very briefly in the grammar period and no proper attention is given to the acute problem of students' erroneous sentence structures. Students are also not presented with enough samples of native speech to improve their accent as well as understanding of that speech. The biggest problem with the syllabus is that he students need to write a research paper in their second semester of Advanced Language Diploma. This , according to them, diverts their attention from the other subjects, as well, and the learning process becomes poor. Lastly, the subjects like "Language and Literature", "Academic Skills" and "CALL" do not exactly relate to the students' 'needs', 'wants' and expectations.

All the above mentioned problems are there because the course taught in Advanced English Language Diploma is a general English course. There are two groups of students who join the course - one group for academic purposes and the second group for occupational purposes. There is a difference between the 'needs', 'wants', 'lacks' and expectations of both group of students. The students who have their professional demands in mind cannot be fully satisfied with the course, because of its general nature. There is a need of separate language course for the students who have occupational demands in mind. If these students are taught with different methodology and with a different course content , their performance and satisfaction level can be improved to a great degree. Thus the second group of Advanced Diploma students is in urgent need of a syllabus that rightly targets their 'needs', 'wants', 'lacks', expectations and preferred style of learning. The ideal syllabus for the Advanced Language Diploma students will look like the figure below;

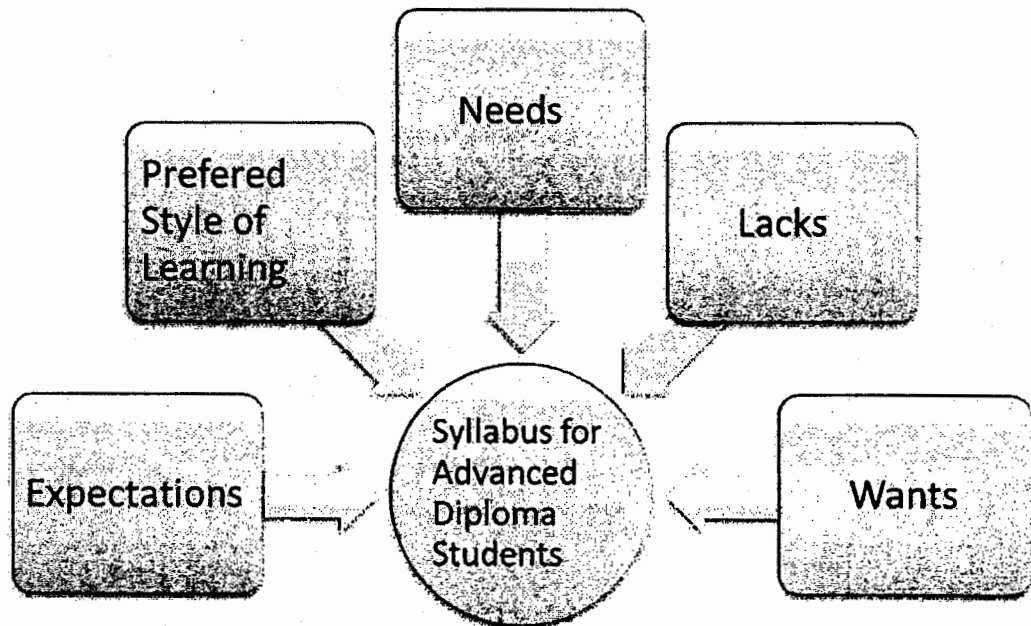


Figure 6.2. *Ideal Syllabus for Advanced Language Diploma Students.*

6.2 RECOMMENDATIONS

It is clear from the above discussion that the students who join the Advanced Diploma Course for occupational purposes have different set of needs and expectations. There is a need of a separate Language course for these professional students that focuses mainly on 'needs', 'wants', 'lacks' and expectations in terms of demands at their workplace. On the basis of the data analysis and discussion, the researcher proposes the following recommendations for the syllabus of the these ESP students;

- First of all, it is evident from the analysis that students come from very different professions .There is great diversity among the needs of the students which cannot be catered for in one classroom. The content areas and the activities that students have to engage in are at variance with each other. Thus, instead of combining all the professional students in one class, the university can separate the diploma course for different professions.

- Speaking Skills should be focused on completely in the syllabus designed for Advanced English Diploma students. This area should be given serious consideration and a proper week by week syllabus should be prepared for speaking skills. Students join this course mainly for enhancing this very skill and it calls for an authentic and relevant "speaking skills" syllabus. The period of speaking should be throughout the week instead of twice a week. Variety of activities can be used for conducting the speaking-skill class. Functions of language should be incorporated in the class daily ; one function of language can be taught daily and students can perform a role-play based on that function. In this way they will learn to use the functions of language properly and their confidence and fluency will also improve .A sample weekly for "Speaking Skills" is given below;

Table 6.1

A sample weekly syllabus for "Speaking Skills".

Week 1	Week 2
<ul style="list-style-type: none"> ➤ Introduce somebody and use basic greeting and leave-taking expressions ➤ Ask and answer simple questions on familiar topics and about personal details ➤ Make and respond to simple statements. ➤ Make simple purchases ➤ Talk about numbers, quantities, cost and time. ➤ Order something to eat or drink ➤ Express and respond to feelings such as surprise, happiness, sadness, interest or indifference ➤ Give or seek personal opinions 	<ul style="list-style-type: none"> ➤ Describe yourself, your family and where you live. ➤ Describe your hobbies and interests in a simple way. ➤ Say what you like and dislike. ➤ Say what you want in a shop and ask the price. ➤ Use public transport, asking for basic information and buying tickets. ➤ Ask for and give directions. ➤ Make and respond to invitation. ➤ Make and accept apologies. ➤ Ask for attention. ➤ Give short basic descriptions of events

➤ As the Advanced Diploma students prefer enhancing their communication skills, the teacher should be more 'passive' than 'active'. The teachers should act as a facilitator and conductor of activity and should guide the students. During all the classes the teachers should encourage the students more and more for class participation. There should also be marks for class participation to motivate the students in this regard.

➤ English should be spoken throughout the class by teachers and students. The teachers should ask the students to talk in English during every group-work or pair-work activity.

During the activities, the teacher should go from one group to another to make sure that students are talking to each other in English. This will give the students' practice in speaking skills.

- It is significant to mention that the subject of "Grammar" should have an extensive syllabus. Grammar plays an integral part in improving students' expression and sentence structure. The main difficulty that students face in English also revolves around that particular subject. Thus, there should be an extensive syllabus for this subject. The verbal tenses should be taught extensively and they should make up a major portion of the syllabus. A sample of an extensive monthly Syllabus for "Grammar" is given below;

Table 6.2

A sample extensive syllabus for "Grammar".

Week 1	Week 2
<ul style="list-style-type: none"> ➤ Introduce somebody and use basic greeting and leave-taking expressions ➤ Ask and answer simple questions on familiar topics and about personal details ➤ Make and respond to simple statements. ➤ Make simple purchases ➤ Talk about numbers, quantities, cost and time. ➤ Order something to eat or drink. ➤ Express and respond to feelings such as surprise, happiness, sadness, interest or indifference. ➤ Give or seek personal opinions. 	<ul style="list-style-type: none"> ➤ Describe yourself, your family and where you live. ➤ Describe your hobbies and interests in a simple way. ➤ Say what you like and dislike. ➤ Say what you want in a shop and ask the price. ➤ Use public transport, asking for basic information and buying tickets. ➤ Ask for and give directions. ➤ Make and respond to invitation. ➤ Make and accept apologies. ➤ Ask for attention. ➤ Give short basic descriptions of events

- Every subject that is taught to the students should be activity-based. The activities can be pair-based or group-based. Whatever learning takes place in the class should be activity-

oriented. This will eliminate students' shyness and will help in developing the interpersonal skills as well.

- It should be made necessary for teachers of every subject to take major Presentations from students twice a month. Students should be encouraged to come to the rostrum as much as possible. After every presentation the teacher can then tell the students about all the mistakes that student made in terms of content, relevance, grammar, vocabulary or pronunciation. In this way if students will be presented with constant weekly or monthly assessment of their mistakes, they will be making efforts to rectify them. There should be multimedia presentations as well at least once a month.
- "Public Speaking" is a very important and relevant subjects for the students who join the course for occupational purposes. It prepares the class for speaking in front of many people. Especially persuasive speaking (an important aspect of "Public Speaking") allows a person to give opinion in a very effective and logical manner to convince the listeners and this can be very helpful for the students' who have to participate in office meetings and presentations. "Public Speaking" also teaches the right tone, rate, volume, pitch and other skills associated with effective speech delivery. Thus, a proper syllabus of public speaking should be constructed. A sample outline for "Public Speaking" is given below;

Table 6.3

A sample outline for "Public Speaking".

Public Speaking
<p>Persuasive Speaking, Informative Speaking, Organizing arguments , Supporting ideas in speech, Strategies for effective oral delivery , Presentations, Handling questions of Audience, , Tone, Rate , Pitch and Volume in Public Speaking, Nonverbal aspects of Public Speaking.</p>

- There should be a separate Period for teaching vocabulary. Vocabulary training should be there in both semesters. In the First semester, general vocabulary should be taught. In the second semester however, the vocabulary can be categorized under various topics, such as

health, travelling, food, festivals, clothing and each topic can be dealt with, every day. The topics can also be related to students' professions. A sample outline for vocabulary is given below.

Table 6.4

A sample outline for "Vocabulary"

Sample Syllabus For Vocabulary

Receptive and Productive vocabulary, Less common meaning of already known word forms, Loan words, Fixed and semi-fixed expressions, Sentence heads, Emphasis on word distinctions and boundaries, Word families, Multiple meanings, Common collocations / Associations, Word roots and affixes, Register for every situation and with different interlocutors' ,Idiom, Simile and Metaphor, New and borrowed words (metro sexual, blasé), Slang, Puns, Low frequency words for special interest e.g. Academic / medical etc, Vocabulary categorized under various topics related to everyday life.

- As it has been said that "a picture is worth a thousand words". Students should be shown movies and clips. There should be a period twice or thrice a week where students can be shown clips from different documentaries and films. They can be afterwards asked to take a "credit test" based on the movies and documentaries. Students face difficulty in listening to the cassettes and deem it as boring activity. The movie clips shown to the students will arouse great deal of interest among them. It should also be noted that with the help of movie clips all skills can be focused on in the same class. For example, students can be asked to present the summary of the scene (Listening+ Speaking) write the remaining dialogues with the help of their imagination (Listening +Writing), note down the adjectives in the dialogues (Listening + Writing) or give their views about the personality of the character with the help of his/her dialogues (Listening + Speaking). This subject can be continued in the second semester as well. During the first semester the documentaries and clips should be on general topics. However, during the second semester the selection can vary in terms of professions of the students. The clips can be included in which people belonging to different professions are engaged in different

activities .The clips can also relate to different functions of language in which people performing different functions of language can be shown.

- There are so many useful books lying in the university library which directly relate to students' 'needs', 'lacks' and preferred style of learning. The books that directly relate to students 'needs', 'wants' and 'lacks' should be included in the course. Moreover students should be given the names of the additional reference books in the university library that they can consult in their free time.

- Lastly, there should be correlation among all the subjects. For example, if a "Grammar" class is focusing on past perfect tense, then during the "Speaking Skills" class, the teacher should ask the students to use past perfect during the activity or role play. In the same way, the "Reading Skills" teacher should make the class read texts which focus on past perfect , whereas, the "Writing Skills" teacher should conduct the activities in the class based on past perfect. In this same reinforcement of knowledge will take place which will ensure effective learning.

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ANNEXURE I

QUESTIONNAIRE

PART I – 'OBJECTIVE INFORMATION'

Age _____
 Sex _____
 Marital status _____
 Mother tongue _____
 Other language(s) you can speak _____
 Occupation _____
 Central duties _____

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 _____

SB2. Why do you need English?

For study
 For promotion purposes
 For training
 For improvement in job performance
 For settlement in a foreign country

SB3. Which Language skills do you want to develop with the help of this course?

Understanding speech
 Understanding written materials
 Speaking
 Writing
 Translation skills

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

- Reading
- Writing
- Speaking
- Listening

SB5. Which classroom activities would you prefer?

- Vocabulary training
- Grammar-based tasks
- Conversation practice
- Photos and movies
- Use of Computer
- Listening from Cassette
- Pair/Group work
- Discovering own mistakes

PART III – ‘NEEDS’

Please tick a blank for appropriate answer.

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?

ANNEXURE 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>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>					

