

*An analysis of English Language Needs in an
English Medium University: A case study at
East West university*

Report-93

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This work is dedicated to:

My dear father, Khandker Jalal Uddin Ahmed who has done a lot for me to reap the fruits of his labour.

My beloved mother Sufia Khanam for bringing me up.

*My brothers and sisters Sohel, Shahed, Nahid, and Nusrat,
And their children Sukarna, Sunju, Ronju, Adnan, and Rifat as a source of encouragement for me.*

My friend Faisal for his constant assistance, tolerance and his strength.

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Preface

In my university life I felt that what we learn in the class room was not always applicable to our real life. It was my feeling that if the expectations and the needs of the learners did not match with the objectives of the course learning would not become successful. Discussions with my supervisor Dr. M. Shahidullah strengthened this belief and encouraged me to develop procedures of needs analysis that would help both the teachers and the course planners in designing a more effective language course for students. This realization of mine provided the impacts for my present study.

This thesis is concerned with analysis of the English language needs of the students of East West University. It tries to find out the students' present English proficiency level and their target requirements to cope with their courses or study in the university and afterwards their professional life. It focuses on the students' language needs, specially the lacks or gaps between their present and expected levels of English proficiency.

Majority of the enrolled students came to an English medium university from the main stream Bangla medium educational background. The moment they start attending lectures, reading the text books in English, they find themselves fully puzzled. Though these students completed twelve years of English courses as a compulsory subject at the secondary and higher secondary levels, their levels of English proficiency in all four skills- reading, writing, listening, and speaking-are often said to be inadequate. In an attempt to overcome or at least ease the problem of linguistic complexity of the students, East West University introduced 4 English courses-three of which one credit courses and one is non-credit remedial course. The courses are:

- 1.ENG 099:Remedial English that seeks to address students' problem into the major skills.

2. ENG 100: Spoken English which arrives at helping students develop their accuracy, fluency, appropriateness in speaking with special attention to their interpersonal international skills, debating skills, making extempore speeches, presenting seminars, facing and taking interviews and the like.

Chapter- 2

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2.1 Introduction

In the communicative movement Needs analysis became an important area of English language teaching. Language teaching should be based on learner's needs, and it should be meaningful to them. As a result, English language teaching program developed a new method and it became known as needs analysis. The concept of need analysis, its theoretical background and different approaches have been discussed with a view to deciding on the modalities for an analysis of the English language needs in an English medium university, particularly East West University, Bangladesh. In this institution no Bangla text is use for teaching and learning. It is important to know how much students benefit from such kind of institutions.

Needs analysis refers both to the procedures of identifying and validating what learners want to learn, and of establishing priorities among them. In a word, it is a system of collecting information to know the- who, why, how and what about the language learners. For this reason, it gathers information about the learners, their communicative tasks, and learners' requirement to perform with the language in the target situation.

There are varieties of needs for English for different groups of learners all over the world. Some needs emphasizes learners' needs of the language with reference to the communication acts the learners will be engaged in. This has been referred as objective needs. Needs analysis, in this view, became a process of finding out information about learners' current and future language use before learning begins. The other view of needs

analysis stresses the societal and personal factors of learning other than linguistic ones. These are known as subjective needs.

Subjective needs tries to identify and take into account the multiplicity of affective and cognitive needs, which affect learning. Such variables include learners' attitudes, motivation, awareness, personality, wants, expectation, and learning style preferences. According to Brindley(1985), the 'subjective' needs cannot be diagnosed as easily as objective needs can be.

The objective needs, on the other hand, are those which can be diagnosed by teachers on the basis of the analysis of learners' personal data along with information about their language proficiency and patterns of language use.

Scholars like Allwright(1982) and Hutchinson and Waters(1987) make a distinction between needs, wants, and lacks. According to them, needs are those skills, which students discover as being relevant to them. Wants are those needs on which the students put a high priority given the time available, and lacks is the difference between the student's present competence and desired competence.

2.2 Importance of Needs Analysis

Needs analysis is essential for the measurement of language and learning objectives in ELT program design. The goals of the needs analysis are to determine what a particular group of learners expects to use English for and what their present level of competence is. According to Richards

(1985) the conception of needs analysis is “if a course is being designed for foreign students about to enter English medium universities, needs analysis will focus both on determining the demands that will be made on First-Year students in terms of reading, writing, listening, and speaking skills, and the learners’ present abilities with these demands”.

In this case, Needs analysis procedure involve gathering data from a variety of sources to find out, for example, the sort of lectures students will have to attend, the types of reading and writing assignments they will have to carry out, and the types of study skills they need in order to be successful as students within a university setting.

The aim is not, as Richterich and Chancerell(1987) argue, only to identify elements but also to establish relative importance, to find out what is indispensable, necessary or merely desirable. The impact of needs analysis has been great in the area of special purposes program design. A considerable literature now exists on the role of needs assessment in English for Specific Purposes (ESP).

Needs analysis prepares the foundation for ESP course and materials design, and for classroom methodology in ESP. It is an essential procedure to

- a. design materials
- b. evaluate materials
- c. develop or select effective methodology

Needs analysis provides a materials designer with a guideline for producing materials for specific categories of students, suggestions for administrative and teaching executives to establishment plans and modifies learning systems. An appropriate and suitable materials based on needs analysis can make a language course successful.

Needs analysis, moreover, considers learners as nucleus of the language teaching-learning process. It develops students' awareness, provides teachers with a better understanding of the pupils and helps them to develop their teaching. Not only that, teachers also get clear idea about the learners, their usual and favored way of learning. This helps the teachers to develop a pragmatic methodology for the specific group of learners.

Furthermore, learners' learning style preferences are scrutinized in the needs analysis. As a result, teachers can select suitable method of teaching language.

The goals of needs analysis revolve round learners' real-world communicative requirements which help course designers and teachers to construct courses in such a way that the content of the syllabus reflects learners' needs & prepares learners meaningfully for their intended uses of the target language. Richterich and Chancerel(1979, p.72) believe that needs analysis is essential

...in order to become aware of the learning conditions of individuals or groups and to align these with their physical intellectual and emotional possibilities as well as to devise learning materials which will approach the real use made of the language taught.

2.3 Background and development in Needs analysis

Richterich and Chancerel(1980) brought the concept of Needs analysis to the field of ELT. A growing interest in English language has helped English to acquire worldwide status and has led to the development of a new trend in the field of teaching English as a foreign language. This new trend came to be known as English for specific purpose (ESP), shifted the focus of interest away from the language itself to the purposes for which it is used. For defining the purposes, it is important to consider the needs of the participants. Thus, the concept of “Needs Analysis” came up as a natural and healthy development in EFL (Chambers 1980, p.25).

2.4 Approaches to Needs Analysis

Some important approaches to Needs analysis are discussed here. The principal aim of this section is to develop a reliable and valid set of principles that will be applied in the research. Through detailed discussion and criticisms of the present models of Needs Analysis the principles are developed. Relationship of a model to a method of language teaching is also investigated in order to validate the principles in current research situation.

2.4.1 Munby's Model of Needs Analysis

Munby's model of needs analysis suggests specialized courses in specific areas needed by the learner, taking the functional specifications of the course. This approach focuses on students needs at the end of a language course, and their target level performance.

The heart of Munby's 'Communicative Syllabus' is a detailed account of the variables that affect communication by organizing them as parameters in dynamic relationship to each other. This rigorous analysis is a profile of the students' language needs. The needs are then converted into communicative competence specification from which a sequenced syllabus is to drawn up. Munby's instrument operates in two stages. The first stage entails the Communication Need Processor (CNP), which consists of eight parameters, each of which relates to one aspect of the learner's communicative requirement. Munby, with CNP, means 'information relating to learners' identity and language skills'. It includes data about the learners' age, sex, nationality, and place of residence. The data regarding language identifies learners' mother tongue, command of target language, and other languages.

Munby also speaks about language skills selector, meaning processor, and linguistic encoder. He refers to, by skill selector, specific language skills that are required to realize the events or activities that have been identified in the CNP. A classification of micro-skills within the 'language skills selector' may be suitable for an examination of English for Academic Purposes syllabus, whereas a more functional route may be followed for

English for Occupational or Professional Purposes syllabus. The result is a syllabus with an exact representation of a target communicative competence for a particular learner or group of learners. The Meaning Processor means socio cultural profile of communication needs that are converted into semantic subcategories of a predominantly pragmatic kind, and marked for attitudinal-tone and the Linguistic Encoder.

In short, the model suggests that the appropriate syllabus specification in an English language course can be introduced effectively only when learner's needs are taken into consideration. As a result, in order to design an effective EAP program, one has to pin down the use to which the learner wishes to put English. Learning aims can be identified in terms of academic purposes to which the language will be deposit. The language will then be found effective because the learners will begin to display communicative ability in specific areas.

2.4.2 Deficiency analysis (DA)/ Present situation analysis (PSA)

Richterich and Chancerel(1980) provide a model based on DA or PSA. The PSA ascertains the students' state of language development at the beginning of the language course. The student themselves, the teaching establishment, the user institution, place of work, sponsoring body etc. are analyzed in it. Richterich and Chancerel present many useful and important issues under the following headings:

- Background of the students
- Goals and expectation
- Learners' preference on their learning style
- Teacher's background
- Teacher's proficiency in target language
- Teachers' training and professional experiences
- Teachers' preference of teaching methods
- Teachers expectation from the program
- Administrative context of the program
- Constraints on time, budget, and resources
- Testing and as

2.4.3 Strategy analysis

The principal of strategy analysis is to set up how the learners wish to learn rather than what they need to learn. According to Allwright(1982) 'we get a picture of the learner's conception of learning from strategy analysis.'

2.4.4 Means Analysis

This is an attempt to develop a language course to suit local situations. The local situation includes the teacher, the teaching methods, students, and facilities etc. these are analyzed in this approach. The importance of this approach is that it starts from a positive ground, in other words, what might be achieved with certain given factors. Holliday and Cooke(1982) argue for means analysis.

2.4.5 Hutchinson and Waters Model

Hutchinson and Waters (1987) construct a dynamic and interactive course design that takes needs analysis a step further. They show a difference between learner-centered and learning-centered approaches. In the learner-centered approach learning is totally determined by the learners. On the other hand, in learning-centered approach learning is considered as a process of negotiation between Individuals and society. It is an approach with the avowed aim of maximizing the potential of the learning situation. Such an approach is inevitably more complex: it is based, after all, on recognition of the complexity of the learning process. Hutchinson and Waters compare target needs with learning needs. Target needs means what the learners needs to do in the target situations, and learning needs means what the learner needs to do in order to learn. In this approach learning is considered as a process to think about rather than to have.

Needs in the learning context, as Hutchinson and Waters think, are influenced not only by the learner himself but by other elements of the society also. They firmly established the idea that course design in the learning-centered approach is both dynamic and negotiating. The course design is negotiating in terms of syllabus, materials, methodologies and evaluation procedure, and dynamic in terms of the in-built process to accumulate data and feed back on the course design.

Hutchinson and Waters define ESP as an approach to course design which begins with the question ‘why do the learners need to learn English?’

(English For Specific Purpose, p.53) considering the analysis of learner needs as the basis of ESP course design. They consider the following variables for their course planning:

A Target Situation Analysis Framework

WHY	For study, work, training, other purpose
How	Speaking, Writing, Reading, Listening
WHAT	Medicine, Technical
WHY	Native speaker, Non-native speaker
Where	Office, lecture, demonstration, abroad
WHEN	With the course, subsequently, frequently

A Needs Analysis Framework

WHY	Compulsory or Optional, Promotion or Increment
How	Background, knowledge, learning, methodology, technique
WHAT	Teachers' quality, Material, Aids
WHO	Learner's age, sex, background, interest
WHERE	Physical setting, class room
WHEN	Time, schedule, full-time, part-time

The setting of learning objective in a learner-centered approach is not possible at the beginning of the course. If learners are asked about their preferred methods of learning, learning materials, and language content at the beginning of a course, before they tried them out, they will be most likely to give obscure, or even meaningless answers which are useless to the teacher trying to plan appropriate learning activities. (Brindley 1989)

2.4.6.1 Learner-Centered Approach

In the learner-centered approach a full specification of learners' needs can emerge only over time, as learners progressively come to comprehend their needs and acquire the ability to express them in a pedagogically useful manner, which is a process of self-discovery that involves learners in an ongoing exploration of their communicative intentions conducted with the help of their teachers. This indicates in the teaching learning activities the pre-course and initial needs will be fulfilled.

2.4.6.2 The Language-Centered Approach

The language centered approach 'aims to draw as a direct connection as possible between the analysis of target situation and the content of the ESP course (Hutchinson and Waters 1987:66). The language-centered approach is the simple and well-known course design process. It advances as follows:

From the aforementioned approach it appears that the learner is not considered as the main part in the syllabus rather he is simply a point of reference only. Consequently, this approach has been criticized as a static and inflexible procedure that can take little account of the conflict and contradiction that are natural in any human endeavor. Hutchinson and Waters comments on this approach that, "It fails to recognize the fact that learning is not a straightforward but a logical process".

2.4.6.3 Skills-Centered Approach

The skill-centered approach is concerned with the process of language learning. It regards the learner as a user of a language rather than as a learner of language. This approach is termed as 'process-centered' by Widdowson.

The roles of needs analysis in a skills-centered approach are two fold. Firstly, it provides a basis for discovering the underlying competence that enables people to perform in the target situation. Secondly, it enables the course designer to discover the potential knowledge and abilities that the learners bring to the ESP classroom.

The skill-centered approach is anchored in two deep-seated principles, one is theoretical, and the other one is pragmatic. The theoretical hypothesis is that a skills centered approach aims to get away from the surface performance data and look at the competence that underlines the performance. Therefore, it will present its learning objectives in terms of both performance and competence. The pragmatic basis for the skill centered approach derives from distinctions made by Widdowson(1981) between 'goal oriented' course & 'process oriented' courses of Hutchinson and Waters(1987).

2.5 Pilot Study

A pilot study has been done by choosing five graduates of the center to complete a questionnaire and have an interview (one hour one-to-one semi-structured interview) with the investigator. The aim of the

pilot study is to try out the questionnaire, to see whether it is in appropriate length, whether the questions are understandable, whether the wordings are appropriate. During the interview, data are also collected for formulating questions in the main study. After the pilot study, a modified questionnaire is designed (Appendix I) and send out to the students.

Structured questionnaires and semi-structured one-to-one interviews are used in collecting data. About 70 learners (which is the total population in this semester) are given the questionnaires and about 10 are selected for short interviews. Each interview lasts for about half an hour. The questionnaire data is analyzed statistically on a quantitative basis while the interview data is on a qualitative basis.

2.5.1 Writing

Writing tasks cover the range of basic writing requirements in an English-medium academic learning environment. These include summaries of, or reactions to readings, annotated bibliographies, reports, case studies, documented essays, and research projects. Patterns of rhetorical organisation in these pieces of writing include problem/solution, topic/restriction/illustration, descriptions, discussions, cause-and-effect, and compare-and-contrast. In this sense, the programme can also be said to include a genre-based syllabus, which "is founded on the identification and analysis of the specific genres the students are required to read and write in their subject-based studies," (Davies 1988:132).

Specific micro-skills in the writing component include expressing sentential relations, developing grammatical cohesion, using discourse markers, drawing attention to main points, distinguishing main points from supporting detail, summarising, and transcoding information from charts to text. Attention is also given to analyzing essay examination prompts, which require learners to display familiarity with particular concepts, processes, and argumentation.

2.5.2 Reading

Reading skills draw from Munby's (1978) taxonomy of micro- skills and functions, the English Language Testing System (ELTS) needs analysis (Carroll 1981) and Emmett's (1985) three-year survey of the needs of ESL students in British universities. These skills include skimming a text for general understanding, scanning a text to locate specific information, identifying the main points in a text, distinguishing main points from supporting detail, deducing lexical meanings from context, making inferences from a text, and understanding reference information.

2.5.3 Speaking

Oral communication skills concentrate largely on seminar presentations and tutorial participation as both of these areas have been described in the literature as being particularly problematic for students from non-English speaking backgrounds

2.5.4 Listening

In recent years much research and discussion has been carried out concerning what processes are involved in listening comprehension and how this pertains to teaching. It is generally agreed that there are two distinct, but complementary processes: "bottom-up" and "top-down." Bottom-up processing refers to decoding the sounds of a language into words, clauses, sentences, etc. and using one's knowledge of grammatical or syntactic rules to interpret meaning. Top-down processing refers to using background knowledge or previous knowledge of the situation, context, and topic to experience to anticipate, predict, and infer meaning. Native speakers obviously have a cultural advantage in this regard.

Many of the listening materials on the market today are concerned chiefly with helping learners become more adept at improving top-down skills by having them perform tasks in identifying relevant information while ignoring unnecessary details. In order to simulate the knowledge that native speakers bring to any listening event, learners are often provided with vocabulary lists prior to the task and told who the speakers are, what the situation is, and what the topic is about. However, scant attention is paid to the phonological characteristics that mark informal speech. This seems a bit like putting the cart before the horse.

Among the many micro-skills learners need at the bottom-up processing level are discriminating among the distinctive sounds of English, recognizing the stress patterns of words, recognizing the rhythmic

structure of English, recognizing the functions of stress and intonation to signal the informational structure of utterances, identifying words in stressed and unstressed positions, recognizing reduced forms of words, distinguishing word boundaries, recognizing grammatical word clauses, and recognizing typical word-order patterns (Richards 1983). Clearly, teachers are asking a lot from their students, particularly lower-level students, when top-down listening tasks are given without first assessing the students' ability to do bottom-up processing.

Given the time constraints that most classes are placed under, teachers face a difficult problem in analyzing student needs and providing appropriate activities. Even if it is agreed that students need more practice in improving bottom-up processing skills, what areas should be focused on and what kinds of activities should be used? This paper proposes raising students' consciousness of stress patterns and reduced forms, and giving plenty of practice in recognizing these forms.

2.5.5 Personal language development

The aim of the personal language development component of the thesis is to foster an autonomous and independent approach to learning. It concentrates on four main areas. These are defining individual needs, setting individual language learning goals and objectives, establishing an independent language learning programme, and monitoring learning. Students receive direction in drawing up a learning contract, selecting resources and learning strategies, and drawing on the community as a resource for learning. This section of the course examines self-assessment

and reflection on learning, covering issues such as monitoring and self-correction, evaluation of learning goals, construction of self-assessment checklists, and keeping a learning diary (Dickinson 1987).

2.5.6 Assessment

Assessment draws upon self-evaluation, peer evaluation, and teacher evaluation. This includes ongoing assessment of reading, writing and speaking tasks, participation in tutorial discussions, seminar presentations, a portfolio presentation (Hamp-Lyons 1994), and an end of semester examination. Students also carry out and report on a research project related to one of the particular themes of the course. In the area of personal language development, assessment includes identifying learning needs and establishing individually set learning goals.

2.6 Conclusion

One of the objectives of the present study is to detect the effectiveness of the language courses offered by the university in the light of learners' needs, and evaluating present language courses.

The aim of this chapter to develop a sculpt of needs analysis suitable for this study. Present models of needs analysis such as the Munby's model, the Richterich and Chancerel model, the Hutchinson and Waters model have been discussed in order to develop a suitable approach.

The model of this study takes its components from Hutchinson and Waters (1987) model, & Richterich and Chancerel(1980) model. The

needs analysis model is based on Hutchinson and Waters model, & present situation analysis is founded on Richterich and Chancerel model.

The idea of Needs analysis is not new, nor is language programmes, which provide instruction for self-directed learning to encourage learner independence and autonomy. It is less common, however, for these approaches to be integrated into one overall programme and, in particular, one for nonnative speakers of English studying in an English-medium academic learning environment. By drawing on Raimes' (1991) notion of a balanced process approach to language programme development, it has been possible to integrate both process and product aspects of language and learning skills development within one single programme.

This thesis recognises the complexity of language and communication skills development, and the diversity of our learners and their learning processes. It also recognizes the politics of a pedagogy, which harnesses the power of literacy and learning skills along with a critical consciousness of the discourse practices of the speech community our learners are wishing to enter.

Chapter-3

Methodology

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3.1 Introduction

This chapter discusses the research methodology used in the present study.

Mackay and Palmer(1981) provides a clearer idea about techniques of information gathering. According to them needs analysis procedures involve interviews with the students, lecturers and instructors, tests of different kinds to determine the students' level of proficiency in reading, writing, listening, and speaking. The various methods of data collection used in this study, the process of and consideration for designing students' and teachers' questionnaires, discussing reliability and validity of the questionnaires, administering the questionnaires, and the interviews are discussed in some detail in this chapter.

3.2 Methods of data collection

Techniques for data collection can be ranged on a continuum of formal to informal on the one hand and from high explicit to low explicit to low explicit on the other (Nunan,1988;Seligar and shohamy,1989).Formal techniques include standardized interviews and proficiency assessments, while informal techniques include such techniques as classroom observation and self-rating scales for use by learners in evaluating their activities(Nunan,1988).Shohamy reinforces Nunan's statement by saying that collection data by means of a high degree of explicitness involve the use of formal and structured types of data collection produces, which determines in advance the specific focus of the data that will be sought. Examples of such procedures are structured questionnaires, discrete point tests, formal interviews and metalinguistic awareness tests. In all of these

procedures, the subject is constrained to respond to specific questions or stimuli determined in advance.

Different models of needs analysis compare information on learners' communicative needs with the learner's current abilities to provide the basis for the selection of course needs with the learner's current abilities to provide the basis for the selection of course content. They, therefore, rely on the use of research techniques that gather relevant information. MacKay and Plamer (1981) provides a clearer idea about formal and informal techniques of information gathering. According to them needs analysis procedures may involve interviews with students already in the university to determine perceptions of their major language difficulties, interviews with lectures and instructors, observation of students in the classes to observe how well they are able to carry out their assignments, examination of their lecture notes essay , and so on ,to determine their difficulties ,as well as tests of different kinds to determine the students' level of proficiency in reading, writing , and note taking.

The techniques of data collection in the present research have been as follows:

3.3 Questionnaires:

Questionnaires are printed forms of data collection, which include questions or statements to which the subject is expected to respond. Using survey methods, questionnaires were given to the respondents and the filled in questionnaires were collected from them that helped the filled in questionnaires were collected from them that helped the researcher to understand the students' language problem and their lacks.

Using questionnaire is one of the most useful methods of data collection for needs analysis. There are two types of questionnaire survey; firstly, there is the restricted or closed form of questionnaire, which provides for making 'yes' or 'no', a short response, or a checklist of suggested responses or clues. Secondly, there is the open form or unrestricted type questionnaires where responses can express their views in their own words (Borg and Gall,1979).the closed type of questionnaire is designed to make the quantification and interpretation of the result easier for the respondents to fill in, requires little time from the subject. The answers are relatively objective and easy to analyze and discuss (Best, 1977). However, the main disadvantage of this type of questionnaire is that respondents are confined by certain responses are not able to express themselves fully in their own words. The entitled answers may be shallow and superficial (Borgand Gall,1979).

A disadvantage of the second type may be that some people may answer lengthy responses, which would require more time and concentration and make respondents leave other question unanswered. In addition, quantifying and analyzing the results of the type take considerable time and researchers' interpretations may be more difficult to validate.

Generally, the main weakness of this method of data collection is that it lacks human interaction. It may prevent the researcher from obtaining information about the respondents' possible negative feelings towards others.

According to Best (1977) a good questionnaire should have clear and complete instructions. Each question should deal with a single idea, all questions should be worded as simply and clearly as possible. The questions should be as objective as possible. Questions should deal with a single idea. All question should be worded as simply and clearly as possible. The questions should be as objective as possible. Questions should be presented in a logical order, proceeding from general to more specific.

Therefore, these steps have been followed very carefully as guidelines in constructing the questionnaires in this study.

3.4 The interview:

There are five major kinds of triangulation: 1-time triangulation: where information is gathered from different groups at one point in time or from the same group at different points in time or from the same group at different points in time; 2-space triangulation which aim to overcome the limitations of studies conducted within one culture or subculture; 3-investagator triangulation where there is more than one researcher involved in a particular pieces of research; 4-methodological triangulation where quantative and qualative methods are used combination; 5-data triangulation: where data is obtained by different methods or sources.

Triangulating helps to see whether different data collection methods produce similar result . in this study, data triangulation helps to see whether different data collection methods similar result. In this study, data

triangulation was used in order to investigate the research problem in a complete manner. for triangulation , interviews with both teachers and students were done using the same instruments used for teachers; and students' survey.

Teachers' questionnaire

The teachers' questionnaire was designed to elicit data on teachers' perception of students' needs. the teachers' questionnaire was designed in the following way.

3.5 Basic information:

This consists of academic qualification, teaching experience, main subject of specialization.

1. Academic information: This section covers the information on the degree/s obtained and another qualifications. The purpose of this section is to gather information about the teachers' academic qualification. The section tries to provide more detail about the teachers' academic qualification. This section tries to provide more detail about the teachers' academic qualification. The information was asked if they had received any formal training in ELT. Teachers who have such experience may be in a better position to understand the needs and requirements of students.

2.in this section , informants were asked to give information on their duration of teaching experience . it is important to find the different opinions of needs between the more experienced teachers and less experienced teachers.

3.the teachers were asked to give information on whether they mainly teach English Literature or Literature.

Students' questionnaire

Three types of students' questionnaire were prepared and administered at different times. The first one was for course evaluation. The second one for analyzing students' needs and the third one was for measuring the students' perception for their commands in different skills.

Designing the instruments

3.6 Instrument for questionnaire survey

As Brindley(1989) thinks," it is unrealistic to expect learners to be able to participate fully in such an enterprise at this stage for the simple reason that people can not make a valid choice until they have experienced what option are being offered . In other words, learners are asked about their preferred methods of learning, learning materials and language content at the beginning of a course before they tried them out , they will most likely give vague and meaningless answers". with this in mind , needs analysis questionnaires were also given to the teachers of the English department.

The items on the questionnaire were designed based on an analysis of the department syllabus and literature review of questionnaire design.

In the designing questionnaire, the researcher adapted a well –organized pattern, so that the informants felt easy and comfortable in answer the questions and to express their opinion. The informants were asked to give their views on two different aspects (1) the importance of the skills and (2) the students' proficiency in those skills.

Though the questions were of closed type a space for open comment was added to the questionnaire for unanticipated responses. the questionnaires contained that they thought necessary but were not mentioned in the closed type questions.

3.7 Validity and Reliability of the Questionnaires

Nunan(1992) defines validity as ‘the extent to which a piece of research investigates what a researcher purports to investigate’. Borg and Gall (1989) define validity as ‘the degree to which a test measures what it purports to measure’. Both the content and construct validity of an instrument ensures that the data collected through them is purposeful and correct. The following aspects were take into consideration in designing the questionnaires in order to ensure the content validity.

- Literature on research method
- Objective of the present study
- Consultation with colleagues in the field
- Informants’ comments (teachers’ and students’) on the piloted questionnaires.

Literature on research methods was reviewed in order to identify and select the different data collection methods, the advantages and

disadvantages of each of these methods and their suitability for this study. Moreover, the literature provided guidelines for constructing the items of the instrument, types of questionnaire, types of interview and so on. Piloting the instruments and improving it further ensured validity of content. This ensured that the content of the instruments was clear and understood by the subject, and also helped to obtain accurate information for the study (Borg and Gall,1989).

During the piloting, these tools were discussed with some teachers in the Department and with the consultants and advisors of English Language Teaching Improvement Project (ELTIP)in Bangladesh. In the light of the comments and suggestions obtained, items were added, instructions were refined or replaced. Clear instructions were provide, ambiguity and unclear items were avoied, and technical terms were dropped, leading questions were avoided and examples were provide with difficult items. The questionnaires were also refined after a seminar and made valuable comments on the questionnaires. Changes were made in the light of comments made in the seminar.

3.8 Instrument for Interview

Triangulation of methods- i.e. triangulation of questionnaire survey outcomes with those of the interviews, in addition to data triangulation i.e. using information form both teachers and students about the same topic- is another way of checking reliability used in this study. Each respondent was asked each item on the question orally and the researcher herself

recorded the responses. Triangulation helped the researcher to show how different data collection methods produce similar result.

3.9 Administering Students' Questionnaires

For administering the students' questionnaire, permission was take from the classes and each items on the questionnaire was explained to students in both English and Bangla. while the students were filling in the questionnaires , the researcher personally explained the process. The respondents were given an hour to fill the questionnaire.

3.10 Administering Teachers' Questionnaires

Questionnaire survey was supposed to be carried out on all the 13 teachers of different departments of English. The researcher personally met all of them and gave the questionnaires. Rests of the questionnaires were distributed through the Department office.

3.11 Sampling for the study

Borg and Gall(1989) define he sample as 'selecting a given number of subjects from a defined population as representative of that population'. Similarly Cohen and Manion define it as collecting 'information from a smaller group or subset of population in such a way that the knowledge gained is representative the total population under study.'

3.12 Conclusion

This chapter describes the theoretical and practical techniques that have been used in this research. Methods of data collecting such as record

reviews, questionnaire survey, Tests, Evaluation/feedback, follow up investigation, self- assessment have been discussed in detail in the chapter. Theories of research tools such as questionnaire, interview, document analysis, proficiency test and their implication in the present study have also been discussed in detail.

For the present study, the data was collected from document analysis, proficiency test, teachers' questionnaire and students' questionnaire. The researcher discusses the progress of designing the instrument for questionnaire survey, interview, and the proficiency test. The findings of the study are presented in the next chapter.

Chapter-4

Results

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The data obtained from students' and teachers' survey and interview is analyzed and presented in this chapter. The data is presented under a few broad headings, which are: (1) Speaking, (2) reading, (3) writing, (4) listening and (5) non-linguistic goals. Non-linguistic goals have been divided into 4 (four) sub-skills and these are study skills, cooperative learning and two questions like-

1. Do the students think the English language skills that they develop in the university are enough to cope with their professional life in the future?
2. How big is the gap between their level of proficiency when they graduate and the demands of professional life?

Students Questionnaire Survey:

In student questionnaire speaking, reading, writing and listening proficiency have been measured by two major questions-

- (a) How often are the students required to accomplish reading, writing, listening, and speaking tasks in English in their departmental courses?
- (b) How successful do the students think they are in accomplishing the tasks?

Students had to tick an appropriate box from a number of options. The numbers stand for the various grades starting from never to very often, and not effective at all to very effective. Results of the Students'

Questionnaires Survey are presented skill wise in the following tables:-

For analysis the responses were converted into mathematical figures as follows:

Never = 1

Rarely = 2

Often = 3

Very often = 4 and

Not effective at all = 1

Somewhat effective = 2

Quiet effective = 3

Very effective = 4

Speaking:

Table-1

	a. How often are you required to accomplish the following tasks in English in your departmental courses? Please circle the relevant number.					b. How successful do you think you are in accomplishing the following tasks? Please circle the relevant number.						Lack
	never	rarely	often	very often	required mean	not effective at all	somewhat effective	quite effective	very effective	Present mean		
1. ask the instructor questions during lectures	1	8	38	1	2.81	1	14	23	10	2.87	.06	
	1	16	114	4		1	28	69	40			
2. answer questions asked by the instructor	-	5	26	17	3.25	-	9	23	16	3.14	.11	
		10	78	68			18	69	64			
3. make presentations/do demonstrations on a topic related to your field of study	3	10	16	19	3.06	-	16	14	18	3.04	.02	
	3	20	48	76			32	42	72			
4. participate in pair/group work activities in class in order to complete a task given by the instructor	2	12	16	18	3.04	-	16	33	9	3.47	.43	
	2	24	48	72			32	99	36			
5. express your opinion and/or convince classmates of your opinion/ negotiate meaning during class discussions/ debates	2	12	22	12	2.91	2	11	25	10	2.89	.02	
	2	24	66	48		2	22	75	40			
6. communicate with foreign instructors in and outside class (during office hours, socializing, etc.)	1	24	13	9	2.60	1	28	14	5	2.47	.13	
	1	48	39	36		1	56	42	20			

In each box the number on top indicates the number of scorers and the number of the bottom indicates the score after conversion into mathematical figures. The bottom ones are calculated for means.

7. Others (please specify)

8. What difficulties do you face while speaking in English? (Tick on the right word you can tick as many as necessary)

1. Pronunciation, 2. Grammar, 3. Vocabulary, 3. Fluency, 4. Appropriateness, 5. Turn taking

10 10 28 19 8 4

The detail of the students speaking proficiency data are given below:

For item no.1 (ask the instructor questions during lectures). 1 student ticked 'never'. 8 students answered 'rarely'. 38 students ticked 'often'. 1 students answered 'very often'. 1 student ticked 'not effective at all'. 14 students ticked 'somewhat effective'. 23 students ticked 'quite effective'. 10 students ticked 'very effective'. The required mean in this item is 2.81 and the present mean is 2.87. The lack here is $(2.87-2.81) .06$

For item no. 2 (answer questions asked by the instructor) no student ticked 'never'. 5 students answered 'rarely', 26 students answered 'often', 17 students answered 'very often'. None ticked 'effective at all'. 9 students answered 'somewhat effective', 23 students ticked 'quite effective'. 16 students ticked 'very effective'. The required mean in this item is 3.25 and the present mean is 3.14. The lack here is $(3.25-3.14) .11$

For item no.3 (make presentations, or do demonstrations on a topic related to their field of study) 3 students answered 'never', 10 students answered 'rarely', 16 students responded 'often'. 19 students responded 'very often'. None ticked 'effective at all'. 16 students ticked 'somewhat effective'. 14 answered 'quite effective'. 18 students ticked 'very effective'. The required mean in this item is 3.06 and the present mean is 3.04.

The lack here is $(3.06-3.04) .02$

For fourth item (participate in pair/group work activities in class in order to complete a task given by the instructor) Only 2 students answered in the negative. 12 students ticked 'rarely'. 16 students ticked 'often'. 18 students answered 'very often'. No one was found to ticked effective or not. 16 students ticked 'somewhat effective'. 33 students answered 'quite effective'. 9 students ticked 'very effective'. The required mean in this item is 3.04 and the present mean is 3.47. The lack here is $(3.47-3.04) .43$

For item no. 5 (express their opinions, or convince classmates of their opinion during class discussions/debates) Only 2 students answered 'never'. 12 students ticked 'rarely'. 22 students ticked 'often'. 12 students ticked 'very often'. 2 students ticked 'not effective at all'. 11 students ticked 'somewhat effective'. 25 students ticked 'quite effective'. 10 students answered 'very effective'. The required mean in this item is 2.91 and the present mean is 2.89. The lack here is $(2.91-2.89) .02$

For sixth question (communicate with foreign instructors in and outside class) Only 1 student ticked 'never'. 24 students answered 'rarely'. 13 students replied 'often'. 9 of them ticked 'very often'. 1 ticked 'not effective at all'. 28 students ticked 'somewhat effective'. 14 students ticked 'quite effective'. 5 students ticked 'very effective'. The required mean in this item is 2.60 and the present mean is 2.47. The lack here is $(2.60-2.47) .13$

Students were finally asked what difficulties do they face while speaking in English. The options were-pronunciation, grammar, vocabulary, Fluency, appropriateness and turn taking. 10 students ticked both pronunciation and grammar. 28 students ticked 'vocabulary', 19 of them answered 'fluency'. 8 of them ticked 'appropriateness' and 4 of them ticked 'turn taking'.

Table-2

Reading:

	a. How often are you required to accomplish the following tasks in English in your departmental courses? Please circle the relevant number.					b. How successful do you think you are in accomplishing the following tasks? Please circle the relevant number.						Lack
	never	rarely	often	very often	required mean	not effective at all	some what effective	quite effective	very effective	Present mean		
1. go through a chapter, article, etc. quickly to decide whether the information it contains is useful for you or not	-	5	32	11	3.16	2	19	21	6	2.64	2.48	
		10	96	44		2	38	63	24			
2. summarize a text orally or in written form	-	8	23	17	3.18	-	6	36	6	4.8	1.62	
		16	69	68			12	108	24			
3. read an article/text quickly to find the specific information that you are looking for	-	12	21	15	3.06	1	25	17	5	2.54	.52	
		24	63	60		1	50	51	20			
4. answer comprehension/discussion questions related to a text (during an exam, during class work or for an assignment)	1	7	23	17	3.16	2	11	24	11	2.91	.25	
	1	14	69	68		2	22	72	44			
5. read various texts on a particular issue to form and express your own opinion about the issue	5	16	23	4	2.54	2	17	27	2	2.60	.06	
	5	32	69	16		2	34	81	8			
6. read a text and criticize the author's approach/idea	3	21	23	1	2.45	2	23	20	3	2.5	.05	
	3	42	69	4		2	46	60	12			
7. read a text and express the author's ideas using your own words	2	12	23	11	2.89	1	16	23	8	2.79	.01	
	2	24	69	44		1	32	69	32			
8. Interpret data in various forms (graphs, charts, etc.)	5	20	8	15	2.68	4	20	23	1	2.43	.25	
	5	40	24	60		4	40	69	4			
9. guess the meanings of unfamiliar words without using a dictionary	3	4	34	7	2.93	3	20	25	-	2.45	.48	
	3	8	102	28		3	40	75				

N=48

In each box the number on top indicates the number of scorers and the number of the bottom indicates the score after conversion into mathematical figures. The bottom ones are calculated for means.

10. Approximately how many pages of text /reference books/journal articles you have to read every semester

a).400-500 pages, b) 500-600 pages, c) 600-700 pages, d) above

32

12

2

2

11. What difficulties do you face while reading in English? (Tick as appropriate and as many as necessary)

a) Long sentence, b) Text organization, c) Concept, d) Word meaning

18

8

20

24

For item no.1 (go through a chapter, article, etc quickly to decide whether the information it contains is useful for them or not) no student answered this question. 5 respondents ticked 'rarely'. 32 students answered 'often'. 11 students ticked 'very often'. 2 students ticked 'not effective at all'. 19 students ticked 'somewhat effective'. 21 of them ticked 'quite effective'. 6 students ticked 'very effective'. The required mean in this item is 3.16 and the present mean is 2.64. The lack here is $(3.16-2.64) 2.48$

For item no.2 (summarize a text orally or in written form) none the students put ticked on 'never'. 8 students ticked 'rarely'. 23 students ticked 'often'. 17 students responded 'very often'. None ticked 'effective at all'. 6 of them ticked 'somewhat effective'. 36 students ticked 'quite

effective'. 6 of them ticked 'very effective'. The required mean in this item is 3.18 and the present mean is 4.8. The lack here is $(4.8-3.18)$ 1.62

For item no. 3 (read an article /text quickly to find the specific information that they look for) no student is found to put tick on 'never'. 12 students ticked 'rarely'. 21 students replied 'often'. 15 students ticked 'very often'. 1 student answered 'not effective at all'. 25 students responded 'somewhat effective'. 5 students answered 'very effective'. 17 students ticked 'quite effective'. The required mean in this item is 3.06 and the present mean is 2.54. The lack here is $(3.06-2.54)$.52

For item no.4 (answer comprehension questions related to a text during an exam) 1 student ticked 'never'. 7 students ticked 'rarely'. 23 students answered 'often'. 17 students ticked 'very often'. 2 students ticked 'not effective at all'. 11 students answered 'somewhat effective'. 24 students ticked 'quite effective'. 11 student answered 'very effective'. The required mean in this item is 3.16 and the present mean is 2.91. The lack here is $(3.16-2.91)$.25

5 students ticked 'never' in item no. 5. 16 students' answered 'rarely'. 23 students answered 'often', 4 students replied 'very often'. 17 students ticked 'somewhat effective'. 27 students ticked 'quite effective'. 2 students ticked 'not effective at all'. 2 students ticked 'very effective'. The required mean in this item is 2.54 and the present mean is 2.60. The lack here is $(2.60-2.54)$.06

3 students ticked 'never' in the item on. 6. 21 students' answered 'rarely'. 23 students ticked 'often'. 4 students answered 'very often'. 2 students ticked 'not effective at all'. 23 students ticked 'somewhat effective'. 20 students answered 'quite effective'. 3 students ticked 'very effective'. The required mean in this item is 2.45 and the present mean is 2.5. The lack here is $(2.5-2.45) .05$

In item no 7, 2 students ticked 'never'. 12 students ticked 'rarely'. 23 students ticked 'often'. 11 students ticked 'very often'. 1 students ticked 'not effective at all'. 16 students ticked 'somewhat effective'. 23 students ticked 'quite effective'. 8 students ticked 'very effective'. The required mean in this item is 2.89 and the present mean is 2.79. The lack here is $(2.89-2.79) .01$

In item no 8, 5 students ticked 'never'. 20 students ticked 'rarely'. 8 students ticked 'often', 15 students ticked 'very often'. 4 students ticked 'not effective at all'. 20 students ticked 'somewhat effective'. 23 students ticked 'quite effective'. 1 students ticked 'very effective'. The required mean in this item is 2.68 and the present mean is 2.43. The lack here is $(2.68-2.43) .25$

For the last question 9 (how often they guess the meaning of unfamiliar words without using a dictionary) 3 students ticked 'never'. 4 students ticked 'rarely'. 34 students ticked 'often'. 7 students ticked 'very often'. 3

students ticked 'not effective at all'. 20 of them ticked 'somewhat effective'. 25 of them ticked 'quite effective'. None ticked 'very effective'. The required mean in this item is 2.93 and the present mean is 2.45. The lack here is $(2.93-2.45) .48$

The 10th question was to the student approximately how many pages of a text they read very semester. 32 students ticked 400-500 pages, 12 students ticked 500-600 pages and only 2 students ticked 600- 700 pages and 2 students ticked above.

When students were asked what difficulties, do they face while reading in English? 18 students ticked 'long sentences'. 8 students answered 'text organization', 20 students ticked 'concept' 24 students ticked 'word meaning'.

Table-3

Listening:

	a. How often are you required to accomplish the following tasks in English in your departmental courses? Please circle the relevant number.					b. How successful do you think you are in accomplishing the following tasks? Please circle the relevant number.					
	never	rarely	often	very often	required mean	not effective at all	somewhat effective	quite effective	very effective	Present mean	Lack
1. take notes during a lecture given in English	-	3 6	34 102	11 44	3.16	-	10 20	21 63	17 68	3.14	.02
2. follow the instructions of the lecturer during class	-	4 8	22 66	22 88	3.37	-	6 12	19 57	23 92	3.35	.02
3. watch a video recording and commenting on what you see	5 5	18 36	20 60	5 20	2.52	4 4	12 24	32 96	-	2.58	.06
4. commnicate with classmates	-	10 20	24 72	14 56	3.08	-	14 28	22 66	12 48	2.95	.13
5. listen to an audio recording	10 10	12 24	6 48	10 40	2.54	5 5	13 26	17 51	13 52	2.70	.16
6. listing to guest lectures/speakers from overseas	6 6	19 38	15 45	8 32	2.52	5 5	16 32	20 60	7 28	2.60	.08

N=48

In each box the number on top indicates the number of scorers and the number of the bottom indicates the score after conversion into mathematical figures. The bottom ones are calculated for means.

Other (please specify)

7. What difficulties do you face while listening to any thing in English?

a) Sound recognition b) stress c) intonation d) accent

13

4

10

23

For item no. 1 (take notes during a lecture given in English) none the students ticked 'never'. 3 students answered 'rarely'. 34 students ticked 'often', 11 students ticked 'very often'. None ticked 'effective at all'. 10 students ticked 'somewhat effective'. 21 students ticked 'quite effective'. 17 students ticked 'very effective'. The required mean in this item is 3.16 and the present mean is 3.14. The lack here is $(3.16-3.14) .02$

For the second question (follow the instructions of the lecturer during class) none ticked never. 4 students ticked 'rarely'. 22 students answered 'often'. 22 students ticked 'very often'. None ticked 'effective at all'. 6 students ticked 'somewhat effective'. 19 students ticked 'quite effective'. 23 students ticked 'very effective'. The required mean in this item is 3.37 and the present mean is 3.35. The lack here is $(3.37-3.35).02$

For item no.3 (watch a video recording and commenting on what they see) 5 students ticked 'never'. 18 students ticked 'rarely'. 20 students answered 'often'. 5 students ticked 'very often'. 4 students ticked 'not effective at all'. 12 students ticked 'somewhat effective'. 32 students ticked 'quite effective'. None ticked 'very effective'. The required mean

in this item is 2.52 and the present mean is 2.58. The lack here is $(2.58 - 2.52) .06$

For item no. 4 (communicate with classmates.) None ticked 'never'. 10 students ticked 'rarely'. 24 students ticked 'often'. 14 students answered 'very often'. None ticked 'effective at all'. 14 students ticked 'somewhat effective'. 22 students ticked 'quite effective'. 12 students ticked 'very effective'. The required mean is 3.08 and the present mean is 2.95. The lack here is $(3.08 - 2.95) .13$

For the 5th question (listen to an audio recording) 10 students ticked 'never'. 12 students answered 'rarely'. 16 students ticked 'often'. 10 students answered 'very often'. 5 students ticked 'not effective at all'. 13 of them ticked 'somewhat effective'. 17 students ticked 'quite effective'. 13 of them ticked 'very effective'. The required mean in this item is 2.54 and the present mean is 2.70. The lack here is $(2.70 - 2.54) .16$

For item no.6 (listen to guest lectures/speakers from overseas) 6 students ticked 'never'. 19 students ticked 'rarely'. 15 students ticked 'often'. 8 students ticked 'very often'. 5 students ticked 'not effective at all'. 16 students ticked 'somewhat effective'. 7 students ticked 'very effective'. 20 of them ticked 'quite effective'. The required mean in this item is 2.52 and the present mean is 2.60. The lack here is $(2.60 - .52) .08$

The last question, in this section, was to the student 'what difficulties do you face while listening to any thing in English?' They

were given some multiple choices like sound recognition, stress, intonation and accent. 13 students ticked 'sound recognition', 4 ticked 'stress', 19 students ticked 'intonation' and 23 of them ticked 'accent'.

Table-4

Writing:

	a. How often are you required to accomplish the following tasks in English in your departmental courses? Please circle the relevant number.					b. How successful do you think you are in accomplishing the following tasks? Please circle the relevant number.					
	never	rarely	often	very often	required mean	not effective at all	somewhat effective	quite effective	very effective	Present mean	La
1. Answer comprehension/discussion questions in exams. Please, indicate the length of such a task in terms of page numbers Page.	1 1	9 18	26 78	12 48	3.02	2 2	15 30	27 81	4 16	2.68	.34
2. write project report describing the steps and the result(s) of an experiment/group project Please, indicate the length of such a task: Page.	1 1	19 38	18 54	10 40	2.77	2 2	12 24	27 81	7 28	2.81	.17
3. write an essay/project on a topic incorporating ideas from a variety of sources and document these sources appropriately Please, indicate the length of such a task: Page.	4 4	13 26	27 81	4 16	2.64	4 4	23 46	12 36	9 36	2.47	.4
4. write a summary of an article	-	11 22	16 48	21 84	3.31	-	14 28	31 93	3 12	2.77	.54
5. design a questionnaire to gather information for an assignment	5 5	21 42	18 54	4 16	2.43	4 4	18 36	19 57	7 28	2.60	.17

In each box the number on top indicates the number of scorers and the number of the bottom indicates the score after conversion into mathematical figures. The bottom ones are calculated for means.

6. Other (please specify)

7. What difficulties do you face while writing in English?(tick as appropriate)

a) Fully appropriate words b) forming sentences c) organizing structures

17

21

15

d) Organizing paragraphs e) using discourse markers and transition words.

19

5

For item no:1 (answer comprehension/discussion questions in exam). Only 1 student answered 'never'. 9 ticked 'rarely'. 26 students ticked 'often'. 12 students ticked 'very often'. 2 students ticked 'not effective'. 15 students ticked 'somewhat effective'. 27 students ticked 'quite effective'. 4 ticked 'very effective'. Students were requested to indicate the length of such a task in terms of page numbers. The average number is 1-2 pages. The required mean in this item is 3.02 and the present mean is 2.68. The lack here is $(3.02-2.68) .34$

For item no.2 (write project report describing the steps and the result (s) of an experiment/group project) 1 student ticked 'never'. 19 students ticked 'rarely'. 18 students answered 'often'. 10 students ticked 'very often'. 2 students ticked 'not effective at all'. 12 ticks 'somewhat effective'. 27 reply such a writing is 'quite effective'. 7 say it is 'very effective procedure'. Here too, students are also requested to indicate the

length of such a task. The average answer was 40-60 pages. The required mean in this item is 2.77 and the present mean is 2.60 The lack here is $(2.77-2.60) .17$

For item no.3 (write an essay/project on a topic incorporating ideas from a variety of sources and document these sources appropriately). 4 students 'ticked never'. 13 students answered 'rarely'. 27 students ticked on 'often'. 4 students ticked 'often'. 4 ticked 'not effective at all'. 23 students ticked 'somewhat effective'. 12 students ticked 'quite effective'. 9 students ticked 'very effective'. In this question too students were requested to indicate the length of such a task. The average answer is 30-50 pages. The required mean in this item is 2.43 and the present mean is 2.83. The lack here is $(2.83-2.43) .4$

For item no.4 (write a summary of an article) no student ticked 'never'. 11 students ticked 'rarely'. 16 students ticked 'often'. 21 students ticked 'very often'. None ticked 'effective at all'. 14 students answered 'somewhat effective'. 31 of them ticked 'quite effective'. 3 ticked 'very effective formula'. The required mean in this item is 3.31 and the present mean is 2.77. The lack here is $(3.31-2.77) .54$

For item no.5 (design a questionnaire to gather information for an assignment) 5 students ticked 'never'. 21 students ticked 'rarely'. 18 students ticked 'often'. 4 students ticked 'very often'. 4 of them ticked 'not effective at all'. 18 students answered 'somewhat effective'. 19

ticked 'quite effective'. 7 students ticked 'very effective'. The required mean in this item is 2.43 and the present mean is 2.60. The lack here is $(2.60-2.43) \cdot 17$

The last question in this section to the student was- what difficulties do they face while writing in English? They were given four choices. 17 students ticked 'fully appropriate words'. 21 ticked 'forming sentences', 15 ticked 'organizing structures', 19 ticked 'an organizing paragraph' 5 ticked 'using discourse markers and transition words'.

Non-linguistic Goals:

This section consists of two divisions namely study skills, and cooperative learning. Two questions are also included in this section. However, in this section total respondents are 46 because no 21 and 27 questionnaire are lost by the respective respondents.

Table-5

Study Skills:

	a. How often do you do the following? Please circle the relevant item.					b. How important do you think these are in helping you become an independent learner? Please circle the relevant item.					
	Very little	Below average	average	Good	mean	not important at all	somewhat important	quite important	very important	Present mean	Lack
1. evaluate your own progress and identify the language skills that you need to improve	-	12 24	33 99	2 8	2.84	1 1	20 40	17 51	9 36	2.78	.06
2. use appropriate strategies to improve the weaknesses you have identified	1 1	15 30	2 6	9 36	1.58	1 1	15 30	14 42	16 64	2.97	1.39
3. read materials in English other than materials used in courses	6 6	16 32	15 45	10 40	2.56	3 3	13 26	21 63	10 40	2.82	.26
4. set goals and aims for yourself to improve your English language skills	3 3	16 32	15 45	13 52	2.82	3 3	7 14	19 57	18 72	3.17	.35
5. use a variety of information sources in English for a variety of tasks	11 11	10 20	25 75	1 4	2.39	6 6	12 24	23 69	6 24	2.63	.3

N=48

In each box the number on top indicates the number of scorers and the number of the bottom indicates the score after conversion into mathematical figures. The bottom ones are calculated for means.

For item no.1 (evaluate their own progress and identify the language skills that they need to improve) nobody ticked 'very little'. 12 students ticked 'below average'. 33 students ticked 'average' and 2 answered 'good'. 1 student answered 'not important at all'. 20 students ticked 'somewhat important' while 17 of them ticked 'quite important'. 9

students considered this self evaluation method very important. The required mean in this item is 2.84 and the present mean is 2.78. The lack here is $(2.84-2.78) .06$

For item 2 (use appropriate strategies to improve the weaknesses they have identified) 1 student ticked 'very little'. 15 students ticked 'below average'. 2 students ticked 'average'. 9 students ticked 'good' .1 student ticked 'not important at all'. 15 student ticked 'somewhat important'. 14 students considered this as quite important . 16 students ticked 'very important'. The required mean in this item is 1.58 and the present mean is 2.97. The lack here is $(2.97-1.58) 1.39$

For item no.3 (read materials in English other than materials used in courses). 6 students answered very little. 16 students ticked 'below average'. 15 students ticked 'average'. 10 students ticked 'good'.3 students ticked 'not important at all'. 10 students ticked 'very important'. 21 students ticked 'quite important'. 13 students ticked 'somewhat important'. The required mean in this item is 2.56 and the present mean is 2.82. The lack here is $(2.82-2.56) .26$

For item no.4 (set goals and aims for themselves to improve their English language skills) 3 students ticked 'very little'. 16 students ticked 'below average'. 15 students ticked 'average'. 13 students ticked 'good'.

3 students ticked 'not important at all'. 7 students ticked 'somewhat important'. 19 students ticked 'quite important.' 18 ticked 'very important'. . The required mean in this item is 2.82 and the present mean is 3.17. The lack here is $(3.17-2.82)$.35

For item no.5 (use a variety of information sources in English for a variety of task) 11 students ticked 'very little', 10 ticked 'below average' while 25 ticked 'average'. 1 student answered 'good'. 6 students ticked 'not important', 12 regarded this 'somewhat important', 23 considered this 'quite important', 6 ticked 'very important'. The required mean in this item is 2.39 and the present mean is 2.67. The lack here is $(2.67-2.39)$.3

Table-6

Co-operative learning:

	a. How often do you do the following? Please circle the relevant number.					b. How important do you think the following is in preparing you for your future career?					Lack
	never	rarely	often	very often	required mean	not important at all	somewhat important	quite important	very important	Present mean	
1. work as a contributing team member with a group of academics/students	1	9	34	4	2.97	-	8	34	6	3.08	.11
	1	18	102	16			16	102	24		

N=48

In each box the number on top indicates the number of scorers and the number of the bottom indicates the score after conversion into mathematical figures. The bottom ones are calculated for means.

For this item (work as a contributing team member with a group of academics/students) 1 student answered ‘never’, 9 ticked ‘rarely’, 34 ticked ‘often’, 4 ticked very often. No one ticked ‘important at all’. 8 ticked ‘somewhat important’. 34 students working as a team member ticked ‘quite important’ while 6 considered this very important. The required mean in this item is 2.97 and the present mean is 3.08. The lack here is $(3.08-2.97) .11$

Students are then asked two questions directly. These are-

1. Do they think the English language skills that they develop in the university are enough to cope with their professional life in the future?

They are given 4 choices- reading, writing listening and speaking.

Table-7

	Not at all	To some extent	Tolerably well	Very well
Reading	16	5	15	10
Writing	1	20	21	4
Speaking	1	21	15	9
Listening	4	8	26	8

16 students answered that reading cannot at all help them in their future professional life. 5 students ticked ‘some extent’, 15 ticked ‘tolerably well’, 10 students answered ‘very well’. 1 student ticked that

writing cannot help them at all. 20 students ticked to 'some extent', 21 answered 'tolerably well' and 4 ticked 'very well'. In case of listening 4 students ticked not at all, 8 students ticked to 'some extent', 26 ticked 'tolerably well' and 8 ticked 'very well'. In the speaking course 1 ticked 'not at all', 21 ticked to 'some extent' 15 ticked 'tolerably well', 9 'ticked very well'.

2. The last questions is to the student how big is the gap between their level of proficiency when they graduate and the demands of professional life?

Table-8

	No gap	Very little	Big	Very big
Reading	10	18	16	2
Writing	2	29	15	-
Speaking	10	21	14	21
Listening	15	15	12	4

This question was asked in category of reading, writing, speaking and listening. 10 students ticked no 'gap'. 18 students ticked 'very little gap'. 16 ticked 'big gap', 2 students ticked 'very big gap'. In the matter of writing 2 ticked 'no gap', 29 ticked 'very little', 15 answered big and none answered 'very big'. In case of speaking 10 students ticked 'no gap, 21 ticked 'very little gap', 14 ticked big gap and 21 ticked 'very big gap'. In the matter of listening 15 students ticked 'no gap', 15 ticked 'very little gap', 12 ticked 'big gap' and 4 ticked 'very big gap'.

Teachers' Questionnaire Survey

In teacher questionnaire speaking, reading, writing and listening proficiency have been measured by two major aspects-

- (a) How often are their students required to accomplish a number of reading, writing, listening and speaking tasks in English in their departmental courses?
- (b) How successful are the students in accomplishing those tasks?

To calculate the aria scores for each item, the four categories of the rating scale were coded as follows:

Never = 1

Rarely = 2

Often = 3

Very often = 4

And

Not effective at all = 1

Somewhat effective = 2

Quiet effective = 3

Very effective = 4

Results of the Teachers' Questionnaire Survey are presented skills wise in the following tables.

Speaking:

Table-9

	a. How often are your students required to accomplish the following tasks in English in your departmental courses? Please circle the relevant number.					b. How successful do you think they are in accomplishing the following tasks? Please circle the relevant number.					Lack/Content
	Never	rarely	Often	very often	required mean	not effective at all	somewhat effective	quite effective	very effective	Present mean	
1. ask the instructor questions during lectures	-	2	9	2	3	-	2	7	4	3.15	.15
2. answer questions asked by the instructor	-	4	27	8	3	-	4	21	16	3.07	.07
		3	7	3			5	2	6		
3. make presentations/do demonstrations on a topic related to your field of study	1	3	7	2	2.76	-	4	6	3	2.92	.16
	1	6	21	8			8	18	12		
4. participate in pair/group work activities in class in order to complete a task given by the instructor	2	2	5	4	2.84	1	3	6	3	2.84	There is no lack
	2	4	15	16		1	6	18	12		
5. express their opinion and/or convince classmates of your opinion/ negotiate meaning during class discussions/ debates	-	6	4	3	2.76	1	4	6	2	2.69	.07
		12	12	12		1	8	18	8		
6. communicate with foreign instructors in and outside class (during office hours, socializing, etc.)	4	6	1	2	2.07	4	5	3	1	2.07	There is no lack
	4	12	3	8		4	10	9	4		

N=13

In each box the number on top indicates the number of scorers and the number of the bottom indicates the score after conversion into mathematical figures. The bottom ones are calculated for means.

Total respondent 13

8. What difficulties do they face while speaking in English? (Tick on the right word you can tick as many as necessary)

1. Pronunciation, 2. Grammar, 3. Vocabulary, 3. Fluency, 4. Appropriateness, 5. Turn taking

8

4

8

9

5

-

The detail of the teachers speaking proficiency data are given below:

For item no.1 (ask the instructor questions during lectures) none ticked 'never', 2 teachers ticked 'rarely', 9 teachers ticked 'often', 2 teachers answered 'very often'. None ticked 'not effective at all', 2 of them ticked 'somewhat effective', 7 teachers ticked 'quite effective', 4 teachers ticked 'very effective'. In this item, the required mean is 3 and the present mean is 3.15. The lack here is $(3.15-3) .15$

For item no.2 (answer questions asked by the instructor) none ticked 'never', 3 teachers ticked 'rarely', 7 teachers answered 'often', 3 teachers answered 'very often'. 5 teachers ticked 'somewhat effective', 2 teachers ticked 'quite effective', 6 teachers ticked 'very effective'. None ticked 'effective at all'. The required mean in this item is 3 and the present mean is 3.07. The lack here is $(3.07-3) .07$

For item no.3 (make presentations, or do demonstrations on a topic related to their field of study.) 1 teacher answered 'never', 3 teachers ticked 'rarely', 7 teachers ticked 'often'. 2 teachers ticked 'very often'. None of them ticked 'effective at all'. 4 teachers ticked 'somewhat effective', 6 teachers ticked 'quite effective'. 3 teachers ticked 'very effective'. The required mean in this item is 2.76 and the present mean is 2.92. The lack here is $(2.92-2.76) .16$

The fourth question was (whether the students participate in pair/group work activities in class in order to complete a task given by the

instructor?) 2 teachers answered in the negative. 2 teachers ticked 'rarely' . 5 teachers ticked 'often' . 4 teachers ticked 'very often' . 1 teacher ticked 'not effective at all' . 3 teachers ticked 'somewhat effective' . 6 teachers ticked 'quite effective' . 3 teachers ticked 'very effective' . The present and the required mean in this question are same-2.84. So, there is no lack here.

For the fifth question (express their opinions, or convince classmates of their opinion during class discussions/debates?) None ticked 'never' . 6 teachers ticked 'rarely' , 4 teachers ticked 'often' , 3 teachers ticked 'very often' . 1 teacher ticked 'not effective at all' . 4 teachers ticked 'somewhat effective' . 6 teacher ticked 'quite effective' , 2 teachers ticked 'very effective' . The required mean in this question is 2.76 and present mean is 2.69. The lack here is $(2.76-2.69) .07$

For the sixth question (communicate with foreign instructors in and outside class) 4 teachers ticked 'never' . 6 teachers ticked 'rarely' , 1 teachers ticked 'often' , 2 of them ticked 'very often' . 4 of them ticked 'not effective at all' . 5 teachers ticked 'somewhat effective' . 3 teachers ticked 'quite effective' 1 of them ticked 'very effective' . The required mean in this question is 2.07 and the present mean is 2.07. So, there is no lack here.

Teachers were finally asked -what difficulties do their students face while speaking in English? The options were-pronunciation, **grammar**, vocabulary, Fluency, appropriateness and turn taking. 8 teachers ticked 'pronunciation' 4 ticked 'grammar' . 8 teachers ticked

'vocabulary', 9 ticked 'fluency'. 5 of them ticked 'appropriateness and none' of them ticked 'turn taking'.

Reading:

Table-10

	a. How often are your students required to accomplish the following tasks in English in your departmental courses? Please circle the relevant number.					b. How successful do you think they are in accomplishing the following tasks? Please circle the relevant number.						Lack men
	never	rarely	often	very often	Required mean	not effective at all	somewhat effective	quite effective	very effective	Percent mean		
1. go through a chapter, article, etc. quickly to decide whether the information it contains is useful for you or not	-	4 8	5 15	4 16	3	1 1	4 8	7 21	1 4	2.61	.39	
2. summarize a text orally or in written form	-	2 4	7 21	4 16	3.15	1 1	1 2	11 33	-	2.76	.39	
3. read an article/text quickly to find the specific information that they are looking for	-	6 12	4 12	3 12	2.76	1 1	5 10	5 15	2 8	2.61	.15	
4. answer comprehension/discussion questions related to a text (during an exam, during class work or for an assignment)	-	6 12	4 12	3 12	2.76	2 2	4 8	4 12	3 12	2.61	.15	
5. read various texts on a particular issue to form and express their own opinion about the issue	1 1	7 14	4 12	1 4	2.38	4 4	2 4	6 18	1 4	2.30	.08	
6. read a text and criticize the author's approach/idea	3 3	4 8	5 15	1 4	2.30	3 3	5 10	5 15	-	2.15	.15	
7. read a text and express the author's ideas using your own words	2 2	6 12	5 15	-	2.23	2 2	4 8	7 21	-	2.38	.15	
8. Interpret data in various forms (graphs, charts, etc.)	3 3	7 14	1 3	2 8	2.15	3 3	5 10	5 15	-	2.15	Ther no k	
9. guess the meanings of unfamiliar words without using a dictionary	2 2	6 12	4 12	1 4	2.30	3 3	4 8	6 18	-	2.23	Ther no l	

N=13

In each box the number on top indicates the number of scorers and the number of the bottom indicates the score after conversion into mathematical figures. The bottom ones are calculated for means.

10. Approximately how many pages of text /reference books/journal articles you have to read every semester

a).400-500 pages, b) 500-600 pages, c) 600-700 pages, d) above

7

2

1

1

11. What difficulties do you face while reading in English? (Tick as appropriate and as many as necessary)

a) Long sentence, b) Text organization, c) Concept, d) Word meaning

8

6

10

11

Other (please specify)

For item no. 1 (go through a chapter, article, etc quickly to decide whether the information it contains is useful for them or not). No teachers answered this question.. 4 ticked 'rarely'. 5 teachers answered 'often'. 4 teachers ticked 'very often'. 1 teacher ticked 'not effective at all'. 4 teachers ticked 'somewhat effective'. 7 them ticked 'quite effective'.1 teacher ticked 'very effective'. The required mean is 3 but the present mean is 2.61 The lack here is $(3-2.61) .39$

For item no.2 (summarize a text orally or in written form). None the teachers ticked never. 2 teachers ticked 'rarely'. 7 teachers ticked 'often', 4 teachers ticked 'very often'.1 teacher ticked 'not effective at all'. 1 of them ticked 'somewhat effective'. 11 teachers ticked 'quite effective', none of them ticked 'very effective'. The required mean is 3.15 and the present mean is 2.76. The lack here is $(3.15-2.76) .39$

For item no. 3 (read an article /text quickly to find the specific information that they look for). No teacher ticked 'never'. 6 teachers ticked 'rarely'. 4 teachers ticked 'often'. 3 teachers ticked 'very often'. 1 teacher answered 'not effective at all'. 5 teachers ticked 'somewhat effective'. 5 teachers ticked 'quite effective'. 2 teachers ticked 'very effective'. The required mean is 2.76 and the present mean is 2.61. The lack here is $(2.76-2.61)$.15

For item no. 4 (answer comprehension questions related to a text during an exam) No teacher ticked 'never', 6 teachers ticked 'rarely'. 4 teachers ticked 'often'. 3 teachers ticked 'very often'. 2 teachers ticked 'not effective all'. 4 teachers answered 'somewhat effective'. 4 ticked 'quiet effective'. 3 teachers ticked 'very effective'. The required mean is 2.76 and the present mean is 2.61. The lack here is $(2.76-2.61)$.15

1 teacher ticked 'never' in item no. 5 . 7 teachers answered 'rarely'. 4 teachers ticked 'often', 1 teacher ticked 'very often'. 2 teachers ticked 'somewhat effective'. 6 teachers ticked 'quite effective'. 4 teachers ticked 'not effective at all'. 1 teachers ticked 'very effective'. The required mean is 2.38 and the present mean is 2.30. The lack here is $(2.38-2.30)$.08

3 teachers ticked 'never' in the item on. 6 .4 teachers answered 'rarely'. 5 teachers ticked 'often', 1 teacher answered 'very often' . 3 teachers ticked 'not effective at all'. 5 teachers ticked 'somewhat

effective'. 5 teachers ticked 'quite effective'. None ticked 'very effective'. The required mean is 2.30 and the present mean is 2.15. The lack here is $(2.30-2.15) \cdot 15$

In item no 7, 2 teachers ticked 'never'. 6 teachers ticked 'rarely'. 5 teachers ticked 'often'. No teacher ticked 'very often'. 2 teacher ticked 'not effective at all'. 4 teachers ticked 'some what effective' . 7 teachers ticked 'quite effective'. None ticked 'very effective'. The required mean is 2.23 and the present mean is 2.38. The lack here is $(2.38-2.23) \cdot 15$

In item no 8, 3 teachers ticked 'never'. 7 teachers ticked 'rarely'. 1 teachers ticked 'often'. 2 teachers ticked 'very often'. 3 teachers ticked 'not effective at all'. 5 teachers ticked 'somewhat effective' . 5 teachers ticked 'quite effective'. No teacher ticked very effective. The required mean is 2.15 and the present mean is 2.15. As a result, there is no lack here.

The last but not the least question(9) was -how often students guess the meaning of unfamiliar words without using a dictionary? 2 teachers ticked 'never'. 6 teachers ticked 'rarely' . 4 teachers ticked 'often' . 1 teachers ticked 'very often.' 3 teachers ticked 'not effective at all'. 4 of them ticked 'somewhat effective'. 6 of them ticked 'quite effective' . None ticked 'very effective'. The required mean is 2.30 and the present mean are 2.30. So, there is no lack here.

The 10th question was to the teacher approximately how many pages of a text their students read very semester? 7 teachers ticked 400-500 pages, 2 teachers ticked 500-600 pages and only 1 teacher ticked 600- 700 pages and 1 teachers ticked above. One respondent responded less than 400 pages.

When teachers are asked. What difficulties do their students face while reading in English? 8 teachers ticked 'long sentences'. 6 teachers answered 'text organization', 10 teachers ticked 'concept'. 11 teachers ticked 'word meaning' .

Table-11

Listening:

	a. How often are your students required to accomplish the following tasks in English in your departmental courses? Please circle the relevant number.				b. How successful do you think they are in accomplishing the following tasks? Please circle the relevant number.						
	never	rarely	often	very often	Required mean	not effective at all	somewhat effective	quite effective	very effective	Present mean	Lack/Comm
1. take notes during a lecture given in English	-	1 2	6 18	6 24	3.38	1 1	-	8 16	4 16	2.53	.85
2. follow the instructions of the lecturer during class	-	-	6 18	7 28	3.53	-	1 2	10 30	2 8	3.07	.46
3. watch a video recording and commenting on what you see	4 4	4 8	4 12	1 4	2.15	3 3	3 6	7 21	-	2.30	.15
4. communicate with classmates	-	4 8	1 3	7 28	3	1 1	3 6	5 15	4 16	2.92	.08
5. listen to an audio recording	5 5	4 8	2 6	2 8	2.07	5 5	3 6	4 12	1 4	2.07	There is no lack
6. listening to guest lectures/speakers from overseas	2 2	6 12	4 12	1 4	2.30	2 2	5 10	3 9	3 12	2.53	.23

N=13

In each box the number on top indicates the number of scorers and the number of the bottom indicates the score after conversion into mathematical figures. The bottom ones are calculated for means.

Other (please specify)

7. What difficulties do you face while listening to any thing in English?
 a) Sound recognition b) stress c) intonation d) accent

For item no 1 (take notes during a lecture given in English) none the teachers ticked 'never'. 1 teacher ticked 'rarely'. 6 teachers ticked 'often'. 6 teachers ticked 'very often'. 1 teacher ticked 'not effective at all'. None ticked 'somewhat effective'. 8 teachers ticked 'very effective'. 4 teachers ticked 'quite effective'. The required mean is 3.38 and the present mean is 2.53. The lack here is $(3.38-2.53) .85$

For the second question (follow the instructions of the lecturer during class) none is found to tick on never. No teacher ticked 'rarely'. 6 teachers answered 'often'. 7 teachers ticked 'very often'. None ticked 'effective at all'. 1 teacher ticked 'somewhat effective'. 10 teachers ticked 'quite effective'. 2 teachers ticked 'very effective'. The required mean is 3.53 and the present mean is 3.07. The lack here is $(3.53-3.07) .46$

For item no.3 (watch a video recording and commenting on what they see) 4 teachers ticked 'never'. 4 teachers ticked 'rarely'. 4 teachers answered 'often.' 1 teacher ticked very often. 5 teachers ticked not effective at all. 3 teachers ticked "somewhat effective". 7 teachers ticked 'quite effective'. None ticked 'very effective'. The required mean is 2.15 and the present mean is 2.30. The lack here is $(2.30-2.15) .13$

For item no.4 (communicate with classmates) No teacher ticked never. 4 teachers ticked rarely. 1 teachers ticked often. 7 teachers

answered very often. 1 teacher ticked not effective at all. 3 teachers ticked somewhat effective. 5 teachers ticked quite effective. 4 teachers ticked very effective. The present mean is 3 and the required mean is 2.92. The lack here is $(3-2.92) .08$

For the 5th question (listen to an audio recording) 5 teachers ticked never. 4 teachers answered 'rarely'. 2 teachers ticked 'often'. 2 teachers' answered 'very often'. 5 teachers ticked 'not effective at all'. 3 of them ticked 'somewhat effective'. 4 teachers ticked 'quite effective'. 1 of them ticked 'very effective'. The required mean is 2.07 and the present mean is 2.07. So, there is no lack here.

A crucial question (6) to the teacher was-how often does their students listen to guest lectures/speakers from overseas? 2 teachers ticked 'never'. 6 teachers ticked 'rarely'. 4 teachers ticked they 'often'. 1 teacher ticked 'very often'. 2 teachers ticked 'not effective at all'. 5 teachers ticked 'somewhat effective'. 3 of them ticked 'quite effective'. 3 teachers ticked 'very effective'. The required mean is 2.30 and the present mean is 2.53. The lack here is $(2.53-2.30) .23$

The last question, in this section, was to the teachers- what difficulties does their students face while listening to any thing in English? They were given some multiple choices like sound recognition, stress, intonation and accent. 6 teachers ticked 'sound recognition', 2 ticked 'stress', 2 teachers ticked into nation, 8 of them ticked 'accent'.

Table-12

Writing:

	a. How often are your students required to accomplish the following tasks in English in your departmental courses? Please circle the relevant number.					b. How successful do you think they are in accomplishing the following tasks? Please circle the relevant number.					
	never	rarely	often	very often	Required mean	not effective at all	somewhat effective	quite effective	very effective	Percent mean	Lack/Content
1. Answer comprehension/discussion questions in exams. Please, indicate the length of such a task in terms of page numbers Page.	2	1	6	4	2.92	2	3	8	-	2.46	.46
	2	2	18	16		2	6	24			
2. write project report describing the steps and the result(s) of an experiment/group project Please, indicate the length of such a task: Page.	2	5	3	3	3	2	6	5	-	2.23	.77
	2	10	15	12		2	12	15			
3. write an essay/project on a topic incorporating ideas from a variety of sources and document these sources appropriately Please, indicate the length of such a task: Page.	2	3	6	2	2.61	2	4	6	1	2.46	.15
	2	6	18	8		2	8	18	4		
4. write a summary of an article	1	6	3	3	2.61	1	5	7	-	2.46	.15
	1	12	9	12		1	10	21			
5. design a questionnaire to gather information for an assignment	4	5	3	1	2.07	3	4	4	2	2.38	.31
	4	10	9	4		3	8	12	8		

N=13

In each box the number on top indicates the number of scorers and the number of the bottom indicates the score after conversion into mathematical figures. The bottom ones are calculated for means.

6. Other (please specify)

7. What difficulties do you face while writing in English?(tick as appropriate)

a) Fully appropriate words b) forming sentences c) organizing structures

9

9

11

d) Organizing paragraphs e) using discourse markers and transition words.

8

6

For the item no. 1 (answer comprehension/discussion questions in exam) 2 teachers answered never.1 teacher ticked 'rarely'. 6 teachers ticked 'often'. 4 teachers ticked 'very often' .2 teachers ticked 'not effective model at all'. 3 teachers ticked 'somewhat effective'. 8 teachers ticked 'quite effective' .None ticked 'very effective'. Teachers were also requested to indicate the length of such a task in terms of page numbers. The average number was 1-4 pages. The required mean is2.92 and the present mean is 2.46. The lack here is $2.92-2.46$.46

For item no. 2 (write project report describing the steps and the result (s) of an experiment/group project) 2 teachers ticked 'never'. 5 teachers ticked 'rarely'. 3 teachers answered 'often'. 3 teachers ticked 'very often'. 2 teachers ticked 'not effective at all'. 6 ticked 'somewhat effective'.5 ticked 'quite effective'. None ticked 'very effective'. Here too, teachers were also requested to indicate the length of such a task. The average answer was 2-5 pages. The required mean is 3 and the present mean is 2.23. The lack here is $(3-2.23)$.77

For the third item (write an essay/project on a topic incorporating ideas from a variety of sources and document these sources appropriately) 2 teachers ticked 'never'. 3 teachers answered 'rarely'. 6 teachers ticked 'often'. 2 teachers ticked 'very often'. 2 teachers ticked 'not effective at all'. 4 teachers ticked 'somewhat effective'. 6 teachers ticked 'quite effective'. 1 teachers ticked 'very effective'. In this question too teachers were requested to indicate the length of such a task. The average answer was 10-15 pages. The required mean is 2.61 and the present mean is 2.46. The lack here is $(2.61-2.46) .15$

For the fourth question (write a summary of an article) 1 teacher ticked 'never'. 6 teachers ticked 'rarely'. 3 teachers ticked 'often'. 3 teachers ticked 'very often'. 1 ticked 'not effective at all'. 5 teachers answered somewhat 'effective'. 7 of them ticked 'quite effective'. None ticked very effective. The required mean is 2.61 and the present mean is 2.46. The lack here is $(2.61-2.46) .15$

For the item no.5 (design a questionnaire to gather information for an assignment) 4 teachers ticked never. 5 teachers ticked 'rarely'. 3 teachers ticked 'often'. 1 teacher ticked 'very often'. 3 of them ticked 'not effective at all'. 4 teachers ticked 'somewhat effective' 4 teachers ticked 'quite effective'. 2 teachers ticked 'very effective'. The required mean is 2.07 and the present mean is 2.38. The lack here is $(2.38-2.07) .31$

The last question in this section to the teacher was- what difficulties does their student face while writing in English? They had four choices. 9 teachers ticked 'fully appropriate words'. 9 ticked 'forming sentences', 11 ticked 'organizing structures', 8 ticked 'an organizing paragraph' and 6 ticked 'using discourse markers and transition words'.

Non-linguistic Goals:

This section consists of two divisions namely study skills, and cooperative learning. Two questions are also included in this section.

Table-13

Study Skills:

	a. How often are your students required to accomplish the following tasks in English in your departmental courses? Please circle the relevant number.					b. How successful do you think they are in accomplishing the following tasks? Please circle the relevant number.					Present mean	Lack/Comments
	Very little	Below average	average	good	mean	not important at all	somewhat important	quite important	very important			
1. evaluate their own progress and identify the language skills that you need to improve	1	7	5	-	2.30	2	2	5	4	2.84	.54	
	1	14	15			2	4	15	16			
2. use appropriate strategies to improve the weaknesses they have identified	3	6	4	-	2.07	-	4	3	6	3.15	1.08	
	3	12	12				8	9	24			
3. read materials in English other than materials used in courses	3	6	4	-	2.07	1	1	3	8	2.38	1.31	
	3	12	12			1	2	9	32			
4. set goals and aims for themselves to improve your English language skills	2	6	5	-	2.23	-	2	5	6	3.30	1.07	
	2	12	15				4	15	24			
5. use a variety of information sources in English for a variety of tasks	2	7	4	-	2.15	1	-	4	8	3.46	1.31	
	2	14	12			1		12	32			

N=13

In each box the number on top indicates the number of scorers and the number of the bottom indicates the score after conversion into mathematical figures. The bottom ones are calculated for means.

For item no.1 (evaluate their own progress and identify the language skills that they need to improve) 1 ticked 'very little'. 7 teachers ticked 'below average'. 5 teachers ticked 'average', none answered 'good'. 2 teachers ticked 'somewhat important'. 5 of them ticked 'quite important'. 2 teachers' answered 'not Important at all'. 4 teachers ticked 'very important'. The required mean is 2.30 and the present mean is 2.84. The lack here is $(2.84-2.30)$.54

For the second question (use appropriate strategies to improve the weaknesses they have identified) 3 teachers ticked 'very little'. 6 teachers ticked 'below average'. 4 teachers ticked 'average'. No teachers ticked 'good'. .None ticked 'important at all'. 4 teachers ticked 'somewhat important'. 3 teachers ticked 'quite important' . 6 teachers ticked 'very important'. The required mean is 2.07 and the present mean is 3.15. The lack here is $(3.15-2.07)$ 1.08

For the item no. 3 (read materials in English other than materials used in courses). 3 teachers answered 'very little'. 6 teachers ticked 'below average'. 4 teachers ticked 'average'. No teacher ticked 'good.' 1 teacher ticked 'not important at all'. 1 teachers ticked 'somewhat important'. 3 teachers ticked 'quite important'. 8 teachers ticked 'very important'. The required mean is 2.07 and the present mean is 3.38. The lack here is $(3.38-2.07)$ 1.31

For the item no.4 (set goals and aims for themselves to improve their English language skills) 2 teachers ticked 'very little'. 6 teachers ticked 'below average'. 5 teachers ticked 'average'. No teacher ticked 'good'. None ticked 'important at all'. 2 teachers ticked 'somewhat important'. 5 teachers ticked 'quite important'. 6 ticked 'very important'. The required mean is 2.23 and the present mean is 3.30. The lack here is $(3.30-2.23)1.07$

For the last question (5), in this section, (use a variety of information sources in English for a variety of task) 2 teachers ticked 'very little', 7 ticked 'below average', 4 ticked 'average'. None answered 'good'. 1 teacher ticked 'not important', none ticked 'somewhat important', 4 ticked 'quite important', 8 ticked 'very important'. The required mean is 2.15 and the present mean is 3.46. The lack here is $(3.46-2.15) 1.31$

Table-14

Co-operative learning:

	a. How often are your students required to accomplish the following tasks in English in your departmental courses? Please circle the relevant number.					b. How successful do you think they are in accomplishing the following tasks? Please circle the relevant number.					Present mean	Lack/C
	never	rarely	often	very often	Required mean	not important at all	somewhat important	quite important	very important			
1. work as a contributing team member with a group of academics/students	1	3	6	3	2.84	-	-	6	7	3.53	.69	
	1	6	18	12				18	28			

N=13

Each box the number on top indicates the number of scorers and the number of the bottom indicates the score after conversion into mathematical figures. The bottom ones are calculated for means.

In this section teachers were asked only one question-(how often does their student work as a contributing team member with a group of academics/teachers) 1 teacher answered 'never', 3 ticked 'rarely', 6 ticked 'often', 3 ticked 'very often'. No one ticked 'not important at all', so as the result of somewhat important. 6 teachers ticked 'quite important' 7 ticked 'very important'. The required mean is 2.84 and the present mean is 3.53. The lack here is $(3.53-2.84) = .69$.

Teachers were then asked two questions directly. These are-

1. Do they think the English language skills that their students develop in the university are enough to cope with their professional life in the future?

They are given 4 choices- reading, writing listening and speaking.

Table-15

	Not at all	To some extent	Tolerably well	Very well
Reading	-	4	6	-
Writing	1	2	9	1
Speaking	-	8	4	1
Listening	1	3	6	3

Total respondents-13

No teacher ticked reading can at all help them in their future professional life. 4 teachers ticked to 'some extent', 6 ticked 'tolerably well', none answered 'very well'. 1 teacher ticked 'writing cannot help

them at all'. 2 teachers ticked 'on to some extent', 9 answered 'tolerably well' and 1 ticked 'very well'. In case of listening 1 teacher ticked 'not at all', 3 teachers ticked to 'some extent', 6 ticked 'tolerably well' and 3 ticked 'very well'. In the speaking course none ticked 'not at all', 8 ticked to 'some extent' 4 ticked 'tolerably well', 1 ticked 'very well'.

2. The last questions is to the teacher how big is the gap between their students' level of proficiency when they graduate and the demands of professional life?

Table-16

	No gap	Very little	Big	Very big
Reading	1	7	5	-
Writing	3	5	4	1
Speaking	1	7	5	-
Listening	3	4	6	-

This question was asked in category of reading, writing, speaking and listening. 1 teacher ticked 'no gap'. 7 teachers ticked 'very little gap'. 5 ticked 'big gap', none ticked 'very big gap'. In the matter of writing 3 ticked 'no gap', 5 ticked 'very little', 4 answered 'big' and 1 answered 'very big'. In case of speaking 1 teacher ticked 'no gap', 7 ticked 'very little gap', 5 ticked 'big gap' and none ticked 'very big gap'. In the matter of listening 3 teachers ticked 'no gap', 4 ticked 'very little gap', 6 ticked 'big gap' and none ticked 'very big gap'.

Discussion of Results:

This section discusses the results, specially the major findings, presented in the last chapter according to the degree of their needs. The rank has

been calculated from the students' present proficiency result, and students and teachers' perception of needs.

Speaking:

In item no.2 of student questionnaire the present mean cannot fulfill the required mean. The lack is .11. and in the teachers questionnaire the lack is .07.

Item no.3 of student questionnaire the gap is .02. and in the teacher questionnaire the gap is .16

In the item no. 5 of student questionnaire the gap is .02 and in the teachers questionnaire this gap is .07.

Teachers and students, both the respondents, said that the authority is not serious enough to bring foreign instructors. So the lack is .13.

The concerned authority should bring more foreign instructor from overseas. Otherwise, student cannot compete with the rest of the world and they cannot be accustomed with foreign accent.

Reading:

In item no.1 of student questionnaire the lack is 2.48. and in the same question of teacher questionnaire the lack is .39.

In item no. 3 of student questionnaire the lack is .52. . and in the same question of teachers questionnaire the lack is .39.

Many teachers think that student should be taught how to read a text with pleasure. Only then, they can read a text carefully.

Comprehension questions are bit difficult. Therefore, most of the student does not want to answer these types of questions. As a result, the lack in item no.4 of student questionnaire is .25. And in the same question of teachers questionnaire the lack is .15

In item no. 7 of student questionnaire the lack is .01. and in the same question of teacher questionnaire the lack is .15. most teachers said that most of the students do not express author's idea in their own words.

Students do not like to answer questions in graphs. As a result, in item no. 8 of student questionnaire the lack is .25.

In item no 9. of student questionnaire the lack is .48. Students do not want to guess the meaning of an unfamiliar word. They want to be sure before answering a question.

Listening:

In item no. 1 of student questionnaire the lack is .02 and in the same question of teacher questionnaire the lack is .85

In item no. 2 of student questionnaire the lack is .02. and in the same question of teachers questionnaire the lack is .46

In item no. 4 of student questionnaire the lack is .13. in the same question of teachers questionnaire the lack is .08

Writing:

In item no.1 of student questionnaire the lack is .34. in the same question of teachers questionnaire the lack is .46

In item no. 2 of student questionnaire the lack is .17. in the same question of teachers questionnaire the lack is .77

In item no. 4 of student questionnaire the lack is .54 in the same question of teachers questionnaire the lack is .15

Study skills:

In item no. 1 of student questionnaire the lack is .06. in the same question of teachers questionnaire the lack is .54.

Here the major lacks are only discussed.

Chapter-5

Conclusion and recommendations

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Conclusions and Recommendations

5.1 Introduction

The present study was born out of a necessity to identify English language needs in an English medium University specially East West University. It was felt that the English language courses at the department were not able to improve the language proficiency. The courses being offered does not adequately address the needs of the Teachers. It was also found that the courses did not effectively cover the skills that are important for accomplishment of the tasks required in courses.

The objectives of this study were framed with this background in mind. The principle objective of the study was to suggest a list of language skills necessary for an effective course based upon a formal needs analysis. The present language courses were evaluated from an analysis of the differences of levels of language proficiency. The findings of this analysis gave a strong rational for the study. Then a formal needs analysis was carried out with questionnaire surveys to find out the necessary skills that need to be addressed in the language syllabus.

The questionnaire surveys tried to pin point the Teachers' perception on the effectiveness of the course in developing their language proficiency in terms of sub skills.

In designing the questionnaires, the researcher tried to make it as attractive as possible in terms of layout and quality of reproduction. According to Best (1977), "A good questionnaire should have clear and complete instruction. All questions should be worded as simply and clearly as possible and they should be presented in a logical order, proceeding from general to more specific." For explaining aims and objectives of the surveys, a covering letter was attached to them. Respondents were assured that information provided would be treated with strict confidentiality and would only be used for the purpose of this research. The questions were formulated and arranged in a logical order to make it as easy as possible. Related items were grouped together with clear and brief instructions.

5.2 Recommendations

Recommendations for further improvement of the on going language courses can be made in the light of the information found in the study. The findings not only highlighted the sub skills preferred by the Teachers but also requirements of examinations and syllabus. Recommendations are made with an aim to develop Teachers' proficiency level in English so that they can cope with these requirements. The

recommendations include an outline of a skills based syllabus, suggestions of administrative requirements for continuous evaluation of language courses, and proposals for enhancing the academic atmosphere of the department.

A new skills based syllabus should be prepared for effective language course in the department. This will ensure that the courses taught under it are focused on the skills required in the syllabus and needed for successful completion of the courses. The skills in the syllabus should be emphasized more in the courses, as they are the key requirements of the teachers' needs.

Needs analysis procedure should be conducted on a regular basis for the Honours courses. Needs analysis will detect the shortcomings of the courses. Through needs analysis Teacher's background, information, education information, previous language learning experience and the current proficiency level in the target language can be identified. Therefore, needs analysis on a regular based would help to indicates the Teachers' true needs of skills of reading, writing, listening and speaking and will give valuable inputs in designing syllabus. As needs analysis also

finds out the lacks of the Teachers in their particular skills, proper needs analysis would find out the lacks of the Teachers and thus help teachers to provide proper course.

5.3 Conclusion

In a learner centered approach to teaching and learning languages it is believed that learners come to a class with their own agenda of learning. If the course does not match with this hidden agenda the course objectives do not become successful. Needs analysis is one of the most important tools of gaining information about these preferences of the learners. I took this approach to the problem as despite many researches in this area no one has taken up this approach before. Only through this approach can anyone get data on language needs. This data can help build new courses, evaluate present courses and frame syllabus according to the needs of the Teachers.

Teachers should be assigned courses according to their levels of proficiency. This will not only help the Teachers in learning but also help the teachers in teaching. It is always easier to teach a class with uniform ability than with mixed ability. The language courses should ensure that a certain degree of competence in English languages is achieved before the Teachers take up any literature courses. There should be regular class tests to point out the shortcomings and weak points of the Teachers. Teachers should keep an academic record of the Teachers' improvement during the

course and Teachers should be notified about their levels of performance from time to time.

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Appendix

The Data Collection Tool:

Dear Student,

The aim of this questionnaire is to find out your English language needs to cope with the demands of the academic program in your department at EWU and for the needs of English in your future career, and thus help East West University authority make necessary adjustments in the general English courses to cater for those needs. Your answers will remain strictly confidential. Thank you for your cooperation.

Department: _____

Year: _____

I. Speaking

	a. How often are you required to accomplish the following tasks in English in your departmental courses? Please circle the relevant number.				b. How successful do you think you are in accomplishing the following tasks? Please circle the relevant number.			
	never	rarely	often	very often	not effective at all	somewhat effective	quite effective	very effective
1. ask the instructor questions during lectures	1	8	38	1	1	14	23	10
2. answer questions asked by the instructor	-	5	26	17	-	9	23	16
3. make presentations/do demonstrations on a topic related to your field of study	3	10	16	19	-	16	14	18
4. participate in pair/group work activities in class in order to complete a task given by the instructor	2	12	16	18	-	16	33	9
5. express your opinion and/or convince classmates of your opinion/ negotiate meaning during class discussions/ debates	2	12	22	12	2	11	25	10
6. communicate with foreign instructors in and outside class (during office hours, socializing, etc.)	1	24	13	9	1	28	14	5

7. Others (please specify)

Total respondent 48

8. What difficulties do you face while speaking in English? (Tick on the right word you can tick as many as necessary)

1. Pronunciation, 2. Grammar, 3. Vocabulary, 3. Fluency, 4. Appropriateness, 3. Turn taking

10

10

28

19

8

4

II. Reading

	a. How often are you required to accomplish the following tasks in English in your departmental courses? Please circle the relevant number.				b. How successful do you think you are accomplishing the following tasks? Please circle the relevant number.			
	never	rarely	often	very often	not effective at all	somewhat effective	quite effective	very effective
1. go through a chapter, article, etc. quickly to decide whether the information it contains is useful for you or not	-	5	32	11	2	19	21	6
2. summarize a text orally or in written form	-	8	23	17	-	6	36	6
3. read an article/text quickly to find the specific information that you are looking for	-	12	21	15	1	25	17	5
4. answer comprehension/discussion questions related to a text (during an exam, during class work or for an assignment)	1	7	23	17	2	11	24	11
5. read various texts on a particular issue to form and express your own opinion about the issue	5	16	23	4	2	17	27	2
6. read a text and criticize the author's approach/idea	3	21	23	1	2	23	20	3
7. read a text and express the author's ideas using your own words	2	12	23	11	1	16	23	8
8. Interpret data in various forms (graphs, charts, etc.)	5	20	8	15	4	20	23	1
9. guess the meanings of unfamiliar words without using a dictionary	3	4	34	7	3	20	25	0

10. Approximately how many pages of text /reference books/journal articles you have to read every semester

- a).400-500 pages, b) 500-600 pages, c) 600-700 pages, d) above

32 12 2 2

11. What difficulties do you face while reading in English? (Tick as appropriate and as many as necessary)

- a) Long sentence, b) Text organization, c) Concept, d) Word meaning

18 8 20 24

Other (please specify)

III. Listening

	a. How often are you required to accomplish the following tasks in English in your departmental courses? Please circle the relevant number.				b. How successful do you think you are in accomplishing the following tasks? Please circle the relevant number.			
	never	rarely	often	very often	not effective at all	somewhat effective	quite effective	very effective
1. take notes during a lecture given in English	-	3	34	11	-	10	21	17
2. follow the instructions of the lecturer during class	-	4	22	22	-	6	19	23
3. watch a video recording and commenting on what you see	5	18	20	5	4	12	32	-
4. communicate with classmates	-	10	24	14	-	14	22	12
5. listen to an audio recording	10	12	16	10	5	13	17	13
6. listening to guest lectures/speakers from overseas	6	19	15	8	5	16	20	7

Other (please specify)

7. What difficulties do you face while listening to any thing in English?

- a) Sound recognition b) stress c) intonation d) accent

13 4 10 23

IV. Writing

	a. How often are you required to accomplish the following tasks in English in your departmental courses? Please circle the relevant number.				b. How successful do you think you are in accomplishing the following tasks? Please circle the relevant number.			
	never	rarely	often	very often	not effective at all	somewhat effective	quite effective	very effective
1. Answer comprehension/discussion questions in exams. Please, indicate the length of such a task in terms of page numbers Page.	1	9	26	12	2	15	27	4
2. write project report describing the steps and the result(s) of an experiment/group project Please, indicate the length of such a task: Page.	1	19	18	10	2	12	27	7
3. write an essay/project on a topic incorporating ideas from a variety of sources and document these sources appropriately Please, indicate the length of such a task: Page.	4	13	27	4	4	23	12	9
4. write a summary of an article	-	11	16	21	-	14	31	3
5. design a questionnaire to gather information for an assignment	5	21	18	4	4	18	19	7

6. Other (please specify)

7. What difficulties do you face while writing in English?(tick as appropriate)

a) Fully appropriate words b) forming sentences c) organizing structures

17

21

15

d) Organizing paragraphs e) using discourse markers and transition words.

19

5

V. Non-linguistic Goals

1. Study Skills

	a. How often do you do the following? Please circle the relevant item.				b. How important do you think these are in helping you become an independent learner? Please circle the relevant item.			
	Very little	Below average	average	good	not important at all	somewhat important	quite important	very important
1. evaluate your own progress and identify the language skills that you need to improve	-	12	33	2	1	20	17	9
2. use appropriate strategies to improve the weaknesses you have identified	1	15	2	9	1	15	14	16
3. read materials in English other than materials used in courses	6	16	15	10	3	13	21	10
4. set goals and aims for yourself to improve your English language skills	3	16	15	13	3	7	19	18
5. use a variety of information sources in English for a variety of tasks	11	10	25	1	6	12	23	6

2. Cooperative Learning

	a. How often do you do the following? Please circle the relevant number.				b. How important do you think the following is in preparing you for your future career?			
	never	rarely	often	very often	not important at all	somewhat important	quite important	very important
1. work as a contributing team member with a group of academics/students	1	9	34	4	-	8	34	6

3. Do you think the English language skills that you develop in the university are enough to cope with your professional life in the future?

	Not at all	To some extent	Tolerably well	Very well
Reading	16	5	15	10
Writing	1	20	21	4
Speaking	1	21	15	9
Listening	4	8	26	8

Total respondents-46

4. How big is the gap between your level of proficiency when you graduate and the demands of professional life?

	No gap	Very little	Big	Very big
Reading	10	18	16	2
Writing	2	29	15	-
Speaking	10	21	14	21
Listening	15	15	12	4

Thank You

The Data Collection Tool:

Respected Sir/Madam,

The aim of this questionnaire is to find out your students English language needs to be able to cope with the demands of the academic program in your department at EWU and for the needs of English in their future career, and thus help East West University authority make necessary adjustments in the general English courses to cater for those needs. Your answers will remain strictly confidential. Thank you for your cooperation.

Department: _____

Year: _____

I. Speaking

	a. How often are your students required to accomplish the following tasks in English in your departmental courses? Please circle the relevant number.				b. How successful do you think they are in accomplishing the following tasks? Please circle the relevant number.			
	never	rarely	often	very often	not effective at all	somewhat effective	quite effective	very effective
1. ask the instructor questions during lectures	0	1	2	3	0	1	2	3
2. answer questions asked by the instructor	0	1	2	3	0	1	2	3
3. make presentations/do demonstrations on a topic related to their field of study	0	1	2	3	0	1	2	3
4. participate in pair/group work activities in class in order to complete a task given by the instructor	0	1	2	3	0	1	2	3
5. express their opinion and/or convince classmates, negotiate meaning during class discussions/ debates	0	1	2	3	0	1	2	3
6. Communicate with foreign instructors in and outside class (during office hours, socializing, etc.)	0	1	2	3	0	1	2	3

7. Others (please specify)

s. What difficulties do they face while speaking in English? (Tick on the right word you can tick as many as necessary)

1. Pronunciation, 2. Grammar, 3. Vocabulary, 3. Fluency, 4. Appropriateness, 5. Turn taking

II. Reading

	a. How often are they required to accomplish the following tasks in English in your departmental courses? Please circle the relevant number.				b. How successful do you think they are accomplishing the following tasks? Please circle the relevant number.				
	never	rarely	often	very often	not effective at all	somewhat effective	quite effective	very effective	
1. go through a chapter, article, etc. quickly to decide whether the information it contains is useful for them or not	0	1	2	3	0	1	2	3	
2. summarize a text orally or in written form	0	1	2	3	0	1	2	3	
3. read an article/text quickly to find the specific information that they are looking for	0	1	2	3	0	1	2	3	
4. answer comprehension/discussion questions related to a text (during an exam, during class work or for an assignment)	0	1	2	3	0	1	2	3	
5. read various texts on a particular issue to form and express their own opinion about the issue	0	1	2	3	0	1	2	3	
6. read a text and criticize the author's approach/idea	0	1	2	3	0	1	2	3	
7. read a text and express the author's ideas using their own words	0	1	2	3	0	1	2	3	
8. interpret data in various forms (graphs, charts, etc.)	0	1	2	3	0	1	2	3	
9. guess the meanings of unfamiliar words without using a dictionary	0	1	2	3	0	1	2	3	

10. Approximately how many pages of text/reference books/journal articles they have to read every semester

- a).400-500 pages, b) 500-600 pages, c) 600-700 pages, d) above

11. What difficulties do they face while reading in English? (Tick as appropriate and as many as necessary)

- a) Long sentence, b) Text organization, c) Concept, d) Word meaning

Other (please specify)

III. Listening

a. How often are they required to accomplish the following tasks in English in your departmental courses? Please circle the relevant number.	b. How successful do you think they are in accomplishing the following tasks? Please circle the relevant number.
--	--

	a. How often are they required to accomplish the following tasks in English in your departmental courses? Please circle the relevant number.				b. How successful do you think they are in accomplishing the following tasks? Please circle the relevant number.			
	never	rarely	often	very often	not effective at all	somewhat effective	quite effective	very effective
1. take notes during a lecture given in English	0	1	2	3	0	1	2	3
2. follow the instructions of the lecturer during class	0	1	2	3	0	1	2	3
3. watch a video recording and commenting on what they see	0	1	2	3	0	1	2	3
4. communicate with classmates	0	1	2	3	0	1	2	3
5. listen to an audio recording	0	1	2	3	0	1	2	3
6. listening to guest lectures/speakers from overseas	0	1	2	3	0	1	2	3

Other (please specify)

7. What difficulties do they face while listening to any thing in English?

- a) Sound recognition b) stress c) intonation d) accent

IV. Writing

	a. How often are they required to accomplish the following tasks in English in your departmental courses? Please circle the relevant number.				b. How successful do you think they are accomplishing the following tasks? Please circle the relevant number.				
	never	rarely	often	very often	not effective at all	somewhat effective	quite effective	very effective	
1. Answer comprehension/discussion questions in exams. Please, indicate the length of such a task in terms of page numbers Page.	0	1	2	3	0	1	2	3	
2. write project report describing the steps and the result(s) of an experiment/group project Please, indicate the length of such a task: Page.	0	1	2	3	0	1	2	3	
3. write an essay/project on a topic incorporating ideas from a variety of sources and document these sources appropriately Please, indicate the length of such a task: Page.	0	1	2	3	0	1	2	3	
4. write a summary of an article	0	1	2	3	0	1	2	3	
5. design a questionnaire to gather information for an assignment	0	1	2	3	0	1	2	3	

6. Other (please specify)

7. What difficulties do they face while writing in English? (Tick as appropriate)

- a) Fully appropriate words b) forming sentences c) organizing structures d) organizing paragraphs e) using discourse markers and transition words.

1. Study Skills

	a. How often do they do the following? Please circle the relevant number.				b. How important do you think these are in helping them become an independent learner? Please circle the relevant number				
	Very little	Below average	Average	Good	Not important at all	Somewhat important	Quite important	Very important	
1. evaluate their own progress and identify the language skills that they need to improve	0	1	2	3	0	1	2	3	
2. use appropriate strategies to improve the weaknesses they have identified	0	1	2	3	0	1	2	3	
3. read materials in English other than textbooks used in courses	0	1	2	3	0	1	2	3	
4. set goals and expect for themselves to improve their English language skills	0	1	2	3	0	1	2	3	
5. use a variety of information sources in English to learn about their field	0	1	2	3	0	1	2	3	

2. Computerized Learning

	a. How often do they do the following? Please circle the relevant number				b. How important do you think the following are in preparing them for their future career?				
	never	rarely	often	very often	Not important at all	Somewhat important	Quite important	Very important	
1. work as a contributing team member with a group of students	0	1	2	3	0	1	2	3	

3. Do you think the English language skills that they develop in the university are enough to cope with their professional life in the future?

	Not at all	To some extent	Tolerably well	Very well
Reading/Writing				
Speaking/Listening				

4. How big is the gap between their level of proficiency when they graduate and the demands of professional life?

	No gap	Very little	Big	Very big
Reading/Writing				
Speaking/Listening				

Dear Student,

The aim of this questionnaire is to find out your English language needs to cope with the demands of the academic program in your department at EWU and for the needs of English in your future career, and thus help East West University authority make necessary adjustments in the general English courses to cater for those needs. Your answers will remain strictly confidential. Thank you for your cooperation.

Department: BUSINESS DEPARTMENT

Year: 2,007

I. Speaking

	a. How often are you required to accomplish the following tasks in English in your departmental courses? Please circle the relevant number.				b. How successful do you think you are in accomplishing the following tasks? Please circle the relevant number.			
	never	rarely	often	very often	not effective at all	somewhat effective	quite effective	very effective
1. ask the instructor questions during lectures	0	①	2	3	0	1	②	3
2. answer questions asked by the instructor	0	1	②	3	0	1	②	3
3. make presentations/do demonstrations on a topic related to your field of study	0	1	②	3	0	①	2	3
4. participate in pair/group work activities in class in order to complete a task given by the instructor	0	1	②	3	0	1	②	3
5. express your opinion and/or convince classmates of your opinion/ negotiate meaning during class discussions/ debates	0	1	②	3	0	1	2	③
6. communicate with foreign instructors in and outside class (during office hours, socializing, etc.)	0	①	2	3	0	1	②	3

7. Others (please specify)

you can tick as many as necessary)

1. Pronunciation, 2. Grammar, 3. Vocabulary, 4. Fluency, 5. Appropriateness, 6. Turn taking

II. Reading

	a. How often are you required to accomplish the following tasks in English in your departmental courses? Please circle the relevant number.				b. How successful do you think you are accomplishing the following tasks? Please circle the relevant number.			
	never	rarely	often	very often	not effective at all	somewhat effective	quite effective	very effective
1. go through a chapter, article, etc. quickly to decide whether the information it contains is useful for you or not	0	1	2	3	0	1	2	3
2. summarize a text orally or in written form	0	1	2	3	0	1	2	3
3. read an article/text quickly to find the specific information that you are looking for	0	1	2	3	0	1	2	3
4. answer comprehension/discussion questions related to a text (during an exam, during class work or for an assignment)	0	1	2	3	0	1	2	3
5. read various texts on a particular issue to form and express your own opinion about the issue	0	1	2	3	0	1	2	3
6. read a text and criticize the author's approach/idea	0	1	2	3	0	1	2	3
7. read a text and express the author's ideas using your own words	0	1	2	3	0	1	2	3
8. Interpret data in various forms (graphs, charts, etc.)	0	1	2	3	0	1	2	3
9. guess the meanings of unfamiliar words without using a dictionary	0	1	2	3	0	1	2	3

10. Approximately how many pages of text /reference books/journal articles you have to read every semester

- (a) 400-500 pages, b) 500-600 pages, c) 600-700 pages, d) above

11. What difficulties do you face while reading in English? (Tick as appropriate and as many as necessary)

- a) Long sentence, b) Text organization, (c) Concept, d) Word meaning

Other (please specify)

III. Listening

	a. How often are you required to accomplish the following tasks in English in your departmental courses? Please circle the relevant number.				b. How successful do you think you are in accomplishing the following tasks? Please circle the relevant number.			
	never	rarely	often	very often	not effective at all	somewhat effective	quite effective	very effective
1. take notes during a lecture given in English	0	1	(2)	3	0	(1)	2	3
2. follow the instructions of the lecturer during class	0	1	2	(3)	0	1	(2)	3
3. watch a video recording and commenting on what you see	0	1	(2)	3	0	(1)	2	3
4. communicate with classmates	0	1	(2)	3	0	(1)	2	3
5. listen to an audio recording	0	(1)	2	3	0	1	(2)	3
6. listening to guest lectures/speakers from overseas	0	1	(2)	3	0	(1)	2	3

What difficulties do you face while listening to any thing in English?

Sound recognition (b) stress c) intonation d) accent

Writing

	a. How often are you required to accomplish the following tasks in English in your departmental courses? Please circle the relevant number.				b. How successful do you think you are in accomplishing the following tasks? Please circle the relevant number.			
	never	rarely	often	very often	not effective at all	somewhat effective	quite effective	very effective
Answer comprehension/discussion questions in exams. Please, indicate the length of such a task in terms of page numbers. Page.	0	1	(2)	3	0	(1)	2	3
write project report describing the steps and the result(s) of an experiment/group project. Please, indicate the length of such a task: Page.	0	1	(2)	3	0	(1)	2	3
write an essay/project on a topic incorporating ideas from a variety of sources and document these sources appropriately. Please, indicate the length of such a task: Page.	0	1	(2)	3	0	1	2	(3)
write a summary of an article	0	(1)	2	3	0	1	(3)	3
design a questionnaire to gather information for an assignment	0	1	(2)	3	0	(1)	2	3

Other (please specify)

What difficulties do you face while writing in English?(tick as appropriate)

a) Fully appropriate words (b) forming sentences c) organizing structures d) organizing paragraphs e) using discourse markers and transition words.

V. Non-linguistic Goals

1. Study Skills

	a. How often do you do the following? Please circle the relevant item.				b. How important do you think these are in helping you become an independent learner? Please circle the relevant item.			
	Very little	Below average	average	good	not important at all	somewhat important	quite important	very important
1. evaluate your own progress and identify the language skills that you need to improve	0	1	2	3	0	1	2	3
2. use appropriate strategies to improve the weaknesses you have identified	0	1	2	3	0	1	2	3
3. read materials in English other than materials used in courses	0	1	2	3	0	1	2	3
4. set goals and aims for yourself to improve your English language skills	0	1	2	3	0	1	2	3
5. use a variety of information sources in English for a variety of tasks	0	1	2	3	0	1	2	3

2. Cooperative Learning

	a. How often do you do the following? Please circle the relevant number.				b. How important do you think the following is in preparing you for your future career?			
	never	rarely	often	very often	not important at all	somewhat important	quite important	very important
1. work as a contributing team member with a group of academics/students	0	1	2	3	0	1	2	3

3. Do you think the English language skills that you develop in the university are enough to cope with your professional life in the future?

	No at all	To some extent	Tolerably well	Very well
Reading	✓			
Writing		✓		
Speaking		✓		
Listening			✓	

4. How big is the gap between your level of proficiency when you graduate and the demands of professional life?

	No gap	Very little	Big	Very big
Reading	✓			
Writing		✓		
Speaking		✓		
Listening		✓		

Thank You

Respected Sir/Madam,

The aim of this questionnaire is to find out your students English language needs to be able to cope with the demands of the academic program in your department at EWU and for the needs of English in their future career, and thus help East West University authority make necessary adjustments in the general English courses to cater for those needs. Your answers will remain strictly confidential. Thank you for your cooperation.

Department: Economics

Year: EWU

I. Speaking

	a. How often are your students required to accomplish the following tasks in English in your departmental courses? Please circle the relevant number.				b. How successful do you think they are in accomplishing the following tasks? Please circle the relevant number.			
	never	rarely	often	very often	not effective at all	somewhat effective	quite effective	very effective
1. ask the instructor questions during lectures	0	1	2	3	0	1	2	3
2. answer questions asked by the instructor	0	1	2	3	0	1	2	3
3. make presentations/do demonstrations on a topic related to their field of study	0	1	2	3	0	1	2	3
4. participate in pair/group work activities in class in order to complete a task given by the instructor	0	1	2	3	0	1	2	3
5. express their opinion and/or convince classmates, negotiate meaning during class discussions/ debates	0	1	2	3	0	1	2	3
6. Communicate with foreign instructors in and outside class (during office hours, socializing, etc.)	0	1	2	3	0	1	2	3

7. Others (please specify)

s. What difficulties do they face while speaking in English? (Tick on the right word you can tick as many as necessary)

1. Pronunciation, Grammar, 3. Vocabulary, Fluency, Appropriateness, 5. Turn taking

II. Reading

	a. How often are they required to accomplish the following tasks in English in your departmental courses? Please circle the relevant number.				b. How successful do you think you are in accomplishing the following tasks? Circle the relevant number.		
	never	rarely	often	very often	not effective at all	somewhat effective	quite effective
1. go through a chapter, article, etc. quickly to decide whether the information it contains is useful for them or not	0	1	2	3	0	1	2
2. summarize a text orally or in written form	0	1	2	3	0	1	2
3. read an article/text quickly to find the specific information that they are looking for	0	1	2	3	0	1	2
4. answer comprehension/discussion questions related to a text (during an exam, during class work or for an assignment)	0	1	2	3	0	1	2
5. read various texts on a particular issue to form and express their own opinion about the issue	0	1	2	3	0	1	2
6. read a text and criticize the author's approach/idea	0	1	2	3	0	1	2
7. read a text and express the author's ideas using their own words	0	1	2	3	0	1	2
8. interpret data in various forms (graphs, charts, etc.)	0	1	2	3	0	1	2
9. guess the meanings of unfamiliar words without using a dictionary	0	1	2	3	0	1	2

ad every semester

a) 400-500 pages, b) 500-600 pages, c) 600-700 pages, d) above

1. What difficulties do they face while reading in English? (Tick as appropriate and as many as necessary)

a) Long sentence, b) Text organization, c) Concept, d) Word meaning

Other (please specify)

II. Listening

	a. How often are they required to accomplish the following tasks in English in your departmental courses? Please circle the relevant number.				b. How successful do you think they are in accomplishing the following tasks? Please circle the relevant number.			
	never	rarely	often	very often	not effective at all	somewhat effective	quite effective	very effective
1. take notes during a lecture given in English	0	1	2	3	0	1	2	3
2. follow the instructions of the lecturer during class	0	1	2	3	0	1	2	3
3. watch a video recording and commenting on what they see	0	1	2	3	0	1	2	3
4. communicate with classmates	0	1	2	3	0	1	2	3
5. listen to an audio recording	0	1	2	3	0	1	2	3
6. listening to guest lectures/speakers from overseas	0	1	2	3	0	1	2	3

7. What difficulties do they face while listening to any thing in English?

- a) Sound recognition b) stress c) intonation d) ~~accent~~

IV. Writing

a. How often are they required to accomplish the following tasks in English in your departmental courses? Please circle the relevant number.

b. How successful do you think they are accomplishing the following tasks? Please circle the relevant number.

	never	rarely	often	very often	not effective at all	somewhat effective	quite effective	very effective
1. Answer comprehension/discussion questions in exams. Please, indicate the length of such a task in terms of page numbers Page.	(0)	1	2	3	(0)	1	2	3
2. write project report describing the steps and the result(s) of an experiment/group project Please, indicate the length of such a task: Page.	(0)	1	2	3	(0)	1	2	3
3. write an essay/project on a topic incorporating ideas from a variety of sources and document these sources appropriately Please, indicate the length of such a task: Page.	0	(1)	2	3	0	(1)	2	3
4. write a summary of an article	0	1	(2)	3	0	1	(2)	3
5. design a questionnaire to gather information for an assignment	(0)	1	2	3	0	1	2	(3)

6. Other (please specify)

7. What difficulties do they face while writing in English? (Tick as appropriate)

- a) Fully appropriate words b) ~~forming~~ sentences c) ~~organizing~~ structures d) ~~organizing~~ paragraphs e) ~~using~~ discourse markers and transition words.

1. Study Skills

	a. How often do they do the following? Please circle the relevant number.				b. How important do you think these are in helping them become an independent learner? Please circle the relevant number.			
	Very little	Below average	average	good	not important at all	somewhat important	quite important	very important
1. evaluate their own progress and identify the language skills that they need to improve	0	1	2	3	0	1	2	3
2. use appropriate strategies to improve the weaknesses they have identified	0	1	2	3	0	1	2	3
3. read materials in English other than materials used in courses	0	1	2	3	0	1	2	3
4. set goals and aims for themselves to improve their English language skills	0	1	2	3	0	1	2	3
5. use a variety of information sources in English for a variety of tasks	0	1	2	3	0	1	2	3

2. Cooperative Learning

	a. How often do they do the following? Please circle the relevant number.				b. How important do you think the following is in preparing them for their future career?			
	never	rarely	often	very often	not important at all	somewhat important	quite important	very important
1. work as a contributing team member with a group of academic students	0	1	2	3	0	1	2	3

3. Do you think the English language skills that they develop in the university are enough to cope with their professional life in the future?

	Not at all	To some extent	Tolerably well	Very well
Reading				
Writing				
Speaking				
Listening				

4. How big is the gap between their level of proficiency when they graduate and the demands of professional life?

	No gap	Very little	Big	Very big
Reading				
Writing				
Speaking				
Listening				

Thank You