A Spoken English Syllabus for Overseas Workers
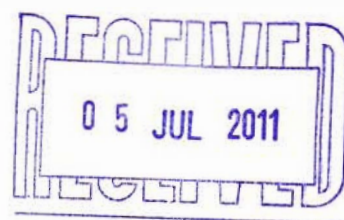
A Dissertation Submitted to the Department of English

East West University

Submitted by

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MA in English

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Dedication

The work is dedicated to my parents, teachers and friends whose unvarying love, motivation, care and support have assisted me to reach this stage.

Acknowledgement

Every student must undertake a dissertation to complete MA English program offered by East West University. My dissertation paper is on 'Spoken English Syllabus for Overseas Workers'. In this study, I have tried to develop a short term English language course for the Bangladeshi workers who go to different developed countries in search of better future. However, I have taken help from different persons, institutions etc to carry out the research. Here, I first convey my profound gratitude to my supervisor, Mr Harunur Rashid Khan for his support and guidance throughout the preparation of this paper. I *would like to thank all those participants who helped me collect data for this research.* Without their cooperation it would not have been possible to complete this research. I am also pleased to thank Mr Sohel Suhrawardy (Marketing Director, Rivoli Manpower Services), who provided me with authentic data for this research purposes. Finally, I am grateful to all of my friends, relatives, well wishers whose constant inspiration ultimately led to the completion of this paper on time.

Abstract

In this world of globalization, we need a common language for international communication and English is the language that serves this purpose. So it is almost impossible for anyone to become successful in his professional life without sufficient communicative skill in English. Every year thousands of Bangladeshi workers go abroad in search of job in different countries. It is noteworthy that these workers often suffer a lot for not having sufficient practical command over English. In this research I try to find out their practical communicative problems and develop a tentative ESP syllabus to overcome those problems and fulfill their needs within shortest period of time. This research is mainly based on the authentic data collected through quaternary survey. Besides, I took help from different books, journals, internet sources and works of different scholars that greatly contributed to the field of ESP.

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Chapter- One

INTRODUCTION

This chapter presents the background of the study, the problem statement, the research questions, the purpose statement, significance of the study, delimitations, limitations and definition of key the terms.

1.1 Background

In the age of globalization, English language is playing very important role in the areas of trade and commerce, culture, education, exchange of views, mobility of labor etc. Now a day, people living in different parts of the world need to communicate with each other as frequently as everyday. English today has become the most important and widely used means of communication among people around the world. In modern world, many people including students, businessmen, servicemen and common people have consciously started learning English to meet the challenges of the new century as well as ensuring their places in the competitive world.

Overseas workers need to communicate with people in different countries. They also need to cope with the ongoing changes of the world. They often interact with other people who have good command over English. Their success in the respective jobs largely depends on their ability to communicate with others. English is widely spoken language which makes the communication much easier for them, so they need to have good command over English so that they can communicate successfully with the people. However, in most cases, these overseas workers have to learn English within a short time to face the target situation.

1.2 Problem Statement

The inability of overseas workers to speak English successfully in the target situation. It is noticeable that most overseas workers have very low level proficiency in English. They may know English but cannot use it properly. So they face great difficulties in using English properly in various contexts.

1.3 Research Questions

This study seeks to address the following research questions;

1. Why do the overseas workers need to learn English?

2. Where do they need to use it?

3. What are some of their problems regarding speaking English?

1.4 Purpose of the study

The purpose of the study is to find out the problems that an overseas worker faces in spoken English. At the same time, the study also focuses on the needs of a spoken English course for the overseas workers in Bangladesh. Combining the needs and problems, the researcher tries to prepare a tentative syllabus of spoken English for them which will assist to improve their oral skill.

1.5 Significance of the Study

In the modern world, every one needs to learn English for different purposes. An overseas worker has access to some specific communicative domains. They play a vital role in improving our national economy. They frequently need to communicate in situations where English plays an important role. But in most cases, they fail only because they do not have good command over spoken English. This research aims at

overcoming major obstacles and thus provides a guideline for the improvement of spoken English skill for the overseas workers.

1.6 Delimitations

It seems to be useful to narrow down the topic because of time constrain .It would be better if the researcher could make an extensive and detail study but researcher thinks time limitation would not allow him to conduct such a research. In some cases, selection of participants might not be that much random. Sometimes, participants might not be co-operative to respond.

1.7 Limitations

In Bangladesh, this type of study is rarely conducted as far as the researcher's knowledge is concerned. It is possible to find out institutes or coaching centers offering spoken English courses especially for the overseas workers, but syllabus has not been developed yet. So, it is difficult to collect any information or material on this topic from any institute or coaching centre. For this research, the researcher will have to depend mainly on books, magazines, journals, newspaper etc. Besides, interviews will also help as an important source of data and information. The East West University library does not have sufficient materials on the topic. In some cases workers afraid to face interviews or not very cooperative. Some of them might give vague replies well. So the researcher will have to convince them saying that it would be beneficial for them in future.

1.8 Definition of the key terms

The important key terms of this paper are defined below as it will be helpful for others to understand the contextual meaning of some words.

1.8.1 EFL

EFL is an abbreviation for English as a Foreign Language. In EFL context, English is taught as a subject in schools but not used as a medium of instruction in education nor as a language of communication (e.g. in government, business or industry) within the country. The role of English in Bangladesh is like EFL.

1.8.2 ESL

ESL is known as English as a Second Language. In ESL context, English is widely used within the country (e.g. as a language of instructions at school, as a language of business and government communication, and of everyday communication by some people). For example: India, Malayasia, Singapore and many other countries are using English as a second language. These countries also use English as an official language besides their mother tongues.

1.8.3 Linguistics

Scientific study of language is called linguistics. It is also defined as 'a system of human communication' (Platt & Weber, 1987:167). Recently, it has been accepted as an independent discipline. Now it covers areas like Psycholinguistics, Sociolinguistics, Applied linguistics, Comparative linguistics etc.

1.8.4 Domain

Domains are situations or contexts based on which the selection and use of language varies. For example: family, market, educational institutions etc.

1.8.5 **L1**

L1 is an abbreviation for first language, or mother tongue. Sometimes it is used to refer to speakers who are speaking their mother tongue. For example, Bengali is L1 for Bangladeshis. It is often contrasted with L2.

1.8.6 **L2**

L2 is an abbreviation for second language or a language that is not the mother tongue for a nation or the people of a country. For example, English is L2 for the Indians.

1.8.7 **Jargon**

The term 'jargon' is typically used by those unfamiliar with that particular type of language. Usually speech or writing contains specialized words such as the jargon of law, the jargon of engineering etc.

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Chapter- Two

LITERATURE REVIEW

English for Specific Purposes (ESP) is known as a learner-centered approach to teaching English as a foreign or second language. It meets the needs of adult learners who need to learn a foreign language for use in their specific fields, such as science, technology, medicine and academic learning. That's why Manivannan (2008: 3) defines "An ESP program is therefore built on an assessment of purposes and needs and the functions for which English is required." In accordance with their needs, students, businessmen, servicemen and common people have consciously started learning English to meet the challenges of this century as well as ensuring their place in the competitive world.

2.1. ESP and ESP students

ESP focuses on English used in specific areas and for specific purposes. It is a learner-centred approach to language teaching. Here, the learners are people who have at least certain knowledge or skill in English. They are mostly adult learners and they need to know English to meet the demands of their specific fields such as science, technology, medicine etc. So there are courses like English for Academic purposes, English for science and technology, English for Nursing etc

2.2 History of ESP

As with most developments in human activity, ESP was not a planned and coherent movement, but rather a phenomenon that grew out of a number of converging trends. These trends have operated in a variety of ways around the world and made ESP a tool for learning special subject. Hutchinson & Waters (1987: 6) mention "there are three

reasons common to the emergence of all ESP: the demands of a Brave New World, a revolution in linguistics and focus on the learner"

Hutchinson and Waters (1987) mention two key historical periods breathed life into ESP. First, the end of the Second World War brought with it an enormous and unprecedented expansion in scientific, technical and economic activity on an international scale. To identify the importance, they (1987) repeat, 'for various reasons, most notably the economic power of the United States in the post-war world, the role [of international language] fell to English" (ibid 6).'

Second, the Oil Crisis of the early 1970s resulted in western money and knowledge flowing into the oil-rich countries. The language of this knowledge became English.

> The general effect of all this development was to exert pressure on the language teaching profession to deliver the required goods. Whereas English had previously decided its own destiny, it now became subject to the wishes, needs and demands of people other than language teachers (Hutchinson & Waters, 1987:7).

The second key reason was cited as having a tremendous impact on the emergence of ESP was a revolution in linguistics. Whereas traditional linguists set out to describe the features of language, revolutionary pioneers in linguistics began to focus on the ways in which language is used in real communication. Hutchinson and Waters (1987) point out that one significant discovery was in the ways that spoken and written English vary. In other words, given the particular context in which English is used, the variant of English will change. This idea was taken one step farther. If language in different situations varies, then tailoring language instruction to meet the needs of learners in specific contexts is also possible. Hence, in the late 1960s and the early 1970s there were many

attempts to describe English for Science and Technology (EST). Hutchinson and Waters (1987) identify Ewer and Latorre, Swales, Selinker and Trimble (1981) as a few of the prominent descriptive ESP pioneers.

The final reason Hutchinson and Waters (1987) cite as having influenced the emergence of ESP has less to do with linguistics and everything to do psychology. ESP courses simply focus on the method of language delivery, more attention was given to the ways in which learners acquire language and the differences in the ways language is acquired. Learners were seen to employ different learning strategies, use different skills, enter with different learning schemata, and be motivated by different needs and interests. Therefore, focus on the learners' needs became equally paramount as the methods employed to disseminate linguistic knowledge. Designing specific courses to better meet these individual needs was a natural extension of this thinking. Until recently, the catchword in ESL circles is learner-centered or learning-centered.

2.3 Types of ESP

ESP is important issue all over the world for learning a language, truly it is considered as an inevitable part of English Language Teaching (ELT). With the development of ESP, its demand is growing up. Now it covers various areas. Researchers are deliberately trying to work on it. Few years back the language researcher David Carter (1983) identifies three types of ESP:

1. English as a Restricted Language.

2. English for Academic and Occupational Purposes.

3. English with Specific Topics.

The language used by air traffic controllers or by waiters are examples of "English as a Restricted Language." Mackay and Mountford (1978) clearly illustrate the difference between restricted language and language with this statement:

> ... the language of international air-traffic control could be regarded as 'special', in the sense that the repertoire required by the controller is strictly limited and can be accurately determined situationally, as might be the linguistic needs of a dining-room waiter or air-hostess. However, such restricted repertoires are not languages, just as a tourist phrase book is not grammar. Knowing a restricted 'language' would not allow the speaker to communicate effectively in novel situation, or in contexts outside the vocational environment (pp. 4-5).

The second type of ESP identified by Carter (1983) is "English for Academic and Occupational Purposes". Carter's idea of classifying second type of ESP is almost similar to the 'Tree of ELT' (Hutchinson & Waters, 1987) where

> ESP is broken down into three branches: a) English for Science and Technology (EST), b) English for Business and Economics (EBE) and c) English for Social Studies (ESS). Each of these subject areas is further divided into two branches: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). An example of EOP for the EST branch is 'English for Technicians' whereas an example of EAP for the EST branch is 'English for Computer Science Studies'. (p. 8)

Hutchinson and Waters (1987) clarify EAP and EOP as

> There is not a clear-cut distinction between EAP and EOP. People can work and study simultaneously; it is also likely that in many cases the language learnt for immediate use in a study environment will be used later when the student takes up or returns to a job. (p. 16).

The third and final type of ESP identified by Carter (1983) is "English with Specific Topics." He (1983) notes that it is only here where emphasis shifts from purpose to topic. This type of ESP is uniquely concerned with anticipated future English needs of, for example, scientists requiring English for postgraduate reading studies, attending conferences or working in foreign institutions. However, Carter (1983) further argues that this is not a separate type of ESP. Rather it is an integral component of ESP courses or programs which focus on situational language. This situational language has been determined based on the interpretation of results from needs analysis of authentic language used in target workplace settings.

These three types of ESP, to some extent this study is concerned about "English for Academic and Occupational Purposes" which is also divided into three branches and one of them is English for Science and Technology. This branch focuses on the necessity of English in Science and Technology sector such as English for Civil Engineering, English for Computer Science and Engineering, English for Technical purposes etc. This branch, EST, can be classified into two areas; commonly these are known as English for Academic Purposes [henceforth EAP] and English for Occupational Purposes [henceforth EOP]. EOP focuses on professionals such as a civil engineer, a technician etc. whose

intention is to use English in their job sectors to communicate with officials for various purposes.

2.4 ESP in Bangladesh

ESP has bright future in our new world at this century. In our country, we also need skilled people having good knowledge of English relevant to their field. But it is a matter of regret that very few intuitions in our country are offering ESP courses. In this highly competitive world, we need skilled people who have good command over English and for this purpose ESP has no alternative. In many cases, lack of proper ESP materials also createproblems in Bangladesh.

2.5 Opinions of Scholars

There are many opinions and ideas of ESP course. It depends on individual researcher. Basically all the opinions depend on how language can be learned effectively. Gatehouse (2005: 6) points out "the first ability required in order to successfully communicate in occupational and academic settings is the ability to use the particular jargon according to that specific context". Researchers like Richterich and Chancerell (1987) point out "Language Needs Analysis is most often used where the learners in selected situations face similar difficulties". They further argue "the aim is not only to identify elements but to establish relative importance, to find out what is indispensable, necessary or merely desirable."

ESP course depends on language situations, how language can teach effectively for its users. So West (1994) claims, Needs Analysis is essentially a pragmatic activity focused on specific situations although grounded in general theories, such as the nature of language and curriculum.

According to some other researchers ESP course also depends on some other things. For example: age level, psychological factor, motivation, inhibition etc.

Gardner (1985:96) says "positive attitudes and motivation are related to success in second language learning." He (1985:96) further points out

> Motivation in second language learning is a complex phenomenon which can define in terms of two factors: learners' communicative needs and their attitudes towards the second language community. If learners need to speak the second language in a wide range of social situations or to fulfill professional ambitions, they will perceive the communicative value of the second language and will therefore be motivated to acquire proficiency in it. (p. 97)

Khan (2007: 2) suggests in his writing for a successful communication that oral communication depends on sub skills. He says:

> A successful oral communication can be characterized by its spontaneous use of sub-skills in speaking, intelligible pronunciation, right choice of words, phrases, appropriate sentence constructions and finally, contextualized use of meanings. Slight deviation form any of its categories may not always result in communication breakdown or misunderstanding between interlocutors. However, serious deviations of these categories might lead to an unsuccessful end of a conversation.

Lightbown and Spada also (2000) claim that adult learners capable of doing communication but pronunciation, accent can differ from young learners:

> Many adult second language learners become capable of communicating very successful in the language but, for most, differences of accent, word choice or grammatical features distinguish form native speakers. (p. 25)

So the researcher here tries to develop a tentative syllabus which can help overseas workers to improve their communication skills. At the same time workers will find an interesting syllabus which will motivate them to learn. Teacher can teach overseas workers depending on communicative method. Researcher's suggestion is that a teacher should be eclectic to maximize the learning output when it is needed. That is why ESP course is effective and it depends on particular domains.

Chapter- Three

METHODOLOGY

This chapter provides an account of the methodology of the study and also discusses the nature of the research design, theoretical framework, setting, sampling, data collection instruments, method of data collection, data analysis procedure and obstacle encountered.

3.1 Research Design

This paper is an attempt to identify the problems and needs of spoken English for the overseas workers. This study combines both quantitative and qualitative research. Here I deal with 'English for Occupational Purpose' and Carter (1983) notes that it is only here where emphasis shifts from purpose to topic. This type of ESP is uniquely concerned with anticipated future of English needs. However, he further argues that this is not a separate type of ESP rather it is an integral component of ESP courses or programs which focus on situational language. This situational language has been determined by interpretation of results from needs analysis of authentic language used in target workplace settings. Quotations and suggestions of various scholars are used in theoretical framework to support the importance and necessity of the study. Information collected through interviews will form the basis of the research.

3.2 Theoretical Framework

Every research has a solid and firm theoretical framework on which it stands. Data and information are colleted either to suit the framework or to support the framework. In ESP courses, needs analysis plays the most important role. The course is learner –centered and

so the sole focus goes onto their needs. Besides, an ESP course prepares learners to cope with the demands of their specific areas of communication.

Richterich and Chancerell (1987) point out "Language Needs Analysis is most often used where the learners in selected situations face very similar difficulties. The aim is not only to identify elements but to establish relative importance, to find out what is indispensable, necessary or merely desirable."

They also mention (1987:13) "ESP is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning. They (1987:19) identify target needs as "what the learner needs to do in the target situation." For describing the term 'target needs', they carry ideas like *Necessity* and *Lacks*. In their (1987) opinion

> We can call 'necessities' the type of need determined by the demands of the target situation, that is, what the learner has to know in order to function effectively in the target situation. For example, a business or woman might need to understand business letters, to communicate effectively at sales conferences, to get the necessary information from sales catalogues and so on. ... what the learner knows already, so that you can then decide which of the necessities the learner lacks. One target situation necessity might be to read texts in a particular subject area. ... the gap between the two can be referred to as the learner's lacks. (P.p. 53-54)

In 1976, a workshop was held at BEERI (Dhaka) on *Problems and Policies Rationale for a Foreign Language Teaching Policy*. There Rahman identified "three kinds of need for learners of English in Bangladesh.... (a) Social (b) Occupation and (c) Study needs."

According to Khan (2007:1), "it is generally assumed that shyness, pronunciation difficulty, inadequate knowledge of grammar and inappropriate use of vocabulary items badly affect learners' oral pronunciation." He further claims "cross-cultural

understanding among users of English all around (native and non-native) the world needs to be   developed that it can promote mutual understanding in communication."

In Khan's research (2007: 12), he gets response from various teachers about learners' common mistakes in oral communication. He finds that students create problem in using adverbs like hard and late; for example, 'worked hardly'. They fail to convert words from one part of speech to another especially between nouns and verbs. In regard to pronunciation, usually they do not use long vowel sounds. For example bird, father, food etc. When they make sentence they have troubles in using prepositions, adverbs. It is also noticed that Sub-verb agreement, tenses, prepositions always create a big problem in speaking English.

Khan (2007: 2) suggests in his writing for a successful communication which can be characterized by its spontaneous use of sub-skills in speaking, intelligible pronunciation, right choice of words, phrases, appropriate sentence constructions and finally, contextualized use of meanings. Slight deviation from any of its categories may not always result in communication breakdown or misunderstanding between interlocutors.   However, serious deviations of these categories might lead to an unsuccessful end of a conversation.

Successful communication is inevitable part of language learning. There is no alternative of it. Another researcher Harmer (1998: 88) mentions some good speaking activities. He points out

> Good speaking activities can and should be highly motivating. If all the students are participating fully and if the teacher has set up the activity properly and can then give sympathetic and useful feedback- they will get tremendous satisfaction form it. Many speaking tasks (role-playing, discussion, problem-solving etc.) are intrinsically enjoyable in themselves.

Brown and Yule (1999: 26) say "correctness in terms of pronunciation is also, as we have remarked a frequent goal in spoken language programmes."

Noordin and Samad (2001: 3) propose for a Spoken English syllabus as "The syllabus is closely associated with notional/functional type of syllabus as it emphasizes on communicative language teaching and learning. It reflects how English is used in everyday life where specification is on the notions, concepts and topics learned to enable them to communicate effectively."

3.3 Setting

The setting of the study will be informal and the interviews will be conducted among various workers who are going abroad for job. Participants will be asked to fill up questionnaires which will ultimately lead to the development of the syllabus. A careful and detailed study will shape the final syllabus.

3.4 Sampling

For this study, participants from different areas will be selected to fill up sample questionnaires. So, to a large extent, the respondents will be selected randomly (only a few respondents were known to the researcher). For this study, 40 people of ongoing workers will be selected for interviews. In the manpower office, the researcher has two known persons who assure him that they will help in collecting data.

3.5 Research Instruments

For this research, data will be collected through interview and questionnaire. Besides, a digital camera will be used to keep a record of the interviews conduced. The researchers hope that participants will agree and cooperate with him.

3.5.1 Interview

Most of the interview questions are close-ended and some questions are open-ended. For the last two open-ended questions, only the main points will be noted on paper.

3.5.2 Questionnaire

The format of the questionnaire is shown in Appendix- A and B. Both of the questionnaires comprised open-ended and close-ended questions. In Appendix-A, only Q1 and Q2 are open-ended; otherwise, rests of the questions are close-ended. Q3 and Q10 are close-ended in. At the end of the two questionnaires, respondents can give their opinions or comments in the blank spaces. The researcher prepares the questionnaires with the help of different samples found in various ESP course books. Though internet and other sources are used, the researcher does not take any exact sample questionnaire from any source.The researcher prepared the questionnaires with the assistance of his Supervisor. For this, internet and other sources were used but the researcher did not find any sample questionnaire which matched in our context for this study.

3.6 Data Collection Procedure

Through questionnaire and interview, the data will be collected. For collecting data, at first, the researcher will go to a manpower office with the assistance of his friends. Then he may take help from his relatives to reach other participants. At the beginning, many of

them might be unwilling to fill up the questionnaire, but later they would realize the importance of this research and decide to provide necessary information for this study. The researcher must ensure that their names and addresses would be kept hidden.

3.7   Data Analysis Procedure

At first, in the data analysis procedure part, the questionnaire of oral interview will be checked. Through questionnaire and interview, the data will be collected. For collecting data, at first, the researcher will go to a manpower office named AVR Bangladesh Orbitals Enterprise Rivoli Manpower Services. The researcher will talk with some overseas going people in that office with the assistance of two well-known employers. However, before the final survey the researcher went to the office to get sample responses. At first, seven people are responded to provide information that day. The following day rest of the respondents replied to the researchers. Most of them were unwilling to fill out the questionnaire and participated in interview but later on, by realizing the necessity of this research they decided to provide all necessary information for this study.

This questionnaire consists of five questions and each of the questions provides information about a participant's needs and expectations of Spoken English skill. (See Appendix - A),

Q1. What are the common problems you face while speaking in English with others?

Q2. For what purpose do you need English? Write briefly.

Q3. If you go abroad, where will you use the language specifically and with whom? After doing the course, did you speak in English regularly with your friends, relatives, neighbors and other family members?

These questions are linked with the next one and if the answers of a student were not satisfactory or negative; naturally it would reflect the necessity of a Spoken English course for the student.

The next questionnaire (Appendix-B) consists of 6 questions which provided information of learners' knowledge and problem on using various items such as tense problem, educational qualification, age level etc. Rests of the questions were asked to know a learners' ability on pronunciation, jargon, using fixed expressions and psychological factors that affect during conversation.

3.8 Obstacles Encountered

The data will be collected in an informal way. Since most of them will be unknown, they might not feel to share their thoughts and ideas with the researcher. So, the researcher must have to ensure that their names and addresses would be kept secret and in future this study would bring a positive result for others in terms of Spoken English. Overall, it can take more than a week to conduct the interview.

Chapter- Four

RESULTS ANS DISCUSSION

This chapter presents the results and discussion of the interview and questionnaire. The results are analyzed qualitatively and discussed in terms of the findings. At the end of this chapter, on the basis of interview, questionnaire and results, a tentative /expected syllabus is prepared.

4.1 Introduction

This research is a descriptive, exploratory and survey study. Tables are used in different pages to provide a clear and specific idea about the findings and results of interview and questionnaires.

4.2 Analysis of the Interview data

The data of the interview (Questionnaire -1) was tabulated in Table 4.3 on the next page and later on the questions were sequentially analyzed and discussed on the basis of the findings. 40 respondents took part in interview which is focused on "A Needs Analysis for Overseas workers." The interview questionnaire consisted of 10 questions. Here in this tabulation sheet some question answers are interpreted which can lead researcher to identify workers practical demands on English spoken syllabus. The tabulation sheet shows 20 workers record randomly out of 40 workers.

Tabulation of interview data (Questionnaire -1)

Table 4.3

Learners Response

(A Needs Analysis for overseas workers, **Questionnaire -1**)

Serial No	If you go abroad, where will you use the language and with whom?	For what purpose do you need English? Write briefly.	What are the common problems you face while speaking in English with others?	Which skill areas do you need more improvement?	How frequently do you over come the basic sentence structure of English?	How often do you speak in English with friends ?
W 1	With foreigners, at the work place	To communicate with foreigners	Lack of vocabulary	Speaking, Listening	Always	Occasionally
W 2	With foreign people, in the target situation	For communication	Pronunciation problem	Speaking, Listening	Never	Sometimes
W 3	With foreigners	To communicate with foreigners	Grammatical Problems	Speaking, Listening Writing	Occasionally	Sometimes
W 4	With foreign people	For communication	Fluency problem	Speaking, Listening writing	Always	Sometimes
W 5	With foreign people, in the target situation	To communicate with foreigners	Pronunciation Problem,	Speaking, Listening writing	Occasionally	Sometimes

W 6	With foreigners , abroad	To communicate with foreigners	Pronunciation Problem, Grammatical Problems	Speaking, Listening	Never	Rarely
W 7	With foreigners	For communication	Pronunciation Problem, Grammatical Problems	Speaking, Listening writing	Occasionally	Sometimes
W 8	With foreign people, in the target situation	To communicate with foreigners	Grammatical Problems	Speaking, Listening	Always	Sometimes
W 9	With foreign people in abroad	To communicate with foreigners	Pronunciation problem, Grammatical problems	Speaking, Listening	Occasionally	Rarely
W 10	With foreigners , abroad	To communicate with foreigners	Pronunciation Problem, Grammatical Problems	Reading, Writing, Speaking	Occasionally	Sometimes
W 11	With foreign people	For communication	Pronunciation Problem, Grammatical Problems, Lack of vocabulary	Reading, Writing, Speaking	rarely	Occasionally
W 12	With foreign people, in the target	To communicate with foreigners	Grammatical Problems, Lack of vocabulary	Reading, Writing, Speaking	Occasionally	Sometimes

	situation					
W 13	With foreign people abroad	To understand foreign people	Pronunciation Problem, Grammatical Problems	Speaking, Listening	Occasionally	Rarely
W 14	With foreign people, in the target situation	To communicate with foreigners	Pronunciation Problem, Grammatical Problems	Reading, Writing, Speaking	Sometimes	Sometimes
W 15	With foreign people	To understand foreign people	Grammatical Problems	Speaking, Reading	Sometimes	Occasionally
W 16	With foreign people	To understand foreign people	Pronunciation Problem, Grammatical Problems	Reading, Writing, Speaking	Always	Occasionally
W 17	With foreign people, in the target situation	To communicate with foreigners	Grammatical Problems	Speaking, Listening	Occasionally	Always
W 18	With foreigners	For communication and understand them	Grammatical Problems, Lack of vocabulary	Reading, Writing, Speaking	Occasionally	Sometimes
W 19	With foreigners, abroad	To understand foreigners	Lack of vocabulary	Speaking, Listening	Occasionally	Sometimes

W 20	with foreigners in job sector abroad	For well communication	Fluency problem	Speaking, Listening	Always	Occasionally

Analysis and discussion of the interview data (Appendix -A) is given below:

4.3.1 Q1, Q 2, Q3, Q4, Q5 and Q6

The first question (Questionnaire 1) is used to know where will you use the language and with whom? Question 2 is- for what purpose do you need English? Surprisingly, the researcher understood from the respondents' answers that the course did not fulfill their demand or expectation in their earlier academic education. Informally some of them expressed "the time constraint of the course", "classmates' passive attitude when they speak", "teachers' restriction of using only English in the classroom" etc. which led them to keep silent in the classroom. As a result, they could not ask any question or talk about their problems. Some of them spoke in English in classroom when their instructors created pressure on them. Out side the classroom, they were not interested to use English in their conversation. The researcher realizes from the responses given through the questionnaires that they have no good command over English, some of them want to develop one or two particular skills of language such as speaking or listening. The researcher also found that they are basically shy to produce English language and they have never been in a position to communicate with their friends in English. From the question no 4, 5 and 6, researcher discovers that most of the overseas workers want to improve speaking and listening skill. Some of them want to improve reading and writing

skill as well. The other questions also indicate that, how they interact, mode of communication etc. From that researcher came to know their practical knowledge of English.

4.4 Analysis of the Questionnaire Data

The data of the **Questionnaire 2** is tabulated in Table 4.5 and later on the questions were sequentially analyzed and discussed on the basis of the findings. 40 respondents took part in questionnaire part and it consisted of six questions to find out the problems of the people who want to go abroad for jobs or other purposes.

Tabulation of Questionnaire Data (Questionnaire 2)

Table 4.5

Learners Response

(Questionnaire for prospective overseas workers)

Serial No	What is your highest educational qualification?	Which age level do you belong to?	Which country are you going to?	What kind of job will you be doing there?	Which of the Following areas are you facing problems while using English?	How often do you watch/ Listen English on TV?
W 1	HSC	26-30	England or South Africa	Official	Tense or Voice	1 hour
W 2	BA Degree	31-35	Malayasia	Manual	Structure, Vocabulary	3 hours

W 3	SSC	21-25	India	Official	Grammatical Problems	Sometimes
W 4	MA in History	36	America England	Official	Pronunciation, Fluency problems	As much as he can
W 5	SSC	26-30	China, Japan	For any kind of job	Tense or Voice Structure, Vocabulary	Sometimes
W 6	HSC	26-30	Saudi Arabia	For any kind of technical job	Grammatical Problems, Vocabulary problem	Sometmes
W 7	BA Degree	31-35	China, Japan	For Driving purposes	Pronunciation Problem, Grammatical Problems	Sometimes
W 8	SSC	26-30	Japan	For Driving	Pronunciation, Fluency problems	Never
W 9	HSC	26-30	China	Official job	Pronunciation problem, Grammatical problems	Rarely
W 10	HSC	31-25	England	To do job at restaurant or hotel	Pronunciation problem, Grammatical problems, Vocabulary problem	Sometimes
W 11	MA in Statistics	31-35	England or America	For official job	Pronunciation problem, Lack of vocabulary	3-4 hours in a day

W 12	HSC	26-30	Singapore, China	For official job	Grammatical problems, Lack of vocabulary	As much as I can
W 13	HSC	21-25	Japan, China	For official or driving purposes	Pronunciation problem, Grammatical problems	2-3 hours
W 14	SSC	31-35	Any English country	For official job	Pronunciation problem, Grammatical problems	As much as I can
W 15	HSC	31-35	England	Work in hotel & tourism	Grammatical problems, Lack of vocabulary	3-4 hours in a day
W 16	3 years BA degree	31-35	England or South Africa	For driving	Fluency problem	As he can
W 17	HSC	21-25	England or New Zealand	For any kind of official work	Pronunciation problem, Grammatical problems	Trying to watch English movie as much as he can
W 18	BA in Economics	21-26	Any English native country	For higher education	Pronunciation problem, Vocabulary problem	3-4 hours in a day
W 19	HSC	21-25	Malaysia or China	For Driving purposes	Structure, Vocabulary	Sometimes

W 20	HSC	26-30	England	To work in hotel & tourism	Pronunciation Problem, Vocabulary problem	2-3 hours in a day

Analysis and discussion of questionnaire 2 is given below:

4.5.1 Q1, Q 2, Q 3, Q 4, Q 5 and Q 6

These six questions of questionnaire 2 are prepared to find out the respondents' knowledge on grammar and his/ her personal information. Q1 has been put to know 'what is your highest educational background?' From the questionnaire2, researcher came to know that most of workers (26 workers) completed SSC or HSC level. Rest of them have BA Degree or others qualification. The question no 2 is asked to know which age level the workers belong to. Most of the workers who want to go abroad are in the 26-30 age level. Other overseas workers are in 21-25 or 31-35 age level. So the information by the overseas workers proves that they are young and energetic as well. Question no 3 is to find out the information 'Which country are you going to?' Different information is taken out. Some of the overseas workers want to go China, Malaysia, or Singapore etc. Some of them want to go to English native countries for example England and America. Researcher finds out that they want to go to these countries where they can use English as a medium of communication. Question no 4 is asked to find out 'What kind of job will you be doing there?' Researcher finds out many possible answers of that question. For example: some workers will do work in hotel & tourism, some will do official work, some of them want to do driving profession etc. The next question no 5 is asked for 'Which of the following areas are you facing problems while using English?' It

provides information to the researcher that overseas workers have various problems regarding English language. They are not 100% capable of communication in English. They have problems in tense, voice change, pronunciation, vocabulary grammatical aspects or fluency etc. The final question to the workers is personal. The question is asked for 'How often do you watch/ listen English on TV?' Different participants answer differently. Some of them wrote 1 hours, some of them wrote 2-3 hours, some of them write 'sometimes' or 'occasionally'. Researcher recorded these answers in the tabulation sheet randomly. The tabulation sheet also proves that thing as well. Basically, these questions are prepared to identify their problems in relation to grammatical aspects. Do they find difficulty while speaking or not? In a successful conversation, grammar is essential and these six questions are asked to know grammatical competence of the respondents. The finding (Table 4.2) is a clear reflection of the respondents' weaknesses in grammar. Researcher understood form the questionnaire that fixed expressions & jargons might work effectively in particular situation for them. It means that they do not have sufficient knowledge on vocabulary for a minimum level of communication what they informed to the researcher by the questionnaire answers. That is why, this finding has shown that most of the overseas workers' overall performance is not quite satisfactory.

4.6 Design of a Tentative Syllabus

On the basis of the questionnaire data and results, it is clear that most of the workers have problem in grammar, pronunciation, vocabulary and lack of confidence when they speak in English. It is also necessary to connect theory of language and language learning,

infrastructure, size of the class and class duration, goal of the syllabus and teaching methodology and a syllabus content which will assist the teachers or instructors for conducting the class successfully. The researcher thinks that if the teacher plays the role of 'facilitator', 'partner' or a 'guide' then it will be benefiting for the workers to overcome their problems in no time. So, the English syllabus for prospective overseas workers would be particularly based on their specific problems and needs.

4.7 Theory of Language and Language Learning

The researcher has given priority on communicative approach for learning Spoken English on the basis of workers problems regarding speaking. So the focus is on choosing materials that is based on functional syllabus. Communicative competence entails knowing not only the form of language but also what to say to whom and how to say it in any given situation. It deals with the social and cultural knowledge of who may speak or may not speak in certain situations when to speak and when to remain silent, how to talk to persons of different positions and roles. For this reason, Conningsworth (1988:19) suggested "Cultural gaps pose problems to learners of English, particularly where the social, political, or religious differences are great." The instructors would also focus on teaching a bit of language forms (grammar) which can be used to express a function. The materials would teach language form in context because meaning and function are expressed through form and without form there could be no verbal communication. So, the instructors would not choose either structure or functions but should teach both. As a result, the instructors would follow both structural syllabus and functional syllabus. In structural syllabus, items are graded so that simpler and more

immediately usable structures precede the more complex ones. In this syllabus, functions are concerned with social behavior and represent the intention of the speaker; for example, describing, requesting, apologizing, greeting etc. So the functional syllabus appears to be based on language in use; for instance, asking about travel, making travel arrangements, ordering a meal, shopping or bargaining.

This syllabus is communicative language teaching based. So students will develop speaking skill through active participation in class discussions which require them to express their ideas and opinions in English. In this course, the teachers or instructors would essentially be creative persons whose prime function would be to facilitate communicative process between all participants in the classroom and between participants and the various activities. The instructors would actually use the classroom as a stage to simulate the real world. The instructors would play a set of secondary roles: first as organizers of resources and resource themselves, second as guides within the classroom procedures and activities. The instructors would make personal connection between activities and the learners. The instructors would show interest in each learner's performance in the course allowing some freedom of choice so that ultimately each learner's personal style would be reflected through his/her task. After a few classes, a review session would be introduced frequently at the end of two / three lessons to see the understanding of students.

The syllabus would incorporate both functional activities and social interaction activities. The activities include conversation sessions, dialogues, role-play, simulations etc. The

teachers or instructors would follow combination of both Audio-lingual method and Communicative Language Teaching Approach. The Audio-lingual method is an oral-based approach. The emphasis is on every day spoken conversation with particular attention to pronunciation. The instructor would introduce stress, intonation and typical pronunciation problems in some classes. For these audio, video or any kind of music system can be used. Structural patterns in dialogues about every day situations are imitated and drilled (individually) until learner's responses become spontaneous. This aural method emphasizes on using target language only in the classroom.

Teaching materials in communicative approach emphasizes the process of communication such as using language appropriately in different types of situation, using language to perform different kinds of tasks such as asking questions, getting information and using language for social interaction with other people. Though grammatical rules would be taught to form grammatically correct sentences, the emphasis is laid on how, when and where to use these sentences and to whom. The course materials would focus on the knowledge of the rules of speaking i.e. knowing how to begin, sustain and end conversations, knowing what topics to talk about in different situations, knowing which approaching forms to be used with different persons in different situations. The materials would stress on ways to respond to different types of speech acts. The teachers / instructors would also teach common words, jargons, phrases and sentence structures in aural-oral approach with emphasis on pronunciation. Structural patterns in dialogue would be shown to students until their responses become habituated.

4.8 Infrastructure:

Infrastructure plays a vital role for learning any language. It indicates seating arrangement and the classroom environment. For better teaching and learning, modern equipment such as white board, OHP, audio equipment, marker, headphone, multimedia etc. can be used depending on the necessity of the course and availability of these resources. It would be comfortable and attractive if it is also an air-conditioned room. This sort of effective environment helps learners to learn better.

4.9 Size of the Class and Class Duration

A classroom should consist of 20 students. In a sense it is good that it would be easy to make a pair or group of four learners for different types of activities such as role-play, group discussion etc. in the classroom. The time allocated for the course is 2 hours for four days a week for two months. For their time convenience the class will start in the evening.

4.10 Goal

The main purpose is to prepare overseas workers to communicative in English. It can be divided in two ways:

a. Conversations with peers and Teachers:

Prospective overseas workers have to know how they will talk with their co-workers, authorities in their working area.

b. Social communication:

Workers will not only communicate with other workers and authorities but also with people who live in that community. Because, a famous proverb is – "Human is a social

being"; so, it is necessary to communicate with the community. For this reason the learners also have to know the style of conversation. In target language situation they have to move here and there and face various realistic situations in restaurant, roads, shopping malls etc.

4.11 Teaching Methodology

Researcher thinks communicative language teaching approach can be an effective approach to learn language better. To some extent, the two popular teaching methodologies are-One is CLT and other is Audio-lingual. Sometimes task based learning can help learners to learn English through doing various kinds of tasks. Communicative Language Teaching is widely used for teaching communication through functional English. In CLT, learners have to do pair work, group work role-plays etc. These help learners to face a real situation more confidently. It is also necessary to mention that these students have experience on communicative learning process. Along with Communicative Approach, Audio-lingual method would be used for improving pronunciation. Repetition helps learners to remember dialogues easily. More or less some dialogues are common in every situation, such as greetings like 'Good morning, nice to meet you'

4.12 Syllabus Content:

Syllabus content is prepared which would help the overseas workers to be active performers after finishing the course. Though our students have a minimum level of knowledge in English, to make them more skilled, we include common grammatical,

functional features as well as some activities that would be effective in target situation.

The Syllabus Content is provided on the following page:

* The Map of the Syllabus Content for Overseas Workers

Lesson No	Topic or Lesson	Functions	Grammar Or Structure	Vocabulary
1	Introduce yourself and meet others	Greeting, introducing, exchanging personal information; role-play activities.	Simple present, present perfect, simple past, preposition, WH question	Good morning, thank you, how do you do, nice to meet you, come from, study
2	Asking information, requesting, suggesting, ordering, permission for leaving	Using different expressions, role play	I'd like .... Can I .... Adverb, WH question, modal verbs, simple present and present perfect	Used to, quickly, like to, doctor, prescription, sick, bye, see you
3	First impression	Expressing likes and dislikes	Noun, adjective, verb, adverb, sub-verb agreement, preposition, simple present	Worst, terrible, surprising, amusing, warmly invited
4	Talking about student life	Expressing emotions, interests; describing events, facts	Past tense , preposition, adjective, subject-verb agreement	Ample, lounge, gathering , hesitation
5	Next-door and friends	Describing personalities, sympathizing, giving complements, expressing wishes; role-play	Adjectives, yes/no questions, preposition, adverb, noun, subject-verb agreement	Cautious, hardheaded, aggressive, talkative, conscious, realistic, soggy, competitive

6	Introduce 'Phonetic Symbols'	Pronunciation, listening to phonetic symbols, drilling	44 sounds such as /ə/, /h/, /iː/ etc. Previous /ˈpriːviəs/	Syllabus, go, now, after, pen, you, data, weather, car, taxi
7	Values, norms and conventions	Getting and informing others, open discussion	Should, shouldn't, must, mustn't	Spit, little, respect, honour, solidness
8	Caring and sharing	Talking about responsibility And duty	Active and passive modes, imperative sentence , modal verbs, adverb	Life-long, splint, look after, obediently
9	Jargons	To understand subject related vocabulary	Simple present, present progressive, verb	Net working, loop, forward
10	Opening a bank account	Asking for and offering help	Simple future, simple present, imperatives,	ATM card, transaction , currency
11	(Extempore speech on) Current issues	Pronunciation, remove shyness	Subject-verb agreement, preposition, verb, article	Price hike, rice , flour, difficult, ordinary
12	The world as a global village	Giving information, sharing ideas, pronunciation, reduce shyness	Simple present, past prefect, present prefect, simple future	Buzzword, era, adverse
13	Globalization and English	Giving information, analyzing stylistic fractures making comment , pronunciation, reduce shyness	Use of 'neither….nor' , preposition, simple present, subject-verb agreement, preposition	Monolingual, bilingual, emerge, respective
14	Techniques of Facing an interview	Style of talking and answering different questions, discussion	Simple present, modal verbs, WH question	Interview, interviewer, interviewee, salary structure, provident

15	How to present a topic	Way of presenting, asking questions and answering, pronunciation, reduce shyness	Subject-verb, agreement, preposition, use of modal verbs, article WH question	Topic, group, discussion on. at last
16	Cultural patterns	Describing behavior/ ways of living, comparing, discussion	Adjective, simple present, preposition. subject-verb agreement, adverb	Moderate, polite, hospitality, charming
17	Food habits and ways of eating	Describing habitual actions, making comments, pronunciation	Present tense for habitual action, to be + used to + gerund.......	Fast food, ready to eat, take- away
18	The international Mother Language Day	Describing events	Questions, simple past, passive	Tribute, adopt, celebrate, language movement
19	Festivals and celebrations in different cultures	Describing religious and cultural festivals	Simple present, verb, noun, adjective, adverb, subject-verb agreement	Unwilling, absorb, elaborate, enjoyable
20	Visiting Bangladesh: Tips for Foreigners	Giving information. role- play, talking about culture, people, history etc.	All forms of present tense, simple past, adverb, subject-verb agreement	Polite, natural beauty, colourful

4.13 Evaluation:

At the end of the course, the instructors/ teachers will evaluate the learners. The evaluation process would be like this-

(1) **Situation wise Role-Play**- Students have to listen to some dialogues and then act them out. After the role-play is finished, the students would elicit relevant

vocabulary- the grammatical and vocabulary that they learn from the function, situational context and roles of the interlocutors.

(2) **Watching some pictures-**Talk about the picture in pairs.

(3) Students will individually speak four to five minutes on a selected topic **(Extempore speech).**

(4) **Oral** (individually or in a pair) conversation with the teachers.

To sum up, it is necessary to mention that this syllabus is not eclectic in nature; rather it is an effort of the researcher's findings on the basis of learners' needs and problems. That is why this syllabus is titled as an 'Expected' or a 'Tentative' syllabus. It would be effective, if it could be tested in classroom. In such case, teaching methodology, learning theory, size and duration of the classroom, syllabus content may vary. Teachers' attitude, personality, sincerity and qualification as well as learners' motivation, age, personality and responses might also influence on the success of the course. As last, it also focuses on the students' evaluation process which would be sensitive for the success of learners and the course. So teachers or instructors should be careful about students' attitude, response, attendance, performance in the classroom, expectation and on the basis of these they would be evaluated objectively.

6. Conclusion

The potentiality of this study comes from ESP which is based on purposes and needs of the learners. Since its origin, it has been changed and still changing day by day to serve up different sorts of learners to fullfil their demands. To keep it in mind, this study took an attempt to find out problems and needs of people desiring to work abroad. After analyzing data, a tentative or an expected syllabus had been prepared to provide them with confidence, strength, motivation and lessen shyness or hesitation to face a real situation. Technological development and globalization of the world is going on side by side. In this world of globalization, we need to produce manpower who are not only skilled in respective areas but also have effective language communicative skills. Bangladesh depends largely on foreign currency sent by the overseas workers. So both government and non government institutions should introduce more ESP courses to cope with the practical demands of this modern world.

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Topic: English communicative needs for overseas workers.

(You can tick more than one option in answer)

Name is optional; you may write your name at the top of the questionnaire paper.

(নাম উল্লেখ করা বাধ্যতামূলক নয়, তবে আপনি আপনার নাম উপরে উল্লেখ করতে পারেন)

Appendix -A

Questionnaire 1

1. If you go abroad, where will you use the language specifically and with whom?

   (আপনি বিদেশে কোন কোন ক্ষেত্রে এবং কাহার সঙ্গে ইংরেজী ব্যবহার করবেন?)

   ....

2. For what purpose do you need English? Write briefly.

   (কেন আপনার ইংরেজী প্রয়োজন ? সংক্ষেপে লিখুন)

   ....

3. What are the common problems you face while speaking in English with others?

   (অন্যদের সাথে ইংরেজীতে কথোপকথনের ক্ষেত্রে আপনি কি কি সাধারন সমস্যার মুখোমুখি হন?)

   Example: a) Pronunciation problem (উচ্চারণের অসুবিধা) b) Lack of vocabulary (শব্দ সংকট) c) Grammatical aspect (বাক্য গঠন প্রণালীতে সমস্যা) d) Fluency problem (অনবরত কথা বলতে পারেন না)

4. Which skill areas do you need more improvement?

   (আপনি কোন ক্ষেত্রে দক্ষতা বৃদ্ধি করতে চান তা নির্দিষ্টভাবে উল্লেখ করুন)

   a) Speaking(বলার ক্ষেত্রে) b) Reading(পড়ার ক্ষেত্রে) c) Writing (লেখার ক্ষেত্রে) d) Listening (শোনার ক্ষেত্রে) ।

5. How frequently do you overcome the basic sentence structure of ইংরেজিংয় in speaking?

   a)Always (সর্বদা) b) Sometimes(মাঝেমধ্যে) c) Rarely (হঠাৎ) d) Never(কখনইনা)

6.   How often do you speak in English with friends ?
        a)Always (সর্বদা) b) Most of the time (প্রায়ই) c) Occasionally (মাঝেমধ্যে)
        d) Never(কখনইনা)

7.   How often do you find hesitation or shyness is an obstacle to your
        speaking ?
        (কখন দ্বিধা বা লজ্জা আপনার ক্ষেত্রে বাধা হিসাবে কাজ করে ?)
        a)Always (সর্বদা) b) Most of the time (প্রায়ই) c) Occasionally (মাঝেমধ্যে)
        d) Never(কখনইনা)

8.   What would be your mode of communication in overseas ?
        a) Face to face (মুখোমুখি) b)Telephone (টেলিফোনে)
        c) Through writing (লেখার ক্ষেত্রে) (d) Other (অন্যান্য ভাবে)

9.   Have you ever done any spoken English course? If yes, how long was the
        course for?
        (আপনি কি কখনও কোন স্পোকেন ইংলিশ কোর্স করেছেন? কোর্সের মেয়াদ কত দিন ছিল?)
        a) 2 weeks(দুই সপ্তাহের) b)1 month (একমাস) c) 3 months (তিনমাস)
        d) 6 months (ছয়মাস)

10.   How satisfied were you with that course ?
        (কোর্সটি কি আপনার কতটুকু প্রয়োজন মেটাতে সক্ষম হয়েছিল?
        a)Yes (হাঁ)   b) No (না) c) Specify (নির্দিষ্ট করে বলুন)

Appendix -B

Questionnaire 2

1. What is your highest educational qualification ?
    (আপনার সর্বোচ্চ শিক্ষাগত যোগ্যাতা কি ?)
    Ans :...

2. Which age level do you belong to?
    (আপনার বয়স কত)
    a) 21-25   b) 26-30 c) 31-35   d) Above 40

3. Which country are you going to?
    (আপনি কোন দেশে যেতে চান?)
    Ans..

4. What kind of job will you be doing there ?
    (কি ধরনের কাজ আপনি করবেন ?)
    a) Manual   b) Official c) Specify....................................

5. Which of the Following areas are you facing problems while using English?
    কোন কোন ক্ষেত্রে আপনার সমস্যা মনে হয় ।
    a) Tense (কাল) b) Voice (বাচ্য) c) Pronunciation (উচ্চারন)
    d) Vocabulary(শব্দ) e)Structure (গঠন প্রনালী) f) please specify if others (যদি থাকে তবে নির্দিষ্ট করে বলুন)...

6. How often do you watch/ Listen English on TV?
    (ইংরেজী শেখার জন্য আপনি কতটুকু সময় টেলিভিশন দেখেন এবং শোনেন?)
    please specify if others (যদি থাকে তবে নির্দিষ্ট করে বলুন)....................................

Appendix -B

Questionnaire 2

What is your highest educational qualification ?
(আপনার সর্বোচ্চ শিক্ষাগত যোগ্যাতা কি ?)
Ans :...

Which age level do you belong to?
(আপনার বয়স কত)
a) 21-25   b) 26-30 c) 31-35   d) Above 40

Which country are you going to?
(আপনি কোন দেশে যেতে চান?)
Ans...

What kind of job will you be doing there ?
(কি ধরনের কাজ আপনি করবেন ?)
a) Manual   b) Official c) Specify.....................................

Which of the Following areas are you facing problems while using English?
কোন কোন ক্ষেত্রে আপনার সমস্যা মনে হয়।
a) Tense (কাল) b) Voice (বাচ্য) c) Pronunciation (উচ্চারন)
d) Vocabulary(শব্দ) e)Structure (গঠন প্রনালী) f) please specify if others (যদি থাকে তবে নির্দিষ্ঠ করে বলুন)...

How often do you watch/ Listen English on TV?
(ইংরেজী শেখার জন্য আপনি কতটুকু সময় টেলিভিশন দেখেন এবং শোনেন?)
please specify if others (যদি থাকে তবে নির্দিষ্ঠ করে বলুন)....................................