



## A Need Analysis of English for Specific Purposes Course

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### **Abstract:**

If we look at the history of English, we come to know that before two centuries approximately English language kept its leg in India as a medium of instruction and as a third language but by the time with ups and downs of circumstances, it was accepted as second language in India and also accepted as an international language globally. On other side, to match up with the world it becomes necessary to know, to learn, to speak and to teach English language. So keeping in mind of these things, it was decided by the government that all must learn, and use English. But the question was that how they will learn and ultimately the government made English as a compulsory subject to teach in the universities, colleges or institutes from the first year in most of the fields of colleges or institutes. For that specific syllabus is designed by the experts and implemented. Although prescribed syllabus does not fill the needs of the students. Hence, the researcher did a need analysis on the title *A Need Analysis of English for Specific Purposes Course* which aims to find out the students' needs for the English language.

**Key Words:** Need Analysis, ESP, Course

### **1. Introduction**

Nowadays, English is known as an international language and it is also the language of international communication and interaction, the media and the internet, so English is important for socializing and entertainment as well as work! The English language is one of the widely spoken languages in the world and it has one of the many advantages of learning the language. Today many sections like Education, Medical, Engineering, Business and so on are affected by this language. But, here the question is, why English language is important, so there are so many reasons which show its importance. First reason is that even English is not an official language but it is as like a common language in all over the world and it is the only medium of interaction with the others who don't know our language (Mother tongue). Second reason reflects the importance and necessity of English for the business world e.g. it is helpful for business contracts and dealing with the employees and company (not only in India but also all over the World). The third reason shows that English is mostly used in publishing books, making films, music and for entertainment also. And the last reason is that 50% information of the internet is available in English language so it is the language of internet.

### **Needs of English:-**

English is very important in this modern world. Apart from our mother tongue we need to have a common language which makes us able to communicate with other part of the world. English is the common language which is known to most of the people in the world. It is very important to have good English because an effective communication can reach people better. Nowadays English is being taught to children at primary level, it is helpful for the development of oral language skills such as speaking. This language provides opportunities for English language students to develop their vocabulary knowledge, reading fluency, spelling writing and it also helps in building a good communication. Most of the jobs in today's world are based on English such as IT sector, business field, call Centro jobs and teaching jobs, etc. English has quite a big role in day to day life. English is used in banks, railway stations, bus stations, airways, educational sector, medical, private sector etc. Many students fly aboard for education and jobs. If their mode of communication is English they can manage their communication with the local people. Hence, English is important to fulfill our needs.

### **English in Gujarat:-**

Gujarat becomes a separate state in 1960. Till then it was a part of the Bombay state. After the bifurcation, the Bombay has introduced English from class V and Gujarat has introduced it from class VIII. It was to be taught in classes VIII and IX as a compulsory subject. It was to be an optional subject from X. The integration committee on secondary education held on 26th May-1960 declared that English could be taught voluntarily from class V to class VIII. The Gujarat government was anxious about the poor state of affairs in English language teaching and it announced a decisive policy on 2nd June-1960. But the result was not satisfactory. The Gujarat government has done a lot to better the state of English in Gujarat.

## **2. Needs Analysis**

Urun, & Yasar (2015) pointed out that Need analysis is very important in designing and evaluating existing syllabus or curriculum, materials and lessons. It was first time introduced Michael West in 1920s.

Needs analysis involves doing some kind of activity with a learner to find out what their learning needs are. A good understanding of learner needs can contribute to successful course planning. In the classroom needs analysis is part of building learner awareness and autonomy. It can encourage them to start thinking about their learning.

## **3. Research Question**

What are the needs of the students?

## **4. Research Objective**

To find out the needs of the students.

## 5. Research Design

Researcher did a short needs analysis of English for Specific Purposes course.

### 5.1 Sample and population of the study

The researcher selected 29 first year students of Bachelor of Social Work of Parul University during the academic year 2018-2019.

### 5.2 Tools of data collection:

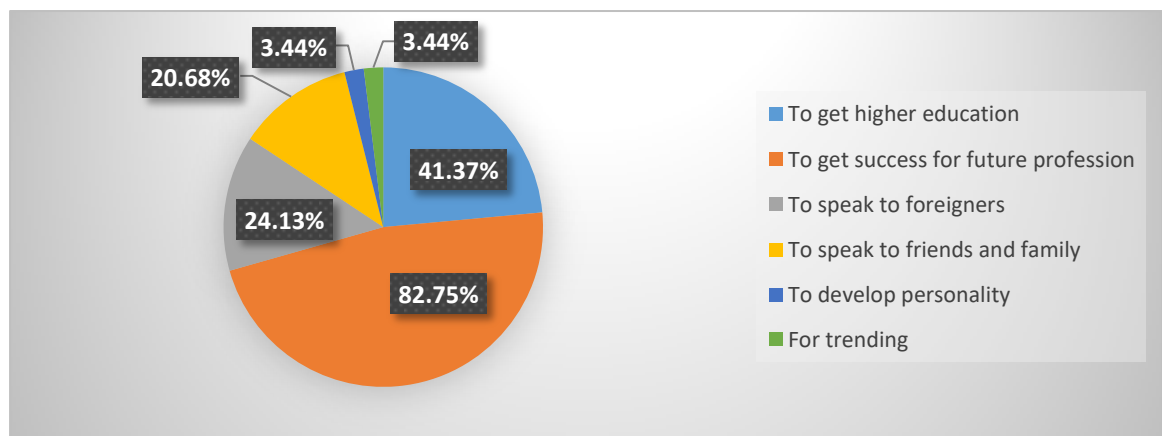
The researcher used questionnaire as a tool for the data collection.

## 6. Data analysis and interpretation:

The researcher used Statistical Package of Social Science (SPSS) software to analyze the data collected through the questionnaire.

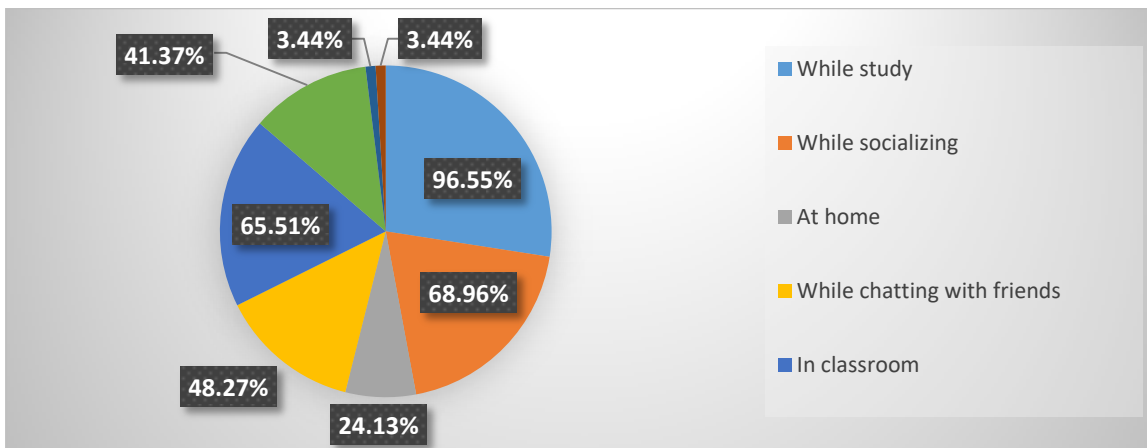
### Results of the Data Analysis

Figure 6.1 Grounds to study English



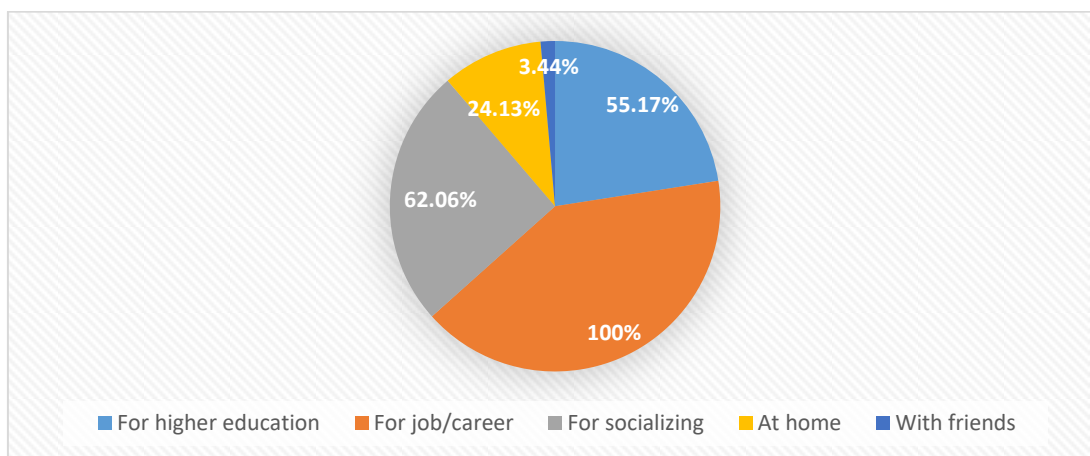
The above figure 6.1 indicates about the grounds to study English. Out of 100% (29) students, 41.37% (12) students study English to get higher education, 82.75% (24) students study English to get success for future profession, 24.13% (7) students study English to speak to foreigners, 20.68% (6) students study English to speak to friends and family, 3.44% (1) student studies English to develop personality, 3.44% (1) student studies English for trending .

Figure 6.2 Students' Usage of English



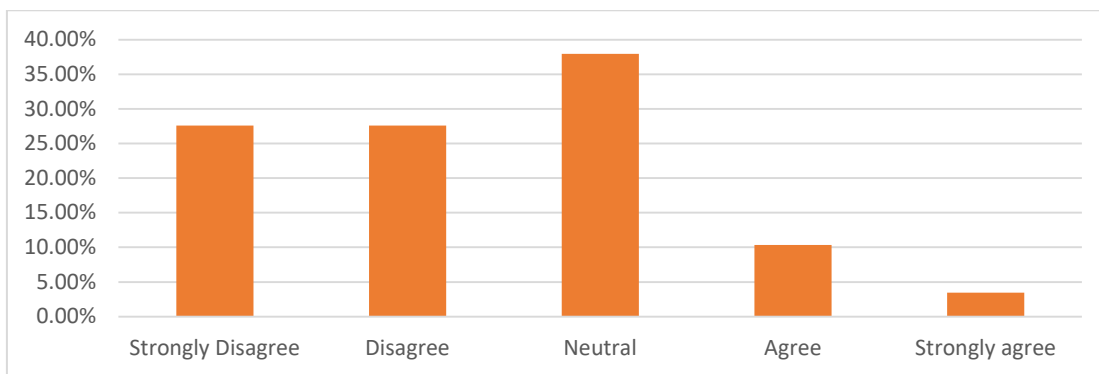
The above figure 6.2 indicates about the Students' Usage of English. Out of 100% (29) students, 96.55% (28) students use English when studying, 68.96% (20) students use English when socializing, 24.13% (7) students use English at home, 48.27% (14) students use English when chatting with friends, 65.51% (19) students use English in classroom, 41.37% (12) students use English outside of the classroom, 3.44% (1) student uses English for job, 3.44% (1) student uses English in work agency and administrative place.

Figure 6.3 Freedom towards English



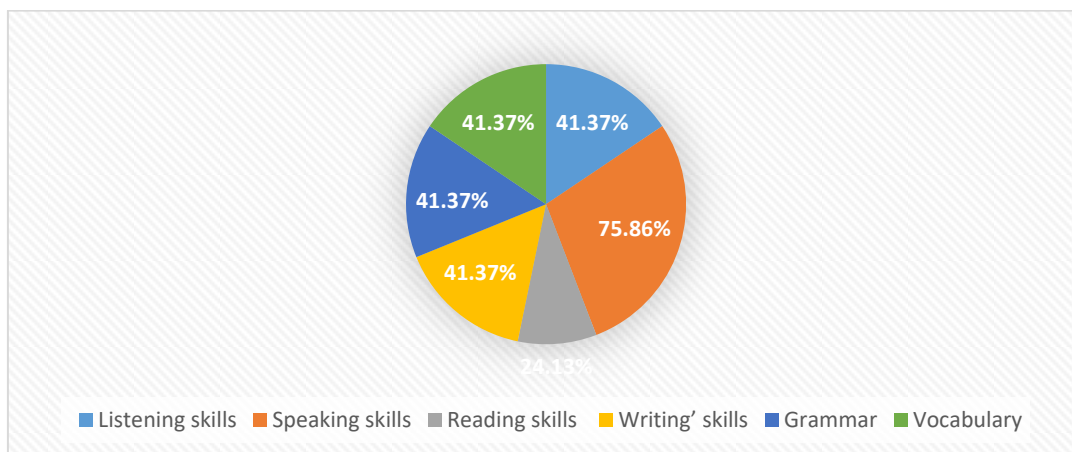
The above figure 6.3 indicates about freedom towards English. Out of 100% (29) students, 55.17% (16) students will use English in future for higher education, 100% (29) students will use English in future for job/career, 62.06% (18) students will use English in future for socializing, 24.13% (7) students will use English in future at home, 3.44% (1) student will use English in future with friends.

Figure 6.4 Helpfulness of Teaching English in fulfilling the needs.



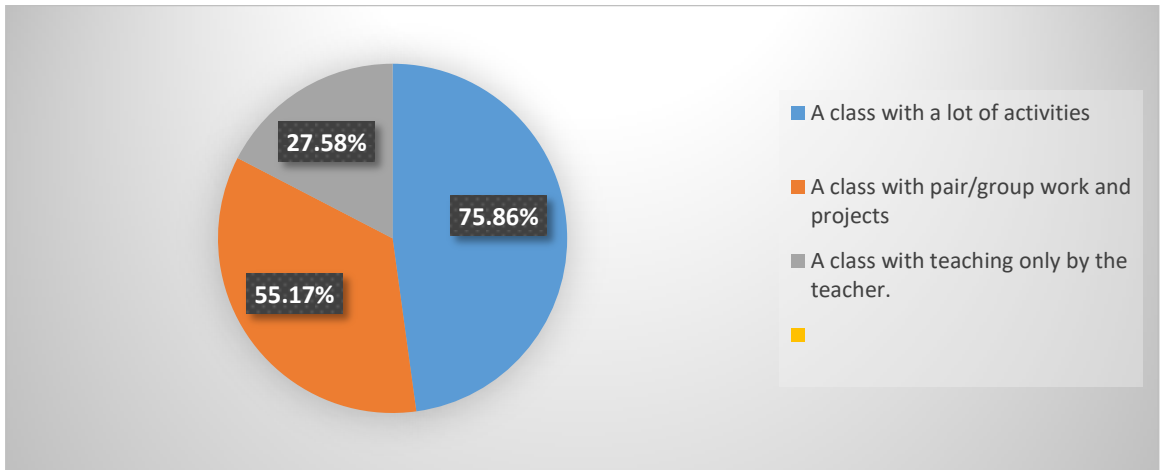
The above figure 6.4 indicates that teaching English is helpful to fulfill the needs of the learners or not. Out of 100% (29) students, 27.58% (8) students strongly disagreed, 27.58% (8) students disagreed, 37.93% (11) students replied neutral, 10.34% (3) students agreed, and 3.44% (1) student strongly agreed.

Figure 6.5 Needs of students



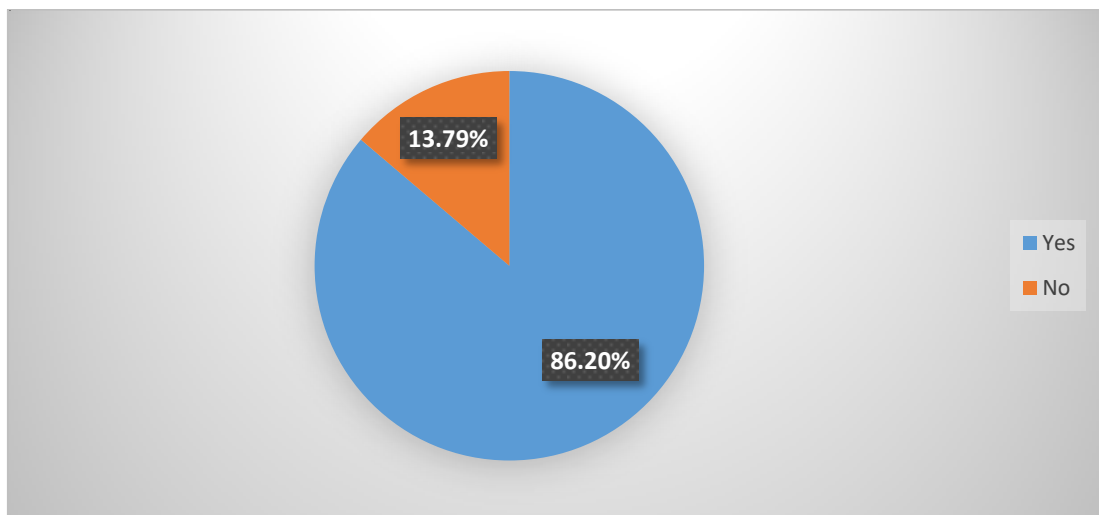
The above figure 6.5 indicates about the skills that the students want to develop more. Out of 100% (29) students, 41.37% (12) students wish to develop ‘listening’ skills, 75.86% (22) students wish to develop ‘speaking’ skills , 24.13% (7) students wish to develop ‘reading’ skills , 41.37% (12) students wish to develop ‘writing’ skills , 41.37% (12) students wish to develop ‘grammar’, 41.37% (12) students wish to develop ‘vocabulary’ .

Figure 6.6 Kind of English class which the students like most



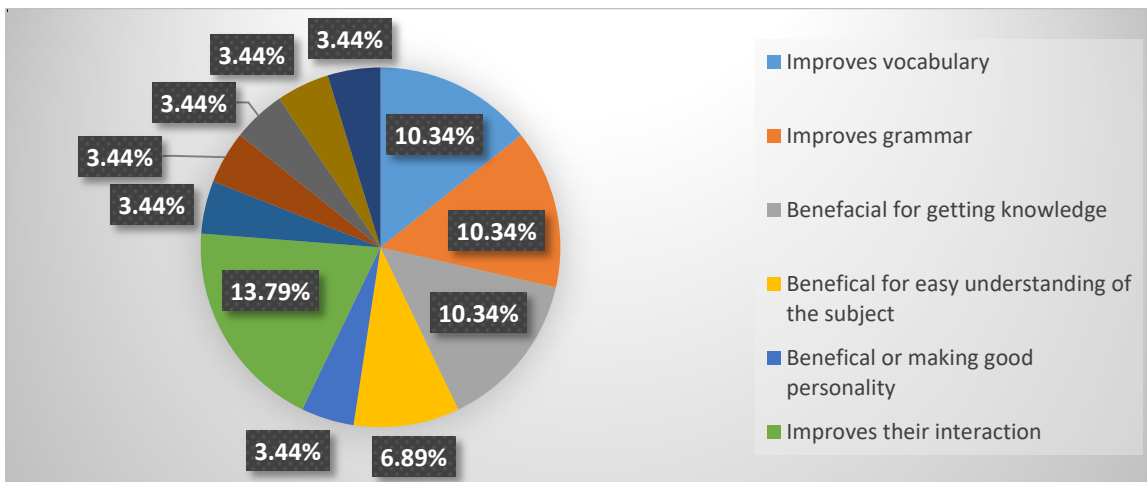
The above figure 6.6 indicates about the kind of English class which the students like most. Out of 100% (29) students, 75.86% (22) students like a class with a lot of activities, 55.17% (16) students like a class with pair/group work and projects, and 27.58% (8) students like a class with teaching only by the teacher.

Figure 6.7 Implementation of new English course



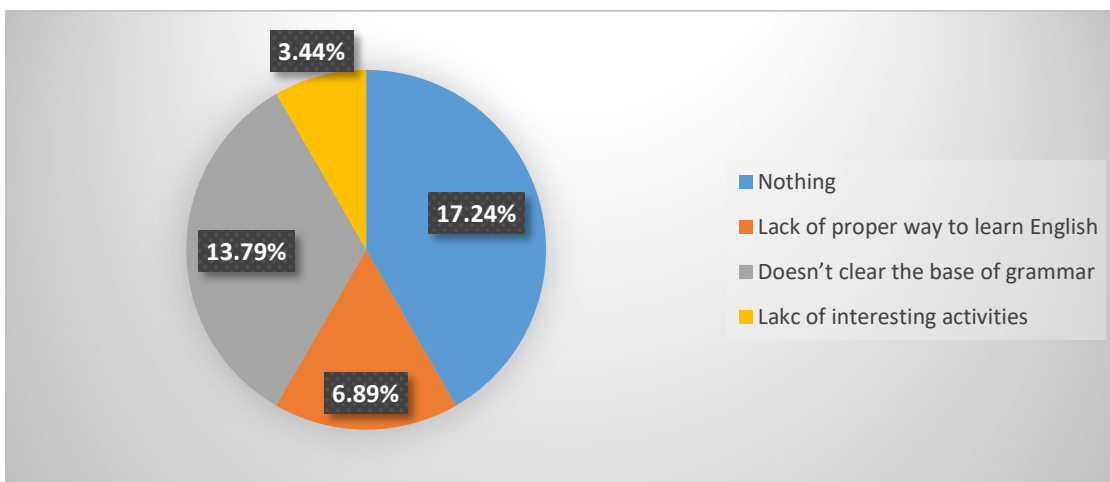
The above figure 6.7 indicates about the implementation of new English course. Out of 100 % (29) students, 86.20 % (25) students say 'yes' and 13.79 % (4) students say 'no'.

Figure 6.8 Benefits of the Present English Subject



The above figure 6.8 indicates about the benefits of the present English subject. Out of 100% (29) students, 10.34% (3) students say that it improves their vocabulary, 10.34% (3) students say that it improves their grammar, 10.34% (3) students say that it is beneficial for getting knowledge, 6.89% (2) students say that it is beneficial for easy understanding of the subject, 3.44% (1) student says that it is beneficial for making good personality, 13.79% (4) students say that it improves their interaction, 3.44% (1) student says that it is beneficial for future development, 3.44% (1) student says that it is beneficial for learning English, 3.44% (1) student says that it is beneficial for skills development, 3.44% (1) student says that it is good for getting good job, 3.44% (1) student says that it is beneficial for socializing.

Figure 6.9 Drawback of the present English subject



The above figure 6.9 indicates about the drawback of the present English subject. Out of 100% (29) students, 17.24% (5) students replied nothing, 6.89% (2) students replied that there is no proper way to learn English, 13.79% (4) students replied that it doesn't clear the base of grammar, 3.44% (1) student says that there is no interesting activities.

## 7. Findings and Conclusion:

Findings determined after the analyzing the data collected through the questionnaire that majority of students are not satisfied with the current course and want to be designed a new course with lots of activities or tasks and to be implemented because the current course does not fill the need of students as they want a class and course with lot of activities that help them in enhancing their overall basic language skills. In short, the students need the kind of learning through the lots of activities which can be done with implementing new course. The students also desire the kind of learning culture which CLT can provide. However, these conclusions are limited to a specific group of students in a specific field of study.

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