



## A Need Analysis of English for Specific Purposes (ESP) Course Adaptation of Communicative Language Teaching: A Case Study of Parul University First Year Students of B.Sc. Agriculture

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### Abstract:

English language entered in India as a medium of instruction before approximately two centuries as a third language but by the time, as per the needs, it became second language in India and also became an international language. On other hand, to grow with the world it becomes necessary to know, to learn, to speak and to teach English language. So keeping in mind of these things, the government decided that people 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 (ESP) Course Adaptation of Communicative Language Teaching: A Case Study of Parul University First Year Students of B.Sc. Agriculture* which aims to find out the students' needs for the English language.

**Key Words:** Need Analysis, ESP, CLT, Case Study

### Introduction

India is emerging as global leading player in Science, technology, space, business and corporate sectors as well as in education. As per first prime minister of India JAWAHARLAL NEHRU that English is a mirror or a window to peep into affairs of world. If we glimpse in present era, English language becomes an international language and it has proved that it has gained its own place in the world. In today's world there are millions of English speaker across the globe, because it is an important for all kinds of personal and professional goals and it is most used language across the world.

67 countries have English as their official language and 27 countries that have English as their secondary official language. It is one of six official language of U.N.O. It is also the language of cultural give and take. Taking e.g. of India, in our country we have people living in different states speaking different languages. So here, English plays an important role of bridge. The parliament has also recognized English as an official language in addition to Hindi. Language is the most important way to

communicate with others. According to David Crystal: English is the Language “on which the sun never sets”. If the 21<sup>st</sup> century is dominated by technology, it is dominated by English language. It is also the language of science, of aviation, computers, tourism, media and internet too. It is essential in our education too.

The period following the 1950s saw tremendous increase in the need for communication among the people of world in various spheres of international contacts like politics, economics, academics, technology and culture. A Gujarati medium student is restricted to this state, while English medium counterpart can learn or work anywhere, with more and more students planning their higher education abroad. “Learning the Queen’s language is essential”.

### **What Needs Analysis is**

Needs analysis contains one kind of activity with a learner in accordance to find out what their language needs are. A good understanding of learner needs can give to effective course planning. It is a part of building learner wakefulness and self-sufficiency. Asking learner what they feel they need to practice is a good preliminary step. As well as providing data it can boost them to start thinking about their learning and taking responsibility of it (“British council,” n.d.).

West (1994) notes that needs analysis emerged when grammar based approaches to language learning was replaced by communicating approaches. As a result, the first step in designing and developing any syllabus is identifying objectives which should be based on the learner’s need.

West (2008) Needs analysis then function as the consideration on which curriculum content, teaching materials and methods are constructed. It gives way to enhance the students' motivation and achievement as a result and assemble the data which will function as the foundation of developing a curriculum that will correspond to the needs of a specific group of learners.

**Research Question:** What are the needs of students?

**Research Objective:** To find out needs of the students

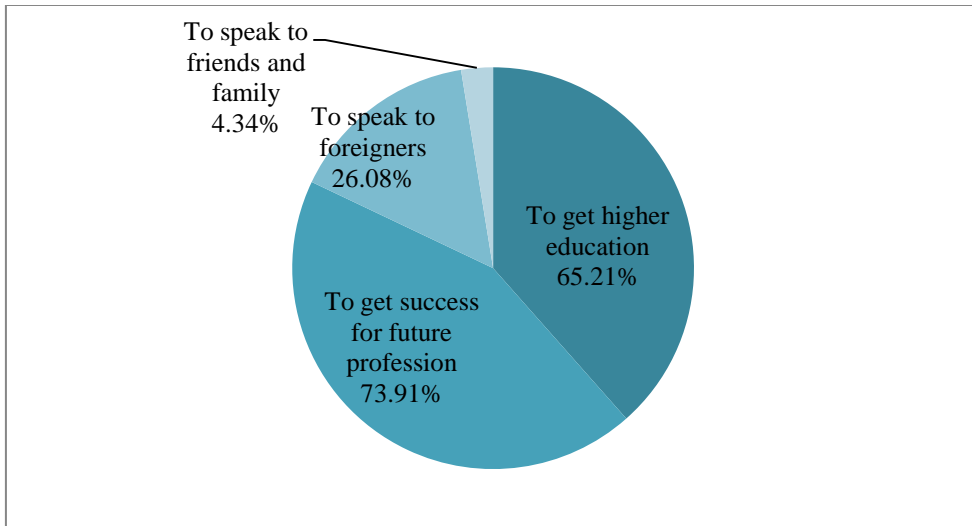
**Research Design:** The researcher did a short needs analysis of English for Specific Purposes (ESP) Course Adaptation of Communicative Language Teaching.

**Sample and population of the study:** The researcher selected 23 first year students of B.Sc. Agriculture of Parul University during the academic year 2018-2019.

**Tools of data collection:** The researcher used questionnaire as a tool for the data collection.

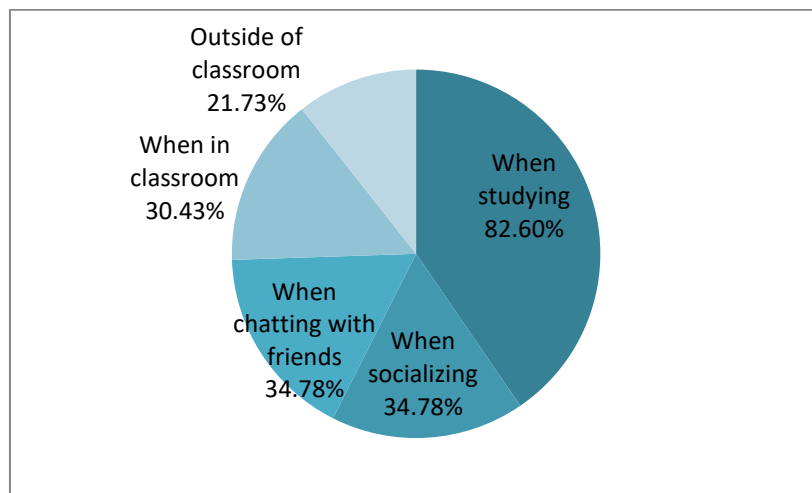
**Data analysis and interpretation:** The researcher used Statistical Package of Social Science (SPSS) software to analyze the data collected through the questionnaire.

Figure: 1.1 Needs to study English



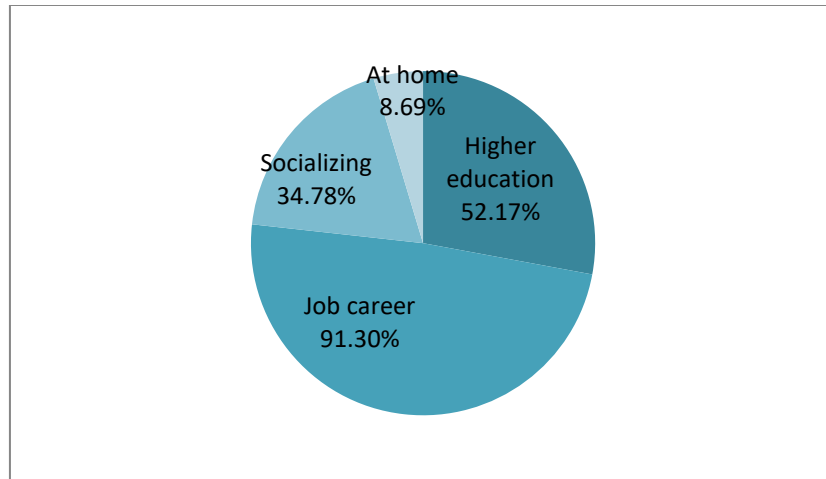
The above figure 1.1 indicates about needs to study English, out of 23 students 65.21% (12) students need to study to get higher education, 73.91% (17) students need to study to get success for future profession, 26.08% (6) students need to study to speak to foreigners and 4.34% (1) need to study to speak to friends and family.

Figure 1.2 Use of English



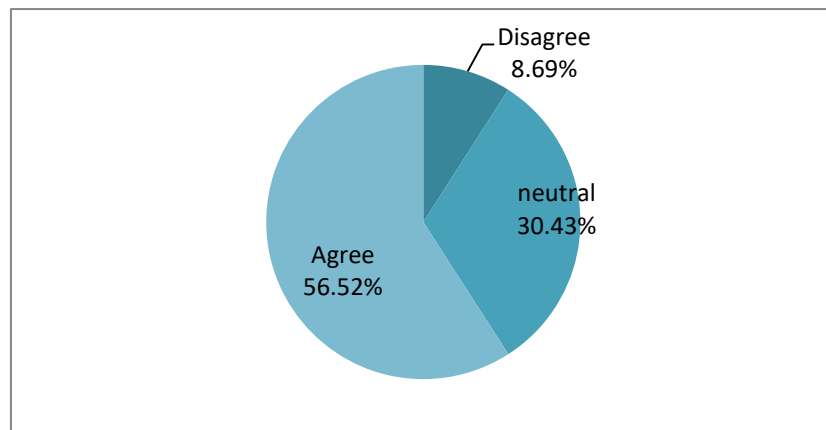
The above figure 1.2 indicates use of English, out of 23 students 82.60% (19) students use English while studying 34.78% (8) students use English while socializing, 34.78% (8) use English while chatting with friends and family, 30.43% (7) use English in classroom and 21.73% (5) use English outside of classroom.

Figure 1.3 Freedom towards English



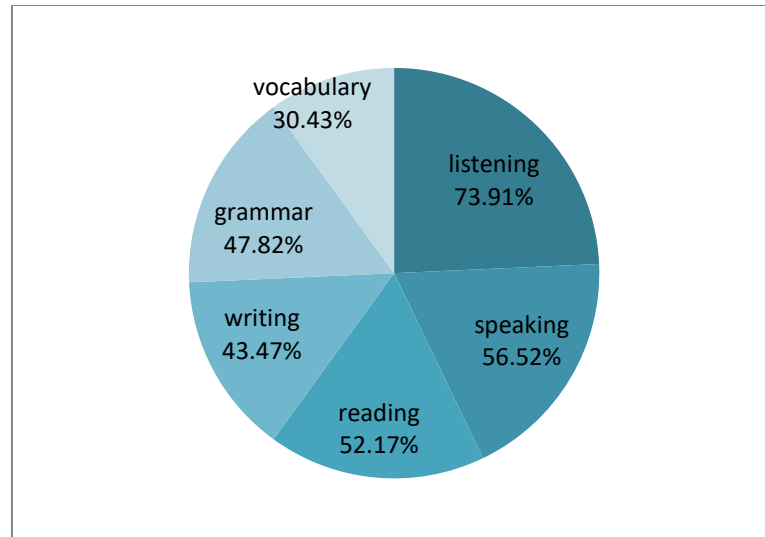
The above figure 1.3 indicates Freedom towards English, out of 23 students 52.17% (12) will use English for higher education, 91.30% (21) will use for job career, 34.78% (8) will use for socializing and 8.69 will use at home.

Figure 1.4 Discard of Curriculum



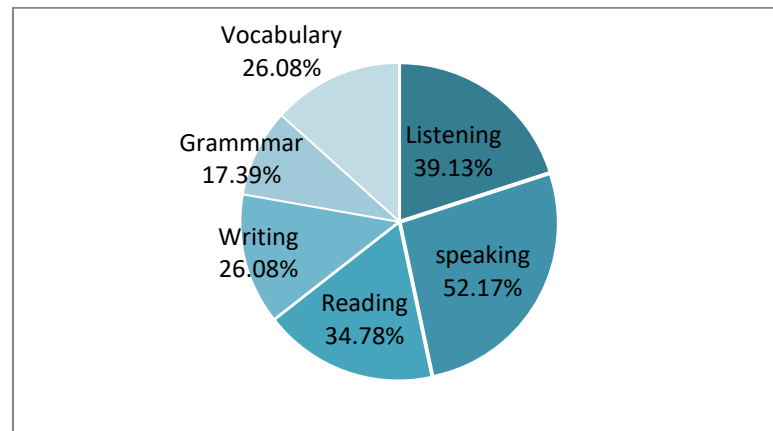
The above figure 1.4 indicates discard of curriculum out of 23 students 8.69% (2) students disagreed to discard the current curriculum, 30.43% (7) replied neutral regarding to discard the current curriculum and 56.52% (13) agreed to discard the current curriculum.

Figure 1.5 Focus on skills



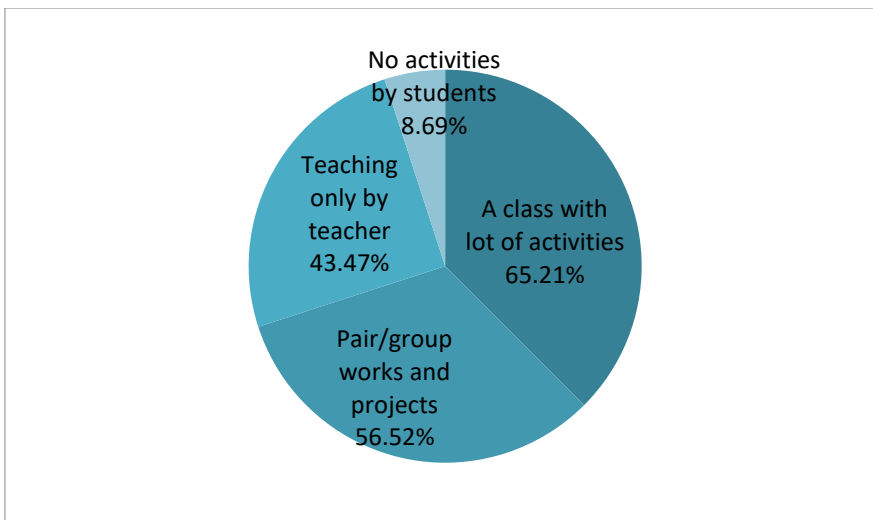
The above figure 1.5 indicates focus on skills in the class, out of 23 students, 73.91% (17) students focused on listening skills, 56.52% (13) students focused on speaking skills, 52.17% (12) students focused on reading skills and 43.47% (10) students focused on writing skills, 47.82% (11) students focused on grammar, and 30.43% (7) students focused on vocabulary.

Figure 1.6 Needs of areas to be developed



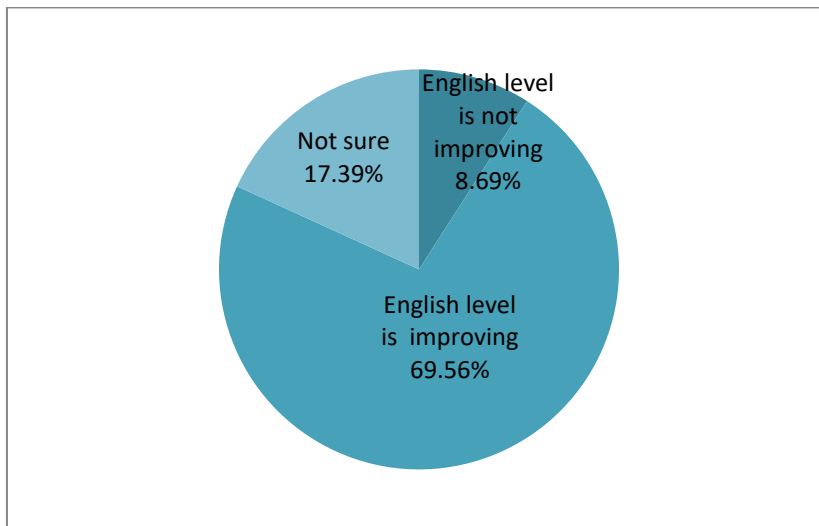
The above figure 1.6 indicates Needs of areas to be developed by students, out of 23 students, 39.13% (9) students need to develop their listening skills, 52.17% (12) students need to develop their speaking skills, 34.78% (8) students need to develop their reading skills, 26.08% (6) students need to develop their writing skills, 17.39% (4) students need to improve their grammar and 26.08% (6) students need to improve their vocabulary.

Figure 1.7 Freedom towards English class



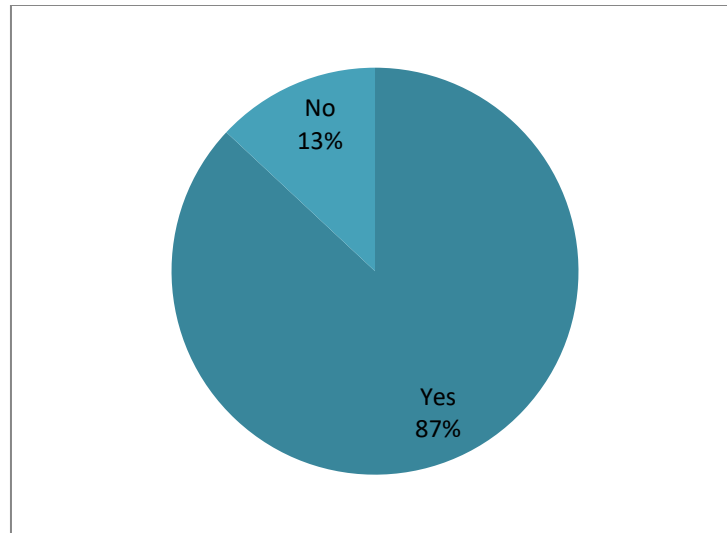
The above figure 1.7 indicates freedom towards English class. Students were asked what kind of English class they want and out of 23 students, 65.21% (15) students liked an English class with lot of activities, 56.52% (13) students liked an English class with pair/group works and projects, 43.47% (10) students liked an English class with a teacher who teach only and 8.69% (2) students liked an English class with no activity to be done by students.

Figure 1.8 Improvement in proficiency in English



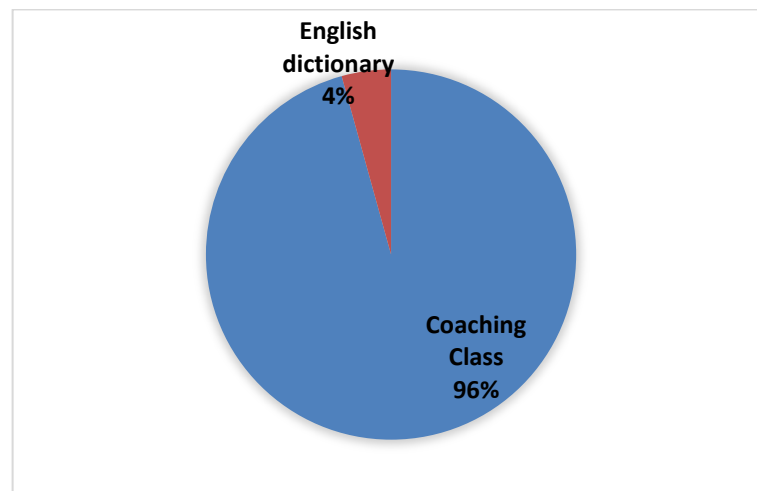
The above figure 1.8 indicates the improvement in proficiency in English after studying English subject, out of 23 students, 8.69% (2) students' proficiency in English has not been improved, 69.50% (16) students' proficiency in English has been improved and 17.39% (4) students are not sure whether their proficiency in English has been improved.

Figure 1.9 Implement of new English course



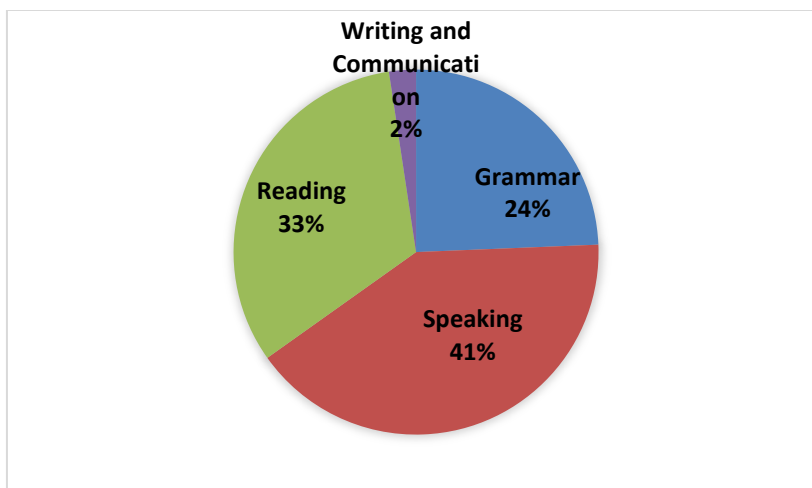
The above figure 1.9 gives information about implementation of new English course, out of 23 students, 86.95% (20) students agreed to implement new English course and 13.04% (3) disagreed to implement new English course.

Figure 1.10 needs to improve English



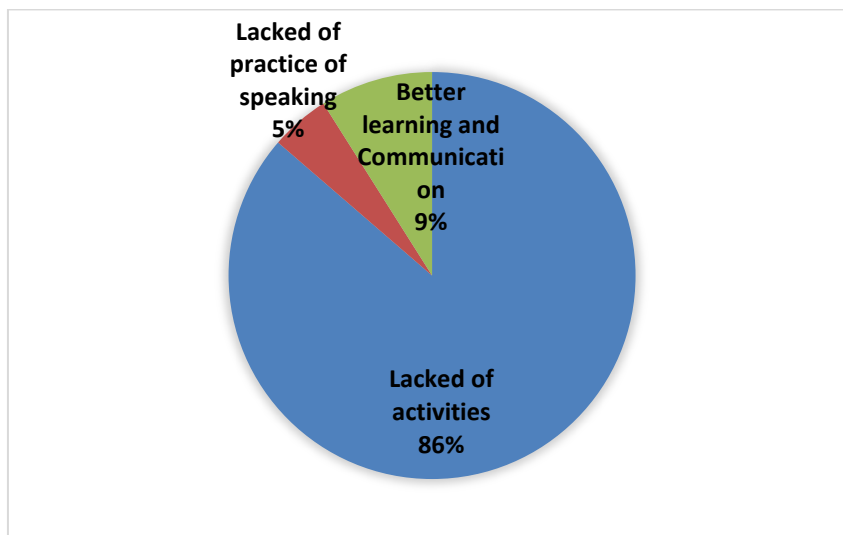
The above figure 1.10 gives information about students' needs to improve their English, out of 23 students, 96% (22) students need coaching classes to improve their English and 04% (01) students need English dictionary to improve their English.

Figure 1.11 Benefit of present English Subject



The above figure 1.11 indicates benefit of the present English subject out of 23 students, 24% (5) students got benefits of improving their grammar, 41% (7) students got benefits of improving their speaking, 33% (10) students got benefits of improving their Reading, and 2% (1) students got benefits of improving their communication and writing.

Figure 1.12 Drawback of present English subject



The above figure 1.12 indicates drawback of the present English subject. Out of 23 students, 86% (20) students replied that present English subject lacked of activities, 5%(1) students replied that present English subject lacked of practice of speaking and 9%(2) students replied that present English subject is for low level, and does not fit for better learning and communication.

### **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 implement new course 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 implementing new course.

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