

LANGUAGE IN INDIA

Strength for Today and Bright Hope for Tomorrow

Volume 12 : 12 December 2012

ISSN 1930-2940

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Profile of the Needs of Zoology Undergraduates as English Communicators

Ushna Nadeem

Abstract

This paper provides a sample for analyzing the needs of the students who are studying English as an optional course as EAP students under the umbrella of ESP. The framework has been created for investigating learner's needs. The attention must be drawn to design such kind of courses that may helpful in their future professional life. The Literature Review also refers to the necessity of communicative needs of the learner. A thorough examination of communicative needs of the students can enable them to be successful in life. This term paper can provide a proper guidance to the course designer to change the methodology as well as way of evaluation. This is beneficial for both learner and teacher.

Key words:

English for Specific Purposes, CNP, Evaluation, Needs Analysis.

Introduction

1.1 What is Meant by Needs and Needs Analysis?

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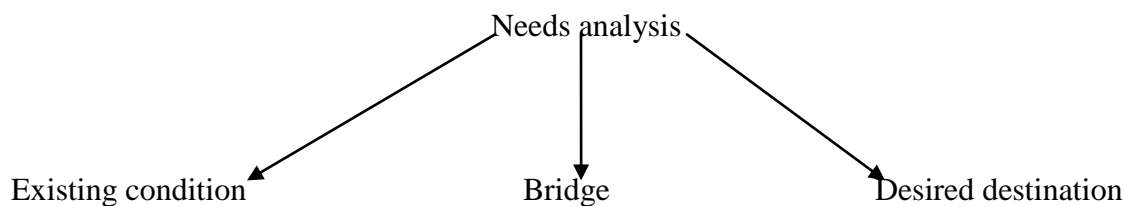
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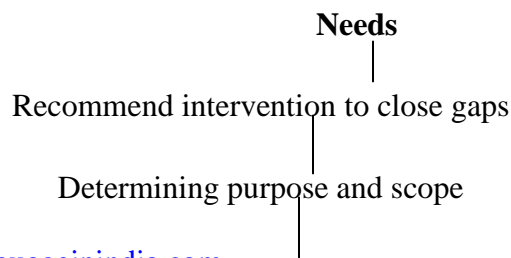
Needs Analysis is a formal process that focuses on elements of ‘requirement’. It is a systematic process for collecting information through different activities about student’s learning needs, their wishes, lacks, necessities, socio-cultural background and their purpose of learning. Needs Analysis goes for the satisfaction level of the students as well.

Lwai, et al. states that the term *Needs Analysis* generally refers to the activities involved in collecting information that will serve as the basis for developing a curriculum .This developed Curriculum will meet the needs of a particular group of students. He further adds that formal needs analysis is relatively new to the field of language teaching. However, informal needs analysis has been conducted by the teachers in order to assess what language points their students needed to master. The unique point of needs analysis is that it gathers data about the requirements of other stakeholders as well in order to improve the learning and teaching process.

Needs analysis is a ‘planning’ for improving the individuals and communities. Without planning it is not possible to continue the journey on the roads of life that are just like the slopes of a mountain and are not easy to surpass. Just like life, educational system also demands success. Needs analysis tells about ‘**what and how**’ of a course. The reality of needs analysis can be described thorough the following diagram.



Another Diagram further explains the process

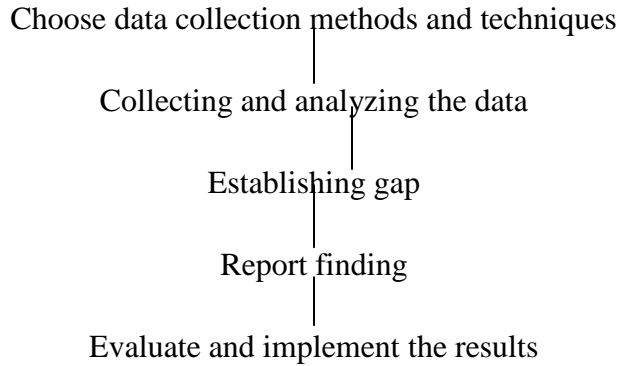


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The term *Need* and Needs analysis bear a lot of difference. A need can be alternative to desire to improve performance and deficiency. Needs can be defined as objective, perceived, felt, subjective, process oriented and product oriented needs,

Objective needs that are called perceived as well are derived from facts and do not include the feelings of the learner. Subjective and felt needs are derived out of insiders and involve feelings, liking, disliking, and choices of the learner. These needs have direct link with **cognitive and affective factor**. Learner's preferences about methodology, class environment and about teacher as will. The **Psychology** of student is given importance.

1.2 Significance of Needs Analysis in ESP course

Needs analysis is the corner stone of ESP. It is the key stage in ESP. learners and teachers both can have the needs different from each other. Needs analysis in that unique process in ESP course that leads to developing the aims and objectives and aims and objectives are actually '**Results**'. Needs Analysis is like the foundation of a building and aims and objective are its pillars. Needs analysis come to prominence during 1970s in the content of council of Europe modern languages project which was based on learner's communicative requirements.

Needs Assessment

Formulation of goals and objectives

Formulation of Contents

Selecting and developing the material

Course planning

Evaluation

Is the result satiating

Yes

No

ESP courses are based on **Needs Analysis** which aims to specify as closely as possible exactly what it is that students have to do through the medium of English ESP is “**Goal Directed**’. It focuses on learning for **Specific Purpose**. Needs analysis plays the major role in ESP in this sense that it specifies and identifies the goal. **White** gives a model in which he has made needs analysis basis for the ESP course.

Formulate

The Details

The results of needs analysis can be very helpful for both teacher and students that it can be used by teachers to modify the syllabus and methodology so they are most acceptable to learners. If teacher may want to adopt a new non- traditional method but the data indicates that majority of students are addicted to traditional methods of teaching and learning, conflict is possible case in this. However, through needs analysis teacher has been made already aware of it so he can manage to handle the situation. Before needs analysis the needs of the students were not addressed. This idea is the landmark in ESP course. ESP is need oriented and field oriented.

“The result of needs analysis are used in programmers planning to make decisions about appropriate learning objectives, syllabus Context, teaching and assessment methods, learning and materials”

(Byram2001)

Needs analysis in ESP is concerned with finding **communicative functions and notions needed by the learners.**

“Needs analysis in ESP is Devised to find out learner’s specific Purpose of learning English which are categorically impracticable to specify in EGP approach”

(Hutchinson and waters, 1996)

In 1978, with the publication of Munby’s communicative syllabus design, needs analysis was moved towards placing the learner’s purposes in the central position within the framework of needs analysis. In his work Munby introduced CNP “Communicative Needs Processor”

The aim of Munby’s CNP is to find as thoroughly as possible the linguistic form a prospective ESP learner is likely to use in various situations in his target working Environment .After **CNP** model world has begun to recognize that the function and situation are also fundamental.

The findings from a needs analysis are not the absolute one but are the relative. Finding depends on who asked what question and how the responses are interpreted. Our view of world matters a lot in this case.

1.3 Types of Needs Analysis

There are two types of Needs Analysis:

- Target situation analysis. (TSA)
- Learning situation analysis (LSA)
- **Target Situation Analysis (TSA)**

Needs analysis was established in mid 1970s. The early focus was on Register analysis and Linguistic analysis. Needs were seen as discreet language items. But when CNP model was introduced by Munby, the notion of target needs became a paramount. The term Target Situation Analysis was first used by **Chambers** who regarded it as ‘**communication in target situation.**

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In TSA, the desired destination is the target. The performance of student and needs of the learner in target situation are determined. It is known as **Task Analysis** as well. It is a matter of asking questions about the target situation. Target situation may refer to their professional life or any other objective for the accomplishment of which they are learning the English language. It is conducted to specify those specific skills that may be helpful in the target situation. Target situation includes objective needs in which learner's feelings are not involved.

A framework of TSA is given by **Hutchinson and Waters**:

a). Why is the language needed?

- For study
- For training
- For job
- For above all

b. How will the language be used?

- Medium Speaking, writing, reading etc.
- Channel telephone, face to face.
- Type of text

c. When will the language be used?

- Concurrently
- Frequently
- Seldom

They discuss the questions what would be the physical setting and what will be the content areas. These questions help in accomplishing the target.

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2. Learning Situation Analysis

Learning Situation Analysis or LSA refers to the subjective needs of the learner. The major concern is that why the learner is taking the course. LSA is very helpful in ESP course because the information provided by the learner can be helpful in selecting and grading of the contents. Another advantage is that by providing details about the goals, teacher can convince the learner. LSA advocates a process oriented approach not a goal oriented that is directed by specific reasons for learning.

This type of needs analysis has to do with the strategies that learner employs in order to learn another language. LSA tells that **what the learner needs to do in order to learn**. LSA requires personal information about the learner like who are the learners? What is their purpose of learning and what about their socio cultural background. It is learner centered approach.

Present situation Analysis

Another type of needs analysis is PSA. Both PSA and TSA bear equal importance in needs analysis. This approach procures learner's state of language development at the beginning of the course. (Jordon 2001)

Dudley Evans and St. John states:

“A PSA estimates strengths and weaknesses in language, skills and learning experiences. In PSA, the sources of information are students the teaching establishment and user's institution. PSA helps in deducing learner's lacks.

Evaluation is most vital part of needs assessment. ESP is more likely to be concerned with **Formative or ongoing** evaluation that takes place during the life time of the course and its findings help to shape the course during its life time. The immediate outcome and improvements increase the learner in motivation and it motivates the instructor as well.

1.4 Sources for Collecting the Data

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Sources for collecting data are self, peers, previous records, ex-students, clients, employers, colleagues etc.

Methods for Data Collection

The following methods for data collection can be helpful for needs analysis.

- Questionnaire
- Discussions
- Observation
- Interviews
- Assessment

- **Questionnaires**

A questionnaire is defined as a written collection of questions to be answered by the selected group of participants. Developing a good questionnaire demands enough time. A questionnaire must be structured carefully and should be attractive, brief and easy to respond. Questionnaire has two types:

- Open ended questionnaires
- Close ended questionnaires

Biased responses affect the results.

- **Discussions**

Discussion is an informal technique for evaluation as it is mostly spontaneous and does not require any advanced preparation. An informal feedback can provide very useful information on the nature of teaching and class room activities as what else they want to learn and what they find more difficult etc.

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- **Observation**

It is an important method to understand the work patterns. In peer-based assessment the others assess. They can attend the lectures and can make the points either positive or negative. However, it must be done carefully because it can be taken as a threat.

But the validity of observation is subject to the participants not acting as they normally do in class. The change in behaviour may affect the observation.

- **Interview**

Interview is “an oral, in person question and answer session between the interviewer and the respondents”. The question for interview must be structured carefully and in advance as to be not wasting others’ time. Additional questions may be asked in order to get more clarity and detail. The best way is to record the interview.

- **Assessment**

Assessment involves formal and inform oral judgment of student’s performance. Data can be collected through assessment that may include tests, presentations etc.

1.5 Statement of the Problem

In almost every department in University of Sargodha a compulsory course of English is being offered for the undergraduates. Same is the case with **Zoology undergraduates**. This course is aimed to develop specific skills in undergraduates. However, the case is vice versa because of imbalanced and unjustifiable list of course contents. Their contents mostly consist of the piece of literature and include a minor part of language. The results of inefficiency of producing a good course happen in this way that it can be fruitful only in their **Academic** needs not in **social and professional needs** or the needs outside the classroom

Reading and writing skills are improved to some extent but listening and speaking are completely neglected. In Pakistan, especially in a course that can fulfill their communication needs. Without communication it is impossible to move in society. In the course, introduced by

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UOS, a teacher starts with reading and course ends with writing. Group work is very rare. Discussions are not conducted and if conducted in rare cases, the whole class does not take initiative.

Teacher takes presentations in class. But they are also unable to fulfill the purpose to develop communicative ability. Students mostly cram the things or do paper reading while presenting. Listening and speaking are interlinked with each other. Listening improves speaking.

English is the language that is challenging the world. Emancipation and communication has a relation of husband and wife. English is the language of courts, army and higher education. It is the language that is the source of interaction with ruling class. Even our Ex. P.M Yusuf Raza Gillani took oath in English.

It can be stated that communication is the skill that must be prioritized. So, this research aims at analyzing oral needs of the students like what is their present situation and what can be their target situation is the case.

Through this term paper the student's communicative needs have been analyzed.

1.6 Delimitation of the Study

Researcher must admit this thing that it is a limited range of study and its conclusion and recommendations must not be generalized by anyone. The data has been collected from only one class of the Zoology department in University of Sargodha. It is a confined level that must not be considered absolute and all in all.

1.7 Aim of Study

Researcher has analyzed the difference between **Present situation** and **Target situation**. So, the very study aims at providing proper guidance as well as recommendation for developing such kind of course that can fulfill their oral needs.

In this way, they may be able to exist economically, socially and politically in society and can contribute to the development of society.

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- **Problems in Collecting Data**

Researcher had to encounter with a lot of problems while collecting the data for the term paper. Students, who were undergraduates, did not allow me at all for keeping an eye on them. They were at earlier stage in university and were even resistant to fill up the questionnaires for the research. Researcher had to convince them in a proper manner. This process was as slow as melting of ice. However, at last they were ready to cooperate and helped me in fulfilling my purpose.

2. Literature Review

This chapter deals with the review of previous work on the communicative needs of the learner. It is necessary to review the previous straggles because it provides a sample for the next stage. Researcher finds it more appropriate to review the works focused on communicative needs.

In **1978, Munby** proposed his approach to needs analysis. The best known framework for TSA is the rigorous model. His approach focuses on the aspects of communication. This model is named as CNP.

Hutchinson and Waters state:

“With the development of CNP it seemed as if ESP had come of age.

Long observes that communicative aspects must be the top priority because the ability to communicate involves discourse practices as well. It is more important that how the learners use the language than how they learn the language.

Gate house (2001) also focused on communication and pointed out towards the importance of communication needs. He said that when developing on ESP curriculum, three abilities need to be integrated into it for the purpose of successful communication.

- Ability to use every day informal language.

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- To use generalized set of academic skills.
- Ability to use particular jargon in the context.

Needs analysis in language learning came to province during **1970s** in languages projects (**Trim et al**) 1973 in Byram 2001 which was based on learner's communicative requirements in the future context of language use and this was primarily concerned with finding out the **Communicative functions**.

Swales says that genre can be identified with a class of communicative events a member of which produces a wholesome set of communicative purpose. He focuses on Genre Analysis.

West also focuses on discourse analysis and says that reaction against Register analysis concentrates on the **Communicative values of discourse**.

Richterich and Chancerel (1977-80) who came up with a new notion of PSA. This approach to needs analysis procures learner's state of language development at the beginning of the language course.

3. Methodology

3.1 Introduction to sample

Researcher had chosen **Zoology Undergraduates** who were being taught English as an optional course as EAP students. The main issue rather preoccupation for the researcher was to highlight the deficiencies, lacks and want which was the basic hurdle in the way of fulfillment of '**Communicative needs**' of the students. Another basic purpose was to recommend certain techniques which are the basic requirement for developing oral skill in students. Communicative skill was magic stick in the hands of the learner by using that stick they could be successful throughout the life. So to explore the way for the oral skill was the basics of this term paper.

3.2 Different ways of data collection

The basic source for the required data for the research was the target population itself, means the students of zoology department (BS 2nd) who were taught the specific course. The Language in India www.languageinindia.com

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certain ways for the data collection were **questionnaires, interviews, discussions and peers.** Objective and subjective needs of the students were observed. students' choice was also given importance. After the analysis of the data both statistically as well as qualitatively or subjectively, it was realized that there are certain lacks that need removal in order to hide themselves.

4. Collection of the Data

The fourth chapter deals with the procedures that have been used for collecting the data for research. Data refers to preparing and collecting records to make decisions about important issues. It is the collection of facts such as values or measurement. Qualitative data describes something and quantitative data provides numerical information.

Selection of the appropriate data is important for the **effectiveness of research.** Particular attention must be paid to the methods used to gather information from subjects because they are considered **'Sensitive'**. Any solid research has had even more solid data plan. It adds to the validity and accuracy of research.

“Any research can be affected by some factors which

Extraneous to the concerns of the research, can invalidate

The findings”

(Soliger and Shohamg)

Research must be systematic and structured. Collecting good quality data plays important role in supplying objective information for the problems lying under study. This chapter deals with the procedures and the sources that have been used for the research purpose.

The procedures and sources used for the data for research purpose are following:

Participant / Subjects

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Zoology students, as earlier told, were not ready to cooperate with the researcher in start but later the same participants became a good source for the data collection. Students of Bs semester 4 were also consulted for this. Though the real participants were the students of BS 2nd yet their peers also cooperated with the researcher. The very research was not possible without the coordination of participants and peers.

Interviews

Unstructured interviews were conducted that did not contain predetermined questions and were started with simple opening question. The purpose of the interview was to explore the views, experiences and motivations of the learner.

Questionnaires

Different samples of questionnaires were distributed among the subjects. The questionnaires were pre-determined and carefully planned. This way of collecting the data proved very helpful in knowing about **wants, lacks and necessities** in the learning process. Subjects fulfilled the questionnaires without any kind of opinion bias. While preparing the questionnaires this thing was kept in mind that they must be free from Ambiguous wording and poor quality data.

Discussions

Informal discussions were conducted for the students in an informal environment .Students, in start, were not accepting any kind of communicative need due to the lack of knowledge. However a sense of realization of the realities of professional life was developed by the researcher .In this way, the dust on their minds was removed and they cooperated in described situation.

It had been tried by the researcher to collect good quality data that could lead to the goals for which research had been conducted.

5. Interpreting and analyzing the data

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The very chapter deals with the interpretation and the analysis of the data that has been gathered through different sources and procedures.

Data analysis and interpretation is the process of assigning meaning to the collected information, and determining the conclusions, significance and implications of the findings. The step involved in data analysis is the function of the type of information. Data collected through questionnaires, have been interpreted numerically.

5.1 Data analysis for the “Lacks” of the students

Data was analyzed in order to know that what are the lacks of the students. What is the difference between presents situation and target situation and what factors are responsible for it either background or class room environment? These lacks and wants analysis was very helpful in determining the course contents that may address the needs of the students.

5.2 Data analysis for the wants and necessities of the learner

Questionnaires were prepared in order to get knowledge about the want of the learner. Wants refer **to the liking, disliking and preferences of students/ learners**. It involves their motivation level as well what actually they want and what is they want to delete. **Necessities** of the students were also kelp under observation. Necessity refers to the dire need of the students i.e., **Communicative need**. It was observed that both wants and necessities are not addressed

5.3 Data analysis to judge the methodology and techniques used in class

When students were asked to tell about their favorite methodology and techniques, most of them replied ‘GTM’. Students’ minds were trained in such a way that they were unable to judge the right method. Anyways, after a little struggle to remove the dust from their minds, they were able to tell about the deficiencies. In methodology GTM method was used Medium of communication was both L1 +L2.

There was no interaction between student and teacher. Discussion and group work was rare. After data analysis the flaws of methodologies and techniques, that were a hurdle in the

fulfillment of their needs, were observed. In such a way the course contents were determined that may fulfill their social, academic as well as professional needs.

Tables and graphs reflecting results of Questionnaire administered to the Zoology students:

- **What is the role of learner's socio-cultural background in communicating in L2?**

- It plays most important role.
- It helps to some extent.
- The whole situation depends upon previous background.

25% opted for (a) 58.33% opted for b and 16.66% for c.

- **Which skill is focused in class room?**

- Speaking
- Listening
- Writing

25% said speaking. 41.66% said listening and 33.33% said writing

- **What is the medium of communication in class?**

- English
- Urdu
- Both L1 + L2

- The reply to this question by 25% was (a), 16.66 (b), and 58.33% (c).

- **Who plays the most important role in class?**

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- Learner
- Teacher
- Both learner and teacher
- 8.33% participants favoured the learner. 25% favoured the teacher and 66.66 (c), both the teacher and students.
- **To which extent the interaction between teacher student and student-student exists?**
 - There is lack of interaction between them.
 - Interaction exists up to some extent.
 - There is a healthy sort of interaction.
- None attached any importance to (a). 50% attached importance to option (b) and remaining 50% (c).
- **Different aviates are used in class or not?**
 - Aviates are very less.
 - They are used in English class.
 - There is proper use of opinion-gap activities and aviates in class.
- The reply of 8.33% percent participants was (a) 50% went for (b) and 41.66% ticked (c)
- **Course takes place in a week**
 - Three days.
 - Two days.
 - Four days.
- The reply of 100% participants was for (a) and none went for any other option.

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- **To which extent teacher is responsible for communication?**
 - Role of teacher is all in all.
 - Role of teacher is not very important.
 - It is important but up to some extent.
- 50% opted for (a) 25% for (b) and remaining 25% for (c).
- **To which extent optional course is helpful in major subject?**
 - It helps in understanding the major subject.
 - It does not play any role.
 - It plays minor role.
- 83.33% favored option (a) 16.66 (b) and none chose option (c).
- **What is the environment of the class?**
 - Noisy
 - Dull
 - Peaceful
- The answer of 16.66% was (a). 8.83 opted for (b) and 75% (c).
- **Outside the class communication in L exists or not?**
 - Very less
 - Very often
 - Yeah but to some extent

- 58.33 thought that outside class communication is less 41.66% thought what it is very often but none favoured option (c).
- **Why are they learning English as an optional course?**
 - It will help in professional life.
 - It will pave a way for CSS and PCS
 - It is limited to class only.
- **Dose teacher involve the learner in class?**
 - Teacher himself conveys the lecture
 - Teacher conducts discussions.
 - There is no concept of discussion on class.
- The selection of option for (a) was made by 4.166%, 41.66 % (b) and 16.66 (c).
- **Does English help in preparation of projects, assignments and reports or not?**
 - It helps a lot because we learn technical vocabulary.
 - It does not help
 - It helps up to some extent
- 50% were agreed that English is helpful. 41.66% did not favour and remaining 8.33% opted (c).
- **How English as an optional course will be helpful in their professional life?**
 - It will help in communication.
 - It will help in their professional needs
 - It will help in social interaction.

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- 33.33% selected option (a) 66.66 (b) and none (c).
- **Which area of language is focused?**
 - Vocabulary
 - Grammar
 - Activities and skills
- 66.66% selected option (a) 66.66% (b) and none selection (c).
- **Which is the methodology students admire?**
 - Grammar translation method
 - Communicative approach
 - Audio- Lingual method
- The reply to this question by 43.66% was (a) 50% (b) 8.33% (c)
- **What type of assessment student require?**
 - Assessment through different activities.
 - Assessment through discussions.
 - Assessment through papers.
- The response to this question by 41.66% was (a) 50% (b), 8.33(c)
- **Why learner finds it difficult to speak?**
 - Outside the class communication is rare.
 - Discussions are not properly held.
 - There is interference of L1

- The choice of 25% was (a) 33.33% (b) and 41.66% (c)
- **Are the learners satisfied with the performance of teacher?**
 - Yes to some extent
 - Not at all
 - Certainly
- 75% considered that they are satisfied to some extent, 16.66% opted for (b) and 8.33% for (c).
- **Do you get your tenses mixed up?**
 - Very often.
 - No, I am clear
 - Rarely
- The reply to this question by 50% participants was a, 41.66% and 8.33% (c)
- **Group work is there in class or not?**
 - Very often
 - No, it is not focused in class at all.
 - It is very rare
- 41.66 chose option (a) 85% (b) and 33.33% (c)

Is there any outside class activity?

- Meeting with the people.
- Attending seminars.

- Attending discussions.
- 16.66% opted for (a), 16.66% (b) and 16.66% (c)
- **For which thing English language is more required?**
 - Field work
 - Lab
 - Projects
- The reply of 4.66% was (a), 25% (b) and 33.33% (c)
- **Which are the fields in which English language is more required?**
 - WWF (world wide fund for nature)
 - Who (world health organization)
 - Fisheries department
- 83.33% subjects chose option (a) because in this field L1 interference is not allowed.
- **What are the aids that must be provided in class?**
 - Movies
 - Cassettes
 - Projector
- 41.66% replied(a) 25% (b) 33.33% (c).
-
- **Analysis of the Interview**

- Interviews of the subjects were administered by the researcher that helped a lot in collecting the data for the communicative needs of the students.
- **Analysis of the Interview Questions Administered to the Students**
 - English as an optional course is helpful but is confined to our academic needs only. It is unable to fulfill their professional needs because professional needs require communicative competence.
 - Students thought that their background and methodology matters a lot. Teacher conducts discussions off and on and it conducts. He does not involve dull and dumb students only volunteers take initiative and purpose remains unfulfilled.
 - Students expressed their feelings about their back-ground that is a hindrance in the way of progress. Obviously, they are not the native speakers and competence is the thing that is the specialty of a native speaker.
 - Students and peers answered that in this world **survival is for the fittest**. But they cannot surpass in the fields of life in this case
 - Communication skill is important rather inevitable because without having this skill they cannot move in society. Learning is also a skill but both reading and listening are neglected though presentations are taken yet they are just cramming and paper reading
 - Students felt that a course must be introduced consisting of communication skill.

6. Results and Recommendations

This paper aimed at finding the needs of the learners that would satisfy their professional and social needs. These needs are the **Communicative Needs** that are essential for the **ESP** learners who learn English for specific purpose. For this purpose, a variety of participants were consulted having different preferences. The researcher framed the questions which should cover the whole area of learner's communicative needs.

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The results that have been induced are as follows:

6.1 Absence of a Course Based on Communicative Needs

The course being introduced to the Zoology undergraduates is based on such contents that do not fulfill their communicative needs. Their communicative skill is very faint and the whole future depends upon that skill. Their course contents obviously help in improving their writing and reading skill, but the most important listening and speaking skills are neglected. So, there is a need to introduce a course that may address their communicative needs by focusing on listening and speaking skills.

6.2 Ways of Assessment / Evaluation

Evaluation plays a vital role in Needs Analysis. After analyzing the needs of the students thoroughly, it has been observed that the way of evaluation is not the appropriate one. Students are assessed through papers not through discussions and activities. It may help in improving their writing skill only not speaking. Way of presentation is also not proper. Group work is very rare.

6.3 Methodology

Methodology that is initiated for learners is GTM or Audio-Lingual method. Communicative approach is not focused upon. Teacher's performance is also not satisfactory.

6.4 A Teacher-centered Approach

It has been noticed by the researcher that teacher centered approach has been occupying the central seat. Learner plays a minor role in this play. Teacher conveys the lectures and does not involve the learner. Teacher himself corrects the mistakes of the learners. Learners are not given any kind of opportunity to identify their mistakes by their own. Dull and dumb students have not been given incentive to step forward.

6.5 Environment of the Class and AV Aids

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AV aids like projectors, movies and cassettes are very few in number. Material provided by the teacher is also not appropriate.

6.6 Aims and Objectives

Learners have come to the institution with different objectives. If someone wants to join Civil Services, the other one wants to join WWF or Fisheries Department. However, the present course is unable to fulfill their communicative needs. The basic requirement for any kind of field is not adequately met with. Students themselves are dissatisfied with course contents and methodology and they are not helped to reach their goals and the destinations.

6.7 Recommendations

After having thorough analysis of the needs of students, it has been realized by the researcher that a course must be introduced that should address student's communicative needs and must include the following changes as well:

- Teacher must adopt communicative approach.
- Learner should be the focus. Teacher's role must be defined only as a facilitator.
- Teacher must provide different AV aids to learners.
- Evaluation must be through discussions and opinion gap activities.
- There must be efforts to reduce the interference of L₁
- Learners must be motivated to communicate in English outside the class as well.

6.8 Conclusion

Researcher has succeeded in the journey that starts from existing condition and ends at desired destination. The necessity of introducing a course has been realized. There is no value of orthodox and conservative methods of learning. Learner's responses are evident of this thing that a course must be taught that will prepare them for high level performance. Professional

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responsibilities exert immense pressure. It has been tried to get more authentic data by using tools of data collection. It has been observed that learners are very keen concerning ESP course that prepares them for future competition. So, a change in ESP course is essential in order to prepare the competitors of the future.

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Appendix

Profile of the needs of Zoology students as “English Communicators”.

- **What is the role of learner’s Socio – cultural background in communicating in L2?**
 - It plays important role.
 - It helps to some extent.
 - The whole Situation depends upon previous background.
- **Which skill is focused in class room?**
 - Speaking.
 - Listening.
 - Writing.
- **What is the medium of communication in class?**
 - English
 - Urdu
 - Both L₁ + L₂
- **Who plays most important role in class?**

- Learner
- Teacher
- Both learner and teacher
- **To which extent the interaction between teacher student and student – student exists?**
 - There is lack of interaction between them
 - Interaction exists up to some extent.
 - There is healthy sort of interaction.
- **Different aviates are used in English class or not?**
 - Aviates are very less.
 - They are used in English class.
 - There is proper use of opinion-gap activities and aviates in class
- **Course takes place in a week**
 - Three days
 - Two days
 - Four days
- **To which extent teacher is responsible for communication?**
 - Role of teacher is all in all
 - Role of teacher is not very important
 - It is important but up to some extent

- **To which extent optional course (English) is helpful in major subject?**
 - It helps in understanding the major subject
 - It does not play any role
 - It plays minor role
- **What is the environment of the class?**
 - Noisy
 - Dull
 - Peaceful
- **Outside the class communication in L₂ exists or not?**
 - Very less
 - Very often
 - Yeah! But to some extent.
- **Why are they learning English as an optional course?**
 - It will be helpful in professional life.
 - It will pave a way for CSS and PCS.
 - It is limited to class only.
- **Does teacher involve the learner in class?**
 - Teacher himself conveys the lecture
 - Teacher conducts discussions.
 - There is no concept of discussion in class.

- **Does English help in preparation of projects, assignments and reports?**
 - It helps a lot because we learn technical vocabulary.
 - It does not help.
 - It helps to some extent.
- **How English as an optional course will be helpful in their professional life?**
 - It will help in communication.
 - It will help in their professional needs.
 - It will help in social interaction.
- **Which area of language is focused?**
 - Vocabulary.
 - Grammar.
 - Activities and skills.
- **Which is the methodology students admire?**
 - Grammar Translation method
 - Communicative approach
 - Audio- Lingual method.
- **What type of assessment students require?**
 - Assessment through different activities.
 - Assessment through discussions.
 - Assessment through papers.

- **Why the learner finds it difficult to speak?**
 - Outside the class communication is rare.
 - Discussions are not properly held.
 - There is interference of L₁.
- **Are the learners satisfied with the performance of teacher?**
 - Yes to some extent.
 - Not at all
 - Certainly.
- **Do you get your tenses mixed up?**
 - Very often.
 - No, I am clear
 - Rarely.
- **Group work is there in class or not?**
 - Group work is there.
 - No, it is not focused in class at all.
 - It is very rare.
- **Is there outside class activities like?**
 - Meeting with people.
 - Attending seminars.
 - Attending discussions.

- **For which thing English language is more required?**
 - Field work.
 - Lab.
 - Projects.
- **Which are the fields in which English language is more required in professional life?**
 - WWF (World Wide Fund for Nature)
 - WHO (World Health Organization)
 - Fisheries department.
- **What are aviates that must be provided in class?**
 - Movies.
 - Cassettes.
 - Projector.

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Dedicated to My Grand Parents

Acknowledgement

First and foremost, I would like to thank those people who always have played the role of a lighthouse for me on the untrodden paths of life. This term paper would not have been possible without the support of those people. This category includes **my Parents and Grand Parents** who encouraged and motivated me when I stepped forward in the competition where the survival is for the fittest one. Without their support it would have been difficult for me have the motivation to complete this work. I have found a golden opportunity to say thanks to my teacher namely, sir, **Ijaz Asgher** who was very helpful and who offered invaluable assistance and guidance. I am grateful to those who held my hand and helped me to succeed in completing this research.

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