

## **Conduction of Needs Analysis for Designing Syllabus of Spoken English for Tertiary Level Teachers**

Haroon Shafique<sup>1</sup>, Muhammad Asif<sup>1</sup>, Muhammad Shahbaz<sup>2</sup>

### **Abstract**

*The purpose of this investigation is to identify the English language needs of the instructors currently teaching at the University of Lahore in Gujrat. The research design of this study works on both qualitative as well as quantitative axis. To conduct needs analysis, present situation and target situation analysis have been used as theoretical grounding. The data have been collected from 32 teachers, teaching in four different departments to identify the spoken English needs. The technique of data collection includes recording and observation. The spoken language needs of the teacher are found classified into different categories i.e. verbs, pronouns, articles, clitics, pluralization and preposition. It is hoped that this study helps the teachers to become familiar with the needs and a course is designed for the teachers to overcome their needs.*

**Keywords:** Needs Analysis, ESP, Spoken English, Course Designing

### **Introduction**

English for specific purposes (ESP) can be described as teaching and learning English as foreign language for the purpose of learning and acquiring it in a certain area (International Teacher Training Organization, 2005). Hutchison and Waters (1987) make an effort to define ESP that ESP is not a product; rather a technique that includes no definite type of language teaching material and design. Hutchison (1987) views that “ESP is an approach to language teaching in which all decisions as to content and methods are based on

---

<sup>1</sup> Department of English, University of Gujrat, Lahore Campus, Gujrat

<sup>2</sup> Assistant Professor, Department of English, GC Women University, Sialkot

## Conduction of Needs Analysis for Designing Syllabus of Spoken English for Tertiary Level Teachers

---

learners' reason for learning and similar rule is applied no matter which language is being learnt and taught" (p. 24). Robinson (1997) believes that ESP is based upon a major idea that is needs analysis. It is something goal oriented which identifies that what students have to do actually in an EFL setting and what measures should be taken to design a course.

Needs analysis is a process for collecting information about the language learners for designing a course. When a language course is designed, it is essential for teachers to have authentic information about learner variables, teachers and teaching materials (Nunan, 1988). "Needs analysis involves a learner's wants, desires, expectations, motivations, lacks, constraints and requirements" (Brindley, 1984). A complete description of NA for designing a course involves its history, theoretical basis and approaches towards needs analysis. Basically, on focusing the specific needs the term NA has been taken differently in different times. Initially, it was considered only to focus on communicative needs of learners and processes for attaining particular goals but in recent days the tasks of NA have become very complicated as it focuses on collecting information about the EFL setting and target situation (West, 1994).

For Aisy (2017) "needs should be stated in terms of goals and objectives which, in turn can serve as the bases for developing tests, materials, teaching activities and evaluation strategies. So, needs analysis and material evaluation go hand in hand so that needs analysis determines the needs for a defined group of people and evaluation helps the teacher determine to what

extent those materials, tests or the whole program meet the learners' needs" (p. 26).

Nunan (1988) believes that the collected data after the needs analysis serve the following purposes:

- NA sets the goals of course and can provide the guide for content selection.
- It is used by the evaluator or practitioner to modify the course program and teaching methods to minimize the gap between teacher's and learner's expectation.
- It is also used to measure the gap between learners' and teachers' teaching and learning techniques.

West (1994) states that needs analysis helps in designing a curriculum based on the variety of needs of the learners who want to learn English language and explains the purposeful uses of NA for teaching a language program:

- It can be used to seek the learner's desired language skills performing in a required situation such as sales manager, employer.
- Another perfect use is to distinguish the gap between current proficiency and desired proficiency level.
- NA is conducted to recognize the problematic areas of learners.

### **Statement of the Problem**

This study is the implementation of needs analysis of tertiary level teachers in Gujrat. ESP addresses the problem to find English language needs of different professionals. A number of studies have been carried out to find the needs of professionals i.e. hotel managers, bankers, EFL learners,

Conduction of Needs Analysis for Designing  
Syllabus of Spoken English for Tertiary Level Teachers

---

receptionists, tour guides and so, but this study fills the gap to find the needs of the teachers in their spoken English teaching at university level. So, this research finds the needs of teachers in their spoken English.

### **Research questions**

This study aims to answer these questions:

1. What are the needs of the tertiary level teachers in their spoken English?
2. What grammatical categories require emphasis by the teachers?

### **Significance of the study**

This study aims to explore spoken English needs of the teachers who have been teaching in different departments in Lahore University Gujrat Campus. It investigates the language needs of the teachers to be able to judge their lacks during delivering lectures. This study may also be a direction for the further research in Gujrat in other professions in ESL/EFL contexts.

### **Delimitation**

As any research, this study also has some delimitation. First of all, only one institute is taken for data collection out of whole Gujrat. Secondly, the focus of the research is to find the needs of the teachers in their spoken English. The needs are delimited to only grammatical needs during spoken English. Thirdly, the teachers of only four departments were taken for the recording of the data. Moreover, the syllabus will not be designed in the

course of this research as this research only deals with finding the needs of the teachers.

### **Theoretical Framework**

Target Situation Analysis (TSA) is a form of NA, which finds the needs of the learners in the professional setting. So, during the course of studying English language, the market needs of the particular professional are found. Initially it was designed to measure how much English language is used. The needs analysis, for Robinson (1991), focusing on the ESP course as a product and assesses the needs of the learners after a completion of the course can be called as target situation analysis. However, the very term was introduced and formulated by Chambers (1980) and Munby (1981) respectively. Munby (1981) presented CNP consisting different parameters to find the target situation needs of the learners. Munby's (1981) is widespread and been studied discursively. One of its useful features is comprehensive data banks. Moreover, the attitudes and micro skills can be employed as a checklist for making a syllabus in target situation analysis. So, Target situation analysis focuses the stage after the completion of the course for the job. For Dudley-Evans & St. John (1998), TSA refers to task and activities learners are/will be using English for target situation". The needs of the learners are found through questionnaire which serves as the instrument. TSA also caters the objective for learning the course and product-oriented needs which are derived by outsiders from facts. For Instance, what is already known and can be verified. So, TSA focuses on finding needs of future learners, required proficiencies, future goals, and linguistic competencies, skills in the professional setting,

knowledge etc. and resultantly the learners are skilled and efficient and competent in their disciplines (Hyland, 2006)

Robinson (1991) views that PSA (Present Situation Analysis) seeks the strengths and weaknesses of the learners at the present moment. Dudley-Evans & St. John (1998) state that PSA estimates strengths and weaknesses in language, skills and learning experiences. Richterich and Chancerel (1980) formulate a wide range of devices for establishing the PSA. For them, for gathering information, three sources are available i.e. students, teachers and institution. An ESP practitioner gets information regarding their levels of ability; their resources; and their views on language teaching and learning. Another important factor they refer i.e. society, culture and environment which also need the concentration of an ESP practitioner. It also includes the attitudes and motivation towards learning a language. However, it is suggested that seeking information about PSA and TSA should work simultaneously.

### **Literature Review**

The main purpose of language teaching has been seen through the communicative competence serving the best for the needs of learners. In this account; the NA is bound with the functional-notional technique where activities are designed to achieve two targets. One is the concepts and meanings the learner desires in order to manage time, location, duration and quantity etc. The second is the language expression used by them. In this way, first is known as notions and other is known as functions such as speech acts

used for encouraging, ordering, advising, requesting, promising etc, in multiple language situations (Richards, Platt & Weber, 1985).

A lot of researches have done needs assessment of learners in different educational settings. An investigation of English language needs of 297 medical students were analyzed to find their needs. In this particular study, 10 subject teachers and 7 English instructors were involved and results indicated that all skills are mandatory. Thus, the researchers also observed that the already offered course is irrelevant for learners' English language needs and an adequate English course is needed for their academic needs (Naruenatwatana & Vijchulata, 2001).

A study undertaken by Rahman (2012) at Putra University in Malaysia, focused on language needs of the students in computer science department. The study was based upon the basic constituents of needs analysis i.e. TSA, PSA and LSA. The purpose was to find the needs students' needs in their academic reading. The analysis showed that in reading, skimming, scanning and interpreting meaning are felt the most problematic. The findings of the study declared that researchers filed an English language course based on specialized reading skills for the professional needs of students. Parchanant (2012) organized a study on needs of English language use in tourism. 40 employed tourists were surveyed to seek the needs of learners, functions in the use of language and problems. For investigating it, a questionnaire was circulated and the data was interpreted through statistical analysis. The findings suggested that speaking has primary importance and listening skill is of secondary importance then reading and writing. Another query of the study

was the problems in English language use. These included incompetency to comprehend the foreigners' accent, ill-suited articulation and wording, insufficient vocabulary and infrequent grammar knowledge.

Huhta and Tulkki (2013) conducted a research on language needs of mechanical engineers as a part of doctoral study. The study aimed to scrutinize the real-world functions of English language for skillful performance in their jobs at several workplace situations. For intended research study, the questionnaire was sketched according to the Munby's (1978) communication needs processor (CNP) model to examine the communication needs of mechanical engineers from a sociolinguistic standpoint. The main concern of this study was the exploration for course design how language is used at workplace. Another focus was to investigate the language complexity at different work sites where communication interactions take place as language maneuvers. Findings showed that listening, speaking, reading and writing were important skills. The most dominant skills needed were listening and speaking regarding their use as these are perceived as lacking skills.

Kim (2013) attempted a research to quest the English communication ability for engineers who had not English language as a native but needed English language as a competence. The course development for engineering students was the objective of the study. For export-oriented economy, the engineering education should meet the global standard and industries should endow with communication tool. A needs analysis was conducted through questionnaire among the following groups workers, professors and students. To test the reliability of data, triangulation method was used. The findings



indicated an ESP course development and students, professors and other workers needed to penetrate English language.

A study organized on needs specification to explore the needs for EAP program development aimed at evaluating learners' goals and needs. A questionnaire was administered among 90 students of chemistry and 20 instructors at Guilan Chemistry College. The aim of the research was to find the perceptions of teachers and students regarding their needs. A questionnaire was administered among 90 students and 20 instructors to know the viewpoint about English language usage in their studies and in target situation, desired language competency in the course and the opinions for the effectiveness of the program. Findings revealed that in relation to instructional studies English language found as chief concern. For their studies the most important needed areas were vocabulary and reading speed and writing skill was considered as least important need. The conclusion indicated the renewal of EAP language course for learners' specialized needs (Rostami & Zafarghandi, 2014).

A study by Khan and Khan (2015) conducted the needs analysis of banking professionals. This study followed the framework of needs analysis which involved questionnaire and IELTS test to evaluate their written aptitude. The objective of IELTS written test was to uncover the required competency of bankers so that they may contact the professional standards in future. Through a survey show respondents' answers were gathered where they had deficiency and respondents will have to draw a sketch of functional document to record and assure the several performances in banking environment. Findings displayed that pre-service bankers need maximum

proficiency in creating any successful document. It also displayed that for efficient performance at workplace they need to boost up their writing skills for banking and future career.

A study carried out to enquire the bankers' current and future needs. The purpose of this investigation involved to found out the communication problems what bank employees had to face during work. Three departments and 10 branches of Saderat Banks were the part of study. 70 employees with different designations were engaged in this research. For identifying their needs and problems, a questionnaire was surveyed. The questionnaire included (a) the skill they need at their workplace; (b) the deficiencies in using English language; (c) their preference to an English training course. Findings exposed clearly that speaking skill was their extreme need, all skills were problematic and bank should organize English language training course (Mohammadzadeh, Barati & Fatemi, 2015).

The influence of English has created a new ESP branch in medical as English for medical purposes (EMP). For EMP, an NA research undertook by Kayaogu and Akbas (2016) to survey the needs of first year medical students in Karadeniz Technical University (KTU) who were studying advance English. Their current course books were not sufficient to continue study in an EFL setting and their needs were assessed in an ESL setting. For data collection a structured questionnaire was conducted with 47 items and 169 students were engaged in it. This investigation covered five parts regarding purpose of acquiring English: importance of learning English, language learning needs related to language skills, their favored learning atmosphere

and their choice of assessment method. To analyze data, statistical analysis was employed.

Fadel and Rajab (2017) conducted a study on NA conducted to inspect the learners' needs in EAP context. Quantitative research approach was regulated at King Abdulaziz University (KAU) to explore the English language needs of female students enrolled in Faculty of Computing and Information Technology (FCIT). Students' needs were investigated through survey reports and 135 participants from third, fourth and fifth year were associated with this research. The study aimed to address learners' predispositions concerning language course, their regularity in using skills, their level of implementation, and their apprehensions regarding dynamisms of all language skills. Necessities, lacks and wants were also reviewed in relation to current English language course. This work concluded that present course and content should be reframed and various instructional suggestions should cater the pedagogic needs of particular students (Fadel & Rajab, 2017).

### **Research Methodology**

The research methodology applied in this research is mixed. The data has been analyzed on both qualitative as well as quantitative axis. The data has been collected from 32 teachers of eight department working in university of Lahore, Gujrat. Recordings and observation methods are the instruments for data collection. For data collection, the research ethics are taken into consideration.

### **Research ethics**

A well-designed consent form was circulated among the participants for permission of data collection. Regarding data collection, transparency was top prioritized so that misleading information should be avoided. Privacy and anonymity of the contributors were ensured.

### **Sample Selection**

For this study, the lectures of 32 teachers were recorded. The teachers were selected from four different departments i.e. Computer Science, Medical Imaging Doctor, Lahore Business School and Doctor of Physical-Therapy. Eight teachers were selected from each department. Regarding language proficiency, only those teachers were selected who secured 6.5 or more bands in their IELTS test. The teachers were selected who had 3 years of teaching experience. Moreover, only those teachers were taken into consideration for the research who delivered their lectures in English. From each department half of the teachers were male and half of them were female aging from 30 to 40. Each lecture was of 90 minutes and contributors were assured of a certain degree of anonymity.

### **Instrument**

Direct observation and mobile recordings were used to collect data concerning needs in the use of spoken English by the tertiary level teachers. Both instruments were effectively administered in each decided class at the University. Before the collection of exact information regarding research questions, a pilot study was conducted to test the efficacy of further analysis

on teachers' language needs. In pilot study, a survey was carried out through a personal approach. Each teacher from each department was the part of this survey. After getting results of this study, four specific departments were chosen and only specified teachers from these departments were selected who had required proficiency for this particular study.

### **Data Collection**

After taking the consent from the teachers regarding data gathering, the researcher along with colleagues attended classes for observation and recording of the lectures. In data gathering process, participants were examined in their natural settings.

### **Data analysis technique**

In accord with the purpose of the study, the data were collected qualitatively. The data collected items were analyzed by the means of statistical analysis. At first, the reported data were examined by using descriptive statistical technique including percentages. This calculation provided the researcher about the general information about the participants. Then these statistical analyses were further assessed in a qualitative form particularly.

### **Data Analysis**

The researcher presents and discusses the findings of the study in the light of its objectives. Firstly, the needs of the tertiary level teachers were analyzed by seeing the errors made by the participants in the light of present situation analysis and then classified into different categories; secondly, these

errors are identified with illustrative examples; and finally, these errors are corrected by examples. In statistics, graphical chart is illustrated to show the distribution of errors and the further analysis shows the examples with their explanations.

## **Examples of misused language for qualitative analysis**

### **Errors of Verb**

#### **Subject-verb agreement**

What [happen] in social institution? – A group of social positions – performing social roles such as schools. Political function [refer] to the contributions of the school to the political development at different levels of society.

#### **Repetition of auxiliary verbs**

What's this [is]? A key board! You get start your typing. [Here's] are some important rules for typing like using keyboard, you don't look at the keyboard and don't move your hand and other fingers.....)

#### **Misuse of auxiliary verb**

Beside physiological, there [is] some mechanical effects of massage such as techniques that stretch a muscle or mobilize soft-tissue adhesions or restrictions. Skin-massage has [been] shown to increase temperature and sweating and decrease resistance to electrical current.

## **Missing of auxiliary verb**

In polymorphism, you build hierarchies consist of many problems which [ ] based on different locations to perform different methodologies. You use strings from database collection to perform these methodologies.

## **Errors of pronouns**

### **Ill-use of pronoun**

Does the organization share the same performance measures with [its] customers? If not, then performance measures are likely to produce conflicting behavior.

## **Errors of clitics**

For successful supply chain collaboration, you need to put a comprehensive metrics program in place which allows you to monitor your [partner] performance. You will make sure organization is populated with the competent professionals who have done this.

## **Errors of articles**

### **Omission of article ‘the’**

One of [ ] fundamental problems during [ ] management operations is the high demand of the efficiency on the part of employer and low salary offer for the employee.

### **Ill-use of indefinite article ‘a’ and ‘an’.**

Goods and services go hand in hand, production goods results in [an] tangible output such as a golf ball, refrigerator and [the] automobile that we can see or touch. It takes place in a factory.

### **Errors of Plurality**

Philippine family closely knit and has strong family ties. Individual [interest] are sacrificed over the welfare of the group.

### **Errors of preposition**

API is a set of protocols, and tools of making software applications [of] computer programming. This interface shows a new window for the addition and creation of new data installed through previously added softwares.

### **Statistical Analysis**



**Figure 1: Errors Committed by Participants**



In the study, during speaking, participants have made 28% of the verb errors as shown in the chart. These errors comprise on different misuses of verbs such as subject-verb disagreement, missing and repetition of auxiliary verbs. Pronoun is the second category that has shown the 19% of pronoun errors. The findings exhibit that most of the committed errors involve pronoun-disagreement and missing of the pronouns. Additionally, clitics is another domain where participants do not produce most of the errors and restrict them to only (9%). These are made by the unuttered possessive markers. The fourth category is the misuse of articles. The common article errors are produced in the study but the most of the errors are involved on missing and redundancy of specific article 'the'. The common errors on plurality have exhibited the omission of plural markers. The chart shows that participants have made 14% of plurality errors as they misunderstood the quantifier-agreement used before the nouns and verbs. The last category of this study exposes the errors of preposition. The preposition is the most problematic area while delivering the lectures and participants have produced many errors i.e. (10%).

In the light of PSA and TSA the teachers' needs are analyzed. However, the course designed for the instructors' needs to take into account the target situation where they have to perform. For Instance, the medium of Instruction according to the guidelines of Higher education commission (HEC) is English in Pakistan and the teachers are supposed to be speaking proficiently at their work place because the above-mentioned errors are inherited by the students with resultantly makes them ineffective speakers.

## **Conclusion**

This study is carried out with the purpose of providing an insight into the English language needs of tertiary level teachers. The lectures of the teachers from four different departments were recorded and analyzed to find the needs of the teachers. Present and target situation analysis is employed as a framework to know the needs. The results are found using mixed method research. The qualitative analysis shows the needs of the teachers and exemplifies the needs while quantitative analysis reveals that use of verbs, pronouns, articles, clitics, plurality and prepositions require the emphasis of the teachers. The quantitative analysis also shows that verbs are the most neglected area by the teachers during the deliverance of the lectures. The study suggests the future researchers to design a syllabus for the teachers according to the target needs.

## References

- Aisy, R. (2017). A Need Analysis of English Language Use for Tourism: A Case Study of Rahmat International Wildlife Museum & Gallery.
- Brindley, G. (1989). The role of needs analysis in adult ESL program design. In: Johnson, R.K. (Ed). *The second language curriculum* (pp.63-78). Cambridge: Cambridge University Press.
- Chambers, F. (1980). A re-evaluation of needs analysis in ESP. *The ESP Journal*, 1(1), 25-33.
- Dudley-Evans, T. & St. John, M, J. (1998). *Development in English for specific purposes: A multi-disciplinary approach*. Cambridge: Cambridge University Press.
- Eslami, Z. R. (2010). Teachers' Voice vs. Students' Voice: A Needs Analysis Approach to English for Academic Purposes (EAP) in Iran. *English Language Teaching*, 3 (1), 3–11.
- Fadel, S., & Rajab, H. (2017). Investigating the English Language Needs of the Female Students at the Faculty of Computing and Information Technology at King Abdulaziz University in Saudi Arabia. *English Language Teaching*, 10(6), 69-82.
- Hutchinson, T., & Waters, A. (1987). *English for specific purposes*. Cambridge: Cambridge University Press.
- Hyland, K. (2006). Needs Analysis and Curriculum Development in ESP. *The handbook of English for specific purposes*, 325.
- Huhta, M., Vogt, K., Johnson, E., & Tulkki, H. (2013). *Needs analysis for language course design: A holistic approach to ESP*. Cambridge University Press.
- Jordan, R.R. (1997). *English for academic purposes: a guide and resource book for teachers*. Cambridge, UK and New York, NY: Cambridge University Press.
- Kayao lu, M. N., & Akba , R. D. (2016). An Investigation into Medical Students' English Language Needs. *Participatory Educational Research*, 1, 63-71.

Conduction of Needs Analysis for Designing  
Syllabus of Spoken English for Tertiary Level Teachers

- Khan, M. A., & Khan, M. R. (2015). An ESP pre-service extensive writing course for the young Pakistanis opting for banking as a future profession. *International Journal of Language and Linguistics*, 2(5), 101-112.
- Mohammadzadeh, S., Barati, T., & Fatemi, M. A. (2015). An investigation into the English language needs of bank employees of Saderat Bank in Mashhad. *Theory and Practice in Language Studies*, 5(8), 1695-1702.
- Mazdayasna, G. & Tahririan, M. H. (2008). Developing a profile of the ESP needs of Iranian students: The case of students of nursing and midwifery. *Journal of English for Academic Purposes*, 7, 277-289.
- Munby, J. (1978). *Communicative Syllabus Design*. Cambridge: Cambridge University Press.
- Munby, J. (1981). *Communicative syllabus design: A sociolinguistic model for designing the content of purpose-specific language programmes*. Cambridge University Press.
- Naruenatwatana, N. (2001). A Study of the Needs of Medical Students in the Use of Academic English Perceived by Three Groups: Medical Students, Teachers of English and Subject Teachers, 1-23.
- Nunan, D., Candlin, C. N., & Widdowson, H. G. (1988). *Syllabus design* (Vol. 55). Oxford: Oxford University Press.
- Pritchard, M., & Nasr, A. (2004) Improving reading performance among Egyptian Engineering Students: Principles and Practices. *English for Specific Purposes*, 23, 425-445. <https://doi.org/10.1016/j.esp.2004.01.002>
- Rahman, M. (2012). The English Language Needs of Computer Science Undergraduate Students at Putara University, Malaysia: A Focus on Reading Skills. Retrieved May 20, 2014 [www.esppword.info/articles\\_34/DOC/ESP\\_Rahman](http://www.esppword.info/articles_34/DOC/ESP_Rahman)
- Robinson, P. (1991). *ESP ay: A practitioner's guide*. Prentice Hall.UK: Prentice Hall International (UK) Ltd.

- Platt. (1992). *Dictionary of Language Teaching and Applied Linguistics*. Malaysia: Longman.
- Richard, J.C. (1995). *The Language Teaching Matrix*. Cambridge: Cambridge University Press.
- Robinson, P. C. (1991). *ESP Today: A Practitioner's Guide*. Englewood Cliffs, NJ: Prentice Hall.
- West, R. (1994). Needs Analysis on Language Teaching. *Language Teaching*, 27(1).
- West, R. 1997. 'Needs analysis: state of the art (68-79)' in R. Howard and G. Brown (eds.). *Teacher Education for LSP*. Clevedon, UK: Multilingual Matters.