A Need Analysis of English for ESP Course Adaption of Communicative Language Teaching for Diploma Engineering Students

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Abstract:
Nowadays, people are running behind learning and teaching English language due to its global importance. It becomes inevitable for the people and becomes necessary to know, to learn, to speak and to teach English language. So keeping in mind of these things, government has taken an initiative for the people to learn, and to use it. To fulfill this initiative, English is made as a compulsory subject to teach in the schools, colleges, institutes, universities etc from the first year in most of the fields of colleges or institutes and also at master level for some fields. Question was raised what to teach and then some subject experts designed 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 ESP Course Adaption of Communicative Language Teaching for Diploma Engineering Students which aims to find out the students' needs for the English language and whether the present syllabus actually fulfills their needs.

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

Introduction:-
One of the most dominating language of the world nowadays is English. It has impacted on very field of education. It is unavoidable for people to ignore it. It is more importance language because it is the most commonly spoken language in the world among all the languages and is a language of international travelling, businesses, communication etc. We need English due to its effectiveness in the world of internet and it becomes official language of internet. We also required English for better functioning education as most of the educational resources, materials and books are in English. It is a lingua franca language so it is required for travelling. It has been quantified that out of the nearly six billion people living in the world today around three hundred and fifty million do speak English which can be common for travelling communication. Most importance thing in the world is business which is done among various countries and for better interacting among them, one common medium is English language. It becomes the language of business in today's electronic world. A good number of companies have ventured into sending the production to overseas in order to cut down their costs.

ELT in Gujarat:-
- Gujarat becomes a separate state in 1960. Till then it was a part of the Bombay state, Maharashtra. After the departing, Gujarat has introduced English in education from class VIII and the Bombay introduced it from class V.
- Different methods have been used to teach English effectively. But not all the methods have been adopted in Gujarat.
- From 1960s to 1990s, the structural approach and the audio lingual method were reflected in the textbooks, but most of the teachers used the grammar translation method in the classroom.

Several programs have been introduced by the Education Department of Gujarat to enhance the proficiency of English among the youth of Gujarat such as,

- DELL which stands for Digital English Language Laboratory
- SCOPE which stands for the Society for Creation and Opportunity through Proficiency in English
- KMPF which stands for Knowledge Management Program for Faculty

Need Analysis:-
Needs analysis is the preliminary stage of designing courses, syllabuses, materials and the sort of educational activities that take place (Jordan, 1997). One of the significant factor is need analysis which must be negotiated and discovered in language teaching programs. Based on the needs analysis, an EAP which stands for English Academic Purposes program ought to be set on both checking students' professional needs and purposes in terms of their language skills and deficiencies in these area of language skills. Based on these, course objectives, and materials are chosen. Hence, needs analysis is the base on which curriculum content, teaching materials and methods are constructed. This gives way to enhancing the students' motivation and achievement as a result (Orillia, 2015).

Research Question:-
What are the needs of students?

Research objective:-
To find out the needs of students

Research Methodology:-
It covers following points:
- **Research design:-**
  A short needs analysis was done.
- **Sample and population of study:**
  Participants of the study were the students and teachers of educational administration of the first year 'Diploma' students of 2018/19
- **Tools of data collection:**
  Data was collected using questionnaire.
- **Data analysis and interpretation:**
  Data was analyzed using Statistical Package of Social Science (SPSS) software.
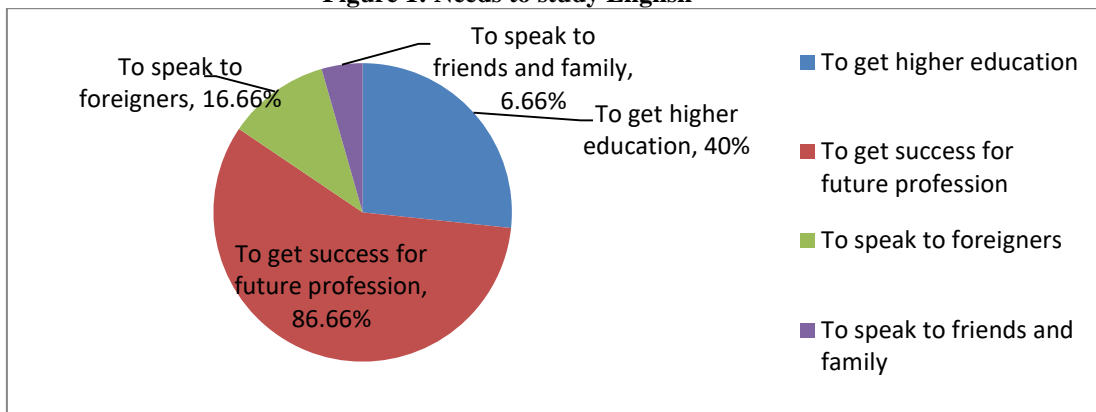
Limitation of the study:

The present study is on Arts this study is limited to only BA 1st year students of Parul University during the year 2018/19.

Data Analysis of the Students:-

Figure 1: Needs to study English

The above figure 1 indicates about the needs to study English. Out of 30 students, 12 (40.00%) students need to get higher education, 26 (86.66%) students need to study to get success for future profession, 5 (16.66%) students need to study to speak to foreigners, and 2 (6.66%) students need to study to speak to friends and family.

Figure 2: Use of English:-
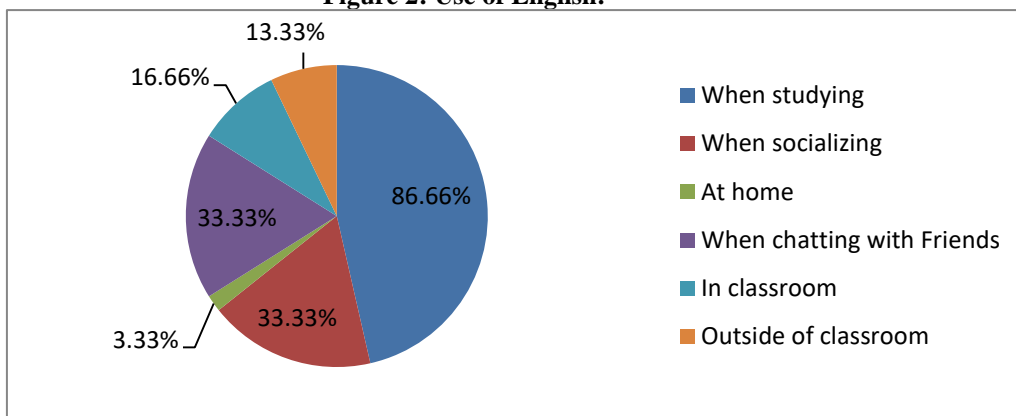
The above figure 2 indicates about the use of English. Out of 30 students, 26 (86.66%) students use when studying, 10 (33.33%) students use when socializing, 1 (3.33%) student uses at home, 10 (33.33%) students use when chatting with friends (6.66%), 5 (16.66%) students use in classroom.

Figure 3: Discard of curriculum:-
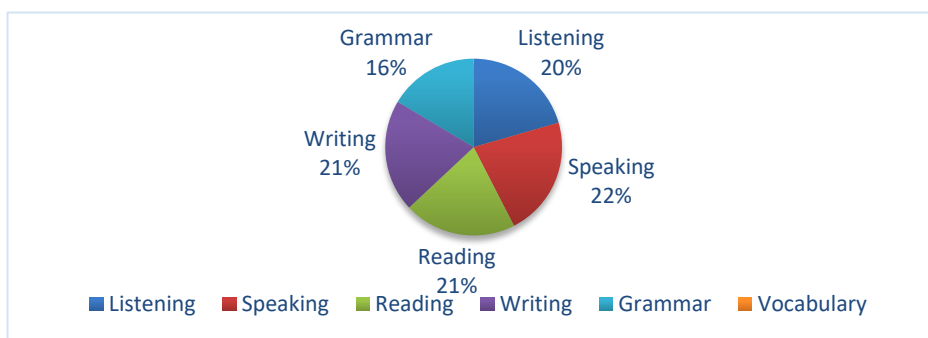
The above figure 6.4 indicates about the discard of curriculum. Out of 30 students, 4 (13.33%) students strongly disagree, 5 (16.66%) students disagree, 6 (20.00%) students neutral, 9 (30.00%) students agree, 6 (20.00%) students strongly agree.

**Figure 4 Focus on skills in the class:-**
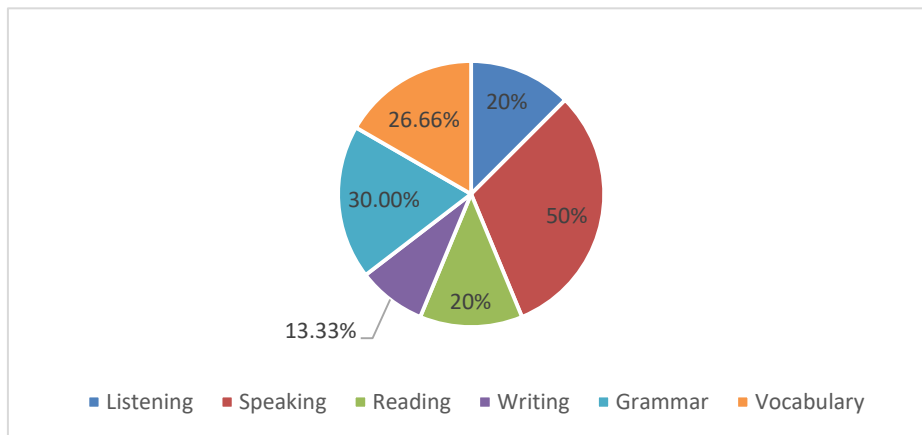
The above figure 4 indicates about focus on skills in the class by a teacher. Out of 30 students, 6 (20.00%) students replied that there is focus on listening in the class, 15 (50.00%) students replied that there is focus on focus on speaking skills in the class, 6 (20.00%) students replied that there is focus on focus on reading skills in the class, 4 (13.33%) students replied that there is focus on focus on writing skills in the class, 9 (30.00%) students replied that there is focus on focus on grammar in the class, 8 (26.66%) students replied that there is focus on focus on vocabulary in the class.

**Figure 5 Students' need of development of skills:-**
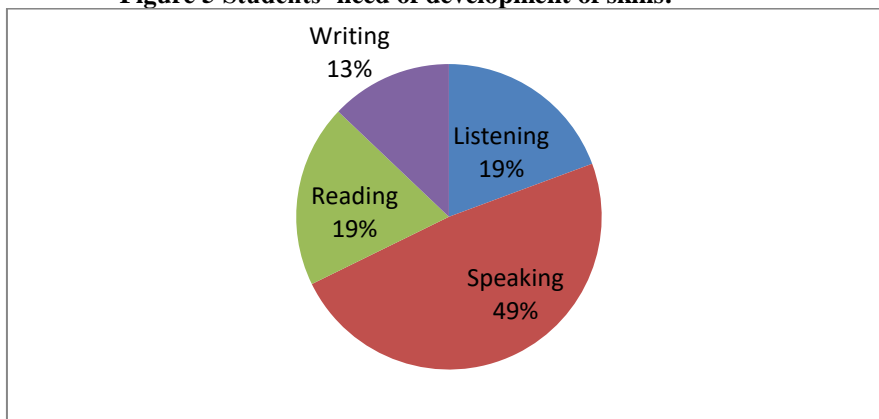
The above figure 5 indicates about the needs of development of skills of English developed by students. Out of 30 students, 6 (19.00%) students replied that they need to develop listening skills, 16 (49.00%) students replied that they need to develop speaking skills, 3 (19.00%) student replied that they need to develop reading skills, 7 (13.00%) students replied that they need to develop writing skills.

**Figure 6 Students' needs type of English class:-**
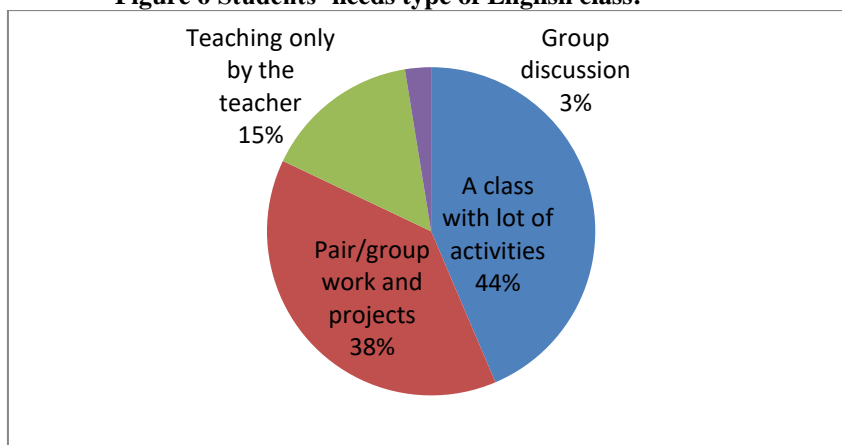
The above figure 6 indicates about the students' needs type of English class. Out of 30 students, 17 (56.66%) students like a class with lot of activities, 15 (50.00%) students like pair/group work and projects, 6 (20.00%) students like teaching only by the teacher, 1 (3.33%) student likes a class where teaching done through group discussion, and 1 (3.33%) student likes a class where teaching done through elocution.

Figure 7 Improvement in proficiency in English after studying prescribed course:-
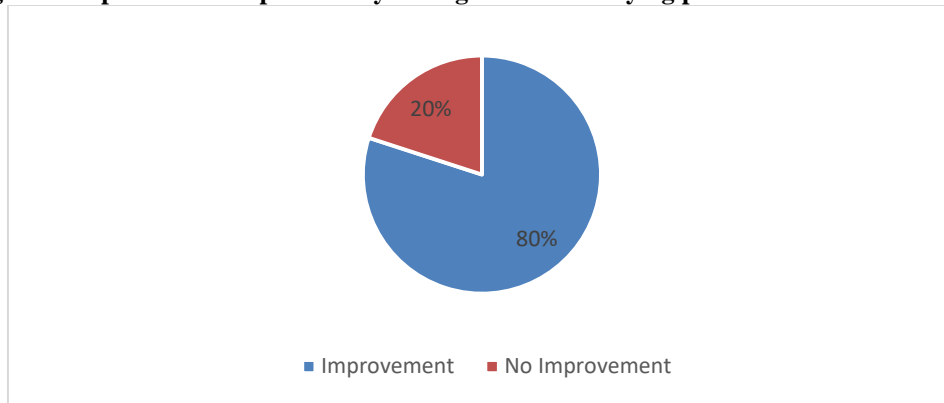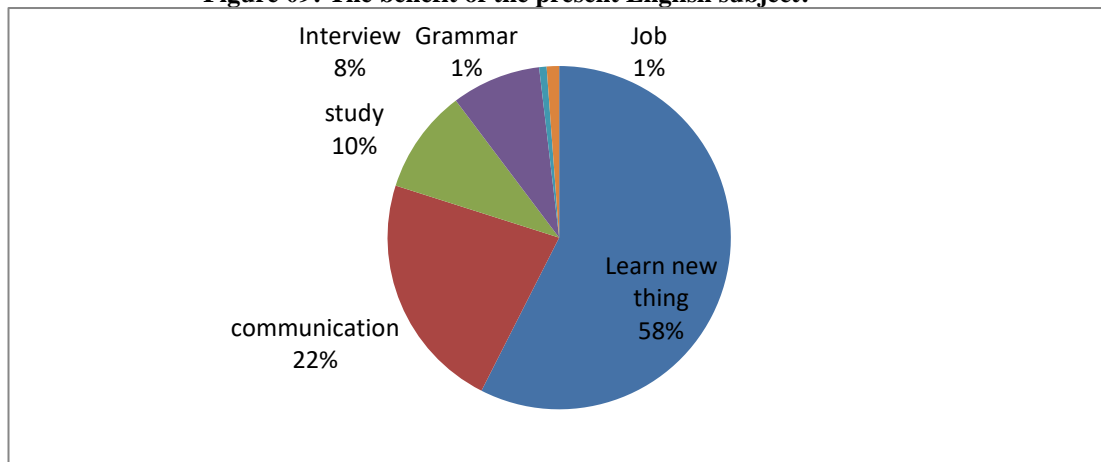

The above figure 7 indicates about the improvement in proficiency in English after studying prescribed course. Out of 30 students, 24 (80.00%) students replied that prescribed course enhanced their proficiency in English, 6 (20.00%) students replied that prescribed course did not enhance their proficiency in English.

Figure 8 Implement of new English course:-
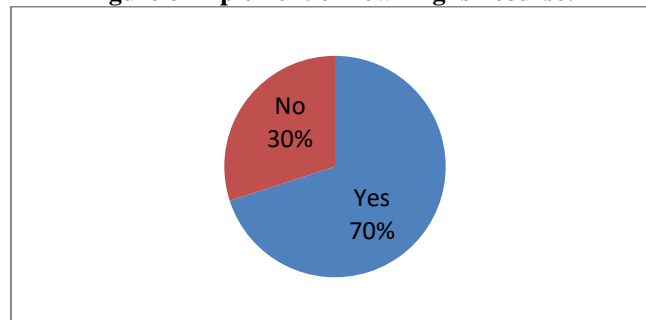
The above figure 8 indicates about the implement of new English course. Out of 30 students, 21 (70.00%) students replied yes, 9 (30.00%) students replied no.

Figure 09: The benefit of the present English subject:-

The above figure 09 indicates about the benefit of the present English subject. Out of 30 students, 3 (10.00%) students replied that they learnt new things, 10 (33.33%) students replied that they enhanced their communications skills, 5 (16.66%) students replied that it helped in their better study, 1 (3.33%) student replied that it helped in giving interview, 3 (10.00%) students replied that it helped in enhancing their grammar, 5 (16.66%) students replied that it helped in getting a job, 1 (3.33) student replied that it will help in future, 2 (6.66%) students replied that there is no benefit.

6) Conclusion:-

The analysis of data collected through a sample group of university students and teachers of educational administration has clearly indicated that there is strong and homogenous bias toward CLT. The students desire the kind of learning culture which CLT can provide and teachers also favor the element of CLT. Responses from the participants revealed that new course must be implemented focusing on LSRW-Listening, Speaking, Reading and Writing skills.

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