

ESP Need Analysis: A Study of English Language Learning of Business Students

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Abstract- *The present study explores the need and use of English language for business students at university level. For that purpose, pedagogical knowledge and existing curriculum has been analysed and also investigated the current needs of students lastly recommended end dealing with the learner requests regarding the connection circumstances and different obstructions. A questionnaire was administered containing 19 close ended items. This investigation persuaded by the understanding that "Needs investigation is neither one kind of language teaching nor inside the language training, however it will regularly have seen similar to the foundation of ESP and it leads to the engaged course" (Dudley-Evans & St John, 1998). It has been observed that most of the learners need to learn business communication and also such type of English in future for job profession. Basically most of the learners focus on writing skills which facilitate them in the final exam. They have least concerned with speaking skills in the classroom but face difficult when they have to communicate with their clients in practical life. The selected course materials or teacher must have to consult different courses such as text books CD and DVD and also use different materials for the training of people to get a job such as work form, samples and charts of the assignment and statement of course.*

Keyword- *English for Specific Purpose (ESP); Language for Specific Purposes (LSP)*

1. INTRODUCTION

English is an international language and has power full influence on many fields of life and society, there are many fields but education has more preferred on others. The proof is the consideration of English language as a mandatory course at distinctive instruction levels. Ellis and Johnson stated that, proficiency is necessary in the common language as communication is needed more rapidly. "The Competitive demands of industry, government and corporations, both international and national, for the economically and technologically progress, there is need of a language that is understandable and effective within that technology and economy. Today that language is English" (Hossain, 2013).

Hutchinson and Waters (1987) are among the early ESP masters who underscore arguing so as to adapt needs that ESP is fundamentally worried with realizing Where the course to learning matters as much as the destination (the target situation) Later socio-cultural examination where characters and social contexts are organized adds to highlighting learning needs. According to Norton Peirce (1995). Language learners contribute, or decline, to contribute, their time, vitality, and other assets in language learning relying upon the social personalities they want for themselves. This implies learning needs differ with what learners need to be furthermore, get to be through the

target language. Identities have in this manner turned into a vital part of learning needs examination. Belcher and Lukkarila (2011) call for "putting identities the focal point in ESP needs analysis.

1.1 English for Specific Purpose (ESP)

ESP (English for Specific Purpose) is linguistic field in which there is need of target language for studios or professional purposes of the learners. ESP is the subdivision of LSP (Language for Specific Purposes), whose characteristics are the regional request and practice of individual language (Swales, 1992). Communicative competence extremely noteworthy issue in ESP. ESP has various attributes which separate it from English. Variable and Absolute characters of ESP were offered by Evans and St. John.

1.1.1 Absolute Characteristics of ESP:

- English for Specific Purpose (ESP) is characterized the particular issues of learner.
- English for Specific Purpose (ESP) makes utilization of fundamental approach and exercises of the control.
- English for Specific Purpose (ESP) is focused on language (lexis, sentence structure, and register), abilities, discourse and genres hitting to these exercises.

1.1.2 Variable Characteristics of ESP

- English for Specific Purpose (ESP) might be designed for the particular disciplines.
- English for Specific Purpose (ESP) might be use, as an alternate teaching technique of the general English.
- English for Specific Purpose (ESP) is made for the intended for grown-up learners, for the organization of tertiary level or an expert circumstance of work. It could, be for the secondary school learners.
- English for Specific Purpose (ESP) is used as most part intended for the advance student.
- Most English for Specific Purpose (ESP) courses accept a few basic information of language

So there are so many terms and phrases that are impotent in ESP (English for specific purpose. Such as specific needs, organized for the particular disciplines, language skills are used for adult learner. Appropriately, consciousness of the need recognizes the ESP from general English as said by (Hutchinson and Waters, 1987). Robinson states that English for Specific Purpose (ESP) first used to create speakers in the light of need. As purposes change, so should ESP. In spite of the fact that Robinson's, (1980) definition is verging on like that of Hutchinson and Waters, she obviously says that language need in ESP is especially associated with non-native speakers. On the other hand, the most succinct and critical meaning of ESP is may be given by (van Naerssen et al., 2005) they watch that the center principals of ESP are; requirements driven, specificity and significance.

1.2 Objectives of the Study

Following are the objectives of the study:

1. To find out the language proficiency of the students in their pedagogical skills
2. To assess the effectiveness of ESP curriculum in developing professional communication of the business students.
3. To investigate the problems and difficulties which are faced by the business students in developing their professional communication skills

1.3 Research Questions

1. How much students are proficient in their pedagogical knowledge?
2. How far teachers' curriculum will be effective for student's good professional communication?
3. What are problems faced by the business students in developing their communication skills?

1.4 Scope of the Study

This study examined the particular skills for the business learner, for the future viable expert correspondence the concentrated course is Advanced English Communication or Business specific center was based on the capability of the English speaking and writing. Appropriately, this exploration do the analysis of the requirements of subject the existing offices they give profit to offices they might want to have for add the capability in the said territories.

1.5 Significance of the Study

The examination have directed with an intended to enhancing the written work and communicating in English capability of the English as a subject. It will provide advantage to the business students in their future for English proficiency. It will help their ESP facilitators in adding to learner-focused educational modules furthermore in conveying the directions in like manner. Moreover, it will control the business students to understand the requirements for rearranging the present offices for ESP courses as far as the learner's necessities and requests.

2. LITERATURE REVIEW

The main driving factor in ESP is needs analysis. It is the curriculum development in ESP. In language program design, need analysis considered the recognizing and authenticating of the needs. Need analysis creates priorities between language program designs (Richards, 1990)."The exercises required in the social occasion data that will help as the building up curriculum or educational programs that will encounter the adapting needs of learners, stated by (Brown, 1995).

Ellis and Johnson (1994) stated that Needs Analysis is the strategy for getting the report of needs which are required by learner (or gathering of needs required by learner). Ellis and Johnson's definition is similar to the browns definition of need analysis. The objectives of need analysis are to check out the wants of the learners and to use the language to the level of their ability of competition. Data collection is also necessary for the course materials. Richards demonstrated that need analysis is the data collection requirement. There are many sources of these requirements such as about learner and material etc. (Richards, 1985).

It was demonstrated by Westerfield's that "In the evaluation and process of need analysis, the ESP specialist does his/her best to discover data about the requirements of the support association, the requirements and needs of the learner, and the setting in which the learning will occur. This will include directing a Target Situation Analysis (what does the learner should have the capacity to do with the language in later on), in a Present Situation Analysis (what could be happen in language by learner), and a Context Analysis (learner will take place in which environment) (Hossain, 2013). From the above explanation in which I explained, it is all about of learner's role in learning English and this analysis will done on three levels target situation, present situation and context situation this process will done through quantitative and qualitative information based on face to face meeting, questionnaire, test. A definitive objective of need analysis is to plan an educational module and create suitable teaching methods (Brumfit & Roberts. 1983). A view the consequences of need analysis can be utilized to decide a syllabus and reasonable educating systems. This is important on the grounds that "... in a learner-focused classroom we have different key choices about what learner will be instructed,

how learner will be educated, when they will be instructed, and how survey will be done from the learner. We will use the data that we have collected from learner, will answer the inquiries of when, where, what and how it will done (Nunan, 1993).

3. METHODOLOGY

According to Waserfeld in the process of the need analysis process, the ESP is best to try to conclude the information. Basically this study found out the needs and wants of learners and also discussed the learning process context to be happens.

Every Situation is not similar, according to this point of view; there is not even any approach to conclude the foreign language analysis in the teaching of foreign language. According to the Hutchinson, choice of the method depends upon the time, resources and procedure of such process. The researcher has followed the qualitative method and collected information through questionnaire. This is the best appropriate tool to find out the views and demands of the learners.

3.1 Participants

50 students were chosen randomly from business department at university of Sargodha. The participants were enrolled in the advanced English communication and Business in the semester Fall 16.

3.2 Questionnaire

All the items were mentioned in one section. Basically, it was analyzed the target situation. The participants were asked from business department to choose their answer from each set of questions. Respondents are also allowed to select more than one option.

3.3 Validity of Questionnaire

Target situation analysis follow the parameters of CNP (communication needs processor). The variables were affected by the need of communication by arranging them in parameter in the dynamics of each other relationship. It identifies the needs of learners had been provided. Hence it is obvious that the questionnaire of this research conclude the problems as the learners of business department faced.

3.4 Statistical Analysis

Data has been analyzed by using the percentage, arithmetic mean and the frequency distributions.

4. RESULTS

Participants in the survey are of 20-23 years old age. There was high (64%) average grade of "English language proficiency". About 77% students of Business department must have to learn about Advanced English communication and Business communication for their profession in future. Further 91% respondents selected that English must be used for speaking and write up purpose, it was also noted that 84.4% must have to use it for business writing purpose. However, many of them 69% said, they must have to use the English as a language to

communicate in front of each other. 44.4% people responded that targeted language must be used in the telephonic communication as well. Many learners 68.8% demanded that there must be Engineering portion in the contents because 34% of them work as manager and 40% as technician. Almost 63% want language in field level while 40.7% like to use it alone. The 28.8% realized that language should be used for telephonic demonstration. However, 60.4% demonstrated that they want to establish in their country. Maximum learners 73.7% reviewed that they will use language when they will complete their education not even in their social but also in their professional career. Many people 60% said that they are good in writing and 70% reviewed that they are average in speaking language. 58.6% people could write correct sentence grammatically and 30% could speak correct language in accordance to grammar. Majority 87.3% of them reviewed that they could not easily produce coherent, cohesive and analytical writing. 78% participants told that they are not able to create organized paragraphs.

100% people were agreed that they are unable to speak, with intonation and fluency in context. The 80% cannot speak fluently 79% had speaking problem in context. Further 87.3% participants, did not have Business Communication background. Next, 98% reviews, that they have lack of writing skills in correspondence to Business. 85.3% learners don't have job interview skills. Nearly 70% said that they have average learning experiences of language in their past. About 95% answered that they want to develop professional communication in term of speaking and writing.

90% people select instructional materials should be delivered face to face, as well as by using multimedia presentation along with the sound system and Internet. 98% people told that the communication course of Business should be organized in classroom which contains multimedia and Internet efficiency along, as well as the sound system with map decoration and posters along with writing style, speaking tips, idioms, puzzles, vocabulary learning tips and phrases etc. Furthermore 60.7% learners reviewed that attendance should be vital for the evaluation of course. 45.3% learners told that this course should be in the last semester. The 80% respondents reviewed, that course work should be taken from various sources like instruction/ manuals, textbooks, DVDs, videotapes, CDs, furthermore the other things that are used to train people to get any job and in content courses; job materials, like charts, work forms, student papers and samples of assignments of course, dialogues present on websites, instructions, business letters, podcasts, podcasts and telephonic conversation', etc. 98% learners said that the existing classroom resources (i.e. projector, white-board, OPH multimedia, etc.) were not sufficient 75% said that the classes of course classes must be in the early evening or morning.

5. FINDINGS OF THE STUDY

- In target language learners had normal level of the English proficiency. So they expected to learn English Communication skills and business communication both written and oral, for their future benefit in their country.
- The syllabus should be engineering related as in their future they have to work as a managers and technicians.
- Their writing capability was better than speaking.
- They were unable to produce cohesion, coherence and well organized paragraph in their writing also they were unable to produce good English with fluency and intonation.
- In the past their experience of language learning was not so good, that's why now they are unable to produce good English in writing and speaking.
- Lecture should be delivering through multimedia, internet, and using other instruction accessories like CD, DVD, Chart forms.
- The classes must be in earlier morning and evening.

6. CONCLUSION

Learner must have experience of English learning for almost 16 years but learner's proficiency level in English was not so good. However most of the students were good in writing as compared to speaking. Most of the learners need to learn business communication and also such type of English in future for job profession. Basically most of the learners focus on writing and speaking skills. In classes interest develops among the learner's multimedia and presentation was also important to boost up confidence.

The selected course materials or teacher must have to consult different courses such as text books CD and DVD and also use different materials for the training of people to get a job such as work form, samples and charts of the assignment and statement of course.

It also includes business letters, dialogues, instruction ETC. The course material will depend

Upon the instructions of instructor and on the basis of learner wants and need, this is relevant to learners want and needs. In such course both writing and speaking proficiency also included to improve the English of learners. The course teacher delivered the instructional materials that were important for learner in order to achieve goal in our life. Regarding the classes schedule the earlier hour of morning and evening which may learner learn knowledge from the course material better.

The classroom resources such as multimedia, white board and projector were in-sufficient therefore, classrooms with sound system and internet, maps, postures, speaking and writing tips, idioms, and vocabulary and learning tips were required.

Some materials are used for job, like work form, samples and charts for the course assignment, students paper,

business letters, dialogues, instructions, telephone conversation etc. They are unable to produce the cohesive and coherent writings. Often they are unable to create the paragraph in chronological order. They can speak the context with intonation and fluency, both for speaking and writing skills that are important for them.

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