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Designing a Needs-Based Syllabus for University English Departments in Bangladesh

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Ph. D. DISSERTATION

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DECLARATION

I do hereby declare that the dissertation entitled *Designing a Needs-based Syllabus for University English Departments in Bangladesh* submitted to the Institute of Bangladesh Studies, University of Rajshahi, as part of the requirements for the degree of Doctor of Philosophy in English is my original work. Neither the whole nor any part of it was submitted to any other university or institute for any other degree or diploma. My indebtedness to other works has duly been acknowledged at the relevant places.

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CERTIFICATE

I have great pleasure to certify that the dissertation titled *Designing a Needs-based Syllabus for University English Departments in Bangladesh* submitted by Mr. Md. Abdullah Al Mamun to the Institute of Bangladesh Studies, University of Rajshahi, Bangladesh for the degree of Doctor of Philosophy in English is an original research work done under my supervision and guidance. To the best of my knowledge, this dissertation was not previously submitted for any diploma/degree/fellowship to any other University/Institute. Materials obtained from other sources have been duly acknowledged in this thesis.

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ABSTRACT

Needs Analysis (NA) is an integral part of the curriculum development process in ESP and where English is used as a second language or a means of communication. In Bangladesh English is used as a targeted second language and in many professions English is a great means of communication. Thus university level students must develop a required amount of competence in English. Therefore, it is highly logical to analyze the needs orientation of the present courses of the English Departments at the universities of Bangladesh where students need competence in English for their academic betterment and to develop generic awareness of the tasks in their perceived professions. At the same time it is imperative that a needs-based syllabus bears consistency with theoretical underpinnings on one hand and the contextual factors on the other. This study has developed such a syllabus comparing the Profile of Needs in terms of tasks and skills and the status of them in the present syllabuses. Target Situation Analysis has unfolded which tasks and to what amount students need both in the academic area and the targeted professions.

In order to strengthen the study reliability, a well thought out methodology has been designed through in-depth literature review, expert participation and contextual consideration. Sample size has been determined considering the population and the research scope. For validity and reliability of research tools and collected data, careful preparation and participation of the relevant experts have been ensured. To assure the participation of all the stakeholders of teaching-learning, Needs Analysis in this study has used a number of methods and techniques. In everything from questionnaire to genre analysis, triangulation of NA methods has been used whose frameworks are first developed through analyzing the relevant literature. In this NA high gap has been found between the required level and the present level of competence in many important skills which students should develop.

At this stage the study touches another phenomenon i.e. making a model syllabus considering the preferences of the stakeholders and contextual variables to impart those skills effectively. The weaknesses of the situation e.g. a high lack of motivation of the students, less opportunity of English using environment, heterogeneous learning capacity and so on have posed huge challenges in the way of proposing a suitable model of syllabus. At this juncture the preferences of the relevant parties and the theories of language teaching have pushed the researcher to go for a Task-based approach integrated with skills focus.

Not only a framework of a needs-based syllabus has been presented, the study also illuminates the pedagogical methodology, materials, assessment system in line with the concepts of needs and constraints of the context. Along with this, the selected contents have been sequenced and graded as per the demands of the stakeholders and the relevant literature. Indeed the NA model and the syllabus model proposed and prepared here can be adapted in similar situations to prepare the learners for their short term academic need and long term professional need. Thus a Task-based Skills-focused syllabus has been found to have high a value to harmonize the findings of the Target Situation Analysis and the Present Situation Analysis.

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ABBREVIATIONS

CLT	**Communicative Language Teaching**
CNP	**Communicative Needs Processor**
CoP	**Communities of Practice**
EAP	**English for Academic Purposes**
EAPP	**English for Academic and Professional Purposes**
EGP	**English for General Purposes**
EGAP	**English for General Academic Purposes**
EOP	**English for Occupational Purposes**
ESAP	**English for Specific Academic Purposes**
ESP	**English for Specific Purposes**
ELT	**English Language Teaching**
ESL	**English as a Second Language**
EFL	**English as a Foreign Language**
LAD	**Language Acquisition Device**
LNA	**Learning Needs Analysis**
LT	**Language Teaching**
MA	**Means Analysis**
NA	**Needs Analysis**
PSA	**Present Situation Analysis**
SLA	**Second Language Acquisition**
SLL	**Second Language Learners**
TBLT	**Tasks-Based Language Teaching**
TES/FL	**Teaching English as a Second/Foreign Language**
TEEP	**Test of English for Educational Purposes**
TL	**Target Language**
TSA	**Target Situation Analysis**
ZPD	**Zone of Proximal Development**

CHAPTER ONE

INTRODUCTION

Background

English has achieved the state of being the most shared common language internationally and the largest medium of knowledge, trade, commercial transaction and mutual communication. With the advent of the globalized communication-based economic interdependence, English has come out of the cocoon of being a language of art, philosophy and expressional ornamentation to be the vehicle for inter-cultural integration and a handy tool for national economic development. A working knowledge of English and particularly a good competence in speaking and writing English as a useful tool is essential for an individual to survive in the competitive job markets and for a nation to keep pace with the advancement of the present social or economic world (Rahman 2007). In Bangladesh students need English for academic purposes. They also have to develop English competence to get good jobs and survive there.

Through the development of teaching-learning methods and approaches to syllabus or curriculum design, efforts have been made to make the whole learning process learners-and-context-friendly. Thus to produce an effective outcome of learning enterprise, a needs-based approach to curriculum development has been supported by specialists in the relevant field. Needs are the factors which help to specify real-world relevant objectives, select complementary materials, methods of instruction and assessment system to make the whole scheme of syllabus design and implementation process a fruitful one. University English Departments in Bangladesh also need such needs-based courses for their students.

Study Context

In Bangladesh after completing twelve years of basic education, learners go for higher education. This includes various professional degrees as well as general education degrees namely honors and/or masters. Every year the number of students is increasing and to create an opportunity for all of them the government is increasing the number of universities on a regular basis. In all the public and private universities there is an English department where English literature and linguistic courses are taught. With

the changing needs of functional and communication-related English language knowledge, basic languge related courses for developing four skills and communicative competence have been added to the age-old literature courses.

Having completed this tertiary education students sit for job recruitment tests and join the workforce. At work, almost of all kinds, they need to use English in one or more competence forms which necessitate them to have a certain level of language-skill related performance. Thus it is imperative that at the university level they have a language syllabus which prepares them for the subsequent phases. Hence there comes the necessity of a syllabus which addresses those needs.

The "surrender value[1]" of education depends much on the command of English which is not merely a language to be learnt rather a useful tool to make the best use of the subject knowledge to harvest the fruit of the long education life. Hence, there is a need to have an English language course which can develop some "generic skills" (Hyland 2006: 9) within the learners which are to be modified and developed into specific competence asked for in their envisaged situation. Understandably, this course should not be anything like the preceding ones which targeted to develop basic knowledge of English and should be learners' needs oriented. And to unveil the short and long term needs, "needs-analysis or assessment" is so far the most reliable way. It refers to the needs *which " * is actually an umbrella term that embraces many aspects, incorporating learners' goals and backgrounds, their language proficiencies, their reasons for taking the course, their teaching and learning preferences, and the situations they will need to communicate in" (Hyland 2006: 73). Therefore, a course at the university level for general university English department students is not only a necessity rather it should try its best to address the above mentioned needs of the learners depending on the present situation and target situation analysis as well as considering the potential and constraints of the teaching-learning situation. However, this study will consider only the general universities except National University which is a special university implying a separate study.

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[1] "Surrender value" is a term used in insurance policies. It refers to the cash value of a policy after being cashed in. In teaching it means the overall utility of the English taught by the end of a course (Far 2008:5).

Needs-Based Syllabus: Whose Needs and Why?

A syllabus which is designed depending on the needs can be generally called a "needs-based" syllabus. At this juncture some questions arise like whose needs are being considered and why. Regarding the first issue the most generalized answer would be that the designer should consider the needs of the learners for whom the syllabus is meant. But the learners are not the only stakeholders of a syllabus. For the same reason, needs are also not determined by only the learners themselves rather it refers to many dimensions. If we consider the needs of the university students we can find the following dimensions:
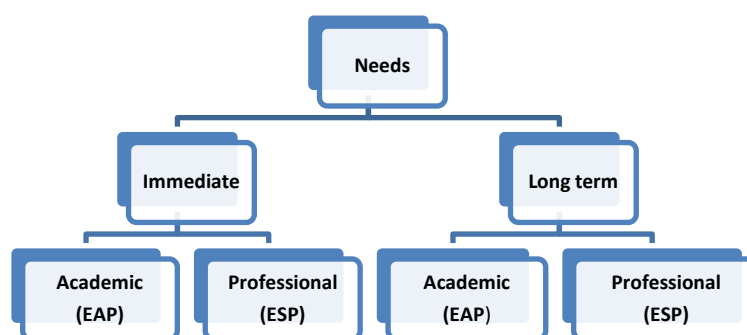
Figure 1   Learners' Needs

Beyond these learners' needs, needs are shaped by the parents, institutions and the employers of the perceived jobs and the specific requirement of that profession. If a syllabus is to produce a fruitful result, it should take into account the diverse needs of all of them. For designing a syllabus still some other factors need to be considered, because the affective factors can best be controlled if it creates motivation through needs orientation. These other factors are learning environment, learners' capacity, potentials and possible constraints.

Regarding the second question it can be generally said that whatever the syllabus approach may be, it should reckon with the needs first. The evolution of second language learning and syllabus designing has seen many ups and downs with specific theory or approach because the contextual and specific needs of the learners are kaleidoscopic over time and in different situations. The university level, being the last phase of education, should be profession or future plan oriented.

The very first step of such a syllabus is identification of needs and the one and the only tool for that is needs analysis which through target situation analysis and present

situation analysis serves for the specification of needs which are then transformed by the designer as the objectives and that is the starting point of syllabus design.

Statement of the Problem

In Bangladesh, English departments in different universities have different syllabuses of Literature and Linguistic courses and also courses for developing English skills. For academic development and to gain in-depth knowledge students need to have an acceptable command in English. Haque (2006) has shown that all the four basic language skills and a certain proficiency level are needed for a meaningful tertiary education but the learners lack these skills. Besides academic knowledge, they need to develop sufficient functional competence in English which could help them at the time of entering or at the beginning of their professional life.

Having felt this, the universities run courses like Basic English, Functional English, English for Media, Spoken and Written English, Advanced English and so on to develop working knowledge in English. Tasnim (2001) has found in her study that "the ongoing English Language courses at the department of English (of Rajshahi University) were not able to improve the proficiency of the entering students". She also found that the courses being offered did not adequately address the needs of the students. That is, they lack needs orientation.

In Bangladesh students get themselves admitted into English departments with no literature and little functional English skills background. Syllabuses up to HSC give them grammatical knowledge with little scope for preparing themselves for the vast literature study and the real world use of English. Thus at the beginning of the university life, they need to have a fresher's course along with some courses providing them insights into the upcoming literature and linguistic courses and developing various academic capacity enhancement abilities. The learners need to have an insight into discourse practices specific to the target academic situation as well as into the perceived profession in which the learners will operate. Thus, the nature and objectives of such a course are quite different from those of the courses they had at previous levels. At this point such courses should be academic as well as professional goals oriented. In the former case the learner is the only party involved but in the latter case another party namely the employer with certain requirement of the employee's language knowledge seems to dominate the game.

At the same time there are some institutional needs. To prepare a successful person at both the levels all these needs are to be taken into account.

All the four skills along with all the dimensions of communicative competence i.e. linguistic, discourse, sociolinguistic and strategic, are equally important. The present courses being formulated without any prior needs analysis are sure to miss the multidimensional needs of the learners like communicative needs, learning needs and contextual factors (Holliday & Cooke 1982; Jordan 1997; Tasnim 2001; Haque 2006). As a result, they cannot prepare the learners up to the level. For example, writing appropriately to its genres and using right 'move' and following 'register' are some of the horrible problems that they fall victim to (Tasnim 2001; Hoque 2006). Many students are eager to go to foreign countries either for job or higher education and they have to sit for IELTS or TOEFL or other language testing programs which is compulsory for getting permission to go abroad. In these tests their performance is not satisfactory and many of them suffer much. Often this compels them to drop off their ambition or change career plans. Thus, undoubtedly they require a course addressing their needs.

A syllabus for such a course depends on multiple issues. On one side students have target needs. But considering only the target needs or identifying "what knowledge and abilities the learners will require in order to be able to perform to the required degree of competence in the target situation" (Hutchinson & Waters 1987: 60) is not enough for such a syllabus. This competence may involve language items, subject knowledge, skills and strategies. With the same importance the present learning situation, capacity and strategies of the learners should be considered for syllabus design or else the attempt is sure to meet with the fate of failure. "The needs, potential and constraints" (Hutchinson & Waters 1987: 61) of the learning situation must also be taken into account to have a pragmatic analysis of the learners needs.

Hence the term "needs analysis" emerges. The importance and role of needs analysis have been upheld and acknowledged by many linguists and scholars like Munby (1978), Hutchinson and waters (1987), Jordan (1997), Berwick (1989 as cited in Songhori 2008), Seedhouse (1995 as in Songhori, 2008), Hamp-Lyons (2001), Finny (2002 as in Songhori, 2008) for designing syllabus for English for specific purposes (ESP) or English for General Purposes (EGP). Through this needs analysis or assessment the target needs in terms of Necessities, Lacks and Wants as well as Learning

needs (Hutchinson & Waters 1987: 55-62) are identified. These needs, unique in every particular situation, are to be addressed in a syllabus in order for the learners to be capable of functioning successfully in the target situation.

Want of a needs-based syllabus makes the students vulnerable to professional pitfalls. At the same time the existing syllabi being the products of a top-down process do not consider the learners' or learning needs, their expectations, preferences of materials, methods etc. Consequently, they cannot hold the learners' motivation, and they leave a gap between their proficiency and their future practical use or requirement.

Though needs analysis is mainly done for determining courses for ESP, it is equally important for EGP (Hutchinson & Waters, 1987: 53). It is impossible for such a course to address all the diverse needs specific to different professions the learners will go for afterwards but at least it should provide them with some basic skills/competence and develop the ability within the learners to transfer those general skills into their future job/profession specific competence. That is the need of the hour. The present study aims to unfold the nature and amount of skills of English language a learner needs to carry to the professional arena and for satisfying the short term academic purposes. An analysis of the learning situation through Means Analysis (MA) is needed to be simultaneously done to select the syllabus content and to grade that content. Besides, suggesting some means-based materials and methods and learners-friendly evaluation system has been within the purview of this venture.

Research Questions

A minute observation of the abovementioned situation and an in-depth secondary literature review generates the following questions:

1. What are the English Language goals of these learners at academic and professional levels?

2. How far do the syllabuses they study address the competence they need to achieve to function successfully in their career?

3. Which needs should be addressed in the syllabus to help them achieve the expected competence level?

4. What are the constraints in and potentials of the learning situation which contour the language related communicative competence?

5. What should be the nature of content, sequence of the content, teaching-learning method and evaluation procedure of such a course?

Research Objectives

Core Objective

The core objective of this study is to design a needs-based syllabus by analyzing the target and present situations.

Specific Objectives

1. To analyze the target needs through target situation analysis (TSA)
2. To analyze learning needs
3. To analyze means to find out existing constraints and potentials of teaching and learning in Bangladesh
4. To select learning objectives /goals and skills/competence
5. To select syllabus type and content and grade the content
6. To suggest materials and methods of teaching and formats of testing based on learning needs analysis.

Relevant Literature Review

Needs analysis studies in the present study related field in Bangladesh are not many. But there is a huge bulk of secondary literature supporting a needs-based syllabus to cater for the needs of the learners.

Nunan (2001) in his book *Syllabus Design* has discussed salient features and traditions of syllabus design. He has distinguished a product-oriented syllabus from the process oriented ones and suggested collection of information for an effective syllabus design. He also added that information not only about why the learners want to learn that language but also about the things like "societal expectations and constraints and the resources available for implementing that syllabus (14)" is needed. He has mentioned two types of needs analysis i. e. learner analysis and task analysis. Regarding the importance of needs analysis he has said that it is useful for many reasons like it can guide the selection of content and mediate between the conflicts which naturally and mandatorily arise among numerous areas of conflict within a teaching program. Besides

this learner's objective and subjective data analysis, task analysis helps "specify and categorize the language skills to carry out real-world communicative tasks (18)."

Hutchinson and Waters (1987) in their book *English for Specific Purposes* have differentiated external syllabus from internal or learner syllabus. By external syllabus they have referred to those syllabuses in which contents and order are imposed by others from outside. They have emphasized the importance of learner's view towards the syllabus and learning and preferred internal syllabus which contains views of the learners about whether and how future knowledge will be learnt.

They have analyzed needs analysis and conclude:

It (needs analysis) is a complex process, involving much more than simply looking at what the learners will have to do in the target situation… both target situation and learning needs must be taken into account. Analysis of target situation needs is concerned with language *use*. But language *use* is only part of the story. We also need to know about language *learning*. Analysis of target situation can tell us what people *do* with language. What we also need to know is how people *learn* to do what they do with language. We need, in other words, a learning-centered approach to needs analysis (63).

In the application section of syllabus theory they have upheld a "learning-centred approach" (92) to syllabus design where they have emphasized activity in the classroom through which language is learnt; that is, emphasis is on learning process not the content of the syllabus. They have also said that methodology should be dynamic enough to consider "interests, enjoyment, and learner involvement to influence the content of the entire course design" (92). Regarding target needs they have concluded that syllabus should focus "needs of the students both as users and as learners of the language" (93).

Fatihi (2003) in his article *The Role of Needs Analysis in ESL Program Design* has investigated two needs analysis survey reports and concluded that English Language Teaching (ELT) in India "has to undergo serious rethinking not only in the content of the course, but also the whole process of language teaching. And the present policy of teacher dominating classroom must be done away with to allow more freedom to students in selecting own tasks based on their own needs" (39).

Candlin (1984) in his article *Syllabus Design as a Critical Process* has pointed out a broad and a narrow approach to syllabus design. While the former is expected "to offer information about particular audiences of learners and their target needs", the latter considers local or institutional factors. To conclude he has advised to take "target repertoire" (44) to be the basis of task design and specification disregarding whatever the approach is there.

Richards (2001) in his book *Curriculum Development in Language Teaching* has tried to come up with a syllabus framework. He has analyzed that syllabus framework depends on the choice of certain phenomena like knowledge and beliefs about the subject area, research and theory, common practices and trends. He further discusses different types of syllabus like structural, lexical, situational, notional-functional, task based, content based and competency based and finally suggests an integrated one which depicts the need of the hour and incorporation of relevant skills, tasks, structures or functions.

Rajaee, Abbaspour and Zare (2012) in their recent article *A Critical Review of Recent Trends in Second Language Syllabus Design and Curriculum Development* have analyzed different trends both recent and traditional and have supported an "eclectic" approach to fit "a specific context and purpose, and caters for specific learners with specific needs" (80). They have concluded that specific learners' needs should conform to the syllabus approach.

Farida (2008) in her doctoral thesis *A Textual and Contextual Study of English Language and Literature Essays: The Case of First Year English Department Students' Writing in Dhaka University, Bangladesh* has shown that the structure of written texts of the students are not much "academic" and the novice students' writings do not conform to any standard.

Haque (2006) in his unpublished doctoral thesis on *Analysis of English Language Needs for Higher Education in Bangladesh* has done a needs analysis on academic needs of the higher level students. In this dissertation he has shown the amount of four language skills needed for a meaningful tertiary education and proficiency level at the time of admission. Only academic needs were within the precinct of his research and the

suggestion of the needs that they might need after finishing the degree was beyond its scope.

Wong and Wu (1998 as in Flowerdew 2005) conducted a needs analysis of students in Hong Kong University and recommended that for communications skills development, a course should be EOP-oriented EAP one and to ensure students' opinions reflected in it. They also found the lecturers wishing to have the students to be taught to use English for a variety of work related purposes.

Though EOP-courses are often meant to be "In-service', in EAP setting it can provide "pre-experience" by providing them skills to operate more effectively (Robinson 1991:3).

Yiirekli (2012) in his article *An Analysis of Curriculum Renewal in EAP Context* has established that EAP as a Branch of ESP demands its learners to be able to construct texts in their own disciplines and also in various tasks with the context of the discipline such as note taking or reading special types of texts.

Sárdi (1997 in his article *Needs-based Syllabus Design for Students of English in Hungarian Technical Universities* has made a theoretical integration between the needs analysis and course design and then proposed the tasks excavated from the NA as course contents in forms of skills as it was for the university students. He also suggests that such a syllabus should be cyclically graded not in a linear fashion. He also points out the problems created in the classroom which he thinks are for methodological pitfalls. The conflicts may arise because the needs may be viewed from teacher's, learners' and other stakeholders' points of view. It is suggested here that the learners' and the lecturers' views should be considered most. Besides identifying target tasks from all the three, linguistic bases have to be prepared by the analyst. Language has been viewed from a holistic point of view and the tasks in the form of skills can capture the whole gamut of language teaching aspects. The task has been presented in the syllabus as the following:

 Task: Reading Professional Literature

Skills:

1. Following the text when reading

2. Taking notes when reading

3. Summarizing the contents of the text orally/in a written form

4. Reproducing contents of the text using one's own words

5. Reading in a critical way in order to express one's own opinion

       The above literatures are significant in designing a needs-based syllabus irrespective of syllabus types or trends for any education level including the university level which is directly connected with the phase of producing and preparing pupils for perceived professions and real life needs outside educational institutions. To fill up the lacunae regarding related research in this field in Bangladesh, the present study is undertaken.

       On the other hand the literature on needs analysis is mainly devoted to designing ESP syllabus. As ESP is concerned with meeting specific needs of a particular professional or academic group, it is highly limited in its nature of producing syllabus content. But the increasing tendency is to apply needs orientation in curriculum or syllabus designing. This would be a logical, literature supported task to integrate needs analysis and English for Academic and Professional Purposes (EAPP) syllabus design in the sphere addressed by this study.

Conceptual Framework

       Needs analysis is the starting point in curriculum development for any course. From this analysis of target needs of the learners, the level and amount of competence they need and are required to have in order to act successfully and effectively can be elicited. Besides identifying target needs, the present situation with its constraints, potentials and moreover learners' own styles, strategies and preferences have to be taken into account. From the combination of TSA and PSA, lacks can be determined.

Lacks = Target Requirement – Present Level

       This process shapes learners' profile of needs. Considering these needs, goals or objectives of such a syllabus can be selected which should be addressed in the content, materials and methods. This process would gauge the required tasks to be carried out in the classroom. To select contents and grade those contents, principles should be based on the choice of the learners and the necessities of the learners and the parties involved. PSA and the means analysis can reveal constraints, potentials, and learners' preference

for styles and strategies. Lastly, evaluation system can also be suggested from this analysis.
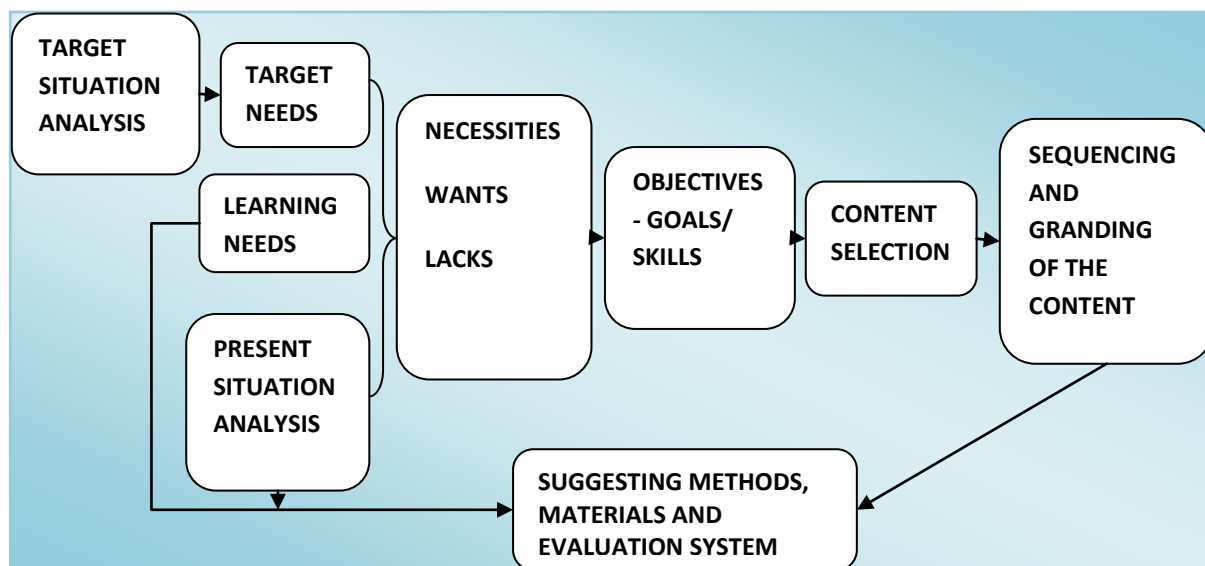
Figure 2. Needs-based Syllabus Design

Justification of the Study

Considering the present communication in all the sectors including different professions, knowledge arenas and international mutual understanding, Teaching English as an International Language is of momentous importance. Generally, university level is not just an academic level, it is the peak-hour for preparing the learners for perceived professional sectors also which is becoming more and more competitive day by day. At least they need "survival" English.

On the other hand, the English taught and learnt up to HSC level is wholly general English which needs a stage and time to transform it into specific target oriented English competence(s). From the very beginning of the university study the students of English departments have to perform academic tasks related to literature and linguistics which are new to them. Different aspects and types of skills get more and more challenging with the progress of academic stage. At the same time, even before completing the academic life, they have to start preparation for jobs which necessitate some different types of skills to be competent in. Hence, they need to develop some generic skills which can be translated into situation specific skills later on.

Thus, for practical reasons, both for EAP and EOP, this study can unveil those needs and prepare a syllabus designed on those needs. It unquestionably carries

implication for both policy and implementation levels. As no such study has tried to gauge the syllabus content and skills reflecting needs, to fill up this knowledge gap this study is quite justified.

Definition of Terms

Cronbach's alpha is a measure of reliability. In this study, the computation of Cronbach's alpha, using SPSS 17 for Windows 07, gives a single summary statistic to indicate how reliable the research questionnaires is to determine the result of the relevant respondents.

English as a Foreign Language (EFL) is the use of English in countries where English is taught as a subject among foreign languages in schools and is not normally used as a language of instruction in education. Nor is it customarily used as a language of communication in their social functions.

English as a Second Language (ESL) is the use of English in countries where English is used in schools or at work by speakers of other languages who are immigrants or other minority groups in English-speaking countries. It is also used as a medium of instruction in education.

English for General Purposes (EGP) or **General English (GE)** is the pattern of English where the content and aim of the course are in terms of the teaching of general language proficiency in English.

English for Specific or Special Purposes (ESP) is the role of English which is normally aimed at either occupational or educational roles, or both, on the basis of the content and purposes or aims of the course that are fixed by the specific needs of a particular group of students, for example, English for Science and Technology (EST), English for Occupational Purposes (EOP), and English for Academic Purposes (EAP).

English language proficiency is the degree of ability with which a person can use English in listening, speaking, reading and writing.

Lacks are the needs of a particular student as to which the necessities the student lacks for using the language in a target situation.

Necessities are the types of need as to what the student has to know in order to function effectively in the target situation.

Needs analysis or **needs assessment** is the process of determining the needs for which a student or group of students requires English and arranging needs according to priorities.

Target situation refers to what the student needs to do or to engage in their target English situation in terms of necessities, lacks, and wants for target needs.

Wants are the desires as to what the student needs are based on the data relating to him/herself and his/her environment. These desires may conflict with the perceptions of course designers, teachers and others concerned with the English program.

Limitations

As the title suggests, the study requires a nationwide needs analysis and a number of universities are to be considered. Due to time and resource constraints eight universities have been taken as sample. Of course, they represent overall situation, though for some specific contexts results might vary. On the other hand, the selection of methodology for needs analysis has been a great challenge because of the diversity, capacity and awareness of the stakeholders etc. But the greatest problem was with the excavation of the professional needs as it has covered a number of different professions with their specific needs. Also, most of them are not knowledgeable of their language needs. Thus, for a better result, the data have been filtered and modified greatly. Lastly, the student respondents have been found ill-informed. However, the supervision of the supervisor, the preparation of the researcher, help from the relevant experts, teachers, use of a judicious methodology these constraints have been overcome satisfactorily, undoubtedly admitting the limitations.

Conclusion

It is clear that University is the level after which EGP turns to ESP which focuses on specified language needs. For gleaning information about those target needs of the learners, there is no alternative to needs analysis which serves to gauge the syllabus. Such a tailor-made syllabus addresses not only the target needs, but also it, simultaneously, tries to escalate confidence and thereby motivation for a good insight development in the subjective knowledge much of which is still available primarily in English. This would entail proper translation of their academic knowledge into performance. For the effective instructional outcome, needs of the learners and the relevant stakeholders and the situation in which the learning takes place, a needs-based syllabus is of utmost importance.

CHAPTER TWO

CONCEPT OF NEEDS-AND-CONSTRAINTS-BASED SYLLABUS DESIGN

Introduction

"There is an urgent need for courses of all kinds to be relevant - and to be seen to be relevant - to the needs of specific groups of learners and of society at large" (Long 2005: 19). English as a Second Language (ESL) instructors must know about their students and their needs, otherwise developing a curriculum becomes challenging posing many problems in learning and teaching the second language (Kaur 2007). A course is meant to consider the situation and learners' specific needs though of changing and different natures to facilitate the most effective result. NA has been considered important for English for Specific Purpose (Hutchinson & Waters 1987) and English for Academic Purposes (Jordan 1997), and also for general language courses embracing learner-centered curricula (Nunan 1988), task-based curricula (Long 2005), as well as performance-evaluation (Norris, Brown, Hudson, & Yoshioka 1988). Each situation has got its unique characteristic features with its capacity of resource mobilization and human capacity. In short, Contextual variables have regulating influence on each and every aspect of curriculum or syllabus design, even on the implementation aspects like pedagogic methods. In Bangladesh, as the foreign language in use is predominantly English, the courses should be based on the current academic and future professional needs as perceived by the parties involved. The significance of needs analysis has been emphasized with concrete evidence showing importance of the same for curriculum development. Hence various needs analysis approaches have evolved along with appropriate framework for excavating learner-learning and teaching-context needs.

Thus as the basis of the study objectives to be successfully achieved, different approaches to needs analysis along with the important principles of selecting a syllabus type should be discussed side by side with different theories of learning and second

language acquisition (SLA) to reach a logical conclusion regarding the type and nature of a needs-based syllabus. And, this chapter throws light on it.

Concept of Needs

Needs analysis owes its origin to ESP, but with the practical orientations of it for EAP, it is now widely used in designing courses for EAP. Different writers and practitioners have used the term in various ways in order to refer to different perceptions of "needs" and approaches to "analysis". These perceptions and approaches prepare a whole package which reflects conscious and unconscious beliefs of teachers and practitioners about language, teaching-learning and needs to be echoed in the course planning and assessment system. In practice, needs analysis in ESP is primarily a process of collecting information in different forms and formats about a set of learners which help select decisions about specifying objectives for creating course contents and materials. Richterich (1983) explores various avenues of collecting the relevant information which then are to be analyzed to transfer the most pressing needs into curriculum goals. That is, it involves seeking answers to some questions like who is the decision maker, who compiles the information, what information to collect, how, where and when, who makes use of them, how to do what etc. Regarding the overall practicum, the needs may be divided into:

a. **Goal-related Needs:** In this sphere students' needs are viewed in terms of skills, language elements and competence needed to perform successfully in the target situation. In most cases it refers to the professional sectors. It portends that knowledge about specific register, vocabulary, typical contextual factors has to be considered in order to enable the learners to go to the target field being ready or at least latently competent which is to be transferred into performance later on.

b. **Process-oriented Needs**: This is a much broader (Abdullah, n.d.:4) concept referring to the needs of the learner as a language learner. This concept emphasizes

taking into account the strengths and weaknesses, motivation, learning strategies, desires, wants, and expectations of the learners along with constraints.

For all practical concerns, these process-product dimensions of or approaches to needs analysis have been codified into three analytical sections in the current ESP/EAP literature:

A.   **Target Situation Analysis**: It refers to the key genres or text types, linguistic elements, skills and competences which the learners need to perform to the required level in target situation.

B.   **Present Situation Analysis**: It involves chalking out the present competence level of the learners, potentials and constraints of the situation.

C.   **Learning Situation Analysis**: Things like learners' motivation, desires, expectations, learning preferences, styles and strategies are to be considered.

These three dimensions have been termed by Hutchinson and Waters (1987) as

   I.   Necessities

  II.   Lacks

 III.   Wants

It is natural that these three aspects have some overlapping requiring the needs analysts to be creative of identifying the needs. Both the "objective and subjective" aspects have to be covered to have a holistic view of needs. Again teachers' perceptions of teaching and learners' styles, and preferences are most likely to conflict. A negotiated "happy means" (Richterich 1983: 4 as in Abdullah, n.d) is to be sought through reconciliation and compromise. The upholding of motivating task, flexibility, sharing each-other's information can work for a fruitful outcome.

Looking Back to Needs Analysis

Though the 1960s are considered the starting time (Hutchinson and Waters 1987) of needs analysis, indeed ideas of needs analysis go back as early as 19th century. Inception of "Register Analysis" prompted NA to start its mature journey. The NA was

underlying the Direct Method as well as the report given by the Modern Language

Association in 1892 (Mackey 1965: 147 as cited in Al-Husseini 2004). Similarly, the

ARMY Method or Army Specialized Training Program (ASTP) in America made use of

NA to derive learners' needs.

The urge for innovation in language teaching brought about a qualitative change

in the 1960s and 70s. The single method enthusiasm was about to be over and a

conscious search took place to find out other influential factors for language learning. A

quick and discernible change in the USA education system to produce successful

learners to meet the demand of the growing social and economic agencies and the

Behavioural Objective Movement paved the way for identifying needs. The failure of the

contemporary methods also made the practitioners rethink about the context and

specialized environment of the learning situation.

Since 1960s NA has changed both in focus and views along with the changing

views of language and language teaching. Primarily the focus was on register. "The basic

idea behind Register Analysis…was that the choice of language used in certain

circumstance is pre-determined. This predetermination is governed either by the situation

the speakers are in or by the subject matter they are talking about (Nelson 2000: 41 as in

Al-Husseini 2004). It was because of the belief that different contexts like business or

medicine call for particular vocabulary and grammar (Hutchinson and Waters 1987).

This linguistic focus was clear in syntax and lexis analysis done by Ewer and Latorre

(1969) and Swales (1971 as in Al-Husseini 2004). Meanwhile, focus shifted onto

functions from register and it became known that language does not consist only of

grammar and vocabulary but also feelings and ideas being exchanged at the time of

speaking and writing. Use of language became more important than form. This discourse

analysis replaced register analysis and later on it gave way to Genre Analysis Approach

(Swales 1981). This approach was novel in the sense that it looked beyond the sole

discourse and considered culture and situation of communication.

Needs Analysis in Curriculum/Syllabus Design

Needs Analysis or Needs Assessment has a crucial role in the process of syllabus or course design. Iwai et al (1999) have used this term to refer to the activities of "gathering information that will serve as the basis for developing the curriculum that will meet the needs of a particular group of students" (6). Constituting "what and how" of a course is related to the process of needs excavation (Duddley- Evans and St. John 1998). Its undeniable role in syllabus design has been described by Johns (1991 as in Songhori 2008: 3) as the first step in course design providing validity and relevancy for all posterior course design activities. Thus the procedure to identify learners' needs is needs analysis. It owes to the development of English for Specific Purposes (ESP) for its evolution. Since the 1960s with the development of ESP, applied linguists have emphasized collecting specific language needs related information. Thereafter a huge amount of research has been done in this sector. Needs analysis has many purposes. Some of them may be to unveil the particular language skills the learner requires to perform effectively in the target situation, to assess the quality of a present course, to identify the factors influencing learning and the last but not the least is to detect the gap between the present competence level of the learners and the expected level.

Quoting Linse (1993), Richards (2001:52) has identified twelve purposes of needs analysis for English as a Second Language course. Some noteworthy of them are to compile a demographic profile of languages and language groups, to determine the communicative abilities in and formal knowledge of English, amount and qualities of daily use of it and even cultural, political and personal characteristics of students. This process is unique in ensuring the participation of learners in the course administration process. In a nutshell "needs analysis includes the study of perceived and present needs as well as potential and unrecognized needs" (Richards 2001:53). These needs are perceived from the stakeholders' viewpoint where stakeholders are all the people e.g. learners, teachers, parents, government, employees, employer, institutions and organizations who have an interest in the target situation.

With the publication of Munby's *Communicative Syllabus Design* (1978) the framework of needs analysis was set with situation and functions. His Communication Needs Processor (CNP) was the first precise attempt to frame needs analysis. He (Munby 1978: 3) emphasized that communicative syllabus design should specify syllabus contents from "adequate profiles of communication needs". On that basis Chambers (1980 as in Songhori 2008: 3) introduced the term "Target Situation Analysis (TSA)". Since then several terms like Present Situation Analysis (PSA), Necessities, Wants, Lacks, Learning Needs, Means Analysis and so on have been added to the needs analysis arsenal. Lastly the definition of Brown (1995 as in Iwai et al. 1999: 9) can be very useful where he refers to needs analysis as

> …the systematic collection and analysis of all subjective and objective information necessary to define and validate defensible curriculum purposes that satisfy the language learning requirements of students within the context of particular institutions that influence the learning and teaching situation (36).

According to Nation (2000) Needs analysis (1) assesses how the learners will need to use the language after they finish the course, (2) measures the learners' present level of proficiency, and (3) asks the learners what they consider to be most important for them. An NA will produce a list of tasks or skills or competences or linguistic units that portend the most viable and handy course contents.
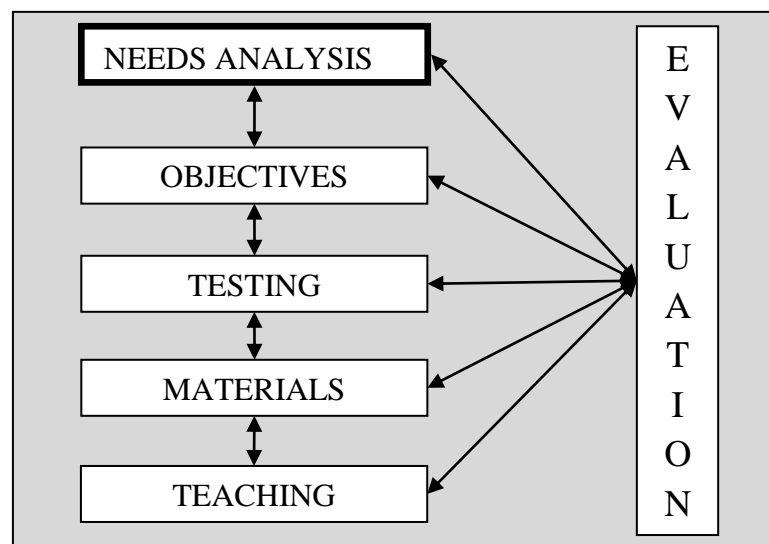
Figure 3. Language Curriculum (Adapted from Brown 1995)

Needs and Constraints

Needs and Constraints go hand in hand. Like needs, constraints can be of various types like individual, intellectual, social or environmental. In other words, it may be cognitive, socio-affective and external e.g. institutional. Like needs, constraints are also entwined in learning situations. Thus the approaches and components of needs analysis can give an elaborate picture of various dimensions of needs as well as constraints.

Approaches to Needs Analysis

The literature of Needs Analysis or its related fields has yielded several approaches of which sociolinguistic model of Munby (1978), a systemic approach of Richterich & Chancerel (1977), a learning-centred approach of Hutchinson & Waters (1987), learner-centred approaches of Berwick (1989) & Brindley, (1989) and a task-based approach of Long (2005a, 2005b) are most noteworthy.

Munby Model

 One of the earlier influential models was provided by Munby (1978) in which "target situations" can be specified targeting communicative competence in the form of "communicative competence specification." It has presented the elements or ways to delimit the target needs which include communicative events like "waiter serving customers in restaurant" or " student participating in a seminar discussion at university" which in turn comprises micro-activities; purposive domain e.g. educational, business etc.; medium that is spoken or written; mode e.g. dialogue, presentation; channel of communication (e.g. face to face, over telephone); setting of communication; persons to communicate with; dialect; attitudinal tone e.g. formal or informal; subject content and the level of competence required. All these are used to create a profile of needs to be developed into a syllabus.

The model has got a high value regarding attempts to provide enough details, which are not always practical and time consuming as well as complex (West 1994). It does not collect data from the learners; it collects data about the learners; that is, it neglects the humanistic dimension of learning. Contextual factors as well as

implementation constraints are not taken into account before syllabus specifications (Jordan 1997).

A Systemic Approach

A better approach in case of flexibility and emphasis on learners as source of needs analysis data was proposed by Richterich & Chancerel (1977). In this Systemic (Kaewpet 2009) approach learners with their present situations as well as the changing pattern of needs are given emphasis. The course implementation context is to be investigated for picking out real needs. For needs analysis "multiple perspectives" (Kaewpet 2009) are to be used. For identifying learners needs, at different stages of course execution, needs are to be examined not only from the learners' point of view but also the concerned executive body. Use of more than one methods for data collection has also been recommended by them.

Two issues in this approach have received some criticism. It lacks sufficient attention to the learners' real-world needs and it has over-reliance on the learners' own perceptions about the needs. According to Jordan (1997) this approach can complement Munby's "Target Situation" model in finding out the real-world needs. The latter issue of over-reliance on learner's own perceptions is questioned on the basis that the students may not have clear ideas regarding their needs (Long 2005a as in Kaewpet 2009:211). Training the learners how to learn can be useful for fortifying the approach.

Learning –centered Approach

Hutchinson & Waters have proposed a learning-centred approach. They have added "learning needs" to the needs analysis. Besides knowing "language use", it is important to know about "language learning" (Hutchinson & Waters 1987: 63). Apart from knowing the needs of the language use, they have emphasized that needs analysis should consider "the nature of language and teaching/learning process (Hutchinson & Waters 1987:54). They have divided the needs into target needs and learning needs. Target needs then are divided into three categories. Firstly "necessities" have been defined as the need which the target situation demands that is what the learner has to know to perform successfully in that situation. It includes linguistic, discoursal,

functional, structural and lexical features of the language. But this knowledge should be matched against what the learners already know. Thus it is important to know the present proficiency level of the learners. The gap between the present and the required levels is called "lacks". Besides these objective needs, they have considered "subjective" needs of the learners. They have stressed that learners' view of necessities and lacks should be matched with those of the other parties involved. Learners' view about their needs and lacks has been called "wants" that is "what the learners think they need" (Nation 2000:2).

On the other hand, learning needs have been considered the process of reaching the destination i.e. necessities. According to them, it is naïve to base a course only on the target objectives. The needs, potentials and constraints of the learning situation should be taken into account. The knowledge, skills and strategies of the learners are also important for motivating them to achieve the target level. It includes various factors like the background of the learners, their attitude towards target language and culture, their preferences about methodology, their strategies, styles, logistics and teachers available, competence of the teachers, time and environment of the teaching/learning situation, their expectation and the emphasis attached to the course.

Like the systemic model, it suggests making use of more than one method of data collection. As needs analysis is a complex process, it necessitates triangulation of information. It views needs analysis as a continuous process and needs should be constantly checked. This approach to needs analysis is well supported. West (1994) and Nation (2000) have corroborated the learning needs dimension. Eggly (2002 as in Kaewpet 2009) discusses differences in expectations between students who are forced to study and those who voluntarily enroll.

Learner-centered Approaches

Some approaches in which learners are given preference have been proposed by Berwick (1989) and Brindley (1989). They have devised three ways to look at the needs – perceived vs. felt needs, product vs. process oriented explanations, objective vs. subjective needs. Berwick (1989) has defined those needs as perceived needs which are viewed by the experts and felt needs are viewed by the learners. In Brindley's (1989)

product- interpretations, language needs are those which the learners need to achieve for performing in the target situation. On the other hand, process oriented version focuses on learners' ways of responding to the learning situation and the influencing learning variables like cognitive and affective factors. Finally, objective needs can be derived from various kinds of factual information about learners, their real-life language use situations, their current language proficiency and difficulties. Subjective needs refer to affective and cognitive factors such as personality, confidence, attitudes, learning wants, learning expectations, cognitive style and learning strategies (Kaewpet 2009).

Besides these distinctions, learners' feelings and attitudes should be taken into account. These approaches share grounds with the Munby, Systemic and Learning-centered approaches. Process oriented interpretation goes with the leaning needs dimension of the learning-centered approach. And product oriented interpretation echoes the target situation of the Munby model. In short these approaches value the individual perspectives and interpretations.

Task-based Approach

Long (2005a) upholds the tasks as unit of needs analysis. Other linguistic features like notions, functions, lexical items have been shown having shortcomings regarding revealing the real-world needs. The time and amount of teaching and learning may not coincide. In this approach, tasks are the unit of analysis. "Samples of the discourse typically involved in performance of target tasks" (Long 2005a: 3) are to be collected. Munby's Communicative Events are similar to this task-approach. In countries where English is learnt as a second or foreign language, performing certain tasks in target situations is of high importance. Thus here task as a unit of needs analysis and syllabus design is of higher value.

<div align="center">Components of Needs Analysis</div>

Target Situation Analysis

Munby (1978) was first to propose a precise framework for identifying Needs in the form of Communication Needs Processor (CNP). His CNP provided "the machinery of identifying needs of any group of learners" (Hutchinson & Waters 1987: 54) in which

target needs and performance are established after investigating the target situation. In this model he suggested arriving at an appropriate specification of communicative competence taking account of the affective variables which have a dynamic relation to each other. The elements of this model are profile of needs, CNP, the meaning processor, the language skills selector, the linguistic encoder and the communicative competence specification.

This specification has the parameters of -

Participants. There should be data about the participants' identity like age, sex, nationality and residence. Also it is important to know who the persons they are communicating with, their command of target language and mother tongue.

Purposive domain. This shall establish the type of English for Specific Purposes to specify the purpose like educational or occupational for which the target language is required. Then questions should be asked regarding the amount, type and genre of specific language use of the specific discipline.

Setting. This parameter is concerned with "both physical and psychological setting" (Munby 1978: 35). Spatial and temporal aspects of the physical setting including place of work and study setting on the one hand and disturbing factors and other psychological components on the other hand should be considered.

Interaction. Here the role of the participants should be identified. It depends on "role-relationship" and "social relationship" among the participants.

Instrumentality. Three aspects are important here. Firstly the medium of communication that is whether the communication is oral or written and the command is receptive or productive or both. The second thing is the mode of communication like monologue or books which are written to be read or news bulletin to be spoken. The third factor is the channel referring to how the communication is made, whether face to face or over telephone.

Dialect. At this stage, one should be concerned with the dialect. It may be language varieties like British or American and even social class or regional dialects.

Target level. Which level of competence is required to successfully communicate in target situation should be unveiled through the collected data. This will work as a determinant to specify objectives. Six dimensions have been suggested:

a) Size i.e. length and quantity of the utterance or text

b) Complexity

c) Range of forms

d) Level of specificity and detail

e) Speed

f) Flexibility, that is, the ability to handle unexpected communication

Communicative event. It depicts what the participant has to do. The interaction of the previous inputs will identify the event systematically at micro level. The events like "waiter serving customers in a restaurant" or "students taking notes in a classroom" consist of activities which should be predetermined. This will act as a central generator of the lexical items that the participant has to be able to understand or produce (Munby 1978).

Communicative key. Besides what to do the participant has to know how to do the communication. The foregoing inputs suggest the likely attitude or keys that should concord with the event which will affect "the choice of linguistic realizations". That is the tone and manner of spirit in which the communication should be carried out.

The aim of this model is to find out the possible linguistic form a prospective ESP learner is likely to use in various situations in his/her target working environment. This innovative framework can provide a data bank for syllabus design particularly for identifying target needs.

Hutchinson and Waters (1987) have given a framework of TSA and contend that it is "in essence a matter of asking questions about the target situation and the attitudes towards that situation of the various participant in the learning process" (59). This framework includes eliciting answers about the necessity, manner, and channel of language use, the environment, frequency and place of using the language. Besides

asking learners, they also suggested asking the lecturers about those needs. In their learning-centered approach not only the competence needed in the target situation is considered but also it illuminates "how someone acquires that competence" (Hutchinson and Waters 1987: 73).

Here they are concerned with both the learning situation and the language use situation. Besides influencing syllabus design it also has profound impact on methodology and evaluation and materials to be used. And the needs are not constant rather they should respond to the changes and developments. This approach is quite sound and meaningful.

TSA plays the most vital role for the course or syllabus designer to identify the goals or objectives of the course. Besides selecting goals, it also explains why these goals are important for all the stakeholders.

Present Situation Analysis

Present Situation Analysis (PSA) excavates the answers to the queries of the current level of competence and weaknesses and strengths of the learners, their background experiences and expectation as well as personal goals of attending the course. Jordan (1997: 25) considers it a complement to TSA. He also states that here the informants include learners, teaching establishments and the institutions because as Nunan (1989:176) has said "the effectiveness of a language program will be dictated as much by the attitudes and expectations of the learners as by the specifications of the official curriculum". Normally it is designed to reveal "the state of language development at the beginning of the language course" (Jordan 1997: 24). The methods of data collection are like TSA with a proficiency or placement test.

PSA was first proposed by Richterich and Chancerel (1980 as in Songhori 2008: 10). If TSA is the destination, PSA is the starting point and both of them together constitute needs analysis.

Register Analysis

There was a logical interest in the nature of registers of English particularly with the evolution of ESP. At the same time, pedagogic register analysis or analyzing registers for pedagogic purposes was to make "ESP courses more relevant to learners' needs" (Hutchinson and Waters 1987: 10). Any situation or particular communication has special linguistic features. It was thought that Language use-situation may "predetermine" the choice of language governed by the situation or the subject matter (Nelson 2000:41). Thus identifying the words or grammar used in that situation can make the course more relevant and motivating. This has some impact on material design. It may happen that a general English course overlooks some linguistic features which might be very much important later in specific situations. But with the increasing emphasis on the suprasentential level to have cohesion among texts, importance of register analysis waned by the last decade of the twentieth century which led to Discourse Analysis approach.

Discourse Analysis

A certain situation is somewhat meaning-sensitive, that is, the meaning of a sentence differs according to situation and the parties involved in that situation. Lexical or sentence level practice of English limits the competence of the learners to a particular performance level. It necessitates them to know the use of "communicative acts" of a sentence "in performance" (Allen & Widdowson 1974 as cited in Al-Husseini 2004). Discourse analysis targets to analyze a unit consisting of a number of sentences in relation to each other which make up a complete contextual meaning-unit instead of analyzing discrete sentences. As a result communicative function is more focused than grammar of lexical units.

In ESP, the aforesaid communication differs in different contexts. On the other hand, in EAP a basic idea of some such discourses is of paramount interest. If the course is meant for professional purposes, discourses of some selected professional domains can prepare the learners in English for Academic and Professional Purposes (EAPP) course.

However, here also linguistic units are emphasized. The learning needs, preferences, constraints are not considered here.

Strategy Analysis

At this stage focus shifted from teacher to the learners to be the focal point of teaching techniques and methods. The idea was of establishing learners' preference (West 1994 as cited in Al-Husseini 2004) of learning styles, strategies and teaching styles. Brown (2000) defines strategies as "specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information". Thus it is logical that every learner has a preference regarding learning strategies. All of them do not follow the same ways while incurring "intake" of the knowledge presented before them.

These strategies differ from "communicative" strategies which are used to fill up the gap in communication or to mend a broken communication. Jacobson (1996:132 as cited in Al-Husseini 2004) identifies four such strategies used by physics students which are-"(a) evaluating and selecting information formation needed for a specific purpose, (b) synthesizing information from more than one sources, (c) applying information to new or different situations, and (d) establishing a relationship with others in the lab." Thus the communicative strategies are used in practical communication areas to use the capacity to the best among the individuals involved. On the other hand, learning strategies are used to process the language input. There are three (Brown 2000) types of such strategies:

(a) Metacognitive strategies which involve overall planning of the learning.

(b) Cognitive strategies are more focused on particular learning chunks

(c) Socioaffective strategies involve getting help of others for learning.

Situation Analysis

Situation Analysis (SA) is the analysis of those factors active within the learning contexts. It is done to assess their potential influence on the future syllabus or curriculum. This evaluation is also considered "a dimension of needs analysis" (Richards

2001: 91). Within the ambit of SA, we have Means Analysis, Societal Factors, Institutional Factors, Learners Factors and Teachers Factors. Of them Means analysis considers most of the factors at different stages.

Means and Constraints Analysis

Dudley-Evans and St. John (1998: 125) have said that means analysis informs us about the environment in which the course will be run. It enables the practitioners to design the course considering cultural factors. Providing information about available logistics and possible constraints it shapes our perspective according to realities. Swales (1989 as Songhori 2008: 15) has enlisted five such considerations i.e. (a) classroom culture, (b) teaching staff, (c) pilot TSA, (d) status of service operations and (e) study of change agents.

Means analysis is considered to study the native situation with its potentials and constraints for the course to be implemented (Jordan 1997). This approach was mainly a response to the shortcomings in terms of contextual factors of Munby's CNP approach. As Holliday (1994:199) points out constraints do not get attention in this model but only in the post syllabus-design period and on the contrary means analysis "uses and controls" the situational factors "according to the needs of the situation."

There are various factors within the teaching-learning context which have a profound impact on the outcome as well as process of teaching and learning (Holliday and Cooke 1982; Swales 1984; McDonough 1984; Hutchinson and Waters 1987; Long 2005). These factors may be cultural, sociopolitical, logistical, pedagogical, institutional, methodological and so on which should be considered before designing the syllabus or curriculum in broader sense. Not only that, means analysis should enable the designer to consider these factors at different stages (i.e. before, during and after) of the designing process. It will help the whole process become more learners-friendly, more pragmatic, effective and adjustable.

Learning Needs

The preceding analysis discusses goals and objectives in terms of target needs but it is imperative to know how the learners will learn to attain those goals or competences.

Thus learning needs deal with strategies of the learners' handling how they will be employed to learn in present situation. Hutchinson and Waters (1987) have advocated a learning-centered approach where the learner's learning needs play a vital role. They have stated that it tells us what the learners will do in order to learn resulting in a process-oriented view towards learning. Dudley-Evans and St. John (1998) have upheld different ways of different learners and for that advised to consider the process of learning and motivation. Jordan (1997:26), quoting Bower (1980), has said "that a student will learn best what he wants to learn, less well what he only needs to learn, less well still what he either wants or needs to learn." He supported leaving a room in the learning program for the learners' "own wishes regarding goals and processes" (Ibid).

Learning needs correspond to Hutchinson and Waters' (1987) "wants" and they have proposed a framework for gleaning information about learning needs through some questions. These questions include-

a) Why are the learners taking the course? What do they think they will achieve? What is their attitude?

b) How do the learners learn? What are their background and concept of teaching and learning and preferred methodology?

c) What resources are available?

d) Who are the learners?

e) Where and when will the course take place?

Allwright (1982 as in Songhori 2008:14) rightly says that the investigation of learners' preferred learning styles and strategies gives a picture of their conception of learning.

Needs Analysis in this Study

Principles for Analyzing Learners' Needs

The approaches to and models of needs analysis give way to considering the necessary factors through some principles. While designing needs-analysis for this study the following principles were predominant:

Reckoning learning needs. Learning needs comprise factors of learning situation as well as cognitive and affective variables that should be considered with equal importance. Language descriptions (Hutchinson and Waters 1987) along with situation analysis determine the way language is learned. A thorough analysis of both of them is crucial for successful syllabus design. Unfortunately in Bangladeshi context no such study has been done so far. That's why the present study will consider this dimension.

Applying multiple perspectives. Various expectations, interpretations and individual value judgments of different stakeholders are important for English language learning (Berwick 1989; Brindley 1989). At the same time syllabus designers or needs analysts have also their own attitudes and beliefs. Considering these multiple perspectives of the learners, teachers and institutions should be taken into account. In this study context firstly the academic domain involves teachers, institutions and certainly the learners. Secondly the future or perceived professions involve various sections like the employers and the clients. All of them can contribute significantly to unfolding learning needs.

Considering context. ESP or any type of teaching-learning is influenced by context (Holliday & Cooke 1982; Jordan 1997). The contextual factors in the higher education of Bangladesh are directly related to efficient and effective teaching. The students who come to study English literature and/or language at the university level have completed twelve years of English language study. They at this stage have to face difficulties because of the difference between the present forms of use and the knowledge previously earned. Very soon they find themselves in pitfalls regarding creative writing which involves employing high quality writing techniques like using cohesion, coherences and also reading texts of highly complex structures. Again, within days they find themselves in a situation where English is used for speaking, understanding, developing interpersonal relationship as well as academic communication which most of the learners were not used to.

Henceforth the parties involved in the context play very crucial roles. The teachers, fellows, materials available, outlook of other people and expectations of the parties are important cornerstones of the successful language learning. At the same time

they should be made aware of the environmental factors of different professional contexts. That is why this study will try to get into the factors of both the contexts.

Using multiple data collection methods. For triangulation of the collected data in order to have validity and particularly while dealing with complex situations of needs, it is suggested that more than one method should be used. There are various data gathering tools available like questionnaire, structured interview, language audits, content analysis, classroom as well as working place observation, students' sample work samples, focus group discussion, evaluation of existing materials, analysis of job advertisements, different types of tests e.g. proficiency or placement test and so on. Neither all of them nor only one of them should be used. It depends on the choice of the researchers and the volume of needs analysis contexts.

In the context under investigation a number of data collection methods have been used. Questionnaires have been used for students and teachers. Interviews with the job seekers, employers or senior professionals have been carried out. To identify the current proficiency of the learners, a proficiency test has been administered. Content analysis of the students' sample works and present syllabuses has been undertaken. A good number of job advertisements have been collected and analyzed.

Regarding needs analysis as an ongoing activity. Contextual factors are kaleidoscopic. Thus learners' needs change over time. Therefore, needs analysis should be open to continuous changes. It should cover pre-design, during design and post-design periods. Action research can also complement it.

In recent times "process" dimension of curriculum development has been added to previous "product" dimension. Thus it should be open to scrutiny and adjustment in real situation (Nunan 1988). It is normal that demands and expectations of the stakeholders of different professions meet changes to various amounts while working and serving at home and abroad. Thus the learning objectives also change or at least change their relative position in the priority list. Besides these, theories of learning and teaching, accessibility to logistics and human affective factors change over time. Therefore, curriculum or syllabus and needs analysis should be an ongoing activity to incorporate changes to adjust it with the new situations.

Emphasis on Communication needs. Teaching-learning should embody those aspects which have relevance with the real world communication needs. Thus needs analysis should unveil those needs which are used in the learners' practical life. It necessitates not only the knowledge of English but also the concern of the situation in which the language is used.

In the present study context, learners have twofold needs ---academic and future professional. In academic arena they have to focus on the four skills related with the understanding the texts, writing responses and speaking with teachers and listening to different lectures, seminars and so on. In most cases these call for deep-insights into literature topics and researches. Secondly, this stage leads them to different professions where they would be incumbent to performing different tasks in English from simple email writing to long presentations. Both types of needs have been substantiated by several studies. Also these studies have found a gap between their current and expected or target level of competences. This is because their previous syllabuses hover mostly around structural aspects. Thus at this stage the syllabus should provide scope of developing real world communicative competence development.

On the basis of the strengths and weaknesses of the aforesaid approaches, and former studies, this study tries to expand the focus of NA to a large scale and societal dimension. It uses a multidimensional framework to consider the different facets of needs by triangulating theories, methods and sources to have a valid and reliable picture of real world needs in terms of tasks and skills as proposed by Long (2005) and Cowling (2007).

Needs Analysis Model: A Task-based Approach

From the above discussion regarding models of NA and their implications we can summarize that there have been a number of methods of NA which have had profound influence on contemporary practices and beliefs. Again they have paved the way for inventing new ways or a well designed combination for delving into language needs of the participants. Wilkins (1976), Munby (1978), Hutchinson and Waters (1987) and finally Long (2005) have provided some of the most noteworthy methods for TSA. Works following Wilkins and Munby's models produced syllabus or materials mainly

concerned with "functional" (Gilabert 2005:182) aspects of language while the latter two have tried to combine objective and subjective needs of the target situations and most notably they have proposed a scheme of exploiting multiple sources (participants, employers, teachers, experts, human resource department etc.) and methods (Questionnaire, interviews, document analysis, advertisements, observation etc.) for collecting information of most possible valid and reliable nature through triangulation.

A *Systemic Approach* was proposed by Richterich & Chancerel (1977 as in Kaewpet 2009) which complements for Munby's missing concern for learners but still lack attention of the learners' real world needs and it is over-dependent on the learners' perceptions of needs. On the other hand, Berwick and Brindley (1989 as in Kaewpet 2009) proposed a *Learner-centred Approach* in which *Objective and Subjective* dimensions of needs are given importance but its *Product-Process* aspects echo Munby's *Communication Needs* and Hutchinson & Waters' *Target Needs*.

Thus considering the NA literature, teaching-learning theories and the contextual variables and stage of the teaching level of the present study, a task-based approach seems a lucrative option. The professional needs and the academic needs of the students need skills to be performed in the concerned sectors which can be viably chalked out in terms of tasks. Regarding the multi-faceted uses of task-based or task-supported approaches to syllabus or curriculum design this study will use a task-based approach with integration of functions to Needs Analysis.

A task has been defined in many ways by various linguists. Some common characteristics of a task are that it is a piece of work or activity, usually with a specified objective, undertaken as part of an educational course, or at work (Crookes 1986 as in Long & Croocks 1992). Long and Crookes (1992: 43) have characterized task as something to be done, not said. A task is what we or others do in our daily or professional life like writing an email or a chain email, presentation of a particular idea or report, negotiation and so on.

Long (2005) has given five motivations for using task-based NA which are as follows-

(1) The job descriptions produced by the experts or employers are formulated in terms of background knowledge, performance standards and tasks.

(2) NAs using linguistic units can give little information on how or to what ends, the structures are used in the target domain. As Widdowson (1972) has found 'usage' learnt through grammar based syllabus differs from how we use them in our practical life.

(3) Task based analysis reveals the dynamic quality of the target discourse. People in their communicative tasks use texts and only text analysis would miss the type of activities required to be performed in target domain.

(4) To find out needs in new sectors it is natural that the domain experts lack linguistic knowledge and the applied linguists lack content knowledge. Thus to have a useful solution a task based one is suitable for both of them to provide samples of language use for the domain expert and to get abundant and in-depth view into the linguistic and non-linguistic aspects of language use for the needs analysts.

(5) A task based needs analysis can lend inputs to any analytical, task or content based syllabus holding the promises to cater for not only teaching-learning developmental sequence of learner or learning centered but also learners' psycholinguistic or internal development.

The importance of task-based needs analysis is well manifested in the six steps to develop a TBLT program suggested by Long and Norris (2000 as in Huh 2006):

1. Conduct task-based needs analysis to identify target tasks.

2. Classify target tasks into target task types.

3. Derive pedagogic tasks.

4. Sequence pedagogic tasks.

5. Implement syllabus with appropriate methodology and pedagogy.

6. Assess student achievement using task-based, criterion-referenced performance tests.

Because of the relative utility of tasks-based teaching and learning, research depending on task-based needs analysis is on the increase. Along with the possibility of making learning and teaching more effective and principled (Shehadeh & Coombe 2010), a task based needs analysis synchronizes with the present pedagogic situation both from theoretical and pragmatic points of view.

Selection and Preparation of TSA Model

In this study TSA model has been prepared following Hutchinson & Waters' (1987) and Long's (2005) frameworks of NA. The approach has combined Task-based and Skill-based approaches to reveal the target tasks and skills. It has been decided as it has the capacity to employ the best possible way to find out real world tasks and designing pedagogic tasks thereby. Robinson (2001 as in HUH 2006) noted:

> …adopting tasks as the unit of analysis helps to ensure a high degree of real-world relevance, since they are based on a needs analysis of target performance objectives, thereby most likely increasing student interest and motivation in classroom pedagogic activities, and the possibility of direct transfer of the abilities developed in classrooms to similar situational contexts (292).

The aim of a task is to encourage learners to use and practice different types of tasks like exchanging greetings, agreeing, presentations etc. As the students at a university have got background in grammar, they do not need conscious learning of grammar rather using the already gained grammatical knowledge in useful tasks. Krashen and Terrell (1983: 55 as in Nunan 2004:21) have observed that "language is best taught when it is used to transmit messages, not when it is explicitly taught for conscious learning."

Tasks have been selected to glean the activities the professionals have to undertake. Using task as unit of analysis has the potential to make the tasks open for later modifications by the teachers or the authority or the syllabus designers with the options of using grammar or other linguistic units as pedagogical tasks, because tasks portend the linguistic aspects involved within it.

A task has a communicative purpose (Willis 1996; Shehadeh & Coombe 2010). Communication involves exchange of meaning; of course, form is there with special functions. A complete target communicative task-practice can have integration of form-meaning-function. Thus authentic or semi-authentic tasks adopted as and modified in pedagogic tasks can prepare learners with insights into the real world communication through similar tasks performed later in actual situation.

(a)   Hutchinson and Waters'(1987) Framework for TSA

Among the linguists who proposed NA strategies or framework, Hutchinson and Waters are of pioneering status. They have critically analyzed different approaches to teaching and syllabus design and contended with a "learning" centered approach.

Why is Language needed?

-for study;

-for work;

-for training;

-for a combination of these;

-for some other purposes e.g. status, examination, promotion;

How will the language be used?

-medium: speaking, writing, reading etc.;

-channel: e.g. telephone, face to face;

-types of text or discourse: e.g. academic text, lectures, informal conversations, technical manuals, catalogues;

What will the content areas be?

-Subjects: e.g. medicine, biology, architecture, shipping, commerce, engineering;

-level: e.g. technician, craftsman, postgraduate, secondary school.

Who will the learners use the language with?

-native speakers or non-native;

-level of knowledge of receiver: e.g. expert, layman, student;

-relationship: e.g. colleague, teacher, customer, superior, subordinate.

Where will the language be used?

-physical setting: e.g. office, lecture theatre, hotel, workshop, library;

-human context: e.g. alone, meetings, demonstrations, on telephone;

-linguistic context: e.g. in own country, abroad.

When will the language be used?

-Concurrently with the ESP course or subsequently;

-frequently, seldom, in small amounts, in large chunks.

(b) Long's Framework for TSA

Long (1992) has specified some steps of a task-based syllabus. The first is to identify real world "tasks types" and then to prepare "pedagogic tasks" from them. According to him task as a unit of analysis can have the capacity to emulate other linguistic units e.g. words, sentences etc. in terms of teaching language as a whole (Long 2005).

He talks about 'synthetic' and 'analytic' syllabuses and prefers the latter which produces 'process', 'procedural' and 'task-based' syllabi. Instead of "linguistic units", "non-linguistic" units of analysis in analytical syllabi can provide the learners with "holistic samples of L2 use and help to induce the rules of grammar". He contends that second or foreign language courses need to conduct NAs using such units of analysis which are "compatible with the ensuing syllabus specifications, methodology, materials and assessment". Regarding the target tasks of the students under consideration of this study a task-based syllabus with focus on skills is to be suitable and to get "coherence in the syllabus" a task-based NA has been designed and conducted.

Regarding data collection methods and sources, a "triangulation" is suggested to have validity and reliability. The sources include learners, domain experts, applied linguists and teachers while methods embody structured and unstructured interviews, language audits, participant-non-participant observation, classroom observation, content-discourse-register analysis, task-based and criterion referenced performance test etc.

Based on the existing literature and particularly the frameworks stated above the following TSA framework has been prepared.
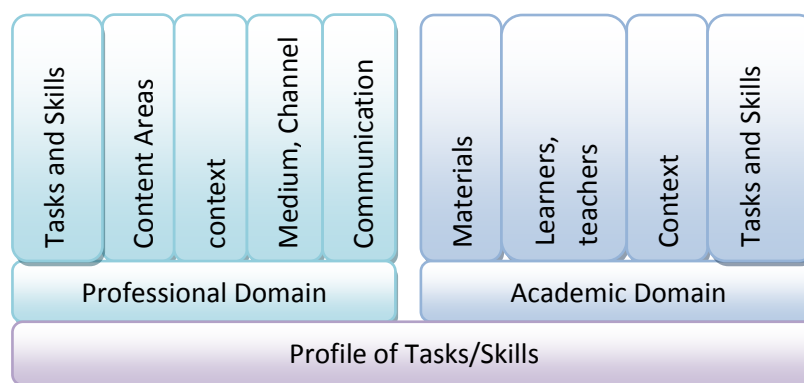
Figure 4. Target Situation Analysis framework for Needs Analysis

Selection and Preparation of PSA Model

For identifying gap or "deficiency" (West 1994) a present situation analysis is undertaken. It involves discovering the present state of proficiency of the learners, that is "what students are like at the beginning of their language course" (Robinson 1991). Also relative strengths and weaknesses of the learners and the related learning situation is analyzed. The gap or "lacks" (Hutchinson & Waters 1987) identified can be compared with the target proficiency level obtained through TSA. Different ways are there to identify present competency. Proficiency test, questionnaire, language audits are some of them which have been used in this study. Through these tools the following things have been tried to unfold:

1. What is the present proficiency level of the learners?

2. How have the present course objectives been specified?

3. How much importance is attached to these courses by the authority and the learners?

4. What is the motivation level of the students?

5. Teaching and learning environments in and outside the classroom.

6. Activities and materials related issues.

7. Strengths and weaknesses of the students and the institutions.

Learning Needs Model

The PSA investigates psycho-pedagogical, methodological and logistical factors which generally affect decisions about the design of a course and which may subsequently negatively or positively influence the success of a teaching-learning program. There have been two sub-categories of PSA namely *strategy analysis* and *means analysis* which have already been elaborated in the earlier section of this chapter. However, Hutchinson and Waters (1987) provide a useful checklist of questions for analyzing *learning* needs:

 A Framework for Analyzing Learning Needs (Hutchinson and Waters 1987: 62-63)

Why are the learners taking this course?

- compulsory or optional;

- apparent need or not;

- Are status, money, and promotion involved?

- What do learners think they will achieve?

- What is their attitude towards the ESP course?

- Do they want to improve their English or do they resent the time they have to spend on it?

How do the learners learn?

- What is their learning background?

- What is their concept of teaching and learning?

- What methodology will appeal to them?

- What sorts of techniques are likely to bore/alienate them?

What resources are available?

- number and professional competence of teachers;

- attitudes of teachers to ESP;

- teachers' knowledge of and attitude to the subject content;

- materials;

- aids;

- opportunities for out-of-class activities.

Who are the learners?

- age/sex/nationality;

- What do they know already about English?

- What subject knowledge do they have?

- What are their interests?

- What is their socio-cultural background?

- What teaching styles are they used to?

- What is their attitude to English or to the cultures of the English-speaking world?

Where will the ESP course take place?

- Are the surroundings pleasant, dull, noisy, cold, etc.?

When will the ESP course take place?

- time of day;

- every day/once a week;

- full-time/part-time;

- concurrent with need or pre-need.

Theories of Learning

Learning is a complex activity. It is normally understood as a change in behavior, both or either internal and/or external, responding to internal or external stimuli, or motivation or imposed necessity and the whole process creates a type of development from one stage to another. Whatever the needs analysis suggests to be included in the syllabus, the implementation takes place in the classroom with the learners. Thus adopting a viable approach to making those contents be learnt properly by learners requires an effective methodology which should be based on proper analysis of learning theories. Though great and various attempts have been made to define learning in terms of diverse theories, a generally accepted definition of the concept of learning is yet to reach. A great many theories have been developed with innovation or overlapping attempting to un-veil newer possibilities or exploring new avenues. The pendulum

swings from the idea of learning as acquiring knowledge or skills to the idea which includes emotional, social and societal dimensions (Illeris 2009). A brief look at different learning theories is undertaken at this stage with their characteristics.

Behaviorism

This earliest theory considers learning an activity controlled by stimulus and/or response. Watson, Pavlov, Skinner and Thorndike were the proponents of this theory considering the learner a passive *tabula-rasa* responding to the environmental stimuli. Reinforcement negatively or positively shapes the behavioral change which gets consolidated by dint of reinforcement or punishment. That is, learning is conditioned by association of a particular behavior with a particular stimulus. There are two types of conditioning: Classical and Operant. Pavlov (1927) delineates Classical conditioning as the development of a relation between an unconditioned stimulus and a conditioned stimulus which later becomes an unconditioned stimulus. In his experiment of Classical conditioning, the bell, a neutral stimulus, works to transfer salivation of the dog from an unconditioned response to a conditioned response following repetition of their simultaneous happening. The dog learns to associate the bell with food. In the same way when a learner produces a particular behavior, it can be conditioned by another neutral stimulus. Later in 1921, John B. Watson applied it to human beings.

In Operant conditioning (Skinner) the behavior can be modified through the use of a positive or negative reinforcement. Here an individual makes an association between a particular behavior and a consequence as an external, observable cause of that behavior. Positive reinforcement i.e. praise, is a favorable outcome given after the production of a desired behavior. On the other hand, negative reinforcement is the removal of an unpleasant outcome. As a result the learnt behavior becomes stronger. Thus, in contrast to classical conditioning where a stimulus automatically produces an involuntary response, in operant conditioning a voluntary response is followed by a reinforcing stimulus.

Social Learning Theory

Then there was a shift from external behavior to internal state of mind. By the phase of a developed cognitivism, Bandura's (1969) Social Learning Theory intervened.

In this theory, besides a solely-individualistic behavioral aspect, observable behaviors of other persons play an equal important part in learning. For a necessary effective learning attention (increase or decrease of attention to the characteristics of a behavioral change), retention and reproduction of that change are important which are strengthened by a strong motivation. Thus according to behaviorism learning is done through observing, imitating, reproducing or practicing.

Cognitivism

Because of the lack of attention paid to human capacity which can handle complex behavior like learning, behaviorism was replaced by cognitive theories. In lieu of external behavior inner mental activities and the thinking processes of the mind are considered more instrumental in learning. Like a computer's information processing, mind can process, store and reuse learnt knowledge through active participation. And the mental activities are reflected in the behavior. This thought process capability substantiates human beings as logical beings. In the 1960s it incorporated the *innatist* (Chomsky 1965) view of language learning which proposed that human beings have a language acquisition device (LAD). Again this mind possesses an abstract framework called "schema".

The most noteworthy proponent was Jean Piaget who proposed a four-stage model of information process system of mind. The four stages are:

1. Sensorimotor Stage covers from the birth to two years when the infant builds an understanding of the world and itself. Assimilation of objects and accommodation of that assimilation with the existing schema are important aspects of learning at this stage.

2. Preoperational stage covers up to year four when the child needs concrete physical situations and cannot understand abstract things.

3. Concrete operational stage is marked by the child's beginning to think abstractly and conceptualizing, creating logical structures to explain a physical situation. It covers from the seventh to the eleventh year.

4. Formal operational stage ranges up to the fifteenth year when cognition reaches its final stage enabling rational judgments, deductive and hypothetical reasoning.

Humanism

In this theory learning has a lot to do with personal acts and wishes as well as potential. Learning also carries individual values (Huitt 2001). Study of self, motivation and goals of the individuals as a whole person in terms of a lifecycle perspective is an important aspect of learning. Humanism considers that the development of self-actualization and a human being as an autonomous self is of primary importance. Here the teacher is a facilitator of learning.

Keller (1987) has provided four keys of motivational design i.e. Attention, Relevance, Confidence and Satisfaction which with modification can control the type and amount of learning. Another important model is *Emotional Intelligence* of Gardner (1983) and Goleman (1995). Goleman's model consists of self-awareness, self-regulation, social skill, Empathy and motivation. Kolb's (1984) Experiential learning covers different types of experiences and these experiences are transformed into knowledge resulting in learning. The experience can be a concrete experience, reflective observation, abstract conceptualization and active experimentation. Learner's autonomy is central to another humanistic model called "Self Determination Theory" of Deci and Ryan where *intrinsic* and *extrinsic* motivation play a controlling role.

Constructivism

Basically, this theory believes that people construct their own understanding and knowledge through experiencing and reflecting on those experiences**.** Learning is an active process emphasizing problem solving and self understanding. Using authentic tasks which are presented holistically, the learners make their own explanation of things. Thus, learning is a kind of "building-block". There would be negotiation between the learners and the teacher-as-facilitator regarding the objectives and goals of learning. Social context and real world experience work as the foundation of new learning (Christie 2005). In constructivism interaction is very important.

The Constructivist theory emphasizes the importance of culture and context in understanding what is experienced in the wider community and in constructing knowledge on this understanding (Derry 1999; McMahon 1997 as cited in Pritchard & Woollard 2010). They have proposed three aspects of social constructivist thinking i.e. reality, knowledge and learning. Reality is constructed through shared social and interpersonal activity. Knowledge is also created by social and cultural means where meaning and understanding emerge through social and environmental interactions. Then the individual interpretation interacts with individual's pre-existing knowledge. The third aspect is learning which is considered a *social process* involving the other two aspects. There are various approaches to constructivism of which most of them lean towards the social dimension of constructive. One of them is Communities of Practice (CoP) (Lave & Wenger 1998). CoP is described as the groups of people who have a concern or a passion for their common deeds teaching each other how to do that in a better way by interacting regularly. Three components are considered important. Firstly "domain" is referred to be a particular field of interest where the members are committed. Secondly "community" refers to the existence of a group of people who interact and are engaged in shared activities by sharing information. Thirdly, "practice" is important in the sense of the people of CoP being active practitioners. According to CoP "Social Participation" is of primal focus in learning.

Another social constructivist approach is Bruner's (1967) Discovery Learning which emphasizes that the learners themselves will discover the facts. This discovery takes place through a problem solving situation where the learners on the basis of their past experiences and existing knowledge discover new knowledge. Here, guided discovery, problem-based learning, simulation to encourage active engagement for promoting motivation and responsibility can tailor learning experience.

Zone of Proximal Development (ZPD) propounded by Vygotsky is a crucial precept forming the center of the social constructivist learning theory. There is always a difference between the amount of leaning by individual's own capacity and using

support from a more knowledgeable person. This support is called *scaffolding* and the difference is called ZPD. According to this approach, appropriate and timely intervention within the ZPD is an essential strategy.

Piaget's works on developmental psychology shed light on the process of knowledge construction in human life. Piaget (as cited in Pritchard & Woollard 2010) describes three processes i.e. assimilation, accommodation and equilibration, in which learning takes place. And in this process *schemas* play a basic role. Schemas refer to the set of cognitive rules which are used to interpret each and every bit of surroundings. "Schemas are integrated networks of knowledge which are stored in the long-term memory and allow us to recall, understand and create expectations" (Pritchard & Woollard 2010). According to Piaget (1970, 1972), *assimilation* is collecting and classifying new information which is added to the existing schema. On the other hand, *accommodation* is the change of the schema to adapt to or adopt new and contradictory information. Finally, if this contradiction can be removed by means of positive outlook or awareness, there takes place *equilibration*.

Thus the constructivist movement equally emphasizes individual construction of understanding through social interactions. This idea of social contact, interaction and context has a profound impact on our learning.

Theories of Second Language Acquisition

Along with the learning theories, SLA theories also evolve with new or modified premises. It is important to consider theory for teaching a second or foreign language because theories can transform (Mclaughlin 1987:7) the known data into a workable procedure. For understanding (Ibid) the process of second language learning the theories help us to "predict" (Ibid) the ways which can enhance ability to meet up the latent agenda of teaching-learning venture. He has provided the example of Structural-behavioural theory to make explicit some ideas like the connection of learners' errors with their mother tongue. But with the ongoing research this one like the latter ones have been modified or improved or criticized in search of sorting out better understanding of SLA to ease, standardize and emulate the whole process. Thus for designing a syllabus, a brief look at the theories can be very utile.

Monitor Model

Among the early successful proponents of theories of Second Language Learning/Acquisition was Stephen Krashen. His Monitor Model was the "most ambitious theory of second-language learning process" (Mclaughlin 1987: 19). Mclaughlin (1987) also calls it an "overall theory" with implications for language teaching though he criticizes it on a number of grounds. This deductive theory (ibid) (i.e. the hypotheses are derived from some assumptions) consists of the following five hypotheses-

Acquisition-Learning Hypothesis. This Acquisition-Learning continuum forms the base of the theory where the former is "a subconscious process identical in all important ways to the process children utilize in acquiring their first language" (Krashen 1985 as cited in Mclaughlin 1987) and the latter is a conscious process of knowing about the language. For acquisition meaningful interaction in a natural setting is instrumental. Here 'meaning' instead of 'form' is a central point and the adverse is found in learning like the "error detection and correction" (Mclaughlin 1987) in classroom learning for language instruction. The "acquisition" goes with Chomsky's (1965) Language Acquisition Device (LAD) which refers to the innate ability of human beings to process a language whereby a child can distinguish the rules from the language use it is exposed to. Though today language learning of the adult mainly falls to "learning" category still there is some room for "acquisition" (Gregg 1984 as cited by McLaughlin 1987). Krashen's distinguishing between these two has been criticized as its inability to clearly define what is conscious or subconscious in spite of providing operational idea (McLaughlin 1987). Krashen (1982) has proposed three arguments regarding the transformation of learning into acquisition: (a) sometimes there is "acquisition" without "learning" particularly with more competent learners, (b) the first one never happens as some can know the rules but cannot use them (c) it is not possible to know all the rules and there is the scope for generation of further rules.

The Monitor Hypothesis. The second hypothesis is the "monitor" or "mental editor" (Krashen 1982). According to Krashen (1982:15) "learning comes into play only

to make changes in the form of our utterances, after they have been produced by the acquired system. Acquisition initiates the speaker's utterances and is responsible for fluency" (McLaughlin 1987: 24). Again communication helps learners learn a language which is "polished" up by the insight developed by formal instruction. The use of the monitor depends on three conditions: (a) time which refers to the idea that for the use of monitor one needs time which hampers fluency (b) focus means users' focus on form and for that they need to correct their speeches (c) rules which refer to knowledge of the rules of the monitor user.

Even though the monitor hypothesis has received a lot of criticism, it has showed SLA some direction. Krashen has distinguished individual differences in terms of amount of use of the monitor. According to him some are more hesitant and correct their utterances quite often (monitor over-users), 'monitor under-users' do not heavily depend on conscious rule, and the third group (optimal monitor users) uses monitor in real time and appropriate stage without interfering the communication (McLaughlin 1987). Other two hypotheses are within the purview of 'Monitor". The first among them is the critical period hypothesis which explains differences in language learning between adults and children. It proposes that there is a biological timetable, a period around puberty, after which language becomes increasingly difficult to acquire (Brown 1994). Besides first language acquisition it has implications found by many researchers in controlling lateralization of the left and right hemispheres of our brain by assigning certain functions. Even if one can succeed in learning a language after this period, acquiring a 'native like accent' seems impossible (ibid). However Brown has ascribed this difficulty to other emotional or motivational factors or simply called affective factors which form the second hypothesis.

The Natural Order Hypothesis. Krashen, (1985) as cited in McLaughlin (1987: 30) says that this third hypothesis states:

that we acquire the rules of language in a predictable order, some rules tending to come early and others late. The order does not appear to be determined solely by

formal simplicity and there is evidence that it is independent of the order in which rules are taught in language classes.

This hypothesis is based on the Morpheme rank ordered by Dulay and Burt (1974 as in (McLaughlin 1987). McLaughlin feels that it does hold water for the sequence of the whole process of language acquisition.

Input Hypothesis. To explain the 'Natural Order", Krashen has posited this input hypothesis which means that human beings acquire language in "only one way…receiving comprehensible input". He shows that if the current level of the learner is *i*, the next level would be *i+1* and the data presented with this level is called comprehensible input. That is, it should not be too much *(i+2)* beyond the learner's present level *(i)* or should not be at the same level *(i+0)* (Brown 1994). For Krashen (1985) as cited in McLaughlin (1987) there are two key issues relating input hypothesis to SLA:

(1) Speaking is a result of acquisition and not its cause. Speech cannot be taught directly but 'emerges' on its own as a result of building competence via comprehensible input.

(2) If input is understood, and there is enough of it, the necessary grammar is automatically provided. The language teacher need not attempt deliberately to teach the next structure along the natural order-it will be provided in just the right quantities and automatically reviewed if the student receives a sufficient amount of comprehensible input.

The first issue means that there would be no speech without new input. Along with its inability to account for the metalanguage within the learner to understand the input it is not certain how they will be automatically reviewed. Again, all the input might not be transferred into intake (Brown 1994). Furthermore, besides input individual differences may play a role. Krashen (as cited in McLaughlin 1987) has provided several evidences of input hypothesis. The first of them is Silent period meaning the time when a child remains silent at the beginning of its exposure to new language while it is

processing it before production. But this silence may be due to anxiety, personality differences and so on (McLaughlin 1987).

Krashen's second evidence is based on age differences. Older acquirers have some advantages because they, for their greater experience of the world, obtain more comprehensible input. This can be criticized on the ground that young learners have another advantage of having "less complex, repetitious" input (McLaughlin 1987). The third evidence in favour of input hypothesis is the effect of exposure. Krashen has said that people who live in a country longer (may be getting more comprehensible input) become more proficient. However, it is very difficult to identify exactly what is the present level of the learner and what constitutes the "comprehensible input"

The Affective Filter Hypothesis. Comprehensible input along with other affective factors plays a role in acquisition. The input may not work for those affective factors which constitute a "mental block" preventing acquisition for taking place or barring it (Krashen 1985 as in McLaughlin 1987). This affective filter controls the transmission of input to LAD. If the filter is down, the input reaches the LAD and becomes acquired competence but if the filter is up the input is blocked. Certain conditions are responsible for wheeling the filter. Lack of motivation and confidence, anxiety, peer pressure, cultural shock may send the filter up. On the other hand, the opposite conditions help the filter come down to access LAD and making input be transformed to competence. McLaughlin (1987) doubts the role of the affective filter because it does not provide enough information regarding fossilization of the learner's competence. There is discrepancy in this because according to Krashen, Affective Filter hypothesis considers children to be better learners while input hypothesis provides advantage to the adults.

To evaluate Monitor Model, it can be said that inspite of criticisms, flaws and drawbacks, it catches the hold of several important factors and ideas of SLA and provides a springboard for the researchers.

Interlanguage Theory

This theory of SLA posits that a second language learner uses his/her knowledge of first language to learn the target language (TL). The insight of meaning-exchange

comes from the first language experience. The term 'interlanguage' was coined by Selinker (1969, 1972 as cited in McLaughlin 1987) to mean the interim grammars constructed by the second language learners in their way to target language. This is a process which develops over time. Selinker states that at the beginning the learner has no knowledge of TL and has to progress gradually. This knowledge contributes to his/her interlanguage constantly changing the current level of ability. Around this time s/he makes experiments with errors or mistakes and generalization of the rules. In this process of acquisition individual differences may play a part in determining progress and rate of success.

Pidginization Theory

This theory tries to explain the unsuccessful effort to learn a second language. In the situations where newcomers have to communicate with the SL speakers particularly for trade purposes, no group learns the native language of the other group (Webb and Kembo-Sure 2000:101). To carry out everyday communication they try to communicate which does not result in developing capacity of the new language let alone communication. There emerges a communicative tool with mixed linguistic items. However, it has important implication for SLA because it tries to depict how adults go for new attempt to learn TL (Miihlhliusler 1986).

Universal Grammar

A generative grammarian Chomsky (1980) propounded Universal Grammar (UG) opposing the behaviorist principle of imitation. Instead of imitating the environment, which is also not very fruitful, an inborn LAD enables the children to acquire a language according to Chomsky. It supposes that all the languages are related which is called UG. The 'initial state of the language learner' comprising a 'set of properties, conditions' helps develop the knowledge of language (Chomsky 1980 as cited in McLaughlin 1987). McLaughlin, following White (1986), talks of four considerations to adopt UG related position: (a) sophisticated and detailed theory in contrast to interlanguage, (b) learners have to work out a complex grammar with the help of deficient data not only by the input data, (c) asking specific investigation of how

languages vary and similarity of language properties inherent in human mind which apply to all grammars, (d) going beyond the critical period hypothesis learners use certain structural properties to learn and construct grammar.

Environmentalist Theory

Environmentalists postulate that external factors of the environment can have an influence on SLA. Schumann's "Acculturation Model" asserts that social and psychological distance between the learner and the target language group regulates target language proficiency. This distance between two cultures or *social distance* in Schumann's (1976) term controls acquisition. He describes eight factors constituting the social distance i.e. social dominance, integration pattern, cohesiveness, enclosure, size, cultural congruence, attitude, and length of residence. These factors can influence negatively or positively. Apart from *social distance*, *Psychological distance* (Schumann 1978) affects SLA of an individual. Three factors contribute to psychological distance. They are:

1) **Culture shock**: Just after the first excitement of living within a new culture, individuals can discern cultural differences. It may be that the Second Language Learner (SLL) develops antipathy towards the TL culture. If SLLs cannot overcome this phase, they cannot develop proficiency in TL.

2) **Language shock**: Like culture shock, language shock also occurs if the TL is viewed too different from the mother tongue. Seville-Troike refers to this stage as "saturation point" (Escamilla & Grassi 2000). As they are compelled by the situation to use TL, they reach a saturation level after some time. In case of language shock they seem to be stagnant at a level and cannot develop proficiency. A longer stay and encouragement from teachers and others can help them overcome it.

3) **Motivation**: It is a very much important criterion to contour the proficiency of SLLs. There are two types of motivation i.e. instrumental and integrative. The former refers to the desire to learn SL for developing career, increasing

employability and so on, while the latter insists that the second language

learners become a part of TL culture. However, both of them have been found

to overpower each other in terms of impact on SLA (Lambert 1972 ; Spolsky

1969; Lukmani 1972 as cited in Escamilla & Grassi 2000)

.   Another extension of Schumann's framework is proposed by Andersen's internal

processing mechanisms where he distinguished between 'nativization' and

'denativization' processes (McLauglin 1987: 112). Assimilation and accommodation of

input with the learners' internal processing system play in these processes. Nativization

involves assimilation as the learner makes the input conform to an internalized views of

what constitute the SL system 'native' (ibid) to the individual. On the other hand the

learners may accommodate their own system to external system by adjusting the internal

system by denativizing their own system.

Cognitive Theory

The cognitive theory is the base of a cognitive framework provided by the work

of psychologists and psycholinguists. Their framework states that SLA is an acquisition

of "complex cognitive skills" (McLauglin 1987: 133). A number of skills are to be

internalized for performance. In this cognitive journey the internal ability regulates and

guides performance. Then there happens constant restructuring of new information

which turns to "automatization" of the process. This process links new information to old

information and mastery in the second language increases (McLaughlin 1987:1990a).

Through automatization of skills the learner achieves expertise (McLaughlin 1990b).

Syllabus and Curriculum

It is often very natural to confuse between the terms "curriculum" and "syllabus".

According to Nunan (1988) *curriculum* is wider than *syllabus*. In general curriculum

covers all the processes and implementation of a course undertaken by an institution—it

is "concerned with the planning, implementation, evaluation, management, and

administration of education programs" (Nunan 1988: 8). As a general term a syllabus is

a document which states what will or should be learnt within a stipulated time and

particular course. It "focuses more narrowly on the selection and grading of content" (Nunan 1988: 8). It states the destination where a successful learner will reach after finishing the course. Normally it is provided by the institution or ministry. Hutchinson and Waters (1987:80) have reported that a syllabus puts on record the basis on which success or failure will be evaluated. However, there have been innumerable approaches to syllabus and syllabus design. Besides specifying what is to be learnt, a syllabus also signals how those contents will be learnt and in what order. The organization of a syllabus signifies which theory of language, learning and language use it has adopted. The order of contents shows the underlying principles for sequencing and grading.

Yalden has defined syllabus as an instrument by which the teacher with the syllabus designer achieves "a degree of 'fit' between the needs and aims of the learner and the activities which will take place in the classroom" (1984: 14). On the other hand, Widdowson has called syllabus "a framework within which activities can be carried out: a teaching device to facilitate learning" (1984: 26). Again Allen has specified syllabus as a "subpart of curriculum which is concerned with a specification of what units will be taught" (1984: 61) and this selection would be dependent on the prior identification of objectives, proficiency level and duration of course. However, a more conclusive contour of the syllabus has been demarcated by van Ek (1975 as cited in Nunan1988: 7) where the necessary components of a language syllabus have been selected as follows:

1. The situations in which the foreign language will be used, including the topics which will be dealt with;

2. The language activities in which the learner will engage;

3. The language functions which the learner will fulfill;

4. What the learner will be able to do with respect to each topic;

5. The general notions which the learner will be able to handle;

6. The specific notions which the learner will be able to handle;

7. The language forms which the learner will be able to use;

8. The degree of skill with which the learner will be able to perform.

From the above definitions it can be concluded that a syllabus, within the ambit of syllabus design, is a statement which selects the goals and objectives of a course, after

observing the necessary situation and parties, select contents to enable the learner in order to reach those objectives and grade content and activities in terms of skills, strategies and tasks. It also suggests the kind of materials to be used for successful goal-materialization and the methods of teaching and evaluation keeping in mind the potentials, available logistics and the needs of the stakeholders.

Syllabus Design

According to Munby (1984 as in Kaur 1990), syllabus design is seen as "a matter of specifying the content that needs to be taught and then organizing it into a teaching syllabus of appropriate learning units." Taba (1962 as in Kaur 1990) gave the following steps of a syllabus design:

   i. needs analysis

  ii. formulation of objectives

 iii. selection of content

 iv. organization of content

  v. selection of learning activities

 vi. organization of learning activities

vii. decisions about what needs evaluating and how to evaluate.

With the evolution of theories of language and learning, syllabus design has also undergone huge changes. Many of the traditional ones still have influence on the teaching community; simultaneously newer approaches are always in vogue. However, most of them share qualities of very basic dimensions. Most noteworthy of them are Product-Process and Analytic-Synthetic dimensions. Again, White (1988) recognized them as A type and B type syllabuses. Product approaches produce those syllabuses which focus on the outcome of the course, while process approaches consider how the language is learned. In the former case, the focus is on the skills or knowledge gained at the end, and in the latter case, learning experience (Nunan 1988) is important.

Wilkins in 1976 first made a distinction between synthetic and analytic syllabuses. He distinguishes the synthetic ones saying that

A synthetic language teaching strategy is one in which the different parts of

language are taught separately and step by step so that acquisition is a process of

gradual accumulation of parts until the whole structure of language has been built

up (as cited in Nunan 1988).

Here the language is broken down into discrete units, and the classroom focus is

on teaching them one by one until the end is achieved. It is mostly product oriented, that

is, it concentrates on what will be learned at the end.

On the other hand, analytic syllabuses "are organized in terms of the purposes for

which people are learning" and emphasize necessary language-performances which are

crucial to "meet those purposes" (Wilkins 1976:13).

White (1988) classifies all existing syllabuses as A and B types. Type A

syllabuses are concerned with what should be learnt in the second language classroom.

Here the outcome of the course is important and that is why objectives and course

contents are pre-determined. Teacher is the main resource person and the center. This

interventionist approach does not consider who the learners are and how they learn. The

learning process and the identification of the learners are considered in the type B

syllabuses. Here objectives are selected through a needs analysis and during the course.

Teacher and the students work together how to evaluate the learning. This is much

learner oriented. White has categorized skills or content based syllabuses as type A and

method based ones as type B. White (1988:46) has provided the bases for language

syllabus design in the following way:
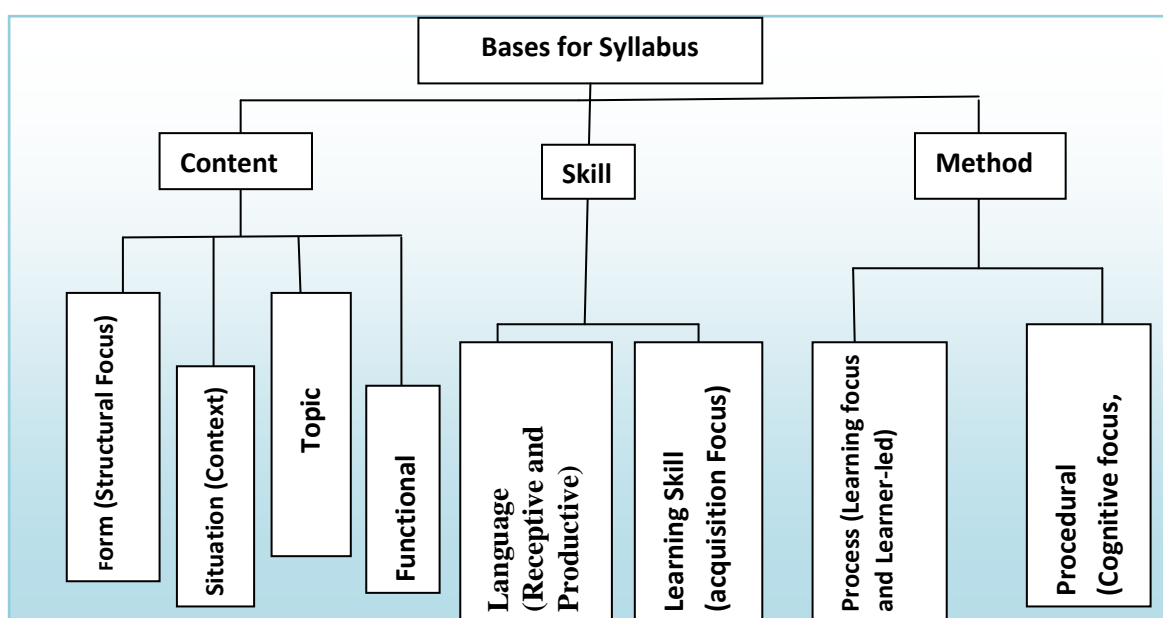
Figure 5. Bases for Language Syllabus Design

The following figure shows the categorization of various types of syllabuses.

Syllabuses/Types	Product	Process	Analytic	Synthetic
Structural/Formal	Yes			Yes
Situational	Yes			Yes
Lexical	Yes			Yes
Notional-Functional	Yes		Yes (Wilkins)	Yes (Long and Crooks)
Task-based		Yes	Yes	
Procedural		Yes	Yes	
Negotiated		Yes	Yes	
Proportional		Yes	Yes	Yes
Content based		Yes	Yes	

Figure 6. Classification of Syllabus Types

Structural Syllabus

Structural or Formal Syllabus is the oldest syllabus which has reigned long in the teaching-learning regime and it is still used in some form across the world. It considers forms of language to be the primary unit of teaching. Acquisition of Grammar or formal units of language are the teaching learning focus in this syllabus. It grades contents according to a conceived difficulty of the structures that is from the simplest to the most difficult item. It has many advantages. It believes that language learning is systematic and rule-governed. Accuracy is preferred.

Though it is value and culture free, its underlying theory has been questioned on a number of grounds. It mainly aims at teaching information about the language not the language itself. It also has problems with grading (Breen 1987b) as it prevents learners from practicing new items without mastering the previous ones. Again, there is no definite sequence of learning. This syllabus is meant for classroom teaching and lacks the identification and consideration of learner's needs (Stevick 1972). Moreover, it does not integrate the language forms with the outside language using situations. It mainly

focuses on production rather than developing implicit knowledge which creates many problems (Ellis 1993). She suggested that a structural syllabus should be complemented with a functional or task-based syllabus.

Situational Syllabus

Many linguists identified basic pitfalls within the philosophy of structural syllabus. Linguists like Palmer and Hornby considered it to be inefficient for its acceleration of learning from the classroom to the external world which is really difficult for the illocutionary and perlocutionary environment being totally different in the real world. Thus there developed a trend of looking at language to be related to the situations in which it occurs. Hence situational needs become a dominant factor in syllabus design.

The situations in which the language will be used should be predicted by the material designer or the teachers. Those situations will be included in the syllabus and be the base of language teaching-learning project in the classroom. Seeing the doctor, shopping in the market, meeting an unfamiliar person and so on. maybe some of the situations which have real world occurrence and might be useful to be practiced in the classroom. Therefore it views language learning from the real world communicative perspective which necessitates applying experimental theory of learning. As situations instead of grammatical items or topics are the basis of instruction, grading and sequencing are easier and more pragmatic in this syllabus type.

Generally the situations whether Limbo, Concrete or Mythical are presented in the form of dialogue or role play. Here listening is also treated with great importance. This syllabus has the advantage of exploiting students' practical knowledge which can be a foundation for using other syllabuses afterwards like notional-functional. Real world needs orientation can uphold motivation of the learners. However, excessive use of artificial situations can lead to difficulty of transferring academic knowledge to real situations. As situations are not culture-free, use of foreign situations may create conflict with the local cultural values. Finally it is very difficult to ensure the authenticity of materials or situational environs.

Notional-Functional Syllabuses

A notional-functional syllabus focuses on the functions carried out by the language and on the meaning expressed. Language in context carries concepts and ideas determined by the speakers and the purposes they intend to communicate. Forms of language used are less important, therefore communicative accuracy is more sought than formal accuracy. In the 1970s this type of syllabuses were originated through a different view of language which is known as "communicative revolution" (Hedge 2000:246).

The theory behind these syllabuses is concerned with the functional and social aspects of competence. Hyme's (1972) competence model particularly sociolinguistic, discourse and strategic ones are the effective determinants of language learning. In fact, the functional view of language goes beyond the sentential level and captures contextual discourse. Language in isolation is less successful than using the written or spoken texts of a particular situation. Usually a PPP methodology is followed comprising a list of functions like requesting, warning or giving permission and notions like possibility, volition using future tense while including some linguistic features needed. As communicative purpose is at the heart of teaching, it depends on a needs analysis to cater for the most important modes of communication.

Despite the motivational amelioration, these syllabuses work with the notions which are of abstract nature. For the same, grading and sequencing may not catch hold of the capacity of the learners (White 1988).

Proportional Syllabus

Yalden (1983 as in Rajaee et al 2012) offers a close interweaving of structural and non-structural (functional), systematic and non-systematic elements over time. Those elements work in turns- at the beginning structural items and with the advancement functional items are given more room. This is much flexible in the sense that it houses feedback and learners' choice. It holds out opportunities for the teachers or the designers to go for a framework seeming better to serve the purpose. A cyclical approach can help

the weak learners to have repeated exposure to difficult items. Yalden's fully developed

proportional syllabus is shown below:

Structural phase	Communicative phases		Specialized phase
Linguistic form	Formal component	Functional, discourse, Rhetorical components	Specialized content and surface features of the

Duration ⟶
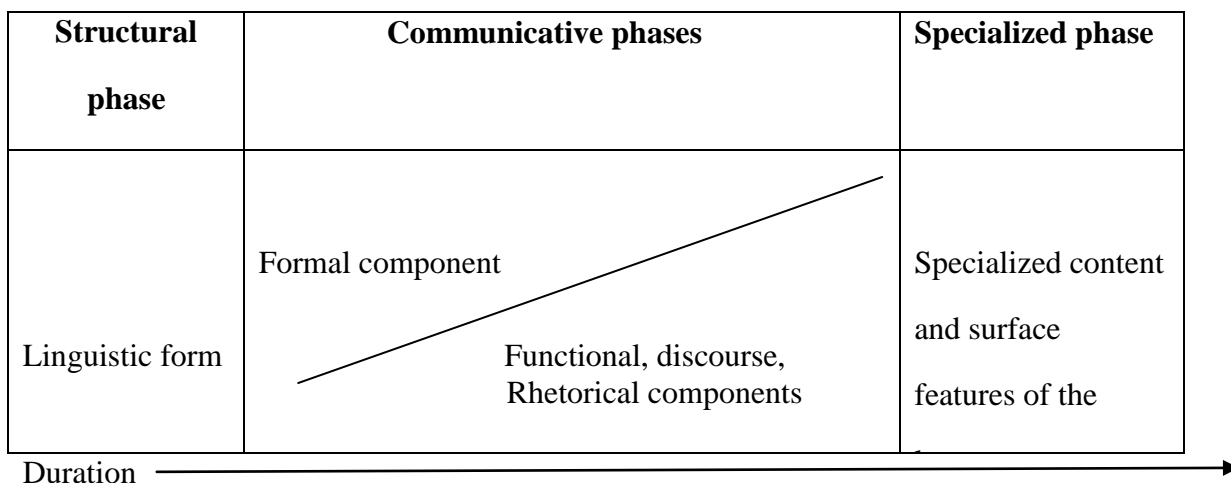
Figure 7. Fully developed proportional model (Yalden 1987: 96)

Negotiated Syllabus

It is a social and problem-solving model for syllabus design, in which the learner

plays the main role and where negotiation is the key concept (Rajaee et al 2012:70).

Breen, Candlin, Littlejhon and many other linguists have proposed and revolved the

ideas of such syllbuses which are mainly based on general educational principles rather

than SLA theory (Ibid). Along with other learning theories various humanistic

methodologies emerged which put emphasis on learners' role and importance, their

autonomy, strategies and needs. Indeed negotiated syllabuses negotiate between these

and the theories. Besides, these process (Breen, 1987b) oriented syllabi can be a

workable option in case of heterogeneous group of learners and the course being open

ended. Negotiation is possible in almost all aspects of teaching learning e.g. contents,

methodology, assessment etc. And that's why the syllabus can respond to reality

ensuring learners' involvement raising their motivation. However, sequencing tasks may

be faulty due to over dependence on learners' opinions.

Procedural syllabus

This is a syllabus of tasks which are graded conceptually and grouped by

similarity (Johnson 1982 as cited in Rajaee et al. 2012). It focuses on meaning, students'

interests and engages them in tasks. It focuses more on pedagogic tasks and rarely related

to the target tasks related to the learner's future needs (Long and Crookes 1992: 36).

Prabhu's Bangalore project opened further dimensions to it. It takes into account that

language form is acquired subconsciously as Krashen put and Prabhu (1987) supported.

And through pedagogic task completion while the focus is on meaning, the internal

system of acquisition of linguistic system can work and develop. According to him, a

task requires learners to arrive at a result from given information making use of their

thought through "filling in the gaps" kind of activities. These tasks relate to

communication as a whole and thereby facilitate a natural process of building linguistic

knowledge.

However, grading and sequencing is an arbitrary process left to the classroom

teacher which follows no rationale and therefore cannot respond to learners' needs.

Skill-based Syllabus

This syllabus selects important linguistic skills and teaches them to the learners.

These specific abilities are acquired through using the language. These abilities are

percolated through some general behavior which can group linguistic competences. The

skills like listening for getting main idea, oral presentations andso on go beyond the

individual linguistic level. In spite of using both structural and functional abilities, skill

remains independent of a particular situation (Krahnke 1987). Each of the skills requires

a number of micro-skills to put together. Usefulness is a criterion to select the skills.

Learning these micro-skills may help the learners to attain a skill as a whole while using

them in real situations.

Thus a specific performance may be ameliorated through skill-based syllabus but

the specialized instruction may bar the overall second language proficiency (Krahnke

1987). The listed skills may not be in accordance with the interest and ability of the

whole range of learners. Therefore sequencing and grading might not be in harmony with

them. However, in the situation of limited skills being the target and a certain amount of

background proficiency being ensured it can bring about fruitful result.

Content-based Syllabus

Krahnke (1987:65 as in Rajaee et al. 2012:74) defines it as the teaching of

content or information in the language being learned with little or no direct or explicit

effort to teach the language itself separately from the content being taught. Though it is regarded as an analytic (Nunan 1988) and task based (Ellis 2003), contents from other subjects are also considered besides linguistic units. Accordingly it supplies rational and coherent grading and selection content. Use of authentic tasks, engaging learners actively can keep up motivation. But, they might not achieve grammatical accuracy (Ellis 2003). This is again difficult for the teachers not ready to teach all the contents (Brown 2007).

Task-based Syllabus

It focuses on needs analysis and from the analysis it selects important tasks which have real life entailment. According to Krashen's (1982) acquisition theory using language while participating in situations and being exposed to language are instrumental for "learning to use" that language. As task based syllabus considers communicative needs of the learners (Nunan 2001), it directly responds to the real life needs.

Nunan (1993) defines a communicative task as 'a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form'(Willis & Wills 2001: 173). From the definitions and discussions of different linguists like Skehan (2003), Candlin (1987) and Long (2005), the characteristics of a task may be as follows:

- ❖ focus on meaning is of high importance
- ❖ similarity of pedagogic tasks with real world tasks
- ❖ negotiation of meaning is done for a particular purpose
- ❖ task completion is not only a requirement, it is a way of assessment too
- ❖ guided instruction to be worked out by individual learners
- ❖ scope of developing both communicative ability and learning itself.

In this regard the learners can use the language as a means of communication while undertaking the tasks. Tasks simultaneously focus on forms and functions. In ESP courses where there are needs specified, this kind of syllabus promises language use in a proper way. The tasks not only develop learner's insights into the real life situations it also facilitates transferring the acquired knowledge from classroom to practical situations. One of the reasons behind this is extensive use of "authentic" materials.

Current Trends in Syllabus Design

In spite of the fact that there are quite a rich volume of syllabus types, no individual type is ruling the EFL teaching alone. However the present situation is governed by the following trends:

The Old versus the New

Keeping pace with the changes in teaching learning theories, there have been attempts to innovate new types of syllabus or modify the former ones. It is not that the earlier types like structural or lexical have been altogether abandoned or the new types like content-based or task-based have been universally accepted. Rather there have been judicious selections of one or more than one of the types taking into consideration different aspects and variables of teaching-learning components. Reasons behind this include the awareness of the concerned people and extensive research.

Teaching versus Learning Perspective

There has been increasing emphasis on learning rather than on teaching in the sense that the act of teaching is highly influenced by the variables influencing learning. The learning enterprise is being viewed from the learner's perspective not from the teachers' perspective. How the learners learn, what are their styles and preferences are having impact on how and what to teach.

Learning Process versus Learning Product

Instead of materializing learning objectives as the only way of ensuring successful outcome, the present trend is to consider the process of learning to be equally or even more instrumental. The present syllabuses try to conceive the objectives of a teaching-learning enterprise from the viewpoints of learning variables. For example, in the task-based approach, though the ultimate target is the completion of the task, from the very beginning it considers how the task will be taught through different phases. Thus, the skills to be learnt share emphasis with the instructions (Nunan 1988) that substantiate the skills.

Linguistic versus Non-linguistic Aspects

Unlike earlier syllabuses, the newer ones consider non-linguistic aspects (Richards 2001) like learning strategies, interpersonal relationship, culture awareness and

motivation to be an important outcome along with the linguistic skills. The target is to make a holistic development. Those aspects that affect mastering linguistic knowledge are also emphasized.

Homing Multi-system

On the ground that no single syllabus can be one-size-fits-all or a hundred percent solution, the present trend is to go for a multi-system. Richards (2001) calls it an "integrated" syllabus where the designers weave tasks with skills or topics or structures or functions and so on on the basis of priority. Again, designing a multi-level syllabus i.e. using one type like structure at the first level leading to functions at the second phase is on the increase instead of adhering to one type of syllabus throughout the learning venture.

Conclusion

Analysis of different types and aspects of needs of the targeted learners entails knowledge of related literature or practices. This chapter has illuminated the history and importance of needs analysis with the present practices. On the basis of the NA literature and other relevant theories frameworks for different phases of NA have been prepared. Besides needs analysis, a syllabus design depends on the philosophy of learning and theories of language acquisition. For an effective well-designed syllabus, aspects of learning, cognitive and environmental factors are to be considered. Implications of these factors should be coordinated within the syllabus design process and be addressed at implementation level whose mechanism is to be integrated within the syllabus. At the same time, examining different types of syllabus is done to bring out the most suitable one regarding the level, subjects, available opportunities and constraints against the needs analysis and theories of teaching-learning-language. To respond to the context of study, needs analysis principles and procedures, syllabus design process and type, selection of syllabus contents, grading and sequencing procedures, methodology and assessment system have been customized based on the relevant discussion in this chapter.

CHAPTER 3

RESEARCH DESIGN

Introduction

The objectives of the study were to assess the learners' learning and perceived professional needs, to determine what skills employers or recruiters look for in English graduates, to evaluate the needs orientation of the present basic English language development courses, to find out what competencies teachers need with the students in order to teach the courses effectively, to suggest course(s) taking into consideration the suggestions given by stakeholders and the needs, to unfold the strengths and weaknesses of the institutions, and pedagogical aspects like materials, methodology and assessment and to suggest ways to bridge the gap between what is delivered to the students and what they actually want. In the light of the above objectives various techniques and methodological approaches were used to gain realistic insights into learner needs and corporate expectations.

Research Approach

Though Needs Analysis (NA) data can be both quantitative and qualitative, "NAs are generally qualitative in nature" (Brown 2009:284). The study is predominantly qualitative in nature with the final part being a design research. It also combines both qualitative and quantitative approaches for validity and reliability. Required data have been collected from both primary and secondary sources. As the proposed research is more to do with the subjective experience, needs, attitude, capacity etc. of those who are directly involved in classroom teaching-learning procedures, profession oriented tasks, and expectation of the stakeholders, qualitative techniques would best suit to meet the objectives. The quantitative data have been collated only to supplement the qualitative inferences and decisions.

Primary data have been collected from the relevant field and for secondary data different books, articles, textbooks, and the electronic sources i.e. internet have been consulted.

Research Tools

Various research tools have been used in the study. Selection and use of these tools is the essence to uncover the real needs and design a needs-based syllabus.

Data Collection Tools and Procedures

To conduct needs analysis a variety of procedures have been suggested by specialists of this field. Richards (2001: 58) has said that since any one source of information is likely to be incomplete or partial, a triangular approach is advisable. Some of them are questionnaire, interviews, collection of language sample, observation, syllabus content analysis and task analysis. This study has made use of several tools for triangulation. The tools have been:

1. questionnaires,
2. interviews,
3. analysis of job advertisements,
4. discourse and genre analysis of documents of different professions as well as academic ones,
5. content analysis of the existing syllabus/course and
6. proficiency test.

Data Analysis and Interpretation

The collected data have been analyzed in accordance with the objectives of the study. Some measurements of descriptive statistics have been done. Data analysis processes like codification and categorization have been done. For validity data have been cross checked. For necessary parts computer softwares like Ms Excel, SPSS have been used.

Data Presentation

To present the collected data, tables, charts and diagrams have been prepared and the results and findings have been presented in a seminar to incorporate valuable suggestions and advice from the veteran linguists, IBS fellows and faculties and other scholars where a Power Point Presentation has also been used to display relevant information.

Research Instruments

Of the three questionnaires, the questionnaires for students and professionals have been used to collect TSA related data. Two interview checklists were prepared to collect information through interviews given to the students, and their employers/higher officials. To unveil the present situation, the questionnaire for teachers and a part in the student questionnaire were used. In the second phase for measureing the present competence level of the learner a proficiency test was administered. After preparation of the questionnaires they were pretested before finalizing. The researcher himself executed the implementation of these tools.

Selection of Study Areas and Samples

A purposive sampling procedure was followed all through the study. In Bangladesh there are one hundred and four (UGC 2012) public and private universities. Of them thirty-four are public universities among which eleven are wholly general. Some of these universities were established a long time ago and some are new. Students of the universities do not have similar English language courses. In the first phase, for target situation analysis and collecting required information about target needs from the ex-students who included both professionals at work and those who are trying for jobs, questionnaires and interviews were carried out. Students were provided with a questionnaire for assessing their target needs as well as academic needs. It is not viable for such a study to cover all the professions university graduates go for after completing graduation or post-graduation. To ensure most possible representation it considered twenty four types of topmost professions; for example teachers, bankers, professionals in private companies, Bangladesh Civil Service Cadres and some non-cadre gazetted posts.

In the second phase, for analyzing present situation with their constraints, potentials, questionnaires and interviews were administered among students and teachers of the selected universities and to measure the present proficiency level, a proficiency test was conducted. As this study serves two purposes- assessing the needs orientation of the existing course(s) and the necessity of the inception of a needs-based course, to have

a valid and reliable picture this study has included both public and private universities purposively. The deviation in the population can be checked as the students have spent equal time of study and they are the product of the same background, educational facilities and environment. On the other hand, the target needs of the population are almost same for all university students.

To select public Universities, two old and two new universities were selected. The old ones have come a long way and furnished their syllabuses which are now being adopted and/or adapted by the new ones. On the other hand, four private universities have been selected-one from the top-rated, three from the rest.

Sampling

To select teachers, primary, secondary, college and university teachers were taken. Besides them teachers working in English medium schools, working as trainers at both teachers training and language development centers were selected. Out of 121 professionals 49 were engaged in teaching English and training English teachers at different levels because the wide-most profession for the English graduates in Bangladesh is teaching. For selecting bankers both public and private banks were considered. To select private company professionals, professionals were taken from each of the six types of companies which included garment related companies, export-import business, telecommunication companies, manufacturing and marketing companies, pharmaceutical companies, NGO and multinational companies. For interview of the employers, higher officials from each category and 10 ex-students and job seekers were selected. In all these phases only those professionals were considered who did graduation or post-graduation from any university. For selecting the BCS cadres, officers were taken from each of seven general cadres which offered the greatest number of posts in the relevant advertisement and which are the most favoured cadres. Non-cadre officers have been selected from officers working at upazilla level, in the secretariat and Education related posts.

Sampling for Universities

Public Universitties

1. Dhaka University

2. Rajshahi University

3. Begum Rokeya University and

4. Jagannath University

Private Universities

1. North South University

2. Northern University Bangladesh

3. World University Bangladesh and

4. State University Bangladesh

Sampling Distribution

Table 1 Distribution of Respondents for Research Tools				Total
Teachers	Bankers	Private Company Professionals	BCS Cadres+ Non Cadres +NGO Officers	
44	20	26	23+8=31	121
Interviews for Employers/HRM +Job seekers	10+10			20

Universities	Students Questionnaires	Students Proficiency	Teachers Questionnaires	
Dhaka University	30	30	5	
Jagannath University	23	30	6	
Rajshahi University	30	35	7	
Begum Rokeya University	20	25	4	
North-South University	10	10	3	
World University	10	10	5	
Northern University	10	10	7	
State University	7	10	3	
Total	140	160	40	340
Total				**481**

Table 2
Profession-wise Respondents for Questionnaire

SL	Types of Respondents	Number
1.	University Teachers	10
2.	College Teachers	8
3.	High School Teachers	8
4.	Primary School Teachers	3
5.	English Medium School Teachers	5
6.	Teacher Trainers	5
7.	Language Teachers	5
8.	BCS General Education (at Govt. Colleges)	5
9.	Bankers	20
10.	Garment Related Companies	5
11.	Export-Import Companies	5
12.	Marketing and Manufacturing Companies	5
13.	Pharmaceuticals	5
14.	Telecom companies	3
15.	Multinational Organizations	3
16.	BCS Administration	3
17.	BCS Customs	2
18.	BCS Tax	2
19.	BCS Information	2
20.	BCS Economic	2
21.	BCS Police	2
22.	BCS General Education (at Projects and schedule Posts)	5
23.	NGO Officers	2
24.	Non-Cadre Officers at Secretariat, Upazilla and Education	6
	Total	121

Data Collection Methods

In line with the framework produced from the models stated above, a number of tools have been prepared to gather target needs of the students. The target needs fall into two categories. One is professional needs in terms of tasks provided by the professionals, human resource departments, advertisements and job seekers; the other is academic needs of the students felt by the students and teachers. At the same time students have

been asked to provide information regarding their perceived target language use in their perceived professions or academic sectors. To achieve validity and reliability of the collected data, triangulation of methods and sources has been maintained. The tools which have been used in the needs analysis are as follows-

Questionnaire

Three structured questionnaires were produced-one for the professionals, one for the students and one for the teachers.

Questionnaire for professionals. In the questionnaire for the professionals general statements about the language skills i.e. Reading, Writing, Speaking and Listening were included. Besides, a number of relevant tasks were selected under each skill. Using Lickert scale responses from the respondents were sought. Though it was a structured questionnaire, option was there to mention any skill or task missed in the repertoire. The questionnaire had six sections with a place for suggestions at the end.

The questionnaire for professionals has been looked at from a general point of view. Every profession has got its jargons and some way or other it is characterized by some profession-specific unique needs. With the view of proposing a syllabus for the students, emphasis has been found logical to be given on common tasks of the professions under consideration.

Questionnaire for students. On the other hand, the questionnaire for students had sections like general statements of language needs and their perceived language needs in their target profession(s) and in their academic arena. Here also were a number of relevant tasks included to have their responses using a five-point Lickert scale. Language needs have two dimensions (Vandermeeren 2005:160). The first one is "quantitative" which can be revealed by asking "how often language X is needed?" and the other is "qualitative" to be revealed by asking questions "what kind of competence in language X is needed?" Both the questionnaires conform to it. To glean insight into the strength and weakness of the present situation e.g. syllabus and logistics a section was

devoted. Finally, the students were asked to choose which type of syllabus they would like.

Questionnaire for the teachers. Teachers are the direct implementation agent of any educational procedure. Particularly for PSA a lot of information is related to the teachers. They can illuminate on almost every aspect of the present situation along with the present proficiency level of the students. This questionnaire included different aspects of the present syllabuses, teaching-learning habits and traditions, institutional strengths and loopholes, teaching procedures, methodology, materials and classroom environment etc. They were also asked about their own training and expectations. They also opined about the present proficiency of the same set of tasks similar to that of the student questionnaire along with learning styles and preferences of the students. Finally, they were asked to provide their suggestions regarding changes in the syllabus content, materials and other relevant aspects.

Interviews

In collecting data for NA the domain expert has a crucial role. They can inform about the expectation of the employers and the language performance underlying the job performance. To have their views interviews with them were also carried out. It focused on their outlook towards language proficiency asked for at the time of recruitment and during in-service span.

Ex-students or job seekers are another important source for NA data. As they have recently finished the academic level they have a better understanding of the weaknesses and strengths of the existing language course. At the same time knocking for jobs and facing the recruitment tests and job-interviews they can compare between what they know and what they need. To glean information from them they have been interviewed with the checklists prepared beforehand.

Job Advertisements

Job advertisements specify some required skills and other criteria for a suitable candidate. As a result, analysis of job advertisements can serve to determine the skills

required in the targeted job. Even a lot many advertisements provide some of the predominant activities or tasks to be performed if employed. Thus fifty advertisements were collected and analyzed in the light of tasks and skills.

Proficiency test

In order to identify learners' present level of proficiency a proficiency test was administered. The students of first year/semester were asked to write an essay on "The Most Memorable Day in Your Life". The test was arranged in regular classes. To write the essay they were given 40 minutes. They were asked to limit the essay within 250 words.

The essay was evaluated with the Test of English for Educational Purposes (TEEP) scale. It was developed to measure the English language proficiency of foreign student entering British institutions at the tertiary level. The scale consisting of seven different aspects of composition assigns grades for each of the categories. The grades range from 0 for minimum, to 3 for maximum performance in a particular category.

1. **Relevance and Adequacy of Content**

   0= the answer bears almost no relation to the task set. Totally inadequate answer.

   1= Limited relevance to the task set. Major gaps in treatment of topic and pointless repetition.

   2= for the most part answers the task set, though there may be some gaps of redundant information.

   3= relevant and adequate answer to the task set.

2. **Compositional Organization**

   0=No apparent organization of the content.

   1= very little organization of content. Underlying structure not sufficiently apparent.

   2= Very little organizational skills in evidence but not adequately controlled.

   3= overall shapes and internal pattern clear, organizational skills adequately controlled.

3. **Cohesion**

0= Cohesion almost totally absent. Writing so fragmentary that comprehension of the intended communication is virtually impossible.

1=Unsatisfactory cohesion may cause difficulty in comprehension of most of the intended communication

2=For the most part satisfactory cohesion though occasional deficiencies may mean that certain part of these communications are not always effective.

3=Satisfactory use of cohesion resulting in effective communication.

4. **Adequacy of vocabulary for Purpose**

0= Vocabulary inadequate even for the most basic part of the intended communication.

1= frequent inadequacies in vocabulary for the task. Perhaps frequent lexical inappropriacies and/or repetition.

2= Some inadequacies in vocabulary in vocabulary for the task. Perhaps some lexical inappropriacies and/or cimcumlocution.

3= Almost no inadequacy in vocabulary for the task. Only rare inappropriacies and /or circumlocution.

5. **Grammar**

0= almost all grammatical patterns inaccurate.

1= frequent grammatical inaccuracies

2= some grammatical inaccuracies

3= almost no grammatical inaccuracies

6. **Mechanical Accuracy 1 (Punctuation)**

0= ignorance of conventions of punctuation

1= low standard of accuracy in punctuation

2= some inaccuracies of punctuation

3=almost no inaccuracies in punctuation.

7. **Mechanical Accuracy 2 (Spelling)**

0= almost all spelling inaccurate

1= low standard of accuracy in spelling

2= some inaccuracies in spelling

3= almost no inaccuracies in spelling.

The data were analyzed with Statistical Packages for Social Sciences (SPSS, Version-17). The data entry was done by the researcher. They were analyzed for mean and standard deviation. The details of the categories and analysis of the First Year students proficiency data are given below:

Table 3
Mean and Standard Deviation per Proficiency Category for First year Students

Category No.	Category	Mean	Std. Dev.
1	Relevance and adequacy of content		
2	Compositional organization		
3	Cohesion		
4	Adequacy of vocabulary for purpose		
5	Grammar		
6	Mechanical Accuracy I(punctuation)		
7	Mechanical Accuracy II (Spelling)		

Discourse and Content Analysis of Professional Genre

Genre analysis has become an important tool to get a deeper insight into the text and communication under ESP research. Each profession has its own discourse community. According to Swales (1990) discourse community is characterized by "agreed set of common goals" which can be materialized by using "intercommunications" among them by means of a developed "genre". This genre has specific "lexis" and it is supposed that the entering members should have a "threshold level" competence of that genre. On the other hand a genre is made up of communicative acts with communicative purposes in order to respond to the shared specific goals. In the genre-specific text, written or oral, they make "moves" to convey special messages or communication. Bhatia (1993) has given eleven steps to analyze professional genres which reflect Swales' trajectory. Of them the following are important for the present study:

1. Situational context
2. Discourse community

3. Goals and relationship
4. A corpus
5. Ethnographic dimension
6. Text analysis
7. Moves

To get data for this analysis, both oral and written documents were collected. Though the questionnaire for professionals had some sections to give ideas regarding text, channels of communication and so on, to get a deeper view, the researcher himself has talked to the professionals to get ideas about the genre and contents of documents used in that profession . The following things were given importance while collecting information in addition to the written documents (Appendix11):

- What kinds of texts are used?

- What is the relationship among the persons involved?

- Who are the intended recipients or receivers?

- How do they convey this message?

For genre analysis both the models proposed by Swales (1990) and Bhatia (1993) have been followed. In analyzing business genres Bhatia's following schematic structure of moves and steps for sales letters in business communication has been followed:

	Bhatia's "structures of moves" for professional letters	Swales' trajectory for moves for academic research articles
1	Establishing credentials introducing the offer	Establishing a territory claiming centrality and /or making topic generalization (s) and /or reviewing items of previous research
2	offering the product or service essential detailing of the offer indicating value of the offer	Establishing a niche counter-claiming or indicating a gap or question raising or continuing a tradition
3	Offering incentives Soliciting response Using pressure tactics Ending politely	Occupying the niche outlining purposes or announcing present research announcing principal findings indicating RA structure

Administration of Questionnaires

Questionnaire for Professionals

This questionnaire was administered by the researcher himself. Before distributing the questionnaire it was pretested and piloted among five percent of the total respondents. In most cases the researcher himself talked to the professionals either personally or on Skype videoconferencing software and made the respondents aware of the basic ideas of the questionnaire.

Questionnaire for Teachers

It was very difficult to have access to the working teachers because of their busy schedule. However, in most cases questionnaires were distributed personally and also some questionnaire were sent through email. An explanatory note was added to each questionnaire and email. There were seventy questionnaires sent altogether and only forty were returned. But it was ensured that each and every sample university has some representations.

Questionnaire for Students

As students are relatively poor in experience of responding to a questionnaire, the questionnaire was structured. The researcher himself was present in all the sessions of questionnaire filling up. Before they start filling up questionnaire they were given an explanatory note. Also, during the filling up activities the researcher clarified the questions and ideas.

Administration of Proficiency Test

To measure the present proficiency rate a TEEP writing test was administered. The researcher visited regular classes of the universities and with the help of the class teachers the test was administered. It was also ensured that the test can reflect proficiency of the students truly. A briefing was done at the beginning. This forty-minute test was administered which was assessed against a universally accepted set criteria to unveil the proficiency level of the students.

Administration of Interviews

Two types of interviews were carried out-one with the employer, higher professionals and recruiters; the other with the ex-students and job seekers. Interviews

with the first party were carried out in two ways (a) through Skype video conferencing software and (b) personally. In both cases the checklist prepared was followed. In interviews with the job seekers the researcher preferred individual meeting due to their lack of professional and individual awareness.

Data Analysis Procedures

Qualitative-quantitative Dimension

In line with the objectives and the research approach both primary and secondary data have been analyzed. Before analysis of the data they were filtered and scrutinized to get the most possible reflection of the study situation. Data were analyzed and presented in a way that they can retain generalizability and universality. They have been exhibited in tables, charts and graphs for easy visualization of the data. In necessary cases qualitative annexure is provided. In most cases the analysis was qualitative.

Design Dimension

The third and most important dimension of this study is that it is a 'design research' that is from theory and needs analysis a syllabus had to be designed. Logically enough each step on developing the syllabus and the needs analysis had to have sound theoretical and pragmatic principles developed. And those have been prepared prior to every step and the principles have preceded every step. From those principles at every stage and the theoretical underpinnings a syllabus model was prepared which then was matched with the findings of the needs analysis and finally a syllabus is presented.

Trustworthiness, Reliability and Validity

These three are integrated and help each other to measure and ascertain the process and the result of the study reliable and unbiased. From Tashakkori and Teddlie 1998, Wedell 2000, Olesen 1998, Denzin and Lincoln 2000, and Erlandson and others 1993 the following techniques and scales have been used to assure qualitative-quantitative balance to ensure quality.

Research Quality Control	
Quantitative Dimension	**Qualitative Dimension**
Validity-face and content	Plausibility
Reliability	Generalisability
Objectivity	Confirmability
	Prolonged engagement
	Triangulation
	Peer briefing
	Purposive sampling

Figure 8. Research Quality Control

Quantitative Magnitude

Validity refers to the quality of being able to describe what it is supposed to describe. Piloting validated the administration of the prepared questionnaire to be able to depict real picture. The face validity or external validity is substantiated by the contrast validity on the ground that the respondents were all from academic precinct having knowledge of every aspect of the study from all angles. To measure statistical reliability of the questions and test Cronbach's alpha coefficient was used to measure internal consistency. In all cases the coefficient values were found "highly reliable". The Cronbach's alpha for questionnaire for teachers has been .946 and for students .892. On the other hand, Cronbach's alpha for questionnaire for professionals was .984 and for Proficiency test .944. These two aspects lead to objectivity. It is maintained by the process of going in-depth analysis of the relevant literature and quantitative analysis of the TSA and PSA. Here all the study relevant data are shown, whether positive or negative, for the study assumptions.

Qualitative Magnitude

This is mainly a qualitative study to design a syllabus. Thus plausibility or credulity is an important issue. The first and foremost issue to make study credible is prolonged engagement in and observation and experience of the relevant fields of both theoretical and pragmatic facets. Personal engagement has worked to build trust as the

culture of the study field was well-known. Sufficient literature review has enabled to distinguish misinformation from the real ones as well as from self bias.

Another important issue is triangulation. Triangulation of sources e.g. questionnaire, interviews, genre analysis, document analysis etc.; triangulation of methods e.g. quantitative and qualitative, have contributed to quality control. These results of the study have been found comparable with the studies in the similar field providing generalisability of the study findings. The questionnaire and other instruments were developed after studying and contacting fitting studies. That is why it has achieved confirmability. To suit this option for anybody the instruments and materials have been added in the appendix section Audit Trail (Wedell 2000).

Finally a number of times, formally and informally, the literature, matrix and results have been discussed with other peer researchers, supervisors, teachers and veteran linguists. They have checked all possible aspects. The last thing is that a representative sample from all the pertinent sectors was taken for needs analysis. As the population is infinite a purposive sample has been considered to unveil the most approximate real picture.

Conclusion

Methodological aspects control the study and impact the results. That is why the methodology was considered with emphasis on creating required space to allow the design of the syllabus in an objective way. Thus the methodology has resulted in reaching logical findings. Finally the crucial aspects of the principles groomed at every step have helped to design a syllabus according to the needs analysis which was the main aim of the study.

CHAPTER 4

TARGET NEEDS ANALYSIS

Introduction

Designing a needs-based syllabus requires to find out the present and future needs of the stakeholders and then the needs are to be transformed into goals or objectives taking into account the implementation sources, agents and institutional support. To bring about a harmonious balance between the teaching-learning objectives and the potential needs, target needs of the students should be gauged. In this endeavour, Target Situation Analysis (TSA) is very crucial. This serves to be the repertory of the profile of needs to be materialized in an educational program.

For curriculum development of any kind or revising an existing course for being more effective TSA is always preferred to excavate the needs and stakeholders' own choices acknowledging their importance and ensuring their participation in program design and implementation procedure. This study has tried to unearth the target needs of the university students firstly from the professionals, recruiters, experts and job seekers and secondly from the students themselves to bring out professional and academic needs. Finally the needs arsenal has been used to figure out their target goals or objectives in the form of a profile of needs. That is, this chapter is mainly considering the question: What knowledge and abilities will the learners require in order to be able to perform to the required degree of competence in the target situation?" (Hutchinson and Waters 1987: 60).

In spite of the nature of this chapter being more likely to engage data analysis and findings of literature reviews and surveys, for this study this will serve to be a base chapter for the final output of a "needs-based syllabus design". The existing studies have been found to focus either on needs analysis-professional or academic- that is these have been one-dimensional. Integrating needs analysis with syllabus design is promising to fill up this gap.

Needs Analysis and Target Situation Analysis

Needs Analysis or Needs Assessment has a crucial role in the process of syllabus or course design. Iwai et al (1999) have used this term to refer to the activities of "gathering information that will serve as the basis for developing the curriculum that will meet the needs of a particular group of students (6)." Its undeniable role in syllabus design has been described by Johns (1991 as in Songhori 2008: 3) as the first step in course design providing validity and relevancy for all posterior course design activities. Thus the procedure to identify learners' needs is needs analysis. It owes to the development of ESP for its evolution. Since the 1960s with the development of ESP, applied linguists have emphasized collecting specific language needs related information. Thereafter a huge amount of research has been done in this sector. A needs analysis has many purposes. Some of them may be to unveil the particular language skills the learner requires to perform effectively in the target situation, to assess the quality of a present course, to identify the factors influencing learning and the last but not the least is to detect the gap between the present level of the learners and the expected level.

Quoting Linse (1993), Richards (2001: 52) has identified twelve purposes of needs analysis for English as a Second Language course. Some noteworthy of them are to compile a demographic profile of languages and language groups, to determine the communicative abilities and formal knowledge of English, amount and qualities of daily use of it and even cultural, political and personal characteristics of students. This process is unique in ensuring the participation of learners in the course administration process. In a nutshell "needs analysis includes the study of perceived and present needs as well as potential and unrecognized needs" (Richards 2001: 53). These needs are perceived from the stakeholders' viewpoint where stakeholders are all the people e.g. learners, teachers, parents, government, employees, employer, institutions and organizations who have an interest in the target situation

With the publication of Munby's *Communicative Syllabus Design* (1978) the framework of needs analysis was set with situation and functions. His Communication

Needs Processor (CNP) was the first precise attempt to frame needs analysis. On that basis Chambers (1980 as in Songhori 2008:3) introduced the term "Target Situation Analysis (TSA)". Since then several terms like Present Situation Analysis (PSA), Necessities, Wants, Lacks, Learning Needs, Means Analysis and so on have been added to the needs analysis arsenal. Lastly the definition of Brown (1995 as in Iwai et al. 1999: 9) can be very useful where he refers to needs analysis as

> the systematic collection and analysis of all subjective and objective information necessary to define and validate defensible curriculum purposes that satisfy the language learning requirements of students within the context of particular institutions that influence the learning and teaching situation (36).

Munby's (1978) CNP provided "the machinery of identifying needs of any group of learners" (Hutchinson & Waters 1987: 54) in which target needs and performance are established after investigating the target situation. In this model he suggested arriving at an appropriate specification of communicative competence taking into account the affective variables which have a dynamic relation to each other. The elements of this model are participants, CNP, profile of needs, meaning processor, the language skills selector, the linguistic encoder and the communicative competence specification. This specification has the parameter of purposive domain, setting, interaction, instrumentality, dialect, target level, communicative event and communicative key. The aim of this model is to find out possible linguistic forms a prospective ESP learner is likely to use in various situations in his/her target working environment.

Hutchinson and Waters (1987) have given a framework of TSA and contend that it is "in essence a matter of asking questions about the target situation and the attitudes towards that situation of the various participant in the learning process" (59). This framework includes eliciting answers about the necessity, manner, and channel of language use, the environment, frequency and place of using the language. Besides asking learners, they also suggested asking the lecturers about those needs.

TSA plays the most vital role for the course or syllabus designer to identify the goals or objectives of the course. Besides selecting goals, it also explains why these goals are important for all the stakeholders.

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Analysis of Professional Needs

</div>

Professional needs comprise the most important section of the target needs of the university level students as it is the preceding stage of professional life. For having a general picture of the skills or tasks instrumental for conducting professional responsibilities upto the satisfaction level of the employing authority and for developing career along the expected professional hierarchy, NA methods were selected in order to collect data directly from the professionals of different jobs as well as human resource section.

Analysis of Questionnaire for Professionals

Among the sources for collecting data for NA, professionals working in different fields hold the most important and valuable source. In line with the selected model for TSA, a structured questionnaire was prepared. The questions were presented in the form of skills and tasks. Under each of the four language skills i.e. Reading, Writing, Speaking and Listening a list of relevant tasks and skills was presented to get responses from the respondents. A five point scale was maintained to have a clear distinction among the options. After personal information general statements of the skills were presented. During data collection, the respondents were duly informed about the options and questions in the questionnaire.

General statements of the four skills. The first section of the questionnaire consists of average general statements of the four language skills. There were four sections about the frequency of use, the expectation of the authority or the stakeholder, the difficulty level of the officers and importance of the four skills in their professional life.

Use of English language skills in professional life. It was found that listening as a skill got the lowest score. Writing and Speaking share highest importance while use of Listening is the lowest. Reading and Writing have got most consistent frequency of use, expectation of use and importance.

Table 4
Use of the language skills in Professional life

	Reading		Writing		Speaking		Listening	
	F	(%)	F	(%)	F	(%)	F	(%)
Never	0	0	0	0	3	2.5	4	3.3
Rarely	2	1.7	1	.8	11	9.1	19	15.7
Sometimes	18	14.9	33	27.3	28	23.1	35	28.9
Often	51	42.1	33	27.3	49	40.5	34	18.1
Very Often	50	41.3	54	44.6	30	24.8	29	24.0
Total	121	100.0	121	100.0	121	100.0	121	100.0

If we consider (often + very often) using options of the skills, it looks like the following.
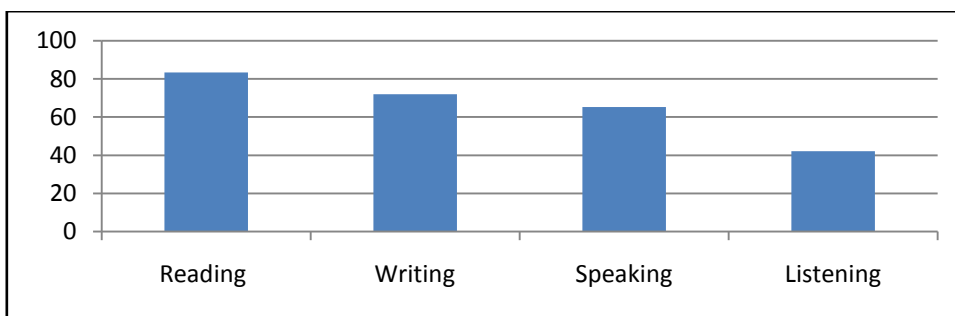
Figure 9. Use of four language skills in professional life

So it is obvious that Writing and Reading are mostly used followed by speaking. But Listening as a skill is no less important. Disregarding the professional differences, reading and writing are used in more than seventy percent cases. Here there is a discrepancy regarding speaking and listening skills, though the use of these two skills varies, indeed speaking in most cases takes place together with listening.

Expected Use of Different Skills

Table 5
Expected use of the skills

	Reading		Writing		Speaking		Listening	
	F	(%)	F	(%)	F	(%)	F	(%)
Never	0	0	0	0	1	.8	1	.8
Rarely	6	5.0	12	9.9	15	12.4	24	19.8
Sometimes	21	17.4	21	17.4	33	27.3	26	21.5
Often	43	35.5	36	29.8	37	30.6	39	32.2
Very Often	51	42.1	52	43.0	35	28.9	31	25.6
Total	121	100.0	121	100.0	121	100.0	121	100.0
Often+ very often	**94**	**77.6**	**88**	**72.8**	**72**	**59.5**	**70**	**57.8**

It is obvious that reading and writing are more expected than the other two skills in quantitative terms but if we consider "sometimes" options all of the skills are almost equally expected by the employers or office manager of the employers.

Difficulty of the Professionals in Using the Skills

Table 6
Difficulty of the professionals in using the skills

	Reading		Writing		Speaking		Listening	
	F	(%)	F	(%)	F	(%)	F	(%)
Never	9	7.4	13	10.7	11	9.1	9	7.4
Rarely	36	29.8	37	30.6	23	19.0	30	24.8
Sometimes	42	34.7	25	20.7	46	38.0	43	35.5
Often	22	18.2	38	31.4	32	26.4	28	23.1
Very Often	12	9.9	8	6.6	9	7.4	11	9.1
Total	121	100.0	121	100.0	121	100.0	121	100.0
Often+ very often +Sometimes	**76**	**62.8**	**71**	**58.7**	**87**	**71.9**	**82**	**67.8**

It shows that in speaking and listening the professionals face difficulty at least sometimes but the difficulty in other two skills is not much less. Here one thing can be brought to light. All the respondents did not have English background. On the other hand all of them did not have (36 out of 121) any language course in their university/tertiary level. Again, the other 85 respondents had some kind of language courses and 38 of them think that the courses had no or little influence on developing their language competence. The other 47 respondents are mostly English graduates.

Importance of the skills for attaining professional objectives

Table 7
Importance of the skills for attaining professional objectives

	Reading		Writing		Speaking		Listening		Grammar		Vocabulary	
	F	(%)	F	(%)	F	(%)	F	(%)	F	(%)	F	(%)
Unimportant	0	0	0	0	0	0	1	.8	0	0	2	1.7
Of Little Importance	9	7.4	10	8.3	8	6.6	18	14.9	14	11.6	7	5.8
Moderately Important	16	13.2	13	10.7	19	15.7	19	15.7	26	21.5	27	22.3
Important	45	37.2	43	35.5	41	33.9	37	30.6	44	36.4	43	35.5
Very Important	51	42.1	55	45.5	53	43.8	46	38.0	37	30.6	42	34.7
Total	121	100.0	121	100.0	8	6.6	121	100.0	121	100.0	121	100.0
Important +Very Important	**96**	**79.3**	**98**	**81**	**94**	**77.7**	**83**	**68.6**	**81**	**66.9**	**85**	**70.2**

The table proves all the six skills to be important or very important in around or more than 75% cases.

Communicative Competences. Professionals need to use not only grammar or vocabulary in writing or speaking; they need be aware of who are they speaking to, when and how. There are four competences which help to communicate effectively which are instrumental to achieving professional objectives. They are (1) Linguistic Competence - skill of using and knowledge of words and sentence making, meaning, use of proper words, pronunciation and spelling, (2) Sociolinguistic Competence -skill of using appropriate language considering contextual and cultural set up, (3) Discourse Competence - skill of the rules of arranging sentences or ideas or paragraphs to link or develop ideas in any oral or written work, and (4) Strategic Competence - skill of the rules which enable to make up the broken communication, deciphering unknown words and enhance effective communication. It seems that they consider linguistic and Sociolinguistic competences are more used in professional arena. But the other two are no less important.

Table 8
Communicative Competences in Professional Fields

	Very important		Important		Moderately Important		VI+I*
Types of Competences	F	%	F	%	F	%	%
Linguistic Competence	47	38.8	45	37.2	18	14.9	76.0
Sociolinguistic Competence	23	19.0	51	42.1	36	29.8	61.1
Discourse Competence	26	21.5	45	37.2	30	24.8	58.7
Strategic Competence	25	20.7	41	33.9	39	32.2	54.6

N=121; *VI=Very Important, I=Important

Speaking Skill

Modes of and problems in speaking. Professionals use speaking in various medias like face to face, over telephone and also over internet. In most cases they use multiple modes. All the three modes are simultaneously used by 13.2% and the first two

are used by 29% professionals. They also talk over internet (14%) and face to face

(24.8%). Use of telephone has shrunk to 9.1%. In speaking they feel different types of

problems. They fumble for right words sometimes by 38%, often by 24% and very often

by 15.7% officers. Again they lack appropriate structures (32.2% sometimes, 24.8 %

often and 15% very often). Using longer sentences sometimes (31.4%) or often (15.7%)

or very often (15.7%) make their speaking problematic. They have problems about how

to start (25.6% sometimes, 21.5% often and 11% very often) and to finish (28.1%

sometimes, 23.1% often and 11% very often) sentences. As a result they suffer from

nervousness very often (12.4%) often (21.5%) or sometimes (26.4%). An important point

to note is that finishing a sentence is more difficult than starting a sentence.
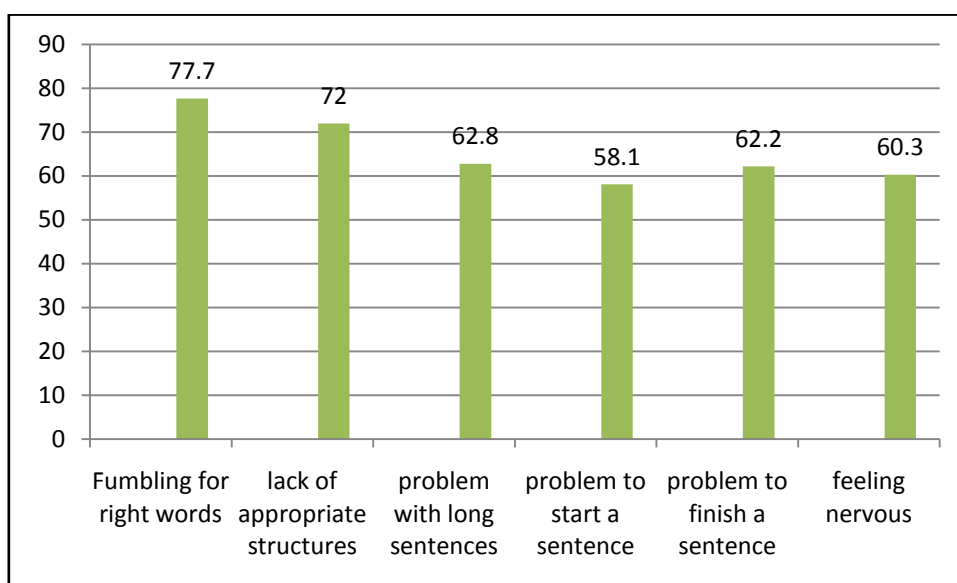
Figure 10. Problems of Speaking skills in profession

Speaking Tasks and Parties

Twenty three speaking activities were selected to know their importance in the

selected professions. The scale was a five point one with unimportant and very important

on two extremes. Some most important tasks and skills are answering and asking

questions, expressing ideas and opinions and presentation. The top skills in the list have

one thing in common that is speaking situations involve more than one parties. Again,

fluency is more sought than accuracy, formal pronunciation and grammar. It proves that

purpose of communication is emphasized even at the cost of formal linguistic features.

And the discourse follows mainly formal conversations.

Table 9
Speaking activities in selected professions*

Importance of Speaking Activities	Very important F (%)	Important F (%)	Moderately F (%)	Of little importance F (%)	Unimportant F (%)	VI+I F (%)
answering questions	47(38.8)	44(36.4)	18(14.9)	8(6.6)	4(3.3)	91(75.2)
expressing yourself	46(38.0)	42(34.7)	23(19.0)	10(8.3)	0	88(72.7)
reasoning	24(19.8)	57(47.1)	21(17.4)	16(13.2)	3(2.5)	81(66.9)
asking questions	42(33.9)	36(29.8)	20(16.5)	22(18.2)	2(1.7)	78(63.7)
fluency	31(25.6)	46(38.0)	23(19.0)	17(14.0)	4(3.3)	77(63.6)
summarizing	33(27.3)	43(35.5)	29(24.0)	15(12.4)	1(.8)	76(62.8)
expressing interests	34(28.1)	40(33.1)	34(28.1)	8(6.6)	5(4.1)	74(61.2)
interpersonal interaction	18(14.9)	56(46.3)	28(23.1)	15(12.4)	4(3.3)	74(61.2)
presentation	33(27.3)	40(33.1)	26(21.5)	20(16.5)	2(1.7)	73(60.4)
comparing and contrasting	26(21.5)	43(35.5)	39(32.2)	8(6.6)	5(4.1)	69(57.0)
solving problems	32(26.4)	37(30.6)	33(27.3)	17(14.0)	2(1.7)	69(57.0)
wording quickly	20(16.5)	49(40.5)	32(26.4)	14(11.6)	6(5.0)	69(57.0)
describing	36(29.8)	30(24.8)	38(31.4)	15(12.4)	2(1.7)	66(54.6)
accuracy	21(17.4)	45(37.2)	33(27.3)	21(17.4)	1(.8)	66(54.6)
correct Pronunciation	23(19.0)	43(35.5)	30(24.8)	22(18.2)	3(2.5)	66(54.5)
using grammar	23(19.0)	42(34.7)	37(30.6)	19(15.7)	0	65(53.7)
using appropriate intonation and stress	14(11.6)	48(39.7)	34(28.1)	18(14.9)	7(5.8)	62(51.3)
persuasion	27(22.3)	33(27.3)	41(33.9)	14(11.6)	6(5.0)	60(49.6)
negotiation	28(23.1)	29(24.0)	35(28.9)	24(19.8)	5(4.1)	57(47.1)
giving lecture	28(23.1)	29(24.0)	34(28.1)	20(16.5)	10(8.3)	57(47.1)
reacting to other's speech	21(17.4)	31(27.3)	39(32.2)	22(18.2)	6(5.0)	54(44.7)
criticizing	11(9.1)	41(33.9)	29(24.0)	31(25.6)	9(7.4)	52(43.0)
chatting	17(14.0)	11(9.1)	31(25.6)	40(33.1)	22(18.2)	28(23.1)

N=121, *ordered from highest to lowest (very important +Important) frequency

The professionals have to use speaking in various places with different people. In those jobs which require them to go abroad and where dealing with foreigners is required, they have to communicate with the native speakers of English (30% as important and 14% very important). But in other jobs 50% professionals do not have to use it. However, all of them also use speaking with customers or students (41%), in offices (35% as important and 31% moderately important), in tours (40% important) and also in social settings (25% important). Other situations include "in banks and transportation context".

Writing Tasks and Skills

The second skill of writing section had twenty writing tasks. The most important tasks preferred by the respondents are presented in the following table-

Table 10

Most important writing tasks

Writing tasks	Very important f	Important f	Moderately F	Of little importance f	Unimportant f	VI+IM f
Emails	35	46	20	14	6	81
Notes (Academic/Business)	31	44	17	25	4	75
Notices	25	42	28	20	6	67
Project/Business Reports	32	33	25	23	8	65
Drafting	24	40	26	23	8	64
Minutes	28	35	30	19	9	63
Agenda	28	34	25	25	9	62
Memos	30	31	23	27	10	61
Press release	29	31	23	28	10	60
Creative writing	28	31	30	17	15	59
Project proposal	25	34	30	17	15	59
Fax	22	36	26	26	11	58
Research thesis	33	25	26	24	13	58
Business letters	25	26	25	34	11	51
Tour commentaries	16	32	31	26	16	48
Legal documents	22	26	36	25	12	48
Itineraries	14	29	37	26	17	43
Brochures	19	20	32	34	16	39
User manuals	15	23	29	38	16	38
Advertisements	10	25	32	29	25	35
Literary topics	10	25	29	36	21	35
Leaflets	9	18	36	38	20	27

N=121

In writing those things they also need technical perfection. Importance of such nine techniques was also identified.
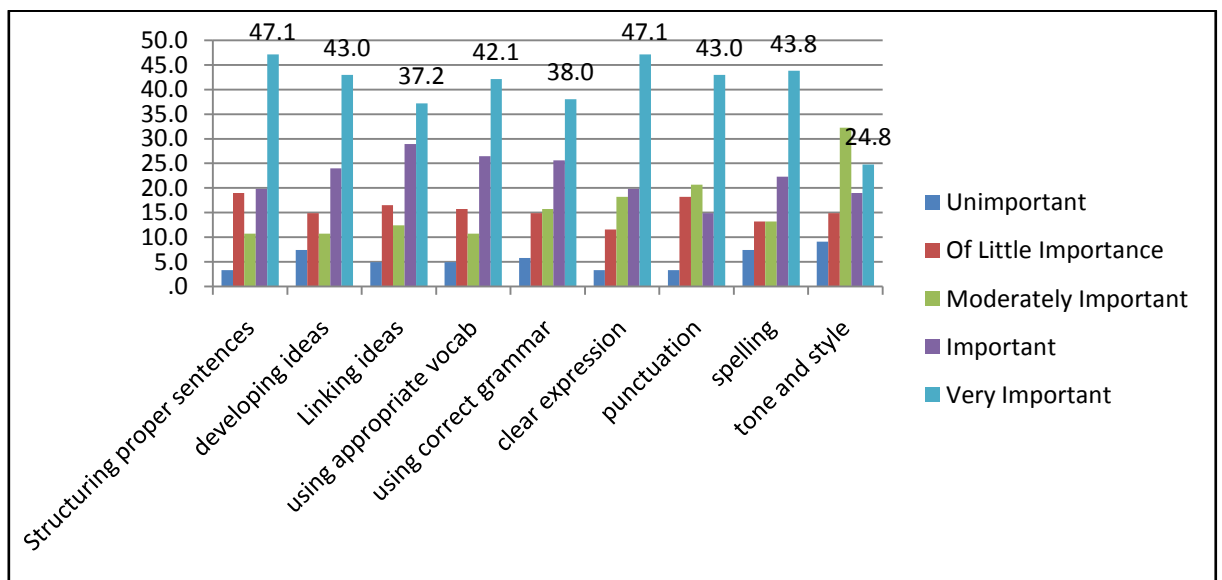
Figure 11. Important writing tasks in professional life

In all the cases 'very important' option has received the highest response percentage except "using appropriate tone and style". It is clear that in the selected professions structuring proper sentences to express clearly, that is, communication is the most desired skill. They also have to develop and link ideas with formal writing characteristics i.e. appropriate vocabulary, punctuation and correct spelling which outdo using correct grammar. It seems that professional English should be communicative even at the cost of grammatical accuracy.

Listening

Listening is another important skill. In most cases in non native English speaking countries it is neglected as a receptive skill. But it is indeed very important as its role for developing speaking skill is momentous. Indeed without listening there is no speaking. In different professions, the concerned people have to undertake many listening activities. In about fifty percent cases the professionals have to listen to as well as speak with native speakers of English sometime in their professional life.
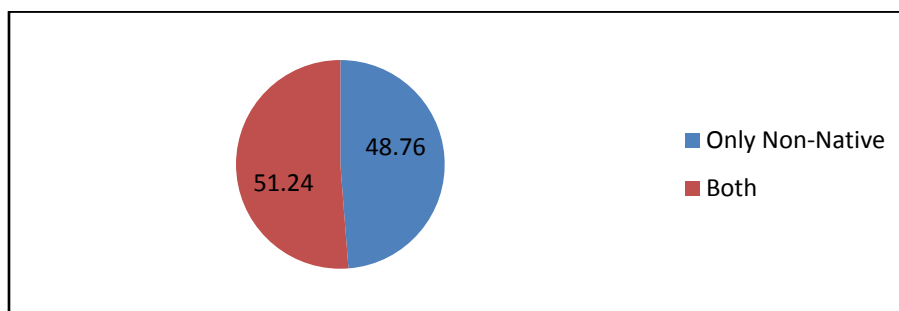
Figure 12. Types of persons the professional listen to

Among such twelve occurrences, the most important listening events are presentations (35.5% very important, 27.3% important), attending meetings (27.3% very important, 35.5% important), conferences and seminars (38% very important, 25.6% important), while conversing over phone (15% very important, 27.3% important), face to face (22% very important, 33.1% important), and listening to announcements (11.6% very important, 14% important).

In the above mentioned events professionals have to listen for various purposes. Some most favoured such purposes have been –obtaining specific information evaluating

the information, listening for summary, recognizing speakers' attitude and listening for

taking notes etc.

The following table compares the various listening purposes-

Table11 *Listening Purposes*						
Listening purposes	Very important	Important	Moderately Important	Of little importance	Unimportant	VI+I M
For obtaining specific information	34	38	33	11	5	72
For summary	28	42	28	14	9	70
Taking notes	30	37	23	22	9	67
Obtaining key vocabulary item	28	38	35	16	4	66
Recognizing speaker's attitude	20	46	34	14	7	66
Evaluating information	20	43	32	21	5	63
Extracting implicit information	17	46	33	18	7	63
Recognizing speech organization	15	47	33	23	3	62
Guessing meaning from context	21	40	34	19	7	61
Translating	23	36	21	31	10	59
Understanding complex sentence	23	36	35	21	6	59
Recognizing language structures	14	44	34	22	7	58

N=121

Reading

Professional activities postulate the professionals to read different kinds of texts.

The most important types of texts to read have been as follows-

Table 12 *Types of most important text for reading*						
Reading texts	Very important	Important	Moderately Important	Of little importance	Un important	VI+I M
Searching for www information	53	35	20	14	1	88
Computer information	45	38	24	12	2	83
academic texts	40	21	25	23	12	61
e-mail messages	28	30	26	23	14	58

dictionary entries	15	43	21	27	15	58
legal documents	15	33	24	36	13	58
reports	20	35	34	22	10	55
the minutes of a meeting	17	38	28	27	11	55
the agenda of a meeting	15	39	32	21	14	54
instruction	17	36	32	23	13	53
manuals	18	34	29	25	15	52
business letters	17	35	27	27	15	52
memos	14	38	31	22	16	52
fax messages	9	39	30	24	19	48
newspapers	7	39	32	29	14	46
booklets	6	37	28	34	16	43
magazines/periodicals	7	35	27	32	20	42
catalogues	19	22	28	33	19	41
Brochures	15	24	34	30	18	39
Invoices	13	26	27	39	16	39
newsletters	7	29	33	30	22	36
vouchers	11	23	33	36	18	33
tickets	15	15	27	38	26	30
Itineraries	11	17	32	39	22	28
Maps	11	13	27	37	33	24

N=121

However, they have to read for a number of reasons and each reason sets them to have a particular capacity. The purposes also depend on the types of tasks one has to perform. However, the mostly used purposes have been found to be scanning for specific information, summarizing and the least important has been for responding critically and paraphrasing.

Table 13
Purposes of professional reading (n=121)

Purposes	Un Important	Of little importance	Moderately Importance	Important	Very important	VIM+IM
Scanning	1	16	23	31	50	81
Skimming	0	15	26	40	40	80
guessing the meaning of unknown words from context	0	17	24	40	40	80
making inferences	3	14	23	45	35	80
reading intensively	4	15	23	39	40	79
analyzing	3	17	22	40	39	79
Predicting	4	15	27	38	37	75
Synthesizing	3	19	24	42	33	75

Referencing	5	19	22	44	31	75
Paraphrasing	5	23	19	44	30	74
summarizing	2	20	27	38	34	72
identifying main and supporting ideas	4	19	26	41	31	72
speed reading	1	20	29	45	26	71
reading for note-taking	5	20	26	41	29	70
Transferring information	3	21	29	29	39	68
Responding critically	9	14	32	33	33	66

However, the above skills and tasks have different frequencies in accordance with the professional type and job specifications. Profession-wise tasks and skills have been shown in the profile section. This discussion regarding the professional needs of different skills and tasks will help to contour the needs-based syllabus contents and materials.

Analysis of Professional Discourse/Genre/Contents

Against the criteria selected the documents have been analyzed under the following headings:

Contexts and Discourse Community

Swales (1990) develops the idea of 'discourse community' which requires a network of communication and common goals while there may be considerable distance between the members both ethnically and geographically. A discourse community is a socio-rhetorical unit that consists of a group of people who link up in order to pursue objectives that are established prior to those of socialization and solidarity. The centrifugal aspect of discourse communities tends to separate people into occupational or specialty-interest groups. The contexts can be divided into three basic types---intra-office, inter-office and clientele. These contexts have created two basic types of discourse communities: academic and business (commercial and service providers i.e. government offices). They can further be classified into the following types:

Table 14

Discourse types for TSA

SL	Discourse Type	Carrier/Tasks	Functions/purposes
1.	**Academic** Educational and business areas	textbooks, manuals, lectures, case studies, training, business consulting	educational
2.	**Public business**	meetings, reports and speeches of corporate executives to the shareholders and staff, presentations, discourses of reports and advertising	argumentative-persuasive
3.	**Document business**	internal and external business correspondence, corporate documents, regulations and charters of companies and organizations – mainly, written discourse	regulative
4.	**discourse of business media** particularly web discourse	using internet, email, and chain email	instant communication
5.	**Professional business communication**	negotiations, communication with clients, colleagues, including production/ manufacturing and technical discourses, – mainly, oral discourse	instrumental-persuasive

Types of Texts

Texts in the present study arena are again mainly of two types: purely academic, and professional. In the former case academic texts include academic books, literary books, and criticisms etc. which are mainly written. This is not intended for any particular readers from the point of view of the writers. But it is used by a distinct group of people i.e. students, teachers and researchers. In the latter case, various types of texts like reports, correspondences, laws, business letters dominate.

Types of Communications

Types of texts and communicative events determine types of communication. In each sector, the communicators have a single purpose. Both oral and written communications are found. In public jobs, written communication is mostly used. But in private jobs, they share equal importance. On the other hand, the communication may be projected for an instant response or just for providing information as in producing laws, reports and so on.

In professional fields communication mostly depends on "intended meaning" while in academic arena "interpreted meaning" is of primary means of communication. In the present context students should be taught to handle both these meanings. Olshtain & Celce-Murcia (2001) suggest that "Language teaching needs to focus on both (1) strategies of message construction to facilitate learner production of the communicative intent (intended meaning) and (2) strategies of interpretation, in order to ensure some ability on the learner's part to process inferentially the speaker/writer's intent (interpreted meaning)" (707).

Linguistic and Lexico-grammatical Analysis

The letters written are mostly concerned with issues such as asking or giving information about the specification of goods, terms of payment, type of packing and delivery, and other points related to selling or purchasing goods or services , conveying information to others, informing about the decisions taken by the authority, stating future course of action and so on. In such professional communication, particularly in written correspondence, reporting verbs are used to link to previous communication. There is poor use of cohesive ties; communication in those cases is dependent on coherence.

On the other hand, in professional write-ups like reports, acts, instructions, circulars etc and academic documents, conveying information and course of action and expressing ideas and points of view are mostly verbalized through well-structured sentences, careful use of words with their connotative meanings and presence of proper cohesive devices.

In the former case, lexical density is higher than that in the latter case. In the first case content words (verbs, nouns, adjectives and adverbs) are used highly to communicate while in the second case proportional use of both lexical and grammatical items is found.

Basic 'moves' Used

'Move' is that part of a text which is used to achieve a purpose. A particular move is realized by the accompanying 'steps'. Various moves are found in the

documents. In professional documents and academic documents, they differ in most parts.

In business correspondences, the following moves are found:

Move 1 Establishing a link

    Step 1 referring to previous contact

    and / or

    Step 2 acknowledging pieces of information

Move 2 Soliciting information

    Step 1 requesting / specifying product / service details

    and / or

    Step 2 requesting / specifying transaction details

Move 3 Prompting further contact

    Step 1 expressing expectation of reply / attention

On the other hand, in professional write-ups like reports, acts, laws, circular and academic topics, the common moves are as follows:

Move 1 Introducing the topic

    Step 1 referring to background or autobiographical information

    And/ or

    Step 2 explaining importance of the topic

Move 2 Giving details of the subject matter or producing critical analysis

    Step 1 describing facets of the move

    And/ or

Step 2 supporting or criticizing the topic (particularly for academic matters)

And/or

Step 3 discussing opinions of different persons (academic matters and professional reports)

<u>Move 3 inferring the actuation of the implication of the article</u> **(professional articles)**

Step 1 indicating the ways to comply with the article proposals

And/or

Step 2 indicating the consequence of disobeying or defying the proposals

<u>Move 3 establishing the ideas conferred</u> **(academic discourse and professional reports)**

Step 1 showing findings of the discussion

And/or

Step 2 reaching a decision

Interview Analysis

Interview with the Job Seekers

Job seekers are a potential source of NA data, particularly of the information required at the time of recruitment. They can gather experience of the employability level and can make a comparison between their present competence and the expected competence. They can also fill the gap between these two and possible reasons. Even they have started filling up that gap in some way which develops in them ideas about the possible and effective ways out. With this in mind ten job seekers were interviewed. To select them care was taken regarding some matters. Firstly, those were chosen who have already sat for a number of recruitment tests. Secondly, job seekers were chosen on the basis of having variegated experience, that is, not all of them share the same recruitment experience. It has enabled the researcher to have views of the expected quality,

competence and skills in different professions. Those graduates were asked about their target professions. Most of their likings went with the jobs selected in the methodology for questionnaire survey. Interestingly enough, none of them have targeted any specific job or acquiring skills specifically for a particular type of job. As reasons they mentioned the scarcity of opportunities and high competition in the job market.

One of the important questions for them was about the importance of English language skills to get that job and perform professional responsibilities in their expected jobs. Besides consolidating the importance of English language related skills they mentioned the types of skills and knowledge required. In the written test for any job English writing ability is essemtial and carries more importance than any other section. Besides English language skills it necessitates understanding other questions and ideas in English. With writing, speaking ability is almost a basic requirement in the interview board. The better the expressing capacity, the more is the possibility of getting recruited. All the ten respondents confirmed that irrespective of job positions the employing agents look for presentation skills in English. Unfortunately, even those skills might not be instrumental in their job responsibility execution afterwards, five respondents said, the interviewers consider English as an outcome of the education life and therefore a potential candidate must have it to a considerable extent.

Besides the four skills of language, they talked about some important tasks i.e. presentation, introducing oneself, asking and answering questions, using email or internet, related write-ups, interpersonal relationship, reasoning, linking ideas, specific vocabulary, critical analysis and so on.

Talking about their current proficiency level, they thought that 80% of those having non-English background are not satisfied and they have to suffer owing to this incompetence or relative insufficiency of the required competence. Some of them are really in a horrible position being unable to overcome their present deficiency, particularly in writing. Though they had grammar lessons upto intermediate level, having no such course in their university syllabus, they have forgotten all those things. Those who had a language syllabus in university opined that the course was not sufficient and the methods and materials were not attractive and did not look important and so they

lacked interest. Another convincing reason was that their previous grammar lessons or teaching-learning of English bore little affinity with the needs and level of proficiency expected by others now while facing the job recruitment tests. Even the university course focused on structural aspects and some traditional writing topics having little relevance with the present needs. The most neglected areas were speaking and listening, which are found to be the most pressing competence. The course was a short one and two of the respondents said that as it was optional/non major they did not show much interest in it and tried to cross the bar of examination somehow. Motivation was simply low.

For valid reasons they think that at the university level there should be a well-designed course focusing on the learners' interests, needs and types of skills or tasks which would be of use in their subsequent career. They suggested that materials and facilities should be increased. The most poignant feeling of one of the respondents was that "What is the importance of acquiring subject knowledge if we are judged by our English language competence when we are to use that subject knowledge?" That is English is not a subject to be considered to cross the exam rather it is a vehicle or tool which places us at a position to make the best use of our knowledge in whatever field it may be.

On the other hand, the students having finished degrees from English department have ambition for a better career. 50% of them said that they have a tolerable command over English but still they are not satisfied with their speaking and writing capability. In the recruitment test they do well in the English portion but before the interview board their performance is not upto the level. They opined that the reason might be that the interviewers expect more from them than from the applicants from non-English background. Also, they are not happy with their performance in handling in-depth discussion of literary topics. Moreover, beyond academic skills, they share inability in case of profession related performance tasks with those having degrees from other departments.

Interview with Employers/Human Resource Managers/Domain Experts

Employers are predominant stakeholders in the professional arena of the private sector. In this neo-liberal era of free market economy private sectors are flourishing

rapidly with huge contribution to the employment increase. As this sector is private the employers are interested in utilizing the utmost capacity of the professionals. Again, most of the sectors have direct or indirect business or links with the foreign businessmen or officials which compel them to go for those who have had a good or tolerable command of English. On the other hand, domain experts, who have a deep insight into the knowledge related to a specific job or profession that is domain knowledge, are very important source of domain needs regarding English language skills and tasks. In different companies or banks Human Resource Managers or Directors mainly play the role of selecting criteria of employability, types of tests and other human resource controlling factors.

Due to the system, in government organizations there is hardly any such section. There are employing or recruitment authorities who hire relevant experts at the time of recruitment tests or viva voce. Here the experts are mainly from the education and administration sectors. But still there are cases where professionals from the profession in question are engaged in recruitment procedures. Thus these people can be a very informative source of NA data.

Asked what are the language related activities that their employees have to undertake, they mentioned a number of various activities among which the commonest are as follows—

(a) Speaking for giving and getting information, presentation, negotiation, greetings etc.

(b) Writing emails, reports, business letters, brochures, notes, keeping accounts, preparing vouchers and invoices etc.

(c) Analyzing, leadership, interpersonal relationship, critical analysis, etc.

Almost all of them (80%) are dissatisfied with the present level of the proficiency of the potential or new recruits. The most pressing problems the professionals have with them are of very basic nature. Instead of having good academic records, they find it difficult to transform their academic knowledge into practical performance. Many are shy or nervous in expressing thoughts or interests. Furthermore, they have got little idea of practical writings. Many have been found having Linguistic Competence but most of

them miserably lack Discourse and Sociolinguistic competences. The situation is horrible regarding Strategic Competence. Talking about strengths they stated that a large portion of them are resilient and can develop with the passage of time keeping in touch with the seniors or other professionals. To improve the performance, some of the companies like banks or corporate organizations arrange English language training courses for the professionals. But that is not possible for others. In govt. sectors now Basic English improvement training is imparted to some extent. However, professionals having such courses done in pre-service or in-service training are hailed. In the private sectors knowledge of English and related performance are a key factor for career or promotion. Such knowledge occupies place in the top half of the criteria considered for promotion or financial benefit.

However, they opined that it is better to recruit those employees who are readily found competent before entering the job market. They are more likely to go further along the career line than those who develop themselves after joining. One interesting point is that most of them think that grammar is less important. Communication is the main factor over there. They also think that communication is possible without accuracy but fluency is always sought. Logically enough those who have a good speaking command are favoured by the recruiters. One such course sometime at the end of their academic life can be very fruitful for the learners, employers and certainly for the country-all of them consented.

Analysis of Job Advertisements

Job advertisement analysis has become an established way of picking out the needs to be addressed in a course. With the view of delving into the needs which are considered important for employability of the interviewees or possible recruits, fifty advertisements from different newspapers and internet were collected. Only those advertisements were considered on these two criteria-

      i.   The jobs which are found to be common choices of the graduates from English department

ii. Advertisements which looked for graduates from general universities or departments of English and

iii. Advertisements which clearly specified or indicated the job skills or competences or a minimum ideas of the required skills

Though the collected advertisements were for both government and non-government jobs, the government job advertisements do not specify any qualification except the educational one prior to recruitment test. However, from the information got from the interviews with job interviewers and the job seekers, the other skills requirements sound almost the same as the non-government ones. Thus the advertisements which have been analyzed here are mainly for non-government jobs.

On an average, job advertisements have three skills-related sections –job description, job responsibility/specifications, educational and additional qualifications. In most cases, important skills or competences are mentioned sometimes under job responsibility or additional qualification section.

Though different positions or jobs ask for some technical skills, non-technical or soft skills are given priority e.g. communication skills, negotiation, presentation, interpersonal skill which have been termed as 'survival skills' (Pryan 2008). Some fourteen such skills or competences have been asked for and they are as follows-

Table 15		
Skills asked for in Job Advertisement		
SL	Skills	Frequency
1.	Oral Communication	46
2.	Written competence	46
3.	Analytical Skills	20
4.	interpersonal Skills	26
5.	Decision Making	11
6.	Leadership skills	18
7.	Group or Team Work skill	20
8.	Problem Solving skills	14
9.	negotiation skills	19
10.	critical reasoning skill	11

11.	persuasive skills	16
12.	fluency in both communications	26
13.	knowledge in handling and communicating through information technology based media	43
14.	Presentation skills	30

The following diagram presents the main skills mentioned/indicated in the sample fifty job advertisements.
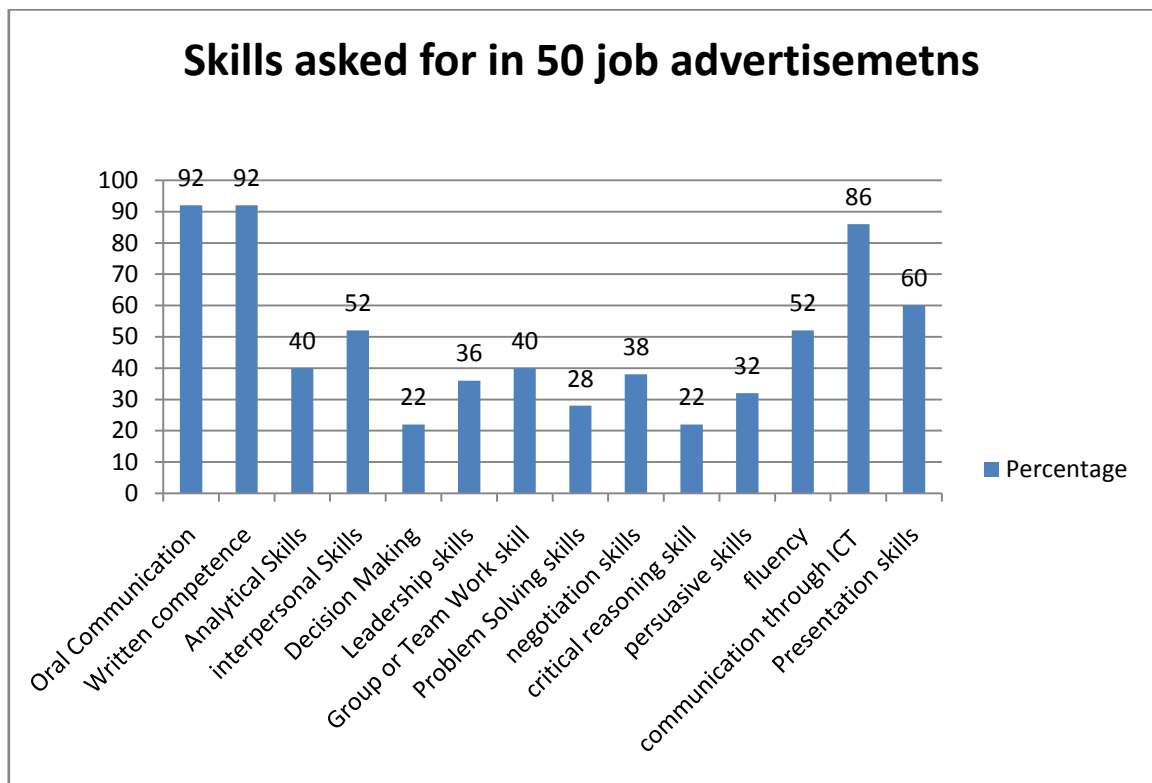
Figure 13. Skills asked for in job advertisements

In addition to these skills, sometimes details of the soft skills are mentioned. In a bit more technical jobs, some other skills are mentioned for example- strategic knowledge, organizational knowledge, personal credibility, and managerial skills and so on. However, this analysis does not present a total picture of the skills needed to be recruited or promoted. Nevertheless, it helps the researcher to gain insight into the needs analysis under consideration. It has been found that these skills share similarity with

those described by the experts conducting government recruitment as well as government job seekers and mostly the syllabus of recruitment examinations.

Perceived Target Needs of the Students

The questionnaire for students had several sections to have their opinions of academic needs, target professional needs perceived by them, their preferences regarding learning styles and their views towards the existing language course. Students have been found having ideas and perceptions about their expected job. Out of 140 respondents 69 (49.3%) like to go for administrative jobs while 29.3% like to join teaching , 14.3% Bank and financial institutions and 7.1 private/multinational companies and others. Not only for target professions, they need English for trying to go abroad for study or career building (64.3%).

Almost all of them (124) think that command of English language is important for getting that job. At the same time these jobs will necessitate them to have high (50%) or good (45%) proficiency for performing professional tasks. To review their current proficiency level against that perceived professional proficiency 45 respondents (66%) think that it is average and 17% consider theirs poor.

Besides this overall view of language skills they ventilated their ideas regarding various language skills important for those professions. In that case 'Reading' will be very important (36.4%) or important (38.6%). Again, writing has been rated important by 40.7% respondents and very important by 38.6%. But speaking will have the highest importance, 97 respondents (69.3%) rated it very important. Listening seems to have less score as important (43%). Regarding grammatical accuracy, the students' opinions are diverse. Still 49% consider it very important while others consider it important (30.7%), moderately important (15.7%). Importance of vocabulary has been rated important by 77.9% respondents.

Analysis of Academic Needs or Short-term Needs: Students' Perceptions

The previous sections have talked about the long-term professional needs of the students. They have short-term needs also which are Academic needs. These needs

control their academic capacity, cutting a good or sorry figure in the exams and also

control individual confidence.

Students' perceptions regarding their desire/needs to improve English
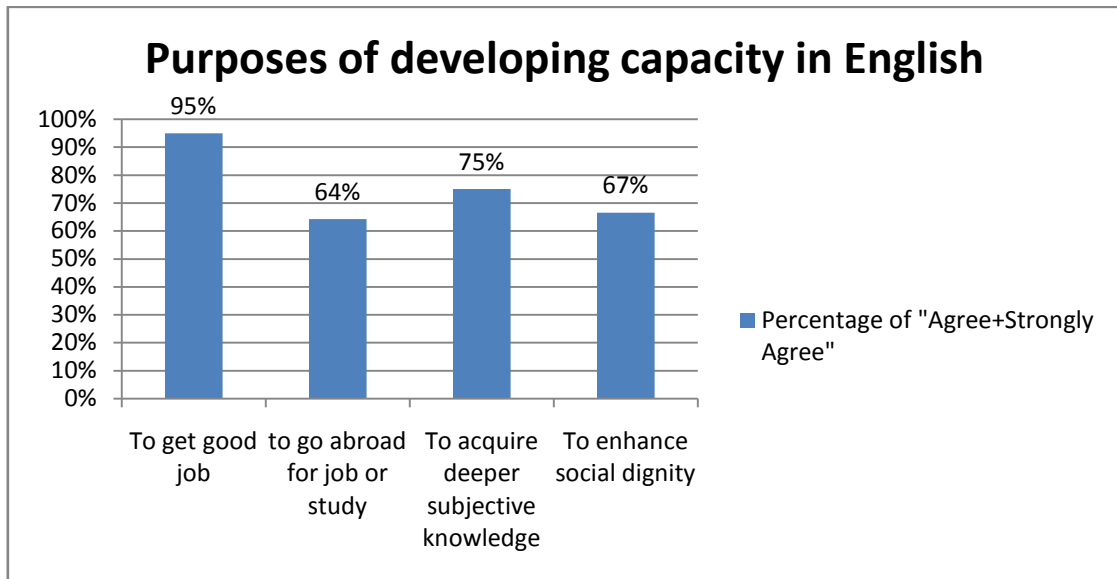
Figure 14. Students' purposes for developing capacity in English

Thus English language development is viewed as a means to materialize

instrumental needs rather than integrative ones. Of course they emphasize acquiring

deeper knowledge of the subject which in turn helps to attain their instrumental

objectives.

Average use of different skills along with current proficiency

Table 16
Use of different skills in academic arena and the students' current proficiency

Skills	Needs /Importance					Current proficiency				
	5	4	3	2	1	5	4	3	2	1
Reading	58.6	25	13.6	2.9	0	5.7	32.1	52.1	10	0
Writing	62.1	35	2.9	0	0	4.3	25	47.9	22.9	0
Speaking	64.3	27.1	7.1	1.4	0	2.1	19.3	50.7	26.4	1.4
Listening	49.3	32.1	17.9	0	0	3.6	26.4	37.9	30	2.1
Grammar	43.6	27.9	25.7	2.9	0	5	31.4	34.3	29.3	0
Vocabulary	45	39.3	12.9	2.9	0	3.6	25.7	47.1	23.6	0

Though all the skills are highly needed, writing as a skill surpasses others because the examination system mostly evaluates students' writing skill. The density of percentages is seen to have opposite trends in needs and current proficiency.

Almost all of them (86.4%) think that basic or English language related courses enhance their academic capacity. This is because they have to read 40+ (35.7% cases) or 31-40 (25% cases) or 21-30 (19.3.3% cases) English books in every academic year and also in most of the classes English is used as single instruction and examination language.

The classroom is the only place where they are exposed to English-using environment and outside classroom they have hardly any English-conducive environment.
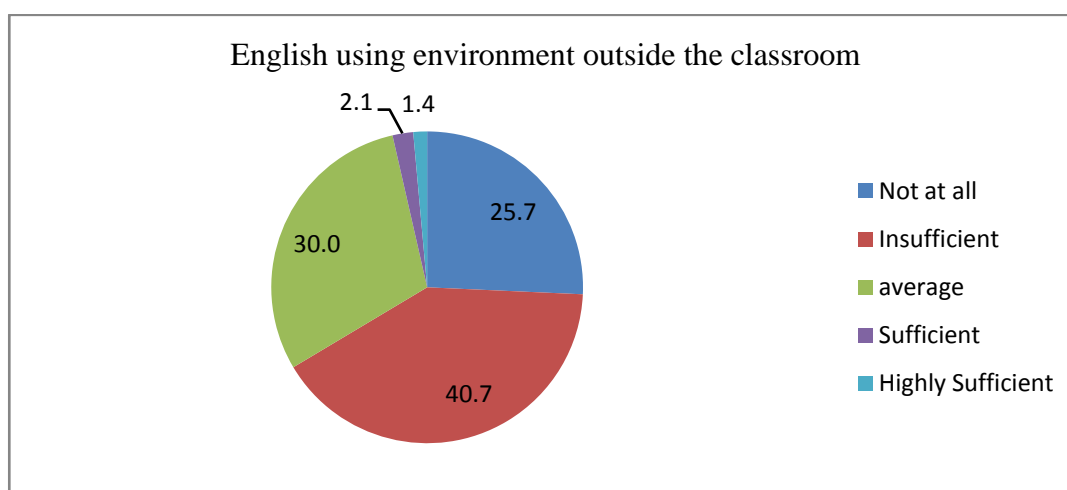
Figure 15. English using environment outside the classroom

In their academic life they have to undertake different language skills and tasks to various quantities. The following table shows the importance of those tasks as viewed by the students themselves.

Table 17
Necessity of general English language skills/tasks

Tasks and Skills	Highly needed (%) 5	needed (%) 4	Moderately Needed (%) 3	Of little necessity (%) 2	No necessity (%) 1	5+4+3 (%)
Grammar	44.3	32.9	22.9	0	0	100
Formulating Coherent argument	23.6	42.9	33.6	0	0	100
using appropriate	40.7	47.1	12.1	0	0	99.9

vocabulary						
Accuracy	41.4	45	12.9	0.7	0	99.3
Critical thinking	32.9	50	14.3	2.9	0	97.2
Synthesizing information from more than one sources	23.6	53.6	18.6	4.3	0	95.8
Library skills	15	42.9	33.6	6.4	2.1	91.5
Appropriate pronunciation	33.6	37.9	15.7	12.9	0	87.2
Browsing internet	20	30	30	12.1	6.4	80

Reading Skills/Tasks

Beyond these general skills, they have to perform skills related to each of the four language skills. The following table selects the most important reading skills according to their needs from the point of view of the students.

Table 18
Necessity of Reading skills/tasks

Tasks and Skills	Highly needed (%)	needed (%) 4	Moderately needed (%) 3	Of little necessity (%)	No necessity (%) 1	5+4 (%)
identifying main ideas	44.3	38.6	17.1	0	0	82.9
Critically analyzing	40	36.4	21.4	2.1	0	76.4
Understanding figurative expressions	30	42.9	23.6	3.6	0	72.9
guessing the meaning of unknown words from context	24.3	48.6	20.6	6.6	0	72.9
Understanding Cohesion	32.1	39.3	26.4	2.1	0	71.4
Understanding text organization	17.1	53.6	25.7	3.6	0	70.7
Critical reading	23.6	47.1	23.6	5.7	0	70.7
Identifying mood, tone and purpose of writing	32.9	37.1	24.3	5.7	0	70
Understanding textbooks and reference books	39.3	30.3	20.7	0.7	9	69.6
Reading works of fiction	26.4	42.9	26.4	4.3	0	69.3
Scanning	10	57.9	27.1	5	0	67.9
Understanding various literary or general genres	31.1	34.3	32.6	2	0	65.4
Skimming	17.9	45.7	32.9	3.6	0	63.6
making inferences	15	40	35	6.4	2.9	55
Reading newspaper/magazines	27.1	25	12.1	30	5.7	52.1
Analyzing pictures/diagrams	17.9	27.1	14.3	40.7	0	45

Writing Tasks/Skills

Table 19
Necessity of Writing skills/tasks

Tasks and Skills	Highly needed (%)	needed (%) 4	Moderately needed (%) 3	Of little necessity (%) 2	No necessity (%) 1	5+4 (%)
Developing ideas	32.2	56.4	10	1.4	0	88.6
Critical analysis	40.7	43.6	12.9	2.9	0	84.3
Using appropriate style in writing	32.9	47.1	15.4	3.1	1.4	80
Using cohesive devices	24.3	53.7	20.6	1.4	0	78
paraphrasing	27.9	48.6	19.3	3.6	0.7	76.5
Addressing topic	31.4	44.3	20.7	3.6		75.7
Linking ideas	27.9	46.4	22.9	2.9	0	74.3
summarizing	26.4	47.1	22.1	4.3	0	73.5
Writing essays and assignments	37.1	36.4	22.1	2.9	1.4	73.5
Creative writing	32.1	40.7	18.6	8.6	0	72.8
Expressing and defending personal points of view in writing	30	41.4	23.7	3.4	1.4	71.4
Editing	22.1	47.9	19.3	7.9	2.9	70
Writing thesis/research	22.1	46.4	21.4	8.6	1.4	68.5
Referencing and/or quoting	22.1	45.7	24.3	5	2.9	67.8
Evaluating own/other's writings	29.3	32.1	22.9	14.3	1.4	61.4
Proof reading	20.7	38.6	28.6	9.3	2.9	59.3
Writing Case Studies	12.9	36.4	29.3	17.1	4.3	49.3
Writing e-mails	15	32.1	35	15	2.9	47.1

Listening Skills/Tasks

Table 20
Necessity of Listening skills/tasks

Tasks and Skills	Highly needed 5 (%)	needed (%) 4	Moderately needed (%) 3	Of little necessity 2 (%)	No necessity 1 (%)	5+4 (%)
Listening to presentation/lectures/seminars	49.3	38.6	7.9	4.3	0	87.9
note-taking	37.9	40	17.9	4.3	0	77.9
obtaining specific information	37.1	40	20.7	2.1	0	77.1
Recognizing speech Organization patterns (lecture, announcement)-	25.7	45	20.7	7.1	1.4	70.7
Understanding informal talks	23.6	43.6	22.1	10.7	0	67.2

Obtaining information from audio-visual presentation	30	33.3	31.9	4.3	1.4	63.3

Speaking Skills/Tasks

Table 21
Necessity of Speaking skills/tasks

Tasks and Skills	Highly needed (%) 5	Needed (%) 4	Moderately Needed (%) 3	Of little necessity (%) 2	No necessity (%) 1	5+4 (%)
Understanding discourse	29.3	57.9	8.6	2.9	1.4	87.2
Reasoning	32.1	53.6	12.9	1.4	0	85.7
Participating effectively in discussions	36.4	44.3	17.9	1.4	0	80.7
Participating in interview/viva voce	41.1	38.6	15	5	0	79.7
Discussing with teachers	38.6	40.7	10.7	5	5	79.3
Taking part in group discussion	42.1	34.3	22.1	1.4	0	76.4
Giving extempore speeches	26.4	48.6	18.6	4.3	2.1	75
Giving presentation	38.6	35	20.1	4.3	2	73.6
Taking part in non academic informal discussion	29.3	24.6	19.3	17.1	10	53.9

Teachers' Perceptions of the Needs

To get a real picture of the needs of tasks or skills a corresponding questionnaire was used to elicit information from the teachers of the English departments of the selected universities. This would cross-check the validity and reliability of the needs of students. Like students teachers also feel that all the four skills are equitably essential for both academic and professional betterment. The following table shows their opinions regarding importance of the skills/tasks with the students' current average proficiency level:

Table 22
Use of different skills in academic arena and students' current proficiency

Skills	Needs /Importance					Current proficiency				
	5	4	3	2	1	5	4	3	2	1
Reading	87.5	7.5	5	0	0	5	47.5	30	17.5	0
Writing	67.5	32.5	0	0	0	5	12.5	57.5	20	5
Speaking	45	42.5	7.5	5	0	10	10	32.5	37.5	10
Listening	45	40.5	7.5	7	0	5	7.5	52.5	35	0
Grammar	47.5	42.5	10	0	0	3	10	47.5	29.5	10
Vocabulary	60	37.5	2.5	0	0	5	15	40	35	5

Significantly:

- Except reading skill (5% excellent, 47% good) the skill of the students is average in other sections.

- There are problems with speaking (37.5% poor, 10% very poor), grammar (29.5% poor, 10% very poor), vocabulary (35% poor, 5% very poor) and listening (35% poor).

Teachers' perceptions of the necessity of General skills/tasks

Table 23
Necessity of general English language skills/tasks

Tasks and Skills	Highly needed (%) 5	Needed (%) 4	Moderately Needed (%) 3	Of little necessity (%) 2	No necessity (%) 1	5+4 (%)
Formulating Coherent argument	32.5	52.5	15	0	0	85
Critical thinking	30	55	15	0	0	85
using appropriate vocabulary	37.5	42.5	20	0	0	80
Use of grammar	40	37.5	15	7.5	0	77.5
Accuracy	25	50	25	0	0	75
Synthesizing information from more than one sources	42.5	22.5	25	10	0	65
Browsing internet	10	42.5	42.5	5	0	52.5
Appropriate pronunciation	22.5	27.5	42.5	7.5	0	50
Library skills	5	42.5	47.5	5	0	47.5

Teachers' perceptions of the necessity of Reading sub skills/tasks

Table 24
Necessity of Reading skills/tasks

Tasks and Skills	Highly needed (%) 5	Needed (%) 4	Moderately Needed (%) 3	Of little necessity (%)	No necessity (%) 1	5+4 (%)
Critically analyzing	42.5	52.5	5	0	0	95
guessing the meaning of unknown words from context	30	55	15	0	0	85
identifying main ideas	42.5	42.5	10	0	5	85
Understanding figurative expressions	45	40	10	5	0	85
Reading works of	47.5	35	17.5	0	0	82.5

fiction						
Scanning	42.5	37.5	15	5	0	80
Understanding Cohesion	35	45	20	0	0	80
Understanding textbooks and reference books	32.5	45	22.5	0	0	77.5
Identifying mood, tone and purpose of writing	32.5	45	17.5	5	0	77.5
Understanding various literary and general genres	25	52.5	17.5	5	0	77.5
Skimming	32.5	42.5	20	5	0	75
Critical reading	30	45	20	5	0	75
Understanding text organization	22.5	47.5	20	5	5	70
making inferences	22.5	45	22.5	5	5	67.5
Reading newspaper/magazines	15	42.5	27.5	15	0	57.5
Analyzing pictures/diagrams	15	37.5	25	22.5	0	52.5

Teachers' perceptions of the necessity of Writing sub skills/tasks

Table 25
Necessity of Writing skills/tasks

Tasks and Skills	Highly needed (%)5	Needed (%) 4	Moderately Needed (%) 3	Of little necessity (%)	No necessity (%)	5+4 (%)
Using cohesive devices	32.5	60	7.5	0	0	92.5
Developing ideas	45	45	5	5	0	90
Critical analysis	45	40	10	5	0	85
Writing essays and assignments	47.5	37.5	15	0	0	85
Linking ideas	50	35	10	5	0	85
Using appropriate style in writing	35	47.5	17.5	0	0	82.5
paraphrasing	20	57.5	17.5	5	0	77.5
Creative writing	40	37.5	22.5	0	0	77.5
Referencing and/or quoting	27.5	50	12.5	10	0	77.5
summarizing	32.5	40	20	7.5	0	72.5
Addressing topic	35	37.5	22.5	5	0	72.5
Expressing and defending personal points of view in writing	42.5	30	27.5	0	0	72.5
Writing thesis/research	15	52	20	12.5	0	67
Evaluating	25	40	30	5	0	65

own/other's writings						
Editing	22.5	37.5	30	10	0	60
Writing e-mails	12.5	42.5	35	10	0	55
Proof reading	22.5	30	42.5	5	0	52.5
Writing Case Studies	15	27.5	30	27.5	0	42.5

Teachers' perceptions of the necessity of Listening sub-skills/tasks

Table 26
Necessity of Listening skills/tasks

Tasks and Skills	Highly needed 5 (%)	Needed (%) 4	Moderately Needed (%) 3	Of little necessity 2 (%)	No necessity (%) 1	5+4 (%)
obtaining specific information	30	62.5	7.5	0	0	92.5
note-taking	25	55	15	5	0	80
Recognizing speech Organization patterns (lecture, announcement)-	12.5	62.5	25	0	0	75
Listening to presentation/lectures/seminars	30	45	25	0	0	75
Obtaining information from audio-visual presentation	25	42.5	30	2.5	0	67.5
Understanding informal talks	22.5	40	37.5	0	0	62.5

Teachers' perceptions of the necessity of Speaking sub-skills/tasks

Table 27
Necessity of Speaking skills/tasks

Tasks and Skills	Highly needed (%) 5	Needed (%) 4	Moderately Needed (%) 3	Of little necessity (%) 2	No necessity (%) 1	5+4 (%)
Giving presentation	25	62.5	12.5	0	0	87.5
Participating in interview/viva voce	27.5	55	7.5	10	0	82.5
Giving extempore speeches	7.5	75	12.5	5	0	82.5
Reasoning	37.5	42.5	20	0	0	80
Discussing with teachers	35	45	15	5	0	80
Understanding discourse	37.5	35	17.5	5	5	72.5
Taking part in group discussion	27.5	42.5	25	5	0	70
Participating effectively in discussions	40	25	35	0	0	65
Taking part in non academic informal discussion	10	47.5	30	12.5	0	57.5

It is evident that the selected tasks and skills are more or less very important. That's why they are to be provided with opportunities of developing these skills within the academic ambit. Absence of the viable scope of developing at least awareness hampers the academic journey to its realizable destination.

Target Goals and Objectives as Profile of Needs

The preceding discussion shows that university students are in a position where they have to accomplish various types of activities in their academic life and they need English to perform tasks in their perceived professional life. From the tasks selected and suggestions provided by the respondents, the following are a profile of Needs for the students as their goals and objectives. These have been prepared in such a way that each of them presages specific learning objectives or specific behavior to be formed which might lead to forming pedagogic tasks. Following the style developed by Clark (1987: 231) the profile has been prepared from the tasks and skills found having key importance from the TSA.

Professional Domain

a. Participate in various types of conversations related to common activities with others (face to face, over telephone or internet; official, personal, intra and inter-office; solution of problems, expressing company interests, giving instructions and interactions in social settings)

b. Obtain information through conversation and different mediums of correspondence (written and oral).

c. Exchange information, ideas, opinions, experiences and plans

d. Discuss and negotiate issues of interests (persuasion, comparing ideas or products)

e. Search for specific information from different texts or speeches, process it and use it

f. Listen to and read variegated sorts of information to process, use and respond to it.

g. Provide information in spoken or/and written form on the basis of personal or professional experience like giving a small talk, writing a diary or report and filling in a form.

h. Be aware of the specific vocabulary or expressions of a reading or listening texts and their contextual meaning as well as discourse specific to particular community.

i. Listen to others to guess their attitude and tone

j. Use tolerable writing techniques to exchange information, legal documents, official formal and informal documents.

k. Overcome shyness and exchange the information properly in right amount

l. Use knowledge to make use of Sociolinguistic and Strategic competences to enhance the quality of communication, retain effective communication and compensate for the broken communication; using culture and status sensitive expression for sustaining interpersonal relationship.

m. Develop new ideas from the existing sources and link between ideas while preparing for example, speech or presentation and report or thesis.

n. Identify key linguistic units like words, registers, structures to have an insight into the chunks of communication and respond accordingly.

o. Listen and read for pleasure and respond in some more imaginative way. The sources may be public ones and this process involves subsequent summarizing, or translation to reproduce the information or discuss with others.

p. Have some knowledge of the culture of the target professional groups and understand how interpersonal relationships are conducted.

q. Work in groups and how to make sure everybody's contribution to the group tasks

r. Solve problems through social interactions with others like participating in conversation related to the pursuit of common activity with others, obtain

necessary information, goods and services, make arrangements and come to decision with others.

s. Acquire some understanding of the cultural traditions of the relevant sections of target language group (particularly for those who go/will go abroad).

t. Write common and profession specific writing document like agenda, minutes, memoranda and letters.

u. Use language coherent with different electronic formats like email, fax and internet.

Academic Domain

a. Develop knowledge of formal properties of language particularly grammar, pronunciation to a certain extent and vocabulary with their denotative and connotative meanings.

b. Master formal knowledge of English language to ensure accuracy in terms of formal and contextual aspects.

c. Acquire the capacity to synthesize information from more than one sources

d. Think critically to analyze any text or information from different points of view

e. Formulate coherent arguments to support any personal ideas, opinions and proposals.

f. For academic reasons they need to excavate information from different sources like library or internet.

g. Read intensively and use the information to produce in different formats like analytical responses and imaginative text.

h. Reading different types of academic texts to identify main ideas or specific information.

i. Reading those genres critically to nurture the techniques like understanding figurative expressions, mood, tone and purpose of the writer.

j. To have capacity to infer and guess different types of meaning engraved in a writing text.

k. To respond to the organizational patterns like cohesive devices of a text.

l. Reading texts to store, process and produce in different formats of writing and speaking.

m. Developing a particular idea using appropriate styles and other writing techniques

n. To write specific type of writing assignments.

o. Use formal and technical knowledge to defend personal ideas and opinions

p. To refer to different sources in writing

q. Evaluate, proof read and edit own or others' writings.

r. Listen to presentations of various types, and on various media like audio-visual to take notes or decipher specific information in both formal and informal situation.

s. Understand academic discourse to show reasoning in different formats of production like in interviews, discussion with academic experts etc.

t. Use formal style in presentation both in extempore and prepared situations.

u. Ensure effective contribution to group or team discussion.

Most Important Tasks and Skills as Profile of Needs

From the needs analysis questionnaires, interviews and job advertisement analysis as well as discourse and genre analysis of professional documents, the following are the academic and professional important skills and tasks.

Table 28
Profile of Needs in terms of tasks and skills for learners

	Academic skills/tasks	Professional tasks/skills
General skills and tasks	Grammar	Linguistic competence
	Formulating coherent argument	Sociolinguistic competence
	Using appropriate vocabulary	Discourse competence
	Accuracy	Strategic competence
	Critical thinking	Working in a team
	Synthesizing information from different sources	Vocabulary and Important structures
	Library skills	Analytical and leadership skills
	Appropriate pronunciation	Overcoming nervousness
	Understanding and handling computer and internet related tasks	Tactics of starting and finishing sentences appropriately
		Intercultural knowledge

Reading skills and tasks	Identifying main ideas	Understanding and reading internet and computer information, different types of emails, Legal documents, Reports, Agenda and minutes of meetings, Business letters, Memoranda
	Critical analysis	Reading techniques like scanning, skimming, predicting, inferencing
	Understanding figurative expressions	Intensive reading, extensive reading, active reading
	Guessing the meaning of unknown words from context	Guessing the meaning of unknown words from context
	Understanding text organization	For analyzing
	Critical reading, active reading, extensive reading	Synthesizing information from different sources
	Identifying mood, tone and purpose	For referencing
	Understanding text and reference books	For paraphrasing and summarizing
	Reading works of fiction	For identifying main and supporting ideas
	Scanning	Speed reading
	Understanding various literary and general genres	For note taking
	Skimming	Transferring information
	Making inference	For responding critically
	Understanding cohesion	
Writing skills and tasks	Developing ideas	Different types of emails and ICT based correspondence
	Critical analysis	Business notes
	Using appropriate style in writing	Notices and memos
	Using cohesive devices	Reports
	Paraphrasing	Drafting
	Addressing topic	Minutes and Agenda of meetings
	Linking ideas	Adopting context specific tone and style
	Summarizing	Using appropriate "moves" and cohesive devices
	Writing different types of paragraphs, essays and assignments	Creative writings with appropriate moves
	Creative writing	Research reports or thesis
	Expressing and defending personal point of view	Tour commentaries
	Editing	Legal documents
	Writing research paper/thesis	Instructions and manuals
	Referencing and quoting in accepted style	Developing ideas
	Evaluating own or other's writing	Linking ideas
	Proof reading	Clear expression

Listening skills and tasks	obtaining specific information	Listening to meetings, conference/seminars, phone conversation, announcements, to native speakers.
	note-taking	Listening for taking notes and summary
	Recognizing speech Organization patterns (lecture, announcement)-	For obtaining specific information
	Listening to presentation/lectures/seminars	Obtaining key vocabulary
	Obtaining information from audio-visual presentation	Recognizing speakers' attitude
	Understanding informal talks	Evaluating information
		Extracting implicit information
		Recognizing speech organization
		Guessing meaning from context
Speaking skills and tasks	Giving presentation	answering and asking questions
	Participating in interview/viva voce	expressing yourself
	Giving extempore speeches	reasoning
	Reasoning	fluency and wording quickly
	Discussing with teachers	summarizing
	Understanding discourse	expressing interests
	Taking part in group discussion	interpersonal interaction
	Participating effectively in discussions	Presentation, small talk
		comparing and contrasting
		solving problems
		describing
		accuracy
		correct pronunciation and using appropriate intonation and stress
		persuasion
		negotiation
		giving lecture
		reacting to other's speech
		criticizing

In this profile many of the tasks and skills are common in both the sectors. Again, many professional tasks and skills are taught directly and/or indirectly with the academic tasks. Of course there are tasks which have a solely professional flavor. Nonetheless, even if some of the tasks are integrated with each other, academic and professional tasks have their own discourse, contexts and specific orientation.

Conclusion

Professional needs as the target needs call for a basic knowledge in relevant tasks in spite of the diversified nature of language use channels, mediums and contexts. The employability is ascribed to the pre-service knowledge of the aforesaid tasks or skills to various degrees. This knowledge is considered to be a "basal mover" for the potential job-seekers to attain their expected job. The employers and the domain experts choose those who can show their success potential. Once the academic life ends, there is hardly any opportunity to improve the basic knowledge because of a scanty number of trainings available in the professional sectors.

Among the skills, speaking and writing in English have been found outdoing the other two. But there is no denying that all the four skills are integrated and inter-dependent. Reading and Listening as receptive skills assist the productive skills (Speaking and Writing) to get to the standard. At the same time reading has a special importance as variegated types of texts -from reading for pleasure to reading legal documents or for thesis writing- are within the parameter of professional reading. Execution of the skills demands a high linguistic competence, but the other competences like discourse, sociolinguistic and strategic sometimes become determining factors of successful communication.

The TSA analysis has showed the indispensability of English both in academic life and the professional life. It is true that the amount of language use differs from profession to profession, looking from the 'life-cycle' viewpoint, using English either helps to ameliorate academic output and to get a job or to excel in the profession. Like any TSA findings, the above findings can be sieved by the material designers to create adaptable and effective materials, by the teachers to select materials and tasks to create pedagogic tasks and the students to go for improving their capacity of English language in line with the expectation of the employers or recruiters.

However here this TSA will find application in designing an English language course more efficient, realistic and needs-based likely to yield modified and trimmed to the proficiency gap of a particular group of students so that the learners can acquire language needs as "the target linguistic behaviours that the learners must ultimately requires"(Brown 1995 as in Mehrdad 2010). To have a holistic analysis, a Present Situation Analysis will follow in course of doing this study which will include a situation analysis.

It is seen that the awareness of the significant role of English as a tool for international and official communication and its role for better academic success of the learners and their desire to go abroad for study or career creates perceptions about the quality of a good English syllabus at university level felt by the learners themselves not to be imposed by the curriculum or syllabus designer or teachers.

CHAPTER 5

PRESENT SITUATION ANALYSIS

Introduction

"It is naive to base a course design simply on the target objectives, just as it is naive to think that a journey can be planned solely in terms of the starting points and the destination. The needs, potentials and constraints of the route i.e. learning situation must also be taken into account" (Hutchinson and Waters 1987: 61). The present situation of the study context is to be analyzed both from the points of view of academic strengths and weaknesses of the institutions and the learners. It is also important to take into account what syllabuses or contents are being taught with what grading principles. Particularly the methodology used in the classroom and the assessment techniques should be examined. That is – for what, how and why the present teaching-learning enterprise is being administered. On the other hand, to select needs-based syllabus contents, it is indispensible that the present proficiency level of the learners is detected.

General Statements about the Present Courses

Table 29
Current proficiency of the students

Skills	Current proficiency (%)											
	According to Teachers						According to students					
	Excellent	Good	Average	Poor	Very poor	Poor + Very poor	Excellent	Good	Average	Poor	Very poor	Poor + Very Poor
Reading	5	47.5	30	17.5	0	17.5	5.7	32.1	52.1	10	0	10
Writing	5	12.5	57.5	20	5	25	4.3	25	47.9	22.9	0	22.9
Speaking	10	10	32.5	37.5	10	47.5	2.1	19.3	50.7	26.4	1.4	27.8
Listening	5	7.5	52.5	35	0	35	3.6	26.4	37.9	30	2.1	32.1
Grammar	3	10	47.5	29.5	10	39.5	5	31.4	34.3	29.3	0	29.3
Vocabulary	5	15	40	35	5	40	3.6	25.7	47.1	23.6	0	23.6

According to both teachers and students, students suffer badly in skills except reading and writing. It does not indicate that they are proficient in these two skills

because in all the skills, higher opinions go for "average". In speaking skills almost half of them are poor or very poor (47.5%). They are almost equally poor in listening, grammar and vocabulary. And due to lack of efficiency in the last two skills their competency in productive skills is affected.

<div align="center">Gap in Present Courses</div>

To dig out reasons for such competence lack, teachers were asked whether the present course meet academic and perceived professional needs of the students. It has been found that the present courses are more helpful in preparing students for academic needs rather than the professional ones. 62.5% agree that the topics in the present courses meet academic needs while only 27% teachers think that the present courses meet perceived professional needs. It means that for academic betterment they need some change in the syllabus contents or teaching-learning procedures and on the other hand the present courses lack these aspects to a large extent in case of providing ground for making their foot stronger for professional arena.

<div align="center">Gap between Present Competence and Expected Competence</div>
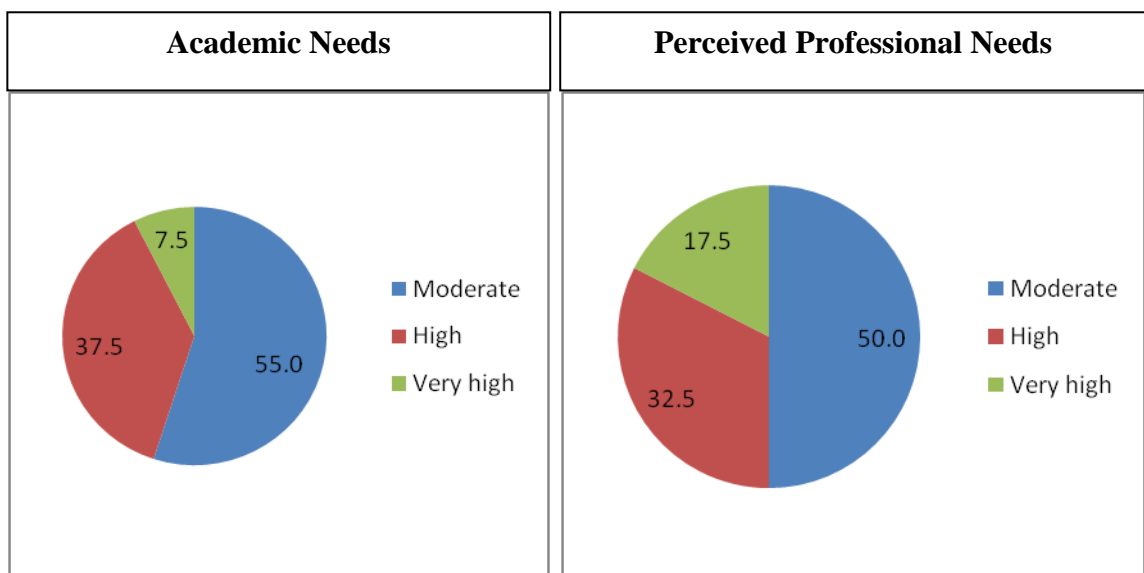
Figure 16. Gap between present and expected competence

Again, there is at least a moderate gap between the present and expected competence of the students in both academic and professional fields. The situation is vulnerable in the latter case.

Institutional Importance and Specification of Syllabus Objectives

This is imperative that the courses must receive institutional support which depends on the importance attached by the authority. This also impacts the motivation of the students. It is found that these courses get less importance than other courses. 40% teachers consider the importance high or very high while 52.5 % think that it is moderate and 7.5% low. It is probably this low importance from the authority that these courses have been designed without any needs analysis (only in 5% cases). In 27.5% cases the course objectives were proposed and worked out by the domain specialists. On the contrary, they were prescribed by the authority (27.5%) or selected by imitating other local or foreign universities (20%). Sometimes the last three ways were used together e.g. in 12.5% cases the last two ways were used.

Strengths and Weaknesses of the Institutes

Institutes have a number of mechanisms to make education take place. Both human, logistic and academic devices are important for a better teaching-learning environment. Some of the most important such aspects have been unveiled.

Table 30
Sufficiency of Institutional Supports

	Highly sufficient (%)	Sufficient (%)	Average (%)	Insufficient (%)	Highly Insufficient (%)
Teaching Staff	7.5	37.5	27.5	22.5	5
Institutional Support	0	27.5	25	42.5	5
Library facilities	0	5	40	42.5	12.5
Digital Technological facilities	0	17.5	17.5	37.5	27.5
Learning environment	0	20	35	35	10

N=40

Significantly-

- There is a problem with teaching staff –in 27.5% cases it is insufficient.
- The technological logistics and learning environment are highly lagging behind
- Library facilities are also not up to the sufficient level.

Not only the learning environment within the institutional premise is insufficient, a more concerning fact is that they do not have sufficient exposure to English use. English using environment outside the class is very insufficient (55%) or no such environment exists (30%).

Due to these causes the courses cannot enhance students' motivation to utilize these courses. They have high motivation in 7.5% cases only. In 57.5% cases it is moderate while in 20% cases it is low and little in 15% cases.

Classroom Activities, Materials and Resources

However strong or weak is the institutional support, effective learning depends to a large extent on classroom situation, what materials are used and what resources are available. To know about the classroom characteristics several points were raised.

Percentage of Teacher talk

In learner friendly classrooms teacher is a facilitator of learning. The classroom should be dominated by the learners. If we look at the present teacher-student talks in classroom we see that in 7.5% cases, the teacher talks upto 100%, in 77.5% cases teacher-student talking ratio is 75:25. Only in 15% cases it is 50:50.

Materials

Mostly, only the course book is used (40%) as materials. Printed materials are preferred (22.5%) to audio-visual types (15%). Rarely the course book accompanies audio-visual support (2.5%). Same fate is for the joint use of course book and other printed materials (2.5%). However, sometimes (12.5%) all the three types of materials are used. A mortifying fact is that in 5% cases there is no definite material. Instead of increasing emphasis on the use of authentic materials, in the present situation the picture is an unsatisfactory one.
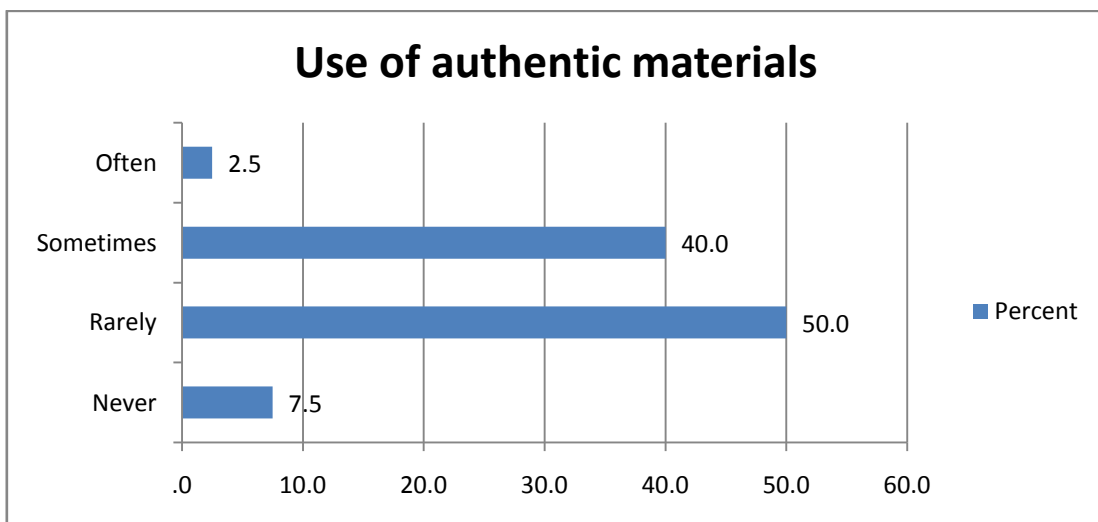
Figure 17. Use of authentic materials in the classroom

To respond to the query whether they use audio-visual aids for teaching, 22.5% teachers said that they use them often, the rest rarely or never use them. But these materials are not enough (35%) for teaching-learning. In 45% cases it is average while in 20% happenings it is sufficient. Whatever the materials are, access to them for the students is obligatory. But in 40% instances this access is insufficient while in 52% cases average in contrast to 7.5 % when they have access to sufficient materials. The teachers solely control the materials selection. Students never (30%) or rarely (35%) or sometimes (25%) have any say for material selection. Even the teachers do not have enough control over this important issue. The following table shows the situation regarding teachers' role in material design.

Table 31
Process of materials design

Materials design	Frequency	Percent
I design my own teaching materials	12	30.0
I follow what is prescribed	15	37.5
Teachers work with the authority to produce materials	6	15.0
I design my materials and I follow what is prescribed	4	10.0
I follow what is prescribed and teachers work with authority to produce materials	2	5.0
All the three	1	2.5
Total	40	100.0

In the backdrop of teachers' insufficient hold over materials selection or design, they should be provided with teachers or course guide. But unfortunately, in 90% cases they are not provided with any such assisting material.

Teaching-learning Resources

The institutions lack teaching-learning resources. In most cases the resources are very poor (5%) or insufficient (45%) and average in 42.5% cases. It is rarely sufficient (5%) or highly sufficient (2.5%). There are various types of materials needed for successful teaching. The pie chart shows which resources are needed in the present situation-
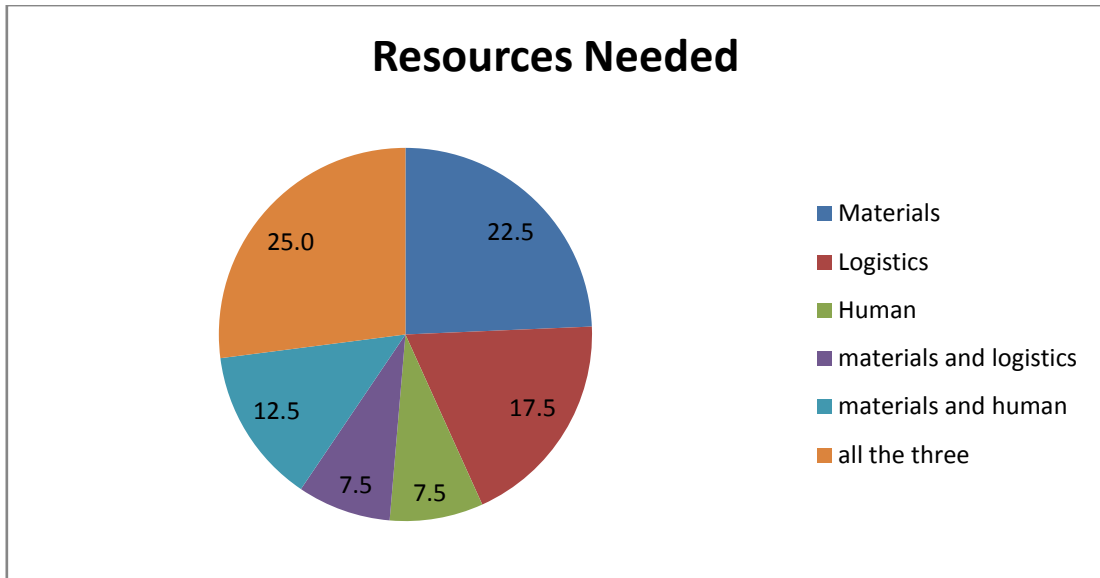
Figure 18. Types of resources needed

Significantly, Materials and logistics outdo the third factor i.e. the human factor in terms of lack or want in the present situation. In such situations the only option left is for the teachers to be self sufficient. And training can help them to be fortified enough to manage the situation.

Teachers' Training

The precarious situation is that 75% teachers do not have any training. And also the kind of training they need is insufficient (77.5%). Those who have such training have had this kind of training on self-will; very rarely they are given any training by the authority. The nature of such courses falls within Masters or Diploma in Applied Linguistics and ELT. In Private Universities the situation is a bit better as at the time of recruitment the authority prefers those who already have got such a degree or training.

Classroom Characteristics and Activities

Number of Students

It is good to see that in more than 50% of the classes the number of students is up to 50. In 25% cases it is less than 30 while in 22.5% cases it is between 50 and 75. But in 20% cases it is more than 75.

Type of Class Regarding Learning Capacity

However, most of the classes are highly heterogeneous (37.5%) or heterogeneous (52.5%). To ensure learning for each of them the teachers have to struggle hard. For this purpose, the number of classes and class duration can play a helpful role.

Number and Duration of Classes

If we look at the number of classes, 35% teachers consider it insufficient, 37.5% regard it as average and only 27.5% feel that it is sufficient. Almost same pictures have been discerned in the duration of the class. 12.5% teachers think that class duration is insufficient, 45% average, 27.5% as sufficient and 15% consider it highly sufficient.

Teaching Methodology

Regarding this important aspect, teachers mainly follow CLT. Only a few of them use TBLT. However, as most of the teachers do not have any training, it is vague how far they know and use CLT to its true practices. Even some of them take lecturing as the only teaching method which means they lack clear pictures regarding teaching-learning methodology.

Classroom Activities

To tackle these issues, there should be a clearly-thought-out methodology to be applied in the class. Let us see what classroom activities are followed-

Table 32
Classroom activities

Sl.	Classroom activities	Percentage (%)
1	Only lecture	15
2	Presentation	2.5
3	Task Practice	5
4	Discussion	22.5
5	Self-Writing	7.5
6	Pair/Group Work	2.5
7	Lecture and Presentation	2.5
8	Lecture and self-writing	22.5
9	Presentation and Task Practice	5
10	All of them	5

The classroom activities are dominated by lecture, discussion and self-writing. In a few cases, students have a chance to get involved and most of the time they are passive receivers of knowledge. It is again worsened by the fact that the learning styles and preferences are not given much importance.

Preparation for Class

For an effective class the teachers should be allowed enough time for preparation. In 60% times they get enough time and in the rest of the times the time provided is rarely (10%) or sometimes (30%) enough.

Consideration of Learners' style and Learning Preferences

Learners' motivation can be upheld by accommodating their learning styles and preferences in the learning enterprise. In 30% time their styles and preferences are considered. This consideration frames teaching learning process sometimes in 40% cases and in the rest of the time (30%) the students' preferences are not considered.

Type of Evaluation Followed

In case of evaluation they follow only summative system in 10% cases, only formative in 22.5% cases and a mixed approach is taken in 67.5% cases. In the last case formative assessment has a very little portion because at best 20% marks are in the teachers' hand which are awarded depending on the class performance. Indeed the case of formative assessment is not very satisfactory. Though the teachers have gone for formative assessment, their individual assessment report is rarely taken and discussed by the authority to prepare the result. Probably, the teachers themselves do this.

Constraints Baring the Learners from Being Competent English

The teacher-respondents have identified different constraints which stand in the way to achiev competence in English use. Five important criteria (faulty teaching method, environment, lack of motivation, logistics and resources) were selected. In 50% cases, the teachers have identified multiple answers.

Table 33
Constraints preventing learners from acquiring competence in English

Sl.	Constraints	Frequency	Percentage
1	Environment	10	25
2	Lack of motivation	11	27.5
3	Faulty teaching method and Environment	1	2.5
4	Faulty teaching method and Resources	1	2.5
5	Environment and lack of motivation	8	20
6	Faulty teaching method, lack of motivation and resources	1	2.5
7	Environment, lack of motivation and logistics	1	2.5
8	Environment, lack of motivation, logistics and	4	10
9	All of them	3	7.5

Significantly-

- Environment and lack of motivation are the worst constraints (separately in 25% and 27.5% and together 20%)

- Logistics are also emphasized as constraints though together with other constraints.

- Faulty teaching method co-hosts the incompetence of the learner accompanying other problems.

- In some cases (7.5%) all the constraints are present.

Indeed the lack of motivation as the most-marked constraint springs from the environment and the teaching methodologies.

Present Proficiency Level of the Learners

With a view to determining objectives of a needs-based syllabus, attempts were made to find out the present proficiency level of the learners. This has been done in two ways: firstly, through a questionnaire survey both on the teachers and the outgoing students and secondly, through a proficiency test of the students who have newly entered the university study. An analysis of questionnaire survey is given below. Here we have teachers' and students' perceptions of different sub skills. Elaborate information tables are added in the appendix.

General Tasks and Skills

Table 34
Proficiency in general English language skills/tasks

Teachers' Perceptions		Students' Perceptions	
Tasks and Skills	Poor+ Very Poor	Tasks and Skills	Poor+ Very Poor
Synthesizing information from more than one sources	67.5	Critical thinking	60
Critical thinking	67.5	Formulating Coherent argument	58.6
Accuracy	65	Synthesizing information from more than one sources	57.8
Formulating Coherent argument	65	Accuracy	41.4
Use of grammar	42.5	Library skills	38.6
using appropriate vocabulary	42.5	using appropriate vocabulary	28.6
Library skills	37.7	Appropriate pronunciation	26.4
Appropriate pronunciation	37.5	Browsing internet	25.7
Browsing internet	22.5	Use of grammar	15

In general skills, both the teachers and students agree that synthesizing information from more than one sources, critical thinking, accuracy and formulating coherent argument are the skills that the students are poor in. Teachers add the use of grammar and appropriate vocabulary to this list.

Reading Sub-skills

Table 35
Proficiency in Reading skills/tasks

Teachers' perceptions		Students' perceptions	
Tasks and Skills	Poor+ Very Poor (%)	Tasks and Skills	Poor+ Very Poor
Critical reading	72.5	Understanding Cohesion	75
Understanding text organization	60	Understanding various genres	47.9
making inferences	52.5	making inferences	47.1
Identifying mood, tone and purpose of writing	52.5	Critical reading	46.4
Understanding various genres	52.5	Identifying mood, tone and purpose of writing	45.7
Skimming	50	Scanning	45
Understanding Cohesion	50	Critically analyzing	42.9
Scanning	47.5	Skimming	36.4
Critically analyzing	47.5	identifying main ideas	35.7
Reading works of fiction	45	Reading works of fiction	35

identifying main ideas	42.5	Analyzing pictures/diagrams	35
Analyzing pictures/diagrams	42.5	Reading newspaper/magazines	34.3
guessing the meaning of unknown words from context	40	Understanding figurative expressions	30.7
Understanding textbooks and reference books	35	Understanding textbooks and reference books	26.4
Understanding figurative expressions	32.5	Understanding text organization	25.7
Reading newspaper/magazines	32.5	guessing the meaning of unknown words from context	20.8

Among the reading sub-skills there is consensus among the teachers and students about the lack of skills. Some of the most pressing skills are understanding cohesion, text organization, critical analysis, critical reading, making inferences and identifying mood, tone and purpose. Students are also poor in scanning, skimming and identifying main ideas.

Writing Sub-skills

Table 36
Proficiency in Writing skills/tasks

Teachers' perceptions		Students' perceptions	
Tasks and Skills	Poor+ Very Poor	Tasks and Skills	Poor+ Very Poor
Proof reading	80	Using cohesive devices	67.9
Developing ideas	75	Linking ideas	61.5
Linking ideas	75	Developing ideas	57.9
Using appropriate style in writing	75	Expressing and defending personal points of view in writing	56.4
Critical analysis	72.5	Writing thesis/research	55
Writing Case Studies	72.5	Critical analysis	50
Editing	70	Writing e-mails	50
Expressing and defending personal points of view in writing	70	Creative writing	49.3
Evaluating own/other's writings	70	Writing Case Studies	47.2
Creative writing	67.5	Editing	42.8
Using cohesive devices	65	Using appropriate style in writing	42.1
Writing thesis/research	60	Evaluating own/other's writings	40.7

Addressing topic	57.5	Referencing and/or quoting	40
Referencing and/or quoting	57.5	Proof reading	38.5
Writing e-mails	52.5	Writing essays and assignments	36.4
Writing essays and assignments	50	Summarizing	33.6
Paraphrasing	45	Paraphrasing	32.9
Summarizing	32.5	Addressing topic	31.4

In writing sub-skills, students are vulnerable to many of them. Some mentionable of them are using cohesive devices, developing and linking ideas, using appropriate styles and expressing own ideas with proper defense. Furthermore, critical analysis which is a very common type of skill needed to study literature has extended this list.

Listening Sub-skills

Table 37
Proficiency in Listening skills/tasks

Teachers' perceptions		Students' perceptions	
Tasks and Skills	Poor+ Very Poor (%)	Tasks and Skills	Poor+ Very Poor (%)
Recognizing speech Organization patterns (lecture, announcement)	55	Recognizing speech Organization patterns (lecture, announcement)-	45.7
Listening to presentation/lectures/seminars	55	Obtaining information from audio-visual presentation	45.7
obtaining specific information	52.5	Listening to presentation/lectures/seminars	44.3
Understanding informal talks	45	obtaining specific information	39.3
Obtaining information from audio-visual presentation	42.5	note-taking	38.6
note-taking	37.5	Understanding informal talks	32.2

It is surprising that the teachers and students give their consent to the fact that students are not very good at listening skill even at their everyday skill of listening to presentation or lectures. Listening for recognizing speech organization patterns and obtaining specific information also share difficulty**.**

Speaking Sub-skills

Table 38			
Proficiency in Speaking skills/tasks			
Teachers' perceptions		Students' perceptions	
Tasks and Skills	Poor+ Very Poor (%)	Tasks and Skills	Poor + Very Poor (%)
Understanding discourse	77.5	Understanding discourse	77.2
Participating in interview/viva voce	75	Reasoning	63.6
Giving extempore speeches	75	Giving extempore speeches	50.8
Reasoning	62.5	Taking part in group discussion	42.1
Taking part in group discussion	57.5	Giving presentation	41.4
Giving presentation	55	Participating effectively in discussions	41.4
Taking part in non academic informal discussion	55	Participating in interview/viva voce	40.7
Discussing with teachers	42.5	Taking part in non academic informal discussion	38.6
Participating effectively in discussions	32.5	Discussing with teachers	35.7

Like writing, some Speaking sub skills remain problematic for the students. Both
the teachers and students think that students are poor in the skills like understanding
discourse, reasoning, giving extempore speech and speaking in different situations as
before the interview board.

Learning Styles and Preferences

In a learners-friendly classroom, students' learning styles and preferences should
be considered. To know the styles and preferences of the students of the present context
several options were given to elicit responses from both the teachers and the students.

Learning styles

Teachers' Perceptions of Learning Styles and Preferences

Table 39						
Teachers' perceptions of learning styles and preferences (%)						
Learning styles and Preferences	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Strongly Agree + Agree
By working in a group/pair	27.5	65	7.5	0	0	92.5
Participating in activities	30	62.5	7.5	0	0	92.5

Discussing points with teachers and peers	40	47.5	12.5	0	0	87.5
When teacher demonstrates on board	5	80	15	0	0	85
Using audio-video materials	32.5	45	22.5	0	0	77.5
By doing something in class	22.5	47.5	20	10	0	70
By doing experiments	25	42.5	30	2.5	0	67.5
By thinking for some time	10	47.5	30	12.5	0	57.5
More by reading than by listening	10	37.5	30	22.5	0	47.5
When the teacher lectures	5	40	27.5	27.5	0	45
By learning by heart (memorizing)	5	20	37.5	22.5	15	25
By working (reading) alone	5	17.5	35	27.5	15	22.5

Learners' Perceptions of Learning Styles and Preferences

Table 40
Learners' perceptions of learning styles and preferences (%)

Learning styles and Preferences	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Strongly Agree + Agree
By working in a	33.6	47.1	13.6	3.6	2.1	80.7
Discussing points with teachers and peers	40	37.9	20.7	1.4	0	77.9
By thinking for some time	25	52.1	18.6	1.4	2.9	77.1
By working (reading)	30.7	45	17.9	4.3	2.1	75.7
When teacher demonstrates on board	25.7	50	21.4	2.9	0	75.7
When the teacher lectures	37.9	36.4	18.6	7.1	0	74.3
Participating in activities	20.7	53.6	24.3	1.4	0	74.3
By doing experiments	30.7	35.7	25.7	7.9	0	66.4
Using audio-video	34.3	30.7	30	5	0	65
By doing something in	12.9	50.7	20.7	10.7	5	63.6
More by reading than by listening	20	35.7	35.7	5	3.6	55.7
By learning by heart (memorizing)	14.3	31.4	30	15	9.3	45.7

Both the teachers and students have chosen interactive styles for better learning.

Practicing activities, learning by doing, experiments and so on help them more. Instead

of a single aid, they prefer multi-aids like audio-visual one besides demonstration. Thus a collaborative environment is preferred for better learning outcome.

Learning Preferences

Following learning plan. The question was whose learning plan is more effective. The students have not gone for preferring either. Most of them agreed that both the students (64.3%) and teachers (68.6%) have a share in selecting the learning plan. On the other hand, teachers also think that both the students (50%) and teachers (45%) have a share in the selection of the learning plan.

Materials, syllabus contents and methods selection. In case of materials, syllabus contents and methodology selection, according to teachers, though teachers should have a stronger hold (55%) , the sharing of students (47.5%) is not negligible. On the other hand, students also prefer teachers (67.4%) for this purpose to students (64.1%). Again they also like to have a say in determining these issues.

Use of mother language. The students think that teacher should use Bangla a lot (60% students agree). But the teachers have got just an opposite feeling. 40% teachers disagree and 17.5% strongly disagree with the statement that the use of Bangla or mother tongue assists L1 learning. But indeed it seems that no parties have neglected the use of L1. A judicious use of mother tongue can help learn deeper.

Types of materials. The query was whether local or foreign materials are preferred for learning. Students have gone for local materials (62.9%). In 38.5 % cases they prefer foreign materials. On the other hand, teachers also have gone for both types of materials. 32% disagree for foreign materials and 20% disagree for local materials. Thus it seems that both the parties like to have a blending of foreign and local materials with a little preference for the latter.

Use of Grammar-Translation Method. 40% students think that only Grammar-Translation cannot help learning. 37.9% have agreed while the rest took a neutral position. But the teachers (40% disagree and 20% strongly disagree) have not liked using only Grammar-Translation in the class.

Practice in out-of-class social setting. Most of the students (90%) think that outside environment helps them learn English better. But the teachers have emphasized classroom learning. 42.5% teachers think that out-of-class social learning cannot help learn language skills better than that in class.

Evaluation. Students think that both a summative evaluation through a final examination (82.1%) and a formative assessment through classroom activities (92%) should be in use. They also like to include the assessment of all the four skills in the evaluation system (86.4% agree).

Perceptions about the Present Language Skills Development Courses

On an average, 55% students feel that the present language development courses are not sufficient**.** That's why 77.1 % feel that they need more courses to develop academic skills. However, 81.4% think that they need more courses for developing skills for their perceived professional needs. To find out the problems with the present courses, they feel that (only agree and strongly agree options have been considered)

- the course contents are not sufficient (58.5%),

- teachers are not competent (24%),

- teaching methods are boring (59.3),

- audio-visual materials are absent (57.8)

- examination system is not effective (70%)

- class timing is not suitable (58.6)

Proficiency Produced by the Present Courses

Due to the presence of affective factors, as mentioned above, the present courses cannot produce high proficiency among the students. 3.6% think that it can produce excellent proficiency and 25% consider it good. Among others 56.4% students feel that it can produce average proficiency level. Again, theses courses have been considered unable to prepare students for going abroad (52.1%).

Time and Nature of Needs-based Courses

Half of the student-respondents think that such courses should be in the first year while 22.9% think that second year is the best time. However, they have also gone for third year (15.7%) and fourth year (10.7%). To respond to the type and nature of the new syllabus, they feel that it should have-

- Grammar- not very much (only 33.6% students agree)

- Important structures are more sought (56.4%)

- Useful tasks to a great extent (75.7%)

- Useful skills development largely (88.8%)

- Practice activities mostly (91.5%)

Gap between Required Proficiency and Present Proficiency

General Skills

Of the nine general skills, for five skills, the gap between the required proficiency and the present proficiency is high. They need to be addressed with most care in the syllabus. It is seen that formulating coherent arguments, synthesizing information and critical thinking have got the highest gaps

Table 41
Gaps in general English skills

Skills	Teachers' questionnaire			Students' questionnaire			Average gap	Rank/ Priority
	Required Proficiency	Present proficiency	Gap	Required Proficiency	Present proficiency	Gap		
Use of grammar	.82	.54	0.28	.84	.67	0.17	0.22	Medium
Accuracy	.8	.48	0.32	.85	.55	0.3	0.31	High
Formulating Coherent argument	.83	.47	0.36	.78	.46	0.32	0.34	High
using appropriate vocabulary	.83	.53	0.3	.85	.59	0.26	0.28	High
Appropriate pronunciation	.73	.53	0.2	.82	.61	0.21	0.20	Medium
Browsing internet	.71	.60	0.11	.75	.61	0.14	0.12	Low
Library skills	.69	.54	0.15	.72	.56	0.16	0.15	Low
Synthesizing information from more than one sources	.79	.5	0.29	.79	.47	0.32	0.30	High
Critical thinking	.83	.48	0.35	.82	.48	0.34	0.34	High

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Reading Sub-skills

There were sixteen reading sub skills. Of them ten have got high rank or priority to be addressed in a needs-based syllabus. Critical analyzing, understanding cohesion, identifying main ideas, critical reading and identifying figurative expressions are some the high priority tasks.

Table 42
Gap in Reading skills

Skills	Teachers'			Students' questionnaire				Rank/ Priority
	Required Proficiency	Present proficiency	Gap	Required Proficiency	Present proficiency	Gap	Average gap	
Reading works of fiction	0.86	0.55	0.31	0.78	0.58	0.2	0.26	High
Scanning	0.84	0.56	0.28	0.75	0.54	0.21	0.25	High
Skimming	0.81	0.54	0.27	0.76	0.56	0.2	0.24	Medium
Guessing the meaning of unknown words from context	0.83	0.54	0.29	0.79	0.6	0.19	0.24	Medium
Critically analyzing	0.87	0.49	0.38	0.83	0.5	0.33	0.36	High
Making inferences	0.75	0.47	0.28	0.72	0.5	0.22	0.25	High
Understanding text organization	0.76	0.54	0.22	0.77	0.6	0.17	0.20	Medium
Identifying main ideas	0.84	0.56	0.28	0.86	0.55	0.31	0.30	High
Understanding textbooks and reference books	0.82	0.57	0.25	0.83	0.61	0.22	0.24	Medium
Understanding figurative expressions	0.85	0.54	0.31	0.8	0.57	0.23	0.27	High
Reading newspaper/magazines	0.71	0.51	0.2	0.8	0.59	0.21	0.21	Medium
Analyzing pictures/diagrams	0.69	0.49	0.2	0.7	0.56	0.14	0.17	Medium
Identifying mood, tone and purpose of writing	0.81	0.52	0.29	0.8	0.52	0.28	0.29	High
Understanding various genres	0.8	0.49	0.31	0.76	0.52	0.24	0.28	High
Understanding Cohesion	0.83	0.49	0.34	0.75	0.4	0.35	0.35	High
Critical reading, active reading, extensive reading	0.8	0.44	0.36	0.78	0.51	0.27	0.32	High

Writing Sub-skills

Among eighteen writing sub skills twelve have high priority rank to be included in the syllabus. Using cohesive devices, appropriate style of writing like descriptive, narrative, persuasive etc. developing ideas with proper linking devices, critical analysis all are of high importance to develop creative writing ability in writing essays and assignments.

Table 43
Gap in Writing skills

Skills	Teachers'			Students'				Rank/ Priority
	Required Proficiency	Present proficiency	Gap	Required Proficiency	Present proficiency	Gap	Average gap	
Paraphrasing	.79	.54	0.25	.76	.58	0.18	0.22	Medium
Summarizing	.80	.57	0.23	.80	.58	0.22	0.23	Medium
Addressing topic	.81	.49	0.32	.80	.56	0.24	0.28	High
Critical analysis	.85	.43	0.42	.84	.52	0.32	0.37	High
Writing essays and assignments	.87	.51	0.36	.81	.54	0.27	0.32	High
Writing thesis/research	.74	.44	0.3	.77	.51	0.26	0.28	High
Writing Case Studies	.66	.44	0.22	.67	.52	0.15	0.19	Medium
Writing e-mails	.71	.54	0.17	.68	.51	0.17	0.17	Medium
Creative writing	.84	.43	0.41	.79	.53	0.26	0.36	High
Developing ideas	.86	.43	0.43	.84	.47	0.37	0.4	High
Linking ideas	.86	.44	0.42	.80	.47	0.33	0.38	High
Editing	.70	.45	0.25	.76	.56	0.20	0.22	Medium
Proof reading	.74	.43	0.31	.73	.56	0.17	0.24	Medium
Expressing and defending personal points of view in writing	.83	.44	0.39	.79	.45	0.34	0.37	High
Referencing and/or quoting	.79	.46	0.33	..76	.56	0.2	0.27	High
Using appropriate style in writing	.84	.43	0.41	.82	.54	0.28	0.35	High
Evaluating own/other's writings	.77	.45	0.32	.79	.55	0.24	0.28	High
Using cohesive devices	.85	.46	0.39	.78	.44	0.34	0.37	High

Listening Sub-skills

In academic life listening is very important. But even in the basic listening skills, the students have lack of high priority. They need to listen to lectures or other presentations to obtain specific information and finding different organizational patterns which the students should be trained in.

Table 44
Gap in Listening skills

Sub-Skills	Teachers' questionnaire			Students' questionnaire			Average gap	Rank/ Priority
	Required Proficiency	**Present proficiency**	**Gap**	**Required Proficiency**	**Present proficiency**	**Gap**		
obtaining specific information	.85	.49	0.36	.82	.56	0.26	0.31	High
Recognizing speech Organization patterns (lecture, announcement)-	.78	.45	0.33	.77	.51	0.26	0.30	High
note-taking	.8	.54	0.26	.82	.56	0.26	0.26	High
Understanding informal talks	.77	.55	0.22	.76	.56	0.2	0.21	Medium
Obtaining information from audio-visual presentation	.78	.56	0.22	.78	.52	0.26	0.24	Medium
Listening to presentation/lectures/seminars	.81	.5	0.31	.87	.54	0.33	0.32	High

Speaking Sub-skills

The students have big lacks in most of the nine speaking sub skills. It is strange that in speaking this lack overdoes writing sub skills. Thus the needs-based syllabus is supposed to attach high priority to develop the speaking skill. In understanding discourse, giving extempore speeches and reasoning the lack goes as high as forty percent.

Table 45
Gap in Speaking skills

Skills	Teachers' questionnaire			Students' Questionnaire			Average gap	Rank/ Priority
	Required Proficiency	**Present proficiency**	**Gap**	**Required Proficiency**	**Present proficiency**	**Gap**		
Reasoning	.84	.46	0.38	.83	.44	0.39	0.39	High

Participating in interview/viva voce	.8	.44	0.36	.84	.54	0.3	0.33	High
Giving extempore speeches	.77	.41	0.36	.8	.44	0.36	0.36	High
Taking part in group discussion	.79	.48	0.31	.83	.54	0.29	0.30	High
Discussing with teachers	.82	.53	0.29	.84	.55	0.29	0.29	High
Giving presentation	.83	.49	0.34	.81	.54	0.27	0.31	High
Participating effectively in discussions	.81	.52	0.29	.83	.54	0.29	0.29	High
Taking part in non academic informal discussion	.71	.52	0.19	.77	.55	0.22	0.21	Medium
Understanding	.79	.42	0.37	.82	.41	0.41	0.39	High

Proficiency Test Results

Following the TEEP model, a writing proficiency test was administered. It is in line with using multiple methods of NA to validate the results got from the questionnaire analysis. The scale selects seven categories to measure proficiency against those categories. Average proficiency of the learners is shown and analyzed below-

Table 46 *Results of the Proficiency Test*			
Category No.	Category	Mean	Std. Dev.
1	Relevance and adequacy of content	1.48	.863
2	Compositional organization	1.22	.905
3	Cohesion	1.09	.883
4	Adequacy of vocabulary for purpose	1.24	.865
5	Grammar	1.53	.779
6	Mechanical Accuracy I(punctuation)	1.70	.725
7	Mechanical Accuracy II (Spelling)	1.77	.722

N=160

Relevance and Adequacy of Content

For this aspect, mean is 1.48 which means the relevance and adequacy of content is almost limited. The students cannot answer the major part of the set task. A lot of information is missing or inadequate. The standard deviation .863 signifies that there is considerable uniformity among the students' performance regarding this task.

Compositional Organization

Under this category, the mean score 1.22 indicates that the students on an average have very little organizational skills and the control is similarly poor. The SD score .905 signifies considerable uniformity among the students but it is more deviated in comparison with the other categories. It means some students have better proficiency than others.

Cohesion

The result shows that students have the severest lack in this aspect. The mean score is 1.09 showing unsatisfactory cohesion in the writing causing difficulty in communication of ideas and comprehension of the task. The SD score suggests that the picture is almost identical among the students.

Adequacy of Vocabulary for Purpose

Vocabulary for proper expressions of purpose has also been found a bit better than frequent inadequacy (mean 1.24). This is true in case of most students (SD .865). Maybe for this reason, the content is treated poorly.

Grammar

Use of grammar shows that it suffers from almost "some inaccuracies" level. But for the students of English department it is very unsatisfactory (mean 1.53) and it is less deviated than the previous categories.

Mechanical Accuracy I (punctuation)

The mean score 1.70 traces that students have a better control over this skill than the previous ones. Still it is not up to the mark. The SD score .725 signifies that this situation is uniform.

Mechanical Accuracy II (Spelling)

This last category has received the highest mean score (1.77), that is, they have some inaccuracies in spelling. This picture is also universal among the respondents (SD .722).

Discussion

From the above discussion it is clear that the present situation has both weaknesses and strengths. It seems that constraints predominate instead of potentials. The different facets of language teaching-learning endeavor have been met up to various

levels. The teachers have found that the present courses meet academic needs to a great extent, but this is not supported by the proficiency level achieved by the learners. On the other hand, there isa high lack regarding the capacity of the present courses. The results have shown huge gaps between the required proficiency level and the present proficiency level of both academic and professional aspects. It portends that there may be enough topics in the syllabus but problems lie somewhere else.

Firstly, these courses are not given sufficient importance by the institution. It may have come from the ideas that the students are supposed to have these abilities at the time of entering the course. That is why these courses and objectives of these courses are not designed through any needs analysis. There are individual and contextual factors active to affect teaching learning outcome. The course objectives, being designed following other universities, cannot give fruitful result. Even in many cases the authority with the opinion of the domain experts impose objectives or materials without considering the learner autonomy or learning styles and preferences, which in turn affect the motivation of the students.

There are also problems with logistic supports. The adequacy of teaching staff is not very much satisfactory. But the lack of proper learning environment and technological logistics along with library facilities hold back the whole attempt. This is worsened by the absence of English using environment outside the class. This can be handled to some extent by ensuring proper steps within the classroom. But unfortunately teacher-student talking ratio is not up to the mark. On the other hand, materials used are not very attractive. There is little variation in the materials with little use of authentic materials. Even the access to the inadequate materials is insufficient.

Like the absence of teachers-learners' share in course design, the similar picture is seen in materials selection and design. Though human resources are in better position than other resources like logistics, even the teachers suffer due to lack of training. This affects using proper methodologies in the classroom.

The potentials cannot work also because of the classroom characteristics. Class size in the public universities is very large. All the classes are heterogeneous or highly heterogeneous in terms of learning capacity. To ensure learning for all or most of them more classes should be taken. But teachers are not satisfied with the number of classes or the duration of the class. It stands in the way of using classroom methodologies which compels them to go for either lecturing or self writing. Maybe, these aspects cannot allow the teachers to consider the learning styles and preferences of the learners.

In case of evaluation, it is mostly done on writing skill and at the end of the course. Absence of assessment of all the four skills and ongoing assessment decrease learners involvement throughout the course and creates lack of motivation which has been treated as the greatest constraint shot up by another bigger constraint, lack of proper environment.

From the analysis of learning styles and preferences it is found that the students like to be active in the classroom to learn by doing, working cooperatively or collaboratively, practice and discussing with each other. They also like to have variations in materials and demonstrations. Both the teachers and students agree that learning plans should be devised largely by the learners. They also should have an equitable share in materials selection, design, and methodologies used. However there is a disagreement as to whether use of L1 assists L2 learning. Thus L1 can be used judiciously. In case of materials, local materials are a bit preferred by the students but the teachers want to use both of them. Practice in out-of-class social setting is also considered important. They like to have a mixed evaluation approach putting emphasis on both formative and summative assessment of all the four skills.

To opine about the present courses, students feel that they need more courses to develop both academic and future professional needs. They also mark that the present course contents are not sufficient, teaching methods are boring, materials, assessment system and class timing are not good enough. As a result, they produce average

academic proficiency among more than half of the students which is not enough to

prepare them to work/study proficiently if they would go abroad.

In the opinions of both the teachers and students, students have a considerable

lack in the required proficiency. Out of fifty-eight sub skills of the four language skills,

in half of the sub skills lack is of high priority. However, in the following table the sub

skills in which lack is more than thirty percent are shown—

Table 47
List of High Priority skills

General skills	Reading	Writing	Speaking	Listening
Accuracy	Critically analyzing	Critical analysis	obtaining specific information	Reasoning
Formulating Coherent argument	identifying main ideas	Writing essays and assignments	Listening to presentation/lectures/seminars	Understanding discourse
Critical thinking	Identifying mood, tone and purpose of writing	Creative writing	Recognizing speech Organization patterns	Giving extempore speeches
Synthesizing information from more than one sources	Understanding Cohesion	Developing ideas		Taking part in group discussion
	Critical reading	Linking ideas		Giving presentation
	Understanding various genres	Expressing and defending personal points of view in writing		Participating in interview/viva voce
		Using cohesive devices		
		Using appropriate style in writing		

It is clear that students have knowledge of formal properties of language, but the

problem is severe when they have to use it in different tasks particularly the tasks which

integrate more than one aspect of competence. This discovery is substantiated by the

poor result in the first three proficiency categories of the proficiency test. In mechanical

and grammar categories their proficiency is far better than the categories which necessitate putting those aspects in real use in an integrative way. They feel writing and speaking are more arduous which are precipitated by the poor proficiency in receiving skills which are equally important. They have problem not that much in idea-generation as in developing and linking those ideas in a precise way using cohesive devices.

Suggestions of the Teachers and Students for a New Syllabus

To tackle this situation, both teachers and students want to modify the present course contents, materials, and methodologies. Students have gone for learning important structures, tasks/skills and practicing those tasks/skills. Teachers' suggestions regarding the new course(s) are given below-

Materials

All the teachers agree that materials should be modified or changed to various degrees. The following aspects of materials are to be ensured. They should be:

- Adjustable to the learning styles and needs of the students
- Interesting, attractive, engaging
- Authentic
- Audio-visual aids
- Culture sensitive
- Local and context based
- Easily available and accessible

Content

- Related to the needs
- Local, nativized
- Task-based
- Practices of various forms
- Practical examples-ridden

Teaching process/practices

- Interactive, promoting critical thinking

- CLT, Task-based

- Context sensitive CLT

- Participatory and reflective

- More and more interaction

- Lecture accompanied by students' participation

Evaluation Procedure

- Both formative and summative

- Skills-based assessment

- Constructive feedback should be ensured

- unified

Tackling lack of motivation

- By open and peer discussion

- Providing more scope for the students needs orientation-relevance for material success

- Giving students ownership and responsibility

- Ensuring scope to develop instrumental motivation

- Needs orientation, setting achievable goals

- Counseling

- Variations of materials, topics and interesting context based materials

Finally, it is not possible to change the situational constraints immediately. But it is obvious that this necessitates changes in the syllabus contents, selection and design of materials and application of a learning-friendly methodology. The tasks or sub skills found to retain highest lack on the part of the students should be addressed in a needs-based syllabus in the light of the results of PSA. The most important target should be to increase motivation of the students and to give them pragmatic insights into those tasks or skills or at least inward awareness to produce an interlanguage which can later be translated into real task proficiency.

Conclusion

This chapter mainly deals with the present situation analysis following the principles and PSA model selected and prepared in the theoretical frame. It shows that both teachers and students are not very much satisfied with the academic process as a whole. Particularly their lack in writing, speaking and listening skills are important to mention. It also shows that there is dissatisfaction regarding many aspects e.g. methodology, logistical supports, materials and that is why they have suggested a number of changes in the relevant sections of the curriculum. Thus this chapter has been able to unravel the present situation which can be compared with the Target Situation that will lead to unveiling the gap contouring a needs-based syllabus design.

CHAPTER 6
PRESENT SCENARIO OF UNIVERSITY COURSES
Introduction

On the basis of the target needs profile, the present situation should be assessed. Though the present situation analysis has unfolded many avenues known and unknown, the analysis of the existing syllabi used by the teachers, learners and institutes can help clearly see what are the lacks or gaps between what is needed and what is there. Finally this would clarify what things should be included in needs-based syllabus (es) and also what should be the nature of the courses by identifying the shortcomings in the present syllabuses. To fulfill the study objectives this chapter undertakes an in-depth content analysis of the present syllabuses against the yardsticks prepared on the basis of:

- Profile of needs from target situation analysis
- Learning styles and preferences perceived by both teachers and students
- Learners' and teachers' suggestions regarding new course(s)
- Methodological and pedagogical issues observed important by the teachers
- Characteristics of syllabuses proposed by the relevant literature

Core Checklist for Syllabus Content Analysis

Following relevant literature and theories a checklist for content analysis has been prepared:

- **Aims/Goals**
  - General statements about what must be accomplished by the end of the course. Student Learning Outcomes (SLOs) are written in measurable terms.
- **Objectives/Targets/requirements**
  - Specific statements about what content or skills students must master in order to attain the goals.
- **Non-language outcomes**
  - Affect cultivation, such as confidence, motivation, interest
  - Learning strategies, thinking skills, interpersonal skills, etc.
  - Cultural understanding
- **Learning contents**
  - Knowledge: vocabulary list, grammar items
  - Skills: listening, speaking, reading and writing
  - Functions and notions
  - Topics
  - Culture

- **Implementation**
  - Approaches/methodologies
  - Teaching principles
  - Teaching suggestions
  - Recommendation of textbooks/materials
- **Assessment/Evaluation: Who, what, how and for what purposes**
  - Who should carry out assessment/evaluation?
  - What should be evaluated?
  - How is the evaluation best done?
  - For what purposes should the evaluation be done?
  - Proficiency tests
  - Rubrics provided

To elaborate the above checklist a description of the criteria for an effective syllabus is given below:

Table 48 *Criteria for a good syllabus*	
Course goals and objectives	Syllabus must mention using action verbs what the students will be able to do after finishing the course. At the same time some specific objectives should be stated.
Contents	Syllabus clearly states which topics/skills/tasks/contents will be covered in the course. If any part of the contents requires further division, it should also be provided.
Instructor Information	Syllabus offers variious ways to contact instructor for student questions or concerns and provides brief overview of instructor.
Textbooks and materials	Syllabus lists required and recommended textbooks and other materials with information about publications, editions and writers.
Course Assignments (*explanation*)	Syllabus clearly explains and links all learning objectives, course requirements/assignments, and appropriate due dates.
Course Assignments (*examples*)	Syllabus provides detailed guidance on how to complete major course projects, activities or papers and offers links to examples and illustrations as appropriate.
Course Assignments (*submission*)	Syllabus provides multiple ways for all students to submit course assignments.
Course Assignments (*grading*)	Syllabus stipulates grading criteria for all course requirements and offers detail on items requiring further clarification and links to instructor grading rubrics.
Course Calendar	Syllabus and Learning Management System (LMS) utilize a course calendar to specify and periodically reinforce due dates, highlighting key course events and activities.

Student Resources	Syllabus contains general information about student-oriented campus resources and highlights specific additional resources that may be unique to this course.
Format (*length*)	Syllabus is carefully crafted to provide sufficient information and guidance yet clearly links to additional resources and examples avoiding a text heavy document.
Pedagogical options	Syllabus should clearly indicate which methodology with classroom activities will be used in the classroom Also what is the expectation from them should be indicated.

The Characteristics of the Present Syllabuses

On the basis of the above criteria, the present syllabuses of the sample university English departments have been analyzed in broad perspective. Twelve characteristics were selected and against them the syllabuses were scrutinized to determine whether the traits are present or partially present or absent.

Table 49

Characteristics of the present syllabuses

Characteristics	Present	Partially present	Absent	Comments
Course goals	RU 102, NSU316,NSU370, NUB1206, NUB1207,	RU 101, RU201, RU307, NSU109, NSU112, NSU205, NSU370, SUB1121,SUB1213. NUB1101, NUB1102, NUB 1205, NUB1311,NUB1312, WUB201, WUB206,	RU103, DU101,DU104, NSU 110,NSU119, SUB1111,SUB1132, SUB1314, SUB 1414,NUB1103, NUB1104, NUB1208, NUB1309,NUB1310, BRU1101, BRU1102,BRU1104, DU408(c),BRU2204,BRU3201, BRU4205, DU204,DU304,WUB001, WUB203, WUB202, WUB204,JU1101, JU1102,JU1201, JU2101, JU2204,	In most cases program goals are provided holistically
Course objectives		DU101,RU 101, RU 102, RU103, RU307, RU201, NSU 110, NSU119, NSU205, NSU316, NSU370, NSU370, SUB1121, SUB1213. NUB1101, NUB 1205, WUB201, WUB206, JU1102,	NSU 109, NSU112, SUB1111, SUB1132, SUB1314, SUB 1414, NUB1102, NUB1103, NUB1104, NUB1206, NUB1207, DU408(c), NUB1208, NUB1309, NUB1310, NUB1311, NUB1312, BRU1101, BRU1102, BRU1104, BRU2204, BRU3201, BRU4205, DU104, DU204, DU304, WUB001, WUB203, WUB202, WUB204, JU1101, JU1201, JU2101, JU2204,	In most cases program objectives are provided holistically

Clear pictures of contents	RU 101, RU 102, RU201, RU103, RU307, DU101, NSU 110, NSU370, SUB1111, SUB1121, SUB 1414, DU104,NUB1101, NUB1102, NUB1206, NUB1310, NUB1311, BRU1101, BRU1104, DU304,BRU2204, BRU4205, DU204, WUB001, WUB202, WUB204, JU1101, JU1102, JU1201,	NSU 109, NSU112, NSU119, NSU205, NSU316, NSU370, SUB1213. NUB1103, NUB1104, NUB 1205, NUB1207, NUB1208, NUB1309, NUB1312, BRU1102, BRU3201, DU408(c), WUB201, WUB203, WUB206, JU2101, JU2204,	SUB1132, SUB1314,	
Instructor information			RU 101, RU 102, RU103, RU201, RU307, DU101, NSU 109, NSU 110, NSU112, NSU119, NSU205, NSU316, NSU370, NSU370, SUB1111, SUB1121, SUB1132, SUB1213. SUB1314, DU408(c), SUB 1414, NUB1101, DU104,NUB1102, NUB1103, NUB1104, NUB 1205 NUB1206, NUB1207, NUB1208, NUB1309, NUB1310, NUB1311, NUB1312, BRU1101, BRU1102, BRU1104, BRU2204, BRU3201, BRU4205, DU204, WUB001, WUB201, WUB203, WUB202, WUB204, WUB206, JU1101, JU1102, JU1201, JU2101, JU2204,	In all private universities and DU, name of faculty members are mentioned
List of textbooks and other materials	RU 101, RU 102, NUB1101, NUB1102, NUB1103, NUB1104, NUB 1205, NUB1206, NUB1207, NUB1312, BRU1102, JU1101, JU1102, JU2101, JU2204,	RU103, RU201, RU307, BRU1101, BRU1104, BRU2204, BRU3201, BRU4205, DU408(c), JU1201,	DU101, NSU109, NSU110, NSU112, NSU119, NSU205, NSU316, NSU370, NSU370, SUB1111, SUB1121, SUB1132, SUB1213. SUB1314, DU304, SUB 1414, NUB1208, NUB1309, NUB1310, NUB1311, DU104, DU204, WUB001, WUB201, WUB203, WUB202, WUB204, WUB206,	
Specifying use and availability of other logistics like library	SUB1111,	SUB1121, SUB1132, SUB1213. SUB1314, SUB 1414,	RU 101, RU 102, RU103, RU201, RU307, DU101, NSU109, NSU110, NSU112, NSU119, NSU205, NSU316, NSU370, NSU370, DU408(c),NUB1101, NUB1102, NUB1103, NUB1104 NUB 1205, NUB1206,, NUB1207, NUB1208, NUB1309, NUB1310, NUB1311, NUB1312, BRU1101,	

			BRU1102, BRU1104, BRU2204, BRU3201, DU204,BRU4205, DU104, DU304, WUB001, WUB201, WUB203, WUB202, WUB204, WUB206, JU1101, JU1102, JU1201, JU2101, JU2204,	
Assignment/Assessment information		RU 101, RU 102, RU103, RU201, RU307, DU101, NSU316, SUB1111, SUB1121, SUB1213. DU104, DU204, DU304, DU408(c), WUB001, JU1101, JU1102, JU1201, JU2101, JU2204,	NSU109, NSU110, NSU112, NSU119, NSU205, NSU370, NSU370, SUB1132, SUB1314, SUB 1414, NUB1101, NUB1102, NUB1103, NUB1104, NUB 1205, NUB1206, NUB1207, NUB1208, NUB1309, NUB1310, NUB1311, NUB1312, BRU1101, WUB201,BRU1102, BRU1104, BRU2204, BRU3201, BRU4205, WUB201, WUB203, WUB202, WUB204, WUB206,	
Time frame and calendar of assignment		DU101, NSU109, NSU110, DU104, DU204, DU304, DU408(c), JU1101, JU1102, JU1201, JU2101, JU2204,	RU 101, RU 102, RU103, RU201, RU307, NSU112, NSU119, NSU205, NSU316, NSU370, NSU370, SUB1111, SUB1121, SUB1132, SUB1213. SUB1314, SUB 1414, NUB1101, NUB1102, NUB1103, NUB1104, NUB 1205, NUB1206, NUB1207, NUB1208, NUB1309, NUB1310, NUB1311, NUB1312, BRU1101, BRU1102, BRU1104, BRU2204, BRU3201, BRU4205, WUB001, WUB201, WUB203, WUB202, WUB204, WUB206,	
Rubric/marks distribution for assignment/test		RU 102, DU101, DU104, DU204, DU304, DU408(c), JU1101, JU1102, JU1201, JU2101, JU2204,	RU 101, RU103, RU201, RU307, NSU109, NSU110, NSU112, NSU119, NSU205, NSU316, SUB1111,NSU370, NSU370, SUB1121, SUB1132, SUB1213. SUB1314, SUB 1414, NUB1101, NUB1102, NUB1103, NUB1104, NUB 1205, NUB1206, NUB1207, NUB1208, NUB1309, NUB1310, NUB1311, NUB1312, BRU1101, BRU1102, BRU1104, BRU2204, BRU3201, BRU4205, WUB001, WUB201, WUB203, WUB202, WUB204, WUB206,	
Indication of approaches and methodologies		NSU370, NSU316, NUB1101, JU1102,	RU 101, RU 102, RU103, RU201, RU307, DU101, NSU109, NSU110, NSU112, NSU119, NSU205, NSU370, SUB1111, SUB1121, SUB1132, SUB1213. SUB1314, DU304, SUB 1414, NUB1102, NUB1103, DU104,NUB1104,	

			NUB 1205, NUB1206, NUB1207, NUB1208, NUB1309, NUB1310, NUB1311, NUB1312, BRU1101, BRU1102 BRU1104, DU408(c),BRU2204, BRU3201, BRU4205, DU204, WUB001, WUB201, WUB203, WUB202, WUB204, WUB206, JU1101, JU1201, JU2101, JU2204,	
Indication of teaching principles		NSU370, NSU316, JU1102,	RU 101, RU 102, RU103, RU201, RU307, DU101, NSU109, NSU110, NSU112, NSU119, NSU205, NSU370, SUB1111, SUB1121, SUB1132, SUB1213. SUB1314, DU304, SUB 1414, NUB1101, NUB1102, DU104,NUB1103, NUB1104, NUB 1205, NUB1206, NUB1207, NUB1208, NUB1309, NUB1310, NUB1311, NUB1312, BRU1101, BRU1102, BRU1104, BRU2204, BRU3201, BRU4205, DU204, DU408(c), WUB001, WUB201, WUB203, WUB202, WUB204, WUB206, JU1101, JU1201, JU2101, JU2204,	
Indication of teaching suggestions		NSU316, NSU370, NUB1101, BRU1102, JU1102,	RU 101, RU 102, RU103, RU201, RU307, DU101, NSU109, NSU110, NSU112, NSU119, NSU205, NSU370, SUB1111, SUB1121, SUB1132, SUB1213. SUB1314, SUB 1414,NUB1102, DU304,NUB1103,NUB1104, NUB 1205, DU104,NUB1206,NUB1207, NUB1208,NUB1309, NUB1310,NUB1311, NUB1312, BRU1101, BRU1104,BRU2204, BRU3201, BRU4205,DU204,DU408(c), WUB001,WUB201, WUB203,WUB202, WUB204, WUB206, JU1101, JU1201, JU2101, JU2204,	

Course Goals

Setting goals and objectives is of paramount importance. Graves (2000:73) has rightly said, "How can you design a course if you don't know where you want your students to come out?" Goals are general statements about the course which are to be acquired through implementation of the related course phases or the ability the students

will be able to show in post course phase (Brown 1995). Planning of an effective course comprises selecting general goals that is articulating the main purposes and outcomes. Of course these goals should be achievable and appropriate which motivate the learners to take up the course and meet the needs –present and perceived. There may be one goal or more. The success of a course is measured in terms of the goals having been reached.

     With this emphasis on goals, the present university syllabi have been analyzed. The situation is really disappointing. Out of fifty three courses of the sample universities, only five courses (9.43%) are found to have clear goal statements. On the other hand, in sixteen courses (30%) goals are partially present. In the rest of the courses (60.34%) goals are not specified. Even in those cases where goals are partially present, they are given in an indirect way.

Course Objectives

     Objectives are the specific statements which reflect the goals. Each goal necessitates some particular steps like necessary skills to be materialized to attain the goal. Also, one objective can serve a number of goals or part of those goals. Thus goals and objectives are related. In methodology and classroom activities these objectives are aimed at fulfilling a goal which in turn makes the course being effectively implemented. Objectives give a clear impression to students about what and how they learn to get the best out of the teaching-learning activities. Bloom's taxonomy (1956) is a great source of how to write objectives.

     In the courses under analysis 36% (19) courses have objectives written partly or indirectly. Sometimes holistic approach is taken. The other 64% courses have no objective like statements. No course has clear objectives stated. In a few cases objectives are inserted into the contents. This is the result of disregarding the active participation of the learners in the process which has been strengthened by the fact that only in five percent cases some kind of needs analysis precedes formulation of objectives.

Contents Presentation

Whatever type of syllabus is designed or implemented, it must present the contents clearly. Fortunately, the picture regarding this in the present syllabi is fairly satisfactory. In about 55% courses the contents are clearly presented while in 41.5% cases contents are quite clearly presented. Significantly most of the syllabi are topic based. Though the topic is mentioned most of the times sub-topics or sub-skills are out of the frame creating a haziness of the contents for the students. In two syllabuses only the course title is given. All these presage somewhat unsatisfactory attachment to learners' clear understanding in course development procedure.

Instructors' Information

A mutual relationship between the course teacher(s) and the students can play a motivating role in classroom teaching. Every course is moderated and taught by one or more teachers or instructors. If the course syllabus has the names and other information of the concerned instructors along with other academic and communication related information, students can feel freer and fully knowledgeable of who they are going to pull together with. Unfortunately, none of the present courses has the name of the course teachers. Only the whole curriculum book/booklet/brochure has the name of the faculties with their academic qualifications. But this is true with the DU and all private university syllabi. Other syllabuses do not have any information aboutwho are the faculty members.

List of Textbooks and other Materials

List of textbooks is a built-in part of a course syllabus. In addition some other materials, optional or helping, should be mentioned. But in twenty eight sample syllabuses (53%) materials and even core textbooks are not mentioned. In 19 % courses materials are partially present and only in 28% courses they are sufficiently present.

Specifying the Use and Availability of Logistics

Besides textbooks and materials the syllabuses should mention what logistics will be used and how and where they will be available. What things a student should keep

with them should be specified. Unfortunately, only one syllabus out of fifty-three has enough illumination on these issues. Five of them have partially mentioned use and availability of logistics. The other forty-seven (88.87%) courses do not have any such indication. Of course some of the university syllabuses mention library facilities as a whole, not for an individual course.

Assessment Information

This is another aspect of syllabus framework. A syllabus records contents and at the same time it should state in clear terms how the knowledge gained about the content will be assessed and when. In the present syllabuses, course specific assessment procedure is totally absent. Only in five syllabuses an indirect or partial indication is given. Of course, holistically the examination system with general distribution of marks year wise/ semester wise is mentioned.

Time frame and calendar of the assignment are also mentioned only holistically. But in individual courses forty-one of them have no such indication. Another aspect of assessment system is the specification of skills or rubrics. Only in eleven courses they are partially present and in rest of the courses (79%) no such intimation is offered.

Approaches and Methodologies and Teaching Principles

This is a very important issue that syllabuses suggest teaching-learning approach and the methodology/ies to be used in the whole teaching-learning process let alone classroom teaching. It is also possible that a particular university adopts a particular approach. But still it is necessary to fix up approach and methodologies for conducting a course whatever the contents of the learning may be, for effective and disciplined teaching. Without them the teaching activities are like rudderless boats.

It also involves the indication of the principles of teaching-learning or SLA to be specified in the course syllabus. Whatever the contents are, whoever the teachers are, those principles should be adhered to during the whole academic enterprise, within the classroom or in the decisions beyond the classroom. Only in three courses a slight indication is given and in 94% cases no principles are mentioned even indirectly.

Teaching Suggestions

Besides teaching methodology and approaches, teaching suggestions may be put for the use of both teachers and students. It can include what activities would suit the teaching goal specified, expected behavior of the students and so on. Unfortunately only five courses have indirect teaching suggestions and in the rest of the courses (91%), no such indications are given.

Focus of the Existing Courses

The focus of the existing courses varies. The following table gives details of the picture.

Table 50

Course focus of the present courses

	Course distribution	Course title	Course focus	
Jagannath University	Topics and skills	JU 1101: Introduction to Reading	Reading and Structures	
	Topics and tasks	JU1102: Introduction to Writing	Writing	
	Topics and skills	JU1201:Advanced Composition	Writing	
	Topics	JU2101: Academic Writing	Writing	Smaller course (1.5 Credits)
	Topics	JU2204: English for Professional Purposes	Writing	
World University	Topics and skills	WUB001:General English	Reading, speaking, listening writing, grammar, vocabulary	Course duration is four months-three semesters a year.
	Goals	WUB201: Public Speaking	Speaking	
	Topics	WUB203:Advanced Reading Strategies and Writing	Reading and Writing	
	Skills and topics	WUB202:Grammar, Reading, Comprehension and Speaking	Reading, speaking	
	Topics and tasks	WUB204:English for Professional Purposes/Business purposes	Writing	

	Goals and topics	WUB206: Newspaper Editing/Practicum	Writing, News management	
Dhaka University	Skills and tasks	DU Eng:101: Developing English language skills	All the four language skills	Course duration is six months- two semesters a year
	Tasks	DU Eng:104: Advanced Composition	Writing	
	Tasks and topics	DU Eng204:Academic Writing	Writing	
	Topics	DU304:English for Professional Purposes	Writing and Speaking	
	Theories and Topics	DU 408(C) :Language and Media	Theories, Writing and Discourse for Media	
Rajshahi University	Skills and topics	RU101:Listening, Speaking, Phonetics and Phonology	Listening and speaking	Yearly course
	Skills and tasks	RU102:Reading	Reading	
	Topics and skills	RU103:Writing	Writing	
	Topics, tasks and skills	RU201:Advanced Writing	Writing	
	Theories, topics and skills	RU307: English and Media Communication	Theories, writing, communication	
Begum Rokeya University	Topics and skills	BRU1101:Grammar through Reading	Grammar, Reading	Two semester a year
	Tasks and skills	BRU1102:Listening and Speaking Skills	Listening and Speaking	
	Skills and topics	BRU1104: Writing	Writing	
	Tasks and skills	BRU2204: Academic Writing	Writing, Reading	
	Topics and skills	BRU3201:Business English	Writing	
	Theories and topics	BRU4205:Language and Media	Communication, Theory	
North South University	Skills and tasks	NSU Eng109:Academic English I	Reading , Writing	Two semesters a year. The last three course are "Elective"
	Tasks and contents	NSU Eng 110: Academic English II	Writing	
	Skills in descriptive "goal" based terms	NSU Eng112: Reading skills and Vocabulary Building	Reading, Vocabulary	
	Topics	NSU Eng200: Structures of English	Structures	

	Goals and objectives	NSU Eng205: Advanced Writing	Writing	
	Tasks in terms of objectives	NSU Eng316:Introduction to Creative Writing	Creative Writing	
	Tasks, Skills and Objectives	NSU Eng370:Business Communication	Writing	
	Tasks	NSU Eng414: English for Public Relations	Speaking and Writing	
State University	Topics and tasks	SUB ENG1111:Developing Basic English Skills	Speaking, Writing, Listening, Reading	Two semesters a year
	Topics, skills and tasks	SUB Eng1121: Advanced Reading and Writing Strategies	Reading and Writing	
	Topics	SUB Eng:1132:Communicatve Grammar	Grammar	
	Topics and skills	SUB1213:Developing Speaking Skills	speaking	
	Topics and contents	SUB Eng1314: English for Professional Purposes	Grammar, communication and Design	
	Tasks and skills	SUB 1414:Academic Writing	Writing	
Northern University	Topics	NUB 1101: English Language1-Sentences and their elements	Grammar, Syntax, vocabulary	Two semesters a year
	Tasks	NUB 1102:English language II-Listening and Speaking	Listening and Speaking	
	Topics	NUB 1103:English language III-Reading I	Reading	
	Topics	NUB1104 :English Language IV-Writing I	Writing	cover very few topics even two
	Topics	NUB 1205:English language-Sentences and their elements-II	Grammar for speaking and writing and discourse	
	Notions-Functions and Topics	NUB1206:English language VI-Listening and Speaking-II	Listening and Speaking	
	skills	NUB1207:Eng Language VII-Reading II	Writing and Reading	

Topics and tasks	NUB1208:Eng language VIII-Writing-II	Writing	
Topics	NUB1309: Eng Language IX-sentences and their Elements-III	Grammar and Vocabulary	
Tasks and Skills	NUB1310:English language IX-Reading III	Reading	
Skills	NUB1311:English language X-Essay Writing	Writing	
Skills and topics	NUB1312:English language XI-English for Professional purposes	Writing	

Course Distribution

Various types of distribution patterns are seen. They are mentioned below in detail-

Table 51
Distribution of the present syllabuses

No.	Course distribution	Number of courses	Percentage
1	Topics	12	23
2	Tasks	3	5.7
3	Skills	1	1.9
4	Topics and skills	11	21
5	Topics and Tasks	5	9.4
6	Goals	1	1.9
7	Goals and topics	1	1.9
8	Skills and tasks	7	13
9	Theories and topics	3	5.7
10	Topics, tasks and skills	2	3.8
11	Tasks and contents	1	1.9
12	Descriptive goals based skills	1	1.9
13	Goals and objectives	3	5.7
14	Topics and contents	1	1.9
15	Notions and functions	1	1.9
	Total	53	100%

Though some of them have tasks mentioned, they are not task-based courses, only the contents are written in the form of tasks and the assessment is also conducted in an orthographic form. The same is true for other distribution formats also. Similar kinds of syllabuses are treated in different ways in different universities and even in the same university. This unharmonious situation creates problems among the students and teachers. It shows that fifteen different types of distribution are used with 'topics' dominating.

Course Focus

Whatever the topics or contents are, the core focus is given on communicative skills i.e. reading, writing, listening and speaking along with theories, discourse and formal linguistic knowledge.

Table 52			
Focus of the present courses			
No.	Course focus	Number of courses	Percentage
1	Writing	19	36
2	Reading and writing	5	9.4
3	Four skills and formal syllabus	3	5.7
4	Listening and speaking	3	5.7
5	Reading	3	5.7
6	Reading and structures	2	3.8
7	Speaking	2	3.8
8	Four skills	2	3.8
9	Writing and speaking	2	3.8
10	Structures, Syntax, Vocabulary	2	3.8
11	Structures	2	3.8
12	Structures and communication and design	2	3.8
13	Speaking, writing and discourse	2	3.8
14	Reading and speaking	1	1.9
15	Writing and media	1	1.9
16	Theories, writing and media	1	1.9
17	Reading and vocabulary	1	1.9
18	Listening	0	0
	Total	53	100

Writing is regarded the most important task. 36% courses are devoted to it solely while it is taught in combination with reading skill in 9.4% courses. Reading solely is taught in three courses. Structures and four skills are also given importance. Unfortunately, there is no course where listening is taught solely. Of course, it is taught along with other skills. Speaking has almost (two mono skill courses) the same fate. Writing for media is also included in writing courses. Some courses focus on discourse, vocabulary and syntax. These eighteen types of course focus miss the core focus probably because of lack of preceding needs analysis. It shows a confusing and haphazard condition going on.

Still the courses are not given enough scope. Besides the problems barring success as described in present situation analysis, some of the courses are very tiny even covering only two to three topics. Again in most cases, four-month and six-month semester systems are being administered except in Begum Rokeya and Rajshahi universities. So there is no homogeneity among the universities though the students entering different universities have the same background and their target professional arenas are similar.

Goals and Objectives Covered

Though there is a scanty illumination of goals and objectives, from the contents it is clear that goals and objectives are not set from a needs analysis rather they are imposed by the experts, institutional agents and influence of other prominent local and foreign universities. Of course a lot of it goes with the demanding aspect of the skills needed for the students but those are mainly academic skill-development related. Even in this case, the academic skills considered do not reflect the needs rather they are just a jotting down of things felt by the superiors. As almost no course defines goals and objectives except a holistic view for the whole curriculum, the course implementation has a subjective touch and cannot reach the level to meet the demands of the stakeholders in a planned way. As a result teaching cannot be imparted effectively to the

heterogeneous groups of the students in the same class. Those courses which specify some goals but do so only in descriptive terms without specifying skills, activities or tasks or even assessment procedure though the course design and distribution types demand so. Hence, all the important tasks do not get equitable emphasis leaving pitfalls in those skills or tasks. It also demotivates the students as they are going along a bumpy route to a destination blindfolded.

Design and Organization

No unique or organized designing is apparent in the courses. In RU and DU the courses are better organized than in the other sample universities. Similarly, none of them states whether they follow a cyclical or linear model. But it is clear that linearity is maintained throughout. Many of them are modular. Grading is there but how it has been done is not clear. Whether the syllabuses are process or product oriented is not said but it can be surmised that they are mainly product oriented. Teacher-dominated lecture-based methodology neglects learner autonomy in and outside the classroom.

State of the Contents/Tasks/Skills Covered

The sample universities' syllabuses have addressed different skills or tasks or topics. For selecting contents of the proposed syllabus it is imperative to identify which skills or tasks or topics as in the profile of needs are being covered and to what extent. Four status related criteria have been specified keeping in mind the following things:

- Nature of the contents in the syllabuses

- Length of the courses

- Duration of the courses (semesters/yearly system)

- Number of semesters each year

- Whether the topics are directly or indirectly mentioned

- Number of Credits or classes dedicated to the courses

- Opinions of the teachers and students

Table 53
State of the needed Academic tasks/skills in the present syllabi

	Academic skills/tasks	**Adequately Covered (AC)**	**Partly Covered(PC)**	**Little or Not Covered (LC or NC)**	**Overall Status**
General skills and tasks	Linguistic competence	DU,NSU, SUB,NUB, BRU, RU,WUB,JU			AC
	Formulating coherent argument	BRU, JU	DU, SUB, NUB, RU, WUB,	NSU,	PC
	Using appropriate vocabulary		DU, NSU, NUB, BRU, RU, WUB, JU	SUB,	PC
	Accuracy		DU, NSU, SUB, NUB, BRU, RU, WUB, JU		PC
	Critical thinking		DU, NSU SUB, RU, WUB,	NUB, BRU, JU	LC
	Synthesizing information from different sources	DU,	NSU SUB, BRU, RU, WUB,	NUB, JU	PC
	Library skills			DU, NSU, SUB, NUB, BRU, RU, WUB, JU	NC
	Appropriate pronunciation		DU, NUB, BRU, RU, WUB, JU	NSU, SUB,	PC
	Understanding and handling computer and internet related tasks	BRU, WUB,	NSU, JU	DU, SUB, NUB, RU,	PC
Reading skills and tasks	Identifying main ideas	SUB, RU,	DU, NSU, NUB, BRU, WUB, JU		PC
	Critical analysis		DU, NSU, SUB, NUB, RU,BRU, WUB, JU		PC
	Understanding figurative expressions	DU, NUB, RU, WUB, JU	NSU, SUB, BRU,		AC
	Guessing the meaning of unknown words from context		DU, NSU, SUB, NUB, RU, WUB, JU	BRU,	PC
	Understanding text organization	NSU	BRU, WUB,RU,	DU, SUB, NUB, JU	PC
	Critical reading		DU, NSU,	NUB, JU	PC

			SUB, WUB,BRU, RU,		
	Identifying mood, tone and purpose	RU, WUB,	DU, NSU, SUB, NUB, JU	BRU,	PC
	Understanding text and reference books	NSU, WUB,	SUB, NUB, RU, JU	DU, BRU,	PC
	Reading works of fiction	DU, NSU, NUB, BRU, RU, WUB, JU	SUB,		AC
	Scanning		DU, SUB, NUB, RU, WUB, JU	BRU,	PC
	Understanding various literary and general genres	RU, WUB,	SUB, BRU, DU, NSU,	NUB, JU	AC
	Skimming	SUB, BRU, WUB,	DU, NSU, NUB, RU, JU		PC
	Making inference	SUB,	DU, NSU, NUB, BRU, RU, WUB,	JU	PC
	Active reading	WUB,	DU, SUB, BRU, RU,	NSU, NUB, JU	PC
	Extensive reading	NUB, WUB,	DU, SUB, RU, JU	NSU, BRU,	PC
	Understanding Cohesion	NSU	BRU, WUB,RU,	DU, SUB, NUB, JU	PC
Writing skills and tasks	Developing ideas	NSU, BRU, RU,	DU, SUB, NUB, WUB, JU		PC
	Critical analysis	RU,	DU, NSU, NUB, WUB,BRU,SUB JU		PC
	Using appropriate style in writing	NSU	SUB, NUB, RU, WUB, JU	DU, BRU,	PC
	Using cohesive devices		DU, NSU, NUB, BRU, RU, WUB,	SUB, JU	LC
	Paraphrasing	BRU, WUB,	DU, NSU, SUB, NUB, RU, JU		PC
	Addressing topic	DU,	NSU, SUB, JU, RU,NUB, BRU, WUB,		PC
	Linking ideas		DU, NSU, SUB, NUB, BRU, RU, WUB, JU		PC
	Summarizing	SUB, NUB, BRU, RU, WUB,	DU, NSU JU		AC
	Writing different types of paragraphs, essays and	NUB, BRU, WUB,	DU, NSU, SUB,		AC

	assignments	RU, JU			
	Creative writing	NSU,	DU, SUB, NUB, BRU, RU, WUB, JU		PC
	Expressing and defending personal point of view		DU, NSU, SUB, RU, WUB,	NUB, BRU, JU	LC
	Editing	SUB, WUB,	DU, NSU	NUB, BRU, RU, JU	PC
	Writing research paper/thesis	NSU. SUB,	DU, BRU, RU, WUB, JU	NUB,	PC
	Referencing and quoting in accepted style		DU, SUB, NUB, BRU, RU, WUB, JU		PC
	Evaluating own or other's writing		NSU, NUB, WUB,	DU, SUB, BRU, RU, JU	LC
	Proof reading		WUB,	DU, NSU, SUB, NUB, BRU, RU, JU	LC
Listening skills and tasks	obtaining specific information	BRU, RU,	DU,	NSU, SUB, NUB, WUB, JU	LC
	note-taking	SUB, BRU, RU,	DU, JU, NSU,	NUB, WUB,	PC
	Recognizing speech Organization patterns (lecture, announcement)-		SUB, BRU,	DU, NSU, NUB, RU, WUB, JU	LC
	Listening to presentation/lectures/seminars		DU, NSU, SUB, NUB, BRU, RU,	WUB, JU	PC
	Obtaining information from audio-visual presentation		DU, NSU, SUB, NUB,	BRU, WUB, JU	PC
	Understanding informal talks		RU,	DU, NSU, SUB, NUB, BRU, WUB, JU	LC
Speaking skills and tasks	Giving presentation	RU,	DU,NSU, SUB, NUB, BRU, WUB,	JU	PC
	Participating in interview/viva voce	RU,	DU,	NSU, SUB, NUB, BRU, WUB, JU	LC
	Giving extempore speeches		DU, SUB, BRU, RU,	NSU, NUB, JU	PC

			WUB,		
	Reasoning		SUB, NUB, RU,	DU, NSU, SUB, BRU, WUB, JU	LC
	Discussing with teachers			DU, NSU, SUB, NUB, BRU, RU, WUB, JU	LC
	Understanding discourse		DU, SUB, NUB, BRU,	NSU, RU, WUB, JU	LC
	Taking part in group discussion		NSU, RU, WUB,	DU, SUB, NUB, BRU, JU	LC
	Participating effectively in discussions		NSU, RU, WUB,	DU, SUB, NUB, BRU, JU	LC

State of Professional Skills/Tasks/Topics

Table 54					
State of the needed Professional tasks/skills in the present syllabi					
	Professional tasks/skills	**Adequately Covered**	**Partly Covered**	**Little or Not Covered**	**Overall Status**
General skills and tasks	Linguistic competence	NSU, SUB, NUB, BRU, RU,DU, WUB, JU			AC
	Sociolinguistic competence		NSU, SUB, NUB, RU, DU,	BRU, WUB, JU	PC
	Discourse competence		NUB, BRU, RU, DU, WUB,	NSU, SUB, JU	PC
	Strategic competence		NSU, RU, WUB,	SUB, NUB, BRU, DU, JU	PC
	Working in a team		NSU,	SUB, NUB, BRU, DU,RU, WUB, JU	LC
	Vocabulary and Important structures	NSU, DU, BRU, RU,	SUB, NUB, WUB, JU		AC
	Analytical and leadership skills		NSU, SUB,	NUB, BRU, RU, DU,	LC

			WUB, JU	
	Overcoming nervousness		NSU, NUB, RU, DU, WUB,	SUB, BRU, JU	PC
	Tactics of starting and finishing sentences appropriately	NSU, NUB,	SUB, BRU, RU, DU, WUB, JU		PC
	Intercultural knowledge		NSU, NUB,	SUB, BRU, RU, DU, WUB, JU	LC
	Interpersonal relation		NSU,	SUB, BRU, RU, DU, WUB, JU	NC
	Problem solving		NSU, SUB,	NUB, BRU, RU, DU, WUB, JU	LC
	Communication through ICT mediums	BRU, WUB, NSU,	NUB, DU,RU, JU	SUB,	AC
Reading skills and tasks	Understanding and reading internet and computer information, different types of emails, Legal documents, Reports, Agenda and minutes of meetings, Business letters, Memoranda		NSU, SUB, NUB, BRU, RU, DU, WUB, JU		PC
	Reading techniques like scanning, skimming, predicting, inferencing	RU,	NSU, SUB, NUB, BRU, DU, WUB, JU		PC
	Intensive reading, extensive reading, active reading	DU,	SUB, NUB, RU, WUB, JU	NSU, BRU,	PC
	Guessing the meaning of unknown words from context		NSU, SUB, RU, DU, JU	NUB, BRU, WUB,	PC
	For analyzing		SUB, BRU, RU, WUB, JU	NSU, NUB, DU,	PC
	Synthesizing information from different sources		BRU, RU, DU,	NSU, SUB, NUB, WUB, JU	LC
	For referencing	NSU,	SUB, RU, DU, WUB, JU	NUB, BRU,	PC
	For paraphrasing and summarizing	RU, DU,	NSU, SUB,		PC

			NUB, BRU, WUB, JU		
	For identifying main and supporting ideas	SUB, BRU, RU, DU, WUB, NSU,	NUB, JU		AC
	Speed reading	NSU,	BRU, RU, DU, WUB,	SUB, NUB, JU	AC
	For note taking		NSU, SUB, BRU, RU, WUB,	NUB, DU, JU	PC
	Transferring information			NSU, SUB, NUB, BRU, RU, DU, WUB, JU	LC
	For responding critically		BRU, RU, DU, WUB, JU	NSU, SUB, NUB,	PC
Writing skills and tasks	Different types of emails and ICT based correspondence	NSU, BRU, WUB,	SUB, NUB, RU, DU, JU		PC
	Business notes	NSU,	NUB, BRU, RU, DU, WUB, JU	SUB,	PC
	Notices and memos	NSU, BRU, DU, WUB, JU	NUB, RU,	SUB,	AC
	Reports	NSU, DU,	NUB, BRU, RU, WUB, JU	SUB,	PC
	Drafting		NSU, RU,NUB, BRU, DU, WUB, JU	SUB,	PC
	Minutes and Agenda of meetings	BRU, RU, WUB,DU, JU	NSU,	SUB, NUB,	PC
	Adopting context specific tone and style		NSU, RU, DU,	SUB, NUB, BRU, WUB, JU	LC
	Using appropriate "moves" and cohesive devices		NSU, RU,	SUB, NUB, DU, BRU, WUB, JU	LC
	Creative writings with appropriate moves		NSU, RU, DU,	SUB, NUB, BRU, WUB, JU	LC

	Research reports or thesis	NSU,	SUB, NUB, RU, WUB, JU	BRU, DU,	LC
	Tour commentaries		RU,	NSU, SUB, NUB, DU,BRU, WUB, JU	LC
	Legal documents			NSU, SUB, NUB, BRU, DU,RU, WUB, JU	NC
	Instructions and manuals			NSU, SUB, NUB, BRU, RU, DU, WUB, JU	NC
	Developing ideas	BRU, RU,	NSU, SUB, DU,NUB, WUB, JU		PC
	Linking ideas	RU,	NSU, SUB, DU,NUB, BRU, WUB, JU		PC
	Clear expression		NSU, SUB, NUB, DU,BRU, RU, WUB, JU		PC
	Project reports	RU, DU,	NSU, WUB, JU	SUB, NUB, BRU,	PC
	Project proposals	RU, DU,	NSU, BRU,	NUB, SUB, WUB, JU	PC
	Press release	RU,	SUB, WUB, JU	NSU,BRU, DU,	PC
Listening skills and tasks	Listening to meetings, conference/seminars, phone conversation, announcements, to native speakers.		NSU, SUB, BRU, RU,	NUB, DU, WUB, JU	PC
	Listening for taking notes and summary		NSU, BRU, RU, DU,	SUB, NUB, WUB, JU	PC
	For obtaining specific		BRU RU,,	NSU,	PC

			DU,	SUB, NUB, WUB, JU	
	Obtaining key vocabulary		DU,	NSU, SUB, NUB, BRU, RU, WUB, JU	LC
	Recognizing speakers' attitude		NSU, DU,	SUB, NUB, BRU, RU, WUB, JU	LC
	Evaluating information	NSU,	DU,	SUB, NUB, BRU, RU, WUB, JU	LC
	Extracting implicit information		NSU, DU,	SUB, NUB, BRU, RU, WUB, JU	LC
	Recognizing speech organization		NSU, DU,	SUB, NUB, BRU, RU, WUB, JU	LC
	Guessing meaning from context		NSU, WUB,	SUB, BRU, NUB, RU, DU, JU	LC
Speaking skills and tasks	Answering and asking questions	NSU, RU, DU, BRU, WUB,	SUB, NUB, JU		AC
	Expressing own ideas, opinions	DU,	NSU, SUB, NUB, BRU, RU, WUB, JU		PC
	reasoning and refuting ideas		NSU, SUB, DU,	NUB, BRU, RU, WUB, JU	LC
	fluency and wording quickly	DU,	NSU, BRU, RU, WUB, JU	SUB, NUB,	AC
	summarizing	NSU, BRU, RU, DU, WUB,	SUB, NUB, JU		AC
	expressing interests		NSU, SUB, NUB, BRU, WUB,RU, DU, JU		PC
	interpersonal interaction		NSU,	SUB, NUB, BRU, RU,	LC

			DU, WUB, JU	
Presentation, small talk		NSU, SUB, NUB, DU, WUB, JU	BRU, RU,	PC
comparing and contrasting	NSU, NUB,	SUB, BRU, RU, DU,	WUB, JU	PC
solving problems		NSU, SUB, DU,	BRU, RU, WUB, JU	LC
describing	NSU, NUB, RU, DU,	SUB, BRU, WUB, JU		AC
accuracy		NSU, SUB, NUB, WUB, BRU, RU, DU, JU		PC
correct pronunciation and using appropriate intonation and stress	RU, DU,	NSU, WUB, JU	SUB, NUB, BRU,	PC
persuasion		NSU, DU,	SUB, NUB, BRU, RU, WUB, JU	LC
negotiation		NSU, BRU,	SUB, NUB, RU, DU, WUB, JU	LC
giving lecture	NSU,	NUB, RU, DU, WUB, JU	SUB, BRU,	PC
reacting to other's speech	DU,	NSU, NUB, WUB,	SUB, BRU, RU, JU	LC
criticizing	DU,	WUB,	NSU, SUB, BRU,NUB, RU, JU	LC

Methodology and Approaches

Though not explicitly stated, the situation augurs that there is a haphazard

situation regarding methodology and approaches. In most situations it depends on the

course teacher(s). But in some cases some methodological hints are given. In case of

skills and tasks based courses which do not again conform to its other basic principles

and also these courses do not mention about the communicative methodologies to be used. In form related courses structural methods are supposed to be used without mingling with communicative ones (teachers' questionnaire).

Type of Materials

In the syllabuses where materials are mentioned (the number is not big) only textbooks, core and helping books, and in a few cases online materials are mentioned. Rarely, information about the library facilities and books availability is hinted. It is commonly believed (what is also said in some syllabuses) that the information about the materials, course books etc will be provided by the course teachers.

Teachers' Book and Practical Considerations

No teachers' books or guides or brochures have been found to be provided to the teachers. In two cases some indirect indication about the methodology and in some cases, classroom activity examples are given.

Evaluation System

Assessment system is mainly summative. Most of the assessments take place at the end of the year or the semester with ten to twenty marks devoted to class performance and/or tutorial. This should not be misunderstood as formative or reflective assessment rather it is an earlier extension of the course final summative exam. Furthermore, only the writing skill is assessed. In classroom assessment, in a few cases where options are there, speaking or preparing for presentation is given some importance in assessment. The other skill reading has the same fate and mortifyingly enough, listening is never separately assessed and for that reason listening is not treated as a separate skill in teaching or learning. So out of four skills only one (wrting) and other two (speaking and reading) to some extent are assessed. In the examination either tasks performance or skill acquisition is assessed. Only writing ability of the content knowledge is tested. Marks distribution in most cases is given holistically but no specific behavior or rubrics are provided.

Discussion and Conclusion

The syllabuses have failed to satisfy most of the characteristics of a good syllabus both theoretically and pragmatically. The absence of some of the criteria like materials and textbooks, lack of information of the instructors may have happened due to over dependence on the teachers who might give the students the necessary materials and information but at the same time it proves the poor management procedure at curriculum design level. It may have been absent from the course syllabus on the ground that the students are well aware of the textbooks and materials, which is a naïve approach. In the "Present Situation Analysis" chapter present practices are discussed in detail. From that and the syllabus document analysis the following conclusions regarding the problems and strengths can be drawn:

- Mostly lecture based methodology is used

- Grammatical/structural/situation approaches with little vent to Communicative ones

- No needs analysis or reflective modification particularly in methodology and materials selection phases

- Learners have no hand in the whole process –only a passive agent of knowledge taker

- Little difference between the universities regarding good syllabus criteria

- Traditional approach mainly structural with little innovation or grabbing of new methods or ideas

- However, teachers and the students are much tolerant because out of this difficult situation they are running teaching-learning activities and to a certain extent they have become successful

Thus the syllabus document analysis provides a solid ground to go for battering the system, for bringing in innovation and implementation of needs-based changes into the whole system from curriculum development to classroom teaching.

CHAPTER 7

NEEDS-BASED SYLLABUS: MODEL FOR A TASK-BASED SKILLS-FOCUSED SYLLABUS

Introduction

This chapter is concerned with using the concepts of needs-constraints-based syllabus for designing a needs-based syllabus. It focuses on how the relevant concepts are contoured to illuminate different aspects of the necessary parts of a syllabus, which have been used to produce the syllabus as well as to decide on the methodology, materials, assessment procedure to be used within the syllabus and at teaching-learning phase. Besides these theoretical considerations, the respondents as stakeholders have unveiled their wishes, needs, wants, lacks and preferences through the needs analysis administered. To prepare the needs-based syllabus both these aspects, theoretical and contextual, have been considered and they together have been used to produce a conceptual framework. Finally this conceptual frame leads to a semantic map of the syllabus that will be designed to materialize the core study objective.

Needs-based Syllabus Model

Considering the context under investigation, a needs-based syllabus model is to be conceptualized. The theories of NA, theories of language learning and theories of SLA have been used to produce a model for designing a needs-based syllabus.

Needs-and Constraints-Based Syllabus Design Model
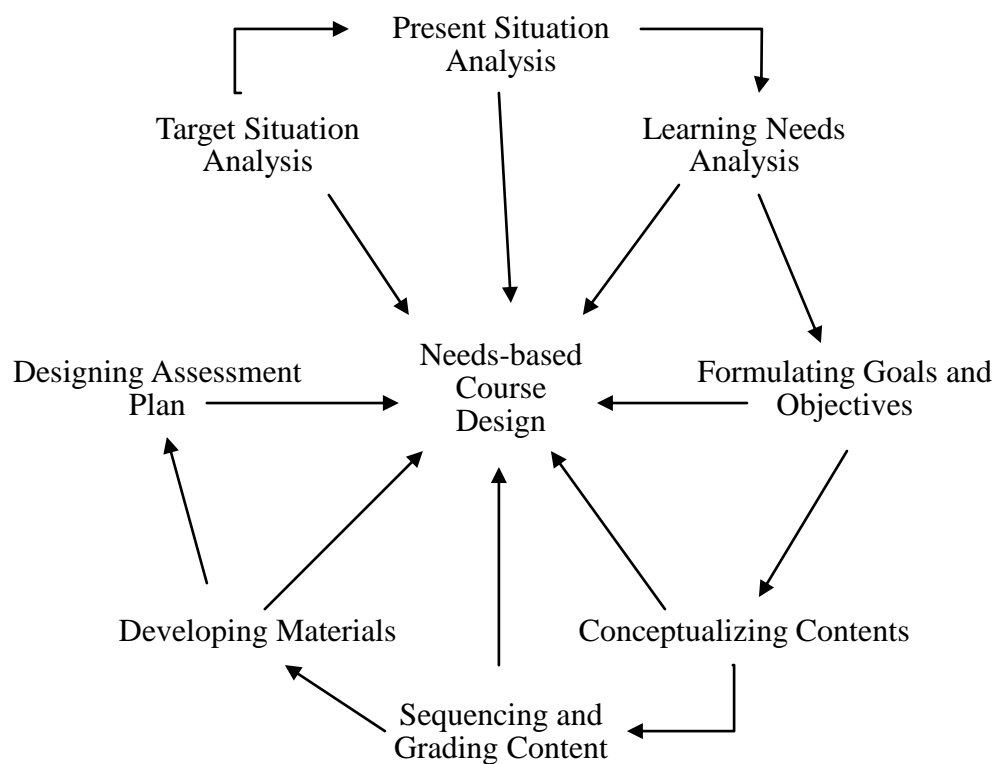
Figure 19. Needs-based course design

To design a syllabus it is important to specify elements of syllabus design and implications in the particular syllabus type. Here syllabus specifications have been selected to design a need-and constraints-based syllabus:

Syllabus Specifications		
Implications of Learning Theories • Input • Negotiation of meaning • Interaction • Cognitive stage or proficiency level of the learners • Engaging cognitive faculty • Learner autonomy and role in designing • Motivation • Output	**Syllabus types** • Process-product dimension • Eclecticism • Multiple approaches • Responding to Needs Analysis	**Needs analysis** • Short-term academic needs • Long-term professional needs • Learning needs • Constraints

Figure 20. Model of Needs and Constraints of syllabus

In Chapter Two these specifications have been dealt with in detail. Different syllabuses have been found having their own characteristics along with advantages and disadvantages which are also relative in terms of context, constraints, learners' level and capacity, expected outcomes and certainly teaching-learning procedure. These criteria determine the type of syllabus design. In the present study context, if we consider these measures, two things seem to be most important to be addressed. First of them is learners' perspective. Learners at this level have already finished about twelve years' mostly formal-functional syllabuses. The immediate needs of academic arena necessitate that formal-functional knowledge be transferred into workable capacity to produce and complete successfully argumentative and analytical skills based tasks. Secondly, just beyond this academic scenario they are to develop a generic capacity to be translated into real-world performance in their envisaged ensuing professional sphere. Understandably, here they have to perform different profession-specific as well as general tasks and certainly these task-completion depends on performing relevant skills. Thus, these two aspects-tasks and skills are to be integrated in the syllabus for preparing them. This

ground is fertile enough to go for a task-based with skills-focused curriculum. Of course it carries with it some challenges which would be taken care of during material design and methodology so that the shortcomings of the proposed syllabus can be overcome. Besides these two aspects, consideration of the other specifications like input, motivation etc. is also important and the proposed syllabus is to be judged against them.

Implications of the Syllabus Specifications for Task-based Approach

Input and Negotiation of Meaning

Input or more specifically comprehensible input (Krashen 1998) is to be ensured for SLA. In task-based teaching interaction is of central importance which leads to negotiation of meaning converting the input into comprehensible input. This negotiation also attracts attention of the learners to the forms of language. Finally modification of meaning with other two holds a convincing ground for success of SLL (Shehadeh & Coombe 2010; Ellis 2003).

Output

Output not only serves as the assessment result, it also influences the forthcoming competence level and quality equally. The learners get encouraged to change language learning level e.g. from semantic to syntactic (Swain 2000) or test their interlanguage. And this leads them further to widen their capacity and to notice relative gap. Thus it involves their cognitive faculty. "Research has shown that tasks provide learners with an excellent opportunity to modify their output in order to make it more comprehensible" (Iwashita 1999; Shehadeh 2001, 2002, 2003 as in Shehadeh & Coombe 2010).

Interaction or Socio-cultural Perspective

In task activities there are ample opportunities of intramental and intermental action. The joint activities of the students lead them to better their cognitive ability with which they can perform the task individually afterwards. This collaborative construction of knowledge is a source of L2 learning (Shehadeh & Coombe 2010). And also,

"scaffolding" first holds them to such a development that they can later develop that language performing capability even though it was beyond their capability.

Cognitive Stage or Proficiency Level of the Learners

In the present study context due to the background educational phases, linguistic features are less important than cognitive development which would enable the "transfer" of competence to real world performance where "noticing" would be facilitated by properly sequenced tasks by "elaborative processing and retention of input" (Robinson 1995). Each task with the sub-tasks concurrently performed creates opportunities to employ and test new input and withdraw the previous one preparing the learner cognitively for the real world task completion.

Engaging Cognitive Faculty

The tasks graded according to cognitive complexity can provide a sequential increase in cognitive demand developing a conceptual development. "Such staged increases in the cognitive demands of tasks may therefore provide the learner with optimal, ontogenetically natural, contexts for making the form-function mappings necessary to L2 development" (Robinson 2003). The trio-cognitive demands i.e. fluency or real time communication ability, accuracy or ability to use language to its norms and complexity or ability to handle more complex forms are to be influenced by practice-production and communication. A classroom task holds obvious promise to provide for all of them along with option for tuning any of them on.

Learner Autonomy and Role of Learners in Designing

Learner autonomy and learner-centered instruction are considered important features of well-supported teaching methodology. It not only ensures students' responsibility for their own learning, but also it makes them active participants in shaping the teaching learning activities and experience. This leads to internal-demand from the students which is more motivating than attention-drawing external practices on the part of the teachers (Izumi 2002). This also builds rapport between the students and

the learners. Thus the involvement of the learners in learning activities becomes greater in TBLT.

Motivation

No successful learning is possible without motivation. Indeed students' motivation should be treated as an important factor from the stage of selecting contents to assessment. But mostly, during the classroom activities, methodology should make room for students' motivation to the greatest extent possible. Active involvement and preferences of the students are central to a task-based approach which promotes as well as helps retain motivation of the learners.

Communicative Competence

Bygate (1996) found evidence that repetition of a task affected accuracy in some interesting ways. Krahnke (1987) has posited that task-based instruction develops communicative competence including linguistic, sociolinguistic, discourse and strategic competence.

Thus regarding the interaction of these variables for successful learning, which is a complex network among materials, assessment, activities and feedback, TBLT positively influence them (Jeon 2005). It promotes actual use of language in the classroom which is of key importance particularly in the context like this one without much opportunity of using English outside classroom.

In the present study arena practical considerations second the decision of having a task-oriented syllabus. The university English students have comparatively little time to concentrate on such a course because they have several other literature or linguistic courses. Again the first year is the most suitable year for taking up such a course which would cover both their present academic needs and the awareness of the perceived professional needs. The abstract dimensions of the full range of functions, notions, and structures make it difficult and impractical to select them as unit of organization. Furthermore, the selected tasks having the quality of absorbing them to the fullest could have holistic language skill coverage.

Though tasks have been identified to form the raw syllabus, the ultimate target is to enhance the ability of the learners so that task completion can enable them to export the target language use in the pedagogic tasks to the real situations and that's why every task will be transformed into some relevant workable skills. With this end, each task will be segmented into several specific behaviors or activities which in turn contribute to achieving the goal of the task specified earlier.

What is a Task?

However, tasks have been conceptualized in different ways. Nunan (2004) has differentiated between a target task as real world language use outside classroom and a pedagogical task as an activity in the classroom. Different things that we do are also tasks (Long 1985). Practicing those things in the classroom with pedagogical modifications which facilitate language learning with a fixed goal can be formulated as tasks. "A *classroom task* is defined as an activity that (a) is goal-oriented, (b) is content focused, (c) has a real outcome, and (d) reflects real-life language use and language need"(Shehadeh & Coombe 2010). Breen (1987a) has specified some characteristics of tasks as "structured language learning endeavour which has a particular objective, appropriate content, a specified working procedure, and a range of outcomes for those who undertake the task."

Wesche & Skehan (2002) have defined a task as an activity promoting language learning----in which meaning is primary, through which communication must take place, which has a link with real-world activities, its completion has priority and the success of its completion is assessed by outcomes. Thus a classroom task is a workplan (Ellis 2003) which automatically encourages learners to use their available knowledge to complete that task and through which an assessment of outcome is possible and that has a "resemblance" with real world language use. Finally Nunan (2004) has specified that a task is a complete communicative act involving learners in comprehending, manipulating, producing and interacting in target language.
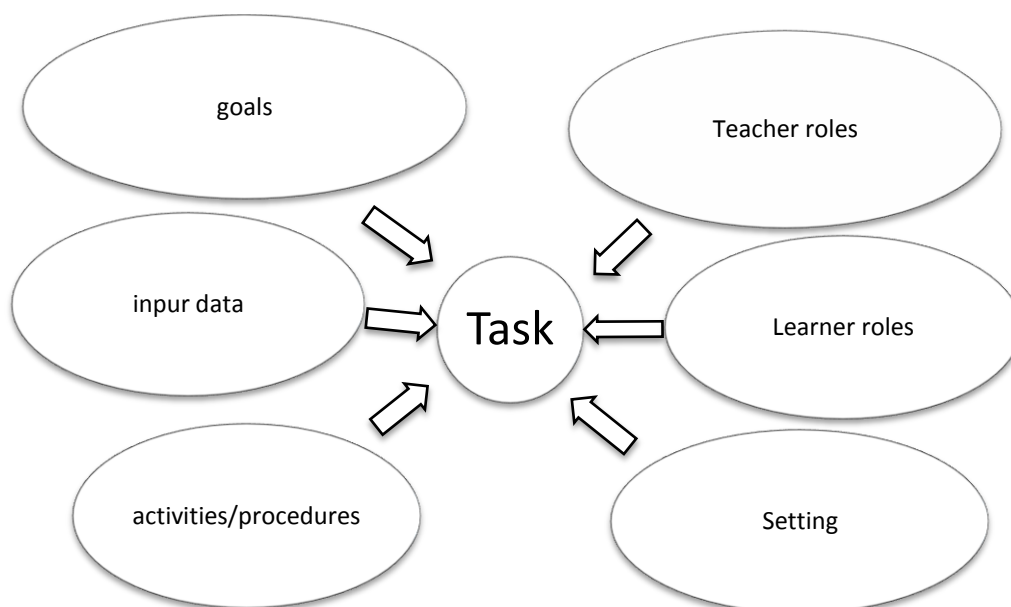
Figure 21. Key components of tasks

In this study, a task has been conceptualized as an activity which has real life resemblance and/or use, which can be fragmented into different skills the completion of which can produce the outcome targeted by the task as a whole, to be modified in a way that it can utilize the background knowledge of the learners leaving scope to improve capacity to grab the increasingly complex input to internalize the outcome of the relevant skills to use it further in later tasks having the use or modified use of the acquired competence.

Tasks-based Skills-focused Syllabus

In recent years both theoretical and practical evidence has been put forward in support of Tasks-Based Language Teaching (TBLT) (Candlin 1993; Candlin & Murphy 1987; Crookes & Gass 1993a, 1993b; Long 1985, 1989; Long & Crookes 1992; Nunan 1989, 2001, 2004; Long, 2005; Ahmadi & Nazari 2014, Prabhu 1987; Shehadeh & Coombe 2010) for second language pedagogy. It is an approach which emphasizing a process oriented meaning based teaching methodology supports natural learning process apparent in communicative approach (Brumfi 1984; Widdowson 1978) instead of developing linguistic knowledge in isolation. Again, to go with other learning theories, it has a sequence of tasks with focus on formal aspects of language in a cyclical process

trying to provide comprehensible input. These aspects of language (skills, forms, functions) are scaffolded intentionally to build the competencies required for communication in the real world. On the other hand, affective factors like individual differences, motivation-lack, communication apprehension etc. can be handled with a needs-analysis and by a well-graded tasks-based syllabus depending on the NA. The present study is considering the level where both target professional and academic needs require skills in relevant tasks. Thus a combination of tasks focusing skills can be an informed best choice.

The uses of grammar in real world situation are different from the usages produced and learnt from a grammar based language teaching syllabus (Widdowson 1972; Long 2005). Target discourse is kaleidoscopic and has a dynamic nature. Only text based content teaching can miss it for which inclusion of target tasks can get hold of the required analysis of the necessary language use. Furthermore, describing target language in terms of linguistic units is very difficult and equally difficult-to-analyze; using tasks for the same purpose is much reliable to capture the nature and amount of target language use.

From the discussion regarding synthetic and analytic (Wilkins, 1976) and type A and Type B (White, 1988) the proposed syllabus will be a negotiated one in the continuum of these two types of syllabus dichotomies. It will primarily be a task-based syllabus from the point of view of teaching unit, but at the same time skills will be emphasized. It will be synthetic in the sense that it will make a kind of specifications of the target tasks and skills as well as leave room for teachers and learners to select "pedagogic tasks" (Long & Crookes 1992: 30). On the other hand, it will be analytic because it will "rely on (a) the learners' assumed ability to perceive regularities in the input and to induce rules (or to form new neural networks underlying what looks like rule-governed behavior), and/or (b) the continued availability to learners of innate knowledge of linguistic universals and the ways language can vary, knowledge which can be reactivated by exposure to natural samples of the L2" (Long & Crookes 1992:29).

The grading of tasks has promising options open for the tertiary level. Though at the beginning it takes the linear form, it is only for the tasks not for the other learning units like skills, structures or notions-functions. This is because a task carries with it a particular skill, use of structures or notions-functions which get repeated providing the whole process a spiral fashion.

Furthermore, the linearity of tasks is selected on the basis of needs analysis involving collection of information about and from the learners and other stakeholders preventing the underlying threat of such grading e.g. preparedness of the learners for learning a particular unit at a particular stage. Moreover their previous knowledge of structural and lexical units can facilitate them to tackle the weaknesses of somewhat analytical approach to grading. At the same time it is possible to 'seed' tasks with specific structures, while still maintaining the naturalness of the task (Samuda 2001as in Johnson 2009: 326). On the other hand, no evidence has shown that "non-linearity" in spiral syllabuses is coherent with the learners' internal syllabus (Guerrero 2005:133).

The real world needs, in terms of skills-focused tasks chosen from the needs analysis, require both grammatical and functional items to be mastered. In this regard a task based syllabus holds a promise because those items "will reappear numerous times in a diverse range of contexts" (Nunan 2004: 30). Again from psycholinguistic point of view it can cooperate with the "built-in" (Ellis 2009) syllabus of the learners. The needs analysis has clearly chalked out the immediate need of using English in well defined purposes which substantiate going for the proposed syllabus.

Unit of Organization:

There are increasing theoretical grounds for selecting tasks as the primary unit (Long 1985, 1990) of syllabus organization. Long and Crookes (1992) have said:

Choice of the unit of analysis in syllabus design is crucial for all aspects of a language teaching program. A variety of units, including word, structure, notion, function, topic, and situation, continue to be employed in synthetic, Type A, syllabuses. While each is relevant for analyzes of the target language and its use,

nativelike linguistic elements find little support as meaningful acquisition units from a language learner's perspective. Task has more recently appeared as the unit of analysis in three analytic, (primarily) Type B, alternatives: procedural, process, and task syllabuses. Each of these has certain limitations, too, but when the task syllabus is combined with a focus on form in task-based language teaching, the task receives more support in second language acquisition (SLA) research as a viable unit around which to organize language teaching and learning opportunities.

Principles for Tasks as Unit

Some important principles for choosing tasks as teaching unit are:

a) Tasks accommodate a range of proficiency levels and learner interests, and are suitable across a wide range of language learning contexts (i.e., LINC, EAP, ESL, ELT).

b) Tasks are meaningful, and require learners to make use of authentic (or authentic-like) language to accomplish specific curricular objectives within a variety of contexts. This requires a flexible, responsive, and intentional approach to instruction.

c) Learning tasks focus primarily on developing language proficiency for communication in the real world.

d) Tasks support the development of learners' language proficiency, from building receptive skills to building productive skills, moving to increasingly autonomous language use.

e) Learning tasks and enabling activities are sequenced in a way that intentionally builds on the learners' skills, knowledge, and experiences.

f) Enabling activities enable learners to manipulate and practice specific features of language within the context of curriculum content.

g) Learners use classroom time to rehearse communicative skills they will need beyond the classroom.

h) In the classroom tasks can ensure providing comprehensible inputs (Krashen, 1998; Long, 1996) which ease the complexity of learning.

i) Providing learners with opportunity of modifying learning outcome in a more manageable and presentable way.

j) Tasks in the form of pedagogic tasks are open to effective changes to promote either accuracy or fluency or both (Ellis 2005).

k) Tasks are susceptible to audio-visual modifications and adaptable with the available logistic supports.

l) Tasks are to provide and develop textual, genre and social aspects of grammar in real like contexts.

Thus this needs-based syllabus shall be a task-based one with their relevant skills. To complete each task there will be a set of skills, completion of which will complete the task and at the same time each skill with their individual outcome will be assessed to determine the outcome resulted from the whole task. An example is given below:

Sample task: Understanding and Using Cohesive Devices in Writing

Skills

- Knowing different types of cohesive markers: pronoun, conjunctions etc.
- Knowing meaning of some important cohesion markers
- Understanding how they link two ideas or paragraphs or topics
- Understanding purpose and function of cohesion markers: reference; exemplification; conjunctions of time; causal-conditional conjunctions; additive conjunctions
- Identifying cohesive markers in a written text
- Producing a text with appropriate use of cohesive markers.

Needs-based syllabus frame
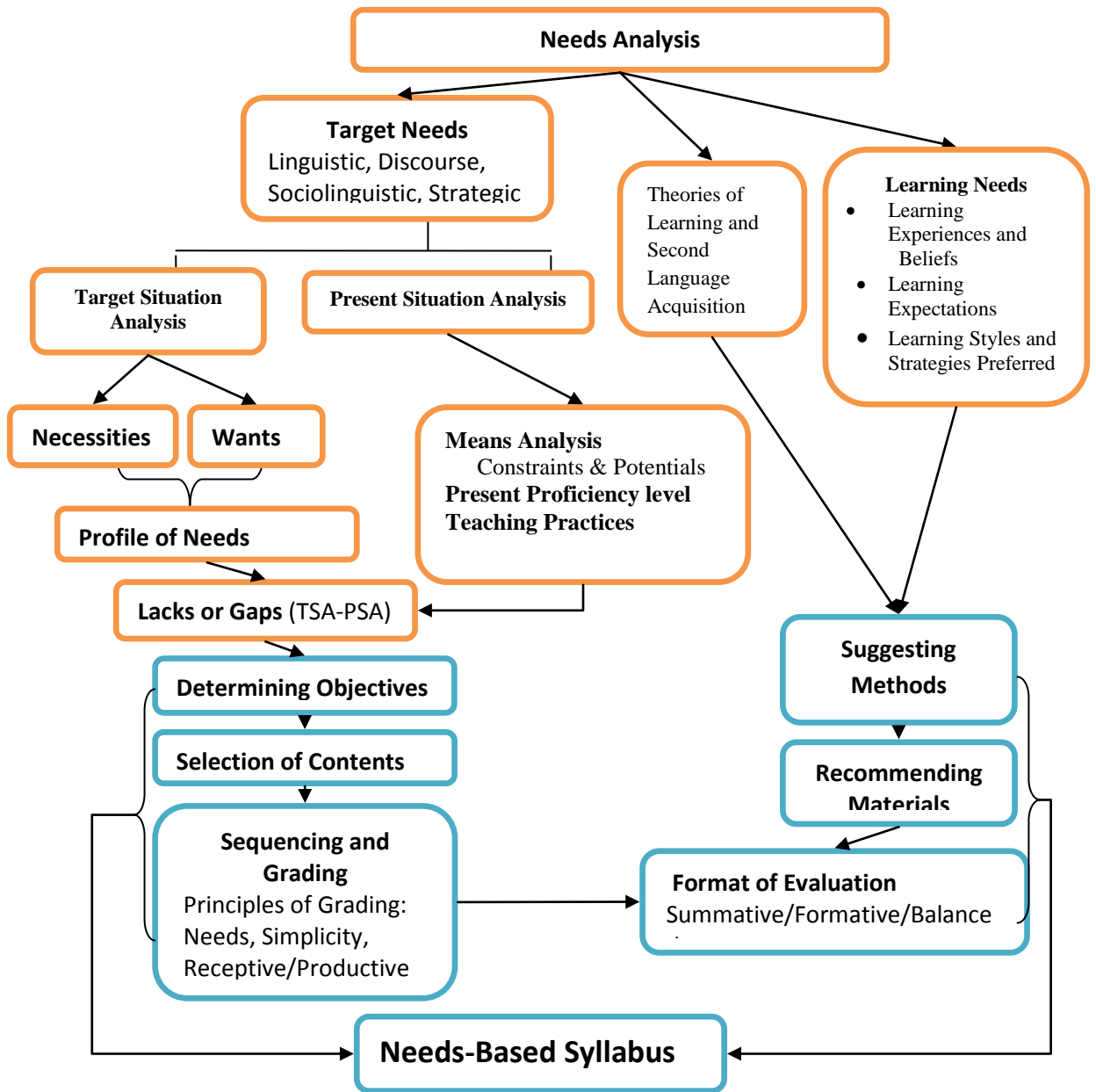
Figure 22. Needs-based syllabus frame

Principles Followed for Designing the Syllabus

Characteristics of the Syllabus		
Course Distribution	**Syllabus Design**	**Design of Pedagogical Tasks**
❖ Skills Focused (Based on Profile of Needs)	❖ Task Based (tasks selected from the profile of needs) ❖ Knowledge and Skills (needed for the tasks) Integrated ❖ Graded but Flexible	❖ Process Oriented ❖ Theme-Based ❖ Sensitive to Formative as well as Summative Assessment ❖ Modular
<u>**Methodology to be used for implementing the syllabus**</u>		
❖ Context sensitive Communicative Methodology ❖ Task-based		

Figure23 : Semantic map of a needs-based syllabus (adapted from Gatbonton and Gu 1994)

Skills-focused

The tasks in the profile of needs can supply us with the skills which comprise the task. Each task is to be divided into specific behavior and completion of them together reaches the destination that is completion of the task. Skills can be cognitive, pragmatic but here the tasks will be segmented into measurable behavior or micro activity.

Sequencing and Grading

As a pedagogic task is a combination of several skills related activities and also it posits itself on the analytic side of synthetic-analytic continuum, grading and sequencing them is of central importance. But sequencing and grading of tasks are highly challenging issues if not mitigating steps are consciously taken depending on valid data. Robinson (2003) says:

> While real-world L2 task performance (the intended ability which task-based pedagogy aims to induce) is clearly multicomponential, in developing this ability task designers have inevitably to stage increases in the complexity of pedagogic

tasks, and in doing so they must make use of some operational framework for selectively adjusting and increasing the demands of tasks to gradually approximate real-world performance conditions (55).

Nunan (1985, 2004) suggests that activities can be graded according to the cognitive and performance demands made upon the learners like from comprehension based activities to production activities. Following Candlin (1987) Nunan (2004) has identified the task complexity criteria as cognitive load, communicative stress, particularity and generalizability, code complexity and interpretive density and process continuity. However, task complexity, conditions and difficulty are not very easy to discover, therefore this arbitrary process should go to teachers' sense of plausibility, judgements and material designers' intuitions (Long and Crookes, 1992; Ellis, 2003a; Prbhu, 1990; White, 1988; Widdowson, 1990). Furthermore, Ellis (2003a) considers it not an impossible task.

To curb this challenge of grading there should be clear and valid criteria. Robinson (2003) has put forward the following framework:

Task complexity	Task conditions	Task difficulty
(cognitive factors)	(interactional factors)	(learner factors)
a) **resource-directing variables**	a) **participation variables**	a) **affective**
e.g., +/- few elements	e.g., open/closed	e.g., motivation
+/- Here-and-Now	one-way/two-way	anxiety
+/- no reasoning demands	convergent/divergent	confidence
b) **resource-dispersing**	b) **participant variables**	b) **ability variables**
e.g., +/- planning	e.g.gender	e.g., aptitude
+/- single task	familiarity	working memory
+/- prior knowledge	power/solidarity	intelligence
Sequencing criteria		**Methodological** influences
Prospective decisions		On-line decisions
about task units		about pairs and groups

Task Complexity

It is "the result of the intentional memory, reasoning, and other information processing demands imposed by the structure of the task on the language learner" (Robinson 2001). These intra-learner variables (Ellis 2003) create cognitive load which can be minimized by employing techniques like prior planning, giving time and scaffolding. There are other approaches towards the criteria creating task complexity. Ahmadi & Nazari (2014) have distinguished three such basic criteria: linguistic, cognitive and dialogical.

Linguistic Criteria	Cognitive criteria	Dialogical criteria
Linguistic variables	Information provided	Help available (teachers, learners, models, materials)
Grammatical complexity	Reasoning needed	
Length of a text	Precision needed	Scaffolding
Density of vocabulary	Familiarity with constraints	Distributions of information (one-way/two-ways/multiple-ways)
Speed/accuracy/fluency		
Quality of information	Degree of abstractness	
	Relevance to the learners	Negotiation of meaning (dialogue/monologue)
Discourse structure		
Genre of the text	Complexity (steps involved)	
	Prior knowledge	
	Process mapping (e.g.	

Steps to Mediate Task Complexity

The relative complexity of the tasks should be manipulated as there is no perfect way to grade or sequence the tasks. Some important ways to minimize relative task-

complexity to make it viable for developing communicative competence cum
performance are:

1. Scaffolding

2. Planning time

3. Providing model

4. Exploiting pre-task phase

5. Providing a clearly defined rubric for evaluation

6. Recycling and spiraling

Task Difficulty

It refers to the difficulty a learner as an individual faces during completing a task.
These factors include learners' intelligence, aptitude, learning style, motivation, age, and
memory capacity.

Sequencing and Grading Principles

In our study context the above mentioned variables are crucial as the class
consists of heterogeneous capacity and the situations in different universities vary
regarding affecting variables. But the age and background knowledge of the learners
remain almost same. However, regarding the task complexity and difficulty factors this
study will grade tasks depending on the following principles keeping in mind that some
criteria like real world relevance, relevance to the learners etc are left out because the
syllabus will be based on an NA:

	Prior task	**Later task**
1.	Familiar/ related to "Here-and-Now"	Less/un-familiar/ related to "there-and then"
2.	Little/no reasoning	Considerable/high reasoning
3.	Involving dialogues	Monologues/involving three or more routes of communication
4.	Less/frequent grammatical components	Diverse/more grammatical components
5.	Helps/scaffolding available/allowed	Helps/scaffolding not available/allowed
6.	Few vocabulary	Dense and scattered vocabulary
7.	Less time given	Enough/much time given

8.	Prior knowledge/model	New/extempore
9.	Easy/familiar discourse	Unfamiliar/condensed discourse
10.	Comprehension	Production/comprehension+production
11.	Concrete/less abstract ideas related	Highly Abstract sense demanded
12.	Few steps or ways of communication involved	Manyfold communication ways are employed
13.	Involves general knowledge domain	Involves technical/special knowledge domain
14.	Single/Few skills demanded	Many skills involved

These criteria will determine which tasks are easy or simple and which are complex. Then sequencing of the tasks will be done depending on the following issues:

1. Simple to Complex

2. Receptive skills to Productive ones

3. Confidence building tasks to real world tasks

Materials

Materials occupy an instrumental position in teaching and learning. It refers to anything that "facilitates" (Tomlinson 2012) learning e.g. course books, flash cards, printed to audio-visual aids and so on. Materials can provide information about the target language, arranging practices of the TL, showing language in use to encourage the learners to use as well as how to use TL. Thus in principle, materials should center around the target needs of the course. But commercially produced materials do not conform to the above characteristics (Tomlinson 2012; Richards 2001), so there is necessity to develop materials considering the needs of the students, their styles and preferences and the contextual variables. At the same time it should reflect the language teaching methodologies and syllabus design principles conceived to be most effective for a particular situation.

Criteria for Needs-based Syllabus Materials

Thus to carry out a fruitful needs based syllabus, materials should aim at meeting the following criteria:

Support Course Goals and Tasks

Materials should be consistent with and linked to course goals and support the completion of each task to materialize the outcome of the task. It should present the tasks in an attractive way and ensure sub-tasks or tasks transition sound way to achieve the task or course outcome. Again, it should present the tasks in a sequenced or spiraled pattern.

Contextualization

The ELT materials available meet only the generic needs, not the specific ones. To achieve a "fit" between materials and the particular situational variable, the context will be considered highly. It should promote those aids which are relevant to the resources available in the study context.

Needs Orientation

Besides context, characteristics of the learners as individuals and a group affect the learning process. Learners' culture, beliefs, motivation, experiences, first language etc. should be taken into account.

Language Use

Materials should promote practice of meaningful and purposeful use of the target language. It should reflect real world communication situations stimulating interaction and be capable of generating new ideas from the practiced ones.

Developing Skills and Strategies to Learn

Learning is not confined to classroom only. Materials should give space to the learners to develop skills to learn from out-of-class time and individual attempts of learning. It should promote skill-building and meaning-making tasks or activities. It should uphold language learning and language use.

Focus on Form and Function

Form and function go hand in hand,and they should be proportionately emphasized and given room within the scope of materials. It should allure the learners to

go beyond the artificial form-function learning and to regulate them to go for creative efforts to use the forms and functions.

Integration of Four Skills

Instead of treating each language skill separately, materials should have an integration of the skills instead of a certain dominance of a particular skill.

Authentic Materials

In the recent materials development arena, the authentic ones are given much scope. As materials written for classroom teaching are said to "distort language use" in some way (Nunan 1988:6), authentic materials open the opportunities for experiencing real life use. Authentic materials are those materials which are not meant for direct language learning in the classroom, they are chunks of real world events regarding the tasks which the learners are to face and be in afterwards. It shows the ways people do or behave while using the language in real life situation that is "materials produced to fulfill some social purpose in language community" (Peacock 1997). In contrast to artificial or created materials "authentic materials …increase learners' levels of on-task behavior, concentration and involvement in the target activity" and "are more motivating" and " more intrinsically interesting" (Peacock 1997: 152). When they see that what they are learning is nothing but what they will have to use in real situation they will be in, it increases motivation and involve them actively.

In the present study context, use of authentic text is of great value. The learners having known form and functions of English now need to see uses of English in the situations they perceive to face. Of course authentic-like materials can also be used which means those authentic materials which are modified but retain the properties of authentic materials.

Flexibility

Flexibility is concerned with allowing the room for the students' choice and the changeable nature of the excavation of needs, capacity development of the students to cope with the needs analysis as an ongoing activity. Even contents (Maley 2003) can be

flexible with more than one option to be chosen by the teacher or especially learners. The flexible materials retain scope of flexible methodology and techniques also.

Compatible with Audio-visual Aids

The importance of audio-visual materials to improve motivation level of the learners is clearly evident today. That is why these materials should be included as well as they should be manageable with audio-visual teaching aids. As equitable importance will be given to developing all the four skills, audio-visual materials can help the learner to develop insights in to real world tasks.

Intercultural Communicative Competence

Materials should support the development of intercultural communicative competence.

Rich Input

Materials should expose the learners to a rich variety of current, relevant, stimulating and meaningful use of language which facilitates the "negotiation" meaning and thereby creates a user-friendly interlanguage.

Comprehensible

The last but not the least principle to develop materials for a needs-based syllabus is to make the contents and language use comprehensible for the learners. Besides, salient instructions should be provided to lead the students to take up the challenge of facing (i+1) input. The input should not be too easy or too difficult rather it should be at an appropriate level for the learners. As a result, learning builds on learners' previous knowledge and background and pushes them through increasingly more demanding tasks and activities, building language proficiency and content area knowledge.

Materials for TBLT

Authentic materials

- Print materials such as magazine and newspaper articles, novels, brochures, and advertisements
- Non-print materials, including realia

• Learner-generated materials

• Web-based and multimedia materials (e.g., podcasts, weblogs, wikis, professional

and personal web pages, digital photographs)

Created materials

• Adapted texts

• Graphic organizers (e.g., charts, timelines, semantic maps)

• Materials generated by using editable and customizable online tools (e.g., blog

entry, wiki, podcast, webcast)

Published materials

• Textbooks and learners' workbooks

• Web-based and multimedia resources (e.g., CDs, DVDs, podcasts) language

learning

Websites.

Methodology

Though course design and methodology were treated as two separate issues to

form a curriculum, Nunan (2004) considers them to be merged as "focus shifts from

outcomes of teaching" towards "process of teaching" in TBLT. So methodology

becomes a central issue in TBLT (Kumaravadivelu 1993). Thus to exploit tasks for better

outcome methodological aspects of TBLT should be given extended importance. The

instructional methodology in TBLT has three common phases:

Pre Task/Motivate
Framing the activity
Planning time
Introduction to subject and task.
Thorough introduction to topic by teacher
Use of pictures, posters and demonstrations

During Task
Working with and using the target language:
Activities like pair work, group work
Exercises like information gap activities
Gradual increase in the importance of
Planning, Report, Presentation

Post Task/Assessment
Learner report
Consciousness-raising
Repeat task
Selecting, identifying and classifying common
words and phrases.
Practice of language and phrases in classroom.

Figure24. Phases of task-based instruction (adapted from European Commission Project 2013)

Pre-task Phase

In the first phase students are given time to be prepared for the task. The utility and relevance of the task can be explained to encourage the learners. Dornyei (2001 as in Ellis 2003b) considers this phase an appetite for the task completion as "task preparation". Skehan (1996 as in Ellis 2003b) proposes this phase to respond to the linguistic and cognitive demands of the task and the "engaging activities will reduce cognitive load to release attentional capacity for the learner to concentrate more on linguistic factors". It can be done in various ways. A similar task can be presented and teacher may support them to perform it. Again, a listening task may be presented or a relevant video of authentic nature can be shown. The process of the task completion can be decided. This has a special value for a heterogeneous class, as seemingly unseen

vocabulary, difficult grammatical structures get illuminated. This pseudo task (Prabhu calls itself a task) scaffolds the learners to be prepared for the main task. It develops the insights to get the best out of the task in the shortest possible attempt. Finally this phase shows the strategic planning that is which aspect i.e. fluency or accuracy or content or some/all of them are being focused. But there should be a smooth transition between this phase and the next phase.

During-task Phase

This is the obligatory phase in task based teaching. There are various ways to control and perform the task. A time limit for each activity can be set up. It depends on the teachers; if fluency is important a fixed time can be offered but in case of accuracy time fixation can be left to the learners. Data input can be ensured in different ways. Drawing pictures, graphs, information gap activities, cloze tests, difference mapping etc can help them have enough input.

In TBLT, discursive practice and social practice are of great value. Active engagement in such practices allows learners to reduce communicative apprehension in course of their performing a wide range of language functions. Through this they take control of the learning. Discourse competence as well as strategic competence grows naturally. In communication they have opportunities to negotiate meaning. Scaffolding from the teachers and the learners in their dual roles of "learner-user" helps them to "notice" useful forms which promote "acquisition'. Scaffolding can be implicit which goes with the instruction or nudging the learner to goal or explicit like asking questions and answering queries. However, the whole process should be in L2 use. Scaffolding, collaborative participation, awareness of contribution etc. can push "interlanguage" to the edge of "Zone of Proximal Development" enhancing the capacity to perform new linguistic/communicative features.

Post-task Phase

According to Ellis (2003b) this phase has three pedagogic goals: (1) to provide an opportunity for a repeat performance of the task, (2) to encourage reflection on how the task was performed, and (3) to encourage attention to forms, in particular to those forms that proved problematic to the learners when they performed the task. The first one of repeating the same task with similar or changed conditions can strengthen the capacity of

the learners particularly the weak points can be meditated. Performing this repetition

publicly can be a good source of observation for other learners mending their own

shortcomings. A reflection on the task and task performance can enable them to evaluate

their own performance. Even they can reflect how to improve that performance. This is a

second opportunity for the teachers to evaluate the learners. For formative assessment it

can play a great role.

The third goal is of much importance. Teachers can make explicit explanation of

the forms particularly those found by the teacher difficult earlier during the task phase.

Here the teachers can ensure that accuracy was not sacrificed at the altar of fluency. The

errors and mistakes can also be highlighted. This can eliminate or shorten the gap

between the competence expected and performed. Ellis (2003b) has given several

options to deal with forms in this phase. Some of them are conscious-raising tasks,

production-practice activities, noticing (noticing can be made explicit to the learners

through comparing each other's written task, seeing the original text of the task etc.)

activities.

Principles for TBLT Methodology

Nunan (2004) has proposed seven principles for TBLT:

1. **Scaffolding**: The beginning of a task should be preceded by supporting

information. As the task is a combination of various linguistic and non-linguistic items

and skills supporting framework should be provided within lessons and materials. At the

same time to produce the best result withdrawal of scaffolding should be in a perfect

time.

2. **Task dependency**: "Within a lesson, one task should grow out of, and build

upon, the ones that have gone before" (35). The whole task-completion process is an

integrated one like building block.

3. **Recycling**: "Recycling language maximizes opportunities for learning and

activates the 'organic' learning principle" (36). It is quite natural that linguistic items

might not be learnt wholly at the first attempt in a particular task. Recycling helps not

only in enhancing intake of those items, but also introduces use of them in different situations.

4. **Active learning**: learning is more fruitful when the learners learn by doing-experiencing rather than passive reception of knowledge from the teacher. Teacher facilitates such activities in which the learners actively use the language in use.

5. **Integration**: "Learners should be taught in ways that make clear the relationships between linguistic form, communicative function and semantic meaning" (37). The earlier methods were discarded by CLT on the ground that learning forms and functions separately is impractical. Tasks should be presented facilitating integration of forms and communicative functions made explicit to the learners.

6. **Reproduction to creation**: Instructional sequence should allow learners to move from imitating or reproducing form, meaning or function to being able to produce creative tasks on their own.

7. **Reflection**: Lessons, materials and instructions should allow the learners to reflect on their knowledge they previously learned and they are presently learning.

Following Nunan (2004); Ellis (2003); Doughty & Long (2003); Long (2005); Richards (2001) and other TBLT literature this syllabus will follow the following instructional steps:

1. **Schema building**: Earlier exercises should promote schema. Introduction of the topic and some key words and expressions, setting of the task context can be provided.

2. **Controlled practice:** Next, the language vocabulary, structures and functions can be illustrated in the form of controlled practice activity like conversational model.

3. **Authentic materials**: Then a related and relevant authentic material can be exploited. Through a genre analysis it can provide all types of communicative competence practice shooting up motivation.

4. **Focus on linguistic elements**: At this point the learners might feel that the linguistic elements are difficult. An analysis of those elements can help them to see their relationship with communicative meanings presented so far.

5. **Provide freer practice**: The opportunity to practice freely on their own has positive impacts. Now the task completion is at their disposal "pushed" towards the edge of their current competence. They now prepare "negotiation of meaning" of their own through a newly developed "interlanguage".

6. **Introduce pedagogic task**: At last the pedagogic task should be performed in the form of group/pair work.

7. **Focus on meaning**. The task design can ensure that the sufficient focus goes to meaning which is possible by motivating them that the task has a meaning to relate to other real world communication other than showing linguistic capacity.

8. **Clear goals**: Tasks should be conducted to reach goals clearly defined.

9. **Learning by doing**: Doughty & Long (2003) have suggested that the instruction should promote learning by doing. It increases involvement and retains motivation.

10. **Promote cooperative/collaborative learning:** Cooperative and Collaborative learning activities create a very effective and easy scope of learning managing the affective factors in a natural way. In both cases, learning task is divided or distributed among the learners in pair or group and they are accountable for their individual role or part and group performance. It provides fruitful interaction for learning.

11. **Provide rich input:** Rich, variegated and attractive learning inputs should be provided. Input should be available in both written and oral forms.

<center>**Assessment**</center>

An effective plan of teaching and learning inevitably necessitates a well-designed and viable assessment. Theoretically, the term 'assessment' is interchangeably used with evaluation or testing. However, evaluation is considered as a generalized idea of gathering data about the decision-making of the curriculum. On the other hand, assessment procedure of collecting this information about what the students can or cannot do while testing is a form of assessment. Generally assessment echoes to some objectives or goals.

Thus an assessment procedure is not an isolated or discrete process. It should reflect the assumptions of the curriculum design. Gronlund (1981 as in Nunan 2004) has specified three types of validity for assessment measurement. They are:

a) **Content validity:** it refers to the representation of the sample tasks in the measurement tasks.

b) **Criterion-related validity**: How well the test performance predicts future performance or estimates current performance on some valued measures other than the test itself.

c) **Construct validity**: How test performance can be described psychologically.

On the other hand, it should also be reliable which means how well a test can measure as it claims. Reliability means if the same test is administered by other persons on the same students at different times the result would be identical (Gipps & Stobart 1993).

Types and Key Concepts of Assessment

Different aspects and approaches are found in the assessment system. Nunan (2004), Scanlan (2003) and other experts have defined various even dichotomous types of aspects. Some of the relevant aspects and approaches are given below along with their relevance to the TBLT to be used in the present study.

Formative Assessment. This assessment is an ongoing process while the course is being taken to inform continuous development of the students through immediate feedback. It can have a corrective and modifying role in the teaching-learning process. Observing the effectiveness of the current teaching methods and techniques the teacher can evaluate them and modify them in the next round of teaching. It is a useful tool for both teachers and students. Harley, d'Anglejan and Shapson(1990 as in CASLT Classroom & Support Resources) have defined formative evaluation as:

Formative evaluation has as its goal the ongoing gathering of information which will inform teachers and students about the degree of success of their respective

efforts in the classroom. It allows teachers to diagnose students' strengths and weaknesses in relation to specific curriculum outcomes and thus guides them in organizing and structuring instruction. Formative evaluation provides students with feedback about their progress in meeting clearly identified learning outcomes.

Here students are actively involved in the assessment. Thus self-awareness develops. This is a task-based assessment system ideal for developing strategic strategies like metacognitive, cognitive and socio-affective (CASLT Classroom & Support Resources).

Summative Assessment. It is done at the end of an academic period like a term or year or course. It helps determine the progress of the learners to go to the next level of education. It is also an external activity to grade the students. Of course it is useful for the external stakeholders like administrators or employers. In this study context, in almost all the levels summative assessment in the form of writing is followed. Other skills are not assessed.

Indirect and Direct Assessment. In direct assessment, the test is designed to assess the communicative performance in a way they are required to show in the real world. There is a resemblance between the authentic situation and the test procedure. But in indirect assessment system, the test process is concerned with the internal class performance.

Informal and Formal Assessment. In the former situation the classroom activities are used to assess the learners' performance, while in the latter case the students are aware that they are being tested. In the formative assessment system informal assessment is common. The summative one is mostly formal.

Self-assessment and Peer-assessment. The ideas of learner autonomy and increasing involvement of the students in all the phases of curriculum hold up self and peer assessment. Particularly in adult language teaching where the students are aware of their own learning and development, self assessment can increase the effectiveness and

motivation of the learners by making themselves responsible. Through this they can have an idea of their own level of skill (Cram 1995 as in Nunan 2004).

Task based Assessment. One of the criticisms made against TBLT is with its assessment procedure as well as the effectiveness of the task assessment on the final exam. But if the tasks and texts are carefully selected it can "give students enough breadth of language experience and practice in language use, to attain both the knowledge and skills required in most kinds of exams" (Willis 1996: 143). It mainly depends on direct and formative evaluations.

A task based test requires "candidates to perform an activity which simulates a performance they will have to engage in outside the test situation" (Nunan, 2004). Referring to Norris et al. (1998), he argues that there are three essential characteristics of task-based assessment---task dependency, authenticity, and task completion.

System-referenced and performance-referenced assessment. In the first case candidates have to show knowledge of formal aspects of language like phonological or lexical items. It does not refer to any language use. The ability to use language is assessed through performance based tasks.

Criterion-referenced and Norm-referenced assessment. If the test attempts to make a ranking of the students by comparing among them how better one of them is in comparison to another, it will be called a norm-referenced test. It is also possible that a set of performance criteria be set earlier in line with the course goals and then the performance of the students is measured against those criteria. The scale produced depending on the criteria can be matched with the performance.

Principles for Task-based Assessment

On the basis of the literature of task-based assessment and the study context the following principles and framework will be used in the task-based skills-focused syllabus in this study:

- The outcomes of the skills and tasks reflect the needs of the students

- Assessment tasks and procedure relate to the set objectives or outcome of the course

- Pedagogic tasks themselves will give vent to performance assessment

- Performance is assessed directly i.e. correlate the real world skills

- Criterion-referenced

- Proficiency will be assessed integrated with performance

- Formative in nature

- Self and peer assessment will be accommodated

- Assessment of all forms of communicative competences and all the language skills

- Partly summative only in the sense of institutional requirement.
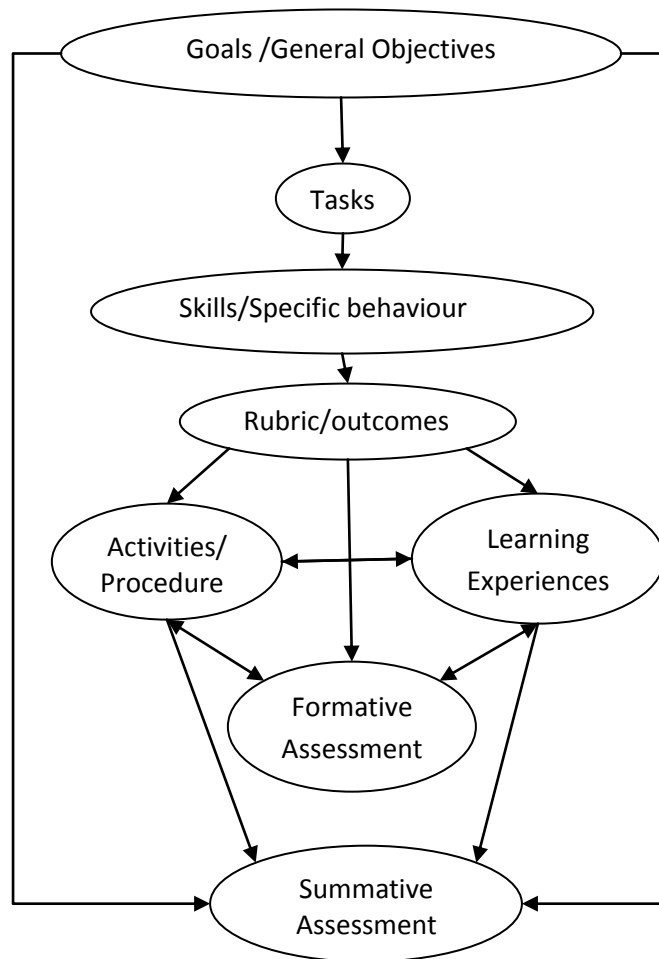
Figure25. Framework for Task-based Assessment

The tasks completion from setting outcomes to assessment is an integrated process. Each task with their outcomes would be taken care of in the activities planned which will in turn provide learning experience and the learning experience can also form and modify the procedure. Integrated assessment is possible throughout the whole process. That is, it is not a linear process. The interconnection among the activities and learning experiences and meeting up the rubric or outcome provides assessment information. This entropy is a cyclical one. This integration of the activities and learning experiences can check the washback effect. This formative assessment also ensures the internalization of not only formal aspects of language but also language use with meaning. Finally a summative assessment will be possible to determine the materialization of the general objectives but only partly to meet the institutional requirement in promoting the students to the next grade/year/semester.

Assessment Tools for TBLT

Indeed, innumerable techniques and procedures can be used to gather data for assessment and of course in various ways. Brown (2001), Genesee & Upshur(1996), Brindley (1989) and Long (2005) have discussed different evaluation techniques:

1. Practice-Cloze test, speaking tasks, listening exercise etc.
2. Role play, group and pair work, simulation
3. Descriptive feedback
4. Observation-both internal and external, by teachers and peers
5. Questioning strategies
6. Self and peer assessment
7. Listing
8. Comparing and contrasting
9. Ordering and sorting
10. Describing pictures
11. Problem-solving
12. Sharing personal experience

13. Creative tasks and projects

14. Portfolios

15. Learner diary.

Adopting the relevant techniques depends on the teachers' capacity, the learners' characteristics, level of knowledge, logistics available, class size, time, and of course course-goals determined by the profile of needs.

Complexity of Assessment in Relation to Accuracy and Fluency

Selection of testing techniques should also relate to accuracy and fluency. The more complex the task, the more difficult it is to manage this proportion. Again the characteristics of the tasks have an influence on them. In the grading section it has been discussed how the tasks will be graded according to their characteristics. If the target is to develop fluency, the assessment tasks should concentrate on communication-based practice tasks like role play, group/pair work, speaking etc. On the other hand, accuracy can be assessed in terms of forms and structures. In addition, accuracy can also associate with the cultural, professional arena in which the communicative competence will be reproduced in the real world tasks.

Assessment of Communicative Competences

In TBLT developing communicative competence is the prime concern. Thus the assessment tasks or tests should be designed in a way that they can ensure the unveiling of the learners' level in all the four types of communicative competences i.e. linguistic, discourse, strategic and sociolinguistic. Acquisition of a language means the ability to use the language appropriately in different real world situations. The test tasks should also include authentic tasks to promote "generic awareness" of the performance required in the real situations. Naturally it would necessitate the inclusion of assessment of all the four skills particularly the productive ones.

Rubrics

Another important aspect of TBLT assessment is indicating the evaluation criteria for the students in advance. For each task there are a number of measurable behaviors or skills and each skill will be measured according to some criteria set earlier. While performing the tasks the students will try to relate to those criteria. These criteria

in combination comprise rubrics. Each independent dimension of communicative performance calls for specific behaviors to be implemented. It is likely to produce a rating scale. It has other usefulness too. It clarifies the purpose and process of the tasks making evaluation specific and measurable. It provides a kind of guideline for self-assessment. Thus a rubric should describe in specific and clear terms the conditions for each task and the dimensions the task would take. It also ensures their active part in the communicative task moving from one task requirement to another in line with the set rubrics. An example is given below:

For performing a task of business negotiation:

Goal: Negotiate on issues like pricing, Bills of materials etc.

For an authentic assessment a dummy negotiation can be held to assess their behavior. The teacher can request an officer whom the learners do not know, from another company to come and negotiate on the issues described in the goal. The guest should be made aware of the purpose and the behavior of the learners.

Standards:

1. They should use proper vocabulary

2. They should use formal language tone

3. For topic shifting they should use appropriate linkers

4. They should understand the buyers' intention

5. They should logically prove the criteria for pricing.

Rubrics

Grade Rubrics	Excellent --5	Good ---4	Satisfactory---3	Poor----2
Grammar	Addresses all the points appropriately	Addresses most of the grammar points	Quite necessary amount of grammar present	A few good uses

Logical Reasoning	Using proper sentences to drive the buyer	In most cases the buyer is persuaded	Only few of the reasoning takes place	Almost no reasoning takes place
Coherence and Cohesion	IN all cases there are proper topic shifting /use of connectors or conjunctions	Using good ideas but not properly conveying the meaning	Using only discreet connectors	Using only a few connectors and with little accuracy
Participation	Participation fully and actively	Quite good participation but not very much active	Looking to be participatory but lacking motivation	Almost no participation

A Balance between the Two Extremes

A formative assessment can give the instructors more ideas about the students which helps to modify methodologies and materials but retaining the same goal (Sadler 1998). On the other hand, in our situation summative assessment is also necessary. Of course, a good balance between these two can comprehensively make the whole course objectives successful.

<div align="center">Conclusion</div>

From the above discussion it is clear that the SLA or EFL teaching has reached its cycle with illumination on every aspect of teaching and learning. There are some hybrid or multi-dimensional syllabus types which are drawing the attention of the linguistics, syllabus designers and users. This new type considers the specific needs of the situation and the stakeholders concerned. This syllabus can be viewed from any approach but for that the situational or contextual needs as well as the expectations and necessities of those involved and beneficiaries should be taken into account. In the needs analysis those contextual factors have been unfolded which have influenced the decisions of syllabus design at every phase.

Many have started to believe that CLT is going to yield to lexical or structural beliefs. At the same time task based approach holds some promises with its continuous modified forms. Nevertheless, eclecticism is denunciated to be an "unbridled" choice.

However, in the context of the present study where the learners have passed at least twelve years learning lexical or structural aspects of English language and where they have to perform structure or lexis oriented tasks like writing different types of writes ups, they are supposed to have structural or lexical knowledge. On the other hand, they are required to have some development into the insights of tasks performed in their perceived professions or at the time of professional recruitment procedure. Thus taking these things in consideration, a task-based skill-focused syllabus can be legitimate and coherent with the EFL syllabus design ideas as well as an *informed* eclectic choice where contents and other issues should be selected on the basis of a Needs Analysis.

Besides, this chapter has discussed other aspects of syllabus design i.e. methodology, grading and sequencing, assessment and material designs and also principles and framework of the syllabus have been specified which are to be implemented in the syllabus to be designed.

It has been ensured the syllabus design phases reflect the outcome of the needs analysis in full and also it considers the strengths and weaknesses of the present syllabuses. Thus there has been a harmonious combination of the theories and their implications but modified in terms of the needs analysis findings.

CHAPTER 8

DESIGNING THE NEEDS-BASED SYLLABUS

Introduction

The core objective of the study has been to design a needs-based syllabus. From the theoretical and pragmatic aspects following an elaborate discussion of every aspect of the relevant issues a task-based skills-focused syllabus has been decided to design. Indeed considering the needs and constraints of the present situation a syllabus with two parts has been proposed and designed. But they are viewed as parts of an integrated whole. Not only in tasks in each part, but also in the two parts tasks and skills are taught in a spiral way not in a linear fashion keeping in mind the necessary competence level in selected tasks found by needs selector. This chapter contains the final output of the study *a syllabus with its contents, sequenced and graded, along with hints to pedagogic methodology* – and all these are done from the profile of needs and the PSA in combination with theoretical underpinnings elaborated in chapters two and seven.

Gaps or Lacks

Gaps or lacks refer to the difference between the target competence and the present competence level of the students. It can be measured also in logistical terms. The overall status of the selected tasks has been compared with the individual task-lack or importance identified from the difference between the needs and the present level of proficiency of the students. Here the following principles have been considered to substantiate the decision.

Academic Section

- The profile of needs prepared from TSA

- The most important tasks selected for both professional and academic purposes

- The gap between the required competence and the present competence-the higher the gap, more the requirement to be included in the syllabus. However, in some cases though the lack is medium or even low, due to their absence in

the present syllabus and their being very important for academic or

professional purposes, the task has been suggested to be included in the

proposed syllabus.

- The analysis of the present syllabus contents- whether the required tasks or

  skills are present in the syllabus or even though they are included, the amount

  of importance they receive many not be enough. Again, there may be

  methodological problems barring the students from acquiring the required

  proficiency. The opposite also has taken place i.e. lack is high but that is

  sufficiently covered in the existing syllabuses

- Pedagogic and environmental aspects unfolded from the PSA

Table 55
Academic Skills/topics/tasks selection for the needs-based syllabus

	Academic skills/tasks	Overall Status in the present syllabuses	Lacks		Priority to be included in the syllabus
			Gaps (%)	Rank	
General skills and tasks	Linguistic competence	AC	0.22	Medium	Low
	Formulating coherent argument	PC	0.34	High	High
	Using appropriate vocabulary	PC	0.28	High	High
	Accuracy	PC	0.31	High	High
	Critical thinking	LC	0.34	High	High
	Synthesizing information from different sources	PC	0.30	High	High
	Library skills	NC	0.15	Low	Low
	Appropriate pronunciation	PC	0.20	Medium	Medium
	Understanding and handling computer and internet related tasks	PC	0.12	Low	Low
Reading skills and tasks	Identifying main ideas	PC	0.30	High	High
	Critical analysis	PC	.36	High	High
	Understanding figurative expressions	AC	0.27	High	low
	Guessing the meaning of unknown words from context	PC	0.24	Medium	Medium
	Understanding text organization	PC	0.20	Medium	Medium

	Critical reading,, active reading, extensive reading	PC	0.32	High	High
	Identifying mood, tone and purpose	PC	0.29	High	High
	Understanding text and reference books	PC	0.24	Medium	Medium
	Reading works of fiction	AC	.26	High	Low
	Scanning	PC	0.25	High	Medium
	Understanding various literary and general genres	AC	0.28	High	Low
	Skimming	PC	0.24	Medium	Medium
	Making inference	PC	0.25	High	High
	Understanding cohesion	PC	0.35	High	High
Writing skills and tasks	Developing ideas	PC	0.40	High	High
	Critical analysis	PC	0.37	High	High
	Using appropriate style in writing	PC	0.35	High	High
	Using cohesive devices	LC	0.37	High	High
	Paraphrasing	PC	0.22	Medium	Low
	Addressing topic	PC	0.28	High	High
	Linking ideas	PC	0.38	High	High
	Summarizing	AC	0.23	Medium	low
	Writing different types of paragraphs, essays and assignments	AC	0.32	High	Medium
	Creative writing	PC	0.36	High	High
	Expressing and defending personal point of view	LC	0.37	High	High
	Editing	PC	0.22	Medium	Low
	Writing research paper/thesis	PC	0.28	High	Medium
	Referencing and quoting in accepted style	PC	0.27	High	Medium
	Evaluating own or other's writing	LC	0.28	high	High
	Proof reading	LC	0.24	Medium	Medium
Listening skills and	obtaining specific information	LC	0.31	High	High
	note-taking	PC	0.26	High	Medium
	Recognizing speech Organization patterns (lecture, announcement)-	LC	0.30	High	High
	Listening to presentation/lectures/seminars	PC	0.32	High	Medium
	Obtaining information	PC	0.24	medium	Low

	from audio-visual presentation				
	Understanding informal talks	LC	0.21	Medium	Medium
Speaking skills and tasks	Giving presentation	PC	0.31	High	High
	Participating in interview/viva voce	LC	0.33	High	High
	Giving extempore speeches	PC	0.36	High	High
	Reasoning	LC	0.39	High	High
	Discussing with teachers	LC	0.29	High	High
	Understanding discourse	LC	0.39	High	High
	Taking part in group discussion	LC	0.30	High	High
	Participating effectively in discussions	LC	0.29	High	High

- AC-Adequately Covered, PC- Partially Covered, LC- Little Covered

Professional Section

In the present syllabuses professional tasks/topics/skills are also taught to a certain extent. This has been weighed up against the needs-level of the present professionals. As the students do not have any say regarding the present requirement of the professional tasks but perception only, in selecting professional tasks for syllabus, instead of lacks, present needs would be compared with the syllabus coverage of them. The present needs have been identified in different ways and from different types of data e.g. teachers' and students' questionnaires, interviews, job advertisements analysis, genre analysis. And finally this will identify which tasks will be included in the proposed syllabus. It is better to note that there are similarities or generic similarities between some academic tasks and professional ones. In that case instead of two same tasks generic ones shall get room in the syllabus to have a concise one.

Table 56

State of the needed Professional tasks/skills in the present syllabi

	Professional tasks/skills	Overall Status	Very Importance/ Importance (%)/status in PSA	Priority to be included in the syllabus
General skills and tasks	Linguistic competence	AC	76.0%	Medium
	Sociolinguistic competence	PC	61.1%	High
	Discourse competence	PC	58.7%	High
	Strategic competence	PC	54.6%	High
	Working in a team	LC	Frequency of use is 40%	Medium
	Vocabulary and Important structures	AC	70.2%	Medium
	Analytical and leadership skills	LC	Frequency of use is 79%	High
	Overcoming nervousness	PC	60.3%	Medium
	Tactics of starting and finishing sentences appropriately	PC	60%	Medium
	Intercultural knowledge	LC	Very important	High
	Interpersonal relation	NC	Frequency of use is 52%	High
	Problem solving	LC	Frequency of use is 28%	Medium
	Communication through ICT mediums	AC	Frequency of use is 68%	Low
Reading skills and tasks	Understanding and reading internet and computer information, different types of emails, Legal documents, Reports, Agenda and minutes of meetings, Business letters, Memoranda	PC	Very important	High
	Reading techniques like scanning, skimming, predicting, inferencing	PC	Important	Medium
	Intensive reading, extensive reading, active reading	PC	Very important	High
	Guessing the meaning of unknown words from context	PC	Important	Medium
	For analyzing	PC	Important	Medium
	Synthesizing information from different sources	LC	Very important	High
	For referencing	PC	Less important	Low
	For paraphrasing and summarizing	PC	Important	Low
	For identifying main and supporting ideas	AC	Important	Low
	Speed reading	AC	Very important	Low

	For note taking	PC	Very important	Medium
	Transferring information	LC	Very important	High
	For responding critically	PC	Very important	High
Writing skills and tasks	Different types of emails and ICT based correspondence	PC	Very important	High
	Business notes	PC	Important	Medium
	Notices and memos	AC	Less important	Low
	Reports	PC	Less important	Medium
	Drafting	PC	Less important	Medium
	Minutes and Agenda of meetings	PC	Important	Medium
	Adopting context specific tone and style	LC	Important	High
	Using appropriate "moves" and cohesive devices	LC	Very important	High
	Creative writings with appropriate moves	LC	Important	Medium
	Research reports or thesis	LC	Less important	Medium
	Tour commentaries	LC	Less important	Medium
	Legal documents	NC	Important	High
	Instructions and manuals	NC	Less important	Low
	Developing ideas	PC	Very Important	High
	Linking ideas	PC	Very Important	High
	Clear expression	PC	Important	Medium
	Project reports	PC	Important	Medium
	Project proposals	PC	Important	Medium
	Press release	PC	Important	Medium
Listening skills and tasks	Listening to meetings, conference/seminars, phone conversation, announcements, to native speakers.	PC	Very Important	High
	Listening for taking notes and summary	PC	Important	Medium
	For obtaining specific information	PC	Very Important	High
	Obtaining key vocabulary	LC	Very Important	High
	Recognizing speakers' attitude	LC	Important	Medium
	Evaluating information	LC	Very	High

			Important	
	Extracting implicit information	LC	Important	Medium
	Recognizing speech organization	LC	Less important	Low
	Guessing meaning from context	LC	Very Important	High
Speaking skills and tasks	Answering and asking questions	AC	Very Important	Low
	Expressing own ideas, opinions	PC	Very Important	Medium
	reasoning and refuting ideas	LC	Very Important	High
	fluency and wording quickly	AC	Important	Low
	summarizing	AC	Very important	Low
	expressing interests	PC	Very important	Medium
	interpersonal interaction	LC	Very important	High
	Presentation, small talk	PC	Very important	High
	comparing and contrasting	PC	Very important	High
	solving problems	LC	Very important	High
	describing	AC	Very important	Low
	accuracy	PC	Important	Medium
	correct pronunciation and using appropriate intonation and stress	PC	Important	Medium
	persuasion	LC	Very Important	High
	negotiation	LC	Very Important	High
	giving lecture	PC	Important	Medium
	reacting to other's speech	LC	Very important	High
	criticizing	LC	important	High

- AC-Adequately Covered, PC- Partially Covered, LC- Little Covered. NC-Not

  Covered

Content Selection

From the comparison between the status of the required tasks and/or skills in the

present syllabuses and the lacks in the academic arena; and the status and importance of

those skills and/or tasks in the professional arena automatically recognize the contents

for the proposed syllabus. Let us see which skills and/or tasks have been found to have "high priority". Not only those tasks which have had high priority, sometimes tasks of medium priority having got partial or low status in the present syllabuses should also be given importance and it will be left to the teachers, should they select some from those tasks or not.

Table 57
Selected Tasks for the Syllabuses

Skillbus	Tasks for Academic Syllabus	Tasks for Professional Syllabus
General skills	Formulating coherent argument	Sociolinguistic competence
	Using appropriate vocabulary	Discourse competence
	Accuracy	Strategic competence
	Critical thinking	Linking ideas
	Synthesizing information from different sources	Legal documents
		Developing ideas
		Adopting context specific tone and style
		Using appropriate "moves" and cohesive devices
Reading Tasks	Identifying main ideas	Understanding and reading internet and computer information, different types of emails, Legal documents, Reports, Agenda and minutes of meetings, Business letters, Memoranda
	Critical analysis	Intensive reading, extensive reading, active reading
	Critical reading,, active reading, extensive reading	Synthesizing information from different sources
	Identifying mood, tone and purpose	Transferring information
	Making inference	For responding critically
	Understanding cohesion	
Writing Tasks	Developing ideas	Different types of emails and ICT based correspondence
	Critical analysis	Adopting context specific tone and style
	Using appropriate style in writing	Linking ideas
	Using cohesive devices	Creative writings with appropriate moves
	Linking ideas	Legal documents
	Creative writing	Developing ideas

	Expressing and defending personal point of view	
	Evaluating own or other's writing	
	Addressing topic	
Listening Tasks	obtaining specific information	Listening to meetings, conference/seminars, phone conversation, announcements, to native speakers.
	Recognizing speech Organization patterns (lecture, announcement)-	For obtaining specific information
	note-taking	Obtaining key vocabulary
	Listening to presentation/ seminars	Evaluating information
		Guessing meaning from context
		Extracting implicit information
Speaking Tasks	Giving presentation	criticizing
	Participating in interview/viva voce	reasoning and refuting ideas
	Giving extempore speeches	interpersonal interaction
	Reasoning	Presentation, small talk
	Discussing with teachers	comparing and contrasting
	Understanding discourse	solving problems
	Taking part in group discussion	persuasion
	Participating effectively in discussions	negotiation
		reacting to other's speech
		Expressing own ideas, opinions

Sections of the Syllabus

Considering the tasks having high and medium priority and the present proficiency level of the students a syllabus having two sections is going to be proposed. It is clear that the students have high lacks in the tasks which cover a larger area and needs time and scope to develop. On the other hand, from the beginning of the university study they have to be involved in study-related tasks whose number is indeed big. Thus an academic-tasks related section at the beginning of the study can increase motivation and needs-orientation and so proficiency of the students. It will also help to have a strong

footing for the professional-tasks-based syllabus in their fourth year. The first part, though academic one, creates generic tasks related knowledge which will further be strengthened and strengthen the professional-tasks-related section leading to having "developed generic competences".

Global Aims for the Needs-based Syllabus

Three types of skills to develop are:

1. Language knowledge

2. Cognitive skills

3. Communication skills

Through these skills students will be able to-

- communicate in written and spoken English with confidence, clarity, accuracy and appropriateness for social, academic, business and creative purposes in both academic and professional sectors

- work independently and collaboratively to utilize competence awareness

- develop generic competence to respond to future performance demand

- use English as a spontaneous medium of communication

- understand discourse and cultural sensitivity to use language in context effectively

- participate in relevant diverse situations and cultures and contribute to the matter of discussion

General objectives of the needs-based syllabus

Students will be able to:

- know in detail how language operates in all the four skills of language

- develop skills and strategies to use the skills in communication

- understand and analyze different types of texts, contexts and relationships

- develop insight to exchange "meaning" with different forms of language

- identify the suitable text and ideas for particular audience and parties, organize them and express them

- use previous knowledge to interpret new texts and contexts

Organization of the Needs-based Syllabus

Following the characteristics of the needs-based syllabus as specified in the semantic map, the syllabus is designed on the basis of the general goals and objectives.

Time Allocation

Time allocation of the syllabuses depends on the institutional supports and strengths. However, the academic section covers a number of tasks. Each task needs instruction of one hour or one and a half hours. Including assessment procedure the syllabus needs forty-two hours to be completed. If the university follows a semester system the syllabus can be covered in the first two semesters. It is also possible that the syllabus contents are broken down into two parts or even syllabuses to be covered in two semesters. But if it follows yearly system, it should be implemented in the first year. Regarding the professional section, it needs forty-five hours. The tasks here outnumber the first one but it is found that many tasks are repeated this time. In those cases, reviving the knowledge of the tasks along with tints of professional tasks will be enough. The use of authentic texts and situations can help to make it manageable. However, this time specification is relative. The teachers can modify the time allocation for the tasks according to the difficulty level and comprehension quality of the students.

Knowledge, Content and Procedure

Firstly, the tasks in the profile of needs having high lack are to be divided into skills and then some specific behaviors are chosen to attain those skills for materializing the task completion. Task completion depends on the relevant activities which become increasingly difficult. However attainment of the knowledge of task content is to be emphasized. Like the tasks, those skills or specific behaviors are also sequenced according to their complexity, receptive-productive dimension and so on.

Secondly, grammar will be taught communicatively and integrated with the activities or tasks. Inductive procedure will make the students aware of language use. Though the syllabuses are modular, in each module formal knowledge is to be used and taken care of in real time, certainly, following the communicative "error correction" procedure.

Thirdly, use of authentic tasks is highly suggested.   Authentic texts/excerpts will give them insight into the "meaning" carried by particular language chunks in a particular situation.

Fourthly, the syllabus contents are to be graded and sequenced but it is left flexible in the hands of the course teacher(s) who, considering the improvement, necessity and the quality of the students or class, can change the order of the tasks or procedure. As the motto of these syllabuses is to develop real life use of language, process orientation is maintained. The product is regarded as the sum of the assessment of the activities or skills-based behavior.

Not only learner autonomy but also their involvement is to be ensured. This engagement provides them with opportunities of negotiating "meaning", knowing and respecting individual, cultural differences and developing personality.

Needs-based Syllabus- Section One: English for Academic Purposes

Course title: English for Academic Purposes

Credit value: 3

Contact hours: 42

Assessment: 60% Class or formative assessment; 40% final/course end assessment

The first course will focus on developing the academic skills based on the profile of needs, lacks and global aims and general objectives.

Specific Objectives

- Students will be able to apprehend, control, use and apply knowledge appropriate to the academic situation.

Reading Objectives

Students will be able to

- read and understand the contents of different academic genres
- identify main and supporting ideas which are linked by cohesive organizations

- handle technical aspects of the texts to successfully realize it actively and analyze it critically

Listening Objectives

Students will be able to

- understand the main points in academic lectures, announcements and seminars
- point out specific information
- understand the motto, attitude and tone of the speaker

Speaking Objectives

Students will be able to

- Develop skills to present ideas with or without preparation
- Show reasons behind ideas presented
- Contribute effectively in discussions in diverse academic situations
- Handle the discourse according to context

Writing Objectives

Students will be able to

- develop, link ideas to write meaningful academic write-ups
- use suitable style and cohesion markers in addressing the topic
- show reasons behind ideas generated
- point out the mistakes made while writing

From these objectives the general skills will be developed like formulating coherent arguments, synthesizing information from different sources with accuracy in terms of both formal and critical properties.

Grading the Tasks

Grading refers to when to teach what. According to the principles selected in the theoretical chapter (chapter three) the tasks of the syllabuses are graded and sequenced. A cyclical or spiral dimension is followed. But this is not exhaustive. Regarding the four skills also a flexible approach has been taken. However in teaching each task all the four skills and skills related materials and methodology shall be in force. Finally a formative

assessment would change the sequence according to the needs, responses and facilities available to the teachers and learners.

Each task has been examined against the set grading criteria except two i.e. the availability of teachers and the time given because these two can be manipulated from outside. In Appendix 8 the Grading and Sequencing Tables are available.

Presentation of Tasks and Skills: Section for Academic Purposes

Here the tasks are presented according to their scores in the grading and sequencing section. The skills or specific behaviors are also presented in a sequential order i.e. from simple to complex and other criteria selected in the relevant section---

Module: Reading

Task 1. Identifying main ideas

Skills

- ✓ Identify the topic sentence(s)
- ✓ Recognize important information
- ✓ Group the important information
- ✓ Combine the groups for main ideas

Task 2. Identifying mood, tone and purpose

Skills

- ✓ Identify key words
- ✓ Determine the feelings expressed by words
- ✓ Recognize relationship between words and mood/tone
- ✓ Identify the dimension of tone-negative, positive, neutral
- ✓ Compare the conclusion with the ideas expressed for purpose
- ✓ Integrate the ideas to infer the meaning of the text

Task 3. Critical and active reading

Skills

- ✓ Distinguish own concept in line with the author's message
- ✓ Identify the arguments and predict the next one
- ✓ Understand the arguments
- ✓ Question the arguments
- ✓ Mark cohesive devices to grab the topic shift
- ✓ Negotiate own interpretation of the text
- ✓ Make logical guess
- ✓ Evaluate and construct opinions

Task 4. Understand Cohesion

Skills

- ✓ Understand different types of cohesive markers
- ✓ Be able to mark cohesive devices in a text
- ✓ Understand how they relate or integrate the arguments of the text
- ✓ Mark the development of ideas with the use of them
- ✓ Realize the logic behind the use of them

Task 5. Making Inference

Skills

- ✓ Recognize key words and their meaning
- ✓ Identify the connotations along with grammatical and intonation function
- ✓ Identify beliefs, motivations and relationship expressed in the text
- ✓ Understand the author's point of view and tone
- ✓ Relate textual information with own knowledge of the world
- ✓ Draw logical conclusions from facts presented

Task 6. Critical Analysis

Skills

- ✓ Identify important information
- ✓ Organize and select facts and ideas
- ✓ Separate the whole into component parts
- ✓ Combine ideas into a new whole
- ✓ Evaluate the ideas
- ✓ Construct own ideas, judgments (Bloom's taxonomy of critical thinking

Module: Listening

Task 1. Note Taking

Skills
- ✓ Chalk out important information
- ✓ Bring out the vocabulary conveying important information
- ✓ Relate the vocabulary with ideas
- ✓ Combine ideas

Task 2. Listening to Lecture

Skills
- ✓ Understand key information
- ✓ Follow pronunciation
- ✓ Realize the intended information

Task 3. Obtaining Specific Information

Skills
- ✓ Specify key words in the intended information
- ✓ Predict the kind of information expected
- ✓ Identify important information in the speech
- ✓ Match the information provided with own information

Task 4. Recognizing Speech Organization Patterns
Skills
- ✓ Identify organizational markers
- ✓ Understand the impact of them
- ✓ Identify topic shift
- ✓ Identify discourse

Module : Speaking

Task 1. Taking Part in Discussion

Skills

- ✓ Identify the purpose of discussion
- ✓ Listen carefully to others' opinions
- ✓ Identify the relation between those opinions and the topic discussed
- ✓ Make one's own decision
- ✓ Share own decision with others
- ✓ Use functional language

Task 2. Understanding and Using Discourse

Skills

- ✓ Identify discourse markers
- ✓ Examine thematic links in the texts
- ✓ Understand contextual meaning
- ✓ Identify the particular genre or registers
- ✓ Identify the 'moves' of the text
- ✓ Use move or register in an appropriate way

Task 3. Giving Presentation

Skills

- ✓ Welcome the audience
- ✓ Introduce the topic
- ✓ Outline the structure of the presentation
- ✓ Shifting from introduction to the body
- ✓ Sequencing the ideas
- ✓ Developing the ideas
- ✓ Use of examples, phrases and summaries
- ✓ Reaching a conclusion
- ✓ Use of paralinguistic communication

Task 4. Participating in Viva Voce

Skills

- ✓ Understand the demand of the interviewers
- ✓ Locate core ideas of an answer
- ✓ Use appropriate structures and phrases
- ✓ Keeping eye-contact
- ✓ Retrieve the stored knowledge

✓ Present the answer appropriately

Task 5. Giving Extempore Speech

Skills

- ✓ Brainstorm the topic
- ✓ Structure the speech
- ✓ Prioritize the points and say accordingly
- ✓ Control paralinguistic aspects

Task 6. Reasoning

Skills

- ✓ Understand language to express reasoning
- ✓ Retrieve them in categorizing the information
- ✓ Perform making analogy
- ✓ Evaluate the logic and value
- ✓ Elaborate the stored knowledge in composing opinions

Module: Writing

Task 1. Addressing topic

Skills
- ✓ Identify the objective of writing
- ✓ Identify the key words to express the objectives
- ✓ Use appropriate language
- ✓ Control relevant ideas to introduce the topic

Task 2. Developing Topic/Ideas

Skills
- ✓ Identify key linguistic patterns
- ✓ Brainstorm to sequence the ideas related to the topic
- ✓ Identify the purpose and type of writing, e.g. persuasive or descriptive etc.
- ✓ List the ideas
- ✓ Providing logic behind the ideas
- ✓ Explain the ideas critically
- ✓ Summarize the ideas to reach a conclusion

Task 3. Linking Ideas

Skills
- ✓ Understand and use thematic link among the ideas
- ✓ Understand the use of different types of linkers
- ✓ Use cohesive markers appropriately
- ✓ Understand which transitional aspect is needed e.g. addition, contrast etc.
- ✓ Use appropriate transitional devices

✓ Make the write up look as a whole

Task 4. Evaluating Own or Others' Writings

Skills
✓ Understand rubrics
✓ Identify cohesion and organization of the write-up
✓ Identify the necessary linguistic requirement
✓ Identify mechanical criteria
✓ Check relevant ideas against the rubrics

Task 5. Using Appropriate Styles

Skills
✓ Understand the mindset of the target audience
✓ Determine appropriate purpose of writing
✓ Judge the topic in the light of purpose
✓ Use proper linguistic features e.g. lexis, syntax, literary terms etc. appropriate to the writing
✓ Use appropriate tone
✓ Use appropriate moves

Task 6. Using Cohesive Devices

Skills
✓ Understand different types of cohesive markers and their use
✓ Understand how they relate or integrate the arguments of the text
✓ Mark the development of ideas with the use of them
✓ Realize the logic behind the use of them
✓ Use appropriate devices in right place
✓ Mark the topic or ideas shift with the use of them

Task 7. Expressing and Defending Ideas

Skills
✓ Understand both sides of the issue
✓ Be aware of the purpose and the audience
✓ Show evidence and arguments
✓ Support ideas with specific, accurate and fully explained position
✓ Provide a clear and persuasive position

Task 8. Critical Analysis

Skills
✓ Identify main points of reasoning of the writer
✓ Evaluate the points in line with own arguments
✓ Understand any hidden agenda the writer has had
✓ Evaluate evidence in the text
✓ Balance between the textual points and own arguments
✓ Take a stand on the basis of shown arguments

Task 9. Creative Writing

Skills
- ✓ Understand the purpose of writing
- ✓ Gather the information
- ✓ Present the information in an appropriate way
- ✓ Write thesis sentence
- ✓ Write topic sentences for each ideas of development
- ✓ Shape and mould the ideas
- ✓ Extend each ideas with extensions like examples, arguments etc.
- ✓ Use appropriate linguistic and mechanical aspects of language and writing
- ✓ Reach a logical conclusion

Module: General Skills

Task 1. Synthesizing Information from Different Sources

Skills
- ✓ Find out the relevant sources
- ✓ Identify key points in each source
- ✓ Keep track of the points and conclusions
- ✓ Combine sources to form an argument
- ✓ Use citations to support the argument
- ✓ Find out a conclusion based on the arguments

Task 2. Formulating Coherent Argument

Skills
- ✓ Develop opinion or standpoints
- ✓ Identify main points of arguments
- ✓ Support the arguments with proofs and evidences and citations etc.
- ✓ Structure the arguments in a coherent way

Task 4. Critical Thinking

Skills
- ✓ Apply analytic thought to a body of knowledge
- ✓ Evaluate arguments
- ✓ Identify relevant assumptions and implications
- ✓ Formulate coherent argument

A Sample Lesson Plan

Learning Task: Cohesion

Duration: One and a half hours (can be extended depending on needs and availability of time)

Objectives: Students will be able to

❖   know the function of cohesion

❖   identify cohesion in a text

❖   identify different types of cohesion and cohesive markers with their
     uses

❖   use cohesion in own writing

❖   include opportunities for monitoring and self-evaluation.

Students will be engaged in activities to have knowledge in different relevant sections like activating prior knowledge, cohesion activities, noun-verb relationship, pronoun referencing, conjunction, lexical cohesion.

Cohesion is an important part of any oral or written speech which is achieved by linking ideas or concepts as well as relationship throughout a text to control the threads by using specific devices.

Types of cohesion:

Grammatical cohesion

Syntactic cohesion

Lexical cohesion

Semantic cohesion

Cohesive links

Cohesive devices: verb tenses, references (anaphoric, cataphoric and exophoric reference), rhetorical questions, repetition, parallelism, semantic fields, substitution, ellipsis, conjunctions, pronouns.

Warm up Questions

➢ Why do we use cohesion?

➢ How do we maintain the cohesion among ideas presented?

➢ What are some of the cohesive devices?

➢ Do you think maintaining cohesion is important?

Build up prior knowledge

Here it is to test students' existing knowledge of cohesive devices. They will be given a list of cohesive devices (a sample list is given below) –

Conjunctions Concession
- though
- although
- even though
- while

Conjunctions Condition
- if
- only if
- unless
- until
- provided that
- assuming that
- even if
- in case (that)
- lest

Conjunctions Comparison
- than
- rather than
- whether
- as much as
- whereas

Conjunctions Time
- after
- as long as
- as soon as
- before
- by the time
- now that
- once
- since
- till
- until
- when

- whenever
- while

Conjunctions Reason
- because
- since
- so that
- in order (that)
- why

Relative Adjective
- that
- what
- whatever
- which
- whichever

Relative Pronoun
- who
- whoever
- whom
- whomever
- whose

Conjunctions Manner
- how
- as though
- as if

Conjunctions Place
- where
- wherever
- as . . . as
- just as . . . so
- both . . . and
- hardly . . . when
- scarcely . . . when
- either . . . or

- neither . . . nor
- if . . . then
- not . . . but
- what with . . . and
- whether . . . or
- not only . . . but also
- no sooner . . . than
- rather . . . than

Additive
- also
- besides
- furthermore
- likewise
- moreover

Similar to But
- however
- nevertheless
- nonetheless
- still
- conversely
- instead
- otherwise
- rather

Similar to So
- accordingly
- consequently
- hence
- meanwhile
- then
- therefore
- thus

Text connectives

However, in addition, thus, so, the most likely reason

Ellipsis Example

What are you doing? "Watching TV".

Students are then given a text and asked to identify or mark the cohesive devices and cohesion markers. A sample extract is given below:

Right Whales

Right whales are baleen whales. There are two types of right whale, the northern right whale and the southern right whale. They are called right whales because whalers thought they were the 'right' whale to kill. The whalers thought this for a number of reasons. Firstly they were easy to catch because they were slower swimmers than many other whales. In addition right whales had lots of blubber (fat) and floated when they were dead.

Right whales are found in both the northern and southern hemisphere which generally live at the surface of the ocean and in temperate regions *e.g.* between latitudes 20°-55°. Southern right whales will occasionally venture down to 63°.

Right whales share some features with other whales but also have some distinct differences. Right whales have no dorsal fin and have large flippers. They have a bow-shaped lower jaw and a head that can be one-quarter of the length of the body. The right whale's head has hair and horny growths called callosities. These are found behind the blowhole, on the chin, above the eyes, on the lower lip, and on the rostrum, or upper jaw. Right whales have very small eyes, large lips, and two blowholes. They breathe air at the surface of the water through the two blowholes. These are located near the top of the head. The right whale's skin is usually black to dark gray with white and/or brown patches. The females are slightly larger than the males. Northern right whale females grow to approximately 15.2 metres long, whereas males are about 15m long. They weigh approximately 54,000 kg. Southern right whale females are about 16.5m long, whilst males are about 15.2 m long.

Right whales are seasonal feeders and carnivores that filter feed on tiny organisms in the water such as plankton and crustaceans. They swim slowly with their mouths open, constantly eating. On occasion, they are also bottom feeders, eating prey from the mud on the ocean floor. Right whales have about 200-270 pairs of black baleen plates with bristles or hairs, which hang from their jaws. Baleen plates can be up to 3m long. The fine hairs on the baleen plates filter out very tiny prey such as microscopic crustaceans.

The gestation period of the right whale is about 12 months and the mother usually has only one calf. When the calf is born, the mother uses her flippers to help it swim to the surface for its first breath. Within 30 minutes of its birth the baby whale can swim. Immediately, the newborn calf is about 4.8 to 6 metres long. The baby is fed its mother's milk until about one year when it is weaned. Although right whales do not live in social groups, calves live with their mothers.

Nevertheless, little is known about the life expectancy of these whales. However right whales are an endangered species. Northern right whales are near extinction due to hunting in the past. However, it is estimated that there are only 500-1,000

> northern right whales alive. There are more southern right whales, perhaps as many as 3,000, but they are also close to extinction.

The teacher then reads out the answers and explains the use of each cohesive devices and cohesion markers. Also the teacher answers the queries of the students.

Noticing cohesion

Now the students put their learning from the previous task into practice

- students read the text (a paragraph) on the Walrus that has been changed so there are few examples of cohesion
- Use think/pair/share to discuss what the students have already learnt about linking words to decide how it could be improved.

Pronoun reference
Students edit the "Internet: use and abuse" text in pairs adding pronoun references

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Internet: uses and abuses

Internet is the latest and most wonderful creation of science. Messages to lengthy video are amenable to be conveyed through it. It is the network linking each and every of the world at the same time. Without internet the present world is simply unimaginable. Internet works via computer. For its operation a computer, a modem, to connect you to the ISP (Internet Service Providers), a telephone connection are necessary. Instead of telephone connection mobile or the latest Wi-Fi or Wi-Max technology can be more suitable and speedier. More and more advancements are being made keeping the increasing use of Internet in mind. Its use beggars description. The whole world of commerce and trade, communication, banking, international relation, recreation and what not depends on it. Most of the business transaction is made through it. International banking system revolves round it. It is the store house of all books of all sorts from the biggest libraries of the world. Official documents can be sent in an instant. The news and happening taking place in the farthest corner of the world can be appraised of within a second. Time and distance have been conquered. Video conferencing and Tele medicine has added a new dimension to easy access to sophisticated methods and experienced doctors for the poorer and remote people. This is not an unmixed blessing. Abuses of it are no less effective. The terrorist groups can communicate among them escaping the law enforcing agencies. Pornography has become accessible to all. It demoralizes and debases the young generation particularly. Local tradition, cultures, social values are at a threat with the exposure to the world culture. Hacking is another grave crime made easy through internet. We can do nothing. We can be aware of these abuses. We can try to utilize this blessing of science for the greater welfare of mankind. This can be the most useful tool for the greatest leap for human civilization.

Conjunctions

Students use the same text to join sentences with appropriate conjunctions.

Exemplification

Students use the same text to add any appropriate exemplification. Having finished, students compare their own texts with those of their partners and the main text and at last the teachers have a discussion on the appropriate use of cohesion.

Lexical cohesion

The teacher shows the lexical cohesion in the text to the class, identify the advantages and disadvantages of using internet and highlight the relevant words on the resource. Students are asked also to add more to the list by thinking, working in pair and sharing their lists.

Revision

Students are now asked to go back to the first activity of identifying cohesion markers and see if their earned knowledge has developed their capacity in the task and make changes in methodology and other pedagogical activities. At last they reproduce the "internet: use and abuse" with appropriate cohesion markers with their knowledge earned so far.

Reflection

- What have the students learnt about cohesive devices?
- How will the cohesive devices bring about changes in writing?
- If anybody needs more practice with some of them…

Assessment

As the needs-based syllabus follows formative assessment each step is used by the teacher to identify the weaknesses and strengths of the students. But in the revision stage when they reproduce the text, it should be taken as an assessment activity as well. The points which are found weak, should be explained by the teacher, if the points are many new activities should be introduced. The teacher should follow a rubric of the skills or objectives and determine the achievement of the students. Homework can even be given to the students which they should submit and in the next class a mini-discussion can be held. For example, a muted video can be shown which the students would describe using cohesive devices. Of course, the submitted scripts should be checked and pointed out in terms of mistakes and errors and be returned to the students.

Needs-based Syllabus

Section Two: English for Professional Awareness

Subject title: English for Professional Awareness

Credit value: 3

Pre-requisites: English for Academic Purposes

Contact hours: 45

Assessment: 60% Class or formative assessment; 40% final/course end assessment

In the fourth year the second part of the needs-based syllabus is to be implemented to provide students with insights into real life professional activities and performance. The tasks which have been covered adequately in the first part are avoided in this part on the ground that the formative assessment of those tasks was satisfactory. Still, if the teachers want, they can include the tasks or at least give a touch to the areas found weak with the students. Based on the profile of needs, students' lacks, the global aims and general objectives, the course will focus on the following specific objectives-

Specific Objective

By the end of the course, the students should be able to communicate effectively in professional contexts in all the language skill-forms.

Reading Objectives

Students will be able to

- read and understand the contents of different professional documents
- identify appropriate registers in different documents and understand their impacts
- understand the main points and standpoint of the parties involved in professional transaction

Listening Objectives

Students will be able to

- understand the main points in professional meetings, presentations and transactions

- point out specific information and registers

- understand the motto, attitude and purpose of the speaker

Speaking Objectives

Students will be able to

- develop skills to present ideas with or without preparation with professional tints

- undertake professional activities like negotiation, persuasion etc.

- develop professional discourse

- understand the professional culture and respond appropriately

- communicate with the relevant parties effectively

- discuss the company's mission statement and/or expectations for customer service with fellow employees or customers

Writing Objectives

Students will be able to

- produce different professional texts

- use suitable style and transitions in addressing the topic

- use appropriate registers to convey messages to the parties

- respond to business correspondences

- show logical order in writing and move from general to specific

From these objectives the general skills like formulating coherent argument, synthesizing information from different sources will be developed with accuracy in terms of both formal and critical properties.

Grading the Tasks

In the second section also the tasks are graded and sequenced in line with the first one. In addition, tasks having professional touch have been emphasized. Use of authentic

materials is further recommended. An integrated way in using skills, techniques and methodology is followed in a spiral fashion. Like the first part each task has been examined against the set grading criteria except two i.e. the availability of teachers and the time given because these two can be manipulated from outside. The Grading and Sequencing Tables are available in Appendix 9.

Presentation of Tasks and Skills

It has been found that there are similarities between the contents of the first and second sections of the syllabus. In the second section those aspects which are unique to the professional arena are emphasized. It is also found that in spite of some tasks being covered in the academic section they have some professional dimension which should be touched in the second one. In cases of the tasks for which skills are not specified, for each task an assessment is to be made on those issues. If needed, skills should be repeated from the first syllabus. Thus here for those tasks skills or specific behaviors are not mentioned. Therefore, authentic texts must be used in every task.

Module: Reading

Task 1. Reading Different Types of Official Documents

Skills

- ✓ Identify professional registers in the text
- ✓ Understand the meaning provided
- ✓ Identify structures and moves used
- ✓ Understand the kind or responses intended in the documents

Task 2. Intensive, Extensive and Active Reading

Skills

- ✓ Reading different professional genres
- ✓ Scanning the text for particular or important information
- ✓ Skimming the texts
- ✓ Matching guiding ideas with the ideas presented

Task 3. Synthesizing Information from Different Sources

Skills

- ✓ Identify guiding ideas or purpose
- ✓ Distinguish relevant points in different texts
- ✓ Evaluate each of them
- ✓ Match the points with the guiding ideas

Task 4. Transferring information

Skills

- ✓ Find out important information from different texts
- ✓ Identify the ways the information relate to each other

Task 5. Reading for Responding Critically

Skills

- ✓ Understand the reasoning of the texts
- ✓ Evaluate the ideas in the light of professional purpose
- ✓ Compare the ideas with own ideas

Module: Listening

Task 1. Listening at Different Situations

Skills

- ✓ Understand the culture and formalities of the situation
- ✓ Identify registers
- ✓ Identify key information

Task 2. Listening for Key Vocabulary

Skills

- ✓ Fix up guide words
- ✓ Understand the topic of the speech
- ✓ Identify important words
- ✓ Relate the important words to the expected registers
- ✓ Chalk out their impacts on the topic being presented

Task 3. Listening for Obtaining Specific Information

Skills

- ✓ Fix up the desired information
- ✓ Identify the related information
- ✓ Match the information with the desired information

Task4. Listening for Guessing Meaning from Context

Skills

- ✓ Determine the unknown words
- ✓ Identify the position and function of the words in the sentence
- ✓ Find out related words
- ✓ Match the unknown words with the related words
- ✓ Match the ideas expressed by it with the main and other supporting ideas

Task 5. Listening for Extracting Implicit Information
Skills

- ✓ Understand the purpose
- ✓ Understand moves and registers
- ✓ Understand tone and attitude
- ✓ Understand rhetoric

Task 6. Listening for Evaluating Information

Skills

- ✓ Gather information from the speakers
- ✓ Identify the sources of information used
- ✓ Judger the value of the information
- ✓ Match the information with the guide ideas
- ✓ Form opinion of the main points

Module : Speaking

Task 1. Comparing and Contrasting

Skills

- ✓ Use relevant vocabulary and phases
- ✓ Identify the things or ideas to be compared
- ✓ Show reasons behind the preferred ones

Task 2. Expressing Own Ideas, Opinions
Skills (See Presentation at task no. 3)

Task 3. Presentation and Small Talk

Skills

- ✓ State the purpose
- ✓ Organize the content
- ✓ Use supporting ideas
- ✓ Incorporate examples and proofs
- ✓ Use appropriate registers
- ✓ Make use of appropriate tone, style
- ✓ Use mechanical aspects of language suitably
- ✓ Use gestures and postures according to discourse level

Task 4. Persuasion

Skills

- ✓ Use persuasive language
- ✓ Develop a line of argument
- ✓ Show reasons behind the arguments
- ✓ Emphasize the positive aspects of one's argument
- ✓ Disagree with different opinions
- ✓ Use formal and informal discourse

Task 5. Developing Interpersonal Relationship

Skills

- ✓ Find out point of common interest
- ✓ Use formal language
- ✓ Use contextualized preferences strategy effectively

Task 6. Negotiation

Skills

- ✓ Identify objective of negotiation
- ✓ Compare a range of outcomes
- ✓ Express one's position clearly
- ✓ Identify common ground of interests
- ✓ Bargain to reach desired objectives
- ✓ Use interpersonal skills to create a favorable situation

Task 7. Reacting to Others' Speech

Skills

- ✓ Understand standpoint of others
- ✓ Identify the point of reference
- ✓ Differ politely
- ✓ Use formal discourse

Task 8. Solving Problems

Skills

- ✓ Specify the guardian knot of the problem
- ✓ Use contextualized discourse
- ✓ Use profession related manners and style

Task 9. Reasoning and Refuting Ideas

Skills

- ✓ Use prior knowledge
- ✓ Think of various aspects of an opinion
- ✓ Form an opinion
- ✓ Express own ideas in an persuasive way
- ✓ Decide merits and demerits of others' arguments
- ✓ Use lexical phrases to counter the arguments

Task 10. Criticizing

Skills

- ✓ Understand the context and ideas to be criticized
- ✓ Use appropriate discourse to criticize
- ✓ Evaluate the information to be criticized
- ✓ Defend own arguments
- ✓ Use appropriate sociolinguistic behavior

Module: Writing

Task 1. Linking Ideas
Skills

This is covered mostly in the academic syllabus. Here the task is to deal with same skills but with professional dimension. Professional texts, podcasts are suggested to be used.

Task 2. Developing Ideas
Skills

This is also covered in the first section. Depending on the needs and primary assessment, same skills may be taught with professional stints using authentic texts and tasks.

Task3. Writing legal documents
Skills
- ✓ Follow the formal tradition of the specific legal documents
- ✓ Use terminology

Task 4. Writing Different Types of Emails and ICT Based Correspondences
Skills
- ✓ Follow the formal tradition of the specific legal documents
- ✓ Use terminology
- ✓ Use necessary softwares or programs
- ✓ Use formal language

Task 5. Adopting Appropriate Tone and Style
Skills
- ✓ Adopt a courteous style
- ✓ Use appropriate emphasis
- ✓ Consider the perspective of the relevant parties
- ✓ Consider the knowledge base of the parties
- ✓ Use appropriate register and moves

Task 6. Creative Writing with Appropriate Discourse
Skills
- ✓ Identify the purpose of writing
- ✓ Identify the type of writing needed
- ✓ Use appropriate styles
- ✓ Use appropriate moves
- ✓ Produce arguments
- ✓ Conclude the arguments logically

Module: General Tasks

Task 1. Developing Sociolinguistic Competence
Skills
- ✓ Understand the culture of other parties
- ✓ Use appropriate forms
- ✓ Use "meaning" appropriate to the situation
- ✓ Understand the discourse according to relationship

Task 2. Using Appropriate Moves and Cohesive Devices
Skills
- ✓ Identify genre-wise moves
- ✓ Use appropriate discourse
- ✓ (skills selected in the first syllabus to be repeated upto the students' needs)

Task 3. Developing Strategic Competence

Skills
- ✓ Identify the most important information in own or other's speech
- ✓ Use both verbal and non-verbal means
- ✓ Use fillers or hesitation devices
- ✓ Use compensation strategies built on previous knowledge
- ✓ Use message adjust strategies effectively
- ✓ Use reduction strategies
- ✓ Use circumlocution
- ✓ Use approximation
- ✓ Use borrowed or invented words

Task 4. Developing Discourse Competence

Skills
- ✓ Understand thematic organization
- ✓ Use coherence and cohesion
- ✓ Use logical order or moves
- ✓ Use style and registers
- ✓ Use rhetorical strategies according to genre

Grammar and Mechanics

To teach each task, besides use of the texts and other methodological items, pertinent grammatical items should be covered. It is natural that every task would use one or two grammatical properties predominantly. An activity related to the task or text should be used for this purpose. Once they have seen the usage of the particular grammatical items, they can be given tasks like information gap, cloze tests, role play etc. Some of the most important grammatical items are given below---

- ✓ parts of speech: nouns, pronouns, verbs, adjectives, adverbs, prepositions subordination, including adverb, adjective and noun clauses
- ✓ transitions
- ✓ past, present and future tenses
- ✓ present and past continuous tenses

- ✓ present perfect and present perfect continuous tenses
- ✓ infinitive forms of verbs (want to, need to, expect to, try to, ought to) and gerunds
- ✓ adjectives—comparatives, superlatives
- ✓ adverbs of frequency
- ✓ count nouns and non-count nouns
- ✓ pronouns: subject, object, possessive, reflexive, demonstrative
- ✓ possessives (review)
- ✓ complex modals (introduce) and simple modals (review)
- ✓ punctuation
- ✓ articles—definite and indefinite
- ✓ negative statements and question forms (review)
- ✓ word order (review)
- ✓ There is/are
- ✓ referential subjects
- ✓ simple, complex and compound sentences
- ✓ degrees of comparison

A Sample Lesson Plan

Learning Task: Professional Presentation

Duration: One and a half hours (can be extended depending on needs and availability of time)

Objectives: Students will be able to

- ❖ know the characteristics of effective presentation
- ❖ group ideas in a presentable way
- ❖ know the organizational patterns of oral presentation
- ❖ deliver speech on a selected topic

Warming Up Questions

Students in groups or pairs discuss the following questions:

- ➢ What are some of the greatest speeches in the history that you can think of?
- ➢ Who are those speakers?

> ➤ What, do you think, made their speeches great?

Listening/Watching

Now the students are to listen to or watch a presentation on the ways and techniques of making a good speech. At the same time they should make notes on the important aspects of making a good presentation which are used or said in the video or audio.

Link of the video is

http://www.ted.com/talks/lang/en/nancy_duarte_the_secret_structure_of_great_talks.html

Activity

The students now in pairs share their scripts of the notes with their partners. They can also discuss the facets of the speech.

Reading

Here is an extract about how to give a good presentation. Once read, the students are to match the aspects found here with the notes they took during the listening phase. The article is taken from http://www.ncl.ac.uk/psychology/students/presentation.htm.

Presentation Skills

It is quite likely that at some point during your time as a student you will be asked to give a presentation. This may be a scary prospect, but it is a really valuable skill to gain for use both at university and in the workplace. Verbal communication skills, like giving talks, or being able to negotiate or explain, are common features of many graduate jobs. This section will give you some helpful tips to consider as well as things to avoid!

Seven Steps to an Excellent Presentation

1. What are the aims of my talk?

Before you start anything else, it is important to be really clear about the exact purpose of the talk. Is your aim simply to communicate information, or is it to make a persuasive argument? What are the key points that you will need to put across to your audience?

2. Who are my audience?

Think about who your audience will be. Will they have some knowledge of the subject, or none at all? Will some people know more than others? How much explanation will you need to give? How many people will you be speaking to? What environment will you be speaking to them in? If you are talking in front of four or five others in a seminar room,

your presentation style might be very different from one you would use if you were talking in a lecture theatre to an audience of 100!

3. How much time do I have to give the talk?

At university this is probably decided for you, but it could be up to you how the time is used. When you plan, remember that you will need to allow time for the audience to settle and perhaps for questions at the end. If you are giving a group presentation, you will need to divide up the time and decide who says what and for how long.

4. What material do I need?

When you have considered steps 1-3, you can start collecting material for your talk. Think about how long it will take you to present the information, what are the absolute essentials, what you could leave out if you run out of time (most likely) and what you could add if you find you have time to spare (less likely)!

5. How do I structure the information?

When you have all your materials collected, you need to structure your talk. Firstly, you should summarize the information you want to deliver into key points. Then think about the three stages of the talk - the beginning, middle and end.

(a) *Beginning* - introduce yourself if necessary. Start with a summary of what you are going to tell them (i.e. the key points you are going to cover).

(b) *Middle* - go through each point in turn. Use a logical structure.

(c) *End* - summarize by telling them what you have told them! Review the main points and themes again. This might sound like a silly idea, but audiences take in only a small proportion of what you say, so by mentioning the key points three times, the vital parts of your message should be remembered.

6. Which visual aids do I need?

Carefully consider the best visual aids for your presentation. These could include a black/white board, flipchart, overhead projector (OHP), slide projector, PowerPoint presentation, video, film, objects or models. You may wish to use more than one type to add variety, but remember you will need to be able to make a smooth transition from using one to the other! Make sure that slides or OHP transparencies are well laid out, preferably typed rather than handwritten, and without cramming too much information on each slide. Remember when using visual aids, to look at the audience as much as possible and not to turn your back to them.

7. Do I need notes?

You may feel confident enough to use your slides or OHP transparencies to prompt you to talk about the key points. If you feel less confident, you might like to have notes in your hand as well. This is fine, but AVOID THE TEMPTATION TO JUST READ THEM OUT! Summarize your key points onto a set of numbered cards, rather than writing them out word

for word. Although it is really tempting to end up just reading off a screen or from your notes, it is a guaranteed way to bore and annoy your audience.

You may also want to think about whether to produce handouts, how many you will need and whether it is better to give them out at the start or end of your Presentation.

Before the talk:

- The more prepared you are the better. Know what you are going to say and how you are going to say it. Practise the talk several times before you actually give it, so the content feels familiar. This is also a good way to check that you have timed it correctly.
- Try giving your talk in front of a friend and ask for feedback. (This is often much harder to do than the real thing!)
- Prepare a good set of notes/prompts that you feel confident using and that will help if you 'dry up'.
- Allow lots of time to travel to the place where you are giving the talk, so that you are not stressed by arriving late.
- If possible, go and see the room beforehand, so you know exactly where it is, and practise using the equipment, such as OHP or data projector, so you are confident about using that particular make or model.
- Have a backup plan, so that if the technology fails, you can still give the talk. For example, if your talk is on a disc for a PowerPoint presentation, take it on OHP transparencies as well. It is also worth having copies on paper, so in the worst case scenario, you can still say something!
- Think about any likely questions in advance and prepare answers for them.
- Try to allow time to relax before the talk.
- Ideally, it is better to arrive in the room where your presentation is taking place before your audience arrives. Walking into a room full of people can be very nerve-racking!
- Remember that audiences rarely notice nerves, and if they do, it will make them sympathetic as they have probably been in the same situation themselves!

During the talk

- Remember to speak more slowly and loudly than normal. Nerves will often tend to make you rush a presentation or speak quietly.
- Have some water handy in case your voice goes croaky or your mouth goes dry!
- Try to make an eye contact with your audience by choosing a few people near the back of the room and focusing on them.
- Use a watch or clock to check your progress during the talk.
- If you don't know how to end your talk try saying 'thank you - any questions?' and smiling!

"In your presentations, don't be afraid to be creative with structure, pictures, slide colours etc. Interact with your audience and relate the subject matter to their own experience."

Vocabulary

For a good presentation there are some formulaic speeches. One needs to know important vocabulary and phrases to be used in each phase of the presentation. Below a sample list is given-

❖ **Welcoming the audience**

It's my pleasure to welcome you to my presentation.

❖ **Introducing yourself**

As some of you know, I'm the…………….

❖ **Introducing the topic**

Today's topic is………

The subject of my presentation is………

❖ **The relevance of the topic**

Today's topic is of great interest for those who…………

❖ **Saying purpose of the presentation**

What I am going to show you is……

The objective of my presentation is……

❖ **Structuring and sequencing**

This presentation consists of three main parts which are….

❖ **Drawing the interest of the audience**

I know most of you know about the amazing thing that happened…….

❖ **Stories and anecdotes**

I was told a story in my childhood………………..

❖ **Engaging the audience**

Imagine you had to……….. What would you do?

❖ **Topic shift**

So, let me now give you a brief description about……………

❖ **Summarizing an idea**

Before stating the next point let me recap the main points

❖ **Flashback**

As it has already been mentioned that…….

❖ **Additional ideas**

Furthermore, there are some facts which deserve our attention…..

❖ **Rhetorical questions**

So, how are we going to deal with this issue...?

❖ **Referring to imminent conclusion**

The last but not least thing is that…

❖ **Summarizing presentation**

If I want to summarize the key points…

❖ **Offering suggestions**

On the basis of our findings I strongly recommend that…

❖ **Inviting questions**

Now, it's your turn to go for any query regarding the issues.

❖ **Handling questions**

That's an interesting question…

Unfortunately, I am not the accurate person to answer this question.

Key Points of a Good Presentation

The teacher now discusses some important points regarding the contents, steps, linguistic and paralinguistic aspects of a good presentation.

- ❖ Presentation topic should be focused and interesting

- ❖ Use audio-visual aids

- ❖ Clear and bold voice

- ❖ Use gestures and postures and be active while presenting

- ❖ Appearance and dress-up is to be formal and giving the audience a positive impression

- ❖ Prepare and practice on the objectives of the presentation and main points as well as how to deal with them

- ❖ Make a draft but do not read from the script—cue cards can be used but remember to number them

- ❖ Keep with the time and stick to the plan of the presentation

- ❖ Allow the audience to ask questions

- ❖ Keep eye-contact with the audience and follow their body language.

Giving a Presentation

Now the students are given some topics from which they have to choose one and make a five-minute presentation. The topics should be familiar ones. It can be given as a home work to get prepared. Once they are prepared they are to make the presentation.

Assessment

The presentation task is an assessment activity. If possible a rubric can be provided. A sample rubric is given below.

Main points	Aspects	0	1	2	3	4	5
Presence	✓ Body language and eye contact ✓ Physical organization ✓ Voice ✓ Visual aids						
Language skills	✓ Registers ✓ Vocabulary and grammar ✓ Intonation and accent						
Organization	✓ Clear objectives ✓ Logical and cohesive development ✓ Theoretical position and empirical evidence ✓ Signposting						

Mastery over Content	✓ Depth of commentary ✓ Spoken, not read ✓ Concluding logically ✓ Answering questions						
	○ Total Score						

Conclusion

The syllabus designed in the form of tasks and skills is in line with the expectation of the core shareholders of teaching-learning situation of the study context. This is important both for theoretical and pragmatic underpinnings. On the first note, task based language teaching reckons to the learning purposes and ability of the learners. Secondly, the stakeholders in the context have supported a needs analysis and important tasks to be taught. It has been found that in spite of considerable number of tasks and topics being included in the present syllabus, there remain problems and shortcoming regarding almost all aspects of teaching-learning leading to inadequate motivation of the learners resulting in poor intake of the contents. Therefore changes in these aspects are expected by the teacher, students respondents and other stakeholders. This syllabus is the result of the discerned lack between the necessary proficiency and the present proficiency. Therefore they count on the unattended lacunae in the teaching-learning program in the study situation having full-fledged potential.

CHAPTER 9

CONCLUSIONS, SUGGESTIONS AND SCOPE OF FURTHER RESEARCH

The first part of this chapter summarizes the research objectives, the methodology and the analysis of the data, followed by a conclusion and discussion of the study findings. Suggestions and implications in relation to research findings are discussed before the suggestions for future research.

Summary of the Objectives, the Methodology and the Analysis of the Data

The main objective of the research was to design a needs-based syllabus for university English students of Bangladesh. It naturally leads to going for administering a needs analysis first. Therefore a needs analysis was done following the theoretical framework selected from the relevant literature. Through that needs-analysis the gaps or lacks of the students' present proficiency and the expected proficiency have been unfolded. Almost all the stakeholders have been consulted.

Secondly, designing a syllabus relates to both theoretical and pragmatic issues. Needs analysis makes the design more realistic. However, design is a complex and multiple process. Lacks or gaps lead to selecting appropriate content but selection of content is not enough. The contents are to be sequenced or graded according to different pedagogic and methodological components. This methodological procedure is to be ensured in the classroom for effective implementation of the syllabus.

Thus to materialize these objectives a proper methodology has been tried to use. To ensure bringing out the best from the needs analysis, theoretical procedure has been discussed and selected. Following the relevant literature a number of tools have been used. It is to be remembered that a needs analysis has two main phases. Present Situation Analysis unfolds the present situation in terms of strengths and weaknesses of the institutes, present proficiency of the learners, and expectations of the stakeholders and so on. On the other hand, Target Situation Analysis contours what the students will have to do with their

acquired competence, in which situation they will have to function, what competence level they will need and what tasks, at least generic tasks, they have to perform. In this study, present situation refers to the present academic level that is under-graduation and graduation levels and target situation means the subsequent professional situation. However, in designing the syllabuses, the needs analysis has also focused on the academic needs and in that sense ideal academic performance has been considered as target situation too.

To execute a needs analysis, needs analysis theories and other considerations have been well analyzed. Most of the prominent linguists and specialists in ELT have suggested the use of multiple methods and to have a valid and reliable picture a number of needs analysis tools have been used. Questionnaires for students, teachers have been administered. To get a clear picture of the target situation, 121 professionals have been selected from 24 different professions who were interviewed with a structured questionnaire. Furthermore, the job seekers and the recruiters/employers have been interviewed to know what type and level of competence the students should carry to the professional level as well as to be recruited. To strengthen their perception, fifty relevant job advertisements have been analyzed. Genre analysis is another sophisticated and reliable way of ensuring the type of discourse knowledge to be acquired by the students. A number of academic texts and professional texts have been chosen for genre analysis from which different moves and styles of various target tasks have been analyzed.   To measure the present proficiency of the learners a TEEP test was administered.

This study has had three dimensions. This was mainly a qualitative study substantiated by the qualitative data on which the design phase of the syllabus depended. Use of various tools, and cross checking of the collected data have increased validity and reliability. The Cronbach's alpha in all the cases is quite significantly reliable. The triangulation of the sources is important to retain qualitative magnitude. As it is a highly qualitative research a purposive sampling was chosen. But it was ensured that the sampling represents the population. With this view in mind, two old and two new public universities

and four private universities were taken according to their ranking--- one from the topmost tier, two from the middle tier and one from the lowest tier.

The data were treated in different ways. Questionnaires were codified and the responses were analyzed using SPSS 17. As most of the parts of all the questionnaires were in five point Lickert scale, this software was the handiest one to produce complementary data analysis and presentation.

Designing a needs-based syllabus necessitates determining the gap between the present competence and the needed competence. Consequently it postulates the importance of different forms of competence which were specified as the tasks-related-skills in this study. Thus importance of relevant tasks and skills in both academic and professional arenas has been shown. Important and Very Important scales were used to sequence the tasks. Then from these important tasks, result of proficiency test, preferences of the students and teachers a profile of needs in terms of tasks and objectives was formed.

In the process of designing the syllabus, it is necessary to analyze the present syllabuses. The universities are running various remedial courses related to these tasks or skills. Thus the relevant syllabuses of eight sample universities have been analyzed in the light of the profile tasks to find out whether they are adequately or partially or little covered. Thus the important tasks for the syllabus-to-be designed have been selected.

In chapter seven following the theoretical aspects of syllabus design as in chapter two, target and present situation analysis, suggestions of the respondents and moreover the underpinnings of the teaching-learning variables in the context under study a task-based skills-focused syllabus has been decided to design. A semantic map of the syllabus has been designed also. Besides, to materialize the other objectives, the methodology, assessment system, sequencing and grading of contents and materials have been suggested for the syllabus.

Finally, in chapter eight the syllabus is presented. The contents in the form of tasks are presented, graded and sequenced, for both academic and professional sections. To complete each task, several related skills have been suggested. For two sections, two sample lesson plans have been designed.

Conclusion and Discussion of Research Findings

This study was carried out with an assumption that the present syllabuses and teaching learning context may not be enough to develop academic and particularly professional competence. This perception has been illuminated in the discussion and analysis in all the chapters. The first and foremost finding of the research is that a task-based skills-focused syllabus is needed at the study level to prepare the students both for academic and professional levels. However, here is a list of other findings.

Proficiency Required for Academic Amelioration

After entering the university students need competence in all forms, particularly reading and writing, up to a certain level. The respondents, both teachers and students, have supported imparting this competence or polishing it in case of the students already having the competence for performing upto the expectation in the academic sector. Most of the respondents consider English competence for getting a good job and acquiring deeper knowledge in the subject. They feel that among the skills writing is highly needed and the results show that their present proficiency in writing and also in all other skills is not upto the level. As there is a scanty opportunity for developing or using English outside classroom, they feel that syllabus, methodology, teachers and other teaching-learning components should collaborate perfectly to utilize the classroom for developing necessary competence. They have to use different skills and linguistic competence, formulate coherent arguments and synthesize information from different sources and in these tasks they feel that they need to excel. In spite of having finished functional syllabuses in the previous levels they have high lack in accuracy in terms of linguistic and discourse items.

Following writing skill, they suffer much in case of reading skill too. They have to analyze their text critically which compels them to use tasks like active reading, scanning, skimming and using figurative language. Developing creativity is another important aspect of academic betterment.

Listening has not got much importance but some tasks like listening for obtaining specific information or main points have been found highly necessary for them. In the speaking skill they have the most vulnerable position. From understanding discourse to reasoning, they need to develop various speaking skills.

Proficiency Required for Entry into Professional Arena

The tertiary level of education, that is the university level, leads to ingress into the professional level. This study unveils various English related skills for professional purposes. The syllabuses that have been designed can be used both for EAP and EAPP (English for Academic and Professional Purposes) courses. In different professions on the average reading and writing skills are mostly needed followed by speaking. The employers or senior officials expect them to use these skills for the best output of the enterprise.

Unfortunately, most of the officials often suffer for lack of competence. In the speaking skill around 72% professionals at least often suffer while in around 60% cases in other skills they have dissatisfactory competence. But they viewed that all the six skills (Four basic skills and grammar and vocabulary) are important or very important in around or more than 75% cases.

It has also been found that all the dimensions of Communicative Competence are important for attaining professional purposes. It seems that they consider that Linguistic and Sociolinguistic competences are more used in professional arena. But Discourse and Strategic competences are no less important which have received less score due to their lack of awareness of clear knowledge of these two skills.

All the skills are used in the professional life in different modes and mediums. Beside face to face communication, ICT based communication has added a new dimension and necessitates further skill attainment. Generally in speaking they have six problems of which the most important are -

- ✓ Fumbling for appropriate words or discourse

- ✓ Lack of appropriate structures

- ✓ Stating long or complex sentences

- ✓ Finishing a sentence and

- ✓ Feeling nervous

Still they have to perform about twenty types of speaking sub skills. They are impelled to do various types of writing having kaleidoscopic moves and stands. Here they need to use proper structure, develop and link ideas using discourse and other mechanical techniques. They have to listen to native and non-native English speakers for twelve different purposes in more than fifty percent cases at least sometimes in their career. Lastly they highly need various reading skills as they have to read variegated texts and respond to them appropriately.

The discourse analysis of professional documents has uncovered another facet of English use in professional ambit. Each profession has been found to have "discourse community", communication goals which are realized by relevant carriers for proper functioning and producing "meaning" both "intended" and "interpreted". Various "moves" have been analyzed found in different professional genres. Establishing a link , soliciting information, prompting further contact , establishing the ideas conferred are some of the important moves.

Awareness of Survival Skills

Along with the previous findings, interviews with the job seekers, analysis of job advertisements and interviews with the employers or Human Resource Personnel have

hinted the survival skills in different professions both at the time of entering or being recruited as well as at the during-profession phase.

Employability is enhanced by the degree of English language competence. Of course some tasks and competence forms are taught during academic courses, but the job seekers and the employers feel that those skills are not fairly related with the needs asked for at the time of recruitment. Lack of attempt to create generic awareness in academic syllabus hampers their endeavour to translate the learnt competence into required performance in the in-service phase.

The job seekers have said that as they are not targeting any specific job due to pragmatic reasons, they need to develop the generic skills for survival afterwards. Besides the four skills of language, they talked about some important tasks i.e. presentation, introducing oneself, asking and answering questions, using email or internet, writing related write-ups, interpersonal relationship, reasoning, linking ideas, specific vocabulary, critical analysis and so on.

Even before entering into the profession the students have to perform in different skills. The job advertisement analysis has divulged certain skills which they are to show at the time of recruitment test. Decisive roles are played by the performance in those skills. Some of the prime skills sought here are oral communication, written competence, communication through ICT channels, presentation skills, interpersonal and analytical skills etc. This is also commensurate with students' perceived professional needs. They feel that their targeted professions would need speaking related skills most followed by written skills.

Stakeholders' Expectations

It is quite clear that all the stakeholders, particularly the employing authority, demand or expect a certain amount of performance for the highest output of their enterprise. Logically enough they go for the better one. They prefer those with functional capability, at

least those with potentials who can transform those potentials into profession related performance. Thus the syllabus needs to foster generic capacity in them.

Learners' Style and Strategy Preferences

Both the teachers and students have chosen interactive styles for better learning. Practicing activities, learning by doing, experiments and so on help them more. Instead of a single aid, they prefer multi-aids like the audio-visual one besides demonstration. Thus a collaborative environment is preferred for better learning outcome. On the other hand, their learning preferences have unveiled that they need sharing in setting a learning plan. Both the teachers and students prefer a combined effort of both the parties in selecting materials, contents and methodology. They like a judicious use of Bangla and English. And local materials are preferred but a blended one has got more support. Regarding use of methods the teachers differ among themselves and it can be said that they want innovation in methodology. Finally they think that an opportunity for using language outside classroom would be more effective.

Institutional Strengths and Weaknesses

In implementing an effective syllabus, institutions play a great role. Three aspects—human, logistics and academic devices were considered to test the strength of the institutions. There is an insufficient number of teachers, logistics and library facilities. Regarding environment, they are not conducive to exposure to English. All these affect students' motivation. They can also not provide sufficient support regarding number of classes, materials and other resources. The positive fact is that in more than 70% cases the number of teaching staff is satisfactory.

Present English Syllabuses

Through analysis of fifty three syllabuses of eight universities the following traits of them have been found. Present English syllabuses have been considered by the students

(37%) and teachers (73%) not suitable for preparing them for professional purposes and things are little better for the academic case.

Needs orientation. Unfortunately, the present syllabuses have neglected needs analysis. Only in 5% cases, some types of needs analysis preceded selecting syllabus contents and other things. Of course changes in the syllabuses are clear over time but this was based on the proposal of the subject experts or instance of the foreign universities. The context here implies particular needs and the changing needs of the students both as individual and the target situation but these syllabuses could not consider them.

Pedagogy. The present classroom is highly teacher dominated. Learners' autonomy is not allowed. As most of the classes are highly heterogeneous (37.5%) or heterogeneous (52.5%) there should be careful choice of methodology. But the use of methodology is not accommodating. Most of the teachers claim to use CLT and a few use TBLT or a mixed one. But the classroom activities prove their practice to be ambiguous. The classroom activities are dominated by lecture, discussion and self-writing. In a few cases, students have chance to get involved and most of the time they are passive receivers of knowledge. It is again worsened by the fact that the learning style and preferences are not given much importance.

Materials. In the present situation use of materials is not helpful for increasing motivation and imparting knowledge. In 40% cases printed course books are used. In many cases even no books are provided. Also of the syllabuses analyzed only a few provide textbook lists. Use of authentic materials is very meager. Rarely are they assisted by audio-visual supports. In 30% cases the teachers have some say in designing materials.

Assessment. Only summative assessment in 10% cases, only formative in 22.5% cases and a mixed approach is taken in 67.5% cases. In the last case formative assessment has a very little portion because maximum 20% marks are in the teachers' hand, which are awarded depending on the class performance. Indeed the case of formative assessment is

not very satisfactory. Though the teachers have gone for formative assessment, their individual assessment report is rarely taken and discussed by the authority to prepare the result. Probably, the teachers themselves do this.

      Overall syllabus presentation. The study has found that there remains a haphazard condition regarding the presentation of syllabus contents and other issues. Following standard syllabus presentation based on theory and prototypes of standard syllabuses both from home and abroad, twelve traits have been selected for an informative presentation of the syllabus contents. Regarding delineating course goals and objectives, the syllabuses lack clarity. Only 10% courses have clear goals and 64% courses have no objective and direct or indirect statements. Contents are presented in various ways. There is a huge difference among the universities. Only topics or tasks sometimes in hazy and/or broad terms are stated. In two syllabuses only the title is given. These portend somewhat unsatisfactory attachment to learners' clear understanding of course development procedure. The courses again do not give specific statements about instructors, 53% syllabuses do not mention materials or even core text books, a few of them provide information about library and other logistic support.

      Though the assessment system is presented mostly in holistic term, no rubric is provided. Vulnerably enough in more than 90% of the courses pedagogical methodology and teaching suggestions are not intimated. Course focus is mostly given to writing (36%) , reading and writing (10%). Speaking and listening are not given much focus.

      Unfortunately, no homogeneity is found among the courses though they are designed for the same level of students and quite similar goals. There are chaotic situations regarding linear/spiral dimensions, grading and process-product magnitude.

Lacks or Gaps and the Reasons behind

      According to Hutchinson & Waters (1987) lacks refer to the gap between the present proficiency of the learners and the required proficiency level. This study particularly pursues this gap because this gap would formulate the content of the desired syllabus. It has been found that there is a moderate gap in terms of academic proficiency and a high gap

regarding professional needs. In some general skills like formulating coherent arguments, synthesizing information and critical thinking the gap has been found more than 30%. In reading skill Critical analyzing, understanding cohesion, identifying main ideas, critical reading and identifying figurative expressions are some of the tasks having high gaps. In writing skills the picture is more precarious. There remains a high lack in twelve tasks out of the eighteen selected tasks. This is substantiated by the TEEP writing test. From the test it is evident that in spite of having tolerable proficiency in mechanical items like punctuation and spelling, the mean scores in other categories are around one which stands for "inadequate" level of proficiency. Among them the students are most vulnerable in the tasks of "maintaining cohesion" in writing..

On the other hand, the listening skill is rarely used and taught in the class. As a result, the picture is not much clear about the gaps in this skill. Still most of the skills specified have got high lacks. The most critical gap is discerned in the speaking sub skills. Some skills like using and understanding discourse and reasoning have got the gap amounting to more than 40%.

To dig into the reasons behind it the study has found several diversified causes. Learners with their lack of motivation and cultural background, teachers with their practices and beliefs, institutions with resource constraints, policy makers with formulated policies all have their own role to play in the poor condition of learning. It has been found that in less than 10% cases resources are sufficient. 75% teachers do not have any relevant training. And most of the trained teachers are not provided with training by the institute rather it was the teachers' own effort. Environment and lack of motivation are the worst constraints (separately in 25% and 27.5% and together 20%). Logistics are also emphasized as constraints though together with other constraints. Faulty teaching methods host the incompetence of the learner accompanied by other problems. In some case (7.5%) all the constraints are present. Indeed the lack of motivation as the most-marked constraint springs from the environment and the teaching methodologies.

In the present syllabuses there are subjective touches instead of a pragmatic needs analysis. Hence, all the important tasks do not get equitable emphasis leaving pitfalls in those skills or tasks. It also demotivates the students as they are going along a bumpy route to a blindfolded destination.

Implications and Suggestions in Relation to Study Findings

Implications

Implications for Needs Analysis. The findings validate the attempt to go for a needs analysis for designing the relevant or any kind of syllabus. The study also shows the pros and cons of needs analysis with different perspectives and ways. They corroborate the fact that for academic or professional purpose related syllabus or even training module, ESP issues are highly applicable. It also clarifies what things are to be considered for doing an effective needs-analysis. The principles of needs analysis have been shown carefully.

Implications for Task-based skills-focused syllabus. The undertaken needs-analysis has convincingly proved that specific skills are to be developed to cope with the academic situation. Also as long-term needs professional tasks-awareness is equally imperative to be developed. These skills and competence can be categorized as tasks. If we follow the TBLT methodology it suits the context, parties and purposes. All these have led the researcher to go for a sample task-based skills-focused syllabus which can be used in a holistic or modified or changed form in any situation. Furthermore, the preferences of the teachers and students for a task-based syllabus, sometimes in the forms of skills development are enough to impel the policy makers and syllabus designers to go for such syllabuses.

Implications for materials design. The findings of this study in the forms of expectations and preferences can be used as input for materials design. Both local and foreign materials are suggested by the stakeholders. At the same time for intercultural communicative competence twists in the materials should be addressed. They should be motivating. Audio-visual materials are to be designed to complement the texts. Authentic

materials, podcasts etc. which can provide metaprofessional experience should also draw the attention of the material designers. It should also include simulation, role play, illustrations etc. to impart real world experience to the learners.

Implications for methodology. The discussions and findings as well as data in this study have legitimately indicated that methodological issues should be redressed. They can show the concerned authority, policy makers even the teachers or researchers the path to formulate the methodology used in the classroom. It also clarifies which things related to methodology should be reshuffled for better effects. Quite logically the task-based syllabus posits undertaking specific methodology. The TBLT-supported flexible communicative methodology should form the basis of designing methodology for this level and others, if wished.

Implications for assessment. Two things have been found important. Theories and respondents support both summative and formative assessment and the assessment of all the skills should be there. Thus the assessment makers should consider these preferences.

Suggestions

The above implications and findings allure the researcher to offer some suggestions in the relevant sector. However the following suggestions can also be proffered-

- ❖ To design any English language syllabus, whether academic or professional, pertinent needs analysis should be done. It should consider the needs and expectations of the stakeholders, and potentials and weaknesses of the contexts.
- ❖ The existing curriculum should be revised in line with needs analysis, effective syllabus design underpinnings and innovative approaches. An informed eclecticism in syllabus design can be followed. Thus a skills-focused syllabus can be implemented, of course preceded by a needs analysis. As the background level and knowledge patterns are similar, a unified syllabus should be followed across the country. The curriculum developers need mechanism of adaptation that is adapting

the programme in order to accommodate learners' wishes, perceptions and demands (McDonough, 1984). So far needs analysis has been the most effective procedure to follow it.

❖ The syllabus should state goals, objectives clearly. Proper grading and sequencing should be based on solid theoretical and pragmatic underpinnings. It should be a spiral one supporting previously learnt skills in combination with the new ones.

❖ The authority, whether government or a particular company arranging training for their staff, should consider the present competence of the learners/employers.

❖ Materials writers should focus on making the materials impressive to the learners to augur motivation. They should attempt incorporation of audio-visual attachment. They should accommodate rich input as well as comprehensible input to lead the students to the final goal by phases. Use of authentic materials is essential. Glocalization (globalization +localization) of materials is highly suggested.

❖ Teachers' and Students' roles are supposed to be changed. Instead of being passive recipients of knowledge students should play interactive roles to optimize their performance and take up their own learning responsibilities. Teachers, on the other hand, should allow such scope.

❖ There should be ample scope for training the teachers. Interaction among the teachers, senior and junior, can be helpful for the time being. Though the present syllabuses impose communicative methodologies, unfortunately they are not followed with necessary modifications. They should be provided with the knowledge of how to lessen task complexity.

❖ A task based methodology is suggested. Of course it should be based on Communicative Approach.

❖ Assessment should be both formative and summative. Learners should be encouraged and made capable of performing self assessment and keeping diary. The activities should naturally be open to assessment. The classroom activities should be a part of formative assessment. Clearly stated rubrics for each skill or performance

should be provided beforehand. Not only the four skills, the communicative competences in all forms should be assessed.

❖ Finally in any profession where English is used for communication, a TBLT based ESP syllabus would be most useful. In academic arena the same suggestion can be made provided the teachers get proper training regarding the relevant issues.

Limitation of the Study and Suggestions for Further Research

Materialization of the study objectives has convincingly supported the statement of the problem that the students of the English departments of universities in Bangladesh need a needs-based syllabus. The findings are substantiated by other relevant studies. But the Needs Analysis perspective is different from those studies because it has added professional as well as academic needs as Target Needs. On the other hand, the syllabus produced here is the result of an attempt to bridge theories with the reality. Regarding these two aspects this study contributes to the relevant existing knowledge. However, Syllabus-design particularly Needs Analysis is a huge, though topical, issue. Only one study is not enough to excavate all the aspects related to it. Furthermore, this study has been conducted on eight universities only. There are also many aspects which could not be covered in this single study. It necessitates a nation-wide needs analysis. Also, the following issues are suggested for further study:

➢ If the designed syllabus is to be used, an evaluation for the same can be done

➢ Like the needs of the students of English department, students of other departments have similar dimensions of needs. Thus NA should be done for the students of other departments along with professional university students.

➢ Research should attempt to unveil the contextual variables keeping the students away from using English outside the class and how to improve the situation.

➢ Research can also be done on the aspects of Communicative Competences and Communicative Apprehension both at academic and professional levels.

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Appendices

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Appendix 1: (Students' Questionnaire)

Questionnaire for Students

Dear University Student,

I am doing a research on *Designing a Needs-based Syllabus for University English Departments in Bangladesh*. The purpose of this study is to design a syllabus by analyzing the professional needs that you would go for after finishing the university degree and the needs in your present academic life. To conduct this study I need your earnest help. It is assured that the information produced will be used only for academic purpose and will be confidential. This may take 15 minutes to finish. Please think of the **types and amount of needs of English in your academic life** and what you can perceive about the **needs of skills in your targeted profession** and mark the most suitable answer. Thanking-

Md. Abdullah Al Mamun
Pd D. Fellow: 2011-12, IBS, RU
Contact: 01712290144; mamunngc@gmail.com

Section A-Personal Details

Name:…………………………………………………………………………………

Gender: 1. Male   2. Female

University: ……………………………………… Year:……………………….

Contact number:…………………………………………..E-mail:

Please   Circle   Tick mark) the correct option:

Section B-Academic Needs

1. Why do you want to learn or improve your English?

SL	Purposes	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	strongly Disagree

1.1	To get a good job/career	5	4	3	2	1
1.2	To go abroad for study/job	5	4	3	2	1
1.3	To acquire deeper knowledge	5	4	3	2	1
1.4	To enhance your social dignity	5	4	3	2	1
1.5	Others(please write down)	5	4	3	2	1

2. In your everyday **academic life** how important is the use of English?

SL	Skills-**Overall Ability**	Very important	Important	Moderately important	Of little importance	Unimportant		excellent	good	average	poor	Very poor
								Importance →			Your current level of proficiency	
2.1	Reading	5	4	3	2	1		5	4	3	2	1
2.2	Writing	5	4	3	2	1		5	4	3	2	1
2.3	Speaking	5	4	3	2	1		5	4	3	2	1
2.4	Listening	5	4	3	2	1		5	4	3	2	1
2.5	Grammar	5	4	3	2	1		5	4	3	2	1
2.6	Vocabulary	5	4	3	2	1		5	4	3	2	1

3. Do you think general English skills enhance your academic capacity?

1. Yes	2. No	3. Not sure

4. How many English books do you have to read per academic year?
   a. 01-10   b. 11-20   c. 21-30   d. 31-40   e. 40+

5. How much English using environment do you have outside the classroom?

Highly sufficient 5	Sufficient 4	Average 3	Insufficient 2	Not at all 1

6. How would you rate the **importance** of the following skills/tasks/competences for achieving your academic objective and what is your **current proficiency level**? (Please fill in both the sections i.e. **Importance and current proficiency level)**

		skills/tasks/ competences	Very important	Important	Moderately important	Of little importance	Un important		excellent	good	average	poor	Very poor
					Importance				Students' current average **proficiency level**				
General skills	1.	Use of grammar	5	4	3	2	1		5	4	3	2	1
	2.	Accuracy	5	4	3	2	1		5	4	3	2	1
	3.	Formulating Coherent argument	5	4	3	2	1		5	4	3	2	1
	4.	using appropriate vocabulary	5	4	3	2	1		5	4	3	2	1
	5.	Appropriate pronunciation	5	4	3	2	1		5	4	3	2	1
	6.	Browsing internet	5	4	3	2	1		5	4	3	2	1
	7.	Library skills	5	4	3	2	1		5	4	3	2	1
	8.	Synthesizing information from more than one sources	5	4	3	2	1		5	4	3	2	1
	9.	Critical thinking	5	4	3	2	1		5	4	3	2	1
Reading	10.	Reading works of fiction	5	4	3	2	1		5	4	3	2	1
	11.	Scanning	5	4	3	2	1		5	4	3	2	1
	12.	Skimming	5	4	3	2	1		5	4	3	2	1
	13.	guessing the meaning of unknown words from context	5	4	3	2	1		5	4	3	2	1
	14.	Critically analyzing	5	4	3	2	1		5	4	3	2	1
	15.	making inferences	5	4	3	2	1		5	4	3	2	1

		skills/tasks/ competences	Importance						Students' current average **proficiency level**				
			Very important	Important	Moderately important	Of little importance	Un important		excellent	good	average	poor	Very poor
	16.	Understanding text organization	5	4	3	2	1		5	4	3	2	1
	17.	identifying main ideas	5	4	3	2	1		5	4	3	2	1
	18.	Understanding textbooks and reference books	5	4	3	2	1		5	4	3	2	1
	19.	Understanding figurative expressions	5	4	3	2	1		5	4	3	2	1
	20.	Reading newspaper/magazines	5	4	3	2	1		5	4	3	2	1
	21.	Analyzing pictures/diagrams	5	4	3	2	1		5	4	3	2	1
	22.	Identifying mood, tone and	5	4	3	2	1		5	4	3	2	1
	23.	Understanding various literary or general genres	5	4	3	2	1		5	4	3	2	1
	24.	Understanding Cohesion	5	4	3	2	1		5	4	3	2	1
	25.	Critical reading	5	4	3	2	1		5	4	3	2	1
writing	26.	paraphrasing	5	4	3	2	1		5	4	3	2	1
	27.	summarizing	5	4	3	2	1		5	4	3	2	1
	28.	Addressing topic	5	4	3	2	1		5	4	3	2	1
	29.	Critical analysis	5	4	3	2	1		5	4	3	2	1
	30.	Writing essays and assignments	5	4	3	2	1		5	4	3	2	1
	31.	Writing thesis/research	5	4	3	2	1		5	4	3	2	1
	32.	Writing Case Studies	5	4	3	2	1		5	4	3	2	1
	33.	Writing e-mails	5	4	3	2	1		5	4	3	2	1
	34.	Creative writing	5	4	3	2	1		5	4	3	2	1
	35.	Developing ideas	5	4	3	2	1		5	4	3	2	1
	36.	Linking ideas	5	4	3	2	1		5	4	3	2	1
	37.	Editing	5	4	3	2	1		5	4	3	2	1
	38.	Proof reading	5	4	3	2	1		5	4	3	2	1
	39.	Expressing and defending personal points of view in writing	5	4	3	2	1		5	4	3	2	1
	40.	Referencing and/or quoting	5	4	3	2	1		5	4	3	2	1
	41.	Using appropriate style in writing	5	4	3	2	1		5	4	3	2	1
	42.	Evaluating own/other's writings	5	4	3	2	1		5	4	3	2	1
	43.	Using cohesive devices	5	4	3	2	1		5	4	3	2	1
Listening	44.	obtaining specific information	5	4	3	2	1		5	4	3	2	1
	45.	Recognizing speech Organization patterns (lecture, announcement)-	5	4	3	2	1		5	4	3	2	1
	46.	note-taking	5	4	3	2	1		5	4	3	2	1
	47.	Understanding informal talks	5	4	3	2	1		5	4	3	2	1
	48.	Obtaining information from audio-visual presentation	5	4	3	2	1		5	4	3	2	1
	49.	Listening to presentation/lectures/seminars	5	4	3	2	1		5	4	3	2	1
Speaking	50.	Reasoning	5	4	3	2	1		5	4	3	2	1
	51.	Participating in interview/viva	5	4	3	2	1		5	4	3	2	1
	52.	Giving extempore speeches	5	4	3	2	1		5	4	3	2	1
	53.	Taking part in group discussion	5	4	3	2	1		5	4	3	2	1
	54.	Discussing with teachers	5	4	3	2	1		5	4	3	2	1
	55.	Giving presentation	5	4	3	2	1		5	4	3	2	1
	56.	Participating effectively in discussions	5	4	3	2	1		5	4	3	2	1
	57.	Taking part in non academic informal discussion	5	4	3	2	1		5	4	3	2	1

	skills/tasks/ competences	Importance						Students' current average proficiency level				
		Very important	Important	Moderately important	Of little importance	Un important		excellent	good	average	poor	Very poor
58.	Understanding discourse	5	4	3	2	1		5	4	3	2	1
59.	Others (Please write down)	5	4	3	2	1		5	4	3	2	1

Section C   Preferred styles of learning

7. When do you learn better?

SL	I learn better ………	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	strongly Disagree
1.	When the teacher lectures	5	4	3	2	1
2.	By doing something in class	5	4	3	2	1
3.	By working (reading) alone	5	4	3	2	1
4.	By working in a group/pair	5	4	3	2	1
5.	By learning by heart (memorizing)	5	4	3	2	1
6.	When teacher demonstrates on board	5	4	3	2	1
7.	By doing experiments	5	4	3	2	1
8.	Using audio-video materials	5	4	3	2	1
9.	More by reading than by listening	5	4	3	2	1
10.	Participating in activities	5	4	3	2	1
11.	Discussing points with teachers and peers	5	4	3	2	1
12.	By thinking for some time	5	4	3	2	1
13.	If I follow my own plan of learning	5	4	3	2	1
14.	If I follow the teachers' plan of learning	5	4	3	2	1
15.	When I myself select contents, materials and methods	5	4	3	2	1
16.	When teacher selects contents, materials and methods	5	4	3	2	1
17.	When the teacher uses Bangla	5	4	3	2	1
18.	When the materials are foreign	5	4	3	2	1
19.	When the materials are local	5	4	3	2	1
20.	Through grammar and translation	5	4	3	2	1
21.	Practicing in out-of-class social settings	5	4	3	2	1

8. Preferred evaluation (testing) system of your language course---

SL	I like evaluation ………	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	strongly Disagree
1	through a final examination	5	4	3	2	1

| 2 | through classroom activities | 5 | 4 | 3 | 2 | 1 |
| 3 | of all the four skills | 5 | 4 | 3 | 2 | 1 |

Section D   Target Needs

9. **What type of job would you like to go for?**
   a.   Administrative b. Bank   c. Teaching d. Private Company/NGO   e.
   ………………………..

10. **Do you think command of English language is important for getting your expected job?**

| 1.Yes | 2.No | 3.Not sure |

11. What amount of proficiency would be needed to perform the tasks in your expected profession?

Proficiency needed in target profession						Your current proficiency level				
High 5	good 4	average 3	little 2	Not at all 1		Excellent 5	Good 4	Average 3	Poor 2	Very poor 1

12. **How do you rate the importance of the following skills for attaining professional objective in your target profession?**

SL	Skills	Very important	Important	Moderately important	Of little importance	Unimportant
1.	Reading	5	4	3	2	1
2.	Writing	5	4	3	2	1
3.	Speaking	5	4	3	2	1
4.	Listening	5	4	3	2	1
5.	Grammar	5	4	3	2	1
6.	Vocabulary	5	4	3	2	1

13. Will you try to go abroad for study or career**? 1**. Yes   2. No

Section E Opinions about Present Syllabus

14. Do you think the present syllabus of language related courses (like basic English, writing or spoken English, English for media or any course to develop English skills) are sufficient?

                    1. Yes   2. No

15. Do you think you need any more courses for developing **academic skills**?   1. Yes   2. No

16. Do you think you need any syllabus for developing your skills related to your **perceived professional needs**?   1. Yes   2. No

17. what are your opinions about the following things (in the courses—basic English, writing or spoken English, English for media/business or any course to develop English skill)

SL	In the present course --	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	strongly Disagree
1	Course duration/credit/contents are **not** sufficient	5	4	3	2	1
2	Teachers are **not** competent	5	4	3	2	1
3	Teaching methods are **boring**	5	4	3	2	1
4	Examination system is **not** effective	5	4	3	2	1
.5	Audio-visual(video) materials like multimedia are **absent**	5	4	3	2	1

| 6 | Timing of the class is **not** suitable | 5 | 4 | 3 | 2 | 1 |
| 7 | (Others) | 5 | 4 | 3 | 2 | 1 |

18. What would be your proficiency rate by the end of the existing courses?

excellent	good	average	poor	Very poor
5	4	3	2	1

19. If you want to go abroad for study or career, do you think your current syllabus is able to prepare you for the language needs you might face there?

<div align="center">1. Yes   2. No</div>

20. In which year do you like such an **English language skill development** course to take?-

<div align="center">1. First year   2.Second Year   3.Third year   4. Fourth Year</div>

<div align="center">**Section F   Skills you want to acquire or improve**</div>

SL	Contents/skills	Wholly	To a great extent	Partly	A little	Not at all
1	Grammar	5	4	3	2	1
2	Important structures	5	4	3	2	1
3	Translation	5	4	3	2	1
4	Useful tasks	5	4	3	2	1
5	Useful skills	5	4	3	2	1
6	Practice activities	5	4	3	2	1

Appendix 2: (Teachers' Questionnaire)

<div align="center">QUESTIONNAIRE FOR TEACHRES</div>

<div align="center">Opinions about Present Situation</div>

Dear Sir/Madam,

I am doing a research on *Designing a Needs-based Syllabus for University English Departments in Bangladesh*. The purpose of this study is to design a syllabus by analyzing the professional needs that the students would go for after finishing the university degree and the needs in their present academic life. To conduct this study I need your earnest help. It is assured that the information given will be used only for academic purpose and will be confidential. Please think of the **types and amount of needs of English language in your students' academic life and the other issues related to classroom teaching-learning in English skill development courses and** mark the most suitable option or write down the relevant answer. Thanking-

<div align="right">Md. Abdullah Al Mamun
Ph. D. Fellow: 2011-12, IBS, RU
Contact: 01712290144; mamunngc@gmail.com</div>

Section A-Personal Details

Name:……………………………………………………………………………

Designation:……………………………………………………………………

University: ………………………………………………………………………

Contact number:……………………………………..E-mail:……………………..

<div align="center">**Please**   <u>Circle</u>   **the correct option**</div>

Overall Statements

1. In everyday academic life of the students how important is the use of English? **Two sections (Importance and proficiency)**.

SL	Skills- **Overall Ability**	Importance						Learners' current average level of **proficiency**				
		Very important	Important	Moderately important	Of little importance	Unimportant		excellent	good	average	poor	Very poor
2.1	Reading	5	4	3	2	1		5	4	3	2	1
2.2	Writing	5	4	3	2	1		5	4	3	2	1
2.3	Speaking	5	4	3	2	1		5	4	3	2	1
2.4	Listening	5	4	3	2	1		5	4	3	2	1
2.5	Grammar	5	4	3	2	1		5	4	3	2	1
2.6	Vocabulary	5	4	3	2	1		5	4	3	2	1

2. The present courses are able to meet up the English language needs of the students

Meet Academic needs	Strongly Agree 5	Agree 4	Neither Agree nor Disagree 3	Disagree 2	Strongly Disagree 1
Meet Professional needs	Strongly Agree 5	Agree 4	Neither Agree nor Disagree 3	Disagree 2	Strongly Disagree 1

3. What is the gap between the present and expected competence of the student?

Academic needs	Very high 5	High 4	Moderate 3	Low 2	Little 1
Professional needs	Very high 5	High 4	Moderate 3	Low 2	Little 1

4. How much importance does the authority attach to these courses?

Very high 5	High 4	Moderate 3	Low 2	Little 1

5. How have the course objectives/contents been specified?
   (1) Through a needs analysis
   (2) Proposed and worked out by domain specialists
   (3) Prescribed by the authority
   (4) Following other local or foreign universities

6. How much are the students motivated to utilize these courses?

Very high 5	High 4	Moderate 3	Low 2	Little 1

7. Strengths and weaknesses of the institutes----

7.1 Teaching Staff	Highly sufficient 5	Sufficient 4	Average 3	Insufficient 2	Highly Insufficient 1
7.2 Institutional Support	Highly sufficient 5	Sufficient 4	Average 3	Insufficient 2	Highly Insufficient 1
7.3 Library facilities	Highly sufficient 5	Sufficient 4	Average 3	Insufficient 2	Highly Insufficient 1
7.4 Digital Technological facilities	Highly sufficient 5	Sufficient 4	Average 3	Insufficient 2	Highly Insufficient 1
7.5 Learning environment	Highly sufficient 5	Sufficient 4	Average 3	Insufficient 2	Highly Insufficient 1

8. Do the students have English using environment outside the classroom?

Highly sufficient 5	Sufficient 4	Average 3	Insufficient 2	Not at all 1

Situation regarding present English language courses

9. What is the percentage of teacher-talk in the class?

100% 4	75% 3	50% 2	25% 1

Materials

10. Which materials do you usually use?

Printed 3	Audio-visual 2	Course book 1

11. Do the students have access to necessary materials?

Highly sufficient 5	Sufficient 4	Average 3	Insufficient 2	Not at all 1

12. Do you use audio-visual aids for teaching?

Very often 5	Often 4	Sometimes 3	Rarely 2	Never 1

13. Are the materials enough for teaching and learning English?

Highly sufficient 5	Sufficient 4	Average 3	Insufficient 2	Not at all 1

14. Teaching materials

  (1) I design my own teaching materials
  (2) I follow what is prescribed
  (3) Teachers work with the authority to produce materials

15. Do the students have any freedom to choose the materials?

Very often 5	Often 4	Sometimes 3	Rarely 2	Never 1

16. Are the available resources sufficient?

Highly sufficient 5	Sufficient 4	Average 3	Insufficient 2	Not at all 1

17. If insufficient, what resources do you need?

Human 3	Logistics 2	Materials 1

18. Are you provided with teachers' guide or course guide for these courses?

Yes 1	No 2

teaching

19. Do you use "**authentic**" materials? (**Authentic materials** are those which present practical tasks and are not directly meant for language teaching purpose but have real world/life relevance with potential to foster meaningful intellectual accomplishment of the learners, e.g. audio of any original official presentation)

Very often 5	Often 4	Sometimes 3	Rarely 2	Never 1

Classroom Environment/activities

20. How many students are there in a class on an average?

5 More than100	4 75-99	3 50-74	2 30-49	1 Less than 30

21. What type of class do you have regarding learning capability?

Highly homogenous 4	Homogenous 3	Heterogeneous 2	highly heterogeneous 1

22. Is the number of classes taken for the course enough?

Highly sufficient 5	Sufficient 4	Average 3	Insufficient 2	Not at all 1

23. Is the class duration enough to conduct a fruitful class?

Highly sufficient 5	Sufficient 4	Average 3	Insufficient 2	Not at all 1

24. What are the problems with the present courses?

25. Which teaching methods do you prefer and follow in your classroom?

26. What classroom activities do you follow?

Pair/Group work 6	Self-Writing 5	Discussion 4	Task Practice 3	Presentation 2	Only Lecture 1

27. What kind of evaluation do you follow?

Summative(only at the end of the course) 1	Formative (through class performance) 2	Mixed 3

28. Do you consider the learning styles and preferences of the learners?

Very often 5	Often 4	Sometimes 3	Rarely 2	Never 1

Teachers and Training

29. Have you got any ELT training for conducting these courses?

Yes	1	No	2

30. If yes, what was the nature and length of the training?(Please write down)

31. Do you think teachers get sufficient training for conducting such a course?

Highly sufficient 5	Sufficient 4	Average 3	Insufficient 2	Not at all 1

32. What are the constraints barring the learners from being competent English users?

Resources 5	Logistics 4	lack of motivation of the students 3	Environment 2	Faulty teaching method 1

33. Do you have enough time to be prepared for the class?

Very often 5	Often 4	Sometimes 3	Rarely 2	Never 1

Skills to improve

34. The skills that you want your students to improve (Please fill in Both the sections i.e. **Importance and current proficiency level**)

		skills/tasks/ competences	Importance						Students' current average proficiency level				
			Very important	Important	Moderately important	Of little importance	Un important		excellent	good	average	poor	Very poor
General skills	1.	Use of grammar	5	4	3	2	1		5	4	3	2	1
	2.	Accuracy	5	4	3	2	1		5	4	3	2	1
	3.	Formulating Coherent	5	4	3	2	1		5	4	3	2	1
	4.	using appropriate vocabulary	5	4	3	2	1		5	4	3	2	1
	5.	Appropriate pronunciation	5	4	3	2	1		5	4	3	2	1
	6.	Browsing internet	5	4	3	2	1		5	4	3	2	1
	7.	Library skills	5	4	3	2	1		5	4	3	2	1
	8.	Synthesizing information from more than one sources	5	4	3	2	1		5	4	3	2	1
	9.	Critical thinking	5	4	3	2	1		5	4	3	2	1
Reading	10.	Reading works of fiction	5	4	3	2	1		5	4	3	2	1
	11.	Scanning	5	4	3	2	1		5	4	3	2	1
	12.	Skimming	5	4	3	2	1		5	4	3	2	1
	13.	guessing the meaning of unknown words from context	5	4	3	2	1		5	4	3	2	1
	14.	Critically analyzing	5	4	3	2	1		5	4	3	2	1
	15.	making inferences	5	4	3	2	1		5	4	3	2	1
	16.	Understanding text organization	5	4	3	2	1		5	4	3	2	1
	17.	identifying main ideas	5	4	3	2	1		5	4	3	2	1
	18.	Understanding textbooks and reference books	5	4	3	2	1		5	4	3	2	1
	19.	Understanding figurative expressions	5	4	3	2	1		5	4	3	2	1
	20.	Reading newspaper/magazines	5	4	3	2	1		5	4	3	2	1
	21.	Analyzing pictures/diagrams	5	4	3	2	1		5	4	3	2	1
	22.	Identifying mood, tone and	5	4	3	2	1		5	4	3	2	1
	23.	Understanding various genres	5	4	3	2	1		5	4	3	2	1
	24.	Understanding Cohesion	5	4	3	2	1		5	4	3	2	1

		skills/tasks/ competences	Importance						Students' current average proficiency level				
			Very important	Important	Moderately important	Of little importance	Un important		excellent	good	average	poor	Very poor
	25.	Critical reading	5	4	3	2	1		5	4	3	2	1
Writing	26.	paraphrasing	5	4	3	2	1		5	4	3	2	1
	27.	summarizing	5	4	3	2	1		5	4	3	2	1
	28.	Addressing topic	5	4	3	2	1		5	4	3	2	1
	29.	Critical analysis	5	4	3	2	1		5	4	3	2	1
	30.	Writing essays and	5	4	3	2	1		5	4	3	2	1
	31.	Writing thesis/research	5	4	3	2	1		5	4	3	2	1
	32.	Writing Case Studies	5	4	3	2	1		5	4	3	2	1
	33.	Writing e-mails	5	4	3	2	1		5	4	3	2	1
	34.	Creative writing	5	4	3	2	1		5	4	3	2	1
	35.	Developing ideas	5	4	3	2	1		5	4	3	2	1
	36.	Linking ideas	5	4	3	2	1		5	4	3	2	1
	37.	Editing	5	4	3	2	1		5	4	3	2	1
	38.	Proof reading	5	4	3	2	1		5	4	3	2	1
	39.	Expressing and defending personal points of view in writing	5	4	3	2	1		5	4	3	2	1
	40.	Referencing and/or quoting	5	4	3	2	1		5	4	3	2	1
	41.	Using appropriate style in	5	4	3	2	1		5	4	3	2	1
	42.	Evaluating own/other's	5	4	3	2	1		5	4	3	2	1
	43.	Using cohesive devices	5	4	3	2	1		5	4	3	2	1
Listening	44.	obtaining specific information	5	4	3	2	1		5	4	3	2	1
	45.	Recognizing speech Organization patterns (lecture, announcement)-	5	4	3	2	1		5	4	3	2	1
	46.	note-taking	5	4	3	2	1		5	4	3	2	1
	47.	Understanding informal talks	5	4	3	2	1		5	4	3	2	1
	48.	Obtaining information from audio-visual presentation	5	4	3	2	1		5	4	3	2	1
	49.	Listening to presentation/lectures/seminars	5	4	3	2	1		5	4	3	2	1
Speaking	50.	Reasoning	5	4	3	2	1		5	4	3	2	1
	51.	Participating in interview/viva	5	4	3	2	1		5	4	3	2	1
	52.	Giving extempore speeches	5	4	3	2	1		5	4	3	2	1
	53.	Taking part in group discussion	5	4	3	2	1		5	4	3	2	1
	54.	Discussing with teachers	5	4	3	2	1		5	4	3	2	1
	55.	Giving presentation	5	4	3	2	1		5	4	3	2	1
	56.	Participating effectively in discussions	5	4	3	2	1		5	4	3	2	1
	57.	Taking part in non academic informal discussion	5	4	3	2	1		5	4	3	2	1
	58.	Understanding discourse	5	4	3	2	1		5	4	3	2	1
	59.	Others (Please write down)	5	4	3	2	1		5	4	3	2	1

Learners' strategies and preferences

35. When do the learners learn better?

SL	They learn better ………	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	strongly Disagree
35.1	When the teacher lectures	5	4	3	2	1

SL	They learn better ………	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	strongly Disagree
35.2	By doing something in class	5	4	3	2	1
35.3	By working (reading) alone	5	4	3	2	1
35.4	By working in a group/pair	5	4	3	2	1
35.5	By learning by heart (memorizing)	5	4	3	2	1
35.6	When teacher demonstrates on board	5	4	3	2	1
35.7	By doing experiments	5	4	3	2	1
35.8	Using audio-video materials	5	4	3	2	1
35.9	More by reading than by listening	5	4	3	2	1
35.10	Participating in activities	5	4	3	2	1
35.11	Discussing points with teachers and peers	5	4	3	2	1
35.12	By thinking for some time	5	4	3	2	1
35.13	If they follow their own plan of learning	5	4	3	2	1
35.14	If they follow the teachers' plan of learning	5	4	3	2	1
35.15	When they select contents, materials and	5	4	3	2	1
35.16	When teacher selects contents, materials and	5	4	3	2	1
35.17	When the teacher uses Bangla	5	4	3	2	1
35.18	When the materials are foreign	5	4	3	2	1
35.19	When the materials are local	5	4	3	2	1
35.20	Through grammar and translation	5	4	3	2	1
35.21	Practicing in out-of-class social setting	5	4	3	2	1
35.22		5	4	3	2	1
35.23		5	4	3	2	1

New Syllabus Contents

36. The changes you need (Please write down)---

   Materials-----

   Content-------

   Teaching process/practices--------

   Evaluation procedure------

   If lack of motivation exists, how to tackle it? ------

Appendix 3: (Questionnaire for Professionals)

Questionnaire for Professionals

Dear Professional,

I am doing a research on **Designing a Needs-based Syllabus for University English Departments in Bangladesh**. The purpose of this study is to design an English syllabus by analyzing the use of English in different professions that the students would go for after finishing the university degree. To conduct this study I need your earnest help. This would take about twenty minutes to fill up. Please fill up the questionnaire considering the **overall English language use in your profession**. It is assured that the information provided will be used only for academic purpose and will be confidential. Thanking-

Md. Abdullah Al Mamun
Ph.D. Fellow: 2011-12, IBS, RU
Contact: 01712290144; mamunngc@gmail.com

Personal Information:

Name:

Gender: **1. Male 2. Female**

University Degree: **1. Honours** **2. Masters** **3. Subject:**

Present job position:

Company/employing authority:

Job responsibility:

Contact No……………………………………………………Email:

Please (Circle) √ (Tick mark) the correct option

Section A: General Statements of Needs:

1. Did you have any English course in your university education? 1. Yes 2. No

2. If yes, do you think it contributed to your communicative performance?

1.Highly	2.Moderately	3.Slightly	4.Not at all

3. In your everyday professional work how often do **you have to** use English?

SL	Skills in English	Very often	Often	Sometimes	Rarely	Never
3.1	Reading	5	4	3	2	1
3.2	Writing	5	4	3	2	1
3.3	Speaking	5	4	3	2	1
3.4	Listening	5	4	3	2	1

4. In your everyday professional work how often are you **expected to** use English?

SL	Skills in English	Very often	Often	Sometimes	Rarely	Never
4.1	Reading	5	4	3	2	1
4.2	Writing	5	4	3	2	1
4.3	Speaking	5	4	3	2	1
4.4	Listening	5	4	3	2	1

5. How often do you have **difficulty** with each of these skills?

SL	Skills in English	Very often	Often	Sometimes	Rarely	Never
5.1	Reading	5	4	3	2	1
5.2	Writing	5	4	3	2	1
5.3	Speaking	5	4	3	2	1
5.4	Listening	5	4	3	2	1

6. How important are **the skills** to achieve your professional/career objective?

SL	Skills in English	Very important	Important	Moderately important	Of little importance	Unimportant
6.1	Reading	5	4	3	2	1
6.2	Writing	5	4	3	2	1
6.3	Speaking	5	4	3	2	1
6.4	Listening	5	4	3	2	1
6.5	Grammar	5	4	3	2	1
6.6	Vocabulary	5	4	3	2	1

7. How important are the following competences to achieve your professional objectives?

SL	Competences of English	Very important	Important	Moderately important	Of little importance	Unimportant
7.1	*Linguistic Competence:* ভাষার ----- ✓ শব্দ ও বাক্য তৈরীর জ্ঞান, ✓ শব্দ ও বাক্যের অর্থ সম্বন্ধে জ্ঞান ✓ সঠিক শব্দের ব্যবহার যথাযথ উচ্চারণ ✓ যথাযথ বানান ব্যবহার দক্ষতা	5	4	3	2	1
7.2	*Sociolinguistic Competence:* নির্দিষ্ট পরিবেশে সামাজিক ও সাংস্কৃতিক দিক থেকে গ্রহনযোগ্য ও যথাযথ ভাষার ব্যবহার সম্পর্কে দক্ষতা	5	4	3	2	1
7.3	*Discourse Competence:* সে সকল নিয়ম সম্পর্কে দক্ষতা যা বাক্য বা **paragraphs** সঠিকভাবে সাজাতে (প্রথমে কী বসবে, তারপর কী বসবে বা শেষে কী বসবে) সাহায্য করে।	5	4	3	2	1
7.4	*Strategic Competence:* সে সকল নিয়ম সম্পর্কে দক্ষতা যা ● যে শব্দ বা বাক্য জানা নেই তা make up করতে সাহায্য করে ● যোগাযোগ ভেঙ্গে গেলে তা পুনঃস্থাপন করে ● কার্যকরী যোগাযোগ বাড়ায়	5	4	3	2	1

Section C: SPEAKING

8. What is the medium of speaking (কোন মাধ্যমে কথা বলা হয়)?

        1. Face to face,   2. Over telephone,   3. over internet

9. How often do you face the following problems?

SL	**Tasks or skills in English**	Very often	Often	Sometimes	Rarely	Never
9.1	fumbling for right wordy (যথাসময়ে সঠিক শব্দ খুঁজে না পাওয়া)	5	4	3	2	1
9.2	Lack of appropriate structures (বাক্যগঠনের জন্য সঠিক structure খুঁজে না পাওয়া)	5	4	3	2	1
9.3	Problem with making long sentences	5	4	3	2	1
9.4	problem about how to start a sentence	5	4	3	2	1
9.5	problem about how to finish a sentence	5	4	3	2	1
9.6	Feeling nervous	5	4	3	2	1
	(Others)					

10. How would you rate **the importance of** the following **SPEAKING** activities for your professional needs?

SL	**Activities in English**	Very important	Important	Moderately important	Of little importance	Unimportant
10.1	asking questions	5	4	3	2	1
10.2	answering questions	5	4	3	2	1
10.3	expressing yourself	5	4	3	2	1
10.4	summarizing	5	4	3	2	1
10.5	Expressing interests	5	4	3	2	1
10.6	describing	5	4	3	2	1
10.7	Comparing & contrasting (তুলনা)	5	4	3	2	1
10.8	Solving problems	5	4	3	2	1

10.9	Reasoning (কারণ বিশ্লেষণ)	5	4	3	2	1
10.10	making presentations	5	4	3	2	1
10.11	Criticizing (সমালোচনা করা)	5	4	3	2	1
10.12	Chatting (mobile/ internet-এ গল্প করা)	5	4	3	2	1
10.13	Persuasion (অন্যকে বুঝিয়ে সম্মত করা)	5	4	3	2	1
10.14	Negotiation (বিভিন্ন পক্ষের সাথে আলোচনা করে সিদ্ধান্তে পৌছানো)	5	4	3	2	1
10.15	reacting to others' speech (অন্যের বক্তব্যে প্রতিক্রিয়া প্রকাশ করা)	5	4	3	2	1
10.16	Giving lecture	5	4	3	2	1
10.17	producing correct pronunciation (উচ্চারণ)	5	4	3	2	1
10.18	wording quickly (দ্রুত শব্দ বসানো বা ব্যবহার)	5	4	3	2	1
10.19	using appropriate intonation and stress (বাক্য বা শব্দের উপর চাপ দিয়ে উচ্চারণ)	5	4	3	2	1
10.20	Fluency (স্বাচ্ছন্দে অনর্গল কথা বলা)	5	4	3	2	1
10.21	Accuracy (নির্ভুলতা বা যথাযথতা)	5	4	3	2	1
10.22	Interpersonal interaction (ব্যক্তি-ব্যক্তি সম্পর্ক)	5	4	3	2	1
10.23	Use of grammar	5	4	3	2	1

11. How would you rate **the importance of** the following **SPEAKING** things for your profession?

SL	Speaking in English	Very important	Important	Moderately important	Of little importance	Unimportant
11.1	with native speakers	5	4	3	2	1
11.2	with non-native speakers	5	4	3	2	1
11.3	with colleagues	5	4	3	2	1
11.4	with customers	5	4	3	2	1
11.5	in the office	5	4	3	2	1
11.6	in hotels	5	4	3	2	1
11.7	in restaurants	5	4	3	2	1
11.8	at the airports	5	4	3	2	1
11.9	in banks for money matters	5	4	3	2	1
11.10	in travel agencies	5	4	3	2	1
11.11	in tour operations	5	4	3	2	1
11.12	in transportation contexts	5	4	3	2	1
11.13	in social settings (সামাজিক পরিবেশে)	5	4	3	2	1
11.14	in own country	5	4	3	2	1
11.15	abroad	5	4	3	2	1

Section D: WRITING

12. . How would you rate **the importance of** the following **WRITING** needs in your profession?

SL	Writing in English	Very important	Important	Moderately important	Of little importance	Unimportant
12.1	business letters	5	4	3	2	1
12.2	Memos (একই অফিসের স্টাফদের মধ্যে যোগাযোগের জন্য ছোট চিঠি)	5	4	3	2	1
12.3	Minutes (মিটিং-এর কার্যবিবরণী)	5	4	3	2	1
12.4	agendas	5	4	3	2	1
12.5	notices	5	4	3	2	1
12.6	Drafting (খসড়া তৈরীকরন)	5	4	3	2	1
12.7	e-mail messages	5	4	3	2	1
12.8	fax messages	5	4	3	2	1
12.9	Writing notes (business/academic)	5	4	3	2	1
12.10	Project or business reports	5	4	3	2	1
12.11	itineraries(ভ্রমনের পরিকল্পনা)	5	4	3	2	1
12.12	tour commentaries	5	4	3	2	1
12.13	legal documents (আইনসংক্রান্ত কাগজ)	5	4	3	2	1
12.14	user manuals (কোন যন্ত্র ব্যবহার পুস্তিকা)	5	4	3	2	1
12.15	brochures(কোন স্থান বা কর্মসূচী সম্পর্কে সংক্ষিপ্ত বিবরণী বা পুস্তিকা)	5	4	3	2	1
12.16	Creative writing (সৃজনশীল লেখা)	5	4	3	2	1
12.17	leaflets	5	4	3	2	1
12.18	advertisement	5	4	3	2	1
12.19	Literary topics (সাহিত্য লেখা)	5	4	3	2	1
12.20	Research thesis/report	5	4	3	2	1
12.21	Project proposal	5	4	3	2	1
12.22	Press release	5	4	3	2	1

13. How would you rate **the importance of** the following **WRITING** tasks for your profession?

SL	Tasks in English	Very important	Important	Moderately important	Of little importance	Unimportant
13.1	structuring proper sentences (যথাযথ বাক্য গঠন ব্যবহার)	5	4	3	2	1
13.2	developing ideas (লেখায় কোন idea কে যথাযথভাবে বিস্তৃত করা)	5	4	3	2	1
13.3	linking ideas (বিভিন্ন ideas সমন্বয় করা)	5	4	3	2	1
13.4	using appropriate vocabulary	5	4	3	2	1
13.5	Using correct grammar	5	4	3	2	1
13.6	expressing clearly	5	4	3	2	1
13.7	using correct punctuation(বিরাম চিহ্ন)	5	4	3	2	1
13.8	Spelling correctly	5	4	3	2	1
13.9	Adapting appropriate tone and style (লেখায় যথাযথ রীতি ও ভাব ফুটিয়ে তোলা)	5	4	3	2	1

Section E: LISTENING

14. How would you rate **the importance of** the following **LISTENING** skills for your profession?

SL	Understanding	Very important	Important	Moderately important	Of little importance	Unimportant
14.1	native speakers	5	4	3	2	1
14.2	non-native speakers	5	4	3	2	1
14.3	radio	5	4	3	2	1
14.4	TV programmes	5	4	3	2	1
14.5	announcements at different places	5	4	3	2	1
14.6	films	5	4	3	2	1
14.7	presentations	5	4	3	2	1
14.8	meetings	5	4	3	2	1
14.9	conferences & seminars	5	4	3	2	1
14.10	discussions	5	4	3	2	1
14.11	conversations on the phone	5	4	3	2	1
14.12	face-to-face conversations	5	4	3	2	1

15. How would you rate **the importance of** the following **LISTENING** activities for your profession?

SL	Listening Activities for	Very important	Important	Moderately important	Of little importance	Unimportant
15.1	Getting gist or summary	5	4	3	2	1
15.2	obtaining specific information(কোন বক্তব্য হতে নির্দিষ্ট তথ্য পাওয়া)	5	4	3	2	1
15.3	Identifying key vocabulary items (গুরুত্বপূর্ণ শব্দ সম্পর্কে ধারণা লাভ করা)	5	4	3	2	1
15.4	listening for summarizing	5	4	3	2	1
15.5	listening for taking notes	5	4	3	2	1
15.6	listening for translating	5	4	3	2	1
15.7	recognizing language structure	5	4	3	2	1
15.8	understanding complex sentences	5	4	3	2	1
15.9	Getting the meaning of unfamiliar words or word groups (প্রসঙ্গ হতে অজানা শব্দের অর্থ অনুমান করা)	5	4	3	2	1
15.10	evaluating the information (প্রাপ্ত তথ্যের মূল্যায়ন)	5	4	3	2	1
15.11	extracting the information not explicitly stated (অস্পষ্ট তথ্য খুঁজে বের করা)	5	4	3	2	1
15.12	recognizing the speaker's attitude (বক্তার মনোভাব চিহ্নিত করা)	5	4	3	2	1
15.13	Recognizing speech Organization patterns (lecture, announcement)-বক্তব্যের গঠনগত বিন্যাস চিহ্নিত করা	5	4	3	2	1
15.14		5	4	3	2	1

Section F: **READING**

16. How would you rate **the importance** of the following **READING** needs for your profession?

SL	Reading in English	Very important	Important	Moderately important	Of little importance	Unimportant

16.1	academic texts	5	4	3	2	1
16.2	manuals	5	4	3	2	1
16.3	newspapers	5	4	3	2	1
16.4	business letters	5	4	3	2	1
16.5	fax messages	5	4	3	2	1
16.6	magazines/periodicals	5	4	3	2	1
16.7	reports	5	4	3	2	1
16.8	Maps	5	4	3	2	1
16.9	e-mail messages	5	4	3	2	1
16.10	Brochures (কোন স্থান বা কর্মসূচী সম্পর্কে সংক্ষিপ্ত বিবরণী বা পুস্তিকা)	5	4	3	2	1
16.11	dictionary entries	5	4	3	2	1
16.12	memos(একই অফিসের স্টাফদের মধ্যে যোগাযোগের জন্য ছোট চিঠি)	5	4	3	2	1
16.13	instruction	5	4	3	2	1
16.14	booklets	5	4	3	2	1
16.15	legal (আইন সম্পর্কিত) documents	5	4	3	2	1
16.16	the agenda of a meeting	5	4	3	2	1
16.17	the minutes of a meeting (মিটিং-এর কার্যবিবরণী)	5	4	3	2	1
16.18	newsletters	5	4	3	2	1
16.19	catalogues	5	4	3	2	1
16.20	tickets	5	4	3	2	1
16.21	Itineraries (ভ্রমনের পরিকল্পনা)	5	4	3	2	1
16.22	vouchers	5	4	3	2	1
16.23	Invoices (পণ্যের তালিকা বা চালান)	5	4	3	2	1
16.24	Computer information	5	4	3	2	1
16.25	Searching for www information	5	4	3	2	1

17. How would you rate **the importance of** the following **READING** needs for your profession?

SL	Activities in English	Very important	Important	Moderately important	Of little importance	Unimportant
17.1	Predicting (কোন ঘটনা সম্পর্কে অনুমান করা)	5	4	3	2	1
17.2	Scanning (নির্দিষ্ট তথ্যের জন্য দ্রুত পড়া)	5	4	3	2	1
17.3	Skimming (সাধারণ ধারণার জন্য দ্রুত পড়া)	5	4	3	2	1
17.4	reading intensively (গভীর ধারণার জন্য পড়া)	5	4	3	2	1
17.5	guessing the meaning of unknown words from context (প্রসঙ্গ হতে অজানা শব্দের অর্থ অনুমান করা)	5	4	3	2	1
17.6	Referencing (কোন লেখার তথ্যকে সূত্র হিসাবে ব্যবহার করা)	5	4	3	2	1
17.7	analyzing (বিশ্লেষণ করা)	5	4	3	2	1
17.8	Synthesizing (বিভিন্ন ধারণা বা theory-এর মধ্যে সমন্বয় বা তুলনা)	5	4	3	2	1
17.9	making inferences (বলা বিষয় থেকে অনুমান করা)	5	4	3	2	1
17.10	reading for note-taking	5	4	3	2	1
17.11	identifying main and supporting ideas (মূল ও সহায়ক idea চিহ্নিত করা)	5	4	3	2	1
17.12	speed reading	5	4	3	2	1

17.13	Paraphrasing (কোন লেখাকে নিজের মত করে রূপান্তর করা)	5	4	3	2	1
17.14	summarizing	5	4	3	2	1
17.15	Transferring information (প্রাপ্ত তথ্যকে অন্য কোন লেখা বা বক্তব্যে নিয়ে যাওয়া)	5	4	3	2	1
17.16	Responding critically (সমালোচনা করার উদ্দেশ্যে পড়া)	5	4	3	2	1

18. Suggestions:

Any other needs or tasks or skills that you need to perform in English-

Appendix 4: (Checklists for Interview with Ex-students and Employers)

Checklist for interview with the HR Personnel/Higher/Controlling officers

Dear Sir,

I am doing a research on **Designing a Needs-based Syllabus for University Students of Bangladesh** which will try to produce a syllabus in terms of the professional needs the students would go for after their academic life. Considering the importance of the English language skills/competences you are looking for in the prospective candidate and your current employees/assistants of your office this study will consider those needs in the proposed syllabus and for this I need your ardent cooperation regarding the following aspects. I am hereby assuring you that the information that you will provide will be confidential and used only for academic purpose. Hoping your sincere cooperation and thanking in advance-

Md. Abdullah Al Mamun
Ph. D. Fellow: 2011-12, IBS, RU
Contact: 01712290144; mamunngc@gmail.com
Section A-Personal Information

Name:

Designation:

Company/office:

Contact no.:

Section B- Information about professional needs

1. What are the main objectives of your office/company/section/project?
2. What kind of English language related activities do your employees/officers need to perform?
3. What do you think about their performance---are you satisfied with their current level of proficiency?
4. What are the most pressing problems they have and what are their strengths?
5. What are the reasons behind their poor or good performances?

6.   Do you arrange any English language training to improve their skills? How often?
7.   What skills or proficiencies do you look for at the time of recruitment?
8.   How do you rate the candidates' proficiency?
9.   If they are not competent, what do you think about the reasons?
10.   What are your suggestions in order to prepare the potential candidates for the future professional needs?
11.   Do you think at university level they should have such a syllabus which gives them ideas about their professional English language needs? What things should be put in such a syllabus?

Checklist for Interview with the Job-seekers

Dear Job Seeker,

I am doing a research on "Designing a Needs-Based Syllabus for University Students of Bangladesh" in which I will try to produce a syllabus considering the target professional needs of the students as well as their academic needs. For conducting it smoothly I need your informative cooperation regarding the following issues. It is assured that the information will be confidential and will be used only for the academic purpose. Thanking in advance-

Md. Abdullah Al Mamun
Ph. D. Fellow: 2011-12, IBS, RU
Contact: 01712290144; mamunngc@gmail.com

Section A-Personal Details

Name   :

Degree achieved   :

Contact No.   :

Section B-Information about Target Profession(s)

1. What is/are your target profession(s)?
2. What is the importance of English language knowledge for
    a. Getting that job?
    b. Performing professional responsibilities?
3. What skills are required for the above mentioned two sectors?
4. What is your current level of proficiency regarding required English competence? Are you satisfied with that? If not why?
5. Did you have any English language learning course in your graduation or post-graduation level?
6. If yes, how much do you think that course has prepared you for your target gob related activities and acquiring the career you want?
7. Do you think the way the course was taught was suitable? Did you like the methods of teaching or activities that took place in the classroom?
8. If no, do you think an English language course in graduation or Post-graduation level should be introduced?

9.   What aspects of language or skills should be taught within such a course?
10. Your suggestions regarding

> A. the course content
> B. methods and activities
> C. facilities, teachers
> D. materials

Appendix 5: (Profession-wise Important Tasks)

Table 58
Profession-wise Important Tasks

Skills	Bank	BCS	Company	Teaching	Non-Cadre
Speaking	Expressing oneself	Interpersonal relationship	Answering question	Describing	In abroad
	using grammar	Answering question	Persuasion	Lectures	Persuasion
	Presentation	Summarizing	Describing	Solving problems	Reacting
	asking questions	Lecture	Summarizing	Comparing and contrasting	Reasoning
	accuracy	Expressing yourself	Speaking abroad	Expressing interests	Expressing interests
	Interpersonal Relationship	Reacting	Expression interests	Summarizing	Drafting
	fluency	In abroad	Negotiation	Fluency	Legal docs
	Negotiation	Accuracy	Solving problems	Presentation	Vouchers
	persuasion	Fluency	Reasoning	Reasoning	Answering questions
	answering questions	Expressing interests	Comparing and contrasting	Asking questions	With foreigners
	summarizing	Presentation	Interpersonal interaction	Reacting	Describing
	solving problems	In social setting	presentation	Criticizing	Interpersonal relationship
	comparing and contrasting	During tour	With customers	negotiation	Solving problems
	expressing interests	Problem solving	Criticizing		In tour
	Describing	Reasoning	Asking questions		Negotiations
	With customers	Asking questions	In social setting		At airports
	Abroad	Describing	With foreigners		In social setting
			fluency		fluency
	In office	Persuasion	accuracy		
Writing	agendas	Email	Email	Expressing clearly	Legal docs
	reports	Reports	Chain emails	Structuring properly	Reports
	notices	Drafting	Reports	Punctuation	Emails
	business	Legal docs	Minutes	Thesis	Tour commentaries
	fax	Agenda	Drafting	Emails	Notices
	legal documents	Minutes	Memos	Academic notes	Minutes
	memos	Developing ideas	Agenda	Linking ideas	Advertisements
	creative writing	Linking ideas	Expressing	Using correct	Using correct

			clearly	grammar	grammar
	minutes	Tour commentaries	Business letters	Literary topics	Itineraries
	e-mails	Clear expression	Linking ideas	Notices	Fax
	drafting	Notices	Tour commentaries	Creative writing	Agendas
	advertisements	Appropriate tone and style	Developing ideas	Comments	Expressing clearly
	itineraries	Punctuation	Brochures	Drafting	Linking ideas
	leaflets	Structuring proper sentences	reports	memos	memos
	tour commentaries	Creative writing	User manuals		Official notes
	business letters	Brochures	Advertisements		Developing ideas
	brochures	editing	leaflets		Structuring proper sentence
	agendas		About legal docs		drafting
	notices		Use of grammar		editing
	Developing ideas		Structuring properly		
	Linking ideas		notices		
	Clear expression		drafting		
	Appropriate tone and style		Bank docs		
Listening	English presentation	Meetings	Meetings	For obtaining specific information	To foreigners
	meetings	Presentations	Presentation	To conference or seminars	Obtaining key vocabulary items
	Seminar/conferences	Discussions	Seminars	Discussions	Obtaining specific information
	For taking notes	For recognizing speakers attitude	Discussions	Taking notes	For translating
	Recognizing speakers attitude	Summary	On phone and internet	Understanding unknown words from contexts	Seminars and conference
	Discussions	Evaluating the information	For obtaining specific information	Obtaining key vocabulary items	Meetings
	For obtaining specific information	Obtaining specific information	Obtaining key vocab	presentations	Over telephone and internet
	For summary	Obtaining key vocab	Evaluating information	Recognizing speakers attitude	Face to face
	Evaluating information	Taking notes	Taking notes	Summarizing	Taking notes
	Identifying key vocab	Announcement	To foreigners	TV programs	Summarizing
	Extracting information not	programs	Recognizing attitude		Presentations
	Contextual meaning	Understanding implicit information	Summarizing		For evaluating the information
		To native speakers	TV programs		
Reading	Understanding computer information	Information on internet	Computer information	For summarizing	www information
	Using internet	Computer information	Internet	Guessing meaning of	Referencing

			unknown words	
Reports	For summarizing	Business letters	Scanning	Scanning
Emails	For skimming	Reports	www information	Legal docs
Fax	For analyzing	Emails	Inferencing	Computer information
Newspaper	emails	fax	Analyzing	Reports
Agenda	Synthesizing	memos	Academic texts	For summarizing
Vouchers	Scanning	Agenda	Transferring information	For paraphrasing
Legal docs	Inferencing	For scanning	For main ideas	Identifying main ideas
Memos	Reading minutes	Invoices	Computer information	For analyzing
Business letters	Reading instructions	For skimming	Skimming	Minutes
invoices	For note taking	For predicting	Reading intensively	Emails
minutes	Reading vouchers	Instructions	Responding critically	Fax messages
Brochures	For referencing	For paraphrasing	Referencing	Predicting
Itineraries	Responding critically	Note taking	Paraphrasing	instructions
Manuals	Agenda	Analyzing	Note taking	Brochures
Academic texts	Legal docs	Identifying ideas	Emails	Itineraries
catalogues	For identifying supporting and main ideas	Manuals	Predicting	Tour operations
For skimming	Newspaper	Legal docs	Maps	Vouchers
Summarizing	For predicting	For referencing	Newspapers	Bank docs
Analyzing	Reports	Predicting unknown words	Dictionary entries	
Synthesizing	For paraphrasing	Responding critically	Legal docs	
Scanning	Academic texts	Itineraries	Agenda	
Predicting	memos	Catalogues	Memos	
Paraphrasing		Vouchers	Magazines	
Responding critically			Brochures	
Identifying ideas				

Appendix 6: (Teachers' Perceptions of the Present Proficiency of the Learners)

Table 59
Teachers' Perception of the Proficiency in general English language skills/tasks

Tasks and Skills	Excellent (%)	Good (%)	Average (%)	Poor (%)	Very Poor (%)	Poor+ Very Poor (%)
Synthesizing information from more than one sources	5	10	17.5	62.5	5	67.5
Critical thinking	5	7.5	20	60	7.5	67.5
Accuracy	0	17.5	17.5	52.5	12.5	65

Formulating Coherent argument	0	5	30	60	5	65
Use of grammar	0	17.5	40	37.5	5	42.5
using appropriate vocabulary	0	12.5	45	37.5	5	42.5
Library skills	0	10	52.5	35.2	2.5	37.7
Appropriate pronunciation	0	10	52.5	32.5	5	37.5
Browsing internet	0	22.5	55	20	2.5	22.5

N=40

Table 60
Teachers' Perception of the Proficiency in Reading skills/tasks

Tasks and Skills	Excellent (%) 5	Good (%) 4	Average (%) 3	Poor (%) 2	Very Poor (%) 1	Poor+ Very Poor (%)
Critical reading	0	5	22.5	60	12.5	72.5
Understanding text organization	0	5	35	50	10	60
Making inferences	0	7.5	40	42.5	10	52.5
Identifying mood, tone and purpose of writing	0	7.5	40	45	7.5	52.5
Understanding various genres	0	12.5	35	40	12.5	52.5
Skimming	5	12.5	32.5	47.5	2.5	50
Understanding Cohesion	0	5	45	40	10	50
Scanning	5	20	27.5	45	2.5	47.5
Critically analyzing	0	10	42.5	47.5	0	47.5
Reading works of fiction	5	20	30	37.5	7.5	45
identifying main ideas	5	7.5	45	40	2.5	42.5
Analyzing pictures/diagrams	0	7.5	50	32.5	10	42.5
guessing the meaning of unknown words from context	5	7.5	47.5	35	5	40
Understanding textbooks and reference books	0	17.5	47.5	35	0	35
Understanding figurative expressions	0	17.5	50	32.5	0	32.5
Reading newspaper/magazines	0	12.5	55	22.5	10	32.5

Table 61
Teachers' Perception of the Proficiency in Writing skills/tasks

Tasks and Skills	Excellent (%) 5	Good (%) 4	Average (%) 3	Poor (%) 2	Very Poor (%) 1	Poor+ Very Poor (%)
Proof reading	0	7.5	12.5	67.5	12.5	80
Developing ideas	0	5	20	57.5	17.5	75
Linking ideas	0	5	20	65	10	75
Using appropriate style in writing	0	5	20	60	15	75
Critical analysis	0	5	22.5	55	17.5	72.5
Writing Case Studies	0	15	12.5	47.5	25	72.5
Editing	0	5	25	60	10	70
Expressing and defending personal points of view in writing	0	5	25	57.5	12.5	70
Evaluating own/other's writings	0	5	25	57.5	12.5	70
Creative writing	0	5	27.5	45	22.5	67.5

Using cohesive devices	0	7.5	27.5	52.5	12.5	65
Writing thesis/research	0	5	35	35	25	60
Addressing topic	0	7.5	35	52.5	5	57.5
Referencing and/or quoting	0	7.5	35	37.5	20	57.5
Writing e-mails	5	22.5	20	40	12.5	52.5
Writing essays and assignments	5	10	35	37.5	12.5	50
paraphrasing	0	25	30	35	10	45
summarizing	5	12.5	50	27.5	5	32.5

Table 62
Teachers' Perception of the Proficiency in Listening skills/tasks

Tasks and Skills	Excellent (%) 5	Good (%) 4	Average (%) 3	Poor (%) 2	Very Poor (%) 1	Poor+ Very Poor (%)
Recognizing speech Organization patterns (lecture, announcement)	0	7.5	37.5	30	25	55
Listening to presentation/lectures/seminars	0	12.5	32.5	47.5	7.5	55
obtaining specific information	0	12.5	35	37.5	15	52.5
Understanding informal talks	0	17.5	37.5	45	0	45
Obtaining information from audio-visual presentation	0	17.5	40	35	7.5	42.5
note-taking	0	7.5	55	35	2.5	37.5

Table 63
Teachers' Perception of the Proficiency in Speaking skills/tasks

Tasks and Skills	Excellent (%) 5	Good (%) 4	Average (%) 3	Poor (%) 2	Very Poor 1	Poor+ Very Poor (%)
Understanding discourse	0	10	12.5	55	22.5	77.5
Participating in interview/viva voce	0	7.5	17.5	65	10	75
Giving extempore speeches	0	5	20	50	25	75
Reasoning	0	5	32.5	52.5	10	62.5
Taking part in group discussion	0	5	37.5	52.5	5	57.5
Giving presentation	0	10	35	45	10	55
Taking part in non academic informal discussion	0	20	25	52.5	2.5	55
Discussing with teachers	0	12.5	45	37.5	5	42.5
Participating effectively in discussions	0	5	62.5	22.5	10	32.5

Appendix 7 :(Students' Perceptions of the Present Proficiency of the Learners)

Table 64
Students' Perceptions of the Proficiency in general English language skills/tasks

Tasks and Skills	Excellent (%) 5	Good (%) 4	Average (%) 3	Poor (%) 2	Very Poor (%) 1	Poor+ Very Poor (%)
Critical thinking	0	7.1	32.9	53.6	6.4	60
Formulating Coherent argument	0	5.7	35.7	44.3	14.3	58.6
Synthesizing information from more than one sources	0	6.4	35.7	45.7	12.1	57.8
Accuracy	0	23.6	35	35	6.4	41.4
Library skills	6.4	15.7	39.3	30	8.6	38.6
Using appropriate vocabulary	2.1	22.1	47.1	28.6	0	28.6
Appropriate pronunciation	3.6	29.3	40.7	22.1	4.3	26.4
Browsing internet	7.1	23.6	43.6	20.7	5	25.7
Use of grammar	2.9	45	37.1	15	0	15

Table 65
Students' Perceptions of the Proficiency in Reading skills/tasks

Tasks and Skills	Excellent (%) 5	Good (%) 4	Average (%) 3	Poor (%) 2	Very Poor (%) 1	Poor+ Very Poor (%)
Understanding Cohesion	0	0	25	47.1	27.9	75
Understanding various genres	3.6	11.4	37.1	38.6	9.3	47.9
making inferences	1.4	6.4	45	37.1	10	47.1
Critical reading	1.4	7.9	44.3	40	6.4	46.4
Identifying mood, tone and purpose of writing	0	13.6	40.7	39.3	6.4	45.7
Scanning	2.1	13.6	39.3	43.6	1.4	45
Critically analyzing	0	11.4	45.7	27.9	15	42.9
Skimming	4.3	13.6	45.7	34.3	2.1	36.4
Identifying main ideas	0	19.3	45	26.4	9.3	35.7
Reading works of fiction	5.7	20.7	38.6	31.4	3.6	35
Analyzing pictures/diagrams	2.1	12.9	50	32.9	2.1	35
Reading newspaper/magazines	9.3	13.6	42.9	31.4	2.9	34.3
Understanding figurative expressions	1.4	15	52.9	28.6	2.1	30.7
Understanding textbooks and reference books	7.9	22.1	43.6	20.7	5.7	26.4
Understanding text organization	2.9	22.1	49.3	20	5.7	25.7
guessing the meaning of unknown words from context	4.3	23.6	51.4	12.9	7.9	20.8

Table 66
Students' Perceptions of the Proficiency in Writing skills/tasks

Tasks and Skills	Excellent (%)	Good (%)	Average (%)	Poor (%)	Very Poor (%)	Poor+ Very Poor (%)
Using cohesive devices	0	2.1	30	55	12.9	67.9
Linking ideas	0	6.4	32.1	52.9	8.6	61.5
Developing ideas	0	5.7	36.4	48.6	9.3	57.9

Expressing and defending personal points of view in writing	0.7	12.9	36	40	16.4	56.4
Writing thesis/research	0.7	17.6	25.7	46.4	8.6	55
Critical analysis	1.4	15	33.6	44.3	5.7	50
Writing e-mails	0	17.1	32.1	40	10	50
Creative writing	2.9	17.9	3	42.9	6.4	49.3
Writing Case Studies	2.9	15	35	34.3	12.9	47.2
Editing	2.9	16.4	37.9	37.1	5.7	42.8
Using appropriate style in writing	3.6	13.6	40.7	35.7	6.4	42.1
Evaluating own/other's writings	4.3	12.1	42.9	38.6	2.1	40.7
Referencing and/or quoting	2.9	20	37.1	36.4	3.6	40
Proof reading	2.1	15	44.3	37.1	1.4	38.5
Writing essays and assignments	2.9	12.9	47.9	27.1	9.3	36.4
summarizing	0.7	27.1	38.6	29.3	4.3	33.6
paraphrasing	5	18.6	43.6	27.9	5	32.9
Addressing topic	0	16.4	52.1	27.1	4.3	31.4

Table 67
Students' Perceptions of the Proficiency in Listening skills/tasks

Tasks and Skills	Excellent (%)	Good (%)	Average (%)	Poor (%)	Very Poor (%)	Poor+ Very Poor (%)
Recognizing speech Organization patterns (lecture, announcement)	0	9.3	45	40.7	5	45.7
Obtaining information from audio-visual presentation	0	10	44.3	41.4	4.3	45.7
Listening to presentation/lectures/seminars	2.9	25	27.9	30	14.3	44.3
obtaining specific information	5.7	12.1	42.9	35	4.3	39.3
Note-taking	1.4	20.7	39.3	34.3	4.3	38.6
Understanding informal talks	0	22.1	45.7	24.3	7.9	32.2

Table 68
Students' Perceptions of the Proficiency in Speaking skills/tasks

Tasks and Skills	Excellent (%)	Good (%)	Average (%)	Poor (%)	Very Poor (%)	Poor+ Very Poor
Understanding discourse	0	0	22.9	62.9	14.3	77.2
Reasoning	0	5	31.4	45	18.6	63.6
Giving extempore speeches	0	7.9	41.4	32.9	17.9	50.8
Taking part in group discussion	2.9	15.7	39.3	35	7.1	42.1
Giving presentation	1.4	10	47.1	41.4	0	41.4
Participating effectively in discussions	2.9	16.4	39.3	30	11.4	41.4
Participating in interview/viva voce	2.1	12.1	45	36.4	4.3	40.7
Taking part in non academic informal discussion	2.1	13.6	45.7	35	3.6	38.6
Discussing with teachers	2.9	12.1	49.3	30.7	5	35.7

Appendix 8 :(Grading and Sequencing of the Tasks for Academic Section)

General Tasks

Table 69 *Grading General Tasks*					
Criteria Skills ⇨	Formulating coherent argument	Using appropriate vocabulary	Accuracy	Critical thinking	Synthesizing information from different sources
Familiarity	1	0	0	1	1
Little/high reasoning	1	0	1	1	1
Involving dialogues/monologues	0	1	1	0	0
Less/frequent grammatical components	1	1	1	1	1
Density of vocabulary	1	1	0	1	1
Prior/new knowledge	0	0	0	1	0
Easy/difficult discourse	1	0	1	1	1
Comprehension 1/production	1	1	1	0	1
Concrete/abstract ideas related	1	1	0	1	0
Few steps or ways of communication involved	0	1	1	1	1
General/technical skills	1	0	0	1	1
No. of skill phases	1	1	1	1	1
Score of the tasks	**9**	**7**	**7**	**10**	**9**

*(1) means that that task is complex and (0) means considerably simple

Reading Tasks

Table 70 *Grading Reading tasks*						
Criteria Skills ⇨	Identifying main ideas	Critical analysis	Critical reading,, active reading, extensive reading	Identifying mood, tone and purpose	Making inference	Understanding cohesion
Familiarity	0	1	1	1	1	1
Little/high reasoning	0	1	0	0	1	1
Involving dialogues/monologues	0	1	0	0	1	0
Less/frequent grammatical components	1	1	0	0	0	1
Density of vocabulary	1	1	0	1	1	1
Prior/new knowledge	0	1	1	1	1	1
Easy/difficult discourse	0	1	1	1	1	1
Comprehension 1/production	0	1	0	0	0	0
Concrete/abstract ideas related	0	1	0	0	1	0
Few steps or ways of communication involved	0	1	0	0	0	1
General/technical skills	0	1	1	1	1	1
No. of skill phases	0	1	1	0	1	1
Score of the tasks	**2**	**12**	**5**	**5**	**9**	**9**

Writing Tasks

Table 71
Grading Writing Tasks

Criteria ⇩ Skills ⇨	Developing ideas	Critical analysis	Using appropriate style in writing	Using cohesive devices	Linking ideas	Creative writing	Expressing and defending personal point of view	Evaluating own or other's writing	Addressing topic
Familiarity	0	1	1	1	1	1	1	1	0
Little/high reasoning	1	1	0	1	0	1	1	0	0
Involving dialogues/monologues	0	0	0	0	0	0	0	0	0
Less/frequent grammatical components	1	1	0	1	1	1	1	1	0
Density of vocabulary	0	1	0	1	1	1	0	0	0
Prior/new knowledge	0	1	1	1	1	1	1	1	0
Easy/difficult discourse	0	1	1	1	1	1	1	0	0
Comprehension 1/production	1	1	1	0	0	1	1	1	1
Concrete/abstract ideas related	0	1	1	0	0	1	1	0	1
Few steps or ways of communication involved	0	1	1	1	1	1	1	1	0
General/technical skills	0	1	1	1	0	1	1	1	1
No. of skill phases	1	1	1	1	1	1	1	1	1
Score of the tasks	**4**	**11**	**8**	**9**	**7**	**11**	**10**	**7**	**4**

Listening Tasks

Table 72
Grading listening tasks

Criteria ⇩ Skills ⇨	obtaining specific information	Recognizing speech Organization patterns (lecture, announcement)	note-taking	Listening to presentation
Familiarity	1	1	0	0
Little/high reasoning	0	1	0	0
Involving dialogues/monologues	1	0	0	0
Less/frequent grammatical components	0	1	0	1
Density of vocabulary	0	1	0	1
Prior/new knowledge	1	1	0	0
Easy/difficult discourse	1	1	0	0
Comprehension 1/production	0	0	0	0
Concrete/abstract ideas related	0	0	1	0
Few steps or ways of communication involved	0	0	0	0
General/technical skills	0	1	0	0
No. of skill phases	1	0	0	0
Score of the tasks	**5**	**7**	**1**	**2**

Reading Tasks

Table 73 *Grading Speaking Tasks*								
Criteria ⇩ ⇨ Skills	Giving presentation	Participating in interview/viva	Giving extempore speeches	Reasoning	Discussing with teachers	Understanding discourse	Taking part in group discussion	Participating effectively in discussions
Familiarity	1	1	1	1	0	1	0	0
Little/high reasoning	1	1	1	1	0	0	0	0
Involving dialogues/monologues	0	1	0	1	1	1	1	1
Less/frequent grammatical components	1	1	1	1	0	1	0	0
Density of vocabulary	1	1	1	1	0	1	0	0
Prior/new knowledge	1	1	1	1	0	1	0	0
Easy/difficult discourse	1	1	1	1	0	1	0	0
Comprehension 1/production	1	1	1	1	1	0	1	1
Concrete/abstract ideas related	0	0	1	1	0	1	0	0
Few steps or ways of communication involved	1	1	1	1	1	1	1	1
General/technical skills	0	0	1	1	0	1	0	0
No. of skill phases	1	1	1	1	1	0	1	1
Score of the tasks	**9**	**10**	**11**	**2**	**4**	**9**	**4**	**4**

Appendix 9 : (Grading and Sequencing of the Tasks for Professional Section)

In sequencing two scale marks have been used i.e. (1) means that that task is complex and (0) means considerably simple

General Tasks

Table 74 *Grading General Tasks*					
Criteria ⇩ Skills ⇨	Sociolinguistic competence	Discourse competence	Strategic competence	Adopting context specific tone and style	Using appropriate moves and cohesive devices
Familiarity	1	1	1	1	1
Little/high reasoning	0	1	1	1	1
Involving dialogues/monologues	1	1	1	1	1
Less/frequent grammatical components	1	1	1	1	1
Density of vocabulary	0	1	1	1	1
Prior/new knowledge	1	1	1	0	0
Easy/difficult discourse	0	1	1	1	1
Comprehension 1/production	1	1	1	1	1
Concrete/abstract ideas related	0	1	1	1	1
Few steps or ways of communication involved	1	1	0	1	1
General/technical skills	0	1	1	1	1
No. of skill phases	1	1	1	1	1
Score of the tasks	**7**	**12**	**11**	**11**	**11**

Reading Tasks

Table 75 *Grading Reading Tasks*					
Criteria ⬇ Skills ⟹	Reading different types of official documents	Intensive, extensive and active reading	Synthesizing information from different sources	Transferring information	Reading for responding critically
Familiarity	1	0	0	1	1
Little/high reasoning	0	0	0	0	0
Involving dialogues/monologues	0	0	0	0	0
Less/frequent grammatical components	0	1	1	1	1
Density of vocabulary	0	0	1	1	1
Prior/new knowledge	1	0	1	1	1
Easy/difficult discourse	0	0	1	1	1
Comprehension 1/production	0	0	0	0	0
Concrete/abstract ideas related	0	0	0	0	1
Few steps or ways of communication involved	0	1	1	1	1
General/technical skills	0	1	1	1	0
No. of skill phases	0	1	1	1	1
Score of the tasks	**2**	**4**	**7**	**8**	**8**

Writing Tasks

Table 76 *Grading Writing Tasks*						
Criteria ⬇ Skills ⟹	Different types of emails and ICT based correspondence	Adopting appropriate tone and style	Linking ideas	Creative writing with appropriate discourse	Writing legal documents	Developing ideas
Familiarity	1	1	0	1	1	0
Little/high reasoning	0	1	0	1	0	1
Involving dialogues/monologues	1	1	0	0	0	0
Less/frequent grammatical components	0	0	0	1	0	0
Density of vocabulary	0	1	0	1	0	1
Prior/new knowledge	1	1	0	1	1	0
Easy/difficult discourse	1	1	0	1	0	0
Comprehension /production	1	1	1	1	1	1
Concrete/abstract ideas related	0	1	0	1	0	0
Few steps or ways of communication involved	1	1	0	1	0	0
General/technical skills	1	1	0	0	1	0
No. of skill phases	1	0	0	1	0	0
Score of the tasks	**8**	**10**	**1**	**10**	**4**	**3**

Listening Tasks

Table 77 *Grading Listening Tasks*						
Criteria ⬇ Skills ⮕	Listening at different situations and speakers	Listening for obtaining specific information	Listening for key vocabulary	Listening for evaluating information	Listening for guessing meaning from context	Listening for extracting implicit information
Familiarity	1	0	0	1	0	1
Little/high reasoning	0	0	0	0	0	1
Involving dialogues/monologues	0	0	0	1	0	0
Less/frequent grammatical components	1	1	1	1	1	1
Density of vocabulary	0	1	1	1	0	0
Prior/new knowledge	1	0	0	1	0	1
Easy/difficult discourse	0	0	0	1	1	1
Comprehension 1/production	0	0	0	0	0	0
Concrete/abstract ideas related	0	0	0	1	1	1
Few steps or ways of communication involved	0	1	0	1	1	1
General/technical skills	0	0	0	1	0	1
No. of skill phases	0	1	1	1	0	1
Score of the tasks	**3**	**4**	**3**	**10**	**4**	**9**

Speaking Tasks

Table 78 *Grading Speaking Tasks*										
Criteria ⬇ Skills ⮕	Criticizing	persuasion	negotiation	Reasoning and refuting ideas	Reacting to other's speech	Interpersonal relationship	Presentation and small talk	Comparing and contrasting	Expressing own ideas, opinions	Solving problems
Familiarity	1	1	1	`	1	1	1	0	0	1
Little/high reasoning	1	1	1	1	1	1	1	1	0	1
Involving dialogues/monologues	1	1	1	1	1	1	1	1	1	1
Less/frequent grammatical components	1	0	1	1	1	0	0	1	1	0
Density of vocabulary	1	0	0	1	0	0	0	0	1	1
Prior/new knowledge	1	1	1	1	1	1	1	1	1	1
Easy/difficult discourse	1	1	1	1	1	1	1	0	0	1
Comprehension 1/production	1	1	1	1	1	1	1	1	1	1
Concrete/abstract ideas related	1	1	1	1	1	1	1	0	1	1
Few steps or ways of communication involved	1	1	1	1	1	1	1	0	1	1
General/technical skills	1	1	1	1	1	1	0	0	0	1
No. of skill phases	1	1	1	1	1	1	1	0	1	1
Score of the tasks	**12**	**10**	**11**	**12**	**11**	**10**	**9**	**5**	**8**	**11**

Appendix 10: (Samples of Syllabi of the Universities)

World University

WORLD UNIVERSITY OF BANGLADESH (WUB)
BA Honours in English
Courses for First Year

The following courses are offered to the First Semeter students :

Course Code	Course Name
GE 001	Advanced Conversation
BAN 104	Introduction to Bangla Literature
ENG 405	History of English Literature —1
CIS 313	Fundamentals of Computing

GE 001: General English

First Midterm
1. Parts of Speech: Countable and uncountable noun, appropriate preposition, adjective, present participle, gerund, conjunction.
2. Tense: Fill in the gaps with right form of verbs. A brief discussion of twelve forms of Tense.
3. Vocabulary: Synonyms and Antonyms.
4. Reading comprehension and knowing how to make questions and answers from Headway Elementary Students Book.
5. Speaking session on different common issues in everyday common language and knowing how to introduce one. Knowing how to use modal auxiliaries in making questions and humble request.
6. Writing composition, official and Demy-Official letters.

Second Midterm
1. Sentence: Simple, Complex, Compound, Positive, Comparative and Superlative. Assertive, Interrogative , Imperative Optative, and Exclamatory.
2. Correction of sentences: Mistakes concerning use of Article, preposition, Number, Gender, use of appropriate words. redundancy parallelism etc.
3. Practicing dialogues in different situations using modal auxiliaries like can,could,would,should,may,might,used to, need to, dare to etc.
4. Direct Indirect speech, Active and Passive voice.
5. Use of idiomatic phrases, collecting vocabulary with appropriate pronunciation and usage.
6. Reading comprehension on different issues even from the daily English newspaper. Fill in the blanks with suitable words.
7. Writing composition. Elaborations of ideas like 'As you sow, so you reap'. 'Child is the father of man'.

Semester Final
1. Listening , Speaking , Reading and Writing
2. Presentation ceremony on assignments
3. Picture description
4. Practising dialogues in front of the students on how to make conversation in a shopping mall, over telephone, with friends.
5. Vocabulary, analogy
6. Reading comprehension and answering questions.

ENG 201: Public Speaking
A course to improve the students ability to communicate with proficiency, self-confidence and poise in public speaking situations, with emphasis on speaking with grammatical precision in an organized fashion.

ENG 408: Romantic Literature —

Jagannath University

Fourth Year Second Semester

ENG 4201	Old And Middle English Literature	3 Credits
ENG 4202	Modern English Fiction	3 Credits
ENG 4203	Modern American Fiction	3 Credits
ENG 4204	Third World Literature	3 Credits
ENG 4205	Latin American Literature	3 Credits
ENG 4206	20th Century Century Critical Theory	3 Credits
ENG 4207	Viva-Voce	1.5 Credits

FIRST YEAR FIRST SEMESTER

COURSE ENG 1101 : INTRODUCTION TO READING

This course concentrates on:

o understanding the usage of grammatical items: determiners, modifiers, nouns, verb types (finite, nonfinite, transitive, intransitive, modals), adjectives, adverbs, prepositions, conjunctions.
o understanding sentence structures;
o interpreting connotations and denotations of words;
o understanding words in context and selecting the meaning that fits the context;
o recognizing and understanding the main idea of the text;
o understanding the organization of different passages of the text;
o interpreting figurative expressions;
o inferring word meanings;
o identifying the tone, mood, voice and purpose of the speaker or writer, and the contribution of these elements to the style;
o identifying antecedents and pronoun references;
o understanding formal/informal language;
o understanding the relationship between the author and the audience.

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Recommended Reading :

R. Carter and N. Long, *The Web of Words Literature and Language*
J. Collie and S. Slater, *Literature in the Language Classroom*
H. Hill, *Using Literature in Language Teaching*
D. Queen, ed., *Configurations: American Short Stories for the EFL Classroom*
T. U. Salehs, *Now Read On*
S. Greenall & M. Swan, *Effective Reading*
N. Lewis, *How to Read Better and Faster*

COURSE ENG 1102 : INTRODUCTION TO WRITING
The Paragraph :

Students will learn the use of
(a) unity of idea, unity of order, and unity of coherence
(b) the topic sentence
(c) techniques of paragraph development by
examples
comparison
contrast
classification
cause and effect
narration
description
persuasion/ argument

Precis, Summary and Paraphrase Writing :

The teacher in the composition classes will explain essential points of grammar, structure and punctuation, such as the following:
o Word classes and their structures
o Word functions
o Synonyms and antonyms
o Use of articles and prepositions
o Phrases and their structures
o Clauses and their structures
o Simple, complex and compound sentences
o Effective sentences
o Agreement
o Tense
o Punctuation

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SECOND YEAR FIRST SEMESTER

COURSE ENG 2101 : ACADEMIC WRITING

Students will learn how to write literary essays and term papers with necessary arguments and relevant information. They will also learn the usage of punctuation and documentation.

Recommended Reading :

J. A. W. Heffernon, et al., *Writing: A College Handbook.*
C. R. Kothari, *Research Methodology*
K. Griffith, *Writing Essays about Literature.*
Joseph Gibaldi, *MLA Handbook for Writers of Research Papers*
Sweals and Feak, *Academic Writing for Graduate Students*

COURSE ENG 2102 : 17TH CENTURY PROSE AND DRAMA

State University of Bangladesh

Part 2 : General English Development Courses

ENG 1111 : Developing Basic English Skills

Listening: Listening for comprehension and note taking. Speaking in different contexts: everyday life; academic and business situations; different types of speaking: free conversation, debate, group discussion, public speaking: different language functions; Reading: Reading different materials for comprehension and speed. Pre-reading, while reading, and post-reading activities. Writing: Pre-writing activities, generating ideas, planning and organizing ideas, writing paragraphs and summaries.

ENG 1121 : Advanced Reading & Writing Strategies

Reading: Reading different materials for comprehension. Distinguishing main ideas and supporting details, distinguishing facts and opinions. Different reading strategies such as skimming, scanning, predicting, inferring, reading for general and specific purposes; Critical analysis and interpretation of texts. Writing: The writing process: writing letters and applications; writing paragraphs; writing essays. Different rhetorical modes: Different types of writing: Controlled writing; Guided writing; Free writing.

ENG 1132 : Communicative Grammar

Traditional and modern grammar teaching; Contextualised and decontextualised grammar; the importance of grammaticality and appropriateness and their interrelations; grammar in use.

ENG 1213 : Developing Speaking Skills

Characteristics of Spoken Language; Reasons for speaking- explaining a topic, language as a system for the expression of meaning; Speaking for interaction and communication; problems with speaking; types of activities to promote speaking skills, problem solving; Speaking in classrooms.

ENG 1314 : English for Professional Purposes

English for academic and educational professional/occupational purposes, communicative, and linguistic needs of a specific group of learners, designing an appropriate course for the group, evaluating and selecting suitable teaching materials and methods.

ENG 1414 : Academic Writing

Different types of academic writings- selection of topic, generating ideas, collecting information, preparing a draft, revising, editing, further improvement. Report writing, Formal letter writing, Summary writing, Assignment, Term paper, Referencing and Documenting.

Part 3. Core Courses

Rajshahi University

Course 101

Listening, Speaking, Phonetics and Phonology
Full Marks: 100 (Written 90 + Internal Assessment 10)

This course aims at helping students develop their listening and speaking skills and become familiar with the basic aspects of phonetics and phonology.

A. Listening: Marks : 10
- Sound recognition
- Recognising minimal pairs with the help of sentence context
- Dictation
- Dictocomp
- Listening for specific information, e.g., answering specific questions, listening and filling in gaps
- Listening for general comprehension, e.g., giving the gist or summary after listening to a text
- Listening and note taking
- Varieties of English

B. Speaking: Marks : 40
- Speaking with acceptable (mutually intelligible level of) pronunciation
- Speaking with natural speed (fluency)
- Speaking with an acceptable level of grammar (accuracy)
- Common notions, functions and situational expressions
- Group/pair discussions on popular/familiar topics
- Giving and taking interviews
- Presentation skills
- Extempore speech

C: Phonetics and Phonology   Marks: 40
- Different groups of sounds : their description
- Phonology of English : phonemes and allophones
- Allophonic processes : aspiration, assimilation, elision and others
- Phonemic transcriptions : separate words, continuous speech
- Intonation : word stress, sentence stress, accentuation patterns and others

Recommended Reading:

Speaking
Brown G. and Yule, G. 1983. *Teaching the Spoken Language*. CUP
Bygate, M. 1987. *Speaking*. OUP
Ellis, R. & Tomlinson, B. 1987. *Speaking*. OUP
Gower, R. 1987, *Speaking*. OUP
Jones, L. 1984. *Ideas*. CUP
Nolasco, R. 1987. *Speaking*. OUP
Ramsey, G. & H. Res-Parnell. 1987. *Well-Spoken*. Longman

Listening
Alderson, A. and Lurich, T. 1988. *Listening*. Oxford OUP
Brown, G. 1977. *Listening to Spoken English*. London: Longman
British council 1981. *The Teaching of Listening Comprehension*, ELT Documents, London:
The British Council
Ur. P. 1986. *Teaching Listening Comprehension*. CUP

Phonetics and Phonology
Abercrombie, D.	*Elements of General Phonetics*
Barker, A.	*Ship or Sheep : An Intermediate Pronunciation Course*
Balasubramanian, T.	*A Textbook for English Phonetics for Indian Students*
Colson, W	*Practical Phonetics*
A. C. Gimson	*An Introduction to the Pronunciation of English*
Gimson, A. C.	*A Practical Course of English Pronunciation*
Gimson, A. C. & Ramsaran	*An English Pronunciation Comparison*
Hargreaves, P. H. & G. Symour	*Practical English Phonetics*
Hooke, R. & Judith Rowel	*A Handbook of English Pronunciation*
Hye, A.	*Sound Structures of English and Bengali*
Jones, D.	*An Outline of English Phonetics*
Jones, D.	*English Pronouncing Dictionary*
Kuiper, K. & Scott Allan	*An Introduction to English Language*
O'Connor, J. D.	*Better English Pronunciation (text with cassettes)*
Roach, P.	*English Phonetics & Phonology : A Practical Course*
Shethi, J. & P. V. Dhamija	*A Course in Phonetics and Spoken English*
Trim, J.	*English Pronunciation Illustrated*

Course 102

Reading
Full Marks: 100 (Written 90 + Internal Assessment 10)

This course aims to help students develop their reading skills in English so that they can better understand, appreciate and enjoy literature courses. The purpose of this course is to refresh and reactivate students' previously acquired knowledge of the language leading to better reading skills and comprehension through intensive reading of prose and poetry.

In this course students will be taught how:
a) to understand words in context and to select the meaning that fits the context;
b) to interpret connotations and denotations of words;
c) to understand and interpret figurative expressions;
d) to react to sensory images suggested by words;
e) to give meanings to units of increasing size : phrase, clause, sentence, paragraph, and the whole section;
f) to understand sentence structures;
g) to recognize and understand the main idea and supporting details of the passages of text;
h) to perceive the organization of sentences in paragraph and of the passages of text;
i) to perceive relationship : (i) part-whole, cause-effect, general-specific, (ii) place, time
j) to make inferences, draw conclusions and supply implied details;
k) to identify antecedents and pronoun references;
l) to apply ideas from one's past experience to those of the text;
m) to identify formal / informal language;
n) to comment on the style of writing;
o) to identify the tone, mood and intent or purpose of the writer.

Texts for reading: (The teacher may add more material)   50
Prose:
Patricia Folliner	The Gypsies
Eric Hoffer	Dull Work
Bertrand Russell	How to Grow Old
John Galsworthy	Quality
Plato	The Myth of the Cave
N. C. Chaudhuri	The River and the Rains
Edgar Allan Poe	Tell-Tale Heart

University of Dhaka

First Year: Semester I

Course Eng.101: Developing English Language Skills

Listening:

- Listening for main ideas/key information
- Listening for specific details
- Listening and understanding both implicit and explicit messages
- Listening and responding to texts (i.e., following instructions, answering questions, reacting to texts, etc.)
- Listening and note-taking

Speaking:

- Understanding social conventions (i.e., formal/informal speech, turn taking etc.)
- Guided conversations (involving different functions and situations, e.g., greetings, requesting, apologizing, etc.)
- Two-minute impromptu talks
- Reading news item and reporting
- Role-plays and simulations
- Preparing and presenting talks on a given theme
- Interviews
- Story telling
- Informal debates and group discussions
- Public speaking

Reading:

- Reading strategies (skimming, scanning, predicting, inferencing, etc.)
- Speed reading
- Active reading (highlighting, getting information from text quickly finding your way around texts noting key words, following main arguments, interacting with the text and summarizing)

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- Reading to improve linguistic skills and expand vocabulary; understanding overall discourse to relate structure and meaning to the analysis and comprehension of the text
- Critical reading (make judgments about how a text is argued, reflecting and making personal response as well as close scrutiny of language to understand writer's attitude and perspective)
- Extensive reading (reading outside class books selected by teachers; at least two books will be read)
- Reading journal articles and literary criticisms.
- Writing book reviews (reviews of the books read during the course)

Writing:

Developing sentence structures to build language awareness:

a. Extending basic sentence construction with vocabulary
b. Use of word combinations and collocations
c. Use of complex sentence constructions with connectives also fragments, run-ons

- Paraphrasing
- Summarizing
- Organizing a paragraph: topic sentence, detailed sentences, logical order and conclusions
- Paragraph writing focusing on the characteristics of pattering, cohesion, coherence and unity in the paragraph, paragraph analysis, development, outlining
- Writing paragraphs following different modes of writing: definition, description, classification, cause and effect, comparison and contrast

Course Eng. 102: Introduction to Literature (Critical Appreciation)

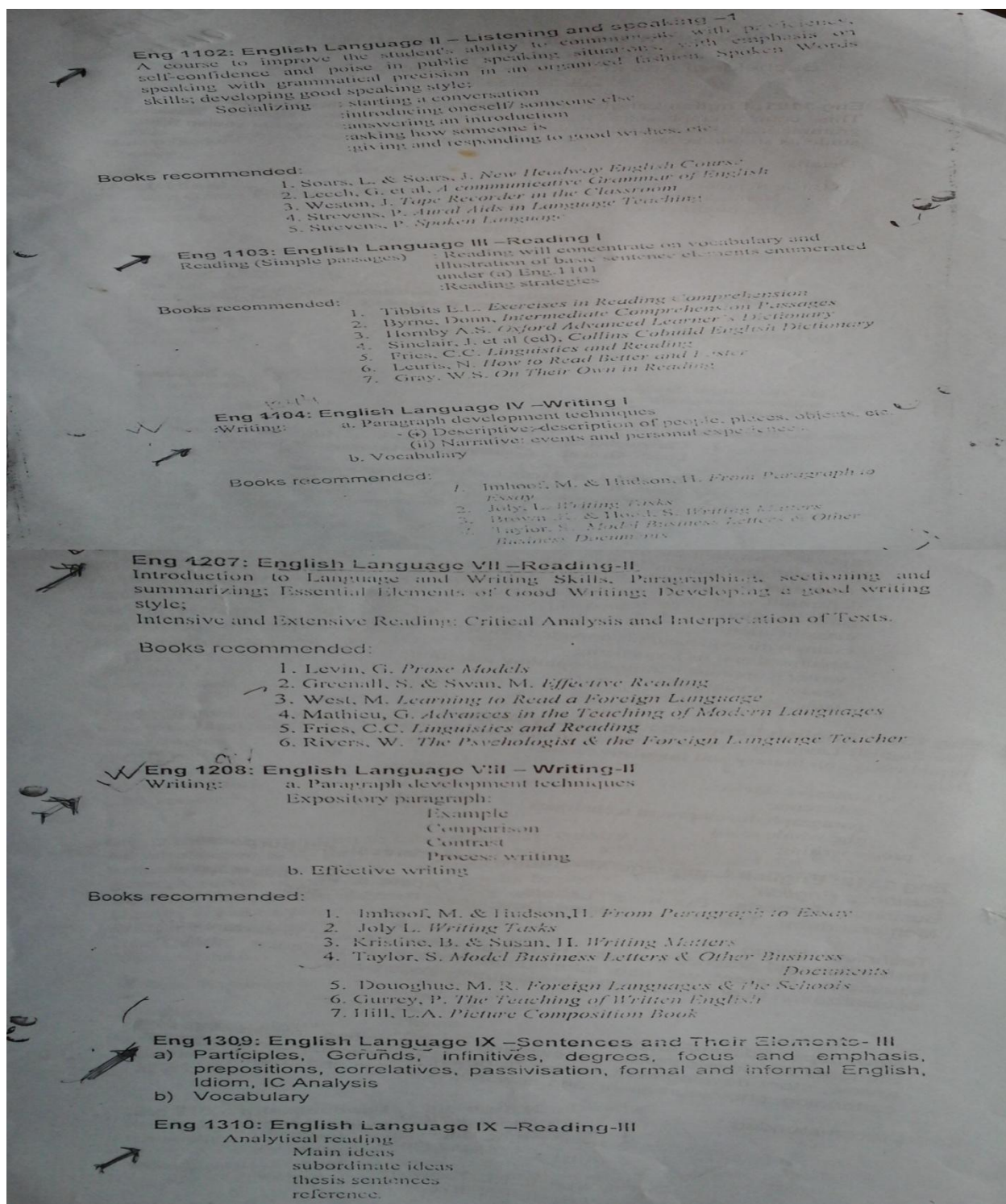**Reading**

- Using different genres to introduce figurative language (image, simile, metaphors, connotation, denotation, personification,

Third Year: Semester II

Course Eng.304: English for Professional Purposes

- Business Reports
- Business Letters
- Job Applications
- Internal Memoranda
- Minutes
- Editing
- Developing Press Copies
- Oral Presentation

North-South University

Curriculum for BA in English

ENG109 — Academic English I

The theory and practice of academic reading and writing, with an emphasis on expository writing, including narration, description, definition, process, cause and effect, comparison and contrast, classification and persuasion and informative forms of academic writing. Includes an emphasis on study skills.
Pre-requisite: ENG102   3 credits

ENG110 — Academic English II

Further work in academic reading and writing. The focus of academic writing will be expository writing with an emphasis on argumentation, persuasion and research methodology. Writing proposals for various topics from areas of language and literature, different types of bibliography, primary and secondary sources, abstract writing, documenting sources following MLA style of documentation. The student is required to choose a topic approved by the instructor and write a research paper in about 5000 words. (S)He makes classroom presentation of research paper and defends queries. **The research paper is an integral part of the course and without doing it the student cannot pass the course.** Prerequisite: ENG103/ENG109   3 credits

ENG112 — Reading Skill and Vocabulary Building

This course focuses on reading skills and lexis, and their interdependence. It makes an etymological approach to English vocabulary with a view to enriching the students' *mental dictionary* and thus aiding their receptive as well as productive skills in English. The course also puts emphasis on enhancing the pace of reading by using reading materials.   3 credits

ENG205 — Advanced Writing

Theory and practice of expository writing; critical reading and evaluation of different kinds of prose used in the humanities. Students will have the opportunity to study writing for other disciplines and for professional applications. They will be asked to write a variety of documents and to prepare and write a short research paper. Prerequisite: ENG105/ENG110.   3 credits

ENG316 — Introduction to Creative Writing

Introduction to Creative Writing is a workshop course in which students discover, analyze, and apply the methods and forms used in various forms of fiction, poetry and dramatic writing. Emphasis is given on experimentation and practice, taking cues from published writers, poets and play writers. Writing is a craft, a process, a form of art. We will take up existing writing and make it new. This course will provide students an opportunity of not only to express themselves but also to focus on word choice, diction, form, editing, idea generation and other skills useful in writing. Besides this students' own writing will be reproduced and passed out for class discussions, analysis reviewing and inspiring each other to become a better writer. Prerequisite: ENG118/119/230.
                                                              3 credits

ENG414 — English for Public Relations

Using English in various forms of public relations. Program planning: writing: editing: developing press and other public relations: producing materials : corporate identity and evaluation. Simulated PR situations will be used.
Prerequisite: ENG105/110.   3 credits

200 — Structure of English

Instruction in the structure and style of the standard, literary **English sentence**. Review of traditional grammar and usage, with attention to the integration of the sentence into its logical and rhetorical contexts. Prerequisite: 3 credits

Northern University Bangladesh

Eng 1102: English Language II – Listening and speaking –1

A course to improve the student's ability to communicate with proficiency, self-confidence and poise in public speaking situations with emphasis on speaking with grammatical precision in an organized fashion. Spoken Words skills; developing good speaking style:

Socializing : starting a conversation
:introducing oneself/ someone else
:answering an introduction
:asking how someone is
:giving and responding to good wishes, etc.

Books recommended:
1. Soars, L. & Soars, J. *New Headway English Course;*
2. Leech, G. et al, *A communicative Grammar of English;*
3. Weston, J. *Tape Recorder in the Classroom*
4. Strevens, P. *Aural Aids in Language Teaching;*
5. Strevens, P. *Spoken Language;*

Eng 1103: English Language III –Reading I

Reading (Simple passages) : Reading will concentrate on vocabulary and illustration of basic sentence elements enumerated under (a) Eng.1101
:Reading strategies

Books recommended:
1. Tibbits E.L. *Exercises in Reading Comprehension*
2. Byrne, Donn, *Intermediate Comprehension Passages*
3. Hornby A.S. *Oxford Advanced Learner's Dictionary*
4. Sinclair, J. et al (ed), *Collins Cobuild English Dictionary*
5. Fries, C.C. *Linguistics and Reading;*
6. Leuris, N. *How to Read Better and Faster*
7. Gray, W.S. *On Their Own in Reading;*

Eng 1104: English Language IV –Writing I

:Writing: a. Paragraph development techniques
(i) Descriptive-description of people, places, objects, etc.
(ii) Narrative: events and personal experience.
b. Vocabulary

Books recommended:
1. Imhoof, M. & Hudson, H. *From Paragraph to Essay*
2. Joly, L. *Writing Tasks*
3. Brown, K. & Hood, S. *Writing Matters*
4. Taylor, S. *Model Business Letters & Other Business Documents*

Eng 1207: English Language VII –Reading-II

Introduction to Language and Writing Skills. Paragraphing, sectioning and summarizing; Essential Elements of Good Writing; Developing a good writing style;
Intensive and Extensive Reading; Critical Analysis and Interpretation of Texts.

Books recommended:
1. Levin, G. *Prose Models*
2. Greenall, S. & Swan, M. *Effective Reading*
3. West, M. *Learning to Read a Foreign Language*
4. Mathieu, G. *Advances in the Teaching of Modern Languages*
5. Fries, C.C. *Linguistics and Reading*
6. Rivers, W. *The Psychologist & the Foreign Language Teacher*

Eng 1208: English Language VIII – Writing-II

Writing: a. Paragraph development techniques
Expository paragraph:
Example
Comparison
Contrast
Process writing
b. Effective writing

Books recommended:
1. Imhoof, M. & Hudson,H. *From Paragraph to Essay*
2. Joly L. *Writing Tasks*
3. Kristine, B. & Susan, H. *Writing Matters*
4. Taylor, S. *Model Business Letters & Other Business Documents*
5. Donoghue, M. R. *Foreign Languages & The Schools*
6. Gurrey, P. *The Teaching of Written English*
7. Hill, L.A. *Picture Composition Book*

Eng 1309: English Language IX –Sentences and Their Elements- III

a) Participles, Gerunds, infinitives, degrees, focus and emphasis, prepositions, correlatives, passivisation, formal and informal English, Idiom, IC Analysis
b) Vocabulary

Eng 1310: English Language IX –Reading-III

Analytical reading
Main ideas
subordinate ideas
thesis sentences
reference.

Northern University, Bangladesh
Department of English
Bachelor of Arts in English Language & Literature
Course Details

Eng 1101: English Language I – Sentences and their Elements-1

This course emphasizes the basics of the English language. Basic grammatical elements are intensively taught. On completing the course the students should be able to read and write simple and short sentences.

Details:

a) Basic Sentence Elements

(i)	Nominal Group	:	nouns (countable and uncountable)
	Pre-modifiers of noun	:	determiners
		:	adverb
		:	adjective
		:	noun-adjective(s)
	Post-modifiers of noun	:appositive	
		:prepositional	phrase
		:infinitive	
		:participles	
(ii)	Verbal Group:	verb-types: transitive, intransitive, linking	
		the tenses, the modals, the adverbials	

(b) Sentence Types

: declarative
: interrogative
: imperative
: exclamatory

(c) The Simple Sentence and its Structures: nine basic structures, wh-questions, subject-verb agreement

d) Vocabulary

Books recommended:

1. Christopherson , P, & Sandved, A.O. *An Advanced Grammar*
2. Leech, G. et al, *A Communicative Grammar of English*

3. Sinclair, J. et al (ed), *Collins Cobuild Grammar*
4. Quirk, R. et al, *University Grammar of English*
5. Thomson, A.J. & Matinet, A.V. *A Practical English Grammar*
6. Fries, C. C. *American English Grammar*

Begum Rokeya University, Rangpur

1st Year 1st Semester

Course Code : ENG 1101
Course Title : Grammar through Reading
Credit Hours : 3.00

A: Grammar

The units of Grammar: use of articles, প্রত্যয়, subject-verb agreement, correct form of verbs, pronoun references, sentence construction, standard usage, word structure, punctuation.

B: Reading

Sub-skills of reading

1. Skimming
2. scanning
3. predicting
4. guessing word meaning
5. understanding sentence meaning
6. inferring
7. interpreting
8. understanding attitudes, mood and tone etc.

Books Recommended:

1. Turnbull, Joanna(Managing Editor)	*Oxford English Dictionary*
2. Cobuild, Collins, John Sinclair	*Collins Cobuild English Dictionary*
3. Sinclair, John (Editor)	*Collins Cobuild English Grammar*
4. Nadell, Judith John Langan, Eliza A.	*Longman Guide for Writers and Readers*
5. Hodges, John Cunyus	*Harbrace College Handbook*
6. Doff, Adrian	*English in Use*
. Swan, Michael	*Practical English Usage*
10. Nagarajan	*Learn Correct English: Grammar, Composition and Usage*
10. Rani, Sudha	*A Manual for English language Laboratory*
11. Harmer	*How to Teach English*
12. Harmer	*How to Teach Writing*
13. Thornbury	*How to Teach Vocabulary*
14. Longman	*Longman Idioms Dictionary Paper*
15. Turton	*Longman Dictionary of Common Errors*
16. Bhatnagar	*English for Engineers*
17. A. J. Glover	*Build Up Your English*
18. Ahmed Sadaruddin	*Learning English the Easy Way*
19. Islam, Jahurul	*ABC of English Language*

Course Code : ENG 1102
Course Title : Listening and Speaking Skills
Credit Hours : 3.00

Speaking skills: giving up and seeking opinion or suggestion, agreeing- disagreeing, apologizing, asking for and giving up decisions, offering to help, accepting and rejecting offer for help, shopping, taking help, facing interviews, situational talk etc.

Difference between spoken and written English: formal and informal utterances

English sound system: phonemes, stress, IPA transcription, and strong weak form words, making students face different types of situations in pair

Differences between British English and American English

Listening to sound and word recognition, listening for:
i. specific information
ii. general comprehension
iii. different varieties of English

Books Recommended:

1. Baker, Ann	*Ship or Sheep?*
2. Jones, D	*English Pronouncing Dictionary*
3. O'Connor, J.D.	*Better English Pronunciation*
5. Roach, P.	*English Phonetics and Phonology*
6. Longman	*Longman Student Grammar of Spoken and Written English*
7. Longman	*Longman Pronunciation Dictionary*, Pearson
8. Dixson, Robert J.	*Everyday Dialogue in English*

3rd Year 2nd Semester

Course Code: ENG 3201

Course Title: Business English

Credit Hours: 3.00

Business Reports

Business Letters

Job Applications

Internal Memoranda

Minutes

Editing

Writing Press Release and Press Reports

Writing Reports, Writing Project Proposals

Books Recommended:

1. Fryar, Maridell and David A Thompson	*How to Write First- Class Business Correspondence*
2. Taylor, Shirley	*Model Business Letters, E-mails & other Business Documents*
3. Ashley, A	*Oxford Handbook of Commercial Correspondence*

Appendix 11: (Documents of Different Professions)

Email from a merchandiser of a garment-related company

Subject: Order placement - SSN 406- MCA

Dear Mr ……,

Plz find the attached OC for SSN 406 MCA order and arrange to back it after sealed and signed duly.

Recap are as follows:

PO	Article Number	Season	Total Qty	Price	ETD
164350	6401641.00.10	406 K	7,712 PCs	$13.20	11-Apr-14
164351	6401641.70.10	406 R	1,731 PCs	$13.20	11-Apr-14

Please revise fab booking with mill South China immediately if required any.

PO copy is attached with FINAL PRICES, ETD DATE, COMPLETE SIZE BREAKUP and ASSORTMENTS, pls revert back in case of anything is missing.

You have already received the tech packs/artworks/sms comments, pls revert back in case anything is missing.

Plz arrange to send us detail T&A and also arrange to send us PI for the purpose of arranging the LC.

The order needs to be confirmed within 24 hours else it will be considered as CONFIRMED.

Looking forward to smooth sailing of shipments. Thanks.

Regards

Assistant Manager - Merchandising
2.

Subject: RE: TTDF - SSN 407 - Art. 3521717.00.71

Dear Mr. ….

Plz note that Unifill delivered the printed our office and the non printed fabric is still in their unit (Gajipur). Plz arrange to collect the printed fabric and the accessories from our office and the non printed fabric from Gajipur. Plz Mr. Tareq will advice you the fty address.

We are really not in good shape here with this article. As I mentioned earlier that we have to send picture for tomorrow's meeting. So here we really need a fastr support from your end and we do believe that we will get it.

Plz arrange to collect the goods and send picture tomorrow. Thanks in advance.

Regards

Merchandiser

3.

Subject: FR zipper purchase for Berne

Dear ….,

It was my pleasure to talk to you few times ago. We did not receive your earlier mail at our official mail ID. But this time i received your mail at my personal mail ID.

However, We will send the original sample to you of our require FR zipper following your below address.

Please be informed that we need exact same zipper puller as was the attached picture. So far we know that this puller are also regular puller for you that you are suppling your another buyer Walls who are also from USA. So we hope you could able to supply the exact same zipper puller for us too.

Yes, the below address are correct to send your FR zipper sample for our reference. Please advise your best price of our require FR zipper.

Best regards

….

Appendix 12 :(A Vocabulary List)

Important Vocabulary List

A.O.B.	Credit	Hereto heretofore
Agenda	Current account	Hoarding
AGM	Curriculum vitae	In bulk
Appendix	Customs	Interest
Arbitration	Deal	Irrevocable
Article	Debit	Label
Audience rapport	Deposit account	Launch
Balance	Dismiss	Legal tender
Ballot	End-user	Letter of credit
Bill of lading	Executive	Liability
Brand	f.a.s.	Loan
Broker	f.o.b.	Mail order
c. & f.	Fill in	Maternity leave
c.i.f	Fire	Matters arising
Cargo	Flip chart	Merchandise
Certificate of origin	Follow up	Minutes
Charges	Force majeure	Null and void
Checkbook	Freight	Organization chart
Claim	Gesture	Overdraft
Clause	Guarantee	Pay in
Cold call	Handout	Payee
Condition	Hard currency	Paying-in slip
Consensus	Herein	Perk
Consequential loss	Hereinafter	Petty cash

Point of sale	Risk	Stipulate
Premium	S.W.O.T.	Stock
Pro forma invoice	Share premium	Terms
Promote	Shareholder	Transaction
Prospect	Shipping agent	Unanimous
Proxy vote	Show of hands	Warrant
Quay	Speculate	Waybill
Recruit	Sponsor	Wholesale
Redundant	Standing order	Withdraw
Retail	Statement	

Appendix 13: (Video Materials on Presentation Task)

Available in the attached CD.

Appendix 14: (Proficiency Test Script)

A (lorry) from the opposite side was coming (so) swiftly and I knew, after the death of my sister, ~~that~~ the drivare was drunken (on) that time. However, The lorry (hit again) our school bus and it (burst) (into) a high fire ~~fro~~ for speading ~~petrol~~ which comes out by (crusting) the (ingene). I, my sister and ~~my friends~~ some of my friends had a (burent) highly. There ~~was~~ were ten students (spot dead) and twenty one injure my sister was one of the (spot deads) and I was one (part) of _ injured.

After happening the accident I was mentally troubled ~~A~~ for two years. When I remembered that incident

ID: 1102050

I had felt very shock and all the time I was in (teare) (by) memorizing my sister and ~~the~~ dead friends.

This accident ~~to~~ had created a lot of (violence) by our seniors. They had (broke) more than thirty two lorries, three buses on that day in the street beside our school. ~~b~~ But I (was) not supported them. ~~As~~ Because I know violence would not brings any solution. For a great solution wa need proper use of driving licence, obeying the traffic rules, social awareness about it and finally the government's true measurement.

But it is a matter of great

I regret that still nowadays, we can not find out any solution for road accident. After 7 seven years, we see the same pictures that after happening a road accident we are creating a strong violence by breaking some lories, buses etc and our media's give a high concentration for two or three days but finally we get nothing. We are the common peoples the sufferer. It is our solution that common people must be suffered and it is not no matter for the higher or ruler classes.

In conclusion, we can say an awareness just an awareness is only the need for the solution of this problem.

———— o ————