English As An International Language
English Language Teaching and Learning in India: Needs Analysis

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Abstract

The research explores the perspectives of growing demands of English both English for General purpose (EGP) and English for Specific Purpose (ESP) instruction in India. In spite of all the hurdles for its growth, it has been reported by several groups that the students are highly motivated to learn it at undergraduate and graduate level. In response to students' needs, the present study is an attempt to analyze the subjective and objective language learning needs of Indian ESP and EGP students at undergraduate level. The study was carried out by providing questionnaires to both the students and their instructors and the data was also gathered from the respondents. The findings and test showed that there are differences between subjective and objective needs of students concerning the reason for studying English, the faith about the focus of English language teaching on skills and the importance of language skills. It was also found that students like to learn English and

consider it an essential for their future study. So for as future domain of English language use and role of English at undergraduate and graduate level are concerned the results showed no change between subjective and objective needs of students .Additionally, the present study also deals with the methods and the curriculum through which the students may be able to understand and evaluate the basic needs of language learning .Suggestions were given how to improve the teaching-learning process .The way in which students can put their learning into practice in day to day use to fulfill their practical demands through effective communication skills apart from gaining command over English language is also highlighted.

Keywords: Needs analysis, subjective needs analysis, objective needs analysis ,EGP, ESP ,designing a course ,task analysis ,communicative syllabus

Introduction:

English language has been emerged as the language of the future and language of the present throughout the world. English language so to say has become the maid of all international affairs. It has become the language of international communication. Therefore it is very important to know the needs of the students and prepare the curriculum for them so that they will face the current demands in a comprehensive manner. We must be aware about the fact that the students of English language and literature are quite different from the other students of medical and engineering fields. Therefore it is very necessary to frame

such a syllabus which will fulfill the needs of the students. The curriculum needs to be prepared in accordance with the specific language needs in the field of the learners**.**

Needs assessment or analysis is a device to know the learners – their age, social background etc. Its use in modern language teaching was first made by the council of Europe (1973; published later in Trim et al; 1980 and Richterich and Chanceral; 1987). Rechterich defines languages needs as:

- The language needs of adult learning a modern language are the requirements which arise from the use of that language in the multitude of situations which may arise in the social lives of individuals and groups.

(Trim et al; 1980)

In general terms needs assessment is systematic exploration of the way things are and the way they should be (Stout; 1995).however, so far as language is concerned, needs assessment is the process of identifying the students' reason for studying a language. it refers to the procedures for identifying general and specific language needs of students so that appropriate goals, objective, and contents in courses can be developed (Hutchinsonn&Waters;1987)

The analysis helps the designer to keep himself aware of the learners' necessities, lacks and wants in order to develop courses that have a reasonable content for exploitation in the classroom:

If learners, sponsors and teachers know why the learners need English, the awareness will have an influence on what will b acceptable as a reasonable content in the language course, and on the positive side, what potential can be exploited.

(Hutchinson & Waters;1987)

Needs analysis or assessment is therefore "a process for identification and defining valid curriculum and instructional and management objectives in order to facilitate learning in an environment that is closely related to the real life situations of the student and brings into sharp focus the settings and roles that he is likely to face after he finishes his formal education. The planners (both at the curriculum and the syllabus levels) have to have a clear view of the gaps between the current level of the proficiency in students and the desired outcome of the teaching programme:

> Needs assessment is a tool which formally harvests the gaps between current results (outcomes, products) that are required and desired, places these gaps (needs) in priority Order and select those gaps (needs) of the highest priority for action usually through the implementation of a new or existing curriculum or management process. In order for a needs assessment to be valid and useful it should include the educational partners of learners, educators, and community members in the process of defining gaps (needs).

(English &Kaufman 1975:3-4)

The information thus gathered enables the designer to concentrate on those goals and objectives that entail maximum benefits for the learners .As Richards (1990:1-2) suggests, the analysis serves three purposes:

_____it provides a means of obtaining wider input into the content, design and implementation of a language programme;

_____it can be used in developing goals, objectives and content; and

____it provide data for reviewing and evaluating an existing programme.

Needs analysis (also known as needs assessment)has a vital role in the process of designing and carrying out any language course, whether it be English for Specific Purpose(ESP)or general English courses sand its centrality has been acknowledged by several scholars and authors(Munbay;1978, Richtrich and Chancerel;1987, Hutchinson Waters;1987, Berwick;1989, Brindly;1989)

According to Iwai et.al, the term needs analysis generally refers to the activities that are involved in collecting information that will serve as the basis for developing curriculum that will meet the needs of a particular group of students.

Brindley and Berwick offer definitions of different types of needs and accounts of various problems and limitations in making use of this concept, including ways in which we might distinguish between needs identified and those expressed or experienced by

learners. In the state-of-the-art article, West (1994) gives a thorough overview of needs analysis in language teaching, including its history, theoretical basis, approach to need analysis etc.

According to Iwai et.al (1999), formal needs analysis is relatively a new to the field of language teaching .However informal needs analysis have been conducted by teachers in order to assess what language points their students needs to master. Infact the reason why different approaches were born and replaced by others is that teachers have intended to meet the needs of their students during their learning.

Review:

Though needs analysis as we know it today ,has gone through many stages ,with the publication of Munbay's communicative syllabus design in 1978,situations and functions were set within the frame of needs analysis .In his book Munbay introduced 'communication needs processor' which is the basis of Munbay's approach to need analysis.

Bell (1981) likens the process to an industrial process ing mechanism that assess its INPUT, analysis it and then defines the OUTPUT. The importance of 'needs assessment' in designing a course is diagrammed in the following figure:

As the demands for EFL and ESP have increased in recent years, a considerable amount of research has been carried out 0on needs analysis in ESP (Alikhan 2007; Deutch, 2003; jaijang, 2007; Noora 2008)

Since 1980s many studies have examined EFL students' language needs .where as some studies (johns,1981;Ostler,1980)examine students' needs in several skill areas, others focus on specific areas such as aural/oral skills (Ferris,1998),and writing skills (Horowitz,1986;Holme,1996).often ,needs analysis studies focus on what Hutchinson and waters refer to as "target needs", particularly necessities (Hutchinson & Waters,1986,cited in Jordan,1997).

Tailefer(2006) conducted a study on the professional language needs of economics graduates and the results of this study indicates that higher levels of competence were soon to be necessary in all four language skills in varied types of communication with both native speakers and non-natives, and graduates expressed difficulty in meeting their target needs ,particularly in oral communication .The other important needs emanated from learners themselves in the form of "subjective" needs .Robinson(1991;7)describes these as "what the students themselves would like to gain from the language course .this view of needs implies that students may have personal aims in addition to the requirements of their studies or jobs". By means of informal talk with course potential participants ,the fallowing were adjudged to represent such needs :

"Passing English examinations for professional promotion,

Working or studying abroad or in joint ventures,

Doing part-time translation,

Enjoying films, songs or VCD in English

(ii)*Objective and Subjective Needs Analysis*

Two types of needs have been distinguished: Objective and Subjective.

Objective needs are those which can be diagnosed by teachers on the basis of the analysis of personal data about learners along with information about their language proficiency and patterns of language use(using a guide as their own personal experience and knowledge).

__Brindley 1984:31

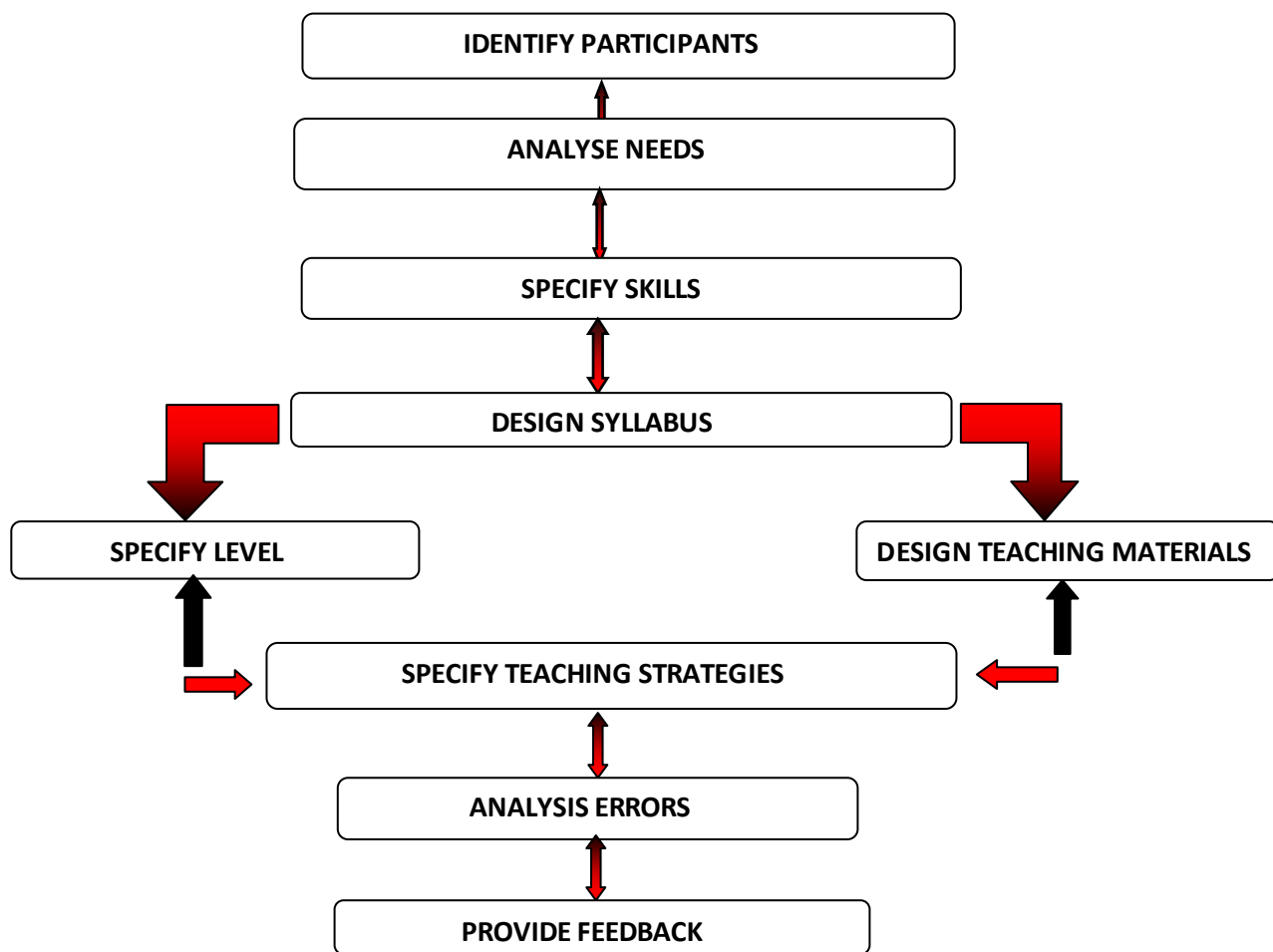Objective data would, thus, provide biographical information about the learner –age ,nationality, language ,etc.(Nunan1988b)

a. Subjective needs on the other hand, cannot be predicted "because they depend on events, unforeseencircumstances, and people"(Richtrich,1980 in Trim et.al 1980:32).Subjective needs are therefore related to and "reflect the perceptions ,goals ,and priorities of the learner"(Nunan1988 b:18).

Accordingly the objective information will be the first step for 'establishing broad parameters for programme design and once the process is on ,changes could be effected as and when particular learning needs will come to light which were not identified precourse'(Brindley & Johnson 1986:64).Subjective needs thus include variables like affective and cognitive factors-personality, attitudes ,wants, expectations and strategies,etc.—which were once supposed to be unpredictable(op cit).But with emergence of new approaches – Community Language Teaching, the Natural Approach, Suggests opedia,etc., for instance a lot more information is being more available to teachers about self access,idividualisation and self-directed learning"(op cit)However, the fact remains that such approaches are more concerned with methodology rather than the content of the course .The two—Subjective and Objective needs –have been differentiated in that the later are equated with the specification of methodology(Nunan1988 a:44).But, as Nunan(1985),quoted in (Nunan 1988 a:44),suggests the two needs to be seen as synonymous:

b.   While objective needs analysis and content are commonly linked ,as are subjective needs and   methodology, it is, in fact , also possible to have a content/ subject needs dimension(learner deciding what they want to learn)and methodology/objective needs dimension(teachers deciding how content might best be learned). The dimensions themselves are represented as a series of graduations rather than discrete categories.

Both objective and subjective data are of crucial importance to the designing of a course which is learner-centered and communication- oriented (Nunan 1988a and 1988b; Brindley 1989;Berwick 1989).For the classroom teacher, they serve an important purpose of pre-planning and, as the course progresses, deciding on what changes and/or further planning he needs to undertake as here in

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            ┌─────────────────────────────────┐
            │      IDENTIFY PARTICIPANTS      │
            └─────────────────────────────────┘
                           ↕
            ┌─────────────────────────────────┐
            │          ANALYSE NEEDS          │
            └─────────────────────────────────┘
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            ┌─────────────────────────────────┐
            │          SPECIFY SKILLS         │
            └─────────────────────────────────┘
                           ↕
            ┌─────────────────────────────────┐
            │         DESIGN SYLLABUS         │
            └─────────────────────────────────┘
      ↙                                            ↘
┌───────────────────┐              ┌───────────────────────────────┐
│   SPECIFY LEVEL   │              │   DESIGN TEACHING MATERIALS   │
└───────────────────┘              └───────────────────────────────┘
          ↕                                        ↕
            ┌─────────────────────────────────┐
            │   SPECIFY TEACHING STRATEGIES   │
            └─────────────────────────────────┘
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            ┌─────────────────────────────────┐
            │         ANALYSIS ERRORS         │
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            ┌─────────────────────────────────┐
            │        PROVIDE FEEDBACK         │
            └─────────────────────────────────┘
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The in-course changes can be undertaken only after the students have actually taken the course in the classroom (Nunan1988a).Without exposing them to new approaches (and methods) it is difficult for them to have any clear awareness and assessment of what is going on in the classroom:

As learning should provide the opportunity for growth and development, all learners should

Be ex[posed to new methods ,materials and approaches from time to time. However this

    c. Exposure should be carefully monitored and learners should never be forced to 'engage in

Learning experiences to which they object. By building new learning experiences into courses,

Students will be sensitized to learning process itself, and will have greater appreciation of

What it is to be a learner.

___Nunan 1988a:46

Once complete information, about learners, is available, the teacher can undertake the task of analyzing the categories of language skills and sub-skills required by the learner to communicate in the real world (Nunan 1988b)
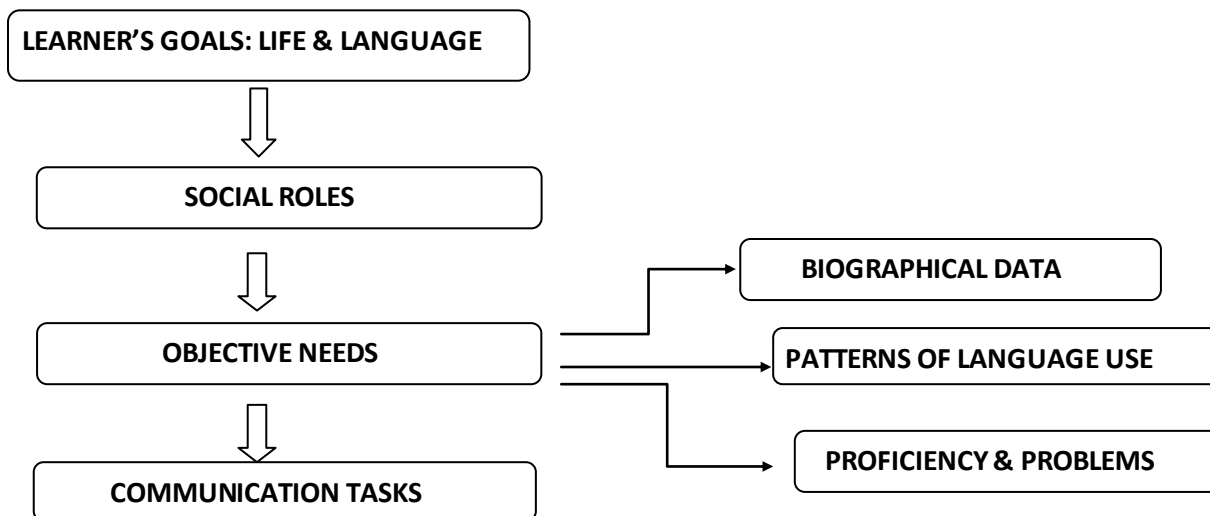
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LEARNER'S GOALS: LIFE & LANGUAGE
            ↓
      SOCIAL ROLES
            ↓                          →   BIOGRAPHICAL DATA
     OBJECTIVE NEEDS                   →   PATTERNS OF LANGUAGE USE
            ↓                          →   PROFICIENCY & PROBLEMS
   COMMUNICATION TASKS
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Fig. 2.2 Pre-course information required by the SL teacher.

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                                       →   EFFECTIVE DATA
LEARNER'S SUBJECTIVE NEEDS             →   ECESSITIES, EXPECTATIONS, LACKS
            ↓                          →   PROFICIENCY & PROBLEMS
      SOCIAL ROLES
            ↓
     TASK ANALYSIS
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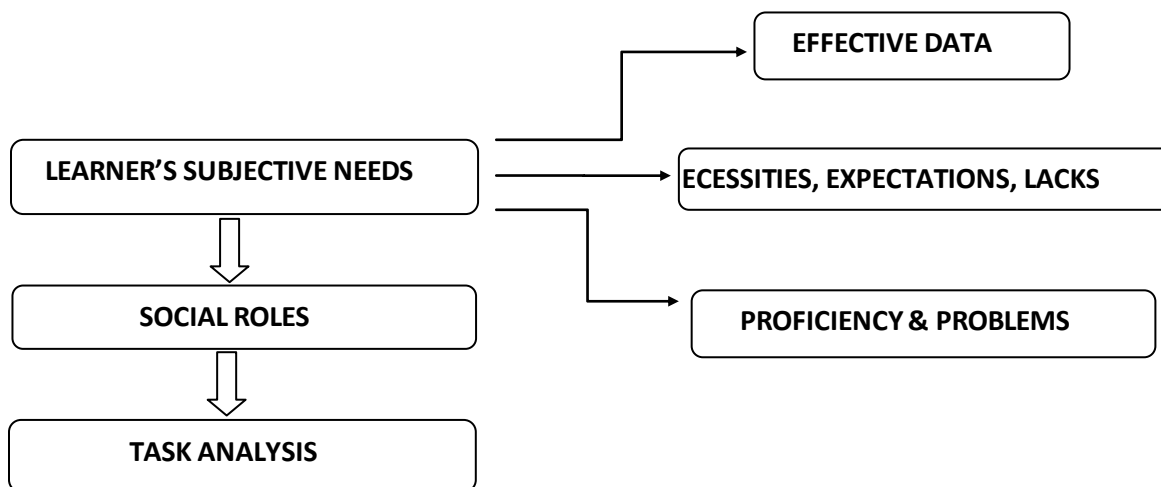
Fig. 2.3 In-course information about SL learner required by the teacher.

Munbay's (1978) is perhaps the most sophisticated mechanism of collectinginformation---objective needs—about the learners .His model which he calls Communicative Need Processor(CNP),though viewed as narrow based as it is more concerned with ESP, can ,nonetheless,be used as guide for identifying the needs of learners learning English for general purpose (GPE) (Berwick 1989:59).CNP has nine elements and information about each is essential for designing a communicative syllabus .CNP according to munbay(1978:32) "starts with the person(a language participant and category of participant)and investigates his particular communication needs according to the socio-cultural ab=nd stylistic variables which interact to determine the profile of needs". The profile works at two levels—a priori and a posteriori. In the former Munbay(op cit)puts purposive domain,settings,interaction,and instrumentality and, ina posteriori parameters dialect, targetlevel, communicative event and communicative key are represented .

The two kinds of parameters operate in a dynamic relationship with each other:

    Those that process non linguistic data and those that provides the data in the first;

    Or, put another way, one set of constraints (a posteriori) that depend upon input

 From another set of constraints (a priori) before they become operational.

                                                Munbay 1978:32

Thus ,NCP is crucial in needs analysis in that it provides detailed lists of 'language skills' and 'sociomatic function' so that the designer can identify these skills and functions which learners are likely to need(Coleman 1982).

Such a 'mechanism' implies not only ongoing learner traini9ng in identifying learning needs ,setting learning goals ,planning a course of study ,and reflection (self-assessment and reappraisal of goals),but also a change of roles and power structure (stevick,1976) as a negotiation of course content and direction leads to modification of teacher/learner expectations, and teachers gradually transfer control of learning .This process of "learning how to learn" and of negotiation classroom learning parameterstakes time (Brindley ,1984a;76;Nunan,1988) and is not always comfortable for teachers or students ,as established "truths" and perhaps found inadequate.

English & Kaufman (1975) have laid emphasis on the needs assessment in terms of what it means to the learner, to the community and the country as a whole:

> If some procedures like needs assessment is not adapted , a process that is empirical and open to inspection ,challenge band validating ,and by which school and school system ,goals and objectives are identified prioritized we will continue to be plagued by problems .Some of these are :confusion of means and ends ,uncertainties over which problems are most acute ,an inability to defend administrative decisions ,regarding a priorities ,and

susceptibility to adopt new things before we really know what they are designed to do and what they will do when applied.

___English & Kaufman 1975:62

So , the participants to the needs analysis—teachers and students—work at pre-course and the in-course levels towards shaping the teaching programme .For the teachers ,especially the contact with his students enriches his knowledge about what his students feel about his classes.

Methodology:

2.1**.**   *Participants***:**

The participants in this study were 40 Medical ,Commerce and Engineering students at undergraduate levelin the   age range of 18—24 as an foreign language learners .Present command of English is intermediate. To control the variable of gender, both male and female students take part in this study.[females =8(20%), Males=32(80%)].Also six teachers/instructors were participated in the study .The mean age of teachers was 36 years and an age range of 30—45 years.

2.2.   *Instrument.*

The study has employed quantitative data collection techniques. The main data collection instrument was questionnaire developed by Alikhan(2007) for the students and teachers .the staudents' and teachers' were arranged in multi-option question pattern .(enclosed at the end)

The questionnaires aimed at gathering information tyo the fallowing areas:

➤　　　　Importance of English for academic and professional purposes.

➤　　　　The reason of studying English.

➤　　　　The future domain of English.

➤　　　　The role of English in the University curriculum and future life.

➤　　　　The belief about focus of English language teaching on skills.

➤　　　　The importance of language skills.

2.3. *Results.*

The purpose of this study were an investigation into the subjective and objective English language learning needs of undergraduate and graduate students.

Analysis of subjective English language learning needs of students:

i)　　*Importance of English for academic and professional purposes.*

ii)　　　The study shows that about 75.16% students consider English 'very important' for studying science and technical subjects. Some responses are tabulated here:

IMPORTANCE OF ENGLISH IN INDIA

VERY IMPORTANT	75.16%
MODERATELY IMPORTANT	20.55%

MINIMALLY IMPORTANT	4.29%

ii) Reason for studying English.

The question related to this area and the responses are prescribed below.

Question 2(why you need to study English): The intended purpose of this question was to discover the students' perception of their reason for studying English as a part of university curriculum. Amajority of students which is 61% considers understanding everyday English as the reason for studying English.

Reason for studying English is indicated as by Q2

To understand everyday English	61%
To speak to foreigners in abroad	03%
For success in future professional life	06%
For higher education	02%
To get the ability to read English texts	09%
To pass exams	19%

iii) Future domain of English language use:

Question 3.(in future I shall be using English more for ?):the aim of the question was to establish the futuredomain of English language use.69% thought it will be in the domain of their future job or career.

Table 3. Future use of English as indicated by Q3

In my future job career	69%
Higher studies	19%
Socializing	06%
Others	06%

iv)Importance of language skills.

Question four and five also provide an insight in students' belief about the importance of certain language skills for them. The options in question four (4) presented the four language skills and also grammar and vocabulary as additional options .These two areas presently focus the English language teaching in the curriculum. Listening and Speaking together were opted by 81% of all the respondents as compared to reading and writing with10% of responses together, and grammar and vocabulary with 9% of the responses.

Table 4: Importance attached to language skills as indicated by Q4.

Listening and Speaking	*81%*

Reading and writing	*10%*
Grammar and vocabulary	*9%*

Similarly in question five (5),the responses to the options of listening and speaking are 66% as compared to 34% of the responses for reading and writing. Thus indicating a greater importance attached to the skills of listening and speaking by the students.

Table 5: importance attached to listening and speaking compared to reading and writing as indicated by Q5:

Listening and speaking	66%
Reading and writing	34%

v) Role of English in the university curriculum and future life.

The questionnaire contained the questions which intended to judge students' attitude towards the role of English in the present curriculum and in future life .the questions were in multiple forms and also in sealed form. These were question no.6, 7, 8,9,10 in the questionnaire .the following is a pattern of responses to these questions which is helpful in establishing students' attitude towards the role of English in their academic and future life.

Question 10: question 10 aimed at probing the students about the place of English in the university curriculum. The question was in the scaled form and the percentage of the students who 'disagree' and those who 'strongly disagree' is 47% and 31% respectively .Thus 78% opposed the idea of removing English from the university curriculum as it is not fulfilling their needs. This helps in establishing the importance attached to the study of English by these students.

Table 6: Response pattern to Q10 suggesting removal of English from the university curriculum because it does not fulfill students needs .

Disagree	47%
Strongly disagree	31%
Agree	16%
Strongly agree	3%
No idea	3%

Questions 6, 7, 8, 9: the purpose was to know the possible role of English in the present academic and future life of the students. Question 6 tried to determine the effect of English language proficiency on the academic performance of the students.

75%thought that it can have a detrimental effect on students' academic performance if the proficiency level of English is not good.

Table 7: Do you think if a students' level of English is not good, it can have:

Options	Number of students choosing the option(40)	Percentage
A detrimental effect on his/her performance.	30	75%
A good effect on his/ her academic performance.	01	2.5%
No effect at at all on his/her academic performance	O9	22.5%

Question 7 ,and 8 Investigated the students' opinion about the future role of English in the fields of higher education and progress in future career .93.75 % are of the opinion that proficiency in English will play a vital role in the successful completion of higher education and in making good progress in their future career .

Also, it was considered necessary to know the students' belief about the association between performance in scientific subjects and proficiency in English. Following are the results which give an indication of the belief of the students:

Table 8: do students in your class face difficulty in studying scientific subjects because of their poor English?:

Option	Number of students choosing the option(40)	Percentage
Many face a lot of difficulty.	34	85%
Many face a little difficulty.	05	12.5%
They face no difficulty.	01	2.5%
No answer	--	---

4. Analysis of Objective of English language learning needs of students:

   The analysis of teachers' responses is also organized related to areas of the reason for studying English, the future domain of English language use, the role of English in the university curriculum and future life of students, belief about the focus of English language teaching on skills and the importance of English language skills.

4.1. *Reason for studying English.*

 The question related to this area and the teachers' responses are presented below:

Question number 1:(why do your students need to study English?): The intended purpose of this question was to discover the teachers' perception of their students' needs for studying English. A majority of teachers which is 60% considers ability to read English texts as the students' need for studying English.

Table 4.1.Reason for studying English is indicated by Q1.

To get the ability to read English texts	60%
To understand English texts	40%

4.2: *Future domain of English language use.*

Question 2(In future your students shall need to use English for?):the aim of the question was to establish the future domain of English language use.65% thought it will be in a domain of studying of their students' future job and career.

Table 4.2: Future use of English as indicated by Q 2:

In the future job career	65%
For higher studies	35%

4.3. *Importance of English language skills.*

Question 3 and 4 also provided an insight in teachers'/instructors' beliefs about the importance of certain language skills for their students. The options in question 3 presented the four language skills and two components. Reading and writing together were opted by 70% of all teachers / instructors as compared to listening and speaking with 30% of the responses.

Table 4.3: Importance attached to language skills as indicated by Q 3.

Reading and Writing	70%
Listening and Speaking	30%

4.4: Role of English in the curriculum and future life.

The questionnaire contained questions which intended to judge teachers' attitude towards the role of English in the present curriculum and in future life. These were questions no.5, 6,7,8,9 in the teachers'/instructors' questionnaire.

Question 9: Question 9 aimed at probing the opinion of the instructors about the place of English in the curriculum. The question was in a scaled form, and the percentage of teachers /instructors who 'disagree' and those who 'strongly disagree' is 20% and 80% respectively.

Thus, 100% opposed the idea of removing English from the university curriculum. This helps in establishing the importance attached to the study of English by these instructors/teachers.

Table 4.5: Response pattern to Q 9 suggesting removal of English from the university curriculum because it doesn't fulfill students' needs.

Strongly disagree	80%
Disagree	20%
Agree	---
Strongly agree	--
No idea	---

Question 5,6,7,8: The purpose was to know the possible role of English in the present academic and future life of the students.

Question 5,tried to determine the effect of English language proficiency on the academic performance of the students. 100% thought that it can have a detrimental effect on students' academic performance if the proficiency level of English is not good.

Table 4.6: Do you think if a student's level of English is not good it can have:

Option	Number of instructors/teachers	Percentage

	choosing the option(6)	
A detrimental effect on his/her academic performance.	06	100%
No affect at all on his /her academic performance	0	--

Question 6 and 7 investigated the instructors'/teachers' opinion about the future role of English in the fields of higher education and progress in the future career.100% are of the opinion that proficiency in English will play a vital role in the successful completion of higher education and in making the good progress in the student's future career.

Also it was considered necessary to know the instructors' beliefs about the association between performance in scientific subjects and proficiency in English. Following are the results which give an indication of the belief of the instructors:

Table 4.7: Do students face difficulty in studying scientific subjects because of their poor English?

Option	Number of instructors/teachers choosing the option(6)	Percentage
Many face a lot of difficulty	05	80.33%
Many face a little difficulty	01	16.6%
They face no difficulty	--	--

Discussion and conclusion:

Teachers, curriculum designers, material developers and others who want to be sensitive to needs of the students they serve, cannot always rely on their un-aided instructions(White 1998). Also it should be noted that not all learners are aware of their specific needs. Even if they know why they need to learn a language, they are not aware of the activities that are often essential prerequisite for fulfilling their needs.

The result of the present study show that English language learners at undergraduate or graduate are highly motivated to learn English for understanding everyday English. So, students have realized that they need English not only for academic purposes but also for communication. Also it is important that students have preferred a communicative syllabus.

"The future domain of language use in advancement in future professional life"

(Harmain, 1991; 1)

As suggested by the results presented in Table 3 and 4. Thus it can be inferred that the mastery of language is considered instrumental in getting a good job in future and also making good progress in future career. This factor suggests that the motivation for English learning among these students is extrinsic. The students need to learn all the four skills of language as compared to grammar and vocabulary. Our findings show that speaking and listening is more preferred by the students as compared to skills of reading and writing. So, greater importance is attached to the skills of listening and speaking. The order of the preferences by the students indicates a need for developing their communicative abilities, firstly in the areas of speaking and listening and secondly in the areas of reading and writing.

Therefore it is important as for the students' preference for a communicative syllabus and the suggested techniques for developing reading and writing skills. This is not peculiar to Science and technical students. Many of them-report writing, paragraph writing, letter writing etc, for instance- are being taught throughout the India as a part of general English courses. What the

students want is more learner oriented approach than teachers are ready to offer in the Indian classrooms. Many teachers in India would perhaps raise their eyebrows at the democratization of the class rooms as this would imply giving student's freedom to choose their own methods that what teachers are familiar with. But; given the circumstances our teaching programs must account for both the 'objective' and the 'subjective' needs of our students and the teachers must willingly accept the fact that their role as 'al-knowing' masters has not met with all success.

The study points to the fact that the English language teaching and learning in India has to undergo serious rethinking not only on the content of the course but also the whole process of teaching learning this language. Because, materials and techniques in the classroom have to be changed in order to make them learner and learning oriented. The present policy of teachers dominating class rooms must be done away to allow more freedom to students in selecting their own tasks.

Further attempts should be made to match the student's wants and expectations and what the teachers feel they ought to get in the classroom. A puristic view of language will entertain a narrow competency in students and leave them wanting in situations which cannot be predicted either by teacher or planner of the language policy. The study also indicated that syllabus with narrow focus i;e English for Engineering, English for Commerce etc would prove detrimental to developing strategies that students would require to interact in their future and unpredictable events. After all English used in specific fields does not differ apart from certain terms, from

the language used in the other areas (Nunan, 1988 b). the plea for a 'common core' English – what we call General English in India –is therefore apt and in keeping with the need of the hour (Aslam 1989). What does this commonness entail? Nunan has the answer:

What the syllabus designer and the teacher must decide is which classroom tasks will ensure maximum transfer of learning to tasks which have not been taught. One the one hand we can make a random selection of real world tasks and teach these in the hope that relevant bits of language' stick' as it were , and that transfer to other tasks will occur. On the other hand, we can select tasks which may bear little resemblance to real world tasks but which are assumed to stimulate internal Psychological learning processes.

-------- Nunan 1998b; 23

India, a country where the language needs of the students as varied as their languages will do well in achieving maximum benefits from evolving general purpose course so that proper integration is achieved at the educational level also. Widdowson 1983 favours EGP (English for general purpose) on the grounds that it "seeks to provide learners with a general capacity to enable them to cope with undefined eventualities in the future" and thus serves an educative function.

Appendix A

Students' Questionnaire.

Please read the questions and response options

1. How important is English for academic and professional purposes?

- Very Important .

- Moderately important.

- Minimally important.

2. Why do you need to study English?

- To speak to foreigners in abroad.

- To pass exam

- For higher education

- For success in future professional life

- To understand every day English

- To get the ability to read English texts.

3. In future I shall be using English for:

- Higher studies

- Socializing

- In my future job

- Others.

4. Which of the fallowing areas do you wish to develop more?

- Listening

- Speaking

- Reading

- Writing

- Grammar

- Vocabulary

5. What do you think English language Teaching should focus on?

- Listening and Speaking

- Reading and Writing

- All

6. Do you think if a student's level of English is not good it can have:

- A good effect on his academic performance

- A bad/detrimental effect on his academic performance.

- No effect at all on his academic performance.

7. My knowledge of English:

Will help me in successful completion of higher education

Will not help me in successful completion of higer education

Will play no role at all.

8. my knowledge of English :

Will help me in making a good progress in my future career

Will not help me in making a good progress in my future career

Will play no role

9. Do students in your class face difficulty in studying content subjects because of their poor

English?

Many face a lot of difficulty

Many face a little difficulty

They face no difficulty

10. would you like English to be taken away from university curriculum because you do not find

present syllabus and the way of classroom teaching helpful in fulfilling your

needs of English?

Strongly agree/ agree/ neither agree nor disagree/strongly disagree.

Appendix B

Teachers' Questionnaire.

1. Why do your students need to study English?

To speak to foreigners in abroad

To pass exam

For higher education

For success in future professional life

To understand every day English

To get the ability to read English texts

2. In future your students shall be using English for :

Higher studies

Socializing

In their future job

Other

3. Which of the fallowing areas do your students wish to develop more?

Listening

Speaking

Reading

Writing

Grammar

Vocabulary

4. what do you think English language teaching should focus on ?

Listening & Speaking

Reading & Writing

All

5. Do you think if a student's level of English is not good, it can have:

A good effect on his academic performance

A bad/detrimental effect on his academic performance

No effect at all on his academic performance

6…Your student's knowledge of English:

Will help them in successful completion of higher education

Will not help them in successful completion of higher education

Will play no role at all

7…. Your student's knowledge of English:

Will help them in making a good progress in their future career

Will not help them in making a good progress in their future career

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8…Do students in your class face difficulty in studying content subjects because of their poor

            English.?

Many face a lot of difficulty

Many face a little difficulty

They face no difficulty

9.Would you like English to be taken away from university curriculum because you do not find

the present syllabus and the way of classroom teaching helpful in fulfilling

your students needs of English?

Strongly agree/ agree/neither agree nor disagree/ disagree/ strongly disagree.

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