

**Needs Analysis for Designing a Specific English Language Course for the In-service
English Teachers of Secondary Schools in Bangladesh**

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By

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**This paper is dedicated to all of my teachers throughout my academic career for their
valuable guidance**

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Author Note

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Abstract

English for teaching is a component of EOP (English for Occupational Purposes) sub-category in ESP. The purpose of this study was to analyze the needs for designing a specific English language for the in-service English language teachers of Bangladesh. To discover what language the learners have to learn, what they like to learn, and what they have not learned yet, was the central aim of the needs analysis that corresponds roughly to learners' needs: wants, and lacks (Kumaravadivelu, 2012). The hypothesis behind this study was that learner may perceive their needs differently but it can be addressed by analyzing objective needs (necessity and lacks) and subject needs (wants). This was done by conducting a needs analysis by interviewing 20 correspondents who teach English in the secondary schools in Bangladesh. Correspondents were randomly selected from 12 schools having numerous years of English teaching experience and the interviews were taken face to face and over phone call. Data were collected through the pre-prepared structured questionnaire based on Hutchinson and Waters (1987) target need analysis model. Collected data were analyzed in three main sections that shed light on the real need for an ESP course of the secondary school EFL teachers. The study demonstrated that Teachers are highly motivated to undertake an ESP course as they feel its genuine need. Inspection of possible syllabus for the course was carried out in the discussion part and the researcher provided certain recommendations in the conclusion part of the paper.

Keywords: ESP, needs analysis, analyze, correspondent etc.

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CHAPTER 1 - INTRODUCTION

1.0 Introduction

With the global demand, English is used as the lingua franca for education, business and services, media and communication and diplomatic issues. Therefore, English is learned globally by a large number of people in various sectors to meet their various needs. As a result, like Bangladesh, a large number of countries adopt English language from primary to higher level of education as compulsory subject. The rationale behind this approach is to make students competent for reading, writing, listening and speaking in English for their academic and professional life. There is no doubt that teachers play the most important role to make them capable in four language skills by their teaching. To do this job perfectly teacher education is compulsory. Hillard says (as cited in Sultana, 2011, p. 261), “Teaching is a profession and that teacher education is education for a profession”. A core objective of teacher education is to produce teachers with specialization in various subjects. Sultana (2011) argues, ‘specialization is, particularly essential, when it is a question of English language teaching (ELT)’ (p. 261). According to Thaine (2010), for ELT (English Language Teaching) professionals, teacher education can be divided into two phases: i) exploring classroom methodology and ii) developing language awareness. The classroom methodology explores teachers’ knowledge on core aspects of methodology ranging from classroom management to the teaching of language systems and language skills. On the other hand, the developing language awareness focuses on language systems: phonology, vocabulary, grammar and discourse (Thaine, 2010, p. 8).

ESP course meets specific English language needs of the learners in terms of different functions of English and its use. Various EOP (English for Occupational Purposes) courses help learners to use English appropriately as well as accurately to perform their jobs in a

variety of situations where they encounter their English language functions. English for teaching serves teachers' specific English language needs to teach assertively and confidently in their English classes. The site seemed to indicate support for teach English with confidence ("Educational Testing Service," 2015) wrote, through coursework that includes listening, speaking, reading and writing, teachers learn and practice the English skills needed to prepare and teach their instructional materials, manage their classroom and provide students with feedback (professional knowledge for ELT section, para. 1).

Hyland (2007) quoted,

The field of English for specific purposes (ESP), which addresses the communicative needs and practices of particular professional or occupational groups, has developed rapidly in the past forty years to become a major force in English language teaching and research. ESP draws its strength from an eclectic theoretical foundation and a commitment to research-based language education, which seeks to reveal the constraints of social context on language use and the ways learners can gain control over this (p. 391)

By agreeing with these observations over ESP program, in this research paper, the researcher tried to find out the needs for designing an ESP course for Bangladeshi secondary school's EFL (English as a Foreign Language) teachers with a close view on current constraints of social context of their teaching environment and professional trainings.

1.1 Problem statement

The researcher found this study important in terms of history of live experience of learning English and trainings in ELT of the secondary school teachers of Bangladesh. Moreover, researcher's own experience of observing different EFL classroom in Bangladeshi

secondary schools and training programs psychologically motivate him to do an empirical research. The primary focus was to find out the needs for functional and pedagogical English language training of the secondary school teachers in Bangladesh. Bangladesh has a long history in learning English. Hoque (2008) mentioned in his study that Bangladesh and Indian subcontinent observed English language as an instrument of colonial power as it was the medium of communication in administration, education and commerce. According to curriculum committee of 1962 (as cited in Hoque, 2008, p. 26) English enjoyed the status of a second language and was taught as a functional language in East Pakistan (Bangladesh) and West Pakistan during Pakistan period. English was the only vehicle of communication among the people of East and West Pakistan in government activities, education and trade. After the liberation of Bangladesh, English was denied in our national curriculum. But, soon after, in next decade, again English was included in primary curriculum. In 1993, English is included in higher education of Bangladesh as a compulsory subject (Hoque, 2008, p. 29-30). Nevertheless, still it could not bring a good change in the English language competency and performance of our tertiary level students because of treating teaching English as a subject rather than a language (Hossen, 2008, p. 5). In 1997, Hoque et al. (as cited in Salma, n. d. p. 113) found that when English is used in a class, the teachers are more focused on teaching reading, translations and writing as these are the more examination oriented skills.

Salma (n. d.) quoted,

The students study English as a required subject, work hard to memorize the textbook contents, and language forms and get high marks in their exams, yet the majority are unable to acquire even a minimum competence in the language needed for effective communication (p. 112).

There is a mess in the recruitment system of the secondary school teachers in Bangladesh. According to ministry of education and intermediate and secondary education board, a person can join as an English language teacher in secondary schools who has a bachelor degree with experience of taking examination of only 300 marks in English (12th NTRCA circular, 2015). In this recruitment system, a large number of the English language teachers in the secondary schools of Bangladesh do not have a bachelor degree in English language or literature.

On the other hand, in terms of teachers training, there is also less expertise in teachers. The study by Sultana (2011) showed that in regular B. Ed. and M. Ed. program in Bangladesh, though, syllabus includes teaching vocabulary, IPA (International Phonetic alphabet) vowels and consonants, intonations with methodology, techniques and testing, a gap is too apparent between the objectives of B. Ed. English syllabus and the teaching of the English component (p. 271). Lecture oriented and large classrooms as well as no room for internship for the pre-service teachers in B. Ed. and M. Ed. program make it less effective for the learners. Moreover, no specific English language syllabus is implemented for the English language teachers of secondary school.

Other teachers' training projects in Bangladesh like TQI (Teaching Quality Improvement), EIA (English In Action) and SESDP (Secondary Education Sector Development Program), ELTIP (English Language Teaching Improvement Project), SEQAEP (The Secondary Education Quality and Access Enhancement Project) etc. are module oriented training programs. Different ELT issues such as classroom management and strategies, course and syllabus review are taught in these programs. However, teachers remain busy with their work in secondary school where supplementary teachers are not appointed. Therefore, sometimes they miss some modules. It is also apparent that insufficient B. Ed. colleges makes it more difficult to intake ELT trainings.

Salma (n. d.) mentioned that in Bangladesh, learners study English for 14 years. During this long period both English and Bengali are given the same weight (p. 113). Considerable attention has been paid to English Language teaching and learning at all levels of all streams of education in the last few years in Bangladesh. According to Hossen (2008), government adopted newer approaches and policies time to time. New textbooks with communicative view of learning have been introduced in the different classes for further improvement of learning English. That caused a severe difficulties for teachers to teach communicative English where most of the teachers of our country at the secondary level are trained in GTM (Hossen, 2008, p. 6). Teaching in CLT is far different from teaching in GTM. In GTM, only grammar and translations are practiced to know about a particular language. On the other hand, in CLT teachers have to make learners capable of functioning in all the aspects of language use: reading, writing, listening and speaking. Moreover, newly adopted textbook and changing teaching environment and situation make teaching more complex when teachers have no adequate and associated language training and supported classroom environment in secondary schools. In Bangladesh, ESP in teacher education in ELT is an uncultivated area. Sultana (2011) quoted, “The inadequacy of professionally trained English teachers is severely affecting the teaching-learning system of English, especially at the secondary level of schooling in the country” (p. 262).

At present, secondary school teachers of Bangladesh have lacking of three key areas of language teaching: methodology, language and theory. Lacking in methodology focuses on teachers’ inadequate knowledge ranging from classroom management to teachings of language systems and language skills. Again, lack in theory and language exposes teachers’ deficiency in terms of theory and practice on all four language systems: phonology, vocabulary, grammar and discourse (Thaine, 2010). An ESP course for secondary school teachers on classroom methodology and developing language awareness may help them to

cope with the current EFL teaching situation in secondary schools of Bangladesh. It can be used in a variety of contexts from formal teachers training programs like B. Ed. and M. Ed to the seminar or Module based teachers training.

1.2 Purpose of the study

The subject matter of present study was teachers' training of secondary school in Bangladesh and focus was on designing an ESP syllabus for training them. By considering secondary school teachers as learners, the purpose of the study was to find out and analyze needs for designing a specific English language course for the in-service English language teachers of secondary schools in Bangladesh.

1.3 Central Research Questions

The subject of this study was 'Specific English Language Training' for in-service English language teachers of secondary schools. The study was guided by following central research questions:

- a) Do they face linguistic problems both in spoken and written discourse? If they do, what are the role-sets?
- b) Do they need an in-service English language course for successful classroom interaction and pedagogic development?
- c) What is their response over designing a language course that meets their language needs in and outside classroom?

1.4 Significance of the study

The research on the English language teaching and learning is a global phenomenon. Nevertheless, it is facing disinterest on specific English language training course or program

for in-service teachers of secondary schools in Bangladesh. Therefore, the present study is very significant and a crucial demand of time.

This study will be invariably significant who are dedicated to policy and pedagogy enforcing authority to help secondary school teachers of English language. This research can be a window to current situation and demanded focus. It also can be viewed as a supportive study for the stakeholders related to ESP development in Bangladesh. The findings in this study are ready to lend a hand to the researcher working on English language teaching development projects in different streams in Bangladesh.

1.5 Delimitation

Teachers who teach the English language classes in secondary schools (grade VI – grade X, Bangla version) of Bangladesh were the target group of the research. The needs of a specific language course for the secondary school English subject teachers (Bangla version) were examined. This was done by identifying the necessities of English for teaching and other daily functions, teachers' perception of their lack in English language and their opinions to strengthen their language competency in various skills and sub skills.

1.6 Limitation of the study

There were some limitations doing current research. The researcher used structured interview for collecting data. In terms of research on teachers McDonough and McDonough (1997) argued that less-structured interview are more suited for teacher research and their manner of interacting with students, colleagues and others in their working environment (p. 184). Only Bangla version schools' teachers were interviewed in the data collection process. Moreover, teachers' lack in English language could not be examined by identifying teachers' lack of proficiency both in speaking and writing in such a context where teachers are not interested to take a test. Therefore, the researcher only depended on teachers' perception and

opinion over their current language competencies and difficulties when use the language. The researcher could not afford to interview more teachers, as they were busy enough with paper checking and submitting grades of half-yearly examination. Later, due to Eid vacation schools were closed.

1.7 Operational definitions

Role-set: A concept that comprises the different people that the participant will interact in target language within the playing of one particular role or by virtue of a particular position.

Competence: The implicit, internalized knowledge of a language that a speaker possesses and that enables the speaker to produce and understand the language.

Needs analysis: A family of procedures for gathering information about learners and about communication tasks.

Pedagogy: The activities of educating, teaching or instructing learners in the profession of teaching.

Material: The equipment necessary for teaching.

Stakeholder: The person who needs to perform his duty effectively in education to make the environment of learning where learners can learn better and reach their fullest potential.

CHAPTER 2 - LITERATURE REVIEW

2.0 Introduction

This part of study reviewed the literature of proportional theories and background information on ESP with the views and opinion of other researchers on ESP for teachers.

2.1 Earlier approaches to ELT and origin of ESP

In the study by Phillipson (1992), language pedagogy tends to focus on what goes on in the classroom, and related organizational and methodological matters (p. 8). From the 16th century onwards, English was used as the lingua franca among the representatives of exploration, trade, conquest and dominion. Umera- Okeke, and Okeke (2014) stated that English language teaching (ELT) came about as a result of learning and communication. Phillipson (1992) reported that it was continuing with the exploration in ELT that majority of those working in ELT field tend to confine themselves, by choice and training , to linguistic, literary, or pedagogical matters . A huge demand has been created for English and for teachers of English language. The director of a dynamic worldwide chain of English language schools put in international house brochure (as cited in Phillipson, 1992, p. 6), “once we used to send gunboats and diplomats abroad, now we are sending English teachers”.

Umera- Okeke, and Okeke (2014) believed that it was EFL (English as a Foreign Language) and ESL (English as a Second Language) that later gave rise to ESP (English for specific purposes). Grammatical rules were defined to teach the grammatical structures in traditional English language teaching. The fact of relation between forms and meanings that a form can yield more than one meaning (ambiguity) and a meaning can be realized through different forms (synonyms) was not considered in traditional English language teaching. Only

grammatical expressions were emphasized in terms of who, what, where, why and how (Umera- Okeke, and Okeke, 2014).

In opposition to this backdrop, in his study Widdowson (as cited in Umera- Okeke, and Okeke, 2014, p. 181) stated new studies sifted attention away from defining the formal features of language uses to discovering the ways in which the language is actually used in real communication. As a result, English for Specific Purposes originated and it widened its branches and sub-branches from its main stem English Language Teaching.

ELT diagram:

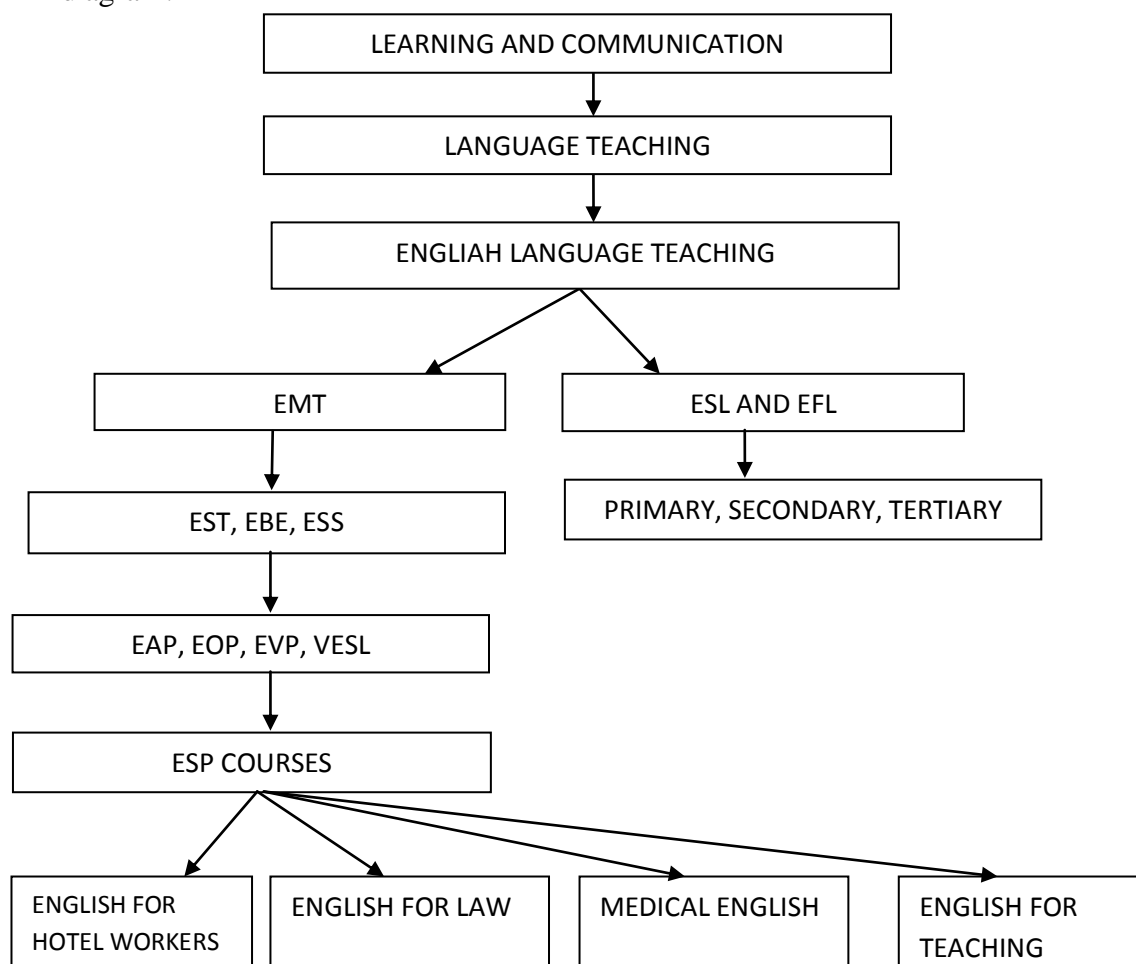


Figure 1: ELT Diagram . Source: Umera- Okeke, and Okeke, 2014.

2.2 English for specific purposes

Hutchinson and Waters (1987) wrote, “ESP is an approach to language teaching in which all decisions as to content and method are based on the learner’s reason for learning” (p. 19). Therefore, learners’ reason for learning is the determining factor here as ESP focuses on the learner. According to Rodgers (as cited in Hutchinson and Waters, 1987, p. 8), the central importance of the learners and their attitudes to learning were the rationale behind the rise of ESP. Hall (2012) pointed that, 20 years after introduction of ESP learners’ access to resources and learners’ context are the base of decision making as ESP is not stagnant (p. 145).

According to Umera- Okeke, and Okeke (2014), from the very beginning, ESP takes into account the communicative purpose for which a language course is being designed. Astica (1999) said that part of the "failure" of the communicative methodology is also due to teachers' misconceptions of the communicative teaching (p. 5). Holiday said in his developmental study (as cited in Astica, 1999) that communicative approach does not only mean aural and oral method but also it includes all four language skills, pronunciation, functions of English language as well as reasoning for the learning that language. So, for designing an ESP course answer of some prior questions should be taken into account, for example, what will the language be used for? What is the purpose of learning the language?

ESP is not teaching only specialized vocabulary (Hall, 2012; Hutchinson and Waters, 1987). Teaching specialized collocations, structures and vocabulary is a part of ESP. However, it is not the central focus. The purpose of ESP drives specific needs and provides crucial elements of ESP materials, courses and workshops to us (Hall, 2012, p. 145).

2.3 ESP versus general English

ESP is a kind of way of teaching or learning English for specialized subjects with some vocational, occupational and educational purposes in mind; in contrast, General English is usually studied for Examination purposes (Hutchinson and Waters, 1987, p. 17; Tahir, 2009, p. 98). Hall (2012) said that ESP is an approach that is the antithesis of what Liz England, a major voice in ESP, calls TENAR (Teaching English for No Apparent Reason) as so called general English that purports to teach the basis of English to anyone , anytime. Jordan (1997) mentioned that in some cases or situations, English for general purposes has been named TENOR (the Teaching of English for No Obvious Reason).

According to Tahir (2009) if English is taught as a second language along with other subject for educational purpose as some useful subjects to the learners in the future, it will be English for general purposes as so-called general English. ESP is learning and learner oriented, in contrast, with some specific vocational and educational purpose in mind that shows preference for communicative competence (p. 98).

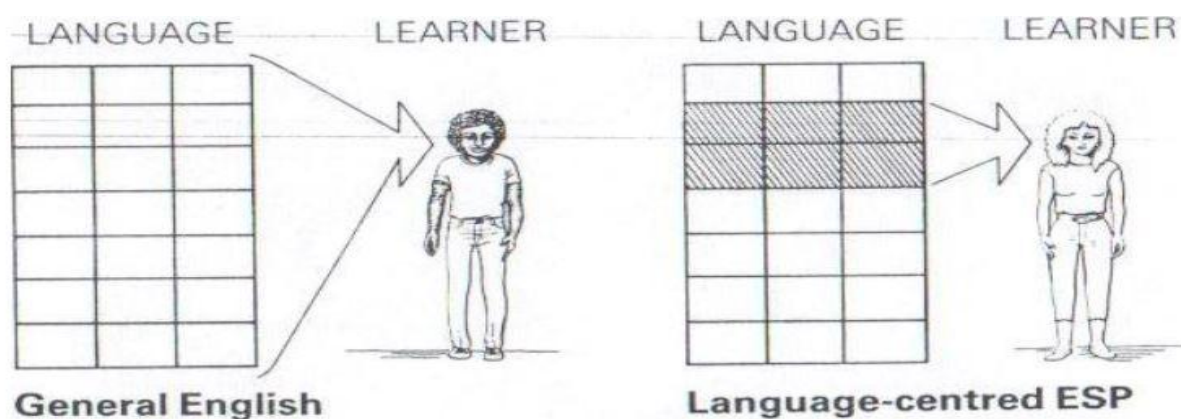


Figure 2: Difference between General English and Language-centred ESP. Source: Tahir, 2009, p. 98.

2.4 Types of ESP:

In terms of classifying ESP, Munby (1978) stated that the main interest here focuses on the basic division of ESP into the occupational and educational dimensions (p. 55).

English for occupational purposes applies where learners need English to perform certain part of their occupational or vocational duties. On the other hand, English for educational purposes or English for academic purposes applies where learners need English either for general academic purpose, for example, academic writing or for specific academic purposes, for example, study engineering (Jordan, 1997, p. 3).

In the development study on ESP, Strevens (as cited in Munby, 1978) proposed a classification of the different types of ESP as in the figure below:

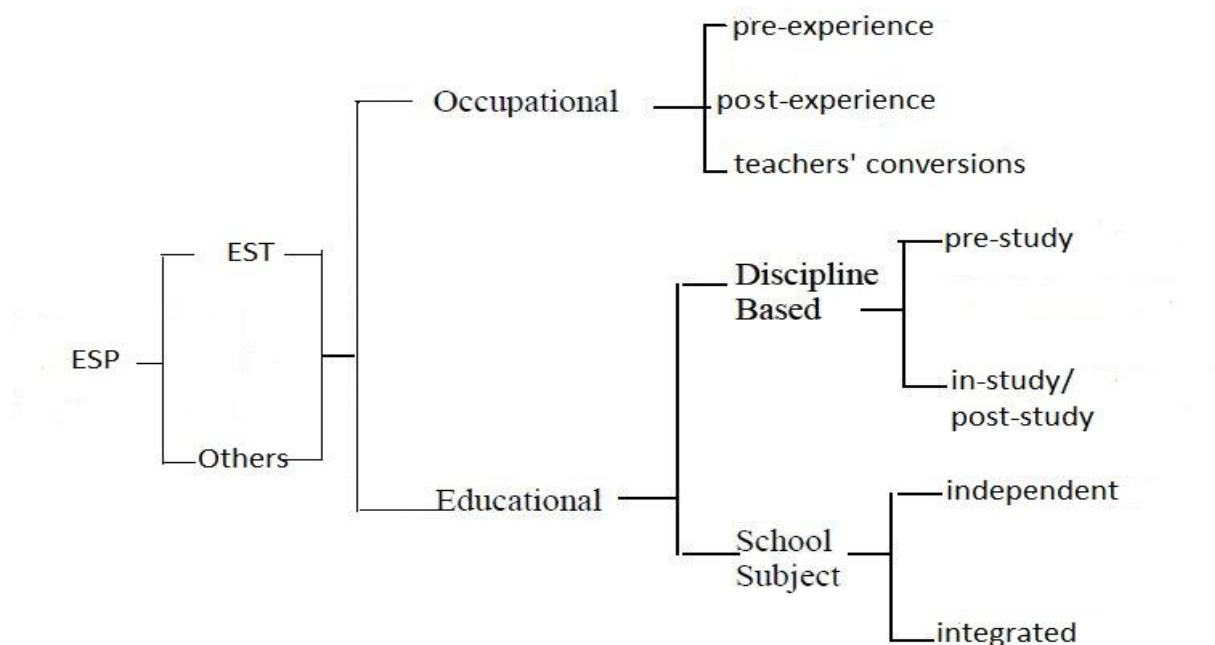


Figure 3: Classification of ESP. Adapted from: communicative syllabus design, Munby, 1978.

According to Munby (1978), it will be an example of pre experience ESP if an Indonesian learns English working in an oil field with being instructed in English in his job.

In contrast, if a Pakistani doctor learns English for communicating with patients in surgery it will be an example of post-experience ESP. Munby (1978) claimed on Strevans initial distinction between EST and all other types of ESP. He said,

The fact that EST (and non-EST) can appear in the subdivision of either the educational or occupational categories, depending for example on whether the participant needs English to study engineering science or to do his job as an engineer suggested that it is an exponent of a category rather than a category in itself (p. 55).

Hutchinson and Waters (1987) later supported Munby's view here by stating that people can work and study simultaneously, as for example, the language learnt for immediate use in a study environment will be used later when student returns to a job. For this reason, Munby preferred to regard teachers' conversion as an exponent of the post experience sub-category. Umera- Okeke, and Okeke (2014) noted that teachers' conversion courses simply mean re-training of teachers of other languages to enable them to convert to teaching English either additionally or alternatively. It seems similar to Hutchinson and Waters (1987) EOP course 'English for Teaching'.

2.5 Teachers' training and ESP

In his developmental study, Cross pointed out (as cited in Al-Hazmi, 2003, p. 342) that putting untrained teachers into classrooms to meet increased demand or to expand access to schooling is often at the expense of the quality of teachers' preparation and the quality of learning. This negatively affects the character of education as well as the education budget, he added. Freeman (as cited in Al-Hazmi, 2003, p. 343) commented that in-service teachers should continue their professional education via MA and certificate programs in TEFL (Teaching English as a Foreign Language)/ TESOL (Teaching of English to Speakers of Other Languages), applied linguistics and other related areas that enable and facilitate the

development of knowledge, skills, and worthwhile habits in teachers. He (as cited in Valazza, 2015) regarded teacher development and teacher training as the two main teacher education strategies. For distinguishing between these two, he proposed a model of teaching which characterizes it as a decision-making process based on the categories of knowledge, skills, attitudes and awareness.

Cross (as cited in Al-Hazmi, 2003, p. 342) argued,

Initial teacher education programs should be based on an "ideal teacher profile" taking into account the country's level of development and local constraints. Before training schemes are drawn up, clear targets in knowledge and behavior should be defined through needs analysis that take into consideration such factors as teachers' general level of education, level of language competence, level of professional competence, and beliefs about education.

Needs analysis bring out the specific needs of the teacher for their professional development that results into design of an ESP course based on their context of English language teaching.

2.6 Needs analysis in ESP

Needs analysis is also a part of curriculum development and is normally required before syllabus development for language teaching. In their developmental study several authors as Berwick; Brindley; Hutchinson and Waters; Munby; Richterich and Chancerel acknowledged (as cited in Songhori, 2008) that in the process of designing and carrying out any language course, whether it be ESP or general English course needs analysis plays a vital role. The first major and basic step for designing a language course is 'needs analysis. Brown, stated that (as cited in Kusumoto, 2008) conducting a needs analysis is an important first step

in the development of a curriculum that is being developed from scratch for a completely new program. Alderson differentiated (as cited in Astika, 2009) four types of needs: first, formal needs, which refer to the need to meet the institution requirements such as to pass an exam. Second, actual or obligation need that refers to what a student has to do with the language once he has learned it. Third, hypothetical future need which refers to the need to become a better professional in the future, and forth, want, which refers to what a student feels want to do or to learn.

Bosher & Smalkoski noted that (as cited in Kusumoto, 2008) a considerable degree of emphasis has been placed on needs analysis recently for English for Academic Purposes, English for Business Purposes, and English for Specific Purposes. According to Hall (2012) the needs analysis is a crucial continuous step in the successful creation of ESP course of Materials. He quoted, “without, at least, an informal needs analysis the courses or materials cannot be specific to the needs of the participants. It is not optional, it is important step”.

2.7 Importance of ESP training for secondary school teachers

Richards stated that (as cited in Ahmed and Rao, 2013) the worldwide increasing demand for good communication in the English language has increased significantly the responsibility of the English language teacher. In the developmental study, Sheha (1947) stated that a language teacher must speak and write clearly, effectively and accurately. The teacher must have a range of vocabulary suitable to effective communication with the students, she added. Moreover, the awareness of the fundamental nature of the language arts must become a part of the teachers’ equipment for teaching. Having these, teachers must continue their learning to explore understanding of the language systems. Hall (2012) quoted, “for years, we have prattled on about the learning centered environment. Now it is time to remind yourself that you are indeed one of the learners and that you must continue to

learn”. Moreover, this learning should continue to compensate lacks. Larsons’s study (1973) found that fresh graduates from school often lack the skill needed to impart knowledge and engage students’ attention and interest in the courses they are teaching. Therefore, language training for teachers is essential. During brainstorming ideas for kicking of an in-service program for a local high school’s content area teachers Reeves (2006) found that the idea that the difficulties of English language learner inclusion, particularly at the secondary level, were well known or, at least, well rumored within content teacher audience. Nevertheless, it was also found that hardship is not the only stories about inclusion; success stories relatively easy to come by. In a survey of 200 California English teachers Mrs. Scofield reported (as cited in *The English Curriculum for Training Secondary Teachers*, 1963, p. 201) that all of the teacher teachers believed that about 42 to 48 ‘units’ of lessons necessary for preparing an English teacher. Among them, half of credit hours should be in survey courses of English, American and world literature. Courses in linguistics, novel, poetry, short story, Shakespeare, literature for high school and at least two period courses need to be included in an extra course, teachers added. The majority of teachers recommended that 12 units of language study and composition could be added in the course entirely on freshman English. A course in reading techniques was also recommended by many teachers. There was a tacit agreement that no single proposal would bridge the gap between the idea and the practical English major and the only solution for an English minor as preparation for secondary teaching is to abolish it.

Teachers also need special language awareness to confirm adjusting their own classroom language, in line with students’ proficiency, to simpler vocabulary and slower speech while retaining natural rhythm and intonation (Hedge, 2000, p. 12). According to Spatt (1994) an ESP course for teacher might be a language improvement course for teachers of English as a foreign language whose first language is not English. English for teachers

focuses on the English language that teachers use for talking and reading about their work as well as for furthering their studies in English. ESP course helps teachers understand better their teaching and allows them to feel more confident in their use of English (Spatt, 1994).

2.8 Language training for teacher: situation in Bangladesh

According to Directorate of Secondary and Higher Education (2008), Bangladesh Bureau of Educational Information, and Statistics (2015) the present education system in Bangladesh is broadly divided into three levels: primary, Secondary and tertiary or higher education. Primary education is imparted by primary level institutions, Secondary by secondary level institutions, and higher level institutions impart higher education. The Secondary education is comprised of seven (3+2+2) years of formal education. The Secondary educational institutions in Bangladesh have been facing many challenges. Among them the quality and access are the big challenges. Studies (The Secondary Education Quality and Access Enhancement project and Fifth Annual Education Institution Census, 2012; Bangladesh Education Statistics, 2012; Bangladesh Education Statistics, 2010; Study on Qualification and Training of Non-Govt. Secondary Schools English and Mathematics Teachers and Their Familiarity With Existing Curriculum, 2006) showed that there is an unpleasant situation in teacher education of English language teachers of secondary schools in Bangladesh.

SEQAEP and Census 2012:

The SEQAEP project was being implemented in 121 upazilas distributed over 61 districts (excluding 3 districts of CHT) under six divisions. The census 2012 revealed that there were 14570 teachers engaged in teaching English at the schools and among them there were 7973 (54.72%) teachers with English in bachelor or master level and the remaining 6597 (45.28%) teachers without English at the graduate level or master level.

Degree	School		Madrasah		Total	
	Number	Percent	Number	Percent	Number	Percent
English teacher with English	7973	54.72	2101	53.15	10074	54.39
English teacher without English	6597	45.28	1852	46.85	8449	45.61
Total	14570	100	3953	100	18523	100

Table 1: Percentage of teachers having English in graduate and post graduate programs.

Source: Fifth Annual Education Institution Census, 2012.

According to the study, statistics showed that, in schools, 20710 teachers (79.22%) had B.Ed. /Dip. in Ed., 1268 teachers (4.85%) had M.Ed., and the remaining 4164 teachers (15.93%) had not such training engaged in teaching English and mathematics.

Type of training	School		Madrasah		Total	
	Number	Percent	Number	Percent	Number	Percent
B. Ed. / Dip. in B. Ed.	20710	79.22	4069	53.80	24779	73.52
M. Ed.	1268	4.85	192	2.54	1460	4.33
No training	4164	15.93	3302	43.66	7466	22.15
Total	26142	100	7563	100	33705	100

Table 2: Percentage of teachers having B. Ed. and M. Ed. training. Source: Fifth Annual Education Institution Census, 2012.

In terms of others in-service training the census (2012) showed that, TQI (Teachers Quality Improvement Project) has contributed highest number of training for the teachers (31.34%) whereas SEQAEP (The Secondary Education Quality and Access Enhancement project) has contributed second highest number of training for the teachers (29.58%) and ELTIP (English Language teaching Improvement Project) is only 6.69%.

Organization	School		Madrasah		Total	
	Number	Percent	Number	Percent	Number	Percent
NAEM	2152	4.02	871	8.96	3023	4.78
SEQAEP	14209	26.52	4514	46.43	18723	29.58
TQI	18812	35.11	1031	10.60	19843	31.34
ELTIP	3493	6.52	745	7.66	4238	6.69
BRAC	6726	12.55	709	7.29	7435	11.74
Other	8191	15.29	1853	19.06	10044	15.87
Total	53583	100	9723	100	63306	100

Table 3: Percentage of teachers having different types of professional training. Source: Fifth Annual Education Institution Census, 2012.

Bangladesh Education Statistics, 2012:

Education statistics, 2012 by BANBEIS illustrated that 51.2% English teachers of secondary school have bachelor degree with compulsory 100 marks in English, 6.8% have bachelor degree with 300 marks in English, 3.3% have Bachelor Degree with Honors in English, 5.2% have Masters Degree in English 26% have bachelor degree without English and another 7.5% is only HSC pass. In terms of having experience in English language learning in the graduate level the terrible situation of English language teachers in Bangladesh was discovered by the report.

Education Type	Management	Teacher teaching English as per notice	Bachelor Degree with Compulsory 100 marks in English	Bachelor Degree with 300 marks in English	Bachelor Degree Honors in English	Masters in English	Bachelor without English	H.S.C Pass
Junior Secondary School								

	Private	9798	6586	436	247	255	1494	780
Secondary School	Public	2511	593	354	431	622	446	65
	Private	75285	38802	4941	1544	2717	21454	5827
	Total	77796	39395	5295	1975	3339	21900	5892
School and College(School Section)	Public	138	26	35	20	51	6	
	Private	5961	2008	643	835	1200	966	309
	Total	6099	2034	678	855	1251	972	309
Total	Public	2649	619	389	451	673	452	65
	Private	91044	47396	6020	2626	4172	23914	6916
	Total	93693	48015	6409	3077	4845	24366	6981
	% Total	100.00	51.2	6.8	3.3	5.2	26.0	7.5

Table 4: Percentage of teachers having English subject in various educational levels. Source:
Bangladesh Education Statistics, 2012.

CHAPTER 3 - METHODOLOGY

3.0 Introduction

Research methodology refers to the techniques and procedures that are adapted to carry out a study. This research attempted to find the needs for an ESP course for the in-service EFL teachers of secondary schools in Bangladesh. This chapter will represent research design, theoretical framework, sampling, setting, instrumentation, data collection procedure, Data analysis procedure and obstacle encountered in the research.

3.1 Research Design

This research was a small-scale, mix-method survey of the needs analysis of the English teachers in secondary school in terms of doing a needs analysis over designing a specific English language course based on their daily language use both in and outside the classroom. As it was mix-method (both a quantitative and qualitative) research, data were collected from several books, reports, Journals, websites and interview.

3.2 Theoretical framework

The theory behind the needs analysis of this research used by the researcher is Hutchison and Waters (1987) target needs analysis. They theorized target needs as an ‘umbrella term’ that hides a number of distinctions in practice. By following their ways of finding target situation, the researcher collected data in terms of necessities, lacks and wants.

Necessities:

According to Hutchinson and Waters (1987) necessities is the most essential part of needs analysis to fix the target needs of designing an ESP syllabus. Necessities in target situation are that types of needs determined by the demands of the situation. For functioning

in a situation effectively, the participant needs to have an idea on the linguistic features - discursal, functional, structural, lexical etc knowledge of that language (Hutchinson and Waters, 1987). It is the main work of the researcher to gather information about the situations in what the participant need to function in and then analysis them with their constituents parts.

Lacks:

To decide which of the necessities the learner lack, researchers need to find out learner's existing knowledge. In ESP, target language proficiency needs to be matched aligned with learner's existing competency. Therefore, researchers need to find out the gap between them as lacks. In this research, the researcher collected attitudes and opinion of secondary school teachers' perception regarding their lacking in terms of functioning in the target situation.

Wants:

Beside learners view on lacks and necessities they have some standpoints in learning a language. It is the awareness of the learner as Hutchinson and Waters (1987) viewed it as a matter of perception. In need analysis, researchers need to find out learners / participants standpoints in terms of learning a language based on their specialization area. What the learner want to learn and why - it is called wants of target situation analysis that motivates learners taking an ESP course apparently relevant to their course of study and profession.

3.3 Sampling

In this research, the participants were the teacher of secondary schools who give the English language classes of Bangla Medium secondary schools in Bangladesh. The researcher interviewed 20 English language teachers of different schools both in Dhaka City

and Sirajgonj district that covers schools of both urban and rural area. The teachers were subject teachers of English language from different schools where the researcher went for collecting reliable data. Among 20 teachers, 10 were from urban and 10 were from rural areas. However, the researcher interviewed 5 teachers from 3 government schools, 13 teachers from 7 Nongovernment MPO (Monthly Pay Order) schools and Two teachers from 2 Non-MPO schools. Teachers experienced in teaching English from 2 to 27 years were interviewed. Their basic informations were summarized in following chart:

Type of school	Number of respondents	MA in English	MA/ MSS other subjects	BA/ BSS	B. Ed	TQI	CPD/ EIA	SEQI/ IP	ELT/ IP	BRAC
Govt.	5	2	2	1	5	4	3	1	1	0
MPO	13	5	3	5	11	9	9	2	0	3
Non MPO	2	0	1	1	0	0	0	0	0	0
Total	20	7	6	7	16	13	12	3	1	3

Table 5: Correspondents' basic information.

3.4 Setting

Data were collected through face-to-face interviews and phone calls. The researcher interviewed the correspondents in different setting. Some of them were interviewed in their desk at office and some were at their home. Only two teachers were interviewed over phone. In office, silence and privacy were ensured during the interview that helped respondents to feel free to speak. Each interview required not more than 30 minutes.

3.5 Instrumentation

The methodology used in research is-

1. Interview followed by a structured questionnaire

The researcher took interview as the research tool of collecting data. Structured interview was taken and for that, a structured questionnaire was prepared for that purpose. McDonough and McDonough (1997) pointed out that structured questionnaire allows the researcher to ask for limited clarification and disambiguate the question if asked by the interviewee. It also ensures anonymity that provides responses that are more honest.

All three main types of structured interviews adapted from Cohen and Manion (as cited in McDonough and McDonough, 1997) in this research were:

- Fixed alternative (dichotomous yes/no).
- Open ended.
- Scale: Agreement disagreement

The researcher also used one mobile phone for interviewing teachers in call. Mobile phone was also used to record the voice of the interviewee if permitted.

3.6 Data collection procedure

One of the most useful and widely used methods in research on language learning is structured interview (Hutchinson and Waters, 1997 P. 58; McDonough and McDonough, 1997, p. 183). To gather information about learner's need of a small number of respondent structured interview help to collect realistic information rather than personal interview. It is widely used in data collection on attitudes or proficiency (McDonough and McDonough, 1997, p. 183). In this paper, in case of scaled questions, three choices were adapted from

Likert scale (as cited in McDonough and McDonough, 1997) and numerical values were not given. Data were collected based on three terms: Necessities, Lack and Want. For finding necessities and lack, fixed alternative and scaled questions were used. On the other hand, to find wants open – ended questions were used. Moreover, based on Hutchinson and Waters (1997) model more objective questions were designed for collecting data on necessities and lack; and subjective questions were asked for collecting data on want.

All the questions in the interview were clear, succinct, and unambiguous.

Embarrassing questions dealing with personal or private matters of the respondents were avoided in the interview. The quality of a questionnaire was judged by three major standards: (1) validity, (2) reliability, and (3) practicality.

1. Validity: The questionnaire was highly valid with regard to content, construct, and criterion validity because the questionnaire deals with the questions that directly match the investigation of the present study.
1. Reliability: the questionnaire for the present study was reliable because the result of the interview was consistent. The same questions were asked to the respondents, the questions do not vary, and all the respondents were EFL teachers.
2. Practicality: The questionnaire of the present study had high practicality because it was very cheap to produce (economic); it took not more than 30 minutes to answer all the questions; the interpretation of the results was relatively easy; and it required only the minimum effort.

Only one visit was made to collect the data. In the visit, recommendation letter was presented to the respondents and when permission granted the interview was started. Both ‘Note taking’ and ‘Audio recording’ were used for writing up after interview as the tool of data collection process in this research.

3.7 Data analysis procedure

The data analysis was done in two stages. Firstly, after the interviews were taken, the researcher wrote up the summary of the interview listening to the recording (if had) and using the note-taking sheet. This was used for the part of ‘Wants’ because only this part includes subjective question as mentioned earlier. Secondly, the analysis of objective (quantitative) data was done manually as it was a small-scaled analysis. The researcher used a table (see appendix C) to arrange the collected data with all the criteria of question down the left hand side and responses in percentage to the right side. This took some time because of using both fixed alternative and scaled question in the questionnaire having some sub-sections. Then, the researcher inspects the data.

3.8 Obstacles encountered

As teachers were busy with half-yearly examination, paper checking and submitting grades it was very tough to manage time for interview by themselves. Again, after that, Ramadan vacation started and it became more difficult to contact with them. Visiting teachers home was made and collecting the information consumed much time. Recording of all interviews could not be done as permission was not granted.

CHAPTER 4 – FINDINGS AND DISCUSSIONS

4.0 Introduction

In this section, findings and discussions of current study were presented in three major sections – i) Discussions of results of respondents' interview ii) Discussions of findings and iii) Answer to the research questions. After data collection, the researcher arranged the collected data and analyzed them. Findings of analyzed data were discussed in three different sections to present the needs analysis in a more precise way to connect them to the theory of need analysis.

4.1 Discussions of results of respondents' interview

The collected data were arranged in a table below:

Criteria	Responses		
	Responses in percentage	Responses in percentage	Responses in percentage
Speaking English in classes	Always:25%	Sometimes:75%	Not really: 0%
Allocated time for each class	31-40 minutes: 10%	41-45 minutes: 75%	46-50 minutes: 15%
Making question paper for examination	Always: 40%	Sometimes: 50%	Not really: 10%
Level of English needed teach contents and interact	Low: 10%	Medium:80%	High: 10%

Target language role set	Principal: 35%	Other teachers: 90%	Parents: 45%
	Visiting Educationist: 85%		
Other communicative activities need to be done in English	Participating in events: 85%	Asserting results: 50%	Attending official meetings: 50%
Functions of English need to be performed in class	Introducing pair work: 100%	Advising students: 95%	Changing the subject: 70%
	Giving and asking for clarification: 80%	Giving instruction for homework: 100%	Providing feedback: 95%
	Introducing reading writing and listening activities: 100%		
Productive skill need to use more	Writing: 0%	Speaking: 35%	Equally both: 65%
Mandatory use of English in and outside classroom	Agree: 80%	Disagree: 20%	No response: 0%
Causes behind if they are struggling with English	Lack of vocabulary: 80%	Lack of structural knowledge: 35%	Lack of confidence: 30%
	lack of willingness: 50%	Lack of fluency: 50%	Others: 75%
Feeling for lack of English proficiency that forces to use	Always: 5%	Sometimes: 70%	Not really: 25%

Bangla in classroom			
Feeling of facing problem regarding correct pronunciation	Always: 0%	Sometimes: 80%	Not really: 20%
Getting unknown vocabularies during teaching	Always: 5%	Sometimes: 85%	Not really: 10%
Feeling for causing lack of vocabulary as the main barrier for being incapable of explaining text	Always: 15%	Sometimes: 50%	Not really: 35%
Feeling for lack of confidence and anxiety regarding giving correction and feedback	Always: 5%	Sometimes: 60%	Not really: 35%
Facing of problem during writing regarding structures, linkers, cohesive lexis and vocabulary	Always: 0%	Sometimes: 50%	Not really: 50%
Facing of problem in expressions – agreement,	Always: 0%	Sometimes: 55%	Not really: 45%

sympathy, admiration etc			
Teachers own observation over current language competency	Strong in reading and writing: 70%	Development is needed in reading and writing: 30%	Strong in listening and speaking: 50%
	Development is needed in listening and speaking: 50%	Satisfied in four skills: 20%	Some development is needed in four skills: 20%
Being taught and practiced English language functions in training program attended	In large scale: 20%	In small scale: 15%	Not really: 65%
Response over designing an ESP course suite to daily language use	Yes: 100%	No: 0%	No response: 0%
Teachers thinking over importance of ESP course to meet career goal as an EFL teacher	Yes: 100%	No: 0%	No response: 0%

Table 6: Arrangement of correspondents' responses in percentage.

When the researcher analyzed the collected data, first of all, he found that when the teachers were asked about their skill of speaking English in classes, different responses

comes from different respondents. About 25% teacher said that they need to speak in English always in the classroom unless they need to switch and other 75% said they use English sometimes in the class. There was no teacher found who do not use English in the class. In terms of allocated time for each class, about 10% teachers said they need to attend 31- 40 minutes class. Majority (75%) had 41 – 45 minutes and the rest 15% teacher had 46 -50 minutes to give class and interact with students. Being asked about making questions paper for various types of examinations, 40% teachers said that they always make question papers for the school examination and board examination. About 50% teachers commented that sometimes they are called by the authority to make questions paper for school examination. Another 10% teachers did not have to prepare question paper. When they were asked about their level of English needed to teach and interact with students, all of them commented that they need at least medium level of English (scale was adapted from CV making page of jobs hosting website bdjobs.com) language proficiency to conduct the class where in some cases higher level too.

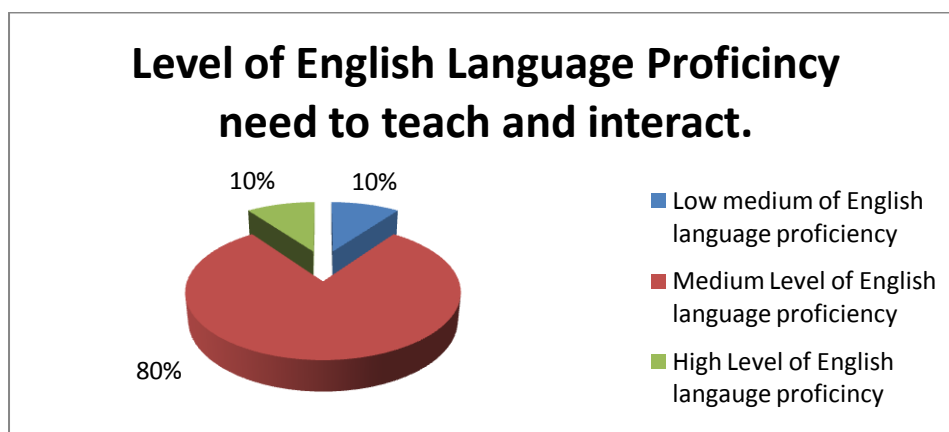


Figure 4: level of English language proficiency need to teach and interact

Teachers need to communicate with other people in their workplace. They need to use English inside the institution. All teachers agreed that they have to communicate in English with the principal, other teachers and visiting educationists. About 66% teachers reported that

they do not need to use English with the parents of students because of their unwillingness and incompetency in English.

When the respondents were asked about their role set (the use of target language interacting with other people), about 35% teachers said they use English when talking with principal, about 90% teachers commented that they used to use English while talking to other teachers. About 45% teachers mentioned that when parents are interested they talk in English with them. In case of meeting visiting educationist, 85% teachers stated that they use English as the tool for communication.

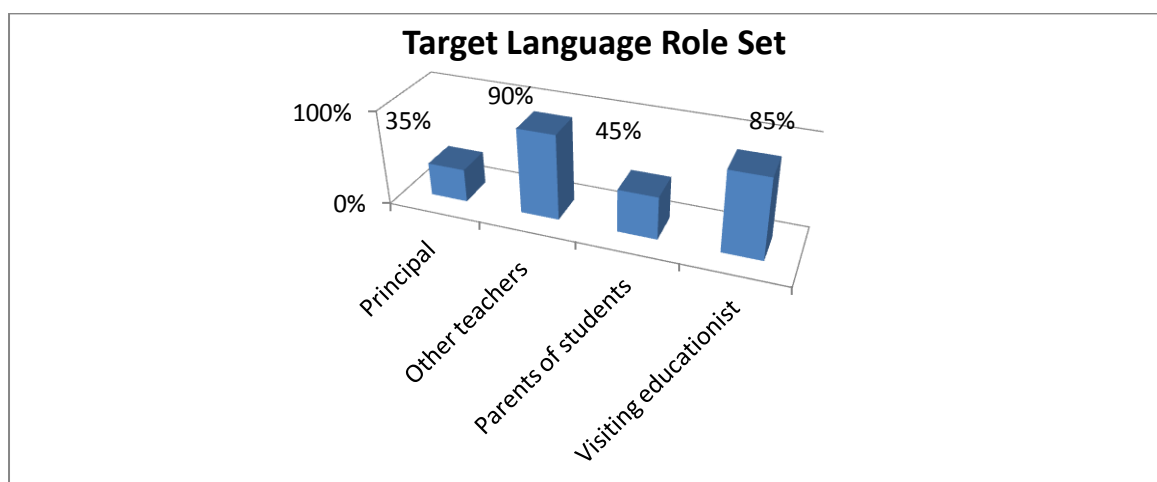


Figure 5: Target language role-set.

When asked about their use of English in other communicative situation, a majority of the teachers (85%) confirmed that they need to use English in different events and seminars. 50% teachers said that sometimes they use English when announcing results and attending official meetings.

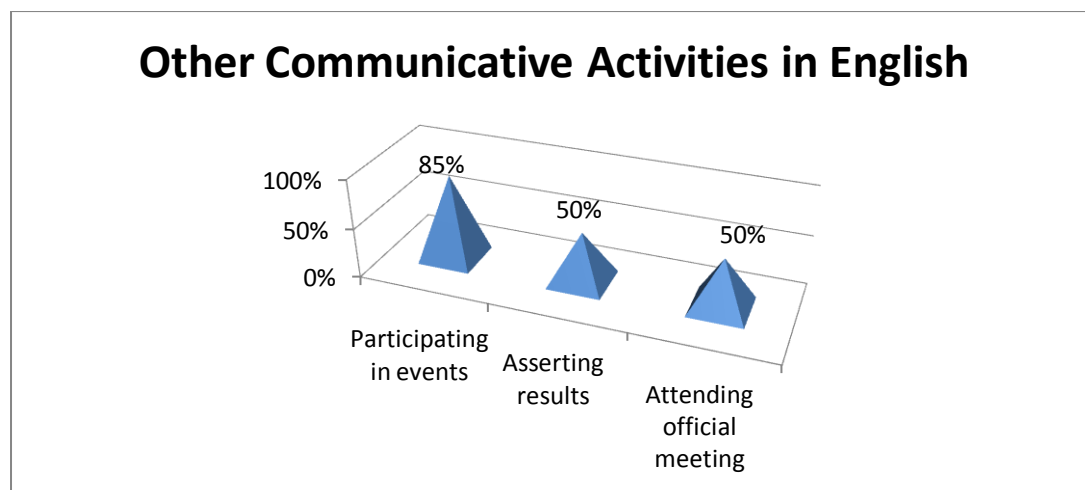


Figure 6: Other communicative activities in English.

Being asked about what functions they need to perform in class using English, 100% teachers said they use English in introducing reading, writing, speaking and listening activities, introducing pair work and giving instruction for homework. About 95% teachers said that they use English during advising students; about 80% teachers commented they use English during giving and asking for clarification and 95% teachers for providing feedback.

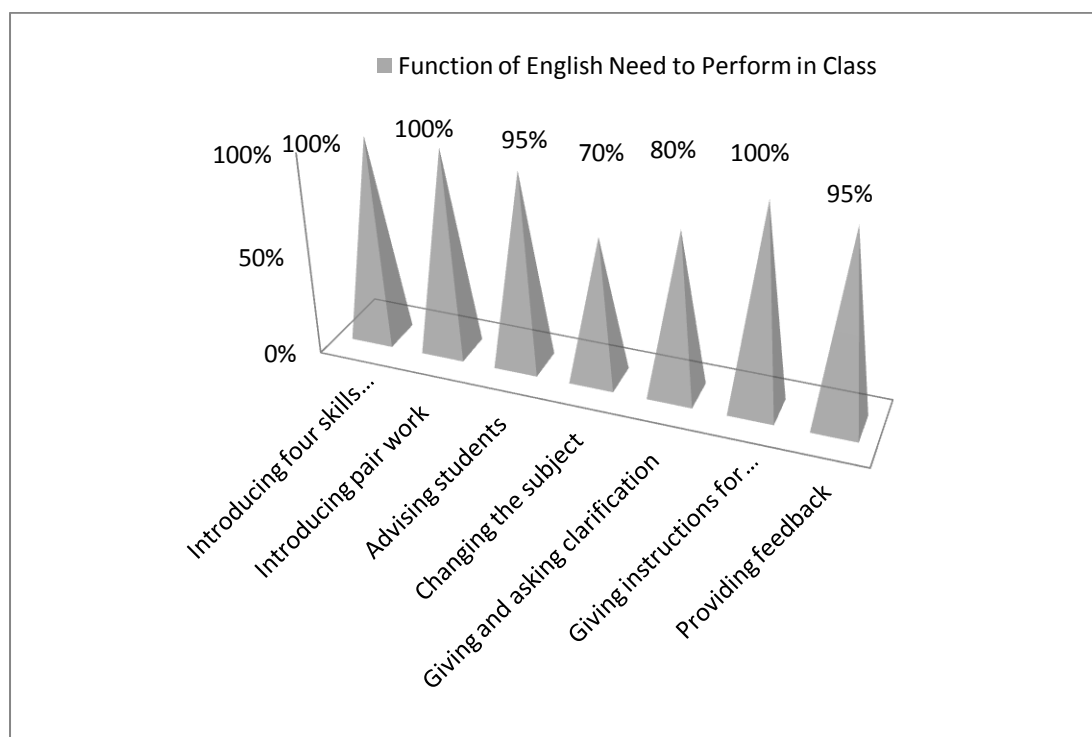


Figure 7: Function of English need to perform in class.

When they were asked about mostly used productive skills, about 35% teachers reported that they use speaking more than writing and others 65% teachers commented that they use equally both the speaking and writing.

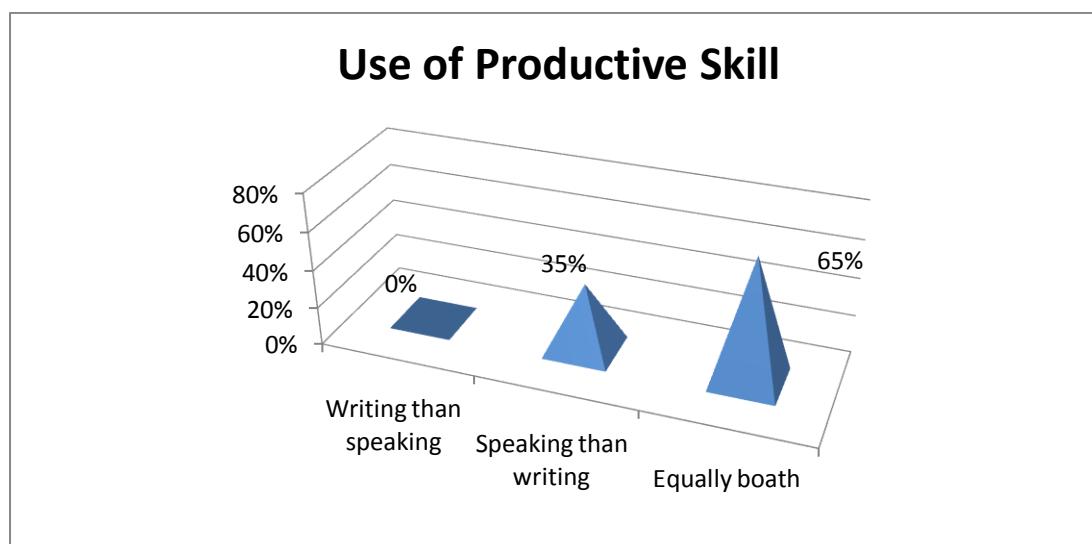


Figure 8: More used productive skill.

In response to question number 6 (see appendix A) that was their opinion about mandatory use of English in and outside classroom the majority 80% teacher agreed that as an EFL teacher they should use English in and outside classroom mandatorily whether another 20% disagreed.

In response to question number 7.1 (see appendix A) that was about their struggle with English, 80% teachers caused having lack of vocabulary in use in different situation for their straggling. About 35% teachers said that they have lack of structural knowledge and another 30% teachers expressed that for lack of confidence they struggle in using English. About 50% teachers commented that lack of willingness and lack of fluency is responsible for their weakness in using English. 75% teachers said that sometimes surrounding environment does not help them at all.

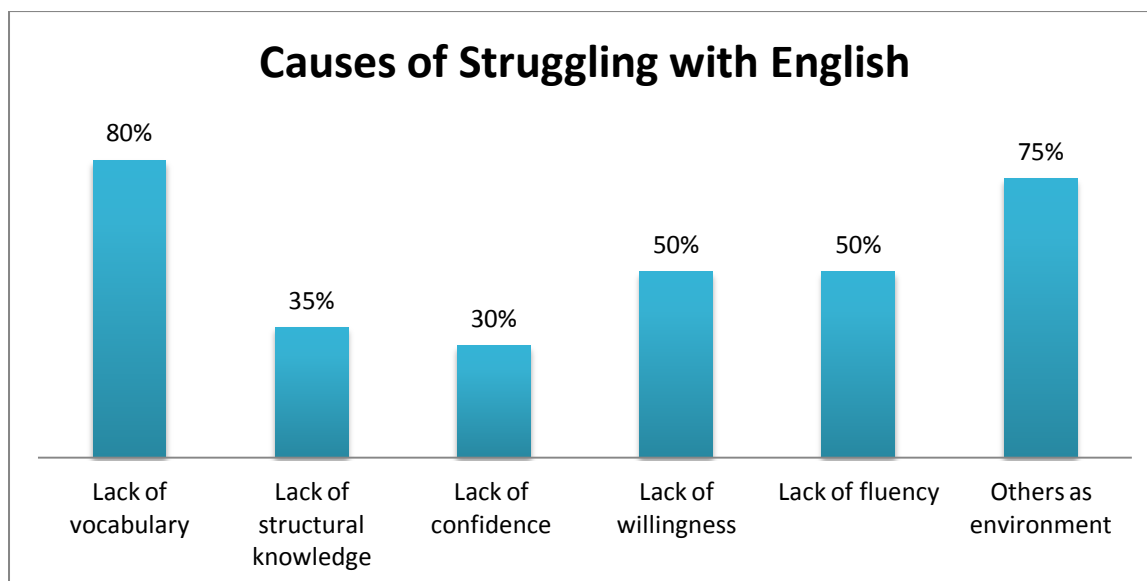


Figure 9: Causes of struggling with English.

In response to question number 7.2 (see appendix A) that about their feeling for lack of English proficiency that force to use Bangla in classroom 70% teachers said that they sometimes feel it, 5% teachers feel always and others do not really think this. In response to question number 7.3 about 80% teachers said that they face problems sometimes regarding correct pronunciation.

In response to question number 7.4-7.5 (see appendix A), about 85% teachers said sometimes they find unknown vocabularies during teaching. About 50% teachers replied that lack of vocabulary is the main barrier for being in capable of explaining text. In response to question number 7.6 (see appendix A) that was about their feeling for lack of confidence and anxiety behind not giving immediate correction and feedback, 60% teachers said that sometimes they feel that. On the other hand, 35% teachers do not feel so. The researcher found an interesting point in answers from the correspondents on question number 7.7 (see appendix A) that 50% teachers think they sometimes face problems in writing and another 50% teachers do not really. In response to the question number 7.8 (see appendix A), about

50% teachers said they face problem some times in expression agreement, disagreement, interest etc.

In response to the question number 8 (see appendix A), to express their opinion about their own observation over their current language competency a variety of opinion came from them. About 70% teachers said they are strong in reading and writing, 30 teachers expressed that some development are needed in reading and writing. About 50% teachers believed their listening and speaking skill are strong whether another 50% teachers considered that they need some development in this area. About 20% teachers are satisfied about their English language competency.

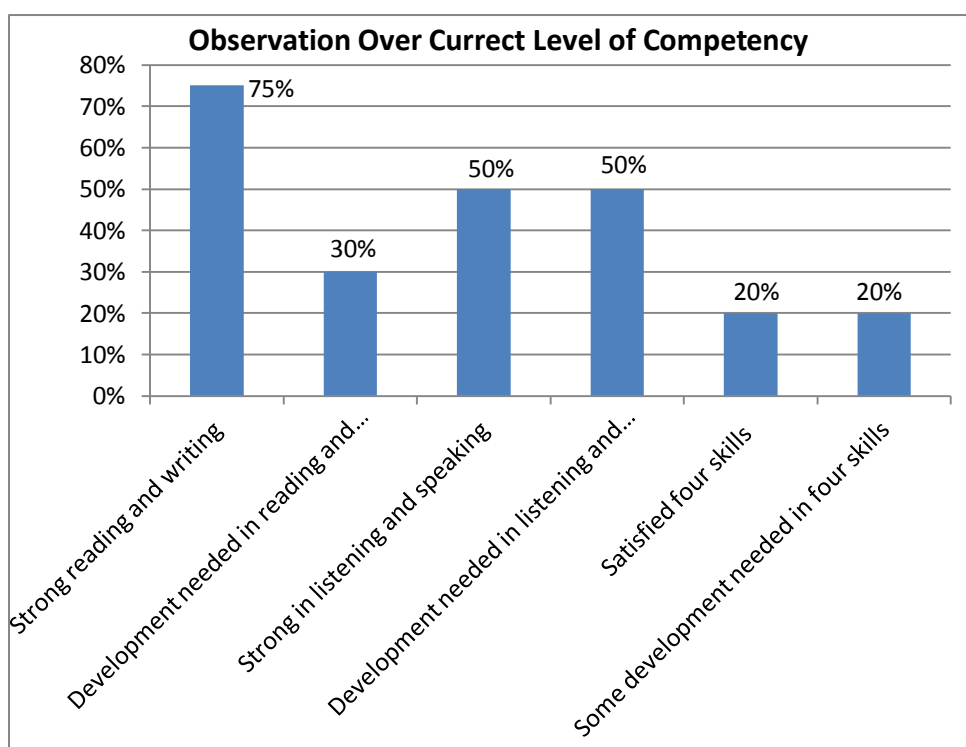


Figure 10: Observation over current level of competency.

In response to question number 9 (see appendix A) 20% teachers said that they were taught and practiced English language functions in the training programs they attended. 15%

teachers said that they practiced in small scale and another 65% teachers have said they did not get any of that opportunity.

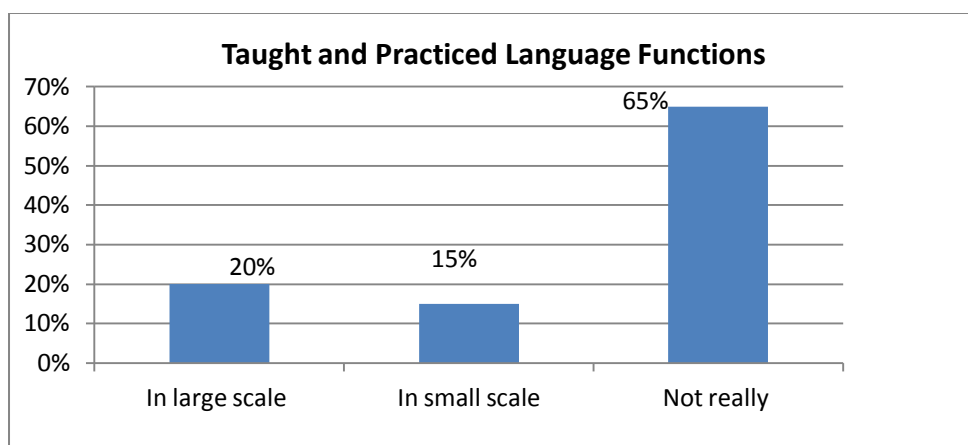


Figure 11: Taught and practiced language functions.

Being asked about their response over designing and ESP course suits to their daily language use all of the teachers have said that yes, it is needed and also they expressed that it is important to undertake the course to meet their career goal as an EFL teacher.

4.2 Discussions of findings

Target needs find out what the language learners need to do in the target situation. Hutchinson and Waters (1987) regarded target needs as an umbrella term, which in practice hides a number of important distinctions. A more useful technique is to look at the target situation in terms of necessities, lacks and wants that were used in this paper to do need analysis of respondents.

The primary resource of this research is the response of in-service English teachers of secondary schools in Bangladesh. Their responses showed the guidance line of need analysis that how much they need an ESP course and how the ESP course may be effective for them. Some important outcomes were found after analyzing primary data.

Necessities:

Necessities are the most important tenure to identify the target needs of an ESP syllabus. These are the types of needs determined by the demands of the target situation, what the learners has to know in order to function effectively in the target situation. In present study, researchers tried to denote necessities of English language proficiency for secondary school teachers. English is taught as a compulsory subject in all grades in secondary schools of Bangladesh. Therefore, the teachers must have the functional and pedagogical English language skills due to a number of reasons:

The undertaken research depicted that EFL teachers in secondary schools need to attend and give classes about 30 to 50 minutes that varies in different periods and make interaction with students due to teach them English language skill and make them capable of using English functionally. Doing that, teachers need to use their pedagogical knowledge in English as well as different skills and sub-skills to teach contents and maintain classroom environment along with students' behavior. Teachers need to have satisfied fluency in speaking to help the learners as much as possible in terms of clear instruction, explanation and providing feedback. These are obvious because teachers have to use English most of the time in class.

They need to have excellent writing skill to write sentences accurately on the black/white board in class, students' notebook, official papers and academic record files. Excellent writing skill is obvious needed for making questions paper both for board examinations and school terms examination as in service teacher having different years of experience have expressed.

English is a useful tool for the teacher completing their various communicative activities and purposes. However, responses differed from respondents to respondents to

some extent; activities like participating in some events and seminars, attending official meeting and asserting results among students and guardians were common where English is needed.

The study revealed that teachers need to communicate with their colleagues in English. Their target language role sets includes principals, other teachers and visiting educationist as well as the guardians of students in small scale.

The respondents agreed that they need to have the skill of functioning in English the classroom for introducing reading, writing, listening and speaking activities, introducing pair work, giving and asking for clarification, giving instruction for homework, providing feedback, advising students etc.

Munby's model of CNP (communicative needs processor) is useful for analyzing target needs. In this research, the researcher indentified a list of linguistic features that shows necessities of English language proficiency for the teachers.

Sample communicative activities	Related micro functions	Language form (productive)
Giving class	Introducing activities	Can I just say It's time to begin the class. We are going to learn some things new
	Giving instructions/information	Please speak louder, Selim. We are finishing here today please go for your Tiffin.
	Asking someone to do some things	Could you pass me that book? Anha, please go to the board and write the

		answers.
	Checking that someone understand them	Do you know what I mean?
	Asking for repetition	Sorry, I did not catch that, can you please repeat again?
	Interrupting	You can switch it on here.
	Agreeing	I am not sure, I agree.
	Disagreeing	I do not think it should be allowed.
	Providing feedback	Very good, Please sit down. Ok, good, everyone.
	Asking for other people opinion	What do you think? Do you like to play football?
	Apologizing	Oh! I am really sorry for that.
	Expressing their opinion	Do you mean?
	Directing students	Lubna, where are you going? Please to your desk and sit down.
Conversation with other teachers	Requesting	Could you please give me the register book of new admitted students in grade VI?
	Confirming	Yes, I have the book but I am still working with it please ask me after lunch.
	Taking decision	I think we should give some model test to students before JSC examination starts.

Table 7: Munby's model used to identify a list of linguistic features that teachers need

Lacks:

As ESP is concerned with the needs of particular learners, only identifying necessity is not enough. ESP designers also need to know about the existing knowledge of the learners, and then they can identify the lacks. The target language proficiency, as mentioned before, is needed to match against the existing proficiency of learners. The gap between them is called lacks of learners. As Hutchinson and Waters (1987) prescribed to be objective in identifying lacks, to identify lacks of secondary school teachers the researcher asked some questions to them.

The undertaken research showed that English language teachers in secondary school of Bangladesh are struggling in speaking in and outside the class. They also do many mistakes in preparing question papers for the examinations. A various number of causes are responsible for this. They face lack of vocabulary, lack of structure knowledge, lack of confidence, lack of willingness, lack of fluency in general and unsupported environment during produce daily English. In case of writing, they have not only lack of structural knowledge but also have lack in written discourse as in metalinguistic features of writing.

Although some good teachers are satisfied with their current English language competency, they commented that further enlargement is needed for teaching English as new books curriculum and methods are being implemented in recent years.

The researcher found that teachers have lack in vocabulary phonetics and structures of English. Good responses were found over teachers lack in spoken discourse. The cause behind this as reported by the correspondents is having less or no experience of listening and speaking activities in their academic and professional education.

Wants:

When we consider target needs only from an objective sense, the actual learner does not play an active role at all. A specific learner has a view to what his/her needs are. Learners may have well idea about necessities of the target situation and view on their lacks, however, the learners view might conflict with the perceptions of other interested parties like course designer, sponsors etc. the researcher identified some of them:

According to this study, teachers want to develop their speaking skill and fluency in speaking as well in large scale. Talking with the teachers, the researcher found that there is willingness among them to increase their fluency and develop their proficiency in speaking discourse. Most of the teachers were thinking of taking an ESP course where the syllabus will be developed based on speaking discourse.

Some teachers in secondary schools are highly motivated to increase their vocabulary as they stated that if they know more vocabulary they would be able to teach more fluently and effectively. Therefore, they want a vocabulary development course.

Novice teachers are highly motivated to enrich their structure knowledge of English as they assumed that they are not good in this section of language. Some of the senior teachers also suggested designing an ESP syllabus for English language teachers in school. A seek for taking an ESP course for developing functional grammar is seen among correspondents.

The undertaken research found that though the B. Ed. syllabus is based on CLT there is less opportunity to practice English language functions there. As a result, unwillingness and anxiety remain among teachers functioning in English in various situations.

Teachers in secondary schools are highly motivated to improve their teaching and English language as a tool for teaching. Some of them are interested to join teachers gathering seminars, pursue higher studies and so on for what they feel a need for improving their English language. They think as ESP course can help them to make their goals as an EFL teacher.

Two teachers mentioned the importance of sharing among teachers. They argued listening was totally omitted in B.Ed. course except teachers talk. They gave suggestion to modify the B. Ed. syllabus of English subject. They want that a speaking and listening based syllabus should be designed for an ESP course for the teacher.

4.3 Answer to the researcher questions

The first research question was about teachers' linguistic problem in written and spoken discourse. Teachers face problems in both speaking and writing discourse. A majority number of teachers need to use English when talking to principal, other teachers, Guardians of students and visiting educationist. English is also the means of communication in different communicative activity. About 70% teachers confirmed that their lack of proficiency in English speaking forces them to speak Bangla in the classroom. Moreover, 80% teachers agreed that they face problem regarding vocabulary when they speak and write. Their fluency is not satisfactory because half of the teachers assured that high affective filters as anxiety and lack of confidence hinder them from sudden production of English in a particular situation. In terms of liberated spoken discourse, teachers have problem as 80% teachers hesitate while pronouncing a low-frequency word. That causes denial of regular speaking among teachers as well as with other peoples. Teachers know themselves about their lack in English proficiency but scopes for upgrading are limited.

The second research question was about need of an in-service English language course for teachers' successful classroom interaction and pedagogic development. For successful interaction and pedagogic development, teachers really feel the importance of taking an in-service language course that suits their daily language use. About 50% teachers stated that they need development in speaking and listening skills. 75% of them argued that they are satisfied with their reading and writing skill. However, in response to the question about the syllabus for an ESP, teachers suggested skill-based syllabus with an emphasis on listening and spoken discourse. One teacher put emphasis particularly on teaching phonetics to EFL teachers of secondary schools.

The third question was about teachers' response over designing an ESP course for them. Teachers positively took the fact of designing an ESP course that meets their language needs inside and outside the classroom. They identified their daily use of English language as mentioned in table 7 and expressed their enthusiasm to undertake an ESP course to improve their teaching and knowledge in English language to be a successful user of English.

CHAPTER 5 – CONCLUSION

5.0 Introduction

In this chapter, the researcher included summary of findings, contribution to research, practical implication, recommendations, further studies and conclusion.

5.1 Summary of finding

The following issues were found after analyzing the data collected during needs analysis of designing and ESP course for secondary school's EFL teachers in Bangladesh.

Teachers need to use English in teaching, official writing and communication purposes both inside and outside classroom.

- As implemented syllabus in secondary school is based on CLT, teachers have to focus on all the four language skills as well as on the micro skills during teaching English subject. Therefore, they need to have excellent language proficiency to perform their central duty (teaching) at school.
- In conjunction with teaching, they need to have good language proficiency both oral and written English for performing different jobs for example interact with principal and others teachers, visiting educationist, attending in events and other communicative activities.
- Teachers have lack in some areas of English language for example functional grammar, syntax, phonetics, semiotics and pragmatic discourse.
- Teachers of rural area struggle more with English than the teachers of urban areas because rural area's teachers are less qualified than the urban area's teachers are.

- Their lack in English proficiency remains for the in appropriate language teaching and learning in their academic life and almost having no training in language systems and functioning in English language.
- A few of the teachers mentioned to moderate the English syllabus of B.Ed. program.
- Teachers are highly motivated to taken ESP course because they themselves identified some areas of English language where they need some developments.
- They have also reported some problems in secondary school, for example, less teachers than need, inappropriate section by authority for the course etc that do not let them to take such opportunity to join in a training program.
- Therefore, an ESP syllabus should be designed keeping in mind the needs of EFL teachers of secondary school and plan the course keeping in mind the factors of secondary school management.

5.2 Contribution to research

The undertaken research may contribute to further decision of taking a project for providing language training to the English language teachers of secondary school in Bangladesh. This research may help the devoted personnel who willingly work for secondary school teacher and train them. More over this is a contribution to vast ELT research that may pay attention of the educationist and other stakeholders work for secondary education.

5.3 Practical implication

The findings of current research may be implemented practically for designing an ESP syllabus for the teachers of secondary school in Bangladesh. Beside this, it would be possible that based on this research further work could be done in this area of education.

5.4 Recommendations

- The researcher have suggested following recommendations:
- An ESP syllabus must be designed for in-service English language teachers of secondary schools
- The syllabus can be included for subject teacher taking B. Ed and M. Ed program.
- It can be included in and run by an individual project like CPD or ELTIP.
- Teacher should be connected who really need the course instead of selecting teachers randomly in such a course.
- The course should be designed teachers availed time to attend fully keeping in mind.
- A reliable budget should be created to support the teachers as well as the school.

5.5 Further studies

- Future researchers should consider the responses of administrative bodies in schools and planners of directorate of secondary schools in Bangladesh in terms of designing an ESP course for English language teachers.
- Further studies could examine the different perception between Bangla version and English version teachers on their language need.
- Further studies are needed in terms of connecting CALL (computer assisted language learning) to the ESP program for secondary school in-service EFL teacher.

5.6 Conclusion

ESP is an approach to learn a language that focuses on learner needs. Learners' needs are determined by need analysis of the learners. The core objective of the research was to address the needs for an in service specific English language course for English language teachers of secondary schools in Bangladesh. A need analysis was done and data were

collected on their both objective needs and subjected needs through interviewing them. The undertaken study analyzed teachers' learning needs that showed their like, dislikes, wants, and expectations in terms of taking an ESP course with their enthusiastic cooperation and active participation.

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Appendix A

Interview Questionnaire

Teacher's name:

Teacher's institution:

Date:

Topic:

Analyzing needs for designing a specific English language course for the in-service English teachers of secondary schools in Bangladesh.

I want to follow the needs analysis model proposed by Tom Hutchinson and Alan Waters:

I) General Questions about teacher:

1. How long have you been teaching English?

2. Why do you take the profession of teaching English?

3. What is your last acquired academic degree?

3. What are the trainings that you have?

Teachers quality Improvement (TQI)___ B.Ed./M. Ed.___ CPD/EIA ___

ELTIP____ SEQAEP/FSSAP____ SESDP/BRAC____

II) Target Needs:

A) Necessities:

1. What is your central duty at your school?

1.1 Do you speak English in your classes?

Always_____| Sometimes_____| Not really_____|

1.2 What is the allocated time for the class?

30-40 minutes_____| 41-45 minutes_____| 46-50 minutes_____|

1.3 Do you make question papers/test papers for education board examinations and your school examinations?

Always_____| Sometimes_____| Not really_____|

1.4 What level of English do you need to use for teaching contents and maintain classroom environment, student behavior, conversation with students etc?

Low_____| Medium_____| High_____|

2. As a teacher, you need to communicate with other people. When you use English to interact with them, they are your target language role set. What is your role-set?

Principal_____| Other teachers_____| Parents_____| Visiting educationists_____|

3. What are the other communicative activities that you need to do in English?

Participating in events_____| Asserting results_____| Attending official meetings_____|

4. What are the functions of English language that you need to perform in your class?

Introducing reading, writing, listening and speaking activities_____|

Introducing pair work_____| Advising_____| Changing the subject_____|

Giving and asking for clarification_____| Giving instructions for homework_____|

Providing feedback_____|

5. Which productive skill do you need to use more?

Writing_____| Speaking_____| Equally both_____|

6. Do you think, as an EFL teacher using English in and outside classroom should be mandatory?

Strongly agree_____| Agree_____| Disagree_____| Strongly disagree_____|

B) Lacks:

7. According to you, what level of English proficiency you need to have- low, medium or high?

7.1 If you are struggling with English, what are the causes behind this?

Lack of vocabulary_____| Lack of structural knowledge_____| Lack of confidence_____|

lack of willingness_____| Lack of fluency_____| Others_____|

7.2 Do you feel your lack of English Proficiency forces you to use Bangla in your class?

Always_____| Sometimes_____| Not really_____|

7.3 Do you face any problem regarding correct pronunciation while teaching?

Always_____ | Sometimes_____ | Not really_____ |

7.4 Do you find unknown vocabularies when teaching in the classroom?

Always_____ | Sometimes_____ | Not really_____ |

7.5 do you feel your lack of English vocabulary is the main barrier for being incapable of explaining texts?

Always_____ | Sometimes_____ | Not really_____ |

7.6 Do you feel your lack of confidence and anxiety put a stop to give correction and feedback to students?

Always_____ | Sometimes_____ | Not really_____ |

7.7 During writing, do you face any problem regarding sentence structures, linkers, cohesive lexis and vocabulary?

Always_____ | Sometimes_____ | Not really_____ |

7.8 do you face problem in expressions of agreement, disagreement, interest, sympathy, admiration, introducing opinions and changing topic?

Always_____ | Sometimes_____ | Not really_____ |

Wants: C)

8. What is your observation over your current level of English language competency?

9. Did you get special language training/course in the training programs you have attended?

Have you been taught and practiced English language functions there?

10. Do you think a specific English language course should be developed in terms of designing a syllabus suits to your daily language use? If yes, what kind of syllabus would you prefer and why?

11. Do you think specific language trainings can help you a lot to meet your career goal as an EFL teacher? Could you please briefly describe your career goal?

Appendix B

Table used for arranging Teachers basic information

[illegible]

Appendix C

Table used for arranging the collected data of interview

Criteria	Responses		
	Responses in percentage	Responses in percentage	Responses in percentage
Speaking English in classes	Always:	Sometimes:	Not really:
Allocated time for each class	31-40 minutes:	41-45 minutes:	46-50 minutes:
Making question paper for examination	Always:	Sometimes:	Not really:
Level of English need to teach contents and interact	Low:	Medium:	High:
Target language role set	Principal:	Other teachers:	Parents:
	Visiting Educationist:		
Other communicative activities need to do in English	Participating in events:	Asserting results:	Attending official meetings:

Functions of English need to perform in class	Introducing pair work:	Advising students:	Changing the subject:
	Giving and asking for clarification:	Giving instruction for homework:	Providing feedback:
	Introducing reading writing and listening activities:		
Productive skill need to use more	Writing:	Speaking:	Equally both:
Mandatory use of English in and outside classroom	Agree:	Disagree:	No response:
Causes behind struggling with English	Lack of vocabulary:	Lack of structural: knowledge:	Lack of confidence:
	lack of willingness:	Lack of fluency:	Others:
Feeling for lack of English proficiency that forces to use Bangla in classroom	Always:	Sometimes:	Not really:
Feeling of facing problem regarding correct pronunciation	Always:	Sometimes:	Not really:
Getting unknown vocabularies during teaching	Always:	Sometimes:	Not really:

Feeling for causing lack of vocabulary as the main barrier for being incapable of explaining text	Always:	Sometimes:	Not really:
Feeling for lack of confidence and anxiety regarding giving correction and feedback	Always:	Sometimes:	Not really:
Facing of problem during writing regarding structures, linkers, cohesive lexis and vocabulary	Always:	Sometimes:	Not really:
Facing of problem in expressions – agreement, sympathy, admiration etc	Always:	Sometimes:	Not really:
Teachers own observation over current language competency	Strong in reading and writing:	Development is needed in reading and writing:	Strong in listening and speaking:
	Development is needed in listening	Satisfied in four skills:	Some development is needed in four skills:

	and speaking:		
Being taught and practiced English language functions in training program attended	In large scale:	In small scale:	Not really:
Response over designing an ESP course suits to daily language use	Yes:	No:	No response:
Teachers thinking over importance of ESP course to meet career goal as an EFL teacher	Yes:	No:	No response:

Appendix- D

Summary of transcriptions of participants' interview on their responses over subjective needs (wants)

Correspondents (In alphabets)	Question no 8	Question no 9	Question no 10	Question no 11
Correspondent A	Satisfied with current level of fluency but feels real need of development in English for greater accuracy both in spoken and written discourse.	Scored in IELTS examination. But, from self-study made it. No formal teaching was taken where language forms and functions are taught and practiced.	Said yes, wants a syllabus on writing	Said yes, wants to complete DELTA and other professional trainings.
Correspondent B	Satisfied in fluency as well as current proficiency on four skills	Was not sufficient and listening was omitted there.	Said yes, wants a syllabus on practical and pedagogical use of English in	Said yes, gives importance in sharing among teachers.

			class.	
Correspondent C	Have lacks in speaking fluency because English is not mother language.	Have experience of joining ELTIP program where being taught and practiced English language functions.	Said yes, wants a syllabus on speaking this course.	Said yes, considers teaching as dynamic profession and wants to be up-to-date to help students in current world journey.
Correspondent D	Satisfied in four language skills and wants further development.	In less scale, experienced of having training of teaching communicative English.	Said yes, wants a syllabus on pedagogical English.	Considered it more effective in teaching communicative English for new teachers.
Correspondent E	Considered current level of proficiency as high wants to enrich vocabulary.	Yes, in less scale and comprehension based	Said that must and wants a syllabus both on structural and spoken English.	Said yes, wants to teach effectively to students and facilitating teachers as master trainer in CPD program.
Correspondent F	Need development in speaking and writing to produce materials for class.	Have no experience.	Said yes, wants to syllabus on speaking discourse and grammar.	Said yes, wants to take professional training.

Correspondent G	Have speaking fluency but have some incompetency to writing skills where development is needed.	Said some times, were practiced speaking.	Said yes, wants a syllabus based on structural analysis sentence suffix and prefix etc.	Said yes, wants to be successful teacher.
Correspondent H	Wants to increase vocabulary and thinks that by developing vocabulary would be able to teach English more efficiently	Said no.	Said yes, wants a syllabus on speaking fluency and vocabulary improvement.	Said certainly and help students' in general English subject.
Correspondent I	Need development in vocabulary and speaking.	Said no experience of being taught practice English language functions.	Said yes, wants a syllabus on simple English related to teaching communicative English.	Said yes, marks special English training for teachers as an excellent idea
Correspondent J	Wants to develop English proficiency for	Said no	Said yes, wants a skill-based syllabus to enrich	Said of course, wants to help students being capable of use

	situational language teaching		speaking and writing skill.	English in various situation and further study
Correspondent K	Have problem in writing skill, others are ok	Said no, only teaching pedagogy was taught	Said yes, wants a communicative syllabus in ESP course	Said yes, to perform his duties well as vice-principal
Correspondent L	Only speaking should be developed	Said no	Said yes, wants a syllabus on speaking discourse as well as communicative purpose	Said yes, to help specially the weak students
Correspondent M	Speaking need to be developed, others are satisfactory	Said functions were taught in less scale	Said yes, wants a syllabus on functional grammar	Said yes, wants to be a good speaker and help colleagues
Correspondent N	Have to developed reading literature, vocabulary and grammar	Said some common English are practiced	Said yes, 100%, want a syllabus on speaking discourse and improve fluency	Said fully, considers good training course should be developed with sufficient materials and support
Correspondent O	Speaking should be developed	Said no, only teaching	Said yes, wants a syllabus on	Said yes, wants improve teaching to

		pedagogy were taught	speaking discourse with sufficient interactional practice	support students to achieve good results
Correspondent P	Speaking fluency is ok, structure and grammar should be developed for developing writing skill	Said yes as have experience of attending British council English program	Said yes, wants a syllabus of speaking discourse for accuracy and writing discourse	Said obviously, wants to get American diploma and others professional degree
Correspondent Q	Satisfied in four skills	did not attend in any professional training	Said yes, wants a syllabus focuses on speaking discourse and functional grammar	Said yes, wants to get ESP training to teach communicative syllabus to students
Correspondent R	Satisfied in current level of English language proficiency	Did not get any language training and also functions were not taught though teachers were excellent in speaking and	Said yes, wants a syllabus on phonetics because of a great feeling for improving speaking	Said yes, wants to teach as best as possible

		writing		
Correspondent S	Have satisfactory proficiency in English want more fluency	Said yes, only subject related English were taught	Said yes, wants a syllabus on four language skills	Said yes, wants to complete M. Phil
Correspondent T	Needs to brush up language skills	Did not get really any language training	Said yes, and think that it is needed, no prescribed syllabus	Said yes, of course.