

## To Investigate Role of English for Specific Purposes in The Department of Management Sciences; A Case Study of University of Sindh Jamshoro

Abdul Naeem

Maria Khushk

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### Abstract

The purpose of this research study is to investigate English for Specific Purpose (ESP) needs of Undergraduate Business & Commerce Students at Sindh University Jamshoro. The aim of this paper is to emphasis on the target needs of Business & Commerce Students that includes “necessities”, “lacks” and “wants” aspects. The data were collected from the Business & Commerce Students at University of Sindh Jamshoro via restrict questionnaire and class observation. All participants were from the business & commerce departments. The students of business & commerce studying at the University of Sindh Jamshoro filled out a needs analysis questionnaire, which depicts the details of their current level, the existing gap for ESP, and wants according to their profession. The sample of business & commerce included 120 students. The finding of the present study suggests the current ESP syllabus and material are not meet with the needs of students. Thus, ESP course for Business & Commerce Students should be reshaped and synthesized according to the targeted needs of students.

**Keywords:** Needs Analysis ,ESP Approach, Business & Commerce English

### INTRODUCTION

Needs analysis is the main step in the design and development of any academic program, and English for Specific Purpose (ESP) needs analysis is a key stage to understand, analyze and investigate the targeted needs of students in an ESP programs. In Altschuld and Witkin view needs analysis is an organized method to find out the targeted needs of learners and establish a set of priorities to fulfil the identified needs, and take a decision to improve the existing scenario of the programs.

According to Brown(1995)needs analysis is a language learning program in which identifying language forms that students need to use in a targeted situation and understand the procedure of the language in a communication. Rossi, Lipsey and Freeman (2004) stated that needs analysis as process in which assessor find out that where is need forth is program, if is there need, so what is the means and methods to meet with needs. For the English for Specific Purpose (ESP) needs analysis many research studies have been carried out to investigate the existing ESP programs ,all studies emphasizing to explore learners needs to establish specific syllabus and



Material to fulfill the targeted needs of students. The following study aims to explore the ESP needs of Business & Commerce students who are studying at University of Sindh Jamshoro.

### **BACKGROUND THE STUDY**

Should there be some flexibility in the learner's perceived needs when designing the curriculum, should there be some flexibility in this respect. One in addition to the targeted needs and skills and target events. Secondly needs must be too clear. Tollefson (1991) believes that language training can be a "hidden means for immigrants to gain access to certain occupations," so their skills are not sufficient to make them qualified in the target situation. Because of this factor, ESP has developed a fairly rigid view of the language needs of some experts (such as Widdowson, 1983), as they are sometimes "too unpredictable to be identified by any particular term." Because of this rigidity, the language learned through ESP may not be able to meet the current changing requirements of the target situation. Similarly, learners may also find themselves without language and disabled. Third, the lack of a uniform standard for the authenticity of ESP textbooks has recently caused controversy (Bojovic, 2006). These questions determine the complexity that ESP teachers must face if they do not have the appropriate equipment with the appropriate teaching aids. In Pakistan, these problems also occur in ESP teaching, which cannot be studied. He has conducted research on student needs analysis (e.g., Ahmed, 2005; Alam, 2005; Sultana, 2004) and comparative research on courses, teaching methods, exam systems, organizational structures, physical facilities, etc. (e.g., Naeemullah, 2007)., Iqbal (Iqbal, 2005). Issues related to language planning in higher education have also been thoroughly researched (Mansoor, 2005). Therefore, all that remains is to identify and list these current problems and find possible solutions in the University of Sindh, Jamshoro.

### **SIGNIFICANCE OF THE STUDY**

The aim of this study to define the specific needs of Business & Commerce Students, and explore the existing syllabus and material for English for Specific Purpose at University of Sindh Jamshoro. Moreover, the following study will also suggest best possible methods for ESP learning program such as syllabus designing, formulating lesson plan, developing material for ESP. The findings of this research study will redound to facilitate the ESP teachers, will facilitate university management, will improve ESP teachers' performance, teaching methodology, and will suggest the best possible methods for ESP syllabus design and material development.

### **RESEARCH OBJECTIVES**

- 1) To explore of the study to investigate the role ESP in the department of Management Sciences, University of Sindh, Jamshoro
  - 2) To investigate the impact of ESP in the department of Management Sciences, University of Sindh, Jamshoro
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### **RESEARCH QUESTIONS**

- 1) How ESP plays important role in learning in the department of Management Sciences, University of Sindh, Jamshoro?
- 2) What is the impact of ESP in the department of Management Sciences, University of Sindh, Jamshoro ?

### **LITERATUREREVIEW**

ESP teaches English as a second or foreign language, and the learner's goal is to use English in a particular field (Paltridge and Starfield, 2013). Hutchinson and Waters (1987, p. 19) view ESP as a broad method, not a product, meaning that ESP does not include a particular language, text book, or method. Traditionally, ESP has been divided into two main areas: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP) (Dudley-Evans & St. John, 1998, p.5). Strevens' (1988) definition emphasizes the properties of ESP; they are: Shaped to meet the specific needs of different learners, Content is related to specific disciplines, professions, and activities, Focusing on language suitability and Very useful in discourse analysis. There are many studies carried out to find out the needs analysis of ESP learners in a various fields. According to Mitra (2014) that ESP needs is the significant step to find the gap for language learning.

Robinson (1991) added that ESP is "usually goal-oriented and ESP courses are designed to explain as much as possible the exact purpose of English-speaking students." Tony (1998) further added that ESP is appropriate for student characteristics because it is usually designed for adult learners.

### **RESEARCH METHODOLOGY**

Hutchinson and Waters (1987) defined "English for Special Purposes (ESP)" as a language learning method based on learners' needs. Đỗ and Cúi (2010) are believing that ESP is an English language course that is based on survey results and needs analysis to determine students' specific actions and the ultimate goals they want to achieve.

Therefore, ESP is an English language course and its textbooks and materials have been tailored to learners' needs and goals. In this regard this research method will be based on survey based results and need analysis with help of questionnaire and class observation. The study carried out with mix method qualitative and quantitates to collect the data from students and teachers. The tool for data collection was questionnaire which consist 27 questions, and these questions were divided into various scales to test the ability, find the gap and investigate present syllabus for the ESP needs of the students. Therefore, the qualitative and quantitative method applied to analyze the collected data and provide a detail explanation of the ESP needs of students. The main purpose of conducting the study with mix method is to provide an in-depth interpretation and descriptions of the needs analysis.

### **PARTICIPANTS**

All participants were from the business & commerce departments. A sample of 120 students

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of business & commerce studying at the University of Sindh Jamshoro filled out a needs analysis questionnaire, which depicts the details of their current level, the existing gap for ESP, and wants according to their profession. The sample of business & commerce included 120 students, and this was a convenience sampling method. The students of business & commerce who filled out the questionnaire were from business & commerce part one, two, three, and four.

## RESULTS

The statics figures of the questionnaire were analyzed from the above table. The participants from the commerce and business department mark the important elements, language skills that help.

|                          | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|--------------------------|-------------------|----------|---------|-------|----------------|
| Reading comprehension.   | 39                | 03       | 01      | 56    | 21             |
| Writing skills.          | 19                | 06       | 03      | 51    | 41             |
| Speaking skills.         | 21                | 09       | 11      | 47    | 32             |
| Listening comprehension. | 17                | 22       | 09      | 39    | 33             |
| Grammar.                 | 07                | 11       | 10      | 53    | 39             |
| Communicative skills.    | 11                | 13       | 07      | 48    | 41             |
| Pronunciation            | 22                | 18       | 13      | 35    | 32             |

How often do you cover these language areas?

|                                                        | Never | often | Sometimes | Always |
|--------------------------------------------------------|-------|-------|-----------|--------|
| Understanding diagrams, charts, and Assigned handouts. | 67    | 13    | 18        | 22     |
| Reading business texts, and getting the Main points.   | 71    | 19    | 20        | 10     |
| Guessing the meaning of new words from contexts.       | 58    | 21    | 17        | 24     |
| Interpreting symbols, graphics, or acronyms.           | 62    | 18    | 23        | 17     |
| Reading business texts, and identifying                | 51    | 31    | 19        | 19     |

|                                                                      |    |    |    |    |
|----------------------------------------------------------------------|----|----|----|----|
| Relevant information.                                                |    |    |    |    |
| Writing sentences with correct punctuation, spelling, and grammar.   | 27 | 13 | 11 | 69 |
| Making notes from books, articles, table data, etc.                  | 43 | 22 | 17 | 38 |
| Preparing a summary of detailed business Reports and notes.          | 57 | 13 | 23 | 27 |
| Writing effective –mails and business letters.                       | 49 | 18 | 21 | 30 |
| Writing an effective CV or Resume.                                   | 61 | 13 | 19 | 29 |
| Listening to take notes from lectures                                | 51 | 07 | 11 | 41 |
| Understanding conversations/oral Presentations in various accents.   | 39 | 13 | 21 | 47 |
| Listening and understanding business T.V programs.                   | 62 | 23 | 13 | 22 |
| Understanding or align structions or explanations.                   | 47 | 19 | 18 | 36 |
| Giving oral presentations.                                           | 58 | 22 | 17 | 23 |
| Acting out stimulation tasks, interviews, role-plays, and dialogues. | 46 | 19 | 21 | 34 |
| Participating in group discussions.                                  | 58 | 23 | 14 | 25 |
| Wording what you want to say quickly enough.                         | 49 | 33 | 23 | 15 |
| Pronouncing words correctly.                                         | 23 | 11 | 16 | 70 |

The study shows that the English teacher emphasis on the basic foundation of English language, therefore, they consider basic four skill are most important for the students of business & commerce and as their undergraduates' academic success is a concern. From the data, it is clear that the English teacher believed that some of the components of the syllabus were less important than others even, business proposals, business reports including 'writing an e-mail to firms or teachers and business field experts' or making the slides on the research proposal. The English teachers and instructor considered general English as an important component of business English. The English teachers believed that the secomponents such as 'using general dictionaries for vocabulary', 'basic knowledge of English grammar, and 'knowledge of general vocabulary' were important items of the English language. As a whole, the ESP teachers confirmed the importance of

all language skills (reading, writing, listening, and speaking) for business & commerce students.

### **DISCUSSION**

The findings of the study show that the ESP teacher emphasized the basic language skills that are listening, speaking, reading, and writing. These skills have great significance in ESP course material. The ESP teacher was in a view that these four skills fulfill the demands of business & commerce students. According to the results of the questionnaire and the finding of the classroom observation many students and ESP teachers were not satisfied with the content of ESP material. The results also highlight that there is a gap between ESP and the targeted need for business & commerce students. The present syllabus at the business & commerce level did not satisfy the needs of the students.

### **CONCLUSION**

The following study was designed to find out the ESP needs of the business & commerce students at the University of Sindh Jamshoro and also discover whether the existing ESP content matches the needs of business & commerce students. According to the obtained results and the findings of the study, it can be summarized that the ESP teachers and course designers focused on general proficiency of the English language. Usually, the material develops for business & commerce students that not reveal around the level of language skills and abilities, but also the syllabus designer exploits the content of ESP that have presupposed an ideal proficiency level for business & commerce students. Moreover, findings also show that the curriculum developers and syllabus designers at the University of Sindh Jamshoro have not analyzed the students' needs in ESP courses properly. Therefore, the students at these two departments (business & commerce) do not feel satisfied with the current ESP programs at Sindh University, Jamshoro.

The conclusions of this research study may provide a database for the ESP language needs of business & commerce students. The differences between the present level of the ESP program in business & commerce departments and the needs of students of business & commerce students accentuate renewing the courses and redesign the material. The university authorities and ESP policymakers, curriculum developers at Sindh University should reconsider the necessity and significance of business & commerce students ESP needs in developing the materials of ESP handouts, books.

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