



# Introduction:

The main participants of this report are first year undergraduate students of Northern University, Bangladesh. 20 participants of business discipline from different subjects participated. Designing a new syllabus of English for all subjects of business discipline for undergraduate first year students is the main aim of this report. The task has been entrusted to a group of MA in ELT students of University of Dhaka as a part of their learning in a course named "Syllabus Design". The group consisted of 3 members, teachers of English at different levels from primary to university. In this report we would like to describe how the needs of the subjects are introduced into a new syllabus.

## Reasons for needs Analysis:

1. To know where to start within a certain period of time for a specific goal.
2. To know what linguistic items should be included for learning.
3. To analyze the individual and social needs of learning.
4. To know the situations in which the target language is used.
5. To investigate learners' potentials and deficiencies in the target language.
6. To know how learners' prefer to learn and in what way they don't.

## Data Collection

All the data collection was carried out in a survey with a form of a questionnaire within the framework of the students' regular classes. The students were asked to fill in seven sections of needs assessment questionnaires. The first type asked students to provide personal information such as name, age, gender, present and permanent address while the second asked to comment on participants' academic information. In the next category students were given to put information on English language learning history. Next, in the fourth (Figure-1) section they were asked to give their comments on the performance of their own learning. In the next level (Figure-2), students were questioned about their objectives behind taking the course. In section six (Figure-3) They were asked about their learning preferences. Finally, the students were asked to give information about their expectation from the English language course.

# RESULTS AND DISCUSSION

## **I. Students' Personal Information:**

20 participants from different subjects participated of whom 12 are male and 8 female. Their average age is 20-25. 80 % of them are from outside Dhaka.

## **II. Learners' Academic Profile:**

All the students attended S.S.C and H.S.C in Bangla medium NCTB curriculum.100% of them know English except mother language.

## **III. English Language Learning History:**

All of them studied English as a compulsory subject. Their main focus was on reading and writing. Most of them got textbooks and newspaper article as study materials.75% of them speak English sometimes and 25% always speak English.80% of participants speak English with friends and teachers.60% do not have English speaking zone at their home.

## **IV. Self-assessed Proficiency Level:**

20% of the participants think themselves excellent in English. In writing we got 15% good participants but no one with excellent skills. Only 15% participants are good in speaking. In listening 10% excellent and 60% are with good skill. In pronunciation only 2% are good and 25% can be said have good grammatical knowledge.20% believe that they have good grasp over vocabulary. So, we can see 80% participants are below satisfactory level in writing, 75% in speaking, 65% in Grammar and 70% in vocabulary. The following illustration (Figure-1) presents a detailed analysis of learners' self-assessment. In this section the students were also asked about their personal interests regarding learning. 40% students are interested in reading activities, whereas 25% feel interest in writing activities. On the other hand, 5% prefer speaking tasks, and only 10% prefers listening tasks. All students, with exception to one, have agreed that they like 20% grammar exercises. 35% students expressed that they like pair/group work, while only 65% mentioned they like to work individually. It is noteworthy that all students enjoy English movies, songs, poems and novels. Almost all of them declared that both fluency and accuracy have equal importance.

**Figure1. Self-assessed Proficiency Level**

<b>Reading comprehension(-10%)</b> Excellent(4/20) (20%) Good(11/20) (55%) Satisfactory(3/20) (15%) Fair (0/20) (0%) Poor(2/20) (10%)	<b>Writing Ability(-80%)</b> Excellent(0) (0%) Good (3) (15%) Satisfactory(1) (5%) Fair(9) (45%) Poor (7) (35%)	<b>Fluency in speaking(-75%)</b> Excellent(0) (0%) Good(3) (15%) Satisfactory (2) (10%) Fair(13) (65%) Poor(2) (10%)
<b>Listening comprehension(-10%)</b> Excellent(2) (10%) Good(12) (60%) Satisfactory(4) (20%) Fair(2) (10%) Poor(0) (0%)	<b>Pronunciation(-55%)</b> Excellent(2) (10%) Good(2) (10%) Satisfactory(5) (25%) Fair (6) (30%) Poor(5) (25%)	<b>Grammatical knowledge(-65%)</b> Excellent(2) (10%) Good(3) (15%) Satisfactory (2) (10%) Fair(8) (40%) Poor(5) (25%)
<b>Vocabulary(-70%)</b> Excellent(1) (5%) Good(3) (15%) Satisfactory (4) (20%) Fair (4) (20%) Poor(10) (50%)		

## V. Objective of Learning English

100% participants think English skills to be a matter of respect. Almost all the participants are one with the points that English should be learnt for better carrier and communicating with the foreigners.60% want to learn English for attending seminars and 85% expressed their love for English language and culture. Figure 2 illustrates the detail of learners' reasons for learning English.

**Figure2. Objective of Learning English**

Reasons	Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
	Num ber	%	Num ber	%	Num ber	%	Num ber	%	Num ber	%
a). Improve English language skills (Speaking, listening, reading, writing)	16	80	4	20	Nil	Nil	Nil	Nil	Nil	Nil
b). Better career/ job opportunity	12	60	8	40	Nil	Nil	Nil	Nil	Nil	Nil
c). Attending seminars and response	2	10	10	50	5	25	3	15	Nil	Nil
d). Study in a foreign university	15	75	5	25	Nil	Nil	Nil	Nil	Nil	Nil
e). You love English language and culture	17	85	1	5	2	10	Nil	Nil	Nil	Nil
f). Communicate with foreigners	15	75	5	25	Nil	Nil	Nil	Nil	Nil	Nil
g)English skills to be respected	20	100	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil

**VI. Learning preferences in English:**

Results of the survey of students' learning preferences (Figure-3) show that students need more small group work and individualized teaching. They want involvement in assessment and demand a variety of assessment methods. They need enough time to do good quality work and need to know about their progress frequently. Moreover, they need to talk to their teachers as they want direction from them. From the SNA data, it would seem that

- Students are highly motivated and are aware of a need to take a course in English.
- They are aware of their long-term goals for taking an English course.
- They have strong learning-style preferences.

**Figure-3. Learning preferences in English:**

Students' need		Agree	Disagree	Neutral
1.	Less emphasis on lectures	55%	35%	10%
2.	More small group work	85%	10%	5%
3.	More individualized teaching	65%	30%	5%
4.	Less emphasis on the textbook	75%	15%	10%
5.	Clear course objectives	90%	Nil	10%
6.	Involvement in assessment	95%	Nil	5%
7.	Variety of assessment methods	90%	Nil	10%
8.	Talking to teachers	95%	5%	Nil
9.	To know about progress	100%	Nil	Nil
10.	Enough time to do good quality work	100%	Nil	Nil
11.	Direction from teachers	90%	10%	Nil

## **VII. Expectation from the course:**

In the final section we see that most of the participants are interested to learn writing and speaking because they do not have good command in these skills which are essential for better career. And they also want to learn grammar as they don't have good grasp over it. Particularly, from professional point of view they are interested to learn report writing, email writing, memo and minutes. They also want to learn English for socializing and presentation in the conference.

On this basis of the above information we were able to make an initial analysis and plan of the guidelines for the design of the new syllabus. The following items became obvious:

- 1. A learner- and learning-centered approach - a move from teaching to learning.**
- 2. A communicative and task-based approach with authentic communication tasks and learning tasks.**
- 3. Emphasis on developing language skills and strategies.**
- 4. Emphasis on learning to learn, encouraging creativity.**
- 5. More intensive use of the modern language in the classroom developing language awareness.**
- 6. Use of information technology, multimedia, E-mail etc.**
- 7. Project work (not only traditional tests).**

## **CONCLUSION**

We believe that by the use of a students' analyses as described here, teachers can involve the students in the learning process and promote its effectiveness. Oral communication should be not only need-based, but also learner-centered. Students' analysis can play a very significant role by providing wider input into the content, design and implementation of the syllabus. Moreover, it can provide opportunities to engage students in interesting and meaningful classroom experiences.

## **Strength of the survey:**

1. Easy to conduct
2. Easy to be accepted
3. Easy for analysis
4. Subjects are clearly targeted

## **Limitation of the survey:**

1. Answers are less controlled
2. Confusions can be caused by the briefness of the questions

## Need Analysis Questionnaire for Syllabus Designing

Disclaimer: This information is going to be used only for academic purposes and will not be disclosed to anybody or any organization.

Dear participants please read the questions carefully and try to answer all the questions.

### **I. PERSONAL INFORMATION**

1. **Name:** ..... 2. **Age:** ☐ 20–25 ☐ 26–30 ☐ 31–35

3. **Gender:** ☐ male ☐ female

4. Write your Present and Permanent Address below:

**Present:**

**Permanent:**

District \_\_\_\_\_

District \_\_\_\_\_

Upozila/Municipality \_\_\_\_\_

Upazila/Municipality \_\_\_\_\_

Ward/Union \_\_\_\_\_

Ward/Union \_\_\_\_\_

### **II. Learners' Academic Profile:**

5. Name of the School and Location: .....

6. Name of the college and Location: .....

7. Name of the University and Location: .....

8. What is your last academic degree? .....

9. What was your educational background?

☐ Bangla medium ☐ English medium ☐ Others

10. Do you know any other language/languages except your mother tongue? (If yes please specify).

☐ Yes ..... ☐ No

### **III. English Language Learning History:**

1. Studying English language for \_\_\_\_\_ yrs as a compulsory subject.

2. Skills focused in the previous English courses:

☐ Speaking ☐ Listening ☐ Reading ☐ Writing

3. Was Grammar taught in the English language courses? ☐ Yes ☐ No

4. Types of material used in the English classes:

☐ Newspaper Articles ☐ Videos ☐ Text books ☐ Audio clips ☐ Others

5. Language for instructions and activities in the classroom: ☐ Bangla ☐ English ☐ Mixed

6. Do you speak English in your everyday conversation?

☐ Always ☐ Sometimes ☐ Very few ☐ Not at all

7. With whom do you speak English Mostly?

☐ Family Members ☐ Colleagues ☐ Friends ☐ Teachers ☐ With no one

8. Do you have English speaking environment in your home?

☐ Yes, sufficient ☐ Satisfactory ☐ Very little ☐ Not at all

#### IV. Self-assessed Proficiency Level:

Please evaluate your performances in language skills:

Performance of language skills	Excellent (5)	Good (4)	Satisfactory (3)	Fair (2)	Poor (1)
Reading comprehension					
Writing ability					
Fluency in speaking					
Listening comprehension					

1. I am satisfied with my pronunciation.

☐ Strongly agree    ☐ Agree    ☐ Neutral    ☐ Disagree    ☐ Strongly disagree

2. I have sufficient grammatical knowledge...

☐ Strongly agree    ☐ Agree    ☐ Neutral    ☐ Disagree    ☐ Strongly disagree

3. I rarely do spelling mistakes in my writing...

☐ Strongly agree    ☐ Agree    ☐ Neutral    ☐ Disagree    ☐ Strongly disagree

4. I have sufficient vocabulary to perform my everyday English

☐ Strongly agree    ☐ Agree    ☐ Neutral    ☐ Disagree    ☐ Strongly disagree

5. I find interest in the \_\_\_\_\_.

☐ Reading activities    ☐ Writing activities    ☐ Speaking activities    ☐ Listening activities

6. I like Grammar exercises.

☐ Strongly agree    ☐ Agree    ☐ Neutral    ☐ Disagree    ☐ Strongly disagree

7. I like to work in the classroom in:    ☐ Group    ☐ Pair    ☐ Individually

8. I like English movies and songs.    ☐ Agree    ☐ Disagree    ☐ Neutral

9. I like to read English novels and poems.    ☐ Agree    ☐ Disagree    ☐ Neutral

10. Which one is more important to you?    ☐ Fluency    ☐ Accuracy    ☐ Both

#### V. Objective of Learning English

1. What are the reasons of taking the course? Below, some reasons are given you can select from them and you have the freedom to add of your own (Put tick mark in your chosen box).

Reasons	S. Agree	Agree	Neutral	Disagree	S. Disagree
a) Improve English language skills (Speaking, listening, reading, writing)					
b) Better career/ job opportunity					
c) Attending seminars and response					
d) Study in a foreign university					
e) You love English language and culture					
f) Communicate with foreigners					
g) English skills to be respected					
h) Others					

Please specify and explain the other reasons here: (if there any): .....



## VI. Learning preferences in English:

Students' need		Agree	Disagree	Neutral
1.	Less emphasis on lectures			
2.	More small group work			
3.	More individualized teaching			
4.	Less emphasis on the textbook			
5.	Clear course objectives			
6.	Involvement in assessment			
7.	Variety of assessment methods			
8.	Talking to teachers			
9.	To know about progress			
10.	Enough time to do good quality work			
11.	Direction from teachers			

## VII.Expectation from the course:

1. In this English course, I would like to have the emphasis on:

	S. Agree	Agree	Neutral	Disagree	S. Disagree
Reading					
a) Writing					
b) Listening					
c) Speaking					
d) Grammar					
e) Vocabulary					
f) Social and cultural understanding					
g) Contextual use of language					

Others: Please specify (if there any):

<b>WRITTEN COMMUNICATION</b>		S. Agree	Agree	Neutral	Disagree	S. Disagree
1	Reports					
2	Formal business e-mails					
3	More informal e-mails					
4	Memos					
5	Minutes					
6	Articles					
7	Press releases					
8	Web sites					
<b>SPOKEN COMMUNICATION</b>						
1	Telephoning					
2	Conference calls					
3	Meetings					
4	Negotiations					
5	Socializing					
6	Presentations					

2. To what extent do you think that this course will meet your English language learning purpose? (Please answer briefly)

.....

3.How will you apply your learning in your real life?

.....

4.What is your expectation from this course?

.....

5.Do you have any suggestions?

.....

**Thank you very much for your cooperation!!**

# NORTHERN UNIVERSITY

Knowledge for Innovation and change

## **Course Title: Advance English Skills**

Course Code: ENG 101

Semester: Fall, 2014

Learn how to use a knowledge of how words work to write and speak in the style that readers and listeners value and that the university and the professions require.

## About this Course

In the time-starved modern business world, where everyone's a writer and everyone's a reader, the demand for literacy is more intense than it has ever been. The ability to articulate ideas in smart, tight writing and fluent speaking is crucial. Eng101 will enable you to learn how words work so that you can write the concise, lucid, nuanced, and compelling prose and speak with manner that is so valued by professionals. By providing you with a thorough grounding in grammar, syntax, and style, the course will sharpen and solidify your writing, editing and speaking competence as well as self-confidence.

## Course Aims and Outcomes:

### Aims

1. To be able to write effective business reports
2. To build up students' confidence and provide them with language resources to participate in business meetings
3. To use the language flexibly and effectively for social and professional purposes.

### Outcomes:

1. Students will use clear and conscious communication.
2. Students will demonstrate proficiency in written communication.
3. Students will have a sufficient range of language to be able to give clear descriptions, express viewpoints and develop arguments.
4. Students will have a good range of vocabulary for matters connected to their field and most general topics.
5. Students will be able to vary formulation to avoid frequent repetition.
6. Students will be able to interact with a degree of fluency and spontaneity that makes regular interaction and sustained relationships with English speakers quite possible without imposing strain on either party.
7. Students will be able to highlight the personal significance of events and experiences, account for and sustain views clearly by providing relevant explanations and arguments.

8. Students will be able to use phrases and expressions to state and ask for opinion, interrupt and handle interruptions, ask for and give clarification, delay decisions, emphasize a point, summarize what has been said, end the meeting.

## Prerequisites:

Students should be proficient enough in English to follow an advance-level course.

## Grading:

Marks (%)	Letter Grade	GPA	Assessment
80-100	A <sup>+</sup>	4.00	Outstanding
75-79	A	3.75	Excellent
70-74	A-	3.50	Very Good
65-69	B <sup>+</sup>	3.25	Good
60-64	B	3.00	Above Average
55-59	B <sup>-</sup>	2.75	Average
50-54	C <sup>+</sup>	2.50	Below Average
45-49	C	2.25	Poor
40-44	D	2.00	Pass
00-39	F	0.00	Fail

## Course Assessment:

Item	Portion of Grade
Weekly Assignment	5%
Continuous test	5%
Midterm#1	25%
Midterm#2	25%
Final Exam	40%
Total	100%

## Overview of course content

Advance English Skills is organized into the following sections:

### Introduction:

Suggestions for increasing fluency in speaking and writing English.

### Section 1:

- Verbs and tenses
- Adjectives and adverbs
- Linking words
- Prepositions
- Passivization

- Reported speech
- Subject-verb agreement
- Joining and transforming sentences

### **Section 2:**

- Tips for learning new words
- Learning vocabulary with prefix and suffix
- How to Use Academic Vocabularies
- Synonyms & Antonyms Learning
- Difference in English words & their applications
- Semantic Mapping to Understand Vocabularies

### **Section 3:**

- Greetings
- Action of our body
- Causative Verbs
- Tag question
- Conditional sentence
- Use of 'there' as introductory, expletive and adverb
- Use of 'have'
- Conversation
- Topic discussion
- Easy way of spoken English by using AV, AV of passive
- Some important manners which are usually used in speaking English
- Spoken English for Advanced Users
- How to start presentation
- What should be done before starting speech

### **Section 4:**

- General Rules for regular writing practice
- Process of systematic writing
- Techniques of regular writing practice
- Format of official writings- Application, Email, Memo, Meeting minutes, Reports
- Common errors of writing from real life context
- Correcting faulty text as test of grammar

## **Format and Procedures:**

- Interactive Lecture
- Power point Presentation
- Handouts
- Role-play/Interview
- Listening
- Discussion
- Participative Group Work

- Writing tips

## Academic Integrity

Each student in this course is expected to abide by the Northern University Code of Academic Integrity. Any work submitted by a student in this course for academic credit will be the student's own work. You are encouraged to study together and to discuss information and concepts covered in lecture and the sections with other students. You can give "consulting" help to or receive "consulting" help from such students. During examinations, you must do your own work. Talking or discussion is not permitted during the examinations, nor may you compare papers, copy from others, or collaborate in any way. Any collaborative behavior during the examinations will result in failure of the exam, and may lead to failure of the course and University disciplinary action.

## Inclusivity Statement

- Share your unique experiences, values and beliefs.
- Be open to the views of others.
- Appreciate the opportunity that we have to learn from each other in this course.
- Value each other's opinions and communicate in a respectful manner.
- Use this opportunity together to discuss ways in which we can create an inclusive environment in this course.

## Course reading

Required text: i) *New Head way Upper-Intermediate*  
ii) *English Vocabulary in Use, Advanced*

## Additional Resource Readings

Bateman. W.L. (1990). *Open to Question: The Art of Teaching and Learning by Inquiry*. San Francisco: Jossey Bass, Publishers. [LB 1738 .M3]