

# **The Present English Language Needs of Computer Science Undergraduates; A case study in International Islamic University, Islamabad. (Female Campus)**

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# Chapter 1

## Introduction

In introduction we are going to discuss the role of English language and status of Computer Science in today`s educational arena. Since the rise of science and technology, Computer Sciences are of focus of mainstream studies and research. In today`s world, it is rapidly growing field of study all over the globe. Computer Sciences has encompassed programming, software engineering, IT Skills, calculus, database and operating systems along with many other sub-fields. To compete with global technological needs, English language has been playing vital role since it has gained status of international language. Similarly, in Pakistan, computer sciences have been subject of critical study. The English language needs of different faculties in universities of Pakistan needs attention especially the fields of science and technology because the advancement of science and technology plays an important role in the progress of country. Usually students are taught general courses inside the class to cater their needs of English language skills, as most of the time people/students need to learn writing and spoken skills. Our country needs very competent Computer Science professionals and IT specialists who are equally competent in IT and English language skills. The students should be furnished with subject-specialist knowledge as well as specific English language of their selected fields during their study stages at colleges and universities for only then they would be capable of becoming competent professionals in their occupational lives.

The teaching of English for Specific Purposes (ESP) gained status and became a dynamic and advanced activity in the 1970s (Rahman, 2012). The reason behind this is that almost all the produced materials, the written course descriptions and the research carried out at that time were in the area of English for Academic Purposes (Dudley-Evans and St. John, 1998) which is a branch of ESP. English for Academic Purposes (EAP) was developed and offered so that it can expose the students to the expectations and requirements of the faculties in terms of target situation needs (Jordan, 1997). It means that EAP courses enable the students to understand which type of English they are required to learn or focus more according to the needs of their field or degree. The analysis of these needs known as Needs Analysis helps in designing and developing a course, and the development of syllabuses and materials (Hutchinson & Waters, 1987). Needs Analysis means to categorize “what learners will be required to do with the foreign language in the target situation” (West, 1994).

This study presents the results of needs analysis study carried out in the International Islamic University, Islamabad which attempts to examine the English language needs of the undergraduate

female students in the field of computer science. The study specifically focuses on the difficulties faced by the students in reading, writing, speaking and listening in English language for academic purposes. A questionnaire was administered to 20 students in order to outline their lacks, wants and needs depending upon the courses of English they have studied up till now. In the first chapter we have provided a brief account of the advancement of ESP and the importance of needs analysis within an ESP framework. Then, we have pointed out our Research Questions and Research Objectives for the study. Next few chapters deal with Literature Review and Framework, Research Methodology (Population, Sampling, Data Collection, Tools and Procedure), Data Analysis, Findings, Recommendations and Conclusion.

## **Rationale of the Study**

Our basic aim of this study is to improve the English teaching program in computer Science department, international Islamic University, Islamabad. It will improve students efficiency level inside the classroom. The needs of computer science students are that teacher should more concentrate on speaking and writing skills in English language inside the classroom, as they are supposed to improve their professional learning skills through their studies.

## **Research Objectives**

Following are our purposes to be fulfilled from this study:

- 1) To explore the English language needs of computer science students at the International Islamic University, Islamabad.
- 2) To analyze the present proficiency level of students in English.
- 3) To what extent the students were satisfied from the courses they were taught before.

## **Research Questions**

The present study required answers to the following questions:

- 1) What are the English language needs of computer science students at the International Islamic University, Islamabad?
- 2) What is the present proficiency level of students in English language according to their needs, lacks and wants?
- 3) What are the weaknesses of the English courses, students were taught before?

## Chapter 2

This section deals with literature review and framework used in this case study. Researchers have discussed briefly these elements to provide a broad horizon of the need analysis case study.

### **Literature Review:**

English for Specific Purposes (ESP) is an approach to language learning in which the center of learning are the learners. The most important thing in this approach is that the contents and methods of the course are needs based (Hutchinson and Waters, 1987). I.e. learners' needs enjoy central importance in ESP. With rise of science and technology, need for one international language also got emerged so that the whole globe can share progress and advancement. This need for one common language provided basics for English for Specific Purposes. Hutchinson and Waters (1987) list five phases of the development of ESP. These phases are register analysis, discourse analysis, TSA, skills and strategies, and learning centered approaches. Hutchinson and Waters affirm that ESP must be seen as an approach not a product. ESP is not a particular kind of language or methodology, nor does it consist of a particular type of teaching material. However, this whole analysis derives from an initial identified need on the part of the learner to learn a language. It is possible to come across with different definitions of needs and needs analysis in literature. According to Hutchinson and Waters (1987) the history of ESP indicates that Munby is the first specialist who enounces "a highly detailed set of procedures for discovering target situation needs..." (p.54), in 1978 in his noteworthy contribution entitled "Communicative Syllabus Design". "Communication Needs Processor" or "CNP is first most thorough and widely known model on needs analysis. For Hutchinson and Waters:

"The CNP consists of a range of questions about key communication variables (topic, participants, medium, etc.) Which can be used to identify the target language needs of any group of learners"(ibid, p.54). Initially, needs were classified by Hutchinson and Waters (1987) into, "target needs (i.e. what the learner needs to do in the target situation) and leaning needs (i.e. what the learner needs to do in order to learn)" (p.54). Target needs were made up of necessities, lacks and wants and learning needs were used by Hutchinson and Waters as general term comprising all factors that influenced language learning such as attitude and motivation. Hutchinson and Waters argue that „the needs, potential and constraints of the learning situation must be taken into account" (ibid, p.61) if the process of needs analysis was going to be useful. In fact, needs analysis was introduced into language teaching through

the ESP movement; it is and always will be an important and fundamental part of ESP (Gatehouse, 2001); and it is „the corner stone of ESP and leads to a much focused course“ (Dudley-Evan & St. John, 1998, p.122). Needs analysis has been acknowledged by several scholars and authors (e.g. Hutchinson and Waters, 1987; West, 1994; Dudley-Evans and St. John, 1998; Iwai et al. 1999).

Munteanu (2011) defines English for Science and Technology as “the language used in the professional contexts of natural sciences and technology” (p.7). Science and technology provide people with the information and tools to understand and deal with many of the challenges. Particularly, students must be provided with opportunities to get into, recognize, and evaluate current information and tools related to science and technology. Hence, it is important to account for EST in the context of ESP and the area of EST. Generally, the term needs analysis refers to the activities that are conducted to collect information that will serve as the basis for developing a curriculum that meets with the needs of a particular group of students (Iwai et al., 1999). There is a plethora of research that has been carried out internationally in NA. In Algeria, for example, studies were conducted to investigate English language needs of ESP students (e.g. Ounis 2005, Dakhmouche, 2008)

Then, Dakhmouche (2008) was concerned with the teaching of English as a foreign language at the Department of Computer Science, Mentouri University of Constantine. The findings of this study show that the application of some strategies of predetermined objectives would enhance students' achievements in learning English for specific purposes. NA research was not restricted, however, to Algeria; some studies have been reported in the Arab EFL learners' needs (See the Asian ESP Journal). Accordingly, literature reveals that NA is essential to investigate the needs of a particular group of learners through different data collection instruments from different sources. The outcomes of such studies direct researchers to useful judgments regarding the development of basic curricular elements. As well, all these studies confirmed the importance of identifying learners' needs and showed the dangers of ignoring NA in designing ESP courses.

Many researchers understand the need for ESP course and they conducted the need analysis in their context according to their needs. Similarly, many researchers in Pakistan conducted research basing it on need analysis so, that they can formulate a course according to the target situation and learner's need. Dar (2010) conducted the case study in NUML. She shepherded the need analysis of the diploma students by exercising interview, questionnaire, and observation tools. She concluded that the defendants are not satisfied with the English diploma course that's why there is a need of alterations in a current syllabus. Khushi (2011) penned a dissertation with “special reference to Pakistan Military

Academy, Kakul". He used interview and questionnaire method to collect information and for conducting a need analysis of the cadets. She found that there is a need of improvement in the English courses of the Academy. Rendering to the respondents, writing, reading, listening and speaking four of the skills are important for their better performance in the academy and in the future. He also discovered that there is a need to amend the teaching style in the Academy.

Khan et al (2013) piloted a research on LLB (H) students of government college university of Faisalabad Pakistan. They used questionnaire for leading a need analysis of the students. They uncovered that present syllabus of LLB Students is not agreeing with the needs of the students therefore, there is a requirement to revise the syllabus. There is a need of fully fortified English Language Library. They also discovered that students are not satisfactorily proficient in listening, speaking, and writing skills. They found that the English course spell offered in LLB (H) is not appropriate. Lastly, they found that the students are not self-assured about their English language course.

As shown in this chapter, various points have been explored and discussed. Different researchers have concluded varying results with more attention on the needs and wants of learners in a specific degree program. Setting up an ESP program requires four important stages including needs analysis, syllabus, curriculum design and assessment or evaluation. Hence we can position Needs analysis as a key component in ESP course design and its role is clearly unquestionable. A huge number of studies on this topic have been carried out internationally and everything is built around the learner's needs and in a few words, needs analysis is a pivotal step that the other steps rest on.

## **Framework**

The present study adapts the needs analysis model given by Hutchinson and Waters in 1987. The model comprises of three parts i.e. Wants, Lacks and Needs. Wants are related to the students' expectations from the course that is to say what they want to learn from the course and not only what but also how that through which technique or method. So, it basically involves students' own concept of learning. Lacks are the gaps between the existing proficiency and the target proficiency of learners. Matching the target proficiency with the existing proficiency can only identify lacks. Needs are the necessities which determine the target proficiency. Needs deal with the questions like why is the

language needed? What will be the content areas? How, when, where, who and with whom the language will be used?

Our research objectives, research questions and questionnaires are based on this model and the data analysis, data collection and conclusion will also be formed on the basis of this very model. We have chosen this model for our needs analysis research because of its clear-cut division in needs, wants and lacks which helps in analyzing the students' target needs in a systematic order. One can separately identify what the learner wants, what is lacking in him and what he is actually required to learn. The strength of this model lies in giving a central position to the learner. Our study also provides the learners with the opportunity to define their own wants, lacks and needs.

## Chapter 3

### Methodology

This section of study covers the methodology of research, sampling, population and tools used in the study and procedure of analysis. Researchers have discussed these all elements briefly to provide a clear picture of process of need analysis.

### Population

We have selected the 6<sup>th</sup> semester students of Computers Science Department from Female Campus of International Islamic University Islamabad as the population for our research as our study revolves around the English language needs analysis of Computers Science students.

### Sampling

Our sample for the study is a randomly selected group of 20 female students of 6<sup>th</sup> semester from the department of Computers Science; International Islamic University Islamabad as these students have already studied three English courses in their degree, which helps us to determine their lacks, wants and needs.

### Data Collection

In March 2016, we started carrying out the main study at the Department of Computer Science in the female campus of IIUI. We personally visited the Computer Science Department and met our selected population in order to ask about the availability and willingness of our chosen sample and for any clarity regarding our research if they required so, as the cooperation of sample is necessary and healthy for any research.

### Tools

As this study is a qualitative study, the tool that we have selected for collecting the data is questionnaires, because they are relatively easy to prepare, they obtain information that is relatively easy to tabulate and analyze; they can also be used to elicit information about many kinds of issues, such as language use, attitudes and beliefs (Richards, 2001, p.60). We made sure that the students answered all the questions deliberately and honestly within the given time.



These questionnaires contain three parts. The first part aims at collecting general information about the students e.g. age, gender and mother tongue etc.

The questions like whether they consider English important for their field of study or not, for how long they have been studying English and to what extent they have to use English in the courses they have been studying in their degree program are asked in the second part. So the second part basically deals with the background of students and their present proficiency level in English language. The third part is designed to identify the students' wants, lacks and needs. The questions asked in this part allow students to express which English language skill they want to learn which comes under the category of wants. Students are asked about any of the English course which they have studied during their degree and what were their expectations from the course, were those expectations fulfilled or not and what according to them were the drawbacks of that course.

Taking an overview of the questionnaire, one can see that most of the questions are close ended with the options like YES or NO where as others are in the form of tables and students have to mark tick either in front of the skills asked based on whether it's important according to their degree or not or to mark tick under the suitable options from good, not good, satisfactory, always, never and sometimes etc.

## **Procedure**

After getting the questionnaires filled, we started writing the chapter of Analysis in which we have followed the strategy of analyzing each question of the questionnaire separately. We have taken out percentages based on the number of students who mark the same option in any question. After putting down the percentages, we have interpreted what the answer of a certain question reveals about the wants, lacks or needs of the students. To make the results and analysis clear, we have used bar and pie graphs with most of the questions which can be seen in the next chapter which is Data Analysis.

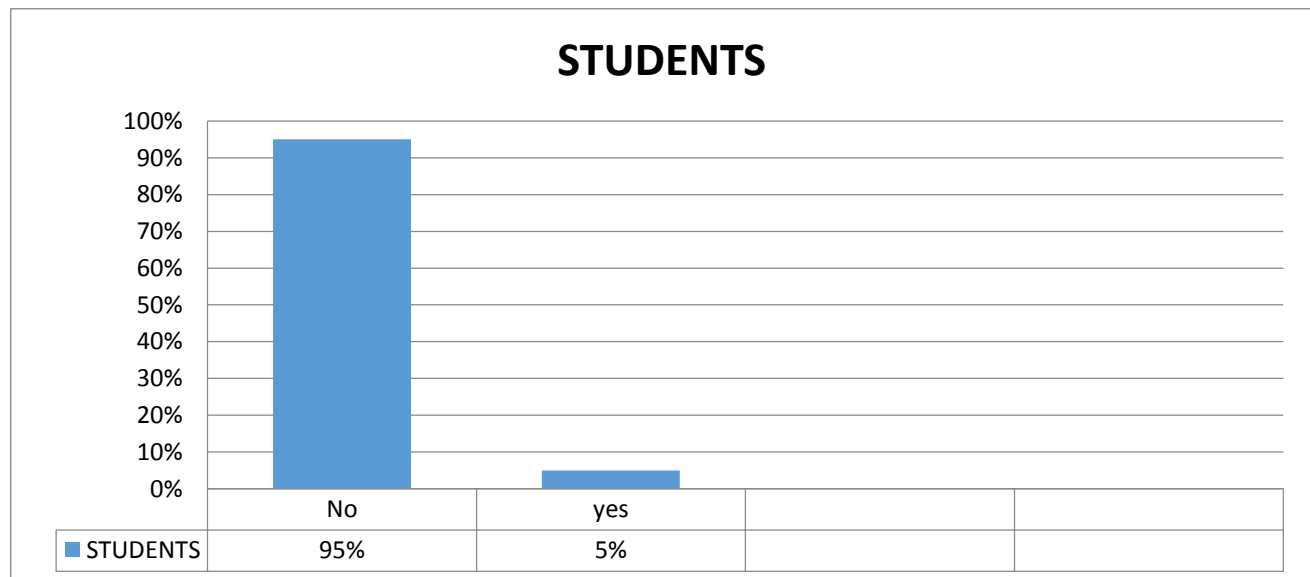
## Chapter 4

Current section gives detailed description of statistics and tables made through analysis of questionnaires, which were filled by computer Science students. Researchers have dealt with each and every question separately to extract the appropriate needs, lacks and wants of the Students regarding English Language Syllabus taught through out their degree.

### Data Analysis

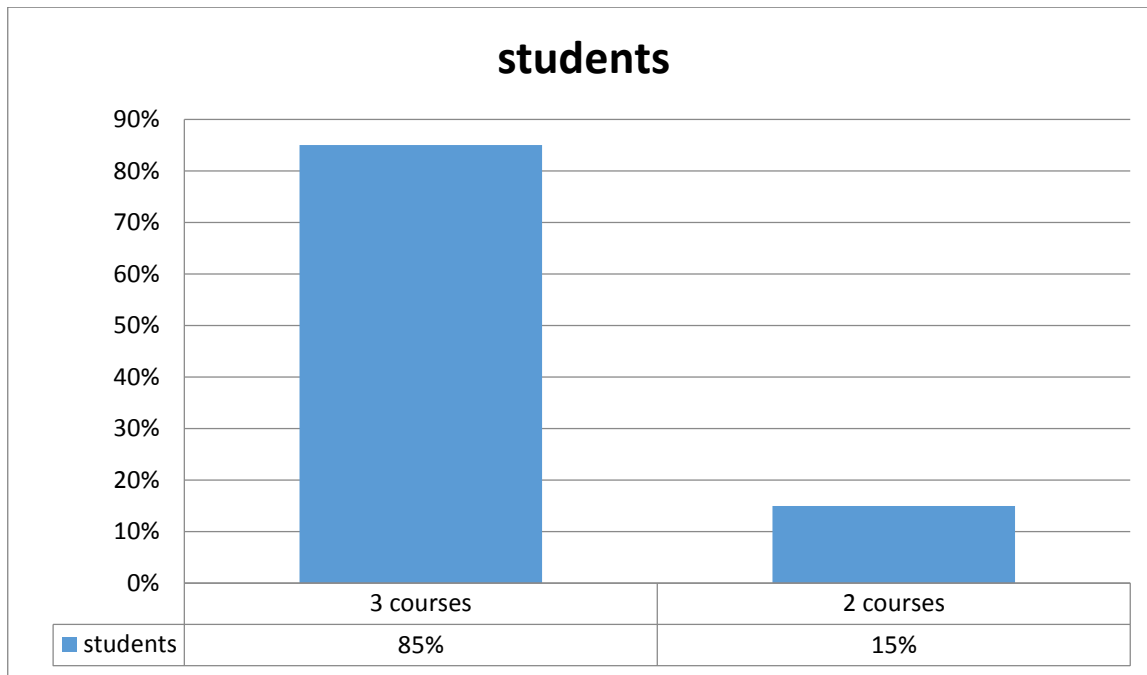
First part of the questionnaire intends to collect the personal information from the students. According to the first item, it is clear that all the respondents are females. As far as the age is concerned, 55 % students are of 19, 15 % students are of 18, 5 % students are of 21 and 25 % students are of 20. If we analyze the question inquiring about mother tongue of the selected students, the mother tongue of 65% students is Urdu, 5% has Potohari, 25% students Punjabi and the rest 5% students have Pashto as their mother tongue.

#### Question 1: Have you ever studied in an English speaking country?



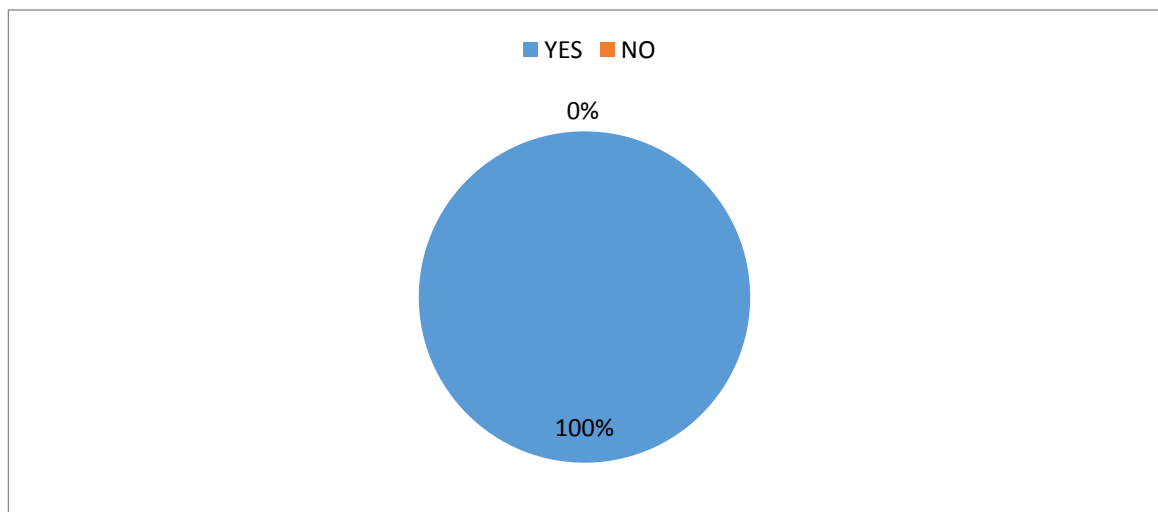
According to these results 95%, which means 19 out of 20 students, have never studied in any English speaking country where as 5% students which means only 1 have. Hence, keeping in mind the analysis of this question and the question about mother tongue we can conclude that most of the students don't have any English language background.

### Question 2: How many courses of English have you studied in your degree?



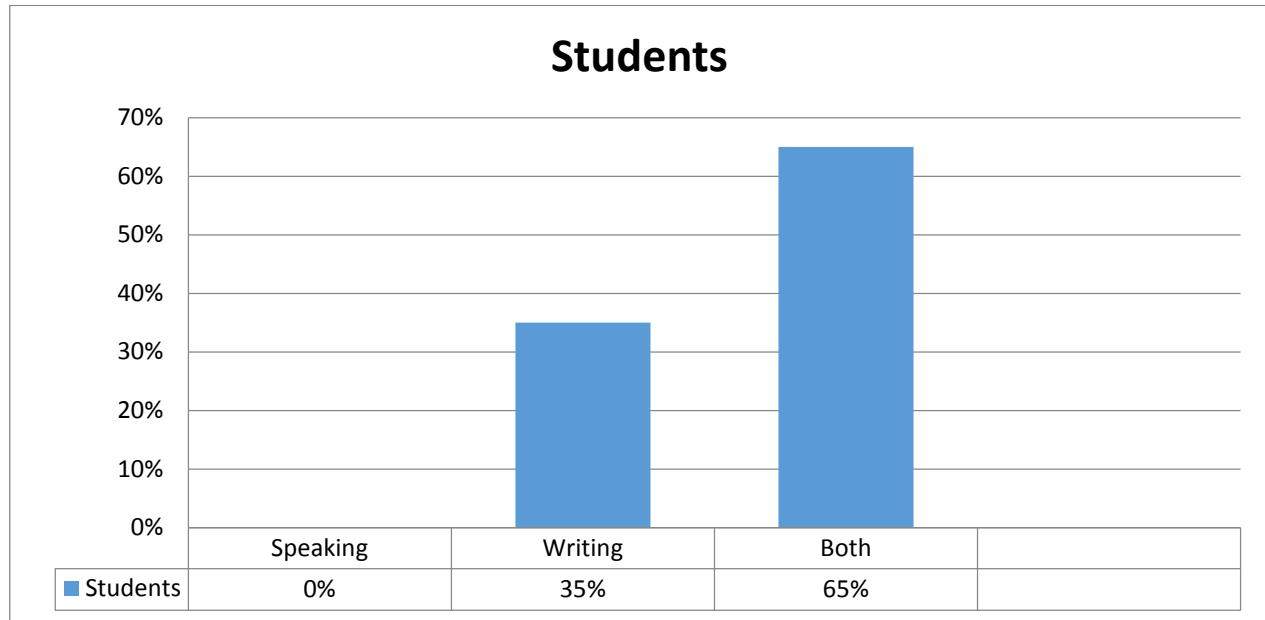
The result shows that 85% students have studied 3 courses of English in their degree while 15% students have studied 2 courses of English in their degree. So, we can say that during the degree till now, majority of students got more exposure to English language in the form of English courses.

### Question 3: Do you use English in your study?



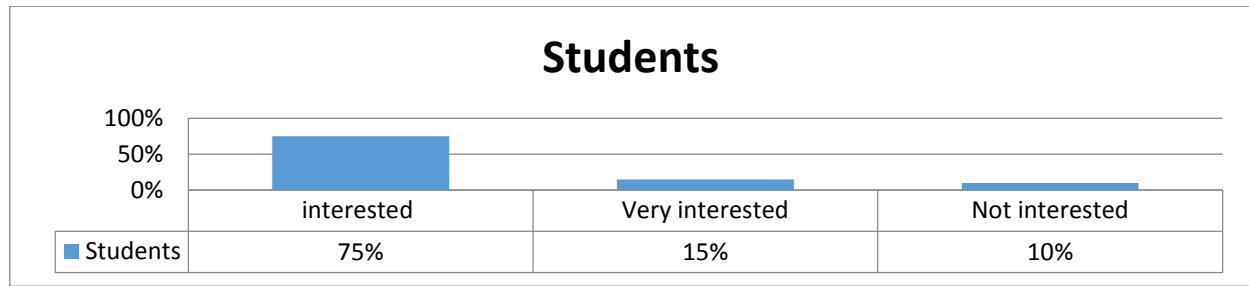
According to these results, 100% students use English in their studies. It means that English language plays important role in their studies and it's their need to learn English.

#### Question 4: You use English in?

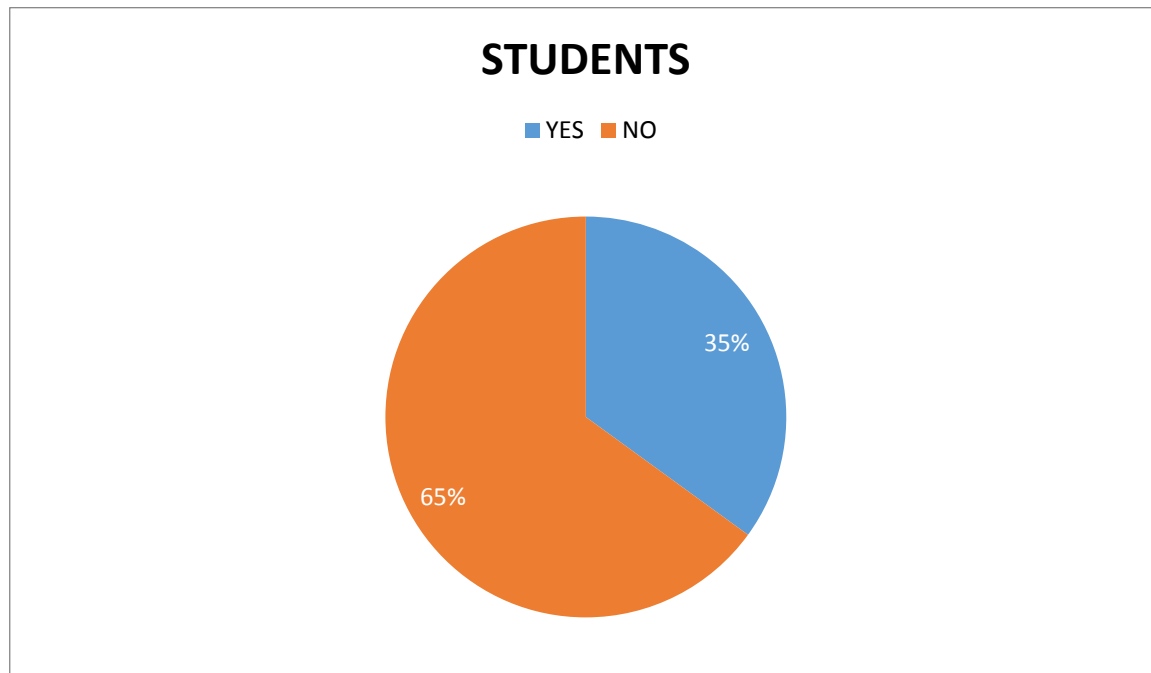


The result shows that 35% Students use English just in writing while 65% students use English in Speaking and writing both. As the graph also displays, there is no such student who is using English just for speaking. The result indicates that the Computer science students need speaking and writing both the skills.

The above analyzed questions have explained the present situation of the students that where they are standing with respect to the English language learning. The questions will basically determine the wants, lacks and needs of the Compute Science students related to English language

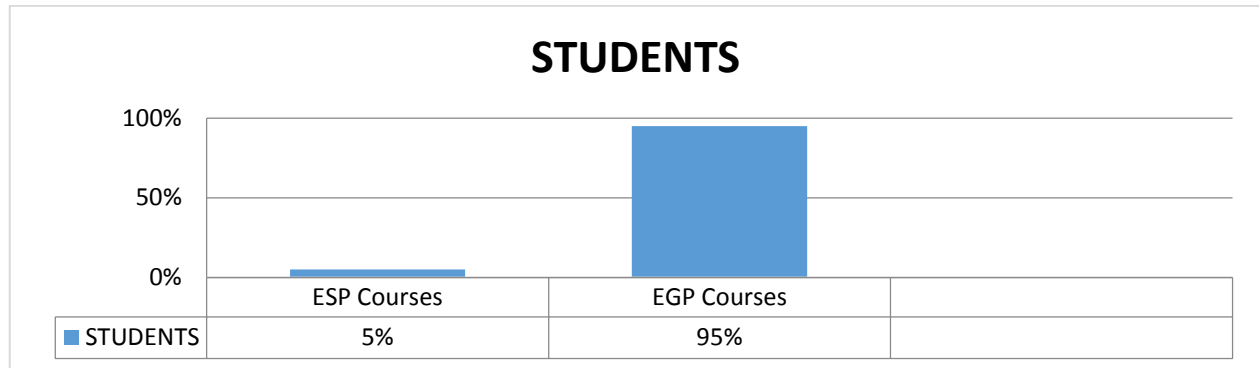
**Question 5: How much interested are you in learning English?**

According to these results 75 % students are interested, 15 % students are very interested and 10 % students are not interested in learning in English. It means that majority of students are interested and they want to learn English.

**Question 6: Have you learnt English somewhere to improve proficiency?**

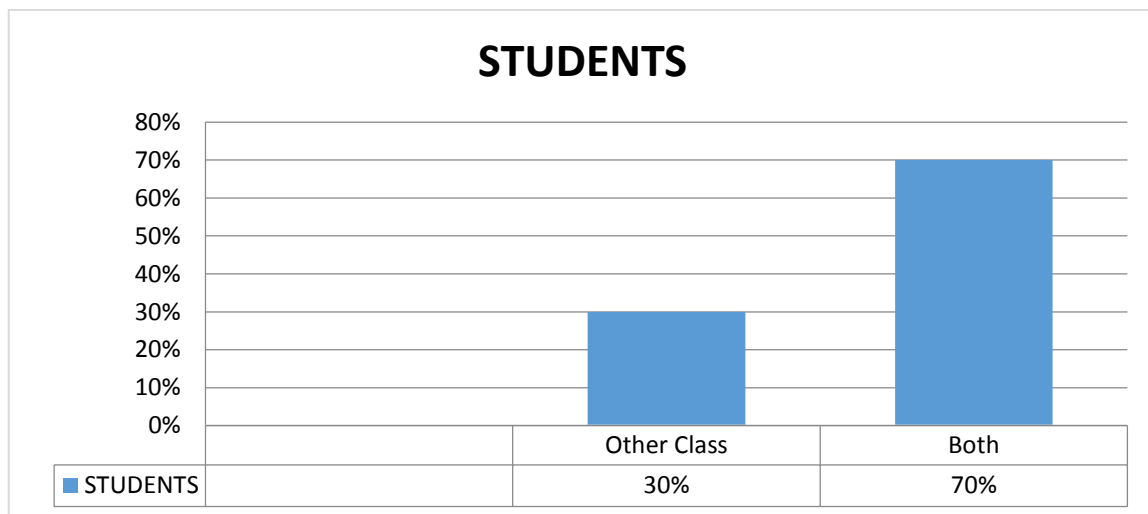
According to results 35 % students learnt English somewhere to improve proficiency while 65 % students have not learnt. These results show that majority of students have learned English from somewhere else.

**Question 7: Which type of course you have studied to improve your English language proficiency?**



According to these results 95% students have studied EGP course to improve their English language Proficiency whereas only 5 % students have studied ESP courses to improve their English language Proficiency. This result shows that most of the students are unaware of their English language needs with respect to their field.

**Question 8: In which class do you use English?**



According to these results 30 % students use English in all other Class while 70 % students use English ONLY in English class. It means there is a need to learn English.

**Question 8: Describe your present proficiency level?**

<b>PROFICIENCY LEVEL</b>	Weak	Acceptable	Good	V. Good
Speaking	10%	20%	55%	15%
Listening	0%	15%	40%	55%
Reading	0 %	10%	45%	40%
Writing	0%	15%	45%	40%
Grammar	20%	40%	35%	5%
Vocabulary	5%	35%	50%	10%
Pronunciation	0%	45%	35%	20%

According to these results 55% students have very good listening skills, 40% have very good reading skills, 40% have very good writing skills, 5% have very good grammar, 10% have very good vocabulary, and 20% students have very good pronunciation. While 10% have weak speaking skills, 20% have weak grammar and 5% have weak vocabulary. On the other hand 20% have acceptable speaking skills, 15% have acceptable listening skills, 10% have acceptable reading kills, 15% have acceptable writing skills, 40% have acceptable grammar, 35% have acceptable vocabulary, 45% have acceptable pronunciation.

On the other hand 55% students have good speaking skills, 40% have good listening skills, 45% have good reading skills, 45 have good writing skills, 35% have good grammar, 50% have good vocabulary, and 35% have good pronunciation. These results show that majority of students need improvement in Vocabulary, grammar and pronunciation.

**Question 9: Your satisfaction level from the English courses?**

Course components	Very satisfied	Satisfied	Fairly satisfied	Not satisfied
Achievement of objectives	0%	85%	15%	0%
Number and level of lectures	5%	75%	15%	5%
Student's participation	10%	60%	25%	5%
Number and level of activities	5%	60%	30%	5%
Class duration	5%	65%	30%	0%
Teaching material used	5%	75%	15%	5%
Teacher's method	10%	60%	15%	15%

5% are very satisfied from the number and level of lectures, 10% students are very satisfied from the student participation, 5% students were very satisfied with the number and level of activities, 5% students were very satisfied from the class duration, 5% students were very satisfied from the teaching material used, 10% students were very satisfied with the teachers method. 85% were satisfied from the achievement to objectives, 75% were satisfied from the number and level of lectures, 60% students were satisfied from the student participation, 60% students were satisfied with the number and level of activities, 65% students were satisfied from the class duration, 75% students were satisfied from the teaching material used, 60% students were satisfied with the teachers method. 15% were fairly satisfied from the achievement to objectives, 15% were fairly satisfied from the number and level of lectures, 25% students were fairly satisfied from the student participation, 30% students were fairly satisfied with the number and level of activities, 30% students were fairly satisfied from the class duration, 15% students were fairly satisfied from the teaching material used, 15% students were fairly satisfied with the teachers method. 5% were not satisfied from the number and level of lectures, 5% students were not satisfied from the student participation, 5% students were not satisfied with the number and level of activities, 5% students are not satisfied from the teaching material used, and 15% students were not satisfied with the teacher's method.



The results show that majority of students wants the class duration and the number of activities given by the teacher to be improved.

**Question 10: How frequently you need to READ the following during your degree?**

Document	Always	Sometimes	Never
Memo	10%	15%	75%
Letter	50%	45%	5%
Agenda	20%	30%	50%
Minutes	0%	30%	70%
Report	0%	55%	45%
Proposal	25%	55%	20%
Manual	20%	45%	35%

According to these results 10% student always need to read memo, 50% students always need to read letters, 20% student always need to read agenda, 25% student always need to read proposal, and 20% student always need to read manuals. On the other hand 15% students sometimes needs to read memo, 45% students sometimes need to read letter, 30% students need to read agenda, 30% student sometimes need to read minutes, 55% student sometimes need to read report, 55% students sometime need proposal, 55% student sometimes need to read manual, while 75 % students are never needed to read memo, 5 % students never need to read letter, 50% students never need to read agenda, 70% student never need to read minutes, 45% student never need to read reports, 20% student never need to read proposal, 35% student never need to read manual. From above shown results we can assume that most of the computer sciences students don't need much focus on reading skills.

**Question 11: How frequently you need to WRITE the following during your degree?**

Document	Always	Sometimes	Never
Memo	10%	20%	70%
Letter	20%	80%	0%
Agenda	25%	20%	55%
Minutes	0%	20%	80%
Report	20%	0%	80%
Proposal	15%	75%	10%
Manual	10%	50%	40%

According to these results 10% student always need to write memos, 20% students sometimes needs to write memos and 70 % students never need to write memos. Further 20% students always need letters, 80% students sometimes need to write letters. Only 25% students always need to write agendas, 20% students are sometimes needed to write agendas and 55% students are never needed to write agendas. In report writing practice, only 20% students always need to write reports while 80% students never need to write a report. Furthermore, 15% students always need to write a proposal, 75% students sometimes need to write a proposal while 10% students are never needed to write proposals. 10% of students always need to write manuals, 50% students sometimes need to write manuals while 40% students are never needed to write manuals. Likewise 20% of students sometimes need to write minutes while 80% students are never needed to write minutes. From these above-mentioned statistics, we can assume that students of computer sciences more or less need writing skills in the classroom or present situation.

**Question 12: How frequently you SPEAK in English at the following occasions during your degree?**

Occasion	Always	Sometimes	Never
Presentation	80%	20%	0%
Meeting	10%	55%	35%
Technical interview with client	15%	45%	40%
Lecture	35%	65%	0%
Video conference	15%	20%	65%
Conference call	10%	15%	75%
Social conversation	60%	20%	20%

From the above shown table, we can see that 80% of students are always in need to Speak English during presentations while 20% students are sometimes needed to speak English during their presentations. In the same way, 10% of students always need to speak English during meetings, 55% students sometimes are needed to speak English during meeting and discussions while 35% students are never in need of using English during meetings and discussions. Comparably 15% of students always need to speak English during technical interviews with clients, 45% students sometimes are needed to speak English during technical interviews with their clients while 40% students never need to use spoken English during technical interviews with their clients. Correspondingly, 35% of students always need to respond in English Language during lectures while 65% students sometimes need to communicate in English during the lectures. Relatedly, 15% students always use spoken English during videoconference, 20% students sometimes need to speak on videoconference while 65% students never use spoken English during videoconference. Similarly 10% students always speak English during the conference call, 15% of students sometimes use spoken English during conference call and 75% of students never speak English during conference call. Further 60% of students always speak English at some point in social conversations, 20% of students are sometimes needed to speak English throughout social conversations while 20% students never speak English in social conversations.

From above mentioned statistics, we can conclude that most of time students of computer sciences use Spoken English inside the classroom.

**Question 13: How frequently you LISTEN in English at the following occasions during your degree?**

Occasion	Always	Sometimes	Never
Presentation	95%	5%	0%
Meeting	35%	30%	35%
Lecture	70%	30%	0%
Video conference	25%	10%	65%
Conference call	20%	25%	55%
Social conversation	35%	45%	20%

According to overhead table, 95% students are always attending presentations in English while 5% of students are sometimes needed to attend the presentations conducted in English language. Likewise 35% of students always take notes in meetings held in English Language, 30% of students sometimes take notes while 35% students are never needed to take notes during such meetings. In same way, 70% students always attend lectures provided in English language while 30% students sometimes need to attend lectures provided in English. 25% students are needed to listen in videoconferences, 10% sometimes need to listen in while 65% of students are never needed to listen in videoconferences. 20% students always need to pay attention during conference call held in English language, 25% students sometimes need to attend the conference call while 55% students are never needed to attend the English Conference held in English language. Similarly, 35% students always heed English during social conversation, 45% students sometimes heed English in social conversations while 20 % students never heed or comprehend English in social conversation.

The questionnaire deals with the English language sub skills, needs, wants and lacks of students studying computer sciences. Concluded results show that emphasizes of majority of the students is on speaking and writing skills.

## Chapter 5

Section five describes the findings extracted from data analysis and recommendations and suggestions relatively considering the needs, lacks and wants of the students sorted out from the statistics got from data analysis. In the last part, conclusion is devised from over all research project with an over view of ESP, need analysis and lacks, wants and needs of the learners.

### Findings

Results show that students of computer sciences need English language to communicate inside the as well as outside the classroom. From the above-mentioned results, we can see that;

- ✓ The level of computer sciences students regarding speaking and writing skills is below average.
- ✓ Majority of students are not proficient in speaking, writing and listening sub-skills.
- ✓ Most of students have average vocabulary, pronunciation and grammar.
- ✓ Most of the students are in need to improve speaking.
- ✓ The satisfaction level of students regarding syllabus is also below average as well as level of interest.
- ✓ Students are not contended with the syllabus that they was taught inside the classroom.
- ✓ Majority of the students emphasized on writing and speaking skills.
- ✓ Majority of the students need to improve English proficiency, as they have not learnt English from somewhere to improve proficiency because of lack of guidance.
- ✓ Majority of the students are improving their English language proficiency from EGP courses.
- ✓ The highest percentage for the language skills is speaking skills rather than writing and listening.

### Recommendations

The study helped us to analyze the areas of improvement in learning English Language at the Computer Sciences Program at International Islamic University. The questionnaire of students helped us to identify the need of urgent ESP course.

- ✓ The English taught in Department of Computer Science is general it should be shifted to specific.

- ✓ The course teacher of English for specific purpose should design a course that meets the Learning needs of students.
- ✓ The communications skills should be enhanced so students can convey their message in English easily.
- ✓ The skills of Learning English Language for specific field should be goal oriented.
- ✓ Effective Learning strategies should be applied to make students learn easily.
- ✓ The teachers should evaluate each student according to the lacks they are facing in learning the English Language.
- ✓ Each student should be assessed individually to measure the current level of proficiency in English for specific Purpose.
- ✓ While offering an ESP course, much attention should be given to the affective factors and the student's needs.

## Conclusion

The purpose of this study is to find the lacks and wants in the specific field of English language course taken by students of Computer sciences of International Islamic University. By questioning the students of Computer sciences department, we have analyzed their needs considering their lacks and wants. The tool used for identification of needs is based upon "Need Analysis Model" proposed by "Hutchinson and Waters". If we look from the professional perspective, English is known as worldwide international language. So the students of Computer sciences need to improve their English language proficiency in order to pursue their professional field successfully. From the thorough examination of this case study we can conclude that students of international Islamic university, Islamabad need to be equipped with speaking and writing skills of English language. From the calculated results, we have come to know that most of the students are proficient above average in reading and writing skills but below average in speaking skills. The causes of dissatisfaction described by learners are Teacher's theory based methodology, less number of activities and practices, boring and apathetic materials used inside the classroom. Hence it is proven that the English courses taught to computer science students at IIUI do not fulfill the needs of learners in present situation (inside the classroom/ degree program). There is a clear difference between the present English language proficiency level of students and the needed proficiency level to progress the desired program with required use of English language, as learners are needed to use English language in presentations and proposal writings.

## Appendix

### PERSONAL INFORMATION

1. Gender      Male ☐      Female ☐

2. Age      -----

3. Mother Tongue

English	
Any other (mention)	

4. How long have you been learning English? \_\_\_\_\_

5. Have you ever studied in an English speaking country?

Yes ☐      No ☐

### PRESENT SITUATION

1. Do you use English in your study?

Yes ☐      No ☐

2. You use English in?

Speaking ☐      Writing ☐

3. How many courses of English have you studied in your degree?

### WANTS

4. How interested are you in learning English? Interested ☐      Not Interested ☐      Very Interested ☐

5. Have you learnt English somewhere to improve proficiency?

Yes ☐      No ☐

6. Which type of course you have studied to improve your English language proficiency?

ESP Courses ☐      EGP Courses ☐

**LACKS**

## 7. Describe your present proficiency level?

Language area	Very weak	Weak	Acceptable	Good	Very good	Don't know
Grammar						
Pronunciation						
Speaking						
Listening						
Reading						
Writing						
Vocabulary						

## 8. Your satisfaction level from the English courses?

Course components	Very satisfied	Satisfied	Fairly satisfied	Not satisfied
Achievement of objectives				
Number and level of lectures				
Student's participation				
Number and level of activities				
Class duration				
Teaching material used				



Teacher's method				
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### NEEDS

9. In which class do you use in English?

English Class ☐ Other Classes ☐ Both ☐

10. How frequently you need to READ the following during your degree?

Document	Always	Sometimes	Never
Memo			
Letter			
Agenda			
Minutes			
Report			
Proposal			
Manual			

11. How frequently you need to WRITE the following during your degree?

Document	Always	Sometimes	Never
Memo			
Letter			
Agenda			
Minutes			
Report			
Proposal			
Manual			

12. How frequently you SPEAK in English at the following occasions during your degree?

Occasion	Always	Sometimes	Never
Presentation			
Meeting			
Technical interview with client			
Lecture			
Video conference			
Conference call			
Social conversation			

13. How frequently you LISTEN in English at the following occasions during your degree?

Occasion	Always	Sometimes	Never
Presentation			
Meeting			
Lecture			
Video conference			
Conference call			
Social conversation			

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