

# **Key Roles of ESP Practitioners: A Study at ISM, Dhanbad**

**Priya Kumari**

Research Scholar

Department of Humanities and Social Sciences

Indian School of Mines, Dhanbad-826004 (INDIA)

**M. Mojibur Rahman**

Associate Professor

Department of Humanities and Social Sciences

Indian School of Mines, Dhanbad-826004 (INDIA)

mrahmanelt@gmail.com

## **Abstract**

In the process of globalization demand for learner-centred language courses resulted into the emergence of courses that were designed according to the specific needs of the learners and this resulted into a great demand of the teachers who could teach English as per the needs of the learners. The present study discusses the key roles of ESP practitioners in an ESP classroom. The study also suggests that how the practitioner can sustain and retain the interest of the learners in language in an ESP classroom. The major findings of the survey of ESP practitioners practicing ESP at Indian School of Mines, Dhanbad, certainly reflects that teaching English to technical students needs special and extra effort. The practitioners have to be creative, enthusiastic and positively motivated to apply new techniques and methods to teach English for specific purposes.

## **Introduction**

The process of globalization has caused a profound and lasting economic and social implication for the entire world and this has brought a significant spur in learning English in almost all the countries of the world for higher studies, trade, employment, migration and tourism. Professionals and students need language courses to satiate some of the specific needs in order to perform well in their respective fields. This demand for learner-centred language courses resulted into the emergence of courses that were designed according to the specific needs of the learners and this resulted into a great demand of the teachers who could teach English as per the needs of the learners. These learners wanted to learn language specifically for utilitarian purposes. The new study shifted the attention away from defining the grammar rules to the real, practical communicative features of the language (Widdowson, 1978) [cited in Hutchinson and Waters, 1987, p.7).

According to Hutchinson and Waters, ESP is a strange land (Hutchinson and Waters, 1987, p.160) and to cope with the uncertain values of this field, teachers working in this area have to struggle to master language and subject matter both. An ESP teacher has to be open minded, curious and enthusiastic. At the same time, he not only acts as a teacher but he has to play

several other roles too. This must be the reason that Jonh Swales (1985) rather using ESP Teacher prefers to use ESP practitioner as the teacher in an ESP context has to deal with needs analysis, syllabus design, material writing or adaptation and evaluation [cited in Hutchinson and Waters, 1987, p. 157]. Dudley Evans and St. John (1998) identified five key roles for the ESP practitioner:

1. Teacher
2. Course designer and material developer
3. Collaborator
4. Researcher
5. Evaluator [cited in K.Gatehouse, “Key Issues in English for Specific Purposes (ESP) Curriculum Development”, 2001]

Apart from this a teacher in an ESP approach to language teaching, acts as a facilitator as he facilitates the communication process to all participants in the classroom, he acts as a motivator, as an ESP practitioner, he can make his students more aware of their practical and real needs. At the same time he has to develop a friendly relationship with his students so that he could analyse their psycho-pedagogic needs more subtly. He also has to be creative, as for his every class he needs to develop a new technique to retain students’ interest in language.

After discussing roles of an ESP practitioner, the question arises “what technique an ESP practitioner should adopt, so that he could make an impressive impact among the learners and the teaching can be made more effective and the learners can be made competent enough to perform well in the real life situations. ESP is considered to be a field which is growing continuously and that too with a very high pace. So an ESP practitioner has to keep himself up to date with the developments in the field of language teaching as well the developments in the subject-matter whether it is science and technology, medical, business or management. If we talk specifically teaching English to the technical students, the teacher needs to find innovative and practical ways to motivate the students to learn and appreciate the language (Hussin, Maarof, and J. V. D’Cruz: 2001). As I experienced, these technical students are quite aware of their language needs as they need English not only for academic usage but also for employment and occupational purposes and for social interaction, but they are least motivated to learn the language as they do not find it interesting. In this kind of situation teachers’ role become very vital. The teacher has to decide how he can motivate the students and retain their interest in learning the language.

At Indian School of Mines, ESP is being practiced with the students of Engineering and Technology to develop their professional communicative skills, and enhance their socio-linguistic competence for the last Three decades. To analyse how seriously the ESP practitioner at ISM are involved in teaching – learning process, how committed and devoted they are and what else facility and resources they can be provided so that teaching can be made more effective, a survey was conducted for the Needs Analysis of the B. Tech. Students at Indian School of Mines.

### **Teachers Needs Assessment and Data Interpretation**

In the survey three EST teachers and three research scholars, who are actively involved in teaching English for Science and Technology has participated. In the present study the

questionnaire designed for the English for science and technology Teachers has seven different sections:

1. Sociopolitical
2. Logistic
3. Administrative
4. Psycho- pedagogic
5. Methodological
6. Course design
7. Teacher Expertise

Questions	Is English the medium of all instructions within the Institution?		Do you use other language/ languages, other than English, while teaching the students?		Do you think English should be the medium of instruction in all areas?		Do your students use English to communicate their ideas to each other/teaching staff?			Do your students translate ideas in textbooks/lectures into their own language when communicating with each other /teaching staff?			Are your students positively motivated towards using English for their studies?	
	Yes	No	Yes	No	Yes	No	Always	Sometimes	Never	Always	Sometimes	Never	Yes	No
6	6	--	5	1	5	1	--	6	--	1	5	--	4	2

Table 1: Sociopolitical Section

The first section i.e. the sociopolitical section tries to investigate the physical setup of the institution, the social and political background, the linguistic approach of the teachers and the students, what does the teachers think of their students, the adequacy of the syllabus, teachers' view regarding the syllabus, how motivated the teachers are to try new method and techniques, and if the teachers are committed to impart ESP teaching or not.

Questions	Do you always communicate your ideas to students in the English language?		Do you think the syllabus as it is followed now is adequate for the Preparatory course students?			Are you independent enough to introduce changes in the syllabus or classroom teaching?		Do you think that your credibility as an English teacher would be lost/damaged if you were seen to be participating in a science lecture for example?		Are you motivated to try new methods and techniques in English Language teaching?		How Committed are you to pursue ESP related teaching?		
	Yes	No	Yes	No	Somewhat	Yes	No	Yes	No	Yes	No	Fully	Partially	Somewhat
6	3	3	3	1	2	1	5	--	6	6	--	5	1	--

Table 2: Sociopolitical Section

According to the teachers, the medium of the instruction within the institution is English, so it is obvious that English is used by the teachers in the class and in the laboratory. The students are exposed to the English language frequently and cannot avoid using the language in their academic activity.

While teaching the students 83.4% teachers used other language (other than English) in the classroom. Only one teacher said that while teaching she never uses any other language. The data reflects that most of the teachers use other languages. The teachers, to make their point of view more vivid are compelled to interact with the majority of the student in Hindi.

83.4% teachers think that the medium of instruction should be English in all the areas. Only one teacher thinks that it is not necessary. In a technical institution like ISM it is important that the student should get maximum exposure to English language.

All the teachers say that their students sometime communicate their ideas in English with each other and the teaching staffs. This means that they are not able to communicate their ideas in English frequently and need to enhance their communicative skills.

83.4% teachers think that their students are able to translate ideas in textbooks/ lectures into their own language sometime. Only one teacher thinks that they always translate their ideas in the textbooks/ lectures into their own language while communicating with each other and the teaching staffs. This means that the students understand what they are taught in the class and what they grasp from the textbooks. These students are capable of comprehending the lectures and books which are strictly in English.

66.4% teachers think that their students are positively motivated towards using English for their studies but, 33.6% think that their students are not positively motivated towards using English. Providing reason for their lack of motivation one of the EST teacher said the students does not seem motivated because of their low self esteem and bad teaching at school level. The teachers who think that their students are positively motivated, give reason supporting their statement that English is needed to fulfill the students' professional needs. Another teacher said that in this era of globalization English is demand of the time.

50% of the EST teachers do not communicate their ideas in English language all the time and 50% teachers said that they always communicate their students only in English. Teachers who use other language mostly Hindi said that it is more important to communicate their ideas rather focusing on what should be the medium of communicating their ideas. The students do not follow what is being taught in the class. So it becomes inevitable to use other language in the class. To make students understand certain concepts other language mostly Hindi is used. The teachers who never use any other language in the class prove their point of view stating that the best way to teach a language is to communicate in that particular language. Another EST teacher said that the students should get maximum exposure to the language. These data reflect that teachers have mixed point of view on this very aspect. 50% think that to make the students understand certain concepts, which they are not able to grasp in English it become necessary to use language other than English in the class and 50% teachers think that communicating in

English in the class is very important, as with this approach the students get maximum exposure to the English language.

When the teachers are asked what changes do they envisage necessary in English teaching, one teacher said that when teaching the mixed ability and multilingual students then flexibility of the syllabus is very important. The teachers should be efficient enough to teach according to the needs of the learner. Another teacher that said he would like to envisage changes in the components for the oral practices means the listening and speaking skills. Another EST teacher said that she would envisage to reduce the number of students in classes and there should be forty students in each class, other two teacher said that in the process of teaching, more effort should be made to enhance their speaking skill. One teacher suggests that in every week there should be two classes of verbal communication.


According to 50% teachers the English department is a service function and research department, the department is involved in linguistic study, material development, course designing, curriculum development and remedial language teaching. On the other hand 50% teachers think the department is an autonomous department and is capable of establishing its own course of study.

83.4 % teachers said that they are not independent enough to introduce changes in the syllabus. This means that the teachers have to follow the prescribed syllabus and cannot change the syllabus or the teaching method as per need of the learners. The syllabus is not flexible. Only one teacher said that she is independent enough to introduce changes in the syllabus. Later it was confirmed by the head of the department, humanities and social sciences at ISM the English language syllabus is only the guideline. The teachers are free to use any material, any text books as long as learning is taking place.

All the teachers think that they would rather feel good to participate in team teaching if it would be beneficial and can add up to help the student in language learning and in doing so their credibility as an English teacher cannot be questioned.

All the ESP teachers are motivated to try new methods and techniques in English language teaching. This shows how devoted they are to their profession and also their interest in teaching learning process is reflected. They are always eager to try new techniques to develop the standard of English language teaching.

83.4% teachers are fully committed to pursue ESP related teaching. Only one teacher said that she is partially committed. The commitment of the teachers reflects their credibility, motivation and devotion as ESP teachers.

Questions 	Will there be any increase in teaching staff to help with syllabus design materials writing etc?	Do you have adequate teaching equipment, e.g. tape-recorders, visual aids, language laboratory, textbooks?	Is it expected that you will solve the language teaching problems/ lack of language teaching that exist at present?	Do you have sufficient resources to develop new ideas? (time, money, government/institute backing)	Do you have access to up-to-date information on the largest developments in the field of language teaching?
---	--	--	---	--	---

Total Number of Teachers ↓	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
6	3	3	1	5	5	1	1	5	4	2

Table 3: Logistic Section

The second section is the logistic section. In this section the questionnaire tries to investigate the availability of the teaching staff and if there is any possibility of increasing the number, the availability of the teaching equipments, are the teachers capable of solving language teaching problems, do they have enough resources such as money, time and institutional backing to develop new ideas and are the teachers able to access the up to date information on the latest developments in the field of language teaching?

In response to above questions two teachers said that there will not be any increase in teaching staff to help with the syllabus design and material writing. Three among six teachers said that there is a possibility of increasing the teaching staff who would be handling syllabus design and material writing jobs for the department. One has no idea in this regard.

According to 84.3% teachers the English department at ISM is not well equipped. One teacher said that department is well equipped except the language laboratory. In an ESP approach to language teaching the teaching equipments such as tape recorder, visual aids, language laboratory and text books have their own relevance. The teaching equipments not only helps in teaching the language in an interesting way but also help the teachers in motivating students and retaining their interest in language classes. One teacher said that only text books are available in the department and no other teaching aids are made available to them. This means that if proper teaching equipments can be made available to these excellent teachers the teaching learning process may become smoother and much more interesting.

83.4% teachers said that they are able to solve the teaching problems /lack of teaching language that exist in the institution at present. This shows the credibility and confidence of the teachers. This shows that with proper resources and adequate institutional backing these teachers can make a vast difference and can make language teaching more interesting.

83.4% teachers think that they do not have sufficient resources to develop their ideas. They are not given financial support, they have to devote their time in taking classes and there is no institutional backing as such, on which ground they could develop new ideas, so to enhance students' language skills.

33.6% teachers think that they do not have access to the up to date information on the latest development in the field of language teaching. One of them feels that there is a lack of team effort in the institution and also the library does not support the faculty members to get access to the latest information in the field of teaching. 66.8% teachers think that they have an access to up-to-date information on the latest development in the field of teaching.



Questions 	Do you envisage teaching specialist English to students from one subject discipline or from a mixture of subject disciplines?		Do you envisage your language syllabus running concurrently with a subject syllabus?	
Total Number of Teachers 	one	mixed	Yes	No
<b>6</b>	<b>1</b>	<b>5</b>	<b>5</b>	<b>1</b>

Table 4: Administrative

Five out of six teachers find that the present number of the faculty in the department is not enough. They need more hand for better implementation and running of the ESP course.


When the teachers are asked how many student would there be in one class. One teacher said over hundred in each section, another said forty to sixty, another said sixty-five, one said eighty on an average, one said fifty and one said ninety on an average. The number of students in a section is too high and for proper teaching and learning process, it is important that it should be reduced to forty. So that, each and every student may get proper attention in the class.

All the EST teachers agree that four to two hours per week can be considered as reasonable amount for teaching specialist English. The increase in number of classes per week can be helpful for the teachers and for the students as well. The students will get maximum opportunity to interact with the teachers and more oral and written practices may be done. This may help in enhancing the language and study skills of the learners.

83.4% teachers advocate that they want to run English language syllabus concurrently with the subject syllabus. Only one teacher said he would like to run a pre-sectionals language course.

When the teachers are asked over what period of time the language course would run, three teachers said only for one year, another said for three years, two teaches said for six months. The majority of teachers envisage that language course should run at least for two semesters.

In response to the question, from when they would like to implement the new ideas for a language course, 66.6% teachers said that they would like to implement new ideas for the next academic term. Only one teacher said that she would like to implement new ideas immediately. Implementation of new ideas may need proper planning and for this time is needed. This may be the reason that majority of the teacher want to implement new ideas for the next academic session.

Questions 	Will your students see a special language course as fulfilling their needs?	Do your students understand the basic concept of science and technology in their own language before the start of their higher education course?	Do you think that your students would be expected to do in English what they would not be able to do in their native language? e.g. read a subject text rapidly and take appropriate notes
---	---	--	--

Total Number of Teachers ↓						
	Yes	No	Yes	No	Yes	No
<b>6</b>	<b>5</b>	<b>1</b>	<b>3</b>	<b>3</b>	<b>4</b>	<b>2</b>

Table 5: Psycho-pedagogic

Total Number of Teachers ↓	Do you agree that for the purposes of motivation, it may be a good thing to include some general/social English into the ESP course?		Would you agree that practice in one language skill, such as speaking can result in a corresponding improvement in reading comprehension?		Would your students expect to use authentic subject texts as materials for language practices?	
	Yes	No	Yes	No	Yes	No
<b>6</b>	<b>6</b>	<b>--</b>	<b>6</b>	<b>--</b>	<b>6</b>	<b>1</b>

Table 6: Psycho-pedagogic

The next section the questionnaire is psycho-pedagogic. In this section the questionnaire tries to investigate the students' learning capacity, conflict between the students' need and the need felt by the institution, is remedial grammar teaching needed for the students? What is the order of emphasis in teaching the four language skills. For motivating the students will it be good to include social/ general English in the syllabus of the engineering students? Does practice in one skill result in a corresponding improvement of another language skill? Are the students interested in using authentic subject text as material for language practices?

In response to the above questions, 83.4% teachers agree that the students take special language course as fulfilling their needs; only one teacher thinks that the students do not take the special English language course as fulfilling their needs.

The next question tries to enquire, if the students are able to understand the concept of science and technology in their own language? 50% teachers think that their students do not understand the basic concept of science and technology in their own language. On the other hand 50% teachers agree that the students entering in a technical institution have some basic concept of science and technology. Being the students of engineering the learners should have inner urge and level of understanding basic concept of science and technology.



66.4% teachers find that there is a conflict between the felt needs of the institution and the learners' real practical needs. They are quite different. The institution does not pay attention to the basic needs of the students and ignores the language requirements of the learner. On the other hand the learners are quite aware of their language needs and wants. The students of preparatory classes think that they are in a great need of developing their speaking skill but the ground reality is that they get very less opportunity to speak, discuss or converse in English. But all of them need to concentrate on developing their writing skill which is needed for writing their answer scripts and laboratory reports. On this basis their credibility as students will be measured.

66.4% teachers think that their students may become more proficient in English and will be able to take down notes easily and read subject text which they will not be able to do in their native language. 33.6% teachers think that this will not be possible.

All the teachers agree that students are in great need of grammar/ remedial grammar teaching. The basics of English language of these students are not very sound. They need a course which can enhance their grammar skills. Remedial grammar teaching may overcome this problem. The basic problems occur due to bad teaching at school level.

When the teachers are asked, to put the four language skills in the order of emphasis they are being taught, one teacher ranked writing as number one, reading as number two, speaking as number three and listening as number four. Another teacher ranked writing as number one, reading as number two, listening as number three and speaking as number four. Another teacher ranked speaking as number one, listening as number two, writing as number three and reading as number four. Two teachers have ranked the four skills in the same manner. They have ranked writing as number one, listening as number two, reading as number three and speaking as number four. Another teacher has ranked writing as number one, speaking as number two, reading as number three and listening as number four. 83.4% teachers have emphasized on the writing skill and ranked it as the most required language skill for the preparatory students.

All the teachers agree that general/ social English should be included in the ESP course design. They think that this may result in motivating the students to attend the language classes.

The entire teaching team agrees that practice in one language skill may result in a corresponding improvement in reading comprehension. It is obvious that improvement in one language skill will make the student more proficient in another language skill. If they will be able to read, they will be able to comprehend and form their own concept. If they will be able to form ideas, they will be able to speak and write the ideas using proper keywords and grammatical structures.

83.4% teachers think that it is better to use authentic texts as materials for language practices. Using authentic text as material may expose them to How's and what's of their own subjects and through this they will also come to know, how they can develop a paragraph on certain

scientific topics, how well they can take down notes during subject classes, what should be the proper order when dealing with a proper scientific text etc. Only one teacher said that complete scientific text can be scary, so it would be much better to teach with simple notes and by collecting material from various sources.



Questions 	Do you think the teaching of ESP requires a special methodology?		Are you motivated enough to learn some of the scientific and technical knowledge that your student are learning?		Would you consider team-teaching with a subject lecturer a valid methodological approach to ESP?		Would you welcome an opportunity to discuss your approaches to ESP with the subject lecturer?	
	Yes	No	Yes	No	Yes	No	Yes	No
Total Number of Teachers 								
<b>6</b>	<b>6</b>	<b>--</b>	<b>5</b>	<b>1</b>	<b>3</b>	<b>3</b>	<b>5</b>	<b>1</b>

Table 7: Methodological

The next section of the questionnaire is methodological. This section tries to investigate the concept of methods in ESP teaching, does any factor of psycho-pedagogic section affects the methodology of the teacher; Are the teachers motivated enough to learn scientific technological knowledge? Are the EST teachers interested in conducting classes with a subject lecturer? If it stands as a valid approach, would they like to discuss it with the subject lecturer?

In answer to the above questions, the teachers have responded very positively. When they were asked if any factor of psycho-pedagogic section can affect their methodology, five out of six teachers said yes, one teacher said teaching general English into ESP can affect his method of teaching language. Another teacher said Remedial grammar teaching can affect her methodology because the majority of students are weak in basics of grammar and this may create problem in successful implementation and running of the ESP courses design. Another teacher said that for the corresponding development of the language course, the teacher has to be more hardworking and sincere. Another teacher said if the syllabus undergoes some alteration, it is definitely going to affect her methodology. She further added that if general/ social English is included in their language course, it would make the students more proficient in dealing with immediate problem/challenges.

All the teachers agree that teaching of ESP requires a special methodology. ESP is an approach to language teaching and for success of this course; the teacher must know the needs, wants, and requirements of the learners. In an ESP approach to language teaching the learners are kept in the centre of teaching/ learning activity and each and every need of the learners are considered. Teaching of ESP also requires proper motivation and physical setting for success of the programme.

83.4% teachers are motivated to learn some scientific and technical knowledge except one teacher who is not interested in learning scientific things that his students are learning. The majority of the teachers show their interest in learning scientific things.

50% teachers consider team teaching a valid methodological approach to ESP, On the other hand 50% teacher disagree on this very issue.

83.4% teachers said that they would welcome an opportunity to discuss the approaches to ESP with the subject lecturer. Discussing the approach and the use of authentic text in English language can really prove beneficial. There may help the EST teacher to translate certain concept into language in a proper manner. Only one teacher said that as the subject lectures do have much time and also they are not interested in ESP so, it is near to impossible to discuss language teaching methodology with the subject lecturers.



Questions 	Does your student need an English language course?		Will you have to write your own course materials?			Would you welcome the opportunity to discuss your course materials with a subject specialist?		Will you have to devise a system of testing your students' progress in a language course?	
	Yes	No	Yes	No	sometime	Yes	No	Yes	No
Total Number of Teachers 									
<b>6</b>	<b>6</b>	<b>--</b>	<b>1</b>	<b>--</b>	<b>5</b>	<b>6</b>	<b>--</b>	<b>6</b>	<b>--</b>

Table 8: Course Design

The next section is the course design. This section tries to enquire if these technical student need an English language course, what type of course do they need, the present course in combination of remedial English, language enrichment, academic English and specific English. Which language skill will they emphasize in their own course design, do the teachers have to write their own course materials, given an opportunity to discuss the course material with the subject teacher would help them, do they have to devise a system to measure the progress of the students in language courses.

All the teachers said that their students are in great need of language course. The students are unable to express themselves orally and in writing, most of them have very less vocabulary context and are not able to translate their ideas into English. These students are in great need of a language course to be competent in their subject courses.

When the teachers were asked what type of courses do the students need? One teacher said that the students need a language course with Remedial English to bring students to a required level of proficiency; a language enrichment course to introduce subject lexical items, and Academic English to teach study skills using non specific language texts. Another teacher thinks that the students need a language course which should be a combination of remedial English, language enrichment, specific English and academic English. Another teacher takes the course as combination of remedial English, language enrichment and specific English. Another teacher

takes the course as a combination of Remedial English and Specific English as the course of study focuses on basics English usage with specific example which is from the field of science and technology. Another teacher thinks the present course of study is a combination of Remedial English language; Enrichment and Specific English in order to meet the multiple possible requirements of the students. One teacher finds the course basically based on remedial English. Remedial English according to one teacher is needed to supplement the school teaching and specific English is needed for their academic and professional needs.

Within the course design the teachers envisage writing skill as the most important language skill for the preparatory students. Only one teacher stresses on the reading skill and ranked it as number one language skill. 83.4% teachers ranked writing as the number one language skill. On the basis of a personal discussion with one of the teacher, it was found writing skill is the most important language skill for the students and speaking can be kept for their later years of study. These students credibility will be measured on the basis of their performance in the semester examinations, so writing skill is a must for these students.

84.3% EST teachers sometime write their own course material and only one teacher said that he develops his own course materials for the preparatory students.

All the EST teachers are willing to welcome an opportunity to discuss their course material with a subject specialist. This may result in designing a better course material for the students and with the help of subject specialist more scientific information can be gathered.

All the teachers think that they will have to devise a system to measure students progress in language courses.



Questions 	Do you have a scientific /technological background?		Can you teach reading and writing skills?		Have you ever done any team-teaching?		Have you written specialist English course syllabuses before?		Do you understand how scientists/technologists write, speak, develop their ideas?	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Total Number of Teachers 										
6	4	2	6	--	3	3	2	4	6	--

Table 9: Teacher Expertise

The last section is teacher expertise. This section tries to gather information regarding the teachers' interest and academic activity.

The first question in the section enquires if the teachers have a specific background or not. 66.4% teachers in the department possess scientific background. In an ESP approach to language teaching it is important that the teacher must have some interest in scientific and

technological knowledge. All the teachers are capable of teaching reading and writing skills. 50% teachers in the department have experience team teaching and 33.3% teachers have designed specialist English syllabus before.

They understand how scientist/ technologists write/develop their ideas. The EST teachers are teaching language to future scientist and technologist. So, it is important that they should also have an idea how certain concepts are develop into complete texts.

When the teachers were asked if they have a theory of their own, all of them answered positively. One teacher said that his approach is eclectic i.e. a mixed approach to help the students in a particular context.

Another teacher also supports their eclectic approach. One teacher observed that the students may not posses all the study skills but they certainly possess study skill to some advance level in their mother tongue. She further adds, they just need help to transfer their ideas into English.

One teacher finds communicative theory very appropriate and suitable. Another teacher says that motivation, good teaching, sufficient practice and awareness of the utility of language propels the learners to learn the language.

One teacher asserting on the importance of environment said that the learners, learn a language by coping up with the environment when the particular language is spoken. So speaking should be more emphasized. This means that the learners should be provided proper environment and maximum exposure to the language so that they can acquire the language

To conclude at present within the institution the medium of instruction is English but according to the teachers they are forced to use other languages so that the learners can understand their views and concepts rather vividly. For the students of science and technology in an ESL context use of English cannot be avoided. Most of the books and study materials are published and taught in English. The students have to answer their paper in English too. When these students apply for a job, they are interviewed in English. Though majority of students use Hindi as a language of communication sometimes but still they are aware of the fact that they are in great need of the English language not only for social or academic purposes but also for their occupation.

Though from the data it is clear that majority of students are positively motivated towards using English for their studies but the classroom experience of the researcher is different. Students are actually not motivated towards using the language either for their studies or for their profession. When these students are asked any question in the class, the students are not able to answer. Either they do not know the answer or they are not confident, or hesitant while speaking English.

According to the teachers response it is good to use English language in the class but at the same time some of them contradict, saying that what is the use of teaching the students if the message or the concept that the teacher is trying to convey them is not conveyed properly?

The Department of Humanities and Social Sciences at ISM lacks some of the resources for success of an ESP course design for the students of science and technology. As it is evident from the data collected, the teachers are well qualified and also experienced, if proper resources and teaching aides are made available to these teachers, they can change the present state of language teaching/learning process at ISM. The teachers also envisage reducing the number of students in one class so that each teacher can give proper time and adequate attention to each student in the classroom.

Majority of teachers find that the present number of faculty is not enough, so the number of teaching staff should be increased.

The teachers support the idea that the number of classes per week should be increased from 4 to 6. It can be helpful to develop learners' study skills, as they will get more exposure to the English language and thus, they can also acquire the language. The teachers find that their students are capable to understand the concept of science and technology in their own language but they fail in expressing in English.

Majority of teachers ranked writing skill as the number one language skill. The reason behind this might be that the teachers are quite aware that at this very stage the students do not need speaking skill as their skills are measured on the basis of their performance in the Mid-semester and Semester examination that evaluate how well they can present their knowledge in written form. No such test of oral or speaking skills is organised. All the teachers advocate that the General English should be included in the language syllabus; this may motivate students to attend language classes. All the teachers agree that practice in one language skill can help in corresponding development of other language skills. Majority of the teachers think that authentic text should be used as material for language practice.

In the methodological section the teacher said that teaching general English into ESP can affect their methodology. Alteration in the syllabus and remedial grammar teaching can also affect their methodology. According to the teachers ESP require special method, devotion and motivation. The teachers seem to be interested in learning scientific things. All of them support team teaching as it may prove to be a helpful tool.

In the section course design, the teachers agree that the students desperately need a language course which must be a combination of Remedial English to bring them on a required level of proficiency; language enrichment to enrich their vocabulary and academic English to teach study skills. All the teachers are eager to welcome an opportunity to discuss their course materials with the subject teachers.

After discussing the key roles of the ESP practitioner and analysing the needs of the teachers practicing ESP for the students of science and technology, it can be concluded that if teachers are self-motivated and possess the zeal for orientation, she or he can also motivate the students. One should try to adopt techniques like team- teaching, self- evaluation and he or she can also present his or her lessons with the help of videos, pictures, and slides and at the same time one can also organize talk- shows to build confidence among the learners and introduce learners'

autonomy. A part from this, practicing ESP, in a country like India where one has to work under constraints of money and facilities, is a challenge. In such a context role of an ESP practitioner becomes more vital. One needs to be more innovative as he or she will need to manage the classes using limited resources. Using authentic materials as samples, creating exercises for the practice of notion and functions of the language, conversing with the students in the English language can help in retaining their interest and this may result in effective teaching.

## References

Clauston, M.L. "Language Learning Strategies: An Overview for L2 teachers" The Internet TESL Journal, vol.III, no.12, December 1997. ([http://: iteslj.org](http://iteslj.org))

Gatehouse, K. "Key Issues in English for Specific Purposes (ESP) Curriculum Development" The Internet TESL Journal, vol.VII, no.10, October2001. (<http://: iteslj.org>)

Hussin, S. and N. Maarof with J.V. D'Cruz, "Sustaining an Interest in Learning English and Increasing the Motivation to learn English: An Enrichment Programme", The Internet TESL Journal, vol.VII, no.5, May 2011. (<http://: iteslj.org>)

Hutchinson T. and Alan Waters (1987), "English for Specific Purposes: A Learning-Centred Approach", Cambridge: Cambridge University Press.

Nunan, D. (1988) "The Learner-Centred Curriculum: A Study in Second Language Teaching", Cambridge: Cambridge University Press.

Wilkins, D. (1979), "Notional Syllabuses", Cambridge: Cambridge University Press.

## Appendix

### Needs Analysis Questionnaire for EST Teachers, ISM, Dhanbad

#### Section One

#### **Socio-political**

1. Is English the medium of all instruction within the Institution?

Yes (        )        No (        )

If no in which areas it is used?

- 
2. Do you use other language/languages, other than English, while teaching the students?

Yes (        )        No (        )

3. Do you think English should be the medium of instruction in all areas?  
Yes ( ) No ( )
4. Do your students use English to communicate their ideas to each other/teaching staff?  
Always ( ) Sometime ( ) Never ( )
5. Do your students translate ideas in textbooks/lectures into their own language when communicating with each other/teaching staff?  
Always ( ) Sometime ( ) Never ( )
6. Are your students positively motivated towards using English for their studies?  
Yes ( ) No ( )
- Why? \_\_\_\_\_
7. Do you always communicate your ideas to students in the English language?  
Yes ( ) No ( )
- Why? \_\_\_\_\_
8. Do you think the syllabus as it is followed now is adequate for the Preparatory course students?  
Yes ( ) No ( ) Somewhat ( )
9. What kind of change or changes do you envisage necessary in English teaching for the Preparatory students?  
\_\_\_\_\_
10. What is the present status of the Department of English within your institution?  
i) Autonomous (own established course of study)  
ii) Service functions and research department. (linguistic study, material development, course design, curriculum development, remedial language unit)
11. Are you independent enough to introduce changes in the syllabus or classroom teaching?  
Yes ( ) No ( )
12. Do you think that your credibility as an English teacher would be lost/ damaged if you were seen to be participating in a science lecture for example?  
Yes ( ) No ( )
13. Are you motivated to try new methods and techniques in English Language teaching?  
Yes ( ) No ( )
14. How Committed are you to pursue ESP related teaching?  
Fully ( ) Partially( ) Somewhat ( )

**Section Two**  
**Logistical**

15. Will there be any increase in teaching staff to help with syllabus design materials writing etc?  
Yes ( ) No ( )
-



16. Do you have adequate teaching equipment, e.g. tape-recorders, visual aids, language laboratory, textbooks?  
Yes (      )      No (      )
17. Is it expected that you will solve the language teaching problems/lack of language teaching that exist at present?  
Yes (      )      No (      )
18. Do you have sufficient resources to develop new ideas? (time, money, government/institute backing)  
Yes (      )      No (      )
19. Do you have access to up-to-date information on the largest developments in the field of language teaching?  
Yes (      )      No (      )

Drawbacks \_\_\_\_\_

**Section Three**  
**Administrative**

20. How many staff would you have available to teach a language programme?  
\_\_\_\_\_
21. Do you think it's enough?  
Yes (      )      No (      )
22. About how many students would there be in one class?  
\_\_\_\_\_
23. Do you envisage teaching specialist English to students from one subject discipline or from a mixture of subject disciplines?  
One (      )      Mixed (      )
24. About how many hours per week would you consider a reasonable amount for specialist English?  
\_\_\_\_\_
25. Do you envisage your language syllabus running concurrently with a subject syllabus?  
Yes (      )      No (      )
26. If the answer to 25 is 'NO' does this mean that you intend to run a preessional language course?  
Yes (      )      Don't know (      )
27. Over what period of time would your language course run?  
\_\_\_\_\_
28. Will you have to implement new ideas for a language course immediately/for the next academic term/year?  
(Tick any one)

**Section Four**  
**Psych-pedagogic**

We cannot assume that motivation and learning behavior of our students is constant, complete and neutral in determining needs.

“Good teaching is no guarantee of good learning; for it is what the learner does that makes him learn” (Mackay 1976).

29. Will your students see a special language course as fulfilling their needs?  
Yes (     )     No (     )
30. Do your students understand the basic concept of science and technology in their own language before the start of their higher education course?  
Yes (     )     No (     )
31. Do you think that your students would be expected to do in English what they would not be able to do in their native language? eg. read a subject text rapidly and take appropriate notes.  
Yes (     )     No (     )
32. Do you envisage a conflict between the felt needs of your students (eg. The need for general language improvement/social English), and the needs felt by the institution (eg. English for Specific Purposes , English for Academic Purposes)  
Yes (     )     No (     )
33. Do you think Grammar teaching/Remedial grammar teaching is necessary for the Preparatory course students?  
Yes (     )     No (     )
34. What is the order of emphasis in teaching the four skills: Rank these:  
Reading (     )     Writing (     )     Speaking (     )     Listening (     )
35. Do you agree that for the purposes of motivation, it may be a good thing to include some general/social English into the ESP course?  
Yes (     )     No (     )
36. Would you agree that practice in one language skill, such as speaking can result in a corresponding improvement in reading comprehension?  
Yes (     )     No (     )
37. Would your students expect to use authentic subject texts as materials for language practices?  
Yes (     )     No (     )

Drawbacks \_\_\_\_\_

**Section Five**  
**Methodological**

38. Can you see how any of the factors in Section Four could affect you methodology?  
Yes (     )     No (     )

If YES, state briefly which factor and why?

\_\_\_\_\_

39. Do you think the teaching of ESP requires a special methodology?  
 Yes ( ) No ( ) Don't know ( )
40. Are you motivated enough to learn some of the scientific and technical knowledge that your student are learning?  
 Yes ( ) No ( )
41. Would you consider team-teaching with a subject lecturer a valid methodological approach to ESP?  
 Yes ( ) No ( )
42. Would you welcome an opportunity to discuss your approaches to ESP with the subject lecturer?  
 Yes ( ) No ( )

Drawbacks \_\_\_\_\_  
 \_\_\_\_\_

**Section Six**  
**Course Design**

43. Does your student need an English language course?  
 Yes ( ) No ( )
44. If the answer is YES in 43, what type of course?  
 a. REMEDIAL ENGLISH to bring students to a required level of proficiency in general English. ( )  
 b. LANGUAGE ENRICHMENT to introduce sub-technical lexical items; use English by drawing analogies from science and technology etc. ( )  
 c. SPECIFIC ENGLISH to teach students how to read scientific text, discuss findings, interpret none linguistic data etc. ( )  
 d. ACADEMIC ENGLISH to teach study skills using non-specific language texts. ( )
45. Do you see your course as being a combination of any of the 4 mentioned above? If so, can you say why?  
 \_\_\_\_\_
46. Within you course, do you envisage an emphasis on any particular language skill?  
 Reading ( ) Writing ( ) Speaking ( ) Listening ( )
- Try to give these skills an order of importance if your answer is YES.
47. Will you have to write your own course materials?  
 Yes ( ) No ( ) Sometime ( )
48. Would you welcome the opportunity to discuss your course materials with a subject specialist?  
 Yes ( ) No ( )
49. Will you have to devise a system of testing your students' progress in a language course?  
 Yes ( ) No ( )

## **Section Seven**

### **Teacher Expertise**

50. Do you have a scientific/technological background?

Yes (      )      No (      )

51. Can you teach reading and writing skills?

Yes (      )      No (      )

52. Have you ever done any team-teaching?

Yes (      )      No (      )

53. Have you written specialist English course syllabuses before?

Yes (      )      No (      )

54. Do you understand how scientists/technologists write, speak, develop their ideas?

Yes (      )      No (      )

55. Do you have a theory of how learners learn language?

If YES state briefly what your theory is.

---

---

---

Teacher's name: \_\_\_\_\_

Signature: \_\_\_\_\_

## **ABOUT THE AUTHORS**

**Priya Kumari** is a research scholar in the Department of Humanities and Social Sciences, Indian School of Mines, Dhanbad. She has been working on Needs Analysis and ESP for two years. Email: priyapra1984@gmail.com

**Dr. M. Mojibur Rahman** is Associate Professor in the Department of Humanities and Social Sciences, Indian School of Mines, Dhanbad, Jharkhand (India). He has got six years of experience in teaching English to the students of Science and Technology. His areas of interest includes: ESP, EST, ELT, Language Testing, etc. Email: mrahmanelt@gmail.com.