



# Course Evaluation and Learners' Needs in ESP: A Case Study of Undergraduates of Bio-Chemistry and Bio-Technology at University of Gujrat

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**Abstract-** The main focus of this paper is to conduct course evaluation of undergraduates at Medical College, University of Gujrat with the purpose to know what extent the existing ESP course cater their needs. The present paper relies on target situation analysis TSA as well as on present situation analysis PSA the approaches developed by Richterich and Chancerel(1980). To minimize the scale of ambiguity, both approaches are used together to get adequate results focusing on reconsidering the course design for undergraduates of Bio-Chemistry and Bio-Technology at University of Gujrat. Three questionnaires are employed to find out the needs of the students, and perceptions of the students and teachers regarding ESP course. The data analysis helps determine languages tasks required for undergraduates of Bio-Chemistry and Bio-Technology and also helps improving the course designs for them. The results conclude that students need English to fulfil their academic and professional needs. Speaking proficiency needs to be reconsidered and the course does not meet with the needs of the target situations.

**Keywords:** Learners' perception, course design, course evaluation, undergraduate, situation analysis

## I. INTRODUCTION

English is universal language in this modernized global world. It is being used and spoken all over the world internationally and nationally for academic, scientific, economic professional, medical, political, and commercial purposes. Frinclescu(2009) said "English gains the status of Lingua Franca". It has been the source of exchange and interaction and a large scale of vocabulary is internationalized as a consequence. This demand of English led to English for Specific Purposes ESP. Professionals and learners of English use various distinct styles, methods, and strategies. ESP provides them platform for learning a language in a context. Learning English language is not only for interest, but with a purpose of meeting the needs of particular field.

Medical field is widely using ESP where students use it for academic purposes and practicing doctors for communicative purposes. Kang 2004 argued that all information of medical field is available in English language so learning English is essential. Kurfurst(2004) remarked that all information regarding medical professionalism is present in English books, articles, documents and journals even the latest research are in English. Understudy students use English for reading scientific papers, communicating with staff and patients, filling of document and presentations in conferences. They also have to master the specialist vocabulary necessary for developing skills and knowledge of medical literature and research. Nowadays, English has become the "premier research language" among the language of medicine (Swales, 2004). Building lexical knowledge is the major concern of ESP but it carries the compulsion of academic environment where vocabulary, content, material, paragraphs and structuring etc. are of crucial importance but when one is in professional place, speaking skill is more of importance than vocabulary and structuring. Niazi(2012) comments that English has gained the undeniable place in medical setting of Pakistan.

The present paper provides a general picture of the needs of the students of undergraduates of Bio-Chemistry and Bio-Technology, University of Gujrat. For this purpose, it addresses the particular problems seen in the course design with special stress on restructuring the module in accordance with the needs of the target situation. No doubt, English language learning and teaching is challenging for undergraduate students of the medical field, but if we reconsider the issues as mentioned in this paper, this would be contributory in the field of ESP. The present paper addresses the following research questions:

- 1) What are learners' views about the needs of learning English language?
- 2) What perceptions do the learners and teachers have regarding the ESP course being taught?

To address the questions, the research used descriptive method of analyzing variables collected via questionnaire. It also involves frequencies, average and statistical calculations to analyze the collected data. Visual aids i.e. charts, graphs, and tabulates are used to make the statistics understandable. The findings revealed that language needs for undergraduates of Bio-Chemistry and Bio-Technology, University of Gujrat are of crucial importance. They need English for both academic and professional purposes and attention is needed to cope with variety of tasks regarding course material. They want classroom setting more lenient and independent towards discussions and paired sharing. The study also confirms that students are required to train with English speaking skills to be able to be proficient and fluent in English for communicative purposes.

## II. LITERATURE REVIEW

English for Specific Purposes ESP is a rapidly developing branch of English as Foreign Language EFL since 1960s. In order to meet the needs of different markets and growing number of international students, ESP provides skills and intelligibility regarding use of English language (Poghosyan, 2016). There is no specified definition of ESP has been provided so far by scholars. Hutchinson et al. (1987, p.19) states that ESP is a special approach to English language teaching where learner's reason for learning is the basis for course structuring and methodological decisions. Mackay and Mountford(1978, p.2) define the process of English language teaching for a "clearly utilitarian purpose", shaped by the learners' needs. These definitions carry two characteristics in them: Absolute meets learner's needs and Variable specific discipline and learners. Concluding definition of ESP is that 'it tends to fulfil the needs of learners regarding language use in daily life encounters.

ESP emerged after Second World War when science and technology intervened and United States led people to learn English to attend international needs of economy, commerce, and technology. This was the revolution in linguistics as pointed out by Hutchinson and Waters (1987). Linguistics was then shifted from traditional grammar to learners who wanted to use language for specific purposes. Widdowson(1978) claims that attention from formal features of language was shifted to finding the ways for actual use of language. Educational psychology also turned its focus onto the learner and student became the center whose interests, needs and attitudes were given importance. Briefly, ESP originally can be found in three constraints: the demands of Brave New World, a revolution in linguistics, and a focus on the learner approach. Hitchcock (1978) summarizes that ESP developed in early 1960s in answer to the international communicative needs.

As a growing discipline of English Language Teaching ELT, ESP is flourishing all over the world. Developmental phases are speeded up as compare to any other discipline. Phase one is of register analysis where it was indicated that language forms learners. Phase two was of rhetorical and discourse analysis that assumed that learners often lack acquaintance with meaning while using language. This approach to ESP led learners to produce material for understanding textual patterns in language use. Phase three is the recent situations in ESP where target situations analysis is focused. Learners' needs in terms of purposes, setting, means, skills, functions and structures are addressed and according to these needs ESP course is designed. In recent years, ESP course practitioners, designers, teacher, and learners are brought to light as essentials for schemata of subject specialist area.

Keeping the main role of learners in view, scholars are strongly agreed upon the implementation of Needs Analysis. The term need analysis is, in fact, the method for designing curricula in ESP. In most recent years 1981-1990, the scope of research in vocational ESP is broadened. The idea of target situation needs mainly originated in 1970s. Importantly, needs analysis research first, continued and published in ESPJ. The term 'need' is defined as wants, deficiencies, gaps, and necessities. NA thus can be taken as "the gap between what the learners' actual needs are and what should be taught to them." Brindley, 1989. Simply it is defined as procedures (Richards, 2001, p.51) and activities (Iwai, Kondo, Limm, Ray, Shimizu, 2008, cited in HaseliSonghori, 2008, p.2) uses to collect data about learners' needs. Language Needs Analysis LNA has been the milestone for ESP. As Hyland (2007) argues that the systematic use of linguistic norms, texts, and skills in communicative practices by a group of learners is essential to ESP. Thus, NA not only helps in designing the course for ESP but also tries to make a bond between teachers and learners. Teaching institutions can analyze, assess, and evaluate what the learners are required to be taught by conducting need analysis.

Needs analysis has been termed as deficiency analysis DA, Learning-centered approach LCA, target situation analysis TSA and present situation analysis PSA from time to time. There have been several approaches to needs analysis. The first is deficiency analysis, defined as a type of needs analysis to scale the present needs of learners. There are two elements of DA: potential target needs and scale of priority. It also laid the milestone for the questionnaire method in NA Shaw (1982) conducted a study on his subjects

and asked them to make an inventory of potential needs and then to bring forth the difficulties while doing such an activity on a *none/some/a lot* scale. But this approach is flawed in the sense that DA varies from one student to another. For example, one student says that writing report is of importance and other says that reading an article is the most important. DA closely resembles target situation analysis and present situation analysis. The second approach is target situation analysis TSA that denotes what a learner needs in target situation including wants, lacks and necessities. The third approach is present situation approach PSA that seeks to investigate learners' present efficiency in English from the very beginning of the course (Dudley-Evans and St John, 1998). The fourth and the most modern approach to NA is learning needs analysis LNA which pertains to "What the learner needs to do in order to learn" (Hutchinson and Waters, 1987). LNA caters the skills enhancement. In this framework of ESP, NA helps teachers understand the mandatory needs of learners and also acquaint in designing courses for ESP.

Numerous studies have been examined by researchers to explore the approaches, processes, and strategies for ESP. Dehand et al. (2010) conducted a study at Iran University of Medical Sciences at postgraduate level. He used a critical approach to conduct a need analysis. The study found that courses were determined by the heads department and teachers, learners, instructors, and designers were totally neglected. The study concluded that syllabus provided by the authorities did not cater with learners' needs. In the same way, Benesh (1996) worked on political aspect of NA. Her study concerned with power relations in target situation of psychology course and students' demands while seeking for areas of change. She also adopted critical approach to needs analysis. The study concluded constituted the view that critical need analysis CNA can pave the way for changes in institutional ESP courses. Mazdayasna and Tahririan (2008) conducted a research on Iranian school that aimed at exploring foreign language learning needs of students. For this purpose, mixed method qualitative, quantitative was applied. Data was extracted via questionnaire and interviews. The study concluded that well designed course of ESP should meet up the needs of learners and expectations of the instructor.

From the literature review provided above, this paper adopts Richterich and Chancerel's (1980) PSA and TSA approaches to needs analysis. These approaches cover wide range of factors and provide comprehensive outcomes for ESP. PSA focuses mainly on the language difficulties and TSA gathers data from target situation to communicate the course related problems. Belcher (2006) argues that "the students' self-knowledge, awareness of target situations, life goals and instructional expectation" talk about the deficiencies of learners. ESP scholars suggest to use both PSA and TSA in order to inform the learning process and reach the desired goals (Songhori, 2008). The next part tells the way data has been collected and analyzed.

### III. RESEARCH METHODOLOGY

This study is conducted on undergraduates of Medical College, University of Gujrat. ESP for undergraduates of Bio-Chemistry and Bio-Technology is not defined adequately. The faculty arranges objectives of learning and develop syllabi. Therefore, research is needed to systematize the syllabi for the said students. The data for the present study is collected through questionnaires. Three questionnaires are employed from two types of studies i.e. the first for needs analysis, taken from Nimasari's (2018) work on ESP needs analysis and the other two questionnaires for learners and teachers' perception, are adapted from Salehi, Khadivar and Mehrabi's (2015) work on instructors and learners' perceptions about ESP medical textbooks. The questionnaire on needs analysis and that on learners' perception is given to 80 undergraduates of Bio-Chemistry and Bio-Technology, University of Gujrat for the academic years 2014-2018 to find out their needs for ESP and the conception of the learners regarding their existing ESP course content. One questionnaire is for 6 ESP instructors to know their views on ESP course material. The present paper relies on target situation analysis TSA as well as on present situation analysis PSA, the approaches developed by Richterich and Chancerel 1980. They deal with learners' level of language and its usage and what a learner wants to get from TSA. To minimize the scale of ambiguity, both approaches are used together to get adequate results focusing on reconsidering the course design for undergraduates of Bio-Chemistry and Bio-Technology at University of Gujrat.

### IV. DATA DISCUSSION

This section comprised the presentation of data analysis and results sorted out to encompass the need analysis of English language for students and teachers in current/present and target situations. It is parsed into three sections. The first part analyses the student's questionnaire of need analysis, the second part deals with learners' perception towards the content provided for ESP and the third one meets the

teachers' perception towards the course of ESP. The first part provides the basis for present situations and second and third part for the target situations.

### 1.1 Needs Analysis

The first four questions in the students' questionnaire addresses the need for English language and its purpose. Table 1 summarizes the results as below:

**Table 1:** Needing and purpose for English language.

Questions	Responses/Percentages				
	a	b	c	d	e
Why do you need to study English?	27.5%	50%	8.75%	6.25%	7.5%
When do you use English?	10%	37.5%	22.5%	12.5%	17.5%
In the future, I will use English for:	18.75%	48.75%	22.5%	5%	5%
Do you agree that English should be added into your curriculum?	31.25%	58.75%	6.25%	3.75%	—

Table 1 shows that students mainly use English for future job purposes 50% as mentioned in question 1 and 48.75% as described in question 3. Similarly, English for academic purposes carries the weightage of 58.75%. Table 1 shows that students are fully aware of the role of English language for their academic studies. Students need to learn English to enable themselves to meet up with the ever changing world of science that is communicated in English. They also indicate that English is needed for communicative purposes more than social/private life. Waters (1987) argues that most of the ESP learners are aware of the purpose for which they are learning the language. Our results also connote that English is necessary for Undergraduates of Bio-Chemistry and Bio-Technology to fulfil their academic and professional needs. Question 5, 6 and 7 in students' questionnaire are about skills considered important by students and preferred activities in learning ESP Table 2.

**Table 2:** Important skills and activities preferred by students.

Questions	Responses/Percentages					
	a	b	c	d	e	f
What skills do you like to be more emphasized in the class?	16.25%	11.25%	41.25%	15%	11.26%	5%
What kind of English activities do you like?	21.25%	13.75%	13.75%	32.5%	13.75%	5%
How do you prefer to do the class activities in the class?	21.25%	23.75%	50%	5%	—	—

Table 2 for question 5 reveal that language speaking skill is rated high carrying the score of 41.25%. This represents that priority is given to speaking skill as compare to the other skills listening, writing and reading. From a student perspective, speaking is the most important to master the language as well as gaining a good proficiency level. Unlike the findings of this research, Altamimi and Shuaib (2010), in their research, concluded that students are average at reading, writing, and listening skills and weak at speaking and communication skills. In the questionnaire, students were asked about the activities included in their course Question 6 and 7. From the table above, it is obvious that they are more inclined to discussions 32.5% and group activities 50%. This mode of learning is useful in classroom setting and can minimize the workload of both teacher and student and also maximize the effectiveness of learning. Students' urge for discussions and small group works also state that they lack this kind of learning during ESP course.

Question 8, 9, 10 and 11 are about students' satisfaction with material provided for ESP module Table 3.

**Table 3:** Students' satisfaction with course material

Questions	Responses/Percentages			
	a	b	c	d
Do you agree that Basic English courses being taught are enough for your whole major program?	11.25%	56.26%	21.25%	11.25%
Do you need additional higher level of English class for your curriculum?	10%	55%	26.25%	8.75%
Do you agree that English material you have right				

now is suitable with your major subjects?	8.75%	55%	26.25%	10%
If no available textbook for your class, do you need a specific English textbook?	12.5%	35%	38.75%	13.75%

Table 3 addressing the question 8, represent that students 56.26% and 55% are not satisfied with their current module of ESP. Question 10 is a little bit contradictory with question 8 where students 55% showed satisfaction for current course and avoided using particular textbook 38.75%. Statistics clearly defines that the students' "want" to improve course design from basic to higher level of learning. Meantime, they are satisfied with current course and negated any kind of staticity or compulsion of reading a particular course material. It can also be stated that students are needed to use informal means magazines, newspapers, documents etc. of learning.

Question 12, 13 and 14 are about the usefulness and effectiveness of English language Table 4.

**Table 4: Usefulness and Effectiveness of ESP**

Questions	Responses/Percentages			
	a	b	c	d
In which module does ESP course help you?	32.5%	18.75%	17.5%	31.25%
What do you think about your improvement of your English knowledge?	7.5%	77.5%	15%	—
If a student has low competence in English, what will happen?	16.25%	61.25%	22.5%	—

Table 4 concerns with the effectiveness of ESP in modules of undergraduates of Bio-Chemistry and Bio-Technology. 32.5% are of the view that English is effectively helping in Bio-energetics and with a slight difference of 31.25% in molecular biology. They are satisfied with the knowledge of ESP 77.5% and clearly showing willingness with current course goals. Students are also aware of the usefulness of the course when they were asked of low competence in English language, 61.25% students responded that it would affect their learning in academic studies. Overall statistics are giving satisfactory results for effective role of ESP.

Question 15 addresses the ESP instructor's role in learning situation from students' perception table 5.

**Table 5: Instructor's role**

Questions	Responses/Percentages	
	a	b
What kind of lecturer's role do you like to have?	20%	80%

As far the role of instructor or teacher is concerned, table 5 shows that majority of students see him as facilitator who controls everything and helps, guides and assist the students. This also indicate that students are strongly eager to learn English; is they are provided with situations as demanded by their needs.

This section addresses the first research question of learns' views about the needs that they "want" to be catered. From the students' perceptive, need analysis of ESP asserts that major purpose of studying English is to fulfil academic and future job needs students. Their speaking proficiency is weak and their learning needs require pair and share mood of teaching. They are satisfied with current course as well as wants to enhance according to their needs. The results suggest that students are motivated to learn English but the course is not fully meeting up with their needs.

### 1.2 Learner's Perception:

This questionnaire was based on the material and content provided to the ESP learners as course. Statistics have given an overview on the satisfaction/dissatisfaction on the material provided. For this purpose, the first five questions directly approach to the content of ESP course material being taught Table 6.



**Table 6:** Approach to the content of ESP

Questions	Responses/Percentages		
	Agree	Neutral	Disagree
The material being taught is relevant to the needs as an English language learner.	57.5%	31.25%	11.25%
The material being taught is generally realistic.	47.5%	38.75%	13.75%
The material being taught matches the specifications of the syllabus.	48.75%	37.5%	13.75%
The material being taught is appropriate for the curriculum.	46.25%	40%	13.75%
The content of the material being taught meet your' felt needs for learning English or can it be adapted for this purpose.	31.25%	48.75%	20%

As can be observed in table 6 students have shown satisfaction with the material provided for ESP. They have ranked the relevancy of material at 57.5%, authenticity 47.5%, suitability with syllabus 48.75%, appropriateness of the curriculum 46.25%. Question five shows exceptional neutrality with neutral scoring of 48.75% where students are of the view that current course can be adapted to fulfil their needs.

The second categorized set of questionnaire is about the ESP course goal and its capacity of meeting with the needs of the learners table 7.

**Table 7:** ESP course goals and relevancy to the Needs of the students

Questions	Responses/Percentages		
	Agree	Neutral	Disagree
The materials increase the motivation and the confidence of the learners.	53.75%	30%	16.75%
The material is suitable and effective for teaching and learning purposes.	58.75%	30%	11.25%
The materials increase the learners' linguistic proficiency.	36.25%	42.5%	21.25%
The material used is not interesting.	38.75%	38.75%	22.5%
The materials used help understand the content.	45%	38.75%	16.75%
It covers a variety of topics from different fields.	43.75%	32.5%	23.75%
The topics of the material are adequate in enabling a student to use them in his field of studies.	42.5%	42.5%	15%
The topics in the material are relevant to a student's medical studies.	46.25%	28.75%	25%
Content of the material should be revised to include more relevant topics.	50%	36.25%	13.75%
The material raises learners' interest in further English language study.	30%	46.25%	23.75%

ESP course material is soothing to the taste of learners. It has all the elements in it that are necessary for the specified course goals. Carver (1983) describes that the use of authentic material is the necessary element of ESP. Results in table 7 show that ESP course material is oriented for it urge the learners

motivate themselves 53.75%, learn effectively 58.75%, understand the content 45% and validate the content 46.25%. In short, material meets the needs of the syllabus. But considering the learner's needs, statistics indicate that material is not increasing linguistic proficiency of the learners 42.5%. Similarly, topics helping them in their field out of course carry the mix opinion of the participant 42.5% are agreed and 42.5% showed neutrality. Course does raise the interest of learners to go for advanced study of English carries the neutral score of 46.25%. This section clearly defines that course goals are visionary but the application of these goals on target situation is not satisfactory.

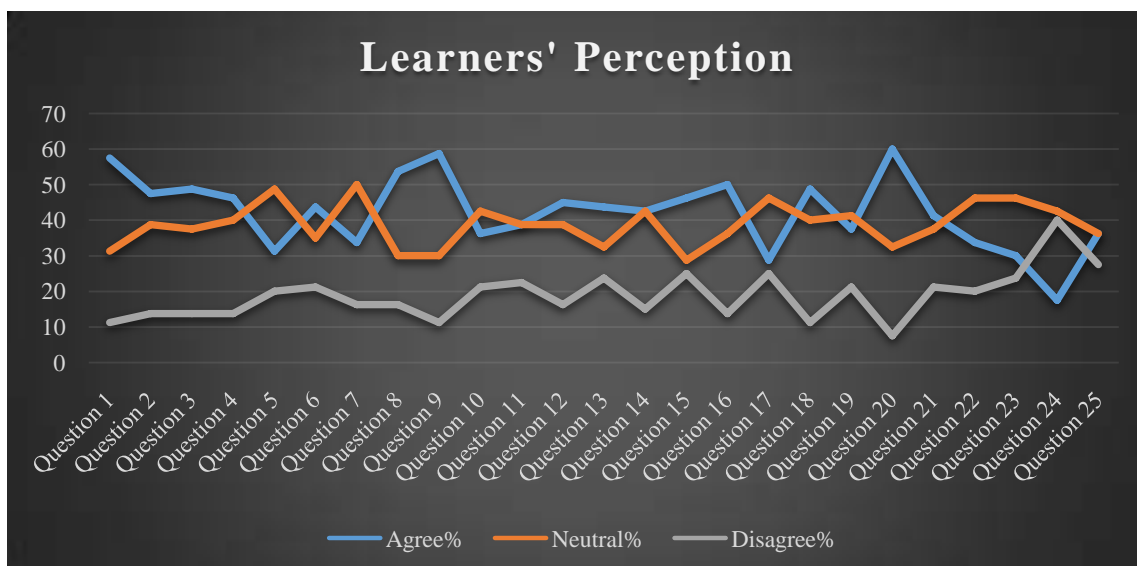
This section of learner's perception towards ESP course validates whether the material directs all four skills and sub-skills table 8.

**Table 8:** Sub-skills as addressed by the ESP course material

Questions	Responses/Percentages		
	Agree	Neutral	Disagree
The material should be revised to include more skills such as listening, speaking, reading, and writing.	60%	32.5%	7.5%
All four skills are adequately covered.	28.75%	46.25%	25%
The reading passages and associated activities are suitable for students' levels.	48.75%	40%	11.25%
The reading passages are enough, interesting and of appropriate length.	37.5%	41.25%	21.25%
The reading passages are enough, interesting and of appropriate length.	33.75%	46.25%	20%
The vocabulary load of the material is suitable.	41.25%	37.25%	21.25%
The grammar points were presented with brief and easy examples and explanations.	43.75%	35%	21.25%
The grammar points and vocabulary items are introduced in motivating and realistic contexts.	33.75%	50%	16.25%
There is no need to have ESP course for this major.	17.5%	42.5%	40%
Teachers use effective techniques of teaching ESP course.	36.25%	36.25%	27.5%

Table 8 displays that all four skills i.e. reading, writing, speaking, and listening are covered in the ESP course with the neutral opinion of 46.25% and material should be revised 60%. This states that students' delayed needs are focused more than immediate needs Audley-Evans, (1998). Alastal 2012 categorizes the basic skills in the following order listening, reading, writing, and speaking. The participants were also asked about the sub-skills of reading, writing, and speaking. The scores are as follows: Suitability of reading passages with learners' caliber with agreed response of 48.75%, interestingness and appropriateness of reading passages with neutral response of 46.25%, using suitable vocabulary load with agreed response of 41.25%, grammatical structuring with agreed response of 41.25%. This particularly confirms the importance of reading and writing to the students for academic purposes. This also indicate that students are aware of the major and minor skill learning in ESP course.

The following figure clearly describes the overall response of the learners for each research question.



**Figure 2:** Learners' perception about the course being taught

Figure 2 clearly indicates that majority of the participants responded agreed and neutrally. They have shown satisfaction with the material and content being taught in ESP course. They found it visionary and well-structured but the gap is when this course does not fulfil the needs as demanded by the target situation immediate and delayed needs. The students are well aware of four language skills with particular focus on learning the reading and speaking skills.

### 1.3 Teacher's Perception

This section of teacher's questionnaire confirms the approach to the ESP content from teacher's point of view towards ESP course Table 9.

**Table 9:** Approach to the ESP content from Teachers' Perception

Questions	Responses/Percentages		
	Agree	Neutral	Disagree
The material being taught matches the specifications of the syllabus.	100%	0%	0%
The material being taught is appropriate for the curriculum.	66.67%	33.33%	0%
The materials increase the motivation and the confidence of the learners.	66.67%	33.33%	0%
The materials provide an appropriate balance of the four language skills.	50.00%	16.67%	33.33%
The material is suitable and effective for teaching and learning purposes.	50.00%	33.33%	16.67%
The material used is not interesting.	33.33%	50.00%	16.67%
The material being taught is up-to-date.	66.67%	16.67%	16.67%

The results presented in the table 9 show positive response towards ESP content regarding teacher's perception. All the participants agree about the material being taught according to the specifications of the syllabus. Results indicate that ESP course material being taught is up-to-date and appropriate for the curriculum and increase the motivation and the confidence of the learners 66.67%. In the same way, 50.00% of the participants agree that it provides an appropriate balance of the four language skills with its suitability and effectiveness for teaching as well as learning purposes.

The following part of questionnaire validates the relevancy of subject and content of ESP course with needs of the learners Table 10.



**Table 10: Relevancy of Subject and Content**

Questions	Responses/Percentages		
	Agree	Neutral	Disagree
The content has been graded according to the needs and background knowledge of the students.	16.67%	50.00%	33.33%
The contents are sequenced on the basis of complexity.	33.33%	33.33%	33.33%
The subject and content of the material is generally realistic.	66.67%	0%	33.33%
The subject and content of the materials is interesting, challenging and motivating.	50.00%	33.33%	16.67%
Content of the material should be revised to include more relevant topics.	100%	0%	0%
There is sufficient variety in the topics in the material being taught.	50.00%	16.67%	33.33%
The topics in the material are adequate in enabling a student to use them in his field of studies.	50.00%	16.67%	33.33%
The topics in the material are relevant to a student's medical studies.	33.33%	16.67%	50.00%

The table 10 shows that the subject and content of ESP course enable the students to use them in their field of study but are not relevant to their medical studies. The study shows that the content has been graded according to the needs and background knowledge of the students 16.67% and are sequenced on the basis of complexity 33.33%. 66.67% of participants are agreed to the realistic nature of the subject and content of the course. All of the participants agree that the content of the material should be revised to include more relevant topics and half of them find the content interesting and challenging.

This sections refers to the sub-skills as dealt by the ESP course from the instructor's perception Table 11.

**Table 11: Sub-skills as addressed by ESP course**

Questions	Responses/Percentages		
	Agree	Neutral	Disagree
The material being taught covers the four language skills.	16.67%	50.00%	33.33%
The material should be revised to include more skills such as listening, speaking, reading and writing.	83.33%	16.67%	0%
The material indicates efficient use of text and visuals.	66.67%	0%	33.33%
The material being taught covers the main grammar according to students' level.	66.67%	16.67%	16.67%
The grammar points and vocabulary items are introduced in motivating and realistic contexts.	50.00%	33.33%	16.67%
The vocabulary load of the material is suitable.	50.00%	0%	50.00%
The reading passages are suitable according to the learners' caliber.	50.00%	33.33%	16.67%
The reading passages are enough, interesting and of appropriate length.	50.00%	33.33%	16.67%

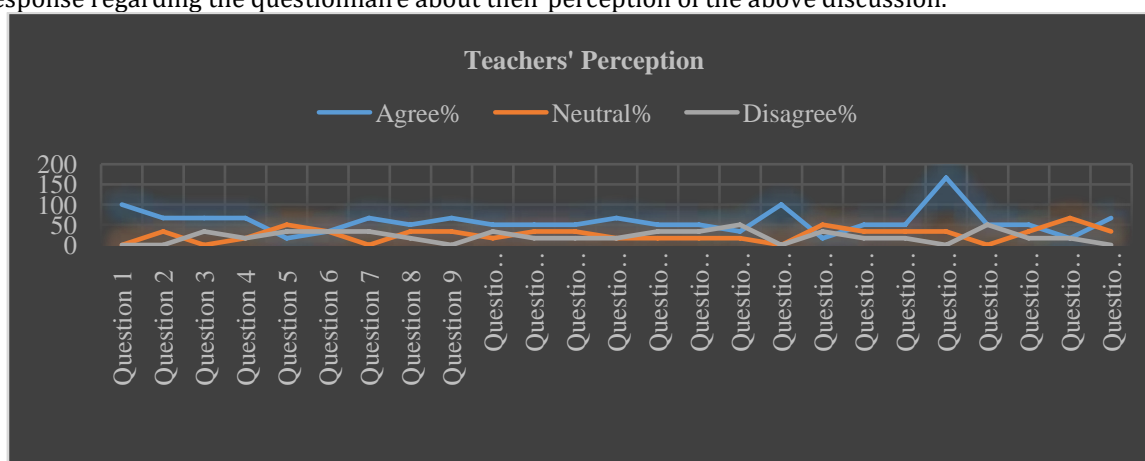
The table displays that all four skills i.e. reading, writing, speaking, and listening are covered in the ESP course with the neutral opinion of 50.00% and material should be revised 83.33%. The participants were also asked about the sub-skills of reading, writing, and speaking. The scores are as follows: Suitability of reading passages with learners' caliber with agreed response of 50.00%, interestingness of reading passages with agreed response of 50.00%. Using suitable vocabulary load with agreed response of 50.00% and disagreed of 50.00%. This particularly confirms the importance of reading and writing to the students for academic purposes. But these purposes are not fulfilling in orderly way.

This part comprised the tables regarding expectations/suggestions for ESP course improvement from the instructor's point of view Table 12.

**Table 12:** Expectations/Suggestions for ESP course improvement

Questions	Responses/Percentages		
	Agree	Neutral	Disagree
The material raises learners' interest in further English language study.	16.67%	66.67%	16.67%
More ESP courses are required for this major.	100%	0%	0%

It is clear from the table 12 that neutral response of 66.67% is given when the participants were asked about that the ESP course material motivates students for further reading. This is the expectation from the course by the teachers. The second question in table 12 is to get suggestion that ESP should be the part of medical field. Results strongly confirms our research that also suggests that ESP plays a contributory role in medical field where English is needed for target work setting. The following figure shows teachers' response regarding the questionnaire about their perception of the above discussion.



**Figure 2:** Teachers' perception about the course being taught

The graph in the figure 2 clearly shows that instructors have shown satisfaction towards the course being taught to the learners. They are agreed that material meets the specifications of the syllabus, content is up-to-date and teaching methods are effective. The complexity is minimum, nature is realistic and sub-skills like reading and writing are specifically focused.

## V. CONCLUSION

This paper analyzed the needs of undergraduates of Bio-Chemistry and Bio-Technology from Medical College, University of Gujarat regarding English language. The paper also assessed the learners' and teachers' perception about the course being taught to the said undergraduates. Three questionnaires were developed for each purpose. The first questionnaire of student's needs addresses the first research question and the questionnaires of learners and teachers' perception deal with second research question. Through the response of the undergraduate students the study finds that:

- Students need English for academic, communicative, and professional purposes.
- Reading and speaking are the most important skills as preferred by the students.
- Course material is satisfactory but informal means of learning are direly needed.
- ESP for medical learning is useful and effective.
- Instructor should be facilitator.
- ESP course material is authentic, relevant, and appropriate.
- Course content is visionary but its application on target situation is not satisfactory.
- ESP course content addresses the sub-skills of language.

ESP teachers' response towards the course material finds that:

- Content meets with the specified criteria\_ suitable, effective.
- Topics discussed are relevant.
- ESP course is relevant to the field of study but not to their medical studies.
- Sub skills like reading and writing are considered important from the teachers' perception.

- ESP plays an integral role in medical field.

The findings above conclude that the learners are weak with speaking proficiency in English. It is also found that all the basic and sub-skills are considered important. Students have different learning needs i.e. group discussion, pair and share in learning environment. The study also asserts the significance of needs analysis that needs to cater the course design relevant to the learners' needs. As a consequence, it may provide a course which encourage learners to learn English language. Medical college students' mastery in language must assist them to deal with their academic and professional needs. It is expected that this study will be helpful in designing an ESP course for undergraduates of Bio-Chemistry and Bio-Technology.

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