Statement of Original Authorship

CHO BOG JA
Name of Candidate: ..........................................................

NEEDS ANALYSIS FOR AN ENGLISH
Title of Project Paper: .....................................................

FOR SPECIFIC PURPOSES PROGRAMME FOR

ENGINEERS IN A MULTI-NATIONAL COMPANY

I confirm that the materials contained in this Project paper are my own work. Where the works of others have been drawn upon, whether published or unpublished (such as books, articles, or non-book materials in the form of video and audio recordings, electronic publications and the internet) due acknowledgements according to appropriate academic conventions have been given. I also hereby declare that the materials contained in this Project Paper have not been published before or presented for another programme or degree in any university.

Signed: .................................................. Date: 18/10/1999
NEEDS ANALYSIS FOR AN ENGLISH FOR SPECIFIC PURPOSES PROGRAMME FOR ENGINEERS IN A MULTI-NATIONAL COMPANY

CHO BOG JA

A Project Paper Submitted to the Faculty of Education, University of Malaya in Partial Fulfilment of the requirements for the degree of Master of Education

1999
ABSTRACT

This study is an investigation into the English language needs of the engineers, through an analysis of a survey which was conducted for the engineers and engineering managers currently working in a multi-national company. The aim of this study is to know what English language skills the engineers and engineering managers require and to provide input for an ESP programme for the engineering students.

ESP evolved in the mid-60's in response to an awareness that certain types of learners had specialised needs which were not sufficiently and efficiently dealt with in most of the current EFL courses which mainly focussed on grammar/ comprehension or general communication skills. The learners were mainly pursuing tertiary education or professional training. It was felt that they had more limited and finely focussed needs, for example, a chemist wanting to pariticipate in conferences both locally and overseas, and an undergraduate seeking to understand lectures and participate in seminars etc.(Mackay, 1975).

Mackay and Mountford (1978) have suggested three kinds of purposes:

(1) Occupational requirements e.g. for international telephone operators, civil airline pilot etc.

(2) Vocational training programmes, for example for hotel and catering staff, technical trades etc.

(3) Academic and professional study e.g. engineering, medicine, law, etc.

The instrument used for gathering information for this research consists of self-constructed questionnaires the researcher made use of several sources. In developing the questionnaire, several sources were made use of including Mackay (1976), Richterich and Chanceral (1972), Mackay and Bosquet (1981), Yalden (1982), Hawkey (1980), Zoughoul and Hussein (1985), information of general manager and discussion with engineering
lectures and other course lectures dealing with engineering students.

The questionnaires were analyzed using frequency counts and percentages. The responses were tabulated according to major areas that emerge from the answers. From the results, many engineers need to improve their writing and speaking skills as compared to listening and reading skills. This result is so much related to the living environment and English education in university. It can be drawn from the findings that engineering students need not only to study all kinds of English skills, but also to expose to the environment which English is being widely used.

By identifying the English language needs of the engineers and engineering managers, it is hoped that a suitable English language course can be designed later to help prepare the engineers for the real job situations in which their English proficiency will be needed. Also this study will provide a model for an English Language Needs Analysis for the engineers and engineering managers.
ABSTRAK

Thesis ini adalah satu kajian mengenai Bahasa Inggeris yang diperlukan oleh jurutera melalui satu kajian analisa yang dijalankan kepada jurutera dan pengurus kejuruteraan yang sedang bekerja di syarikat antarabangsa. Objektif utama kajian ini dilakukan ialah untuk mengetahui peringkat manakah penguasaan Bahasa Inggeris yang diperlukan oleh jurutera dan pengurus kejuruteraan dan juga untuk menyediakan satu input untuk ESP program kepada pelajar kejuruteraan.

ESP yang berlaku pada pertengahan 60an ini adalah tindakbalas terhadap kesedaran bahawa sesetengah pelajar memerlukan satu kepakaran yang mana ianya tidak mencukupi dan begitu berkesan pada kursus ESL, yang mana lebih memfokuskan kepada tatabahasa / karangan atau skil berkomunikasi yang biasa sahaja. Mereka sebenarnya memerlukan satu pembelajaran khas atau latihan professional. Ini menggambarkan bahawa mereka mempunyai pemfokusan yang terhad serta lebih baik, sebagai contohnya, seorang penyelidik kimia mahukan satu penyertaan di dalam mahupun luar negara, dan seorang pelajar cuba untuk mamahami kuliah dan penyertaan didalam seminar dsb (Mackay, 1975).

Mackay dan Mounford (1978) telah memberikan tiga pendapat:
(1) keperluan pekerjaan, contohnya kepada operator panggilan antarabangsa dan juruterbang awam
(2) Program latihan vokasional, contohnya, kepada pekerja katering dan perhotelan
(3) Akademik dan pembelajaran professional, contohnya, kejuruteraan, perubatan, undang - undang dsb.

Alat yang diperlukan untuk mengumpul maklumat didalam penyelidikan ini


Dengan menyelidiki tahap Bahasa Inggeris yang diperlukan oleh jurutera dan pengurus kejuruteraan, ianya diharapkan supaya satu kursus Bahasa Inggeris yang sesuai boleh diwujudkan kemudiannya untuk membantu jurutera kepada persekitaran kerja yang sebenar yang mana memerlukan kefasihan penguasaan Bahasa Inggeris mereka. Dan juga kajian ini akan menyediakan satu model untuk Analisa Bahasa Inggeris Yang Diperlukan kepada jurutera dan pengurus kejuruteraan.
ACKNOWLEDGEMENT

It would be impossible to acknowledge adequately all the people who have contributed to the success of this project paper.

The initiation and completion of this project paper would never have been possible without the constant, consistent support and guidance of my supervisor, Professor Dr. Moses Samuel. As a friend he has proved to be encouraging, motivating and supportive. As an instructor, he is a welcome critic. My gratitude to him extends well beyond the expression of mere words.

I would like to thank my course mates for their comments and assistance extended in writing this paper. I also would like to thank my friends who have all helps in one way or other. I thank them for their patience, encouragement and support throughout my 'Masters' course.

I express my deepest gratitude to my father, my mother, brothers and sisters-in-law for their endless love and help which make this degree possible for me.

My great appreciation is extended to my lovely children, Kim Moon Jeong, Moon Kyeong and Deog woo for their understanding, patience and love.

Finally, my utmost thanks go to my husband, Kim Seog Gi, who proof read reviewed the manuscript and for his devoted love support and patience. I cherish his thoughtfulness in staying up with me all those late nights to offer inspiration and support lest I gave up.

Also the paper would not have been possible without the cooperation and assistance of the engineers and engineering managers of Samsung Electronics Company, in Seremban. I thank them for their kind contribution and willingness to lend a helping hand whenever the need arose.
TABLE OF CONTENTS

ABSTRACT ............................................................................................................. i
ACKNOWLEDGEMENTS ................................................................................... v
TABLE OF CONTENTS .................................................................................. vi
LIST OF TABLES ............................................................................................... ix

CHAPTER

I  INTRODUCTION AND BACKGROUND

Introduction ........................................................................................................... 1
The Role of English in Malaysia and the Emergence of ESP .......................... 1
Purpose of the study ................................................................................. 4
Significance of the study .................................................................... 5
Definition of terms ............................................................................. 6

II REVIEW OF THE LITERATURE

Development in ESP ...................................................................................... 7
Syllabuses ..................................................................................................... 10
Needs Analysis and ESP ............................................................................. 12
  Approach to needs analysis ................................................................. 15
  Needs analysis and course design ....................................................... 17
  Needs analysis and objective formulation ..................................... 18
  Needs analysis and selection of methodology .............................. 20
  Needs analysis and evaluation ......................................................... 22
III RESEARCH METHODOLOGY

Introduction 23
The sample 23
Engineers 23
Engineering managers 24
The instrument 24
Methods of analysis 26

IV FINDINGS

Introduction 27
Personal details of survey participants 27
Age group 27
Education 28
Work experience 28
Communicative activities 29
Language skills 29
Listening skill 31
Listening sub-skills 32
Speaking skill 34
Speaking sub-skills 35
Reading skill 37
Writing skill 39
Writing sub-skills 40
Proficiency and Importance of English Language 42
Proficiency in English 42
Importance of English 43
Personal impressions 45

Provisions for improving English 45

Knowledge of English 45

English language skills possessed 46

English language skills required for practical training 47

V  RECOMMENDATIONS AND CONCLUSION

Summary of findings 49

Limitation of the study 52

Recommendation for further study 53

Pedagogical implications of the study 53

BIBLIOGRAPHY 55

APPENDIX 61
# LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table 1</td>
<td>Age of Engineers and Engineering Managers</td>
<td>28</td>
</tr>
<tr>
<td>Table 2</td>
<td>Education of Engineers and Engineering Managers</td>
<td>28</td>
</tr>
<tr>
<td>Table 3</td>
<td>Work Experience of Engineers and Engineering Managers</td>
<td>29</td>
</tr>
<tr>
<td>Table 4</td>
<td>Language skills of Engineers</td>
<td>30</td>
</tr>
<tr>
<td>Table 5</td>
<td>Language skills of Engineering Managers</td>
<td>31</td>
</tr>
<tr>
<td>Table 6</td>
<td>Listening skill of Engineers</td>
<td>32</td>
</tr>
<tr>
<td>Table 7</td>
<td>Listening skill of Engineering Managers</td>
<td>32</td>
</tr>
<tr>
<td>Table 8</td>
<td>Listening sub-skills of Engineers</td>
<td>33</td>
</tr>
<tr>
<td>Table 9</td>
<td>Listening sub-skills of Engineering Managers</td>
<td>34</td>
</tr>
<tr>
<td>Table 10</td>
<td>Speaking skill of Engineers</td>
<td>35</td>
</tr>
<tr>
<td>Table 11</td>
<td>Speaking skill of Engineering Managers</td>
<td>35</td>
</tr>
<tr>
<td>Table 12</td>
<td>Speaking sub-skills of Engineers</td>
<td>36</td>
</tr>
<tr>
<td>Table 13</td>
<td>Speaking sub-skills of Engineering Managers</td>
<td>37</td>
</tr>
<tr>
<td>Table 14</td>
<td>Reading skill of Engineers</td>
<td>38</td>
</tr>
<tr>
<td>Table 15</td>
<td>Reading skill of Engineering Managers</td>
<td>39</td>
</tr>
<tr>
<td>Table 16</td>
<td>Writing skill of Engineers</td>
<td>40</td>
</tr>
<tr>
<td>Table 17</td>
<td>Writing skill of Engineering Managers</td>
<td>40</td>
</tr>
<tr>
<td>Table 18</td>
<td>Writing sub-skills of Engineers</td>
<td>41</td>
</tr>
<tr>
<td>Table 19</td>
<td>Writing sub-skills of Engineering Managers</td>
<td>41</td>
</tr>
<tr>
<td>Table 20</td>
<td>English Proficiency of Engineers</td>
<td>42</td>
</tr>
<tr>
<td>Table 21</td>
<td>English Proficiency of Engineering Managers</td>
<td>43</td>
</tr>
<tr>
<td>Table 22</td>
<td>Importance of English - Engineers</td>
<td>44</td>
</tr>
<tr>
<td>Table 23</td>
<td>Importance of English - Engineering Managers</td>
<td>44</td>
</tr>
</tbody>
</table>